



Resource Guide: Alternative Methods Placement

May 19, 2020



RESOURCE GUIDE: ALTERNATIVE METHODS PLACEMENT

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INTRODUCTION

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Background

The Florida Department of Education released [DOE Order No. 2020-EO-02](#) in response to COVID-19, which provides Florida College System (FCS) institutions flexibility in the method by which students can demonstrate college-level communication and computation skills. For summer and fall 2020 admissions, section VIII(e) of the emergency order suspends the provision in section (s.) 1007.263(1), Florida Statutes (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.”

To that end, the order expands upon the methods by which students can demonstrate achievement of college-level communication and computation skills, in addition to or in lieu of common placement tests; including, but not limited to:

- Grade point averages,
- Work history,
- Military experience,
- Participation in juried competitions,
- Career interests,
- Degree major declaration, or
- Any combination of such achievements identified in s. 1008.30(5)(a)1, F.S.

In 2013, the Florida Legislature passed Senate Bill 1720, which made major reforms to advising, placement, and instruction within the FCS. The bill exempted Florida standard high school diploma recipients who enter 9th grade in a Florida public school in 2003-04 and thereafter and active duty military from being required to take a common placement test and enroll in developmental education. The bill also required each FCS institution to develop an implementation plan for developmental education strategies, including local policies for evaluating the documented student achievements listed above, for advising students of enrollment options. At the time, FCS institutions reported implementing procedures to evaluate various combinations of these alternative measures when advising students for placement. However, for nonexempt students, these alternative measures were to be evaluated in combination with common placement test results, and placement test results have remained the primary method by which nonexempt students are placed into coursework.

Purpose of this Resource Guide

Pursuant to the emergency order, each FCS institution has discretion in selecting the method(s) required for students to demonstrate readiness for college-level work. For colleges considering alternative methods, the Florida Student Success Center has developed this resource guide. It is a living document that includes considerations for institutions developing alternative placement policies, as well as a repository of resources from national research and other states. For questions regarding this resource guide or to request additional resources from other states, please contact Abbey E. Ivey, Director, Florida Student Success Center, at Abbey.Ivey@fldoe.org.

Share your Best Practices!

FCS institutions lead the nation in developmental education reform. If you have an institutional resource around multiple measures and placement that you'd like to share, please email flstudentsuccess@fldoe.org. We will post these resources on the center's [webpage](#) and update this document.

This resource guide is for informational purposes only; it does not supplant guidance provided by the Division of Florida Colleges, Florida Department of Education regarding the emergency order. Questions regarding the

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emergency order should be directed to Dr. Carrie Henderson, Executive Vice Chancellor, at Carrie.Henderson@fldoe.org.

About the Florida Student Success Center

In 2018, the Florida College System launched the Florida Student Success Center in partnership with Jobs for the Future, Helios Education Foundation, and the Florida College System Foundation, with the vision of serving as a resource of evidence-based, innovative practices and timely information for Florida's colleges. As part of the national Student Success Center Network, the center supports Florida's 28 state and community colleges' efforts to develop student-centered pathways and increase student completion rates. Working collaboratively with colleges, the center aims to create a coherent, statewide strategy so colleges can integrate their varied student success efforts, share best practices with one another and maximize resources. The center also represents the collective voice of practitioners in state-level policy discussions. Visit our website at <http://flstudentsuccess.org/> for more information.

DEVELOPING AN ALTERNATIVE METHODS PLACEMENT POLICY

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Overview

Traditionally, colleges have used standardized test scores to place students into developmental education courses. However, as research has shown that other measures may be better predictors of success in college-level coursework, states and individual institutions across the nation have begun to implement policies that allow for the use of alternative methods to place students (Ganga & Mazzariello, 2019). Therefore, there is a wealth of national information and research available for FCS institutions to draw upon in developing their own alternative methods placement policies.

The implementation of multiple measures placement, as it is often referred, varies across and even within states. Some states, like North Carolina, have implemented a mandatory and uniform multiple measures placement policy across all two-year institutions. Other states, like Oklahoma, have an optional multiple measures policy and the placement criteria varies across institutions. There are multiple resources available online to get a sense of the national landscape of multiple measures policies, including Research for Action's [State Policy Landscape](#) and the [50-State Comparison](#) of multiple measures policies developed by the Education Commission of the States. It should be noted that the emergency order does not require multiple measures for placement; a singular measure may be used at the discretion of the institution. That said, the order does not prohibit institutions from using multiple measures for placement.

Policy Considerations

While implementation of alternative methods/multiple measures varies and policies will likely look different across FCS institutions, there are key considerations that institutions will need to evaluate and address when developing their policies.

Placement Methods

Likely the most important decision FCS institutions will need to make is which alternative placement method(s) the institution will consider when determining a student's readiness for college-level work (RCW). These methods can include measures administered by the college, such as placement tests, noncognitive assessments, writing assessments, and questionnaires, and those obtained from outside of the college, such as high school GPA and standardized test results (Cullinan et al., 2018).

Grade Point Averages

Colleges may consider GPA's earned by the student in high school or previous postsecondary coursework, including dual enrollment coursework. There is significant evidence that high school GPA is one of the best predictors of college success (Cullinan et al., 2018), and several states including Wyoming, North Carolina, South Dakota, and Georgia have incorporated the high school GPA into their statewide placement policies (Education Commission of the States, 2018).

Other Factors

Additional placement criteria can include, but is not limited to:

- Course grades earned in individual high school or previous postsecondary courses, particularly math and English courses. Research has shown that while not as predictive of college success as overall GPA, coursework can be used in combination with the overall GPA to address concerns about subject-specific knowledge (Cullinan et al., 2018).
- A student's work history that indicates a demonstration of learning equivalent to RCW.
- Military experience, including military coursework and occupations validated by the American Council on Education as having appropriate content, scope and rigor for college credit recommendations.
- Participation in juried competitions, such as artistic, literary or media competitions, where the student's work is assessed by one or more experts and demonstrates RCW.

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- The student's career interests and/or degree major declaration and the level of communication and computation skills necessary for success in that career or degree program.
- Portfolio evaluation that documents a student's experience with computation and communication competencies.
- Noncognitive assessments that measure attitudes and behaviors that have been found to be relevant to college success, such as a student's approach to learning, motivation, social engagement, and self-regulation (Cullinan et al., 2018).

Minimum Placement Standards and the Placement System

Placement Standards

Once an institution has identified the methods to be included in its placement policy, minimum placement standards for each method must be established. For example, if an institution has opted to include high school GPA in its placement policy, it must identify the minimum GPA to be considered for placement into developmental and college-level courses. This will likely vary by institution. Cullinan et al. (2018) examined multiple measures assessment policies at colleges in Minnesota and Wisconsin, and the minimum high school GPA identified for college-level placement ranged from a 2.1 to a 3.0 (p. 31). The North Carolina community college system has established 2.8 as the minimum GPA for direct placement into college-level coursework (personal communication, 2020), and Clackamas Community College in Oregon allows for online placement of students into college-level courses who graduated high school with a GPA of 3.0 or higher (Clackamas Community College, n.d.). When establishing minimum placement standards, Cullinan et al. (2018) recommends considering, with input from faculty, the minimum standards that are most likely to increase student success, along with how they may change the number of students enrolled in each course.

An additional factor to be considered when establishing the minimum placement standards is how recently the student must have met those standards. In the above examples, North Carolina requires a student to have earned the 2.8 high school GPA within 10 years of enrollment, whereas Clackamas Community College requires a student to have graduated high school within two years to be eligible for online placement based on the high school GPA. Similar to North Carolina, Cuesta College in California allows students that graduated within 10 years to place via multiple measures assessment rather than a placement test (Cuesta College, n.d.). At Rappahannock Community College in Virginia, placement measures, including the high school GPA, are valid for five years (Rappahannock Community College, n.d.). There is significant variation across states and institutions on this factor, and FCS institutions will need to determine what makes the most sense for their unique student populations.

Placement System

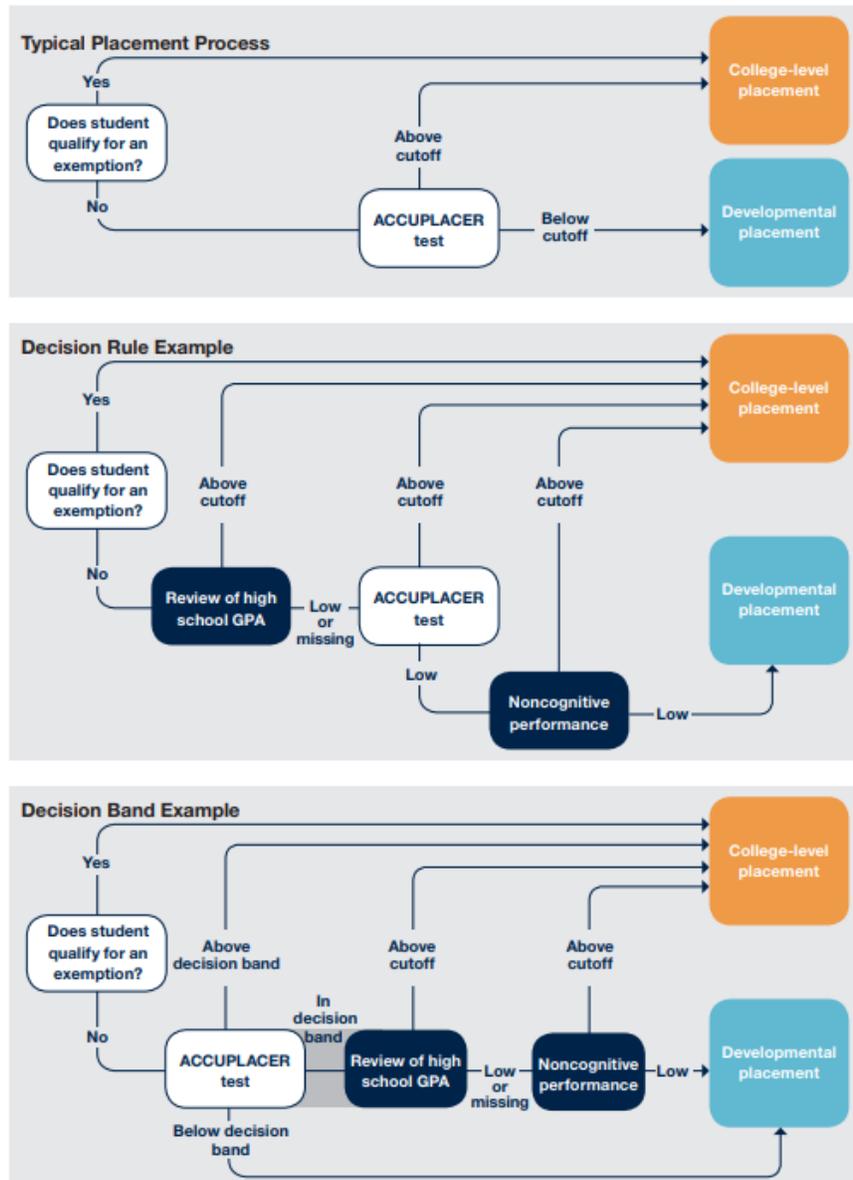
Using the established placement methods and minimum placement standards, FCS institutions could consider developing a placement system that includes the order in which the placement measures will be considered. Cullinan et al. (2018) identifies the following placement system elements and options. These placement systems are also outlined by Ganga and Mazzariello (2019).

- Exemptions or waivers: Students are placed directly into college-level courses without the need for placement testing if their scores on specified tests or other measures exceed a certain threshold.
- Decision rules: A sequence of rules compares each selected measure to a threshold in a predetermined order. If the threshold is met, a placement is generated; if not, another rule is applied.
- Decision bands: Decision rules apply only to students who fall within a certain range on a specified indicator (such as high school grade point average or a placement test score), usually just below the cutoff.
- Placement formula (algorithm): An algorithm applies a weight for each of various factors based on an analysis of historical data to calculate the probability of success in college courses and generate a recommended placement.

- Directed self-placement: Can be used in conjunction with any of the above methods, or on its own. When this is used with another method, the student is told of the generated placement but given the option to enroll in either developmental or college-level courses. In a system where no definitive placement is given, the student has a conversation with the adviser or counselor about test results, prior courses, and grades, and selects preferred courses.

Examples of placement systems are illustrated in Figure 1, which was produced by Cullinan et al. (2018). In Florida, the ACCUPLACER test box can be more generalized to include all of the accepted placement assessments.

Figure 1: Examples of Placement Systems



Source: Cullinan et al. (2018)

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Process Recommendations for Establishing a Placement Policy

Establishing a new placement policy will likely be a challenging task for FCS institutions, particularly on an expedited timeline. Some of the recommendations developed by Cullinan et al. (2018) to help colleges organize the work and choose the placement criteria include:

- Establishing a committee, clarifying which college leaders will provide oversight for the process. Per Mt. San Antonio College planning documents (2017), workgroups could include:
 - Implementation
 - IT
 - Research
 - Enrollment management/course scheduling
 - Support services
 - Communication strategies
- Involving faculty early in the process.
- Looking at any historical student data on the measures being considered.
- In the absence of student data, prior research can be a guide.

Additional Considerations

While perhaps not explicitly included in an institution's established placement policy, colleges should also consider the following when developing their placement policy.

- What documentation will the student be required to submit, and how will that documentation be captured and maintained? Will you accept self-reported data from the student, unofficial transcripts, or more official documentation?
- How will you ensure fairness for all students, including those with disabilities or who are learning English?
- How will placement recommendations be made to the student? What will they see in their student portal, if applicable?
- Will you implement a formal student appeals process for placement decisions?
- Will there be a cost to students for placement evaluation?
- What impact will this new policy have on other areas and processes within the college?
- What IT needs will be required to implement this policy?
- What additional resources are needed?

Want to contribute your college's practices?

The Florida Student Success Center is posting Florida resources on our [webpage](#). If you have an institutional resource around multiple measures and placement that you'd like to share, please email flstudentsuccess@fldoe.org. We'd love to highlight your work!

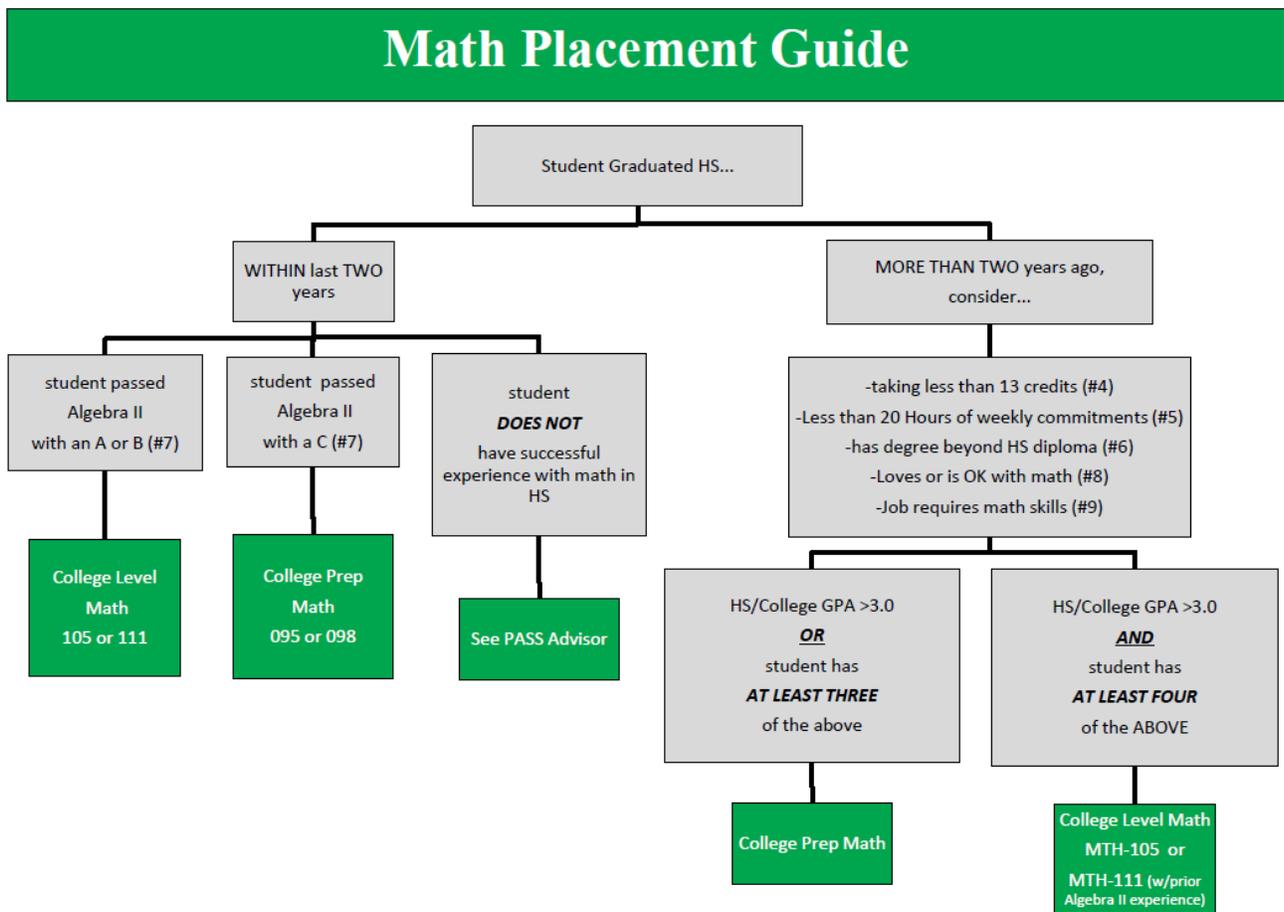
IMPLEMENTING AN ALTERNATIVE METHODS PLACEMENT POLICY

The Employee Perspective

Staff Responsibilities and Training

Once an institution has solidified its placement policy, the institution will need to establish who “owns” and implements the policy on the ground. The responsibility for evaluating and placing students could rest with an institution’s welcome center, general or departmental advisors, faculty, the testing center, a separate placement office, or another area as appropriate for each institution. Protocols for the evaluation, placement recommendation, and record-keeping will improve consistency and the student experience.

Step sheets, guides, and flow charts can be useful for training purposes and serve as a reference for staff conducting the work. Below are two examples of placement charts from Clackamas Community College (2017) for placement into developmental education and college-level math courses.



High School Math Placement Chart

(This is a guide for simple placements. If there are questions, please direct them to PASS office.)

High School Math Classes	Grade Earned	CCC Math Courses
(Refer to this chart if student completed math class with an A or B within the last 2 years. Additionally, consider if math class was an AP or Honors class.)		This is the CCC math course they should sign up for. If they earned a C in the class or it was longer than 2 years ago, they should take course one step below.
		MTH-010 Fundamentals of Arithmetic I MTH-020 Fundamentals of Arithmetic II
Pre-Algebra		MTH-050 Tech Math MTH-060 Algebra I MTH-098 College Math Foundations
College Math Foundations / Prep math		MTH-050, MTH-060, MTH-098
Integrated Math		MTH-050, MTH-060, MTH-098
Geometry		MTH 050, MTH-060, or MTH-098
Algebra I	C	MTH 050, MTH-060, or MTH-098
Algebra I	A or B	MTH-065 Algebra II MTH-080 Tech Math II MTH-098 College Math Foundations
Algebra II/Advanced Algebra	C	MTH-095 Algebra III MTH-098 College Math Foundations
Algebra II/Advanced Algebra	A or B	MTH-111 College Algebra MTH-105 Intro to Contemporary Math
Discrete Math (See Algebra/Algebra II/Trig/Pre-Calculus/Calculus to determine math placement)		
Statistics (See Algebra I/ Algebra II /Trig / Pre-Calculus /Calculus to determine math placement)		
Trigonometry	C	MTH-112 Trigonometry
Trigonometry	A or B	MTH-251 Calculus I
Pre-Calculus (w/Trigonometry Included)	C	MTH-112 Trigonometry MTH-243 Statistics I (if took Trigonometry too then MTH-251)
Pre-Calculus (w/Trigonometry Included)	A or B	MTH-251 Calculus I MTH-243 Statistics I
Calculus (See Advanced Placement score or ACC course to place or see PASS Advisor)		MTH-251 Calculus I MTH-252 Calculus II MTH-253 Calculus III

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The Student Perspective

Communication Plan

Colleges will need to establish a communication plan to ensure current and prospective students are aware of the new placement policy, and how long it will be in effect. Website updates should be considered. Examples of student-facing placement websites are linked below:

- [Clackamas Community College](#)
- [Cuesta College](#)
- [Hawai'i Community College](#)

Placement Process and Support

At some institutions that have implemented multiple measures policies, the placement process begins with the student completing an intake form or questionnaire about the student's previous educational experience and future goals. Some institutions may use solely the information provided on the form to place students, while others may require additional documentation such as transcripts or test scores.

The types of questions and information that can be included on such an intake form include:

General

- What was your unweighted high school GPA (grade point average)?
- What was your high school graduation year?
- Do you have previous college credit?
- Do you plan to transfer to a four-year university?
- What degree program do you plan to pursue?
- What term do you plan to begin taking classes and how many credits do you plan to take?

Math Placement-Related

- What was the highest math course you took in high school? What grade did you receive?
- What was the highest math course that you passed with a Pass or C- or better grade in high school? What grade did you receive?
- How do you feel about math?
- Does your current job require math skills?

English Placement-Related

- What was the highest English course you took in high school? What grade did you receive?
- Have you ever written an essay longer than three pages?
- Have you ever written an essay that requires research, quotes, and references?
- How do you feel about reading? Writing?

Clackamas Community College has developed an example of such an [intake form](#). The institution has also developed overview documents for each of their developmental and gateway mathematics and English courses. These documents show the student the types of mathematics problems/reading and writing assignments that are covered in the course. This allows the student to make a more informed decision regarding if they are ready to tackle the course content. Examples of these documents are included in the appendices.

ADDITIONAL RESOURCES

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National Research

Multiple Measures State Policy Landscape (includes placement criteria and links to individual state policy documents)

Research for Action (2020)

<https://www.rfamultiplemeasures.org/state-policy-landscape/>

Core Principles for Transforming Remediation within a Comprehensive Student Success Strategy

Strong Start to Finish (2020)

<http://www.strongstart.org/deepening-understanding/core-principles>

Modernizing College Course Placement by Using Multiple Measures

Education Commission of the States & Center for the Analysis of Postsecondary Readiness (2019)

<https://postsecondaryreadiness.org/modernizing-college-course-placement-multiple-measures/>

Expanding Access to College-Level Courses

MDRC (2019)

<https://www.mdrc.org/sites/default/files/GLMultipleMeasures2019.pdf>

Toward Better College Course Placement: A Guide to Launching a Multiple Measures Assessment System

MDRC & CCRC (2018)

<https://ccrc.tc.columbia.edu/publications/toward-better-college-course-placement.html>

Resources and Examples from Other States

California

Academic Senate for California Community Colleges Assessment and Placement Guidance Memorandum

https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum_.pdf

Hawai'i

University of Hawai'i Community College Assessment and Placement Testing Criteria (includes links to individual college placement information)

<http://uhcc.hawaii.edu/go/assessments/>

North Carolina

Reinforced Instruction for Student Excellence (RISE) Documentation – Placement Guides

<https://drive.google.com/drive/folders/1CSWh2gh6d8InYMA3lUyE2Zpyrr0Opvu0>

Oregon

Clackamas Community College Placement Assessment Policy

https://www.clackamas.edu/docs/default-source/about-us/accreditation-and-policies/institutional-and-student-services-policies-and-procedures/evaluation-examination-and-placement/isp-260-placement-assessment.pdf?sfvrsn=1a5c8c68_4

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<https://www.clackamas.edu/admissions-financial-aid/getting-started/complete-your-placement-assessment>
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https://ccrc.tc.columbia.edu/media/k2/attachments/2018_Multiple_Measures_Guide_1.pdf
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<http://ecs.force.com/mbdata/MBQuestDEP2?Rep=DEP1804>
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<https://www.rappahannock.edu/pdf/multiple-measures-for-placement-policy.pdf>
- Research for Action (2020). *State policy landscape*. <https://www.rfamultiplemeasures.org/state-policy-landscape/>

APPENDICES: Clackamas Community College Placement Resources

What is PASS?

Placement Advising for Student Success (PASS). PASS advisors work with students to guide placement into the highest-level math and writing courses in which they are likely to succeed with appropriate support. PASS placements use student input and multiple other measures, rather than a single test score, to promote the student’s choice in determining their best path at Clackamas Community College.

Student Placement Process

In the past, all students began their placement process in the Testing Center with a test. Now, at Clackamas Community College, a student’s placement process begins with an intake form and conversation around multiple measures including high school graduation date, GPA, past test scores, most recent math courses, previous college coursework, work experience, educational goals, work and other time commitments. Students can receive this placement advising from multiple locations and people: the Welcome Center, Academic Advisors on three campuses, Testing Center staff, and the PASS office. PASS Faculty Advisors are available to meet with students for placement and serve as a referral point when expert skill assessment is needed. A student will take the placement tests if he/she has been out of school for a long time, when more information is needed, or if placement scores are required for admission to a specific program.

Data Analysis and Plan for Continuous Program Improvement

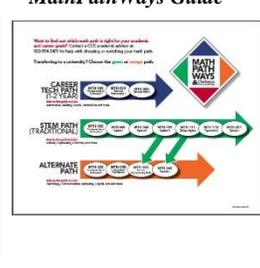
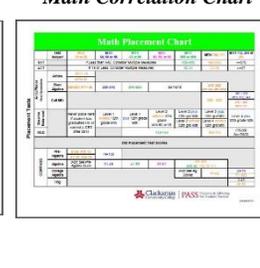
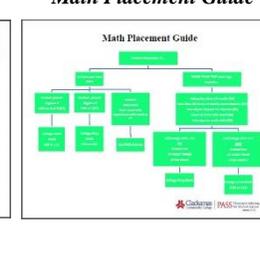
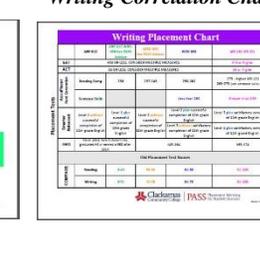
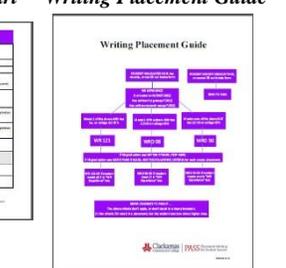
The PASS program has been collecting data for over two years. The first year sample included 135 students and had the following results:

- Overall, students placed through our multiple measure PASS program were placed 2.20 math levels higher than the test placement alone, and these students performed just as well. This higher placement resulted in saving these students 2.20 terms of math class time, reducing their extra costs for these additional credits, and achieving their educational goal faster.
- Overall, students placed through our multiple measure PASS program were placed 0.57 writing levels higher than the test placement alone, and these students performed just as well. This higher placement resulted in saving these students 0.57 terms of writing class time, reducing their extra costs for these additional credits, and achieving their educational goals faster.
(Note: Due to fewer writing placement levels, results are just as significant as shown by math data.)

The second year of the PASS program included over 700 students using the multiple measure PASS placement program. These results will be included in the second year data analysis for PASS and we expect results to be similar to that of year one.

As we continue to expand the PASS program to place the majority of incoming students, the placement process continues to improve. **The student’s goal is prioritized in the placement process, which has created a systemic change to entry and advising processes.** The PASS program is committed to building connections to academic and non-academic student supports, improving the student transition process with educational partners, and expanding these guided pathway conversations with students. The PASS program is based on the understanding that a successful start for students will lead to increased student retention and higher completion rates.

Innovative PASS Tools Being Used for Guided Student Placement

<p>PASS Intake Form</p> 	<p>MathPathWays Guide</p> 	<p>Math Correlation Chart</p> 	<p>Math Placement Guide</p> 	<p>Writing Correlation Chart</p> 	<p>Writing Placement Guide</p> 
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How well do you know Arithmetic II (MTH 020)?

Do these math problems look familiar to you?

Have you learned these types of problems in prior math classes?

If you reviewed this material, would you be able to solve most of these problems?

If you answered **YES** to at least two of the above questions, you should consider taking the next level math course.

MTH-60 (STEM)

MTH-050 (TECH)

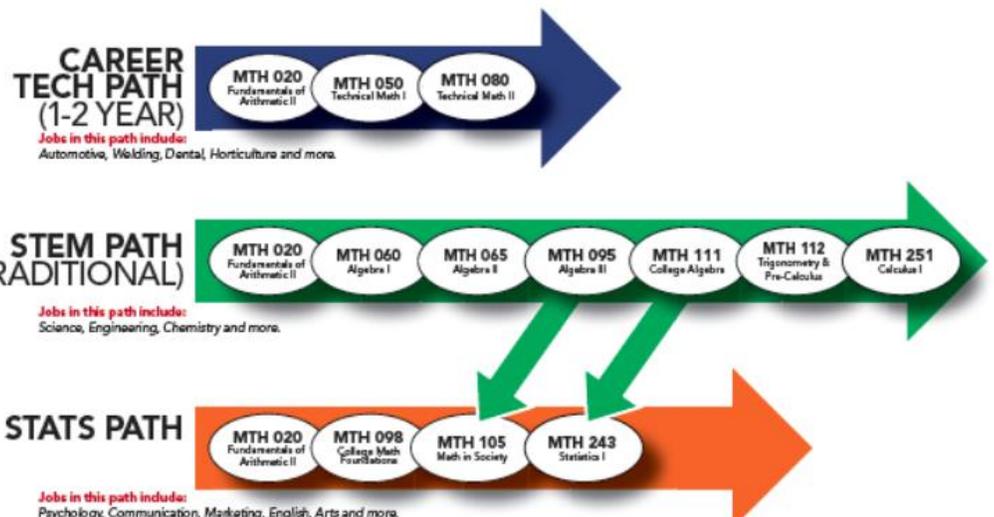
MTH-098 (STATS)

Want to find out which math path is right for your academic and career goals? Contact a CCC academic advisor at 503-594-3475 for help with choosing or switching your math path.

Transferring to a university? Choose the **green** or **orange** path.



- Simplify positive and negative expressions with exponents and parenthesis:
 - $-5 - (-11)$
 - $(-2)^3 + (-3)(2)$
- Simplify fraction, proportion and percent problems:
 - $\frac{2}{3} \div \frac{6}{7}$
 - $2\frac{1}{4} + 1\frac{2}{3}$
 - $\left(\frac{2}{3}\right)^2 - \left(\frac{4}{3}\right)\left(\frac{1}{3}\right)$
 - How many pieces of rope that are $\frac{3}{4}$ feet long can be cut from a piece of rope that is $6\frac{3}{4}$ feet long?
 - Solve for "x": $\frac{3}{4} = \frac{9}{x}$
 - What is 40% of 380?
 - What percent of 80 is 72?
- Solve basic geometry problems:
 - Find the circumference and area of a circle with radius 8 cm.
 - Find the area of a triangle with height=6 in and base = 12 in.



How well do you know Trigonometry (MTH 112)?

Do these math problems look familiar to you?

Have you learned these types of problems in prior math classes?

If you reviewed this material, would you be able to solve most of these problems?

If you answered YES to at least two of the above questions, you should consider taking the next level math course.

MTH-251 (STEM)
MTH-243 (STATS)

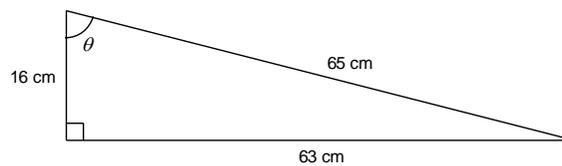
Instructions: Read all instructions carefully; simplify all expressions. Include units and round results as directed.

Remember to check degree/radian mode!

1. Convert 86.2° to radians (4 decimal places).

2. Convert $\frac{4\pi}{7}$ to degrees (1 decimal place).

3. Consider the triangle shown.



(a) Find the six trigonometric functions of θ (exact-value answers).

(b) Find the measure of θ (to the nearest tenth degree).

4. Give an exact-value result for $\tan 105^\circ$.

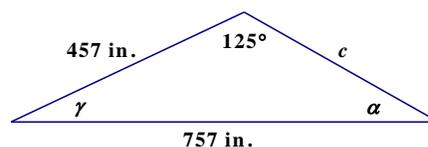
5. Consider the equation $4 \sin\left(x - \frac{\pi}{6}\right) + 3 = 5$.

(a) Find all solutions to the equation on the interval $[0, 2\pi)$ (exact values).

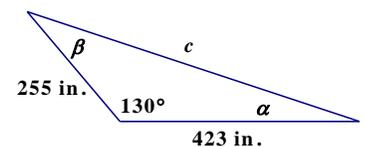
(b) Find all real-number solutions to the equation.

6. Solve and find the area of each triangle.

(a)



(b)



STEM PATH
(TRADITIONAL)

MTH 020
Fundamentals of
Arithmetic II

MTH 060
Algebra I

MTH 065
Algebra II

MTH 095
Algebra III

MTH 111
College Algebra

MTH 112
Trigonometry

MTH 251
Calculus I

Jobs in this path include:

Science, Engineering, Chemistry and more.



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How well do you know Technical Math II (MTH 080)?

Do these math problems look familiar to you?

Have you learned these types of problems in prior math classes?

If you reviewed this material, would you be able to solve most of these problems?

If you answered **YES** to at least two of the above questions, you should consider taking the next level math course.

Check the math requirements for your selected program or goal.

MTH-065/095 (STEM)

MTH-098 (STATS)

1. Simplify the expression.

$$4x^2 + 8x^2 + 2x - 1 - 5x$$

2. Solve the equation.

$$9x - 2 = 8x + 5$$

3. A boat travels 36 mi downstream in 2 hr. Returning upstream, the boat takes 3 hr. Find the rate of the boat in still water and the rate of the current.

4. Solve the proportion.

$$\frac{x}{6} = \frac{15}{2}$$

5. The scale on one map is 0.4 in. = 10 mi. A second map's scale is $\frac{1}{2}$ in. = 5 mi. A rectangular feature on the first map measures 0.2 in. by 0.3 in.

What would its dimensions be on the second map?

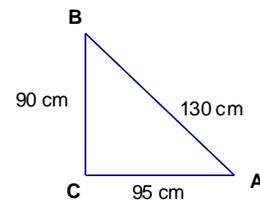
6. Consider the right triangle shown.

Evaluate (write your answers as fractions).

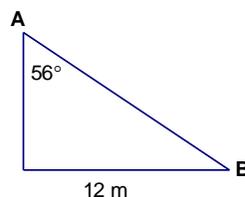
(a). $\sin A$

Evaluate, to the nearest tenth degree.

(b). $m\angle A$



7. Solve the right triangle (one decimal place).



**CAREER
TECH PATH
(1-2 YEAR)**

Jobs in this path include:

Automotive, Welding, Dental, Horticulture and more.

MTH 020
Fundamentals of
Arithmetic II

MTH 050
Technical
Mathematics I

MTH 080
Technical Math II



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Is Intro to Reading & Writing 1 (WRD 90) right for you?

1. Can you read and understand shorter pieces of writing in English, like magazine and news articles and textbook chapters?
2. Are you able to write paragraphs without many distracting errors?

If you answer YES to these questions then WRD-90 may be right for you.

Students in WRD 90:

Read book chapters, magazine articles, and other shorter texts.

Apply reading strategies such as rereading and marking the text for better understanding.

Summarize.

Clearly express ideas in pieces of writing of about a page.

Brainstorm ideas for writing.

Support ideas with examples and detail.

Revise writing.

Beginning of Term WRD 90 Sample Assignment

Assignment overview:
Read the chapter "Chicken Soup" (2 pages), and follow the writing assignment instructions below.

Reading sample

Chicken Soup

I have just the thing for that cold . . .
Chicken Soup—TRUE

As myth busters, it's sort of our job to dispel a lot of the "wisdom" that your mother and grandmotheraves by. But one of Grandma's best remedies may actually have something to offer when it comes to treating your cold. Yes, chicken soup might actually help relieve your cold symptoms.

We have to start off by saying that chicken soup has not been tested in rigorous, clinical studies. The evidence for or against chicken soup is not up to the standards of the studies that show us that medicines like antibiotics do not work for colds. However, experts have proposed several ways that chicken soup might work to help your body fight a cold or feel better during a cold. Chicken soup is a source of hydration and may improve your nutritional status; both good boons when you are sick. The warm liquid may also help you better clear mucus from your body, especially from your nose. In a study that compared the impact of drinking hot water, cold water, and chicken soup, both hot water and chicken soup increased how fast the nose was running or helped to clear out the nose, but the chicken soup worked even better than the hot water alone.

It is also possible that chicken soup could have some special ability to kill cells involved with infections. And some experts have proposed that chicken soup might make you feel better by lessening your body's inflammatory response to the infection, so that you don't have as much mucus or as many aches and pains.

As mentioned, chicken soup has not been studied very rigorously in groups of sick or healthy people, but one group of researchers did carefully investigate the impact of chicken soup on the specific cells of the immune system that increase inflammation when you have an infection. When you have an infection, immune cells called neutrophils migrate to the area to help fight the infection. One of the things that neutrophils do is release chemicals that increase the amount of inflammation when you have an infection. This inflammation is part of why you develop more mucus and phlegm when you get a cold. Though some of the inflammation response helps to fight the infection, other aspects of inflammation make you feel lousy.

Scientists studied whether chicken soup has an impact on the inflammation response; the scientists studied homemade chicken soup, as well as commercially prepared soups, to determine whether chicken soup prevented the inflammatory cells from migrating or moving to the source of infection. Amazingly enough, chicken soup worked! Various dilutions of the made-made soup and the majority of store-bought soups inhibited the movement of the neutrophils cells, which might give chicken soup anti-inflammatory properties.

Chicken soup is not proven to be an effective cold remedy, but it does have some properties that might help you feel better. You may also experience the best kind of placebo effect from chicken soup. Having soup prepared for you by a loved one, or associating chicken soup with memories of someone taking good care of you may play a powerful role in how much better chicken soup helps you feel. Chicken soup is not the cure for the common cold, but the science suggests that it may be worthwhile to listen to Grandma on this one. You just might feel a bit better.

Writing assignment instructions: After reading "Chicken Soup," complete the following:

- 1) Summarize the text (who, why, what, when, where, and how?):

- 2) List 3-5 questions that you have about this text after reading it:

- 3) Is the text convincing? Why or why not?

- 4) Pick out 3-5 vocabulary words from the text. Define them.

- 5) What do you like to eat when you are not feeling well? On the back of this page, write a paragraph describing your favorite comfort food and explaining why it makes you feel better. Then reread and revise the paragraph to the best of your ability.

WRITING PATHWAY

- ☑ - Meets writing requirements for many career tech programs and certificates
- ☑ - Meets writing requirements for many transfer degrees and certificates



Is English Composition (WR 121) right for you?

Are you ready for WR 121?

1. Are you able to write focused, organized 2-3 page essays and edit them so they are nearly free of errors?
2. Are you able to read and analyze college-level texts?
3. After reviewing the sample assignment on this page, are you comfortable completing a writing assignment like this?

If your answers are YES, WR 121 may be right for you.

Students in WR 121:

Use a writing process that involves pre-writing, drafting, peer review, revision, and editing.

Write thesis-driven academic essays of 3-6 pages, analyzing complex topics and using relevant sources.

Learn to locate, evaluate, and properly reference and cite scholarly sources.

Practice and apply correct MLA formatting and citation.

Beginning WR 121 Sample Assignment

Reading assignment: You will read and analyze the college-level essay choices (8 to 12 pages) and follow the writing assignment instructions.

reading text
sample



Writing assignment: For this assignment you will write a 3-4 page essay focusing on one of the key themes from either the speech “This is Water” by David Foster Wallace or the personal essay “Us and Them” by David Sedaris. A rough draft is due in one week. The final, fully edited, draft is due one week later.

Description: In class, we generated a list of major themes and key ideas from the texts “This is Water,” and “Us and Them.” You will choose one of these themes to focus on as the topic of your own essay. Your essay should present your perspective on the topic/theme that you chose (from the lists generated in class or from your own annotations / notes).

In your essay, you should use personal examples from your own experience to help explain or support your main point about the theme. In your essay, you must also use quotations from the text that you chose to respond to. The goal is to combine your own ideas and experiences with the ideas from the text you chose. When using quotations, introduce each quotation with a signal phrase:

Some examples of signal phrases:

- Doctor Smith says, . . .
- According to the book *Human Psychology*, . . .
- Linda Johnson explains . . .
- In the essay “A Modest Proposal,” Jonathan Swift claims . . .

These are *signal phrases* because they tell the reader that the following information is quoted from a source.

Submitting your essay:

- Your essay should be between 3-4 pages, double-spaced
- Follow MLA formatting guidelines (size 12 Times New Roman Font, double-spaced. etc.)
- Save your essay as a PDF file and upload it to Moodle before class on Wednesday
- Print two copies of your essay and bring these copies to class to share in small groups.

WRITING PATHWAY

- ✓ Meets writing requirements for many career tech programs and certificates
- ✓ Meets writing requirements for many transfer degrees and certificates

