

▪ **EXECUTIVE SUMMARY**

• **Background**

In fall 2007, Ventura College began using the **CTEP** (College Tests for English Placement) to assess students for placements in **English Composition** or **Reading** courses. Initial cut-scores were based on English faculty’s test-item content review (Judgmental Approach). Shortly thereafter, cut-scores for courses in the English Composition sequence were revised downward to achieve a percentage distribution that was comparable to Santa Barbara City College, which had been using the CTEP for several years. The initial cut-scores for courses in the Reading curriculum were deemed suitable.

The **purpose** of this study is to:

1. Evaluate the adequacy of cut-scores for the **English Composition** sequence
2. Evaluate the adequacy of cut-scores for the **Reading** curriculum
3. Monitor for disproportionate impact: **Ethnicity** or **gender** in the **English Composition** sequence.

The **CTEP** consists of the following **three** tests:

Reading Comprehension, Sentence Structure and Grammar, and Sentence and Syntax Skills.

For purposes of evaluating cut-scores, a **consequential-related** approach was utilized. This type of validity study relies on the opinions of both instructors and students regarding the appropriateness of student course placements. At a minimum, instructors must report that at least **75%** of their students were correctly placed, **and** at least **75%** of the students must feel that they were appropriately placed.

• **English Composition Sequence**

Placements within the **English Composition** sequence are based on the **total** of all three test scores. Cut-scores for the **three** courses in the English Composition series were found to be **adequate**.

CTEP Score Range	Recommended Course	Percentages of Prepared Students		Results of Consequential-Related Validity Study
		Faculty Evaluations	Student Self-Appraisals	
78 to 105	ENGL V01A	93%	93%	Positive
62 to 77	ENGL V02	86%	87%	Positive
39 to 61	ENGL V03	86%	89%	Positive

• **Reading Curriculum**

Placements in the **Reading** curriculum are based **solely** on the Reading Comprehension test score. Of the **four** Reading levels, only the cut-score for **ENGL V07** did **not** meet the criteria for adequacy. It is recommended that Reading faculty review their test-item analysis of the Reading Comprehension test to determine if the cut-score should be adjusted (refer to Kitty Moriwaki’s report of July 23, 2007).

Reading Score Range	Recommended Course	Percentages of Prepared Students		Results of Consequential-Related Validity Study
		Faculty Evaluations	Student Self-Appraisals	
27 to 35	ENGL V05	94%	100%	Positive
17 to 26	ENGL V06A	91%	100%	Positive
00 to 16	ENGL V07	62%	60%	Negative
00 to 16	ENGL V08A, et al	100%	100%	Positive

• **Disproportionate Impact**

Ethnicity: Hispanic students are disproportionately placed in ENGL V01A (lower percentage than for all students) and ENGL V03 (higher percentage than for all students); however, it does **not** appear to be the result of differential prediction.

Gender: There does not appear to be disproportionate impact in the placement of students based upon their gender.

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■ **INTRODUCTION**

In **fall 2007**, Ventura College ceased using the **DTLS** (Descriptive Tests of Language Skills) as an English Composition and Reading assessment instrument and began using the **CTEP** (College Tests for English Placement). The English Department procured the services of Kitty Moriwaki, Assessment and Prerequisite Coordinator at City College of San Francisco, to assist them in a Content Evaluation of the CTEP and to help them establish cut-scores.

Initial cut-scores were set using the **Judgmental Approach**, i.e., cut-scores were based on English faculty’s test-item content review. In July 2007, the initial cut-scores for English assessments were revised downward to achieve a placement distribution rate that was comparable to Santa Barbara City College, who had been using the CTEP for several years. Cut-scores for Reading assessments were deemed to be appropriate and, therefore, were not changed.

The purpose of this study is to evaluate current cut-score ranges for both the **English Composition** sequence and the **Reading** curriculum, and to monitor for **disproportionate impact** as it relates to the ethnicity and gender of students placing into courses in the English Composition series.

■ **CETP**

The **CETP** consists of the following **three** tests:

- Reading Comprehension
- Sentence Structure and Grammar
- Sentence and Syntax Skills

The total of all **three** test scores is used to determine placement recommendations within the English Composition sequence. For recommending placements in the Reading curriculum, **only** the Reading Comprehension test score is used.

● **Cut-Score Ranges**

Recommended English or Reading course placements are based on achieving test scores that are within the cut-score ranges for the respective assessment sequence (English or Reading). The current (August 20, 2012) cut-score ranges for English or Reading are indicated in the tables below.

English Assessment Combined Test Score	Recommended Course
78 – 105	ENGL V01A
62 – 77	ENGL V02
39 – 61	ENGL V03
00 – 38	See a Counselor

Reading Assessment Reading Test Score	Recommended Course
27 – 35	ENGL V05
17 – 26	ENGL V06A
00 – 16	ENGL V07 / ESL V54
	ENGL V08B / ESL V53B
	ENGL V08A / ESL V53A

● **Test Bias**

In her report of July 23, 2007, Ms Moriwaki stated that “faculty raised concerns during the content evaluation about the appropriateness of the Sentence & Syntax Skills subtest based on its somewhat challenging item-format and possibly biased content.” Since the CTEP is a Second Party Assessment Instrument on the CCCCO’s Approved List, selected English faculty (Bias Panel) should review the evidence addressing bias supplied by the test developer to determine if the results are applicable to the demographics of students attending Ventura College. Ms Moriwaki further states that:

- (a) “if any component of the subtest is found to contain cultural or linguistic bias, insensitivity, or offensiveness, then the subtest should be eliminated from the placement battery”, or
- (b) “if the item-format is found by the panel to unduly distract from the skills-measurement task, then the subtest should be eliminated.”

The English Department needs to form a Bias Panel to review both the test publisher’s bias evidence and the passages in order to ascertain whether or not bias exists relative to students applying to VC.

- **Disproportionate Impact**

Disproportionate impact occurs when placements into different levels of courses in a discipline differ significantly for students in certain demographic groups (e.g., gender, age, ethnicity, or disability) based on an assessment instrument, method or procedure. If there are indications of disproportionate impact, then it is useful to conduct research concerning the issue of differential prediction.

As part of the assessment validation study, course placements within the English Composition series will be monitored for disproportionate impact as it relates to student **ethnicity** or **gender**.

- **EVALUATING THE ADEQUACY OF CUT-SCORES**

- **Consequential-Related Validity**

For purposes of revalidating cut-scores, an **empirical** approach will be utilized. The state Chancellor's Office has endorsed two empirical methodologies. The **criterion-related** approach is usually utilized before an assessment test has been used to recommend course placements. A **consequential-related** analysis is generally employed when assessment test scores have been used in the course-placement process. Because CTEP scores have been used since fall 2007 to assist in placing students in both English and Reading courses, a **consequential-related** approach was employed.

Consequential-related validity studies use the opinions of both instructors and students regarding the appropriateness of student course placements. A few weeks into the term, faculty are asked to evaluate the preparedness of each student in their class (i.e., does the student possess the minimum pre-requisite skills necessary to undertake the coursework). During this same time period, students in the classes are asked to judge the appropriateness of their individual placement in these classes. The minimum outcomes required to demonstrate consequential-related validity are:

- (a) Instructors must report that at least **75%** of their students were correctly placed, **and**
- (b) At least **75%** of the students must feel that they were appropriately placed.

- **Methodology**

The VC Institutional Research Office (IR Office) and Eric Martinsen, VC English Department Chair, worked as a team to develop the forms, email communications, and procedures used for distributing information to designated faculty and students. About **five** weeks into the fall 2012 term, VC English and Reading faculty were emailed Excel class rosters and asked to evaluate the academic readiness of students in their English Composition or Reading classes. For students who were evaluated as not being academically prepared for the class, faculty entered an "X" in the "Unprepared" column on the Excel rosters. After completing their rosters, faculty returned them to the IR Office by email or through college mail (if hardcopy rosters had been requested). The last roster was received by the Institutional Research Office on October 2, 2012.

During this same time period, students in English Composition and/or Reading classes were asked to assess the appropriateness of their placements in those classes. Students in these classes were sent an email letter requesting that they evaluate their preparedness for the class via a SurveyMonkey survey (the survey web link was enclosed). Students were provided with the following four evaluative choices: Well prepared, Adequately prepared, Not adequately prepared, and Very unprepared. On November 1, 2012, the IR Office closed the survey collectors and downloaded all student responses.

Instructor evaluations of student academic readiness **and** student self-appraisals were entered into an Access database at the IR Office. These data were combined with student course-enrollment records (Banner Student-Current-Course View) and student assessment scores (Banner Student-Assessment-Test-View). Most of the student course-enrollment records contained information regarding the manner in which students met course pre-requisites (i.e., pre-requisite course, assessment test, or equivalency). However, in cases where assessment test scores were missing from course-enrollment records, attempts were made to obtain student test scores from the assessment test file.

These data were then processed and analyzed using the consequential-related validity methodology.

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Fall 2012 – English and Reading Assessment Test Validation Study

• **Fall 2012 – English Composition and Reading Enrollments**

Summary data related to fall 2012 English Composition and Reading classes are presented below.

Fall 2012 Course ID	Course Title	Number of Sections	Number of Enrollments	Number of Instructors
ENGL V01A	English Composition	33	939	22
ENGL V02 ¹	Fundamentals of English Composition	26	726	20
ENGL V03	Basic English Composition	15	444	12
Sub-total: English Composition Sequence		74	2,109	54
ENGL V05	Reading for Critical Analysis	1	30	1
ENGL V06A	Academic Reading	2	54	1
ENGL V07	Intermediate Reading Comprehension	1	36	1
ENGL V08A ²	Low-Beginning Reading Comprehension	1	21	1
ENGL V08B ²	High-Beginning Reading Comprehension	1	5	1
ESL V53A ²	Low-Beginning Reading Comprehension	1	3	1
Sub-total: Reading Curriculum		7	149	6
Total		³81	2,258	60

Notes:

- ENGL V02** sections **70449** (27 students) and **70548** (29 students) started on **October 15, 2012** as the second halves of two Accelerated Instruction clusters. Because of the late start date, **both** sections, **both** instructors, and the **total** number of students in the classes (**56**) have been **excluded** from the ENGL V02 row in the above table.
- ENGL V08A**, **ENGL V08B**, and **ESL V53B** are taught concurrently by the same instructor.
- These **81** sections of English Composition and Reading courses are taught by **40 individual** instructors.

• **Methods Used to Meet Course Pre-Requisite**

Pre-requisites for English Composition and Reading courses can be met in several different ways. In the two tables that follow, the total number of students enrolled in each course is broken out by the method used to meet the course pre-requisite. Equivalencies for English Composition courses are enumerated in **Appendix C – English Composition Sequence: Course Pre-Requisites** (page 25).

Fall 2012 Method Used to Meet Course Pre-Requisite	ENGL V01A		ENGL V02		ENGL V03	
	Number	Percent	Number	Percent	Number	Percent
A. Pre-Requisite Course at a VCCCD College	416	44.3%	118	16.3%	0	0.0%
B. Assessment Test at Ventura College	307	32.7%	493	67.9%	352	79.3%
C. Equivalency or Challenge	204	21.7%	107	14.7%	81	18.2%
D. Override	2	0.2%	0	0.0%	3	0.7%
E. Unknown	10	1.1%	8	1.1%	8	1.8%
Total	939	100.0%	726	100.0%	444	100.0%

Method Used to Meet Course Pre-Requisite	ENGL V05		ENGL V06A		ENGL V07		ENGL V08A/B ESL V53A	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
A. Pre-Req Course	0	0.0%	0	0.0%	0	0.0%	0	0.0%
B. VC Assessment Test	17	56.7%	38	70.4%	28	77.8%	20	69.0%
C. Equiv./Challenge	8	26.6%	9	16.6%	0	0.0%	0	0.0%
D. Override	0	0.0%	0	0.0%	0	0.0%	0	0.0%
E. Unknown	5	16.7%	7	13.0%	8	22.2%	9	31.0%
Total	30	100.0%	54	100.0%	36	100.0%	29	100.0%

• **Evaluation of English Composition Cut-Scores**

To evaluate the adequacy of cut-scores in the English Composition series, the analysis was restricted to data associated with students whose **CTEP score** was within the **cut-score range** for the course in which they enrolled. Many students, whose CTEP score was **below** the cut-score for the course that they wanted, used an Equivalency or Challenge to satisfy the course pre-requisite. Additionally, some students were enrolled in an English Composition course that was **lower** than their CTEP score recommended. Students in both groups were **excluded** from the consequential-related validity study.

Tables 1 and 2 report summary data associated with students who were included in the validity study.

Table 1. Faculty Evaluations of Students in English Composition Classes

FACULTY EVALUATIONS		A. Students Within CTEP Score Range		B. Students on Returned Rosters		C. Unprepared Students		D. Prepared Students
Course	CTEP Score	Number	Percent	Number	Percent	Number	Percent	Percent
ENGL V01A	78 – 101	307	32.7%	237	34.6%	17	7%	93%
ENGL V02	62 – 77	477	65.7%	342	58.2%	47	14%	86%
ENGL V03	39 – 61	318	71.6%	195	73.0%	27	14%	86%

Column A indicates the number and percentage of students whose CTEP scores were within the cut-score range for the specific English Composition course. For example, 477 ENGL V02 students (65.7% of all ENGL V02 students) had CTEP scores within the cut-score range (62 – 77). **Column B** shows the number and percentage of students on rosters returned by faculty; e.g., 342 ENGL V02 students represent 58.2% of all students on the rosters that were returned by faculty. **Column C** indicates the number and percentage of students evaluated by faculty as **unprepared**; e.g., 47 of the 342 students evaluated by ENGL V02 faculty were assessed as being unprepared for the course (14% of students). **Column D** is the percentage of **prepared** students (i.e., the complement of the “unprepared” percent).

Table 2. Student Appraisals in Classes that were Evaluated by English Composition Faculty

STUDENT APPRAISALS		E. Students on Returned Rosters		F. Student Appraisals		G. Unprepared Students		H. Prepared Students
Course	CTEP Score	Number	Percent	Number	Percent	Number	Percent	Percent
ENGL V01A	78 – 101	237	34.6%	69	35.6%	5	7%	93%
ENGL V02	62 – 77	342	58.2%	80	69.0%	10	13%	87%
ENGL V03	39 – 61	195	73.0%	56	76.7%	6	11%	89%

Column E data are the same as **Column B** (previous table). **Column F** indicates the number and percentage of students who responded to the self-appraisal request, e.g., 80 ENGL V02 students represent 69.0% of all students who appraised their course placements. **Column G** shows the number and percentage of students who appraised themselves as **unprepared**; e.g., 10 of the 80 students appraised themselves as being unprepared for ENGL V02 (13% of the students). **Column H** is the percentage of **prepared** students (i.e., the complement of the “unprepared” percent).

To demonstrate that cut-scores are **satisfactory** (adequate), instructors must report that at least **75%** of their students were correctly placed, **and** at least **75%** of students must feel that they were appropriately placed. As can be seen in the following table, both faculty **and** students in all three English Composition courses agreed that at least 75% of students were appropriately placed.

CTEP Score Range	Recommended Course	Percentages of Prepared Students		Results of Consequential-Related Validity Study
		Faculty Evaluations	Student Self-Appraisals	
78 to 105	ENGL V01A	93%	93%	Positive
62 to 77	ENGL V02	86%	87%	Positive
39 to 61	ENGL V03	86%	89%	Positive

• **Evaluation of Reading Cut-Scores**

To evaluate the adequacy of Reading cut-scores, the analysis was restricted to data associated with students whose **Reading Comprehension score** was within the **cut-score range** for the course in which they enrolled. Many students, whose Reading Comprehension score was **below** the cut-score for the course in which they wanted to enroll, used an Equivalency/Challenge to satisfy the course pre-requisite. Additionally, some students were enrolled in a Reading course that was **lower** than the course recommended by their Reading Comprehension score. Students in both of these groups were **excluded** from the consequential-related validity study.

Tables 3 and 4 report summary data associated with students who were included in the validity study.

Table 3. Faculty Evaluations of Students in Reading Classes

FACULTY EVALUATIONS		A. Students Within Reading Score Range		B. Students on Returned Rosters		C. Unprepared Students		D. Prepared Students
Course	Reading Score	Number	Percent	Number	Percent	Number	Percent	Percent
ENGL V05	27 – 35	17	56.7%	17	56.7%	1	6%	94%
ENGL V06A	17 – 26	35	64.8%	35	64.8%	3	9%	91%
ENGL V07	00 – 16	26	72.2%	26	72.2%	10	38%	62%
ENGL V08A, et al	00 – 16	20	69.0%	20	69.0%	0	0%	100%

Column A indicates the number and percentage of students whose Reading scores were within the cut-score range for the specific Reading course. For example, 35 ENGL V06A students (64.8% of all ENGL V06A students) had Reading scores within the cut-score range (17 – 26). Because **all** Reading faculty returned their rosters, **Column B** is a duplication of **Column A**. **Column C** shows the number and percentage of students evaluated by faculty as **unprepared**; e.g., 3 of the 35 students evaluated by ENGL V06A faculty were assessed as being unprepared for the course (9% of the students). **Column D** is the percentage of **prepared** students (i.e., the complement of the unprepared percent).

Table 4. Student Appraisals in Classes that were Evaluated by Reading Faculty

STUDENT APPRAISALS		E. Students on Returned Rosters		F. Student Appraisals		G. Unprepared Students		H. Prepared Students
Course	Reading Score	Number	Percent	Number	Percent	Number	Percent	Percent
ENGL V05	27 – 35	17	56.7%	6	60.0%	0	0%	100%
ENGL V06A	17 – 26	35	64.8%	14	73.7%	0	0%	100%
ENGL V07	00 – 16	26	72.2%	5	55.6%	2	40%	60%
ENGL V08A, et al	00 – 16	20	69.0%	4	80.0%	0	0%	100%

Column E data are the same as **Column B** (previous table). **Column F** indicates the number and percentage of students who responded to the self-appraisal request, e.g., 14 ENGL V06A students represent 73.7% of all students who appraised their course placements. **Column G** shows the number and percentage of students who appraised themselves as **unprepared**; e.g., 0 of the 14 students appraised themselves as being unprepared for ENGL V06A. **Column H** is the percentage of **prepared** students (i.e., the complement of the unprepared percent).

To demonstrate that cut-scores are **satisfactory** (adequate), instructors must report that at least **75%** of their students were correctly placed, **and** at least **75%** of students must feel that they were appropriately placed. As can be seen in the following table, ENGL V07 is the only Reading course in which both faculty and students reported that **less** than 75% of students were appropriately placed.

Reading Score Range	Recommended Course	Percentages of Prepared Students		Results of Consequential-Related Validity Study
		Faculty Evaluations	Student Self-Appraisals	
27 to 35	ENGL V05	94%	100%	Positive
17 to 26	ENGL V06A	91%	100%	Positive
00 to 16	ENGL V07	62%	60%	Negative
00 to 16	ENGL V08A, et al	100%	100%	Positive

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• **Summary of Instructor Responses**

The table below summarizes faculty response levels to the request for evaluations of their students' academic preparedness. Explanations of column headings appear below the table.

Fall 2012		Sections		Enrollments		Instructors	
Course ID	Course Title	All	Roster Return	All	Students Eval'ed	All	Roster Return
ENGL V01A	English Composition	33	24	939	685	22	14
ENGL V02	Fundamentals of English Composition	26	19	726	501	20	15
ENGL V03	Basic English Composition	15	9	444	267	12	7
Sub-total: English Composition		74	52	2,109	1,453	54	36
ENGL V05	Reading for Critical Analysis	1	1	30	30	1	1
ENGL V06A	Academic Reading	2	2	54	54	1	1
ENGL V07	Intermediate Reading Comprehension	1	1	36	36	1	1
ENGL V08A	Low-Beginning Reading Comprehension	1	1	21	21	1	1
ENGL V08B	High-Beginning Read Comprehension	1	1	5	5	1	1
ESL V53A	Low-Beginning Read Comprehension	1	1	3	3	1	1
Sub-total: Reading		7	7	149	149	6	6
Total		81	59	2,258	1,602	60	42

Sections All: Total number of sections
Roster Return: Number of sections for which rosters were returned to the IR Office

Enrollments All: Total number of student enrollments
Students Eval'ed: Number of students on rosters that were returned to the IR Office

Instructors All: Total number of instructors
Roster Return: Number of instructors returning rosters

• **Summary of Student Responses**

The table below summarizes student responses to the request for self-appraisals of their academic preparedness for an English Composition or Reading class. Explanations of headings appear below.

Fall 2012		Sections		Enrollments		Instructors	
Course ID	Course Title	All	Self-Appr'ls	All	Self-Appr'ls	All	Self-Appr'ls
ENGL V01A	English Composition	33	32	939	240	22	22
ENGL V02	Fundamentals of English Composition	26	26	726	151	20	20
ENGL V03	Basic English Composition	15	15	444	119	12	12
Sub-total: English Composition		74	73	2,109	510	54	54
ENGL V05	Reading for Critical Analysis	1	1	30	10	1	1
ENGL V06A	Academic Reading	2	2	54	19	1	1
ENGL V07	Intermediate Reading Comprehension	1	1	36	9	1	1
ENGL V08A	Low-Beginning Reading Comprehension	1	1	21	3	1	1
ENGL V08B	High-Beginning Read Comprehension	1	1	5	1	1	1
ESL V53A	Low-Beginning Read Comprehension	1	1	3	1	1	1
Sub-total: Reading		7	7	149	43	6	6
Total		81	80	2,258	553	60	60

Sections All: Total number of sections
Self Appr'ls: Number of sections in which students self-appraised their academic readiness for the course

Enrollments All: Total number of student enrollments
Self Appr'ls: Number of students who self-appraised their academic readiness for the course

Instructors All: Total number of instructors
Self Appr'ls: Number of instructors whose students self-appraised their academic readiness for the course

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▪ **ENGLISH COMPOSITION SEQUENCE**

• **ENGL V01A – English Composition**

A-1. Summary of Faculty Responses

ENGL V01A Category	Fall 2012 Total	Returned Rosters	Percentage Returned
Instructors	22	14	64%
Sections	33	24	73%
Student Enrollments	939	685	73%

A-2. Faculty Evaluations of Students in ENGL V01A

FACULTY EVALUATIONS Method Used to Meet ENGL V01A Pre-Requisite	Students in ENGL V01A		Students on Returned Rosters		Unprepared Students		Prepared Students
	Number	Percent	Number	Percent	Number	Percent	Percent
A. Pre-Req Course at VCCCD	416	44.3%	301	43.9%	35	12%	88%
B. VC Assessment (Score: 78 – 101)	307	32.7%	237	34.6%	17	7%	93%
C1. Equiv/Challenge (Score: 70 – 77)	56	6.0%	37	5.4%	1	3%	97%
C2. Equivalency or Challenge	148	15.7%	102	14.9%	7	7%	93%
D. Override	2	0.2%	2	0.3%	0	0%	100%
E. Unknown	10	1.1%	6	0.9%	0	0%	100%
Totals / Average Percents	939	100.0%	685	100.0%	60	9%	91%

A-3. Student Appraisals in Classes that were Evaluated by ENGL V01A Faculty

STUDENT APPRAISALS Method Used to Meet ENGL V01A Pre-Requisite	Students on Returned Rosters		Student Appraisals		Unprepared Students		Prepared Students
	Number	Percent	Number	Percent	Number	Percent	Percent
A. Pre-Req Course at VCCCD	301	43.9%	85	43.8%	6	7%	93%
B. VC Assessment (Score: 78 – 101)	237	34.6%	69	35.6%	5	7%	93%
C1. Equiv/Challenge (Score: 70 – 77)	37	5.4%	7	3.6%	0	0%	100%
C2. Equivalency or Challenge	102	14.9%	31	16.0%	5	13%	87%
D. Override	2	0.3%	0	0.0%	--	---	---
E. Unknown	6	0.9%	2	1.0%	0	0%	100%
Totals / Average Percents	685	100.0%	194	100.0%	16	17%	83%

A-4. All Appraisals by Students in ENGL V01A

STUDENT APPRAISALS Method Used to Meet ENGL V01A Pre-Requisite	Total Unprepared		Level of Preparation				Total Students
	Percent	Number	Well Prepared	Adequate Prep	Not Adq Prep	Very Unprep	
A. Pre-Req Course at VCCCD	7.3%	8	39	63	7	1	110
B. VC Assessment (Score: 78 – 101)	8.8%	7	33	40	5	2	80
C1. Equiv/Challenge (Score: 70 – 77)	0.0%	0	6	4	0	0	10
C2. Equivalency or Challenge	16.2%	6	15	16	4	2	37
D. Override	---	---	---	---	---	---	---
E. Unknown	0.0%	0	1	2	0	0	3
Totals / Average Percents	8.7%	21	94	125	16	5	240

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A-5. Distribution of ENGL V01A Students by CTEP Total Score

This table shows the distribution of students who **took** the English Assessment Test and were subsequently placed in **ENGL V01A** based on:

- (a) their English Assessment Test score **or**
- (b) an equivalency or a successful pre-requisite challenge.

Assessment scores highlighted in **green** are those that are at or above the cut-score for ENGL V01A; scores highlighted in **tan** are below the cut-score for ENGL V01A, which required students to obtain an equivalency or to successfully challenge the pre-requisite.

Columns in the **Instructor Evaluations** group relate to the numbers and percentages of students evaluated as “unprepared.” Columns in the **Student Appraisals** group relate to the numbers and percentages of students who self-appraised as “unprepared.”

ENGL V01A CTEP Total Score	Instructor Evaluations			Student Appraisals		
	Unprepared Percentage	Total by Score	Unprepared	Unprepared Percentage	Total by Score	Unprepared
101	0.0%	1	0		1	0
99	0.0%	1	0			
98	0.0%	3	0		1	0
97	0.0%	2	0		1	0
96	0.0%	2	0		1	0
95	0.0%	2	0		2	0
94	0.0%	4	0			
93	0.0%	3	0		1	0
92	0.0%	2	0		2	0
91	0.0%	13	0		2	0
90	0.0%	6	0		1	0
89	0.0%	5	0		1	0
88	0.0%	12	0		4	0
87	0.0%	9	0		3	0
86	0.0%	14	0	25.0%	4	1
85	0.0%	15	0	14.3%	7	1
84	18.2%	11	2	33.3%	3	1
83	7.1%	14	1		3	0
82	15.8%	19	3		7	0
81	9.5%	21	2		7	0
80	13.3%	30	4		7	0
79	6.3%	32	2	11.1%	9	1
78	18.8%	16	3	33.3%	3	1
Subtotal: 78 – 101	7.2%	237	17	7.2%	69	5
77	0.0%	12	0	0.0%	5	0
76	0.0%	3	0			
75	0.0%	9	0			
74	0.0%	1	0	0.0%	1	0
73	0.0%	3	0			
72	0.0%	3	0			
71	0.0%	2	0			
70	25.0%	4	1	0.0%	1	0
Subtotal: 70 – 77	2.7%	37	1	0.0%	7	0
Av Percent / Totals	6.6%	274	18	6.6%	76	5

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• **ENGL V02 – Fundamentals of English Composition**

B-1. Summary of Faculty Responses

ENGL V02 Category	Fall 2012 Total	Returned Rosters	Percentage Returned
Instructors	20	15	75%
Sections	26	19	73%
Student Enrollments	726	501	69%

B-2. Faculty Evaluations of Students in ENGL V02

FACULTY EVALUATIONS Method Used to Meet ENGL V02 Pre-Requisite	Students in ENGL V02		Students on Returned Rosters		Unprepared Students		Prepared Students
	Number	Percent	Number	Percent	Number	Percent	Percent
A. Pre-Req Course at VCCCD	118	16.3%	65	13.0%	13	20%	80%
B1. VC Assessment (Score: 78 – 92)	16	2.2%	12	2.4%	1	8%	92%
B2. VC Assessment (Score: 62 – 77)	477	65.7%	342	58.2%	47	14%	86%
C1. Equiv/Challenge (Score: 34 – 61)	57	7.8%	37	7.4%	7	19%	81%
C2. Equivalency or Challenge	50	6.9%	36	7.8%	7	18%	82%
D. Override	0	0.0%	0	0.0%	---	---	---
E. Unknown	8	1.1%	6	1.2%	1	17%	83%
Totals / Average Percents	726	100.0%	501	100.0%	76	15%	85%

B-3. Student Appraisals in Classes that were Evaluated by ENGL V02 Faculty

STUDENT APPRAISALS Method Used to Meet ENGL V02 Pre-Requisite	Students on Returned Rosters		Student Appraisals		Unprepared Students		Prepared Students
	Number	Percent	Number	Percent	Number	Percent	Percent
A. Pre-Req Course at VCCCD	65	13.0%	11	9.5%	2	18%	82%
B1. VC Assessment (Score: 78 – 92)	12	2.4%	4	3.4%	1	25%	75%
B2. VC Assessment (Score: 62 – 77)	342	58.2%	80	69.0%	10	13%	87%
C1. Equiv/Challenge (Score: 34 – 61)	37	7.4%	11	9.5%	1	9%	91%
C2. Equivalency or Challenge	36	7.8%	9	7.8%	1	5%	95%
D. Override	0	0.0%	---	---	---	---	---
E. Unknown	6	1.2%	1	0.8%	0	0%	100%
Totals / Average Percents	501	100.0%	116	100.0%	15	13%	87%

B-4. All Appraisals by Students in ENGL V02

STUDENT APPRAISALS Method Used to Meet ENGL V02 Pre-Requisite	Total Unprepared		Level of Preparation				Total Students
	Percent	Number	Well Prepared	Adequate Prep	Not Adq Prep	Very Unprep	
A. Pre-Req Course at VCCCD	5.0%	1	10	9	1		20
B1. VC Assessment (Score: 78 – 92)	25.0%	1	3		1		4
B2. VC Assessment (Score: 62 – 77)	11.1%	11	28	60	8	3	99
C1. Equiv/Challenge (Score: 34 – 61)	7.1%	1	2	11	1		14
C2. Equivalency or Challenge	8.3%	1	4	7	1		12
D. Override	---	---	---	---	---	---	---
E. Unknown	0.0%	0		2			2
Totals / Average Percents	9.9%	15	47	89	12	3	151

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B-5. Distribution of ENGL V02 Students by CTEP Total Score

This table shows the distribution of students who **took** the English Assessment Test and were subsequently placed in **ENGL V02** based on:

- (a) their English Assessment Test score **or**
- (b) an equivalency or a successful pre-requisite challenge.

Assessment scores highlighted in **yellow** are those that above the upper cut-score for ENGL V02; scores that are highlighted in **green** are those that are within the cut-score range for ENGL V02; scores highlighted in **tan** are below the lower cut-score for ENGL V02, requiring an equivalency or successful pre-requisite challenge.

Columns in the **Instructor Evaluations** group relate to the numbers and percentages of students evaluated as “unprepared.” Columns in the **Student Appraisals** group relate to the numbers and percentages of students who self-appraised as “unprepared.”

ENGL V02 CTEP Total Score	Instructor Evaluations			Student Appraisals		
	Unprepared Percentage	Total by Score	Unprepared	Unprepared Percentage	Total by Score	Unprepared
92	0.0%	1	0			
89	0.0%	2	0	100.0%	1	1
88	0.0%	1	0			
87	100.0%	1	1			
85	0.0%	1	0	0.0%	1	0
81	0.0%	1	0			
80	0.0%	2	0			
79	0.0%	2	0	0.0%	1	0
78	0.0%	1	0	0.0%	1	0
Subtotal: 78 – 92	8.3%	12	1	25.0%	4	1
77	9.1%	11	1	50.0%	2	1
76	35.7%	14	5	0.0%	4	0
75	10.5%	19	2	0.0%	4	0
74	12.5%	24	3	0.0%	3	0
73	11.1%	18	2	16.7%	6	1
72	9.5%	21	2	0.0%	5	0
71	4.8%	21	1	25.0%	4	1
70	25.0%	20	5	0.0%	4	0
69	12.5%	24	3	0.0%	3	0
68	22.7%	22	5	20.0%	5	1
67	15.0%	20	3	20.0%	5	1
66	5.6%	18	1	0.0%	9	0
65	6.3%	32	2	0.0%	5	0
64	16.0%	25	4	27.3%	11	3
63	13.9%	36	5	28.6%	7	2
62	17.6%	17	3	0.0%	3	0
Subtotal: 62 – 77	13.7%	342	47	13%	80	10
61	28.6%	7	2	50.0%	2	1
60	20.0%	5	1			
59	25.0%	4	1	0.0%	3	0
58	0.0%	1	0			
57	25.0%	4	1			
56	0.0%	2	0	0.0%	1	0
55	20.0%	5	1	0.0%	1	0
54	0.0%	4	0			
53	100.0%	1	1			
50	0.0%	1	0	0.0%	1	0
48	0.0%	2	0	0.0%	2	0
34	0.0%	1	0	0.0%	1	0
Subtotal: 34 – 61	18.9%	37	7	9.1%	11	1
Av Percent / Totals	14.1%	391	55	12.6%	95	12

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• **ENGL V03 – Basic English Composition**

C-1. Summary of Faculty Responses

ENGL V03 Category	Fall 2012 Total	Returned Rosters	Percentage Returned
Instructors	12	7	58%
Sections	15	9	60%
Student Enrollments	444	267	60%

C-2. Faculty Evaluations of Students in ENGL V03

Method Used to Meet ENGL V03 Pre-Requisite	Students in ENGL V03		Students on Returned Rosters		Unprepared Students		Prepared Students
	Number	Percent	Number	Percent	Number	Percent	Percent
A. Pre-Req Course at VCCCD	0	0.0%	---	---	---	---	---
B1. VC Assessment (Score: 62 – 87)	34	7.7%	17	6.4%	0	0%	100%
B2. VC Assessment (Score: 39 – 61)	318	71.6%	195	73.0%	27	14%	86%
C1. Equiv/Challenge (Score: 37 – 38)	9	2.0%	4	1.5%	0	0%	100%
C2. Equivalency or Challenge	72	16.2%	49	18.4%	14	29%	71%
D. Override	3	0.7%	0	0.0%	---	---	---
E. Unknown	8	1.8%	2	0.7%	1	50%	50%
Totals / Average Percents	444	100.0%	267	100.0%	42	16%	84%

C-3. Student Appraisals in Classes that were Evaluated by ENGL V03 Faculty

Method Used to Meet ENGL V03 Pre-Requisite	Students on Returned Rosters		Student Appraisals		Unprepared Students		Prepared Students
	Number	Percent	Number	Percent	Number	Percent	Percent
A. Pre-Req Course at VCCCD	---	---	---	---	---	---	---
B1. VC Assessment (Score: 62 – 87)	17	6.4%	2	2.7%	0	0%	100%
B2. VC Assessment (Score: 39 – 61)	195	73.0%	56	76.7%	6	11%	89%
C1. Equiv/Challenge (Score: 37 – 38)	4	1.5%	1	1.4%	0	0%	100%
C2. Equivalency or Challenge	49	18.4%	14	19.2%	3	21%	79%
D. Override	0	0.0%	---	---	---	---	---
E. Unknown	2	0.7%	0	0.0%	0	0.0%	100%
Totals / Average Percents	267	100.0%	73	100.0%	9	12%	88%

C-4. All Appraisals by Students in ENGL V03

STUDENT APPRAISALS Method Used to Meet ENGL V03 Pre-Requisite	Total Unprepared		Level of Preparation				Total Students
	Percent	Number	Well Prepared	Adequate Prep	Not Adq Prep	Very Unprep	
A. Pre-Req Course at VCCCD	---	---	---	---	---	---	---
B1. VC Assessment (Score: 62 – 87)	0.0%	0	2	4	0	0	6
B2. VC Assessment (Score: 39 – 61)	9.4%	8	44	33	8	0	85
C1. Equiv/Challenge (Score: 37 – 38)	0.0%	0	0	2	0	0	2
C2. Equivalency or Challenge	16.7%	4	7	13	3	1	24
D. Override	0.0%	0	1	0	0	0	1
E. Unknown	0.0%	0	0	1	0	0	1
Totals / Average Percents	10.1%	12	54	53	11	1	119

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C-5. Distribution of ENGL V03 Students by CTEP Total Score

This table shows the distribution of students who **took** the English Assessment Test and were subsequently placed in **ENGL V03** based on:

- (a) their English Assessment Test score **or**
- (b) an equivalency or a successful pre-requisite challenge

Assessment scores highlighted in **yellow** are those that above the upper cut-score for ENGL V03; scores that are highlighted in **green** are those that are within the cut-score range for ENGL V03; scores highlighted in **tan** are below the lower cut-score for ENGL V03, requiring an equivalency or successful pre-requisite challenge.

Columns in the **Instructor Evaluations** group relate to the numbers and percentages of students evaluated as “unprepared.” Columns in the **Student Appraisals** group relate to the numbers and percentages of students who self-appraised as “unprepared.”

ENGL V03 CTEP Total Score	Instructor Evaluations			Student Appraisals		
	Unprepared Percentage	Total by Score	Unprepared	Unprepared Percentage	Total by Score	Unprepared
84	0.0%	1	0			
82	0.0%	1	0			
80	0.0%	1	0	0.0%	1	0
77	0.0%	1	0			
76	0.0%	2	0			
73	0.0%	2	0			
70	0.0%	2	0			
69	0.0%	1	0			
67	0.0%	1	0			
66	0.0%	1	0			
65	0.0%	1	0			
63	0.0%	1	0			
62	0.0%	2	0	0.0%	1	0
Subtotal: 62 – 84	0.0%	17	0	0.0%	2	0
61	22.2%	9	2	0.0%	2	0
60	7.1%	14	1	25.0%	4	1
59	0.0%	9	0	0.0%	3	0
58	0.0%	10	0	50.0%	2	1
57	0.0%	14	0	0.0%	2	0
56	9.1%	11	1	33.3%	3	1
55	7.1%	14	1	0.0%	6	0
54	7.1%	14	1	16.7%	6	1
53	33.3%	6	2	0.0%	2	0
52	42.9%	7	3	0.0%	2	0
51	0.0%	5	0	0.0%	2	0
50	18.8%	16	3	0.0%	6	0
49	12.5%	8	1			
48	14.3%	7	1			
47	0.0%	6	0	0.0%	1	0
46	0.0%	3	0	0.0%	1	0
45	50.0%	4	2	100.0%	1	1
44	0.0%	6	0	0.0%	2	0
43	22.2%	9	2	25.0%	4	1
42	20.0%	5	1	0.0%	2	0
41	0.0%	6	0	0.0%	2	0
40	57.1%	7	4	0.0%	2	0
39	40.0%	5	2	0.0%	1	0
Subtotal: 39 – 61	13.8%	195	27	10.7%	56	6
38	0.0%	2	0	0.0%	1	0
37	0.0%	2	0			
Subtotal: 37 & 38	0.0%	4	0	0.0%	1	0
Av Percent / Totals	12.5%	216	27	10.2%	59	6

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▪ **READING CURRICULUM**

• **ENGL V05 – Reading for Critical Analysis**

D-1. Summary of Faculty Responses

ENGL V05 Category	Fall 2012 Total	Returned Rosters	Percentage Returned
Instructors	1	1	100%
Sections	1	1	100%
Student Enrollments	30	30	100%

D-2. Faculty Evaluations of Students in ENGL V05

FACULTY EVALUATIONS Method Used to Meet ENGL V05 Pre-Requisite	Students in ENGL V05		Students on Returned Rosters		Unprepared Students		Prepared Students
	Number	Percent	Number	Percent	Number	Percent	Percent
A. Pre-Req Course at VCCCD	0	0.0%	0	0.0%	---	---	---
B. VC Assessment (Score: 27 – 35)	17	56.7%	17	56.7%	1	6%	94%
C1. Equiv/Challenge (Score: 11 – 26)	8	26.6%	8	26.6%	3	37%	63%
C2. Equivalency or Challenge	0	0.0%	0	0.0%	---	---	---
D. Override	0	0.0%	0	0.0%	---	---	---
E. Unknown	5	16.7%	5	16.7%	2	40%	60%
Totals / Average Percents	30	100.0%	30	100.0%	6	20%	80%

D-3. Student Appraisals

STUDENT APPRAISALS Method Used to Meet ENGL V05 Pre-Requisite	Students on Returned Rosters		Student Appraisals		Unprepared Students		Prepared Students
	Number	Percent	Number	Percent	Number	Percent	Percent
A. Pre-Req Course at VCCCD	0	0.0%	0	0.0%	---	---	---
B. VC Assessment (Score: 27 – 35)	17	56.7%	6	60.0%	0	0%	100%
C1. Equiv/Challenge (Score: 11 – 26)	8	26.6%	4	40.0%	0	0%	100%
C2. Equivalency or Challenge	0	0.0%	0	0.0%	---	---	---
D. Override	0	0.0%	0	0.0%	---	---	---
E. Unknown	5	16.7%	0	0.0%	---	---	---
Totals / Average Percents	30	100.0%	10	100.0%	0	0.0%	100%

D-4. Distribution of ENGL V05 Students by CTEP Reading Comprehension Score

Refer to **Table A-1** (Distribution of ENGL V01A Students by CTEP Total Score) on **page 10** for explanations of column headings and the use of color coding in the first column.

ENGL V05 Score on Reading Comprehension	Instructor Evaluations			Student Appraisals		
	Unprepared Percentage	Total by Score	Unprepared	Unprepared Percentage	Total by Score	Unprepared
33	0.0%	1	0			
31	0.0%	3	0	0.0%	1	0
30	0.0%	1	0			
29	0.0%	3	0	0.0%	1	0
28	0.0%	2	0			
27	14.3%	7	1	0.0%	4	0
Subtotal: 27 – 33	5.9%	17	1	0.0%	6	0
26	0.0%	2	0	0.0%	2	0
24	0.0%	1	0			
23	100.0%	1	1	0.0%	1	0
22	0.0%	1	0			
20	0.0%	1	0			
11	100.0%	2	2	0.0%	1	0
Subtotal: 11 – 26	37.5%	8	3	0.0%	4	0
Av Percent / Totals	16.0%	25	4	0.0%	10	0

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• **ENGL V06A – Academic Reading**

E-1. Summary of Faculty Responses

ENGL V06A Category	Fall 2012 Total	Returned Rosters	Percentage Returned
Instructors	1	1	100%
Sections	2	2	100%
Student Enrollments	54	54	100%

E-2. Faculty Evaluations of Students in ENGL V06A

FACULTY EVALUATIONS Method Used to Meet ENGL V06A Pre-Requisite	Students in ENGL V06A		Students on Returned Rosters		Unprepared Students		Prepared Students
	Number	Percent	Number	Percent	Number	Percent	Percent
A. Pre-Req Course at VCCCD	0	0.0%	0	0.0%	---	---	---
B1. VC Assessment (Score: 27 – 35)	3	5.5%	3	5.5%	0	0%	100%
B2. VC Assessment (Score: 17 – 26)	35	64.8%	35	64.8%	3	9%	91%
C1. Equiv/Challenge (Score: 05 – 16)	9	16.7%	9	16.7%	2	22%	78%
C2. Equivalency or Challenge	0	0.0%	0	0.0%	---	---	---
D. Override	0	0.0%	0	0.0%	---	---	---
E. Unknown	7	13.0%	7	13.0%	3	43%	57%
Totals / Average Percents	54	100.0%	54	100.0%	8	19%	81%

E-3. Student Appraisals

STUDENT APPRAISALS Method Used to Meet ENGL V06A Pre-Requisite	Students on Returned Rosters		Student Appraisals		Unprepared Students		Prepared Students
	Number	Percent	Number	Percent	Number	Percent	Percent
A. Pre-Req Course at VCCCD	0	0.0%	---	---	---	---	---
B1. VC Assessment (Score: 27 – 35)	3	5.5%	0	0.0%	---	---	---
B2. VC Assessment (Score: 17 – 26)	35	64.8%	14	73.7%	0	0%	100%
C1. Equiv/Challenge (Score: 05 – 16)	9	16.7%	2	10.5%	0	0%	100%
C2. Equivalency or Challenge	0	0.0%	---	---	---	---	---
D. Override	0	0.0%	---	---	---	---	---
E. Unknown	7	13.0%	3	15.8%	0	0%	100%
Totals / Average Percents	54	100.0%	19	100.0%	0	0%	100%

E-4. Distribution of ENGL V06A Students by CTEP Reading Comprehension Score

Refer to Table B-5 on page 12 for explanations of column headings and the use of color coding.

ENGL V06A Score on Reading Comprehension	Instructor Evaluations			Student Appraisals		
	Unprepared Percentage	Total by Score	Unprepared	Unprepared Percentage	Total by Score	Unprepared
31	0.0%	1	0			
29	0.0%	2	0			
Subtotal: 27 – 31	0.0%	3	0	---	---	---
26	20.0%	5	1		3	0
25	0.0%	1	0			
24	0.0%	5	0		3	0
22	0.0%	5	0		1	0
21	0.0%	6	0		2	0
20	0.0%	3	0			
19	33.3%	3	1		2	0
18	0.0%	3	0		1	0
17	25.0%	4	1		2	0
Subtotal: 7 – 26	5.7%	35	3	0.0%	14	0
16	50.0%	2	1			
14	0.0%	3	0		1	0
13	0.0%	1	0			
12	0.0%	1	0			
05	50.0%	2	1		1	0
Subtotal: 05 – 16	22.2%	9	2	0.0%	2	0
Av Percent / Totals	11.4%	44	5	0.0%	16	0

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• **ENGL V07 – Intermediate Reading Comprehension**

F-1. Summary of Faculty Responses

ENGL V07 Category	Fall 2012 Total	Returned Rosters	Percentage Returned
Instructors	1	1	100%
Sections	1	1	100%
Student Enrollments	36	36	100%

F-2. Faculty Evaluations of Students in ENGL V07

FACULTY EVALUATIONS Method Used to Meet ENGL V07 Pre-Requisite	Students in ENGL V07		Students on Returned Rosters		Unprepared Students		Prepared Students
	Number	Percent	Number	Percent	Number	Percent	Percent
A. Pre-Req Course at VCCCD	0	0.0%	0	0.0%	--	---	---
B1. VC Assessment (Score: 17– 35)	2	5.6%	2	5.6%	0	0%	100%
B2. VC Assessment (Score: 00 – 16)	26	72.2%	26	72.2%	10	38%	62%
C. Equivalency or Challenge	0	0.0%	0	0.0%	--	---	---
D. Override	0	0.0%	0	0.0%	--	---	---
E. Unknown	8	22.2%	8	22.2%	3	37%	63%
Totals / Average Percents	36	100.0%	36	100.0%	13	36%	64%

F-3. Student Appraisals

STUDENT APPRAISALS Method Used to Meet ENGL V07 Pre-Requisite	Students on Returned Rosters		Student Appraisals		Unprepared Students		Prepared Students
	Number	Percent	Number	Percent	Number	Percent	Percent
A. Pre-Req Course at VCCCD	0	0.0%	---	---	---	---	---
B1. VC Assessment (Score: 17 – 35)	2	5.6%	2	22.2%	0	0%	100%
B2. VC Assessment (Score: 00 – 16)	26	72.2%	5	55.6%	2	40%	60%
C. Equivalency or Challenge	0	0.0%	---	---	---	---	---
D. Override	0	0.0%	---	---	---	---	---
E. Unknown	8	22.2%	2	22.2%	0	0%	100%
Totals / Average Percents	36	100.0%	9	100.0%	2	22%	78%

F-4. Distribution of ENGL V07 Students by CTEP Reading Comprehension Score

Refer to **Table B-5** on **page 12** for explanations of column headings and the use of color coding.

ENGL V07 Score on Reading Comprehension	Instructor Evaluations			Student Appraisals		
	Unprepared Percentage	Total by Score	Unprepared	Unprepared Percentage	Total by Score	Unprepared
24	0.0%	1	0	0.0%	1	0
18	0.0%	1	0	0.0%	1	0
Subtotal: 17 – 24	0.0%	2	0	0.0%	2	0
16	50.0%	2	1	100.0%	1	1
15	50.0%	2	1			
14	0.0%	3	0	0.0%	1	0
13	33.3%	3	1			
12	50.0%	2	1			
11	25.0%	4	1	100.0%	1	1
10	40.0%	5	2	0.0%	1	0
09	0.0%	1	0			
08	100.0%	1	1			
06	100.0%	1	1			
05	0.0%	1	0	0.0%	1	0
04	100.0%	1	1			
Subtotal: 00 – 16	38.5%	26	10	40.0%	5	2
Av Percent / Totals	35.7%	28	10	28.6%	7	2

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- ENGL V08A – Low-Beginning Reading Comprehension
- ENGL V08B – High-Beginning Reading Comprehension
- ESL V53A – Low-Beginning Reading Comprehension

The cut-score range for enrollment in these three courses is the same, i.e., a score of 0 to 16 on the Reading Comprehension Test. Since the courses are taught concurrently by the same instructor, one consequential-related analysis was performed for all three courses.

G-1. Summary of Faculty Responses

ENGL V08A, et al Category	Fall 2012 Total	Returned Rosters	Percentage Returned
Instructors	1	1	100%
Sections	1	1	100%
Student Enrollments	29	29	100%

G-2. Faculty Evaluations of Students in ENGL V08A/V08B and ESL V53A

FACULTY EVALUATIONS Method Used to Meet the Class Pre-Requisite	Students in the Class		Students on Returned Rosters		Unprepared Students		Prepared Students
	Number	Percent	Number	Percent	Number	Percent	Percent
A. Pre-Req Course at VCCCD	0	0.0%	---	---	---	---	---
B. VC Assessment Score: 00 – 16)	20	69.0%	20	69.0%	0	0%	100%
C. Equivalency or Challenge	0	0.0%	---	---	---	---	---
D. Override	0	0.0%	---	---	---	---	---
E. Unknown	9	31.0%	9	31.0%	0	0%	100%
Totals / Average Percents	29	100.0%	29	100.0%	0	0%	100%

G-3. Student Appraisals

STUDENT APPRAISALS Method Used to Meet the Class Pre-Requisite	Students on Returned Rosters		Student Appraisals		Unprepared Students		Prepared Students
	Number	Percent	Number	Percent	Number	Percent	Percent
A. Pre-Req Course at VCCCD	---	---	---	---	---	---	---
B. VC Assessment (Score: 00 – 16)	20	69.0%	4	80.0%	0	0%	100%
C. Equivalency or Challenge	---	---	---	---	---	---	---
D. Override	---	---	---	---	---	---	---
E. Unknown	9	31.0%	1	20.0%	0	0%	100%
Totals / Average Percents	29	100.0%	5	100.0%	0	0%	100%

G-4. Distribution of ENGL V08A/V08B and ESL V53A Students by CTEP Reading Comprehension Score

Score on Reading Comprehension	Instructor Evaluations			Student Appraisals		
	Unprepared Percentage	Total by Score	Unprepared	Unprepared Percentage	Total by Score	Unprepared
16	0.0%	2	0			
15	0.0%	2	0	0.0%	1	0
13	0.0%	2	0	0.0%	1	0
12	0.0%	1	0			
11	0.0%	4	0	0.0%	1	0
10	0.0%	4	0			
08	0.0%	2	0			
07	0.0%	2	0			
06	0.0%	1	0	0.0%	1	0
Subtotal: 00 – 16	0.0%	20	0	0.0%	4	0

■ **DISPROPORTIONATE IMPACT**

Disproportionate impact occurs when course placements – based on an assessment instrument, method or procedure – differ significantly for students in certain demographic groups (e.g., ethnicity, age, gender, or disability). If there are indications of disproportionate impact, then the possibility of differential prediction should be investigated. Differential prediction refers to the extent to which scores on a placement test are not equally predictive of an outcome measure for all subgroups. For example, if 20% of females and 33% of males are placed in transfer English, but 35% of females are actually prepared for transfer English, then there is a high degree of gender-based differential prediction.

As part of this study, **English Composition** placements were monitored for disproportionate impact as it relates to the areas of student **ethnicity** and student **gender**. Reading courses were not monitored for disproportionate impact due to their much lower enrollments.

● **Sample Group**

All students with a **CTEP total score** are included in this analysis, whether or not the students used their CTEP scores to enroll in the English Composition course that was recommended by their score. As was discussed earlier, many students disregarded their placement recommendations and used an Equivalency or Challenge to enroll in a higher level course. Also, some students elected to enroll in a course that was lower than the course in which they were placed via English Assessment Testing.

● **Ethnicity**

Table H-1 indicates the numbers students, by ethnic group, who were placed into each English Composition course (plus “See a Counselor”). Almost **two-thirds (65%)** of all students with a CTEP score are Hispanic; White students with a CTEP score account for **24%** of the **1,275** students.

Table H-1. English Composition Courses – Placements by Ethnic Group

Overall Placement by Course			Number of Students by Ethnic Group							
Course	Count	Percnt	Asian	Black	Hispanic	Nat Am	Pac Isl	2/More	White	Unrept
ENGL V01A	327	26%	10	3	151	2	1	19	140	1
ENGL V02	564	44%	20	13	383	0	1	17	129	1
ENGL V03	374	29%	17	19	291	1	0	10	34	2
Counselor	10	1%	0	2	8	0	0	0	0	0
Total	1,275	100%	47	37	833	3	2	46	303	4
Percent by Ethnicity	100.0%		3.7%	2.9%	65.3%	0.3%	0.2%	3.6%	23.7%	0.3%

In **Table H-2**, course placements, by student ethnicity, are shown as percentage distributions. The Percent column highlighted in **tan** indicates the percentage distribution of all **1,275** students who have a CTEP score. For there to be a total lack of disproportionate impact, the percentage distribution for each ethnic group would need to exactly match the distribution for all students (i.e., the percentage distribution highlighted in **tan**). The percentage distributions for ethnic groups vary widely from the overall distribution. The percentage of Hispanic students enrolled in **ENGL V02** is similar to the overall percentage (46% versus 44%, respectively); however, the percentages of Hispanic students enrolled in **ENGL V01A** and **ENGL V03** differ from the respective overall percentages.

Table H-2. English Composition Course – Placements: Percentages by Ethnic Group

Overall Placement by Course			Percentage of Students by Ethnic Group							
Course	Count	Percnt	Asian	Black	Hispanic	Nat Am	Pac Isl	2/More	White	Unrept
ENGL V01A	327	26%	21%	8%	18%	67%	50%	41%	46%	25%
ENGL V02	564	44%	43%	35%	46%	0%	50%	37%	43%	25%
ENGL V03	374	29%	36%	52%	35%	33%	0%	22%	11%	50%
Counselor	10	1%	0%	5%	1%	0%	0%	0%	0%	0%
Total	1,275	100%	100%	100%	100%	100%	100%	100%	100%	100%

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Of the **1,275** students with a CTEP score, English faculty evaluated **100** of them as being **unprepared** for the course. **Table H-3** indicates the numbers of “unprepared” students by English Composition course and ethnic group. Of the 100 “unprepared” students, **79%** are Hispanic which is **14** percentage points higher than their percentage enrollment in all courses in the English Composition series (**65%** of total enrollments in the English Composition sequence).

Table H-3. English Composition Courses – “Unprepared” Students by Ethnic Group

Unprepared Students by Course			Number of Students by Ethnic Group							
Course	Count	Percent	Asian	Black	Hispanic	Nat Am	Pac Isl	2/More	White	Unrept
ENGL V01A	18	18%			11			1	6	
ENGL V02	48	48%	1	3	35			1	8	
ENGL V03	34	34%	1		33					
Counselor	0	0%								
Total	100	100%	2	3	79			2	14	
Percent by Ethnicity	100%		2%	3%	79%			2%	14%	

Note: Eight (8) of the students who were evaluated as “unprepared” are enrolled in a course that is one level above their recommended course placement (6 of these 8 students are Hispanic).

In **Table H-4**, the percentage enrollments in the English Composition series are indicated by ethnicity. **Table H-5** shows the percentages of students, by ethnicity, who were evaluated as “unprepared” by English faculty. For each of the courses, the percentage of “unprepared” Hispanic students is greater than their percentage enrollment in each course. For example, **46%** of the 327 students enrolled in **ENGL V01A** are Hispanic and **61%** of the 18 “unprepared” students in that course are Hispanic.

Table H-4. English Composition Courses – Enrollment Percentages by Ethnic Group

Placements		Percentage of Students by Ethnic Group								
Course	Count	Total	Asian	Black	Hispanic	Nat Am	Pac Isl	2/More	White	Unrept
ENGL V01A	327	100.0%	3.1%	0.9%	46.2%	0.6%	0.3%	5.8%	42.8%	0.3%
ENGL V02	564	100.0%	3.5%	2.3%	67.9%	0.0%	0.2%	3.0%	22.9%	0.2%
ENGL V03	374	100.0%	4.5%	6.1%	77.8%	0.3%	0.0%	2.7%	9.1%	0.5%
Counselor	10	100.0%	0.0%	20.0%	80.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Table H-5. English Composition Courses – “Unprepared” Percentages by Ethnic Group

Unprepared Students		Percentage of Students by Ethnic Group								
Course	Count	Total	Asian	Black	Hispanic	Nat Am	Pac Isl	2/More	White	Unrept
ENGL V01A	18	100%	0%	0%	61%	0%	0%	6%	33%	0%
ENGL V02	48	100%	2%	6%	73%	0%	0%	2%	17%	0%
ENGL V03	34	100%	3%	0%	97%	0%	0%	0%	0%	0%
Counselor	0	0%	0%	0%		0%	0%	0%	0%	0%

Based on comparing Hispanic placement percentages to “unprepared” percentages (Table H-4 and Table H-5), it appears that differential prediction is not responsible for the disproportionate placements of Hispanics in ENGL V01A (**lower** than for all students) and ENGL V03 (**higher** than for all students).

• **Gender**

There does not appear to be disproportionate impact based on gender. Females account for 50% or more of the placements in all of the courses and have “unprepared” percentages in the mid-forties.

Course	Placement Percentages by Gender				“Unprepared” Percentages by Gender			
	Total	Female	Male	Unreported	Total	Female	Male	Unreported
ENGL V01A	100%	50%	49%	1%	100%	44%	55%	0%
ENGL V02	100%	55%	44%	1%	100%	44%	54%	2%
ENGL V03	100%	57%	42%	1%	100%	47%	53%	0%
Counselor	100%	36%	64%	0%	0%	0%	0%	0%

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■ **APPENDIX A – FACULTY EVALUATIONS COMPARED TO STUDENT APPRAISALS**

The tables in this appendix focus on students who were evaluated as “unprepared” by faculty teaching courses in the English Composition series (Section (A) in each table). In Section (B), the self-appraisals of the “unprepared” students are indicated. For example, in Table J-1. ENGL V01A:

Section (A)

Faculty evaluated a **total** of **60** students as “Unprepared”

Section (B)

Three of the students thought that they were “Well Prepared”, **15** thought they were “Adequately Prepared”, **one** believed he was “Not Adequately Prepared”, **none** felt “Very Unprepared”, and **41** of the students did not submit a self-appraisal.

J-1. ENGL V01A

Method Used to Meet ENGL V01A Pre-Requisite	(A) Faculty Evaluations		(B) Student Self-Appraisals				No Student Appraisal
	Total	Unprep.	Well Prepared	Adeq. Prepared	Not Ad. Prepared	Very Unprep.	
A. Pre-Req Course at VCCCD	301	35	3	11	1	0	20
B. VC Assessment (Score: 78 – 101)	237	17	0	3	0	0	14
C1. Equiv/Challenge (Score: 70 – 77)	37	1	0	0	0	0	1
C2. Equivalency or Challenge	102	7	0	1	0	0	6
D. Override	2	---	---	---	---	0	---
E. Unknown	6	0	0	0	0	0	0
Totals	685	60	3	15	1	0	41

J-2. ENGL V02

Method Used to Meet ENGL V02 Pre-Requisite	(A) Faculty Evaluations		(B) Student Self-Appraisals				No Student Appraisal
	Total	Unprep.	Well Prepared	Adeq. Prepared	Not Ad. Prepared	Very Unprep.	
A. Pre-Req Course at VCCCD	65	13	1	1	0	0	11
B1. VC Assessment (Score: 78 – 92)	12	1	0	0	0	0	1
B2. VC Assessment (Score: 62 – 77)	342	47	1	2	0	1	43
C1. Equiv/Challenge (Score: 34 – 61)	37	7	0	1	0	0	6
C2. Equivalency or Challenge	36	7	0	0	0	0	7
D. Override	0	---	---	---	---	---	---
E. Unknown	6	1	0	0	0	0	1
Totals	501	76	2	4	0	1	69

J-3. ENGL V03

Method Used to Meet ENGL V03 Pre-Requisite	(A) Faculty Evaluations		(B) Student Self-Appraisals				No Student Appraisal
	Total	Unprep.	Well Prepared	Adeq. Prepared	Not Ad. Prepared	Very Unprep.	
A. Pre-Req Course at VCCCD	---	---	---	---	---	0	---
B1. VC Assessment (Score: 62 – 87)	17	0	---	---	---	0	---
B2. VC Assessment (Score: 39 – 61)	195	27	1	6	4	0	16
C1. Equiv/Challenge (Score: 37 – 38)	4	0	0	0	0	0	0
C2. Equivalency or Challenge	49	14	2	4	2	0	6
D. Override	0	---	---	---	---	---	---
E. Unknown	2	1	0	0	0	0	1
Totals	267	42	3	10	6	0	23

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■ **APPENDIX B – STUDENT COMMENTS**

● **ENGL V01A – Comments**

Of the **240 ENGL V01A** students who evaluated their preparedness for the course, **36 (15%)** wrote the following comments.

Ref. Number	Comments
2185271036	a little prepared but having a tutor in the class was helpful
2185269596	my english teacher is great
2185263556	very well prepared.
2181481785	it has been awhile (20+yrs) since I have been in school. I just have to study harder, back track in a few areas
2179516708	English is not my favorite subject mainly because the way I write in that class has to be structured and meet certain requirements to satisfy passing level. I do believe that I am a good writer overall, it's just when it comes to English classes I am not as great of a writer as I can be because I get flustered over the structure my essays have to be.
2163344141	The professor was very unorganized
2162737899	xxxxxxxxxxxx is not a teacher who clearly answers or states anything she needs to. I do not really agree with her choices as a teacher but it is not as if we have a choice in whether or not would like to take an English class.
2162534385	Ms Walker is the best english teacher ever
2113804719	I took English VO2 with Mrs. Walker and i enjoyed her as an instructor and her class I enrolled into her English VO1A class.
2091486815	i would like more help from tutors
2091207941	There was a glitch with financial aid and I wasn't able to get the required text until recently.
2090533626	Though I am prepared I question the preparedness of some of my classmates. If the instructor feels a need to cover things as basic as sentence fragments and run-sentences I think there is a problem with the placement process. These are basic principles that should have been learned in high school, not a college level class.
2077407737	I took English V02 in the spring so that prepared me for English V01A
2073879215	I am 44 years old. The only preparation I had for this class is work related, which was the legal field. I tested into the class.
2069550871	I took eng V02 in summer. This is what prepared me.
2064442263	Love the teacher and his style of teaching!
2063109656	My teacher at El Camino never had me write any essays during my junior or senior year so I don't feel that well prepared for my English 1A class but since English is my best subject I can hold up.
2060941234	I have taken honors / AP classes to prepare me for this class
2060468588	I thought i was much more prepared than i am since i got an A in Eng 2.
2054629363	When I did my assement for college enrollment, I tested high enough to be in english V01 with out taking the pre-requisite class. I think I will be o.k. Only time will tell.
2054568061	Having taken ENGL V02 last spring made me even more prepared for this class.
2054264673	I don't feel that my high school classes prepared me for college, mostly when it comes to writing.
2053861737	Most of the styles of writing I've come across in this class are completely new. I feel as though this should have been taught in high school.
2053832575	My English ERWC was pratically the same class with better teaching and less homework
2053814099	I only completed two years of high school before taking the California High School Proficiency Exam (CHSPE)
2053769603	I tested into this class after 25+ years in business.
2053748685	Thanks to Mrs. Williams from V02

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• **ENGL V02 – Comments**

Of the **151 ENGL V02** students who evaluated their preparedness for the course, **11 (7%)** wrote the following comments.

Ref. Number	Comments
2268373381	I took AP English both junior and senior year of high school. The essay prompts and evaluations are nothing new to me.
2182543894	she know her subject pretty well
2161059770	maybe a lil too fancy too fast. I should have taken the pre class
2149866063	I am not a high school graduate who just started college. I am a returning student trying to finish my education after many years. The only other class I took at Ventura College about five years was Business English.
2091397460	dont feel prepared, not confident enough.
2062496064	I took the assessment test and it placed me in English VO2. I haven't had an English class in over 22 years and I am not very computer literate and it is really frustrating. I feel that i should have taken a computer class and understand microsoft word and be able to comprehend the internet better. Seeing as that is how we get alot of our research for papers.
2056667249	I think when I took the English placement test it placed me too high, because I'm a little lost in my English class regarding the basics. I think I can get through it because my teacher is great!
2054248020	My professor writes very sloppy but over all a very well teacher
2053796578	Deborah Ventura should receive "Teacher of the Century" award! She is so loving and caring towards ALL of her student's needs! It is a joy, and above all else, that extreme honor and blessing to be enrolled in her ENGL VO2 course! ~ Katherine Taylor
2053722073	Best English teacher I ever had
2053587062	Good enough to learn in class.

• **ENGL V03 – Comments**

Of the **119 ENGL V03** students who evaluated their preparedness for the course, **14 (9%)** wrote the following comments.

Ref. Number	Comments
2257672289	I am very pleased with professor Beynon she is absolutely amazing!!!
2182712548	I still need more help in writing I dont know how to put words together yet in a sentence. I think so?
2091205382	My English Teacher is Great.
2090885939	the schools in ojai prepared me very well for this course
2072647092	Great Teacher
2069689216	i try the best i can.
2064382529	Even though english is not my first language, I can state I'm adequaly prepered to attend this class.
2056702649	I am working hard to move foward in my education
2054817327	Im under Doctor care with medication sometimes serve pain
2053771896	That's how I felt before, I am now in the class and absolutely love it.
2053691663	This english class has helped me by becoming a stronger writer
2053618190	I don't feel academically prepared for fall 2012 English VO3. The reason why is because High school did not prepare me for college. I feel that i did not get as much help from the teachers in high school. Know I have feel like I have the opportunity to fix these problems.
2053582874	This class help me out with my writing skill by my grammar.
2053551487	I am so grateful for this class! Ms. Enfield is an amazing teacher!

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- **ENGL V05 – Comment**

Of the **ten ENGL V05** students who evaluated their preparedness for the course, **one (10%)** wrote the following comment.

Ref. Number	Comments
2163165750	O'Neil is the best instructor that have ever had.

- **ENGL V06A – Comment**

Of the **19 ENGL V06A** students who evaluated their preparedness for the course, **one (5%)** wrote the following comment.

Ref. Number	Comments
2127975100	Very cool teacher

- **ENGL V07 – Comment**

Of the **nine ENGL V07** students who evaluated their preparedness for the course, **one (11%)** wrote the following comment.

Ref. Number	Comments
2133828355	Need more help to be adequately not prepared yet. Also, I am still learning in class.

- **ENGL V08A, ENGL V08B, and ESL V53A – No Comment**

Of the **five ENGL V08A, ENGL V08B, and ESL V53A** students who evaluated their preparedness for the course, **none (0%)** wrote a comment.

■ **APPENDIX C – English Composition Sequence: Course Pre-Requisites**

To enroll in a course in the English Composition sequence, a student is required to:

1. Meet one of the **PRE-REQUISITES** for the specific course, or
2. Provide a satisfactory **PRE-REQUISITE EQUIVALENCY** for that course, or
3. Successfully **CHALLENGE** the pre-requisite for that course.

1. PRE-REQUISITES consist of:

- a. Placement as measured by the VC assessment process
The assessment process includes an **assessment test** (CTEP score) and **multiple measures** (based on a student's answers to **ten** questions on the "Educational Planning Questionnaire", the student's CTEP score can be increased by up to **three** points).
- b. Satisfactory completion of the pre-requisite course at Moorpark, Oxnard or Ventura College
- c. Satisfactory completion of the pre-requisite course at another college (transcripts are required).

2. PRE-REQUISITE EQUIVALENCIES consist of:

- a. An appropriate score on the Oxnard College Compass Test
- b. Other multiple measures, which may be used by counselors for course placement purposes (e.g., high school transcript, foreign secondary school diploma, or college transcript)
- c. For **ENGL V01A only**, the appropriate score on one of the following tests:
 - (i) ACT: Prior to October 1989: Score of 22 or above on the ACT English Usage Test
October 1989 or later: Score of 24 or above on the enhanced ACT English Test
 - (ii) SAT: Prior to January 1994: Score of 660 or above on the SAT II in English composition
Prior to March 1994: Score of 470 or above on the SA Verbal Section
March 1994 to 3/1995: Score of 470/above on SAT I Reasoning Test, Verbal Section
April 1995 or after: Score of 550/above on SAT I Reasoning Test, Verbal Section
May 1998 or after: Score of 680 or above on re-centered SAT II Writing Test
 - (iii) APP: Score of 3, 4, or 5 on either the Language and Composition examination or the Composition and Literature examination of the Advanced Placement Program
 - (iv) UC Systemwide Subject A Examination: Passing score, achieved while in high school
 - (v) International Baccalaureate (higher level) English A Examination: Score of 5 or higher

The memorandum "Exemptions for English Assessment/Placement", written by Kathy Scott on June 10, 2002, directs Steve Manriquez to accept test scores in **Item 2.c** as exempting students from the VC English Placement process.

When a pre-requisite equivalency is granted, the college employee who approves the equivalency must complete a "Pre-Requisite Release Form." Completed forms are supposed to be forwarded to the VC Assessment Office for filing.

3. CHALLENGES to pre-requisites require that a student:

- a. Prepare a "Ventura College Petition for Challenging a Pre-Requisite or Co-Requisite", **and**
 - b. Successfully complete the "Challenge Essay Process."
- Successful petitions are supposed to be forwarded to the VC Assessment Office for filing.

Banner permits authorized VC employees to **OVERRIDE** course pre-requisites by entering a "Y" in the **Preq-Over** field. Until a student has satisfied a course pre-requisite (see **Items 1 – 3**, above), Banner blocks the student from enrolling in that course. An **override** removes the Banner block.