

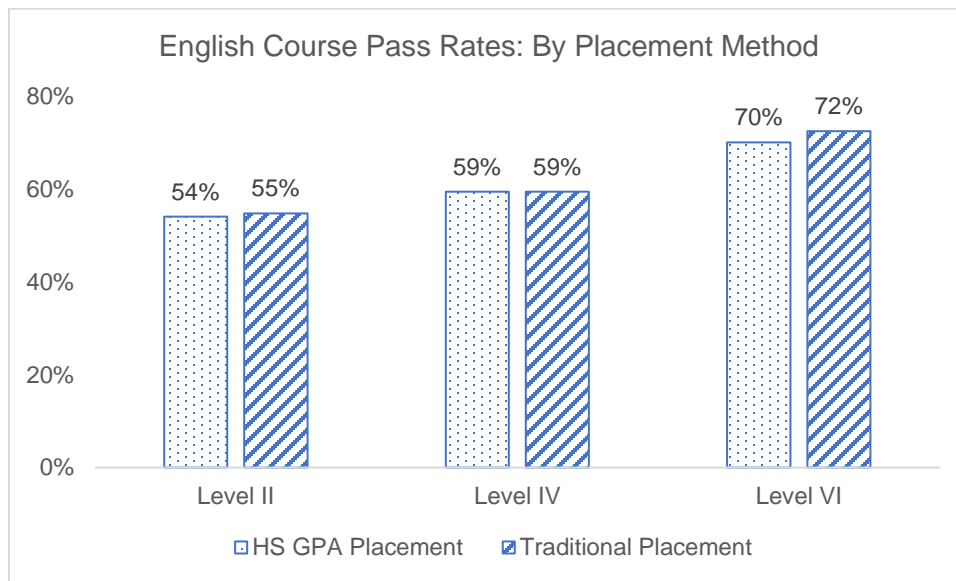
## Placement Redesign Evaluation For Fall 2020

Community College of Philadelphia revised its placement testing and intake process beginning in the Summer 2020 term. Under the revised process, the College is placing non-ESL students in English and math courses based upon unweighted high school grade point average (GPA). As the revised placement process continues to be implemented, it is critical to have ongoing evaluation to ensure the revised process is promoting student success and not creating unintended consequences.

This document examines the pass rates of English and math courses based on whether students were placed in the course via traditional placement mechanisms – such as the Accuplacer or SAT scores – or under the new placement process with high school GPA. New students entering the College in the Fall 2020 term were the population of interest. Analysis also includes likelihood of passing the English or math course based on placement method. Equity in access is also examined by racial/ethnic subgroup.

Table 1: English Pass Rates

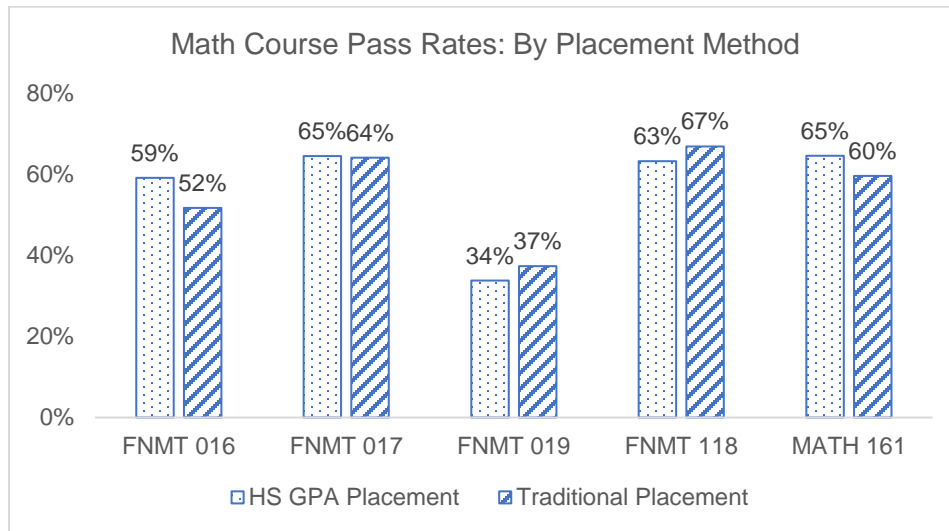
	Level II		Level IV		Level VI	
	#	%	#	%	#	%
<b>HS GPA Placement</b>	195	54.0%	320	59.4%	247	70.0%
<b>Traditional Placement</b>	270	54.7%	145	59.4%	307	72.4%



- Passing grades are considered A, B, C, and P.
- For both Level II and Level IV (ENGL 098/099 and ENGL 098/101), the pass rates are either the same for both placement methods or within one percentage point of each other.
- Although there is a larger difference for Level VI (ENGL 101), the difference of 2 points is not statistically significant.

Table 2: FNMT/MATH Pass Rates

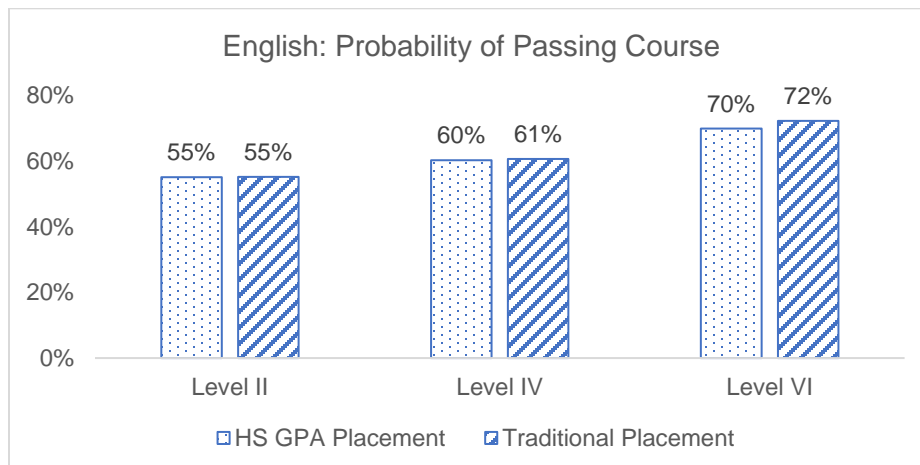
	FNMT 016		FNMT 017		FNMT 019		FNMT 118		MATH 161	
	#	%	#	%	#	%	#	%	#	%
<b>HS GPA Placement</b>	58	59.2%	73	64.6%	26	33.8%	112	63.3%	75	64.7%
<b>Traditional Placement</b>	115	51.8%	52	64.2%	70	37.4%	331	67.0%	34	59.7%



- The differences in pass rates in math courses based on placement method ranged from less than 1 percentage point to about 7 percentage points.
- Both FNMT 016 and MATH 161 saw higher pass rates for students placed via high school GPA, while the pass rates for FNMT 017 were essentially equal.
- While differences in pass rates are larger than for English courses, none of the differences are statistically significant.

Table 3: English: Probability of Passing Course

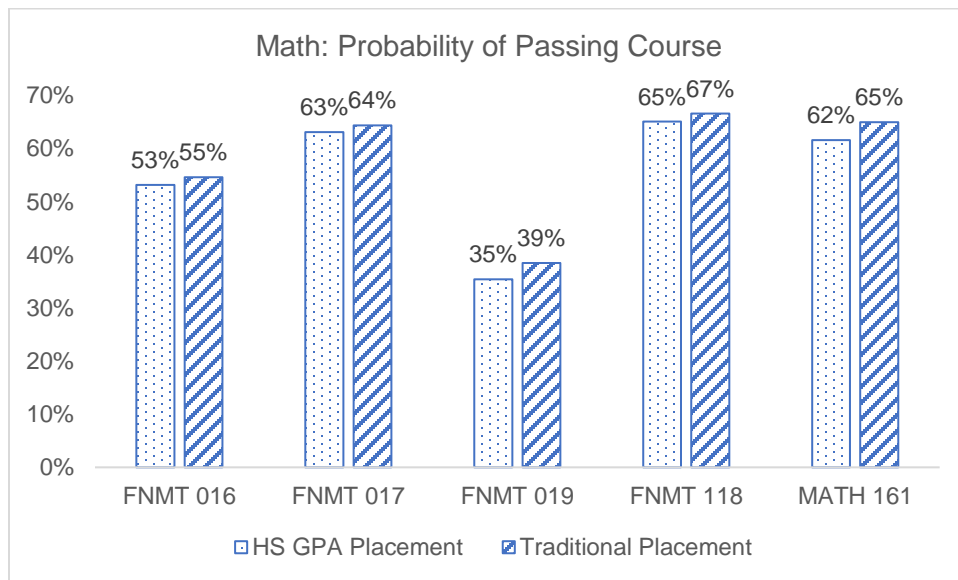
	Level II	Level IV	Level VI
<b>HS GPA Placement</b>	55.1%	60.2%	69.9%
<b>Traditional Placement</b>	55.2%	60.6%	72.2%



- Data in Table 3 presents the probability of a student passing their English course *solely* as a function of their placement method.
- Students placed by high school GPA are just as likely to pass their Level II or Level III English course as students placed with a traditional method.
- While students placed into Level VI with a traditional method have a slightly higher probability of passing the course, the difference is not statistically significant and the likelihood of passing is essentially equal.

Table 4: Math: Probability of Passing Course

	FNMT 016	FNMT 017	FNMT 019	FNMT 118	MATH 161
<b>HS GPA Placement</b>	53.2%	63.1%	35.4%	65.1%	61.6%
<b>Traditional Placement</b>	54.6%	64.4%	38.5%	66.6%	65.0%



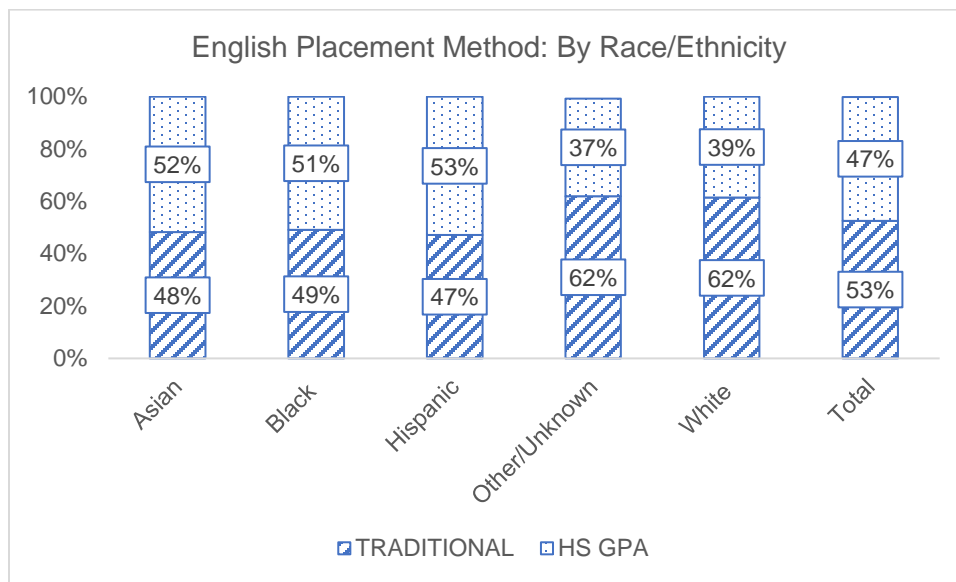
- Data in Table 4 presents the probability of a student passing their math course *solely* as a function of their placement method.
- Differences in the likelihood of passing the math course based on placement method ranged from about 1 percentage point to about 3 percentage points.
- While those placed with a traditional method appear to be more likely to pass their respective course, differences are not statistically significant.

### Equity Analysis

It is important with this innovative and less intrusive method for placement that access to it be equitable across subgroups. The following tables provide the race/ethnicity of students who were placed for the Fall 2020 semester for both English and math.

Table 5: English Placement Method: By Race/Ethnicity

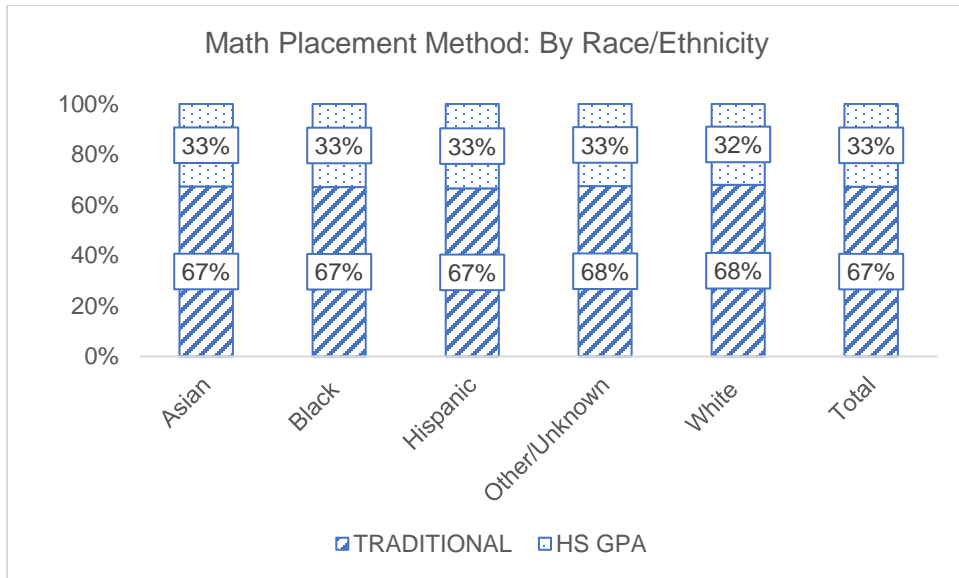
	HS GPA		TRADITIONAL	
	#	%	#	%
<b>Asian</b>	137	51.7%	128	48.3%
<b>Black</b>	562	50.9%	543	49.1%
<b>Hispanic</b>	273	52.9%	243	47.1%
<b>Other/Unknown</b>	104	37.3%	173	62.0%
<b>White</b>	225	38.5%	360	61.5%
<b>Total</b>	1,301	47.3%	1,447	52.6%



- For students placed in English for Fall 2020, 47% were placed with the alternate method of the high school GPA.
- Black and Hispanic students were placed with this method at a higher rate than the average (51% and 53%, respectively)

Table 6: Math Placement Method: By Race/Ethnicity

	HS GPA		TRADITIONAL	
	#	%	#	%
<b>Asian</b>	100	32.7%	206	67.3%
<b>Black</b>	361	32.9%	737	67.1%
<b>Hispanic</b>	177	33.4%	353	66.6%
<b>Other/Unknown</b>	94	32.5%	195	67.5%
<b>White</b>	197	32.1%	416	67.9%
<b>Total</b>	929	32.8%	1,907	67.2%



- For students placed for Fall 2020, 33% were placed in a math course with the alternate method of high school GPA.
- There was minimal difference between the subgroups. For both Black and Hispanic students, 33% were placed with this method, while 32% of White students were placed with high school GPA.