Writing Placement Pilot at Central Oregon Community College

CURRENT PROCESS

Students take the Accuplacer unless they have college credit in composition from another college or a dual credit course. A Smarter Balanced writing score of 3 or 4 also exempts them from having to take the Writing portion of Accuplacer.

These cut off scores place students into WR 121:
- Reading Comprehension: 81+
- Sentence Skills: 95+

Lower scores place students into their choice, with advisor support, of developmental combined reading and writing course(s).

Placement Pilot (2016-17):

Re-evaluating our cut off scores

New students with
- Reading Comprehension: 81+
- Sentence Skills: 85+

scores are interviewed for possible placement into WR 121. Interview questions include HS GPA and reading and writing experience.

For Fall 2016, 63 students were eligible for the pilot: 23 of them chose not to participate after the interview: 40 students were given permission to take WR 121 and 31 registered for WR 121.

Next Steps:
- Continue the placement pilot
- Pilot an ALP model WR 95 & WR 121 option
COC名 Math Placement

- COCC continues to use Accuplacer to test all students unless they come to us with math credits or a Smarter Balanced score of 3 or 4.
- With our Title III Grant, the math department plans to revise the placement procedure and incorporate multiple measures.
Math Placement at Chemeketa Community College

- Math background questions were developed and included in the Accuplacer test to determine the most accurate test level
  - How long ago did you take your last Math class in which you earned a “C” or better?
  - What class was it?
  - What grade did you receive?

- Testing advisor speaks with students before and after their test to discuss preparation, readiness and then results (Salem only)

- Advising may include referring student to a math instructor for further conversation/assessment
Reading and Writing Placement at Chemeketa Community College

• Reading faculty implemented “decision zones” for the college level reading classes
  • Additional weighted custom questions are asked when a student initially scores into decision zones and final placement is adjusted in Accuplacer

• Writing faculty implemented “multiple measure” of including reading comprehension score to determine writing placement as well as using Writeplacer for some students based upon their initial Accuplacer scores

• High School GPA, last English class grade and number of years out of high school data are being collected to use for a study to determine local validity and potential use as a multiple measure in the future

• Testing advisor speaks with students before and after their test to discuss preparation, readiness and then results (Salem only)

• Advising may include referring students to retest using a Chemeketa reading/writing placement test that is a writing sample blind scored by two faculty
## Placement Redesign at Columbia Gorge CC

### 2015-16

- Registrar’s office worked with writing & math faculty to determine and test cut scores for Accuplacer
- Official switch to Accuplacer in Summer 2016
- Placement waiver for High School Graduates using SBAC scores and HS Course work
- Conversations among staff, leadership and faculty regarding placement scores

### 2016-2017

- Create a placement redesign work group to recommend multiple measure redesign options
- Waive RD, WR, MTH placement for Gorge Scholar award recipients.
  - 3.5 HSGPA required
  - SBAC score guidelines for math
- Multiple measures are a focus at CGCC for the upcoming year.
Math Placement at Klamath Community College

Multiple Measures for Placement

For student who just graduated High School

1. Smarter Balanced Test Score
2. Grade in last class taken
3. Length of time since last class was taken

For students that have been out of High School for more than a year.

MyMathTest
   Pre-tests
   Remediation
   The ability to retest
Writing Placement at Klamath Community College

Multiple Measures for Placement

For student who just graduated High School
1. Smarter Balanced Test Score
2. Grade in last writing class taken.
3. Written an essay at least three pages in length
4. Written a research essay with MLA or APA citations

For students that have been out of High School for more than a year.

Accuplacer
Reading habits
Experience with IL & using Sources
CURRENT MEASURES USED

ACCUPLACER
SBAC 3 & 4
GED Honors (no credit awarded—just placement)

*Multiple measures logic is in development; the above are part of a “best score” system at present*
IN DISCUSSION

Non-cogs (focus groups in progress)
GPA (self-reported and otherwise)
AP Scores
PLACEMENT at Mt. Hood Community College

**CURRENT MEASURES IN USE and PROCESS FOR PLACEMENT**

**ACCUPLACER** for Reading Comprehension, Sentence Skills (Writing), & Mathematics

**TEST SCORES ARE VALID** for five years from the time of testing

**RETAKE POLICY:**
- One fee-free retest allowed per year.

**IN THE WORKS for 2016-17 AY:**

**MULTIPLE MEASURES FOR PLACEMENT TO INCLUDE:**
- GED scores
- SMARTER BALANCED scores

**HOLISTIC/NON-COGNITIVE ASSESSMENT TO INCLUDE:**
- SuccessNavigator
Advising

- Improved intake process
  - Advisor supported self-guided placement
  - Focus on career and academic goals
  - Assess financial preparedness
- Faculty Support
Math Placement

- HS Course Grades/GPA
- GED
- Smarter Balanced
- ACT/SAT
- Conversation

- R U Ready 4?

Writing Placement

- HS Course Grades
- GED
- Smarter Balanced
- ACT/SAT
- Conversation

- Course Descriptions/Requirements
Future Placement Mapping

Multiple Measures

- Student completes college application
  - Student has transfer credit from another institution?
    - Yes
      - Transcript sent to Enrollment Specialist for assessment.
    - No
      - Scores sent to Enrollment Specialist for assessment.
  - Student has AF, IB, SAT, ACT, Dantes, CLEP or AP scores?
    - Yes
      - Scores sent to Enrollment Specialist for assessment.
    - No
      - Student sent to ACCUPLACER test.
  - Student has GED prior to 2014?
    - Yes
      - GED scores sent to Enrollment Specialist for assessment.
    - No
      - No Placement Test Required.
  - Student has GED 2014 or later?
    - Yes
      - Student enrolled in WR 111.
    - No
      - No Placement Test Required.
  - Student has 2.00 AS GPA or Graduated in the last 3 years?
    - Yes
      - Writing score is a 4?
        - Yes
          - Student enrolled in WR 121.
        - No
          - Math score is 1 or 4?
            - Yes
              - Student enrolled in MTH 105 or MTH 111.
            - No
              - Student sent for ACCUPLACER test.
    - No
      - Writing score is a 3 or 2?
        - Yes
          - Student enrolled in course TBD by Instruction.
        - No
          - Student enrolled in course TBD by Instruction.

Items in yellow indicate areas that still need work/discussion.
Additional items in development

- Smart application tool in order to allow students to self report GPA, classes, grades from high school
- Crosswalk for placement based off of classes/grades/GPA in high school
- GED scores and placement equivalent
- ACT scores and placement equivalent
- GRIT assessment
Math Placement (Proposal)

MEASURES TO USE:

- **ALEKS PPL**
- **Smarter Balanced score of 3 or 4**
- **H.S. GPA, Math GPA, Self-Report, last math course completed along with year, GED scores, AP or BI math course will be used ONLY to compare the Efficacy of ALEKS, not for placement purposes.**

ROLE OF ADVISORS:

- More intrusive intake advising
- Longer advising sessions with students
- Increase in work loads

CHALLENGES

- Smarter Balanced reports not included on HS transcripts, presented as a separate report. 12th grade college rigorous classes not included in SB report.
- ALEKS fee of $15 would be taken out of Southwestern Admission Fee; that money is already allocated.
- Data collection, analysis, and tracking for ALEKS will have to be assigned to someone’s workload.
- Mistrust between faculty and advisors when placing students using multiple measures. Faculty do not have access to the data used.
- Out of district advising could be a challenge in Math placement. Smarter Balanced may not be used by that state system. Student will need to wait to be placed using ALEKS. To offset this challenge, students will be given access to an at-home assessment and can get an unofficial placement.
- No uniform reporting by high schools regarding Smarter Balance scores
- There may be limited multiple measures placement for Math if only using ALEKS and Smarter Balanced. There is a possibility for self-reported data from the placement procedure.
- Will need to continue to develop a fall schedule that will allow students to move into math classes without “blowing up” the rest of their schedule
MEASURES FOR PLACEMENT:

- ACCUPLACER cut scores
- Smarter Balanced score of 3 or 4
- Dual Credit class completion
- GED scores

ROLE OF ADVISORS:

- More intrusive intake advising
- Longer advising sessions with students
- Increase in work loads
- Advisors can places students in courses based on multiple measures
- High school rigor is determined by advisors, when determining overall GPA.

CHALLENGES

- Smarter Balanced reports not included on HS transcripts, presented as a separate report. 12th grade college rigorous classes not included in SB report.
- There is no placement test “prep” course or material for students.
- Difficult to find time in high school for placement test prep, students will not complete on their own.
- No uniform reporting by high schools regarding Smarter Balance scores
## Math Placement at TBCC

### GRADUATED HS WITHIN LAST TWO YEARS

- Passed Algebra II with A or B: College Level Math, 111*
- Passed Algebra I with a C: College Prep Math, 095*
- No successful high school math experience: College prep math 020*

*Final determination made after student completes a self-assessment and discusses it with advisor. Same for final determination for students who graduated more than two years ago.

### GRADUATED HS MORE THAN TWO YEARS AGO

- HS or College GPA < 3.0
  - **College Prep Courses, 020 or 60 ***
- HS or College GPA > 3.0
  - **AND**
  - Three of Below Traits
  - **College Level Courses, 60 or 111**
- HS or College GPA > 3.0
  - **AND**
  - At Least Four of Below Traits (additional measures): 111*

Traits: taking fewer than 12 credits; has fewer than 20 hours of weekly commitments; has a degree beyond HS; loves or is okay with math; has experience with graphing calculator.
# RD/WR Placement at TBCC

## GRADUATED HS WITHIN LAST TWO YEARS

**Consider:**

1. B or better in HS ENG?
2. Essay longer than 3 pages?
3. Essay with research, quotes, refs?

Meets all three above AND has HS GPA of 3.0 or higher: **WR 121***

Meets at least one of the above AND has HS GPA 2.5-3.0: **RD/WR 115***

Meets none of the above BUT has HS/College GPA 2.0-2.4: **RD/WR 090***

*Final determination made after student completes a self-assessment and discusses it with advisor. Same for final determination for students who graduated more than two years ago.

## GRADUATED HS MORE THAN TWO YEARS AGO

**Consider:**

1. Taking less than 13 credits?
2. Plans to have less than 20 hours of commitments?
3. Has a degree or certificate beyond HS diploma?
4. Loves or is OK with reading?
5. Loves or is OK with writing?

Meets 3 of the above AND placement was WR 121 according to “within 2 years”: **WR121**

Meets 2 of the above AND placement was RD/WR 115 according to “within 2 years”: **RD/WR 115**

Meets 2 of the above AND placement was RD/WR 090 according to “within 2 years”: **RD/WR 090**
<table>
<thead>
<tr>
<th>Course</th>
<th>High School Transcript from the Previous School Year</th>
<th>Smarter Balance Score</th>
<th>GED</th>
<th>ALEKS Placement Score</th>
<th>Compass Test (Valid through Spring 2017)</th>
<th>ASSET</th>
<th>SAT/ACT</th>
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<td>MTH20</td>
<td></td>
<td>0-13</td>
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<td>Pre-Algebra 0-44</td>
<td>NS 0-40</td>
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<td>RD90 &amp; WR95 cohort</td>
<td>RD115; WR115</td>
<td>WR121</td>
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<td></td>
<td>1-3, place by Multiple Measures – may include review of high school transcript(s), see pg 2 for examples.</td>
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<td>≥ 20</td>
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<td>≥ 66</td>
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<td>SAT</td>
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<td>≥ 540</td>
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<td>Awarded GED</td>
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</tbody>
</table>

¹ Students with borderline scores may be placed +1 level in consultation with the student & Manager of Advising.
New Placement Process
The Model: 3 Paths, 1 Destination

**Path 1: Direct Placement**
(Valid up to 7 years)
- GED Score
- AP/IB Scores
- SBAC Scores
- Overall HS GPA
- ACT/SAT Scores
- Jr & Sr English grades
- Last HS math class & grade

**Path 2: Facilitated Direct Placement**
- HS Info
- Aleks, Accuplacer, RD/WR Inventory

**Path 3: Staff Supported Placement**
- HS Info
- Test scores
- In-Person Advising
# Path 3 Advising Topics: Holistic Advising

<table>
<thead>
<tr>
<th>Goal-Setting</th>
<th>Health and Well-Being (related to attendance expectations in school)</th>
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<tbody>
<tr>
<td>Degree Options and Requirements</td>
<td>Path 3 Placement Conversation</td>
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<tr>
<td>A Plan to Pay for College</td>
<td>Planning &amp; Registration</td>
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<td>School and Life Balance</td>
<td>PCC Deadlines and Procedures</td>
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<td>Time Management</td>
<td>Campus Resources and Help Seeking Skills</td>
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<td>Housing and Basic Needs</td>
<td>College Expectations</td>
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<td>Transportation</td>
<td>Place to Study</td>
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<td>Childcare</td>
<td>Computer Skills</td>
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## A Shift in Philosophy

<table>
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<th>From</th>
<th>To</th>
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<tbody>
<tr>
<td>One Standardized Placement Test</td>
<td>Multiple Measures</td>
</tr>
<tr>
<td>Academic Information only</td>
<td>Academic AND Non-Cognitive Information</td>
</tr>
<tr>
<td>Transactional and lacking intentionality</td>
<td>Intentional focus on creating an equitable and inclusive process grounded in research and best practice</td>
</tr>
</tbody>
</table>

**Successes:**
- Effective instructional and student services collaboration.
- Aligned with PCC’s commitment to social justice and Critical Race Theory (CRT).

**Challenges:**
- Cart before the horse: Advising reform is still in progress
- Communication: The system is now more complex and therefore harder to communicate.
- Resistance: Change is hard!
Math Placements (self-report and/or unofficial transcripts)

1. Graduated or passed GED within 2 years
   - GPA
   - Scores: GED 2014, SAT, ACT
   - Math coursework and grades
   - Full time vs. part time student
   - Less than 20 hours of weekly commitments
   - Feelings about math (positive or negative)

   Graduated or passed GED more than 2 years ago
   - GPA
   - Scores: GED, SAT, ACT
   - Past math courses and math experience
   - Full time vs. part time student
   - Less than 20 hours of weekly commitments
   - Has degree beyond HS diploma
   - Job requires math skills
   - Feelings about math (positive or negative)

2. Consider Educational Goals – Math Pathways
   - Career Tech Path
     - MTH 020, MTH 050, MTH 080
   - STEM Path
     - MTH 020, MTH 060, MTH 065, MTH095, MTH 111, MTH 112, MTH 251
   - Alternate Path
     - MTH 020, MTH 098, MTH 105, MTH 243

3. Use Math Faculty: specific questions about math skills correlating to math placement

4. Placement Test
   - Accuplacer (currently) or New Generation Accuplacer (near future)
   - Program requirements: apprenticeships, admissions to various programs

Challenges:
- Scaling-up to all incoming students- creating tools for advisors
- Covering multiple entry points (online enrollment, advising, testing center, high schools, three campuses)
- Systematizing student support crosswalks (tutoring, math lab)
### Writing Placements
(self-report and/or unofficial transcripts)

#### 1. Graduated or passed GED within 5 years
- GPA
- Scores: GED, SAT, ACT
- English coursework and grades
- Has written 3 page essays or research papers?
- Interest in reading
- Full time vs. part time student
- Less than 20 hours of weekly commitments
- Feelings about writing (positive or negative)
- Writing sample
- Motivation level

#### Graduated or passed GED more than 5 years ago
- GPA
- Scores: GED, SAT, ACT
- Past English courses and writing experience
- Has written 3 page essays or research papers?
- Interest in reading
- Full time vs. part time student
- Less than 20 hours of weekly commitments
- Has degree beyond HS diploma
- Job requires writing and reading skills
- Feelings about writing (positive or negative)
- Writing sample
- Motivation level

#### 2. Consider Educational Goals:

- **Career Tech Path**
- **University Transfer**

#### 3. Use Writing Faculty: specific questions about writing skills correlating to writing placement

#### 4. Placement Test
- Accuplacer (currently) or New Generation Accuplacer (near future)
- Program requirements: apprenticeships, admissions to various programs

### Challenges:
- Scaling-up to all incoming students- creating tools for advisors
- Covering multiple entry points (online enrollment, advising, testing center, high schools, three campuses)
- Systematizing student support crosswalks (tutoring, writing center)