What is PASS?

Placement Advising for Student Success (PASS). PASS advisors work with students to guide placement into the highest-level math and writing courses in which they are likely to succeed with appropriate support. PASS placements use student input and multiple other measures, rather than a single test score, to promote the student's choice in determining their best path at Clackamas Community College.

Student Placement Process

In the past, all students began their placement process in the Testing Center with a test. Now, at Clackamas Community College, a student's placement process begins with an intake form and conversation around multiple measures including high school graduation date, GPA, past test scores, most recent math courses, previous college coursework, work experience, educational goals, work and other time commitments. Students can receive this placement advising from multiple locations and people: the Welcome Center, Academic Advisors on three campuses, Testing Center staff, and the PASS office. PASS Faculty Advisors are available to meet with students for placement and serve as a referral point when expert skill assessment is needed. A student will take the placement tests if he/she has been out of school for a long time, when more information is needed, or if placement scores are required for admission to a specific program.

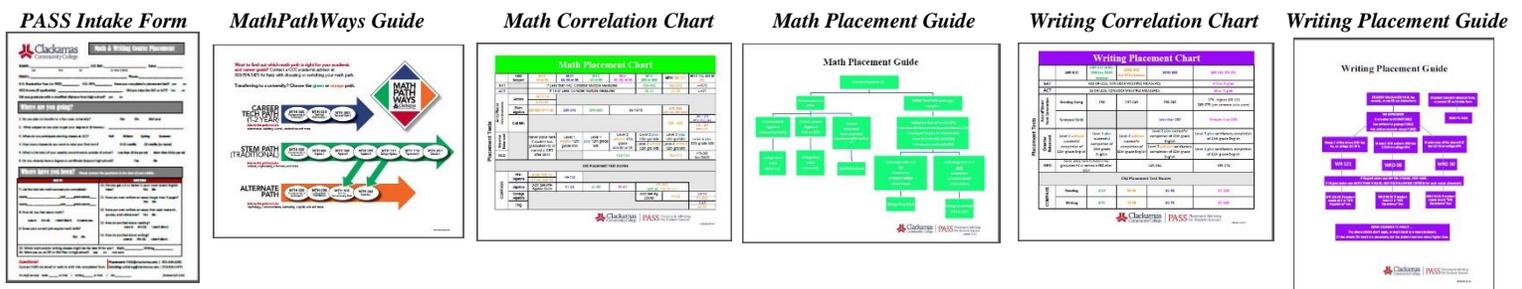**Data Analysis and Plan for Continuous Program Improvement**

The PASS program has been collecting data for over two years. The first year sample included 135 students and had the following results:

- Overall, students placed through our multiple measure PASS program were placed 2.20 math levels higher than the test placement alone, and these students performed just as well. This higher placement resulted in saving these students 2.20 terms of math class time, reducing their extra costs for these additional credits, and achieving their educational goal faster.

- Overall, students placed through our multiple measure PASS program were placed 0.57 writing levels higher than the test placement alone, and these students performed just as well. This higher placement resulted in saving these students 0.57 terms of writing class time, reducing their extra costs for these additional credits, and achieving their educational goals faster. *(Note: Due to fewer writing placement levels, results are just as significant as shown by math data.)*

The second year of the PASS program included over 700 students using the multiple measure PASS placement program. These results will be included in the second year data analysis for PASS and we expect results to be similar to that of year one.

As we continue to expand the PASS program to place the majority of incoming students, the placement process continues to improve. **The student's goal is prioritized in the placement process, which has created a systemic change to entry and advising processes.** The PASS program is committed to building connections to academic and non-academic student supports, improving the student transition process with educational partners, and expanding these guided pathway conversations with students. The PASS program is based on the understanding that a successful start for students will lead to increased student retention and higher completion rates.

Innovative PASS Tools Being Used for Guided Student Placement

PASS Intake Form	*MathPathWays Guide*	*Math Correlation Chart*	*Math Placement Guide*	*Writing Correlation Chart*	*Writing Placement Guide*