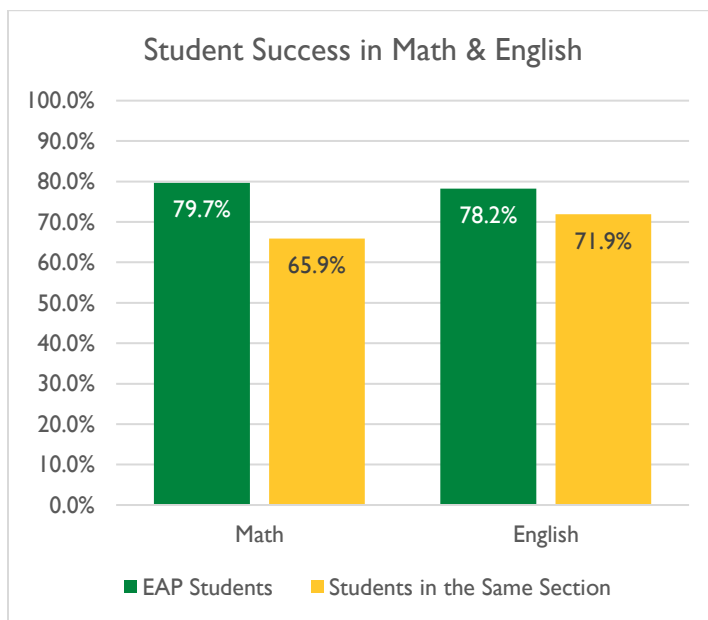
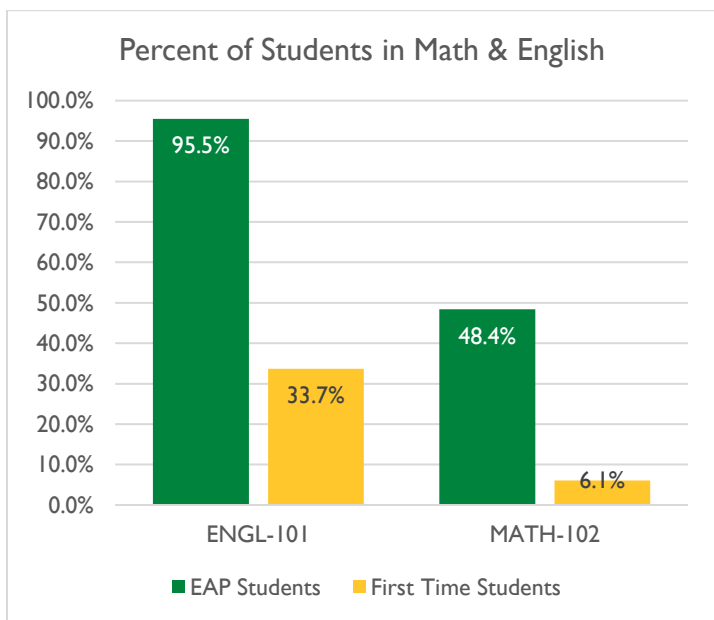


This Month’s Topic: A Study on Early Assessment Program (EAP) Placement Test Effectiveness

In February 2017, Crafton Hills College is hosting the Southern Region EAP Conference, and the Assessment Center requested a study of the effectiveness of EAP placements at Crafton Hills College (CHC). In their junior year of high school, students take the Early Assessment Program (EAP) test, which assesses the students’ preparedness for college-level math and English. A placement in math and English courses at CHC is generated from the students’ EAP test scores, which a student may use within a year of graduating from high school in lieu of taking a placement test at CHC.

Findings

- EAP students were substantially ($d = 1.29$) and statistically significantly ($p < 0.001$) more likely to earn a GOR in ENGL-101 (96%) than students in their first English course at CHC (34%). EAP students were substantially ($d = 1.29$) and statistically significantly ($p < 0.001$) more likely to earn a GOR in MATH-102 (48%) than students in their first math course at CHC (6%).
- EAP students were substantially ($d = 0.29$) and statistically significantly ($p = 0.021$) more likely to successfully complete their math course (80%) than students in the same section (66%). EAP students were statistically significantly ($p = 0.045$) more likely to successfully complete their English course (78%) than students in the same section (72%).



Potential Implications

- High course completion and success rates of students completing the EAP assessment tests and immediately enrolling at CHC suggest local high school and CHC English and math course curricula are closely aligned.
- With closely aligned curricula, CHC could investigate similar methods of assessing and placing recent high school graduates such as multiple measures including high school GPA and grades earned in highest level math and English high school courses.

Methodology

Student EAP placement results, section enrollment, and grades data was obtained from Ellucian. Students with any EAP placement results were identified, and students with expired and unidentifiable EAP equivalencies were excluded from analysis. In all, 505 students between December 2012 and January 2017 were identified. The identified students (intervention group) were then matched with their first grade on record (GOR) earned in math and English using their EAP placement. Their enrollments were compared to other students with first-time enrollments in math and English at CHC (first control group). Identified students’ course completion (formally retention) and success were then compared to other students earning a GOR in the same section in the same terms (second control group). While the first control group compared other first-time math and English students in the same courses as EAP-placed students, the second control group compared students enrolled in the same sections.