

Improving Equity and Accuracy of Course Placement

Use Multiple Measures of Academic Ability to More Accurately Assess Student Readiness for College-Level Work



Features of North Carolina Community College System's Developmental Ed Reform Initiative



Eliminated ACCUPLACER test and developed their own, evidence-based placement test that captures students' non-cognitive skills (e.g., grit, test-taking)



Implemented multiple measure assessment system that uses high school GPA, coursework, and standardized test scores to increase placement accuracy



Redesigned curriculum into 8 modules so they can customize content to meet students' college readiness needs and accelerate progression through developmental education

NCCCS's Implementation of Multiple Measures Assessment for Course Placement

A student who meets the **GPA benchmark**¹ is exempted from placement testing and considered "college ready" for introductory courses

If a student does not meet the GPA benchmark¹, use specified **ACT or SAT** subject area test scores² to determine placement

If a student does not meet the GPA¹ or ACT/SAT benchmarks², use the **diagnostic placement test** to determine placement



54%

Increase in the number of first-time students entering Central Piedmont Community College "**college ready**"



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Percentage point decline in **student developmental education placement** (from 65% to 52% following reforms)

1) Unweighted GPA of 2.6 or greater.
2) Information on SAT/ACT cutoffs [here](#).

Sources: Reeves Bracco, K., Austin, K., Bugler, D., & Finkelstein, N., [Reforming Developmental Education to Better Support Students' Postsecondary Success in the Common Core Era, WestEd](#), 2015; [NCCCS Policy Using High School Transcript GPA and/or Standardized Test Scores for Placement](#), 2016; Smith, A., [Cal State to End Placement Exams, Inside Higher Ed](#), 2017; Rodriguez, O., [Community College Placement: Lessons from North Carolina](#), *Public Policy Institute of California*, 2016; EAB interviews and analysis.