

Using Multiple Measures for Placement at Central Oregon Community College

Multiple Measures means that colleges incorporate two or more criteria for assessment and placement into math and writing courses. Under a multiple measures approach, standardized testing is no longer the primary means of assessing whether a student is prepared for college-level coursework. Research has shown that using multiple measures provides a more accurate picture than a timed test of a student's ability to succeed.

Key Findings

More accurate placement means students complete college-level coursework more quickly and with greater success, spending less time and money in the process.



Most two-year and four-year public colleges offer developmental courses, though they are more prevalent at two-year colleges. Multi-semester, prerequisite sequences make up a substantial proportion of these courses (Rutschow, 2019).



Most colleges use standardized tests to assess students' college readiness. However, since 2011, there has been a 30-percentage-point increase in the proportion of colleges using multiple measures to assess students' college readiness. The most popular additional measure used is high school performance (Rutschow, 2019).

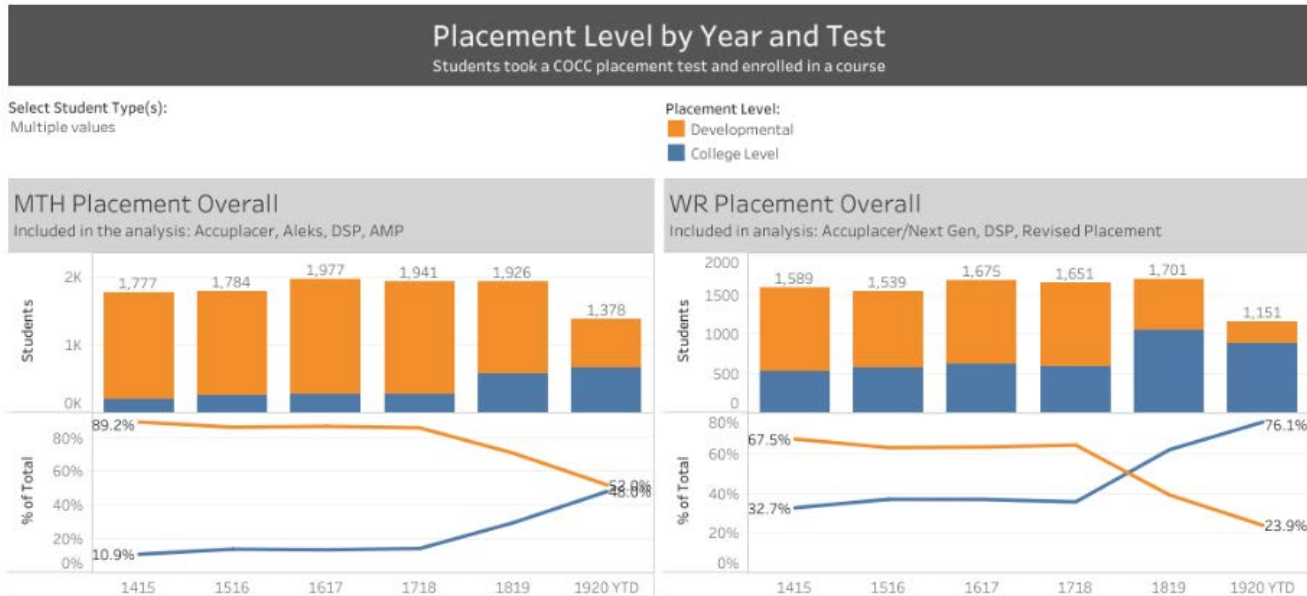


Many colleges, particularly two-year colleges, are experimenting with different instructional approaches in developmental education; however, these approaches tend to make up less than half of colleges' overall developmental course offerings (Rutschow, 2019).

Measures

Measure	Pros	Cons
Prior academic achievement		
<ul style="list-style-type: none"> GPA (self-reported) Transcript AP—Advanced Placement Highest level course success 	Provides an aggregate measure of student achievement and motivation.	Concerns exist regarding accuracy or validity of grades and course work, especially when self-reported.
Demographics and socio-economic status		
<ul style="list-style-type: none"> Age Full/part-time status # of hours employed First generation status (education of parents) Pell Grant Status 	Evidence suggests that full-time status results in better success than part-time status.	Specific evidence in this area may not take into consideration other factors regarding fulltime vs. part-time such as the economic or family conditions that allow fulltime enrollment.
Affective measures		
<ul style="list-style-type: none"> Motivation (self-reported) Declaration of a major 	Assessment of motivation level.	Self-reported information is very subjective.
Assessment using a single measure		
<ul style="list-style-type: none"> Placement Tests 	Standardized and comparable among students that have taken the test.	A single high-stakes test may not reflect all the student's skills and abilities and may introduce testing bias.
<i>Chart from Multiple Measures in Assessment: The Requirements and Challenges of Multiple Measures in California (2014)</i>		

Multiple Measures at COCC -----



✓ Success rates in most courses have increased since the use of multiple measures for placement.

✓ At COCC, writing students are placed using several measures including high school GPA, experience writing essays, experience working with/citing sources, and confidence in writing. In math, a student's last math class, high school GPA, and confidence level are evaluated. In both fields, students may also be placed using Smarter Balance scores, Accuplacer Next Gen, prior transcript, and high school AP scores.

Course Success Rates: Math

2014-15

67.58%

2018-19

71.48%

Course Success Rates: Writing

2014-15

67.85%

2018-19

75.5%

References

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