

**Florida College System  
Alternative Methods Recommendations  
Submission Process Webinar**

**Florida Department of Education, Division of Florida Colleges**

August 19, 2021



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# Webinar Logistics

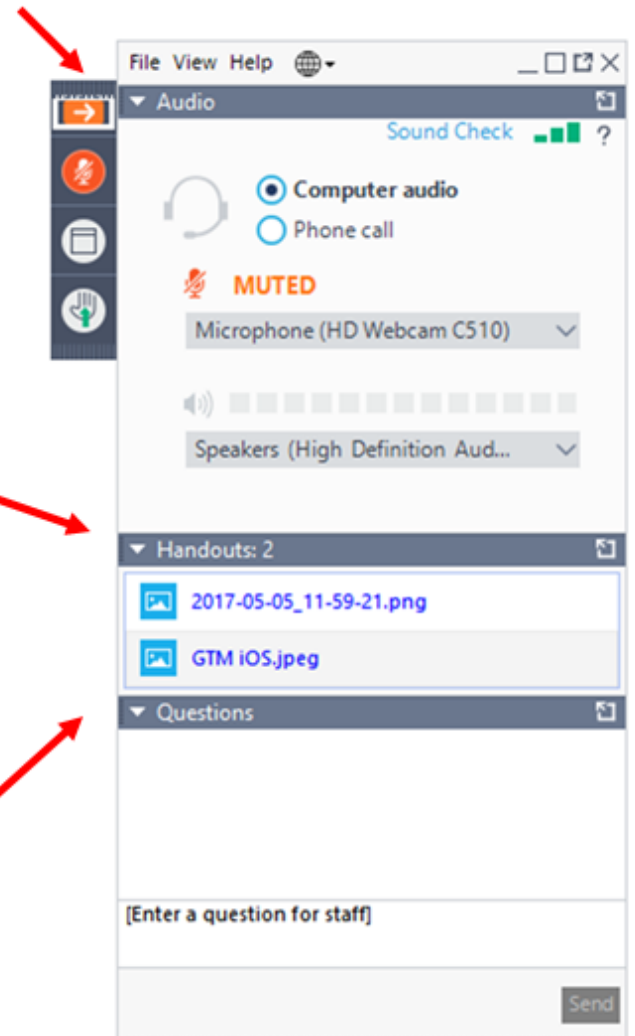
Participants will be on mute for the duration of the webinar.

Material from today's webinar:

In the handouts area you will find a copy of today's presentation.

How to submit questions:

To submit questions during the webinar, please utilize the Questions function. During the Q&A portion of the webinar, questions will be addressed.



# Agenda

- Background
- Survey Instrument and Demonstration
- Next Steps
- Q&A
- Voluntary Ad Hoc Data Collection Study
- Q&A



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## Background

- May 2020 – [Emergency Order 2020-EO-02](#)
- Summer/Fall 2020 – Ad Hoc Data Collection began
- June 2021 – [Senate Bill \(SB\) 366](#) signed by Governor

## Emergency Order 2020-EO-02

- Waived the common placement testing requirement for developmental education course placement and dual enrollment eligibility for summer/fall 2020.
- Removed the provision in (s.) 1007.263(1), F.S. that requires that admissions counseling “must use tests to measure achievement of college-level communication and computation competencies by students entering college credit programs.”
- Allowed for institutions to consider alternative methods in addition to, in combination with or in lieu of, common placement tests.

## ENC1101 Placement Methods Reported by Colleges

	ENC1101	ENC1101C
PSAT	430+	
FSA - ELA Score	Level 4+	
Senior high school English course	B or higher	C (70-79%)
HS English 4	B or higher	
HS English 4 Honors	B or higher	
English AP	B or higher	
English IB	B or higher	
English Cambridge/AICE	B or higher	

## Mathematics Placement Methods Reported by Colleges

	<b>MATX033</b>	<b>MGFX107</b>	<b>MACX105</b>	<b>MACX105C</b>	<b>MGFX106</b>	<b>STAX023</b>
PSAT Math	480+	480+ 530+	530+	480+	480+ 530+	530+
FSA - Mathematics	Level 4-5	Level 4-5		Level 4-5	Level 4-5	
EOC Math – Algebra 1 or Geo	Level 4-5	Level 4-5		Level 4-5	Level 4-5	
HS Algebra	B or better	B or better				
HS Algebra I honors	B or better	B or better				
HS Algebra II	B or better	B or better	A or better B or better		B or better	B or better
HS Algebra II Honors		B or better	A or better B or better		B or better	B or better
HS Algebra III	B or better		A or better B or better		B or better	B or better
HS Pre-Calculus	B or better	B or better	A or better B or better		B or better	B or better
HS Calculus	B or better	B or better	B or better		B or better	B or better
HS Trig			B or better			
AP Math	B or better	B or better	B or better		B or better	B or better
IB Math	B or better	B or better	B or better		B or better	B or better
Cambridge/AICE Math	B or better	B or better	B or better		B or better	B or better



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# Overview of SB 366



# Alternative Methods to Assess College-Level Computation and Communication

- SB 366 amends multiple Florida statutes to expand the mechanisms institutions may use to assess readiness for college-level work. In addition to identifying approved common placement tests, SB 366 requires the SBE to adopt rules to develop and implement alternative methods for assessing communication and computation skills.
- *College Credit Admissions Counseling*: SB 366 amends s. 1007.263, F.S., to add alternative methods for measuring achievement in college-level computation and communication for admissions counseling in college credit programs. The bill specifies that career education program advising must measure achievement in basic skills pursuant to s. 1004.91, F.S.

## Alternative Methods to Assess College-Level Computation and Communication Continued

- *College Credit Dual Enrollment Eligibility*: SB 366 amends s. 1007.271, F.S., revising eligibility requirements to specify that students must demonstrate achievement in college-level communication and computation as provided in s. 1008.30, F.S. In effect, this revision allows approved alternative methods to be used in eligibility determinations. The usage of alternative methods includes public, private and home education students.
- *Developmental Education and Meta-Majors*: SB 366 amends s. 1008.30, F.S., authorizing FCS institutions to use alternative methods to assess student readiness as it relates to meta-majors and developmental education placement. Also related to developmental education, SB 366 eliminates annual developmental education accountability reporting requirements.



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## Alternative Methods Recommendations Submission Process

- Word Template (For Planning Purposes)
- [Survey Instrument](#)

## Survey Material Details

- Word template provided for planning purposes
- Responses must be uploaded to online survey
- One recommendation per survey
- Required fields denoted by asterisk on online survey
- Survey uses skip logic
- Minimal requirements for consideration
  - Complete required fields
  - Provide information when asked to “Please Specify”
  - Upload one form of evidence



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# Survey Demo

## Word Template

## Next Steps

- August 2021 - Division disseminated survey and held Alternative Methods Recommendations Submission Process Webinar
- September 8, 2021 - Alternative Methods Recommendations due
- Fall 2021 - Department will enter into rule development
- By January 31, 2022, the SBOE will adopt rules to develop and implement alternative methods



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## Q&A

# Alternative Methods Recommendations Submission Process



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# Alternative Methods Voluntary Ad Hoc Data Collection



# Alternative Methods

## Voluntary Ad Hoc Data Collection

- Participating institutions collected student-level placement information in summer and fall 2020.
- The student-level files were submitted by participating institutions in early spring 2021.
  - Student-level files contained demographic data and placement method.
- Using the files submitted, the division is linking each student to course taking records and enrollment patterns.
- The Division analyzed the data collected with a focus on dual enrollment eligibility placement methods and first-term outcomes.

## Research Questions

1. What are the characteristics of dual enrollment students who were placed using alternative methods as compared to those students placed using an approved placement test?
2. How do students, deemed eligible to participate in dual enrollment using alternative methods, perform in first-term coursework compared to students whose eligibility was determined using common placement tests?

## Placement Methods

	Percentage of Students Placed by Method		
	GPA+CPT	GPA	GPA+Alt Method(s)
College 1	1%		99%
College 2	44%		56%
College 3	43%		57%
College 4	92%		8%
College 5	2%	65%	33%
College 6	1%		99%
<b>Total</b>	46%	16%	39%

*Note: Cells in light gray indicate the predominant method used to place students.*

System-wide, the method used to place the highest percentage of dual enrollment students was high school GPA and a common placement test (GPA+CPT), which was used by all six institutions to place 46 percent of students followed by 39 percent of students placed using GPA and an alternative method.

## Pass Rates by Race/Ethnicity

	<b>Pass Rate for Gateway Math</b>				
	<b>All</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Other</b>
<b>GPA+CPT</b>	91%	85%	94%	91%	88%
<b>GPA</b>	91%	100%	100%	89%	100%
<b>GPA+Alt Method(s)</b>	89%	85%	93%	88%	93%

	<b>Pass Rate for Gateway English</b>				
	<b>All</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Other</b>
<b>GPA+CPT</b>	86%	83%	86%	87%	92%
<b>GPA</b>	93%	100%	81%	93%	97%
<b>GPA+Alt Method(s)</b>	87%	86%	88%	87%	89%

## Limitations

- This was a voluntary ad hoc data collection, so the findings are not representative of all FCS institutions.
- The temporary suspension of the common placement testing requirement allowed for institutions to use alternative methods, but did not prescribe which methods should be used.
- Due to the flexibility given to institutions during this data collection, it is important to note that one or two institutions may contribute more to certain outcomes due to the institution size and enrollment.
- Student performance in fall 2020 may have been affected by COVID-19, so the conditions for the comparison vary.

## Key Takeaways

- Overall, the temporary suspension of the common placement test requirement did not appear to negatively affect students in their first-term general education, gateway math and gateway English courses.
- Black, Hispanic and FRL students placed with GPA+Alt Method(s) had the same pass rate or one percentage point less than those placed with GPA+CPT in gateway math and had higher pass rates than those placed with GPA+CPT in gateway English.



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## Q&A

# Alternative Methods Voluntary Ad Hoc Data Collection

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