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LEARNING LOG

Multiple Measures for Placement Implementation at NWTC

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DETAILS

MAKING IT WORK, UNDERSTANDING WHAT WORKS, AND SHARING WHAT WORKS

TITLE

Multiple Measures for Placement Implementation at NWTC


SOLUTION ⓘ

Developmental Education Reform and Supports for Learning

CAPACITIES ⓘ

Policy

Owner


[Victoria \(Vickie\) Lock \(/education/s/profile/005360000046lyzAAA\)](/education/s/profile/005360000046lyzAAA)


Record Type

Monthly-Current 2017



INSTITUTION

Northeast Wisconsin Technical College

REFLECTION

SITE INITIATIVE ⓘ

NWTC is in the process of introducing a multiple measure approach to placement that impacts placement into courses and into programs at the college. Students with a high school or college (15 college credits) grade point average of 2.6 or above are now exempt from placement testing. For student required to complete the placement test, the college will include a non-cognitive assessment (embedded into the Accuplacer platform) which has the potential to bump a student up who tests close to the benchmark for the next course level placement. The final improvement, which will pilot in math this Fall and roll out next summer at scale, will move the college to a co-requisite model of developmental education which will pair a developmental course (1 credit) with the college-level course and include one hour of supplemental instruction.

PROGRESS TOWARD STUDENT SUCCESS ⓘ

1. Exempted 300 continuing and 300 new students from developmental courses (so far)
2. Programmed the Accuplacer system (with help from a consultant) to factor in the results of the GRIT assessment when determining placement
3. Developed a pilot section of the co-requisite model in math to pilot this Fall.
4. Shared the new exemptions internally and with our K-12 partners.
5. Maintained our focus on support for students through academic coaching and advising
6. Shared what we are doing and learning through support from MDRC and CCRC.

IMPACT ⓘ

Impact to date:

1. 600 students exempted from taking a developmental education course. Our Institutional research team will follow those students to see how successful they are in their gateway courses.
2. We have also seen a 2 percentage point increase in the rate of matriculation to the college. Students no longer have long check-lists to fulfill, but gain acceptance much more quickly inot their program of choice.
3. The impact on the course success rates in developmental courses and gateway courses will be monitored as well—beginning this summer!

INTERNAL/EXTERNAL RESOURCES ⓘ

1. IIT staff time and expertise
2. Admissions, assessment, advising teams support from student services

3. Support of faculty and administration in General Studies
4. Support of administration across the college

NEXT CRITICAL STEPS❶

1. Rolling out the Next Generation Accuplacer with the additional non-cognitive measure in June
2. Developmental education will move to a co-requisite model, piloting this Fall and to scale next Summer.
3. Academic support through mandatory coaching will be implemented more broadly
4. Learning communities will be revised in the new co-requisite model—that planning is just beginning

OPPORTUNITIES/CHALLENGES❶

1. Determining the appropriate GPA took time and many hours of conversation. In the end, the research conducted by faculty determined the best indicator.
2. Adding a non-cognitive survey and determining which one—we are working with four other colleges in Wisconsin with support from MDRC and CCRC and we needed to find a survey that met our requirements (short, significant, free) and theirs (validated by research) and one that multiple colleges could agree to utilize. Ultimately, two colleges settled on the GRIT survey and three colleges are moving forward with ACT Engage
3. Engaging the IT resources required to program the system and making sure we had all of the internal teams represented also took some time. We have some experience with creating this kind of placement system in the recent past, so that part was easier this time around.
4. The new placement system will cause a disruption in the current process for determining which students will benefit from developmental education—this is causing some anxiety among faculty and staff and will need to be continuously evaluated
5. More students will complete their gateway math and English courses and that will be a positive outcome of the upcoming changes
6. The placement system will become more equitable, as the standardized test will no longer be the sole determination of course placement

QUESTIONS/REQUESTS❶

For those colleges who have implemented multiple measures—what do you wish you had done differently?

STATUS

Final

Completion Date❶

5/25/2017

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(/education/s/profile/005360000046lyzAAA)

Victoria (Vickie) Lock (/education/s/profile/005360000046lyzAAA) (Northeast Wisconsin Technical College) updated this record.

May 25, 2017 at 11:28 AM (/education/s/feed/0D53600001MrrPJCAZ)



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