



The California Acceleration Project

Supporting the State's 114 Community Colleges to
Transform Remediation to Increase Student Completion and Equity
<http://www.AccelerationProject.org>

Student Placement in English Composition Curriculum

Fall 2017 Incoming students who participated in placement & enrolled in any course	All Assessed/ Placed		All Transfer Eligible 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%	1,879	44%	825	49%	929	7%	125						
African American	100%	123	32%	39	53%	65	15%	19						
Asian	100%	134	41%	55	42%	56	17%	23						
Hispanic	100%	879	38%	333	55%	487	7%	59						
White	100%	497	56%	280	41%	203	3%	14						
Other	100%	246	48%	118	48%	118	4%	10						

Disproportionate Impact in Assessment:

DI Threshold Transfer (no co-req)-45%

DI Threshold All Transfer eligible-78%

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 2015-Spring 2017

Students' Initial English Enrollment	Students in Initial Cohort	How Many Complete Transfer-Level English Composition in 2 Years?	
		#	%
Transfer Level Composition (regular)	1149	935	81
Transfer Level Composition (w/ concurrent support)	--	--	--
One Level Below Transfer	1021	471	46
Two Levels Below Transfer	247	68	28
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.