Speaker: Ricky Tompkin

Topic: Developmental Education Reform & Multiple Measures Assessment

Tompkin: What we had was multiple levels of developmental, both in math, in reading, and in writing. And fact of the matter is, students weren't progressing through through any any of those. We did a study after I first got to to NWACC, really looking at how our students progressing through, and what we found is is that if you tested into developmental any level in all three reading, writing, and math, you had less than a 2% chance of getting any type of credential from us whatsoever, 2% and so we knew we had to make changes.

So really, from the perspective of NWACC, we had to look at a way to where we could get students in credit-bearing classes faster, because we dug through the data and we saw that the sooner the students got into those credit-bearing classes, the more likely they were to persist and to continue. And so, we were looking at ways to be able to to do that.

One of those ways we were looking at were through placement. We were also able to participate in some complete College America programming, strong start to finish, and it really did begin to change the thought process as a faculty because many of the faculty, including myself, we grew up in okay. If you don't make a 19 on the ACT, which was the only way you were going to be assessed, then you went to developmental. That's the way we were brought up. That's what we knew.

The group that really embraced this and moved it forward to beginning at NY were the English faculty within communication and art. This was something that faculty saw in their classrooms. They had high achieving students that could do the work, but because of placement issues, they were sitting in a developmental class that, with a little bit of confidence, with a little bit of boot camp work, which we did as well, to be able to prepare them for those assessments, they would flourish when they got in those credit-brain classes.

One story comes to mind about.

[Pauses]

Actually, I'll be honest with you. Was a group of students while I was while I was at NWACC who graduated from high school because of a multiple measures placement. They were able to go into a path to where they got language support, but at the same time were correctly connected to with that same instructor, Comp One. They graduated, and all of them have moved back to Northwest Arkansas and are employed here with with many of the industries that that we have and are highly successful, and the reason why they did that is because they had some. I'll just say they had some successes early

on by being connected to the right classes with the right instructor because of multiple measures.

And so what we're seeing is is we're seeing institutions change their placement policies to be able to do some of these things. Institutions looking at data differently and using different data. All of our institutions have access to a system called Try-in, which is where high school information for high school graduates, all of it is there. Whether that's transcripts, whether that's placement scores, whether that is progression through classes, even for our concurrent students, they are making changes to their placement plans to be able to utilize more resources to get students placed more effectively and into those credit-bearing classes. They've done a great job at the institutional level.