Fullerton College: Our Process of Placement Transformation

AB 705 IMPLEMENTATION WORKGROUP
MARCH 29, 2018
Overview

➢ Prior to fall 2014, the English Department was already changing curriculum for acceleration.

➢ In spring 2016, the college applied for Basic Skills Student Outcomes and Transformation grant to explore and implement placement transformation.

➢ Starting summer 2016, grant funds enhance innovation and transformation in placement.
“Placement process transformation was selected because Fullerton College wants to decrease reliance on high stakes tests by empowering students, with guidance from counselors and faculty, to make their own decisions about math and English course placement. By integrating multiple measures of assessment such as high school GPA and transcripts, the institution will place more underrepresented students into transfer-level gateway courses such as college-level English and math, increasing persistence and completion rates.”
BSSOT Grant

Phase 1:

- Campus team formed.
- Targeted incoming new students (Group Advising).
- English faculty presentations.
- New course offerings.
Phase 1 Highlights: Fall 2016

- **New Course Offerings**
  - 4 sections of English 100 Enhanced Instruction (EI)
    - Embedded tutoring, student service presentations, and more class hours.
    - 113 students in initial offering.
  - Development of Read/History paired courses.

- **Growth Mindset**
  - Trained ambassadors through counseling.

- **Group Advising Sessions**
  - Initial course sequence videos and handouts were developed for Fall 2016.
BSSOT Grant

Phase 2:
- Expanded English 100 EI offerings.
- Introduced new placement information to current High School seniors.
- Created professional videos to explain placement.
- Rolled out of Growth Mindset Initiative.
- Expanded new course offerings
Phase 2 Highlights: Spring 2017

- English 100 EI: 7 sections EI offered
  - 176 students

- Introduced new placement information at 50+ Counseling 100 sections taught in local area high schools. (1500 students)

- English course sequence video refined by March for use in classes and Group Advising Sessions.

- Clearances determined by counselor instructors, cleared by two counselors.
Phase 2 Highlights: Summer & Fall 2017

**Summer ’17:**
- English course sequence video used in all Group Advising Sessions, Summer Bridge and Summer Transition Programs.
- Expansion of reading paired courses to include Humanities.

**Fall ’17:**
- 8 sections of ENGL 100 EI offered
  - 225 students enrolled
- 12 sections of dual-enrollment Counseling 100 classes taught in high schools
- Training for instructors included expectation that English 101 (English EI – 5 units, UC/CSU transferable) would be offered fall 2018.
BSSOT Grant

Phase 3:

◦ Upcoming developments
  ◦ Math pathways re-designed.
  ◦ Assigned counselor for CTE programs.
  ◦ Integration of new placement strategies for all students.
  ◦ Continued review of placement transformation results.
Data and Preliminary Findings
## Comparison: Fall 2014 Cohort

<table>
<thead>
<tr>
<th>Course</th>
<th>Placement Test</th>
<th>Registration in First Semester</th>
<th>Success Rate 2014-2015 AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills course</td>
<td>70%</td>
<td>54%</td>
<td>Success rate 68%</td>
</tr>
<tr>
<td>ENGL 100</td>
<td>30%</td>
<td>63%</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Success rate for ENGL 100 in the 2014-2015 AY was 68%.*
Preliminary Finding #1

Guided self-placement increases the number of students who register in an English course during their first semester of college
2016 Cohort: Registration

English Enrollments in Initial Term by Group Advising

- July (In-Person; N=632): 71%
- Aug./Sept. (No Intervention; N=618): 46%
- Oct. - Jan. (Initial Video; N=471): 53%
Preliminary Finding #2

Students who use the guided self-placement process to place themselves into transfer-level English class have increased success and retention rates.
Enhanced Instruction Course Success

All students in Fall ’16 and ‘17 cohorts went through guided self-placement. Spring ‘17 students include a mix of guided self-placement and traditional placement.
<table>
<thead>
<tr>
<th>PLACEMENT TEST</th>
<th>Enrollment</th>
<th>Retention Rate</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 39 (3 semesters below)</td>
<td>13</td>
<td>11 (85%)</td>
<td>8 (62%)</td>
</tr>
<tr>
<td>ENGL 59 (2 semesters below)</td>
<td>21</td>
<td>18 (86%)</td>
<td>14 (67%)</td>
</tr>
<tr>
<td>ENGL 60 (1 semester below)</td>
<td>55</td>
<td>51 (93%)</td>
<td>42 (76%)</td>
</tr>
<tr>
<td>ALL Basic Skills placement</td>
<td>89</td>
<td>80 (90%)</td>
<td>64 (72%)</td>
</tr>
<tr>
<td>ENGL 100</td>
<td>19</td>
<td>17 (89%)</td>
<td>15 (79%)</td>
</tr>
<tr>
<td>No placement test</td>
<td>5</td>
<td>4 (80%)</td>
<td>4 (80%)</td>
</tr>
<tr>
<td>ALL ENGL 100 EI</td>
<td>113</td>
<td>101 (89%)</td>
<td>83 (73%)</td>
</tr>
<tr>
<td>PLACEMENT TEST</td>
<td>Enrollment</td>
<td>Retention Rate</td>
<td>Success Rate</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------</td>
<td>----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>ENGL 39 (3 semesters below)</td>
<td>8</td>
<td>6 (75%)</td>
<td>3 (38%)</td>
</tr>
<tr>
<td>ENGL 59 (2 semesters below)</td>
<td>15</td>
<td>13 (87%)</td>
<td>9 (60%)</td>
</tr>
<tr>
<td>ENGL 60 (1 semester below)</td>
<td>51</td>
<td>45 (88%)</td>
<td>38 (75%)</td>
</tr>
<tr>
<td><strong>ALL Basic Skills placement</strong></td>
<td><strong>74</strong></td>
<td><strong>64 (86%)</strong></td>
<td><strong>50 (68%)</strong></td>
</tr>
<tr>
<td>ENGL 100</td>
<td>129</td>
<td>110 (85%)</td>
<td>90 (70%)</td>
</tr>
<tr>
<td>No placement test</td>
<td>9</td>
<td>7 (78%)</td>
<td>5 (56%)</td>
</tr>
<tr>
<td>ALL ENGL 100</td>
<td>212</td>
<td>180 (85%)</td>
<td>144 (68%)</td>
</tr>
</tbody>
</table>
## Students who placed below transfer

<table>
<thead>
<tr>
<th>Course taken</th>
<th>Registered</th>
<th>Passed</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 100 EI</td>
<td>209</td>
<td>157</td>
<td>75%</td>
</tr>
<tr>
<td>ENGL 100</td>
<td>312</td>
<td>219</td>
<td>70%</td>
</tr>
</tbody>
</table>

**Fall 2017 success rate in ENGL 100 for all students: 69%**
Preliminary finding #3

Students who used guided self-placement and registered for any English class had higher rates of persistence.
Term to Term Persistence by English Enrollment

PERSISTENCE FROM FALL ’16 TO SPRING ’17 BY FALL ’16 ENGLISH 100 PARTICIPATION

- New Students Taking English 100 EI (N=93): 91%
- New Students Taking English 100 (Non-EI) (N=688): 89%
- All Other New Students (N=2,105): 80%

PERSISTENCE FROM SPRING ’17 TO FALL ’17 BY SPRING ’17 ENGLISH 100 PARTICIPATION

- New Students Taking English 100 EI (N=37): 73%
- New Students Taking English 100 (Non-EI) (N=64): 80%
- All Other New Students (N=321): 59%

NOTE: “New Students” is restricted to students whose home campus is FC, aged 20 or under, with an educational goal of degree / transfer, taking their first classes at FC, and not identified as 1st-time transfer students.
Preliminary Finding #4

Students who use guided self-placement and register for an English class save time.
Saving Time: Fall ’16 English 100 EI

<table>
<thead>
<tr>
<th>English 100 EI by Student Placement</th>
<th>Total Students</th>
<th>Total Semesters Saved</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 semesters below transfer (# of students)</td>
<td>8</td>
<td>94</td>
</tr>
<tr>
<td>2 semesters below transfer (# of students)</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>1 semester below transfer (# of students)</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Total Students</td>
<td>64</td>
<td></td>
</tr>
</tbody>
</table>

- Since fall ’16, 258 students have saved 361 semesters of English remediation.
Preliminary Finding #5

ENGL 100EI prepares students for success in subsequent courses.
EI to Critical Thinking Courses

Retention and Success in Critical Thinking Courses

Retention
- EI Cohort: 84%
- Comparison: 84%

Success
- EI Cohort: 72%
- Comparison: 74%

Retention and Success in ENG 103 and 104

Retention
- EI Cohort After Passing 100 EI: 81%
- Comparison: 83%

Success
- EI Cohort After Passing 100 EI: 66%
- Comparison: 73%
Q7. How easy/difficult do you find your current English course?

- Extremely easy: 5%
- Somewhat easy: 26%
- Neither easy nor difficult: 45%
- Somewhat difficult: 21%
- Extremely difficult: 3%

Q8. Do you feel you selected the appropriate English course?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Count</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>37</td>
<td>97%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>3%</td>
</tr>
</tbody>
</table>

Q8A. If no, why not?

"I should have picked the next level of English up because my English course is not challenging me. But this was my fault because I underestimated my knowledge."

**Student is enrolled in English 60**
<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Vincent</td>
<td>Counseling Department</td>
<td><a href="mailto:svincent@fullcoll.edu">svincent@fullcoll.edu</a></td>
<td>(714) 992-7559</td>
</tr>
<tr>
<td>Danielle Fouquette</td>
<td>English Department</td>
<td><a href="mailto:dfouquette@fullcoll.edu">dfouquette@fullcoll.edu</a></td>
<td>(714) 992-7311</td>
</tr>
</tbody>
</table>