Oregon Community Colleges Placement Committee Meeting

FRIDAY, APRIL 3, 2015

9:00AM – 3:30PM

Welcome and Introduction

Objectives

- To examine research on assessment and placement and emerging promising practices in and outside of Oregon

- To review and discuss the Developmental Education Redesign Work Group's recommendations for assessment and placement

- To know and discuss how each of Oregon's 17 campuses place students

- To prioritize recommendations based on the group's understanding of national research and current Oregon practices

- To reach consensus on what it means for campuses to develop "common" assessment and placement practices

- To agree on a plan to advance the recommendations

Agenda

Session	Time
Welcome and Introduction	9:00am – 9:15am
Research on Assessment and Placement, Emerging Trends and Revolutionary Practices in and Outside of Oregon	9:15am – 10:45am
Break	10:45am – 11:00am
Review Charge and Recommendations of Developmental Education Redesign Work Group	11:00am – 11:15am
Examine How Each of the 17 Colleges Currently Place Students	11:15am – 12:00pm
Lunch	12:00pm – 12:30pm
Prioritize Recommendations	12:30pm – 1:30pm
Develop Consensus Around the Word "Common" and Apply that Definition to the Recommendations	1:30pm – 2:30pm
Next Steps	2:30pm – 3:30pm

Research on Assessment and Placement, Emerging Trends and Revolutionary Practices

MICHELLE HODARA

BREAK

PLEASE RETURN TO YOUR SEATS BY 11:00 AM

Review Charge and Recommendations of Developmental Education Redesign Work Group

Developmental Education Redesign Work Group Purpose

The Oregon Developmental Education Workgroup, composed of representatives from all 17 community colleges, is charged with examining developmental education practices throughout Oregon and the United States and with making recommendations on the implementation of best practices that result in greater student success for students in Oregon.

Developmental Education Redesign Work Group Objectives

To examine current developmental education policies and practices in Oregon, identify best policies and practices in Oregon and elsewhere in the United States and make recommendations on the implementation of best policies and practices in Oregon to ensure student success

- ◦ To identify practices that can decrease time to completion (i.e., to degree, certificate or matriculation)
- ◦ To identify practices that can decrease student attrition from point of placement test to completion
- ◦ To identify strategies to decrease attrition and time to completion for subgroups of students (e.g., ABS and ESL students, GED recipients)
- ◦ To identify state or community college policies that can promote student completion and decrease attrition

Key Recommendations: Placement

To create a statewide system that uses effective placement processes and strategies that recognize students arrive at community colleges with different education backgrounds, life experiences, skills and goals, Oregon community colleges should consider strongly the creation of a set of common practices and commitments for the placement of students. These should be designed to more accurately place students and more intentionally err on the side of enrolling students into college-level courses or the accelerated and co-requisite models recommended above.

Therefore, the Developmental Education Redesign Work Group recommends that a body of community college, university, and high school representatives with appropriate expertise convene in Spring 2015 to consider recommendations to the state that promote the following shared practices among institutions:

Key Recommendations: Placement

- Using multiple measures to place students, including non-cognitive measures (for example, work schedule, child care situation, motivation, self-confidence and grit); the GED, Smarter Balanced, Advanced Placement and IB exams, Engage, high school transcripts and/or grade point average

Key Recommendations: Placement

- Using common "decision zones" for placement, with decision zones defined as a range of scores and non- cognitive measures that would indicate placement at a specific level and result in increased placement in college-level courses

Key Recommendations: Placement

- Identifying common course outcomes for similar courses in developmental education and gateway English and math courses

Key Recommendations: Placement

- Assessing the effectiveness of the common placement processes and/or instruments or measures on a regular basis

How Each of the 17 Community Colleges Place Students

	Placement Test Prep	Test Type	Other Measures	Dev. Ed. Threshold (Cut Scores)
Blue Mountain				Math: Reading: Writing:
Central Oregon				Math: Reading: Writing:
Chemeketa				Math: Reading: Writing:
Clackamas				Math: Reading: Writing:
Clatsop				Math: Reading: Writing:
Columbia Gorge				Math: Reading: Writing:
Klamath				Math: Reading: Writing:
Lane				Math: Reading: Writing:
Linn-Benton				Math: Reading: Writing:
Mt. Hood				Math: Reading: Writing:
Oregon Coast				Math: Reading: Writing:
Portland				Math: Reading: Writing:
Rogue				Math: Reading: Writing:
Southwestern Oregon				Math: Reading: Writing:
Tillamook Bay				Math: Reading: Writing:
Treasure Valley				Math: Reading: Writing:
Umpqua				Math: Reading: Writing:

LUNCH

PLEASE RETURN TO YOUR SEATS BY 12:30 PM

Prioritize Recommendations

Prioritize Recommendations

Discuss and prioritize the Developmental Education Redesign Work Group's recommendations in light of national research and current Oregon practices

Recommendations

1. Using common decision zones for placement, with decision zones defined as a range of scores and non-cognitive measures that would indicate placement at a specific level and result in increased placement in college-level courses (implies common cut scores)

2. Using multiple measures to place students, including non-cognitive measures

3. Identifying common course outcomes for similar courses in developmental education and gateway English and math courses

4. Assessing the effectiveness of the common placement processes and/or instruments or measures on regular basis

Discuss What "Common" Means and How to Meet that Expectation for the Recommendations

Defining "Common"

- How should we define "common?" Does the New Jersey approach to "common" make sense for Oregon?

- What implications does our definition of "common" have for our work as a group moving forward?

- How will campuses meet the expectation for "common" for specific recommendations?

Next Steps

Next Steps

- Review today's agreements and accomplishments

- Discuss what the group needs to do to implement the recommendations as the group has prioritized them

- Develop plan to implement recommendations, determine the role of this group and develop meeting schedule

Thank you

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