

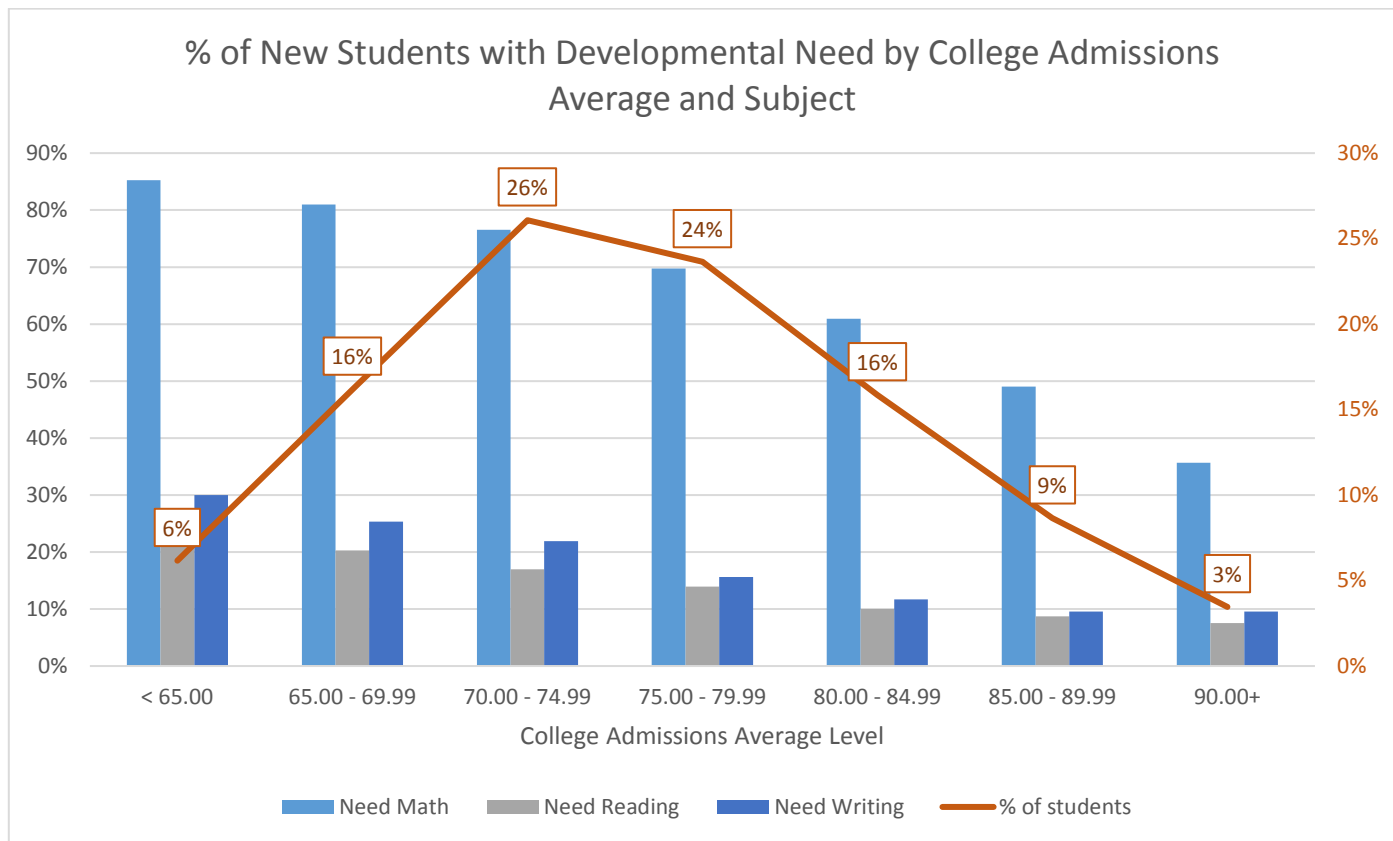


Developmental Placement and High School College Admission Average

BMCC OFFICE OF INSTITUTIONAL EFFECTIVENESS AND ANALYTICS

New Freshmen Cohorts Fall 2014 through Fall 2017

Charting Developmental Placement Needs Related to High School College Admission Averages

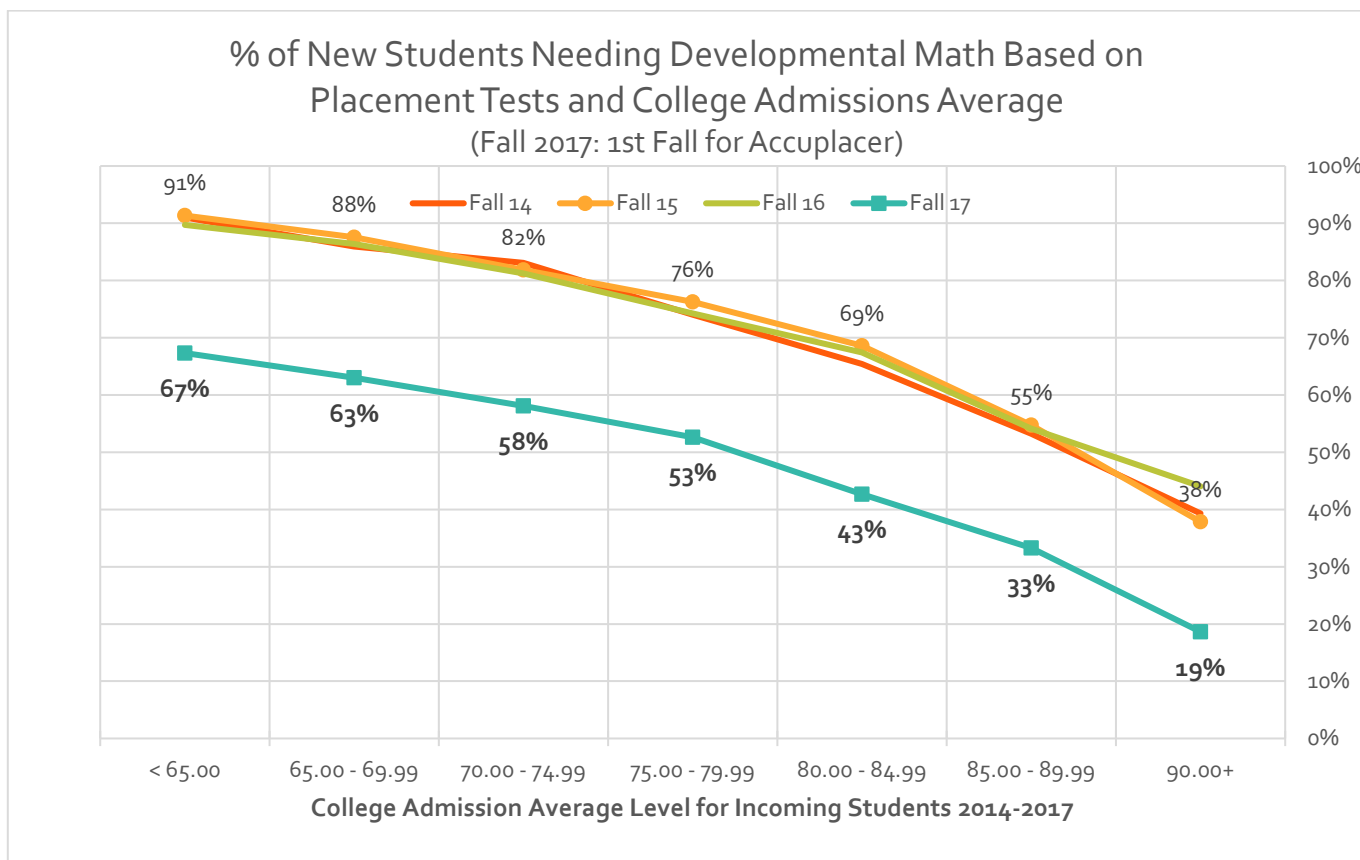


CUNY-mandated standardized placement tests given to students who apply and who do not meet certain SAT or Regents scores have been used to determine the students' developmental placement needs. Prior to fall 2017, the ACT Compass tests were used to assess reading and math levels, and the CUNY-developed CAT-W (CUNY Assessment Test – Writing) test was used to assess the students' writing levels. Beginning in spring 2017, the Accuplacer tests replaced the ACT Compass tests for reading and math, while the CAT-W continued for writing. These tests set the cut-off standards for students to be permitted to enter college level math classes or freshmen composition. Native speakers as well as ESL students are included in the chart above for those needing reading and writing.

Beginning with spring 2020 admissions, new "multiple measures" will be implemented to place students in appropriate math and English classes. The high school GPA (known as the "College Admissions Average") and other measures will be used. A group of BMCC faculty working with the Design for Success initiative wanted to know more about the relationship of the high school GPA to placement and success in gateway courses.

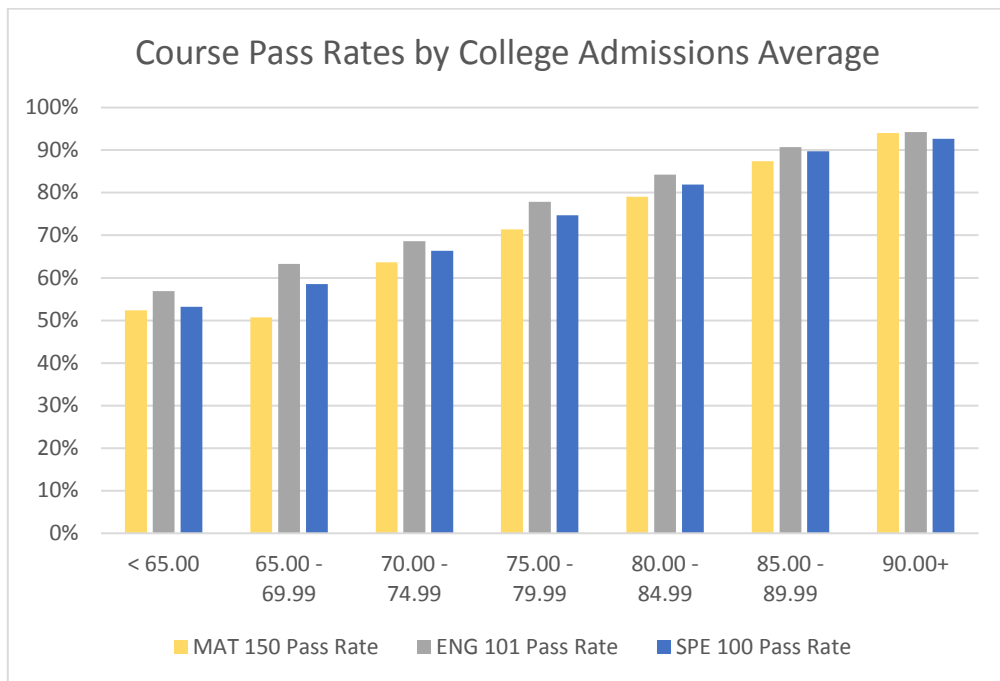
This report is designed to look specifically at the College Admissions Average and review how it related to prior developmental placements and to course outcomes in for students taking English 101, Math 150, or Speech 100 in their first fall at BMCC.

Graphing the relationship between College Admissions Average and Developmental Math Need, by First Fall



The impact of the change of test in fall 2017 is notable for the dramatic lowering of the percentage of students who were determined to need developmental math courses. Notably, in fall 17, instead of the 38% to 44% of the highest achievers (CAA at 90.00 or better) still placed in developmental math by the old tests, only 19% of students at this level were seen as not ready for college math.

High School Performance Predicts Pass Rates in 3 Gateway Courses



Based on this group of new freshmen entering BMCC from fall 2014 through fall 2017, a significant relationship between high school results and developmental placement is found, even after the policy change. Not surprisingly, the College Admissions Average shows a significant relationship to the passing rates of first-semester students in Math 150, English 101 and Speech 100.

FOR MORE INFORMATION

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