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## LEARNING LOG

## Multiple Measures of Placement

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## DETAILS

MAKING IT WORK, UNDERSTANDING WHAT WORKS, AND SHARING WHAT WORKS

## TITLE

Multiple Measures of Placement


## SOLUTION

Developmental Education Reform and Supports for Learning

## CAPACITIES

Policy;Leadership &amp; Culture;Institutional Research

## Owner

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## Record Type

Monthly-Current 2017



## INSTITUTION

Davidson County Community College

## REFLECTION

## SITE INITIATIVE

Davidson County Community College implemented a policy in Fall 2013 that incorporated measures for placement other than the traditional placement test. The policy makes use of high school GPA for those students who had completed high school within the last five years and demonstrated completion of four high school math courses. The initiative was part of a system developed uniform placement process designed to expedite student entry into curriculum courses and was founded in research that demonstrated that high school GPA was a better predictor of success than standardized placement instruments.

## PROGRESS TOWARD STUDENT SUCCESS

- Policies: Placement policies that guided several enrollment processes had to be rewritten and approved to reflect the new guidelines.
- Processes: The admissions, enrollment, and advising processes had to be updated to reflect the possible pathways for placement now available to students. Personnel received training related to locating and interpreting information regarding placement.
- Additional Support: DCCC added the component of requiring additional support for students having a high school GPA between 2.6 and 2.99 in spring 2015. This was accomplished through support labs that were part of a student's class schedule. While the labs were created as part of a system course library, DCCC faculty and staff had to develop content, delivery, and scheduling schemes to meet the needs of students.
- Following implementation of the policy, some shift of tutoring and coaching resources was also necessary as more students enrolled in curriculum courses and fewer in developmental education.

## IMPACT

- We are already seeing impact from implementation of the multiple measures for placement (MMP) policy. Enrollment in developmental education courses has decreased significantly as more students are eligible to go into curriculum courses. Prior to implementation (2011-12) 70% of entering students required at least one developmental education course; following implementation (2015-16) 37% required one developmental course.
- We have seen an increase in percentage of first time in college students passing entry level math and English courses in their first year on their first attempt. The baseline average prior to MMP for English was 37% and for math was 13%. For the 2015-16 year those were 57% and 33% respectively.
- This has necessitated changes in scheduling courses as well as shifting teaching assignments.

- Another positive impact we hoped to see was that those placed by multiple measures (MM) would be successful at similar rates to those students placed by other means. To this point, data has shown this to be consistently true overall for MM students. However, students in the 2.6-2.99 range have not performed as well as those MM students with a 3.0 or higher.
- Those students who are required to take developmental courses seem to be truly in need of the extensive remediation provided by those courses as opposed to placing into them due to poor test taking skills or a failure to take the placement test seriously.

#### INTERNAL/EXTERNAL RESOURCES ⓘ

- Internal resources included a wide array of faculty and staff from various areas of campus. Since implementation of the new policy involved many different aspects of the student experience, collaboration among units was critical.
- External resources included system office personnel who aided in clarification of the system policy as well as development of support lab courses. Additionally, DCCC has exchanged ideas with other North Carolina community colleges who implemented the policy and support structures for those students in the 2.6-2.99 GPA range.
- DCCC received a grant through the Gates Foundation to support work in developing and scaling the support labs for the 2.6-2.99 students.

#### NEXT CRITICAL STEPS ⓘ

- DCCC is looking for alternative ways to offer the 2.6-2.99 students support. The support labs have low enrollment and as a result are not demonstrating best use of valuable resources.

#### OPPORTUNITIES/CHALLENGES ⓘ

- There were initial concerns from some faculty/staff that some of the students being placed by multiple measures might not be college ready.
- One of the challenges with the implementation has been the need to manually verify in a student record whether a student falls into the 2.6-2.99 GPA range and therefore needs to enroll in the support labs. While the numbers who fall in this range are relatively low, each new student who is identified as having a GPA of 2.6 or higher has to be checked for the more precise range.
- As mentioned above, the support labs come with a set of challenges that present opportunities to rethink scheduling and methods by which the support needs might be met differently.
- Another opportunity recognized by some faculty is the need for additional support for students who struggle in classes but are not required to have extra support and how we might include students outside of the 2.6-2.99 GPA group in support strategies.

#### QUESTIONS/REQUESTS ⓘ

Can anyone suggest strategies to support 2.6-2.99 students considering low enrollment numbers?

Are other using high school GPA and if so what is your GPA range? Does it seem to be working well?

STATUS

Final

Completion Date ⓘ

5/31/2017

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(/education/s/profile/0053600000472K8AAI)

Christy Forrest (/education/s/profile/0053600000472K8AAI) (Davidson County Community College) updated this record.

May 31, 2017 at 5:42 AM (/education/s/feed/0D53600001Nj0gfCAB)



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