

How Alternative Approaches to Student Placement Impact Retention

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How Alternative Approaches to Student Placement Impact Retention

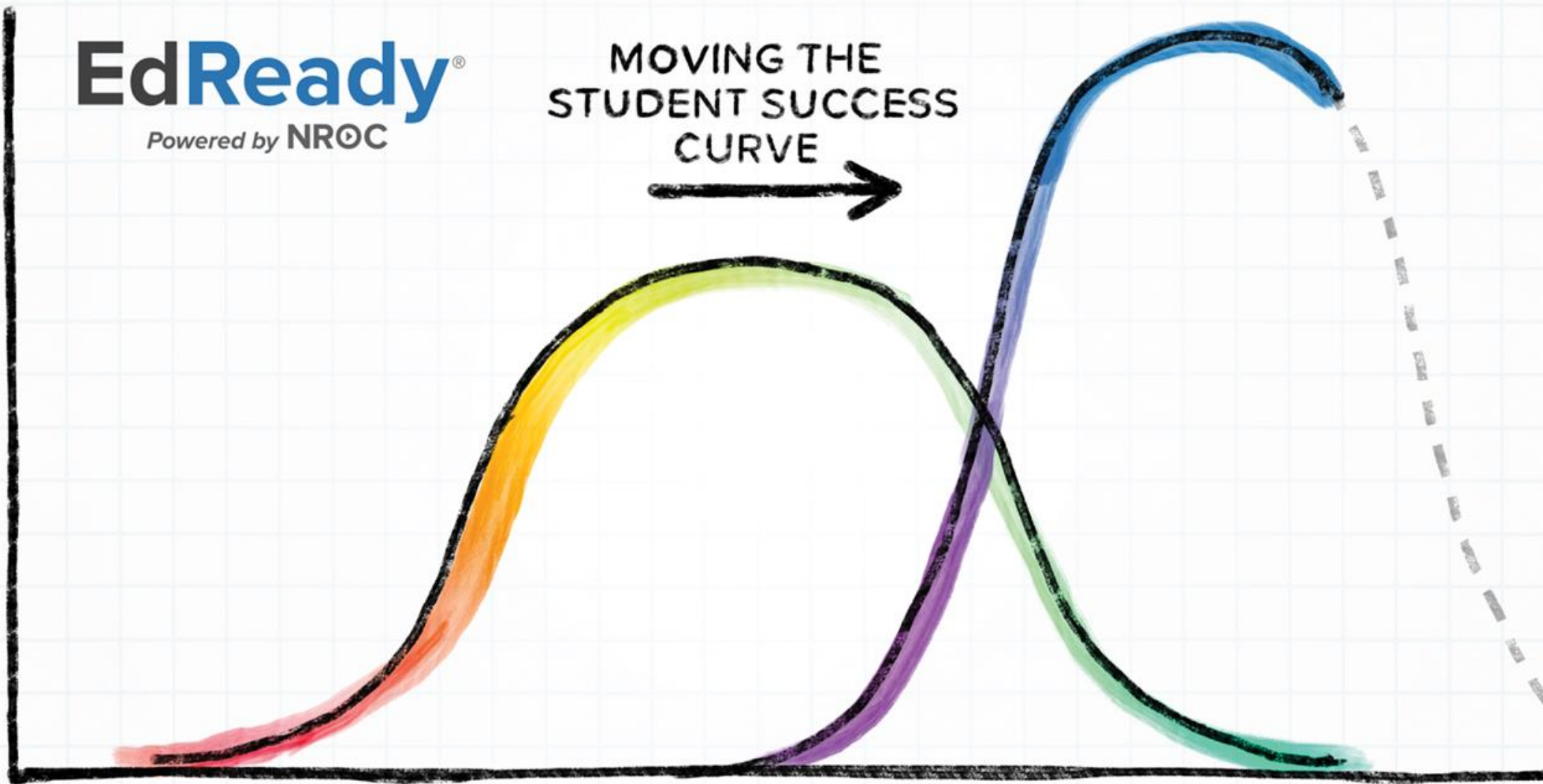
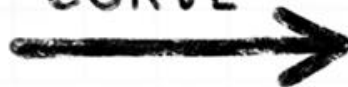
Thanks for joining us! We will begin promptly at 3:00 p.m. ET.

- Use the “Chat” area for group interaction. Tell us where you are from!
- Submit questions to Q/A as they arise
- This webinar will be archived at [NROC.org](https://www.nroc.org)
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- Contribute to the Twitter conversation at [#NROCpd](https://twitter.com/NROCpd).
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EdReady[®]
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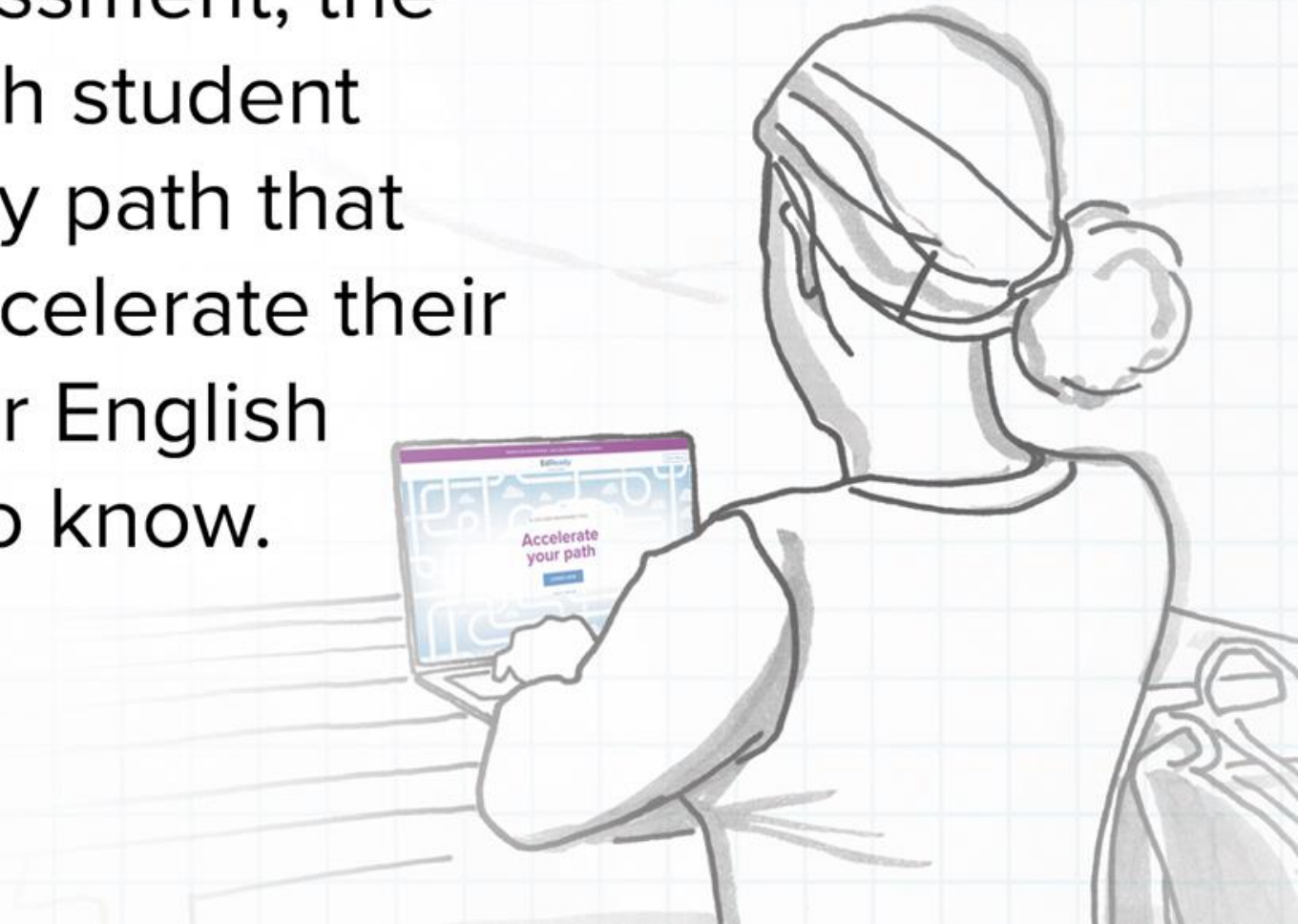
MOVING THE
STUDENT SUCCESS
CURVE



 testing only

 building student success

After a student completes EdReady's Initial Diagnostic assessment, the application builds each student an individualized study path that empowers them to accelerate their mastery of the math or English concepts they need to know.



HOW IT WORKS

- ① “placement” → “readiness”
- ② put the responsibility on the student
- ③ focus on strategic interventions
- ④ use data to inform practice

About JSU and Our Low-Stakes Placement Process



www.jsu.edu/learningservices/placement

COLLEGE PLACEMENT and READINESS with EDREADY

- The placement process begins with Gamecock Orientation before classes begin. EdReady reporting features allow JSU to see the students' progress and the time spent working with the materials. Those students who are not engaged are flagged so that they can be contacted and given assistance.
- If students reach a designated score, they may register for their credit bearing math. If they are unable to complete the review, they may enroll in a developmental course. Knowing that low scores are associated with a lower likelihood to be retained, JSU can be proactive in identifying and assisting students who are at risk of leaving.

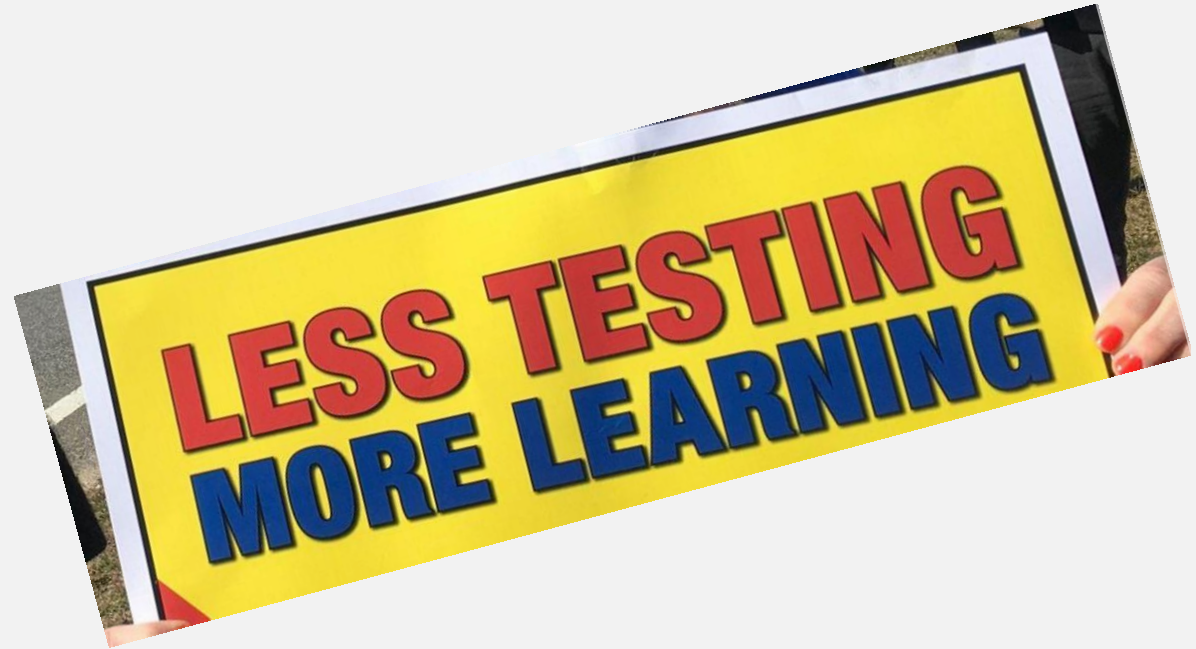
STUDENT ENGAGEMENT:

How do we get students to complete the EdReady Placement?

- Communication Plan involving many different departments in the university that begins as soon as the student is accepted.
- We suggest that the student take the diagnostic at least two weeks prior to orientation.
- Series of emails to students.
- Personal contact through individual emails/phone calls if needed.

YOU DON'T “RETAKE THE TEST”

- Students and advisors commonly use the phrase “retake the test.”
- With EdReady, you work the study path to the target score.
- Change the test-retest mindset model to “work your customized study path.”



PRE-PANDEMIC WINS AND LOSSES

- JSU was able to **reduce the number of sections of developmental math** that are offered by about 80%.
- The reduced number of developmental courses did not result in a loss of credit hour production because **more students take credit-bearing math**.
- Students who completed their placement study path **saved time** by enrolling in credit-bearing math in their first semester.
- Students unable to complete their study path took (and paid for) a developmental math course. If still unable to complete the review, they receive tutoring in a no cost / no credit Emporium until they reach mastery. Overall, they **saved money** from our previous system.
- Our greatest **challenge** is that the weakest students have the lowest attendance, and we have not been able to find an incentive that is strong enough to overcome their avoidance.

Break for Questions & Comments on
JSU Placement Process

Since the pandemic, Admissions Offices have been challenged with redesigning their usual recruitment policies.

RECRUITMENT & RETENTION

At JSU, the greater academic needs of newly admitted students have stressed our placement process and altered our course schedules.

We will continue to monitor the progress of our students from **admission** to **placement** to **retention**.



Definitions: STUDENT SUCCESS, RETENTION, AND COMPLETION

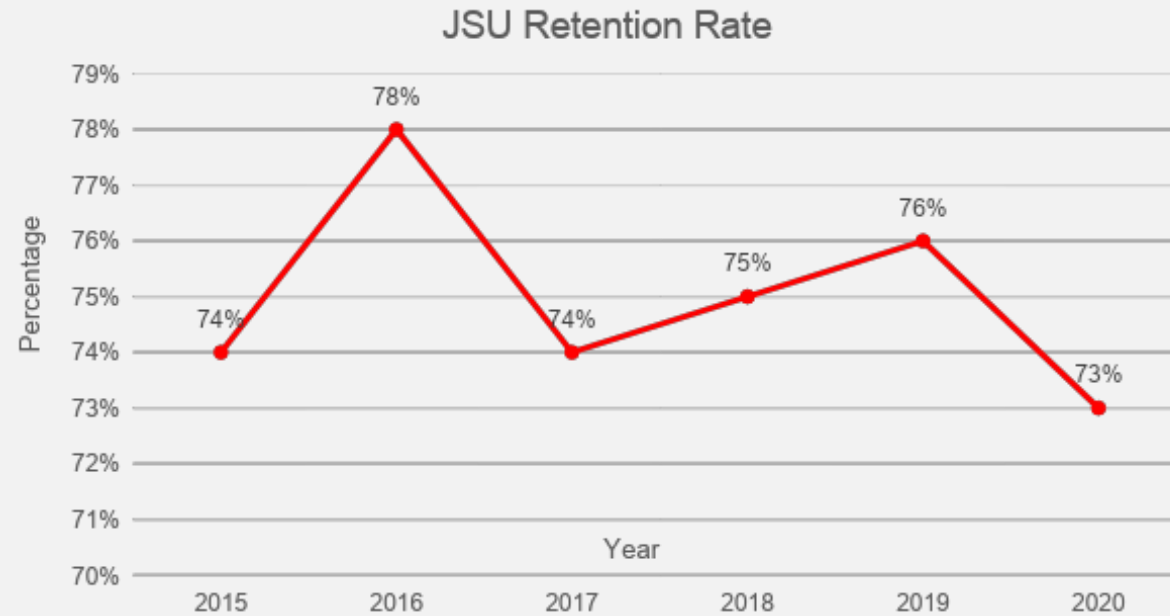
EdReady is used as a low-stakes placement tool at JSU. A “score” is defined as the highest score attained by the students in their independent review.

“Retention” at JSU is defined in this study as first-time, full-time freshmen who return to JSU for their sophomore year.

Data was collected in 2015 - 2020 by JSU’s Office of Institutional Research & Effectiveness.

The purpose of the analysis was to identify indicators that are useful in determining the characteristics of students who are most likely to be retained.

RETENTION RATES AT JSU 2015-2020



For first-time, full-time freshmen enrolled at JSU

What information is given by an indicator?

Indicators are traits that are significantly correlated with a variable of interest, such as retention.

Indicators are useful in creating profiles of students who have the greatest need of intervention in order to experience success.



EXAMPLES OF FACTORS THAT ARE ASSOCIATED WITH RETENTION AT JSU

Year	2015	2016	2017	2018	2019	2020
Age (older)						
High School GPA (higher)						
Beginning Hours (more)						
Hours Earned at 1 yr (more)						
Grant Amount (higher)						
Scholarship Amount (higher)						
Math EdReady (higher)						
English EdReady (higher)						
AP English Comp Score (higher)						
AP English Lit Score						
AP Calc AB Score						
AP stats Score						

Legend	
	More likely to be retained
	Less likely to be retained
	No impact on Retention
	Not Collected/Insufficient Data

EXAMPLES OF FACTORS THAT ARE ASSOCIATED WITH RETENTION AT JSU

Year	2015	2016	2017	2018	2019	2020
Gender (Females)						
Race (African American)						
Age 20 & up						
Non-Traditional						
Conditional Admission						
Distance Learning (online only)						
Incoming Credit (some credit)						
Athlete?						
Loan Recipient						
Received Scholarship						
Pell Grant Recipient						
Out of State						
EdReady Math Placement (MS 112)						
MS 100						
EH 100						
English Comp AP Credit						
English Lit AP Credit						
Calculus AB AP Credit						

EXAMPLES OF FACTORS THAT ARE ASSOCIATED WITH RETENTION AT JSU

*Indicators that a student is **more** likely to be retained*

- Higher average high school GPA
- Higher average incoming credit hours
- Being Female
- Having AP Credit
- EdReady Placement in MS 112
- Higher average Math EdReady scores

EXAMPLES OF FACTORS THAT ARE ASSOCIATED WITH RETENTION AT JSU

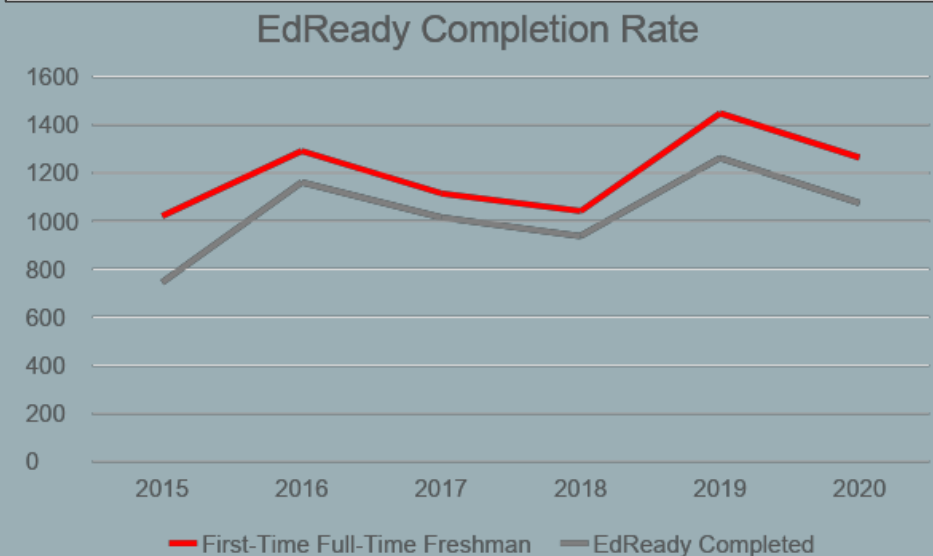
*Indicators that a student is **less** likely to be retained*

- Being a first-time freshman aged 20 or older
- Receiving a Pell Grant or a Loan
- Being Conditionally Admitted
- Race (some years)
- MS 100 (Developmental Math) Placement (most years)
- Online only students

EXAMPLES OF FACTORS THAT ARE **NOT** ASSOCIATED WITH RETENTION AT JSU

- Work Study Participant
- Loan Amount

DATA ANALYSIS: EdReady Completion Rate



Year	N	EdReady %
2015	1021	73%
2016	1294	90%
2017	1115	91%
2018	1041	90%
2019	1448	87%
2020	1264	85%

For this analysis, all first-time, full-time freshmen enrolled at JSU were included.



2015 - 2020 RESULTS

- 73 - 91% Participation Rate in initial EdReady Placement Path
- Those who were placed in MS 112 (PreCalculus) with EdReady Placement were significantly more likely to be retained than those who did not (excluding 2015), at 0.10 level of significance.
- 76 - 84% Retention Rate for those who engaged with EdReady Overall
- Average EdReady score for students who were retained was significantly higher than for those who were not retained, at 0.10 level of significance. This result was true whether students started with the developmental course or the credit bearing math course (Precalculus Algebra).

PANDEMIC IMPACT ON SUPPORT STRATEGIES

- It was challenging to anticipate the effects of removing ACT scores from the admissions process.
- The number of sections of developmental math increased from 7 to 24. The increase in sections was inadequate, but no more could be added because of staffing limitations.
- Despite a tremendous amount of free tutoring and student support, it is surprisingly difficult to convince JSU students to accept it.
- JSU is increasing the staff for academic advising.

Questions & Discussion



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Thank you for joining us!

You will receive a link to the recording and presentation assets, also available at **NROC.org**.