THE PROJECT & THE PROCESS

Project: Develop a new placement system to replace the Compass Test

Process

- Visioning, Value Mapping and System Development
- Pre-launch
- November 1, 2016 - Launch of Phase I (Last Board update: Nov. 15, 2016)
- Post-launch
- Phase II activities
- Identification of and addressing emerging needs
- System institutionalization

Visioning and Value Mapping

Work completed summer 2015

Process and decisions:

Focused on creating an equitable and inclusive process

An ideal but feasible model grounded in research and best practice

Acknowledgements:

The traditional system had not been accurately placing students.

Underplacement is an impediment to student success and completion.

Philosophical Shift

From	To
Standardized Placement Test Scores	Multiple Measures including high school academic info, standardized test scores and PCC advisor recommendations
Academic Information only	Academic AND Non-Academic Information
No intentionality	Intentional focus on creating an equitable and inclusive process grounded in research and best practice

PRE-LAUNCH WORK

Work completed summer and fall 2016

- Banner programming / IT work / Web upgrades

- 25 'pre-launch' presentations to internal groups

- Formal training for 350 staff across the College

- Daily communication with DOS/IT/Web Team/Systems Team

- Policy and procedure development and documentation

Post-Launch Work

Work completed November 2016 - January 2017

- Identify and resolve technical glitches

- Identify and resolve policy / procedure gaps

- Clarification of staff / department roles

- Ongoing communication to stakeholders

- Gather and respond to feedback

PHASE II WORK

Work ongoing March 2017 - present

- Collect and Analyze Data - refining success metrics

- Alignment with Advising Reform Work

- Additional technical tweaks/upgrades

- Development of 'non-academic' measures

- Further development of ESOL process

Emerging Discoveries

Many things were uncovered as we rolled out the new practice

The new system is more complex & harder to explain so we need to:

Develop <u>and document</u> new procedures / policies

Apply practices and procedures consistently across campuses

Ensure that advising for placement is not affected by different staffing models on different campuses

Provide better student support in and out of the classroom

INSTITUTIONALIZATION

Work ongoing May 2017 - present

- System evaluation (using data) and ongoing evolution

- Finalize an "institutional home" for the process

- Identify, support and enforce 'who is responsible for what'

- Engage SACs, faculty, advising, testing and systems support in the overall governance of the process

EARLY IMPACTS

Trends

Nearly doubled the number of students receiving initial placement assessment at admission

Lower enrollments in RD/WR 80, 90 and MTH 20

More students placing out of reading

Greater systemic support for early academic planning

Preliminary Numbers

# of students who have gone through the new process since Nov. 1:

13,176

% of students enrolled in math, reading and/or writing courses who went through 'new' process:

	% of enrollments from new (multiple measures) process	% of enrollments from the old (Compass) process
Winter 2017	22%	78%
Spring 2017	26%	74%

INVESTING STRATEGIC FUNDS

FY 17 Budget / Expenses

	Strategic Budget	Testing Budget	FY17 Expended*
Casual Advising	98,000		97,855
Test licensing	67,000	104,000	106,460*

*The new system was only in effect for ¾ of the FY17 year. Testing license expenses are lower than we will expect next year. ALEKS testing only bills twice a year, so we only paid 50% of projected annual costs for ALEKS in FY17.

And the Journey Continues...

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