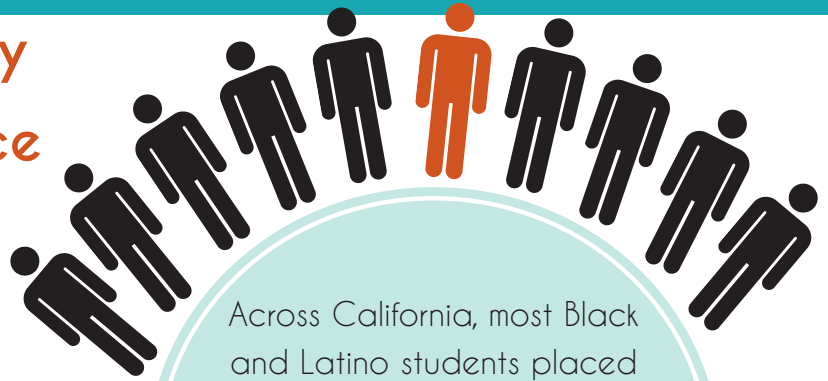


# ENSURING ASSESSMENT EQUITY AT CALIFORNIA COMMUNITY COLLEGES

**Placement is destiny.** A single test should not determine a student's destiny. Yet, each year over 75% of students learn that they have assessed as not college ready and must enroll in at least one remedial course.

Black and Latino students are **more likely** to be placed in multiple remedial classes. With every remedial class required, **their chance of completing drops.**



Across California, most Black and Latino students placed into remediation must take **3+ remedial math courses.** Fewer than **1 in 10** of these students will complete the math for a degree.

**50-60%** of racial achievement gaps in college completion are driven by initial placement into English and math.

## Students of color often benefit the most from remediation reform

At **Las Positas College**, students with a high school GPA of 2.5+ now bypass English remediation, and access to college English has **tripled for Black and Latino students.**

When **Florida** made remediation optional for many students, racial achievement gaps shrank and **completion of college math and English nearly doubled for Black students.**



Through multiple measures placement and co-requisites at **Cuyamaca College**, access to transfer math is now 3.5 times higher for all students and **7 times higher for Black students.**

When **Tennessee** replaced traditional remediation with co-requisites, completion of college math quadrupled overall and was **7 times higher among minority students.**

**\*Co-requisite model:** under-prepared students are not excluded from college-level courses. Instead, they receive additional support to be successful there.

**\*Multiple measures:** student placement is determined by high school grades and other measures, not just a single test.



#fixplacement

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