



Reporting on Developmental Education Alternative Placement Methods

June 4, 2020

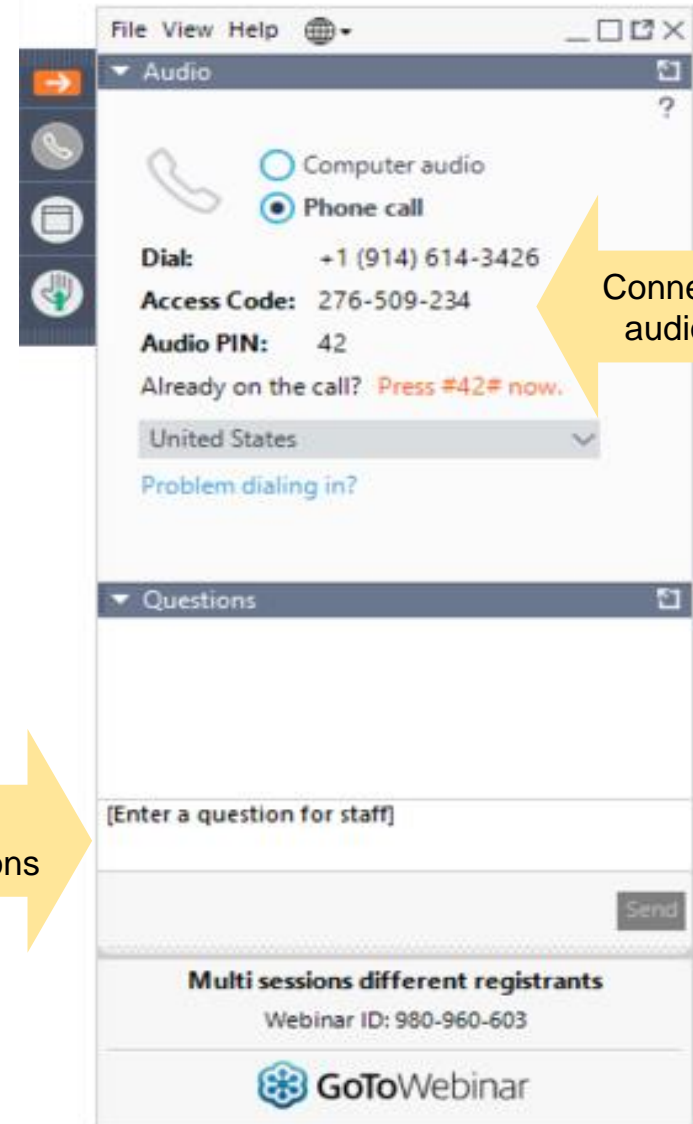


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Webinar Logistics

- This webinar is being recorded.
- Participants will be on mute the duration of the webinar.
- To submit questions during the webinar, please use the "Questions" function.



Agenda

- Alternative Placement Methods
- Annual Developmental Education Accountability Report
- Voluntary Ad Hoc Data Collection
- Discussion
- Additional Resources



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Alternative Placement Methods

[EO 2020-02](#) (May 13)

[Webinar on FCS-Related Items from EO 2020-02](#) (May 13)

[Webinar on Developmental Education](#) (May 14)

[Webinar on Alternative Placement Methods](#) (May 21)

Developmental Education Placement Testing

- Through fall 2020, the provision in s. 1007.263(1), F.S., that requires that admissions counseling “must use tests to measure achievement of college-level communication and computation competencies by students entering college credit programs” (emphasis added) is suspended.
- Colleges must still assess college-level communication and computation skills for non-exempt students and exempt students who opt to be assessed.
- Effective immediately, students may demonstrate readiness for college-level work in communication or computation via a test or an alternative method.

Alternative Methods of Developmental Education Placement

- Examples of alternative methods include, but are not limited to, any combination of the following:
 - **Grade point averages** earned by the student in high school or previous postsecondary coursework, including dual enrollment coursework.
 - A student's **work history** that indicates a demonstration of learning equivalent to RCW.
 - **Military experience**, including military coursework and occupations validated by the American Council on Education as having appropriate content, scope and rigor for college credit recommendations.
 - **Participation in juried competitions**, such as artistic, literary or media competitions, where the student's work is assessed by one or more experts and demonstrates RCW.
 - The student's **career interests** and/or **degree major declaration** and the level of communication and computation skills necessary for success in that career or degree program.

Alternative Methods Considerations

- Institutional resources involved in placement
- Establishing placement policies and protocols
- Documentation required of the student
- Ensuring equity for international students, home education students, etc.
- Placement into developmental education levels
- And more

Survey Results – What are FCS Institutions Planning? (n=9)

- Colleges using only common placement testing: 4
- Colleges using alternative measures: 5
 - EFSC
 - Broward
 - IRSC
 - TCC
 - MDC

Use this link to share your college's plans:

<https://www.research.net/r/alternativeplacementmethods>

Course Number	Alternative Method for Non-Exempt Students
ENC1101 and Other College Credit Courses on the Approved List	<ul style="list-style-type: none"> ➤ An ERW score ≥ 430 on the PSAT/NMSQT or; ➤ 2019 English Language Arts Reading Level ≥ 4 or; ➤ 'B' or better grade in the following High School courses: English 4, English 4 Honors, or any English courses offered through the AP, IB, or Cambridge/AICE programs
MAT1033 MGF1107	<ul style="list-style-type: none"> ➤ A Math score ≥ 480 on the PSAT/NMSQT or; ➤ 2019 Mathematics FSA or EOC Level ≥ 4 or; ➤ 'B' or better grade in the following High School courses: Algebra I, Algebra 1 Honors, Algebra 2, Algebra 2 Honors, Pre-Calculus, Calculus, or any Mathematics course offered through the AP, IB, or Cambridge/AICE programs
MAC 1105 MAC 1106 MGF 1106 STA 2203	<ul style="list-style-type: none"> ➤ A Math score ≥ 530 on the PSAT/NMSQT or; ➤ 'B' or better grade in Algebra 2, Algebra 2 Honors, Pre-Calculus, Calculus, or any Mathematics course offered through the AP, IB, or Cambridge/AICE programs
MAC 1114 MAC 1140 MAC 1147 MAC 2233	<ul style="list-style-type: none"> ➤ 'B' or better grade in Pre-Calculus or Calculus
MAC 2311	<ul style="list-style-type: none"> ➤ 'B' or better grade in Calculus
<p>Placement in mathematics courses will be determined by the student's algebra or non-algebra track program of study. Eligibility for placement in an SLS course is an unweighted 2.5 high school GPA or higher.</p>	

- PSAT Scores** (includes PSAT 8/9, PSAT 10 and PSAT/NMSQT)
 - Evidence-Based Reading and Writing (EBRW): 430 or higher
 - Placement: English AND Reading (ENC1101)
 - Math: 480 or higher
 - College Ready Placement: Mathematics (MAC1105C, MGF1106, MGF1107)
 - College Algebra or Statistics: 530 or higher
 - College Level Placement: College Algebra (MAC1105 or STA2023)
- FSA (Florida Standards Assessment)
 - Most recent ELA Score: Level 4 or 5
 - Placement: English AND Reading (ENC1101)
 - Most recent Mathematics Score: Level 4 or 5
 - College Ready Placement: Mathematics (MAC1105C, MGF1106, MGF1107)
- EOC (End-of-Course)
 - Most recent Math Assessment (Algebra I or Geometry): Level 4 or 5
 - College Ready Placement: Mathematics (MAC1105C, MGF1106, MGF1107)

Placement in:

ENC1101 - Students who earn a grade of **B** or higher (80% or the top 20%) in their high school senior English course.

ENC1101C – Students who earn a grade of **C** (70-79% or the top 30%) in their high school senior English course.

PERT language and reading would be necessary for students who do not meet one of the alternatives.

MAT1033, MGF1106, MGF1107, STA2023 – Students who earn a grade of **B** (80-89% or the top 20%) in high school Algebra II, Algebra III.

MAC1105 – Students who earn a grade of **A** (90% or the top 10%) in Algebra II, Algebra III **OR** earn a grade of **B** (80-89% or top 20%) Trigonometry, or Calculus.

PERT mathematics would be necessary for students who do not meet one of the alternatives.

The scores in these courses must be recorded on the student’s high school transcript. Enrollment Services will record the achievement of this using a “mock” test score. Alternative English Placement (**AEP**) will use a score of 1 (one) indicating a grade of C that will allow the student to register for ENC1101C, and a score of 2 (two) indicating a grade of B or A that will allow the student to register for ENC1101.

Alternative Math Placement (**AMP**) will use a score of 1 (one) to indicate a grade of **B** in Algebra II, Algebra III, Trigonometry, or Calculus. A score of 2 (two) will indicate a grade of **A** in Algebra II, Algebra III, Trigonometry, or Calculus.

- PSAT Scores** (includes PSAT 8/9, PSAT 10 and PSAT/NMSQT)
 - Evidence-Based Reading and Writing (EBRW): 430 or higher
 - Placement: English AND Reading (ENC1101)
 - Math: 480 or higher
 - College Ready Placement: Mathematics (MAT 1033)
 - College Algebra or Statistics: 530 or higher
 - College Level Placement: College Algebra (MAC1105, MGF2106, MGF2107 or STA2023)
- FSA (Florida Standards Assessment)
 - Most recent ELA Score: Level 4 or 5
 - Placement: English AND Reading (ENC1101)
 - Most recent Mathematics Score: Level 4 or 5
 - College Ready Placement: Mathematics (MAT 1033)
- EOC (End-of-Course)
 - Most recent Math Assessment (Algebra I or Geometry): Level 4 or 5
 - College Ready Placement: Mathematics (MAT 1033)
- Only an unweighted high school GPA of 3.0 will be required for dual enrollment in SLS1101 and/or CGS1060 until December 31, 2020.

** PSAT Scores chosen for initial eligibility are based on minimum college and career readiness benchmarks provided by the College Board SAT Suite of Assessments for success in college level course work.

<https://collegereadiness.collegeboard.org/pdf/educator-benchmark-brief.pdf>

Summary – ENC1101 Placement

	ENC1101	ENC1101C
PSAT	430+	
FSA - ELA Score	Level 4+	
Senior HS English course	B or higher	C (70-79%)
HS English 4	B or higher	
HS English 4 Honors	B or higher	
English AP	B or higher	
English IB	B or higher	
English Cambridge/AICE	B or higher	

Summary – Math (Intermediate Algebra and Gateway)

	MATx033	MGFx107	MACx105	MACx105C	MGF x106	STAx023
PSAT Math	480+	480+ 530+	530+	480+	480+ 530+	530+
FSA - Mathematics	Level 4-5	Level 4-5		Level 4-5	Level 4-5	
EOC Math – Algebra 1 or Geo	Level 4-5	Level 4-5		Level 4-5	Level 4-5	
HS Algebra	B or better	B or better				
HS Algebra I honors	B or better	B or better				
HS Algebra II	B or better	B or better	A or better B or better		B or better	B or better
HS Algebra II Honors		B or better	A or better B or better		B or better	B or better
HS Algebra III	B or better		A or better B or better		B or better	B or better
HS Pre-Calc	B or better	B or better	A or better B or better		B or better	B or better
HS Calculus	B or better	B or better	B or better		B or better	B or better
HS Trig			B or better			
AP Math	B or better	B or better	B or better		B or better	B or better
IB Math	B or better	B or better	B or better		B or better	B or better
Cambridge/AICE Math	B or better	B or better	B or better		B or better	B or better



Annual Developmental Education Accountability Report

Pursuant to section 1008.30(4)(b), F.S., each FCS institution shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. The report shall be submitted to the Division of Florida Colleges by October 31 in a format determined by the Chancellor of the Florida College System.

2019 Developmental Education Accountability Report Template

College Name:

[Click here to enter text.](#)

I. Developmental Education Student Supports

Provide an overview of the college's success with supporting developmental education. At a minimum, describe college policies or procedures that inform students about opportunities to improve their communication or computation skills as outlined in section [1007.263](#), Florida Statutes.

[Click here to enter text.](#)

II. Developmental Education Student Success Data

For each subject, review student success data by delivery strategy (contextualized, compressed, corequisite and/or modularized), where applicable. Explain how delivery strategy, pedagogy and content alignment contribute to student success.

[Click here to enter text.](#)

III. Developmental Education Student Success Data by Subpopulations

Review student success data by subpopulations (race/ethnicity, age and gender). Identify any current or planned strategies designed to increase student success for one or more underrepresented group(s).

[Click here to enter text.](#)

Data Provided by Delivery Strategy, Race/Ethnicity, Gender and Age

- # Students Enrolled
- # Students (Grade C and Above)
- % Students (Grade C and Above)
- # Students (Grade D)
- % Students (Grade D)
- # Students (Withdrawal)
- % Students (Withdrawal)
- # Students (Unsuccessful)
- % Students (Unsuccessful)
- # Students (Grade Other)
- % Students (Grade Other)

2020 Developmental Education Accountability Report

- Deadline for colleges to submit: October 31
- Date division will disseminate template: August 31
- In addition to the regular requirements, the division anticipates adding a section to the template to capture institutional responses to COVID-19
 - The data provided will be for the 2019-20 reporting year (summer 2019, fall 2019, spring 2020)—we recognize spring 2020 grades may be affected by COVID-19
 - Institutions that use alternative methods will complete additional section

2020 Developmental Education Accountability Report – Colleges Using Alternative Methods

Qualitative Component

- The methods students used to demonstrate college readiness.
- Minimum standards for students to demonstrate college readiness.
- Acceptable documentation and the method in which the documentation was captured and maintained.
- How fairness was ensured for all students, including those with disabilities or who are learning English.
- Student appeal processes.
- How advisors/assessment coordinators were trained.
- Cost to students.
- How students were informed.

2020 Developmental Education Accountability Report – Colleges Using Alternative Methods

Quantitative Component

- There will be no requirement to report student-level placement data.
- The template will request institutions to indicate the approximate number of non-exempt students who were assessed and the percent assessed through:
 - approved common placement tests only and not through alternative method(s);
 - one or more alternative method(s) only and not through an approved common placement test;
 - or a combination of common placement tests and alternative methods.



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Voluntary Ad Hoc Data Collection

A student-level data collection would help Florida better understand the impact of the usage of alternative measures or multiple measures for developmental education placement.

Voluntary Ad Hoc Data Collection

- All FCS institutions are invited to participate in a voluntary ad hoc data collection.
- Participating institutions will collect student-level placement information in summer and fall 2020.
- The student-level files will be submitted by participating institutions in early spring 2021.
- The division will produce reports summarizing placement information and linking it to student performance in courses.

Voluntary Ad Hoc Data Collection

- CCNUM
- Term Identifier
- PSNID
- FLEID
- Last Name
- First Name
- Student Birth Date
- Gender
- Race – White
- Race – Black/African American
- Race – Asian
- Race – American Indian/Alaskan Native
- Race – Native Hawaiian/Pacific Islander
- Ethnicity – Hispanic/Latino
- Value Options
 - A = Non-exempt students assessed through an approved common placement test only.
 - B = Non-exempt students assessed through one or more alternative method(s) only and not through an approved common placement test
 - C = Non-exempt students assessed through a combination of common placement tests and alternative methods.

Voluntary Ad Hoc Data Collection

- Institutions interested in participating in the voluntary ad hoc data collection should notify Carrie.Henderson@fldoe.org by June 17, 2020.
- The department will work with participating institutions to refine the reporting mechanism, establish a file format, and set deadlines.

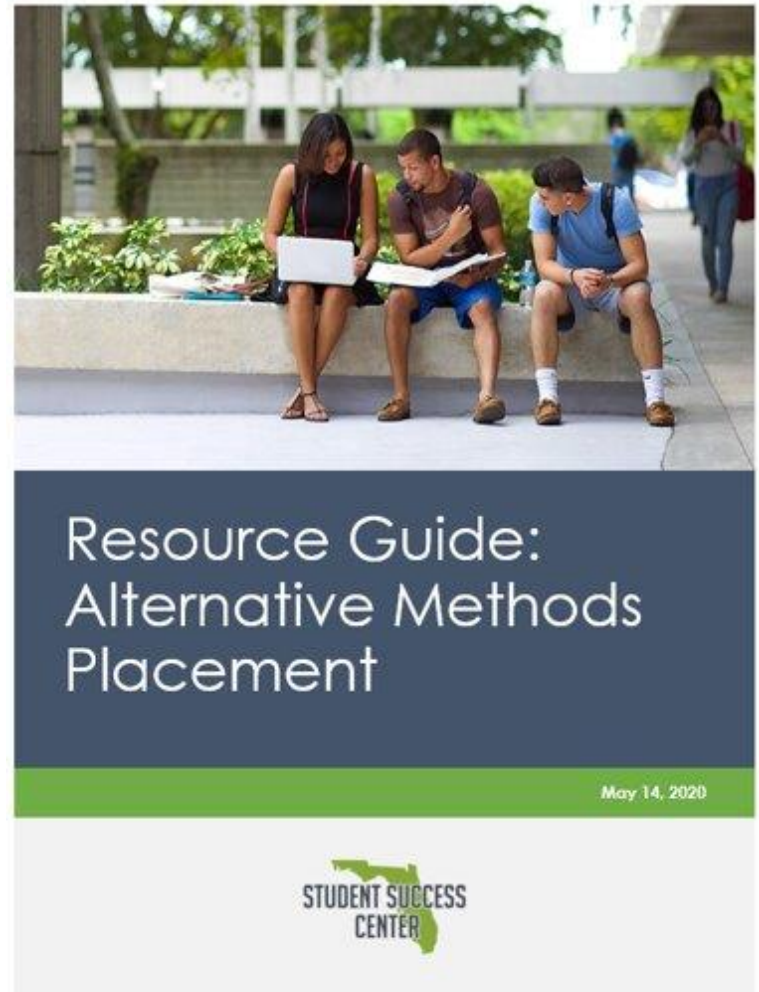


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Discussion

Resource Guide: Alternative Methods Placement

- For colleges considering alternative methods, the Florida Student Success Center has developed a resource guide.
- It includes considerations for institutions developing alternative placement policies, as well as a repository of resources from national research and other states.
- Visit www.flstudentsuccess.org for more information.
- *The Student Success Center will be convening institutions that are exploring alternative placement methods for continued peer learning.*



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