



Multiple Measures Discussion
ESL Department
April, 2016

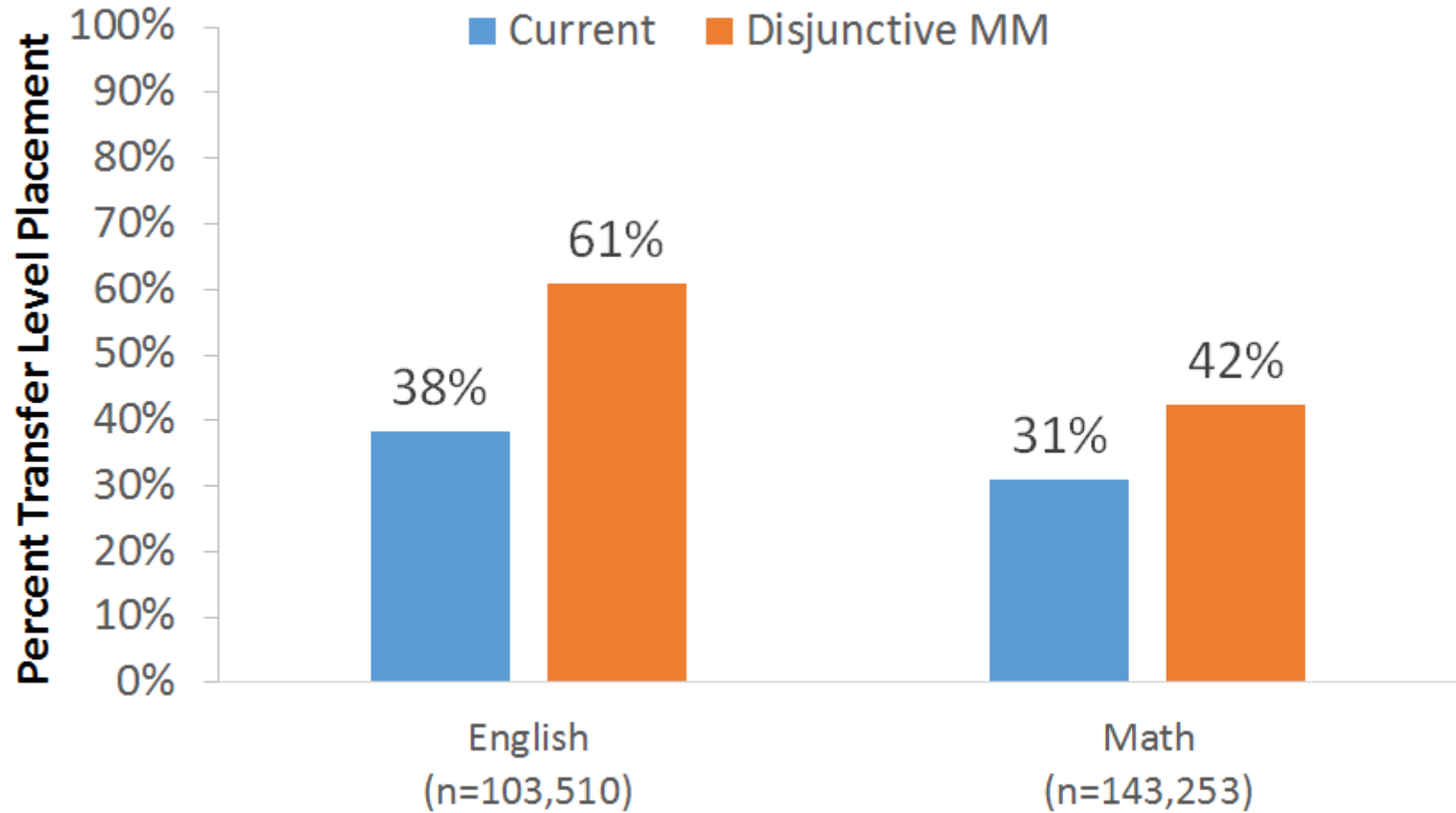
- Collaborative effort of CCCCOC Common Assessment Initiative (CAI) designed to develop, pilot, and assess implementation of placement tool using multiple measures through joint efforts of Cal-PASS Plus, RP Group and now 45 CCCs
- Develop multiple measures models for English, Mathematics, ESL and Reading – Eventually Chemistry and Biology
- Identify, analyze and validate multiple measures data, including high school transcript data, non cognitive variable data, and self-reported HS transcript data
- Engage pilot colleges to conduct local replications, test models and pilot their use in placement, and provide feedback
- bit.ly/MMAP2015

- Historically, tests alone have had relatively low predictive validity
- Multiple measures
 - provide a more complete picture of student ability
 - provide a way to increase the accuracy of placement, particularly reducing underplacement
 - <http://bit.ly/CCRCPlacementAccuracy>
 - are required by law
 - MM is supported by statewide senate

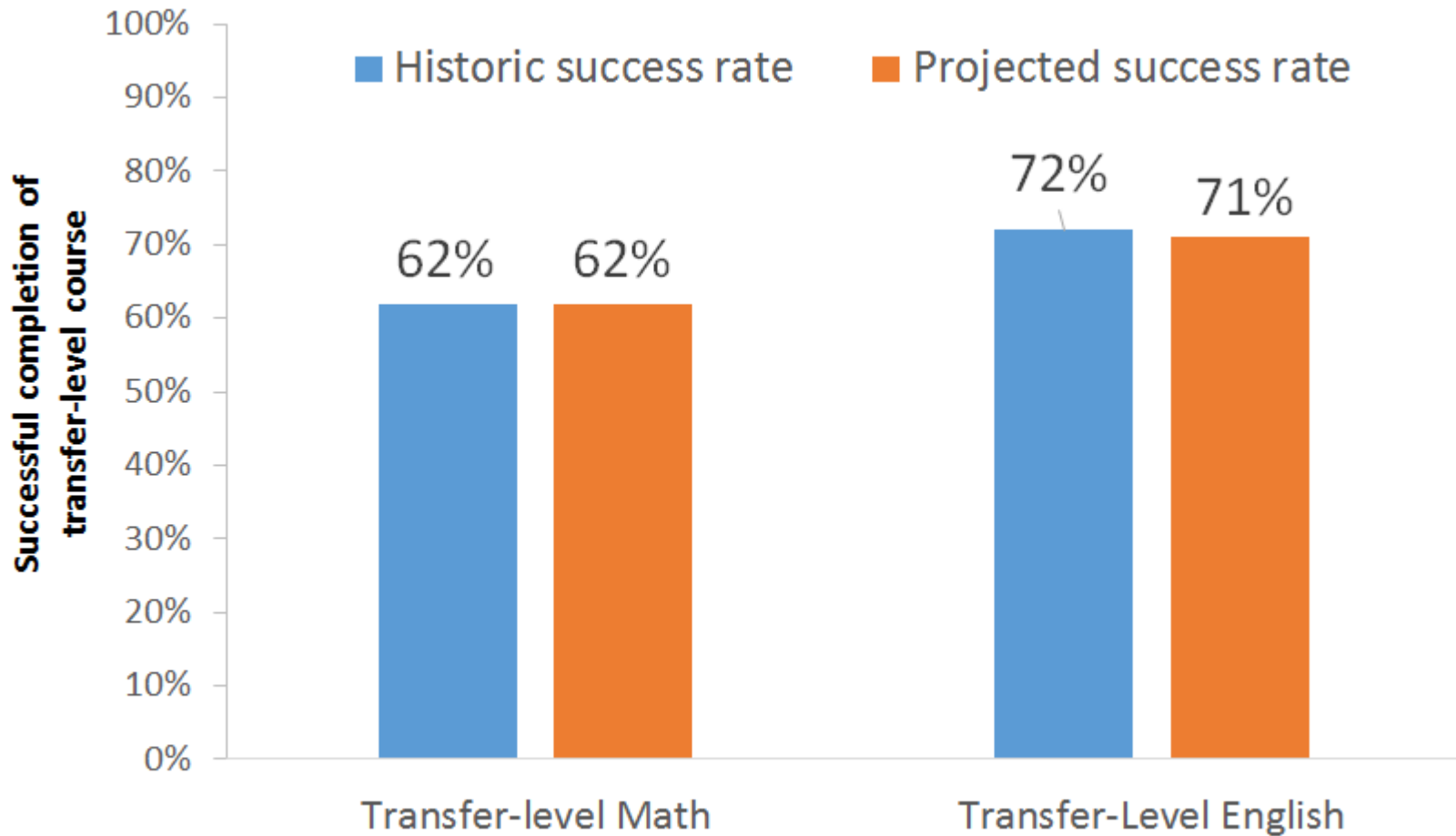
- CCC students enrolled in an English, Math, Reading or ESL class with matching high school data in CalPASS
 - ~1 M cases for Math & English; ~200k for Reading & ESL
- Bulk of first CCC enrollments from 2008 through 2014
- Data files include:
 - High school course grades, unweighted GPA, course type
 - Assessment data, where avail. (ACCUPLACER, CST, EAP)
 - CCC data (course grades, course level, demographics)
 - Other derived info. (e.g., delay, CCC math class type)
- Rules were developed with the subset of students who had four years of high school data (about 25% of total sample)

- High School Cumulative GPA (primary predictor)
- Grades in high school courses
- CST scores
- Advanced Placement course taking
- Taking higher level courses (math)
- Delay between HS and CCC (math)

Potential Statewide Transfer Level Placement



Projected impact on course success rates (completion of course with C or better)



Students who Placed into ESL Courses and Enrolled in the Course within 1-year

		First time students	First time students who took a placement test	First time students who placed into basic skills	% of first time students who took an ESL placement test	% of first time students who tested and placed in basic skills	First time students who enrolled in the course in which placed in first year	% Enrolled in course in which placed in first year
Fall 2015	Reading	3,758	143	143	4%	100%	102	71%
	Writing	3,758	290	287	8%	99%	240	84%
	Listening	3,758	105	105	3%	100%	83	79%
Fall 2014	Reading	3,737	227	227	6%	100%	197	87%
	Writing	3,737	360	358	10%	99%	329	92%
	Listening	3,737	203	203	5%	100%	179	88%
Fall 2013	Reading	3,677	257	257	7%	100%	220	86%
	Writing	3,677	400	395	11%	99%	326	83%
	Listening	3,677	229	229	6%	100%	175	76%

Non basic skills ESL = ESL5 or ESL6. Only the Writing sequence included a placement into non basic skills level courses. Includes students who took a placement exam between March 1 and September 30 preceding each term.

ESL Success Rates by Year

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
2012-13	4,842	78%	902	15%	438	7%	6,182	100%
2013-14	5,103	80%	853	13%	402	6%	6,358	100%
2014-15	5,498	83%	809	12%	357	5%	6,664	100%

Success = A, B, C or P grades, Non Success = D, F, I, NP, Withdraw = W grades.

ESL Sequence Completion Rates

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
842	38.1%	870	43.8%	904	45.8%	910	46.5%	799	40.8%

CCCCO Scorecard ESL Completion Rate. all students who started in the year displayed and tracked for 6 years. The students include all students who enrolled in a basic skills ESL course and successfully completed a college-level ESL or English course within those six years. This excludes all students who were concurrently enrolled at a 4-year institution at any time. ESL Reading, Writing and Listening are included and aggregated. Includes students with a Social Security Number.

Rule Set for Colleges with Transfer Level ESL

Level	Direct Matriculants (up through 11 th grade)	Non Direct Matriculants
Transfer	HS 11 GPA ≥ 2.5	HS 12 GPA ≥ 2.4
One-level below	HS 11 GPA ≥ 1.5	HS 12 GPA ≥ 2.0
Two-levels below	HS 11 GPA $\geq 1.3^*$	HS 12 GPA $\geq 1.8^*$
Three-levels below	Placement via test	Placement via test
Four-levels below	Placement via test	Placement via test

Colleges = 42, N = 4,901 students ; Criterion = .7, * Criterion = .6

- 85% of ELL/ELD HS students who enter CC begin directly in mainstream English coursework.

Average unweighted HS GPA of ESL Students at De Anza	2.75
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ESL Students and High School Location

High School in Santa Clara County	255	4%
High School in U.S., not in SC County	100	15%
International High School	1,111	56%
High School Unknown	831	24%
Total	2,287	100%

Source: CalPASS Plus Data File

Last High School Course Completed by ESL Students

Course	Count of Students	Average Course Grade
ELD 3	127	3.2
LIT/WRIT	115	3.0
WORLD LIT	108	2.7
ENG 12	61	3.0
GLOBAL LIT	57	2.4
VOICES OF MOD CULT	46	2.7
ENGLISH I	44	2.4
English II	42	2.1
P-ENGLISH I	41	3.1
ELD 2	36	2.8
N = 1,921		

Last English/ESL high school course completed and average grade for students who enrolled at De Anza.

Questions?

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