

Holistic Placement

Supporting the Whole Student at Wright College

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Background Information



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

Reinvention Goals

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

Reinvention Vision

Drive greater degree attainment, job placement, and career advancement

Ensure student success

Become an economic engine for the City of Chicago



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Outcomes of Holistic Placement

- More accurate placement
- Acceleration: Less time spent in developmental education
- Helps us get to know our incoming students earlier and more efficiently
- More nuanced understanding of the whole student in a meaningful way
- Provide data to help develop placement and intervention programs



College Math Placement

- Combine COMPASS and Psychosocial Measures (SuccessNavigator) to accelerate student progress and college completion
- Students that place within the upper-band of COMPASS combined with high psychosocial scores can enroll in the next level math course



CCC COMPASS + SuccessNavigator™ Math Placement Chart

CCC COMPASS + SuccessNavigator™ Math Placement Chart					
COMPASS				SuccessNavigator™	
Pre-Algebra	Algebra	College Algebra	Trigonometry	Course Placement <u>without</u> Acceleration	Course Placement with Acceleration (Requires "ACCELERATE" notification from SuccessNavigator™)
17-23	15-23			Foundational Studies 3001/3002	
24-28	15-23			Foundational Studies 3001/3002	Foundational Studies 3003/3004 *
29-99	15-19			Foundational Studies 3003/3004 *	
29-99	20-23			Foundational Studies 3003/3004 *	Math 99*
NA ¹	24-35			Math 99*	
NA ¹	36-42			Math 99*	118, 121, 125, 140, 141, or 143
NA ¹	43-99	1-43		118, 121, 125, 140, 141, or 143	
NA ¹	43-99	44-50		118, 121, 125, 140, 141, or 143	118, 121, 125, 140, 141, 143, 144, or 204
NA ¹	NA ²	51-99	1-43	118, 121, 125, 140, 141, 143, 144, or 204	
NA ¹	NA ²	51-99	44-49	118, 121, 125, 140, 141, 143, 144, or 204	118, 121, 125, 140, 141, 143, 144, 204, or 207
NA ¹	NA ²	NA ³	50-99	118, 121, 125, 140, 141, 143, 144, 204, or 207	

NA¹: Pre-algebra scores are not used for placement at this level.

NA²: Students must score at least 43 in Algebra at this level.

NA³: Students must score at least 51 in College Algebra at this level.

***Math 90 can be taken in place of both Foundational Studies 3003/3004 and Math 99 - only intended for students who need General Education mathematics (i.e. Math 125/Math 118)**



SuccessNavigator™

Uses

- Risk and Early Warning
- Developmental Course Placement
- Feedback and Intervention Plans
- ***Holistic view of student skills***

The Assessment

- 20-25 minutes
- Non-cognitive skills
- Online administration

Applications

- Scheduling and Advising
- First Year Experience
- Student Affairs

Measures

- Academic Skills
- Motivation
- Self-Management
- Social Support







Student Information	Next Steps
<ul style="list-style-type: none"> Student Name: [Name] Student ID: [ID#] Institution: [Institution] Score Date: [Score Date] 	<ul style="list-style-type: none"> Your [advisor] can assist with interpreting these scores and designing an action plan Your [advisor], [Advisor Name], can be reached at [Advisor Contact Information].

Background Information:

Communicate key student information from both SuccessNavigator and SIS to faculty/advisor.

YOUR SKILL PROFILE

Academic Skills – Tools and strategies to succeed in the classroom		
Your skills are similar to students who	<ul style="list-style-type: none"> Sometimes use strategies to effectively manage time and assignments Occasionally miss class or come unprepared 	
Tools/Tips	The [Tutoring Center] can provide strategies to help you set goals and organize your time. See your [advisor] for more information or click here for helpful tips and tools.	MODERATE
Commitment – Active pursuit toward an academic goal		
Your skills are similar to students who	<ul style="list-style-type: none"> See great value in a college degree Are very attached to the college 	
Tools/Tips	The [Career Center] can provide strategies to help you set goals and plan your academic career. See your [advisor] for more information or click here for helpful tips and tools.	HIGH
Self-Management – Reactions to academic and other stressors		
Your skills are similar to students who	<ul style="list-style-type: none"> Have difficulty managing stress in a positive, productive manner Doubt their skills and abilities 	
Tools/Tips	The [Counseling Center] can help you manage stress that arises from college life. See your [advisor] for more information or click here for helpful tips and tools.	LOW
Social Support – Connections with people and resources for student success		
Your skills are similar to students who	<ul style="list-style-type: none"> Hold strong connections to people and resources Effectively balance the demands of college and personal life 	
Tools/Tips	The [Office of Student Life] can connect you with valuable student groups on campus. See your [advisor] for more information or click here for helpful tips and tools.	HIGH

Domain Scores: Four general areas of student strengths and weaknesses. Scores are presented normatively.

Feedback: Determine by more specific “facet” scores (see next page).

Action Plans: Suggested interaction with programs and services on campus.



DETAILED SKILL PROFILE

		Students with Similar Skills:	Next Steps:	Skill Level:
Academic Skills	Meeting Class Expectations	Doing what is expected to meet course requirements, including completing assignments and demonstrating appropriate behavior in class.	Show up to class, complete assignments, and finish work in a timely manner.	<div> <div></div> <div></div> <div></div> </div> <p>HIGH</p>
	Organization	Strategies for organizing work and time.	Sometimes use planning tools (e.g., planners, calendars, lists) and may have difficulty sticking to a schedule.	<div> <div></div> <div></div> <div></div> </div> <p>MODERATE</p>
Commitment	Commitment to College Goals	Perceived value and determination to succeed and complete college.	Commit to academic goals, plan to work hard to achieve them, and see value in a college degree.	<div> <div></div> <div></div> <div></div> </div> <p>HIGH</p>
	Institutional Commitment	Attachment to and positive evaluations of the school.	Are attached to, hold favorable opinions about, and value their school.	<div> <div></div> <div></div> <div></div> </div> <p>HIGH</p>
Self-Management	Sensitivity to Stress	Tendency to feel frustrated, discouraged, or upset when under pressure or burdened by demands.	Find managing coursework difficult, are stressed and often unable to cope with the demands of school and daily life.	<div> <div></div> <div></div> <div></div> </div> <p>LOW</p>
	Test Anxiety	Negative reactions to test-taking experiences, including negative thoughts and feelings (e.g., worry, dread).	May have some difficulty managing test-related stress and experience negative thinking and anxiety before, during, and after a test.	<div> <div></div> <div></div> <div></div> </div> <p>MODERATE</p>
	Academic Self-Efficacy	Belief in one's ability to perform and achieve in an academic setting.	Doubt academic abilities, lack confidence in skills, and feel unprepared for the demands of school.	<div> <div></div> <div></div> <div></div> </div> <p>LOW</p>
Social Support	Institutional Support	Attitudes about and tendency to seek help from established resources.	Are prepared to ask for help, are aware of available resources, and take advantage of support services to succeed in school.	<div> <div></div> <div></div> <div></div> </div> <p>HIGH</p>
	Barriers to Success	Financial pressures, family responsibilities, conflicting work schedules, and limited institutional knowledge.	Have a limited network of support and are not always sure of whom to talk to when a problem occurs.	<div> <div></div> <div></div> <div></div> </div> <p>MODERATE</p>
	Connectedness	A general sense of belonging and engagement.	Have a strong sense of belonging, feel close to others, and relate to people inside and outside the classroom.	<div> <div></div> <div></div> <div></div> </div> <p>HIGH</p>

Academic Skills:
Classroom success broken into ability to meet expectations and organizational skills.

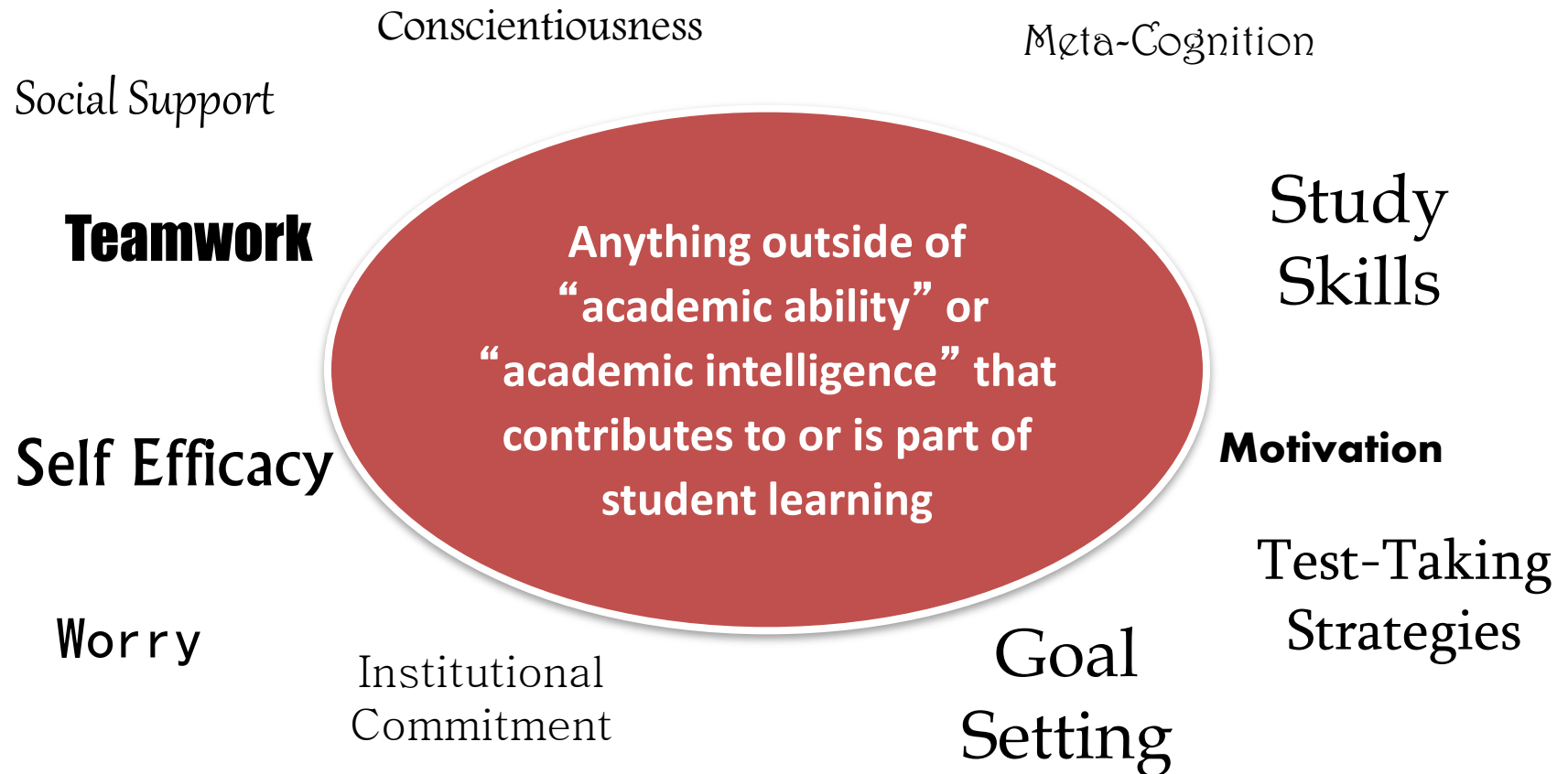
Commitment: Measures both commitment to college and comment to the specific institution.

Self-management: Ability to handle stress, testing anxiety and academic self-efficacy.

Social Support:
Tendency to seek help, attitude toward barriers to success and ability to relate to peers in school.



What are non-cognitive skills



Using SuccessNavigator in the Classroom



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SuccessNavigator Within the Classroom

- Within identified classrooms in Spring 2014, instructors were given SuccessNavigator aggregate results for their class
- Instructors used these results to:
 - Tailor their teaching style to address the needs of the class
 - Offer 1-on-1 sessions with the college's Academic Support Specialist (WiYC)
 - Introduced lectures that encompassed psychosocial skills that are important for academic success



Example of Using SN Within the Classroom

- **Study Skills/Test Taking Strategies**
 - Students participated in workshops hosted by the Wright in Your Corner Student Center (WiYC)
- **Self Management**
 - Students participated in time- and stress-management workshops hosted by WiYC
- **Institutional Commitment**
 - Students participated in extracurricular activities hosted by WiYC and other support services
- **Social Support**
 - Students formed study groups in and outside of the classroom
- **Advising Support**
 - All students were required to meet with their college advisor and develop an Educational Plan

Example of an SN Aggregate Report

Skill Level	4 Domains							
	Academic Skills		Commitment		Self-Management		Social Support	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
High	16	50.0%	13	40.6%	7	21.9%	17	53.1%
Moderate	15	46.9%	15	46.9%	15	46.9%	11	34.4%
Low	1	3.1%	4	12.5%	10	31.3%	4	12.5%

- Aggregate reports have been created for individual courses for both the 4 domains and the 10 psychosocial skills so that professors can tailor their instruction to meet the needs of their students.

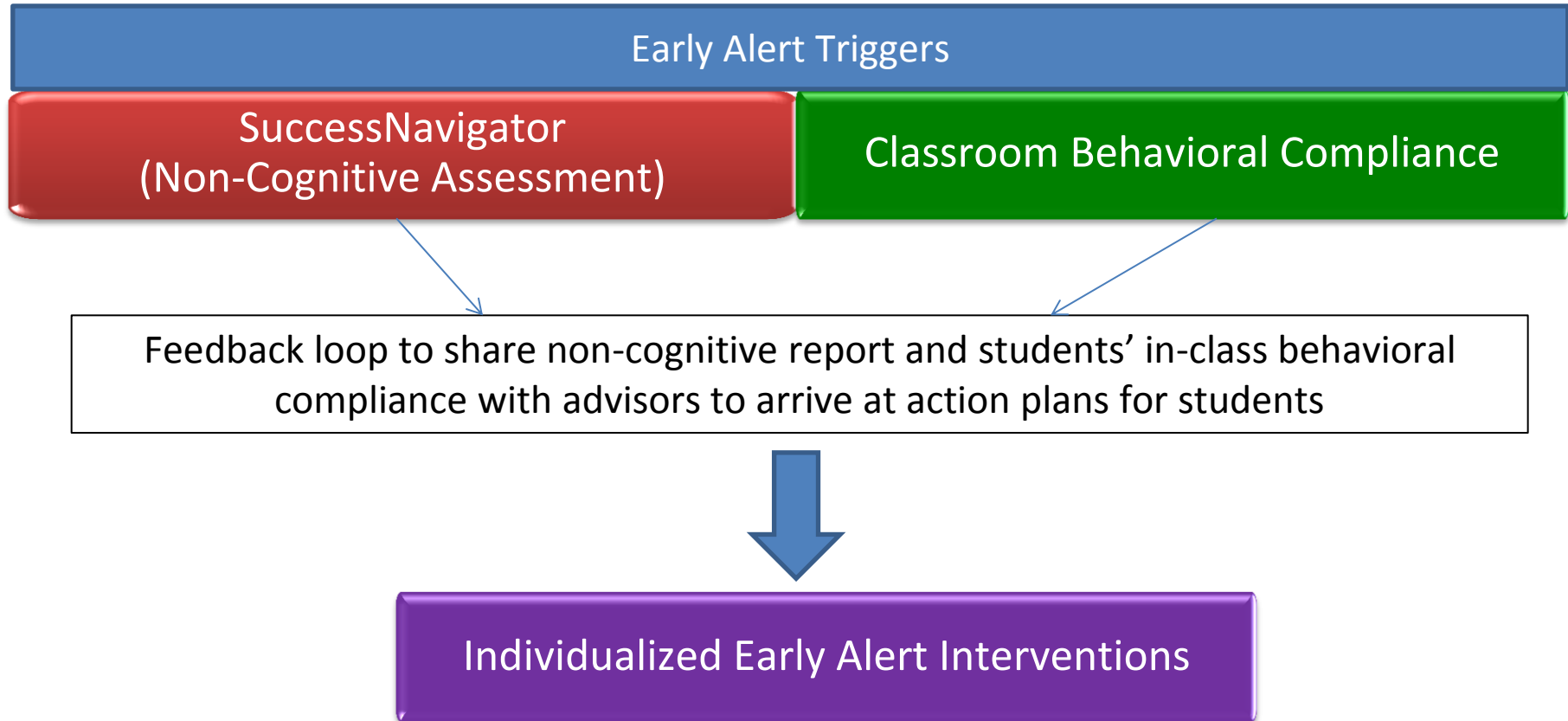


Early-Alert and SuccessNavigator

- The SuccessNavigator assessment and in-class behavioral ratings will be used to trigger Early Alert and intervention strategies
- Advisors will direct students to identified student support services based on the SuccessNavigator student report
- The SuccessNavigator assessment provides an academic success index and a retention index



Intervention/Process Mapping

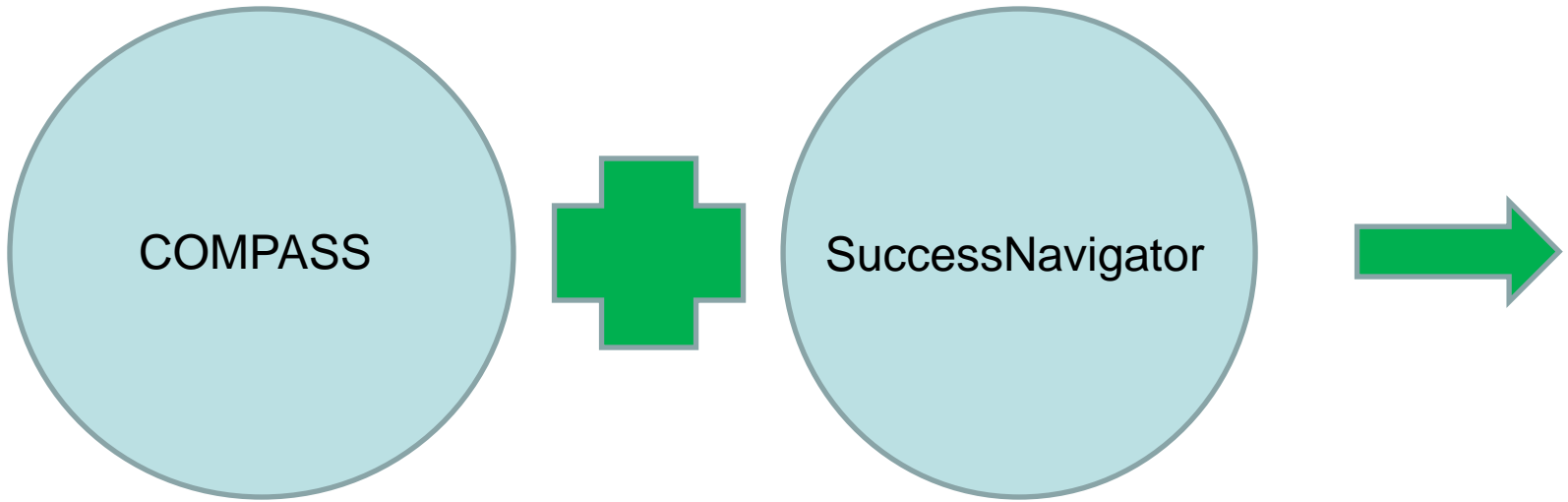


Four Domains	Psychosocial Skills (Advisors will circle the Psychosocial Skill(s) that the student needs to focus on)	Description	Recommended Support Services at CCC (Advisors will check the box(es) next to the support services recommended for the student)
Academic Skills (Tools and strategies to succeed in the classroom)	Meeting Class Expectations	Doing what's expected to meet the requirements of your course including assignments and in-class behavior	<input type="checkbox"/> Meet with advisors <input type="checkbox"/> Meet with tutors <input type="checkbox"/> Meet with instructors <input type="checkbox"/> WiYC
	Organization	Strategies for organizing work and time	<input type="checkbox"/> Attend study skills workshops <input type="checkbox"/> Visit WiYC
Commitment (Active pursuit toward an academic goal)	Commitment to College Goals	Perceived value and determination to succeed and complete college	<input type="checkbox"/> Meet with advisors, <input type="checkbox"/> Meet with tutors <input type="checkbox"/> Meet with instructors
	Institutional Commitment	Attachment to and positive evaluations of the school	<input type="checkbox"/> Join student clubs/organizations <input type="checkbox"/> Visit WiYC <input type="checkbox"/> Be involved in peer mentoring
Self-Management (Reactions to academic and other stressors)	Sensitivity to Stress	Tendency to feel frustrated, discouraged, or upset when under pressure or burdened by demands	<input type="checkbox"/> Visit the Wellness Center <input type="checkbox"/> Attend study skills workshops <input type="checkbox"/> Meet with tutors
	Test Anxiety	General reactions to test-taking experiences, including negative thoughts and feelings (e.g. worry, dread)	<input type="checkbox"/> Visit the Wellness Center <input type="checkbox"/> Attend study skills workshops <input type="checkbox"/> Meet with tutors <input type="checkbox"/> Communicate with instructor
	Academic Self-Efficacy	Belief in one's ability to perform and achieve in an academic setting	<input type="checkbox"/> Meet with advisors <input type="checkbox"/> Meet with tutors <input type="checkbox"/> Meet with instructors <input type="checkbox"/> Be involved in peer mentoring
Social Support (Connecting with people and resources for student success)	Institutional Support	Attitudes about and tendency to seek help from established resources	<input type="checkbox"/> Attend New Student Orientation <input type="checkbox"/> Meet with advisors <input type="checkbox"/> Visit the Wellness Center <input type="checkbox"/> Meet with tutors <input type="checkbox"/> Visit WiYC
	Barriers to Success	Financial pressures, family responsibilities, conflicting work schedules, and limited institutional knowledge	<input type="checkbox"/> Visit the Financial Aid Office <input type="checkbox"/> Meet with advisors <input type="checkbox"/> Attend New Student Orientation
	Community Involvement	Attitudes about and tendency to seek help from established resources	<input type="checkbox"/> Join student clubs/organizations

Spring 2014 Holistic Placement Outcomes



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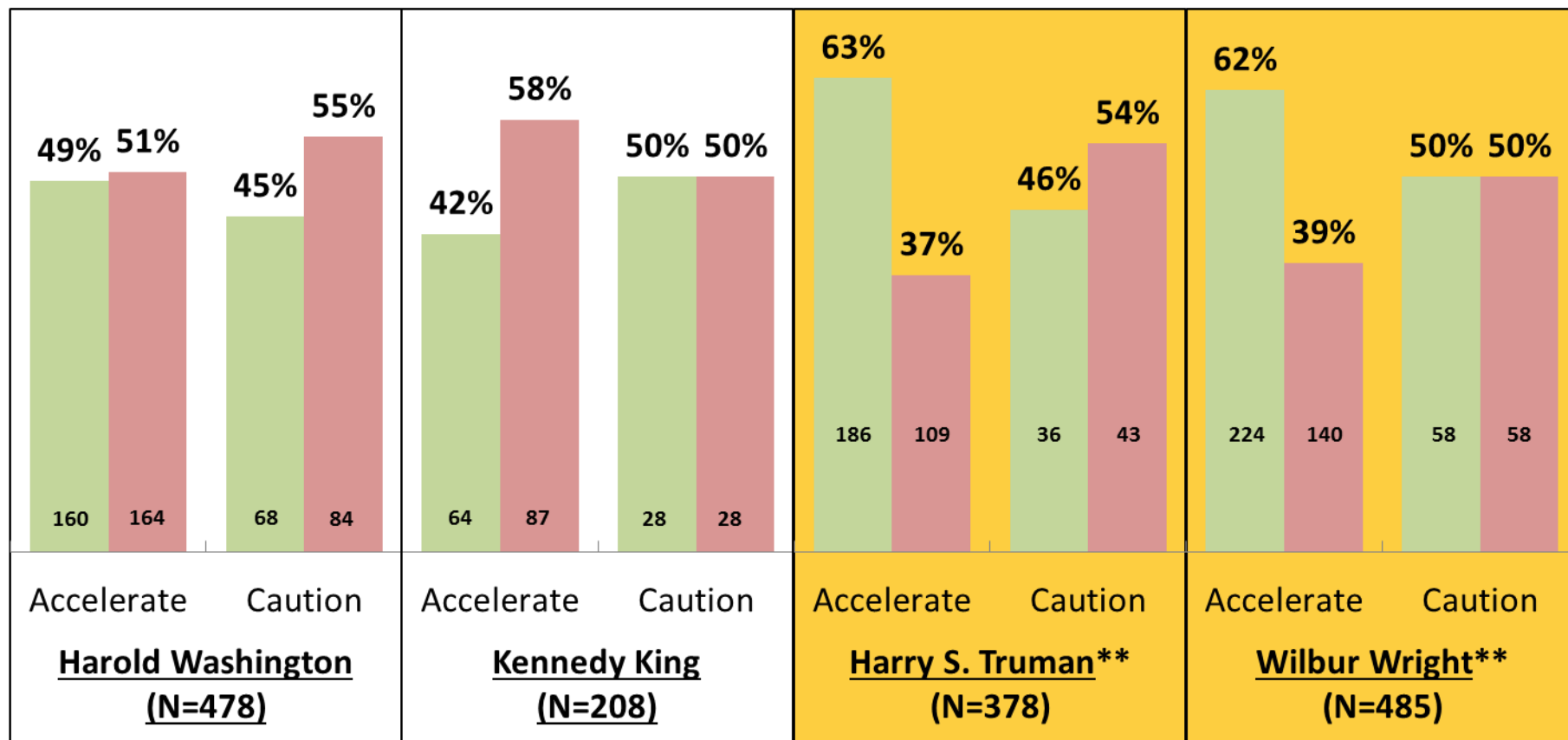
Math placement and acceleration

SuccessNavigator at CCC

1. What were overall Math passing rates by SN Math Course Acceleration recommendation (regardless of meeting COMPASS cutoff)?
2. How well does SN predict overall academic success (semester GPA)?
3. How well does SN predict Math grades?
4. How do students differ in outcomes when accelerated vs. not?



Q1. Overall Math Passing Rates by SN Math Course Recommendation



**p<.05

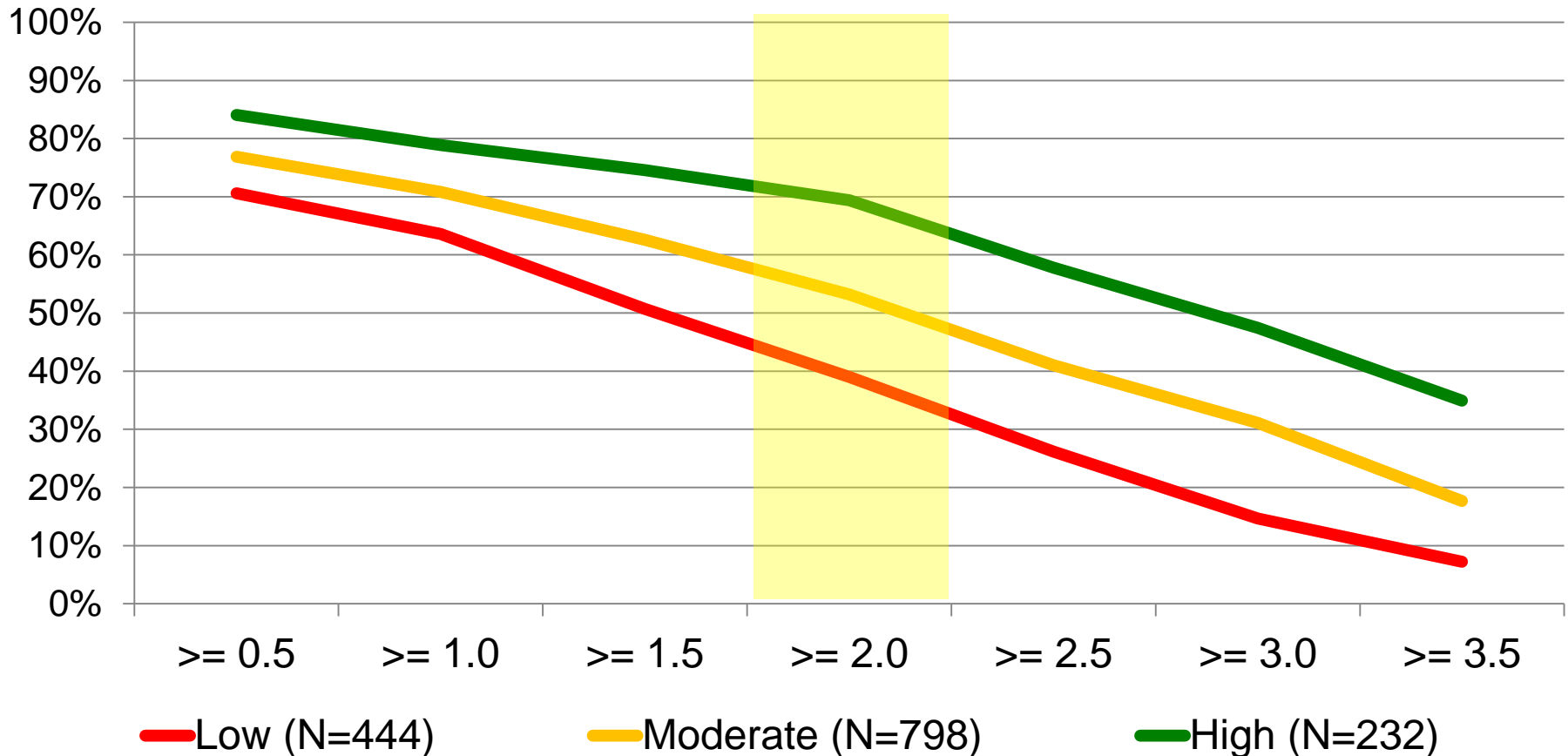
■ Passed (A, B, C, S)

■ Did Not Pass (D, F, ADW, WTH)



Q2. How Well Does SN Predict Academic Success?

S14 GPA, by SN Academic Success Index Level



- ~70% with a **High** Success Index earned GPA ≥ 2.0
- ~40% with a **Low** Success Index earned GPA ≥ 2.0

Q3. How Well Does SN Predict Math Grades?

Math Passing Rates, by Course Level

	Caution		Accelerate	
	Total N	% Passing	Total N	% Passing
TOTAL*	403	47.1	1134	55.9
College-level*	53	37.7	322	66.8
Math 99	151	48.3	433	53.4
FS II / Math98	114	47.4	262	47.3
FS I	69	50.7	90	53.3

*p<.05

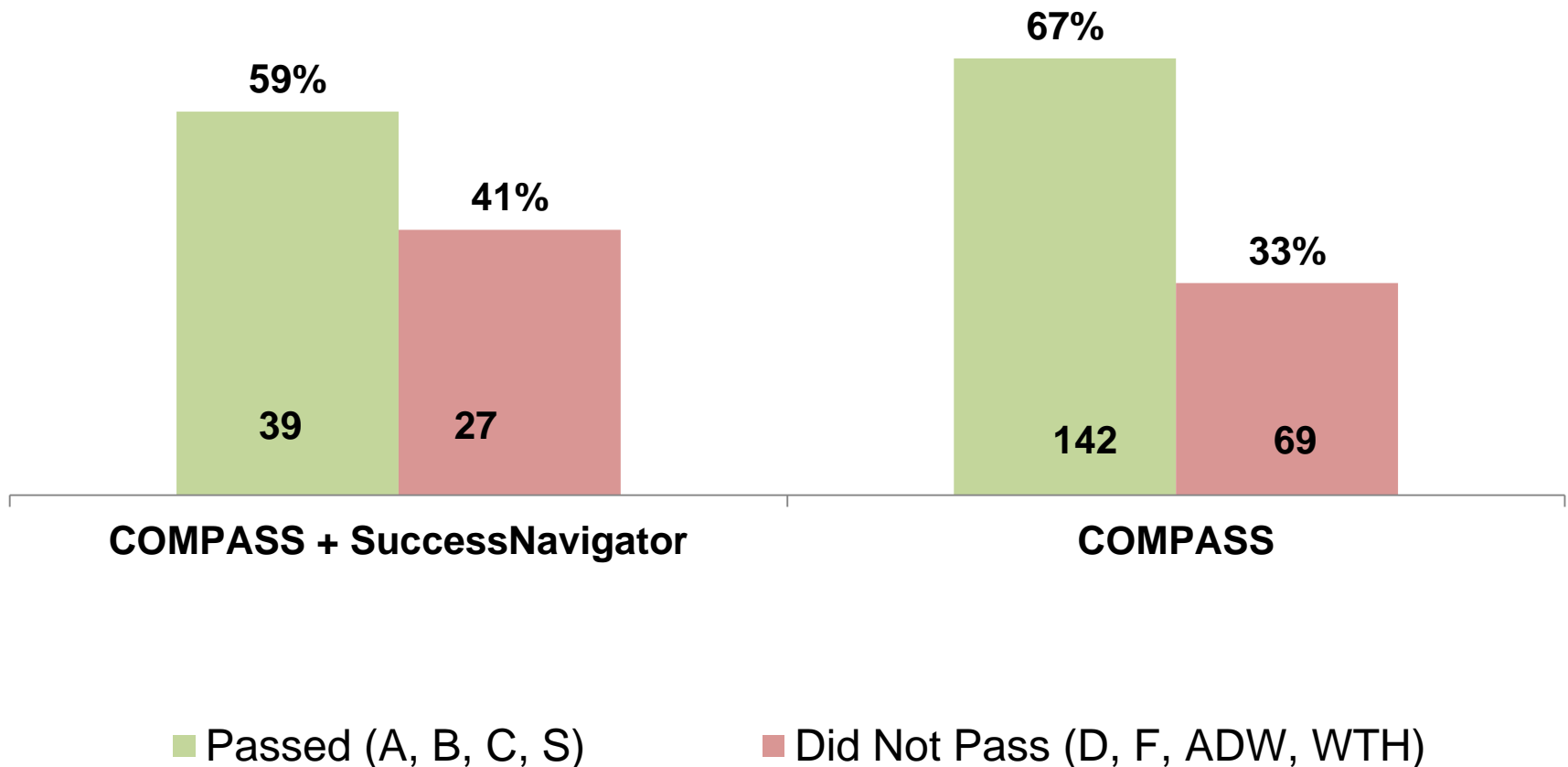
- Across the board, student w/ Acceleration Recommendation pass at same or higher rates than those Cautioned
 - As expected, strong significant differences found in college-level courses



Q4. How Do Students Differ In Outcomes When Accelerated vs. Not?

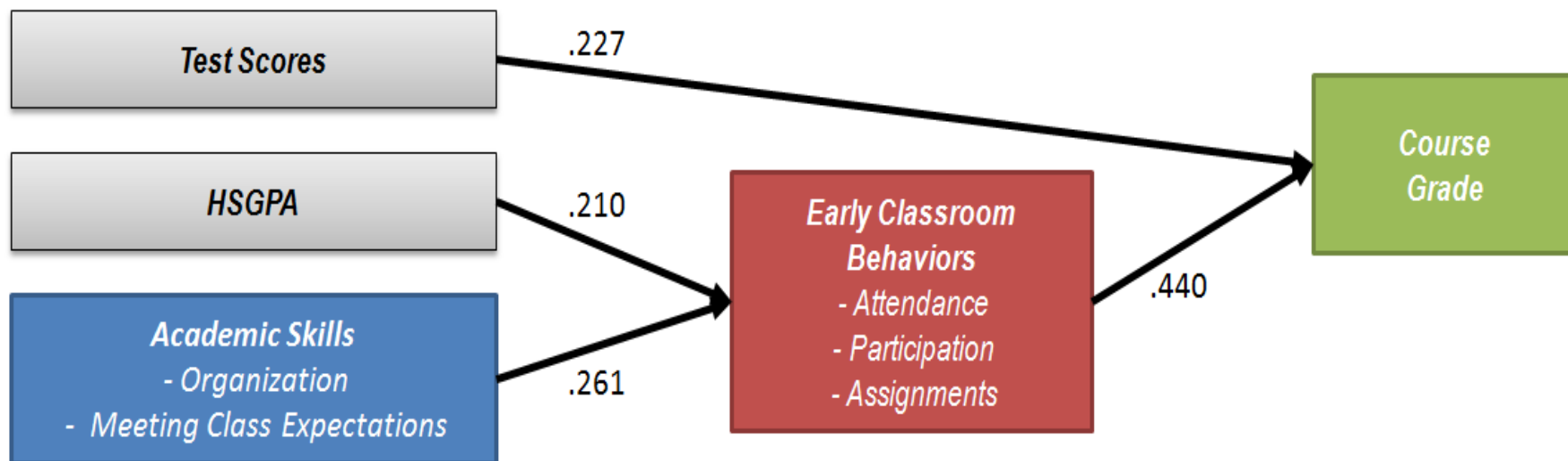
- Data limited to those students enrolled College Math

Passing Rates, by Math Course



Relationship between SuccessNavigator, classroom behavior and student success.

Figure 2. Academic ability, SuccessNavigator scores, classroom behavior and course grades.



NOTE: All paths are statistically significant at $p < .05$. Weights indicate standardized relationship between two factors when controlling for all other factors. These relationships range from 0 to 1, and are directly comparable across all variables.



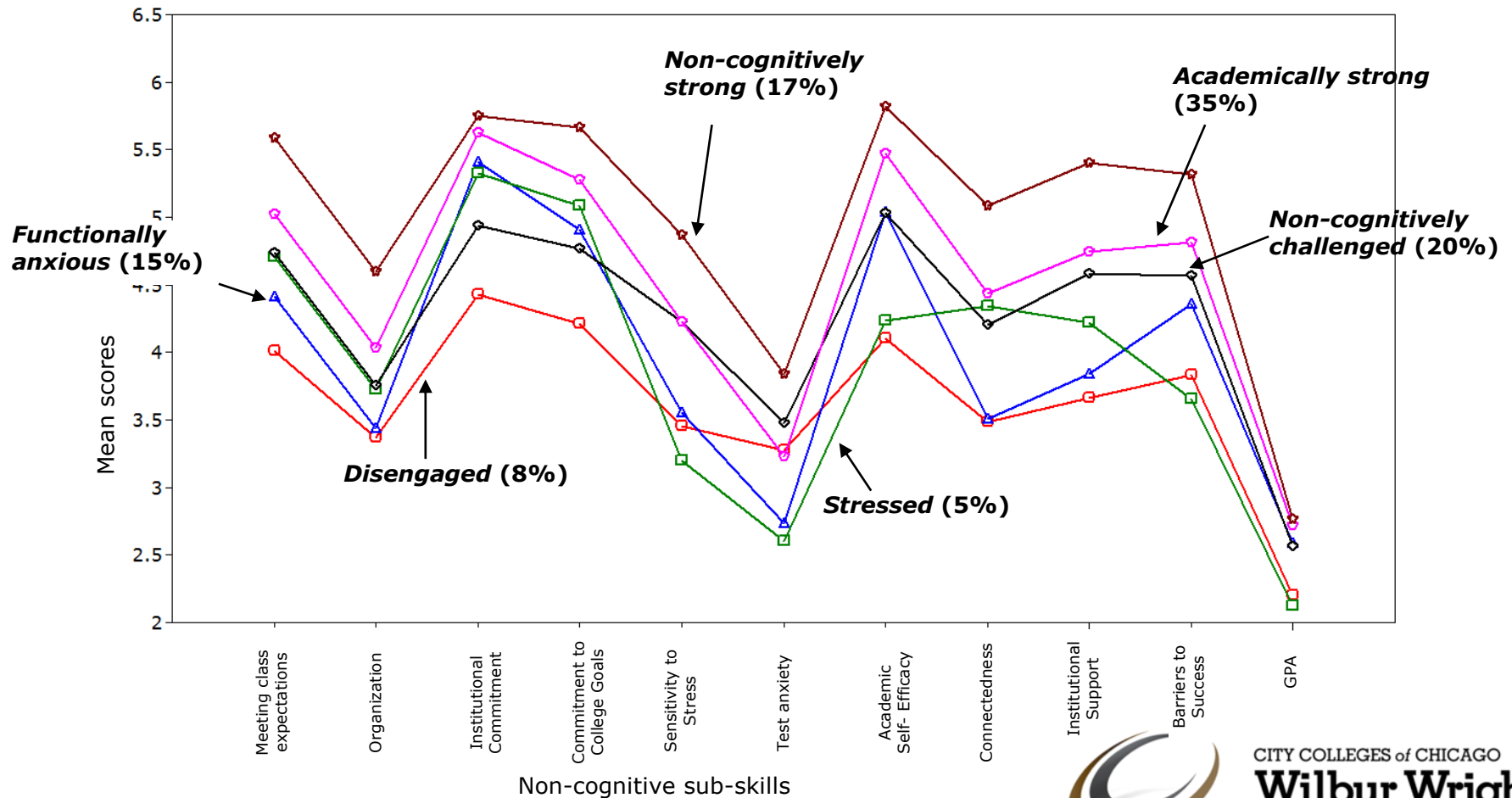
Relationship between SuccessNavigator, classroom behavior and student success.

- Based on Spring 2014 data, students who were accelerated performed similarly to their non-accelerated counterparts.
- Spring 2014 students that successfully completed an accelerated math course reduced remediation by one full semester.



Latent Profile Analyses: More to come...

- Discovering student non-cognitive skill typologies, e.g.:



Conclusions & Recommendations



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Conclusions

- Course acceleration is not having a negative impact on student math performance
- SN Math Placement Index adds to the accuracy of placement decisions
- Importance of connecting SN results to ancillary services to help drive student success



Next steps...

- *SuccessNavigator* predicts course success
 - **OK. Now what?!**
- More detailed study of service utilization by student risk levels
- Analyze course sequencing data
- Testing Latent Profile models using CCC data, merging these with service use data



How will this help Wright College?

Expected outcomes:

- Efficient/optimal course placement using SN
 - Saves \$\$ and time for the student
 - Saves financial aid money to be used toward other coursework (i.e. credit courses)
 - **Helps shorten students' remedial pathway, thereby, lessening the time required to obtain a degree/certificate**



How will this help Wright College?

Expected outcomes: (cont.)

- Interventions targeted to student typologies
 - To yield the greatest return on support service resources
 - Ability to predict likely success/failure enables application of customized support at any point in a student's career



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