ADAPTIVE LEARNING TECHNOLOGY IN ADULT COMPETENCY-BASED EDUCATION PROGRAM SUCCESS

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Presentation Outline

- Welcome and Introductions
- Adult Education in Ohio 2014
- Overview of Ohio’s Options Adult Diploma Program (ADP)
- ADP and Adaptive Learning Technologies
- ADP Updates 2016
- Conclusion
Adult Education in Ohio 2014

■ New General Equivalency Development (GED) Testing Nationwide effective January 2014
  - Computer Based
  - Increased Testing Fee
  - Must pass all four content areas Reasoning Through Language Arts, Mathematical Reasoning, Science, and Social Studies

■ Ohio House Bill 483
  - Allows students to obtain a high school diploma while completing the requirements for an approved industry credential or certificate;
  - Affords opportunities for students to receive a competency-based education;
Ohio’s Options Adult Diploma Program (ADP)

Vision of the Adult Diploma Program

“To create new pathways for adults to earn high school diplomas and industry credentials or certificates that drive the states effort to increase the number of college- and career-ready adults.”
ADP Planning and Implementation 2015 – 2016

- Application Review and Screening
- Competency Based Interviews
- Academic Skill Pre-Assessment / Adult Placement Indicator
- Core Skills Mastery
- ACT WorkKeys (Applied Mathematics, Reading for Information, Locating Information)
- In-Demand Career Training
Melinda Mae “*Because she said she would!*”
WHAT IS ADAPTIVE LEARNING TECHNOLOGY?
What is Adaptive Learning Technology?

In "Learning to Adapt," EGA researchers went on to define "adaptive learning" as an approach to creating a personalized learning experience for students that employs "a sophisticated, data-driven, and in some cases, nonlinear approach to instruction and remediation, adjusting to a learner's interactions and demonstrated performance level, and subsequently anticipating what types of content and resources learners need at a specific point in time to make progress."

ADP and Adaptive Learning Technologies

- CSM is a Free online program, purchased Expert Coaching and Certificates for ADP Fall 2015 cohort
- College based Lab Facilitators and weekly drop-in labs
- Average of 75 hours per candidate / 20,000 total hours for ADP Fall 2015 cohort using CSM
- 70 candidates have completed CSM at 100%, 193 candidates at 50% or above
- 12 hours was shortest time to complete, 365 hours longest reported time to complete CSM at 100%
ADP and Adaptive Learning Technologies

Fall 2015  CSM Survey Results of 86 ADP Candidates

- 93% agreed that they worked hard using CSM – 77% strongly agreed
- 89% agreed that CSM made them feel better about their Math skills – 66% strongly agreed
- 88% disagreed that they were often bored with CSM – 60% strongly disagreed
- 86% reported they learned faster using CSM – 76% strongly agreed
ADP Updates 2016

- CSM site visit March 24 – 25, 2016 to meet with ADP Fall 2015 Candidates
- Stanford Research Institute and Technologies for Adult Basic Literacies Evaluation (SRI/TABLE) project using CSM and Education and Skills Online Assessment with potential ADP Fall 2016 candidates
- Utilizing ADP strategies in other parts of our educational community in Cuyahoga County
Conclusion

“Capable, confident and adaptable.”
“Capable, confident and adaptable”

How do you think that CSM changed you?

- “It got me ready to start school and got me confident in my skills I have right now.”
- “It's definitely made me smarter and it's teaching me (how) to teach myself.”
- “I’m doing math in my head instead of depending on a calculator.”
- “CSM has helped me to take my time to really think about a problem before solving.”
## “Sharpening Focus” 2015 Strategic Plan and ADP

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<tr>
<th>Strategic Focus Area</th>
<th>How ADP is Affected by Focus Area</th>
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<tr>
<td><strong>Student Completion</strong></td>
<td>• Increase number of certificates and degrees granted each year</td>
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<tr>
<td><strong>Student Experience</strong></td>
<td>• Create a clear transition into and through the College for all new students, which includes connection to support services and an overview of all available options for success (credit and non-credit, certificates and degrees)</td>
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<td><strong>Equity in Outcomes</strong></td>
<td>• Increase number of economically disadvantaged students, students 25 years old and older, students of color, and male students receiving higher education credentials</td>
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<td><strong>Workforce Impact</strong></td>
<td>• Increase the number of students who earn degrees and industry credentials, focusing on career pathways and certificates of value that will strengthen outcomes and ensure students are prepared to actively engage in Northeast Ohio’s competitive work environment</td>
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Questions and Comments
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