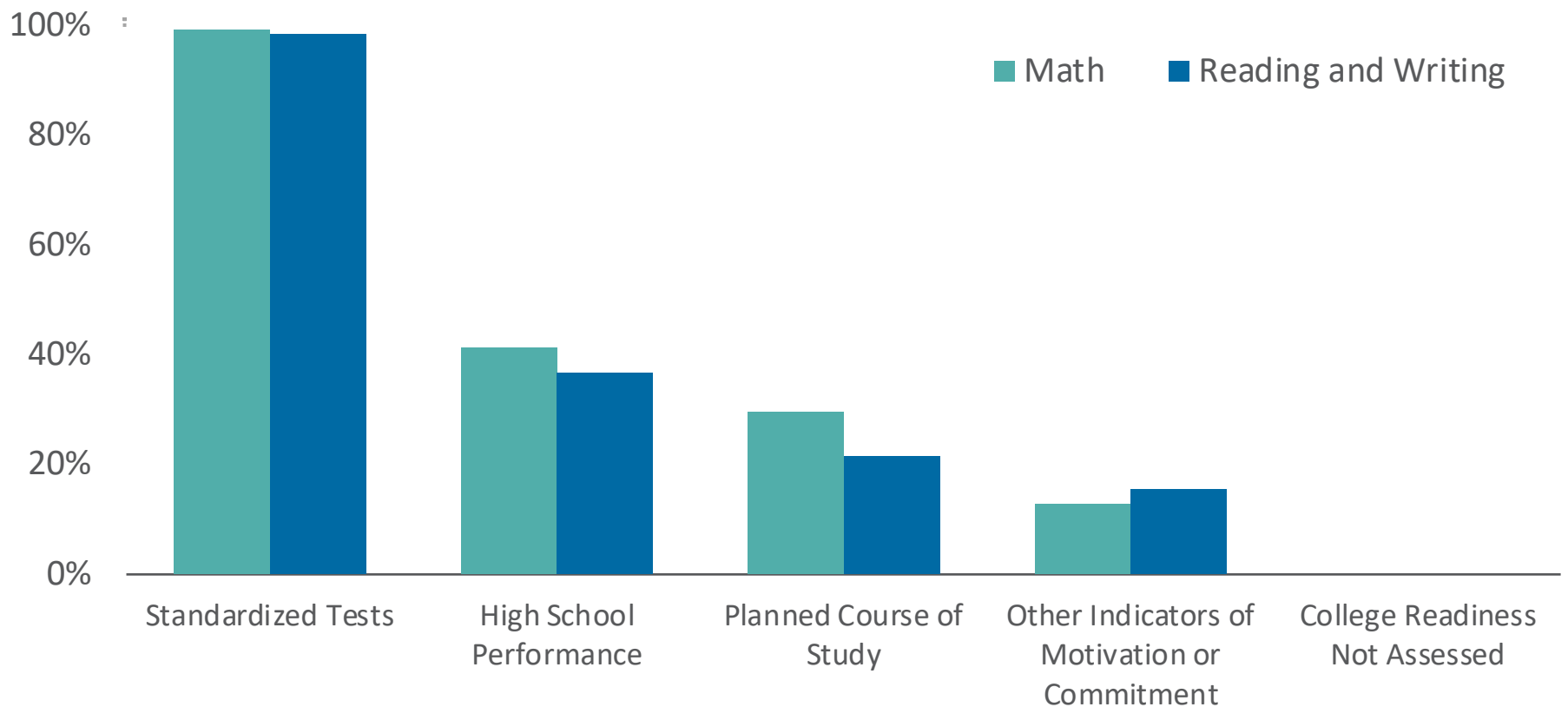


Multiple Measures Placement

Multiple Measures: The Measures

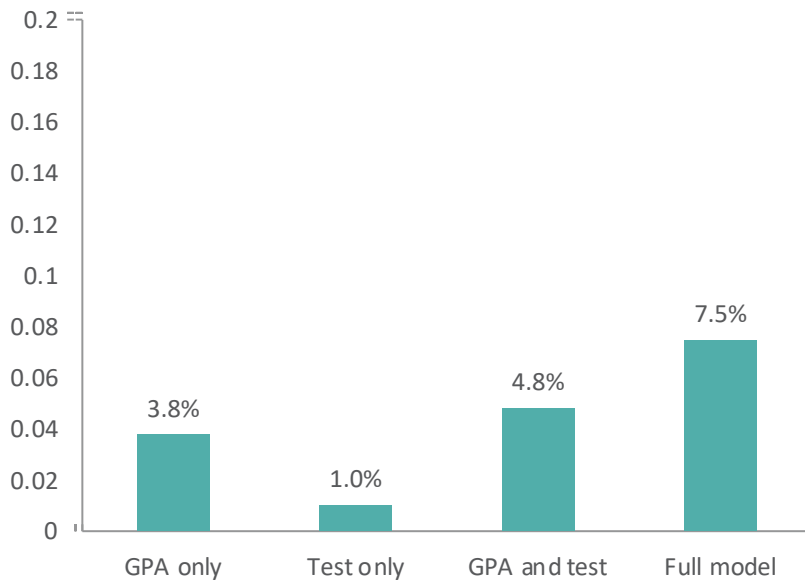
Measures Used to Determine College Readiness in Community Colleges



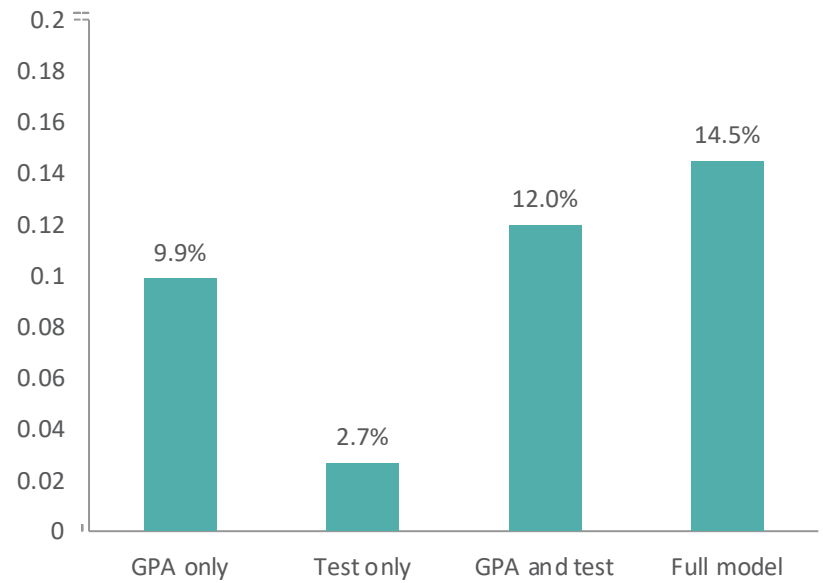
SOURCE: Data from CAPR's institutional survey.

NOTE: Categories are not mutually exclusive.

SUNY COLLEGE 2: ENGLISH

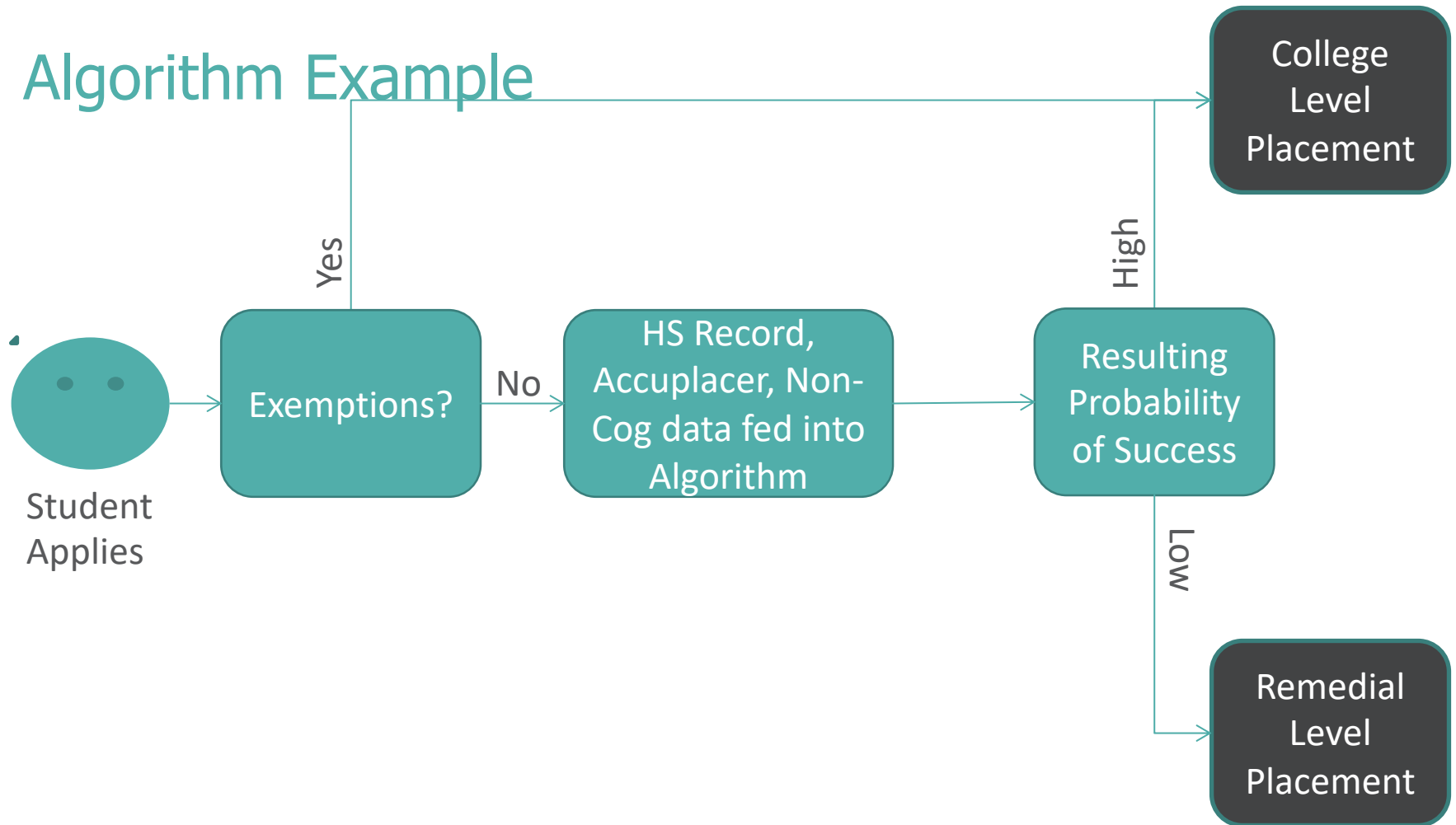


SUNY COLLEGE 2: MATH

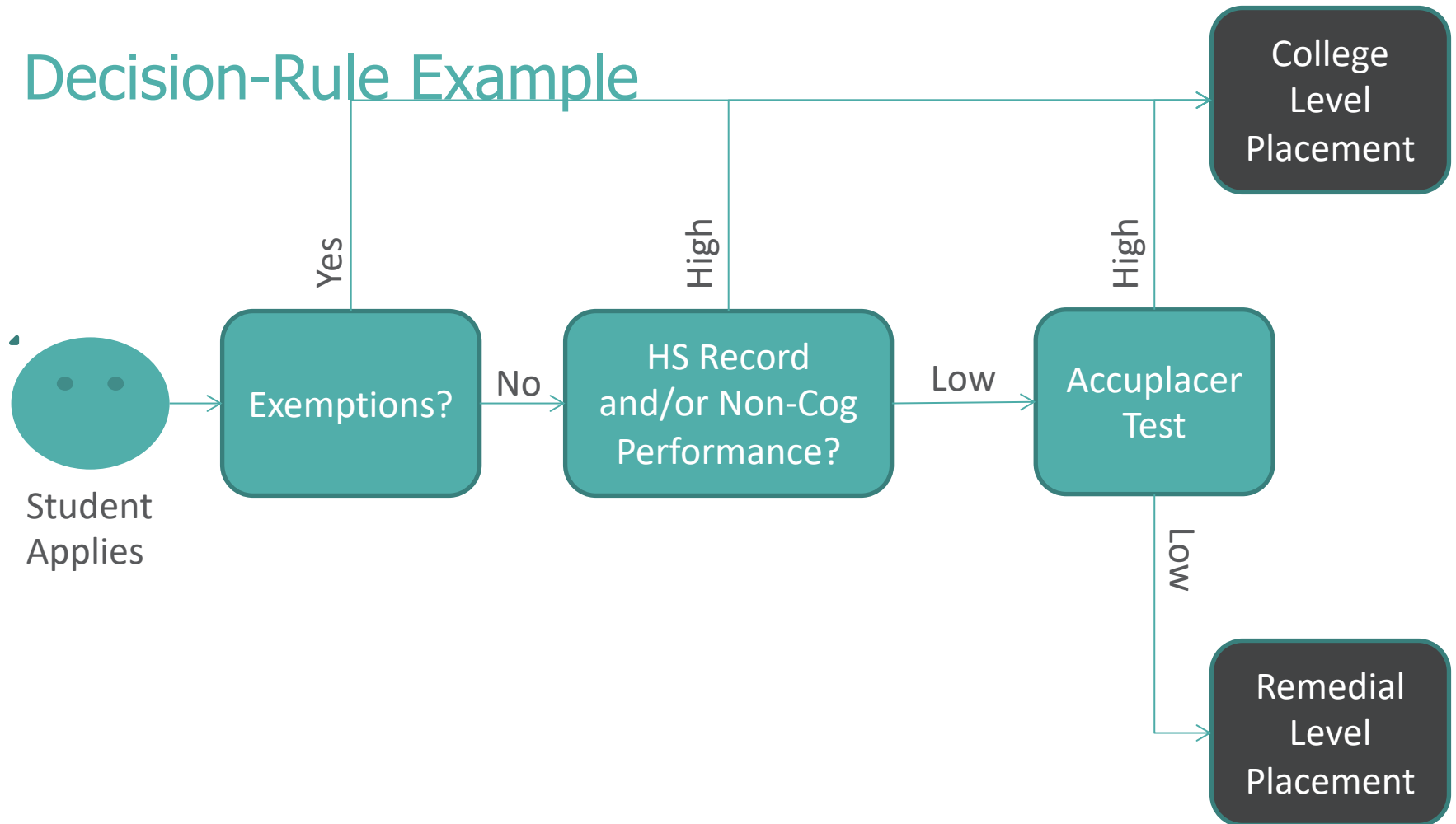


Multiple Measures: The Models

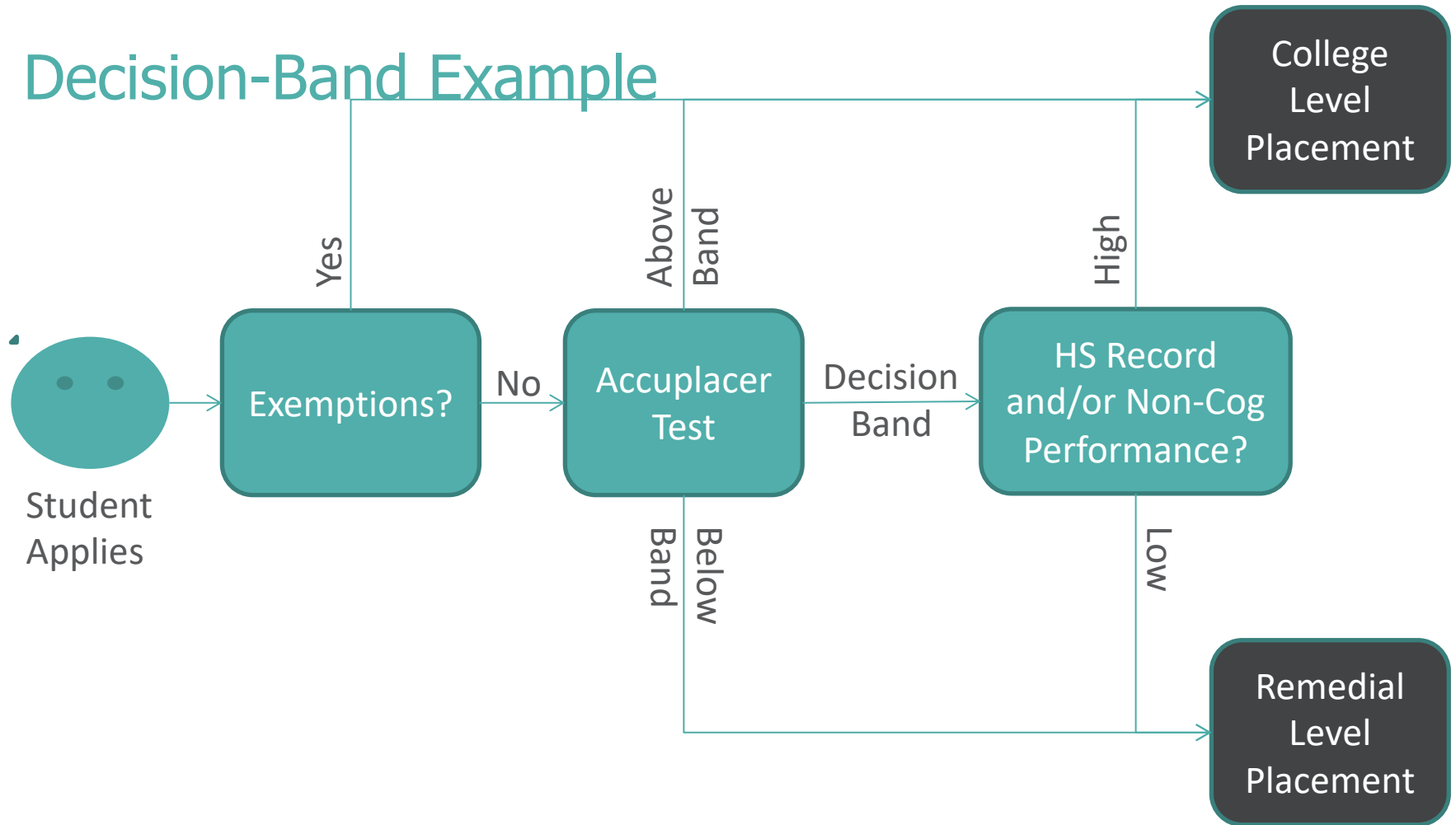
Algorithm Example



Decision-Rule Example



Decision-Band Example

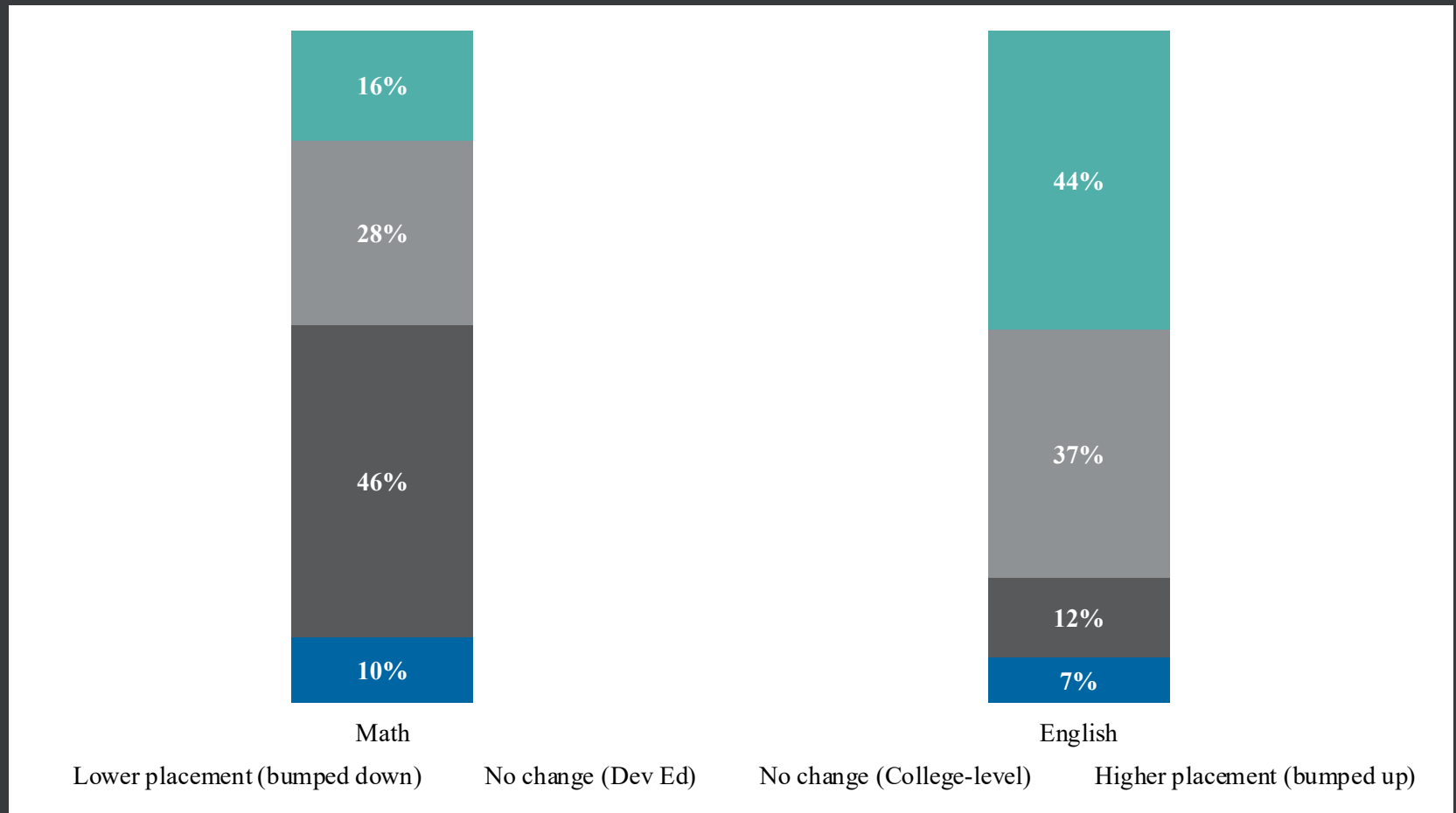


Multiple Measures: The Research

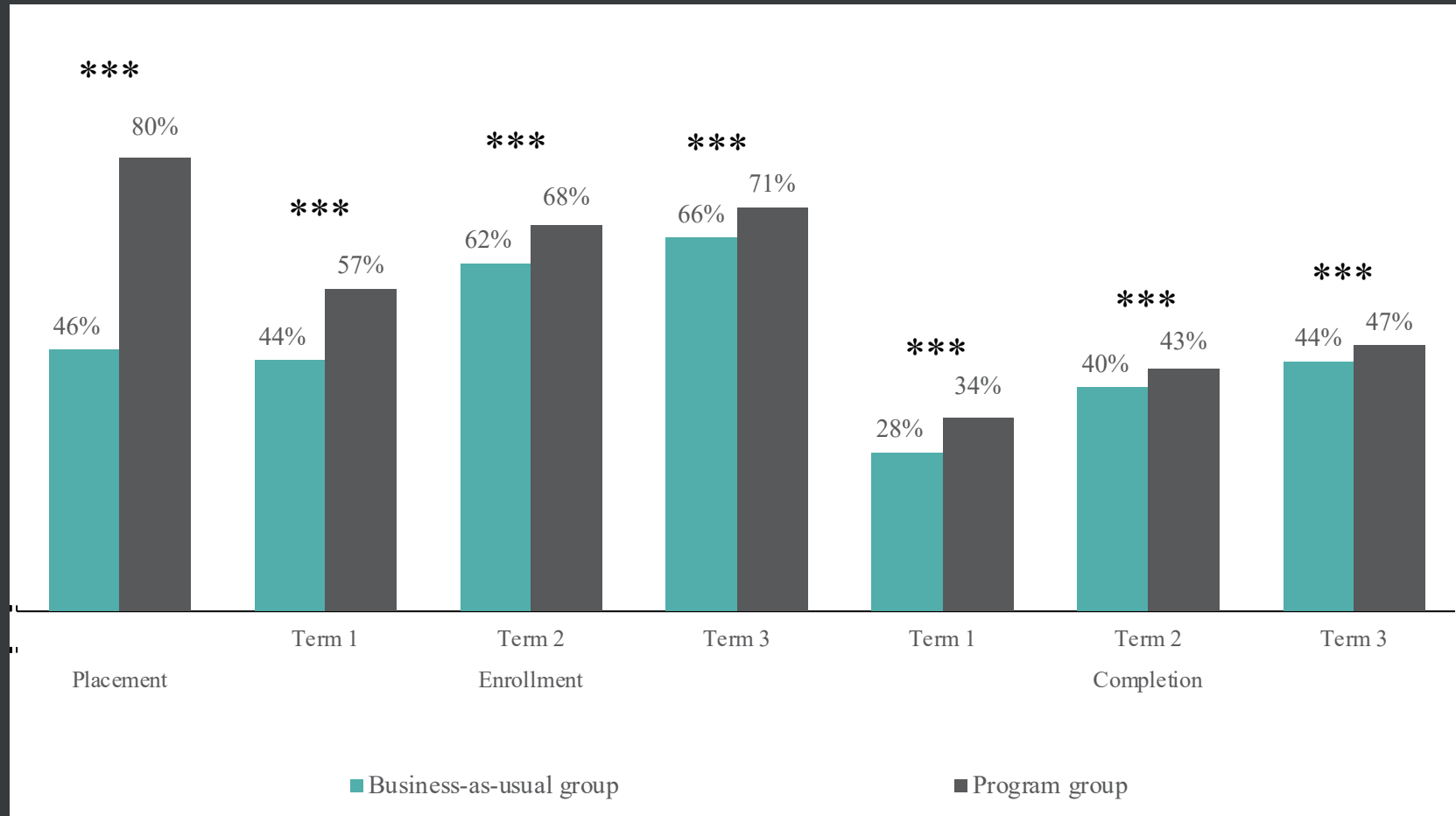
CAPR Assessment Research

1. 7 State University of New York (SUNY) community colleges.
2. Each worked with CAPR team to develop an alternative placement method using an **algorithm**. We worked with faculty and staff to set cut scores.
3. Students were randomly assigned to be placed using either the existing placement method or the algorithm (n = 12,971).
4. We looked for differences in student outcomes based on placement method.

Differences in Placement among Program Students

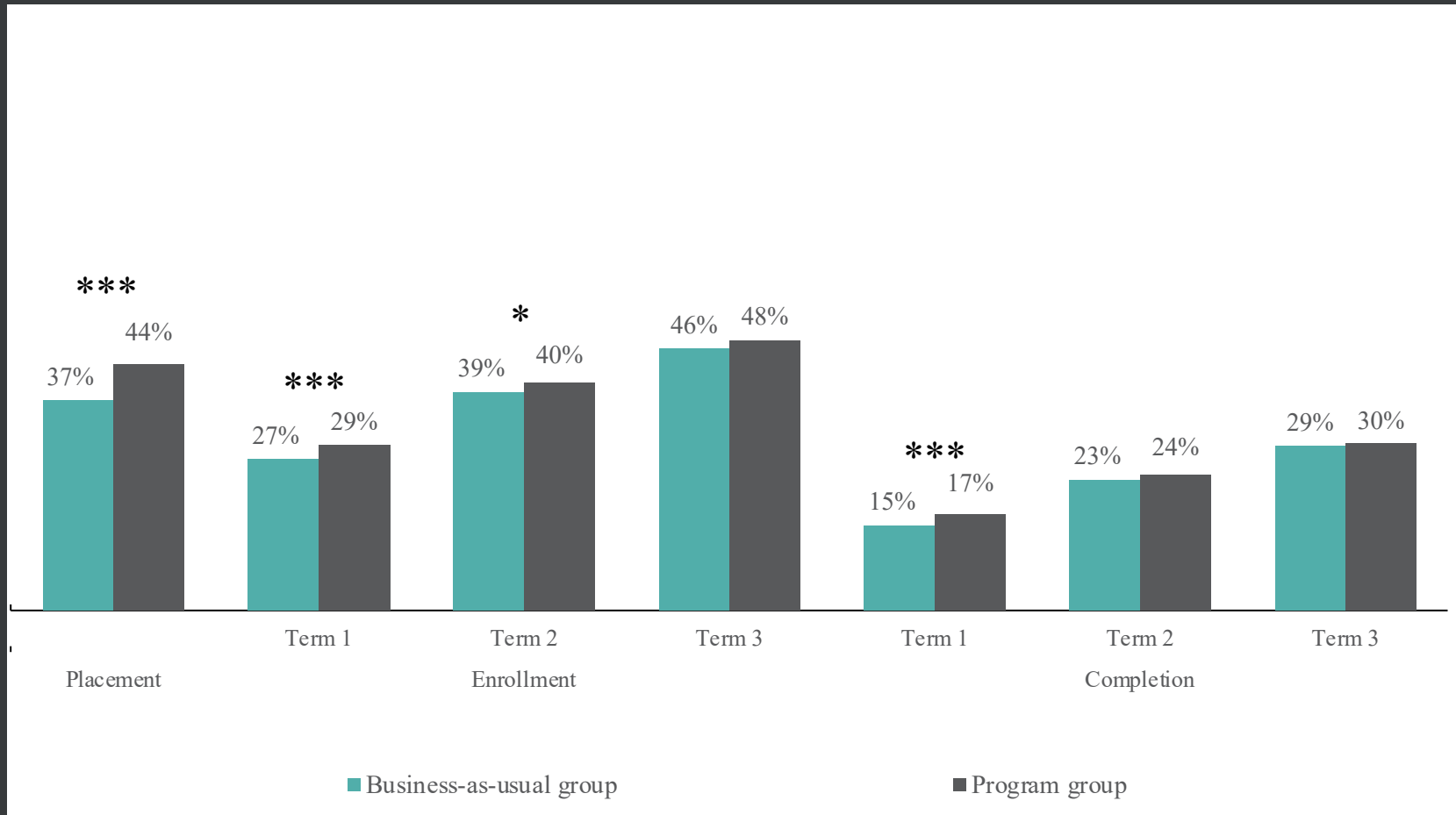


Treatment Effects: College-Level English



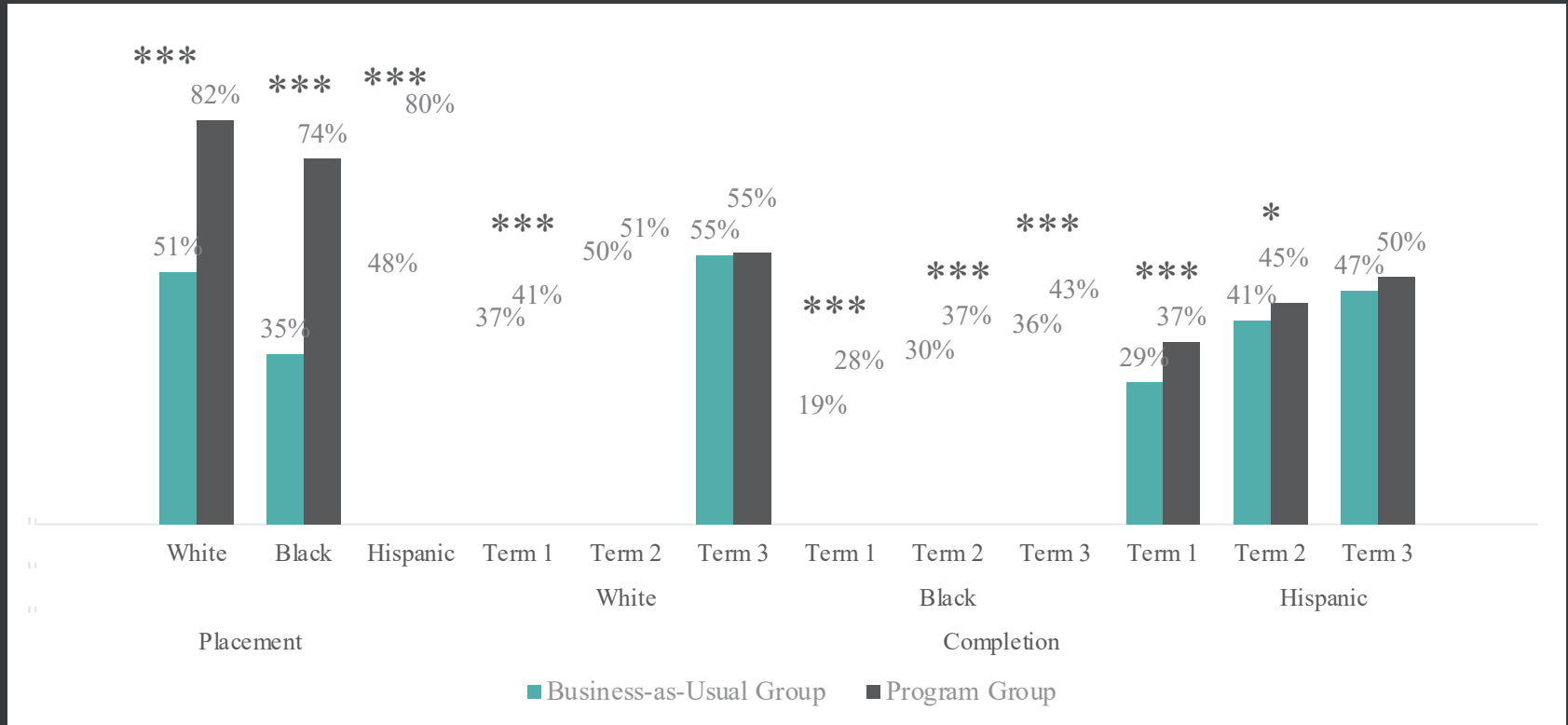
*** $p < .01$, ** $p < .05$, * $p < .10$.

Treatment Effects: College-Level Math

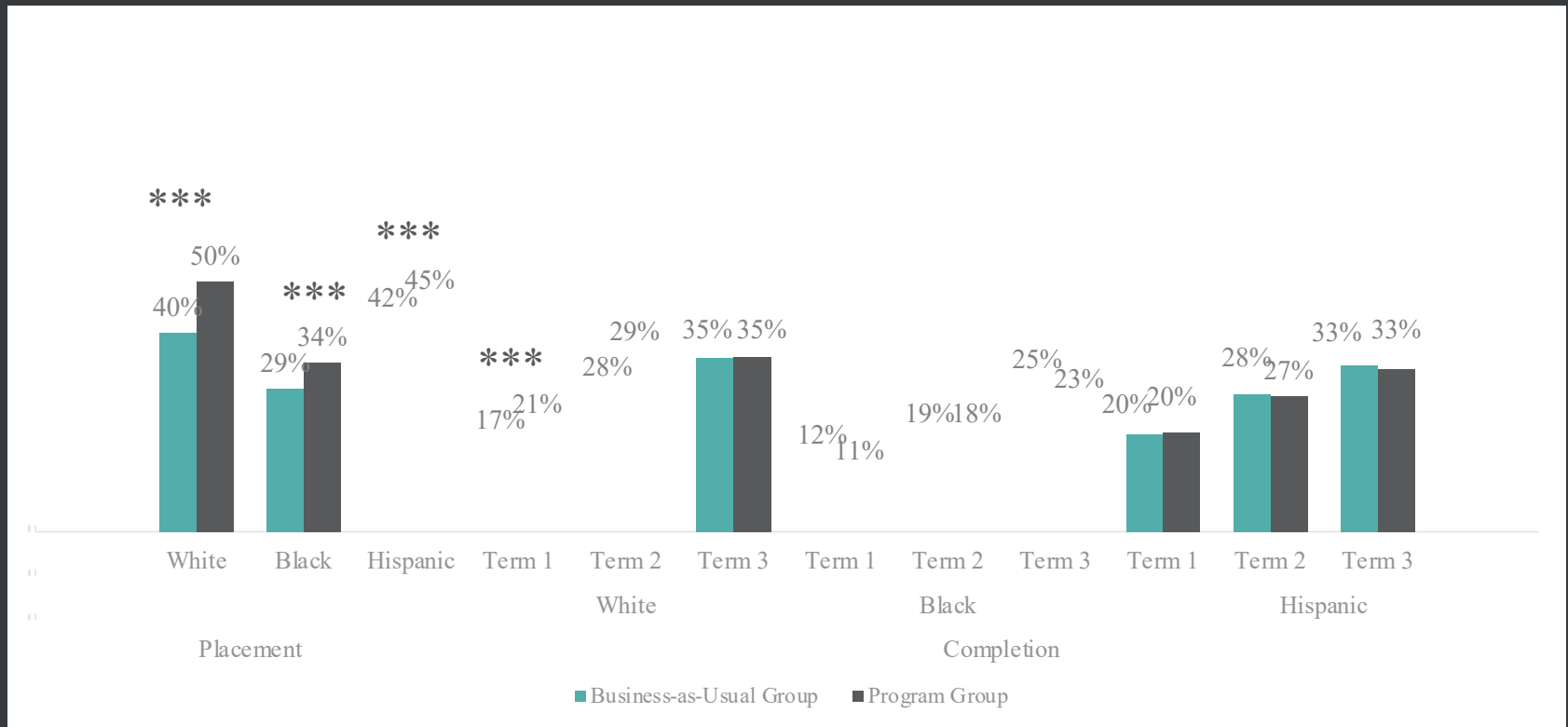


*** $p < .01$, ** $p < .05$, * $p < .10$.

Treatment Effects: CL English by Race/Ethnicity



Treatment Effects: CL Math by Race/Ethnicity

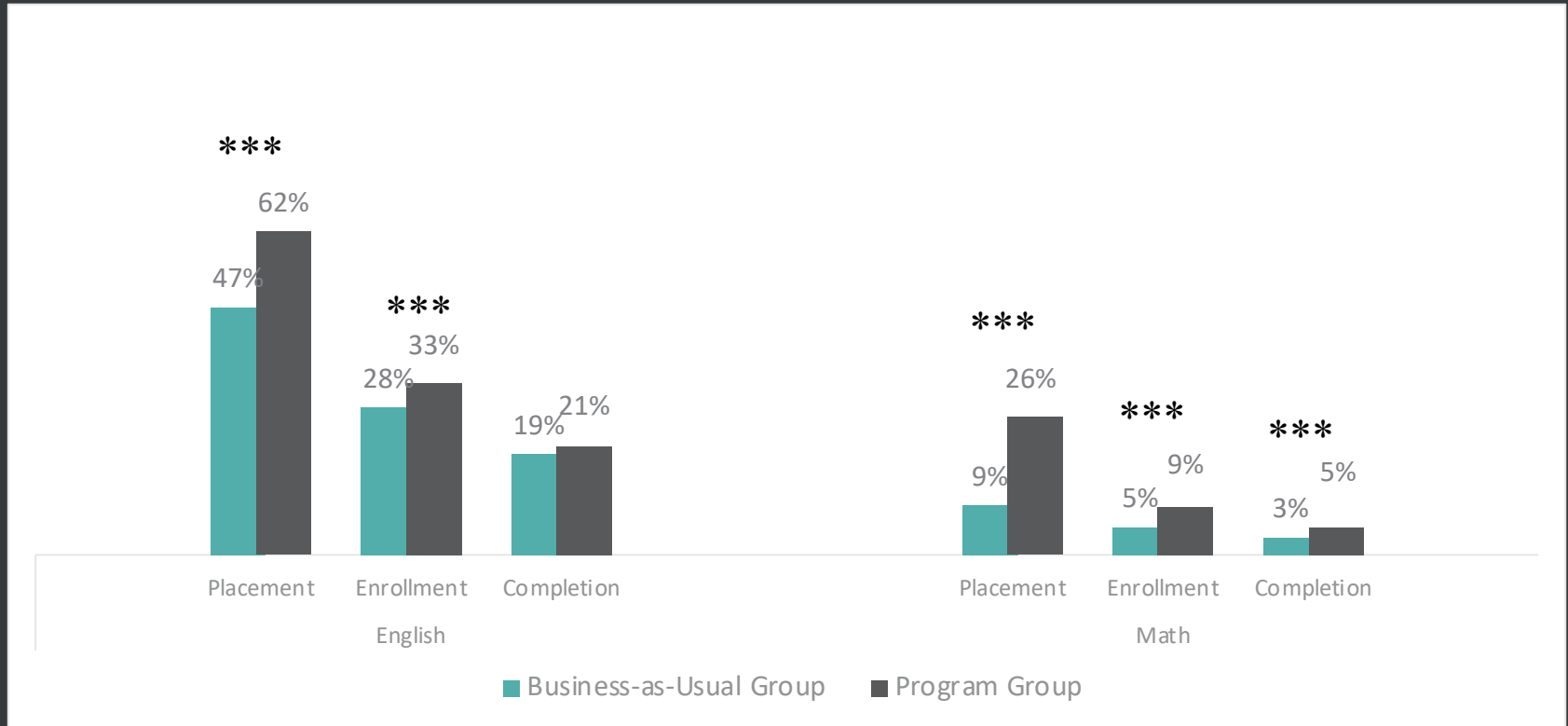


*** $p < .01$, ** $p < .05$, * $p < .10$

Great Lakes Assessment Research

1. Four Minnesota State Colleges
2. Each worked to develop an alternative placement system using a **decision-band** or **decision-rule** approach.
3. Students were randomly assigned to be placed using either the existing placement method or the alternative system designed by each college (n = 5,282).
4. We looked for differences in student outcomes based on placement method.

First Semester College Transcript Outcomes



*** $p < .01$, ** $p < .05$, * $p < .10$

Conclusion and Recommendations

Conclusion and Recommendations:

- Multiple Measures systems can improve student outcomes but colleges' decisions will drive the results.
- If Multiple Measures indicate a student would not meet the threshold for success but they have some strong measures (test, GPA, or others) consider allowing them to enroll in college-level courses anyway.
- For students who clearly need additional support, consider co-requisites instead of traditional developmental sequences.

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