

## **STAFF UPDATE FROM PRESIDENT PAUL CARLSEN – April 28, 2020**

Team LTC,

COVID-19 has forced us to reconfigure how we teach and support students, and I commend how each of you have stepped up your game over the last several weeks. We have also been forced to reimagine our assessment of students in the admission and enrollment process. Historically, we have utilized a high-stakes exam, the Accuplacer, to place students in courses and programs. To help you conceptualize what this means...

Assume Paul, a recent high school graduate, wants to take English 101. Paul's ACT scores are not so good, so before Paul can enroll in English 101 he must complete the Accuplacer. If Paul scores high enough, he can enroll in English 101. If Paul does not score high enough, he must complete a remedial course, which is not eligible for financial aid, before enrolling in English 101.

Since the Safer at Home Order we have adapted by focusing our placement efforts on something we call a "multiple measures" approach to student placement. Under multiple measures, a student is placed in courses or programs based on a wide-array of college readiness indicators: high school GPA, specific course grades in high school and college, dual credit grades, GED scores, and student/advisor discussion. Multiple measures is a holistic approach to enrollment and admissions, and means a student's college trajectory is not dictated by a single exam at a single moment in time.

Due to the gains in multiple measures and our realization that high stakes admissions testing creates an enrollment barrier, we will be using multiple measures exclusively from this day forward. We will no longer require the Accuplacer assessment unless explicitly required to do so by a programmatic accrediting agency. This student-focused approach to course and program placement will set our students and our college up for success long after this pandemic is over.

Thanks, Paul