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

Student Graduated HS...

WITHIN last TWO years

- student passed Algebra II with an A or B (#7)
  - College Level Math 105 or 111

- student passed Algebra II with a C (#7)
  - College Prep Math 095 or 098

- student DOES NOT have successful experience with math in HS
  - See PASS Advisor

MORE THAN TWO years ago, consider...

- taking less than 13 credits (#4)
- Less than 20 Hours of weekly commitments (#5)
- has degree beyond HS diploma (#6)
- Loves or is OK with math (#8)
- Job requires math skills (#9)

- HS/College GPA > 3.0
  - OR
    - student has AT LEAST THREE of the above
    - College Prep Math

- HS/College GPA > 3.0
  - AND
    - student has AT LEAST FOUR of the above
    - College Level Math MTH-105 or MTH-111 (w/prior Algebra II experience)
# High School Math Placement Chart

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

<table>
<thead>
<tr>
<th>High School Math Classes</th>
<th>Grade Earned</th>
<th>CCC Math Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Math Classes (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.)</td>
<td></td>
<td>MTH-010 Fundamentals of Arithmetic I MTH-020 Fundamentals of Arithmetic II</td>
</tr>
<tr>
<td>Pre-Algebra</td>
<td></td>
<td>MTH-050 Tech Math MTH-060 Algebra I MTH-098 College Math Foundations</td>
</tr>
<tr>
<td>College Math Foundations / Prep math</td>
<td></td>
<td>MTH-050, MTH-060, MTH-098</td>
</tr>
<tr>
<td>Integrated Math</td>
<td></td>
<td>MTH-050, MTH-060, MTH-098</td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
<td>MTH 050, MTH-060, or MTH-098</td>
</tr>
<tr>
<td>Algebra I</td>
<td>C</td>
<td>MTH 050, MTH-060, or MTH-098</td>
</tr>
<tr>
<td>Algebra I</td>
<td>A or B</td>
<td>MTH-065 Algebra II MTH-080 Tech Math II MTH-098 College Math Foundations</td>
</tr>
<tr>
<td>Algebra II/Advanced Algebra</td>
<td>C</td>
<td>MTH-095 Algebra III MTH-098 College Math Foundations</td>
</tr>
<tr>
<td>Algebra II/Advanced Algebra</td>
<td>A or B</td>
<td>MTH-111 College Algebra MTH-105 intro to Contemporary Math</td>
</tr>
<tr>
<td>Discrete Math</td>
<td>(See Algebra/Algebra II/Trig/Pre-Calculus/Calculus to determine math placement)</td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>(See Algebra I/ Algebra II /Trig /Pre-Calculus /Calculus to determine math placement)</td>
<td></td>
</tr>
<tr>
<td>Trigonometry</td>
<td>C</td>
<td>MTH-112 Trigonometry</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>A or B</td>
<td>MTH-251 Calculus I</td>
</tr>
<tr>
<td>Pre-Calculus (w/Trigonometry Included)</td>
<td>C</td>
<td>MTH-112 Trigonometry MTH-243 Statistics I (if took Trigonometry too then MTH-251)</td>
</tr>
<tr>
<td>Pre-Calculus (w/Trigonometry Included)</td>
<td>A or B</td>
<td>MTH-251 Calculus I MTH-243 Statistics I</td>
</tr>
<tr>
<td>Calculus</td>
<td>(See Advanced Placement score or ACC course to place or see PASS Advisor)</td>
<td>MTH-251 Calculus I MTH-252 Calculus II MTH-253 Calculus III</td>
</tr>
</tbody>
</table>
Implementing a Policy: The Student Perspective

- Communication plan
  - Website
- Placement process
  - Intake
  - Documentation
**Math & Writing Course Placement**

**NAME:** ___________________________  **CCC ID:** ___________________________  **Date:** ___________________________

**EMAIL:** ___________________________  **Phone:** ___________________________

**H.S. Graduation Year (or GED) __________  H.S. GPA __________**  Did you complete 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?**

1. Do you plan to transfer to a four-year university?  **Yes**  **No**  **Not sure**

2. What subject do you plan to get your degree in (if known): __________________________________________

3. When do you anticipate starting classes at CCC?  **Fall**  **Winter**  **Spring**  **Summer**

4. How many classes do you want to take your first term?  **0-11 credits**  **12 credits (or more)**

5. What is the total of your weekly commitments outside of school?  **Less than 20 hrs per wk**  **More than 20 hrs per wk**

6. 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.**

<table>
<thead>
<tr>
<th><strong>MATH</strong></th>
<th><strong>WRITING</strong></th>
</tr>
</thead>
</table>
| 7. List the last two math courses you completed:  
Course_________________________ year_____ grade earned.  
Course_________________________ year_____ grade earned. |
| 8. How do you feel about math?  
Love it.  It’s OK.  I don’t like it.  It scares me. |
| 9. Does your current job require math skills?  **Yes**  **No** |
| Prior College Credit Math Courses: __________________________________________ | 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** | 12. Have you ever written an essay that used research, quotes, and references?  **Yes**  **No** |
| 13. How do you feel about reading?  
Love it.  It’s OK.  I don’t like it. | 14. How do you feel about writing?  
Love it.  It’s OK.  I don’t like it. |
| 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**  **(see above)**  

**PASS Placement: Math:** 20  **60/50/98**  **65/80/98**  **95/80/98**  **111/105**  **112**  **243**  **251**  
**Writing:** WRD 90  **WRD 98**  **WRD 101/WRD 121**  
Referred to PASS Faculty:  **Initials**  **PASS**  **TC**  **AD**  **WC**  **H**  **WV**  **(see above)**
How well do you know **Trigonometry** (MTH 112)?

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

**Remember to check degree/radian mode!**

1. Convert $86.2^\circ$ to radians (4 decimal places).
2. Convert $\frac{4\pi}{7}$ to degrees (1 decimal place).
3. Consider the triangle shown.

   ![Triangle diagram](Image)

   (a) Find the six trigonometric functions of $\theta$ (exact-value answers).
   (b) Find the measure of $\theta$ (to the nearest tenth degree).

4. Give an exact-value result for $\tan 105^\circ$.
5. Consider the equation $4\sin\left(\frac{x - \frac{\pi}{6}}{6}\right) + 3 = 5$.
   (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) ![Triangle 1 diagram](Image)
   (b) ![Triangle 2 diagram](Image)

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**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)**

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**STEM PATH (TRADITIONAL)**

[Diagram of STEM path]

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

[Clackamas Community College logo] [PASS logo]
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.

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**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**

**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.
Questions & Discussion
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](mailto:flstudentsuccess@fldoe.org). We'd love to highlight your work!
References


Contact Information

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Abbey.Ivey@fldoe.org
Additional Support from the Center

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