



PLACEMENT IN ILLINOIS

For the Reducing Remediation Workshop

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HOW ARE STUDENTS PLACED?

- Typically placement is done based upon placement tests.
- “Student scores above or below cutoffs on relatively short, standardized math and English assessments” (Community College Research Center, 2015).
- This method misplaces many students that could be successful, either under placing them or over placing them. Some students spend time / money on unnecessary courses; some fail when they aren’t prepared (Cullinan, et al., 2018).

WHY DO A CONSISTENT, MULTIPLE MEASURES APPROACH?

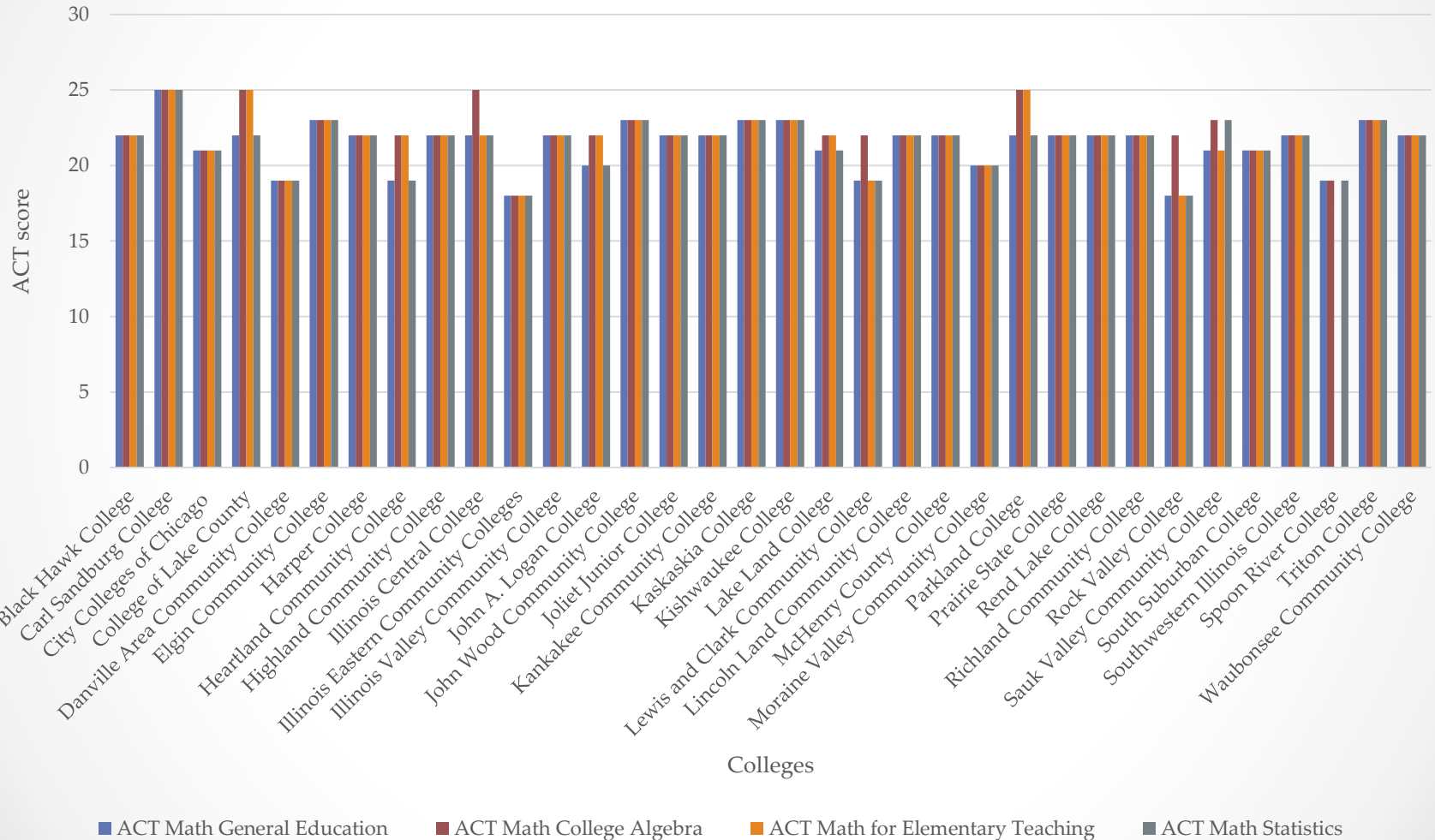
- **Fairness:** Students who can be successful should be able to avoid spending time and money in remediation.
- **Motivation:** Persistence is discouraged when a student is labeled as “not ready” (Cullinan, et al., 2018).
- **Positive Impact:** Emerging research suggests that the use of multiple measures can have a positive effect on student outcomes (Cullinan, et al., 2018).”
- **Consistency:** Consistent courses should have consistent placement requirements
- **Smoother Transitions:** Students have more seamless transition to the community college or the university

STATEWIDE SURVEY

- March 2018-All colleges surveyed to determine the minimum ACT and SAT scores needed to waive a placement test for:
 - Quantitative Literacy (M1901)
 - Statistics (M1902)
 - Math for Elementary Teaching (M1903)
 - General Education Math (M1904)
 - Elementary Math Modeling (M1907)
 - College Algebra
 - Writing Course Sequence (C1900 or C1900R)
 - Oral Communication (C2900)
- Colleges also reported on placement exam scores

SURVEY RESULTS

ACT Math



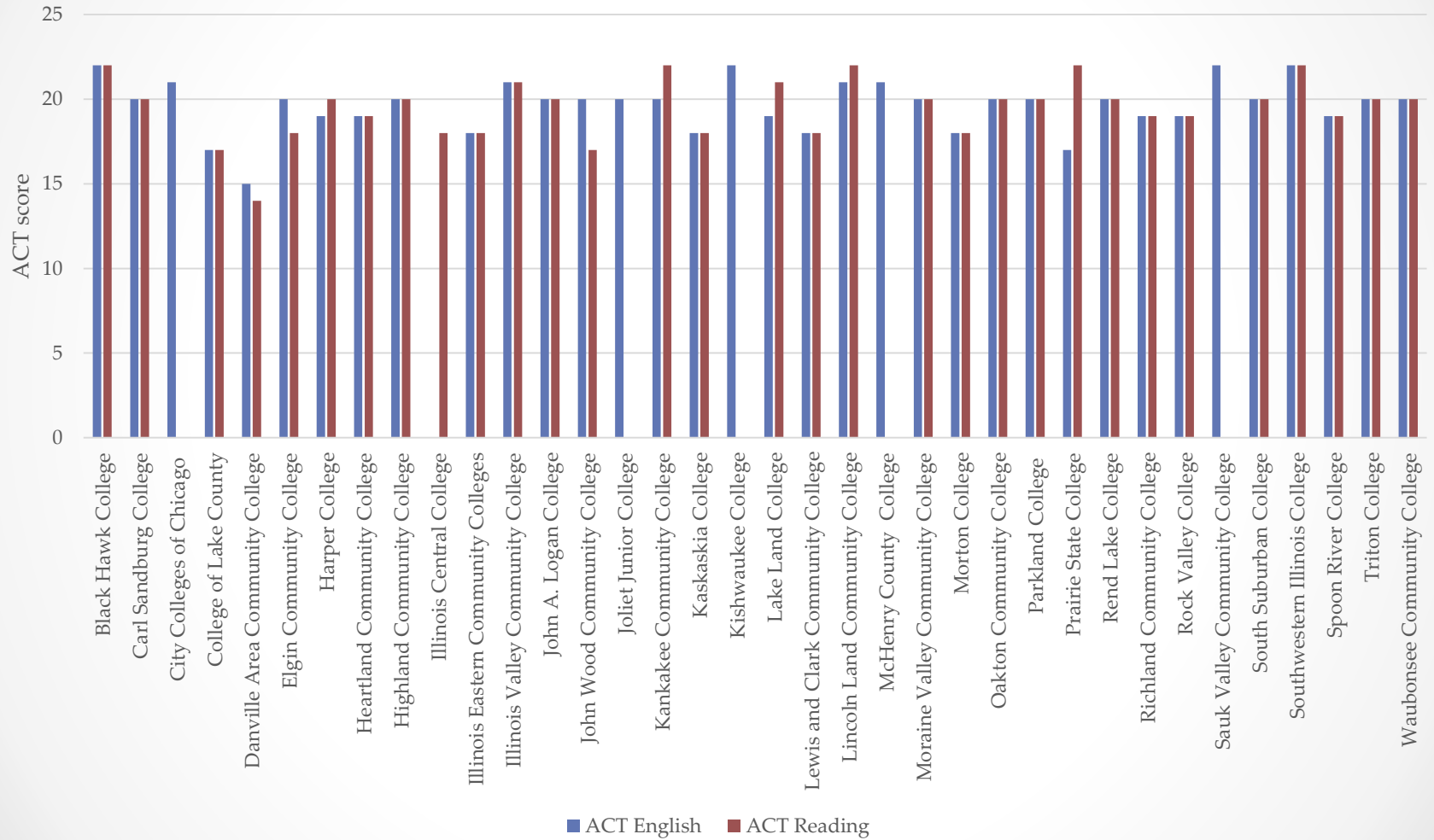
SURVEY RESULTS

ACT Math:

- College of DuPage, John A. Logan, Morton, and Oakton require placement exams regardless of ACT score for the indicated courses
- Shawnee and Southeastern use comprehensive score, rather than math sub-scores

SURVEY RESULTS

ACT English and Reading



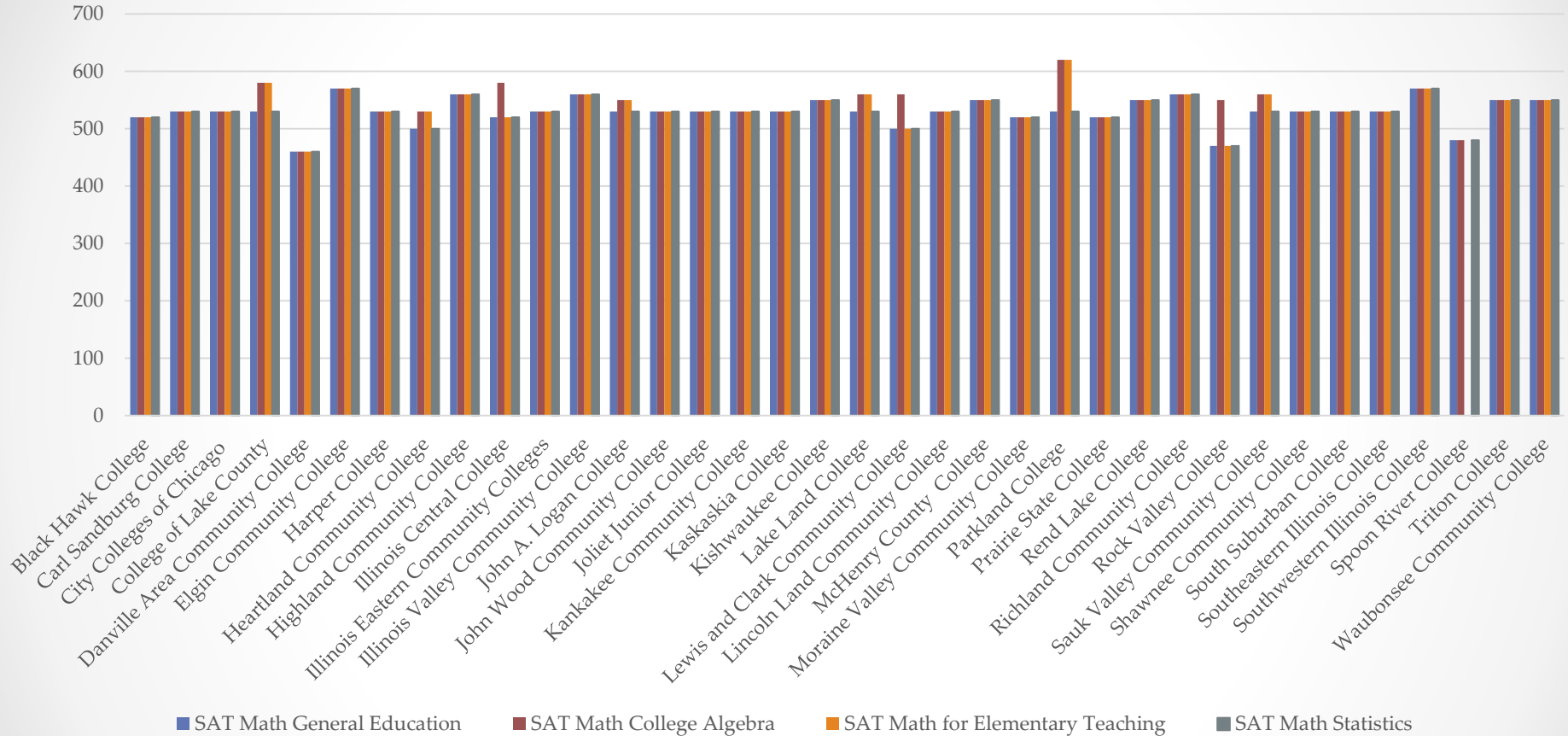
SURVEY RESULTS

ACT English/Reading:

- College of DuPage, Shawnee, and Southeastern use comprehensive scores rather than English sub-scores
- Kishwaukee accepts either the comprehensive score or the English sub-score

SURVEY RESULTS

Math SAT



*Danville, Lake Land, Lewis and Clark, and Shawnee report the two-digit SAT scores, rather than three-digit. The two-digit scores have been converted to three-digit scores here for comparison.

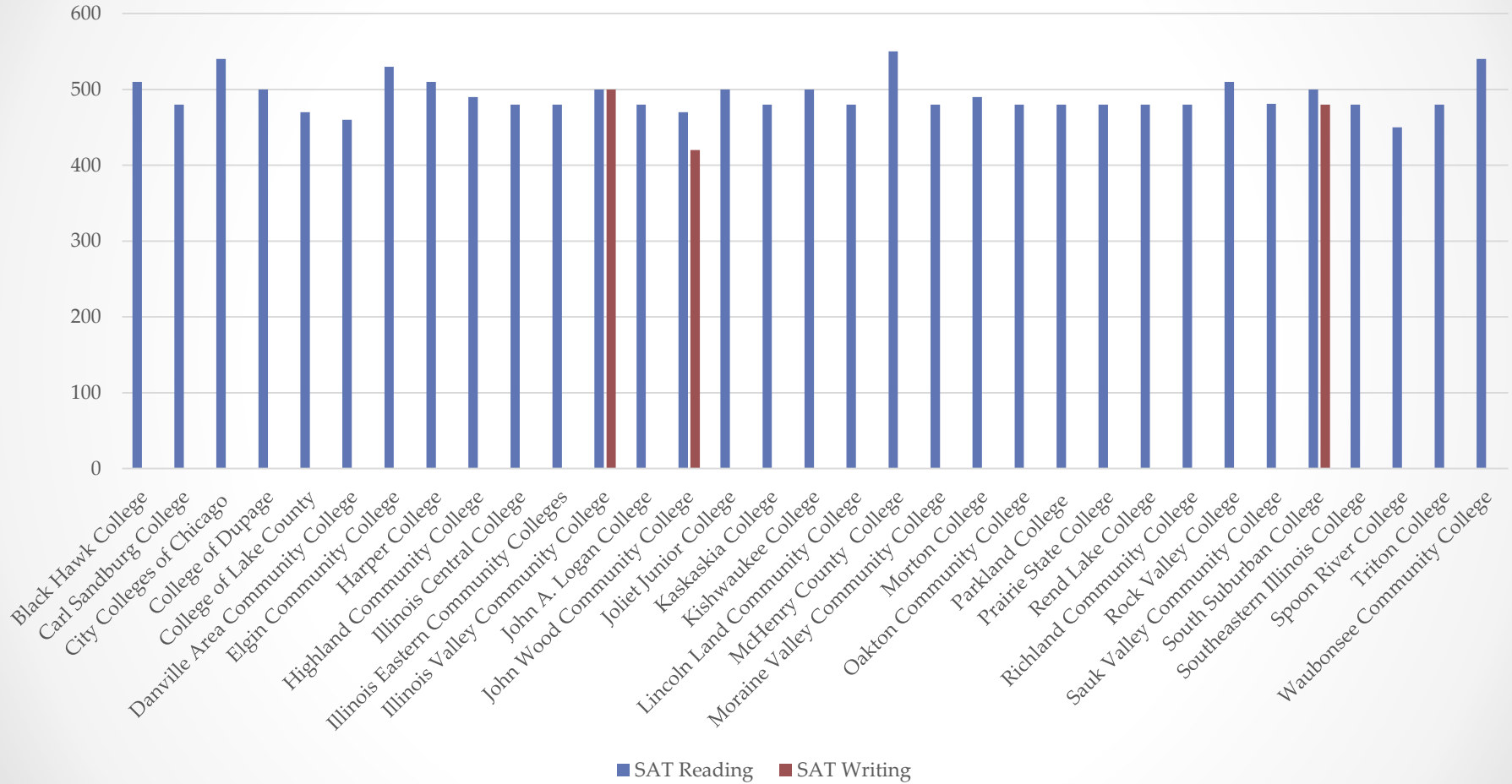
SURVEY RESULTS

SAT Math:

- College of DuPage, Morton, and Oakton require placement exams regardless of ACT score for the indicated courses
- Danville, Lake Land, Lewis and Clark, and Shawnee report the two-digit SAT scores, rather than three-digit

SURVEY RESULTS

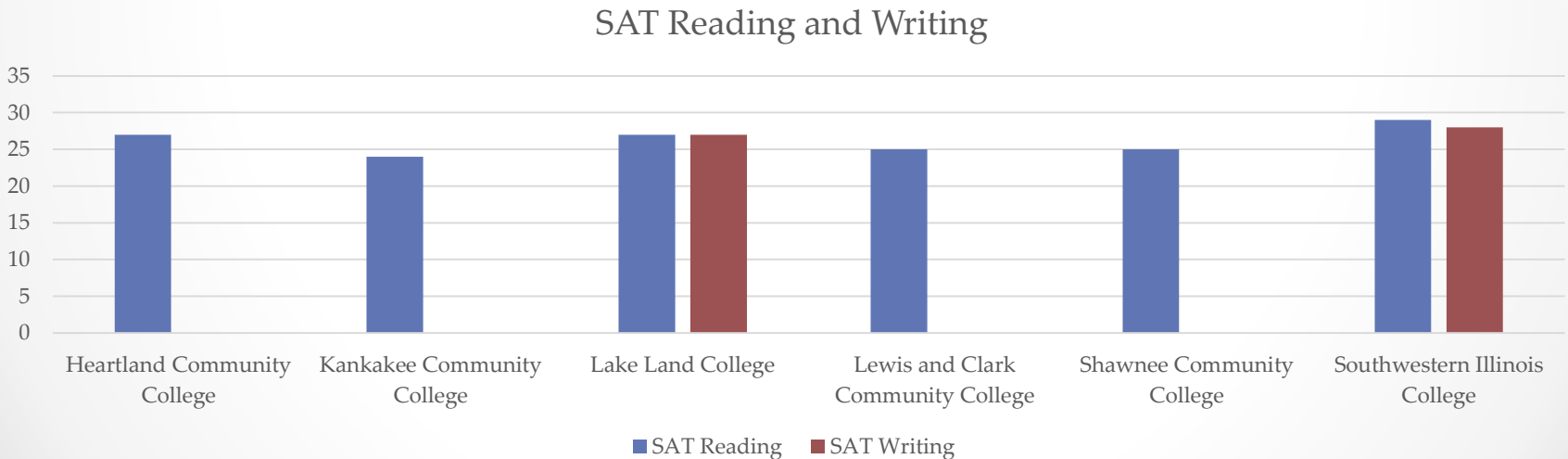
SAT Reading and Writing



SURVEY RESULTS

SAT Reading/Writing:

- Heartland, Kankakee, Lake Land, Lewis and Clark, Shawnee, and Southwestern Illinois Colleges report the two-digit SAT scores, rather than three-digit (see below)
- Only a few colleges look at SAT writing scores



PLACEMENT RECOMMENDATIONS

- Recommendations were drafted
- Chief Academic Officers and Chief Student Service Officers presented the recommendations to the Presidents Council
- Approved by the Presidents Council on June 1, 2018
- Will be endorsed by the Illinois Community College Board in October

PLACEMENT RECOMMENDATIONS

- The document **recommends** that colleges use multiple measures for placement. At this point, it is not a mandate, but a system wide agreement. Many more steps are required to reach full implementation and complete consistency.
- The recommendation suggests a list of valid measures to choose from, including the scores on those measures.
- The recommendation charges the ICCB with doing further research about the validity of those measures.

PLACEMENT RECOMMENDATIONS

- The recommendation charges the ICCB with putting together a working group to go over implementation issues. This working group must come from a cross-section of stakeholders in the Illinois community college system.
- The document demonstrates that the Illinois Community College system is aware of disparities in placement across the state and is actively working to correct those disparities in a collaborative manner.
- The ICCB has supported this effort, has been involved in high-level conversations about this work, and has worked to balance local control issues with the need for more statewide consistency on this issue.

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.

FINAL PLACEMENT RECOMMENDATIONS

- Final Placement Recommendations available at:
https://www.iccb.org/academic_affairs/?page_id=446

QUESTIONS?

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SOURCES

Community College Research Center. (2015). [Improving the Accuracy of Remedial Placement](#).

Cullinan, D., Barnett, E., Ratledge, A., Welbeck, R., Belfield, C. & Lopez, A. (2018). [Toward Better College Course Placement](#).