Adequately Prepared and Accurately Placed: How Colleges & K12 Districts Can Collaborate to Accurately Place Students in Gatekeeper English and Math Courses in Community College

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Objectives for today’s session

• What does research show about why are recent high school graduates are being placed into remediation courses in math and English?

• Models of how K-12 and community college math and English faculty have worked in collaboration to more accurately place students in college level math and English
A majority of all students and students of color land in the community college system.

**Enrollment by Ethnicity: 2010**

- **California Community Colleges**
  - Total Enrollment: 1,529,599
  - Latinos: 513,729
  - African Americans: 114,614

- **California State University**
  - Total Enrollment: 348,205
  - Latinos: 100,342
  - African Americans: 18,205

- **University of California**
  - Total Enrollment: 179,245
  - Latinos: 31,838
  - African Americans: 6,477

Source: Postsecondary Education Commission, 2010
Yet, Access to College Level Courses is Denied to Many Community College Students

- About two thirds of all CC students in CA and nationally enroll in one or more remedial courses. (BPS 2003-2004 cohort; CCCO 2009)

- Only 33% assigned to math and 46% assigned to English complete the remedial sequence. (Bailey, Jeong & Cho 2008)

- In fact, enrolling in remedial courses negatively affects student’s chances of earning a credential. (Dadgar 2012; Martorell & McFarlin 2011; Scott-Clayton & Rodriguez 2012)

- Yet the majority of students placed into remediation would have earned a C or higher in a college level course (many a B or higher).
Assignment to Remedial Courses – An Equity Issue

Source: Bailey, Jeong, & Cho (2008). Data from Achieving the Dream Colleges
I got placed in the wrong class. It was too easy for me.
I got my test results and I cried.

It was going to take me years to get through math alone.

I thought to myself—

Will I ever graduate from community college?

HERE. LEARN THIS AND YOU'LL DO GREAT IN COLLEGE.

WAIT! I DIDN'T LEARN THIS IN HIGH SCHOOL?
It will take you four years to transfer.
# The Current Assessment and Placement Landscape

## Standardized Assessments: ACCUPLACER & COMPASS

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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<tbody>
<tr>
<td>✓ Inexpensive to purchase, administer &amp; grade;</td>
<td>➢ In mathematics 1 in 4 students are severely misplaced; in English 1 in 3 are severely misplaced</td>
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<td>✓ Consistent measure across all students</td>
<td>➢ Being placed too low is 5-6 times more common that being placed too high</td>
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<td>(Scott-Clayton, Crosta &amp; Belfield 2012)</td>
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# Alternative Measures?

<table>
<thead>
<tr>
<th>MEASURE</th>
<th>Predictive of College Success</th>
<th>Aligned with HS curricula</th>
<th>Consistency</th>
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<tbody>
<tr>
<td>Standardized Assessments (ACCUPLACER/COMPASS)</td>
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<td>✔️ ✔️ ✔️</td>
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<td>High School GPA</td>
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<td><em>North Carolina</em></td>
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<td><em>Hawai`i</em></td>
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<tr>
<td>Math/English courses and grades</td>
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<tr>
<td><em>Long Beach City College</em></td>
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<tr>
<td>Smarter Balanced Assessments</td>
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<td><em>Washington State</em></td>
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What are multiple measures (MM)?

- Not allowed to place students based on individual test score but instead must use “multiple measures”
- Survey questions/self-reported data
- High school transcript data
- High school testing data
- Noncognitive variables (NCVs)/psychometric data
- Essays/writing samples
- Historically, multiple measures were not required to be validated
  - Does not really make sense to ignore them as they impact placement
  - Need to validate impact of entire placement system on students
- Multiple Measures Assessment Project (MMAP) research team tasked with testing incorporation of MM into CAI
Level of and Success in First College Math for Students whose Last High School Course was Algebra 2 with Grade of B or Better (n=35,806 from MMAP data set)

- **Pre-Algebra/Elementary Algebra (back one or more levels)**
  - URM = 69%
  - Male = 37%
  - CST = 275
  - Acc = 57%

- **Intermediate Algebra (repeating same level)**
  - URM = 58%
  - Male = 42%
  - CST = 301
  - Acc = 84%

- **Transfer Level (moved up 1+ levels)**
  - URM = 44%
  - Male = 49%
  - CST = 334
  - Acc = 97%

**College Success Rate**

- Pre-Algebra/Elementary Algebra: 67%
- Intermediate Algebra: 63%
- Transfer Level: 65%

**Percent Enrolled at CC Level**

- Pre-Algebra/Elementary Algebra: 24%
- Intermediate Algebra: 52%
- Transfer Level: 44%
Transfer-level math MMAP decision tree

- Place into transfer level math if:
  - 11th grade cum GPA is 2.9 or higher
College English 101 Placement for ethnicities with n > 20

- Accuplacer only
- Disjunctive A: Accuplacer OR B or better in 12th grade English
- Disjunctive B: Accuplacer OR C or better in 12th grade English
- Conjunctive A: B or better in 12th grade English in Fall AND Spring
- Conjunctive B: Accuplacer AND C or better in 12th grade English in Fall

Does the Model Matter? – Gribbons, College of the Canyons
California Acceleration Project (CAP): Transfer math completion for students in lowest 2 levels of math placement by sequence type and ethnicity

Traditional and accelerated throughput rates (unadjusted)

- **Asian**
  - Traditional throughput: 14.1%
  - Accelerated throughput: 37.5%
- **Black**
  - Traditional throughput: 7.4%
  - Accelerated throughput: 48.6%
- **Hispanic**
  - Traditional throughput: 7.3%
  - Accelerated throughput: 32.3%
- **White**
  - Traditional throughput: 10.1%
  - Accelerated throughput: 42.9%
Project Links

• Common Assessment Initiative
  – http://cccassess.org/

• Multiple Measures Assessment Project

• California Acceleration Project
  – http://cap.3csn.org/

• California Acceleration Project Evaluation
  – http://www.rpgroup.org/projects/cap
The Case of San Francisco

- Up to 93% of SFUSD graduates who attended City College of San Francisco were placed into remedial math or English based on CCSF’s placement exam.
City College of San Francisco & San Francisco Unified K12 and Community College Faculty Collaboration

• “Stop pointing the fingers dinners”
  – Monthly meetings
  – Curriculum alignment and gaps
  – Placement test decision

• English and Math Bump Up:
  – English: GPA 2.7 or higher in English, Junior year CST (California Standards Test) rating of Proficient, overall GPA 2.5
  – Math: GPA of 2.7 or higher in math, Junior year of CST, (California Standards Test) rating of Proficient, attendance rate of 90% or higher
Suggested Strategies for K12/CC Collaboration

• Keep shared data at center of discussions
• Equal representation of each institution
• Faculty driven
• Student Supports are critical

– SFUSD counselor outreach –importance of taking the placement test seriously
– Testing proctors/Matriculation process brought into the high schools
– SFUSD students given priority registration dates to access Math/English courses
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