

What are the benefits of implementing SDP at your institution?

What are the obstacles in implementing SDP at your institution?

How could SDP address the concerns you have with placement at your institution?

Directed Self-Placement: Advancing Equity through Student Agency

Conference on Acceleration in Developmental
Education
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Reflection

Take a moment to think about your most high-stakes standardized testing or placement experience. Write a brief reflection about how you felt during that experience.

Research on Placement Reform

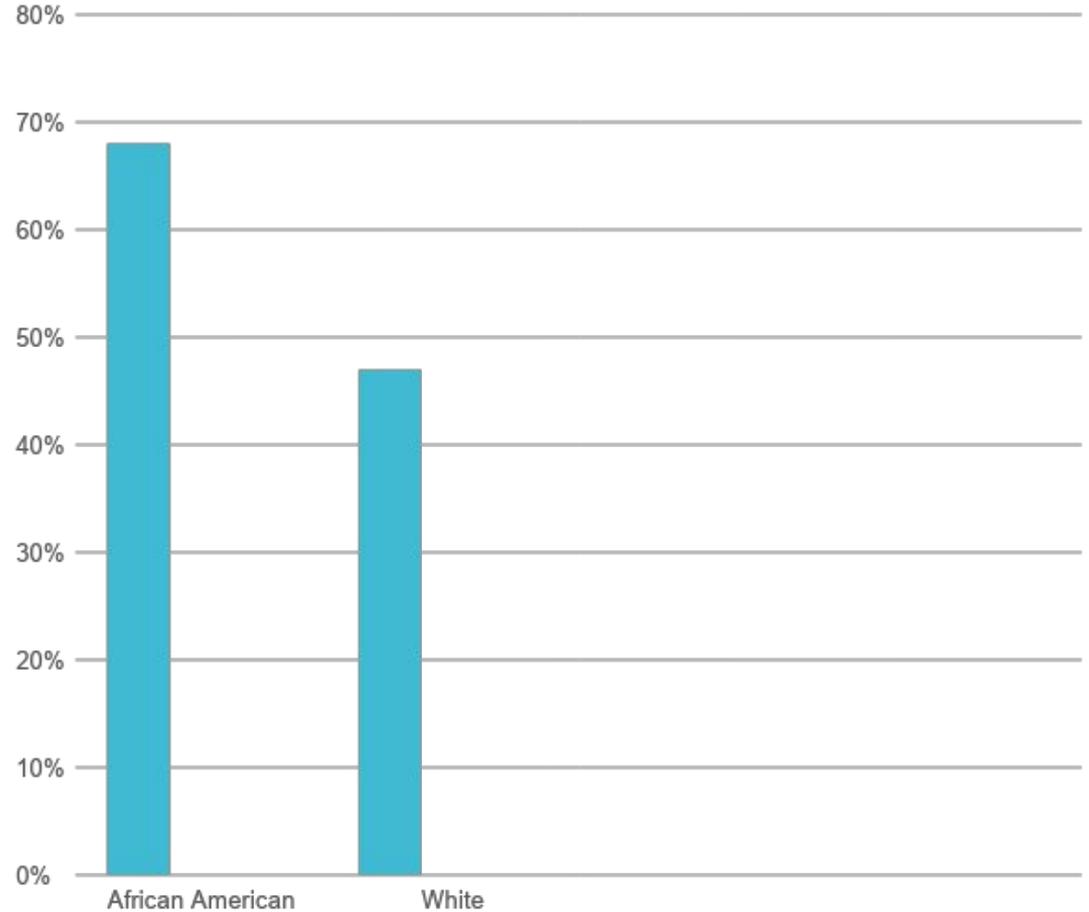
“Misplacement” and “under-placement” are serious “obstacles” to student success (TYCA White Paper on Placement Reform, 2016).

“A major obstacle to success, according to research from the Community College Research Center at Columbia University and elsewhere, is misplacement into developmental English courses, usually via unsound and unfair high-stakes placement tests” (TYCA White Paper on Placement Reform, 2016)

“ . . . emerging research suggests that DSP enhances student engagement at all levels, including developmental courses” (TYCA White Paper on Placement Reform, 2016).

The Problem with Placement at CCBC

Placement into Developmental Education at CCBC
By Race 2016



Initial Research, Data Gathering, and Drafting

- Ad hoc group assembled in October, 2017 to explore placement options for English and Academic Literacy
 - SDP emerged as an option to address equity issues in placement
- Members of the committee held phone conferences with two year colleges that were using innovative placement methods
- Met with many stakeholders across campus to hear concerns and feedback
- Created a draft Placement Tool using Google Forms
- Interviewed 25+ students
- Designed SDP Pilot Proposal

What is Self-Directed Placement?

- Preview content, curriculum, and classroom experience
- Learn about expectations from other students
- Reflect on needs and experiences
- Choose placement based on information provided
 - (Gere et al; Toth & Aull)

Welcome to Self-Directed English Placement at CCBC

This process asks you to think about the reading and writing experiences that you use in your daily life, as well as the skills you already bring to your education and the classroom community at CCBC. Please consider the information provided about our course options and the following questions with care.

At the end of this process, you will be asked to choose the course option that you feel best fits your experiences, skills, and needs. The process should take about 45 minutes, but feel free to take your time.

If at any time during the self-directed placement process you need extra resources or are unable to answer the questions asked, please contact a member of our advising team to discuss your experiences and to go over the resources available to you, as well as your options for placement.

Why Self-Directed Placement?

- Opens dialogue between student and institution
- Shifts placement process from assessment experience to educational experience
- Provides access to information
- Increases motivation and retention
- Flexible process
 - (Royer & Gilles 1998; 2000; Gere et al 2010; Toth & Aull 2014)

Placement is communication, placement is conversation, and...what really should be happening when we're assessing students is that we're communicating to them about what courses they're going into, what the expectations should be. We're also listening to them about their past experience...(Faculty Member as quoted in Toth 17)

SDP Content

- Videos relating to student experiences in each course
- Student and faculty course descriptions
- Reflective Reading and Writing Inventory
- Sample Reading with Reflective Questions
- Written Reflection on Reading and Writing Experiences
- Written question reflecting on the course decision

Your Reading and Writing Experiences

In this section, take some time to consider the many ways you already use reading and writing skills in your daily life.

What kind of reading do you do most often? Please check all the options that apply to you. *

- Newspapers, magazines
- Texts
- Email
- Social media (Twitter, Facebook, etc.)
- Websites and online articles
- Textbooks and other "academic" reading
- Work related materials: manuals, reports, memoranda, agendas
- Books (Fiction, Non-fiction, Poetry)
- Other: _____

How often do you read? What kind of reading interests you the most? *

Your answer _____

Where CCBC is with Placement

Placement by GPA (for May/June 2017 or 2018)

- Unweighted High School GPA of 2.5 or higher = English 101
- Unweighted High School GPA of 2.49 - 2.0 = ACLT 053
- Unweighted High School GPA below 2.0 = ACLT 052

Additional Multiple Measures Placement by SAT/ACT/PARCC/AP/IB/GED

College Promise

- Scholarship Covering Tuition and Mandatory Fees for Baltimore County Residents
- Be a Baltimore County resident
- Graduated within past 2 years
- High school GPA of 2.5 or better
- Enroll **full-time** as a new student to CCBC
- 1,000 students are expected to be eligible during the first year

How SDP Complements CCBC's Existing Multiple Measures

It assists students who are **NOT** eligible for other multiple measures.

Many of our multiple measures only apply to students two years out of High School

College Promise applies to full-time students, who will graduate within three years, and are no more than two years out of High School

Let's talk about it

- ★ What are the benefits of implementing SDP at your institution?
- ★ What are the obstacles in implementing SDP at your institution?
- ★ How could SDP address the concerns you have with placement at your institution?

Works Cited

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Participant Notes from Session

The following slides contain the response participants wrote down during the session.

Benefits

Those w/o HS data

Empowers students → Buy In
↑ Enrollment, motivation

Obstacles

Lack of local control

Time to go through assessment

Implementation logistics + \$
Concerns of overplacement/underplacement

Address Concerns

Equity

Lack of predictive validity of Standard Tests

Aligns with Guided Pathways

Students become educated consumers

Benefits

- Better awareness of ALP
- Getting information of expectations
- If online could be used anywhere
- Agency
- Investment

Obstacles

University vs. C.C.

- Universal data - institutional pilot/comparison
- Administrative investment
- Time: Manpower
- Increasing ^{raise of} abilities in 101
- Culture change
- Accountability: Institutional structure
- Implementation
- Special Populations
- Predicting course enrollment

Benefits

- Student buy-in
- Students take ownership for their own education
- Addresses faculty concerns about misplacement and attrition
- Promise of equitable placement
- Student retention rates rise
- Give faculty a voice in the process
- Tests don't measure promise of success

Obstacles towards implementing

- Big district-wide process
- Difficulty of change
- Lack of faculty buy-in
- Changing culture
- Getting rid of 30 gpa. scary!
- Students overestimate/underestimate their capacities
- Cumbersome. Syncing with advising
- Testing time
- Time for Research/planning

How SDP Could Address Placement Concerns

- Students don't take current one seriously
- Piloting it would help with scheduling classes "correctly" with the right amount of sessions
- Engaging students
- Promote through video component