

A Comparison Study of Placement Strategies for College Mathematics Courses

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Abstract

The purpose of this study was to compare the theoretical accuracy rates of four different placement methods historically used at one institution. Each of 1407 students were hypothetically placed into an entry level mathematics course using pre-established criteria for using the mathematics subscore of the American College Test (ACT-M), Course Placement Service (CPS) data, online placement testing, and expert teacher judgments. The placements were then tested for accuracy and statistically compared with Chi-square analyses. As the methods were not mutually exclusive, it was not surprising that the results of the strategies using multiple measures were considerably more accurate. However, the expert teacher judgments demonstrated the greatest amount of probable accuracy and consistency across both developmental and standard level courses.



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