Alternative Placement Study

Lessons learned from Long Beach City College

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Goals

- Assessment and placement are well-aligned with performance at Long Beach College?

- Students are more prepared for college than commonly believed

Preparation and Assessment

- Primary method of assessing level of preparation has been:
  - Performance on standardized assessments

- Conclusions from those assessments:
  - Students are simply unprepared for college
  - Underscored by first official contact with college

What is our typical response?

Can it really be the case that so many high school graduates are virtually unprepared for college work?

- State
  - About 80% of students who took placement test were placed into below college level math
  - About 75% of student who took placement test were placed into below college level English
- Cañada
  - Similar trends
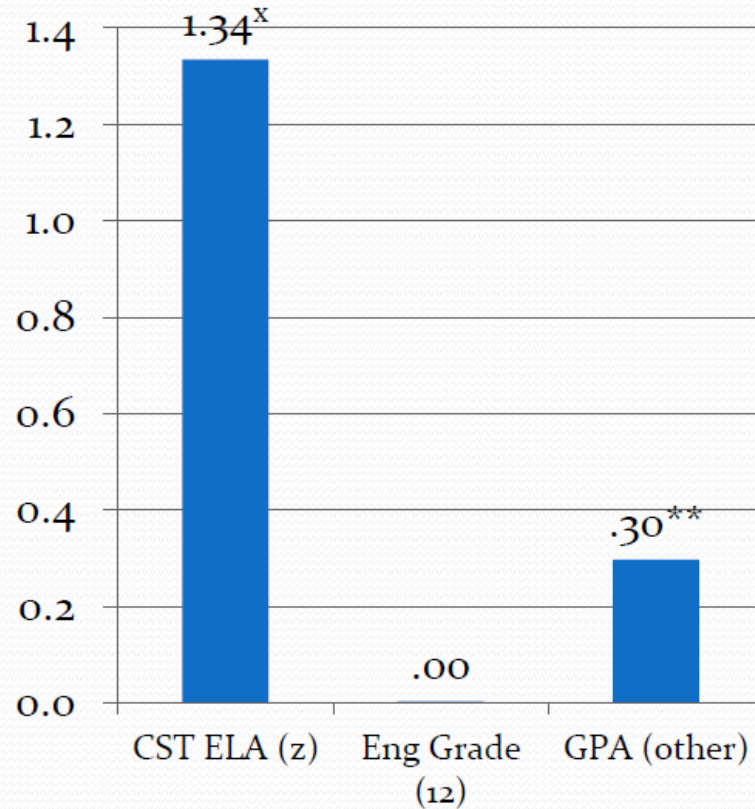
Long Beach Study

- Research Questions:
  1. What predicts how students assess and place into our developmental (below college) courses?
  2. What predicts how students perform (likelihood of successful completion) in those courses?
  3. How well are placement and performance aligned?
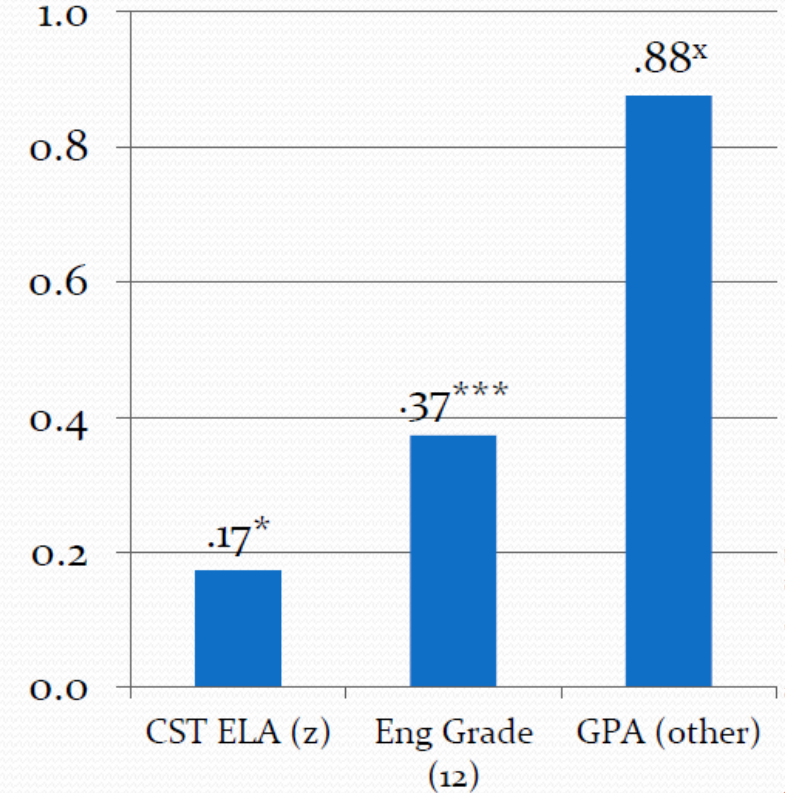
Placement vs. Performance

- English
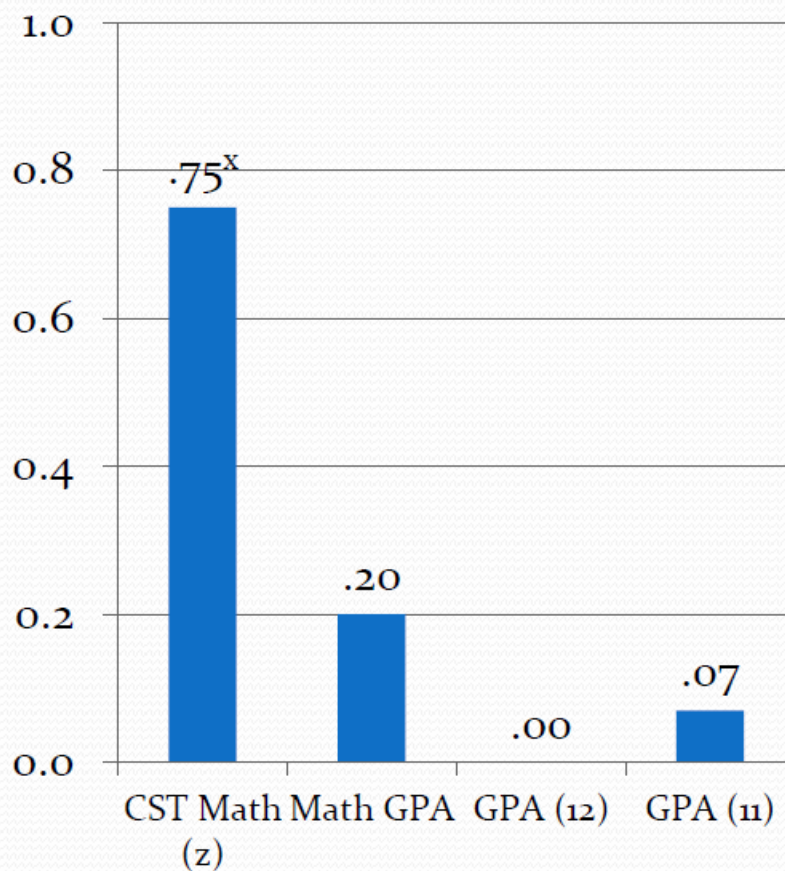

Alignment in English

Predicting Placement

CST ELA (z)	1.34^x
Eng Grade (12)	.00
GPA (other)	$.30^{**}$

Predicting Performance

CST ELA (z)	$.17^*$
Eng Grade (12)	$.37^{***}$
GPA (other)	$.88^x$

$* \ p < .05$ $**$, $p < .01$, $***$ $p < .001$, $x = p < 1 \times 10^{-10}$

Cañada College

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Placement vs. Performance

- Math

Alignment in Math

Predicting Placement

CST Math (z)	Math GPA	GPA (12)	GPA (11)
$.75^x$	$.20$	$.00$	$.07$

Predicting Performance

CST Math (z)	Math GPA	GPA (12)	GPA (11)
$.20^*$	$.25^{**}$	$.73^x$	$.21^*$

$* \ p < .05 \ ** , \ p < .01, \ *** \ p < .001, \ x = p < 1 \times 10^{-10}$

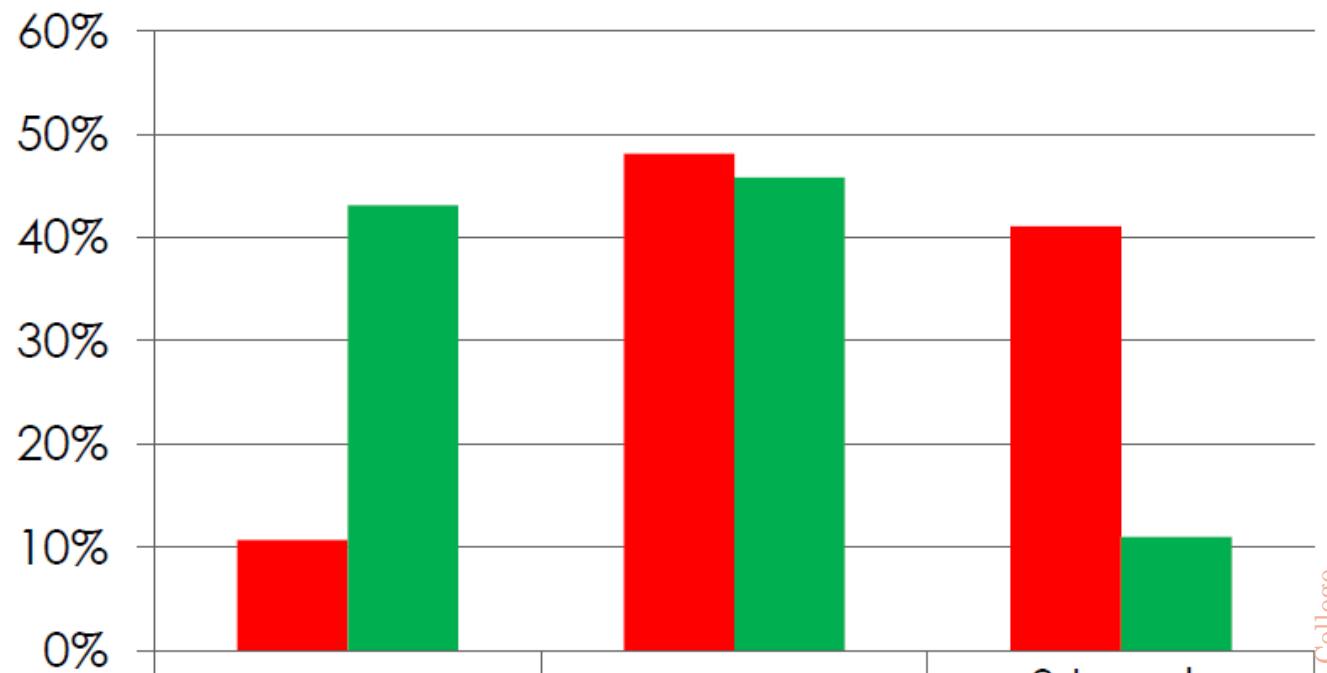Cañada College
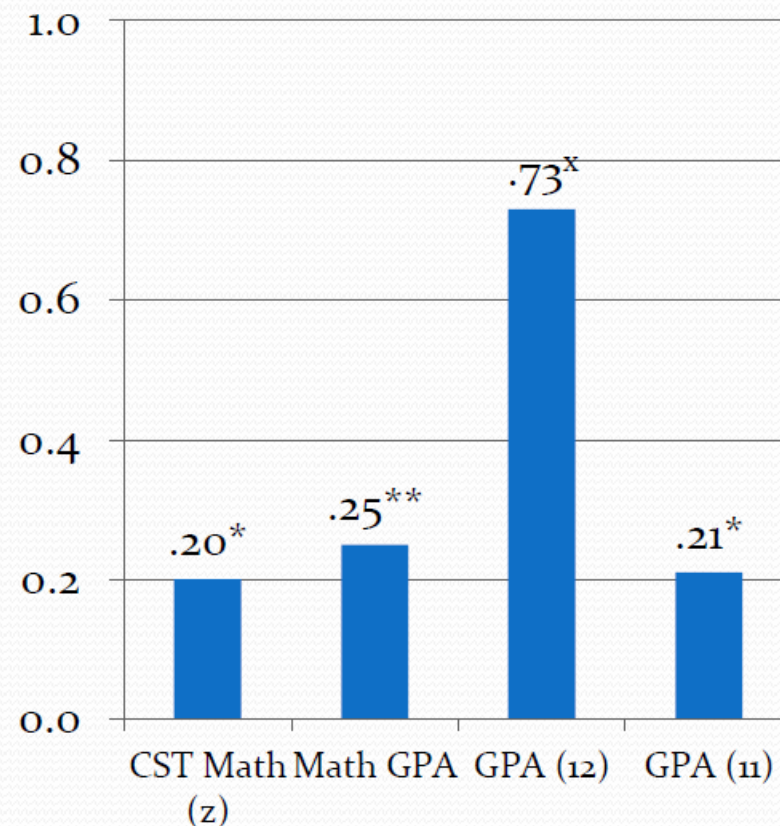
Place Students into College Course

Using Standardized assessment

Vs.

Multiple Measures

The Difference at LBCC: Placing Students by Standardized Assessment vs. Multiple Measures Models

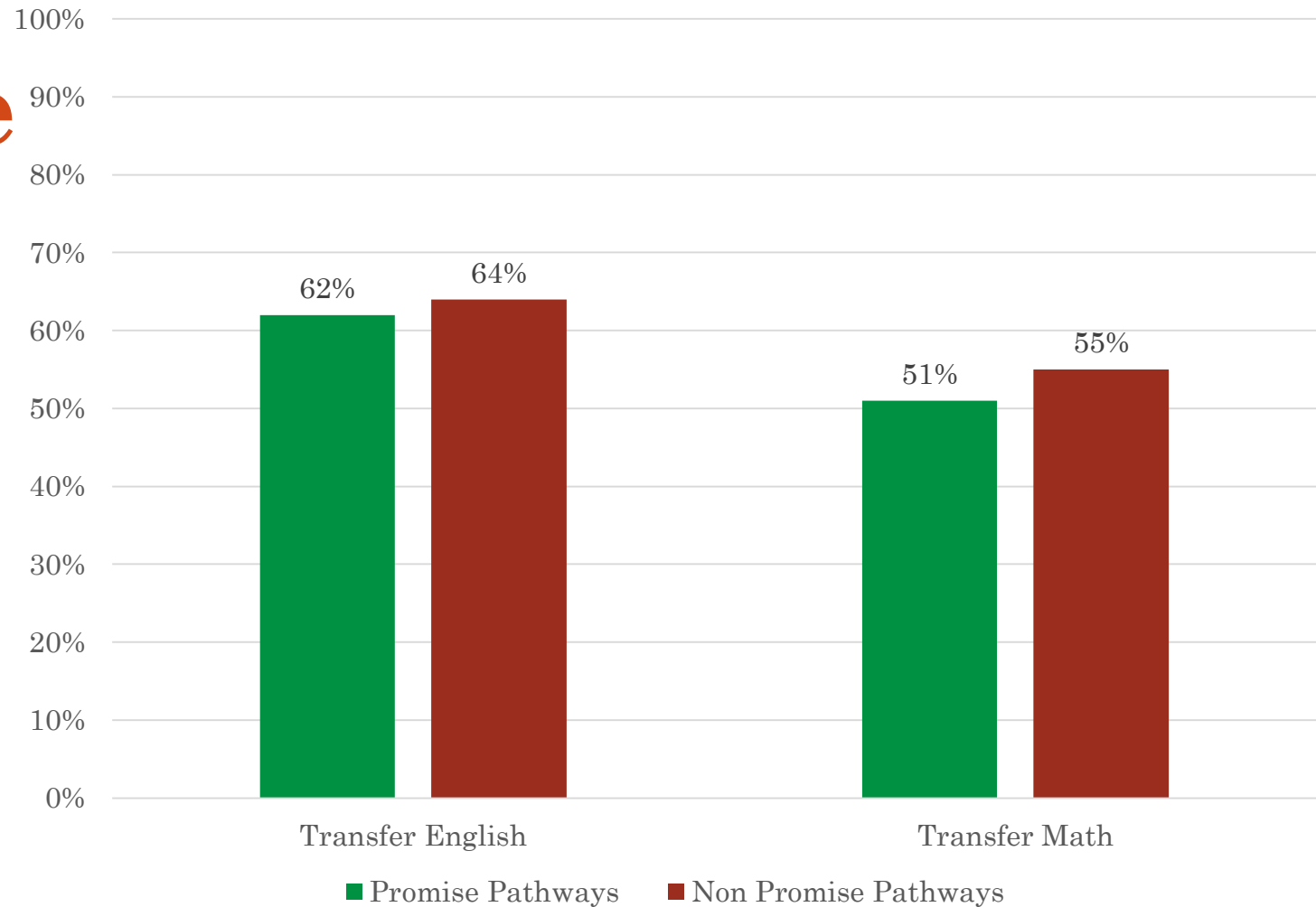|	English 1	1 Level Below	3 Levels Below
■ Previous Assessment	11%	48%	41%
■ Multiple Measures	43%	46%	11%

College Course Success Rate

Using Standardized assessment (Non Pathways)

Vs.

Multiple Measures (Promise Pathways)

Success Rate in College Level Courses in English and Math

Legend: Promise Pathways | Non Promise Pathways

Transfer English: 62% (Promise Pathways), 64% (Non Promise Pathways)
Transfer Math: 51% (Promise Pathways), 55% (Non Promise Pathways)

Timeline for Pilot Study

August 2014

Sequoia Union High School District provides data via CalPASS.

September 2014

Cañada College analyzes the data and creates matrix (criteria).

October/November 2014

Cañada College registration begins.

Place recent high school graduates into college courses using their high school transcript.

While Canada uses transcripts to place students in 2015-16, students still need to take the placement test that Canada traditionally gives.

January 2015

Cañada analyzes the difference between students being placed using standardized tests and high school transcripts.

June 2015

Cañada analyzes the difference on student course success rate between these two groups and shares findings with SUHSD.

Resources

- http://www.rpgroup.org/sites/default/files/LBCC%20Promising%20Pathways-Short%20Presentation.pdf

- http://www.rpgroup.org/sites/default/files/Assessing%20Assessment%20-%20longer%20version.pdf

Cal-PASSPlus
Partnership for Achieving Student Success

Feeder Student Success Summary By Selected Organization, K-12 Graduation Year, and Transition Within Selected Years

Data Current As Of: **4/25/2014 8:47:27 AM**

K-12 Graduation Year: **2007-2008**

Transition to Post-Secondary Within: **4 years**

Organization: **Sequoia Union High**

K-12 District	K-12 School	Community College	University	Demographic	K-12 Students	CC Certificate Received	CC AA/AS Received	CC Transfer to University	CC Transfer to University with AA/AS	BA/BS Received
⊟ Sequoia Union High	⊞ Carlmont High	K-12 School Total			447	5	13	51	2	15
	⊞ Menlo-Atherton High	K-12 School Total			353	5	9	29	3	11
	⊞ Woodside High	K-12 School Total			326	5	22	28	1	10
	⊞ Sequoia High	K-12 School Total			315	15	14	28	2	7
	⊞ Redwood High	K-12 School Total			120	0	1	0	0	0
	K-12 District Total				1,561	30	59	136	8	43
		Total			**1,561**	**30**	**59**	**136**	**8**	**43**

No Cal-PASS Transition: Out-of-State, Non Cal-PASS member, transition beyond selected timeframe, no transition.

K-12 District	K-12 School	Community College	University	Demograpic	K-12 Students	CC Certificate Received	CC AA/AS Received	CC Transfer to University	CC Transfer to University with AA/AS	BA/BS Received
⊟ Sequoia Union High	⊟ Carlmont High	⊞ College of San Mateo	Community College Total		194	3	1	26	0	3
		⊞ Canada College	Community College Total		122	0	7	18	1	3
		⊞ Other Community College	Community College Total		121	2	4	16	0	4
		⊞ **No Cal-PASS Transition**	Community College Total		107	0	0	0	0	0
		⊞ **Direct to University***	Community College Total		68	0	0	0	0	7
		⊞ Skyline College	Community College Total		53	1	1	6	1	1
		K-12 School Total			447	5	13	51	2	15
	⊞ Menlo-Atherton High	**K-12 School Total**			353	5	9	29	3	11
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