

English Assessment Validation

Fall 2005

Disproportionate Impact

The categories examined were gender, ethnicity and age.

Gender

There was no evidence of disproportionate impact for Gender.

Gender

		Eng 101	Eng 28/31	Eng 21/73	DC 35	DC20	Total
Male	N	122	309	125	4	12	572
	%	21.33	54.02	21.85	0.70	2.10	
Female	N	175	442	190	1	14	822
	%	21.29	53.77	23.11	0.12	1.70	

Age

Excluding the greater than 54 years old with only 3 cases, there was no evidence of disproportionate impact by age.

Age

		Eng 101	Eng 28/31	Eng 21/73	DC 35	DC20	Total
<20	N	169	473	172	1	10	825
	%	20.48	57.33	20.85	0.12	1.21	
20-24	N	47	130	74	3	7	261
	%	18.01	49.81	28.35	1.15	2.68	
25-34	N	43	90	34	1	3	171
	%	25.15	52.63	19.88	0.58	1.75	
35-54	N	35	55	34	0	5	129
	%	27.13	42.64	26.36	0.00	3.88	
>54	N	3	3	1	0	1	8
	%	37.50	37.50	12.50	0.00	12.50	

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Ethnicity

There was evidence of disproportionate impact by ethnicity. As shown, 38.8% of whites placed in English 101. Eighty percent of this is 31%. No other group was at or above 31%.

No disproportionate impact was found in English 28 placements. English 101 placements of Whites (38.8% of Whites tested) is more than 20% difference for Hispanics (14.4%) and African-Americans (15.6%).

These results may be an indicator that the placement is valid and that the students are genuinely not prepared for placement in English 101. However, the following should be done:

- Review the publisher's information regarding cultural bias.
- Repeat this study with Fall, 2004 data
- In reviewing and modifying the cut scores, both the English faculty and the assessment office need to be sensitive to this issue, especially if it is decided to raise the cut scores since this change will be likely to increase the disparity between Whites and other ethnicities.
- English faculty must make a policy statement regarding this impact and consider ways to decrease the disparity.

Ethnicity

		Eng 101	Eng 28/31	Eng 21/73	DC 35	DC20	Total
Asian	N	65	128	60	0	2	255
	%	25.49	50.20	23.53	0.00	0.78	
Af-Am	N	33	112	62	0	4	211
	%	15.64	53.08	29.38	0.00	1.90	
Hispanic	N	91	353	166	2	18	630
	%	14.44	56.03	26.35	0.32	2.86	
White	N	83	115	15	0	1	214
	%	38.79	53.74	7.01	0.00	0.47	
Other, Unknown	N	25	43	12	3	1	84
	%	29.76	51.19	14.29	3.57	1.19	

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Cut Scores

Instructor Rating

For English 101 and English 28/31, the instructors' ratings were above the acceptable State requirement that 75% of the students be judged as correctly placed. The instructors' ratings do not meet the State criteria for English 21/73. This may be due to the following factors:

- A more diverse view as to the skills needed to be successful in English 21/73.
- The test may not work well as a predictor of success when the scores are as low as 16.

Raising the lower cut score to 18 would increase the percentage correct to 63. The next break is at 23 and this would increase the percentage to 64, but would deny access to 7 students who were rated as correctly placed.

Placed

		Eng 101	Eng 28/31	Eng 21/73
Too High	N	32	44	52
	%	19.28	14.15	35.37
Correct	N	134	245	91
	%	80.72	78.78	61.90
Too Low	N	0	22	4
	%	0.00	3.81	1.65
Total		166	311	147

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Success in Course

The second empirical measure for cut scores is student success. As shown in the table below, when students who receive “W” are included, the test fails to reach the 75% correct placement minimum required by the state.

Grade

		Eng 101	Eng 28/31	Eng 21/73
Passed	N	90	198	65
	%	64.75	68.51	44.83
Failed	N	23	54	50
	%	16.55	18.69	34.48
W	N	26	37	30
	%	18.71	12.80	20.69
Total		139	289	145

However, it is acceptable to eliminate “W’s” from the analysis, and with that, the test exceeds the 75% threshold for English 101 and English 28/31.

Grade

		Eng 101	Eng 28/31	Eng 21/73
Passed	N	90	198	65
	%	79.65	78.57	56.52
Failed	N	23	54	50
	%	20.35	21.43	43.48
Total		113	252	115

As in the case of instructor rating, the percentage for English 21/73 does not meet the state requirement. The next steps will be:

- Use fall 2003 data to see if the English 21 data are unique or if these represent a pattern.
- Gather additional data for DC 20 and 35 to create a large enough sample for analysis.