

EXECUTIVE SUMMARY

EGUSD STUDENT ASSESSMENT & GPA STUDY

SPRING 2008



Purpose

The college recognizes that a significant number of Elk Grove Unified School District (EGUSD) students begin their college career at Cosumnes River College (CRC). Consistent with the college's focus on enhancing the experience of incoming students, the Research Office investigated the preparation level (in terms of student's recommended placement based on their reading, writing and/or math assessment test results) of EGUSD students who enrolled for the first time at the college in order to enhance our understanding of this student population and to learn how we might structure programs and services to meet their needs and facilitate their success.

Cohort

The Research Office selected students who had attended an EGUSD school, took a reading, writing or math assessment test, and enrolled at CRC during the 05-06 or 06-07 academic years.

Methodology

The CRC Research Office obtained a database of the 05-06 and 06-07 reading, writing, and math assessment test records. The assessment records were matched with the enrollment records of first time students who had attended an EGUSD school. This process produced a cohort of 976 EGUSD students who had taken reading and writing assessment tests and had enrolled at CRC during the 05-06 and 06-07 academic years. This process also yielded a cohort of 1000 EGUSD students who had taken a math placement test and subsequently enrolled at CRC during the 05-06 and 06-07 academic years. The Research Office identified 1,075 unduplicated students in these cohorts and found that 901 students had taken both assessment tests.

Caveats

- 31% of the student IDs in the assessment database were either incorrect or missing so did not match enrollment records and were removed from the study.
- The study cohort does not include EGUSD students who took an assessment test but did not enroll within the same academic year or EGUSD students who enrolled at CRC but did not take an assessment test. All students in the cohort were under the age of 25.
- Some students had multiple assessment test records within a semester and within the study period. Placement information reflected the first occurrence of placement results.

Overview of Reading, Writing and Math Assessment Results

Incoming students were stronger in writing and reading as compared with math as evidence by the fact that a greater percentage of students:

- Placed in transfer-level writing (44.6%) and transfer-level reading (26.3%) as compared with transfer-level math (16.7%);
- Placed only one course below transfer-level reading (63.1%) and transfer-level writing (35.5%) as compared with transfer-level math (9.6%); and
- Placed in basic skills math (30.6%) as compared with basic skills writing (19.7%) or basic skills reading (10.5%).

Overview of Reading Assessment Results

The relative strength in the reading preparation of the cohort was reflected by the following:

- Only 10.5% of incoming EGUSD students placed into a basic skills reading course;
- 26.3% of incoming EGUSD students placed into a transfer-level reading course; and
- 85.6% of students who did not place into a transfer-level reading course placed only one course level below transfer-level reading (63.1% overall).

However,

- The reading levels of incoming students, as measured by the assessment test placement, decreased slightly over the two year period.

Overview of Writing Assessment Results

The relative strength in the writing preparation of the cohort was reflected by the following:

- A similar percentage of students placed into the entry-level basic skills writing course (9%) as compared with the second basic skills writing course (10.5%);
- 44.6% of the students placed into transfer-level writing; and
- 64.3% of the students who did not place into transfer-level writing placed only one course below transfer-level writing (35.5% overall).

However,

- The percentage of students placing into transfer-level writing in 2006-2007 (41.4%) decreased from the previous year (48.3%); and
- If assessment results remain static, during the Fall 2008 semester, 55% of incoming EGUSD students will place into a writing class that is not AA or AS degree applicable (due to increased AA/AS degree requirements for writing).



Overview of Math Assessment Results

The relative weakness in the math preparation of the cohort was reflected by the following:

- Only 16.7% of students placed into a transfer-level math course and 30.6% of the students placed into a basic skills math course;
- A slightly greater percentage of students placed into the first entry-level basic skills math course (18%) as compared with the second basic skills math course (12.6%);
- Only 12.4% of students who did not place into transfer-level math placed one course level below transfer-level math (9% overall);
- The percentage of students placing into transfer-level math in 06-07 (15%) decreased slightly from the previous year (18.6%); and
- If assessment results remain static, during the Fall 2008 semester, 67.7% of incoming EGUSD students will place into a math class that is not AA or AS degree applicable (due to increased AA/AS degree requirements for math).

Overview of Course Success

- Course completion rates and GPA declined slightly for the 06-07 cohort as compared with the 05-06 cohort for both traditional and continuation school students. This trend is reflected at most of the individual high school sites;
- There is a significant difference between the preparation levels and the academic achievement of continuation school students as compared with those who attend comprehensive high schools; and
- EGUSD students, on average, attempted 10.15 units per semester and completed 6.71 units, a course completion rate of 66%. There was little variation between the two years in number of units attempted versus number of units completed.

Enrollment

- There was an increase of approximately a 10.5% increase in the number of students in the 06-07 cohort as compared with the 05-06 cohort. This may reflect changes in assessment processes that improved the accuracy of the student ID information in the assessment database. There was a 4% increase in enrollment of first time freshmen from EGUSD over this time period; and
- Approximately 9% of the cohort attended an alternative education and 91% attended a comprehensive high school.