

Research Brief #140

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Success in English Composition (ENGL-101) by EAP/EAPC Placement

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At the request of the English Department, the Office of Institutional Research, Planning and Institutional Effectiveness examined course success data for English Composition (ENGL-101) for student who are made eligible to enroll through the Early Assessment Program (EAP) in High school.

All 11th grade students participate in the California Assessment of Student performance and Progress (CAASPP) which is used to determine Early Assessment Program (EAP) status. EAP status consists of four levels: ready, conditionally ready, not yet ready and not ready. The first and the highest level, EAP-Ready, indicates that the student is ready for college-level and the second, EAPC-Conditionally Ready, indicates that the student has met standards and must complete a 12th grade English course with a C or better. This group is also exempt from taking the placement at the college. The lower 2 levels indicate that the student needs additional preparation and will need to take the college placement test. Although all students participate in the Assessment, however, they must opt-in to release their EAP results to participating California Community Colleges (CCC).

The following research questions guided this analysis:

- What proportion EAP/EAPC status student enrolled in ENGL-101 in the subsequent fall term after being placed?
- What is the ENGL-101 success rate of students who place through their *Ready*-EAP status?
- What is the ENGL-101 success rate of students who place through their *Conditionally Ready*-EAP status?

Method

To conduct the analyses, an informer report on English Placement data from April 2015 through Oct 2016 was merged with ENGL-101 grade data for fall 2016.

Results

A total of 1,134 students received a transfer-level placement for ENGL-101 and of these, 216 students were given ENGL-101 eligibility through their EAP/EAPC status.

Table 1 EAP/EAPC placements in 2015-2016

| ENGL-101 Placements | EAP/ EAPC | | EAP ONLY | | EAPC ONLY | |
|---------------------|-----------|-----|----------|------------|-----------|------------|
| | N | % | N | % of Total | N | % of Total |
| Total | 216 | 19% | 176 | 15.5% | 40 | 3.5% |

Course Enrollment

Of those who received eligibility through EAP/EAPC, 150 students (69%) enrolled in an English course in the subsequent fall term. Most enrolled in ENGL-101/H (n=with a few who enrolled in either 103/H (n=8) or ENG-091 (n=6).

Table 2 Course enrollment for EAP/EAPC Students

| Enrolled in ENGL Fall 2016 | Enrolled in ENGL-101/H or higher | Enrolled in below Transfer ENGL course |
|----------------------------|----------------------------------|--|
| 150 | 144 | 6 |

ENGL-101 Success

Students with EAP/EAPC status who enrolled in ENGL-101 had an overall success rate of 87% compared to 74% success rate for students who placed through Accuplacer + Multiple Measure. For the 8 students with EAP status who enrolled in ENGL 103/103H, 7 out of 8 (88%) completed the course with a grade of C or higher. Disaggregating success rates by EAP vs. EAPC showed that students with EAPC had a higher success rate in ENGL-101 (91% vs. 86%).

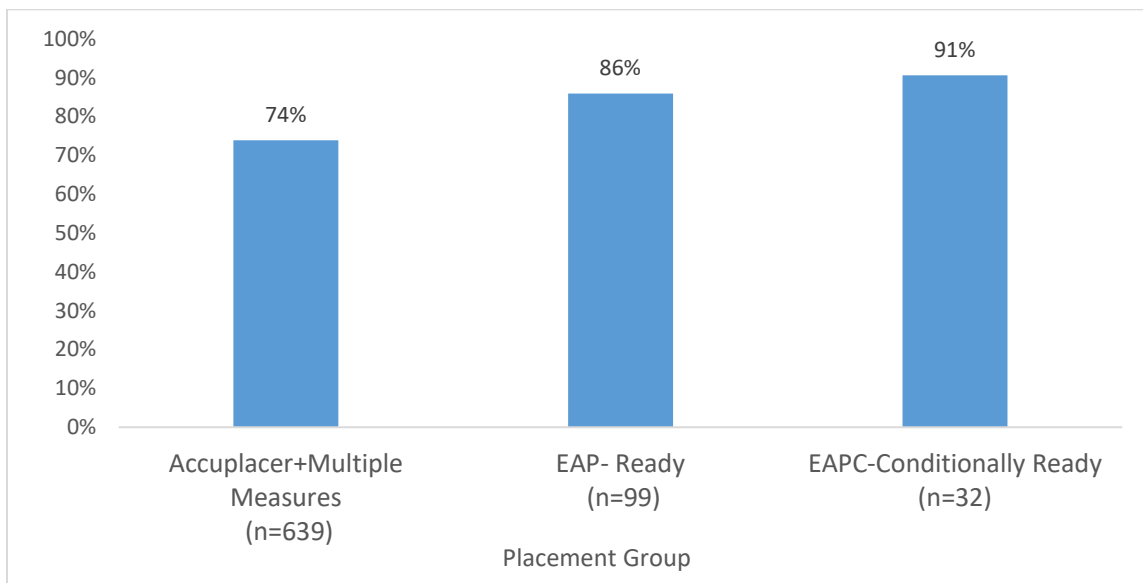


Figure 1 Success Rates in ENGL-101 by method of Placement into ENGL-101

Recommendations

Upon review of the ENGL-101 success data for EAP/EAPC status students, the following recommendations should be taken into consideration:

- Continue placement of EAP and EAPC status students in ENGL-101.
- Consider these results in conjunction with RB#111 on rates of EAP/C Placements.

Course Success: defined as the percent of students successful in courses out of total enrolled in courses: Numerator = Number of students (duplicated) with A, B, C, CR/P; Denominator = Number of students (duplicated) with A, B, C, D, F, FW, CR/P, NC/NP, W, I. (This analysis uses the RP Group definition, which facilitates statewide comparisons.)

For more detailed information on this research brief, stop by the Institutional Research, Planning, and Institutional Effectiveness office located in BONH-224, or contact Preeta Saxena, Senior Research Analyst at 661.362.3072, or Daylene Meuschke, Dean of Institutional Research, Planning and Institutional Effectiveness at 661.362.5329.