

Portland Community College

Multiple Measures Placement System – Development Process and Timeline

Year 1: Summer 2015 – Spring 2016 (AY 2015-2016)

Summer 2015	Fall 2015, Winter 2016, Spring 2016
<p>Impetus for Change: Local: Ongoing faculty and staff concerns about accuracy of placement State: State Placement work and HB 2681 National: Emerging best practices AND Compass being phased out</p> <p>Action: 23-member workgroup formed to recommend alternatives to <i>Compass</i> and to develop and implement a timeline and plan.</p>	<p>Over 3 terms the work group completed:</p> <ul style="list-style-type: none"> • Value Mapping • Visioning • Research / Review of the literature and best practices • Creation and refinement of an “ideal but feasible” model • Logistics and implementation planning

Year 2: Summer 2016 – Spring 2017 (AY 2016-2017)

Summer– Early fall 2016	Nov. 1 2016	Fall 2016, Winter 2017, Spring 2017
<p>Pre-Launch Work:</p> <ul style="list-style-type: none"> • Technical: Banner programming (lots of it!), website upgrades, roll out of a new admissions application • Training: Training for more than 350 frontline staff, general advisors, testing and orientation center staff and path 3 advisors • Communication: 25 face-to-face presentations on the new model to internal faculty, student development staff and administrator groups; regular email status reports to all 	<p>System Launch</p> <p>100%</p> <p>No phasing</p>	<p>Post-Launch Work:</p> <ul style="list-style-type: none"> • Troubleshooting technical/programming issues • Clarifying staff roles • Gathering and responding to feedback & questions <p>Phase 2.1</p> <ul style="list-style-type: none"> • Identify policy/procedure gaps, develop & document new ones • Align with other college initiatives • Collect data (Quantitative and Qualitative) • Develop a non-academic component (to be integrated into system) • Refine the ESOL process • Ongoing training and intentional engagement of advisors

Year 3: Summer 2017 – Now (AY 2017-2018)

Summer 2017, Fall 2017, Winter 2018	Beyond Winter 2018
<p>Phase 2.2</p> <ul style="list-style-type: none"> • Continue phase 2.1 work/ projects • Intentional integration with other college student success initiatives • Intentional institutionalization of the new system 	<p>Longer term goals</p> <ul style="list-style-type: none"> • Faculty evaluation of and tweaking of placement cut scores • Integration of all things ‘placement’ into the MyPCC Portal • Full institutionalization of the system

Portland Community College Multiple Measures Placement System

Initial Obstacles (big picture)

- Moving from a 'placement test' to an integrated system for student success that involves admissions, orientation, testing, advising, financial aid, IT, student systems, faculty from multiple disciplines, and campus and college leadership. Creating collaboration and shared purpose across multiple departments, divisions, campuses – with no single 'final decision maker' has been challenging.
- Communication: The system is now more complex and therefore harder to communicate (to both students and staff)
- Addressing faculty pre-existing biases related to the accuracy of course placement with the new system
 - Example: Winter term 2017 was the first term of implementation. The 'narrative' for winter and spring terms was that the new system was over placing the vast majority of students– i.e. the new system was 'not working'. Some example statements from a faculty survey include: "It is concerning the average grade in my MTH 95 class was a 'D', showing how many students were misplaced" and "Many instructors are seeing students not prepared for their classes, especially with the self-placing." HOWEVER – for winter term and spring term the percentage of students in classes placed with the new system – vs. old Compass scores was:

	% of enrollments from new (multiple measures) process	% of enrollments from the old (Compass) process
Winter 2017	22%	78%
Spring 2017	26%	74%

Emerging Needs

- New policies and procedures (and the documentation of them)
- Process consistency across our large institution
- Student support: More advising support for students in decision zones (particularly in Math)
- Student support: More academic support for students who are being placed in the 'highest possible level in which they can be successful'.
- Faculty support: The development of supports for the changing classroom experience ("my students are different now")



The Model

Three paths, One destination



Direct Placement
(HS Info: Valid up to 7 years)

- GED Score
- AP/IB Scores
- SBAC Scores
- ACT/SAT Scores
- Overall HS GPA
- Jr & Sr English grades
- Last HS math class & grade

**Facilitated
Direct Placement**

HS Info

+

- Aleks - Math
- Accuplacer - Reading
- RD/WR Inventory

**Staff Supported
Placement**

HS Info

+

Test scores

+

In-Person Advising

Philosophical Shift

From	To
Standardized Placement Test Scores	Multiple Measures including high school academic info, standardized test scores and PCC advisor recommendations
Academic Information only	Academic AND Non-Academic Information
No intentionality	Intentional focus on creating an equitable and inclusive process grounded in research and best practice

Portland Community College Multiple Measures Placement Process

What You Need to Know

PCC's new placement system recognizes the success, rigor, and accuracy of high school math courses and high school grades. As a result, we are excited to include high school grades into our new placement process.

PCC New Placement Model Philosophy

PCC's new placement model philosophy emphasizes:

- Creating an equitable and inclusive process.
- Developing a process grounded in research and best-practice.
- Understanding that the traditional system has not been accurately placing students.
- Acknowledging that under-placement is an impediment to student success and completion.

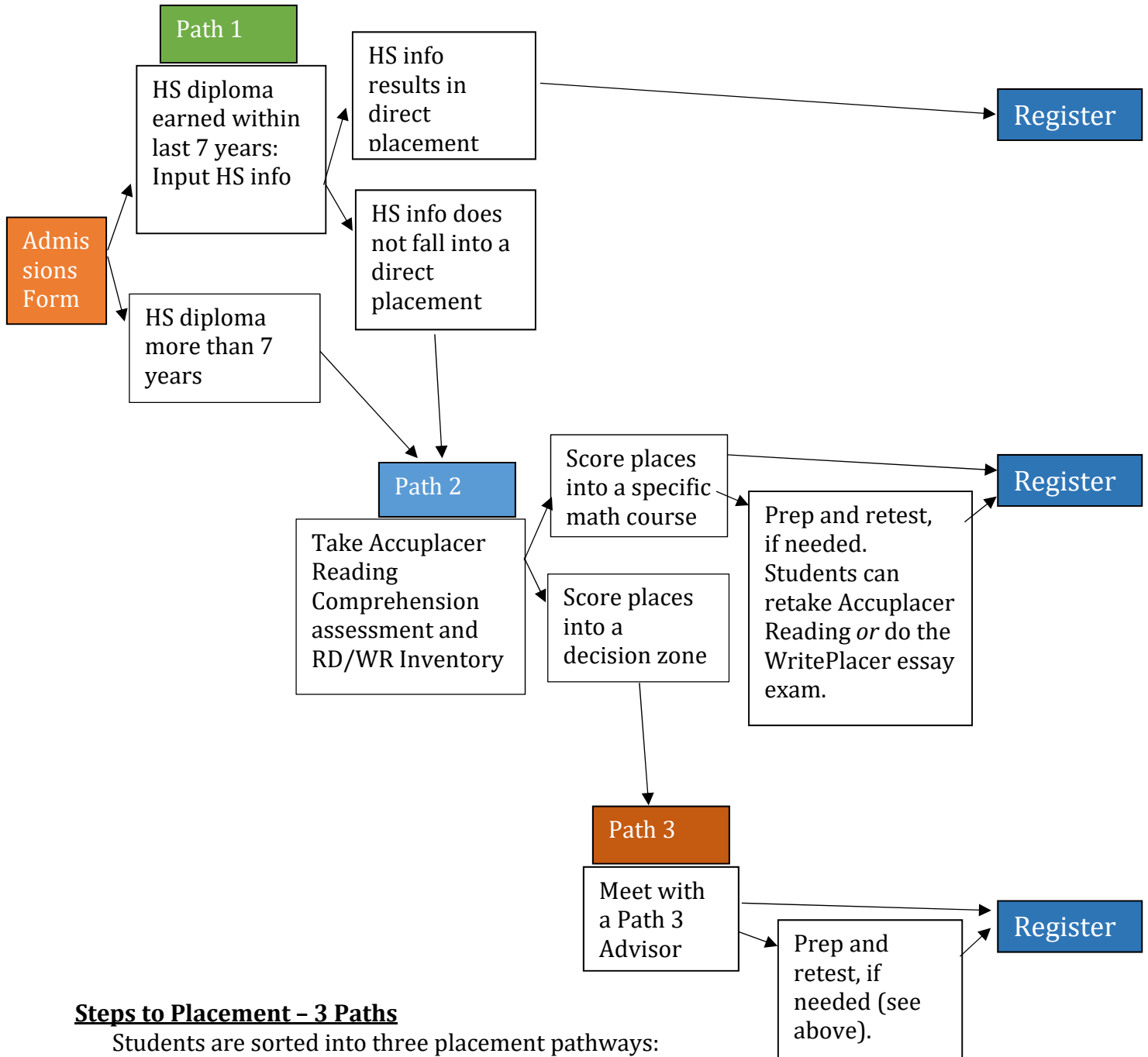
This pedagogical shift will place students into the highest-level class where they may be successful.

The Process

Students will be directed to submit high school grades from a list of common courses. Students will then be:

- Placed at their **highest** level placement based on this information. Students may register at, or below, their placement level, or
- Directed to take the new PCC placement skills test (ALEKS for their Math placement, and Accuplacer for English placement), and/or
- Required to meet with an advisor

Student's English Placement Path (Reading and Writing courses)



Steps to Placement – 3 Paths

Students are sorted into three placement pathways:

- Path 1: Direct placement
- Path 2: Facilitated direct placement
- Path 3: Staff supported placement

Admission Application – All 3 Paths Start with the Admissions Application

The process for placement in English (Reading and Writing) courses follows the same general process as for Math courses:

- The application process guides students to self-report the following measures:

In the Admission Form

- High School GPA
- GED scores
- Smarter Balance score (High School competency test)
- SAT/ACT (English only)
- AP/IB test scores

In the MyPCC Portal

- High school Jr. and Sr. year English courses and grades
- Highest level high school Math course and grade

Note: PCC is committed to serving our non-native speakers. Faculty and staff will provide support to non-native speakers at PCC, including an ESOL placement process to the English and Math placement. Please inquire with your campus Orientation Center or Answer Center to determine whether the ESOL placement path would be a helpful first step for you

Direct Placement – Path 1

Admissions Information Determines Placement

No Placement Testing Required

No Mandatory Advising

- For direct placement, students must have earned a GED or graduated from high school within the last seven years. Information provided on the admission form that is older than seven years will not be used for direct placement.
- Based on their admission information, students may be placed directly into Writing 121. PCC does not currently offer direct placement into any levels of RD and/or WR courses other than WR 121.
- Students will be notified of their placement via email.

Facilitated Direct Placement – Path 2

Placement Testing Required

Admissions Information (HS GPA) May Help Determine Placement

No Mandatory Advising

- Students not directly placed into classes by the information they reported on their admission application will receive an email that directs them to take the Accuplacer Reading assessment, which also includes and PCC's own Reading and Writing Inventory.
- Students may also use existing Accuplacer Reading Comprehension and WritePlacer scores from other institutions.

Accuplacer for English Placement

- Students not directly placed through Path 1 will take an Accuplacer test to determine their Reading/Writing placement.

Accuplacer process details

- The Accuplacer test may only be taken in a PCC Testing Center.
- Students will need a PCC account in order to take the Accuplacer test.
- Students' combined scores on the Accuplacer Reading Comprehension questions and PCC's Reading and Writing Inventory will be used to place them into Reading and Writing classes from ABE 0790 to WR 121.
- Students will be placed into the same level of RD and WR courses (e.g. RD and WR 90, 115, 121). Under no circumstances should new PCC students receive different placements for RD and WR courses.
- Students will be notified of their placement via email.

Path 2 Placements without a required advising appointment

- Path 2 students with Accuplacer scores that result in placement into WR 121 or RD/WR 115 will be able to register for these classes without first meeting with an advisor. While students on this path are always strongly encouraged to meet with an advisor, they are not required to do so before registering.

Retesting (this is different for Math and English)

- Students may retest one time in English, with permission from an academic advisor.

<h3>Staff Supported Placement – Path 3</h3>
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<p>Test Scores and Advising Decision Zone Discussion Determine Placement Placement Testing Required Mandatory Advising</p>

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| <ul style="list-style-type: none"> • Path 2 students with facilitated direct placement into ABE 0790, RD/WR 80, or RD/WR 90 will receive messaging that directs them to meet with a Path 3 advisor for a readiness conversation. • Some Accuplacer scores will place students in a Decision Zone that spans two course levels instead of placing them into one specific level of RD/WR courses. For instance, some students will have scores that place them into the 90-115 Decision Zone—while these students will be given the option to register for either RD/WR 115 or RD/WR 90, they must meet with a Path 3 advisor prior to registering. • Students in a Decision Zone will receive messaging that directs them to meet with a Path 3 advisor (available on each campus). The Path 3 advising appointment will include other elements, but the placement component will result in a student-led decision about which class(es) to take from the Reading and Writing decision zone(s). After this conversation, students may also decide to retest via one of the two options available: retaking the Accuplacer Reading Comprehension test, or composing an essay for the WritePlacer test. |
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Portland Community College

Multiple Measures Placement Process

Reading / Writing Inventory – Internally developed, integrated into Accuplacer Reading Test

The section titles in blue do not appear in the actual “test” itself for students. All questions have multiple choice answers and each answer is ‘scored’ so that the student receives a final numerical score for this inventory which is combined with the Accuplacer score for placement.

Work Habits and Learning Preferences

1. In the past, how motivated were you when reading and writing for school? [8 pts max]

Reading Experiences and Practices

2. How many books have you read on your own during the last six months that WERE NOT required reading for high school, college, or work? [12 pts max]

3. The kinds of things I like to read (in print and/or online) include: [3 pts max]

4. How well do you understand and remember what you read? [6 pts max]

5. How do you read arguments and opinions? [15 pts max]

6. How would you describe your ability to understand complicated readings? [8 pts max]

Writing Experiences and Practices

7. How much writing did you do in school? [12 pts max]

8. Which best describes your planning and organizational strategies when you write? [4 pts max]

9. How much experience do you have using info from other writers in your own writing? [8 pts max]

10. How much experience do you have in doing research and evaluating source materials for school? [9]

11. How much experience do you have writing and citing sources in papers. This means using citation systems like MLA, APA, CSE, and Turabian. [12 pts max]

12. How much revising do you usually do before you turn in a paper? [6 pts max]

13. What kinds of editing strategies do you use when proofreading your writing? [12 pts max]

14. How would you honestly rate your proofreading and editing skills? [6 pts max]

15. I would rate my skills in reading and writing academic written English as: [8 pts max]

English (Reading and Writing)

Path 1: Direct Placement Rubric

HS Completion within 7 Years

Placement by High School grades

English Course	Final Grade In that Course	HS Cumulative GPA	Placement
Junior Year English Semester 1 + Junior Year English Semester 2 + Senior Year English Semester 1 + Senior Year English Semester 2	A B	n/a	WR 121
Senior AP English Semester 1 + Senior AP English Semester 2	A B	n/a	WR 121
Senior IB English Semester 1 + Senior IB English Semester 2	A B	n/a	WR 121

Placement by other measures

Test	Score	Placement
*AP Composition	3+	WR 121
*AP Lit	3+	WR 121
*IB English Lit High Level	4+	WR 121
*IB Regular	4+	WR 121
GED 2014+ Reasoning Language Arts Test (RLA)	165 - 200	WR 121
SAT	540+	WR 121
ACT	24+	WR 121
SBAC	4	WR 121
	3	WR 121
	2	Go to Path 2
	1	Go to Path 2

On Advanced Placement (AP) and International Baccalaureate (IB) and college English credit:

Credit for WR 121 is available for students with certain AP or IB exam scores:

- **AP English:** Take AP high school English, and score a **3 or above** on either the **AP English Language and Composition** exam or the **AP English Literature and Composition** exam.
- **IB English:** Take IB high school English, and score a **4 or above on the IB English high-level exam.**

Students with these exam scores must submit high school transcripts to PCC's Student Records to initiate the transfer credit process: <http://www.pcc.edu/resources/student-records/transfer.html>

Earning credit-by-exam for AP or IB exams in high school is a separate process which incoming students must initiate themselves through the Admissions office. By earning "placement into WR 121" through this placement process, incoming students are designated as meeting the RD and WR prerequisites and may register for most PCC classes.

English (Reading and Writing)

Path 2: Facilitated Direct Placement

Accuplacer Reading	Metacognitive Inventory Score Range	HS Cumulative GPA (within 7 years of completion)	Course Placement	What Happens
90-120	n/a	n/a	WR 121	Facilitated Direct Placement
80-89	n/a	2.6+	WR 121	Facilitated Direct Placement
80-89	101-129	Less than 2.6 or no GPA	WR 121	Facilitated Direct Placement
80-89	20-100	Less than 2.6 or no GPA	RD/WR 115	Facilitated Direct Placement
60-79	60-129	n/a	RD/WR 115	Facilitated Direct Placement
60-79	13-59	n/a	RD/WR 80, 90, or 115	Go to Path 3
36-59	n/a	n/a	RD/WR 80, 90, or 115	Go to Path 3
35 and below	n/a	n/a	ABE or RD/WR 80-90	Go to Path 3

English (Reading and Writing)

Path 3: Staff Supported Placement

Note on retesting:

- All students placed below WR 121 have two options for challenging their initial placements or decision zones by re-testing: (1) retaking the Reading Comprehension test, or (2) taking the WritePlacer essay writing exam. (See the following page for WritePlacer scores.)

Decision Zone Considerations

- Life circumstances
 - What makes most sense for the student, based on life factors, financial need, time to degree, college readiness, and other issues?
- Skills and experience
 - Prior reading and writing experience (including family, professional, and/or military experience)
 - Confidence
- Prior academic record
 - Prior GPA
 - Prior grades in Language Arts

Accuplacer Score Range	Metacognitive Inventory Score Range	Placement Options (Decision Zone) If applicable, the suggested placement is underlined, but it is ultimately the student's choice
80-89	13-19	<u>RD/WR 115</u> or RD/WR 90 <i>Note: Student would have HS GPA <2.6</i>
60-79	13-59	<u>RD/WR 115</u> or RD/WR 90
40-59	60-129	<u>RD/WR 115</u> or RD/WR 90
40-59	50-59	RD/WR 115 or <u>RD/WR 90</u>
40-59	13-49	<u>RD/WR 90</u>
36-39	60-129	RD/WR 115 or RD/WR 90
36-39	20-59	<u>RD/WR 90</u> or RD/WR 80
36-39	13-19	RD/WR 90 or <u>RD/WR 80</u>
35 and below	50-129	<u>RD/WR 90</u> or RD/WR 80 or ABE
35 and below	35-49	RD/WR 80 or ABE
35 and below	13-34	<u>ABE</u>

English (Reading and Writing)

Path 3.1: Student Chooses to Challenge Initial Placement

Two Options:

1. **Re-test in Accuplacer Reading Comprehension**
 - a. one Reading re-test allowed

2. **Take WritePlacer timed essay exam**
 - a. one WritePlacer test allowed

WritePlacer score cannot move students down to a level lower than the initial placement.
WritePlacer can only confirm or raise initial placement recommendations.

WritePlacer Score	Placement
7-8	WR 121
5-6	RD-WR 115
3-4	RD-WR 90
2	RD-WR 80 or ABE
1	ABE

Re-testing is not an option for the Reading & Writing Inventory alone.

Portland Community College

Multiple Measures Placement Process

Path 3: 1x1 Advising Meeting between a 'Path 3 advisor' and the individual student

Appointment length – 40-50 minutes

Purpose: Holistic advising & help the student choose the best reading, writing and math level to start

Content of the Appointment

- Goal Setting
- Degrees, Requirements and Programs at PCC
- Prerequisites and the Path 3 Decision Zones
 - Math – ALEKS results – Use math decision zone rubric
 - Rd/Wr – Accuplacer results - Use Rd/Wr decision zone rubric
- A plan to pay for college
- School and Life Balance
- Life Factors (housing, transportation, childcare, health & well-being, computer access and skills)
- Campus Resources
- Planning and Registration
- The Advising Hold
- Deadlines and College Policies - Before the first day of class
- Concluding Steps

Student Success Plan Template Sample

Name

Date

Advisor

Appointment

College Success and Readiness Factors

- Goal-Setting**
 - Degrees, Requirements, Programs, and Prerequisites
- Path 3 Decision Zone**
 - Math
 - Reading/Writing
 - Retesting
- A Plan to Pay for College**
- School and Life Balance**
 - Work hours
 - Family obligations
 - Homework expectations
 - Time management
- Life Factors**
 - Housing and basic needs
 - Health/Well-Being (attendance)
 - Computer access and skills
 - Transportation
 - Childcare
- Planning and Registration**
 - Course Plan
 - Recommended steps and possible delay of start
- Resources and Referrals**
 - Student services
 - Study skills
 - Computer access and support
- The Advising Hold**
 - Move the Hold
 - Explain that the Hold returns - An opportunity to meet again
- PCC Deadlines and Procedures**
- Things to Do Before Your First Day**
 - Buy Books
 - Get Student ID
 - Identify a place to study
 - Check your pcc.edu email

First Term Courses:
Recommendations / Referrals:

Decision Zone Choice(s) Current: Math _____ RD/WR _____
With new retest placement: Math _____ RD/WR _____

COURSE DECISION ZONE RUBRICS – Used by Path 3 Advisors during meeting with Student

Math Decision Zone

Experience in Math

Question: *How regularly do you use math?*

Follow-ups: *How much have you used math at your current or former job? In the military?*

Do you have experience handling payments or managing personal or work accounts?

Do you have experience measuring or estimating amounts?

Do you compute percent-off sales prices, tips, or taxes on your own?

Indicates the lower level decision zone course option is best or retaking ALEKS	Indicates the lower level decision zone course option may be best or retaking ALEKS	Indicates the higher level decision zone course option may be best or retaking ALEKS	Indicates the higher level decision zone course option is best or retaking ALEKS
Student expresses that they have done almost no math since high school even when pressed with follow-up questions.	Student expresses that they have had no formal math responsibilities since high school at work or in the military, but indicates some day-to-day math experiences.	Student expresses that they have had some formal math responsibilities since high school at work or in the military and indicates a fair amount of day-to-day math experiences.	Student expresses that they have regularly had formal math responsibilities since high school at work or in the military and indicates a considerable amount of day-to-day math experiences.

Confidence in Math

Question: *How confident are you in your math skills?*

Indicates the lower level decision zone course option is best or retaking ALEKS	Indicates the lower level decision zone course option may be best or retaking ALEKS	Indicates the higher level decision zone course option may be best or retaking ALEKS	Indicates the higher level decision zone course option is best or retaking ALEKS
Student expresses considerable lack of confidence in their math skills. Student reports not liking math and not being good at math. Student describes past experiences where they struggled in math.	Student expresses little confidence in their math skills. Student describes past experiences where they needed help in math to be successful.	Student expresses some confidence in their math skills. Student describes past experiences where they were moderately successful in math.	Student expresses considerable confidence in their math skills. Student reports liking math and being good at math. Student describes past experiences where they were successful in math.

Successes: passing a Math class, getting a passing grade on a Math exam or project, being praised by your boss for math-related work, being commended for math-related work done for a military unit, etc.

Studentship and Willingness to Seek Help in Math

Question: *Are you willing to seek help with your math class in addition to required study time?*

Follow-up: *Inform the student about the tutoring center, online tutoring, meeting with a math instructor, forming their own study group, or taking an ALC course.*

Indicates the lower level decision zone course option is best or retaking ALEKS	Indicates the lower level decision zone course option may be best or retaking ALEKS	Indicates the higher level decision zone course option may be best or retaking ALEKS	Indicates the higher level decision zone course option is best or retaking ALEKS
Student expresses a lack of willingness to seek help. Student declines to take an ALC course, use the tutoring center or online tutoring, form a study group, or meet with a math instructor each week.	Student expresses some willingness to seek help. Student will consider at least one support for 1 to 3 hours each week: taking an ALC course, using the tutoring center or online tutoring, forming a study group, or meeting with a math instructor in addition to the study time required to be successful in class.	Student expresses willingness to seek two or more supports for 1 to 3 hours each week: taking an ALC course, using the tutoring center or online tutoring, forming a study group, or meeting with a math instructor in addition to the study time required to be successful in class.	Student expresses strong willingness to seek help. Student plans two or more supports for 3+ hours each week: taking an ALC course, using the tutoring center or online tutoring, forming a study group, or meeting with a math instructor in addition to the study time required to be successful in class.

Choosing a Math Class from the Decision Zone

Based on your experiences and attitude toward Math and on the other factors that we've discussed, which of the two classes in your math decision zone do you want to take?

Student's Math selection (current decision zone)	_____
Retest Math selection (retested decision zone)	_____

In addition to deciding on a Math class from the decision zone, the student and advisor will plan other classes and support for the term, including ALC and CG options, weekly tutoring, and use of the ALEKS Learning Module (available for 6 months). The advisor will recommend contingent plans for possible new placement after the student retakes ALEKS.

If students are unsatisfied with their placement after retesting, advisors can refer students to talk to an instructor directly about the content and rigor of a higher-level class. This follows current policy that allows students to consult instructors about courses.

Reading/Writing Decision Zone

Experience in Reading/Writing

Question: *What kind of reading and writing have you done over the past five years?*

Follow-up: Reading

- Do you read for fun or just to relax?*
- Do you ever read newspapers or magazines online or in print?*
- Do you ever read novels, fiction, nonfiction, fan magazines, sports articles, etc.?*
- Do you read emails regularly?*
- Do you read at work? Did you read in the military?*
- Do you read manuals or procedures?*

Writing

- Do you keep a journal? Do you write a blog?*
- Do you ever write at work? Did you write in the military? Do you write memos, meeting minutes, work procedures, formal or business letters or reports for work?*
- Do you write emails regularly?*

Indicates the lower level decision zone course option is best	Indicates the lower level decision zone course option may be best	Indicates the higher level decision zone course option may be best or a retest	Indicates the higher level decision zone course option is best or a retest
Student expresses that they have done almost no reading or writing in the past five years, even when pressed with follow-up questions. Student rarely even reads online	Student expresses that they have done little reading or writing in the past five years, but indicates some reading and writing experiences when pressed with follow-up questions	Student expresses they have done some reading or writing in the past five years and can describe a specific example of somewhat regular personal, career, or school reading and writing experience	Student expresses they have done quite a bit of reading or writing in the past five years and can describe multiple examples of regular personal, career, or school reading and writing experiences or at least one example of daily reading or writing experience

Confidence in Reading/Writing

Question: *How confident are you in your reading and writing skills?*

Indicates the lower level decision zone course option is best	Indicates the lower level decision zone course option may be best	Indicates the higher level decision zone course option may be best or a retest	Indicates the higher level decision zone course option is best or a retest
Student expresses substantial doubt about their reading and writing skills, suggesting they are not a good reader or writer, or have past experiences where they needed help or struggled in either area, especially reading	Student expresses some doubt about their reading and writing skills. Student can relate one or more positive reading or writing experiences with support.	Student expresses some confidence about their reading and writing skills. Student can relate multiple positive reading or writing experiences and achievements (like passing a class) with or without support.	Student expresses confidence about their reading and writing skills. Student can relate a pattern of specific, measurable positive reading or writing achievements at school or work with or without support.

**Achievements may include: passing an English class, getting a passing grade on an English paper or project, being praised by your boss for an email, memo or report, getting a piece of writing published in a newspaper or elsewhere, being asked to write a newsletter for the PTA, being commended for reports done for a military unit, etc.*

Willingness to Seek Help

Question: *Are you willing to seek help with your Reading/Writing classes?*

Follow-up: *Inform the student about the tutoring center, online tutoring, meeting with an instructor, forming their own study group, or taking an ALC course.*

Indicates the lower level decision zone course option is best	Indicates the lower level decision zone course option may be best	Indicates the higher level decision zone course option may be best	Indicates the higher level decision zone course option is best
Student expresses a lack of willingness to seek help. Student declines to take an ALC course, use the tutoring center or online tutoring, join a study group, or meet with an instructor each week.	Student expresses some willingness to seek help. Student will consider at least one of the following: taking an ALC course, using the tutoring center or online tutoring, joining a study group, or meeting with an instructor.	Student expresses willingness to seek help. Student plans to take an ALC course, use the tutoring center or online tutoring, join a study group, or meet with an instructor for 1 to 3 hours each week.	Student expresses strong willingness to seek help. Student plans one or more of the following supports for 3 hours each week: taking an ALC course, using the tutoring center or online tutoring, joining a study group, or meeting with an instructor.

Choosing RD/WR Classes from the Decision Zone

The student chooses a Reading and/or Writing Class(es) from the Decision Zone or chooses to improve their placement with one of these options:

Based on your confidence and experiences with Reading/Writing and on the other factors that we've discussed, which of the two classes in your Reading/Writing decision zone do you want to take?

Student's RD/WR selection (current decision zone)	_____
Retest RD/WR selection (retested decision zone)	_____

If students are unsatisfied with their placement after retesting, advisors can refer students to talk to an instructor directly about the content and rigor of a higher level class. This follows current policy that allows students to consult instructors about courses.

Portland Community College

Multiple Measures Placement System – Some Early Data - January 2018

QUANTATATIVE

Enrollment Path Analysis: Fall 2017

Initial Tentative Conclusion: The new system is placing students via all three pathways using multiple measures. From an ‘initial placement’ perspective, the system is working as envisioned.

Population for the Enrollment Path Analysis: Fall 2017

- 88% of first time in college students enrolled fall term 2017 were 17-24 years of age
- 53% of FTICS were Caucasian & 47% identify as a non-Caucasian race-ethnicity group
- 36% of FTICS received a Pell grant fall term

17-24 Age Group (focus of the enrollment path analysis)

- 89% of students in this group were between 17 – 19 years of age
- 66% of students in this group enrolled full time

In General

- 32.6% - Path 1 only - High School Records Only (N=705)
- 24.0% - Path 2 only - Testing only (Accuplacer or ALEKS) (N = 517)
- 25.9% - Path 1 & 2 - High School Records and Testing (N = 559)
- 17.5% - Path 3 - Advising only or advising & high school records or advising & testing (N=377)

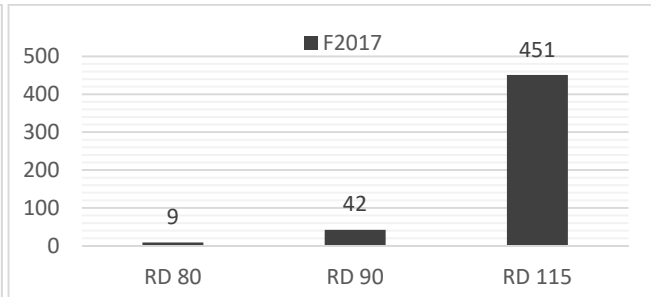
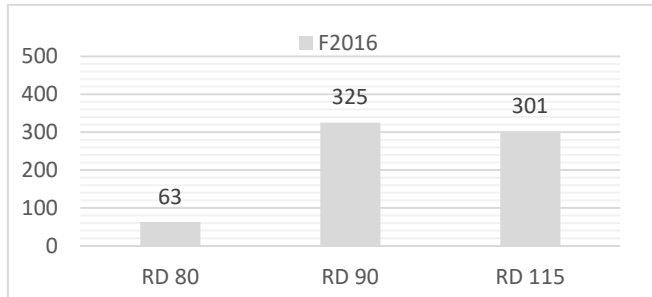
- Students using high school records at any point in the enrollment paths are more associated with enrollment into college level courses
- Students using testing and/or advising at any point in the enrollment paths are more associated with enrollment into developmental courses
- Caucasian students are associated with lower utilization of the advising path and higher utilization of high school records and testing.

Enrollment Shifts

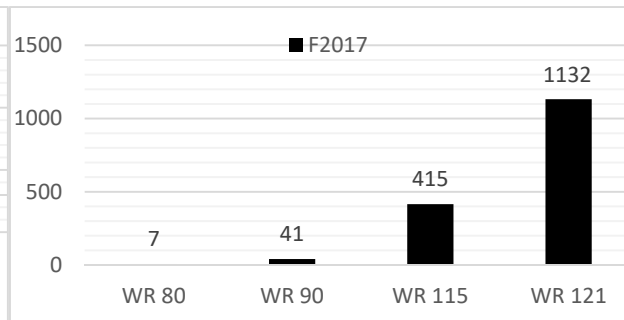
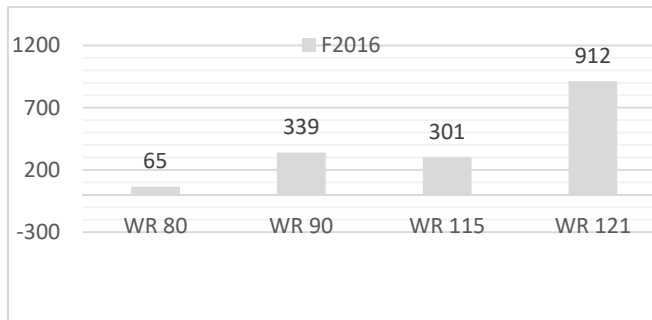
Fall 2016 (Compass) vs. Fall 2017 (Multiple Measures) - Enrollments of First Time In College (FTIC) students, age 17-24

Initial Tentative Conclusion: Lower enrollments in RD/WR 80 and 90, MTH 20 and ABE Intermediate AND more students placing out of reading.

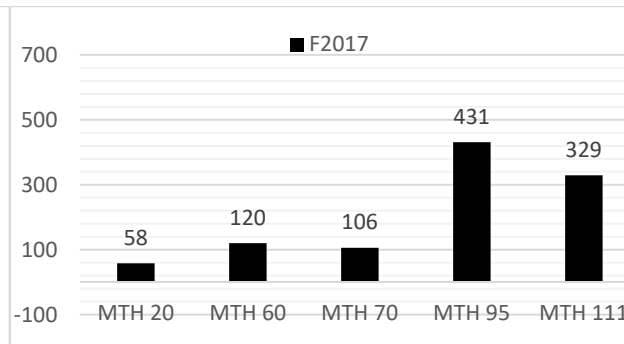
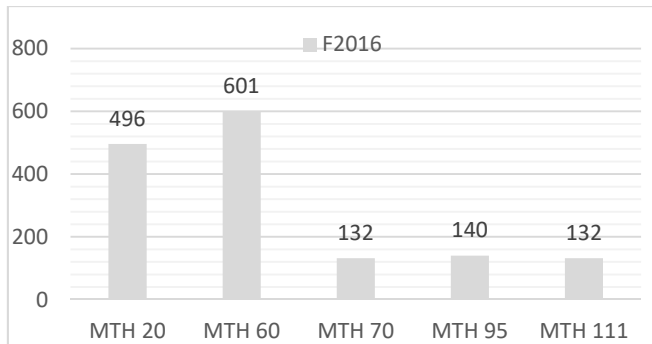
READING



WRITING



MATH



QUALITATIVE - Winter 2017 – Electronic Surveys sent out to students AND faculty to gather reactions to the new system.

Student Surveys

Reading/Writing

- 512 student respondents in Rd and Wr courses, winter 2017 - 398 students placed w/Compass and 114 students placed with new system
- Initial Patterns (these comments do NOT distinguish between students placed with the old and the new systems)
 - Students seemed satisfied when placed into WR 121 – less than 1% indicated they would have preferred to start at a lower level
 - Many students are not satisfied when placed into lower level courses – 50% of respondents placed into RD and/or WR 115 or below did not believe their placements were accurate and the lower the placements the more frequently the students were not satisfied.

Math

- Surveyed and placed by ALEKS: 167
 - Satisfied by initial placement: 90 (55%)
 - Not satisfied by initial placement: 75 (45%)
 - Of those not satisfied, the number who felt they were placed too low: 53 (74%) / too high: 19 (26%)
- Some Student Comments: Themes
 - Requests for review classes / review sheets (students seemed unaware that this is available)
 - Difficulty in switching classes (full classes or that it was “too late”)
 - Several thought *others* would cheat at home with ALEKS and that *others* would struggle with higher placement
 - Need for advising – specifically the impact of taking one class over another (students seemed unaware that advising is available)

Faculty Surveys

Reading/Writing

- 53 faculty responded – 20 DE and 33 college-level composition
- Initial Patterns (these comments do NOT distinguish between students placed with the old and the new systems)
 - 30% of Comp/Lit faculty identified the new placement system as having a (negative) impact on the preparedness of their students
 - 55% of DE faculty identified the new placement system as having a (negative) impact on the preparedness of their students

Math

- 70 faculty responded
- When asked if they thought the old system (Compass) accurately placed students 43% responded ‘yes’ – 51% responded ‘no’
- When asked if they think the new system (Multiple Measures) is accurately placing students 33% responded ‘yes’ – 60% responded ‘no’
- Several respondents commented that they thought students need more support in making placement decisions
- Several respondents commented that they did not think self-reporting of past grades was a good system of placement and that all students should be required to take a math placement test