Leveraging Multiple Measures, Corequisite, and Placement Reform across SMCCCD: On Building Consensus in Service of Equity

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The Career Ladders Project aims to improve educational and career outcomes for Californians.

We foster these opportunities through:

- research
- policy reforms
- strategic assistance to community colleges - and their K16 education, workforce, and community partners.
● Statement of the problem
● The power of advocates
● The perfect storm
● The outcomes
● What’s Next?
Current placement strategies don’t serve students
Completion Crisis

Nationally, 80% of entering Community college students indicate an intent to transfer and earn a BA.
National Center for Education Statistics

39% of first-time community college students (who enrolled in 2008) earned a credential from a 2 or 4 year institution within 6 years.
Ntl Student Clearinghouse, Shapiro & Dundar, 2014
Excess Credits Nationally

Bachelor’s
136 EARNED
120 NEEDED

Associate
80 EARNED
60 NEEDED

Certificate
63 EARNED
30 NEEDED

$8 billion

Guided Pathway to Success: Boosting College Completion
Complete College America
http://completecollege.org/docs/GPS_Summary_FINAL.pdf
Financial implications:

“…a student who takes four years to earn an associate degree can spend as much as $15,200 more on fees and other expenses, and will earn $33,500 less than someone who graduated in two years.”

-The Campaign for College Opportunity
Current placement strategies have harmful disproportionate impact
Dev Ed Throughput

Student Progression Through the Developmental Math Sequence

100% (63,650)

Referred to 3+ Levels of Remediation

26% Did Not Enroll in Next Course

Level 3+ Course

15%

Level 2 Course

7% Did Not Pass/Complete Course

Level 1 Course

4% Gatekeeper

11% Passed Gatekeeper Math

Source: CCRC
Student Progression Through the Developmental Reading Sequence

100% (11,210) Referred to 3+ Levels of Remediation

29% Did Not Enroll in Next Course

29% Passed Gatekeeper English

17% Did Not Pass/Complete Course

5% Gatekeeper

4% Level 1 Course

4% Level 2 Course

9% Level 3+ Course

2% Did Not Enroll in Next Course
In mathematics 1 in 4 students are severely misplaced; in English 1 in 3 are severely misplaced (Scott Clayton 2012; Belfield and Crosta 2012; Scott-Clayton, Crosta & Belfield 2012).

Being placed too low is 5-6 times more common than being placed too high. (Scott Clayton 2012; Belfield and Crosta 2012; Scott-Clayton, Crosta & Belfield 2012)

Using GPA and course grades can substantially reduce placement errors.

--GPA alone instead of the tests cut placement error by half in North Carolina and in Alaska (Crosta and Belfield 2012; Hodara 2015)
--Success in Math and English Courses also helpful (Scott-Clayton et al 2012; Bahr et al 2014)
Statement of the Problem

“For too long, we have focused on making sure students are ready for college...we now need to make sure our colleges are ready for students”

- Community College Faculty
The perfect storm

- MMAP data is available from Canada
- Skyline English faculty had implemented co-requisite and accelerated classes
- COMPASS goes away
- Multiple measures become mandated
- CAI is anticipated (presents an opportunity to develop consensus)

***Looking for evidence-based reforms, innovations, and alignment***
The story begins

<table>
<thead>
<tr>
<th>Canada College</th>
<th>Skyline College</th>
<th>College of San Mateo</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMAP Pilot College (and one year of data)</td>
<td>Co-requisite reform and acceleration in English Guided Self-Placement in English</td>
<td>In process of implementing multiple measures (GPA and HS transcript)</td>
</tr>
</tbody>
</table>
2-3 representatives from each campus
Outcome: Proposals

- Opportunity to Convene and review data, review Chancellor’s memo on multiple measures
- Space and time to clarify previous misunderstandings
- Space and time to reach decision points that emerged in the conversation
- Proposals to carry back to their respective departments and campuses
Timeline: 5 months

- **August 1-15**: Math, English, ESL convenings #1 and #2
- **August 15 - Sept 10**: Proposals vetted by departments and divisions
- **September 10 - 30**: Math, English and ESL convenings #3
- **October 1-20**: Proposals vetted by departments and divisions
- **October 20-27**: Proposal submitted to Implementation Team (VPs, Assessment, Counseling Deans, IT)
- **October 27 - Nov 30**: Implementation
3. Techniques

The **mechanics** and **structure** are a first step toward dissipating anxiety and moving into an inclusive planning process. What does a **timeline** do, in combination with these tools?

- Create urgency
- Embed democratic processes, feedback loop
- Mobilize creative energies
- Create common ground
Model for Change

1. College adopted policies and practices as a pilot

2. Faculty reps convened to discuss evidence-based practices and models to adopt in order to scale

3. Faculty carried proposals from each convening to departments and divisions

4. Proposals approved or revised, carried back to next convening.

5. Outcomes summarized, shared with Implementation Team.

Timeline

Early adopters =>
Faculty Convenings =>
   Small group => large group
Implementation => Evaluation.
Feedback from this process?

What was missing - an earlier opportunity for English, ESOL/ESL, Math and Counseling faculty to discuss proposals together.

An earlier opportunity to involve staff

Other thoughts?

Why did this work?

In what ways did it not work?

What was the role of the facilitators?
So, what does the feedback loop look like?

- **CONVENE** learning opportunities for administrators and faculty to support innovation
- Identify and pursue system and state **POLICY** changes that support large-scale institutional change
- Student Success Centers organize a state’s community and technical colleges around common action to accelerate their efforts to improve persistence and completion
- Develop an agenda for **RESEARCH AND KNOWLEDGE MANAGEMENT** to support reform
- Strengthen state **DATA** capacity to support innovation and improve performance
- Map and align initiatives to create **COHERENCE**
Within a District, it can look like this

**Identify and pursue POLICY changes in the institution**

**CONVENE** learning opportunities for administrators, faculty and staff to support innovation

**Map and align initiatives to create COHERENCE**
Outcomes

**Identify and pursue POLICY changes in the institution**

**CONVENE** learning opportunities for administrators, faculty and staff to support innovation

**Map and align initiatives to create COHERENCE**
Three Strategies to Leverage

1. Change placement policies
2. Implement co-requisite models
3. Redesign remedial courses
Math

1. GPA and course grades used conjunctively (uniform across District) for placement into Pre-algebra - Intermediate Algebra.

2. ALEKS PPL is diagnostic tool available to supplement Accuplacer (uniform across District)

3. Below-transfer level placement and up to initial transfer-level placement are aligned across District. Placement directly into Math 222 and 251 is possible with GPA, course grade - Skyline/Canada are aligned

*Math faculty recommend using students’ self-reports of GPA/Grades
# Math: Up to transfer placements

<table>
<thead>
<tr>
<th>Course Number- Course Name</th>
<th>Qualifying Thresholds- No Recency Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 120 – Intermediate Algebra</td>
<td>Algebra 2 with a C or higher and GPA of 2.4</td>
</tr>
<tr>
<td>Math 110 – Elementary Algebra</td>
<td>Algebra 1 with a C or higher and GPA of 2.0</td>
</tr>
<tr>
<td>Math 190 – Preparation for Statistics</td>
<td>Algebra 1 with a C or higher and GPA of 2.0</td>
</tr>
<tr>
<td>Transfer level</td>
<td>Algebra 2 with a C or higher and GPA of 2.8</td>
</tr>
</tbody>
</table>
### Math: Additional Placements

#### Table B. Math Placement Criteria using HS Course Grade and GPA for Math 222 and Math 251

<table>
<thead>
<tr>
<th>Course Number</th>
<th>CSM – HS graduate in last 3 years</th>
<th>Skyline and Cañada – no recency requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 222</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12th grade:</td>
<td>At least C in Algebra 2 or higher and cumulative GPA of 3.3 OR At least C in Calculus or higher and cumulative GPA of 3.0</td>
<td>Trigonometry with a C or higher and GPA of 2.8</td>
</tr>
<tr>
<td>11th grade:</td>
<td>At least C in Algebra 2 or higher and cumulative GPA of 3.4 OR Took Calculus or higher, and cumulative GPA of 2.6</td>
<td></td>
</tr>
<tr>
<td>Math 251</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12th grade:</td>
<td>At least C in Pre-Calculus or Trigonometry and cumulative GPA of 3.5 OR At least C in Calculus and cumulative GPA of 3.1</td>
<td>Pre-calculus with a C or higher and GPA of 2.8</td>
</tr>
<tr>
<td>11th grade:</td>
<td>At least C in Pre-Calculus or Trigonometry and cumulative GPA of 3.6 OR At least C in Pre-Calculus and cumulative GPA of 3.2</td>
<td></td>
</tr>
</tbody>
</table>
1. GPA and course grades used disjunctively for placement into English 105 & 100 (see grid for specs)

2. Guided Self-Placement (GSP) available for all levels below transfer (Faculty wish to work with Implementation Team to customize content).
   [http://skylinecollege.edu/english/](http://skylinecollege.edu/english/)

3. Accuplacer (with agreed upon cut scores) available as a last resort for those students who cannot be placed by other multiple measures.

   *self-reporting acceptable method of collection*
English: Up to transfer Level

Table D. Guided Self Placement tool, will place students who do not qualify for English 100 or English 105.

<table>
<thead>
<tr>
<th>Level (relative to transfer level)</th>
<th>Cañada</th>
<th>Skyline</th>
<th>CSM</th>
<th>Qualifying GPA/Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GPA under 2.6</td>
<td>GPA under 2.0</td>
<td>GPA under 2.0</td>
<td>Guided Self-Placement</td>
</tr>
<tr>
<td>-1</td>
<td>ENG 847</td>
<td>ENG 846</td>
<td>ENG 838</td>
<td></td>
</tr>
<tr>
<td>-2</td>
<td>ENG 827</td>
<td>ENG 828</td>
<td>ENG 828</td>
<td></td>
</tr>
</tbody>
</table>
Table C. Placing Students into Transfer Level English Courses based on HS Course Grades OR GPA

<table>
<thead>
<tr>
<th>Level /Course</th>
<th>Cañada</th>
<th>Skyline</th>
<th>CSM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Into English 100 (transfer level)</td>
<td>At least an 11th grade cumulative 2.60 or B- in 11th grade English composition or higher</td>
<td>At least an 11th grade cumulative 2.60 or B- in 11th grade English composition or higher</td>
<td>At least an 11th grade cumulative 2.60 or B- in 11th grade English composition or higher</td>
</tr>
<tr>
<td>Transfer Level (English 105) (transfer with co-require)</td>
<td>No co-requisite placement available (students with GPA below 2.6 and a course grade lower than a B- in 11th grade English composition or higher course will be directed to the Guided Self-Placement Platform)</td>
<td>ENG 105 2.0 – 2.59 or C in 11th grade English Composition or higher course</td>
<td>ENGL 105 2.0 – 2.59 or C in 11th grade English Composition or higher course</td>
</tr>
</tbody>
</table>

2. Guided Self-Placement (GSP) elected as a primary placement mechanism for those students who do not place into transfer level courses or for students who do not have the required HS course grade or GPA (available through either a transcript or self-reports).
1. Accuplacer is the preferred interim mechanism for placement.
2. Entering GSP tool in development.
Questions/Clarifications on the Decisions

1. Math
2. English
3. ESL
## Future Faculty Discussions

<table>
<thead>
<tr>
<th>Math</th>
<th>English</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided self-placement</td>
<td>Canada adopting co-requisite model in English 105</td>
<td>TOEFL, Guided Self Placement</td>
</tr>
</tbody>
</table>

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### General Implications for Implementation

#### Math
- Remove any Recency for GPA/Grades (see CSM’s exception for placing students above transfer level)
- Recommend students reporting their GPA/grades (recommend not requiring transcripts)
- ALEX PPL (supplemental diagnostic to aid students). Math faculty Miranda Wong in contact with the test publisher.

#### English
- Remove any recency requirements
- Similar Platform as Math, AND integrate guided self placement questions
- Accuplacer as a last resort (thresholds included)
Questions?

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