

# Moving the Needle: Examining Placement and Multiple Measures

*Allan Hancock College Planning Retreat  
February 2017*

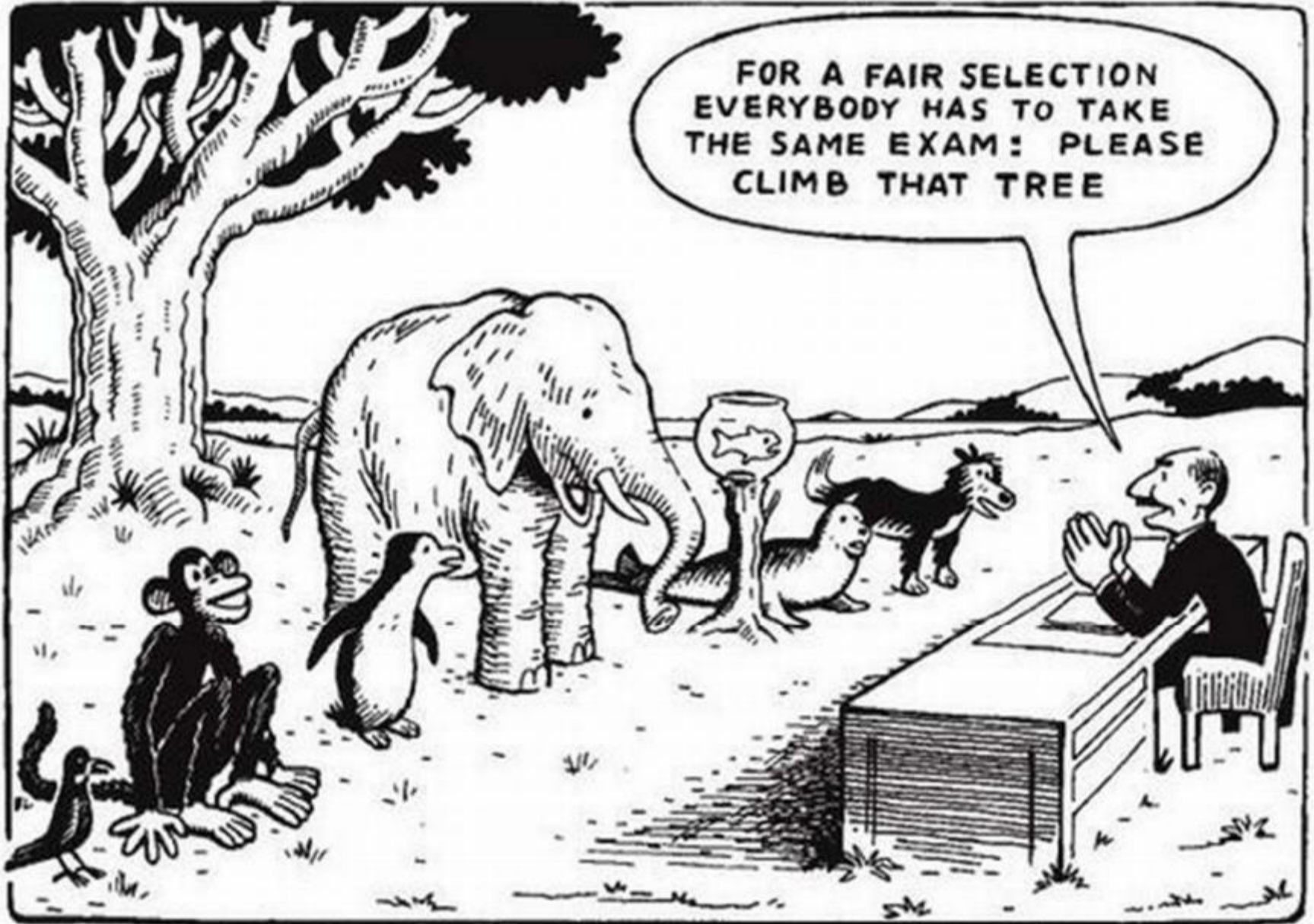
# Problem Statement

- Research has shown that standardized assessment has led us to systematically underestimate student capacity
  - Particularly for students of color, low income students, first generation college students, women
- Weak relationship between test scores and college success
  - Correlation stronger between high school coursework and college coursework

# Problem Statement

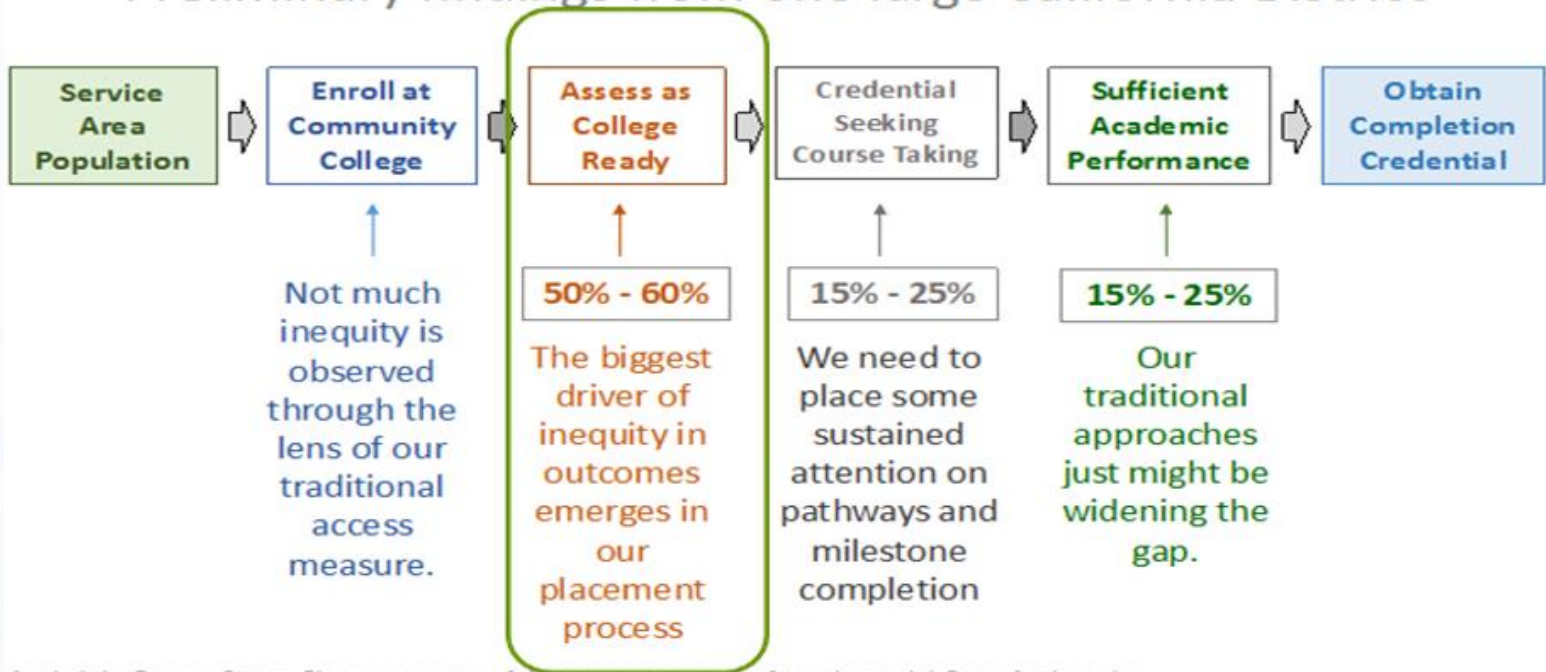
- Most CCs rely on standardized assessment for placement
- Majority of students are placed below college-level
  - 68% of students in two year institutions take  $\geq 1$  developmental education course (Scott-Clayton & Belfield, 2015).
- Placement below transfer level is barrier to completion
  - 30% never attempt a course in the sequence and 10% fail to re-enroll after successfully completing at least one course in the sequence (Bailey, Jeong, & Cho, 2010).

# Standardized Test



# Research Findings

Preliminary findings from one large California District



Analysis by Gregory Stoup. Figures represent of the explained variation from the model. Paper forthcoming.

# Background

## Challenges

- Low Placement into college level math and English
  - 35% into transfer English
  - 10% into transfer math
  - 8% into transfer math and English  
*(actual final placement is higher because of appeals and overrides)*
- Low completion rates of transfer math and English in the first year
  - 37% complete English
  - 20% complete math
  - 16% complete math and English
- Many students (30 to 40%) never attempt math or English

## Opportunities

### Multiple Measures

- Provides a more complete picture of student ability
- Provides a way to increase the accuracy of placement, particularly under-placement
- Required by law (Title 5)
- Supported by statewide senate
- Accelerates throughput
- Results show students as successful

### Acceleration

# Common Myths about Mult. Measures

- Students placed via MMs will not be successful
- Our courses will have lower pass rates
- Our test is different
- Students would be better off in remedial coursework
- We are only looking at GPA
- Students will only get a “C” in transfer-level work
- Students who get a “C” in transfer-level won’t be able to transfer
- High school GPA is only good for recent graduates

# Outputs

- Students will be placed via multiple measures for Fall 2017 registration.
- Students will continue to take the assessment test.
- Students will be placed with disjunctive model – the highest of the two placements.
- Institutional Effectiveness will assess student outcomes by placement method.



# High school variables that predict college success

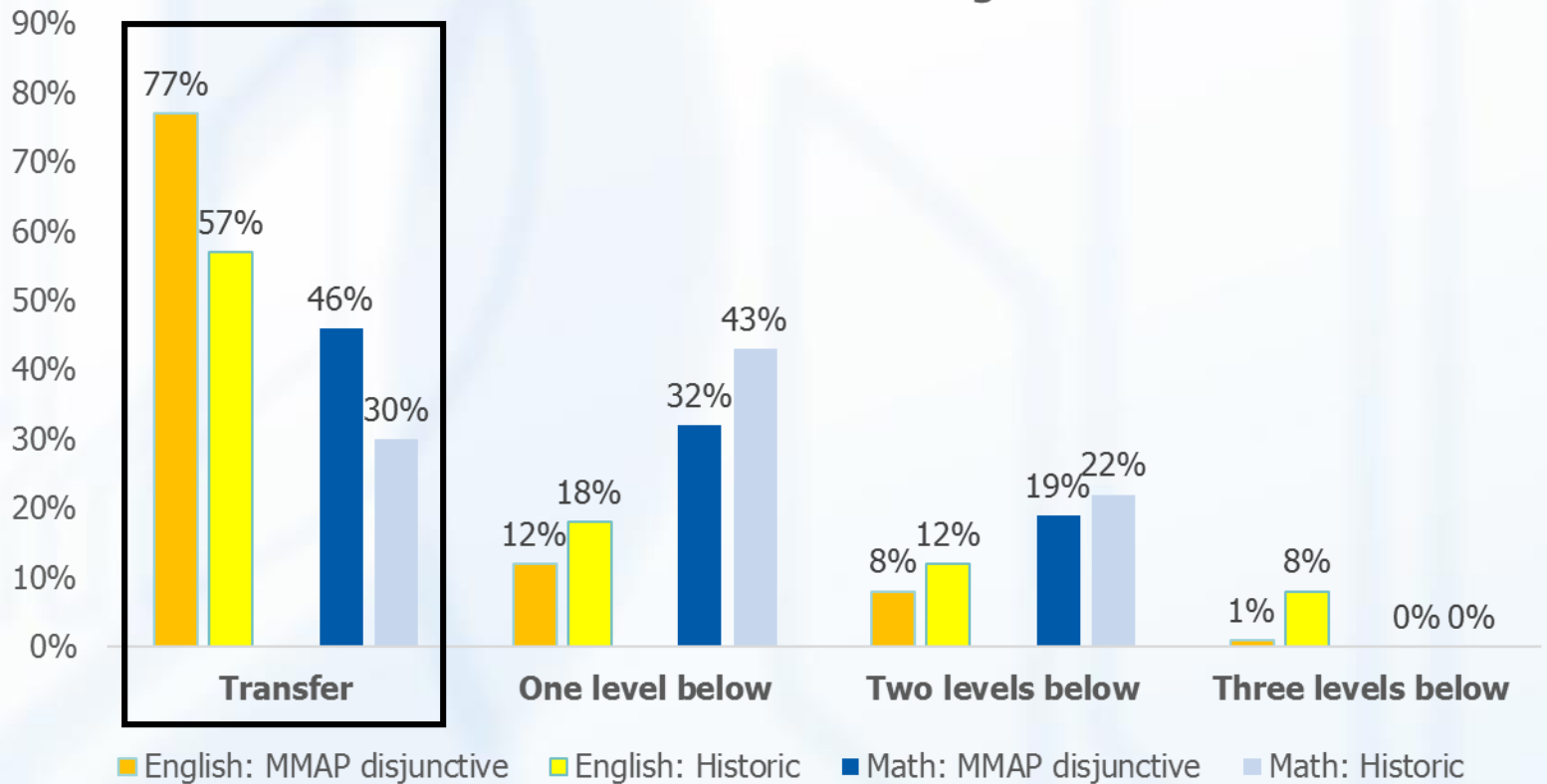
- English
  - **Cumulative HS GPA**
  - Grade in last HS English
    - C+ or better in AP English class
  - Score on English CST
  - Non-remedial status in HS English
- Math
  - **Cumulative HS GPA**
  - Enrollment and grades in Geometry, Algebra II, Trigonometry, Pre-calculus, Statistics, Calculus
  - Taking a more challenging CST
  - Score on math CST

# Outcomes

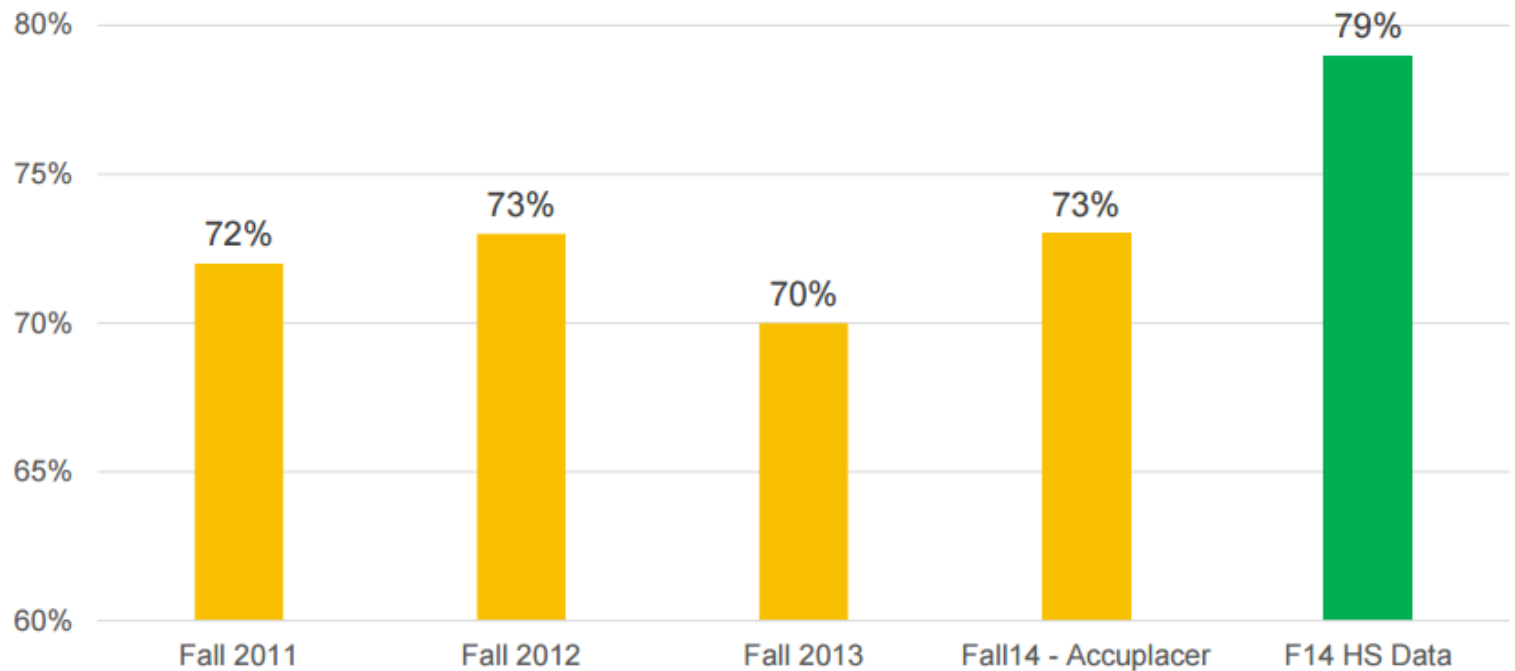
- More students completing transfer level math and English coursework and doing so earlier in their academic career
- More equitable outcomes of student achievement

# Potential impact at AHC

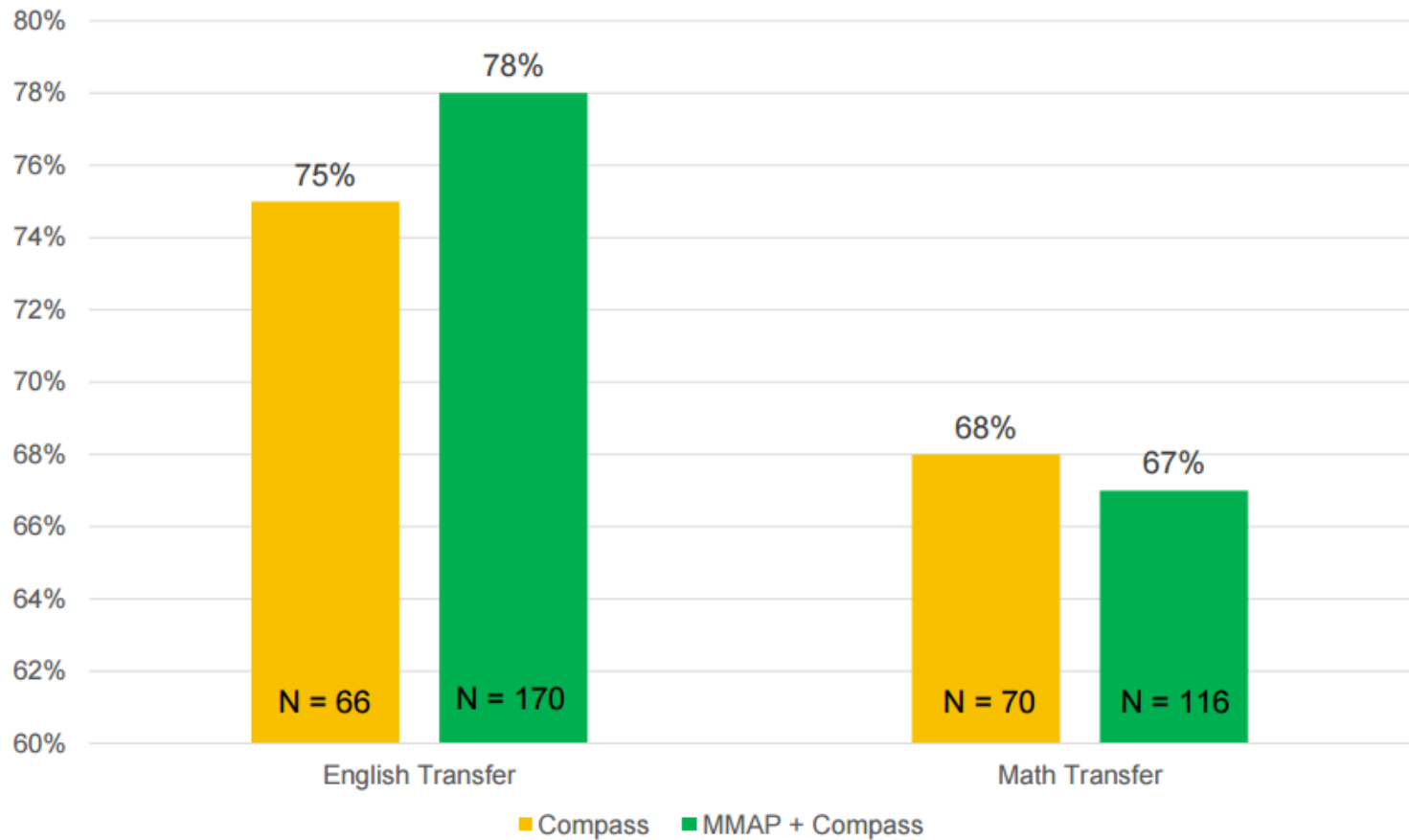
English and Math Placement Projections  
Allan Hancock College



# Success Story: Sierra College

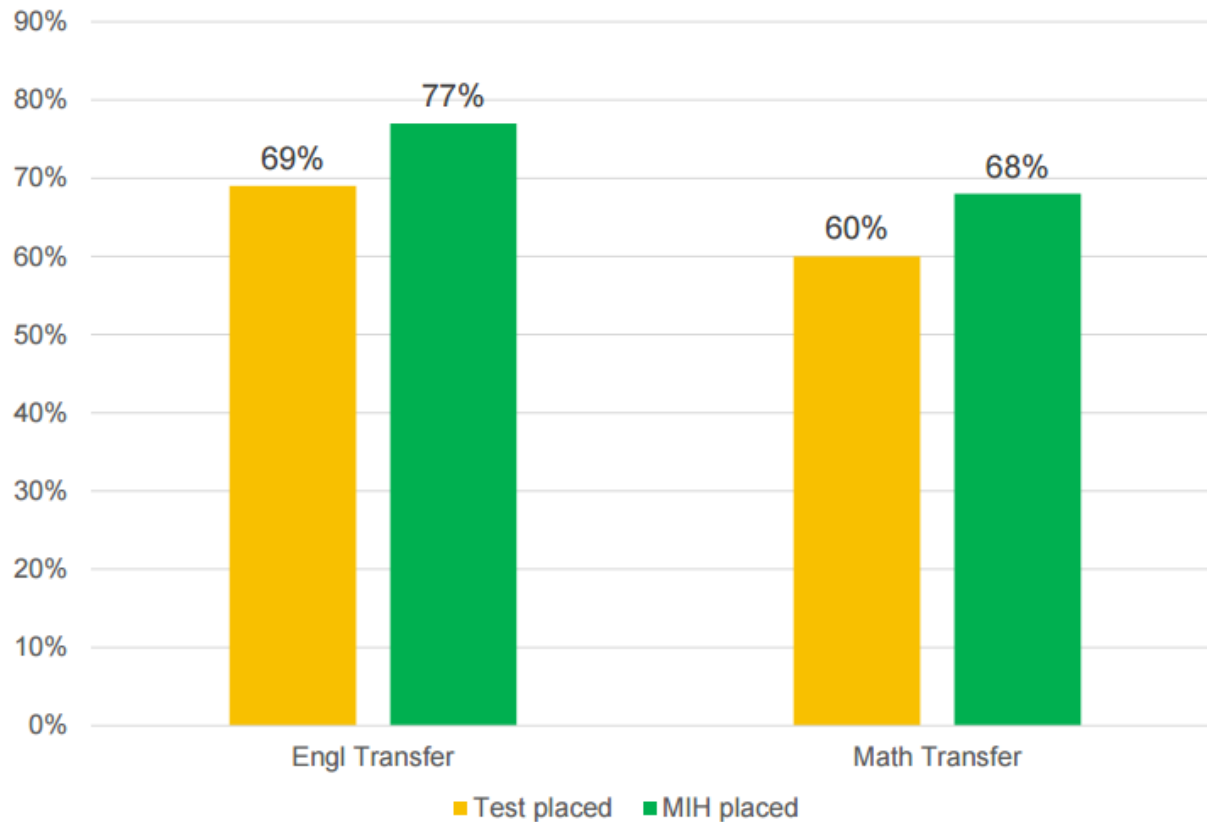


# Success Story: Cañada College

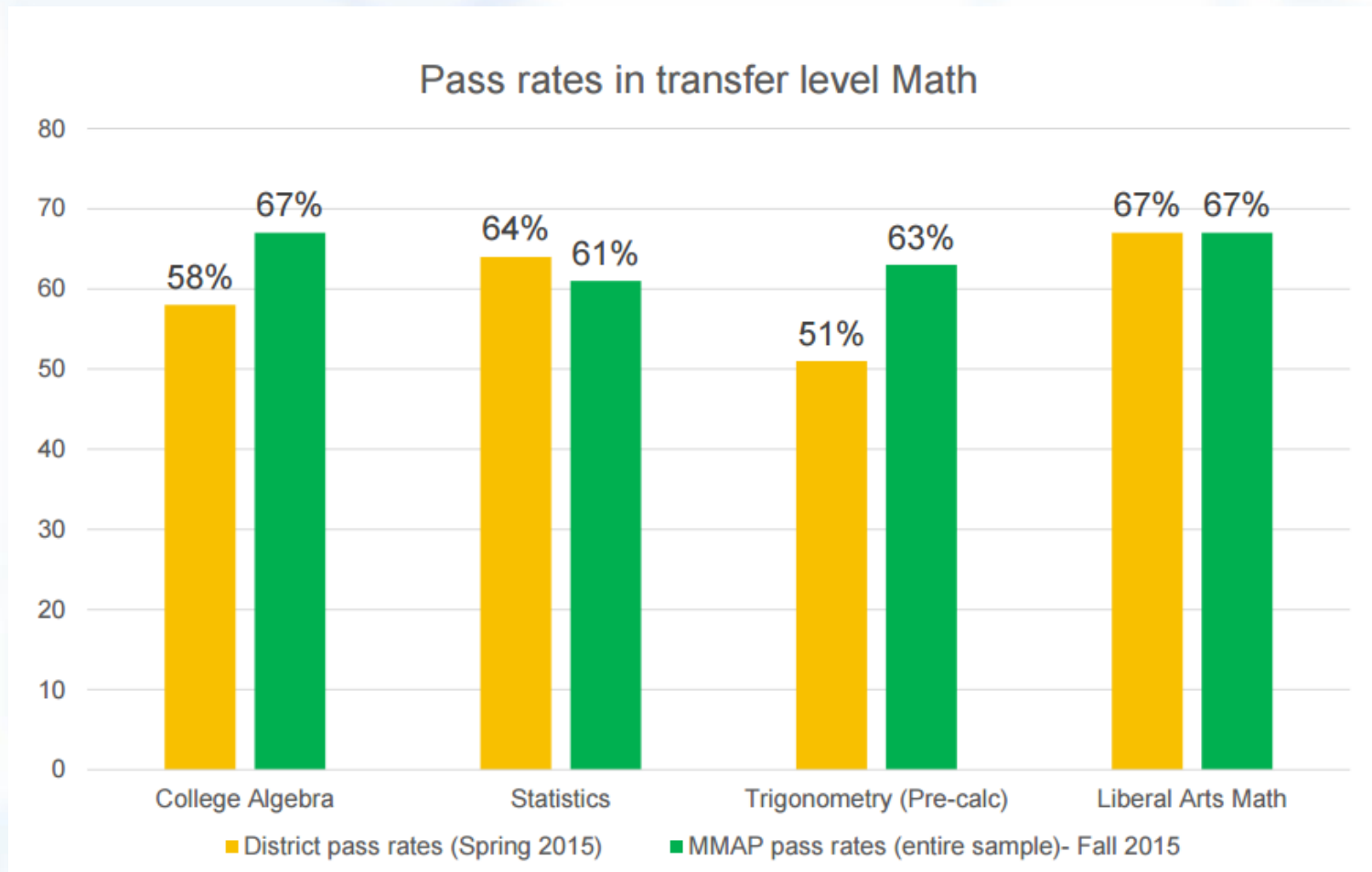


# Success Story: Bakersfield

Success Rate at Transfer Level

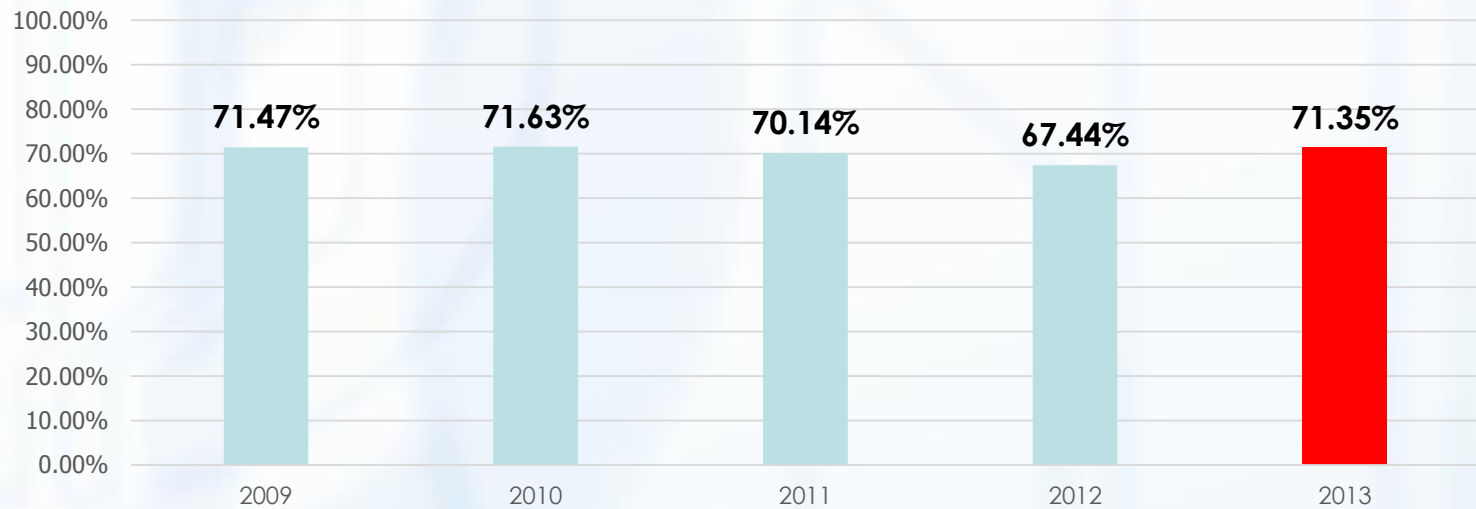


# Success Story: San Diego



# Success Story: Cuesta

English 201A Overall Success Rates 2009-2013





# Completion of English 101

Research Question:

Among first-time students enrolled between fall 2014 and spring 2016, what percent successfully completed English 101 when comparing those on a traditional path versus those on an accelerated path.

