SUNY ALP Grant at WCC And Multiple Measures and Guided Pathways

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Before the Grant . . .

- 4 semesters of piloting the concurrent courses
- 2 semesters of attempted implementation
- Maximum: 6 classes in any single term

- PROBLEMS:
  - Scheduling
  - Getting and Training Professors
  - Getting Students to Register

Initial Results

ENGLISH ALP: RESULTS AFTER ENG 101

FIRST THREE SEMESTERS' PILOTS: SPRING 2013 – Spring 2014

#	Student ID and Term Taken	GRADE IN ENG 101 ALP	GRADE IN ENG 102 And Term Taken
1.	000379214 – F 14	B+	A – S 15
2.	000421334 – F 14	C+	D -- F 15
3.	000432262 – F 14	A	C+ - S 15
4.	000169144 – F 14	B+	A – S 15
5.	000410382 – F 14	A	F – S 15 – dropped out of school
6.	000370284 – F 14	B	C – S 15 Transf
7.	000385674 – F 14	B	C+ - S 15
8.	000426296 – F 14	F	Dropped out of School
9.	000410519 – F 14	C+	B – S 15
10.	000409891 – F 14	C	F – S 15 and Su15
11.	000403235 – F 14	F	Wrtg for Coll 2 – F – S 15
12.	000406290 – F 14	D	B -- F 15
13.	000348495 – F 14	B+	B+ - S 15
14.	000454609 – S 15	A	A – Su 15
15.	000410054 – S 15	F	Dropped out of school
16.	000417039 – S 14	IF	No 101 or 102
17.	000418029 – S 14	IF	Dropped out
18.	000417600 – S 14	A	A – F 2014
19.	000406064 – F 14	B	C+ - S 2015
20.	000436416 – S 15	C	C -- F 2015
21.	000441017 – S 15	C	C -- F 2015
22.	000428526 – S 15	B+	B -- F 2015

Initial Results, Part 2

FALL 2015 PILOT STUDENTS

#	Student ID and Term Taken	GRADE IN ENG 101 ALP	GRADE IN ENG 102 And Term Taken
23.	000450257 – F15	A	- S16
24.	000449875 – F15	D	Not enrolled in any classes
25.	000465368 – F15	A	- S16
26.	000106460 – F15	A	- S16
27.	000410655 – F15	W	Not enrolled in any classes
28.	000467802 – F15	B	- S16
29.	000460918 – F15	F	ENG 101 –S16
30.	000458162 – F15	B+	- S16
31.	000458418 – F15	C	- S16
32.	000459697 – F15	C	- S16
33.	000410812 – F15	C	- S16
34.	000453053 – F15	A	- S16Honors
35.	000457716 – F15	B+	- S16
36.	000414146 – F15	D	No ENG Sp16
37.	000465167 – F15	B	- S16
38.	000460359 – F15	F	Dropped out of WCC
39.	000387977 – F15	D	No ENG Sp16

Implementation of the Grant

REQUIREMENTS:

- Faculty (8 full-time, 12 Adjuncts)
- Training
- A Counselor on Board
- Redesign of Registration System
- Creation of a Share Site in Blackboard
- Working to Create an ENG 99 Handbook
- Working on Training Video Course
- ENG 99 Meets AFTER the ENG 101 course.

Side-By-Side Schedule

ENGLISH 101+

WEEK (S)	UNIT	TOPIC	WHAT'S DUE
1	1	Entering the Conversation	Reading quiz Oral Practice in They Say/I Say Journal
2	2	Analyzing Texts	Reading quiz Journal Exercise in Rhetorical Analysis ("The Value of Questions") Final Rhetorical Analysis on one of three topics (Food, Animal Rights, Freedom of Speech)
3	3	Choosing a Topic and Research Question	Reading Quiz Journal Topic Choice Exercise
4	4	Writing a Proposal	Reading Quiz Journal Proposal and Question Exercises 2 Research Proposals
5 and 6	5	Finding Texts	6 Research Path Quizzes 2 Journal Entries 2 Exercises on Search Terms and Finding Texts
7, 8, and 9	6	Evaluating Texts/Research/Sources	3 Reading Quizzes 3 Journal Entries In-Class Annotated Bib Exercises Two Annotated Bibliographies/Literature Reviews [12 sources, 6 per topic]
10	7	Notetaking and Outlining	Reading Quiz Journal Outlining Exercise 2 Outlines
11	8	Quoting, Paraphrasing, Summarizing, and Synthesizing	Reading Quiz Journal Exercises on quoting, etc.
12 and 13	9	Drafting the Research Article and Synthesizing, ctd.	2 Reading Quizzes 2 Journal Entries Drafting Exercises Draft of Research Article
14 and 15	10	Revising the Draft of the Research Article	2 Reading Quizzes 2 Journal Entries Class Exercises on Revising Final Research Article
16	11	Presentations/Final Exam	Reading Quiz Journal Presentation/Talk

ENGLISH 99

****Work done IN CLASS & <u>in addition</u> to 101+ work!**

WEEK(S)	UNIT	TOPIC	WHAT'S DUE
1	1	Entering the Conversation	Reflection 1 and First Day of Class Activity 2
2	2	Analyzing Texts	Reading and annotating a (visual) text Exercise in connection with ENG 101 class exercise; working on drafts of rhetorical analysis
3	3	Choosing a Topic and Research Question	Prelim. Topic/ Ques. Exercise; Sent. Struct.
4	4	Writing a Proposal	Preliminary Research Proposal Exercise; Sentence Structure, ctd.
5 and 6	5	Finding Texts	Playing Around With Databases Exercise; Subject-Verb Agreement
7, 8, and 9	6	Evaluating Texts/Research/ Sources	Mid-Term Reflection; Evaluating Sources & Overview Exercises
10	7	Notetaking and Outlining	Notes to Outline Ex.; Poss. vs. Plurals
11	8	Quoting, Paraphrasing, Summarizing, and Synthesizing	Synthesis Exercise; Apostrophes, ctd.
12 and 13	9	Drafting the Research Article and Synthesizing, ctd.	Drafting Exercises (intro, sequence, transitions)
14 and 15	10	Revising the Draft of the Research Article	Revision Checklist Exercise
16	11	Presentations/Final Exam	Final reflection

Why Multiple Measures?

- "One recent study found that students' initial course placement is **the single largest driver of racial inequities** in long-term college completion rates. African-American and Hispanic students are much more likely to be excluded from college-level courses based on our non-predictive placement tests." (Katie Hern)

Why Multiple Measures, ctd.

- "Research shows that by enabling more students to begin taking college-level courses as soon as they enroll, colleges can substantially increase student completion and narrow achievement gaps for students of color.
- Even greater power lies in combining changes in course placements with redesigned, accelerated models of remediation, which are helping many more students to complete college-level requirements in California and other states. (Katie Hern)

Why Multiple Measures, ctd.

➢Achieve the Dream Found five primary elements that cause problems with placement exams:

- **High Stakes –** These placement examinations are currently seen as low-stakes exams, so students are unaware of the repercussions if they don't perform well on the tests.
- **Effectiveness of Developmental Education –** The study also suggests the developmental, or remedial, education in its current state may be an ineffective tool in improving college success.

Why Multiple Measures, ctd.

3. **Positive Indications** – Early studies seem to suggest that allowing students to accelerate through remedial education – or skip it entirely – could improve student outcomes.

4. Poor Indicators – Studies also suggest that placement examinations are poor indicators of academic success, and that other measuring tools may be more effective.

5. Incomplete Picture – Placement examinations may not provide a complete picture of potential student success, since they don't accurately measure intangibles like persistence, motivation and critical thinking skills.

A Solution: Multiple Measures

- Multiples Measures attempts to address these issues.

- The Center for the Analysis of Post Secondary Readiness (CAPR) chose to create an algorithm that considered a number of measures to

- ***predict the probability of success***
- ***Accuplacer scores***
- ***High School GPA and Type of Diploma***
- ***Years Since Graduation***
- ***SAT and/or ACT Scores and N.Y.S. Regents Scores***
- ***Placement Tests***

A Solution, ctd.

- Each school selects its own level of probability that is acceptable/that allows a student into a college level course.

- Some students have high enough test scores and gpa's that they get placed into college level courses regardless of the multiple measures score.

A Solution, ctd.

FOR EXAMPLE:

School decides 50% probability of passing is acceptable for English. – Student scores a 45%; he/she will not get into a college-level course.

Student scores a 55%, he/she will get into the college-level English course.

Incorporation at WCC

2016 Cohort:

WCC has chosen a 45% probability score as necessary in math and a 63% probability score as necessary in English.

**Based on a complicated study of past performance of students, a “regression score,” and tracked passing rates.

A Solution, ctd.

B21

	A	B	C	D	E	F	G
1	WESTCHESTER COMMUNITY COLLEGE						
2	Course Placements with Corresponding Placement Codes and College-Ready Ecodes and Accuplacer Scores						
3					College Ready		
4						Accuplacer Cut-Off	
5	Name	Placement Code	Title	Description	ECode	Elem. Alg.	Rdg. Comp.
6	MATH 101	41.01	College Level Math	Speak with your counselor		>=55	
7	MATH 93	40.02	Beginning Algebra	MATH 93 - Beginning Algebra		45-54	
8	MATH 94	40.02	Foundations Mathematical Reasoning	MATH 94 - Foundations of Mathematical Reasoning		45-54	
9	MATH 92	40.01	PreAlgebra	MATH 92 - Prealgebra		20-44	
10	ENG 101H	32.01	Writing & Research Honors	ENG 101H - Writing and Research - Honors	9		
11	ENG 101	31.01	Writing & Research	ENG 101 - Writing and Research	8		
12	ENG 92	30.02	Writing for College 2	ENG 92 - Writing for College 2	2		
13	ENG 91	30.01	Writing for College 1	ENG 91 - Writing for College 1	1		
14	ESL 122	21.01	Intro. Academic Writing 2	ESL 122 - Introduction to Academic Writing 2	7		
15	ESL 94	20.01	Intro. Academic Writing 1	ESL 94 - Introduction to Academic Writing 1	6		
16	ELI 99	10.99	ELI- English Language Institute (Cont. Ed.)				
17	READ 201	12.01	No reading required				>=80
18	READ 105	11.01	Analytical Reading	READ 105 - Analytical Reading		58-79	
19	READ 93	10.01	Foundations of College Reading	READ 93 - Foundations of College Reading		20-57	

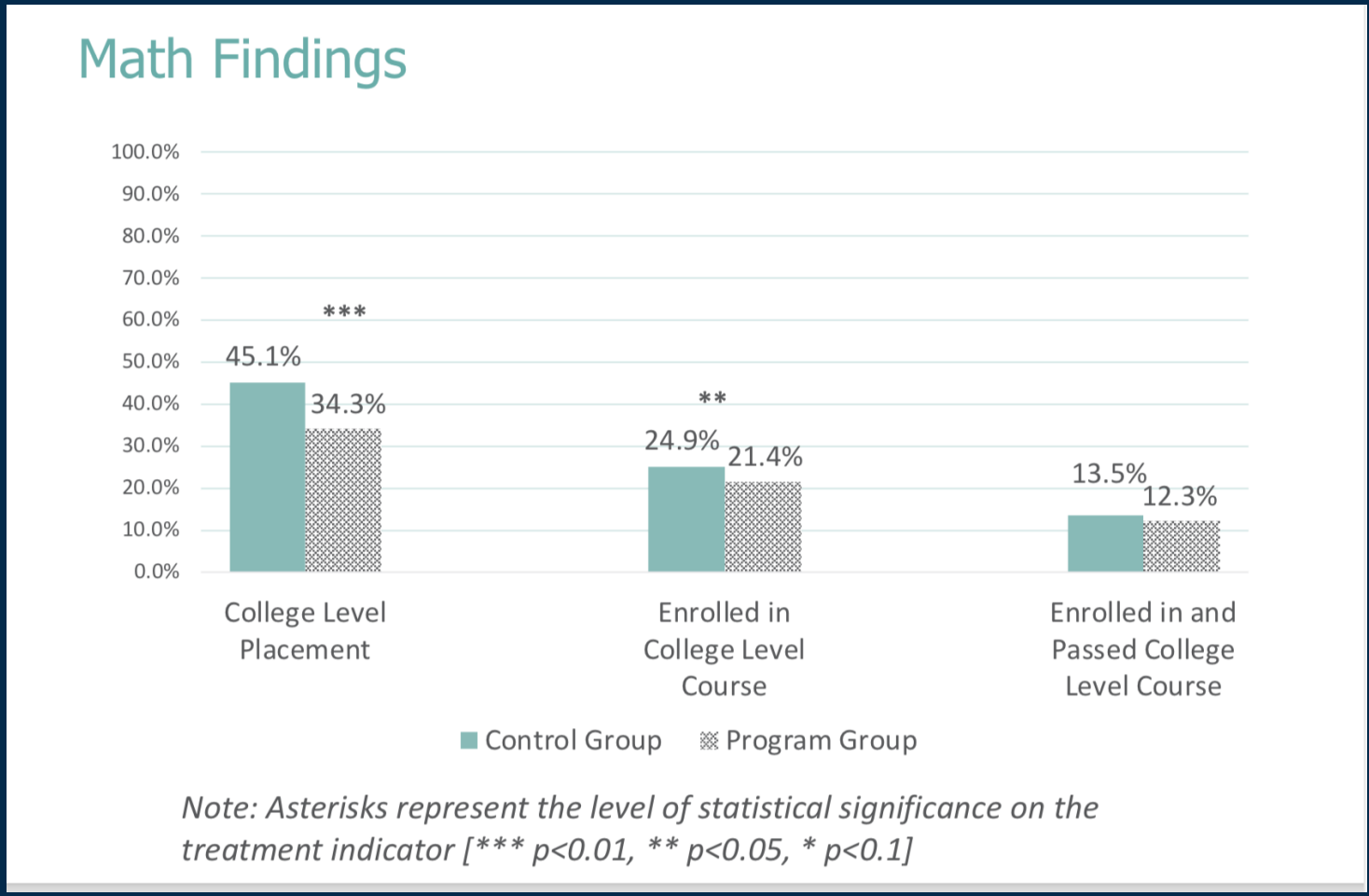
RESULTS/EFFECTS:

Study Sample: Fall 2016 Cohort, WCC

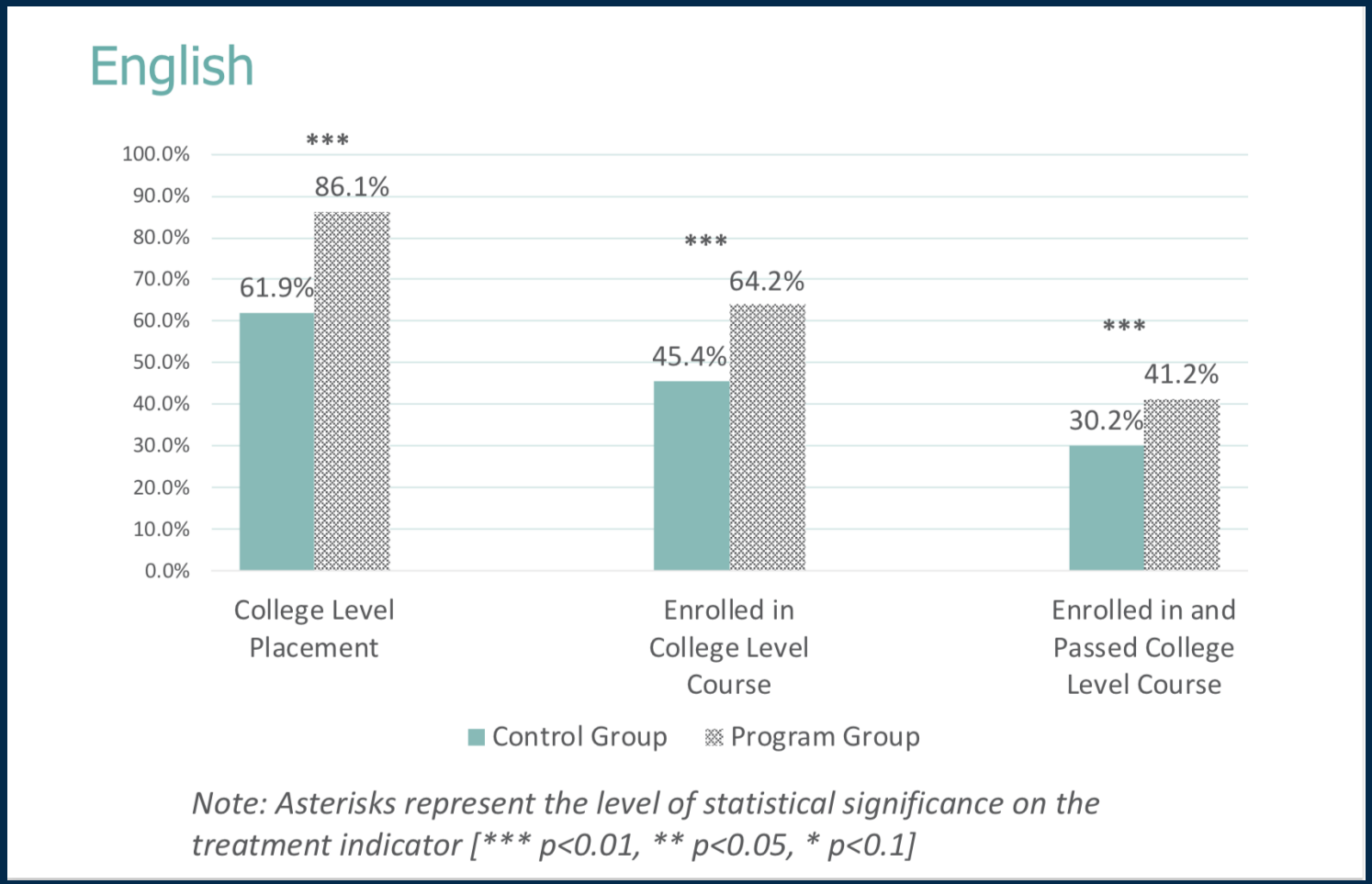
	Control Group	Program Group	Total
Total Sample	1,089	1,230	2,319
Took Math Placement Exam	1,019	1,163	2,182
Took English Placement Exam	1,030	1,177	2,207

** The following students were excluded : (1) placed into ESL course, (2) date of first placement exam outside intake period for fall 2016, (3) still in high school at the time of enrollment, and (4) took placement tests across multiple days at 2 colleges*

RESULTS/EFFECTS, ctd.:

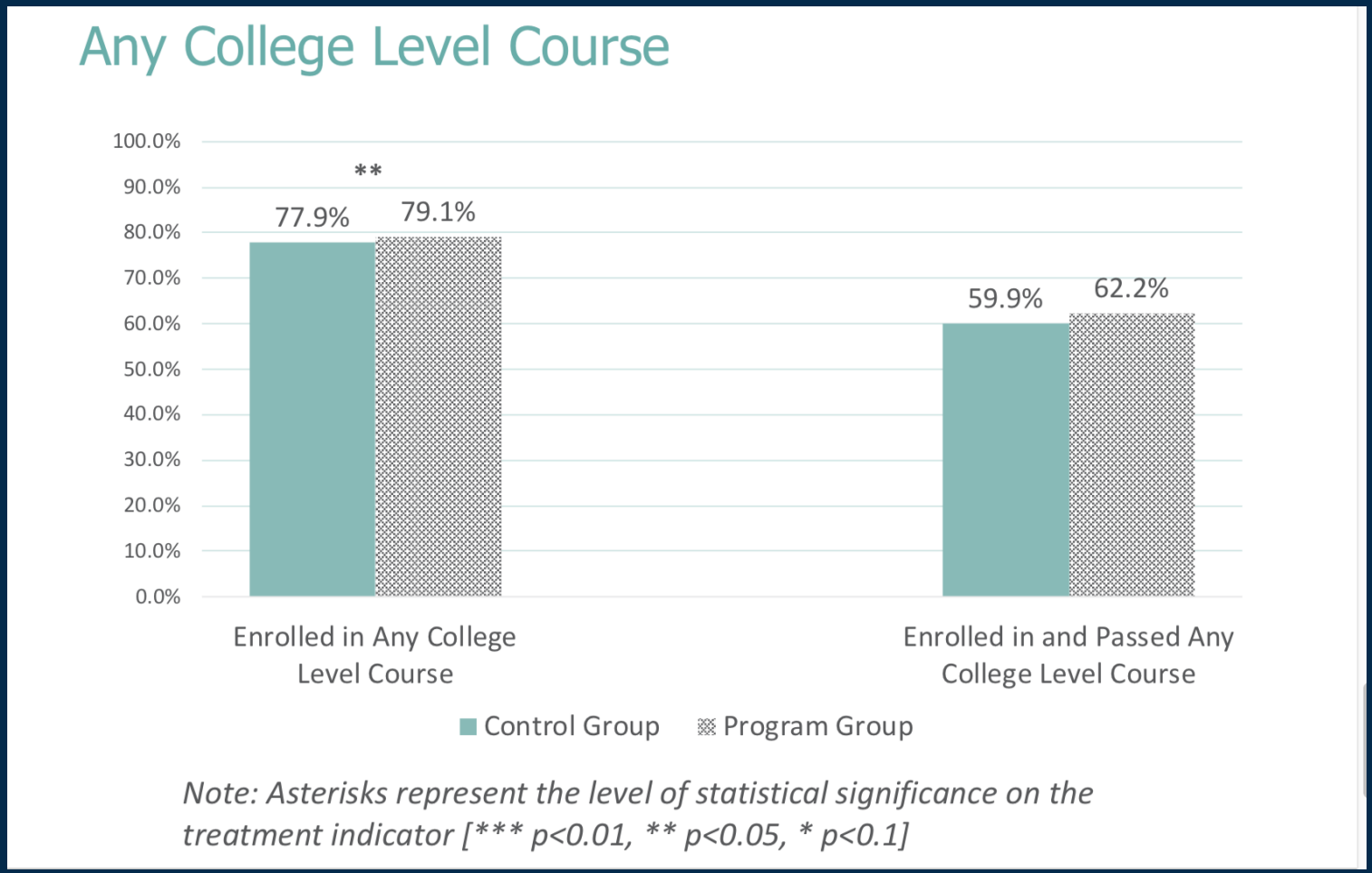


RESULTS/EFFECTS, ctd.:



*Note: Asterisks represent the level of statistical significance on the treatment indicator [*** p<0.01, ** p<0.05, * p<0.1]*

RESULTS/EFFECTS, ctd.:



Implications for Student Success and Guided Pathways

- More students start college in college level courses.
- In English, more students pass college-level courses.
- In overall college classes, just allowing students into college-level courses increases the pass rate in other courses.
- Once in college-level classes and passing those courses, a guided pathway becomes easier to envision and accomplish.

Implications for Student Success and Guided Pathways, ctd.

- Multiple Measures alone will not solve the whole problem.
- We need additional changes to developmental courses (ALP, etc.)
- We need further study, all the way to success in the next level course in a sequence and to graduation rates.

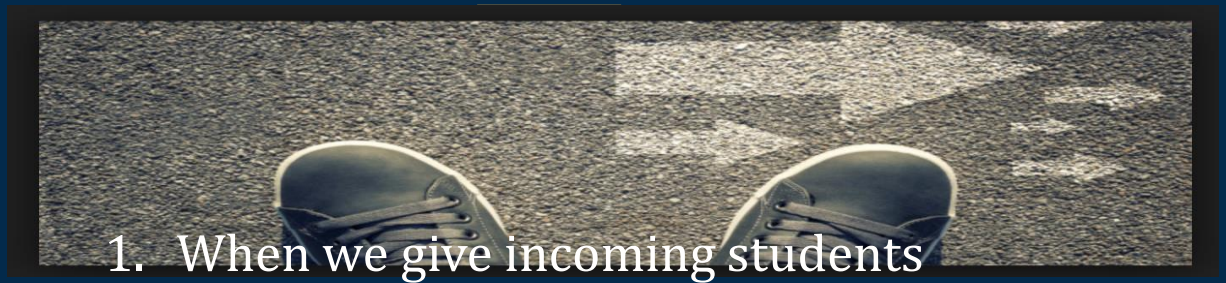
ALP in English at WCC

- Improved attitudes, improved attendance, improved successful completion of course, and over 15% rise to the top 10% of the 101 course

- Improved retention

- Improved completion rates

QUESTION TO CONSIDER



1. When we give incoming students placement tests, what assumptions are we making about their college readiness, and do we come by those assumptions fairly?

1. When we implement multiple measures, what problems are we addressing? Are those problems and solutions student-centered or institution-centered?

QUESTIONS TO CONSIDER, ctd.

3. When we implement accelerated learning/co-req courses, what procedures do we need to follow for the faculty involved? How do those procedures differ from those required of our colleges' other courses?

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4. In what ways can multiple measures placement and accelerated learning/co-req courses advance our implementation of guided pathways?

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5. Can computer-generated algorithms created by Columbia University accurately reflect the needs and problems of incoming college students? Why/Why not?