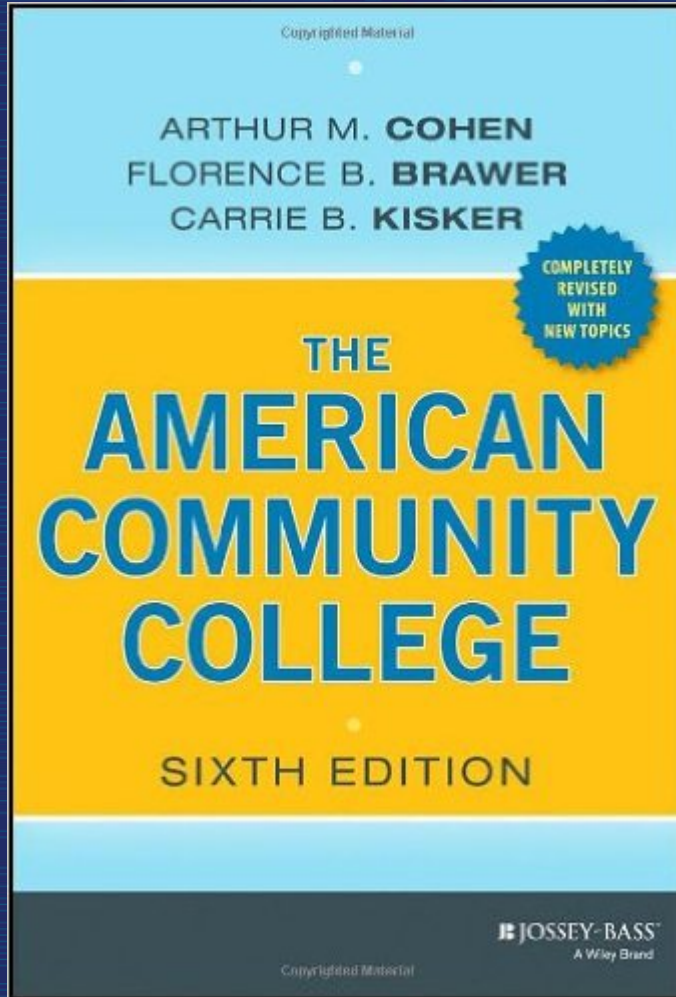


HS GPA as a Placement Alternative at York Technical College

Mary Beth Schwartz
Director of Institutional Effectiveness & Research
York Technical College



Background



The 'Bible' of Community College history states that the 20th Century rise of community colleges was mainly attributable to the fact that:

- 'the U.S. has been more dedicated to the belief that all individuals should have the opportunity to rise to their greatest potential.'



The Dilemma

Community Colleges are committed to open-door policies affording access to higher education

- Minimal admissions requirement

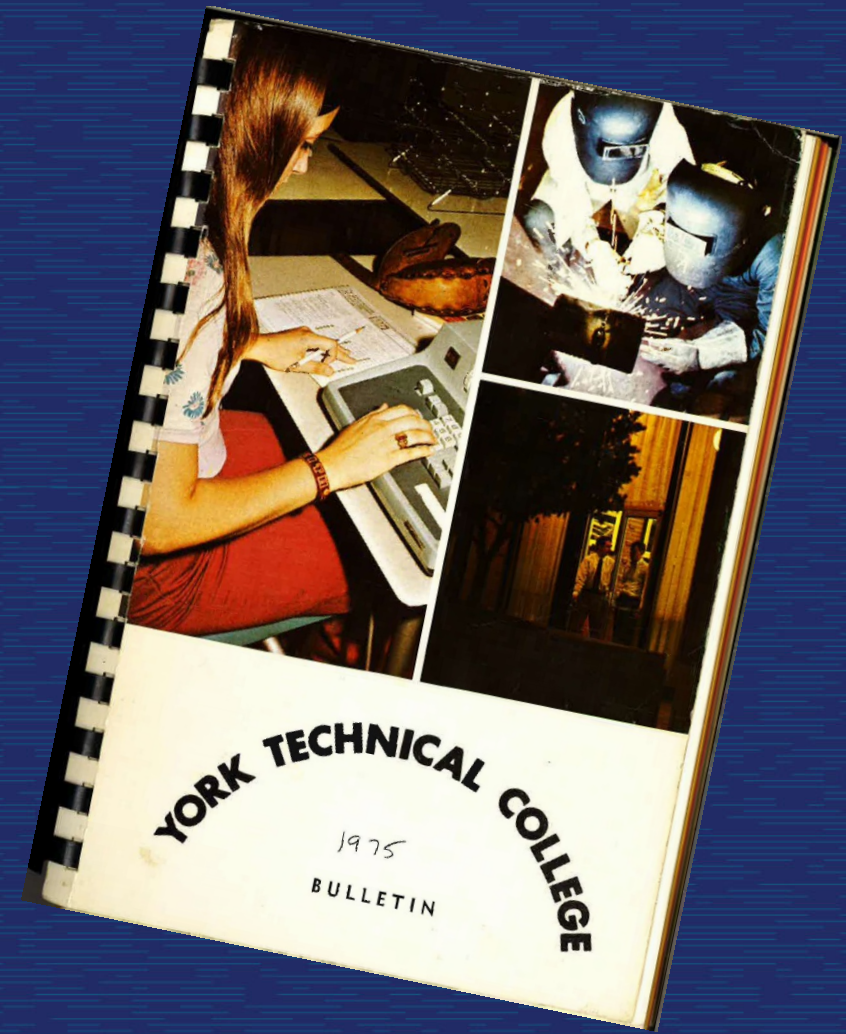
How to assure students are academically prepared and able to tackle college-level work?



The Solution

Traditionally, course placement tests

As early as 1975, YTC required entering students to take 'a placement test'



Recent Criticisms

Standardized Tests that Fail, *Inside Higher Ed*, February 2012

Some College Students more Prepared than Placement Tests Indicate, *Edsource.org*, November 2015

Trapped in the Community College Remedial Maze, *The Atlantic*, February 2016



Community College Research Center (Belfield & Crosta), 2012:

- ‘Alone, HS GPA was a better predictor of college performance than all the other measures put together.’

Community College Research Center (Scott-Clayton), 2012:

- ‘Using HS GPA instead of placement tests reduces the severe error rates by half across both English and math.’



Study included 2,580 first time freshmen over five fall semesters

- HS GPA
- Compass Test Placement Scores in Writing, Reading, & Pre-Algebra
- Grades in ENG, RDG, and MAT courses in their first semester
- Grades in select Social Science/Humanities courses
- Fall to Fall Success Rates

Correlation Analysis

- In NO instance did placement test score have higher correlation than HS GPA
- Fall to Fall Success Rates substantially higher for those w/ HS GPA ≥ 3.0



Recommendation

Allow recent HS Graduates with GPA ≥ 3.0 to place directly into College Level Courses

Benefits:

- Less need for remedial coursework
- Remove a significant barrier to access to college level courses
 - Utilize a 'better' indicator of academic preparation
- Potential increase in persistence and completion rates
- Align with Life Scholar criteria



Challenges/Concerns

Work to complete before implementation:

- Administrative software programming
- Staff hired to evaluate transcripts/enter data

Faculty concerns:

- HS GPAs are inflated



Responses to Challenges/Concerns

College commitment

- Resources were allocated for programming/staff

Power of data

- Faculty were persuaded by existing data
- Key idea: HS GPA is reflection of years of work/effort



Courses Impacted Directly

Math

- MAT 101 - Beginning Algebra
- MAT 155 - Contemporary Mathematics
- MAT 103 - Quantitative Reasoning

English

- ENG 101 - English Composition I
- ENG 155 - Communications I

Reading

- RDG 101 - College Reading



Courses Impacted through English Block

HIS 101 - Western Civilization to 1689

HIS 201 - American History: Discovery to 1877

HSS 205 - Technology and Society

PSY 105 - Personal/Interpersonal Psychology

PSY 201 - General Psychology

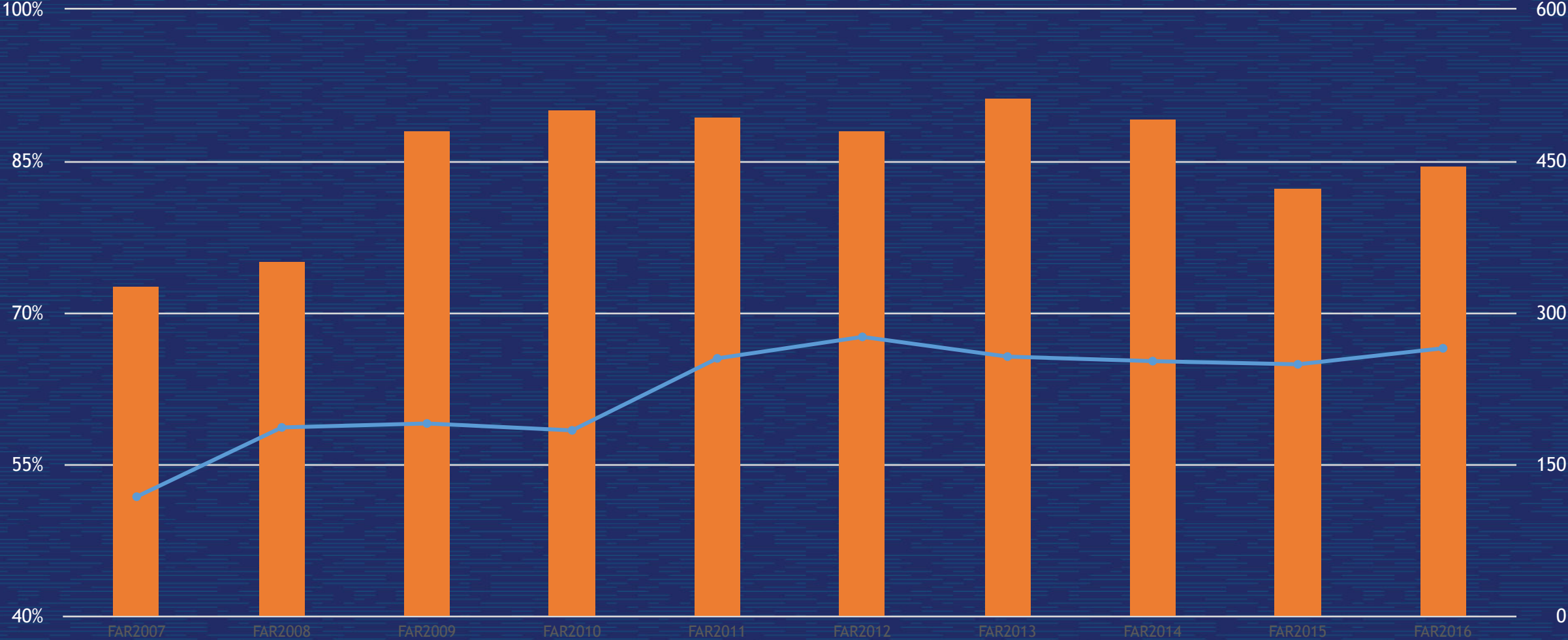
SOC 101 - Introduction to Sociology



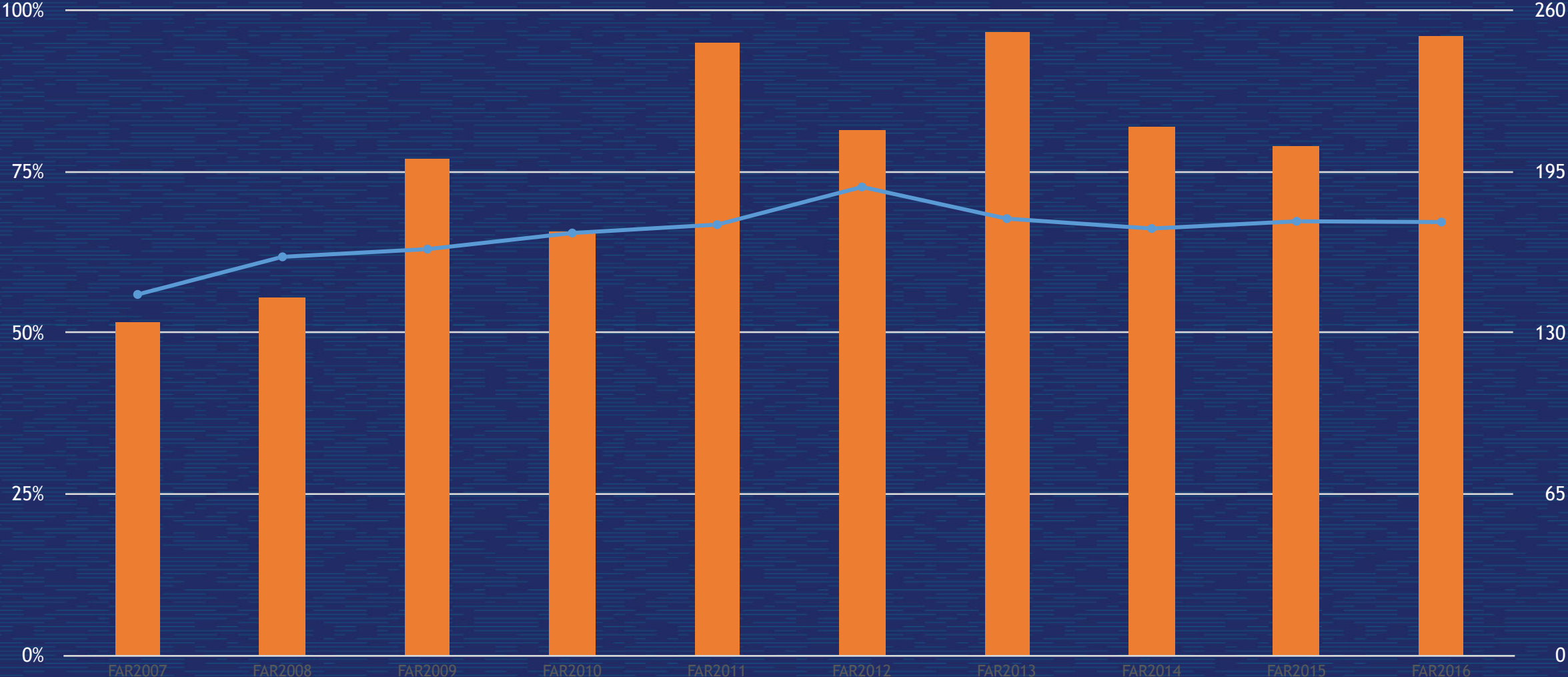
Impact on Math Courses



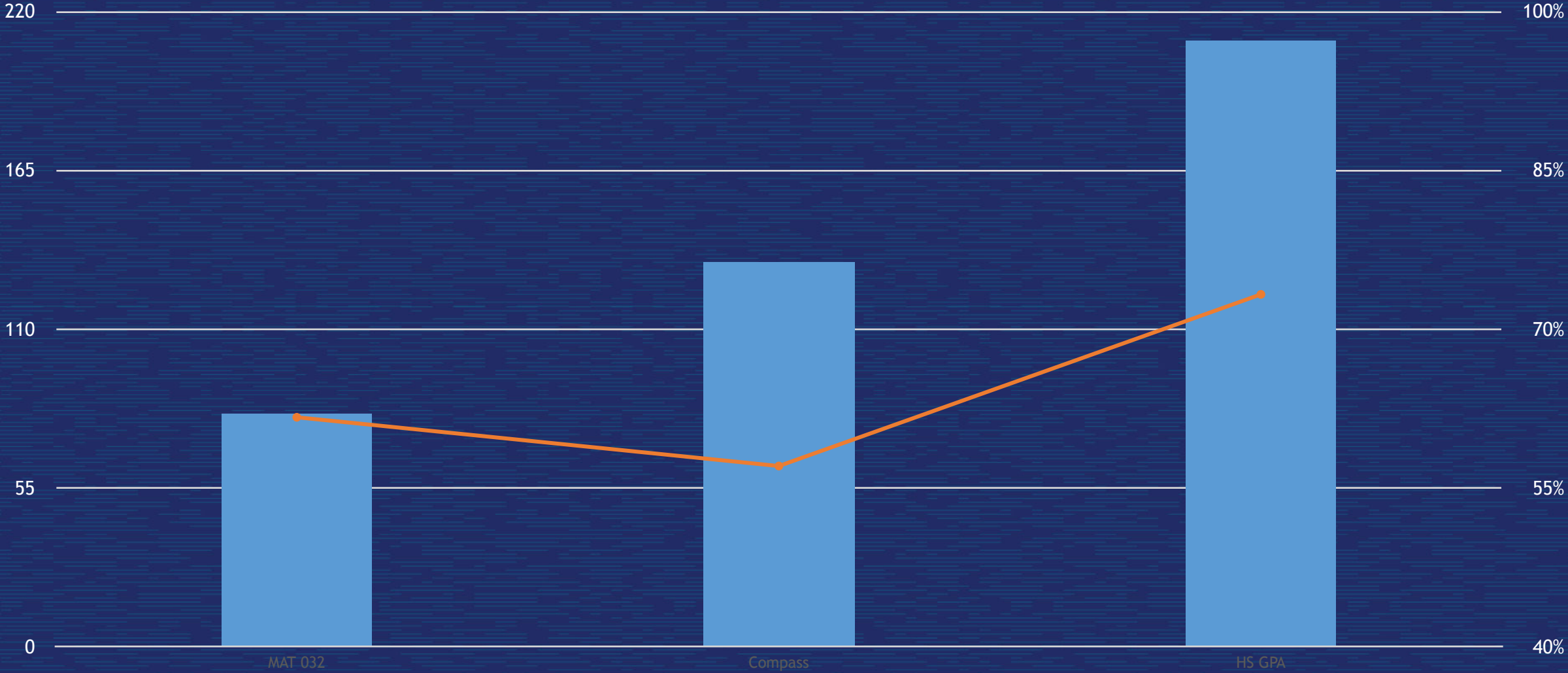
Success Rates for All Students in MAT 101



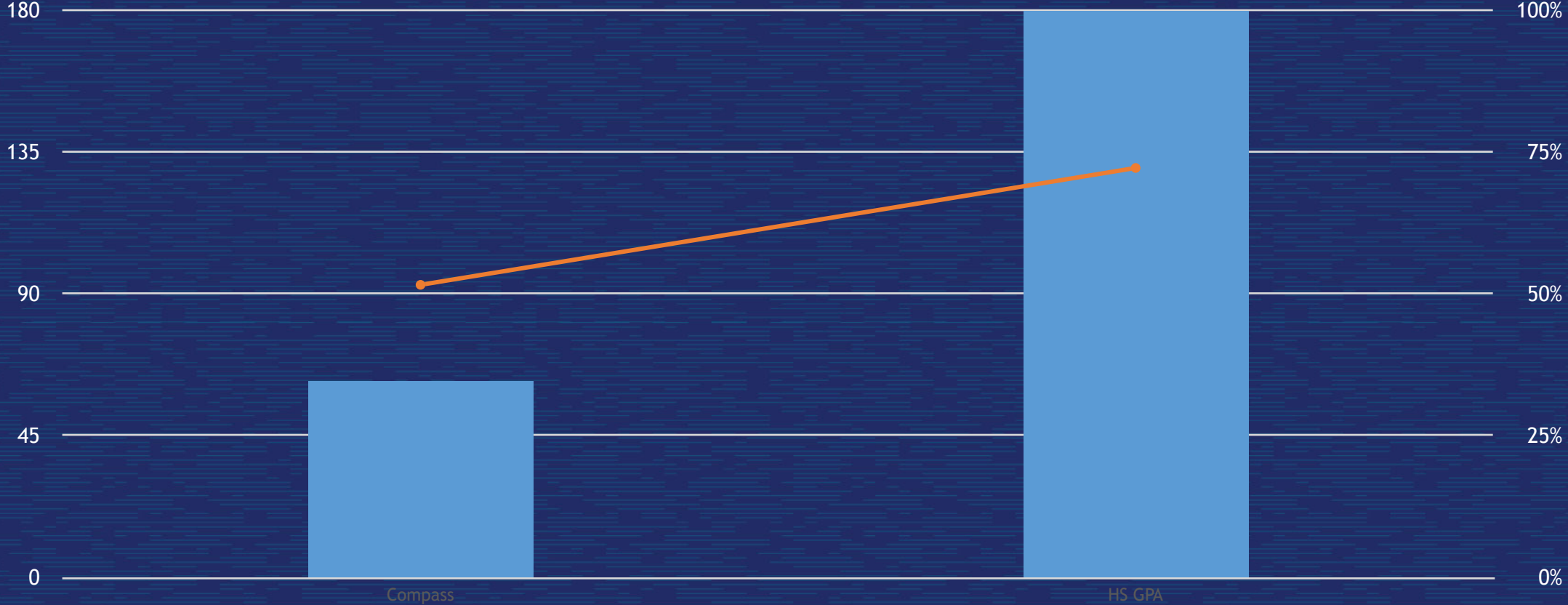
Success Rates for FTF in MAT 101



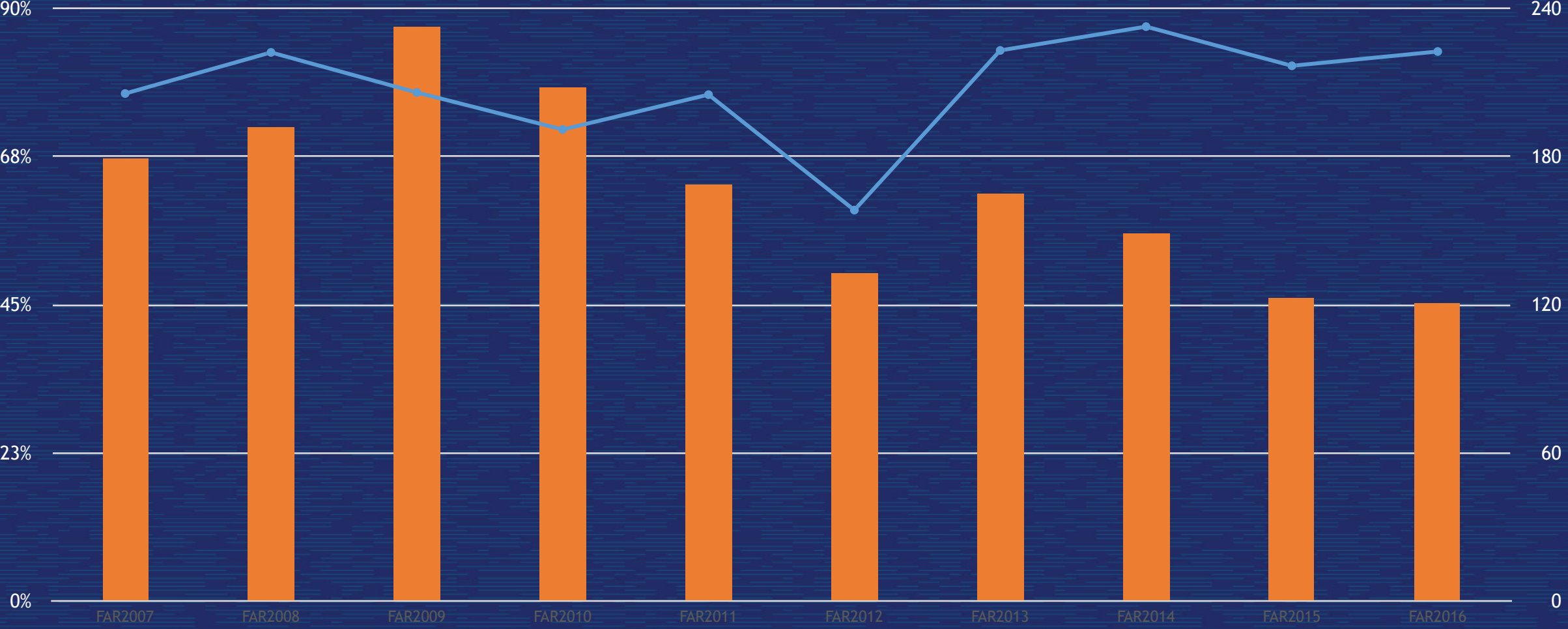
Success Rates in MAT 101 by Placement Method (Fall 2016)



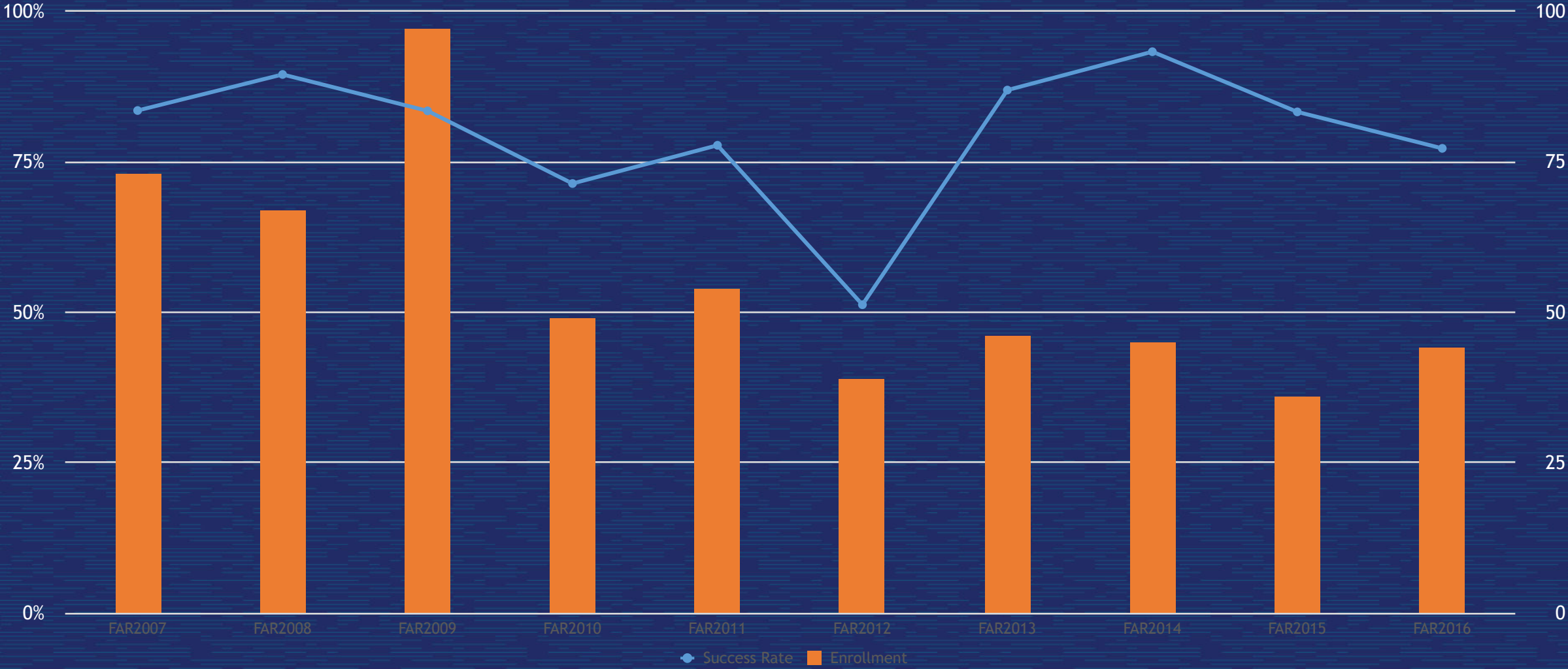
Success Rates in MAT 101 for FTF by Placement Method (Fall 2016)



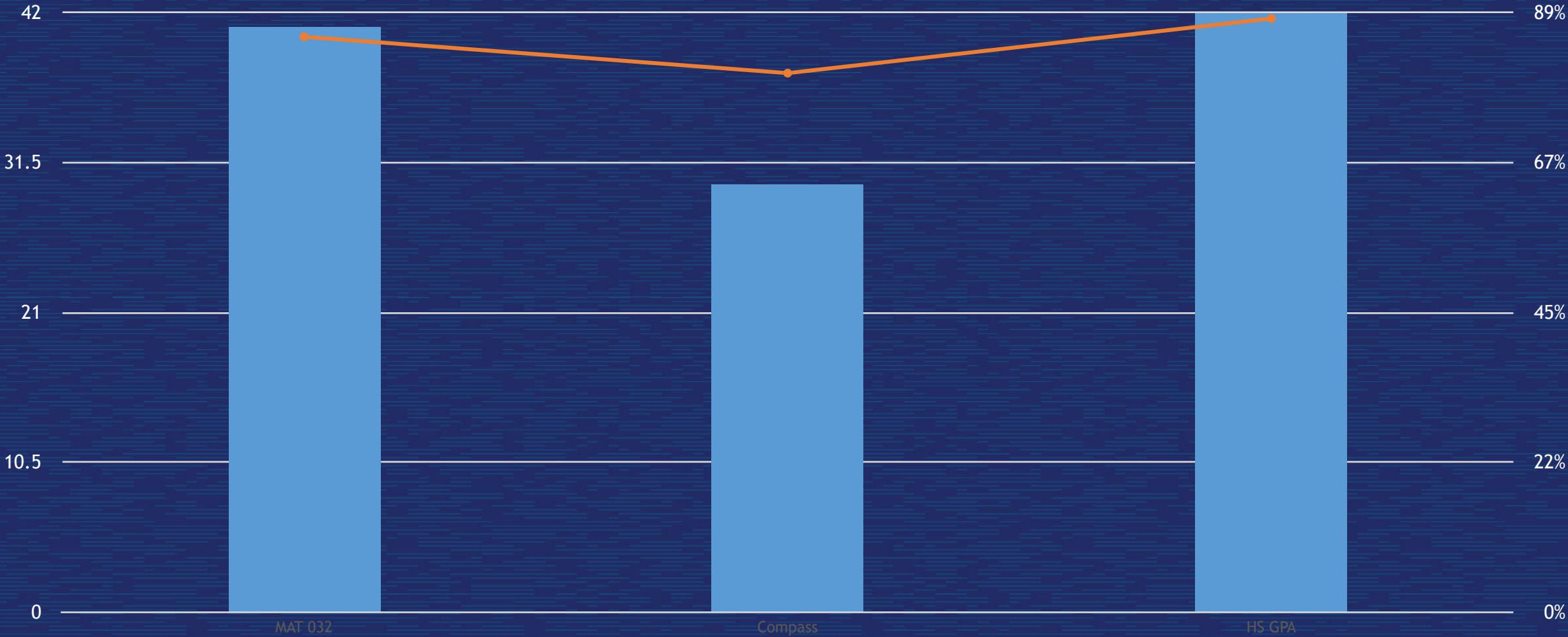
Success Rates for All Students in MAT 155



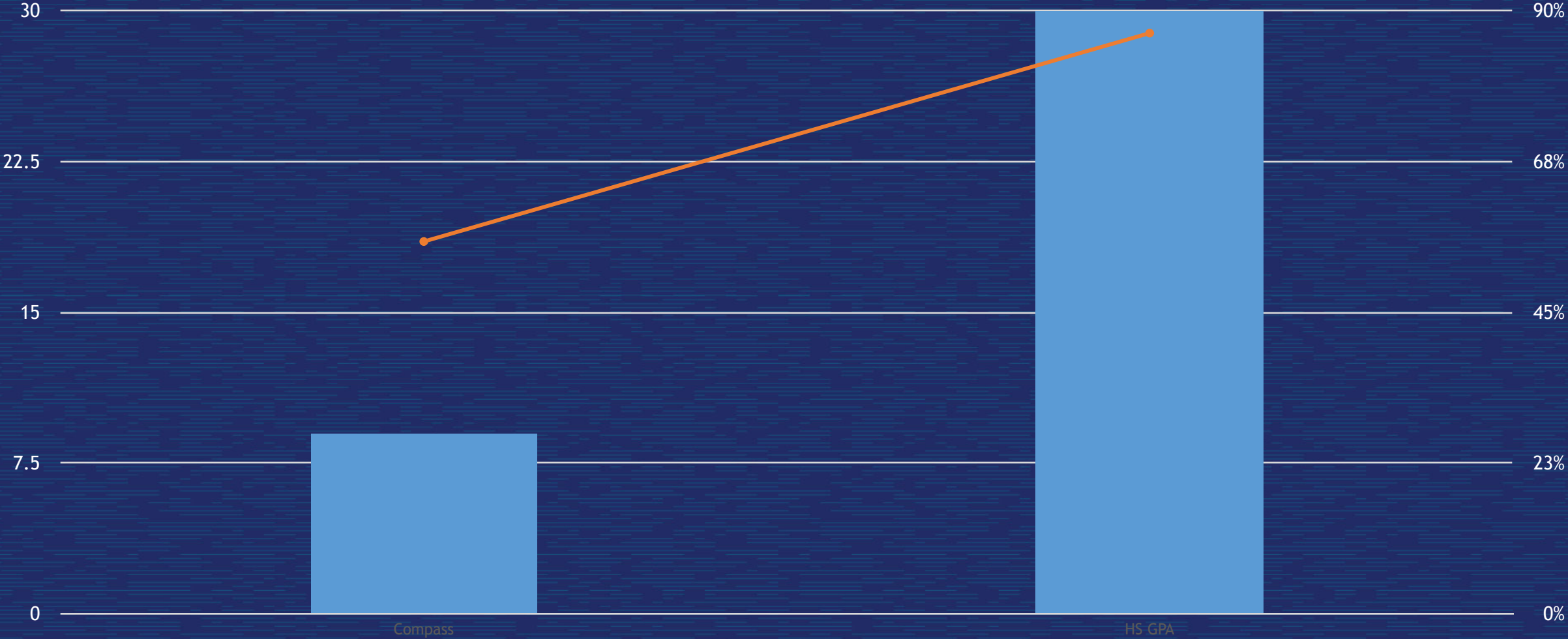
Success Rates for FTF in MAT 155



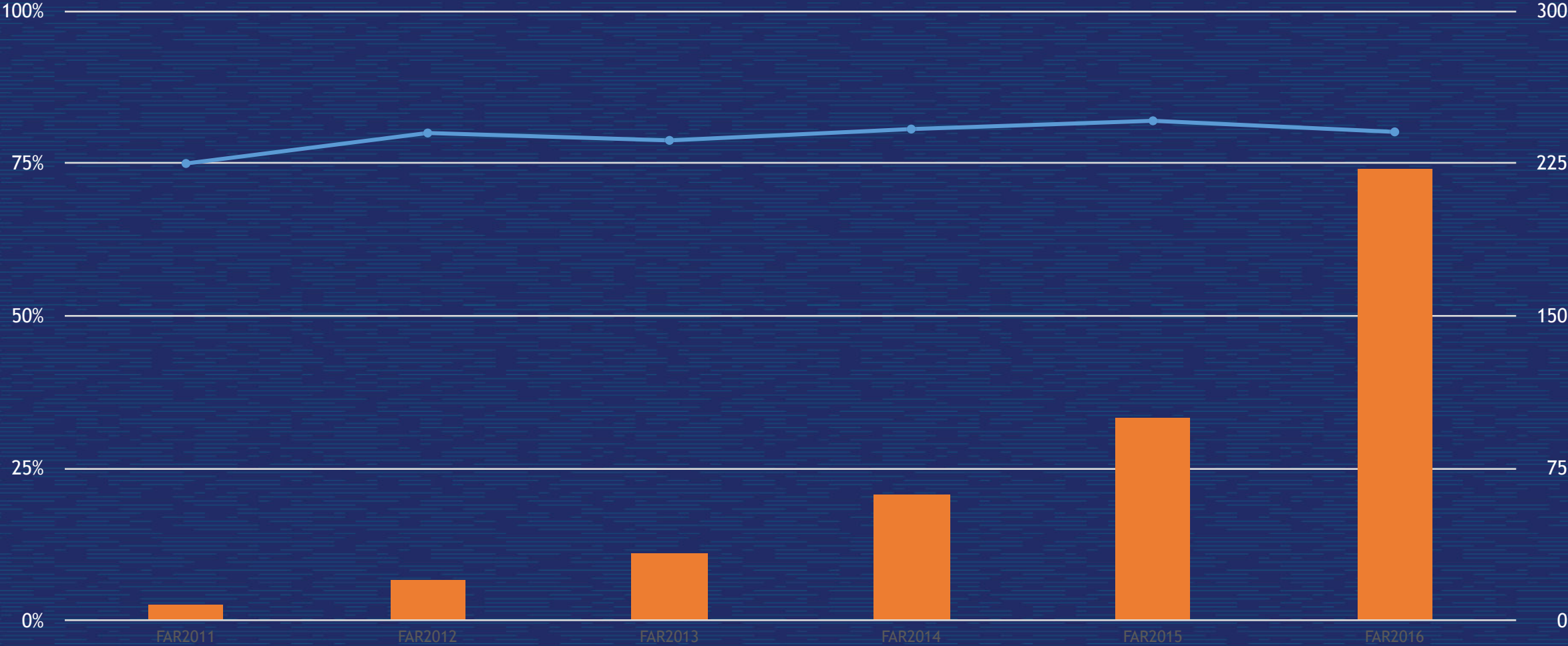
Success Rates in MAT 155 by Placement Method (Fall 2016)



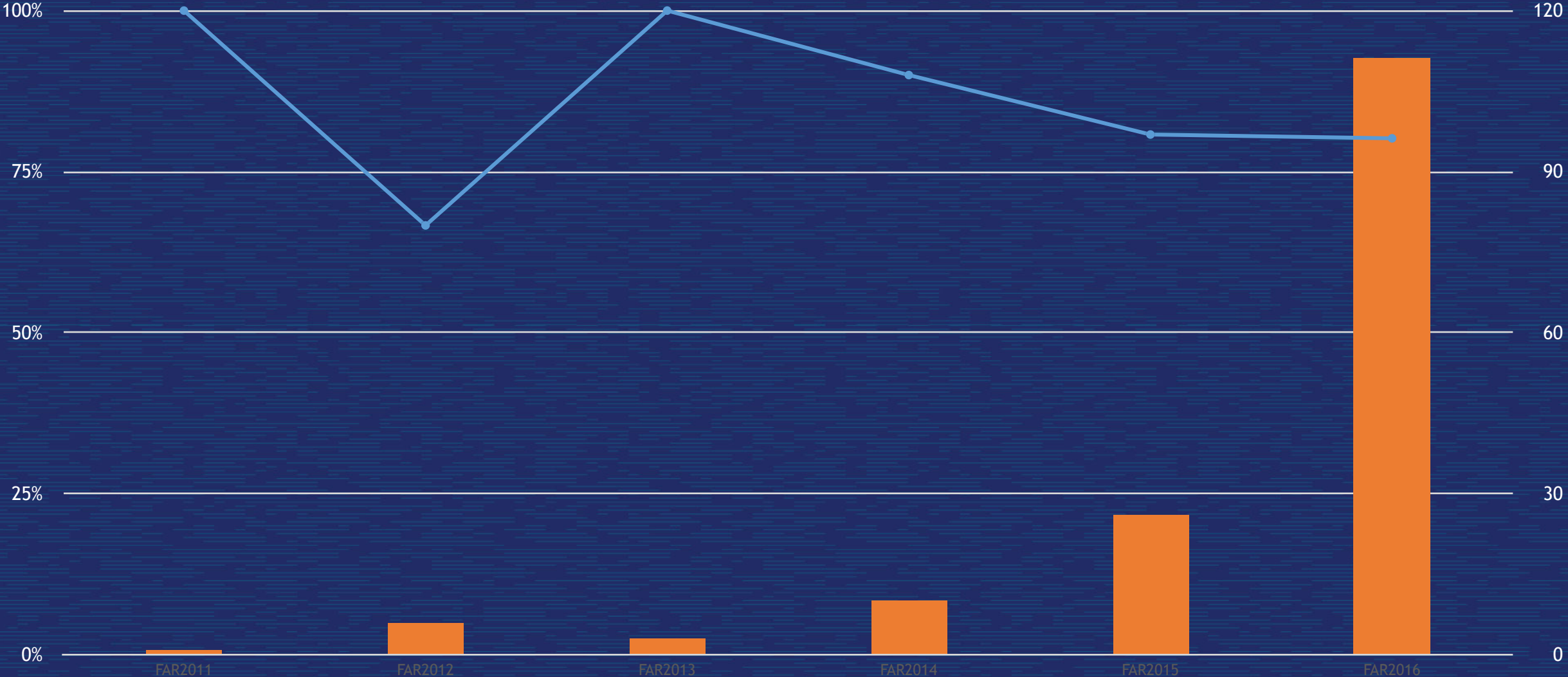
Success Rates in MAT 155 for FTF by Placement Method (Fall 2016)



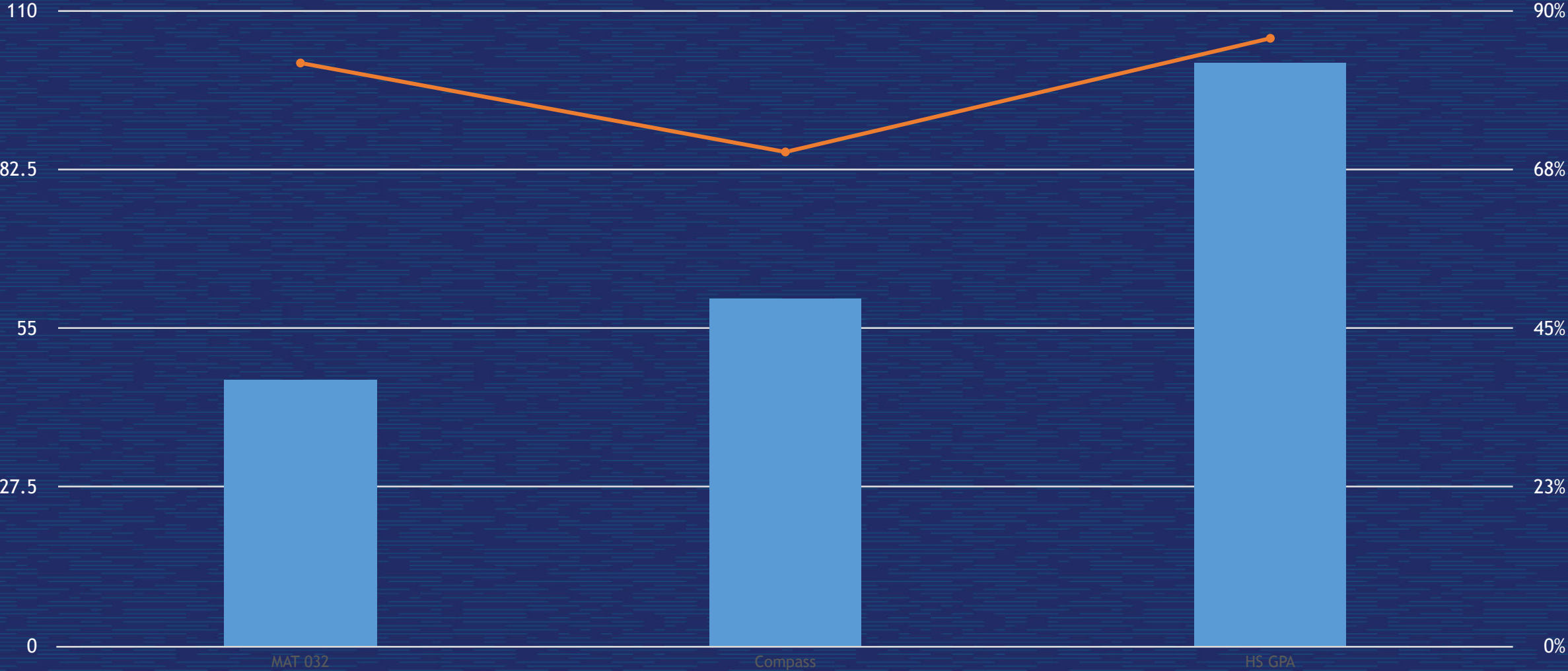
Success Rates for All Students in MAT 103



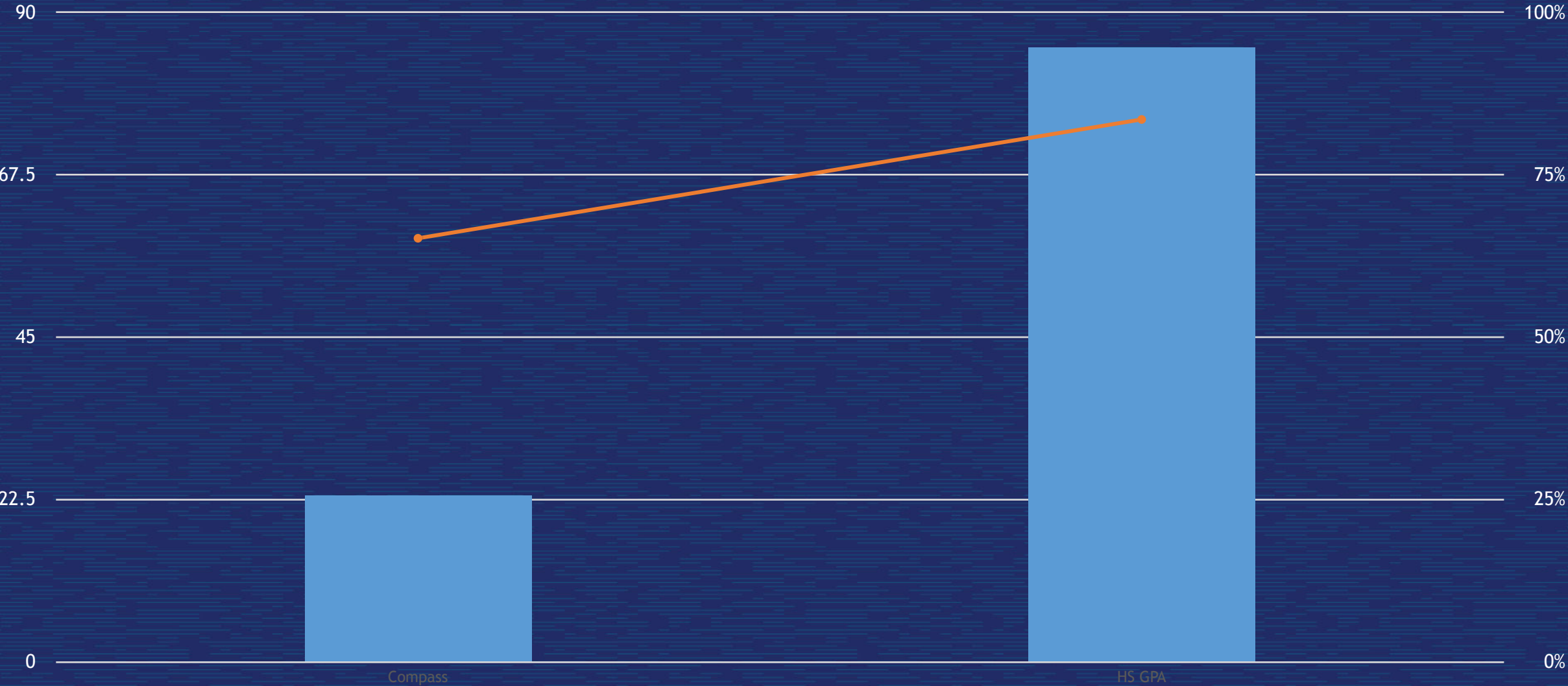
Success Rates for FTF in MAT 103



Success Rates in MAT 103 by Placement Method (Fall 2016)



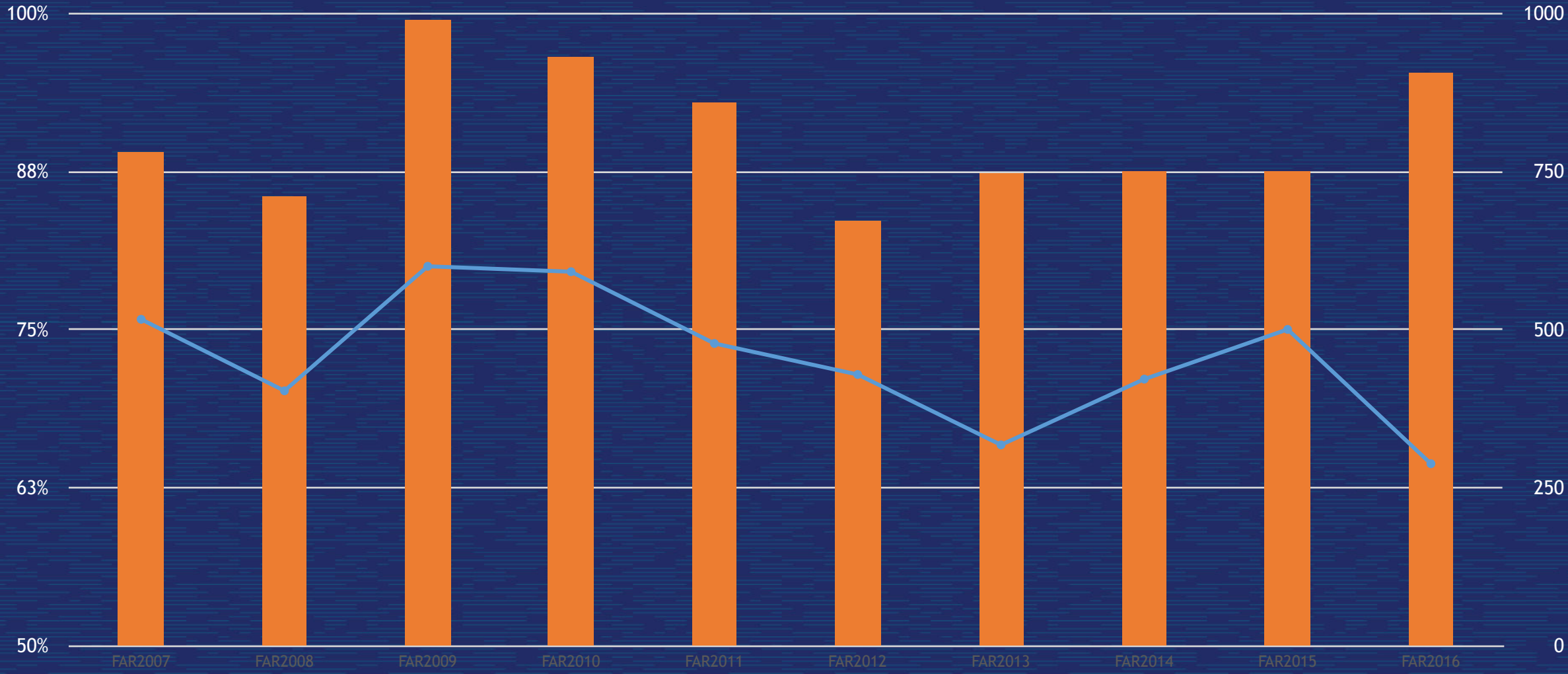
Success Rates in MAT 103 for FTF by Placement Method (Fall 2016)



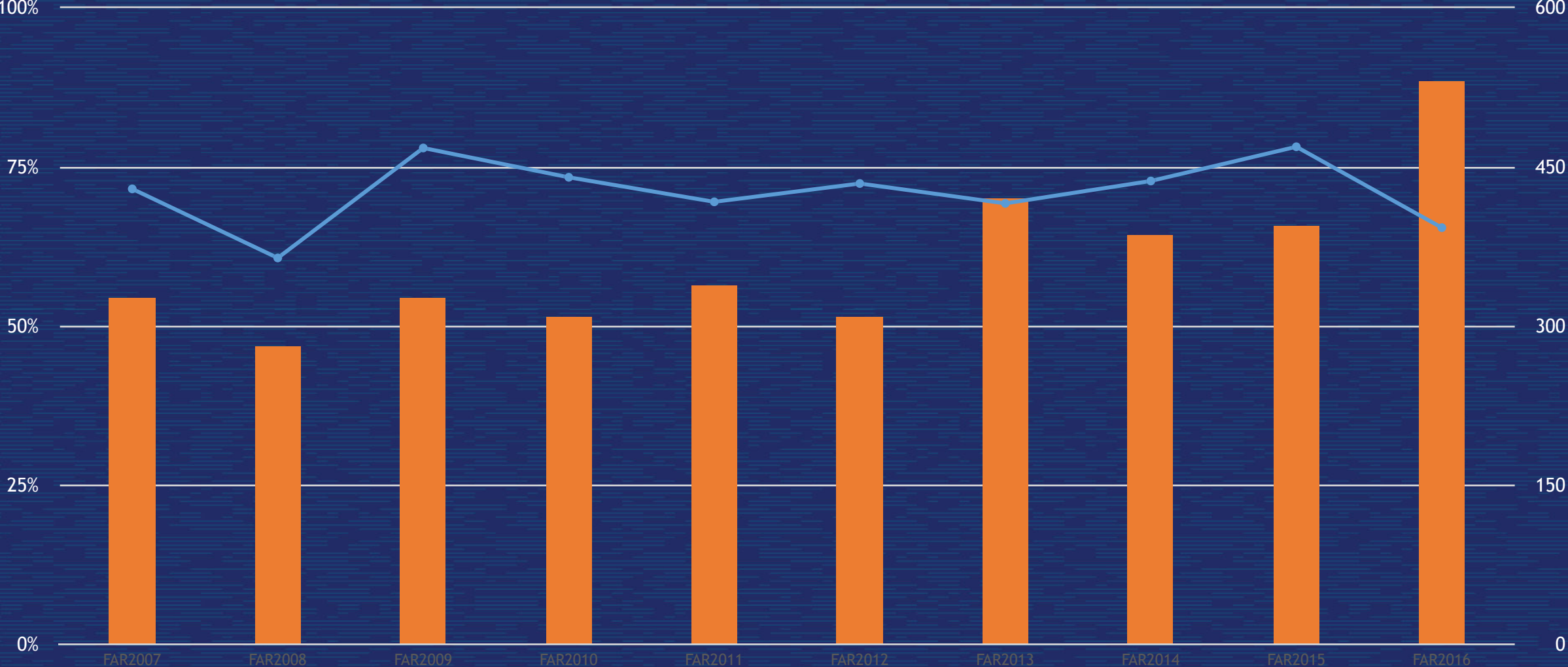
Impact on English/Reading Courses



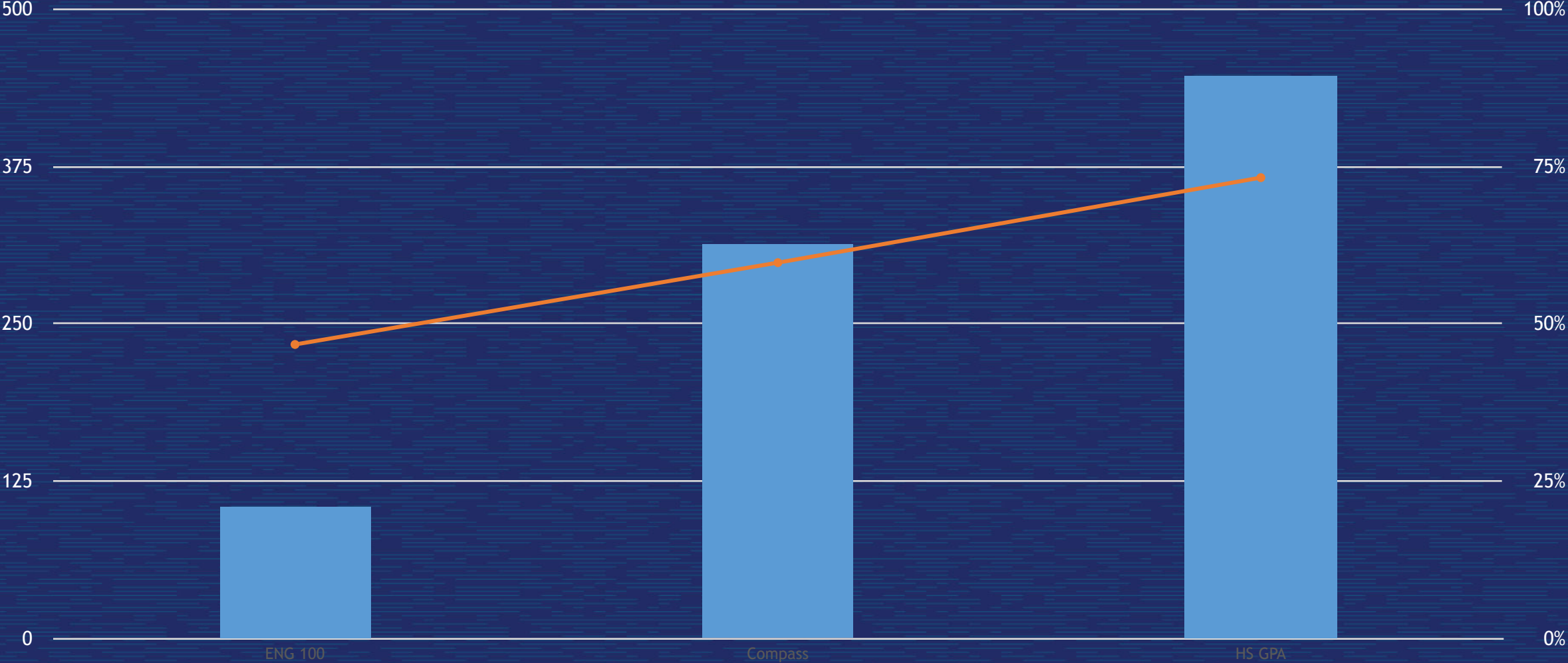
Success Rates for All Students in ENG 101



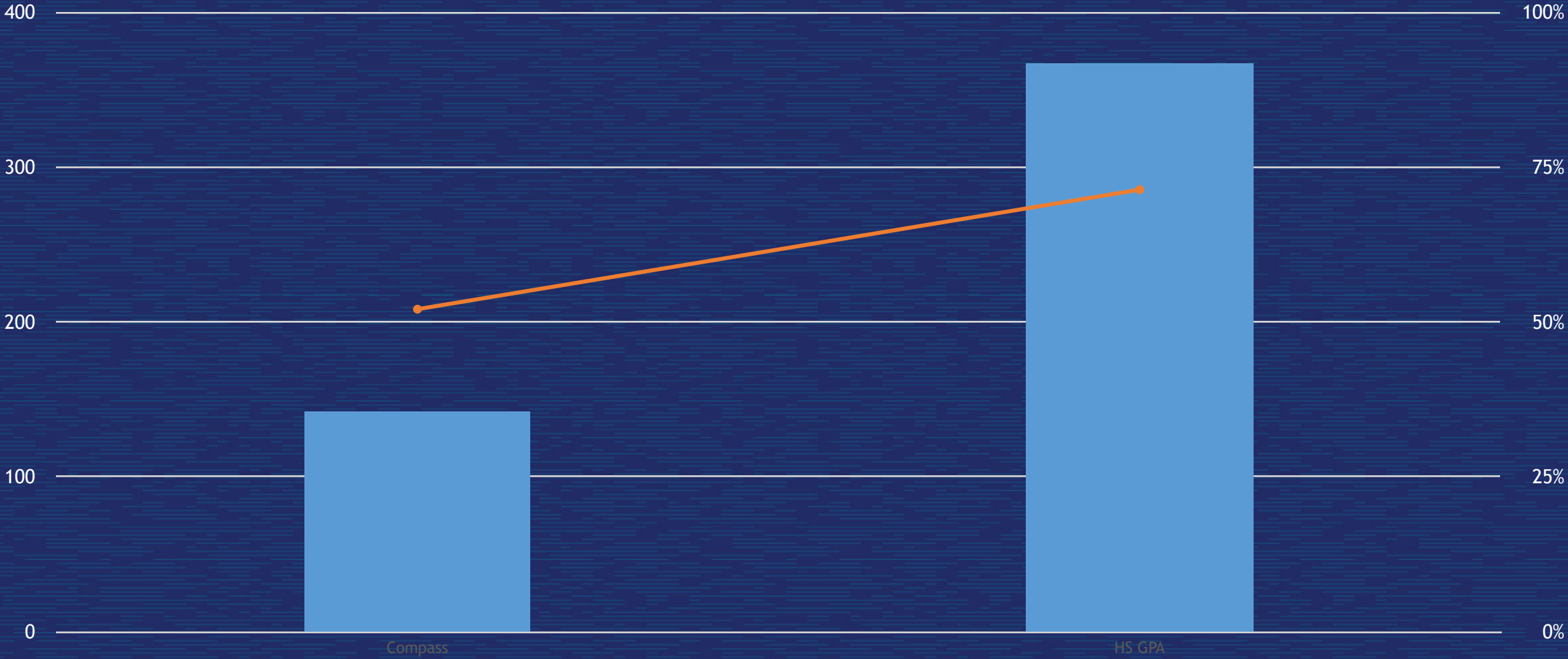
Success Rates for FTF in ENG 101



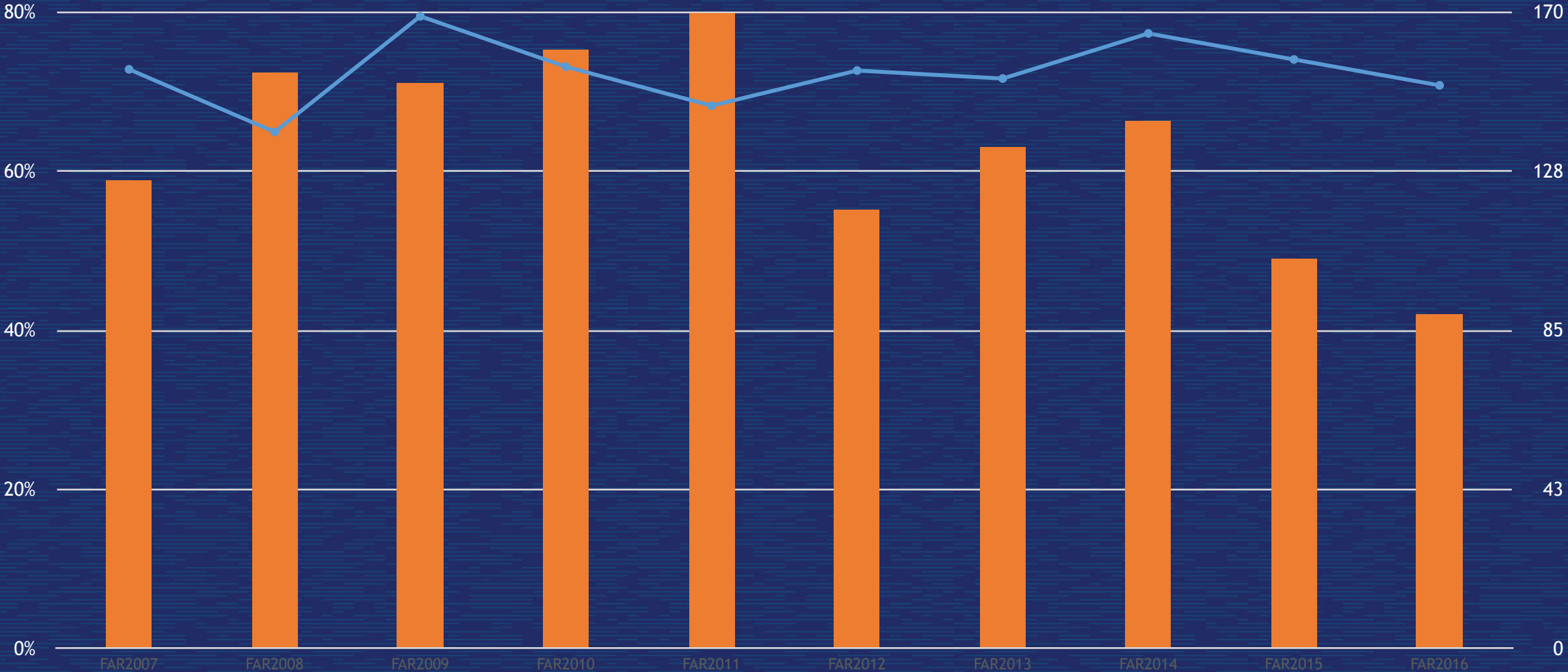
Success Rates in ENG 101 by Placement Methods (Fall 2016)



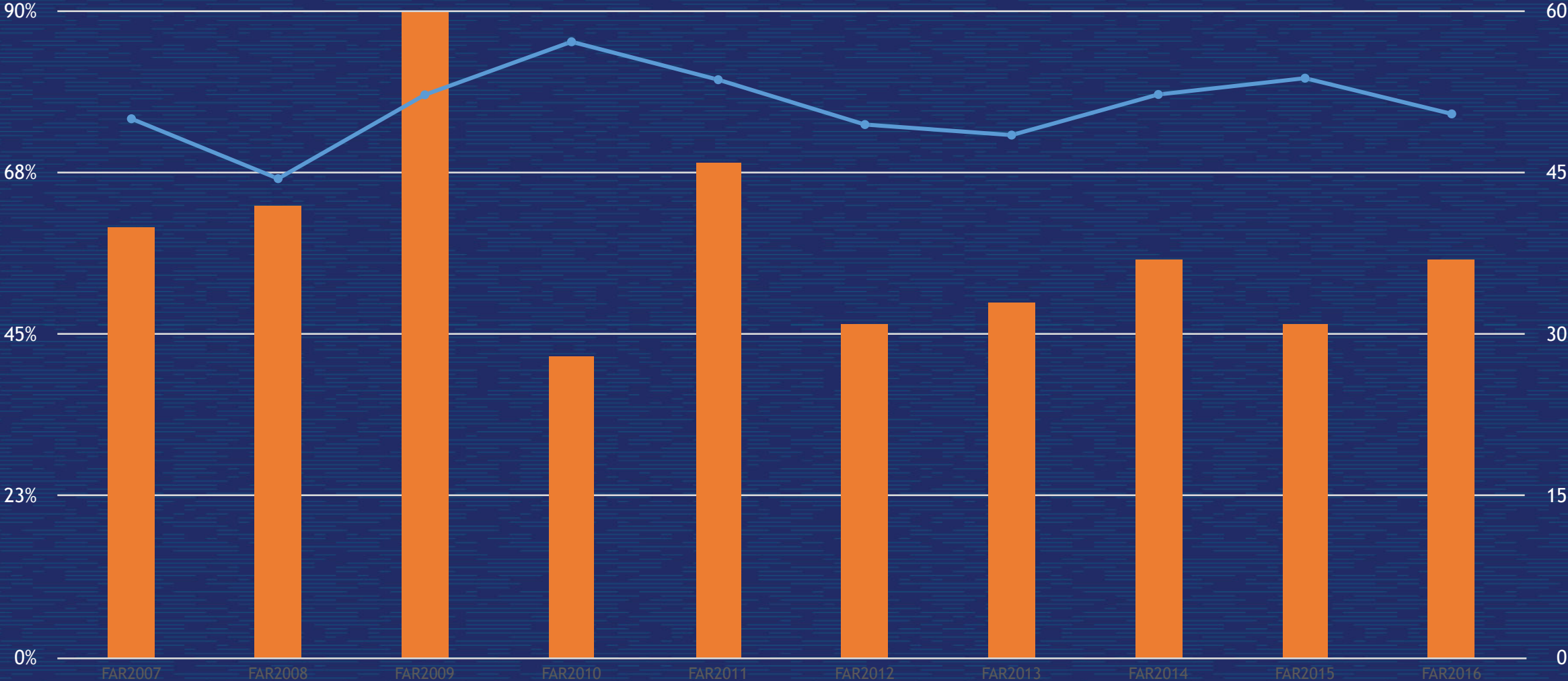
Success Rates in ENG 101 for FTF by Placement Method (Fall 2016)



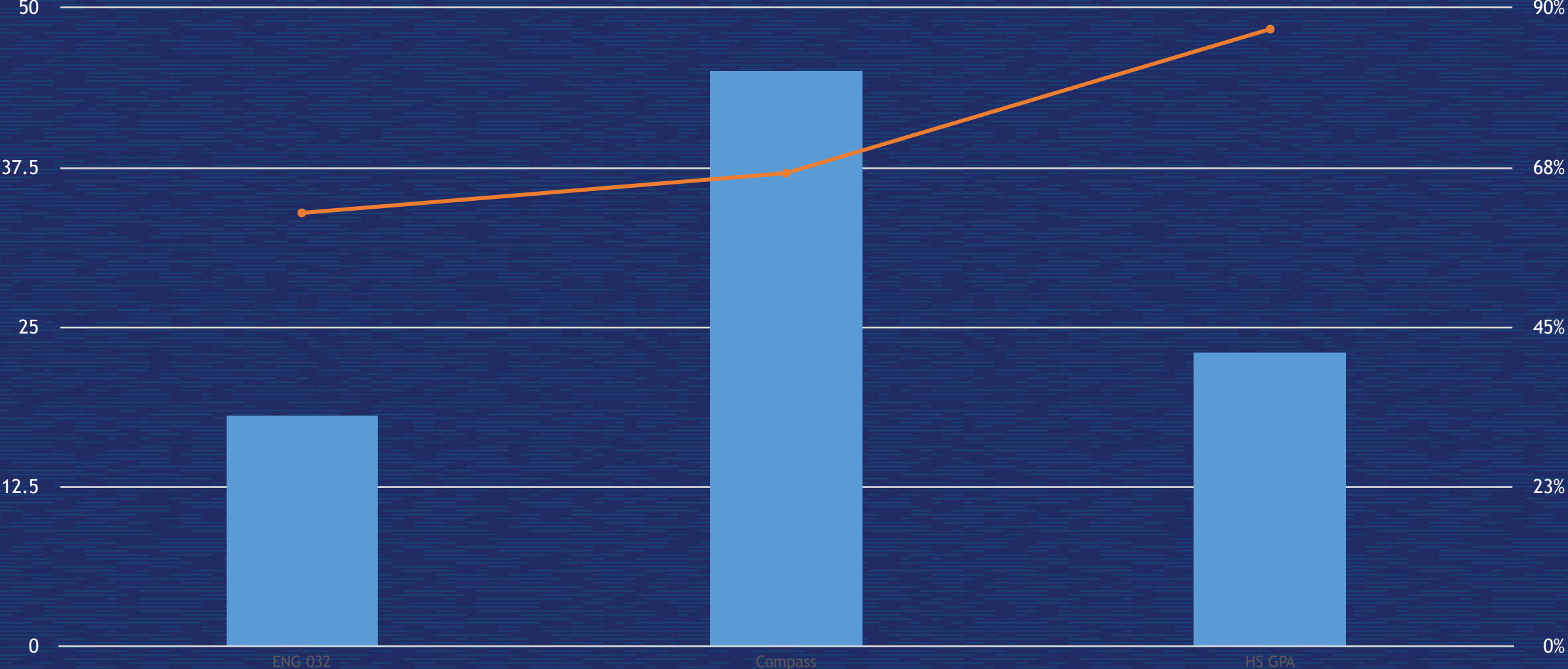
Success Rates for All Students in ENG 155



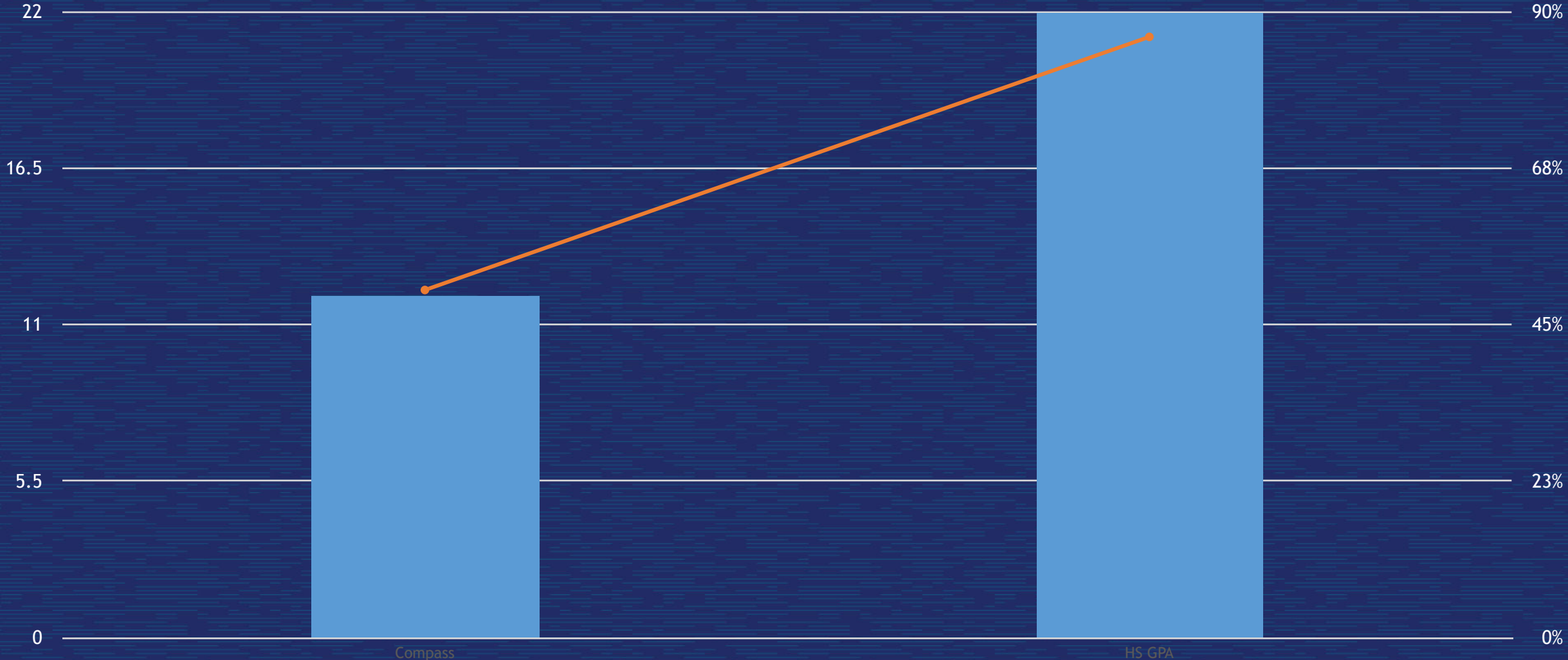
Success Rates for FTF in ENG 155



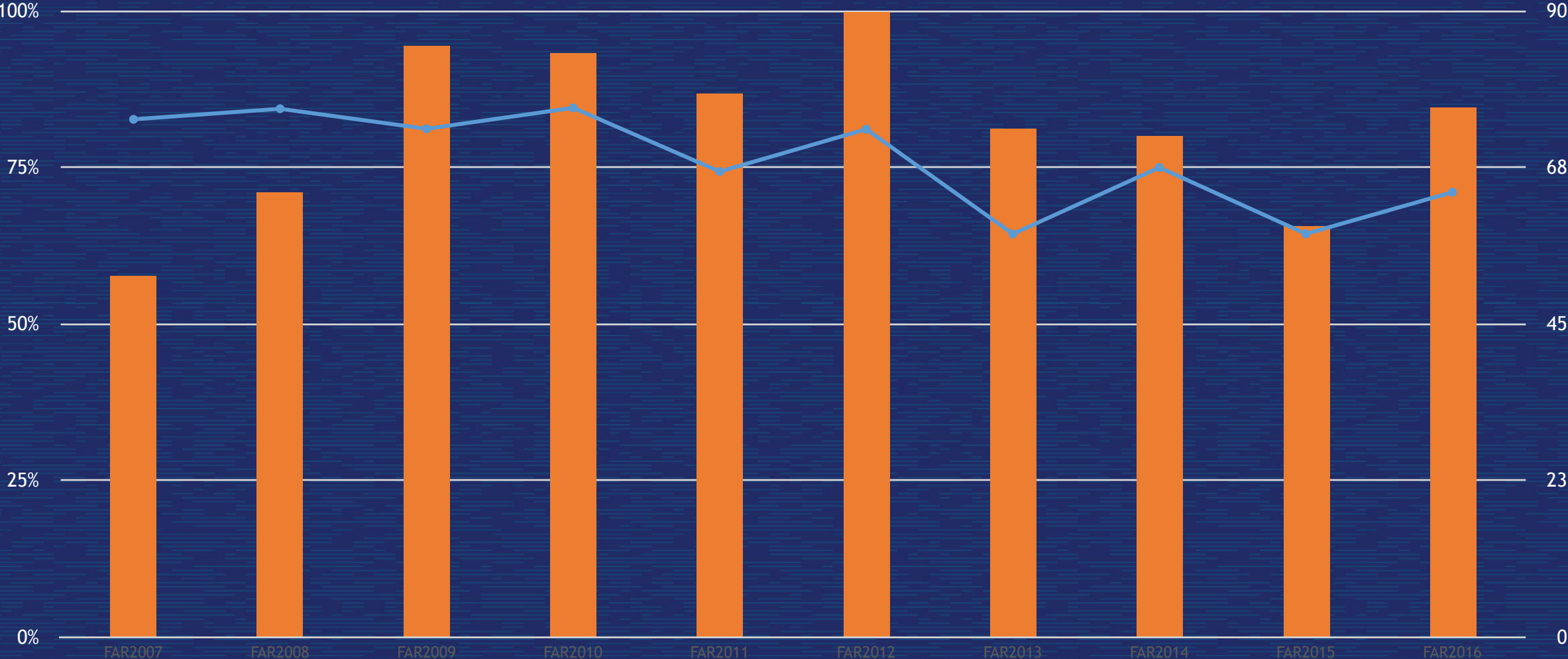
Success Rates in ENG 155 by Placement Method (Fall 2016)



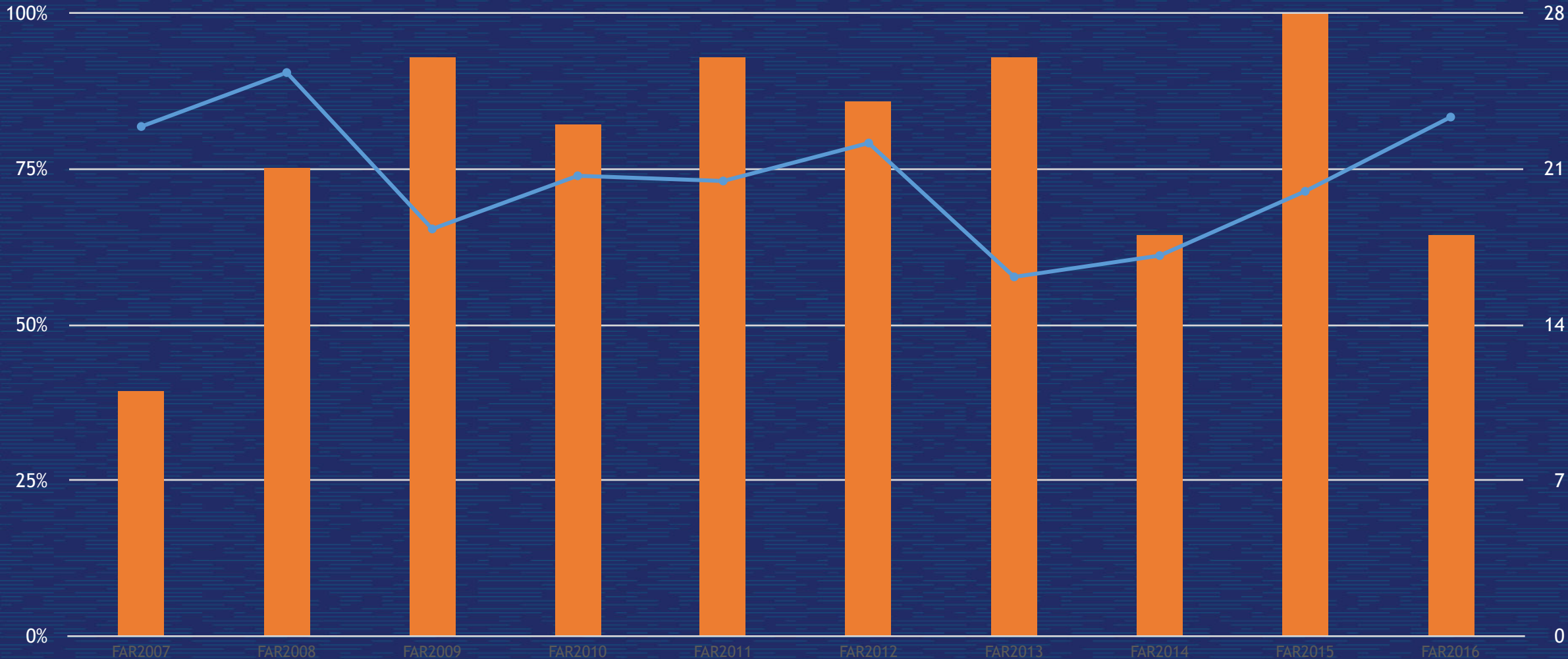
Success Rates in ENG 155 for FTF by Placement Method (Fall 2016)



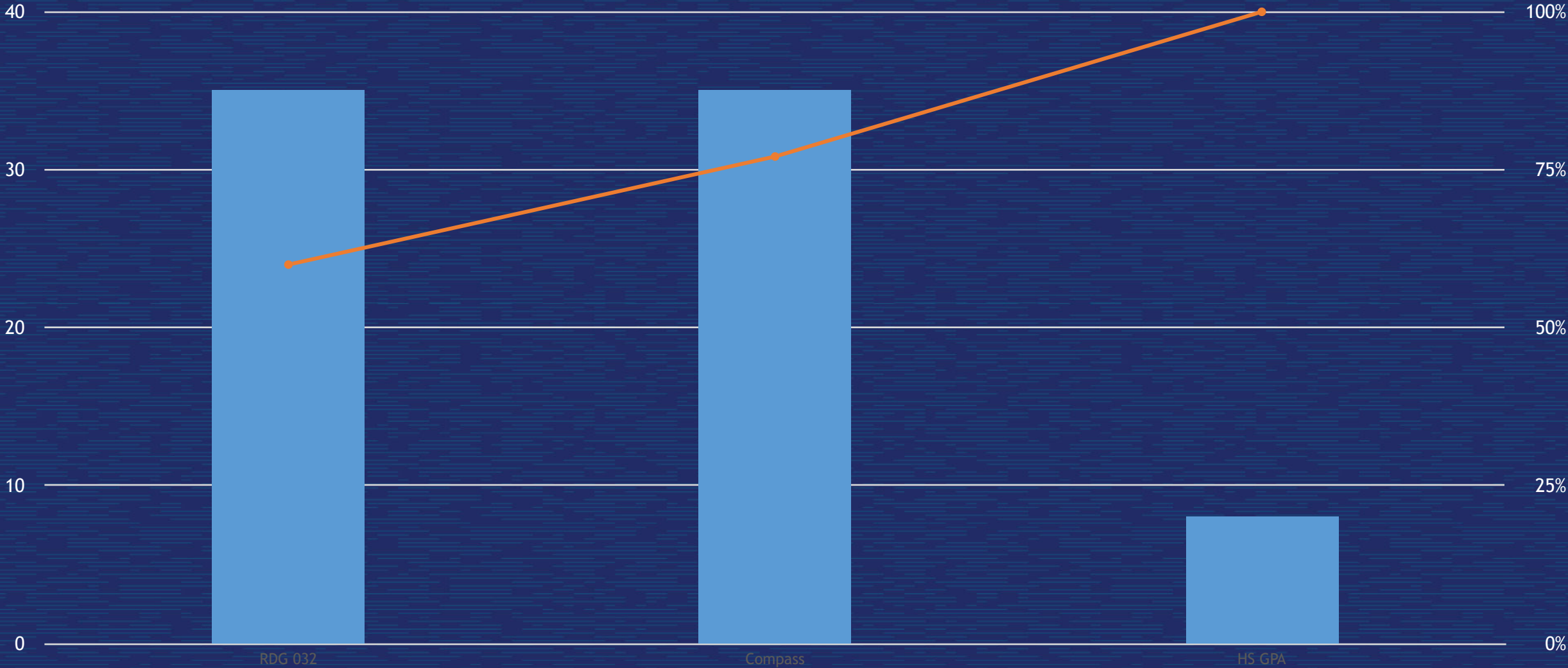
Success Rates for All Students in RDG 101



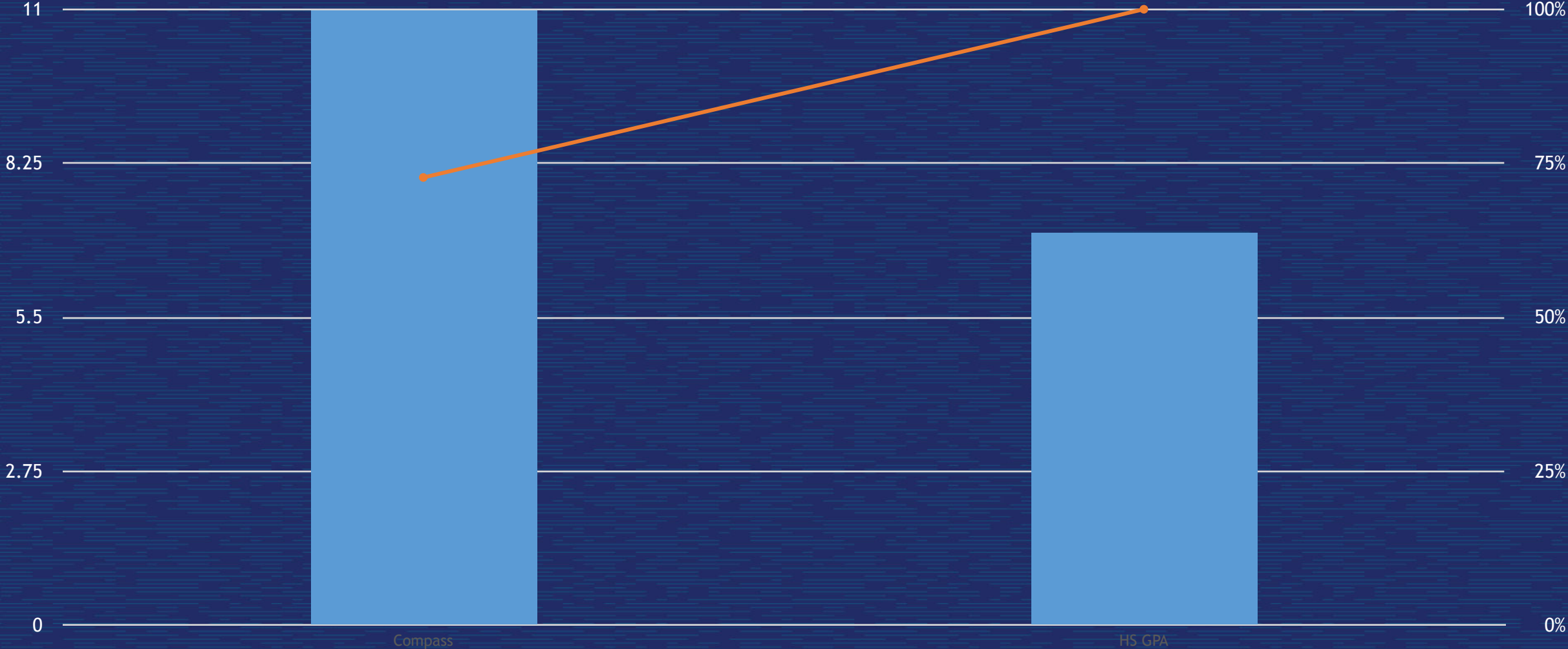
Success Rates for FTF in RDG 101



Success Rates in RDG 101 by Placement Method (Fall 2016)



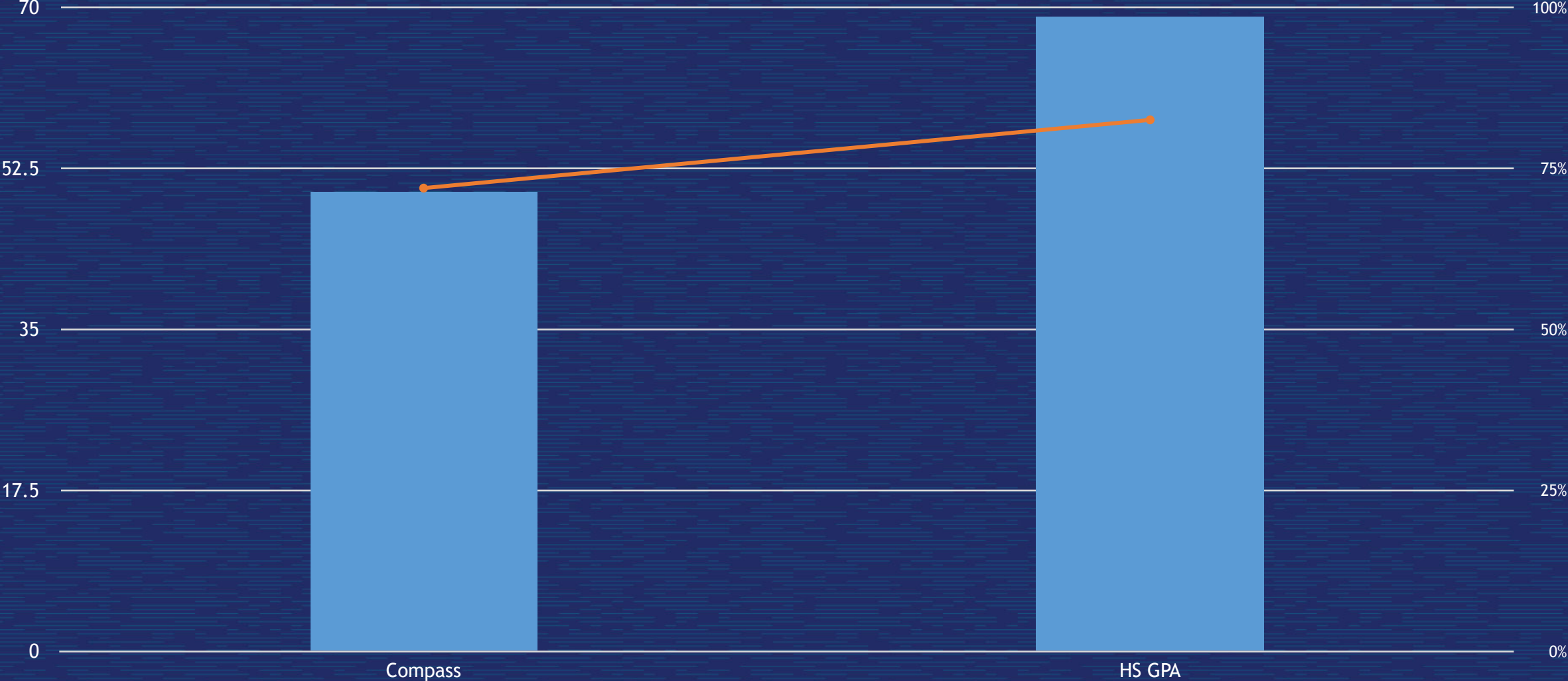
Success Rates in RDG 101 for FTF by Placement Method (Fall 2016)



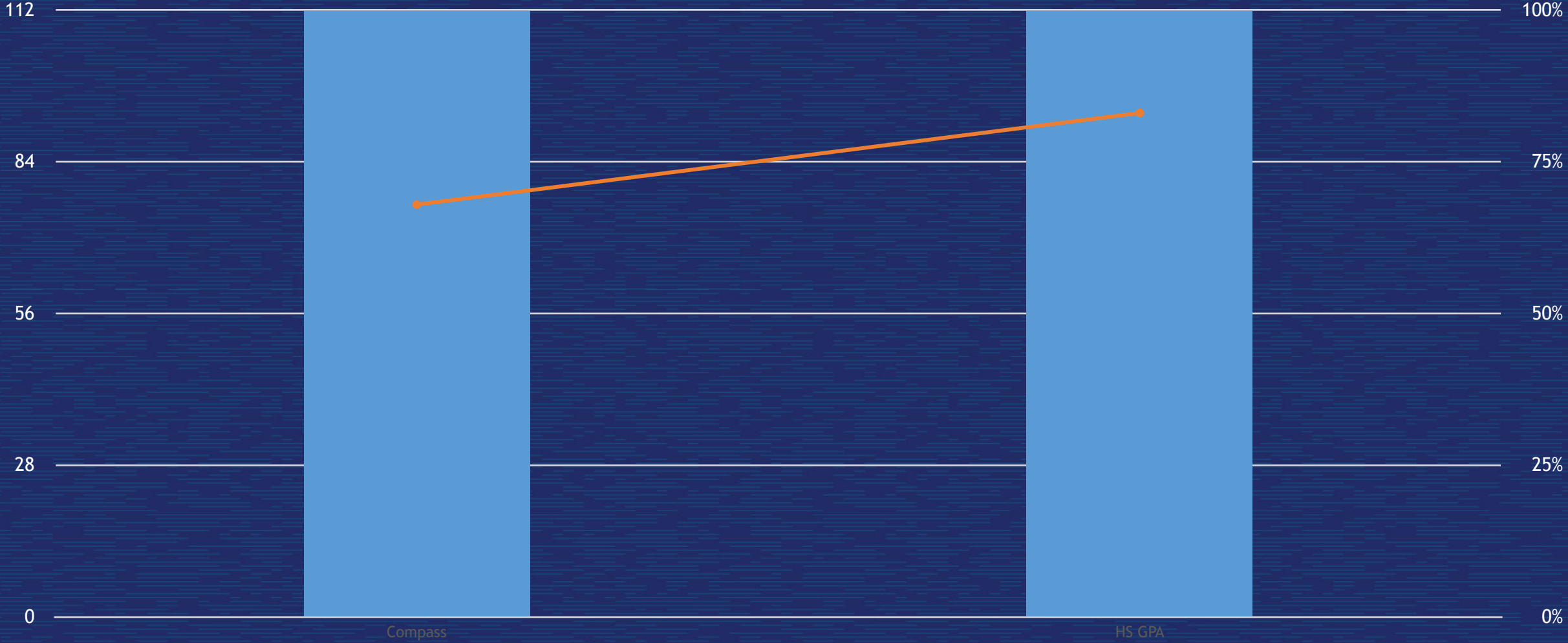
Impact on Social Science Courses



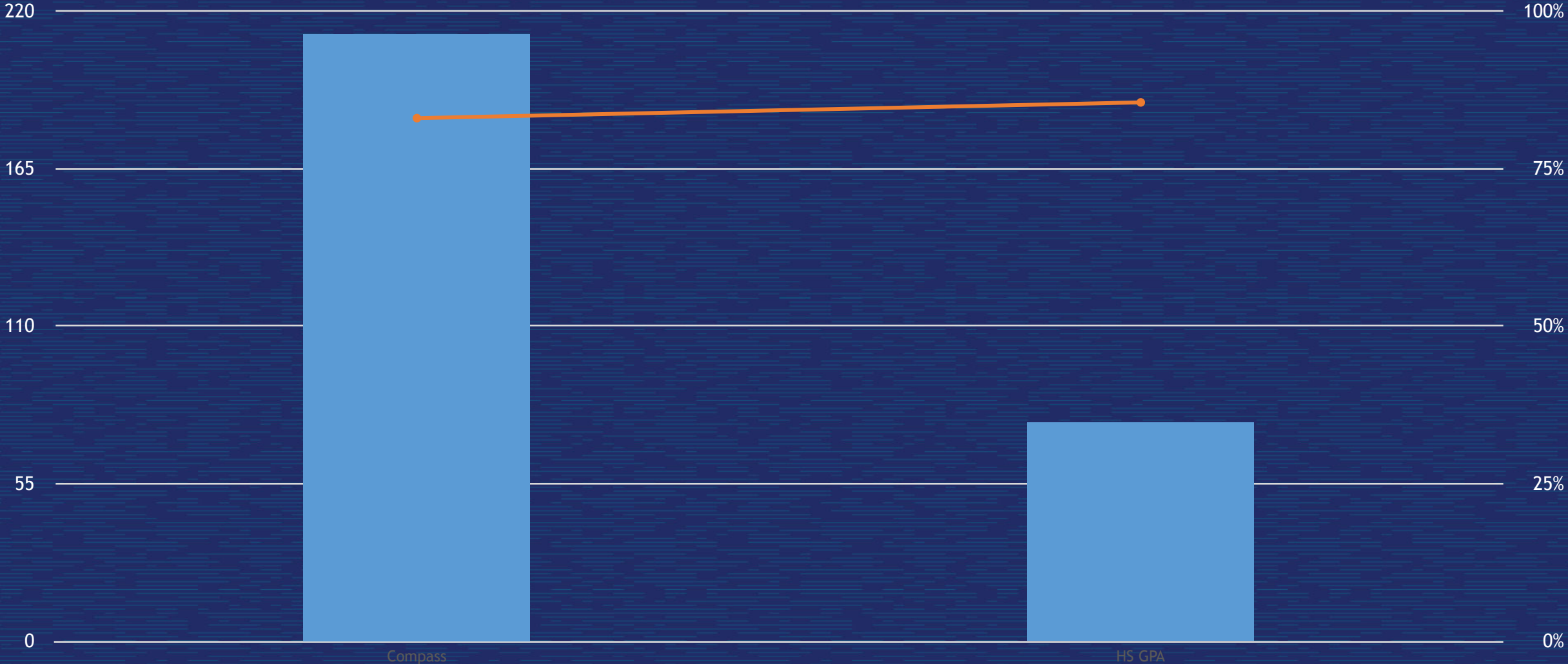
Success Rates in HIS 101 by Placement Method (Fall 2016)



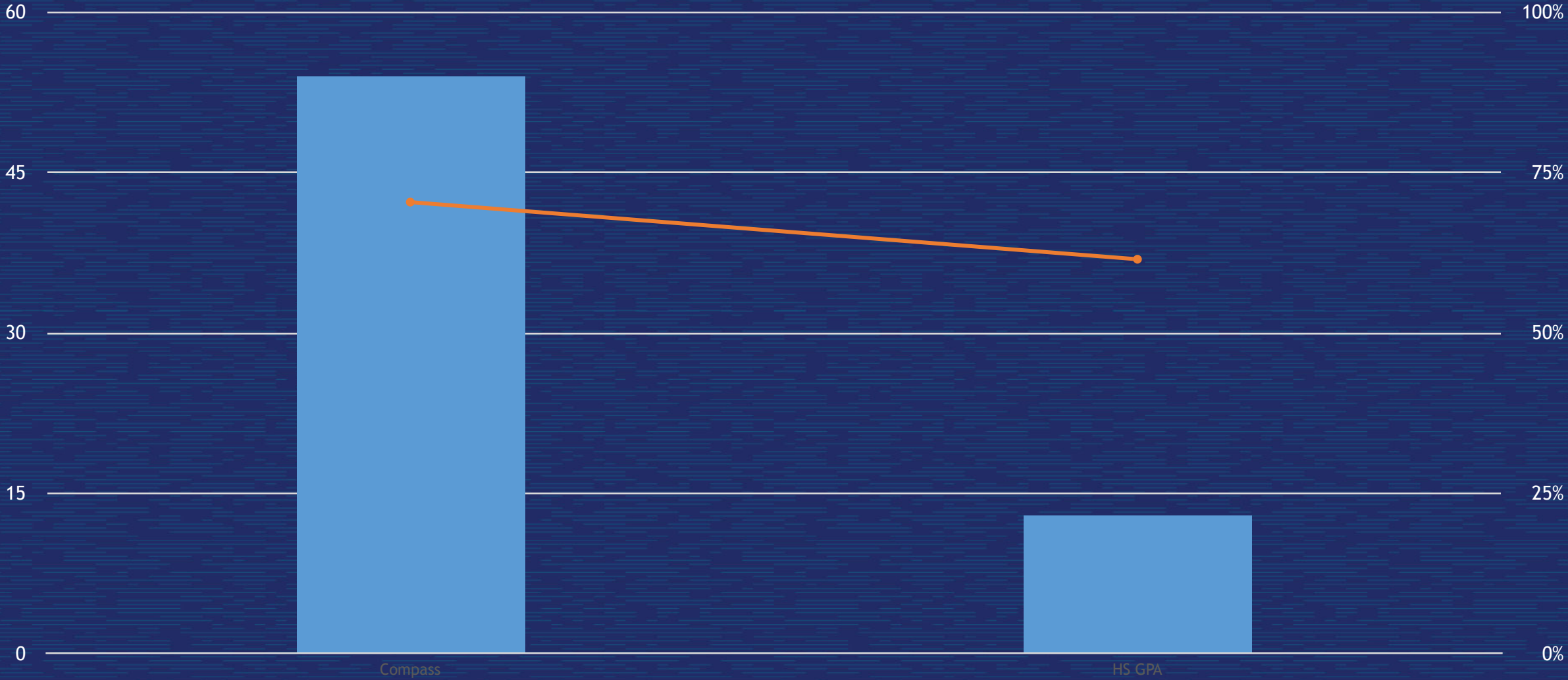
Success Rates in HIS 201 by Placement Method (Fall 2016)



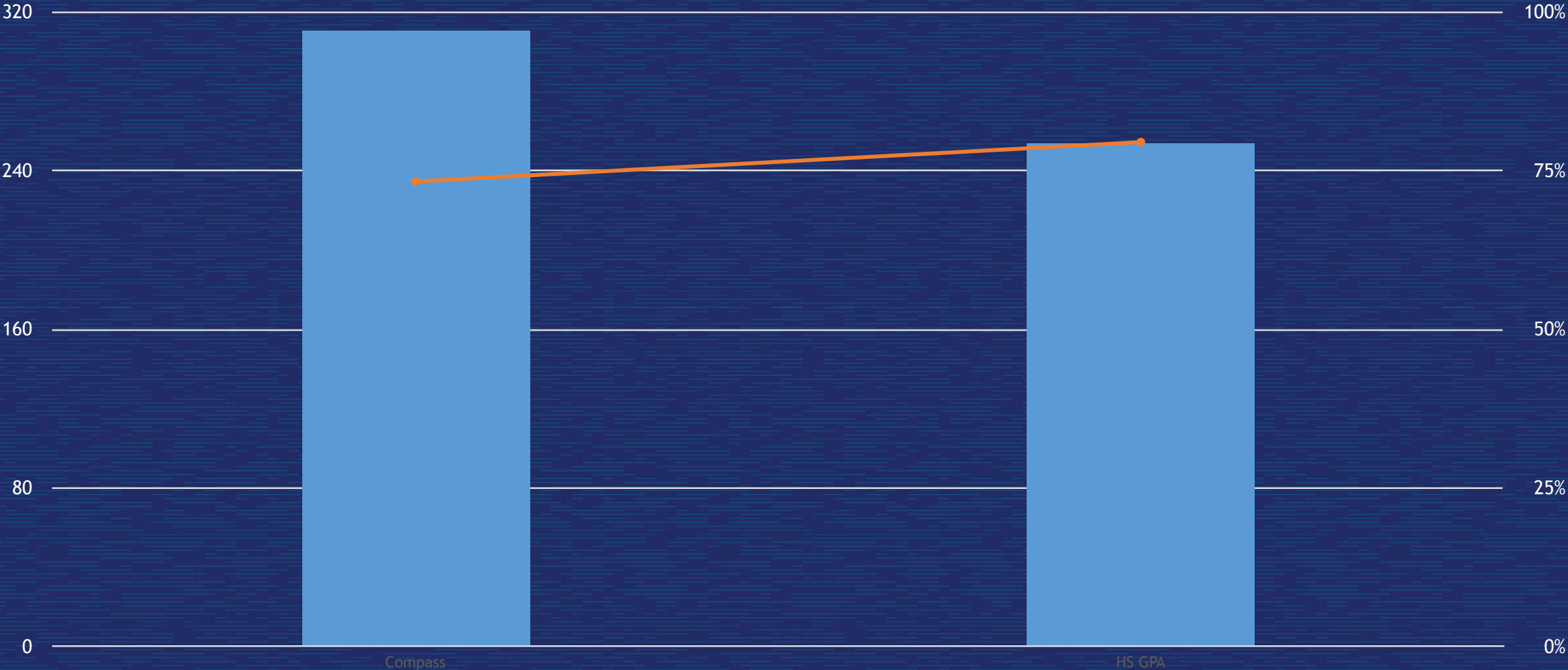
Success Rates in HSS 205 by Placement Method (Fall 2016)



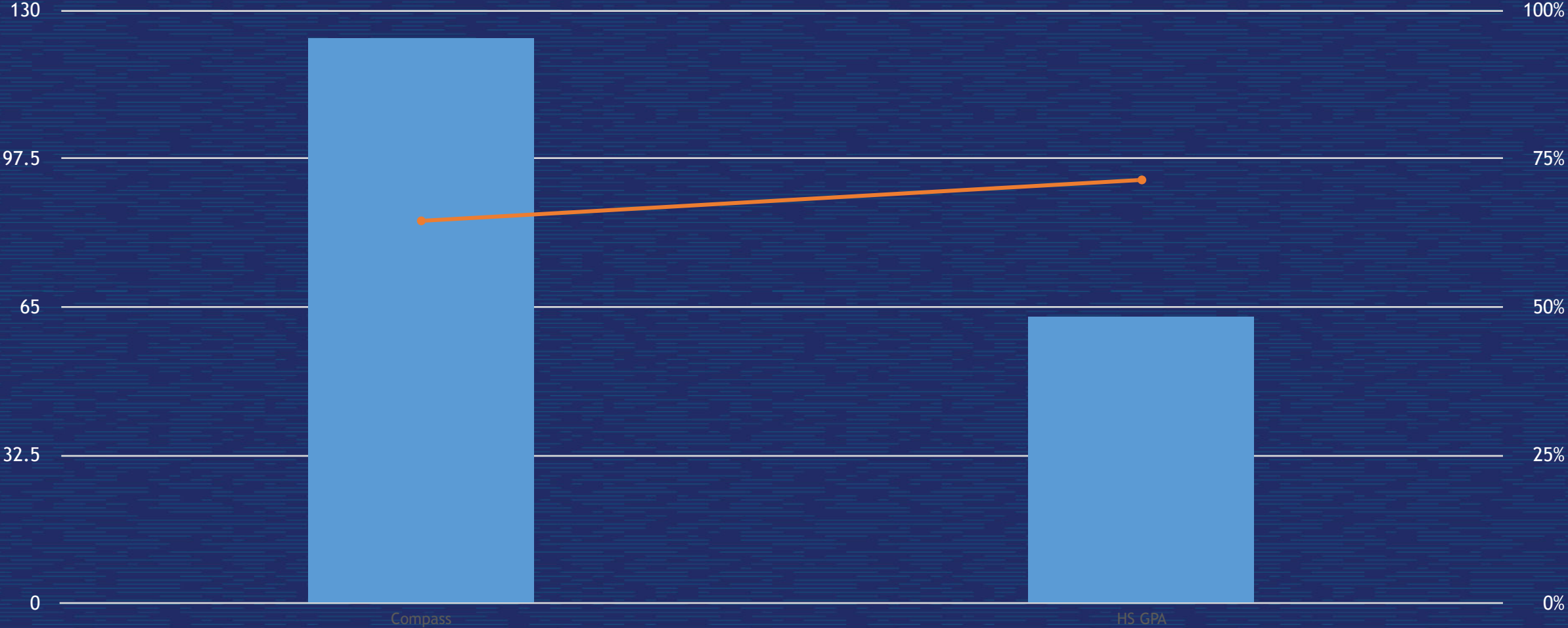
Success Rates in PSY 105 by Placement Method (Fall 2016)



Success Rates in PSY 201 by Placement Method (Fall 2016)



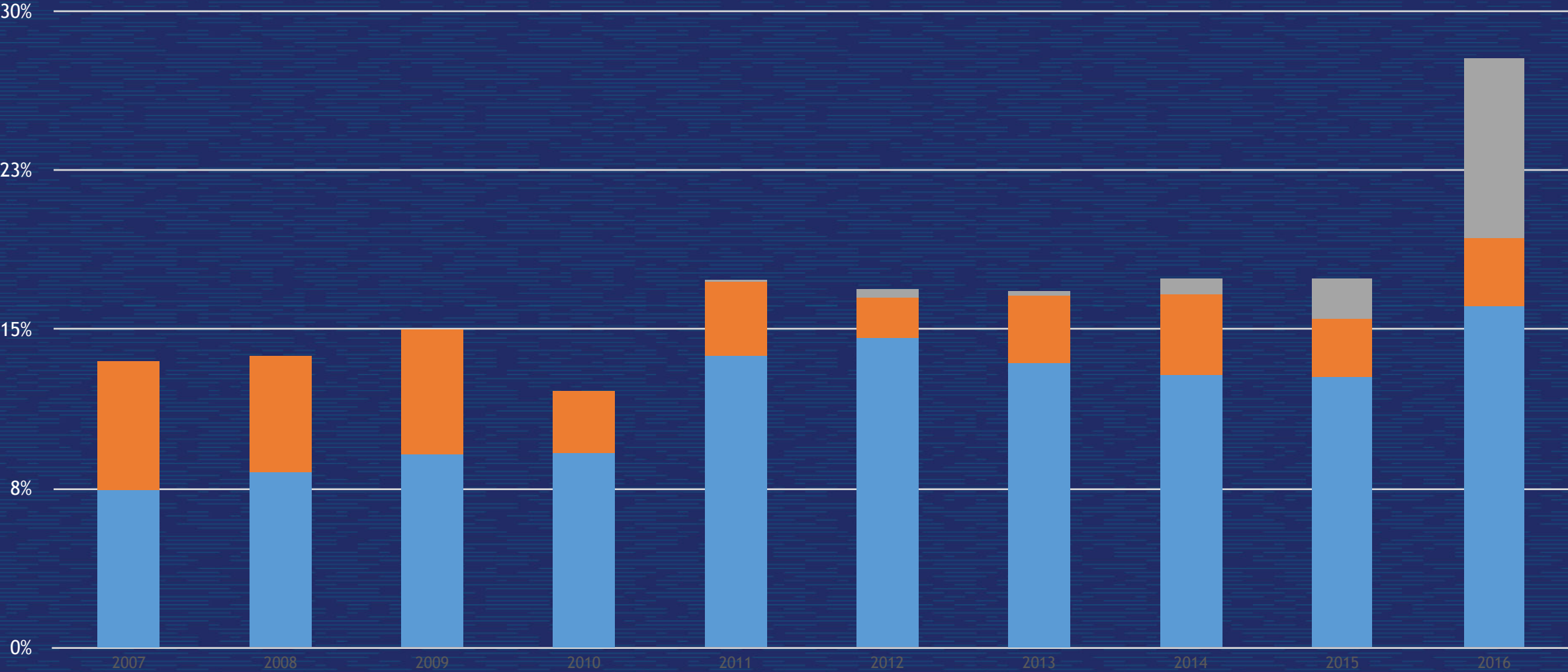
Success Rates in SOC 101 by Placement Method (Fall 2016)



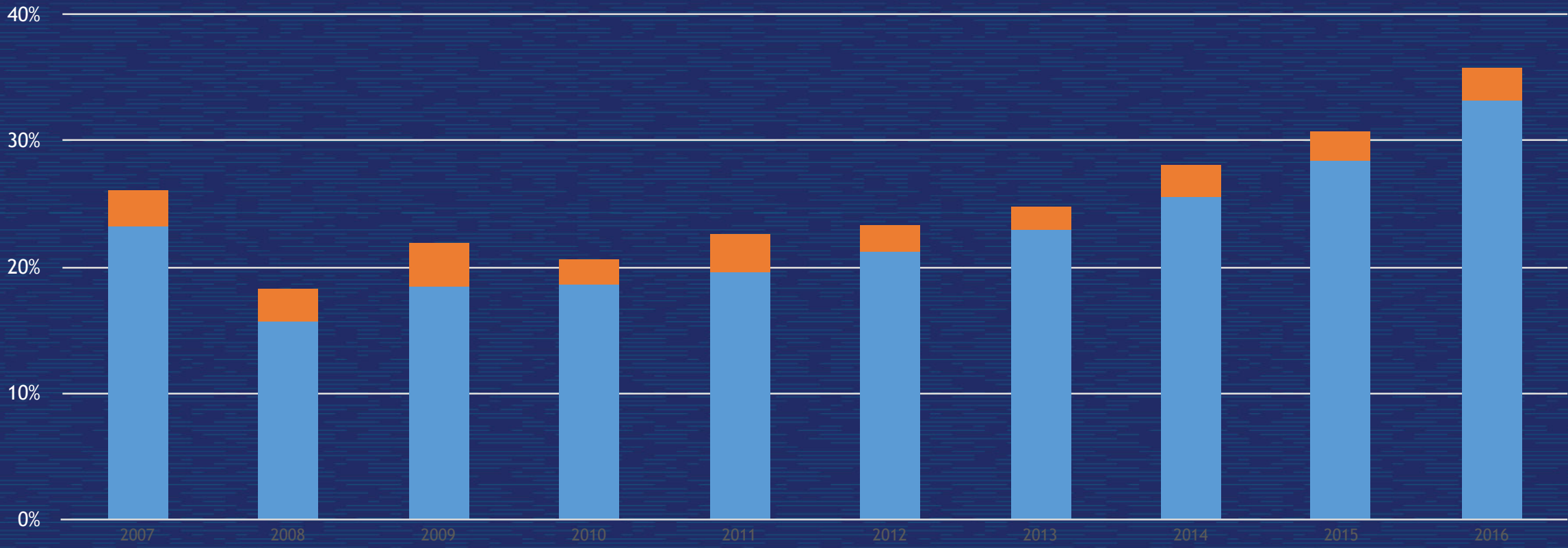
First Time Freshmen Attainment



Percent of FTF Successfully Completing MAT 101/155/103 in First Semester



Percent of FTF Successfully Completing ENG 101/155 in First Semester



Next Steps



Expand Usage of HS GPA in MAT

Beginning Fall 2017:

- Place into MAT 102/165 (Intermediate Algebra/Statistics) with a HS GPA ≥ 3.0
- Place into MAT 110/120 (College Algebra/Probability & Statistics) with a HS GPA ≥ 3.0 plus successful completion of Algebra II or equivalent



Questions?

