Equity Impacts of Multiple Measures for College Placement

Thanks for joining us! We’ll begin promptly at 12:00 p.m. PT / 3:00 p.m. ET.

- Comments and questions are encouraged in the chat.
- This webinar will be archived at NROC.org and you will receive a follow-up email with a link to the recording and slides.
- Contribute to the Twitter conversation at #NROCpd.
- For closed captions, click on the Live Transcript (CC) button.
- Do you need help with Zoom? Email community@NROC.org.
Let’s do placement differently.
EdReady is an adaptive learning platform that’s been adopted by districts, systems, and states to personalize math and English instruction and to empower data-driven, student-success decisions.
High-stakes placement

Readiness & success
Equity Impacts of Multiple Measures for College Placement

PRESENTERS

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The Assessment Challenge

How do we create a learning-centered environment that creates a positive experience for students as they begin their college journey?

What the research says:

- Multiple measures aid in addressing the more powerful predictive factors of student motivation and its relation to success (Melguizo et al., 2014).

- One study addressed the correlation between placement test scores and high-school GPA with college GPA and college credit accumulation (Belfield & Crosta, 2012).
  - Placement test scores are weakly correlated
  - High-school GPA has a strong correlation to college GPA and credit accumulation.

- Increased access and success in college-level courses for underrepresented populations in particular African American and Latina/o populations through the use of multiple measures placement (Ngo & Kwon, 2015).
...a different approach to “placement” that avoids most of the pitfalls and mistaken assumptions that have called into question traditional placement-testing practices (and even whether placement testing should occur at all).
Maricopa EdReady:  https://www.youtube.com/watch?v=c1gl814j_2k
Creating a New Placement Paradigm:

- From an assessment event to the start of a learning process
- From labeling students and imposing a rigid starting point to empowering students with information and options
- From dividing students into two groups (ready or not ready) to supporting students at all individual starting points
Poll Question

What does your Institution currently use for Placement?

- Accuplacer
- ALEKS
- Multiple Measures (High School GPA, ACT/SAT, GED)
- Guided Self Placement
- Homegrown Placement Test
- None
Previous models of placement based on proctored exams LABELED students as “College Ready” or “Not College Ready”.

- EdReady supports our mission to be a growth mindset institution.
- Every student belongs there, and our placement tool helps to identify what they know now and also equips them with tools and resources to continue increasing their knowledge base.
- We encourage students to Assess for Success!
Multiple Measures Model for Placement

Ivy Tech
- HS GPA
- ACT/SAT
- GED
- ACCUPLACER
- Self-placement
- EdReady

Maricopa
- HS GPA
- ACT/SAT
- GED
- ACCUPLACER
- EdReady
Multiple Measures at Ivy Tech

• We literally re-envisioned our processes related to student placement.
• Cross-functional team involved in planning and creating process map
• Focused on helping students and our team to identify their readiness for math or English courses
• Identified programs or courses that had no assessment requirement
• Scaled use of NROC’s EdReady tool as part of our holistic placement process (branded as Knowledge Assessment)
• Customized to our course objectives
• Automated processes and reporting
Supporting Students Through the Process

- Enrollment Center sets up the student account and helps the student identify their course of study.
- Enrollment Center staff support and encourage students until they take the initial diagnostic.
- Tutoring Center staff support and encourage students to work with tutors if they choose to work in their study path to improve their score.
- Advising Center reach out to students who have completed the diagnostic and helps them register for classes.
- KA Days this summer on campus.
Process and Results

- Automation processes
  - Increased efficiencies and accuracy
  - Increased our ability to produce comparative success data
- Implementation of Tableau reporting
- Single-sign-on process established
- Integration of scores in Banner
- 50% more students are placing into program-level courses
- Fewer students placing into developmental-level courses
Multiple Measures in Maricopa

- Began with use of GPA for course placement by math faculty.
- GPA for course placement expanded to English and reading.
- ACT/SAT and GED added as additional placement options.
- Pandemic provided necessity for use of EdReady, as other placement options were not available to students.
- Faculty councils determined assessment objectives and scores needed for course placement.
- Discussions with advisors on placement conversation with students.
- Resources for students, administrators, faculty and staff to support multiple measures implementation.
Process and Results

● Began with student account creation in EdReady system, but moved to single-sign-on for automatic upload of scores and ease of student use.
● All placement scores are available in student information system for student and staff use.
● Dashboards created in Tableau to support disaggregation of data by placement type and student demographics.
● Increase in college level placement across all demographic groups, including traditionally underserved populations.
● Decrease in developmental course placement for students of color.
● Beginning to collect data on course success by placement method.
Placement Data

● Since March 2020:
  ○ 61,827 students have placed with EdReady
  ○ 74,894 students have placed by other methods
  ○ 2,866 students have self-placed

● 52% more students placed program ready with EdReady than students who placed with ACCUPLACER.

● 18% of students who attempted to place with ACCUPLACER did not place into any course (March–August 2019).
## Multiple Measures Placement Data

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>College Level Placement-Fall 2019</th>
<th>College Level Placement-Fall 2020</th>
<th>College Level Placement-Fall 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>76%</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td>American Indian</td>
<td>62%</td>
<td>73%</td>
<td>75%</td>
</tr>
<tr>
<td>Asian</td>
<td>85%</td>
<td>90%</td>
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<tr>
<td>Black</td>
<td>51%</td>
<td>69%</td>
<td>72%</td>
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<tr>
<td>Hawaiian</td>
<td>60%</td>
<td>84%</td>
<td>84%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>70%</td>
<td>80%</td>
<td>81%</td>
</tr>
<tr>
<td>Other/U undeclared</td>
<td>80%</td>
<td>86%</td>
<td>87%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>78%</td>
<td>86%</td>
<td>87%</td>
</tr>
<tr>
<td>White</td>
<td>84%</td>
<td>89%</td>
<td>89%</td>
</tr>
</tbody>
</table>
Course Outcomes: EdReady Placement vs. “Other Placement Methods”

Using “other methods” as the benchmark (including Accuplacer), students were …

- 42% more likely to pass their English Course using EdReady placement
- 3% more likely to pass their Math Course using EdReady
- 73% more likely to pass their English Course using college-level placement
- 66% more likely to pass their Math Course using college-level placement
Iterating: What are we doing to move the needle on student success?

Knowledge Assessment
- Uses EdReady platform
- Part multiple-measures placement
- **Used for placement**
- Customized content
- Aligned to Ivy Tech course objectives
- Diagnostic & customized study path

KA and LevelUp
- EdReady platform
- Web based
- Customized math and English (ELA) content
- Diagnostic + customized study path
- Adaptive learning
- Interactive content

LevelUp
- Uses EdReady
- Customized Math & ELA content
- Aligned to Indiana Standards
- 8th-12th grade levels
- **Purpose: course prep or course resource**
- Diagnostic & customized study path

IVY TECH COMMUNITY COLLEGE
Questions?
Live Q&A | Implementing New Measures of Student Readiness and Placement Practices
Thursday, November 3, 12 PM PT / 3 PM ET

Based on the popularity of this webinar, we’re hosting a live question-and-answer session with the same presenters as well as members of our Customer Success Team.

Please join us for this special 1-hour event, organized in the following way.

- **Getting Started | What to Consider and Who to Involve**
- **Implementation | The Student Experience and Placement Rubrics**
- **Evaluating Efficacy | Defining Student Success and Gathering and Analyzing Data**
Polling Question

Are you looking to change your Institution’s Placement Model?

- Yes
- No
PEP Talks are a field-focused resource series designed for practitioners interested in advancing equity in their programs. PEP Talks break equity work into smaller, bite-size initiatives to support increasing equitable access and participation in dual and concurrent enrollment. Each PEP Talk is designed with the practitioner in mind and includes a summary of the topic, examples from the field, links to resources, and actionable steps to get started.

Gwenn Eldridge, Dr. Rosslyn Knight, and Kristin Oakes will also be featured in an upcoming NACEP PEP Talk.
Thank you for attending today.

Make sure to register now to join us for the November 3 Q&A event!