PASS It On

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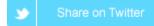## Implementing Placement Changes at MiraCosta College

In November 2015, MiraCosta College implemented broad placement changes in English which more heavily relied upon students' high school performance in assessment and placement into foundational skills courses rather than standardized testing. After decades of utilizing COMPASS for placement, MiraCosta began to explore options based on research conducted by Educational Results Partnership and the RP Group using Cal-PASS Plus data in the Multiple Measures Assessment Project (MMAP). The college brought researchers to campus to share their work, stimulating robust local discussion, and ultimately, a final decision to implement the use of high school GPA and course grades as the primary mechanism for placement into English courses. Under the new English placement model, students with a cumulative high school GPA of 3.0 or higher or with a GPA of 2.5 or higher and a B or better in their last English course were exempted from taking the COMPASS assessment test and eligible for English 100 (transfer-level first-year composition). Students who did not meet the new thresholds continued to be placed utilizing the same method that existed previously.

The results are impressive. Since MiraCosta implemented placement changes in English, 14% more students (17% more Hispanic/Latino students) are placed into transfer-level English. Success rates for students placed into English 100 under the new model have also increased slightly. Overall success rates for those placed into English 100 after the change were 75% in fall 2016 (compared to 69% for those placed before the change). Even more impressively, the success rate for those placed specifically using the MMAP placement rules across the spring 2016 / fall 2016 terms was 78%. MiraCosta

also experienced an increase in the percent of first-term students enrolling in and completing English 100 following implementation of the MMAP placement model. Thus far, using data and students' high school achievement to improve assessment has led to earlier enrollment in transfer-level English course as well as higher completion of that gateway course, laying a key cornerstone to the success of students at MiraCosta and potentially to students throughout California.

Upcoming Virtual Town Hall: A Message from Chancellor Eloy Oakley

(The following message was sent by Chancellor Oakley on April 13 asking for input for a Virtual Town Hall to discuss strategic planning.)

"Dear Colleagues:

We are working with our partners at the Foundation for California Community Colleges (FCCC) on an important project. We are developing a strategic vision for the California Community College (CCC) system – a long-term, ambitious vision grounded in the needs of the state. The purpose of the project is to articulate the importance of the CCCs for a public audience, identify clear goals for the system, and provide broad recommendations about how to accomplish those goals. Our hope is that the document will serve as a guide for the Chancellor's Office and Board of Governors over the next several years.

As part of this project, we are hosting a "Virtual Town Hall" to provide a fully accessible opportunity for all stakeholders to provide input on the strategic vision. **From now until May 31, all interested parties can provide input as directed on this webpage: https://foundationccc.org/Strategic-Vision-2017.**

Thank you in advance for your assistance."

Introducing the NEW High School-to- Community College Transition Report

This revised report allows Cal-PASS Plus members to review their higher education enrollment, college readiness, and community college awards data at the state, district, and school levels. District enrollment and demographics are included and all metrics can be disaggregated down to the subgroup level by clicking on a metric. If you want to know where your students go to college or university after graduation, how many students begin coursework above or below transfer-level, and/or review educational outcomes, the High School-to-Community College Transition Report provides all of that information in a format that is easy to read and examine.

How to View the High School to Community College Transition Reports:

1. Go to http://www.calpassplus.org/, log in, and then locate the "Pre K-12 Schools" tab.
2. Select "Helpful Reports" from the drop-down menu to be directed to the Reports table.
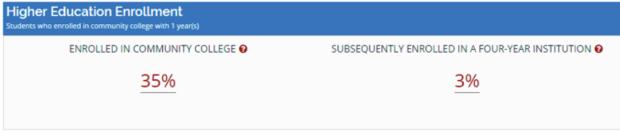3. Select "Transition Report" from the Reports table.

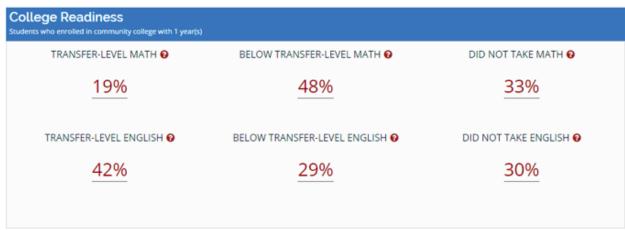# High School to Community College Transition Report

This High School Transition Report allows Cal-PASS Plus members to review their Higher Education Enrollment, College Readiness, and Community College Awards data at the State, District, and School levels. All metrics can be disaggregated down to the subgroup level by clicking on a metric.

○ Statewide ● District ○ School   12th graders in:

Sample District ▼   2014-2015 ▼   **View**

12th Grade Demographics for Sample District

4,461 Enrollment	74% Socioeconomically Disadvantaged	1% American Indian or Alaskan Native	6% Asian	6% Black or African American	1% Filipino/a	16% Hispanic	2% Two or More Races	52% White	14% Other or Unknown Race

Click on a measure below for detailed information

Higher Education Enrollment
Students who enrolled in community college with 1 year(s)

ENROLLED IN COMMUNITY COLLEGE ❓	SUBSEQUENTLY ENROLLED IN A FOUR-YEAR INSTITUTION ❓
35%	3%

College Readiness
Students who enrolled in community college with 1 year(s)

TRANSFER-LEVEL MATH ❓	BELOW TRANSFER-LEVEL MATH ❓	DID NOT TAKE MATH ❓
19%	48%	33%

TRANSFER-LEVEL ENGLISH ❓	BELOW TRANSFER-LEVEL ENGLISH ❓	DID NOT TAKE ENGLISH ❓
42%	29%	30%

TRANSFER-LEVEL ENGLISH ❓

42%

BELOW TRANSFER-LEVEL ENGLISH ❓

29%

DID NOT TAKE ENGLISH ❓

30%

See data by: Ethnicity ▼

Below Transfer-Level English

Percentage of Community College Students

| | |
| 22.3% (Asian) | 35.7% (Black or African American) | 38.4% (Hispanic) | 27.0% (Other or Unknown Race) | 41.4% (Two or More Races) | 26.0% (White) |

1 Year Since 12th Grade

⚪ American Indian or Alaskan Native ⚫ Asian 🟢 Black or African American ⚪ Filipino/a 🟣 Hispanic 🔴 Other or Unknown Race
🟡 Two or More Races 🟢 White

Contact Us!

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