

March 19, 2019

RE: House Bill 2987

To: Representative Alonso León and the House Education Committee

My name is Darlene J. Geiger, and I am an Associate Dean of Instruction and Student Services at Clackamas Community College. I have also served as Title II Director and College Lead during Oregon's Developmental Education Redesign effort. **Please accept this public statement as support for HB2987 in which institutions of higher education would be required to bypass developmental education requirements for students who earn honors level scores (165 or higher) on their General Educational Development (GED2014®) test.**

In 2015, multiple measures was designed to include American Council on Education (ACE) recommendations for placement using GED2014® test scores for student enrollment. Placement using multiple measures at Clackamas aims to guide students into the highest-level math and writing courses in which they are likely to succeed with the appropriate supports given the student's goal. The GED2014® scores, among other multiple measures, are currently being used at Clackamas Community College (CCC) to guide students toward the placement options most appropriate for them to reach their educational goals. For instance, if a student earns 165 or higher on the GED2014® test, they are automatically placed into college level coursework.

The data from our partners at Regional Education Labs/Education Northwest is impressive: **Students placed using multiple measures are more likely to enroll and complete college math and writing, and persist in college, compared to similar students placed using traditional methods.** Persistence rates are higher for student placed via multiple measures, suggesting multiple measures has larger impacts beyond success in college math and writing. More specifically:

- 2017-18 data show first-to-second term persistence is 74% for students placed using multiple measures compared to 61% of traditionally placed students. Additionally:
 - ✓ Student of color who were placed via multiple measures show persistence rates that are **22 percentage points higher** when compared to traditionally placed peers.
 - ✓ Younger students (17-24) placed via multiple measures show persistence rates that are **16 percentage points higher** compared to traditionally placed peers.
 - ✓ Adult student (25+) placed via multiple measures show persistence rates that are **9 percentage points higher** when compared peer groups.

- Overall, students placed via multiple measures are enrolling in college-level writing coursework at higher rates and doing just as well *or better* within their first year of enrollment compared to traditionally placed peers.
 - ✓ 2017-18 data show 88% of students placed using multiple measures enrolled in college-level writing within their first year compared to 80% of traditionally placed peers.
 - ✓ 2017-18 data show 71% of students placed via multiple measures completed college-level writing within their first year compared to 63% of traditionally placed peers.
 - ✓ College-level writing enrollment and pass rates are higher or statistically equivalent for all students when they are placed using multiple measures.
 - Students of color and older students (25+) are enrolling and passing courses at higher rates than traditionally placed peers.
 - Multiple measures placement works particularly well for older students (25+). In 2017/18, we see a 14 percentage point difference in older student completion rates for those placed via multiple measures.

- Overall, students placed via multiple measures are enrolling in college-level math coursework at higher rates and some students are doing just as well within their first year of college compared to traditionally placed peers.
 - ✓ Data (2015-2018) show 50% of students enrolled in college math within their first year when placed via multiple measures compared to 42% of traditionally placed peers.
 - ✓ Data (2015-2018) show 37% passed college math within their first year of college-level enrollment, compared to 32% of traditionally placed peers.
 - ✓ Pell student enrollment in college-level math, compared to traditionally-placed Pell peers, is 11% higher. **Pell student completion rates, among all those enrolled in college level math via multiple measures in their first year, is 29% compared to 22% in the traditionally placed populations.**
 - ✓ Adult students (25+) are enrolling in college math at lower rates than traditionally placed older students, suggesting they may need more support referrals during the intake process when choosing the appropriate math for a chosen pathway.

The use of GED2014® scores, among other multiple measures, for more accurately placing students is important for acceleration and completion goals. It is also impacting the desire to close equity gaps in education. Students are saving time and money when they can bypass developmental education coursework on their path to completion.