Illinois Placement Recommendations

Overview for SJR 41 Council
January 10, 2020
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Placement Recs History

- Community College System determined some work in placement needed to be done due to inconsistencies in placement.
  - Fairness, equity, and consistency issue
- Chief Academic Officers, Chief Student Service Officers developed
- IL Math Association of Community Colleges reviewed and endorsed
- President’s approved
- ICCB endorsed
Placement Recommendations

- The document recommends that colleges use multiple measures for placement.
  - Suggest a list of valid scores across multiple placement tools
  - Require further research on validity
    - For example, The ICCB is working in partnership with the College Board to capture data points based and comparisons from SAT exams
  - Require an implementation workgroup
DETAILS OF THE RECOMMENDATIONS

• Math Courses:
  ▪ Quantitative Literacy (M1901)
  ▪ Statistics (M1902)
  ▪ Math for Elementary Teaching (M1903)
  ▪ General Education Math (M1904)
  ▪ Elementary Math Modeling (M1907)

• English Courses:
  ▪ Writing Course Sequence (C1900 or C1900R)
  ▪ Oral Communication (C2900)
Details of the Recommendations

- PARCC score of 4 or 5 in subject area
- ACT
  - 22 in Math
  - 19 in English
- SAT
  - 530 Math
  - 480 English
- Placement tests with appropriate scores
- High School GPA
  - English: 3.0 (on an unweighted 4.0 scale)
  - Math: 3.0 with successful completion of 4th year of math
- Transitional Math
- GED score of 165
**Details of the Recommendations**

- May accept a lower score on individual method in combination with other placement methods or with supports (co-requisite)
- Such additional activities shall in no way infringe upon the student’s ability to enroll in college-level courses
- Expiration:
  - English: no less than three years
  - Math: no less than 18 months
- Recommendation to enroll in English and math during first semester
- Other methods may award college credit and therefore placement is not necessary: AP, CLEP, IB, dual credit, etc.
Placement Standards Workgroup

• Convened November 2018

• Included cross section of Chief Academic Officers, Chief Student Services Officers, Institutional Researchers/Data Personnel, Faculty from both English and mathematics

• The primary goal has been to work through issues that may arise for institutions as a result of implementation
Placement Standards Workgroup

• Working to identify effectively research framework including variables and significant data questions/data points e.g.
  ▪ Short Term Persistence points may include
    o Completion of the gateway course within the first year of enrollment
    o GPA (cumulative and by gateway course)
    o Credit accumulation
    o Transfer status
    o Movement from developmental course to credit-bearing gateway courses
  ▪ Completion points may include
    o Transfer status
    o Completion of associate degree or GECC credential
    o Completion within 150% of time

• Implementation by Fall 2020
## Implementation Status

<table>
<thead>
<tr>
<th>FULL</th>
<th>FALL 2020</th>
<th>STARTED</th>
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<tbody>
<tr>
<td>15</td>
<td>10</td>
<td>11</td>
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Over 50% of colleges implemented by fall 2020.
Placement Status as of Fall 2019

- ACT MATH
  - 36 use recommended standard
  - 2 have a higher requirement
  - 5 have at least one course different
  - 5 unknown/unclear

- ACT English
  - 33 use recommended standard
  - 4 have a higher requirement
  - 5 with combination of requirements (English and Reading scores)
  - 6 unknown/unclear
Placement Status as of Fall 2019

- SAT MATH
  - 32 use recommended standard
  - 4 have a higher requirement
  - 5 have at least one course different
  - 7 unknown/unclear

- SAT English
  - 41 use recommended standard
  - 1 has a higher requirement
  - 6 unknown/unclear
PLACEMENT STATUS AS OF FALL 2019

• Most colleges currently use Accuplacer as the default English placement exam
• Colleges are about evenly split between Accuplacer and ALEKS for math placement
• Many college are trying to work through data collection of GPA. Issues include
  ▪ Gathering non-weighted score
  ▪ Consistency in reporting GPA range
  ▪ Ability to gain HS transcript in timely ways
• Other new processes include tracking and reporting of:
  ▪ Transitional Math courses approved for portability
  ▪ GED scores
  ▪ Holistic data from the placement process – what and when to collect.
A Sample of Course Sequences
WHAT WE SEE

• PRELIMINARY ASSESSMENT

• It’s COMPLICATED!
  ▪ Must be careful that positive reforms do not fuel overcomplication
  ▪ Advisors must be able to translate these sequences effectively for students

• Main goal: For students to get into and through gateway courses successfully (C or better), in their chosen path.
Questions?