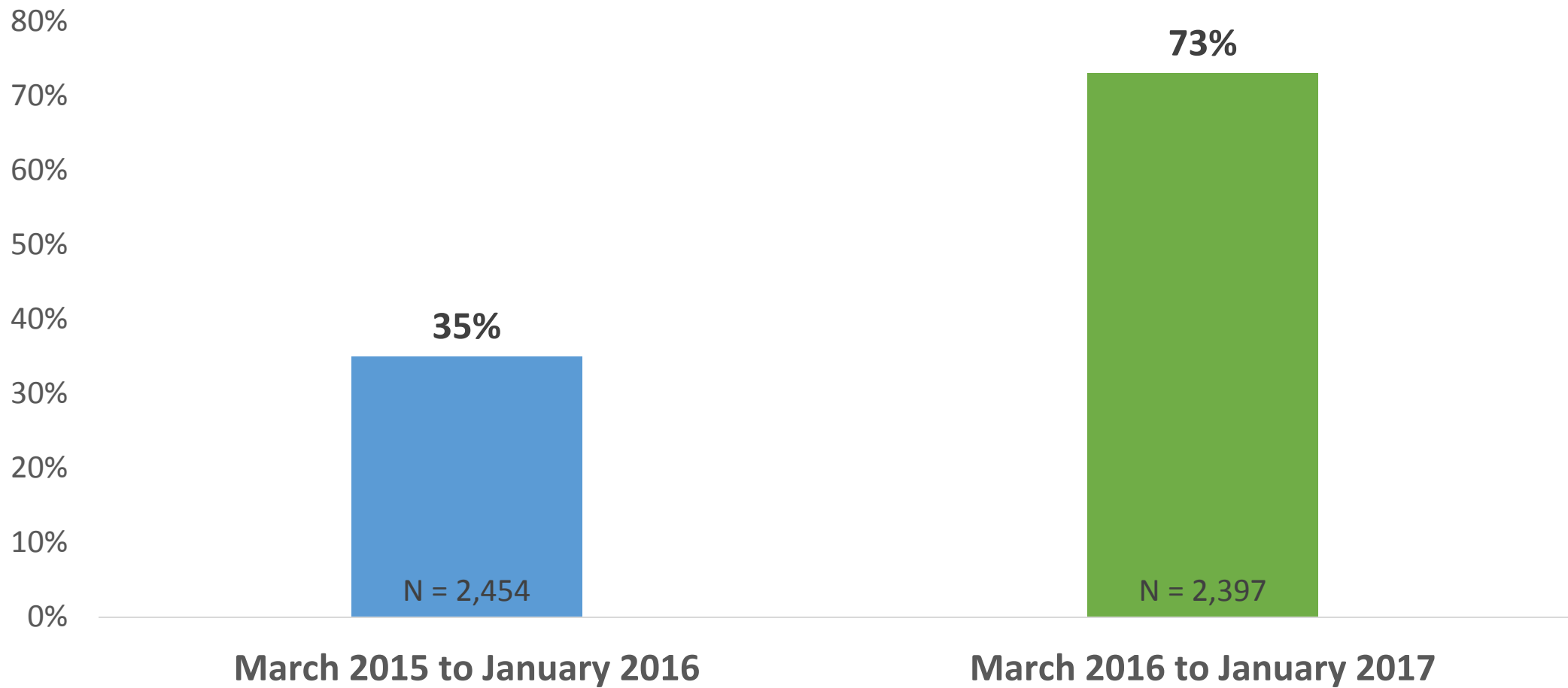# Impact of the New Multiple Measure Criterion (High School GPA) on English 1A Placement and Success Rates

Presented by: Rajinder Samra, Director of Research and Planning
Michelle Gonzales, English Faculty
Karin Spirn, English Faculty

Las Positas College
September 22, 2017

Las Positas College
Assessed into English 1A (College-Level English)
2015-16 vs 2016-17

Bar chart comparing percentage of students assessed into English 1A. March 2015 to January 2016: 35% (N = 2,454). March 2016 to January 2017: 73% (N = 2,397).

Las Positas College
Assessed into English 1A by Gender
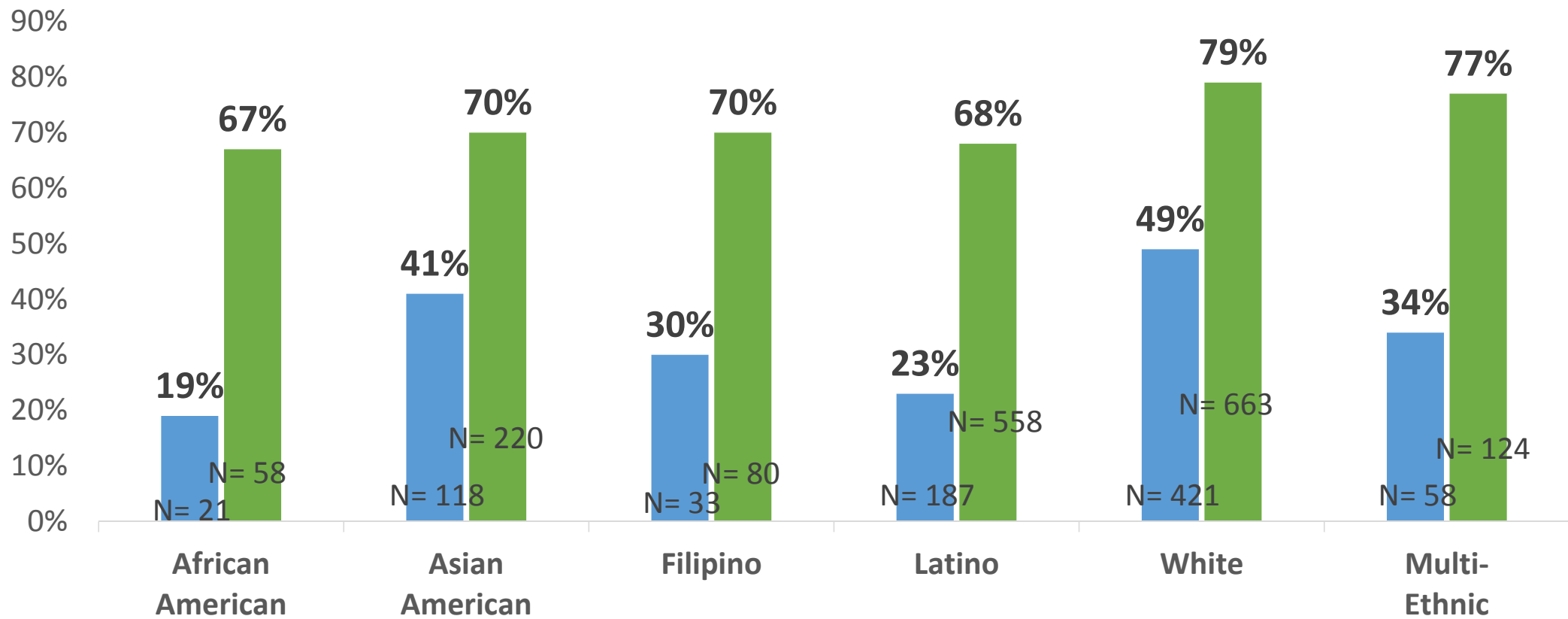# 2015-16 vs. 2016-17

■ March 2015 to January 2016　　■ March 2016 to January 2017
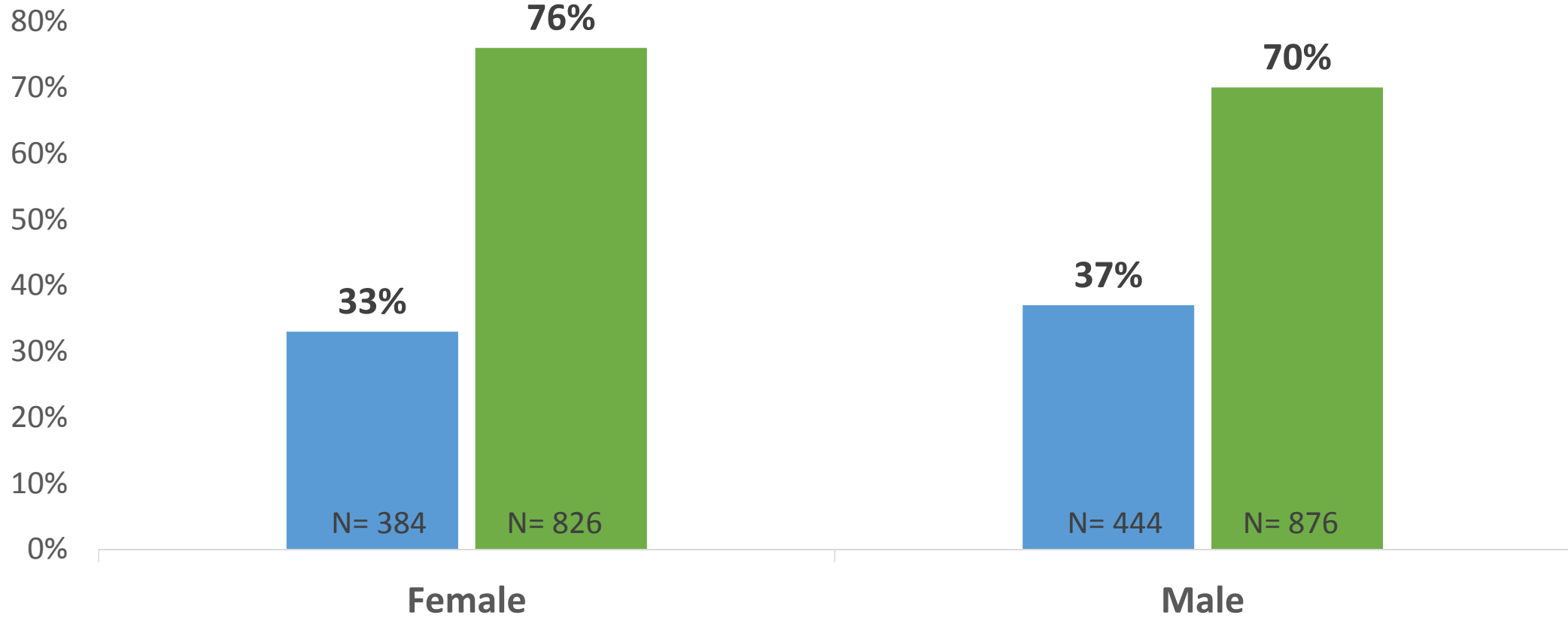
Las Positas College
Assessed into English 1A by Race-Ethnicity
## 2015-16 vs. 2016-17

■ March 2015 to January 2016   ■ March 2016 to January 2017

Impacts of Multiple Measures Placement

- More than doubled students going straight to 1A
- Did away with disproportionate impact
- Ended reliance on Accuplacer, which has been shown to be an inaccurate tool.
- GPA shown to be a stronger predictor of success
- Still, our critics feared wide-spread failure

Las Positas College
Overall English 1A Success Rates
2012-13 through 2016-17

	2012-13	2013-14	2014-15	2015-16	2016-17
Success Rate	75%	76%	73%	74%	74%
N=	1,593	1,540	1,601	1,714	2,107
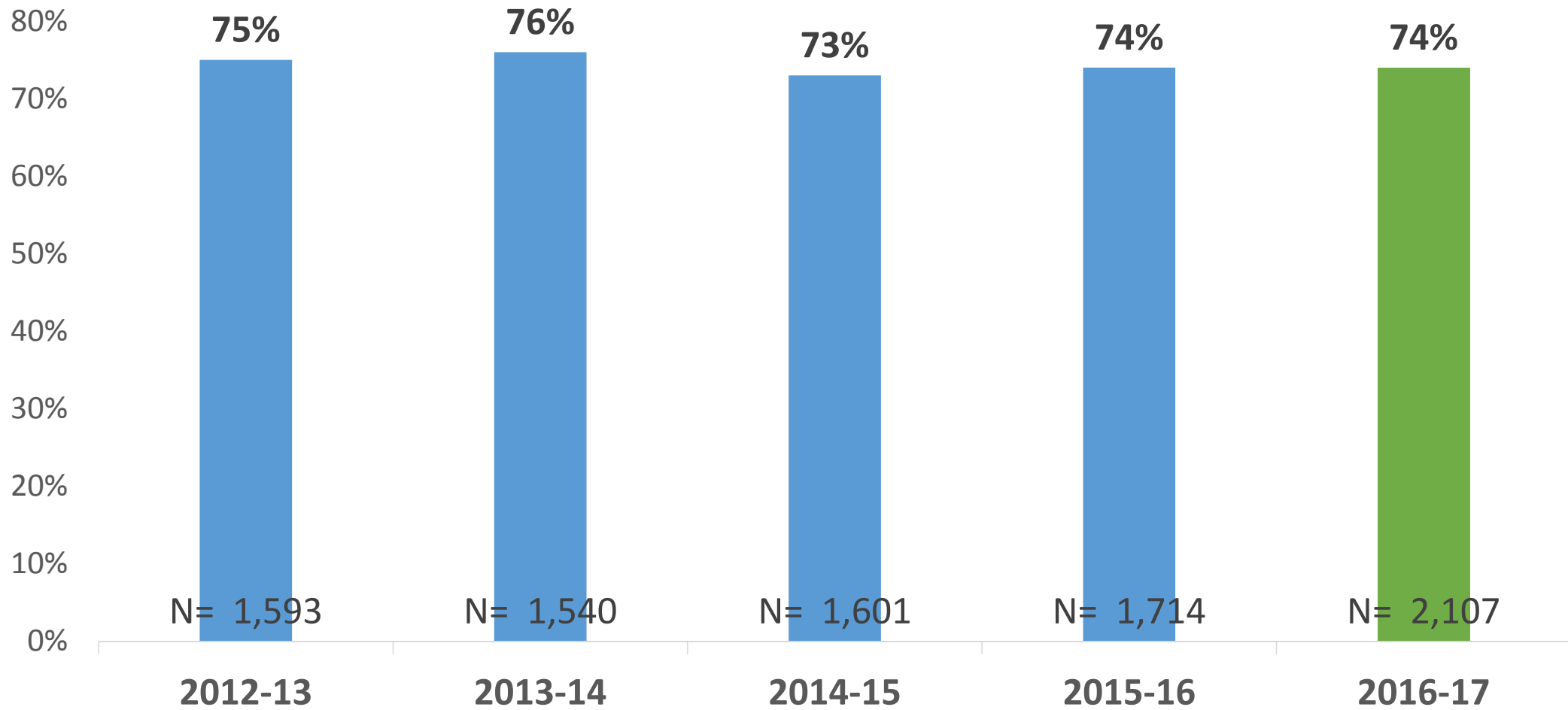
Las Positas College
English 1A Success Rates of Those Who Took the English Assessment Test
and Were Assessed in English 1A
2012-13 through 2016-17

	2012-13	2013-14	2014-15	2015-16	2016-17
Success Rate	80%	83%	76%	79%	79%
N	N= 281	N= 270	N= 312	N= 367	N= 729
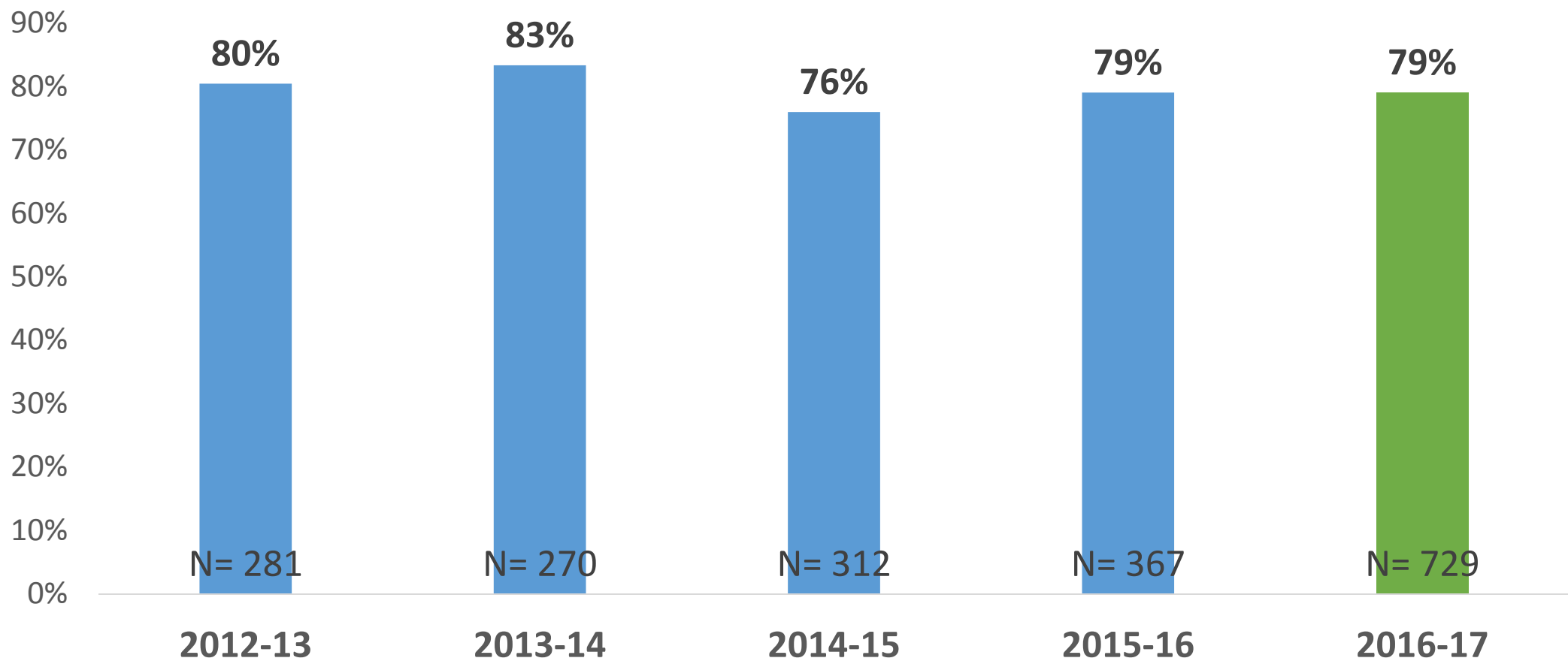
Why did we previously believe they were placed correctly?

Confirmation bias: Instructors often have widely held beliefs about students that seem to be confirmed by standardized test placement.

- Race
- Class
- Language learner status
- Reputation of feeder high schools
- Learning disabilities

Instructors may also be biased by the

test results themselves to believe low-scoring

students are "unprepared."

Did we "dumb down" the 1A course?

Spirn 1A Texts :

- *Pedagogy of the Oppressed* by Paulo Freire, Chapter 2
- *Between the World and Me* by Ta-Nehisi Coates
- *Push* by Sapphire
- "Organized Chaos: Project-Based Learning" by Meredith Licht
- "Da Word" by Lee Tonouchi
- *What a Coach Can Teach a Teacher (Excerpt)* by Jeff Duncan-Andrade

Gonzales 1A Texts

- *Latino USA,* written by Ilan Stavans, illustrated by Lalo Alcaraz
- *Enrique's Journey,* Sonia Nazario
- *Between the World and Me,*   Ta-Nehisi Coates
- "A Modest Proposal,"   Jonathan Swift
- "Politics and the English Language," George Orwell
- "Suite for Ebony and Phonics,"   John Rickford
- "Why and When We Speak Spanish in Public," Myriam Marquez
- "Are Police Bigoted?" New York Times
- Society of Professional Journalists Code of Ethics

Spirn 1A Grading Policies

- Students may turn in one essay up to a week late with no grade penalty

- Late homework is accepted up to a week late with 20% point deduction

- Missed class activities (quizzes, research activities) cannot be made up

- A student who has perfect attendance (no absences and no more than one late arrival of no more than 10 minutes) does not have to take the final exam

- Students who do not have to take the final exam still have to prepare for the final exam via a series of classroom activities

Gonzales 1A Grading Policies

- Late work not accepted -- extenuating circumstances may be considered if the student communicates with me at least a day before the assignment in question is due

- Not showing up to class on workshop day or showing up to class with no rough draft results in an F on the essay -- no exceptions.

- A student who has perfect attendance (no absences and no more than one late arrival of no more than 10 minutes) does not have to take the final exam

- Students who do not have to take the final exam still have to prepare for the final exam via a series of classroom activities
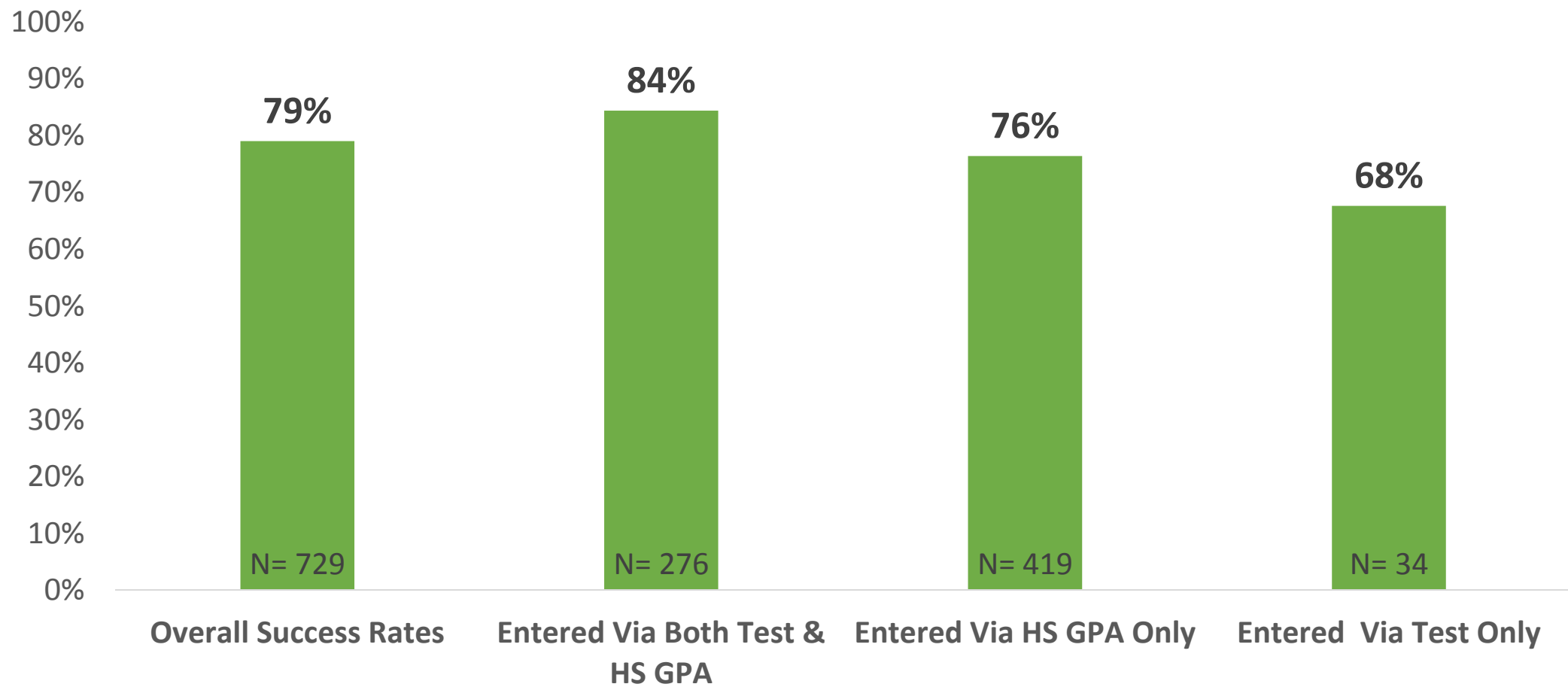
Faculty Survey Fall 16

Compared to the previous year, students were:

- Equally prepared   40%
- Moderately more prepared   40%
- Moderately less prepared   20%
- Significantly less prepared   0%
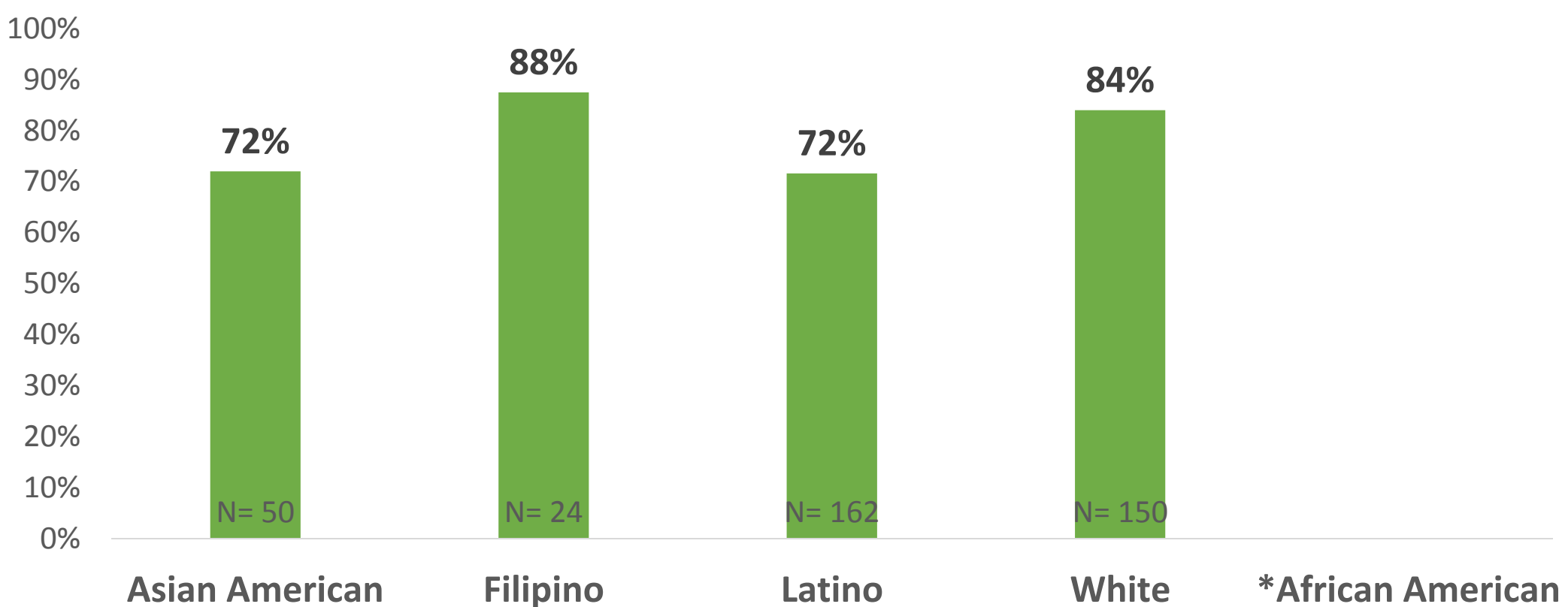
(17 responses out of 25 total 1A instructors)

Las Positas College
English 1A Success Rates By Assessment Test Entry Method
2016-17

	Overall Success Rates	Entered Via Both Test & HS GPA	Entered Via HS GPA Only	Entered Via Test Only
Success Rate	79%	84%	76%	68%
N	N= 729	N= 276	N= 419	N= 34

Las Positas College
English 1A Success Rates By Gender
Entered Via High School GPA Only
2016-17
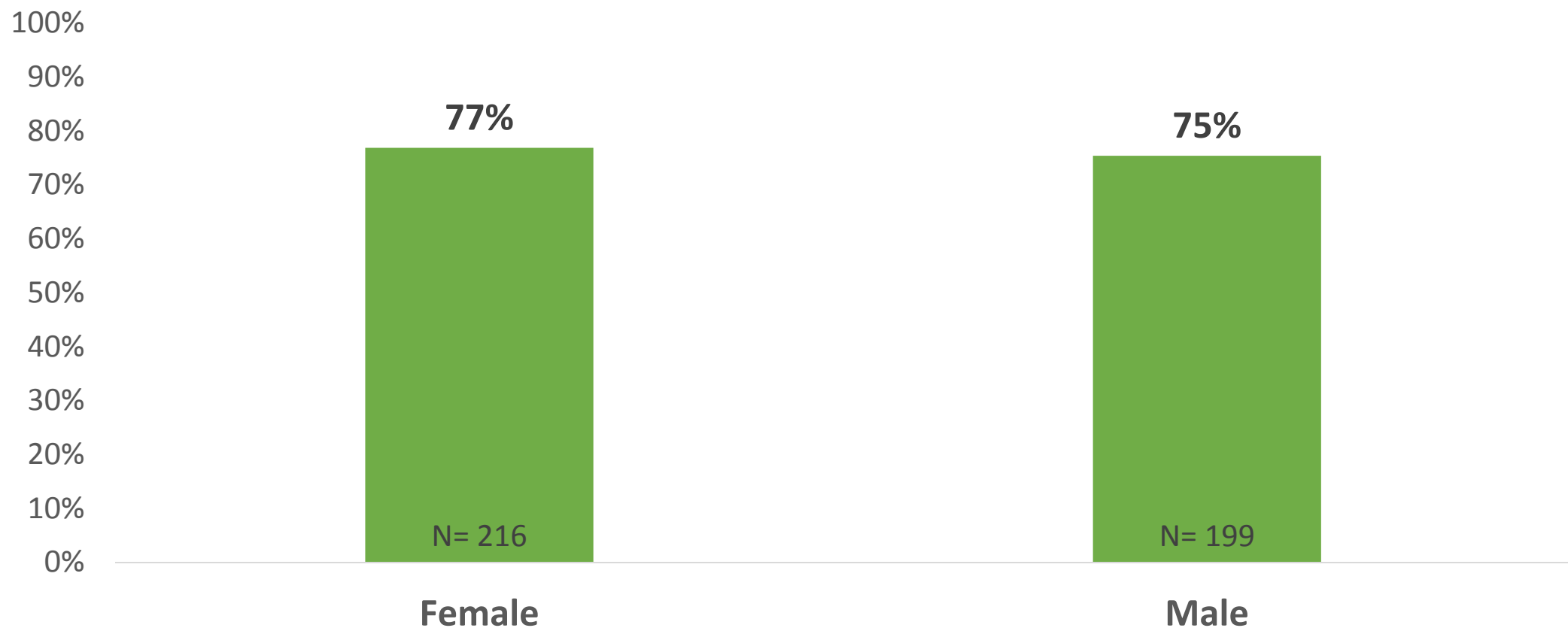
Las Positas College
English 1A Success Rates By Race-Ethnicity
Entered Via High School GPA Only
2016-17

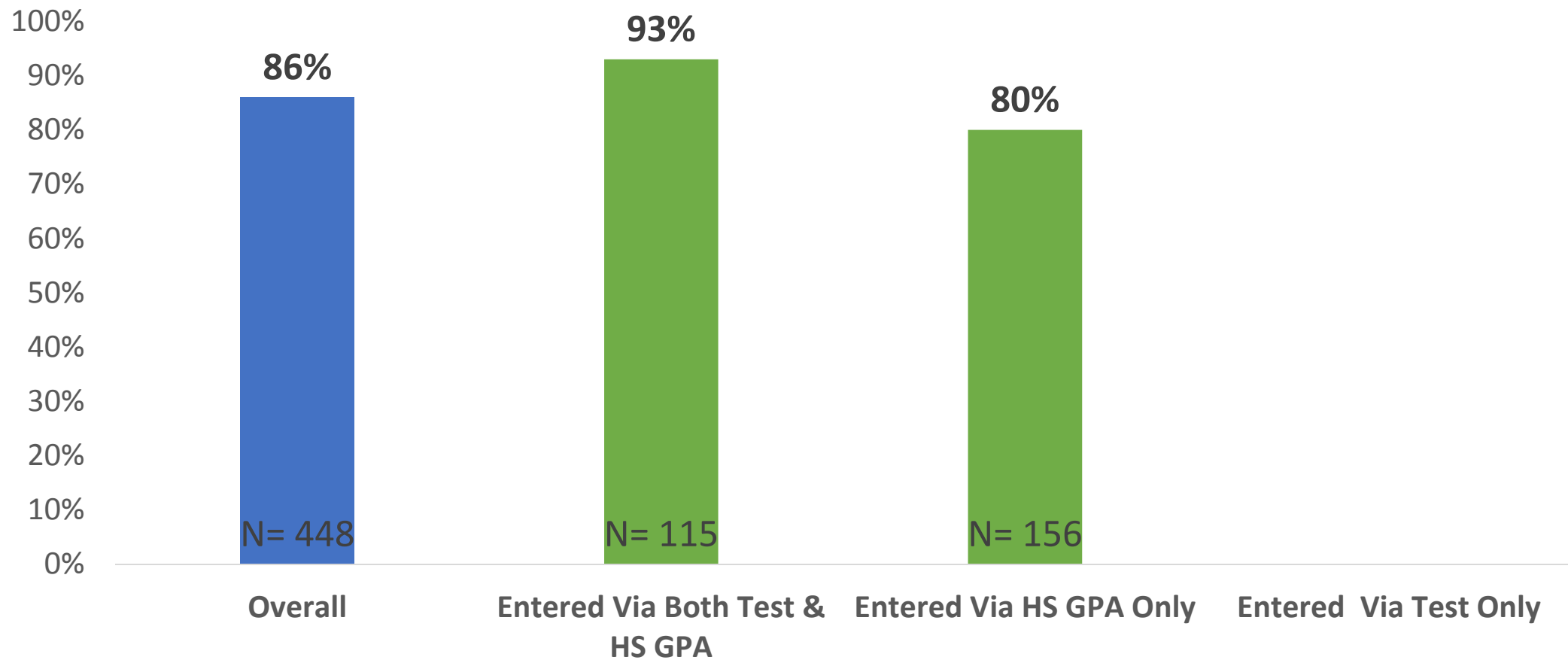|	Asian American	Filipino	Latino	White	*African American
Success Rate	72%	88%	72%	84%	
N	N= 50	N= 24	N= 162	N= 150	

*Note: Data are not displayed for race-ethnicity groups that have less than 20 students.

Las Positas College
English 1A Success Rates By GPA Range
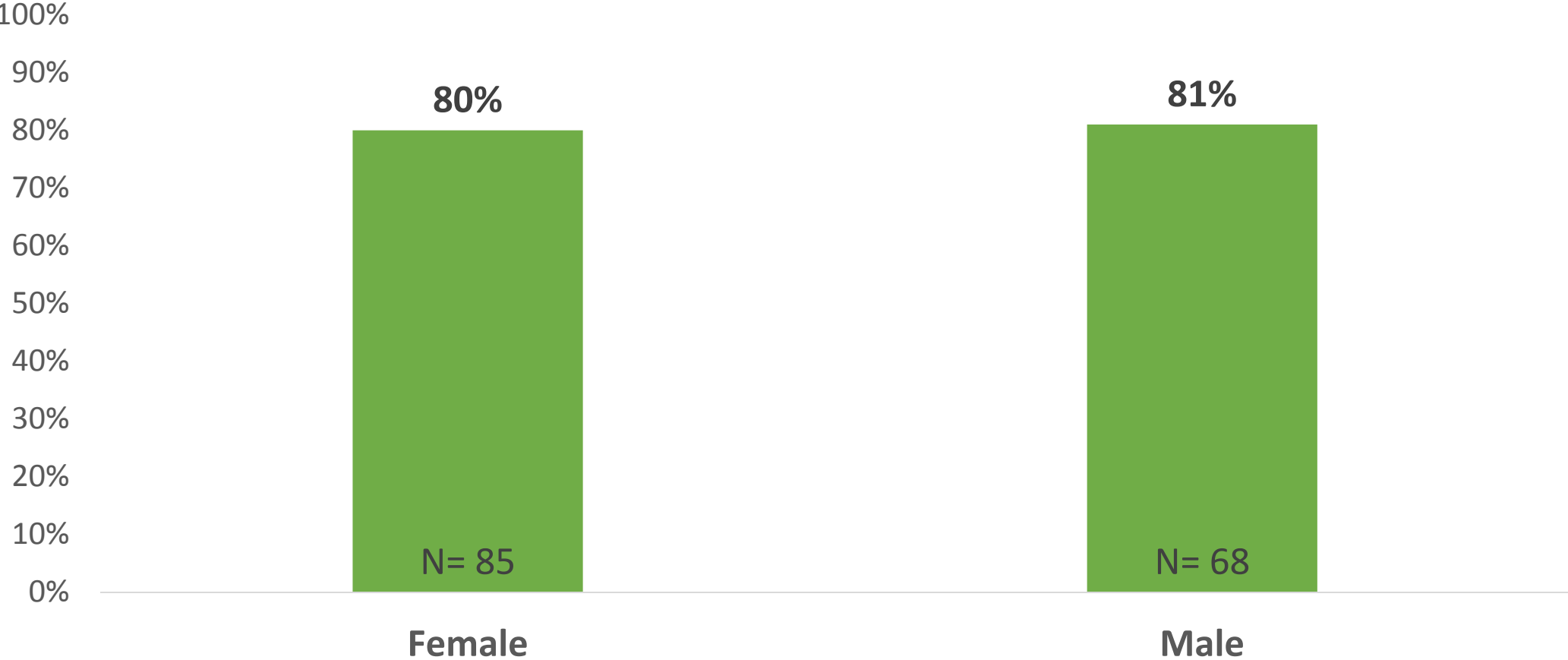Entered Via High School GPA Only
2016-17
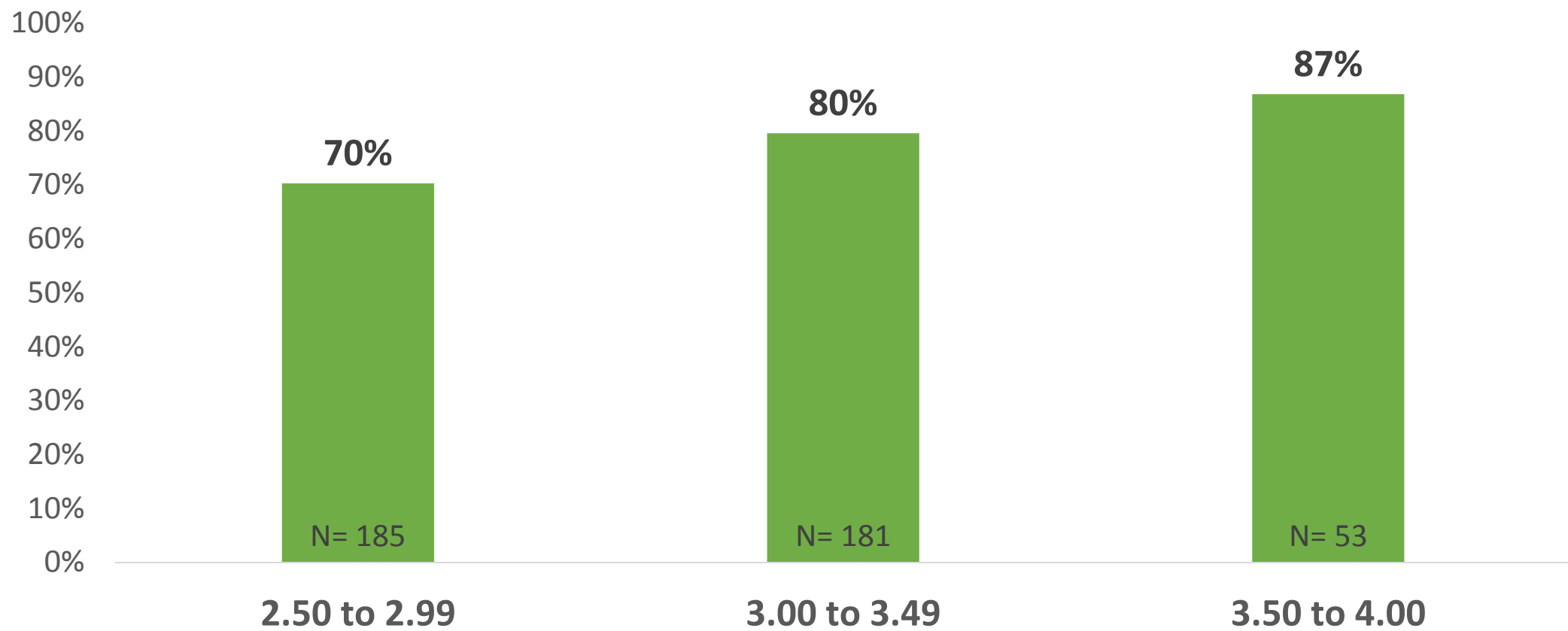
Las Positas College
Success Rates in English 4 and 7 (Spring 2017) after success in English 1A (Fall 2016) By Assessment Test Entry Method
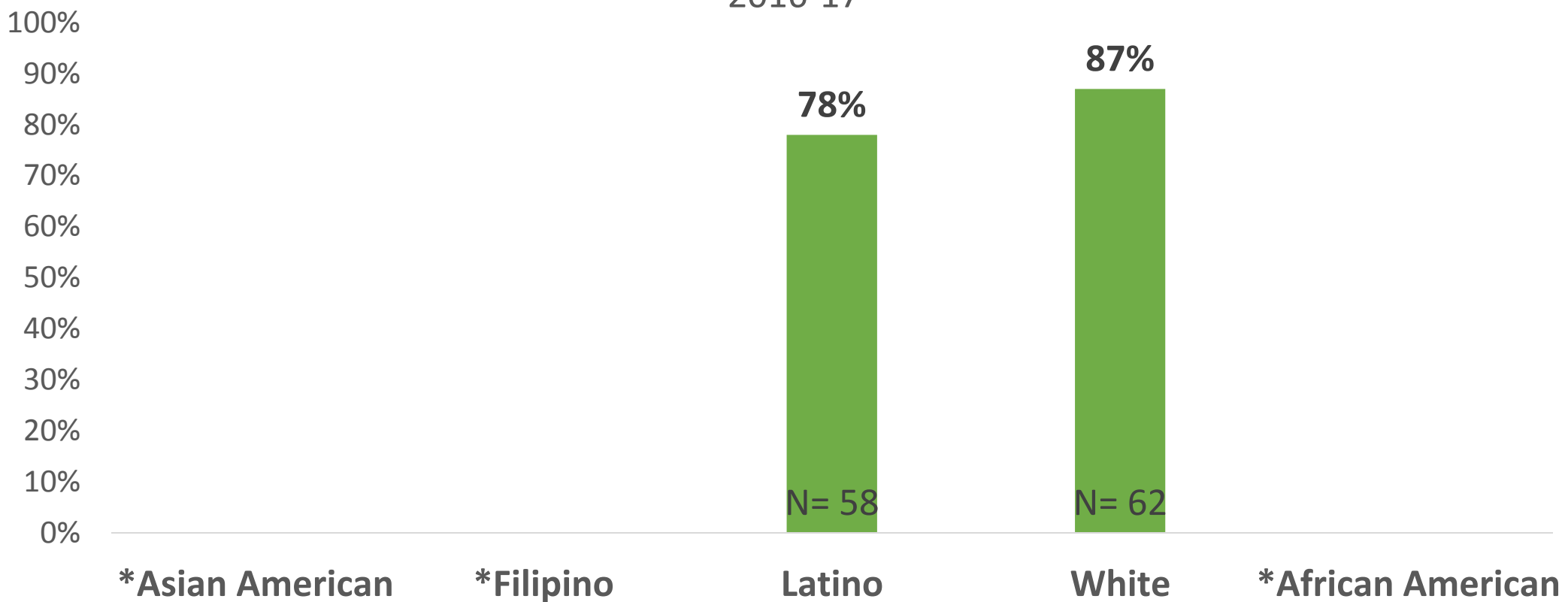

*Note: Data are not displayed for student groups that have less than 20 students.

Las Positas College
Success Rates in English 4 and 7 (Spring 2017) after success in English 1A (Fall 2016) by Gender
Entered Via HS GPA Only

Las Positas College
Success Rates in English 4 and 7 (Spring 2017) after success
in English 1A (Fall 2016) by Race-Ethnicity
Entered Via HS GPA Only
2016-17

*Note: Data are not displayed for race-ethnicity groups that have less than 20 students.

Annual High School Data Submitted by Local School Districts to Cal-PASS Plus.

School District	Annual Data Submitted to Cal-PASS Plus
Dublin Unified	2011-12 2012-13 2013-14 2014-15 2015-16
Livermore Valley Joint Unified	2011-12 2012-13 2013-14 2014-15 2015-16
Pleasanton Unified	2006-07 2007-08 2008-09 2014-15

Comments or Questions