



Fall 2011 Consequential Validation Follow-Up Study

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August 2012

Introduction

The current study is a follow-up to the Fall 2011 Consequential Validity Study, which indicated that out of several placement levels studied in the ESOL/English and math course sequences (i.e., ESOL 10, 20, 30, 40, basic skills, Associate, transfer), one course level in three separate subject areas did not meet the 75% threshold for students' judgment of appropriate placement: basic skills math, basic skills reading, and basic skills writing. Among students who felt they were misplaced, almost all felt they belonged in a higher course level. The purpose of the follow-up study is to better understand these findings by examining the relationship between students' course placement, judgment of appropriate placement, and success in each of the courses that did not meet the 75% threshold. In these courses, did students who felt they should have been placed in a higher level course have a significantly higher success rate than students who felt appropriately placed? A significant difference in success rates would suggest a need for further examination of course placements and cut scores.

Findings

Consequential Validity

In the initial study of Consequential Validity conducted in Fall 2011, judgment of appropriate placement exceeded the 75% threshold for both faculty and students in 11 out of the 15 courses (see Appendix A), including: all ESOL courses examined (ESOL 20, 21, 22, 30, 31, and 32), transfer level English courses (ENGL 101 and 105), Associate math (MATH 96), and two transfer level math courses (MATH 119 and 116). The courses that did not meet the 75% threshold were basic skills reading (ENGL 48), basic skills writing (ENGL 49), basic skills math (MATH 46), and MATH 104, a transfer level math course. While faculty ratings exceeded the thresholds in these courses, the student ratings did not. In fact, over a quarter of the students felt that they should be placed in a higher level course. These specific courses are the focus of this follow-up study.

Student Success

To expand on the findings pertaining to course placement ratings, the relationship between students' course placement, judgment of appropriate placement, and success in the courses that fell below the 75% threshold was examined (see Appendix B). Since few students felt they should have been placed in a lower level course (cell count less than 20 for each course), this set of analyses specifically compared the success rates for students who felt they were appropriately placed to students who felt they belonged in a higher level course. Analyses indicated that within the four courses that did not reach the 75% threshold criteria (i.e., MATH 46, MATH 104, ENGL 48, and ENGL 49), students who felt they belonged in a higher level course did have a higher success rate than students who felt they were appropriately placed. However, of these four courses, the difference in success rates reached statistical significance, as indicated by chi-square analyses, for only two classes: basic skills MATH 46, and transfer level MATH 104.

Placement into basic skills math (MATH 46) appeared to be problematic given that students who felt they belonged in a higher level course did in fact have statistically significantly higher success rates than students who felt they had been appropriately placed (75% vs. 62%, respectively). As for MATH 104, the success rate for students who felt they belonged in a higher level course was also statistically significantly higher than the success rates for students who felt they were appropriately placed (86% vs. 70%,

respectively). However, even though many students felt overqualified for this course, higher level courses are only accessible through completion of certain math courses; there are no higher courses in the sequence that are accessible via the assessment process. **The recommendation is that the MATH 46 and MATH 104 placement rules and cut scores be re-evaluated at this time.**

For basic skills reading (ENGL 48), the success rate for students who felt they belonged in a higher level course was higher than for students who felt they were appropriately placed (82% vs. 77%, respectively), as was the case for basic skills writing (ENGL 49; 83% vs. 74%, respectively). However, chi-square analyses indicated that the differences in success rates between students in these courses did not reach statistical significance. Regardless, the success of students placed into these courses should continue to be closely monitored.

Appendix A: Faculty and Student Ratings by Course

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Table 1. Faculty and student ratings for basic skills (M30), Associate (M40), and transfer level (M50) math courses

			Faculty		Student	
			N	%	N	%
Basic Skills Math	MATH046	Belong in Higher Course	12	1%	92	26%
		Appropriately Placed	836	95%	247	69%
		Belong in Lower Course	35	4%	17	5%
Associate Math	MATH096	Belong in Higher Course	12	3%	40	17%
		Appropriately Placed	365	82%	185	76%
		Belong in Lower Course	69	15%	17	7%
Transfer Math	MATH104	Belong in Higher Course	5	2%	49	26%
		Appropriately Placed	224	84%	135	71%
		Belong in Lower Course	39	15%	7	4%
	MATH116	Belong in Higher Course	2	1%	27	17%
		Appropriately Placed	256	86%	121	78%
		Belong in Lower Course	40	13%	7	5%
	MATH119	Belong in Higher Course	2	1%	15	9%
		Appropriately Placed	228	97%	155	88%
		Belong in Lower Course	5	2%	6	3%

Source: Fall 2011 Consequential Validation Survey

Note 1. Only courses with required placement by skill level were included in the original study. Only courses that enrolled students who placed in by test were included in the original study.

Note 2. Although MATH 107, 118, and 210A were part of the original study, they were excluded from this study due to inadequate sample size (N < 20 in faculty or student ratings).

Note 3. Ratings below 75% judgment of appropriate placement are highlighted red.

Table 2. Faculty and student ratings for basic skills reading (R4), basic skills writing (W4), and transfer level English (R5/W5) courses

			Faculty		Student	
			N	%	N	%
Basic Skills Reading	ENGL048	Belong in Higher Course	2	1%	61	31%
		Appropriately Placed	330	99%	132	67%
		Belong in Lower Course	3	1%	4	2%
Basic Skills Writing	ENGL049	Belong in Higher Course	24	4%	71	26%
		Appropriately Placed	549	96%	192	71%
		Belong in Lower Course	1	0%	6	2%
Transfer English	ENGL101	Belong in Higher Course	21	4%	46	17%
		Appropriately Placed	458	93%	216	81%
		Belong in Lower Course	11	2%	6	2%
	ENGL105	Belong in Higher Course	4	2%	10	15%
		Appropriately Placed	163	95%	54	82%
		Belong in Lower Course	4	2%	2	3%

Source: Fall 2011 Consequential Validation Survey

Note 1. Only courses with required placement by skill level were included in the original study. Only courses that enrolled students who placed in by test were included in the original study.

Note 2. Ratings below 75% judgment of appropriate placement are highlighted red.

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Table 3. Faculty and student ratings for ESOL 20-series and 30-series courses

			Faculty		Student	
			N	%	N	%
ESOL 20	ESOL020	Belong in Higher Course	2	10%	4	13%
		Appropriately Placed	19	90%	26	84%
		Belong in Lower Course	0	0%	1	3%
	ESOL021	Belong in Higher Course	1	2%	8	21%
		Appropriately Placed	43	98%	30	77%
		Belong in Lower Course	0	0%	1	3%
	ESOL022	Belong in Higher Course	1	3%	7	19%
		Appropriately Placed	39	98%	29	78%
		Belong in Lower Course	0	0%	1	3%
ESOL 30	ESOL030	Belong in Higher Course	1	2%	7	12%
		Appropriately Placed	62	94%	50	86%
		Belong in Lower Course	3	5%	1	2%
	ESOL031	Belong in Higher Course	1	3%	3	8%
		Appropriately Placed	34	89%	36	90%
		Belong in Lower Course	3	8%	1	3%
	ESOL032	Belong in Higher Course	6	12%	6	13%
		Appropriately Placed	43	86%	41	85%
		Belong in Lower Course	1	2%	1	2%

Source: Fall 2011 Consequential Validation Survey

Note 1. Only courses with required placement by skill level were included in the original study. Only courses that enrolled students who placed in by test were included in the original study.

Note 2. ESOL 40 courses were excluded from the original study due to a low sample size.

Research Note. Ratings for students who were not still enrolled as of Census day (grade= DRP or NA; N = 53) were excluded from the final sample.

Appendix B: Success Rates and Student Ratings by Course

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Table 1. Success rates by student ratings for math courses

			Student		Success Rate
			N	%	
Basic Skills Math	MATH046	Belong in Higher Course	92	26%	75%
		Appropriately Placed	247	69%	62%
Associate Math	MATH096	Belong in Higher Course	40	17%	60%
		Appropriately Placed	185	76%	57%
Transfer Math	MATH104	Belong in Higher Course	49	26%	86%
		Appropriately Placed	135	71%	70%
	MATH116	Belong in Higher Course	27	17%	89%
		Appropriately Placed	121	78%	61%
	MATH119	Belong in Higher Course	15	9%	80%
		Appropriately Placed	155	88%	66%

Source: Fall 2011 Consequential Validation Survey and SDCCD Information System

Note. Differences in success rates by placement ratings were statistically significant for MATH 46, 104, and 116. MATH 46: $\chi^2(1, N = 339) = 5.06, p < .05$; MATH 104: $\chi^2(1, N = 184) = 4.82, p < .05$; MATH 116: $\chi^2(1, N = 148) = 7.58, p < .01$.

Table 2. Success rates by student ratings for English courses

			Student		Success Rate
			N	%	
Basic Skills Reading	ENGL048	Belong in Higher Course	61	31%	82%
		Appropriately Placed	132	67%	77%
Basic Skills Writing	ENGL049	Belong in Higher Course	71	26%	83%
		Appropriately Placed	192	71%	74%
Transfer English	ENGL101	Belong in Higher Course	46	17%	83%
		Appropriately Placed	216	81%	76%
	ENGL105	Belong in Higher Course	10	15%	80%
		Appropriately Placed	54	82%	76%

Source: Fall 2011 Consequential Validation Survey and SDCCD Information System

Note. Differences in success rates by placement ratings were not statistically significant for any course.

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Table 3. Success rates by student ratings for ESOL courses

			Student		Success Rate
			N	%	
ESOL 20	ESOL020	Belong in Higher Course	4	13%	100%
		Appropriately Placed	26	84%	85%
	ESOL021	Belong in Higher Course	8	21%	88%
		Appropriately Placed	30	77%	97%
	ESOL022	Belong in Higher Course	7	19%	86%
		Appropriately Placed	29	78%	93%
ESOL 30	ESOL030	Belong in Higher Course	7	12%	71%
		Appropriately Placed	50	86%	90%
	ESOL031	Belong in Higher Course	3	8%	67%
		Appropriately Placed	36	90%	83%
	ESOL032	Belong in Higher Course	6	13%	50%
		Appropriately Placed	41	85%	100%

Source: Fall 2011 Consequential Validation Survey and SDCCD Information System

Note. The cell counts for these courses are quite small, particularly when disaggregated by judgment of appropriate placement. In particular, the number of students who felt they belong in a higher level course was less than five in two of the courses. **Differences in success rates by placement ratings were statistically significant for ESOL 32: $\chi^2 (1, N = 47) = 21.90, p < .01$.**