

WEBVTT

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00:00:00.149 --> 00:00:11.400

Brandon Protas: Though the last month related to mall co requisite supporting you heard me just talk about it, multiple measures is a strategy that's often connected with co requisite support for the ways enhances that.

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00:00:12.090 --> 00:00:22.260

Brandon Protas: The way that we've designed it to happen today is we're going to have a combination of research and practice, so my name is brandon protests, I am a strategy director here at complete college America.

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00:00:22.920 --> 00:00:34.290

Brandon Protas: First you're going to hear from Elizabeth barnett she's from the Community college research Center she's going she's led amazing research in the field of multiple measures and she's going to share that with us today.

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00:00:34.920 --> 00:00:38.760

Brandon Protas: And then Scott paternity, he is from westchester Community college.

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00:00:39.240 --> 00:00:45.300

Brandon Protas: he's going to be sharing one example of direct itself placement direct itself placement is one example of multiple measures.

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00:00:45.630 --> 00:00:59.130

Brandon Protas: and very often we get the question of we get it in theory but we'd like to see it in practice so today's webinar is really designed to be able to do both a grounding in theory, then specific examples from one Community college is doing direct itself placement.

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00:01:00.720 --> 00:01:04.920

Brandon Protas: And with that I am going to turn it over to Elizabeth barnett.

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00:01:08.520 --> 00:01:12.060

Elisabeth Barnett: Thank you brandon let me bring up my slides.

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00:01:14.220 --> 00:01:15.060

Elisabeth Barnett: alright.

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00:01:16.380 --> 00:01:21.030

Elisabeth Barnett: So welcome everybody very nice to be part of this event today and to.

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00:01:22.050 --> 00:01:27.210

Elisabeth Barnett: share some of what we've been doing and thinking about when it comes to multiple measures assessment placement.

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00:01:29.940 --> 00:01:33.150

Elisabeth Barnett: i'm going to give you some background.

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00:01:35.850 --> 00:01:44.850

Elisabeth Barnett: Why we're using multiple measures assessment for placement, while why we're suggesting that that's a really good way to go with your placement system.

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00:01:45.570 --> 00:01:56.010

Elisabeth Barnett: A little information on the national picture what some of your options are if you're thinking about developing a multiple measures system and a very brief.

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00:01:57.600 --> 00:02:10.620

Elisabeth Barnett: few minutes on research that we've been doing, if you want to get deeper into the research, please do go to the Community college research Center website and you'll find a lot more and do feel free to reach out if you have any questions about that in the future.

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00:02:11.940 --> 00:02:23.880

Elisabeth Barnett: So multiple measures assessment, what do we mean really any system that combines two or more measures to play students into appropriate courses and we also include supports here, there may be situations where you want to.

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00:02:25.110 --> 00:02:39.900

Elisabeth Barnett: differentiate yourself supports for different students and when we talk about combining them, it means we're taking more than one into account it doesn't mean you necessarily have to have a sophisticated system for doing that, although you know some colleges may want to do that.

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00:02:41.310 --> 00:02:50.370

Elisabeth Barnett: So who is using measures other than standardized test for assessment what we can see is that in 2016.

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00:02:51.000 --> 00:03:08.850

Elisabeth Barnett: There was a huge amount of growth from 2011 and if we were to look now almost five years later, we would see even more growth i'm sure just from what we know of the national scene, but back in 2016 what we had was both Community colleges and public four year colleges.

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00:03:10.680 --> 00:03:14.580

Elisabeth Barnett: Over half were using more than one measure.

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00:03:15.660 --> 00:03:21.210

Elisabeth Barnett: And measure, other than standardized tests for both math and reading and writing.

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00:03:24.390 --> 00:03:31.830

Elisabeth Barnett: And what measures were they using at that point, and this is again 2016 data pretty much everybody was using standardized tests, now that.

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00:03:32.400 --> 00:03:38.730

Elisabeth Barnett: That number has changed a lot over the past year because of the pandemic, for the most part, I mean there's.

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00:03:39.480 --> 00:03:46.200

Elisabeth Barnett: A fair amount of movement away from tests, but before that a lot of people are adding to you know other measures to the test, they were.

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00:03:47.160 --> 00:03:55.260

Elisabeth Barnett: Administering because of the pandemic many testing labs have been closed and many colleges are looking at other measures, and you know.

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00:03:56.130 --> 00:04:04.650

Elisabeth Barnett: Reducing the user tests pretty substantially so, in addition, other kinds of measures they're using high school performance mostly the high school GPA.

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00:04:05.130 --> 00:04:16.500

Elisabeth Barnett: And throughout this presentation i'll be making us a case that the high school GPA is the measure we have the best predict success in in first college level courses math and English.

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00:04:17.400 --> 00:04:27.930

Elisabeth Barnett: Many times colleges were also taking into account students plan course of study, especially in math you know thinking about

math pathways and which type of math might be most appropriate for students.

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00:04:28.500 --> 00:04:38.220

Elisabeth Barnett: And, in a few cases, they were using other indicators of motivation or commitment, because we know that it's not just content knowledge that that predicts how well you'll do when you get to college.

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00:04:40.350 --> 00:04:48.510

Elisabeth Barnett: Now, why is this a big deal basically because we have so many students now this data is a little bit out of date, but I don't think it's changed a whole lot.

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00:04:49.080 --> 00:04:59.160

Elisabeth Barnett: We have so many students that come into college needing some form of remediation or developmental education and what we know is that when students enter college.

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00:05:00.300 --> 00:05:17.910

Elisabeth Barnett: and start in developmental education courses they're substantially less able to progress and ultimately to graduate and so what we want to do is make sure that developmental education courses and or co write courses are are being.

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00:05:19.620 --> 00:05:22.500

Elisabeth Barnett: are being taken by students who really do need them.

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00:05:24.300 --> 00:05:28.380

Elisabeth Barnett: Recently, correct courses are becoming much more widely available and.

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00:05:28.830 --> 00:05:41.340

Elisabeth Barnett: You know, we think that that's an important part of the solution, when you know when we think about students who are who are not progressing the way way we want them to so you know i'm glad that that's also been a topic for these webinars.

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00:05:42.480 --> 00:05:49.050

Elisabeth Barnett: So, as people were becoming concerned about the impact of developmental education on student progression.

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00:05:50.160 --> 00:05:54.420

Elisabeth Barnett: Some of my colleagues at at the Community college research Center especially Judy Scott clayton.

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00:05:54.990 --> 00:06:03.090

Elisabeth Barnett: did some research to look at how effectively single placement tests were were predicting success and first college level courses.

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00:06:03.540 --> 00:06:18.510

Elisabeth Barnett: And she used a pretty high bar she looked at success with a B or, better, so what students, could you know, would be able to pass a college level course with a B, or better and what she did is she compared students.

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00:06:19.530 --> 00:06:22.470

Elisabeth Barnett: placement just using that exam with placement.

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00:06:24.150 --> 00:06:30.240

Elisabeth Barnett: Using a whole lot of indicators that that you put together into a model, including their high school performance.

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00:06:31.650 --> 00:06:39.630

Elisabeth Barnett: Primarily, but other things like years out of high school and so on, and what she found is that a lot of students were being placed appropriately meaning.

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00:06:40.290 --> 00:06:47.790

Elisabeth Barnett: That the exam place them in developmental and, according to this more sophisticated model, they would have been in developmental or same with college level.

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00:06:48.270 --> 00:06:58.410

Elisabeth Barnett: But she found that there was a particular problem with under placement, so a substantial number of students were being placed in developmental courses when they could have earned a B, or better.

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00:06:58.920 --> 00:07:09.600

Elisabeth Barnett: In college courses, so you know, in this particular study 29% of English, students and 18% of math if he is a C, or better criteria, you know you would have even larger numbers.

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00:07:10.110 --> 00:07:24.630

Elisabeth Barnett: And you are, you know you also had some problem with over placement so students who are placed in college level, it should have been in developmental but that wasn't coming up a whole lot so people started thinking pretty seriously about what the alternatives were and most of the research.

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00:07:26.880 --> 00:07:33.000

Elisabeth Barnett: That came out of the study that I just mentioned, another research like what we were doing with the State University of New York colleges.

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00:07:33.570 --> 00:07:38.160

Elisabeth Barnett: we're finding that if you looked at predictors of success in college level courses.

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00:07:39.030 --> 00:07:50.490

Elisabeth Barnett: You would usually get a profile that looks kind of like these charts here, so this is one particular college, but if you look at most colleges, if you look at their historical data and use it to predict success in college level courses.

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00:07:51.030 --> 00:07:59.130

Elisabeth Barnett: You get this kind of profile, where the high school GPA does you know, a reasonably good job of predicting the test by itself.

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00:07:59.820 --> 00:08:08.820

Elisabeth Barnett: Does a much poor job of predicting success in the college level course if you put GPA and test scores together so multiple measures right.

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00:08:09.240 --> 00:08:18.480

Elisabeth Barnett: you're getting a better prediction, and if you add other what we call the full model, and that may there you know can vary by college what you've got available, it could be.

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00:08:18.870 --> 00:08:27.690

Elisabeth Barnett: You know years out of high school type of diploma you know you might have non cognitive measures, but if you use a fuller model you'll get better results and.

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00:08:29.550 --> 00:08:31.680

Elisabeth Barnett: What this leads us to believe is.

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00:08:33.000 --> 00:08:34.650

Elisabeth Barnett: You know, some.

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00:08:36.630 --> 00:08:45.870

Elisabeth Barnett: Some factors that seem to be relevant pretty much across the board, first of all, the better system assessment systems are needed, what we're doing with a single test is just not.

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00:08:46.890 --> 00:08:57.960

Elisabeth Barnett: Doing right by students high school GPA, as I says the best predictor but truthfully none of these as a great predictor so we've got to have a certain amount of humility, about how much we can really predict.

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00:08:58.350 --> 00:09:04.770

Elisabeth Barnett: But at the same time we don't want to be putting students in College into developmental courses unless they really can benefit them.

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00:09:06.360 --> 00:09:06.690

Elisabeth Barnett: Okay.

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00:09:08.370 --> 00:09:13.200

Elisabeth Barnett: So what What are the options when you want to design a multiple measures system.

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00:09:14.010 --> 00:09:20.220

Elisabeth Barnett: You have to figure out your measures you have to decide what system you're going to use to combine them because, as soon as you have.

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00:09:20.760 --> 00:09:29.250

Elisabeth Barnett: More more than one measure you've got to figure out, you know which first, how do I combine them what do I do with them, and the third is.

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00:09:30.240 --> 00:09:44.100

Elisabeth Barnett: How you use the results so just to start with that placement into traditional courses, you know cause level or developmental placement is alternative coursework maybe co Rack, in some cases, it might be other courses.

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00:09:45.180 --> 00:09:53.700

Elisabeth Barnett: For example, you know career related math or you know writing for some career area and then placement into support services.

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00:09:54.930 --> 00:10:02.340

Elisabeth Barnett: So let's go back to the measures for a moment, so there's a fairly limited number of different things, typically available.

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00:10:02.700 --> 00:10:10.080

Elisabeth Barnett: Although people are also coming up with with different ideas, all the time and it's important to share those, so there are measures that the College can.

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00:10:10.530 --> 00:10:23.250

Elisabeth Barnett: can obtain at the College itself, and then there are measures that have to be obtained from elsewhere, and there are logistical differences there, so at the College, you know the you've got the traditional mostly the occupy protests are some college grown tests.

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00:10:24.360 --> 00:10:26.670

Elisabeth Barnett: The cut the hunger and test typically.

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00:10:27.690 --> 00:10:39.450

Elisabeth Barnett: Get fairly similar results, the occupy Sir some colleges will use non cognitive assessments, there are some that use career inventories or or computer skills, partly to.

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00:10:40.620 --> 00:10:51.360

Elisabeth Barnett: You know, look at at students plans and directions, some will use writing assessments and increasingly with direct itself placement that will use questionnaires and Scott will talk more about.

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00:10:51.870 --> 00:10:58.020

Elisabeth Barnett: That how that might work, but in some cases, you could just add questions to the to the admissions forum or.

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00:10:59.430 --> 00:11:01.440

Elisabeth Barnett: You know, to a test if that's being given.

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00:11:02.850 --> 00:11:08.490

Elisabeth Barnett: So the other measures, mostly come from the high school transcript and then there's a series of.

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00:11:09.810 --> 00:11:22.860

Elisabeth Barnett: Questions that colleges have to ask themselves and figuring out how to get the transcript if it's not traditionally provided at the time of admissions and particularly with Community colleges it's somewhat common that it's not available that moment.

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00:11:24.480 --> 00:11:41.460

Elisabeth Barnett: So then, how to combine them um decision rules or bands placement formulas or algorithms and directed self placement and i'm going to give you a little information on each of those in just a moment, but before we do that, let me dig into the high school GPA, a little bit because.

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00:11:43.020 --> 00:11:55.050

Elisabeth Barnett: There are some questions that come up very commonly that I want to address, and I want to give the nod to john had some California and read Boston and North Carolina who.

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00:11:56.250 --> 00:12:01.470

Elisabeth Barnett: Who did a lot of this thinking and and put together some slides, some of which we're going to use here so.

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00:12:03.270 --> 00:12:13.650

Elisabeth Barnett: So these are the things that people are concerned about, first of all how am I going to get the high school GPA Secondly, is the high school GPA really better than then tests that are out there.

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00:12:14.820 --> 00:12:26.520

Elisabeth Barnett: Third, how long is it good for is it is it only useful students who just out of high school and then Last of all, what about different high schools and their norms and their grading systems and so on.

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00:12:27.510 --> 00:12:35.730

Elisabeth Barnett: So talking about each of those sources of the high school transcript so you know these are your choices your student brings that.

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00:12:36.300 --> 00:12:44.400

Elisabeth Barnett: The high school sends it over and sometimes high schools will send a whole batch of transcripts for any students that indicate interest in a particular college.

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00:12:45.120 --> 00:13:01.740

Elisabeth Barnett: Sometimes they can come from state data systems or increasingly colleges are are accepting self report and, as you can see, on the right side of the screen there there's some research that supports the use of self report data that it's generally quite accurate.

83

00:13:03.180 --> 00:13:16.110

Elisabeth Barnett: Some colleges will say you know, ask for self report, but then verify so that's something to consider too and it's certainly possible to use the 11th grade GPA which which tracks very closely with.

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00:13:17.250 --> 00:13:18.690

Elisabeth Barnett: With the 12th grade GPA.

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00:13:21.600 --> 00:13:22.890

Elisabeth Barnett: So our.

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00:13:24.360 --> 00:13:38.370

Elisabeth Barnett: Art our their tests that are better this is some research that was done in 2012 and North Carolina looking at all the tests that were used to different colleges at the time the final bar on this chart under math and under English is the GPA and you can see that.

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00:13:39.690 --> 00:13:47.670

Elisabeth Barnett: The GPA was more closely correlated to success and in college level courses or two grades in college level courses than any of the tests.

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00:13:48.390 --> 00:13:53.220

Elisabeth Barnett: So we're not going to take too long, and this one, but it just gives you a visual you know they can.

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00:13:53.790 --> 00:14:00.000

Elisabeth Barnett: Help just communicate this that it's pretty hard to get a test that's better than the GPA Now let me just.

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00:14:00.510 --> 00:14:16.020

Elisabeth Barnett: Take a moment here and say, one reason for that is that GPA can be considered a multiple measure in itself it's capturing not just content knowledge but also you know whether you show up with eternal assignments, whether you, you know follow through and things like that.

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00:14:18.240 --> 00:14:21.240

Elisabeth Barnett: Okay, so GPA, how long is it good for.

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00:14:22.770 --> 00:14:32.820

Elisabeth Barnett: This is based on some research in California and, basically, what we see is the acupuncture is the Gray line in each of these charts and.

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00:14:33.330 --> 00:14:46.230

Elisabeth Barnett: The numbers across the bottom are semesters since high school, so if we look at English, for example, we've got up to 20 semesters out of high school running across the bottom there and we see.

94

00:14:47.340 --> 00:14:52.140

Elisabeth Barnett: How well the high school GPA is predicting success in college level courses.

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00:14:53.040 --> 00:15:04.620

Elisabeth Barnett: And what you can see there with the of the 11th grade and a 12th grader both there, and you can see they're tracking pretty closely, but what you can see, there is that you know right out of high school it's doing the best job.

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00:15:05.910 --> 00:15:14.640

Elisabeth Barnett: You know, by the time you get to like 10 semesters out of high school is still doing a pretty good job and it's still well above that Gray line, which is the accurate blazer.

97

00:15:15.390 --> 00:15:26.340

Elisabeth Barnett: And, by the time you get to 20 semesters it's still better than the accu play, Sir, although it's getting closer, so you know you can have confidence going pretty far out that your English.

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00:15:28.560 --> 00:15:29.820

Elisabeth Barnett: That in English you're going to.

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00:15:31.170 --> 00:15:44.040

Elisabeth Barnett: be able to use the GPA in math the same pattern holds but it's a little less compelling so by 14 semesters so out, you might be getting better results from the from the accurate laser.

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00:15:47.430 --> 00:15:54.420

Elisabeth Barnett: And let me show one more slide and then stop for a minute for questions, so this is just looking at whether high school grades.

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00:15:55.020 --> 00:16:07.800

Elisabeth Barnett: from different high schools parallel college grades, and for the most part, what they found looking again in North Carolina across multiple high schools and college districts, that the high school, no matter what high school, you went to.

102

00:16:08.970 --> 00:16:21.540

Elisabeth Barnett: Your your GPA in college was going to be about point for less than it was in high school it's it tends to to to be very consistent across across schools.

103

00:16:22.650 --> 00:16:26.580

Elisabeth Barnett: So let me just stop for a minute brandon, are there any questions in the chat or anything we should.

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00:16:26.790 --> 00:16:36.900

Brandon Protas: yeah so i've been answering the questions as we've been going but mentioned couple of them to you one is, what do you do for adult learners who have a ged instead of a high school transcript.

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00:16:38.340 --> 00:16:48.030

Elisabeth Barnett: you're going to have to to build that into your decision rule so they're going to be a number of cases where you don't have everything you need for this, for your ideal system.

106

00:16:48.690 --> 00:16:56.820

Elisabeth Barnett: And then you're going to have to set up, you know, ideally you're looking at your own college data and figuring out, you know what level of God, in the past is predicted.

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00:16:57.900 --> 00:17:05.190

Elisabeth Barnett: Success in college level courses, but yeah you'll you're going to have to build those kinds of exceptions in.

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00:17:05.820 --> 00:17:06.300

Brandon Protas: They don't have.

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00:17:06.720 --> 00:17:12.870

Elisabeth Barnett: You know, we don't have any you know kind of rules about what level of God has predicted.

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00:17:13.320 --> 00:17:23.400

Brandon Protas: And another question i'm going to put sort of two into one one was how do you deal with high school, you know inflated GPS or concerns of that, but I think you spoke to that, by showing the correlations.

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00:17:24.120 --> 00:17:37.260

Brandon Protas: Between the predictors of success so that leads to the next question can you explain a little bit more when you show that the high school GPA was at 9.9% what does that really mean when you're

talking about the predictive ability of the different measures, what does that mean.

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00:17:37.950 --> 00:17:46.890

Elisabeth Barnett: yeah that's a good question i'm going all the way back to this for a minute so that's the amount, so in this particular case it's the amount of the variation is explained.

113

00:17:47.520 --> 00:18:05.760

Elisabeth Barnett: By by the measure you're talking about, so what this is telling me besides, you know which which predict best is that none of these are predicting that great right because it's i'm saying math our full model is predicting about you know just under 15% of all the variation.

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00:18:07.050 --> 00:18:10.440

Elisabeth Barnett: So yeah so that's something to keep in mind that we have to.

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00:18:11.520 --> 00:18:13.500

Elisabeth Barnett: You know, do the best we can, but not.

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00:18:14.520 --> 00:18:17.910

Elisabeth Barnett: Over you know, try to oversimplify too much.

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00:18:19.020 --> 00:18:19.590

Elisabeth Barnett: um.

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00:18:21.090 --> 00:18:23.100

Elisabeth Barnett: So, to move along.

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00:18:24.120 --> 00:18:31.110

Elisabeth Barnett: Non cognitive assessments, I just wanted to mention them there's some out there, you can look on our website for more information if you're interested, but I just want to make sure people know.

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00:18:31.590 --> 00:18:40.110

Elisabeth Barnett: What the different ways of setting up a multiple measure system are the algorithm example, which is the one we tested with our with our research in New York.

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00:18:40.830 --> 00:18:50.580

Elisabeth Barnett: We took historical data from the College, we used it we put it into a model and used it to predict success in college level courses and once we had.

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00:18:52.920 --> 00:19:00.870

Elisabeth Barnett: You know the model in place we basically gave the Faculty the opportunity to set cut scores where they thought were most appropriate so it's basically.

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00:19:01.560 --> 00:19:11.280

Elisabeth Barnett: allowing them to say what you know if we really gave them information like if we lead 50% of the students into cars level, we can expect 70% to pass.

124

00:19:11.670 --> 00:19:19.440

Elisabeth Barnett: You know if we let more and a few you know, fewer will pass so they know they set the level the probability of success they thought was most appropriate.

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00:19:20.040 --> 00:19:31.050

Elisabeth Barnett: So, once you look at the historical data, you need to then be able to put those data pieces into your IT system and have them available at the time, you need them for for.

126

00:19:32.070 --> 00:19:39.180

Elisabeth Barnett: placement of students and you know it, it sounds it is somewhat complicated, but it can be figured out some.

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00:19:40.980 --> 00:19:47.280

Elisabeth Barnett: Decision rule example that's where instead of looking at historical data you look at the research that's currently out there.

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00:19:47.730 --> 00:19:55.560

Elisabeth Barnett: and come up with a set of rules that you think covers most of the situations, you might have so you might have some exemptions, where a student comes in, say, with a.

129

00:19:56.130 --> 00:20:08.670

Elisabeth Barnett: Certain SA T or a CT and they're automatically placed into college level, and then, if they don't have that level, maybe the next thing you do is you look at their high school record and if they don't have say a 2.6 let's say.

130

00:20:09.690 --> 00:20:15.510

Elisabeth Barnett: You have them take an accurate place it tests so that's like a bunch of if then kinds of decisions.

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00:20:17.400 --> 00:20:22.380

Elisabeth Barnett: And then directed self placement, which Scott is going to tell you more about, but basically have a student.

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00:20:23.550 --> 00:20:30.750

Elisabeth Barnett: questionnaire or other data, the student and then advisor have a conversation, and this, you know with a fair amount of.

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00:20:32.460 --> 00:20:36.000

Elisabeth Barnett: insight from the student into where they they think they would be best off.

134

00:20:37.110 --> 00:20:41.250

Elisabeth Barnett: they're placed into into college level or non customer courses.

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00:20:43.680 --> 00:20:48.570

Elisabeth Barnett: So I just wanted to share a map that was done by one college we worked with in Minnesota anelka ramsey.

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00:20:50.280 --> 00:20:57.630

Elisabeth Barnett: And you know, there are many ways of doing this, but you know, this is, you know kind of what I was talking about in terms of working out ahead of time.

137

00:20:59.490 --> 00:21:09.510

Elisabeth Barnett: You know what kinds of situations you're going to include in your model there's, this is a simpler one there's some that are more complicated and deal with more like different levels of math or.

138

00:21:11.040 --> 00:21:12.030

Elisabeth Barnett: Or you know.

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00:21:13.590 --> 00:21:23.100

Elisabeth Barnett: Possible you know, including the student success courses and other kinds of things, but, but this is what i'm talking about when I talk about coming up with some kind of a decision rule system.

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00:21:25.560 --> 00:21:29.820

Elisabeth Barnett: Okay, let me just take a minute to share the results of that so any project I talked about.

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00:21:30.660 --> 00:21:44.730

Elisabeth Barnett: it's a six year project we're working on a follow up report now to look longer term results, but basically it was a random assignment study where half the students were placed using whatever the College had usually been doing in most cases the acapella Sir.

142

00:21:46.080 --> 00:21:56.100

Elisabeth Barnett: And then half the students were placed using this algorithm using your historical data, and we also looked at what it took to implement and to pay for these different systems.

143

00:21:57.300 --> 00:22:04.080

Elisabeth Barnett: So, at the end i'm just going to share the data at the end of year one at that point we had just under 13,000 students in our sample.

144

00:22:04.590 --> 00:22:19.830

Elisabeth Barnett: And it included about 14% that never enrolled into college at all, they came in, they took a placement test and they didn't enroll so you know that that means that our our numbers are maybe a little smaller than you might expect.

145

00:22:21.330 --> 00:22:22.980

Elisabeth Barnett: And this is what happened.

146

00:22:24.120 --> 00:22:31.710

Elisabeth Barnett: By the end of the first year with those two different groups, the control group business tip is the Turquoise and the program group is the Gray.

147

00:22:32.160 --> 00:22:42.570

Elisabeth Barnett: So, in English, we had 80% of students, placing into college level courses based on historical success rates so it wasn't just kind of you know, made up.

148

00:22:43.980 --> 00:22:52.680

Elisabeth Barnett: 80% in the program group and 46% of the control group now not all those students took an English class in that first year.

149

00:22:54.330 --> 00:23:07.230

Elisabeth Barnett: But of those who did take it, we did have students or this is this is everybody from the sample now we had 34% of the program

group that took it and completed it in the first year, as opposed to we're in the first term.

150

00:23:08.190 --> 00:23:17.790

Elisabeth Barnett: As opposed to 24% and you know, by the end of the first year, there was a slightly smaller difference, but we still had a significant leap greater number of students who have.

151

00:23:18.300 --> 00:23:25.830

Elisabeth Barnett: completed that first college level English, which is you know, an important milestone on the road to to completing a degree.

152

00:23:27.750 --> 00:23:38.100

Elisabeth Barnett: In math we had a similar pattern but but smaller effects so partly due to to faculty choices as to where it's at this cut scores, we had.

153

00:23:38.910 --> 00:23:47.790

Elisabeth Barnett: More students placing into cause level math than in the program group than in the control group at the end of the first term we had more students who finished.

154

00:23:48.390 --> 00:24:03.420

Elisabeth Barnett: Their college level math and that was still true at the end of the year, although the difference was not enough to be significant so we from other research, we would posit that you know if the cut scores had been set differently, we probably would have seen more students completing math.

155

00:24:04.500 --> 00:24:05.430

Elisabeth Barnett: In the program group.

156

00:24:07.590 --> 00:24:15.120

Elisabeth Barnett: So just final thoughts time to move beyond the single placement test GPA, is a good predictor when in doubt.

157

00:24:15.750 --> 00:24:28.050

Elisabeth Barnett: We have enough research now to think that putting students into cars level course courses, is a good idea for anybody that might be kind of in that marginal area, and especially when there's extra help available as with co REX.

158

00:24:28.890 --> 00:24:41.280

Elisabeth Barnett: And finally, that it takes a while to to do a good job of planning these systems, so you know, making sure that it's been done

thoughtfully including all important stakeholders, this is really good idea.

159

00:24:43.860 --> 00:24:48.930

Brandon Protas: Well, I want to thank you Elizabeth so much you put your contact information up there, to give that background.

160

00:24:49.230 --> 00:24:57.210

Brandon Protas: And the Foundation in terms of the theory behind it, I want to for sake of time we're going to shift to Scott, because a lot of times we get the question.

161

00:24:57.660 --> 00:25:10.530

Brandon Protas: Okay, now we understand it, but what does this actually look like in practice and so Scott is my show us one example from a college of direct itself placement and Scott, if you want to share your screen will let you take it over from here.

162

00:25:12.990 --> 00:25:15.180

Scott Putorti: All right, thank you so much brandon thank.

163

00:25:15.630 --> 00:25:26.100

Scott Putorti: Thank you so much Elizabeth so my name is scotty i'm the coordinator of testing assessment of wishes to Community college it located in New York and I first thing I want to emphasize is i'm not a researcher.

164

00:25:26.670 --> 00:25:37.500

Scott Putorti: I do not consider myself an expert or a leader in this topic I probably am, like many of you listening right now i'm a practitioner at an institution that is really trying to do the best we can, for our students.

165

00:25:37.920 --> 00:25:40.890

Scott Putorti: In a very difficult and challenging time that we're all kind of facing.

166

00:25:41.370 --> 00:25:51.300

Scott Putorti: So That being said, I do think we have quite the interesting story, and I might be biased towards that, and I hope it can provide all of you some really helpful context in their own discussions regarding placement.

167

00:25:51.870 --> 00:26:00.330

Scott Putorti: So the first thing I want to talk about as a little about the history of placement at wcc and, as you can see from this slide we have done quite a bit in a short time it's kept me busy.

168

00:26:01.650 --> 00:26:15.000

Scott Putorti: So prior to 2016 we were schooled relied on a single measure placement exam and we did use accurate place or at home grown essay, and this was essentially given to all of our incoming students for placement into the reading English and math courses.

169

00:26:15.600 --> 00:26:22.050

Scott Putorti: Starting in 2016 we actually were very lucky enough to be a participant in this in the Kappa study that Elizabeth.

170

00:26:22.620 --> 00:26:34.800

Scott Putorti: was sure you're showing some wonderful data from and in this study, as she had mentioned it was actually an algorithm that a combined a number of factors GPA accurate place or scores and other inputs that determine a student's placement.

171

00:26:35.310 --> 00:26:43.470

Scott Putorti: So, after the end of the questionnaire and it was about 2019 as an institution, we had to make a decision on how to move forward.

172

00:26:44.010 --> 00:26:51.210

Scott Putorti: And you know, there was no doubt, I can say that we became believers in the power of multiple metrics we saw it.

173

00:26:51.990 --> 00:27:00.900

Scott Putorti: But we ultimately did decide to end the use of the algorithm and this actually for a number of reasons mainly the algorithm we were using was programmed at the classic.

174

00:27:01.200 --> 00:27:11.550

Scott Putorti: hacky police are scores, and at this time college board actually had transition from classic to next generation and when that happened, we can no longer use that input, as one of the factors.

175

00:27:12.000 --> 00:27:15.870

Scott Putorti: And another reason is using an algorithm does make a conversation.

176

00:27:16.260 --> 00:27:27.570

Scott Putorti: With a student and a counselor challenging you know why was a place in this class and it's kind of a nebulous conversation, so

you know we thought about it and decided we were going to move on from that, and what we did was we essentially created.

177

00:27:27.990 --> 00:27:36.780

Scott Putorti: A multiple measures system that is in essence a waiver system so students meeting certain requirements on an exam such as SAP ACT.

178

00:27:37.290 --> 00:27:46.860

Scott Putorti: Our New York state regions exams, and we also use a roll high school GPA or Dean college reading and if the students didn't have that information or they did not meet those waivers.

179

00:27:47.160 --> 00:27:54.180

Scott Putorti: We did have them take our traditional placement exam and I will say that was a fair number of our students still they take accurate place or si.

180

00:27:55.020 --> 00:28:06.450

Scott Putorti: And, of course, though, as we all had to deal with when the company pandemic we kind of had again pivot and reevaluate how are we doing placement at the College, and I can tell you.

181

00:28:06.900 --> 00:28:18.750

Scott Putorti: It was not an easy conversation, it was one that was we be weighed a lot of different options, a lot of pros and cons and we ultimately did end up using a direct itself placement system.

182

00:28:19.320 --> 00:28:29.970

Scott Putorti: And I will say I don't know if we would have used it if it wasn't due to coven so you know prior to come at this was not on the table, but when we did explore those options it's what jumped out to us as being the best for us.

183

00:28:32.130 --> 00:28:38.400

Scott Putorti: So really quickly um, this is just a little data regarding college level placement into college level courses.

184

00:28:39.060 --> 00:28:45.870

Scott Putorti: The yellow line up top is our college level placement into English courses and the red line is college level placement into mathematics.

185

00:28:46.230 --> 00:28:53.010

Scott Putorti: So you can see, in 2015 where we started as a single measure school, we had about 50% of students, placing into college level classes.

186

00:28:53.280 --> 00:29:03.030

Scott Putorti: And remember, that means 50% of students, placing a developmental classes, when we then joined the Kappa study you'll immediately see, we had a huge jump in placement regarding or English.

187

00:29:03.540 --> 00:29:08.580

Scott Putorti: And math it's kind of interesting story and actually kind of dip down over time it kind of did pick back up a little.

188

00:29:09.060 --> 00:29:19.380

Scott Putorti: And then in 2019 when we switched over to our waivers again English state about where it was and we actually had a 7% increase in placement for our mass and we saw a bump there.

189

00:29:19.650 --> 00:29:27.750

Scott Putorti: And that leads to where we are now, which is direct itself placement and we just had some data coming back from this, which is regarding the placement numbers.

190

00:29:28.140 --> 00:29:37.590

Scott Putorti: And you will see, we did have big jumps in college level placement across the board, using direct itself placement now i'm sure everybody's asking the big question well how did the students do.

191

00:29:38.010 --> 00:29:47.010

Scott Putorti: Unfortunately, this presentation, I will not be able to share that just yet our ir department, who I asked every single day is working very hard on that and they're doing a really fantastic job.

192

00:29:47.310 --> 00:29:54.150

Scott Putorti: Looking at a lot of different questions that I have that our faculty have to really see is this working and the students are being successful.

193

00:29:56.820 --> 00:29:59.610

Scott Putorti: All right, so what is directed self placement.

194

00:30:00.210 --> 00:30:09.360

Scott Putorti: So we use the following definition which says, the goal directed self placement is to help students integrate self analysis with data and course expectations consistent.

195

00:30:09.570 --> 00:30:17.190

Scott Putorti: With the goal of optimizing student investment experience and resolve in determining the course placement, so this definition.

196

00:30:17.700 --> 00:30:27.450

Scott Putorti: was introduced by the academic senate for California Community colleges, which is honestly I did a lot of my own research, when I was learning about director self placement, I was sharing with our faculty.

197

00:30:27.870 --> 00:30:37.860

Scott Putorti: They have they've been doing this for quite a while so to me direct itself placement is a holistic approach that evaluates a student based on data and self assessment of their own ability.

198

00:30:38.340 --> 00:30:48.030

Scott Putorti: So much like multiple measures, what I kind of found there is no cookie cutter approach right Elizabeth has just shown you this, many ways to do this, and that is the same thing for direct assault placement.

199

00:30:48.390 --> 00:30:59.940

Scott Putorti: It really does vary from institution to institution, how they did it, so I would recommend it's very important to keep the needs and of your institution, the needs of your students at the forefront.

200

00:31:00.390 --> 00:31:09.570

Scott Putorti: And when we did this, we did not reinvent the wheel we kind of took what other institutions were having success with and we developed it to meet our own unique needs at westchester.

201

00:31:12.870 --> 00:31:24.270

Scott Putorti: Alright, so one extremely important part of our story was how we were able to quickly put together all these changes in a very short time right depend democrat I stopped placement testing.

202

00:31:24.720 --> 00:31:29.100

Scott Putorti: And without placement testing you don't have to Roman so of course the question said Scott, what are you going to do.

203

00:31:29.520 --> 00:31:38.220

Scott Putorti: And we were able to get this up and running, and I would say about two months, but to do this we leveraged what we had already learned from our participation.

204

00:31:38.640 --> 00:31:44.760

Scott Putorti: And the multiple measure study so we're ready had structures in place that allows for a lot of collaboration between.

205

00:31:45.000 --> 00:31:52.380

Scott Putorti: different areas from multiple perspectives, we talked to the academic folks We talked advising we thought about the operational viewpoints.

206

00:31:52.800 --> 00:32:01.350

Scott Putorti: And if I really had to stress one thing when you develop your own direct cell placement or your own multiple measure tool it's really this communication teamwork.

207

00:32:01.710 --> 00:32:09.720

Scott Putorti: and make decisions on data all right, some of the areas that were really important for us in this teamwork in this conversation.

208

00:32:10.170 --> 00:32:17.160

Scott Putorti: included faculty you know this included the departments, we did placement testing for the academic deans and our wonderful provost.

209

00:32:17.700 --> 00:32:25.830

Scott Putorti: But it also included input from other areas counseling I our admissions our moment management team, how is this going to be wrapped up in onboarding.

210

00:32:26.280 --> 00:32:35.670

Scott Putorti: And of course I think was mentioned already it if you're not really honestly become best friends with your it department, because in any of these systems to work effectively and efficiently.

211

00:32:36.000 --> 00:32:46.110

Scott Putorti: There has to be some automation so for us it department really did a great job with automating a lot of the work that would have been manual so, as I said, this is really a collaborative effort.

212

00:32:47.430 --> 00:32:50.370

Scott Putorti: So next I kind of want to go into the basics at what.

213

00:32:50.850 --> 00:33:00.510

Scott Putorti: directed self placement intel's at West, USA and I just want to again kind of emphasize this is what we're doing it doesn't have to be what you do, but I think it's important you guys to kind of see and think about.

214

00:33:01.110 --> 00:33:11.940

Scott Putorti: The questions that we discussed when we're kind of going over this so again, I want to stress, for us to record itself placement is not an exam in the traditional sense.

215

00:33:12.330 --> 00:33:18.330

Scott Putorti: we're not asking students to solve quadratic equations as much as I might really enjoy that I am an adjunct math Professor.

216

00:33:18.960 --> 00:33:28.680

Scott Putorti: Or we are not asking them to write an essay So what are we then asking them to do well to us the directed self placement is really an holistic approach to placement.

217

00:33:29.340 --> 00:33:38.190

Scott Putorti: And to me, one of the biggest selling points about this is, we can take what we learned from multiple measures and combine that students academic history.

218

00:33:38.610 --> 00:33:41.580

Scott Putorti: with other measures with comfort level with course content.

219

00:33:42.090 --> 00:33:50.490

Scott Putorti: With their motivation, with their study habits and you could really kind of pick what you think would really be insightful into a student success in a certain class.

220

00:33:50.790 --> 00:33:55.950

Scott Putorti: and combine that into really a single instrument which is these questionnaires, which I will DEMO very shortly.

221

00:33:56.700 --> 00:34:06.030

Scott Putorti: And another thing about this is, I really do think it makes the student and active participant in their placement, they are invested in when they have a conversation with the counselor.

222

00:34:06.300 --> 00:34:11.700

Scott Putorti: they've already started to think about a lot of these questions about being successful in the console, of course.

223

00:34:13.170 --> 00:34:26.010

Scott Putorti: So one thing about our direct itself placement all data we collect is self reported directly by the student and I know was potential on that side before, so we are relying on students being you know truthful and honest when they do report that.

224

00:34:26.790 --> 00:34:34.230

Scott Putorti: are directed so placement questionnaire automatically generates a placement, based on a students responses and the results are immediate.

225

00:34:34.710 --> 00:34:43.170

Scott Putorti: And I will say this is actually a much different approach when you compare this to direct itself placement or guided self placement is another name it's commonly gone by.

226

00:34:43.530 --> 00:34:50.730

Scott Putorti: Usually students, then have a conversation and pick what course they want to go into that's not the case i'd how we do it in westchester.

227

00:34:51.420 --> 00:35:02.190

Scott Putorti: The questionnaire is actually scored behind the scenes and how they answer these questions, it actually generates a placement and then they discuss that placement, with a counselor afterwards, to make sure it's the right fit.

228

00:35:03.060 --> 00:35:14.220

Scott Putorti: So after completing the directed so placement and receiving the results students that meet with a counselor to review the results and really honestly this advisement is key and assistant like directed self placement.

229

00:35:15.180 --> 00:35:22.980

Scott Putorti: They have to be able to have the conversation to really understand the expectations of what is going to happen in that class and are they ready for that.

230

00:35:26.280 --> 00:35:36.330

Scott Putorti: Alright, so once we made the decision to use direct itself placement, we kind of began the process of actually designing these questionnaires, which I said i'm going to DEMO for everybody.

231

00:35:36.720 --> 00:35:44.700

Scott Putorti: So again, a very collaborative effort, it was the testing Center it was the Faculty really the departments were testing, for they really led the charge with this.

232

00:35:45.240 --> 00:35:49.440

Scott Putorti: Academic games counseling there's a lot of input that was put into this from different areas.

233

00:35:49.800 --> 00:35:58.800

Scott Putorti: And we ultimately ended up with two different questionnaires, one that contains placement for English yes Hello reading and another just for mathematics.

234

00:35:59.130 --> 00:36:06.600

Scott Putorti: So we built this using call tricks, which is chiefly a survey tool, but it allows for a lot of customization behind the scenes.

235

00:36:07.350 --> 00:36:13.890

Scott Putorti: That we really were drawn to and kind of figure, this is what's going to work for us, and I will say the the the surveys we've made.

236

00:36:14.310 --> 00:36:19.470

Scott Putorti: are pretty intense that you know you need a level of expertise to build this and we're looking at westchester.

237

00:36:19.830 --> 00:36:28.170

Scott Putorti: To have a colleague in the IT department, who really had a strong background in this, and they were able to really lead the charge and actually the building, I called the quality checks wizard.

238

00:36:28.830 --> 00:36:34.110

Scott Putorti: But you know that's the one kind of downside of you are making something a bit more complex, you need that knowledge.

239

00:36:35.070 --> 00:36:46.020

Scott Putorti: So the questionnaire makes extensive use of branching logic and what it does, is it only gives students questions that are relevant to them at the time and, depending on how to answer the previous question.

240

00:36:46.650 --> 00:36:53.700

Scott Putorti: And there's also scoring going on behind the scenes that automatically generates a placement for students, based on how they responded.

241

00:36:54.270 --> 00:37:04.320

Scott Putorti: So you kind of think about the questionnaire is being separated into three different sections, the first and the shortest section is the academic block, and this is where we.

242

00:37:04.770 --> 00:37:12.420

Scott Putorti: Basically, first answered some demographic information on the student and then we also find out is the student actually eligible for this questionnaire.

243

00:37:12.690 --> 00:37:20.190

Scott Putorti: And if so, what parts are they actually eligible for and again this is really making use of the branching logic that call tricks lets you do.

244

00:37:21.240 --> 00:37:29.580

Scott Putorti: The second check section is the academic block, and this is really, really real we were we integrated our work on multiple measures.

245

00:37:29.850 --> 00:37:37.140

Scott Putorti: into the questionnaires, so we asked them to self report their high school GPA their course grades their standardized exam scores.

246

00:37:37.560 --> 00:37:46.950

Scott Putorti: And lastly, the final section is the questionnaire block and this question has a wide range of questions which are created by each academic department.

247

00:37:47.220 --> 00:37:53.820

Scott Putorti: Asking students about their comfort level with course content topics that they may see in college level courses.

248

00:37:54.150 --> 00:38:00.060

Scott Putorti: And it also includes some other things, and includes non cognitive questions questions about study time about management skills.

249

00:38:00.540 --> 00:38:08.850

Scott Putorti: And that is the part that is graded behind the scenes and based on a student's response, how they answered it will then generate a placement for that student.

250

00:38:09.300 --> 00:38:16.650

Scott Putorti: So, once they get the placement, the questionnaire that gives them some information on the next steps, which is to go see a counselor and really talk about just what you went through.

251

00:38:18.300 --> 00:38:25.740

Scott Putorti: So next i'm going to stop sharing and i'm going to quickly share and show everybody a DEMO of the questionnaires that we've actually created.

252

00:38:27.240 --> 00:38:36.510

Scott Putorti: Alright, so I know we are short on time so i'm going to do this pretty quickly, but I offer this to everybody, a lot of the research, I did was me reaching out to schools and bothering people.

253

00:38:36.840 --> 00:38:45.330

Scott Putorti: And if you are interested in this and you want more information, please my information will be at the end of the presentation reach out to me I kind of want to pay it forward we learn from each other.

254

00:38:45.690 --> 00:38:54.780

Scott Putorti: So i'd be happy to go more detail because, again, this is going to just be a cursory look at this, so these questionnaires are sent out to all of our students via email.

255

00:38:55.440 --> 00:39:00.630

Scott Putorti: And when they open this it then gives them some directions and welcomes them and kind of gives them the idea of what they're going to need.

256

00:39:01.080 --> 00:39:12.750

Scott Putorti: You know, referring to multiple measures, again we do ask if they have their essay T ACTA region scores, they should sit down with those if they don't have them it's completely Okay, they can still complete this questionnaire and receive a placement.

257

00:39:13.650 --> 00:39:20.880

Scott Putorti: We then asked them to answer this honestly we ask them to repeat everything, as well as they can to think about the responses carefully.

258

00:39:21.570 --> 00:39:32.280

Scott Putorti: And then we also provide them some information if they have any questions, who they reach out to if English is not their first language here's a contact information for our esl program so after this.

259

00:39:35.160 --> 00:39:44.220

Scott Putorti: This is, then, where the eligibility block begins you'll see here, it says Hello exclamation mark, this is actually piped in with the students name, including the student ID of that student.

260

00:39:44.850 --> 00:39:54.810

Scott Putorti: And we asked them to fill out some demographics information, and this is really important, from my office we use this to make sure that everything is correct to the student that the results are going to the right person.

261

00:39:55.080 --> 00:39:59.790

Scott Putorti: And if we have any questions, we can always refer back to this from there.

262

00:40:00.720 --> 00:40:07.620

Scott Putorti: We then decide all right, what portion of the direct itself placements, should you be going through this is still the eligibility block.

263

00:40:07.860 --> 00:40:15.660

Scott Putorti: So, for example, a student says, I will not have a US High School degree or a ged at the time, I begin at wcc they're not high school graduate.

264

00:40:16.020 --> 00:40:20.790

Scott Putorti: Well, in that case they actually shouldn't be taking directed self placement, we have a different process for them.

265

00:40:21.420 --> 00:40:31.860

Scott Putorti: So if they were to select this it branches them using that logic and it says, you know closed down in the questionnaire and says, well, thank you for participating, this is actually not what you need to do and get some directions for the next steps.

266

00:40:32.370 --> 00:40:40.710

Scott Putorti: Well, what about students that might not have academic information like SA T scores are a GPA they you know they might have a ged or they might have a for a high school degree.

267

00:40:41.130 --> 00:40:50.520

Scott Putorti: Well, in that case you know if they select this we assume that they're not going to most likely have the academic information that we're going to ask them region scores SAP scores, as I said.

268

00:40:50.910 --> 00:41:00.990

Scott Putorti: So what it will do is it skips the academic block and puts them directly into the questionnaire block which is created by the department and ask all those questions about content.

269

00:41:01.650 --> 00:41:07.770

Scott Putorti: level of comfort in these types of classes things of that nature, most of our students, though our US High School graduate.

270

00:41:08.820 --> 00:41:10.860

Scott Putorti: degree students, so I will select that.

271

00:41:11.340 --> 00:41:21.090

Scott Putorti: And now it's going to ask okay well when did you graduate high school and I know Elizabeth showed that fun little side kind of say hey how well does GPA last and you might ask where did I get 10 years from well there, it was.

272

00:41:22.080 --> 00:41:30.540

Scott Putorti: So if a student they'll graduate and more than 10 years ago again the academic information might not be as relevant so this will push them directly into the questionnaire block.

273

00:41:30.990 --> 00:41:40.050

Scott Putorti: Now you know, as I said, we do have a lot of new students coming in, so i'll select that and now, this is the academic block this is where we start to ask questions about.

274

00:41:40.770 --> 00:41:48.480

Scott Putorti: GPA about region scores, and how this works is it's connected to our previous multiple measures we're doing part of the pandemic.

275

00:41:48.930 --> 00:41:58.230

Scott Putorti: If a student selects, and this is self reported a score that places them into a concept of class using multiple measures they will receive that placement.

276

00:41:58.860 --> 00:42:01.770

Scott Putorti: So, for example, though i'm going to select that I had at lower than a B.

277

00:42:02.550 --> 00:42:10.320

Scott Putorti: Then it's going to ask how long ago, did I graduate high school was it in the past three years, and this is connected to our region's exams, which has a three year limitation.

278

00:42:11.040 --> 00:42:18.450

Scott Putorti: And then it's going to say Okay, did you take the region's exam yes, I did take the region sick exam it's going to ask which ones, did you take well I took algebra one.

279

00:42:18.990 --> 00:42:29.130

Scott Putorti: And then it's going to say what is that score, and again connected to her multiple measures let's say you know what I didn't do that well in high school, even though i'm teaching math now didn't I struggled then, so I got a 63.

280

00:42:30.180 --> 00:42:38.040

Scott Putorti: And then it's going to say okay well, what about your essay T scores and essentially it's going to go through each of her multiple measures to kind of see if the students indicate they.

281

00:42:38.430 --> 00:42:44.520

Scott Putorti: They they meet any of these markers so i'm going to say you know what because of the pandemic we didn't have SAP this year.

282

00:42:45.720 --> 00:42:51.720

Scott Putorti: What about a CT commonly not usually not used as much in New York, so no I never took a CT.

283

00:42:52.590 --> 00:43:03.270

Scott Putorti: And then, it says Okay, you did not meet any of our multiple measures and now you're going to be put into the direct itself placement block So this was created by the departments, with input from other areas.

284

00:43:03.720 --> 00:43:07.110

Scott Putorti: And now, these are all scored behind the scenes.

285

00:43:07.500 --> 00:43:16.290

Scott Putorti: And you know there's a lot of conversation about that, and a lot of thought about how to how to score those and where to place them and we really relied on the experts ever departments to do this.

286

00:43:16.590 --> 00:43:23.010

Scott Putorti: So some of the questions is how many years in high school math to be complete, you know what was the highest level math class you went up to.

287

00:43:24.330 --> 00:43:31.800

Scott Putorti: And again i'm going to do this very quickly if you have questions or even if you'd like to try this I could send you a link of samples, so you could actually do this on your own.

288

00:43:32.880 --> 00:43:37.470

Scott Putorti: It then asked questions about your experience in math classes, where you're strong student did you struggle.

289

00:43:37.920 --> 00:43:50.280

Scott Putorti: And then we get into some non cognitive questions right we're asking you know when you do math problem so you're able to keep track of your progress and understand how you're doing you know this is asking them when you're given something new, or you competent with it.

290

00:43:51.870 --> 00:43:59.730

Scott Putorti: And then from there, we start to ask some content questions, but, as you can tell we're not asking students to actually solve this right, where you're saying.

291

00:43:59.970 --> 00:44:09.720

Scott Putorti: here's some questions you would see basically in an arithmetic our lowest level developmental class, how do you feel with this, do you think you could solve one of these, do you think you could solve 234.

292

00:44:10.800 --> 00:44:22.800

Scott Putorti: And you know students will be able to respond to this, and maybe this one says, I could do two to three that's what I feel comfortable with, and then we go to my favorite algebra but maybe this is a little harder for the student and they only select that they could do one.

293

00:44:24.750 --> 00:44:32.520

Scott Putorti: And then they receive a placement and then we provide them what courses, they could actually place into it's a pretty quick process, as you can see.

294

00:44:33.060 --> 00:44:44.880

Scott Putorti: And then from there, we will give them their next steps, which is to meet with a counselor and I can't stress enough this next

step is very important because this is where they're actually going to have that one on one talk.

295

00:44:45.150 --> 00:44:57.900

Scott Putorti: Is this the right fit for me let's kind of look over and make sure you're going to a class that you're going to be successful and that was my quick little DEMO and I have a few more minutes, so let me just jump back in but Brenda there any questions at this point.

296

00:44:59.010 --> 00:45:03.330

Brandon Protas: Actually, we only have just another minute or two actually over a little bit, but we're.

297

00:45:03.420 --> 00:45:05.190

Brandon Protas: gonna extend this because information is great.

298

00:45:05.460 --> 00:45:15.660

Brandon Protas: There is a request for the links that you offer so i'm assuming that's both to your email, but also where people can do the demonstration themselves, because this is so powerful, so please do take a few more minutes to finish up.

299

00:45:16.020 --> 00:45:22.890

Scott Putorti: So thank you, Brian I appreciate it i'll do this quickly, so you know being on the operational side myself, one thing I and Elizabeth mentioned this.

300

00:45:23.460 --> 00:45:33.180

Scott Putorti: If you're implementing multiple measures if you're implementing direct itself placement, you really have to put just as much planning in the operational piece how's it done, who is doing it.

301

00:45:33.480 --> 00:45:43.170

Scott Putorti: and always keep the students in mind right, you know when you're doing this and onboarding you want this to be student friendly if you're making them jump through hoops is that really helping the student is it helping your institution.

302

00:45:43.830 --> 00:45:53.070

Scott Putorti: who's monitoring this isn't one office is it multiple offices and please, if you do have an office monitoring involve them early in the process when you're developing this.

303

00:45:53.910 --> 00:46:02.730

Scott Putorti: Again, to me, academic counseling is connected to this So how do you connect the two to have a very fruitful conversation, and they build off each other.

304

00:46:03.300 --> 00:46:06.060

Scott Putorti: And what about if a student says, you know what I don't believe in this.

305

00:46:06.300 --> 00:46:17.370

Scott Putorti: direct sale placement, I was placing developmental courses I answered honestly, but it says, I belong here can I challenge it so those are other things you know, are there other avenues that student could then explore to get placed into a console, of course.

306

00:46:18.090 --> 00:46:27.990

Scott Putorti: I also recommend if you just want to see how its laid out for my students I provided a link at the bottom of this page, and you can prefer, then you can kind of see information I have students requested that's all located there.

307

00:46:29.370 --> 00:46:39.870

Scott Putorti: and early outcomes, so you know i'm going to do this very quick, but one thing we noticed was placement into our lowest level developmental classes across the board, have been down dramatically.

308

00:46:40.410 --> 00:46:54.660

Scott Putorti: And you're probably saying well how are students doing these classes, I trust me, I am just as eager as all of you and I know very shortly they're going to be presenting that data to us and i'm very excited to see how this turned out, and you know one thing we knew going into this was.

309

00:46:55.800 --> 00:47:07.950

Scott Putorti: There wasn't a lot of research on direct itself placement, you know we took a chance and that's why it's so important, we do everything else we can, as an institution to support students in these classes academic support Tutoring help.

310

00:47:08.790 --> 00:47:14.520

Scott Putorti: counseling all those things we're trying to exemplify to get students to help they need in these courses.

311

00:47:15.060 --> 00:47:18.300

Scott Putorti: One outcome, I do want to mention that i'm very curious about.

312

00:47:18.600 --> 00:47:26.640

Scott Putorti: Is equity outcomes, there is some research from other states that do direct itself placement that say certain equity groups certain gender groups might actually.

313

00:47:26.910 --> 00:47:39.090

Scott Putorti: evaluate themselves into lower classes, based on stereotypes and bias and things of that nature so that's on our radar and it's definitely gonna be something we look at, and the question is, if it is affecting the students, how can we fix that.

314

00:47:40.110 --> 00:47:50.010

Scott Putorti: And lastly, as I said, we plan to remain agile, you know we're not just going to stop here and say we're done we're continually improving this and going to look at the data we get back and say.

315

00:47:50.370 --> 00:47:55.080

Scott Putorti: What do we have to do to make this better, or is this not working, should we go back and do something else.

316

00:47:55.800 --> 00:47:58.770

Scott Putorti: We are always willing to change that's what the data says, we need to do.

317

00:47:59.280 --> 00:48:10.110

Scott Putorti: And lastly, very quickly, some reflections research research research, as I said, I bothered a lot of schools and reach out to schools where you find something that that you say that might work for us learn how they do it.

318

00:48:10.980 --> 00:48:18.690

Scott Putorti: use existing research resources Elizabeth just provided an unbelievable amount of refer to that there's a lot out there that can help you make these decisions.

319

00:48:19.110 --> 00:48:25.170

Scott Putorti: have an existing team to address issues, and it should be very collaborative team across multiple disciplines and multiple areas.

320

00:48:25.650 --> 00:48:31.380

Scott Putorti: And lastly, as I said, there's really no right way, as I said, this is, this is not baking right baking is a science.

321

00:48:31.650 --> 00:48:41.760

Scott Putorti: This is more cooking yes there's best ingredients to really make a good dish but there's different ways, you can put it together to still make something really tasty, so I hope this was helpful and I thank you very much.

322

00:48:43.290 --> 00:48:47.370

Scott Putorti: And for my email everybody that is located right here, and also this in chat as well.

323

00:48:48.000 --> 00:48:55.200

Brandon Protas: Thank you Scott for putting them in the chat I did put the link to your testing Center website in the chat as well, I think that's the correct one if there's not.

324

00:48:55.620 --> 00:49:06.180

Brandon Protas: If there's another one, you can drop that in as well
Scott Elizabeth I was so excited to have you present on today's webinar on multiple measures and the direct itself placement example.

325

00:49:06.570 --> 00:49:15.240

Brandon Protas: I can tell you from the chat and the Q amp a there was a lot of excitement so Thank you everyone for staying on we went a little bit overkill I think was well needed, so thank you very much.

326

00:49:15.990 --> 00:49:26.250

Brandon Protas: If you have any questions you can reach out to me and be productive I can click collared shirt or me we'd like to invite you to come back in two weeks, our next CCA live webinar.

327

00:49:26.280 --> 00:49:26.940

Brandon Protas: is going to be an.

328

00:49:27.000 --> 00:49:36.060

Brandon Protas: Active academic support that's on April 22 at three o'clock Eastern time so Thank you everyone for attending and big thank you to Elizabeth and Scott.