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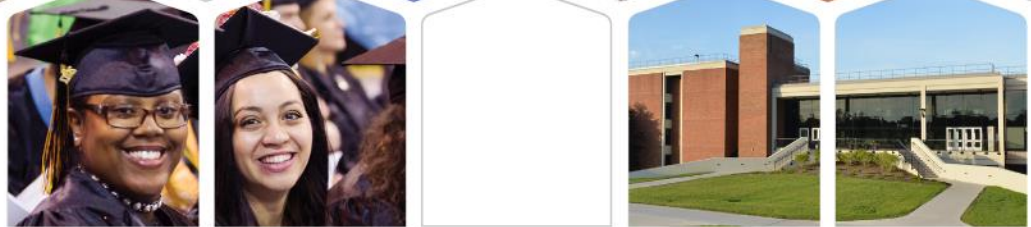# Student Placement Debrief Meeting

April 23, 2020

Presenters:
Wendy Beesley, SUNY Ulster
Renee Dimino, MCC
William Dixon, MCC
Gary Johnson, MCC
Jessica Wilkie, MCC

Inspiring every day.

Agenda

- Why Multiple Measures for Placement
- MCC Placement Information
- Guided Pathways Context
- Student Supports & Success
- Q&A

Multiple Measures Assessment Definition

- ....a system that combines two or more measures to place students into appropriate courses and/or supports

(Barnett and Reddy, 2017)

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Why Multiple Measures?

- Research has shown that a number of students are under-placed or over-placed
- Alternative measures — particularly high school GPA— offer substantially better predictions of which students will succeed in college-level courses
- Improve placement accuracy and help more students take and pass entry-level math and English, and other gateway courses
- Widespread movement among colleges for the use of multiple measures

https://www.ecs.org/wp-content/uploads/Modernizing-College-Course-Placement-by-Using-Multiple-Measures.pdf

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MCC Placement Information

Examples of Multiple Measures

– High school or college transcripts

– Highest level of coursework completed in a subject area and corresponding course grade

– Attitude surveys

– Vocational or career aptitude interest inventories

– Specialized certificates or licenses

– Education and employment histories

– Military training and experience

– Interviews

– Holistic scoring processes

https://assessment.cccco.edu/what-are-multiple-measures

Multiple Measures Already Used at MCC

- We already use more than one measure
  - Accuplacer
  - Regent's Scores within the last three years
  - Specific Course Completion and Grade
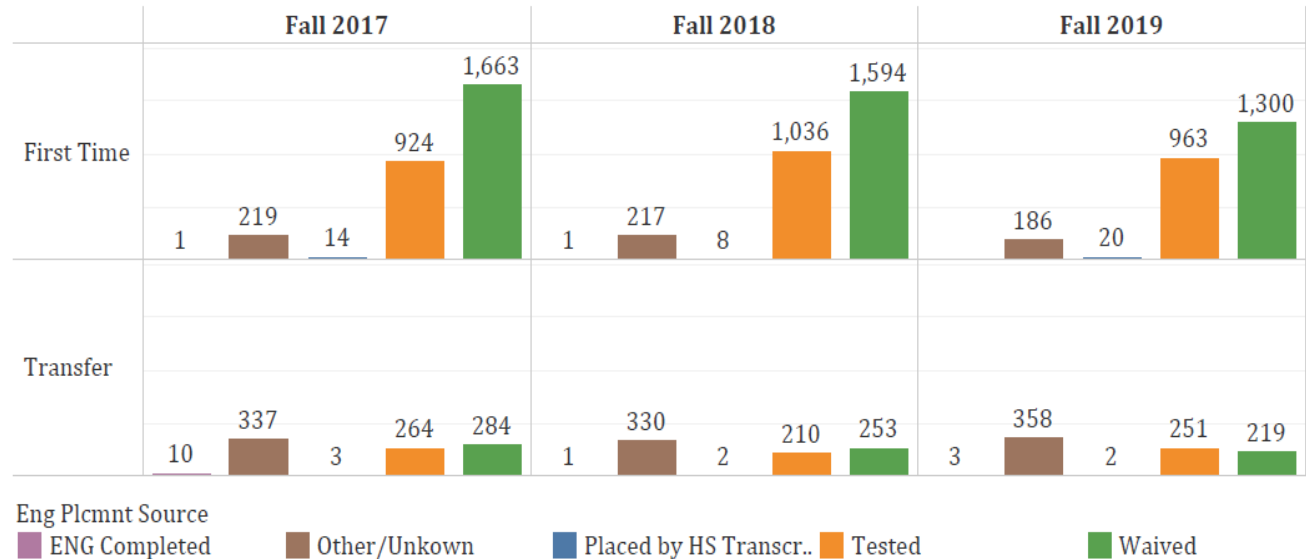 - SAT, ACT, AP
  - High School GPA

How MCC Students Have Been Placed (English)

Fall 2019:

First Time Students:
53% Placement Waived
39% Tested
8%   Other

Tested does not mean transcripts or HS GPA missing.

Table 2. English Placement

	Fall 2017					**Fall 2018**					**Fall 2019**				
First Time	1	219	14	924	1,663	1	217	8	1,036	1,594		186	20	963	1,300
Transfer	10	337	3	264	284	1	330	2	210	253	3	358	2	251	219

Eng Plcmnt Source
■ ENG Completed   ■ Other/Unkown   ■ Placed by HS Transcr..   ■ Tested   ■ Waived

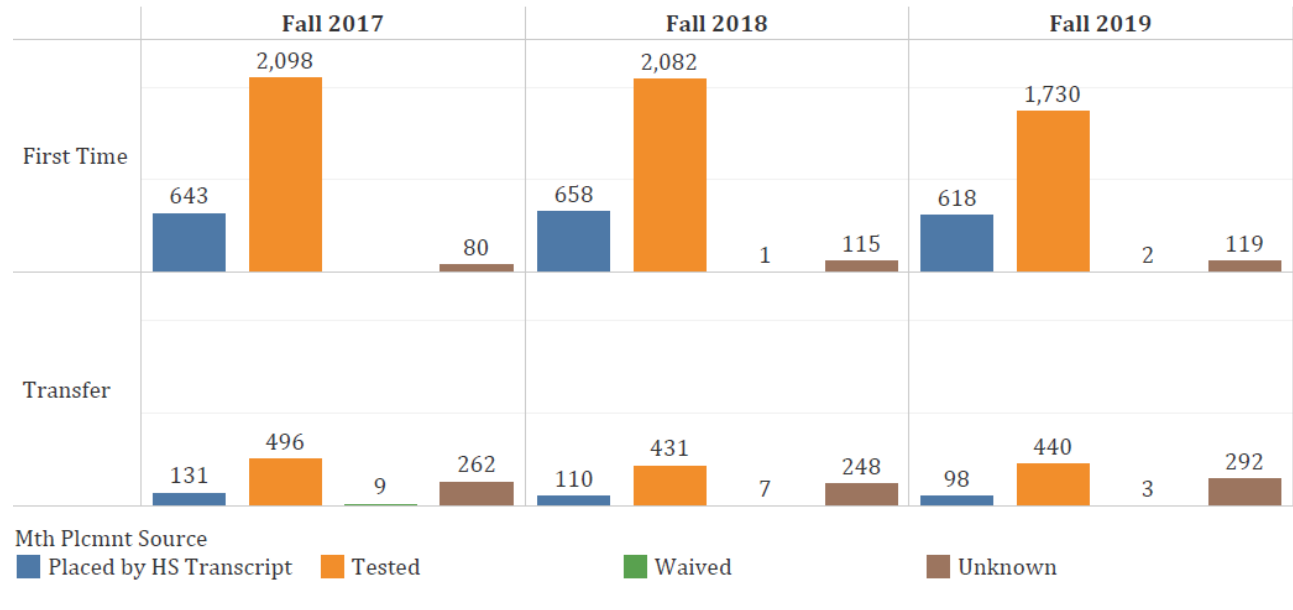# How MCC Students Have Been Placed (Math)

Fall 2019:

First Time Students:
70% Tested
25% High School Transcript
5%   Other

Tested does not mean transcripts or HS GPA missing.

Table 1. Mathematics Placement

	Fall 2017	Fall 2018	Fall 2019
First Time	643 / 2,098 / 80	658 / 2,082 / 1 / 115	618 / 1,730 / 2 / 119
Transfer	131 / 496 / 9 / 262	110 / 431 / 7 / 248	98 / 440 / 3 / 292

Mth Plcmnt Source
■ Placed by HS Transcript   ■ Tested   ■ Waived   ■ Unknown

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CAPR Recommendations

- Testing
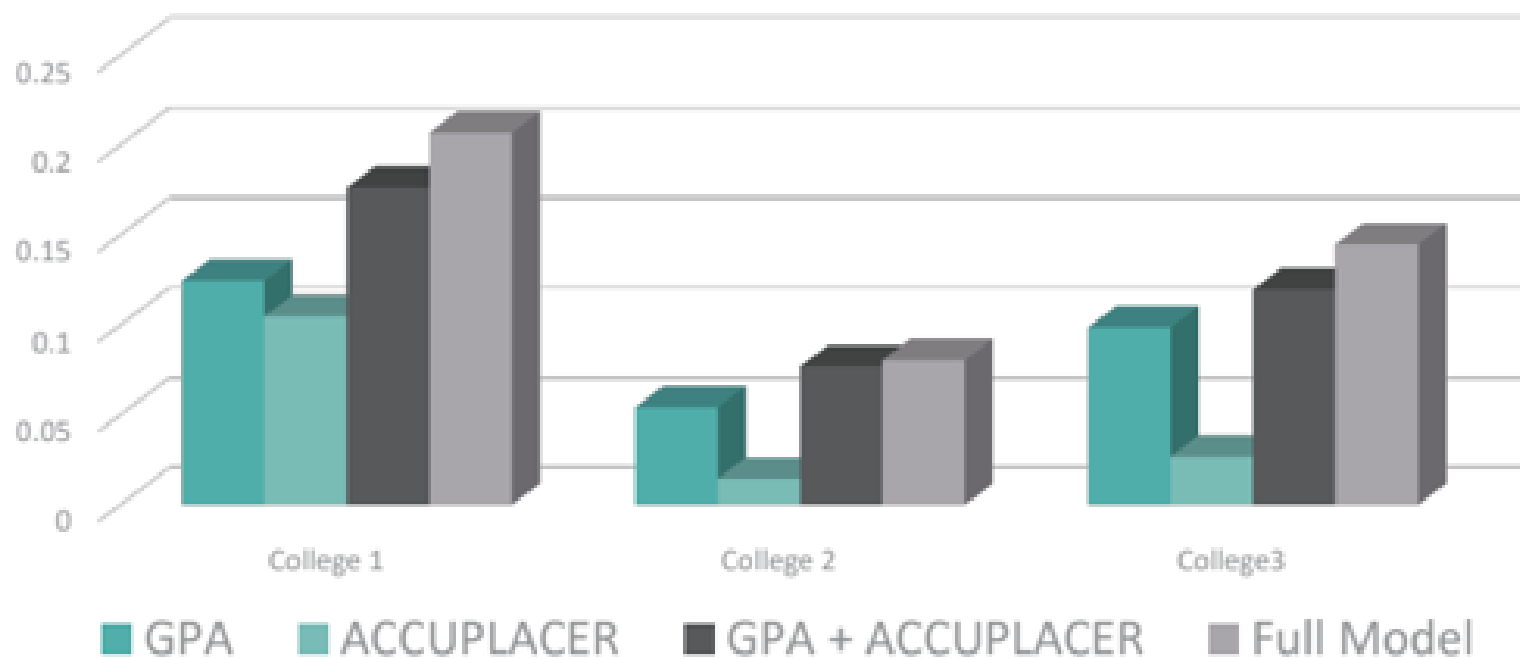- HS GPA's
- Both together
- Both plus other data points

A Model for English

R-Squared Statistics – Graphical Representation
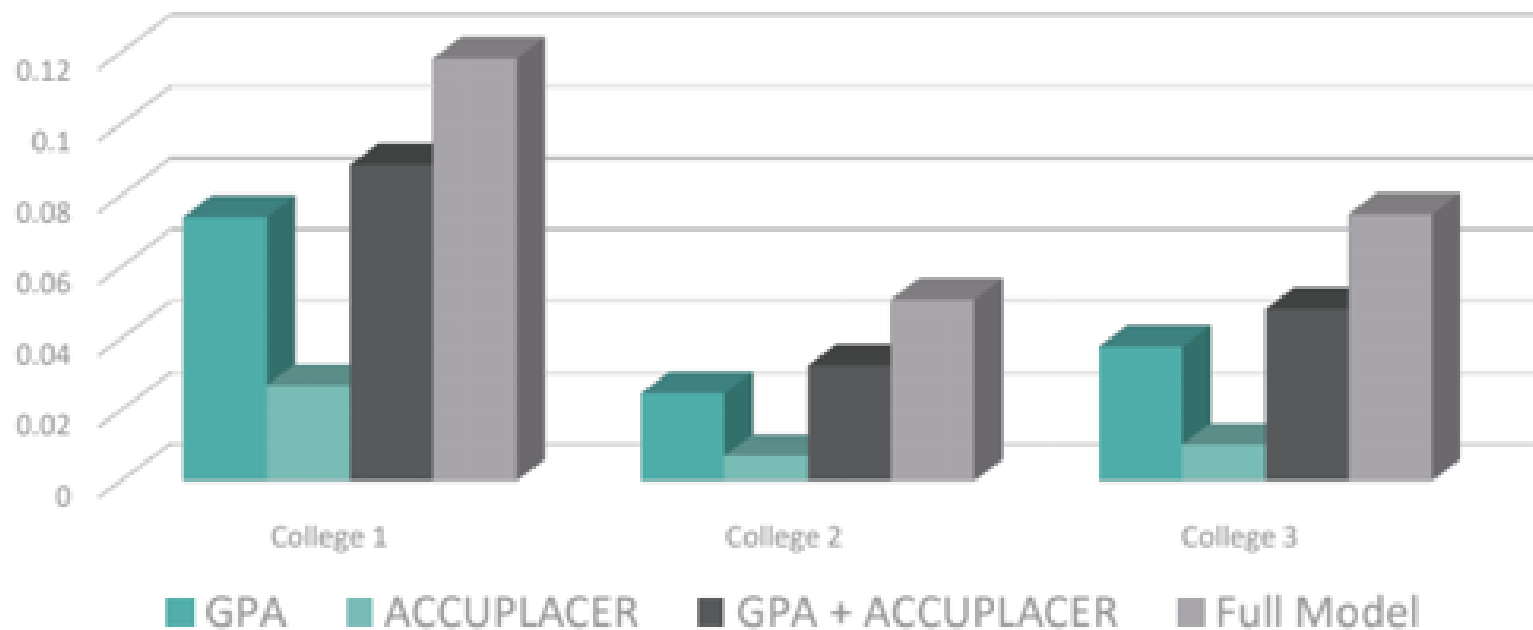
A Model for Math
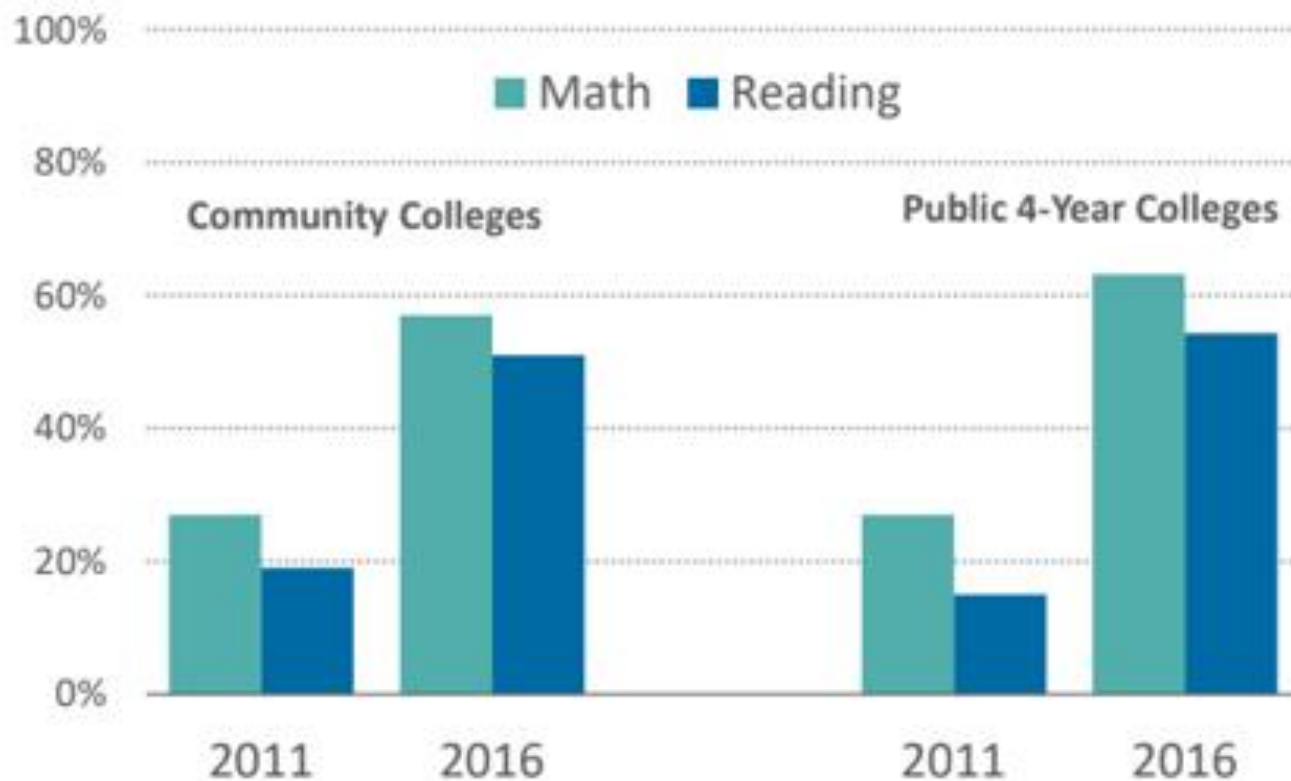

R-Squared Statistics — Graphical Representation

Some things to consider…..

- Better assessment systems are needed.

- Tests don't do a good job.

- HS GPA is the best predictor.

- None of these is a *great* predictor.

What Are Other Colleges Doing?

Percent of Colleges Using Measures Other than Standardized Tests for Assessment

SOURCES: 2011 data from Fields and Parsad (2012); 2016 data from the CAPR's institutional survey.
NOTE: The Fields and Parsad (2012) reading statistics are for reading placement only, whereas the CAPR survey data are for both reading and writing.

mdrc

MCC Results

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IS HIGH SCHOOL GPA
A PREDICTOR OF STUDENT SUCCESS AT MCC?

Andrew Welsh
Institutional Research Specialist
Monroe Community College

EXECUTIVE SUMMARY

Because of effective process adherence at Monroe Community College, course enrollment is tightly grouped by placement. Course C or Better success outcomes are thus arranged by placement level, which already considers regents exam scores, SAT/ACT scores, and ACCUPLACER scores.

At a course level (within placement groups), including HSGPA resulted in more accurate prediction of the C or Better rate for students across most levels in both English and math. Likewise, the cumulative earned hours a student has upon entry also improves the predictive accuracy of a C or Better in many courses. The time since HS graduation did not improve the accuracy of the course outcome prediction in most cases.

For predicting end of term GPA and earned credits with a C or Better, High School GPA is the strongest consistent predictor. Cumulative earned hours is statistically significant as well, but not as strong of a predictor. Time since HS graduation was slightly predictive of end of term GPA. None of the studied

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- Regents Exam scores
- SAT or ACT scores

Students with grades or scores below the qualification levels, and students who were more than 2 years out of high school without pertinent earned credits are required to complete the ACCUPLACER test prior to placement. These students are placed in courses based on a predicted 50% chance of a C or Better grade outcome in the respective subject level. This probability calculation is based on a regression model, which itself has a certain degree of predictive accuracy.

This study investigates whether HSGPA, earned credits at entry, or time since HS graduation improves the accuracy of the outcome predictions of student success over the current ACCUPLACER/ regents exam / SAT / ACT policies, both for aggregate and specific course outcomes.

Because HSGPA is not currently automatically collected at Monroe Community College, individual transcripts of all designated first time students in the Fall 2016 term were read and their HSGPA recorded in Banner for analysis. The HSGPA was then matched to the other potential predictors and multiple student outcomes, to see if they improve the predictive accuracy of those outcomes.

Differences Between High School's

- High School GPA appears predictive regardless of the high school the student attended.
- First time in college students from fall 2018 and fall 2019 examined
- On a 100 point high school GPA scale students who scored:
  - 83 had a 70% change of a C or better in English 101
  - 71 to 82 a 50% chance of a C or better in English 101
  - Below 71, students had less than a 50% chance of a C or better in English 101
- Multiple High Schools were looked at and the cut scores remained consistent

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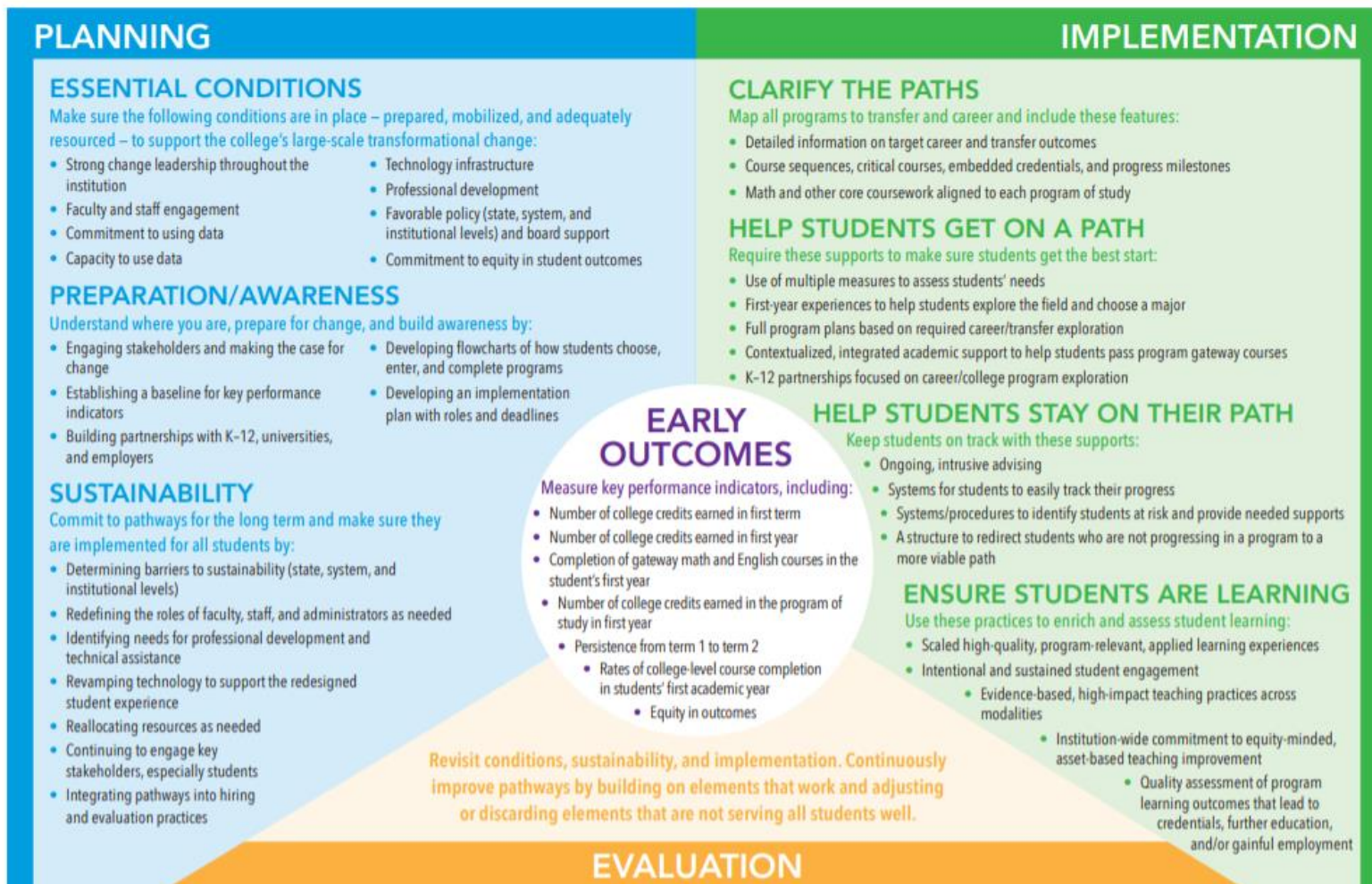## STATE UNIVERSITY OF NEW YORK

Guided Pathways Context

Guided Pathways: Planning, Implementation, Evaluation

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. **The goals are to improve rates of college completion, transfer, and attainment of jobs with value in the labor market — and to achieve equity in those outcomes.**

PLANNING

ESSENTIAL CONDITIONS
Make sure the following conditions are in place – prepared, mobilized, and adequately resourced – to support the college's large-scale transformational change:

- Strong change leadership throughout the institution
- Faculty and staff engagement
- Commitment to using data
- Capacity to use data
- Technology infrastructure
- Professional development
- Favorable policy (state, system, and institutional levels) and board support
- Commitment to equity in student outcomes

PREPARATION/AWARENESS
Understand where you are, prepare for change, and build awareness by:

- Engaging stakeholders and making the case for change
- Establishing a baseline for key performance indicators
- Building partnerships with K–12, universities, and employers
- Developing flowcharts of how students choose, enter, and complete programs
- Developing an implementation plan with roles and deadlines

SUSTAINABILITY
Commit to pathways for the long term and make sure they are implemented for all students by:

- Determining barriers to sustainability (state, system, and institutional levels)
- Redefining the roles of faculty, staff, and administrators as needed
- Identifying needs for professional development and technical assistance
- Revamping technology to support the redesigned student experience
- Reallocating resources as needed
- Continuing to engage key stakeholders, especially students
- Integrating pathways into hiring and evaluation practices

IMPLEMENTATION

CLARIFY THE PATHS
Map all programs to transfer and career and include these features:

- Detailed information on target career and transfer outcomes
- Course sequences, critical courses, embedded credentials, and progress milestones
- Math and other core coursework aligned to each program of study

HELP STUDENTS GET ON A PATH
Require these supports to make sure students get the best start:

- Use of multiple measures to assess students' needs
- First-year experiences to help students explore the field and choose a major
- Full program plans based on required career/transfer exploration
- Contextualized, integrated academic support to help students pass program gateway courses
- K–12 partnerships focused on career/college program exploration

HELP STUDENTS STAY ON THEIR PATH
Keep students on track with these supports:

- Ongoing, intrusive advising
- Systems for students to easily track their progress
- Systems/procedures to identify students at risk and provide needed supports
- A structure to redirect students who are not progressing in a program to a more viable path

ENSURE STUDENTS ARE LEARNING
Use these practices to enrich and assess student learning:

- Scaled high-quality, program-relevant, applied learning experiences
- Intentional and sustained student engagement
- Evidence-based, high-impact teaching practices across modalities
- Institution-wide commitment to equity-minded, asset-based teaching improvement
- Quality assessment of program learning outcomes that lead to credentials, further education, and/or gainful employment

EARLY OUTCOMES
Measure key performance indicators, including:

- Number of college credits earned in first term
- Number of college credits earned in first year
- Completion of gateway math and English courses in the student's first year
- Number of college credits earned in the program of study in first year
- Persistence from term 1 to term 2
- Rates of college-level course completion in students' first academic year
- Equity in outcomes

Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.

EVALUATION

Guided Pathways Context

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"Why Students Do Not Prepare for Math Placement Exams: Student Perspectives"

https://ccrc.tc.columbia.edu/media/k2/attachments/why-students-do-not-prepare.pdf

Guided Pathways Context

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Revisit co
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"Multiple Measures Placement Using Data Analytics: An Implementation and Early Impacts Report"

https://ccrc.tc.columbia.edu/publications/multiple-measures-placement-using-data-analytics.html

Guided Pathways Context

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"Expanding Access to College-Level Courses"

https://ccrc.tc.columbia.edu/publications/expanding-access-college-level-courses.html

Guided Pathways Context

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Guided Pathways Context

Key Performance Indicators

"Toward Better College Course Placement: A Guide to Launching a Multiple Measures Assessment System"

https://ccrc.tc.columbia.edu/media/k2/attachments/2018_Multiple_Measures_Guide_1.pdf

Student Supports & Success

Scale of Adoption Assessment

- Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas—**not just in college-level math and English.**

- Required **math courses** are appropriately **aligned with the student's field of stud**y.

- **Intensive support** is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

- The **college works with high schools** and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

https://ccrc.tc.columbia.edu/publications/implementing-guided-pathways-aacc.html

Guided Pathways and Student Support

Offer intensive support for students well below college level

Utilize co-requisite models for students who need some support

Embed and normalize support for all college students, particularly in critical courses

Work with high schools on college readiness

Expanding Support

Some colleges are strengthening academic support in critical program courses other than math and English, but these efforts need to be expanded.

At most community colleges, developmental education and academic support are largely focused on math and English.

As the colleges work to identify critical courses for program areas as part of the mapping process, they are seeing the need to strengthen academic support for students in other subject areas as well.

https://ccrc.tc.columbia.edu/publications/implementing-guided-pathways-aacc.html

Indian River State College

Starting in fall 2016, the college began providing tutoring for students in all sections of selected gateway courses, including Biology 101 and Chemistry 101.

During the first week of class, students take a diagnostic test to identify areas of weakness.

In the second week, a tutor visits the class to discuss availability. Thus far, it is up to students to decide if they want to use tutors, but the college is considering making participation mandatory for students who enter gateway courses with very weak skills.

https://ccrc.tc.columbia.edu/publications/implementing-guided-pathways-aacc.html

Northeast Wisconsin Technical College

Assessments are given in the first two weeks of class to identify areas where students' skills are weak.

Faculty use the assessment results to refer struggling students to academic coaching and other support services.

https://ccrc.tc.columbia.edu/publications/implementing-guided-pathways-aacc.html

Turn "Gatekeeper" Courses into "Gateways"

Are we offering intensive support for students well below college level?

Are we providing co-requisite support for all the students who could benefit from it?

Are we providing support for all students, particularly those in high-enrollment, high-failure courses?

Are we working with area high schools on college readiness to help ensure students arrive to campus ready for college level coursework?

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Questions?