

# English Disjunctive Placement & Success Fall 2018

## **College of the Canyons**

Santa Clarita Community College District  
26455 Rockwell Canyon Road  
Santa Clarita, CA 91355

Institutional Research, Planning, and  
Institutional Effectiveness

Vida Manzo, Ph.D.

Preeta Saxena, Ph.D.

Daylene M. Meuschke, Ed.D.

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## **Introduction**

As part of the placement validation process, the English department initiated a proposal to revamp Accuplacer placements in conjunction with the Institutional Research, Planning and Institutional Effectiveness office and student services. This process consisted of a faculty inquiry group (FIG) during the year of 2017-18. After extensive research, the FIG concluded that a Disjunctive placement into transfer-level English (ENGL-101) would benefit students more than the conjunctive model (assessment test score). Implementing the changes required programming directly in Accuplacer by the Assessment Center Coordinator.

Disjunctive placement includes models of placement that use either students' High School data *or* a traditional placement test (e.g. Accuplacer). The following criteria (listed) were used to provide students with direct placement and eligibility to enroll in transfer-level English. This placement overrides the assessment test score.

- GPA overall 3.0 self-reported
- 500 or above SAT self-reported
- 19 or above ACT self-reported
- Grade in High School English class: B or higher— ERWC, AP, ENGLISH 12 (4% English Multiple Measure)
- International Baccalaureate score of 5 or higher
- EAP standard exceeded /EAP standard met with ERWC course with a grade of C or higher
- Prerequisite Challenge

This brief provides information on placement changes for students testing in spring/summer 2018 and presents data on placement rates after these changes were implemented in spring 2018 for incoming fall 2018 students. In addition the success and retention rates for these students were tracked in order to assess the impact of the new placement model.

## **Method**

Placement data were closely monitored through monthly reports that were obtained through the Assessment Center. For a period of approximately 6 months, between March and August 2018, **3,256** students took the English assessment and received placement(s) that were reflective of the changes. These changes have an impact on the tracking of “transfer-level” placement rates into English-101 in comparison to the traditional models prior to 2018 (Accuplacer and lower multiple measure weights).

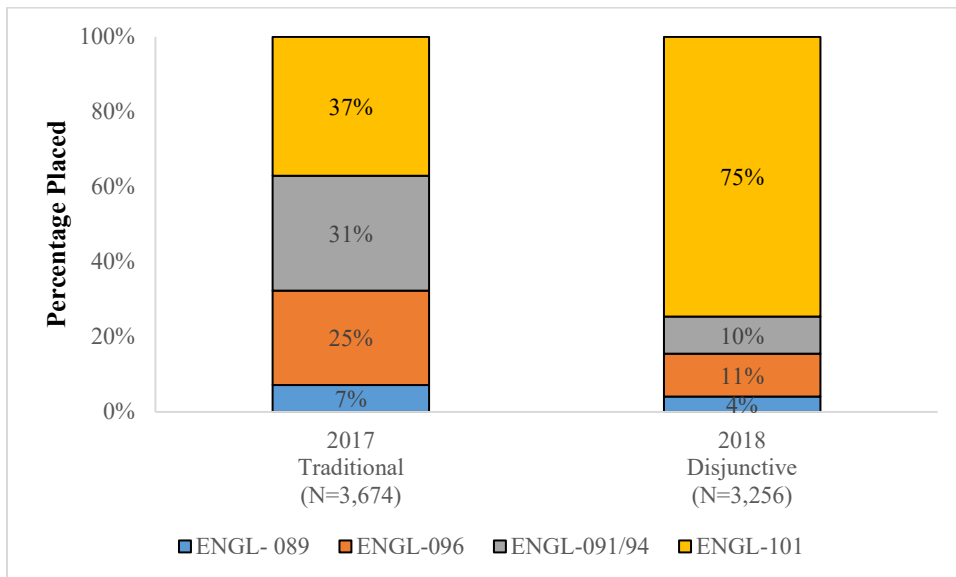
The grades report from Informer was used to assess the success and retention rates for students in ENGL-101 in fall 2018 in comparison to previous terms. Additionally these rates were further disaggregated (e.g., those who ‘newly placed’ disjunctively and others in the same course, demographics, etc.).

## **Research Results**

### **Placement Rates**

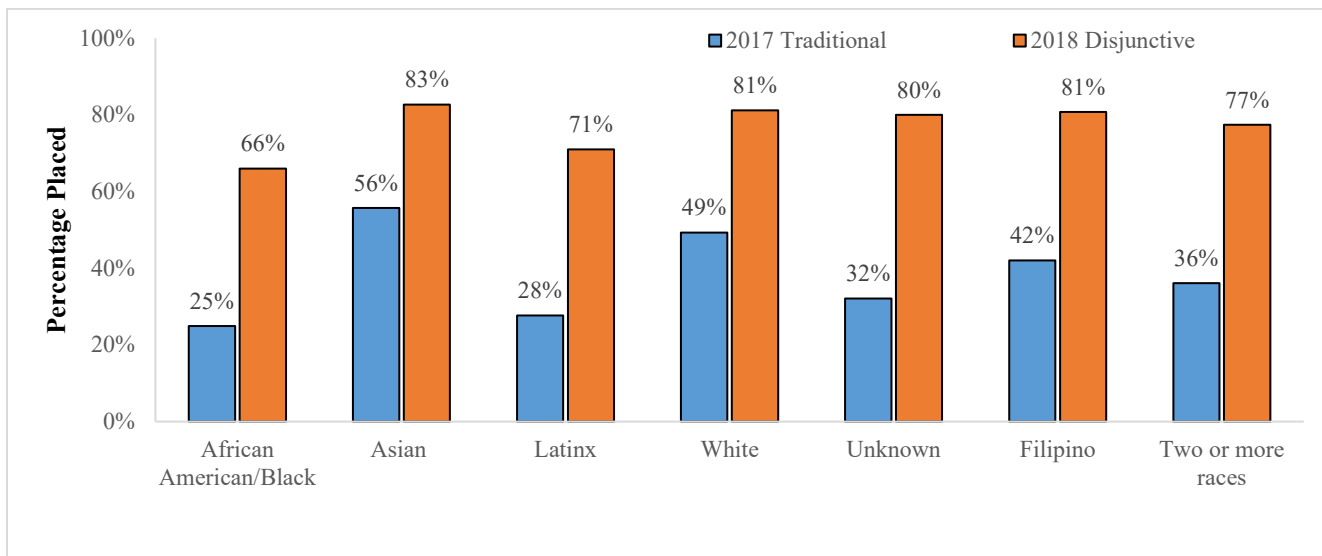
Of the total number of placements in the given time period, 75% received a direct placement into ENGL-101 transfer-level course based on above-listed criteria (2,428 out of 3,256) compared to this rate being 37% in the prior year when placements were largely based on scores on Accuplacer assessment.

Figure 1. English Placement Rates Traditional vs. Disjunctive



Further disaggregation of the placement rates by race/ethnicity indicated that African American/Black students and Latinx students had the highest increase in transfer-level placement. For African American/Black students there was a 165% increase (66% vs. 25%) and for Latinx students, it was an increase by 156% (71% vs. 28%). Transfer-level placement rates are higher than 80% of the overall rate (75%) indicating that these groups are no longer disproportionately impacted. Additional information is provided in Figure 2.

Figure 2. English -101 Placement Rates for 2017 vs. 2018 by Race/Ethnicity



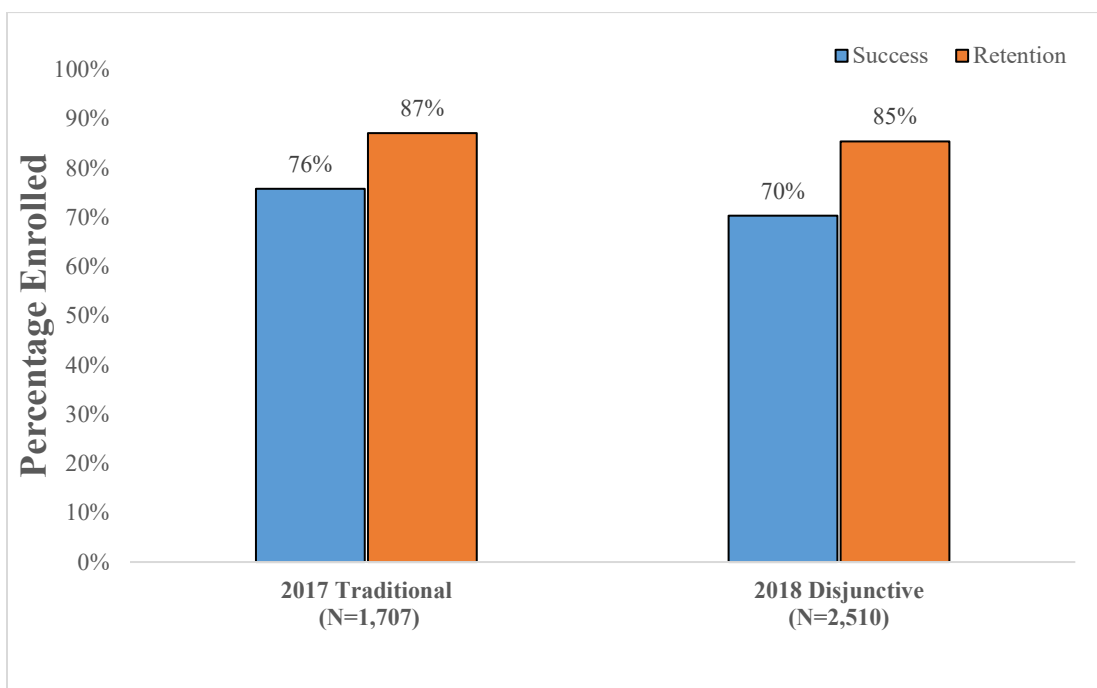
Rates for group sizes less than 20 are not presented (e.g., Native American, Hawaiian Pacific Islander)

## Success and Retention

Overall success and retention rates for ENGL-101 were compared between the term when disjunctive placement was implemented to the prior fall term. The overall success rate for the fall 2018 term was 70% whereas it was 75% in the prior fall term. The retention rate remained similar 87% in 2017 and 85% in 2018.

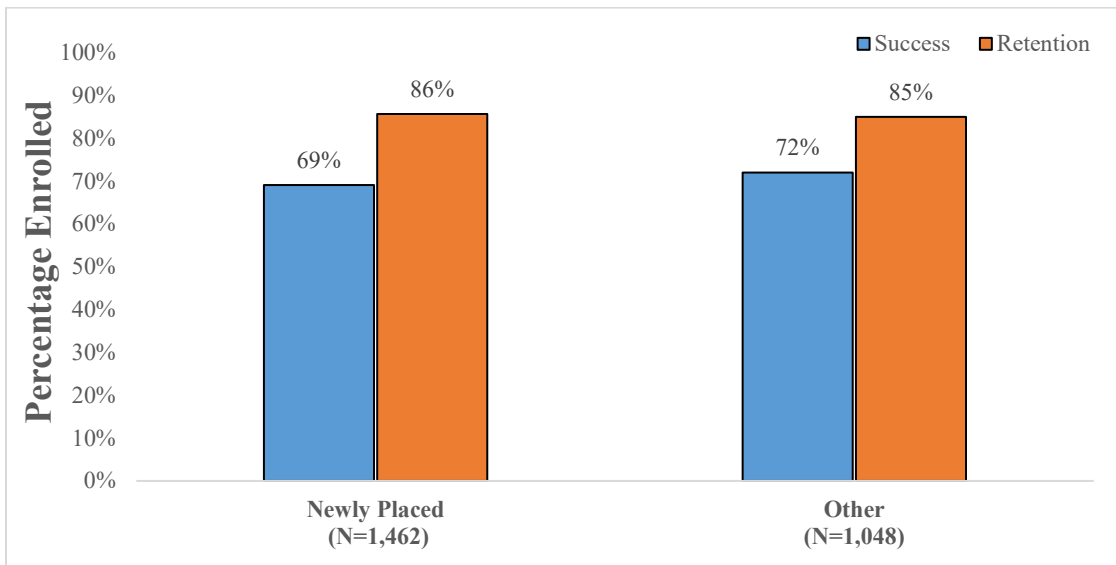
The number of students enrolled in 2018 was also significantly higher than the total number enrolled in 2017 (1,707 vs. 2,510 students) yielding a 51% increase. This also indicates that 1,294 students completed ENGL-101 in the fall 2017 term, a total of 1,757 students completed it in fall 2018. Broadening access to ENGL-101 led to a 41% increase in the number of students completing transfer-level English.

Figure 3. Success & Retention rates in ENGL-101, Disjunctive vs. Prior fall term



Of those who placed into transfer-level English (n=2,425) in 2018, a total of 1,462 students enrolled in ENGL-101 in fall 2018 (60%). Success and retention rates for these students in comparison to other students in the course were assessed. The success rate for those who ‘newly-placed’ was 69% and 72% for others in the course. With regard to retention, the overall rate was 85%, and 86% for newly placed and 85% for others in the course.

Figure 4. Success and Retention Rates in ENGL-101 for New Placed Students vs. Others in fall 2018



## Recommendations

Upon review of the results of English Disjunctive placement data analyses, the following recommendations should be taken into consideration:

- Continue monitoring placement data to assess how increased access affects both success and retention as well as the reduction of disproportionate impact.
- Explore options toward AB 705 implementation where all students receive access to transfer-level English.

For more detailed information on this research brief, stop by the Institutional Research, Planning, and Institutional Effectiveness office located in BONH-224, or contact Vida Manzo, Ph.D., Senior Research Analyst (661)362-5871, or Daylene Meuschke, Ed.D., Associate V.P. Institutional Research, Planning and Institutional Effectiveness at 661.362.5329.