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|  | **The California Acceleration Project**  Supporting the State’s 113 Community Colleges to  Transform Remediation to Increase Student Completion and Equity  <http://www.AccelerationProject.org> |

**Student Placement in English Composition Curriculum**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Fall 2016**  **Incoming students who participated in placement & enrolled in any course** | **All**  **Assessed/**  **Placed** | | **Eligible for transfer level English**  (regular) | | **Eligible**  **for transfer level**  (with concurrent support) | | **Eligible for**  **1 level below**  **in English** | | **Eligible for**  **2 levels below**  **in English** | | **Eligible for 3+ levels below**  **in English** | | **Placed into separate ESL curriculum** (any level) | |
|  | % | # | % | # | % | # | % | # | % | # | % | # | % | # |
| **All** | 100% |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **African American** | 100% |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Asian** | 100% |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Hispanic** | 100% |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **White** | 100**%** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Other** | 100% |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Disproportionate Impact in Assessment:**

Under state guidelines, no group’s access to the transfer level should be lower than 80% that of white students. Take the % of white students eligible for the transfer level and multiply it by .8 -- if any other group’s eligibility for the transfer level is lower than that, you have disproportionate impact. Highlight these boxes in yellow. (See “Disproportionate Impact Handout. March 8-9, 2012. CCCCO Assessment Validation Training.” <http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/Assessment/DisproportionateImpact.pdf>.)

Methodology Notes:

* Incoming students who participate in the assessment/placement process and enroll in any course at the college (not necessarily math/English). Do not count life-long learners who do not go through the matriculation process (students taking only PE or pottery, not participating in assessment/placement).
* If another racial/ethnic group comprises more than 5% of population, add a row.
* When calculating the disaggregated percentages of students placed into each level, the denominator for each group is the # of each group who assessed/placed (e.g., *of all African-Americans assessed*, how many African Americans placed into transfer-level, 1-level-below, etc.).
* Our definition of one-level-below is a placement into a course that allows successful students to be eligible for the transfer-level course the following semester. This may be different than your CB21 coding.
* If your placement rules make a student eligible for more than one level, include them in the highest level. For example, if a student can choose a co-req with transfer-level or a 1-level-below, include them in the co-req column.
* If your college places students into mandatory separate courses in reading, please include a second table with that data. (Not necessary if reading coursework is optional.)

**Completion of Transfer-Level English Composition**

Fall 2014-Spring 2016

|  |  |  |  |
| --- | --- | --- | --- |
| **Students’ Initial English Enrollment** | **Students in**  **Initial Cohort** | **How Many Complete Transfer-Level English Composition in 2 Years?** | |
|  | **#** | **#** | **%** |
| **Transfer Level Composition** (regular) |  |  |  |
| **Transfer Level Composition**  (w/ concurrent support) |  |  |  |
| **One Level Below Transfer** |  |  |  |
| **Two Levels Below Transfer** |  |  |  |
| **Three or More Levels Below Transfer** |  |  |  |

For students placing below transfer-level, please use the Basic Skills Cohort Tracker. Exclude transfer-level courses outside the composition sequence (e.g., literature electives). For students beginning in the transfer level, use internal data. To be consistent with the Cohort Tracker, the transfer-level group should include only first-time takers in the discipline and all repeated attempts within the two-year timeframe. Separate data tables should be provided for ESL and Reading curricula, if the college places students into separate, required courses in these disciplines.

**Student Placement in Math Curriculum**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Fall 2016**  **Incoming students who participated in placement & enrolled in any course** | **All**  **Assessed/**  **Placed** | | **Eligible for transfer level**  (regular) | | **Eligible**  **for transfer level**  (with concurrent support) | | **Eligible for**  **1 level below**  **transfer** | | **Eligible for**  **2 levels below**  **transfer** | | **Eligible for 3+ levels below**  **transfer** | |
|  | % | # | % | # | % | # | % | # | % | # | % | # |
| **All** | 100% |  |  |  |  |  |  |  |  |  |  |  |
| **African American** | 100% |  |  |  |  |  |  |  |  |  |  |  |
| **Asian** | 100% |  |  |  |  |  |  |  |  |  |  |  |
| **Hispanic** | 100% |  |  |  |  |  |  |  |  |  |  |  |
| **White** | 100**%** |  |  |  |  |  |  |  |  |  |  |  |
| **Other** | 100% |  |  |  |  |  |  |  |  |  |  |  |

**Disproportionate Impact in Assessment:**

Under state guidelines, no group’s access to the transfer level should be lower than 80% that of white students. Take the % of white students eligible for the transfer level and multiply it by .8 -- if any other group’s eligibility for the transfer level is lower than that, you have disproportionate impact. (See “Disproportionate Impact Handout. March 8-9, 2012. CCCCO Assessment Validation Training.” . Highlight these boxes in yellow. <http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/Assessment/DisproportionateImpact.pdf>.)

Methodology Notes:

* Incoming students who participate in the assessment/placement process and enroll in any course at the college (not necessarily math/English). Do not count life-long learners who do not go through the matriculation process (students taking only PE or pottery, not participating in assessment/placement).
* If another racial/ethnic group comprises more than 5% of population, add a row.
* When calculating the disaggregated percentages of students placed into each level, the denominator for each group is the # of each group who assessed/placed (e.g., *of all African-Americans assessed*, how many African Americans placed into transfer-level, 1-level-below, etc.).
* Our definition of one-level-below is a placement into a course that allows successful students to be eligible for the transfer-level course the following semester. This may be different than your CB21 coding.
* If your placement rules make a student eligible for more than one level, include them in the highest level. For example, if a student is eligible for transfer-level statistics or intermediate algebra, include them in the transfer-level column.

**Completion of Transfer-Level Math**

Fall 2014-Spring 2016

|  |  |  |  |
| --- | --- | --- | --- |
| **Students’ Initial Math Enrollment** | **Students in**  **Initial Cohort** | **How Many Complete Transfer-Level Math in 2 Years?** | |
|  | **#** | **#** | **%** |
| **Transfer Level** (regular) |  |  |  |
| **Transfer Level**  (w/ concurrent support) |  |  |  |
| **One Level Below Transfer** |  |  |  |
| **Two Levels Below Transfer** |  |  |  |
| **Three or More Levels Below Transfer** |  |  |  |

For students placing below transfer-level, please use the Basic Skills Cohort Tracker. For students beginning in the transfer level, use internal data. To be consistent with the Cohort Tracker, the transfer-level group should include only first-time takers in the discipline and all repeated attempts within the two-year timeframe.