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COMMUNITY COLLEGE DISTRICT NO. 508
APRIL 4, 2013**



Holistic Placement

Enhancing present course placement mechanisms to drastically improve outcomes for students requiring developmental education

Thursday, April 4, 2013



To help our students meet the demands of a changing world, we must start anew, focusing on four critical goals

Reinvention Goals

- Increase number of students earning college credentials of economic value
- Increase rate of transfer to bachelor's degree programs following CCC graduation
- **Drastically improve outcomes for students requiring remediation**
- Increase number and share of ABE/GED/ESL students who advance to and succeed in college-level courses

Reinvention Vision

Drive greater degree attainment, job placement, and career advancement

Ensure student success

Become an economic engine for the City of Chicago

Executive Summary

- 1 CCC presently uses one standardized measure – the COMPASS exam –for placement purposes for new students, and most of them place into developmental education.
- 2 National research and CCC student data indicate that course success is determined as much by non-cognitive or “soft” skills as by academic readiness.
- 3 CCC is working with the Educational Testing Service (ETS) on administering a non-cognitive student skills assessment called SuccessNavigator to improve placement and support.

CCC presently relies on one standardized exam for placement



It is considered one of the *“least-known, high-stakes tests in the world.”*

- Evaluates a student's knowledge and skills in reading, writing, and math.
- Determines how prepared a student is for college level coursework.
- Depending on test results, students will be placed in college credit, developmental, and/or non-credit (pre-credit) classes.

Test-taking ability is of primary importance when an institution uses only this one instrument to measure readiness

Limitations

“Placement tests are associated with severe error rates...overall correlations between placement test scores and developmental education grades are low...”

-Community College Research Center

- Taken in isolation, a placement test does not capture non-cognitive information, thus only considering a portion of what constitutes true college readiness.
- It is only a placement mechanism. It does not indicate, at a granular level, what interventions – such as study skills workshops – can help individual students persist in and complete college.

Cognitive skills assessment alone is not an effective placement method – non-cognitive or “soft” skills should also play a part

Los Angeles Times

October 23, 2012 | 4:13pm

New college program targets students with grit, not high test scores

A new college program that will primarily select students by personal characteristics — grit, resiliency and motivation — rather than test scores began accepting applications this week for campuses in California and Colorado.

What are non-cognitive skills?

- Metacognition
- Study skills
- Motivation
- Test-taking strategies
- Goal setting
- Conscientiousness
- Social Support
- Teamwork
- Self-efficacy
- Worry
- Institutional Commitment

Source: “New college program targets students with grit, not high test scores,” *Los Angeles Times*. October 23, 2012.

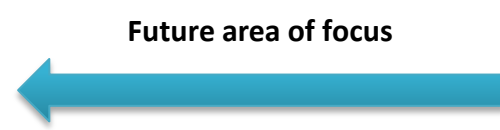
Preliminary CCC studies indicate developmental education math success rates are determined more by effort level than math readiness

Developmental Education Class Success Rates Based on Math Readiness and In-Course Behavior Levels

		Effort Level		
		High	Medium	Low
Math Readiness	High	96%	91%	--
	Medium	94%	77%	82%
	Low	86%	61%	38%

Success rate not calculated due to insufficient sample size

Success rates for students with low readiness but high effort more than twice as high as for low effort, low readiness



n=411

Effort level was measured as whether a student 1) actively participated in group work 2) actively participated in lecture 3) attended class 4) completed homework

Source: Li, K., Zelenka, R. Buonaguidi, L., Beckman, R., Casillas, A., Crouse, J., Allen, J., Hanson, M., Acton, T. & Robbins, S. (2012). Readiness, behavior, and foundational mathematics course success. Manuscript submitted for publication.

Holistic placement targets retention of new students from their day of entry to CCC, driving both spring enrollment measures and later completions, job placements and transfers to four-years

Presently, nearly 90 percent of CCC students require remediation – and only about a quarter transition from remedial coursework within a full year.

	Number of students taking one or more remedial courses in Fall 2011	Percent transitioning from remedial to college-level courses within a year
Math	11,595	26.9%
English	5,542	35.1%

Candidates for acceleration via SuccessNavigator are here – based on data from prior years, we can project up to 40 percent growth in credit math enrollment.

Acceleration is only half the story: City Colleges plans to use SuccessNavigator to assess students' non-cognitive abilities, providing rich student profile data **to better inform intentional advising around effort levels, helping to keep students on-path.**

Student Name: Sarah Smith
Student ID: 13-75680
Score Date: Sep 2, 2013

Advisor Report

Sarah's Background

- Race: Caucasian
- Gender: Female
- Parental Education: High School (Mother), Below High School (Father)

COURSE ACCELERATION



RECOMMENDED

ACADEMIC SUCCESS SCORE*



MODERATE

RETENTION SUCCESS SCORE*



HIGH

SKILL REPORT

Academic Skills – Tools to succeed in the classroom

Skills	<ul style="list-style-type: none"> • Sometimes uses organizational tools (e.g., checklist, planner) • Occasionally mismanages her schedule regarding assignments and exams 	 MODERATE
Next Steps	<p>Refer Sarah to the Tutoring Center to provide goal setting strategies and organizational tools. You can find additional ways of working with Sarah by clicking here.</p>	

Commitment – Active pursuit towards an academic goal

Skills	<ul style="list-style-type: none"> • Strongly committed to attaining an associate degree • Consistently attends class • Strong interest in engaging with resources on campus 	 HIGH
Next Steps	<p>The Career Center can help Sarah align her degree goals with her career goals. You can find additional ways of working with Sarah by clicking here.</p>	

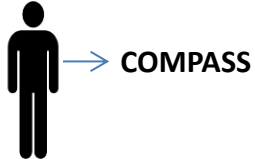
Self-Management – Managing the daily expectations

Skills	<ul style="list-style-type: none"> • Usually calm during important tests and assignments • Sometimes gives up when frustrated with assignments 	 MODERATE
Next Steps	<p>Refer Sarah to the Wellness Center on campus to help her manage pressures and succeed. For effective ways of helping Sarah manage every day academic stress, click here.</p>	

Social Support – Networks to support academic success

Skills	<ul style="list-style-type: none"> • Sometimes engages resources on and off campus • Parents show some support for her college attendance 	 MODERATE
Next Steps	<p>The Office of Student Life can connect Sarah with valuable student groups on campus. For helpful tools and tips about student connections, click here.</p>	

CCC can supplement COMPASS with non-cognitive assessment for placement



COMPASS Score	Dev. Ed. need by score	Success Navigator (SN)	Supports – targeted based on SN diagnostic, leveraging GradesFirst		
			In-class	Outside of class	
High	Level 2	SN HIGH	CREDIT	<ul style="list-style-type: none"> • Embedded tutoring • Supplemental Instruction (just-in-time mini-sessions for pending topics) • College Success Seminar • Topical workshops (e.g., success skills) 	<ul style="list-style-type: none"> • Wellness Center • TRiO Sponsored Support (where available) • College and SGA Sponsored Events (i.e., guest speakers) • Social Engagement workshops • Advising • Tutoring • Career Counseling • College-specific supports
		SN LOW			
Medium	Level 1	SN HIGH	L2		
		SN LOW	L1		
Low	Foundation	SN HIGH	L1		

Holistic Placement - summary of what's been done to date and what we plan to do for Fall 2013

Actions taken / Spring 2013

- 2500+ new students took Success Navigator in addition to taking COMPASS
- Over 100 students were accelerated along the math developmental education sequence.
- We are tracking interventions for the accelerated students
- CCC is sharing SuccessNavigator data with ETS, scrubbed of personalized information
- The present assessment includes 120 questions

Expected Outcomes

- When we complete Spring 2013 semester, we will share course data with ETS for analysis, to see SuccessNavigator's predictive power
- We will compare outcomes for the math accelerated students against those who were not accelerated.
- We will compare outcomes for the math accelerated with interventions versus those without
- We target to complete analysis by June 15, to see if this test has predictive power for placement
- We will uncover which supports work for students on which assessment measures, and which precise answers predicted success