

Multiple Measures Placement Process at Century College

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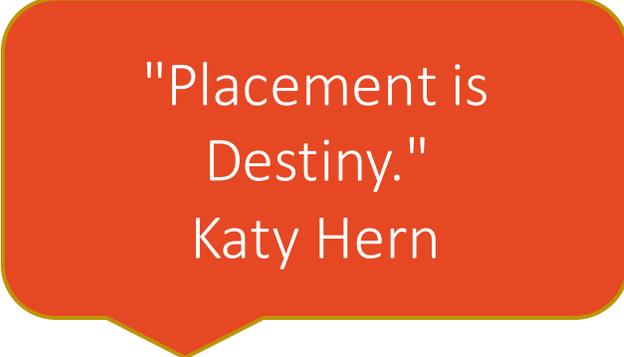
2019 CADE, SAN DIEGO

Why are course placement assessments important?

Majority of community colleges use standardized tests (National Assessment Governing Board (NAGB) survey in 2010):

- 100 percent of community colleges surveyed reported using a standardized test for math placement purposes
- 94 percent of community colleges surveyed reported doing so for reading placement

Most community colleges used one of the most common placement tools — SAT, ACT, ACCUPLACER, and Compass – and 14 percent of community colleges reported using another assessment (Fields & Parsad, 2012).



"Placement is
Destiny."
Katy Hern

Problems with single assessment measures

- Researchers contend that **college-readiness** includes cognitive and meta-cognitive strategies (Conley, 2005, 2007).
- Underpreparedness is, by definition, **relative to an expected norm, but the norm varies** from college to college and from discipline to discipline within a single college (Schoenecker, Bollman & Evens, 1998).
- Studies have looked at the **validity of placement assessments** and found overplacements and underplacements (Belfield and Crosta, 2012).

Impacts of single assessment measures

There is a **disproportionate impact** on underrepresented students' enrollment in developmental education.

"Since the beginning of standardized testing, students of color, particularly those from low-income families, have suffered the most from high-stakes testing in U.S. public schools." (Rosales, 2018)

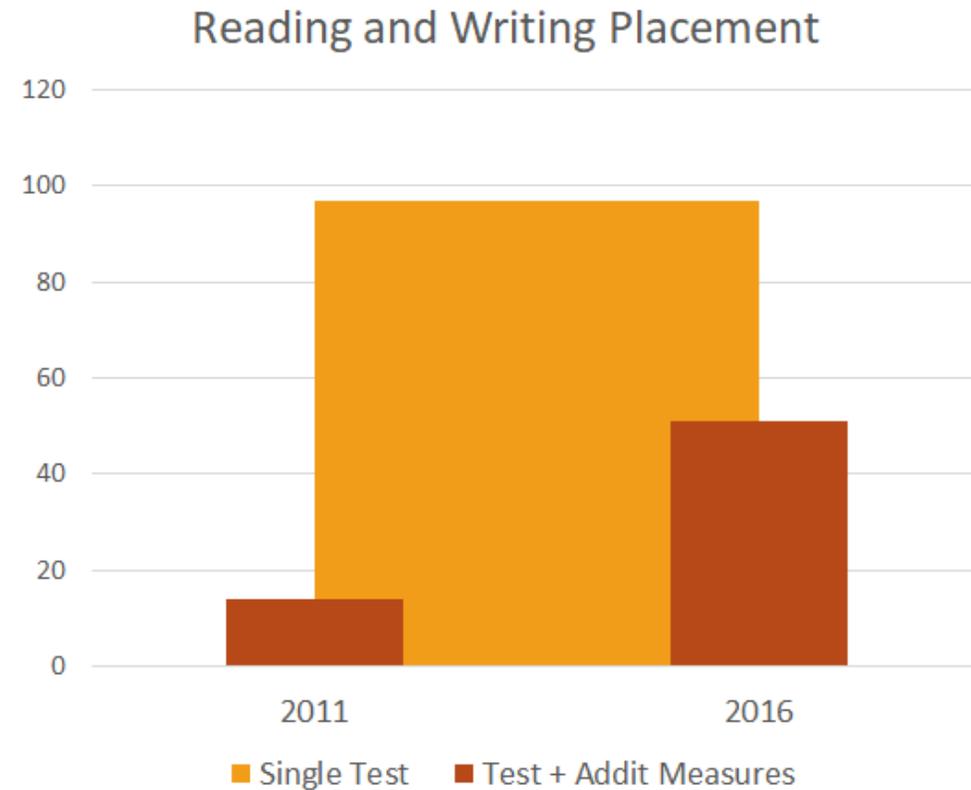
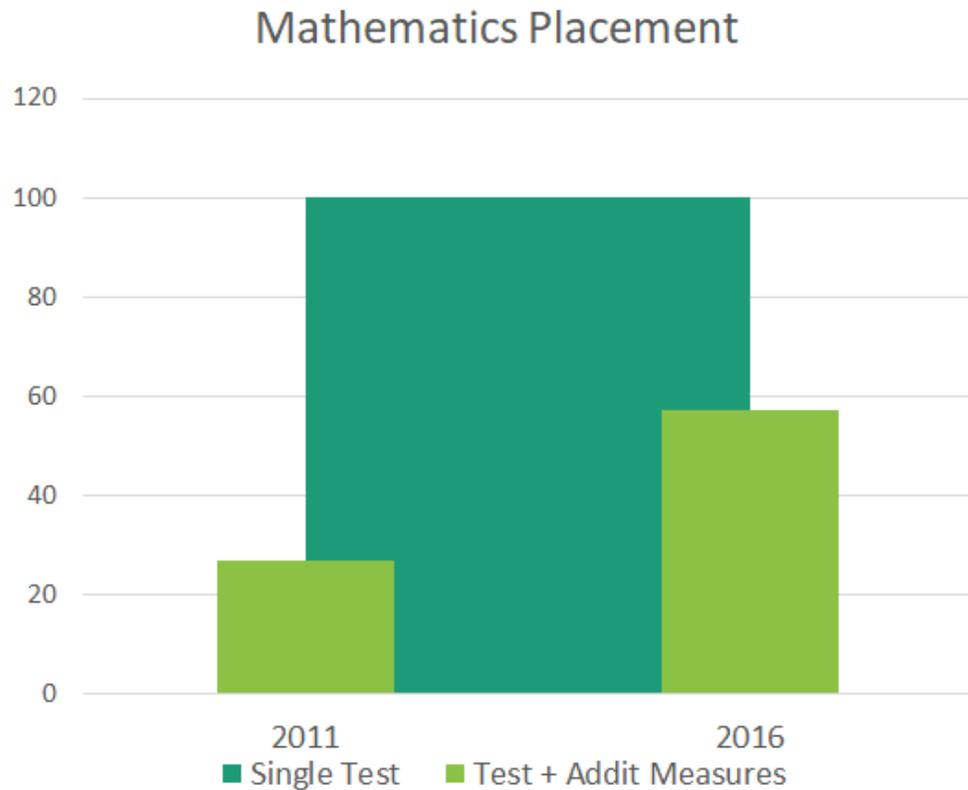


The screenshot shows the top portion of the NEA website. The header includes the NEA logo (National Education Association) and the tagline "Great Public Schools for Every Student". A search bar is located in the top right corner. Below the header is a navigation menu with three main categories: "ISSUES AND ACTION", "TOOLS AND IDEAS", and "GRANTS A". A breadcrumb trail is visible below the navigation menu, indicating the current page is "The Racist Beginnings of ...".

Our Leaders
Our Members
Our Mission, Vision and Values
Our History
Our Publications

RACIST TESTING
The Racist Beginnings of Standardized Testing
From grade school to college, students of color have suffered the effects of Biased testing.
By John Rosales

Shifting landscape of course placement



Survey conducted by the Center for Analysis of Postsecondary Readiness (Rutschow & Mayer, 2018)

Types of multiple measures course placement assessments

Multiple Single Measures (Hierarchical)

- "OR" approach where any one single measure will allow students to advance
- EX. ACT scores, or High School GPA, or ACCUPLACER score

Banded Approach to MM (Thresholds)

- Measures that work together when students are within specified bands
- EX. ACT scores of X; if within a band of Y, consider High School GPA of Z

Weighted Approach to MM (Formula)

- Measures that are weighed and work together to advance students
- EX. ACT scores is X%; High School GPA is Y%; Non-cognitive assessment is Z% = total that advances student

Other types of placement assessments

Non-cognitive Assessment

- Use of non-cognitive assessments

Appeals

- Use of appeals after multiple measures course placement has been determined

Assessment In/After Class

- Use of assessment within course or after course is completed

Guiding Principles of Placement Reform

Regardless of the process—multiple measures, DSP, or some combination—TYCA recommends that all writing placement practices:

1. Be grounded in disciplinary knowledge;
2. Be developed by local faculty whose work is recognized and compensated by their institution;
3. Be sensitive to effects on diverse student populations;
4. Be assessed and validated locally;
5. Be integrated into campus-wide efforts to improve student success. (Klausman et al., 2016)

Placement
Reform
Overview

- Past problematic placement strategies
- Suggested reading: Journal of Writing Assessment Special Issue

Placement in
MinnState
&
Placement
reform at
Century

- Context: Snapshot of our System
- Trajectory of placement reform

- Context: Snapshot of our institution
- Trajectory of placement reform

Placement in
English &
Reading

- Context: Snapshot of our sequence and placement reform
- All the placement tools

Minnesota State Multiple Measures Course Placement

**Phase I, 2020:
Include HS GPA within
ACCUPLACER bands**

**Phase II: Allow for
multiple instruments to
be used**

**Beyond: Allow for
assessments for ESOL
and adult learners;
allow for non-cognitive
assessment**

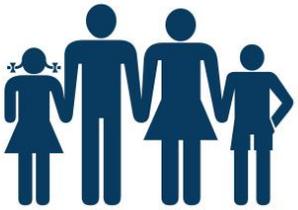
Century
College
generates

\$368.5M

in economic
impact per year



\$21.9M in state and
local revenue



\$3.4M

in community
contributions

OVER
2K
graduates
annually



Supports and sustains **3,269**
 **JOBS**

Our context: Century College

Part of Minnesota State public higher education system
(30 colleges and 7 state universities)

Located in the northeast St. Paul & Minneapolis metro
area

12,000+ credit students per year

42% Students of Color

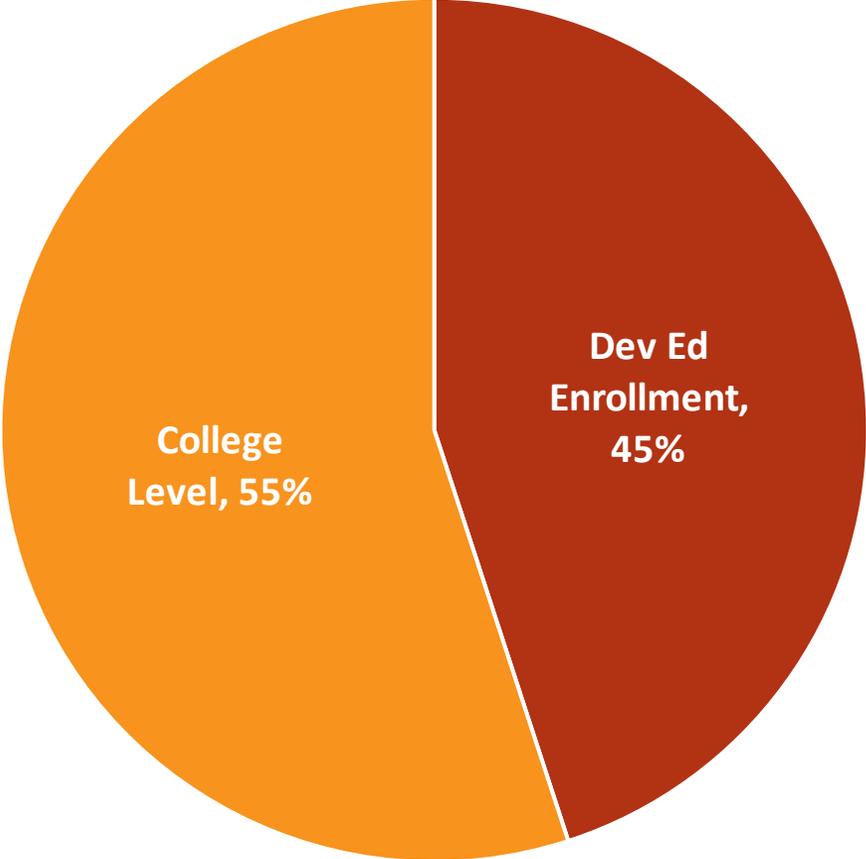
36% of new students are Pell eligible

49% of new students are First Generation

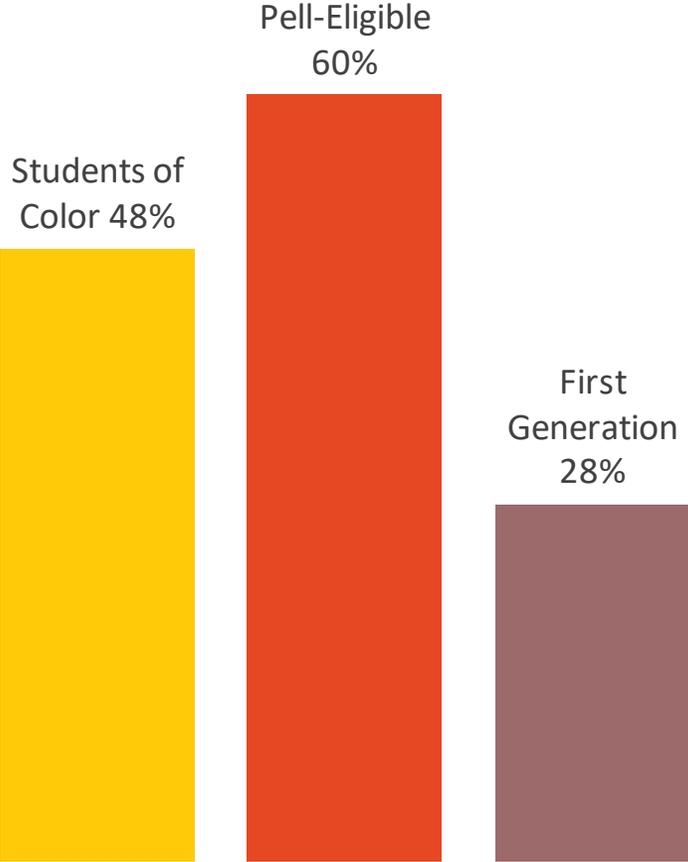
25 is the average age of our students

55% of our students identify as Female

Century's Enrollment



DevEd Student Enrollment profile: The majority of our DevEd students are SOC or Pell-Eligible

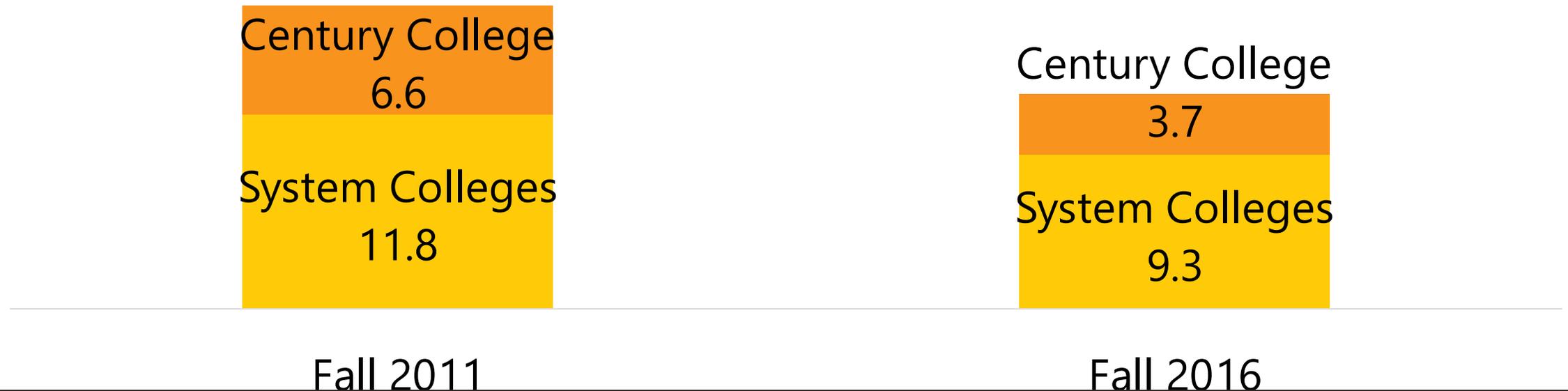


	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
English	ALP Pilot	Incremental ALP Roll-out			Full-scale ALP	ALP integrated Reading & Writing for high-placed DevEd student	
Reading	Traditional sequence + Student Success Course			1-semester sequence + Student Success Course		Integrated Reading & Writing 1-level below college	
Math	Traditional sequence		Shortened Sequence, non-STEM Stats sequence, Math Boot Camps				
Placement	ACCUPLACER + ACT			ACCUPLACER, ACT, SAT, MCA	+ Mid-semester-English Placement Exam	+ GPA and LASSI	
Support	Well-funded, robust Tutors-Linked-to-Classes program and Reading, English, and Math Centers						
Professional Development	SEED (2001)	Acceleration Writing Training & Inst Culturally Responsive Pedagogy			Integrated Writing & Reading Training		

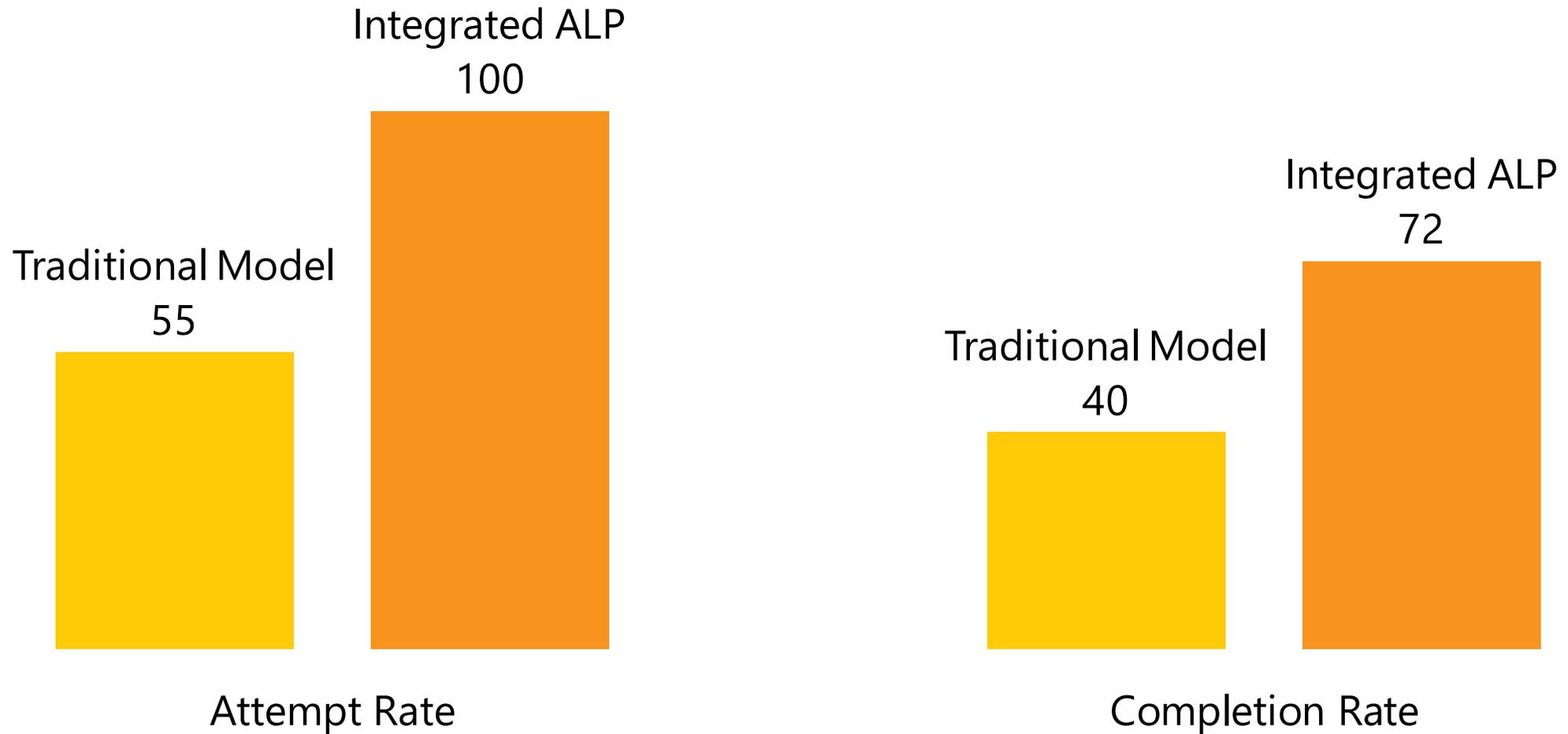
As early as 2016, Century outpaces other MinnState colleges in rate of students completing college-level writing by the end of year one

Century 24.5 vs System College 10.8

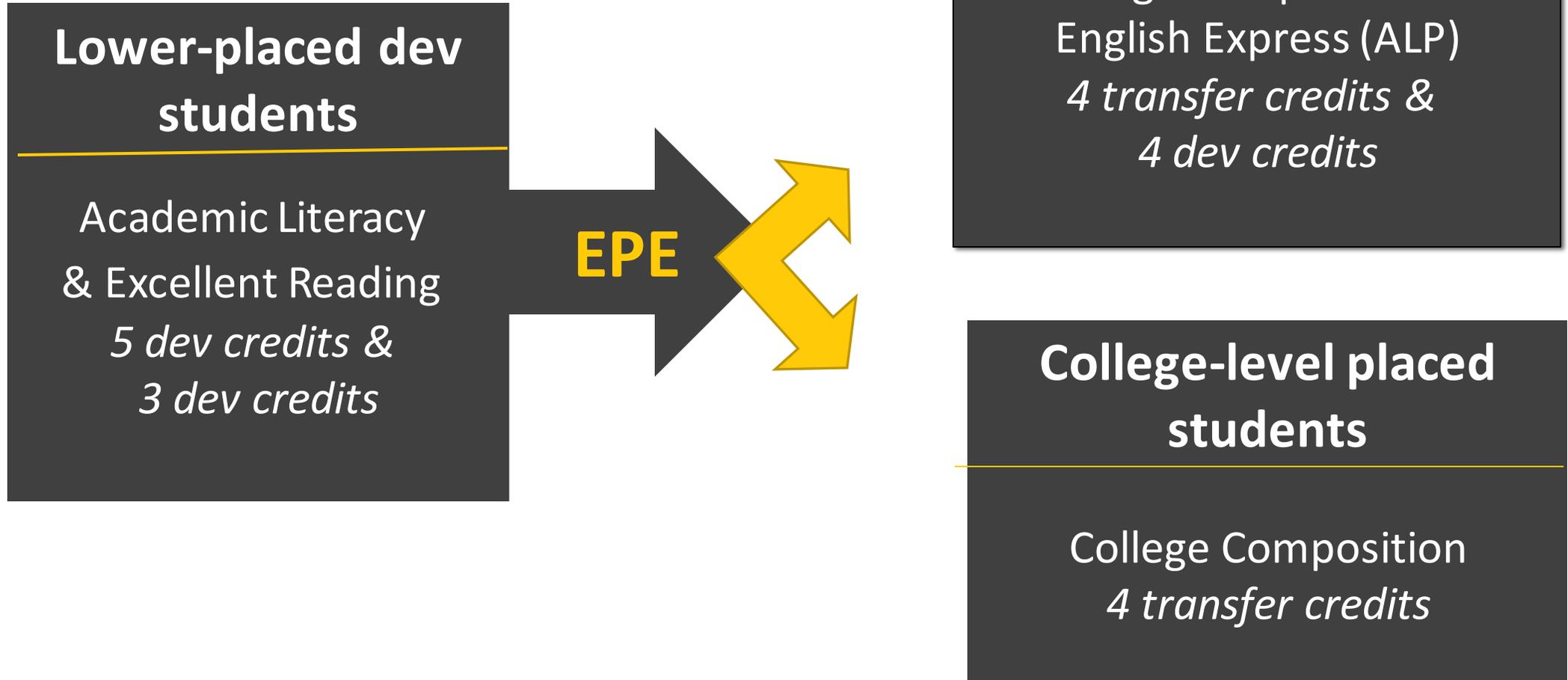
MinnState Leader in reducing the college completion gap for Students of Color



By Spring of 2019, Integrated ALP course greatly increased attempt and completion of transfer-level course in year one



Our Integrated Reading & Writing Sequence: A lesson in compromise



The English Placement Exam, EST Fall 2016

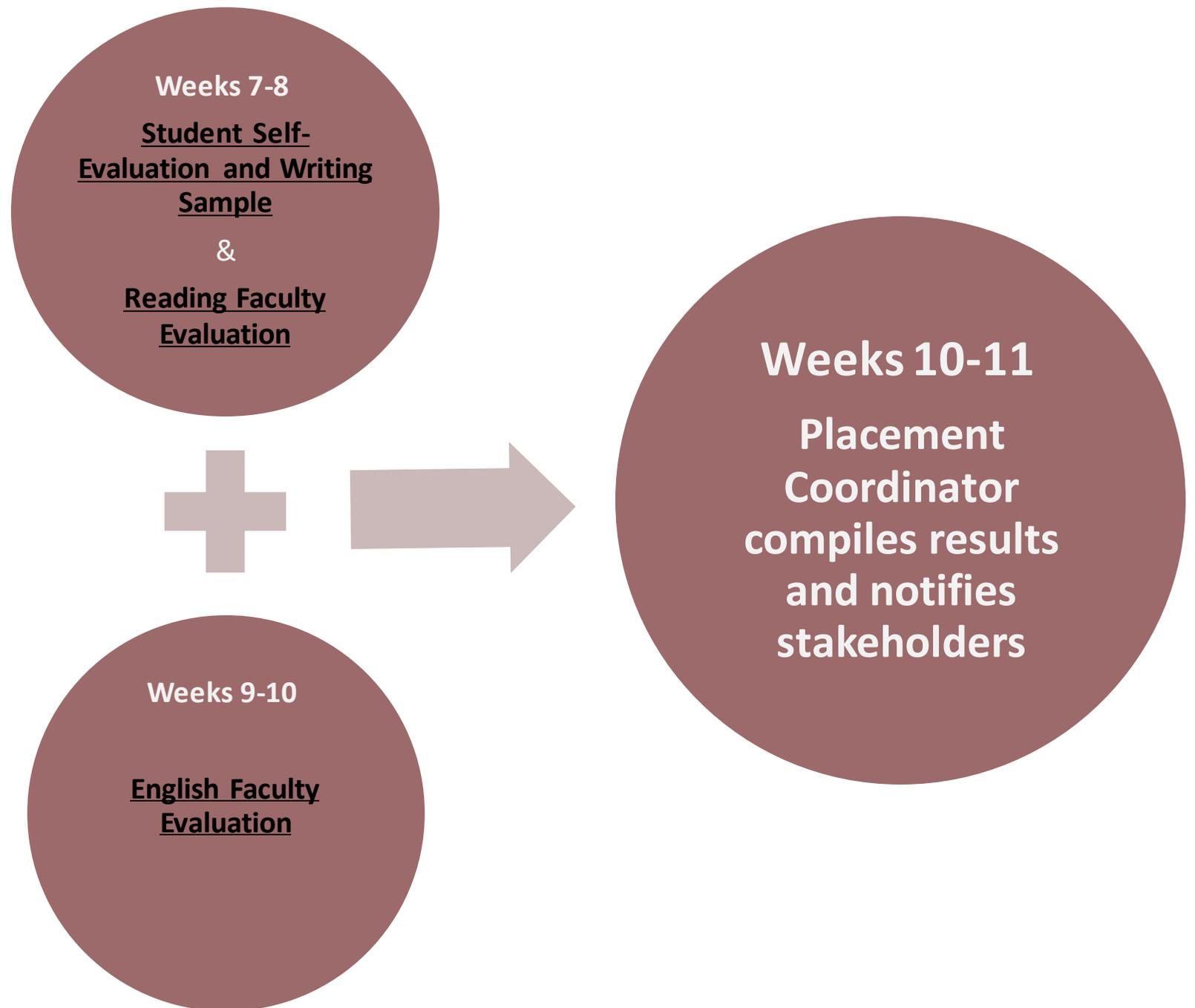
Purpose: In conjunction with ongoing structural and curricular reforms, this placement tool accelerates students' momentum, advancing each at their own pace

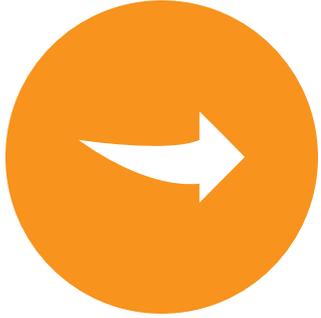
Our tool seeks to use all of the most promising placement methods:

- ✓ Student *informed** **directed self-placement** (DSP)
- ✓ **Weighted Multiple Measures Placement:** Considers prior academic experience, and Writing sample assessment, English Faculty Placement Coordinator to constantly validate and calibrate the tool according to its ability to serve marginalized students

Lowest-placed students have multiple opportunities to take this test. Those who “pass” the exam are bumped right into transfer-level writing course, skipping our co-req course completely.

The English Placement Exam Process





199 students moved directly into the transfer-level course, skipping ALP support completely, a collective savings of approximately \$144,000



60% of these students are students of color, an accurate representation of our developmental population



Each year, our Institution spends roughly \$2,500 on faculty Readers to evaluate roughly 450 writing samples- only slightly more than what it would cost to administer an ACCUPLACER retest for those students.



By helping developmental students gain momentum, we improve their retention, which means they take more classes, earning the college more money. In other words, spending more on placing and advancing these students pays off.

Since starting the EPE process...

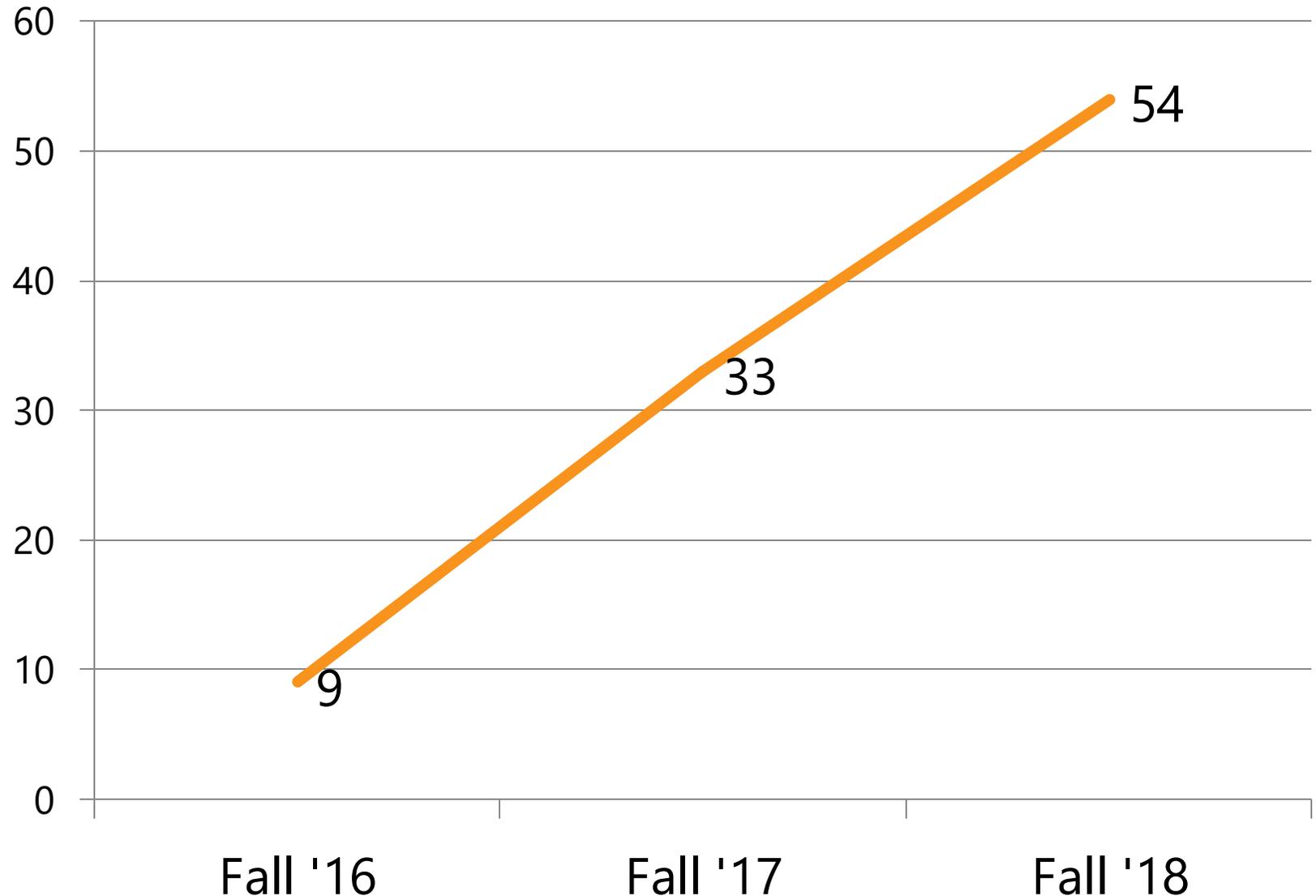
68% of EPE students pass their writing transfer course

Versus non-EPE student pass rate of 68.5%

84% of EPE students persist to the next semester

Versus non-EPE dev ed student persistence rate of 67.6%

We are exponentially increasing the percentage of students "jumped" straight to transfer-level college



Next steps..

- ❑ Divest more and more from single measure assessment practices
- ❑ Invest in Multiple Measure Placement tools like the English Placement Exam, expanding it to reach all students who are placed below college-level
- ❑ Encourage others in our system and fields to do likewise because all of our students deserve a real shot

tl;dr

Initial:
"Standard"
tests (e.g.,
ACT, SAT,
MCA,
ACCUPLACER)

Initial: Non-
cognitive assessment
(e.g., LASSI)

Which of the
placement tools
should we be
using?
All of them!

Process or tool to
Recheck Developmental
Placements (e.g. EPE)*

*These are especially important
for students from non-dominant
cultures and identities

Initial:
High school
GPA

Ongoing:
Assessments
to amplify
student
momentum*
(e.g. EPE)

PAUSE TO PROCESS

If you had all the power and all the influence, which placement measures would you implement immediately? Which would make the biggest impact?

Who on your campus would help you move forward with these measures?

Where would you and your team start?



Thank you!

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