

Alternative Methods Placement

May 21, 2020

#FLStudentSuccess

Webinar Logistics

- Participants will be unmuted for the duration of the webinar
- We encourage you to place yourself on mute when not speaking to minimize background noise
- Participants are encouraged to ask questions and provide feedback
- Questions can also be submitted through the chat function

Agenda

- Opening Remarks
- Alternative Methods Placement Resource Guide
 - Overview of contents
 - Developing an alternative methods placement policy
 - Implementing an alternative methods placement policy
- Resources
- Additional Support

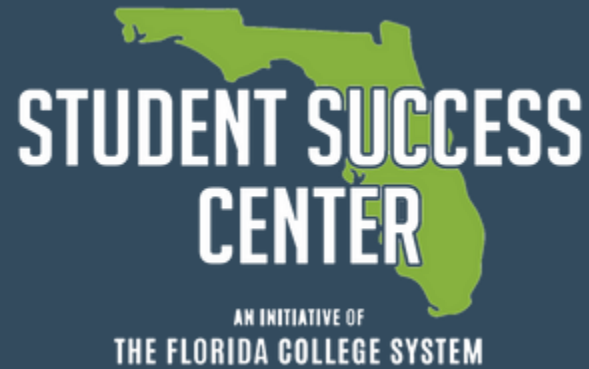
Today's Speakers



Dr. Carrie Henderson
Executive Vice Chancellor
Florida College System



Abbey Ivey
Director, Florida Student Success Center
Division of Florida Colleges



Opening Remarks

Who moved my cheese?



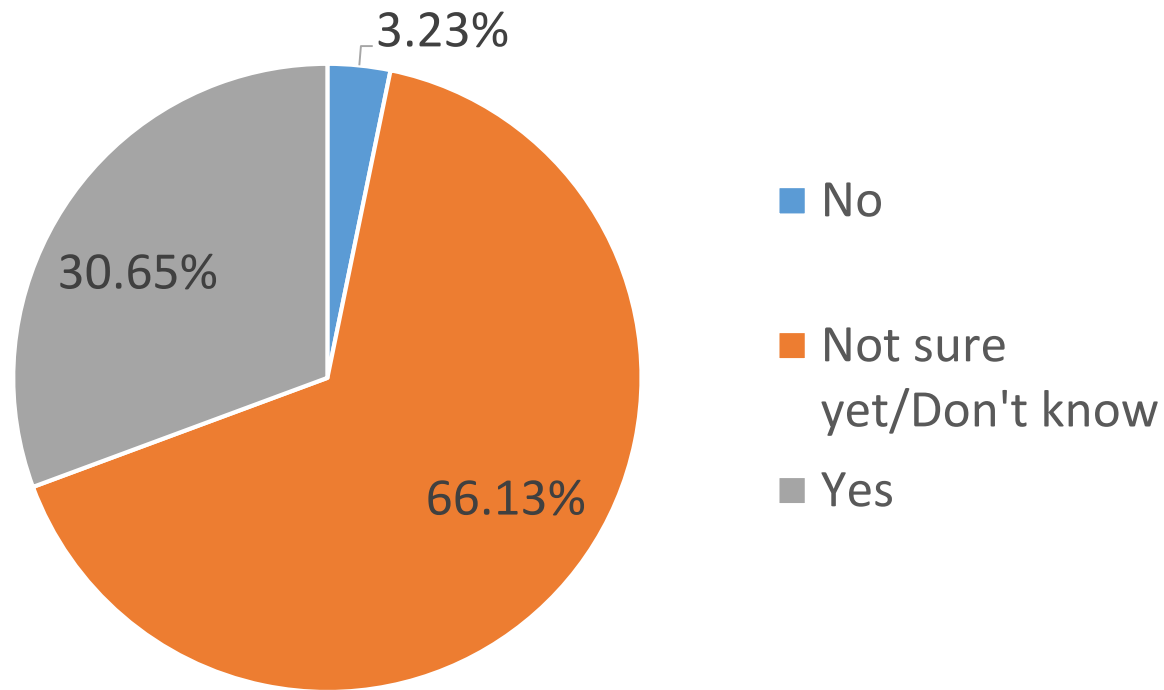
Developmental Education Placement Testing

- Through fall 2020, the provision in s. 1007.263(1), F.S., that requires that admissions counseling “must use tests to measure achievement of college-level communication and computation competencies by students entering college credit programs” (emphasis added) is suspended.
- Colleges must still assess college-level communication and computation skills for non-exempt students and exempt students who opt to be assessed.
- Effective immediately through December 31, 2020, students may demonstrate readiness for college-level work (RCW) in communication or computation via a test or an alternative method.

Resources for Technical Assistance

- [Emergency order 2020-EO-02](#)
- [Dev ed additional guidance](#)
- 5/13/20 Daily COVID-19 Webinar
 - [Slide deck](#)
 - [Recording](#)
- 5/14/20 Dev Ed Webinar
 - [Slide deck](#)
 - [Recording](#)

Does your institution plan to use standard common placement testing options?



Responses from poll on the developmental education webinar on 5/14/2020

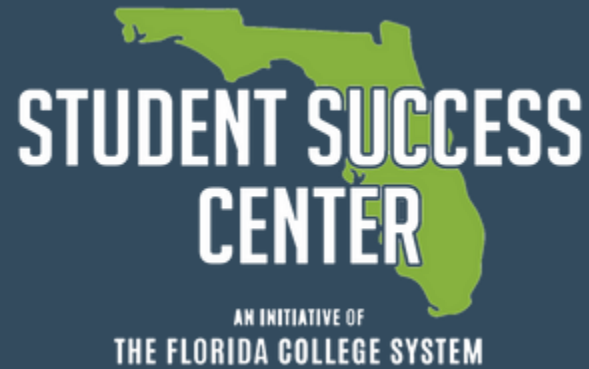
What alternative methods might your institution consider?

1. GPA - High school or in specific courses
2. Work history/military experience
3. Assessment test that's home grown or not in SBOE rule
4. Other
5. Student self guided

Responses from poll on the developmental education webinar on 5/14/2020

Note

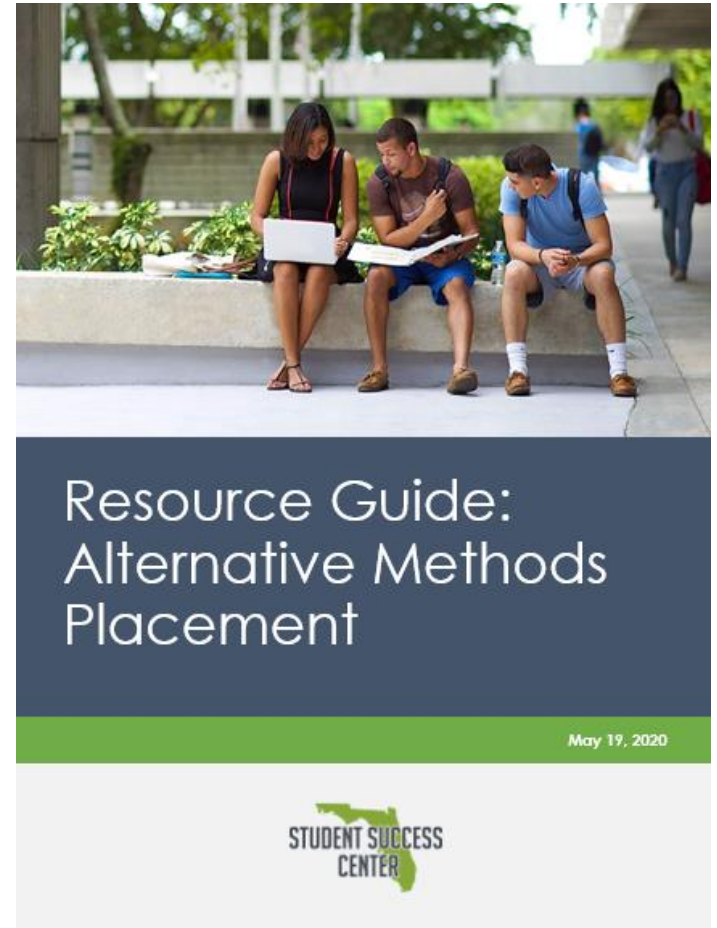
- Implementation of alternative methods/multiple measures placement varies significantly across and within states. Ultimately, each FCS institution will need to determine what policy is most appropriate for its unique student population.



Alternative Methods Placement Resource Guide

Overview of Contents

- Developing an Alternative Methods Placement Policy
 - Policy considerations
 - Placement methods
 - Minimum placement standards
 - Process recommendations
- Implementing an Alternative Methods Placement Policy
 - Employee perspective
 - Staff responsibilities and training
 - Student perspective
 - Communication plan
 - Placement process and support
- Additional Resources



Who is the SSC?

- In 2018, the Florida College System launched the Florida Student Success Center in partnership with Jobs for the Future, Helios Education Foundation, and the Florida College System Foundation, with the vision of serving as a resource of evidence-based, innovative practices and timely information for Florida's colleges.
- As part of the national Student Success Center Network, the center supports Florida's 28 state and community colleges' efforts to develop student-centered pathways and increase student completion rates. Working collaboratively with colleges, the center aims to create a coherent, statewide strategy so colleges can integrate their varied student success efforts, share best practices with one another and maximize resources. The center also represents the collective voice of practitioners in state-level policy discussions.

Developing a Policy: Key Considerations

- Placement methods
 - GPA
 - Course grades earned in individual high school or previous postsecondary courses
 - A student's work history
 - Military experience
 - Participation in juried competitions
 - The student's career interests and/or degree major declaration
 - Portfolio evaluation
 - Noncognitive assessments that measure attitudes and behaviors that have been found to be relevant to college success, such as a student's approach to learning, motivation, social engagement, and self-regulation

A special note on GPA...

- Colleges may consider GPA's earned by the student in high school or previous postsecondary coursework, including dual enrollment coursework.
- There is significant evidence that high school GPA is one of the best predictors of college success, and several states have incorporated the high school GPA into their statewide placement policies.

Developing a Policy: Key Considerations

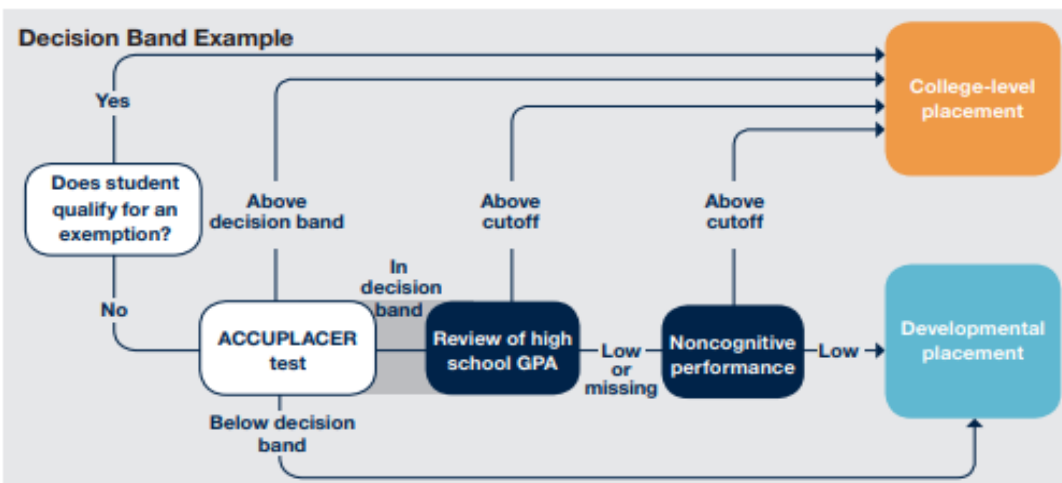
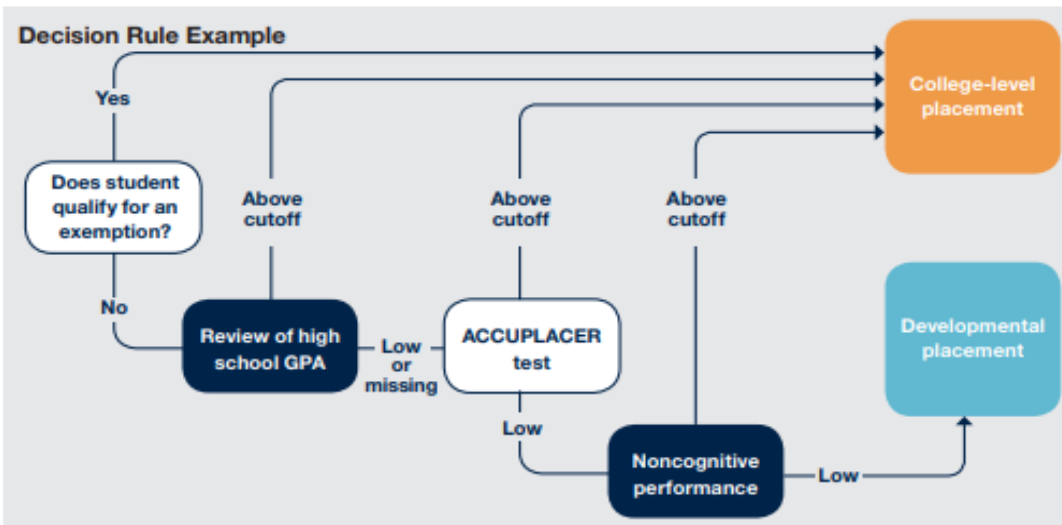
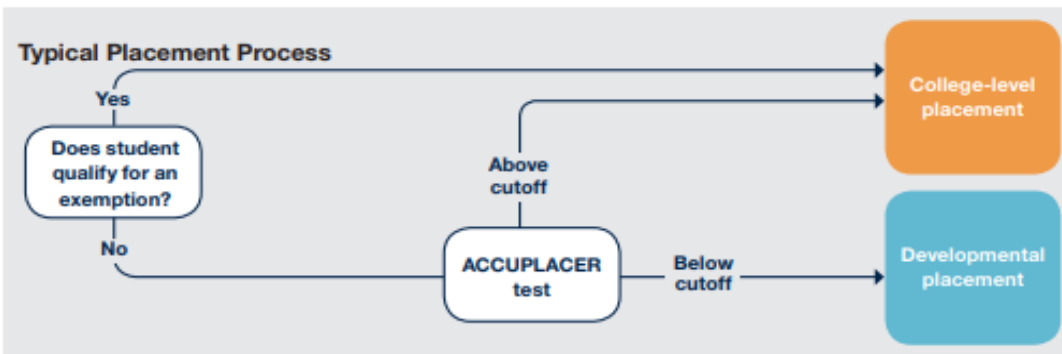
- Minimum placement standards
 - Once the placement methods are established, minimum placement standards for each method must be determined.
 - Will likely vary by institution, and could even vary within an institution for math and communications course placement.
 - When establishing minimum placement standards, consider, with input from faculty, the minimum standards that are most likely to increase student success, along with how they may change the number of students enrolled in each course.

Developing a Policy: Key Considerations

- How recently must a student have met the established minimum placement standards?
 - 2 years?
 - 5 years?
 - 10 years?
 - No “expiration” on placement measures?
 - Will it vary between math and communications?

Developing a Policy: Key Considerations

- Placement system
 - Using the established placement methods and minimum placement standards, consider developing a placement system that includes the order in which the placement measures will be considered.

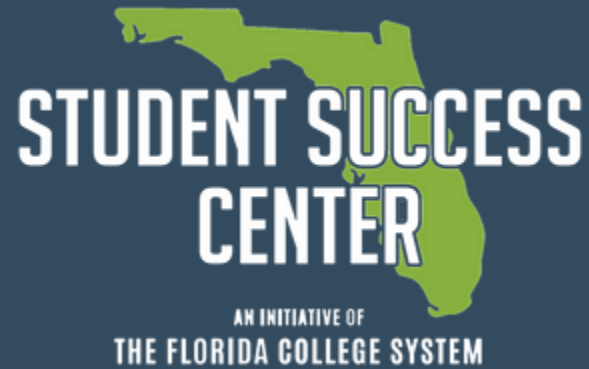


Developing a Policy: Key Considerations

- Process recommendations
 - Establish a committee, clarifying which college leaders will provide oversight for the process. Workgroups could include:
 - Implementation
 - IT
 - Research
 - Enrollment management/course scheduling
 - Support services
 - Communication strategies
 - Involve faculty early in the process
 - Look at any historical student data on the measures being considered
 - Prior research can be a guide

Developing a Policy: Other Considerations

- What documentation will the student be required to submit, and how will that documentation be captured and maintained? Will you accept self-reported data from the student, unofficial transcripts, or more official documentation?
- How will you ensure fairness for all students, including those with disabilities or who are learning English?
- How will placement recommendations be made to the student? What will they see in their student portal, if applicable?
- Will you implement a formal student appeals process for placement decisions?
- Will there be a cost to students for placement evaluation?
- What impact will this new policy have on other areas and processes within the college?
- What IT needs will be required to implement this policy?
- What additional resources are needed?

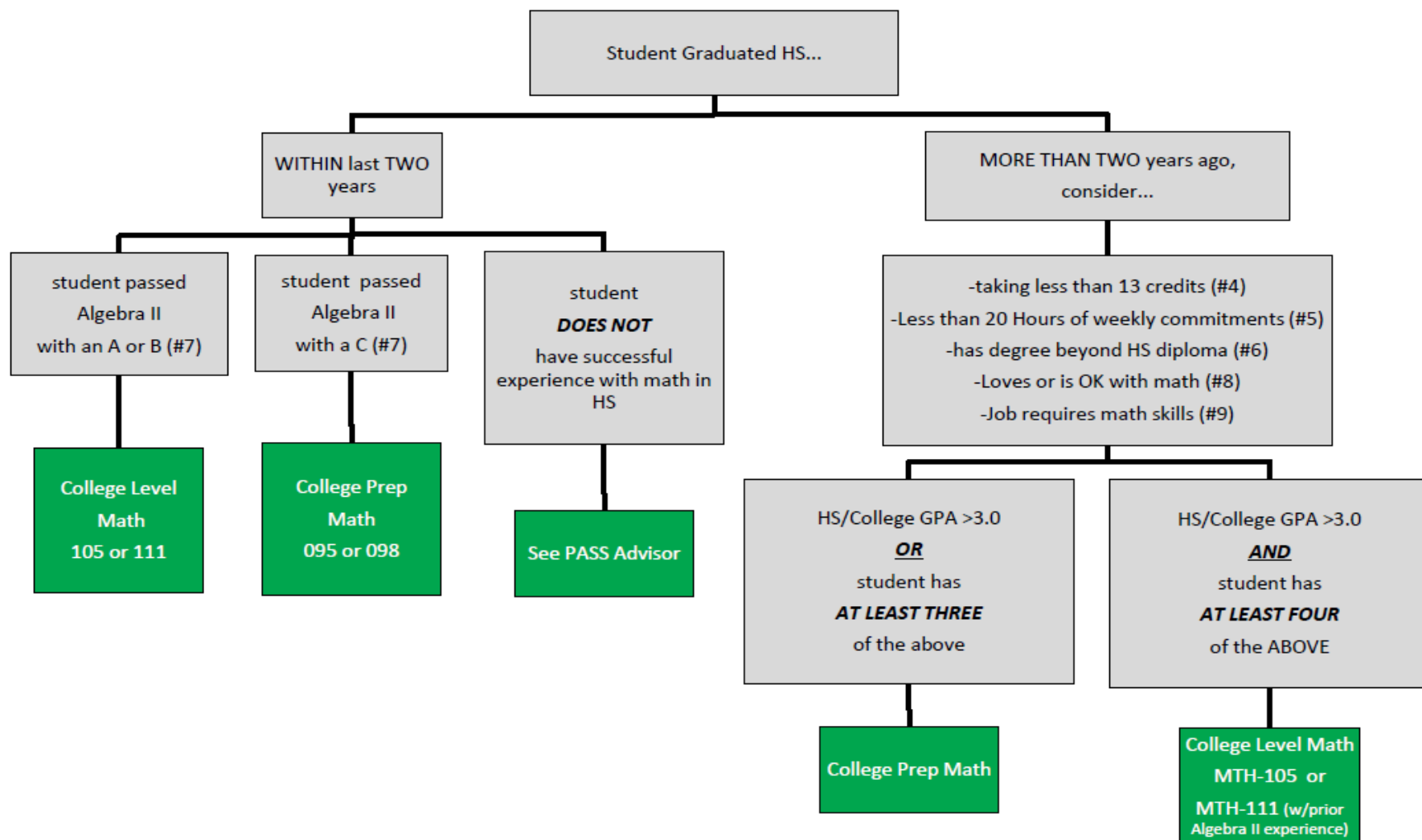


Questions & Discussion

Implementing a Policy: The Employee Perspective

- Staff responsibilities and training
 - Who “owns” the process and is responsible for implementing the policy on the ground?
 - Welcome center
 - General or departmental advisors
 - Faculty
 - Testing center
 - Separate placement office
 - Other?
 - Protocols for the evaluation, placement recommendation, and record-keeping will improve consistency and the student experience.

Math Placement Guide



High School Math Placement Chart

(This is a guide for simple placements. If there are questions, please direct them to PASS office.)

High School Math Classes	Grade Earned	CCC Math Courses
(Refer to this chart if student completed math class with an A or B within the last 2 years. Additionally, consider if math class was an AP or Honors class.)		This is the CCC math course they should sign up for. If they earned a C in the class or it was longer than 2 years ago, they should take course one step below.
		MTH-010 Fundamentals of Arithmetic I MTH-020 Fundamentals of Arithmetic II
Pre-Algebra		MTH-050 Tech Math MTH-060 Algebra I MTH-098 College Math Foundations
College Math Foundations / Prep math		MTH-050, MTH-060, MTH-098
Integrated Math		MTH-050, MTH-060, MTH-098
Geometry		MTH 050, MTH-060, or MTH-098
Algebra I	C	MTH 050, MTH-060, or MTH-098
Algebra I	A or B	MTH-065 Algebra II MTH-080 Tech Math II MTH-098 College Math Foundations
Algebra II/Advanced Algebra	C	MTH-095 Algebra III MTH-098 College Math Foundations
Algebra II/Advanced Algebra	A or B	MTH-111 College Algebra MTH-105 Intro to Contemporary Math
Discrete Math (See Algebra/Algebra II/Trig/Pre-Calculus/Calculus to determine math placement)		
Statistics (See Algebra I/ Algebra II /Trig/ Pre-Calculus /Calculus to determine math placement)		
Trigonometry	C	MTH-112 Trigonometry
Trigonometry	A or B	MTH-251 Calculus I
Pre-Calculus (w/Trigonometry Included)	C	MTH-112 Trigonometry MTH-243 Statistics I (if took Trigonometry too then MTH-251)
Pre-Calculus (w/Trigonometry Included)	A or B	MTH-251 Calculus I MTH-243 Statistics I
Calculus (See Advanced Placement score or ACC course to place or see PASS Advisor)		MTH-251 Calculus I MTH-252 Calculus II MTH-253 Calculus III

6/15/17



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Placement Advising
for Student Success

Implementing a Policy: The Student Perspective

- Communication plan
 - Website
- Placement process
 - Intake
 - Documentation

NAME: _____ CCC ID#: _____ Date: _____
Last First MI (or Date of Birth)

EMAIL: _____ Phone: _____

H.S. Graduation Year (or GED) _____ H.S. GPA _____ Have you completed a placement test? Yes No

GED Scores (if applicable): M _____ LA _____ S _____ SS _____ Did you take the SAT or ACT? Yes No

Did you graduate with a modified diploma from high school? Yes No Do you have previous college credit? Yes No

Where are you going?

- Do you plan to transfer to a four-year university? Yes No Not sure
- What subject do you plan to get your degree in (if known): _____
- When do you anticipate starting classes at CCC? Fall Winter Spring Summer
- How many classes do you want to take your first term? 0-11 credits 12 credits (or more)
- What is the total of your weekly commitments outside of school? Less than 20 hrs per wk More than 20 hrs per wk
- Do you already have a degree or certificate (beyond high school) Yes No

Where have you been?

Please answer the questions to the best of your ability.

MATH	WRITING
7. List the last two math courses you completed: Course _____ year _____ grade earned _____ Course _____ year _____ grade earned _____	10. Did you get a B or better in your most recent English class? Yes No 11. Have you ever written an essay longer than 3 pages? Yes No
8. How do you feel about math? Love it. It's OK. I don't like it. It scares me.	12. Have you ever written an essay that used research, quotes, and references? Yes No
9. Does your current job require math skills? Yes No	13. How do you feel about reading? Love it. It's OK. I don't like it.
Prior College Credit Math Courses: _____	14. How do you feel about writing? Love it. It's OK. I don't like it.
Prior College Credit Writing Courses: _____	
15. Were you on an IEP or 504 Plan in high school? Yes No Not sure	

Next Step: Bring this completed form, recent transcripts, and test scores to the Testing and Placement Center.

Placement: PASS@clackamas.edu | 503.594.3283
Advising: advising@clackamas.edu | 503.594.3475

For staff use only: Check placement measures used and circle PASS placements: ID Verified Online Phone Email Review Overviews

Transcript College Credits SAT / ACT GED Scores Smarter Balance Experience Accuplacer NG Goal
 HS Transfer AP IB ACC M R W (see above) M Eng Work Military M R W

PASS Placement: Math: 20 60/50/98 65/80/98 95/80/98 111/105 112 243 251 **Writing:** WRD90 WRD 98 WR101/WR121

Referred to PASS Faculty _____

Initials _____

PASS TC AD WC H WV (Revised 07/26/17)

How well do you know Trigonometry (MTH 112)?

Do these math problems look familiar to you?

Have you learned these types of problems in prior math classes?

If you reviewed this material, would you be able to solve most of these problems?

If you answered YES to at least two of the above questions, you should consider taking the next level math course.

MTH-251 (STEM)

MTH-243 (STATS)

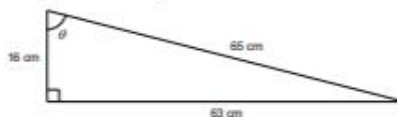
Instructions: Read all instructions carefully; simplify all expressions. Include units and round results as directed.

Remember to check degree/radian mode!

1. Convert 86.2° to radians (4 decimal places).

2. Convert $\frac{4\pi}{7}$ to degrees (1 decimal place).

3. Consider the triangle shown.



(a) Find the six trigonometric functions of θ (exact-value answers).

(b) Find the measure of θ (to the nearest tenth degree).

4. Give an exact-value result for $\tan 105^\circ$.

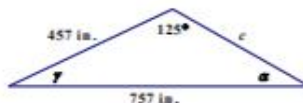
5. Consider the equation $4\sin\left(x - \frac{\pi}{6}\right) + 3 = 5$.

(a) Find all solutions to the equation on the interval $[0, 2\pi)$ (exact values).

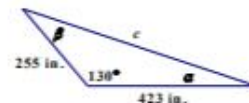
(b) Find all real-number solutions to the equation.

6. Solve and find the area of each triangle.

(a)



(b)



**STEM PATH
(TRADITIONAL)**

Jobs in this path include:
Science, Engineering, Chemistry and more.

MTH 020
Fundamentals of
Arithmetic II

MTH 060
Algebra I

MTH 065
Algebra II

MTH 095
Algebra II

MTH 111
College Algebra

MTH 112
Trigonometry

MTH 251
Calculus I



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Is Intro to Reading & Writing 1 (WRD 90) right for you?

1. Can you read and understand shorter pieces of writing in English, like magazine and news articles and textbook chapters?

2. Are you able to write paragraphs without many distracting errors?

If you answer YES to these questions then WRD-90 may be right for you.

Students in WRD 90:

Read book chapters, magazine articles, and other shorter texts.

Apply reading strategies such as rereading and marking the text for better understanding.

Summarize.

Clearly express ideas in pieces of writing of about a page.

Brainstorm ideas for writing.

Support ideas with examples and detail.

Revise writing.

Beginning of Term WRD 90 Sample Assignment

Assignment overview:

Read the chapter "Chicken Soup" (2 pages), and follow the writing assignment instructions below.

Reading sample

Chicken Soup

Chicken Soup for the Soul

Chicken Soup for the Soul

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Writing assignment instructions: After reading "Chicken Soup," complete the following:

1) Summarize the text (who, why, what, when, where, and how?):

2) List 3-5 questions that you have about this text after reading it:

3) Is the text convincing? Why or why not?

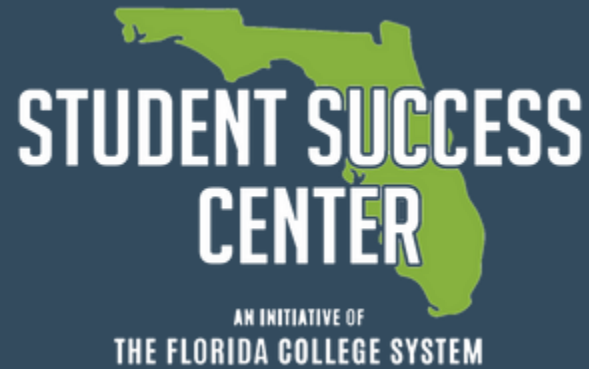
4) Pick out 3-5 vocabulary words from the text. Define them.

5) What do you like to eat when you are not feeling well? On the back of this page, write a paragraph describing your favorite comfort food and explaining why it makes you feel better. Then reread and revise the paragraph to the best of your ability.

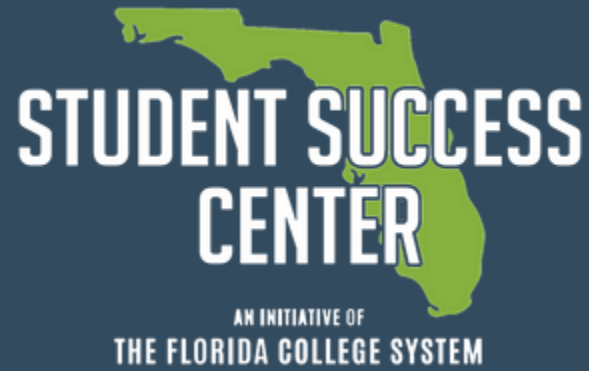
WRITING PATHWAY

WRD 090 Intro College Reading & Writing 1
WRD 098 Intro Reading & Writing 2: College Prep
WR 121 English Composition
WR 101 Communication Skills: Occupational Writing
WR 122 English Composition
WR 222 English Composition
WR 227 Technical Report Writing





Questions & Discussion



Resources

Website

- The center has developed a [website](#) to serve as a repository for COVID-19 response resources
 - National research
 - State policy examples and resources
 - Florida resources

Want to contribute your college's practices?

The Florida Student Success Center is posting Florida resources on our [webpage](#). If you have an institutional resource around multiple measures and placement that you'd like to share, please email flstudentsuccess@fldoe.org. We'd love to highlight your work!

References

Clackamas Community College (n.d.). *Complete your placement assessment*. <https://www.clackamas.edu/admissions-financial-aid/getting-started/complete-your-placement-assessment>

Cullinan, D., Barnett, E., Ratledge, A., Welbeck, R., Belfield, C., & Lopez, A. (2018). *Toward better college course placement*. https://ccrc.tc.columbia.edu/media/k2/attachments/2018_Multiple_Measures_Guide_1.pdf

Education Commission of the States (2018). *Developmental education policies*. 50-state comparison. <http://ecs.force.com/mbdata/MBQuestDEP2?Rep=DEP1804>

Ganga, E. and Massariello, A. (2019). *Modernizing college course placement by using multiple measures*. https://postsecondaryreadiness.org/wp-content/uploads/2019/03/Modernizing_College_Course_Placement_by_Using_Multiple_Measures_Final.pdf

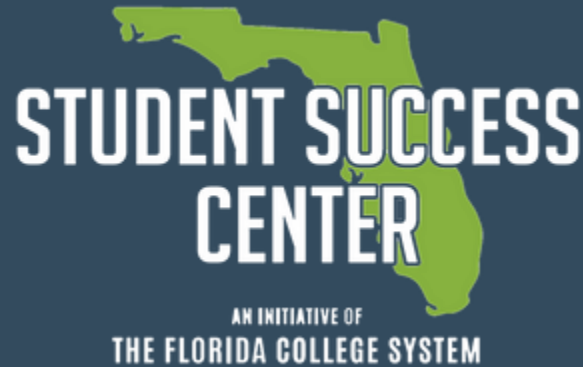
Research for Action (2020). *State policy landscape*. <https://www.rfamultiplemeasures.org/state-policy-landscape/>

Contact Information

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Additional Support from the Center

See the link in the chat. Please complete this brief survey letting us know how we can help.