

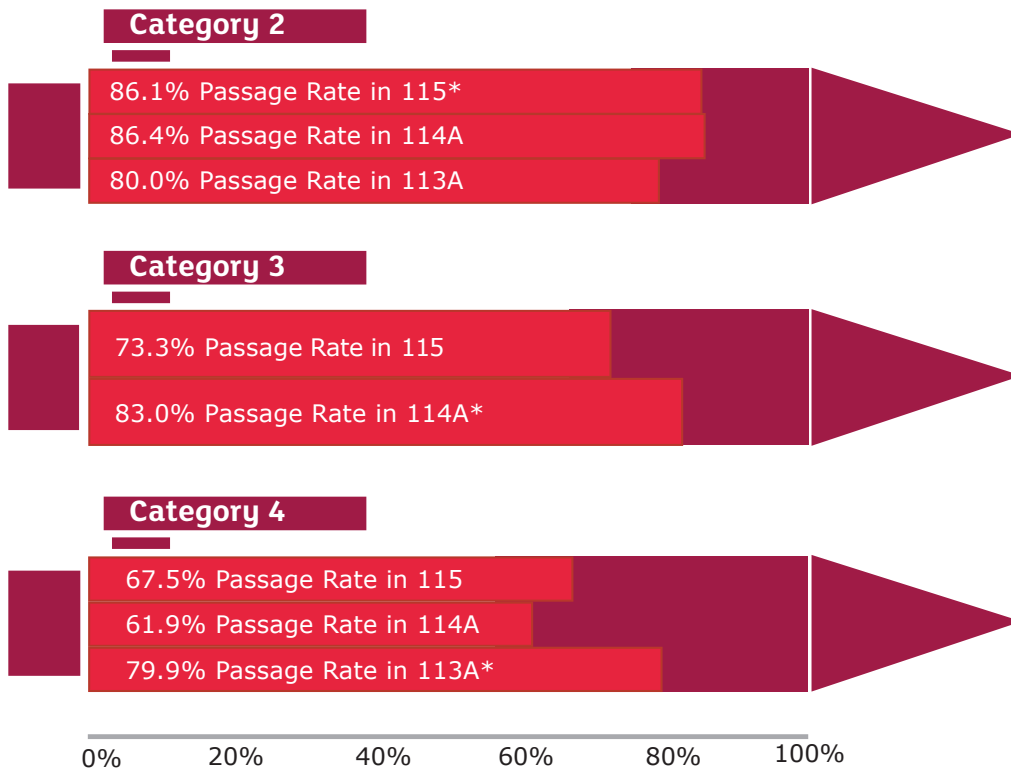
Freshman Writing Placement: Outcomes Associated With Multiple Measures

In our previous report, we shared how multiple measures are used for freshman writing placement (see [Multiple Measures for Freshman Writing Placement](#)). In this follow-up to that report, we further explore the predictive value of these measures. Because implementation of the new set of multiple measures began in Fall 2018, we focus on the freshman cohort that first matriculated that semester.

Placement Courses Compared to Chosen Writing Courses

Freshmen entering CSUN in Fall 2018 were given the option of taking a Directed Self Placement (DSP) assessment which offered the possibility of taking a writing course other than the one they were placed into by Multiple Measures. Fewer than 5% of students enrolled in writing courses other than those assigned by their Multiple Measures placement category. Of those students, Category 2 students (those who were initially placed into 115) who placed themselves into stretch writing had similar or slightly lower passage rates in the first semester of stretch writing than those who stayed in 115, and Category 3 and 4 students (those who were placed into 113A/B and 114A/B, respectively) who placed themselves had lower passage rates.

Writing Course Taken: First Term



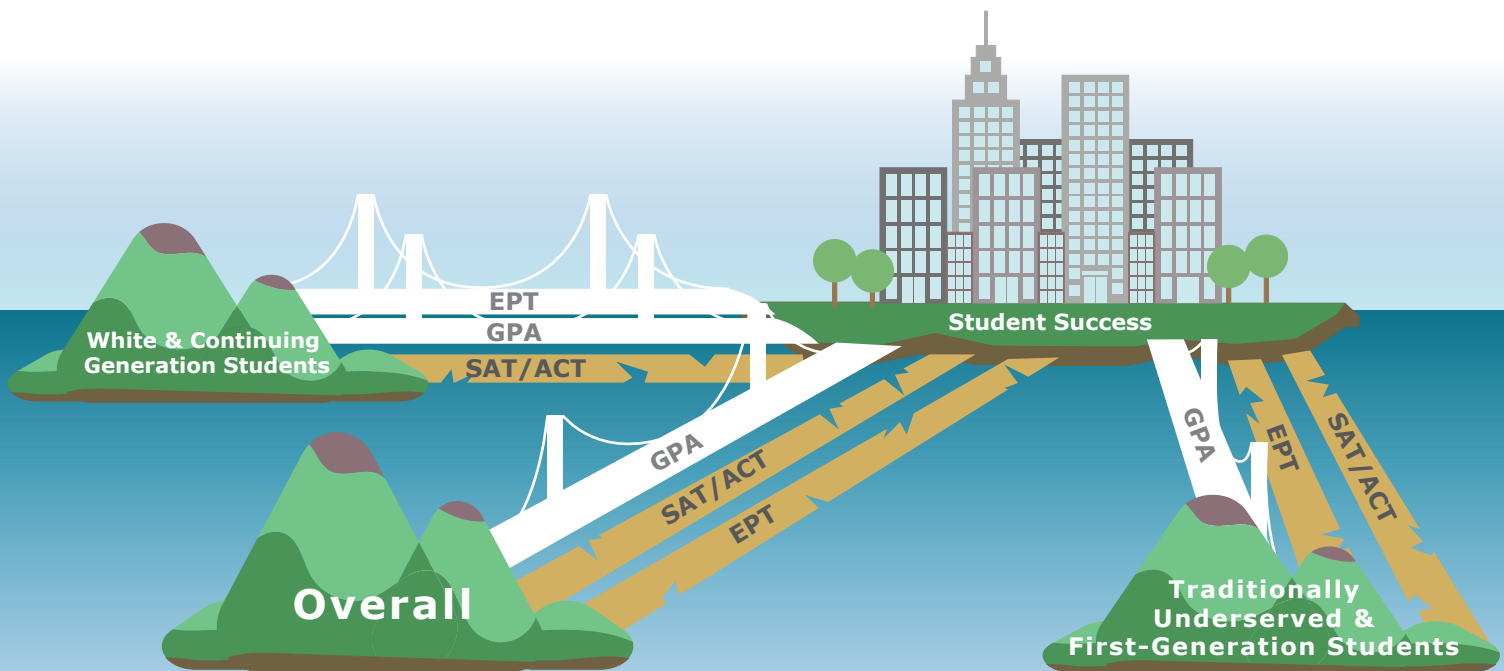
*The writing course in to which the student was placed by multiple measures.

Predictors of Success

As described in our [previous report](#), incoming freshmen are assessed on all multiple measures before being placed by the measure that gives them the highest placement. We also examined how well the newest measure used for placement, high school GPA, predicts course grades in the 115 writing course, as compared with scores on the verbal SAT (or ACT) and the English Placement Test (EPT; now discontinued).

Of these 3 measures, high school GPA has the strongest relationship to 115 grades.

EPT score is a statistically reliable predictor of 115 grades, but a much weaker relationship and SAT/ACT score is not a reliable predictor. For traditionally underserved and first-generation students, only high school GPA is a statistically reliable predictor of 115 grade, whereas for White and continuing generation students, both high school GPA and EPT score are strong and reliable predictors.¹



Preliminary Conclusions

These data indicate that the multiple measures categories seem to be a reliable way to place freshmen into their writing courses. Although the numbers are small, Fall 2018 freshmen who took the writing course into which they were placed tended to do at least as well as, and in most cases better than, students who took another level of writing. Further, the new measure introduced in Fall 2018, high school GPA, appears to be the best predictor of course grades in the 115 writing course, especially for first-generation and traditionally underserved students. Institutional Research will continue to monitor outcomes in these courses in order to understand the impact of the implementation of the changes associated with [Executive Order 1110](#).

Endnote

¹ Overall, the strongest, statistically reliable predictor of 115 course grade, is high school GPA ($\beta = 0.230$, $p < 0.001$); EPT score is also a reliable predictor but with a weaker relationship to course grade ($\beta = 0.077$, $p = 0.006$), and SAT/ACT verbal score is not a statistically reliable predictor of course grade ($\beta = 0.017$, $p = 0.552$). For first-generation college students in particular, high school GPA is the only statistically reliable predictor of 115 course grade ($\beta = 0.251$, $p < 0.001$); SAT/ACT verbal score ($\beta = 0.039$, $p = 0.245$) and EPT score ($\beta = 0.055$, $p = 0.102$) are not reliable predictors. For continuing-generation students, both high school GPA ($\beta = 0.180$, $p < 0.001$) and EPT score ($\beta = 0.117$, $p = 0.018$) are statistically reliable and similarly strong predictors of 115 course grade; SAT/ACT verbal score is not a reliable predictor ($\beta = -0.027$, $p = 0.592$). For students from traditionally underserved racial and ethnic groups, the only statistically reliable predictor of 115 course grade is high school GPA ($\beta = 0.259$, $p < 0.001$); SAT/ACT verbal score ($\beta = 0.33$, $p = 0.308$) and EPT score ($\beta = 0.044$, $p = 0.173$) are not reliable predictors. As for White students, both high school GPA ($\beta = 0.171$, $p = 0.039$) and EPT score ($\beta = 0.175$, $p = 0.036$) are statistically reliable and similarly strong predictors of 115 course grade while SAT/ACT verbal score ($\beta = 0.003$, $p = 0.973$) is not a reliable predictor