

English Assessment

An Examination of Placement, Enrollment, Success, Disproportionate Impact, and Multiple Measures

Parts 1 through 4 of this report summarize data on English placements, course enrollments, course success, and disproportionate impact among students who took the English assessment at Cypress College between March 1st, 2014 and September 30th, 2014. Parts 5 and 6 are based on a cohort of first-time fall 2014 students who were submitted to Cal-PASS Plus for a match to obtain multiple measures placements.

Part 1: English Placements

The assessment instrument currently being utilized to recommend English placements at Cypress College is the CTEP, or the College Test for English Placement. A total of 2,999 students took the CTEP at Cypress College between March 1st, 2014 and September 30th, 2014 (see Table 1).

Table 1. English Placements based on CTEP between March 1st, 2014 and September 30th, 2014

Recommended Placements	Took CTEP	
	N	%
ENGL 100	548	18.3%
ENGL 60, 95	796	26.5%
ENGL 58	1,103	36.8%
ENGL 57, Refer to DSS or ESL Test	425	14.2%
Refer to DSS or ESL Test	127	4.2%
Total	2,999	100.0%

Part 2: Course Enrollments

Of the 2,999 students that took the CTEP at Cypress College between March 1st, 2014 and September 30th, 2014, 75.8% (n = 2,273) enrolled at Cypress College in the subsequent year (summer 2014, fall 2014, spring 2015, or summer 2015). Alternatively, 24.2% (n = 726) did not enroll in any course at Cypress college in the subsequent year.

More specifically, we found that only 55.8% (n = 1,673) of the 2,999 students that took the CTEP enrolled in an English course in the subsequent year (see Table 2).

Table 2. English Enrollment among CTEP Test Takers

Recommended Placements	Took CTEP	Enrolled in English	
	N	N	%
ENGL 100	548	357	65.1%
ENGL 60, 95	796	482	60.6%
ENGL 58	1,103	663	60.1%
ENGL 57, Refer to DSS or ESL Test	425	149	35.1%
Refer to DSS or ESL Test	127	22	17.3%
Total	2,999	1,673	55.8%

We also examined whether students who enrolled in an English course did so in a course that was consistent with their CTEP placement recommendation, or in a course that was above or below where they assessed (in other words, rejecting their CTEP placement recommendation). To address this issue, we looked at the *first* English class students enrolled in during the subsequent year. Overall, we found that 94.9% of students enrolled in a course at their placement level, 4.1% of student enrolled in a course above their placement level, and 1.0% of students enrolled in a course below their placement level (see Table 3).

Table 3. Alignment of English Placement and English Enrollment

Recommended Placement	Enrolled in a Course AT Placement Level		Enrolled in a Course ABOVE Placement Level		Enrolled in a Course BELOW Placement Level		Total	
	N	%	N	%	N	%	N	%
ENGL 100	347	97.2%	7	2.0%	3	0.8%	357	100.0%
ENGL 60, 95	456	94.6%	19	3.9%	7	1.5%	482	100.0%
ENGL 58	643	97.0%	15	2.3%	5	0.8%	663	100.0%
ENGL 57, Refer to DSS or ESL Test	142	95.3%	5	3.4%	2	1.3%	149	100.0%
Refer to DSS or ESL Test	0	0.0%	22	100.0%	0	0.0%	22	100.0%
Total	1,588	94.9%	68	4.1%	17	1.0%	1,673	100.0%

Part 3: English Course Success

Course success in relation to English placement and enrollment was also examined (see Table 4). The success rate of the 1,588 students who enrolled in an English course at their placement level was 75.4%, which is slightly higher than the success rates of students who enrolled above their placement level (75.0%, n = 68), and much lower than students who enrolled below their placement level (94.1%, n = 17) their placement level.

Table 4. Course Success by Alignment of English Placement and English Enrollment

Recommended Placement	Enrolled in a Course AT Placement Level		Enrolled in a Course ABOVE Placement Level		Enrolled in a Course BELOW Placement Level		Total	
	N	Success Rate	N	Success Rate	N	Success Rate	N	Success Rate
ENGL 100	347	69.5%	7	71.4%	3	100.0%	357	69.7%
ENGL 60, 95	456	77.6%	19	84.2%	7	85.7%	482	78.0%
ENGL 58	643	76.5%	15	80.0%	5	100.0%	663	76.8%
ENGL 57, Refer to DSS or ESL Test	142	77.5%	5	60.0%	2	100.0%	149	77.2%
Refer to DSS or ESL Test	0	0.0%	22	68.2%	0	0.0%	22	68.2%
Total	1,588	75.4%	68	75.0%	17	94.1%	1,673	75.6%

Part 4: Disproportionate Impact

Title 5 states:

“For the purpose of assessment, disproportionate impact is when the percentage of persons from a particular racial, ethnic, age, or disability group, who are directed to a particular service or course placement based on an assessment test or other measure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment test or other measure is a valid and reliable predictor of performance in the relevant educational setting.”

Due to limitations of demographic data currently available for students who took the CTEP, the disproportionate impact analysis will focus only on ethnicity. The ethnic breakdown of students that took the CTEP are presented in Table 5 alongside the ethnic breakdown of the population that became eligible for college-level English as a result of the CTEP. To evaluate disproportionate impact, we first identify the highest performing group—in this case, the group with the highest rate of placement into college-level English. We then use the “80% rule” based on the EEOC guidelines to see whether any group is placing into college-level English at less than 80% of the rate of the highest performing group. As can be seen in the last column of Table 5, nearly all ethnic groups show evidence of disproportionate impact with placement rates into college-level English at less than 80% of the rate of White students.

Table 5. English Placements and Eligibility for College-Level English by Ethnicity

	Took CTEP	Not Eligible for College English		Eligible for College English		Disporportionate Impact
	N	N	%	N	%	
African American	196	173	88.3%	23	11.7%	Yes
American Indian/Alaskan Native	15	10	66.7%	5	33.3%	No
Asian/Pacific Islander	367	276	75.2%	91	24.8%	Yes
Filipino	162	127	78.4%	35	21.6%	Yes
Hispanic	1,713	1,504	87.8%	209	12.2%	Yes
White	533	350	65.7%	183	34.3%	Reference Group
Not Reported	13	11	84.6%	2	15.4%	Yes
Total	2,999	2,451	81.7%	548	18.3%	
80% of Reference Group (White)					27.4%	

Parts 5 and 6 of this report focus on a cohort of first-time students who attended Cypress College for the first time either in summer or fall 2014. Data on 2,220 of these students were submitted to Cal-PASS Plus in order to obtain additional information regarding recommended multiple measures placements and high school data where we received a match for 897 students. Parts 5 and 6 are further narrowed by only including those students who enrolled in an English course in fall 2014. The number of students examined varies by table due to missing data, incomplete placements, and differences in enrollments.

Part 5: Comparison of Placement Test and Multiple Measures

The amount of students being placed into each course level was also examined and compared for traditional placement methods and multiple measures. For English placements, nearly half, or 46.8% of all incoming students would place into transfer level English, utilizing multiple measures. More specifically, a drastic reduction in the amount of students being placed into basic skills English courses would occur. This reduction is most evident when comparing the amount of students who would traditionally place two levels below transfer level, with the amount of students who would place two levels below utilizing multiple measures. By utilizing multiple measures, most students would either enroll in a higher level or the same level English course when compared to the traditional placement by

test. Thus, this would inherently help with stop-out in the English course sequence with most students taking less basic skills courses.

Table 6. English Placements by Traditional Placement and Multiple Measures

Placement Level	Placement by Test	Multiple Measures Equivalent		Multiple Measures Level Lower		Multiple Measures Level Same		Multiple Measures Level Higher	
	N	N	%	N	%	N	%	N	%
Transfer Level	168	420	46.8%	77	45.8%	91	54.2%	N/A	N/A
1 Level Below	243	154	17.2%	67	27.6%	40	16.5%	136	56.0%
2 Levels Below	356	207	32.1%	49	13.8%	87	24.4%	220	61.8%
3 Levels Below	106	116	12.9%	0	0.0%	16	15.1%	90	84.9%
4+ Levels Below	24	0	0.0%	N/A	N/A	0	0.0%	24	100.0%
Total	897	897	100.0%	193	21.5%	234	26.1%	470	52.4%

Overall, most students are currently enrolling in courses that are lower than their suggested placements using multiple measures, while smaller amounts of students took courses that were either at or above their multiple measures placement. More specifically 30.5% have multiple measures and traditional placements that align with each other, while 21.2% have placements that are above multiple measures suggested placements, and 48.2% of students have placements that are below multiple measures suggested placements. This suggests that by utilizing multiple measures to help aid placement, significantly more students would be enrolling in higher basic skills and transfer level courses.

Table 7. Course Success by Alignment of Multiple Measures and English Enrollment

MMAP Placement Level	Placement by MMAP	Enrolled in a Course AT MMAP Level		Enrolled in a Course ABOVE MMAP Level		Enrolled in a Course BELOW MMAP Level		Total	
	N	N	Success Rate	N	Success Rate	N	Success Rate	N	Success Rate
Transfer Level	326	102	77.5%	N/A	N/A	224	86.7%	161	68.3%
1 Level Below	107	26	92.3%	20	65.0%	61	88.5%	168	82.1%
2 Levels Below	122	56	71.4%	53	58.5%	13	84.6%	245	81.2%
3 Levels Below	62	4	100.0%	58	60.3%	N/A	N/A	43	88.4%
Total	617	188	78.2%	131	60.3%	298	86.9%	617	78.6%

Part 6: The Relationships between High School Data and Placements

Students who earned A or B grades in their last high school English course were examined separately to determine where the current placement system is placing them and how this could change with multiple measures. Currently, most students who receive A or B grades in high school English are predominately placed in either English 58 or English 60. However, through utilizing multiple measures for placement, the percentage of students who earned A or B grades in high school English placing in English 100 would increase from 27.3% to 74.6% (see Figure 1).

Additionally, bivariate correlations were analyzed to compare the relationships between all available students' high school English grades, CTEP placement scores, and their grades in their first English course (see Table 8). Overall, students' multiple measures placements correlated more strongly with students' grades in their first English course taken at Cypress College.

A & B English Student Placements in Fall 2014

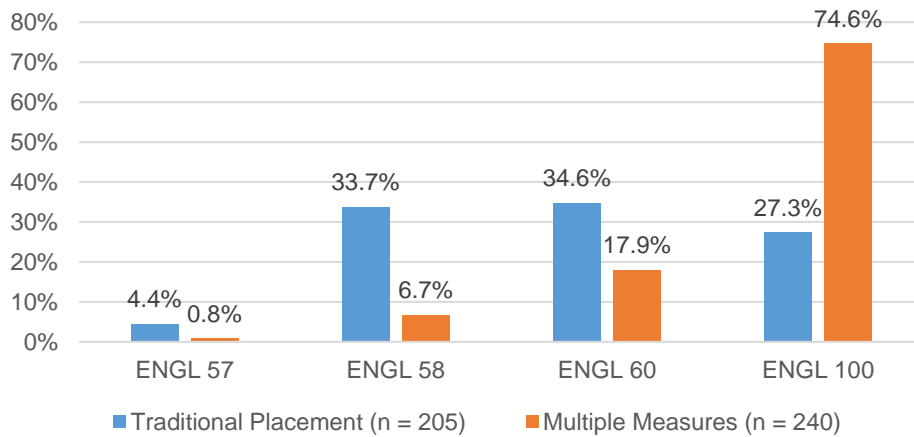


Figure 1. Comparison of English placement methods for students earning a or b grades.

Table 8. Placement Correlations with High School and College Data

Correlations with Traditional Placement	Correlations with Multiple Measures Placement
<ul style="list-style-type: none"> • Last High School English Grade <ul style="list-style-type: none"> ○ $r = .21, p < .001^{***}$ ○ Very weak positive relationship with traditional placement 	<ul style="list-style-type: none"> • Last High School English Grade <ul style="list-style-type: none"> ○ $r = .53, p < .001^{***}$ ○ Moderately positive relationship with multiple measures placement
<ul style="list-style-type: none"> • CTEP Scores <ul style="list-style-type: none"> ○ $r = .94, p < .001^{***}$ ○ Nearly perfect positive relationship with traditional placement 	<ul style="list-style-type: none"> • CTEP Scores <ul style="list-style-type: none"> ○ $r = .15, p < .001^{***}$ ○ very weak positive relationship with multiple measures placement
<ul style="list-style-type: none"> • Grade in College English Course <ul style="list-style-type: none"> ○ $r = -.13, p = .003^{**}$ ○ Very weak negative relationship with traditional placement 	<ul style="list-style-type: none"> • Grade in College English Course <ul style="list-style-type: none"> ○ $r = .25, p < .001^{***}$ ○ Weak positive relationship with multiple measures placement
<ul style="list-style-type: none"> • HS Standardized Test Scores <ul style="list-style-type: none"> ○ $r = .23, p < .001^{***}$ ○ Weak positive relationship with traditional placement 	<ul style="list-style-type: none"> • HS Standardized Test Scores <ul style="list-style-type: none"> ○ $r = .08, p = .05^*$ ○ No relationship with multiple measures placement
<ul style="list-style-type: none"> • Cumulative GPA <ul style="list-style-type: none"> ○ $r = .16, p < .001$ ○ Very weak positive relationship with traditional placement 	<ul style="list-style-type: none"> • Cumulative GPA <ul style="list-style-type: none"> ○ $r = .87, p < .001$ ○ Very strong positive relationship with multiple measures placement