Paving the Way to Better Gateway Course Placement

James Thomas
Associate Vice President of Business, Computers, Arts and Sciences, York Technical College

Wesley Spinks
Associate Dean of Arts and Sciences, York Technical College

Moriah Allen
Dept. Chair for English and Foreign Languages, York Technical College

Steven (JR) Richardson
Dept. Chair for Mathematics, York Technical College

Dr. Ahrash Bissell
FACILITATOR, President
The NROC Project / EdReady

THE NROC PROJECT
 Use the Q&A area to submit questions as they arise.

This webinar will be archived at NROC.org, and you’ll receive a follow-up email with a link to the recording and slides.

Contribute to the X (Twitter) conversation at #NROCpd.

Do you need help with Zoom? Email community@NROC.org.
EdReady®
Powered by NROC

Network of institutions

Adaptive learning development

OER creation and distribution

Iteration & scaling

2003

2023

Hippo Campus

MATH
ALGEBRA 1
DEVELOPMENTAL MATH

ENGLISH
INTEGRATED READING AND WRITING
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.

Meet students where they are... & prepare them for what’s next.
EDREADY SUPPORTS:

- Just-in-time learning and accelerated learning
- Grade-to-grade transitions
- Dual enrollment / early college / P-TECH programs
- High school completion
- College and career readiness
- Low-stakes, formative assessment for placement
- Co-requisite education
- HSE / GED, CASAS, TABE, or NRS preparation
- Teacher preparation
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✓ Teacher preparation
EdReady puts educators in control.
Goals

You define what you want your students to be ready for.
Scopes

You tailor the study paths and diagnostic assessments your students use.
Resources

You choose which vetted and award-winning multimedia learning resources students can access.
Data Access

You set EdReady administrative users’ permissions, including who has access to which student data.
Readiness

You develop the messages that students see when they reach or eclipse their target score.

What’s next for your students?
Mastery Status of Learning Objectives (Unit and Topic Level)

- **Untested**: this material was not covered by the diagnostic
- **Not Ready**: student has mastered less than 50% of included learning objectives
- **Needs Review**: student has mastered 50-99% of included learning objectives
- **Doing Well**: student has mastered 100% of tested learning objectives... but not everything has been tested yet
- **Mastered**: student has mastered 100% of included learning objectives
**Units you should study:**

Note: You have not been tested on every topic in the unit(s) below. Click on any unit at any time to check your mastery more fully.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Numbers</td>
<td></td>
</tr>
<tr>
<td>Fractions and Mixed Numbers</td>
<td></td>
</tr>
<tr>
<td>Decimals</td>
<td></td>
</tr>
<tr>
<td>Measurement</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
</tr>
<tr>
<td>Concepts in Statistics</td>
<td></td>
</tr>
<tr>
<td>Real Numbers</td>
<td></td>
</tr>
</tbody>
</table>
Decimals

Recommended study time: 2 hours

Topics you need to study in this unit:

- Ordering and Rounding Decimals
- Adding and Subtracting Decimals
- Multiplying and Dividing Decimals
Multiplying and Dividing Decimals

$12.75 \times 33.5$ hrs.
Sample Student Population

more prepared

identifying population for intervention

less prepared
What We Expect: Without Intervention

- More prepared
  - Higher grades
  - Higher retention

- Less prepared
  - Lower grades
  - Lower retention

Before and After with no intervention.
What We Hope: With Intervention

- More prepared
- Less prepared

No intervention

Intervention

Higher grades
Higher retention
Improved grades
Improved retention

Before

After

academic performance
Ideal Outcome: With Intervention

- More prepared
- Less prepared

No intervention

Intervention

Equal grades
Equal retention

Academic performance

Before

After
Paving the Way to Better Gateway Course Placement

Moriah Allen, JR Richardson, Wesley Spinks, and James Thomas
Presenters

Moriah Allen
English and Foreign Languages Department Chair

JR Richardson
Mathematics Department Chair

Wesley Spinks
Associate Dean Arts and Sciences

James Thomas
Associate Vice President Business, Computers, Arts and Sciences
Participant Learning Outcomes

Participants will be able to:

• Identify characteristics of NROC’s EdReady.

• Communicate details related to York Tech's implementation of EdReady for placement.

• Plan ways their institution may involve faculty and staff to spur change for placement or other course improvements.
About NROC & EdReady

Nonprofit founded in 2003, NROC was a pioneer in the development and distribution of Open Educational Resources (OER). EdReady, an adaptive learning platform, launched in 2014 with Algebra 1, Developmental Math, and Developmental English.

EdReady has been adopted by institutions, districts, systems, and states to personalized math and English readiness and to empower data-driven, student-success decisions. To date, EdReady has been used by millions of students.
WHAT WE DO

NROC collaborates with educators to imagine, develop, test, and refine technologies that improve student success.

Technology can’t - and shouldn’t - replace the human art of teaching, but it can help you effectively individualize instruction at scale. Every learner can benefit from personalized support, and NROC honors the unique need of every student. EdReady is proven to improve student readiness, and increase retention and completion rates.
We believe that no student is remedial, just as no student is perfectly prepared. All students benefit from personalized support.
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.
HOW DOES EDREADY CHANGE OUR APPROACH TO PLACEMENT?
Development and Implementation

• Diagnostic Design
• Diagnostic Pilot
• Reflection and Revision
• Cut Scores
• Prepping for Launch
Diagnostic Design

- Engage faculty in the process
- Align course outcomes with EdReady outcomes

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
<th>Needed to demonstrate MAT 033 mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Whole Numbers</td>
<td>Place Value and Names for Whole Numbers</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Rounding Whole Numbers</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Comparing Whole Numbers</td>
<td>Y</td>
</tr>
<tr>
<td>Adding and Subtracting Whole Numbers</td>
<td>Adding Whole Numbers and Applications</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Subtracting Whole Numbers and Applications</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Estimation</td>
<td></td>
</tr>
<tr>
<td>Multiplying and Dividing Whole Numbers</td>
<td>Multiplying Whole Numbers and Applications</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Dividing Whole Numbers and Applications</td>
<td>Y</td>
</tr>
<tr>
<td>Properties of Whole Numbers</td>
<td>Properties and Laws of Whole Numbers</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>The Distributive Property</td>
<td>Y</td>
</tr>
<tr>
<td>Exponents, Square Roots, and Order of Operations</td>
<td>Understanding Exponents and Square Roots</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Order of Operations</td>
<td>Y</td>
</tr>
<tr>
<td>Integers and Mixed Numbers</td>
<td>Introduction to Fractions and Mixed Numbers</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Proper and Improper Fractions</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Factors and Primes</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Simplifying Fractions</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Comparing Fractions</td>
<td>Y</td>
</tr>
<tr>
<td>Multiplying and Dividing Fractions and Mixed Numbers</td>
<td>Multiplying Fractions and Mixed Numbers</td>
<td>Y</td>
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<tr>
<td>Adding and Subtracting Fractions and Mixed Numbers</td>
<td>Adding Fractions and Mixed Numbers</td>
<td>Y</td>
</tr>
</tbody>
</table>
Diagnostic Pilot

• Eighty-nine ENG 101/ENG 155 students took the EdReady placement test in the first three weeks of the 2022SP3 term.

• Fourteen were in an ENG 032 co-requisite

• Results from ten different sections

• Sixty-five MAT 110 students took the EdReady placement test in the first three weeks of their classes in the 2022SP3 term.

• This took place across five different MAT 110 sections.
Reflection and Revision

• EdReady allows the user to customize the topics and objectives that are on the diagnostic test as well as on the scope of the preparatory material. Teams of faculty were able to examine each chapter, topic, and objective for inclusion or exclusion in the diagnostic and the scope. This produced tests that are intentionally aimed at the specific courses that we teach.

• The teams also took the diagnostic test and examined the viability of each question, allowing them to further edit and refine the topics after seeing what the students would see while taking the test. We feel that this process created a placement test that is highly predictive of student success in our classes.
Reflection and Revision

• Removed outcomes more aligned with 101/155 mastery
  • Example: Write an implied thesis statement in response to a narrative prompt.
  • Example: Create a hook for an introductory paragraph.
  • Example: Understand how an author's purpose shapes the content and delivery.

• Focused on outcomes showing mastery in RWR 032 and ENG 032
  • Example: Identify the topic sentence in a paragraph.
  • Example: Develop an effective topic sentence.
  • Example: Locate the stated main idea by identifying the topic and what the author is saying about the topic.
Cut Scores

Combined ENG 101/155 and ENG 101/155 with ENG 032 Results

<table>
<thead>
<tr>
<th></th>
<th>Initial</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td>&lt;50</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>50-60</td>
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<td>27</td>
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<tr>
<td>60-70</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>70-80</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>80-90</td>
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<td>1</td>
</tr>
<tr>
<td>90-100</td>
<td>0</td>
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<tr>
<td>Median</td>
<td>63</td>
<td>63</td>
</tr>
<tr>
<td>Mean</td>
<td>62.6</td>
<td>64.6</td>
</tr>
</tbody>
</table>

The frequency distribution of the initial test scores and the final scores (after studying) and the mean and median for the MAT 110 Pilot group:

<table>
<thead>
<tr>
<th></th>
<th>Initial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;50</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>50-60</td>
<td>13</td>
<td>10</td>
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<tr>
<td>60-70</td>
<td>29</td>
<td>18</td>
</tr>
<tr>
<td>70-80</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>80-90</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>90-100</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Median</td>
<td>63</td>
<td>66</td>
</tr>
<tr>
<td>Mean</td>
<td>61.6</td>
<td>65.5</td>
</tr>
</tbody>
</table>
Prepping for Launch: D2L Placement Shell
Prepping for Launch: D2L Placement Shell

Getting Started

Add dates and restrictions...

Getting Started

Prepare. Test. Succeed.

Learning Path

An individualized learning path is created for the student so that they can improve their EdReady score by "working the path". Their score will steadily rise if they view the sessions and complete the given material. "Working the path rewards the hard work and dedication of the students who want to place higher."
Prepping for Launch: D2L Placement Shell

EdReady Placement Test

Add dates and restrictions...

Before you begin the test, make sure to check the score you need by reviewing the math and/or English placement details, located in the table of contents. Once you are ready, select EdReady below. Make sure you complete both English and Math placement.
Prepping for Launch: D2L Placement Shell

Next Steps

Add dates and restrictions...

Next Steps

Prepare. Test. Succeed.

Academic Advising

Tutoring
You have reached the end of the diagnostic. Thank you for your participation!

Congratulations!

You have completed the diagnostic and scored at or above the target score of 70. This score indicates that you have placed directly into college level Mathematics (MAT 110, 112 and/or 120, depending on your program).

You have reached the end of the diagnostic. Thank you for your participation!

Your score is between 0 and 49. This score indicates that you have placed into MAT 033.

You also have the option to work your study path until you reach your target score.

A score of 50-69 will place you into MAT 103, 105 or 155. A score of 70 or higher will place you directly into MAT 110, 112 and/or 120 without any additional coursework.

The topics you need to study further are shown on your Study Path.

Click on the Learn button for any topic to improve your mastery of the material.
Prepping for Launch: Supporting Students

• Regularly review placement during registration periods
• Establish the infrastructure to support students with access issues
• Connect with students to encourage them to take the diagnostic or work their path

Good morning! I notice that you are registered for MAT 033 in the second 8-week term, but you have the opportunity to place out of that class with EdReady. If you would rather take one fewer MAT class to achieve your degree, then you should explore the opportunity that you have through EdReady. If you’ve already taken the EdReady placement test, you can work your path toward a higher, degree-level MAT class. If you haven’t taken the EdReady test, please do! Information is below:

https://tinyurl.com/YTCEdReady

Also, remember that if you reach a score of 50, you qualify for MAT 103, 105, or 155; if you reach a score of 70, you qualify for MAT 110, 112, or 120. If you think that you are already qualified for a higher class, please contact me and I’ll be happy to help you.

Email me at srichardson@yorktech.edu if you successfully place into a higher-level course or have any questions about the process.
Data Management Process

• Coordinated with NROC and York Tech's information services team to ensure scores flow from EdReady into Colleague.

• Scores update every 30 minutes to assist admissions department's needs.

• Regular meetings with campus stakeholders to ensure implementation issues are quickly addressed.
Initial Success Data Conversations

- EdReady data is not as clean to track or to use as comparison to prior placement metrics. Students work their paths even after initial placement, which is what we want!

- High school GPA placement continues to be our most successful placement metric.

- Data shows early indications that we are increasing the percentage of students gaining access to degree-level courses. We have seen successes with Composition I, Communications I, Quantitative Reasoning, and Introduction to College Algebra. The results for Transitional Reading and Writing, Contemporary Mathematics, and College Algebra are currently inconclusive.

- EdReady placement has been more accessible, as indicated by the number of students completing placement during non-typical business hours (nights, weekends, holidays, etc.).
QUESTIONS
WE NOW HAVE THE TECHNOLOGY TO DO PLACEMENT DIFFERENTLY
Thank you for joining us today!

GET IN TOUCH

Ahrash Bissell
abissell@nroc.org

partnership@nroc.org