

OVERVIEW

Every fall semester, a new group of students arrive on the campus of Cañada College with goals for their future that only a college education can help them attain. The experiences they have at Cañada, from student support services they access to instruction in the classroom and engagement with student life, will in large part determine how successful they are in achieving their goals. For the majority of these students, however, their experience begins below where they may expect it to, in course work that is not at “college level.” As the information presented below will illustrate, this is a reality for many of our students, and their outcomes are cause for increased attention.

FALL ASSESSMENT AND PLACEMENT

Based on the Student Success and Support Program (SSSP) requirements, students who indicate a goal of obtaining a Degree, Certificate, or Transfer are required to participate in specific activities, including assessment for English and math placement.

ENGLISH

The information in Table 1 below shows students who attended Cañada College for the first time, took the assessment exam for English, were placed and enrolled in English either Transfer-Level, College-Level, One Levels Below, or Two Levels Below. Overall about 45% of first time students placed at College or Transfer Level English (English 100, English 110 or English 165) and 55% placed below Transfer-Level. This was not equal across race/ethnicity groups.

Subject	English									
	First Time Students Who took the Placement and Enrolled in English		First Time Students Who Enrolled in Transfer Level		First Time Students Who Enrolled in College Level		First Time Students Who Enrolled in 1 Level Below		First Time Students Who Enrolled in 2 Level Below	
	#	%	#	%	#	%	#	%	#	%
American Indian/Alaskan Native	2	1%	0	0%	2	1%	0	0%	0	0%
Asian	7	2%	0	0%	4	3%	0	0%	3	2%
Black - Non-Hispanic	15	4%	0	0%	2	1%	2	3%	11	8%
Filipino	7	2%	0	0%	6	4%	0	0%	1	1%
Hispanic	176	46%	6	29%	43	28%	34	52%	93	64%
Multi Races	68	18%	7	33%	30	20%	13	20%	18	12%
Pacific Islander	6	2%	0	0%	3	2%	1	2%	2	1%
Unknown	10	3%	0	0%	4	3%	0	0%	6	4%
White Non-Hispanic	93	24%	8	38%	54	36%	16	24%	12	8%
Total	384	100%	21	100%	151	100%	66	100%	146	100%
% of First Time Students Placed and Enrolled at Each Level	100%		5%		39%		17%		38%	

Table 1 – NOTE: Data is combined from Fall 2013 and Fall 2014 for First-Time Students at Cañada College

MATH

The information in Table 2 below shows students who attended Cañada College for the first time, took the assessment exam for math, were placed and enrolled in Math either Transfer-Level, One Level Below Transfer, Two Levels Below Transfer, or Three Levels Below. About 30% of first time students placed at Transfer Level Math and 70% placed below Transfer-Level math, with the largest number of students placing one Levels Below Transfer. Which student's ethnicity groups place where is again not consistent.

Subject	Math									
	First Time Students Who took the Placement and Enrolled in Math		First Time Students Who Enrolled in Transfer Level		First Time Students Who Enrolled in 1 Level Below		First Time Students Who Enrolled in 2 Level Below		First Time Students Who Enrolled in 3 Level Below	
Ethnicity	#	%	#	%	#	%	#	%	#	%
American Indian/Alaskan Native	3	1%	2	1%	1	1%	0	0%	0	0%
Asian	29	6%	16	11%	7	7%	6	5%	0	0%
Black - Non-Hispanic	15	3%	3	2%	2	2%	1	1%	9	8%
Filipino	10	2%	3	2%	2	2%	2	2%	3	3%
Hispanic	213	43%	44	31%	44	42%	60	46%	65	56%
Multi Races	84	17%	20	14%	21	20%	25	19%	18	15%
Pacific Islander	11	2%	2	1%	4	4%	4	3%	1	1%
Unknown	17	3%	3	2%	5	5%	6	5%	3	3%
White Non-Hispanic	113	23%	50	35%	20	19%	26	20%	18	15%
Total	495	100%	143	100%	106	100%	130	100%	117	100%
% of First Time Students Placed and Enrolled at Each Level	100%		29%		21%		26%		24%	

Table 2 – NOTE: Data is combined from Fall 2013 and Fall 2014 for First-Time Students at Cañada College

FROM PLACEMENT TO PROGRESSION

If the majority of First-Time students begin their educational pathways in courses that are below Transfer-Level, the important question becomes: how many of those students eventually enroll and succeed in Transfer-Level courses? This is referred to as successful progression. The answer is, of course, it depends. It depends on how many Levels Below Transfer the student starts. It depends on what services the student accesses. It depends on factors that are unknown to anyone except the students themselves. What is certain, however, is that the more steps a student has to take to reach Transfer-Level course work, the less likely it is that they will ever achieve their educational goals.

The Table below shows the English course success rate for First-Time students enrolled in Transfer-Level Course, One Level Below Transfer, and Two Level Below Transfer. The course success rates in Transfer Level and One Level Below Transfer are about 72% and the success rate in Two Level Below Transfer is 56%.

Subject	English									
	First Time Students Who took the Placement and Enrolled in English		First Time Students Who Enrolled in Transfer Level		First Time Students Who Enrolled in College Level		First Time Students Who Enrolled in 1 Level Below		First Time Students Who Enrolled in 2 Level Below	
	#	%	#	%	#	%	#	%	#	%
American Indian/Alaskan Native	2	1%	0	0%	2	1%	0	0%	0	0%
Asian	7	2%	0	0%	4	3%	0	0%	3	2%
Black - Non-Hispanic	15	4%	0	0%	2	1%	2	3%	11	8%
Filipino	7	2%	0	0%	6	4%	0	0%	1	1%
Hispanic	176	46%	6	29%	43	28%	34	52%	93	64%
Multi Races	68	18%	7	33%	30	20%	13	20%	18	12%
Pacific Islander	6	2%	0	0%	3	2%	1	2%	2	1%
Unknown	10	3%	0	0%	4	3%	0	0%	6	4%
White Non-Hispanic	93	24%	8	38%	54	36%	16	24%	12	8%
Total	384	100%	21	100%	151	100%	66	100%	146	100%
% of First Time Students Placed and Enrolled at Each Level	100%		5%		39%		17%		38%	

The Table below shows the Math course success rate for First-Time students enrolled in Transfer-Level Course, One Level Below Transfer, and Two Level Below Transfer. The Math course success rates are slightly different pattern than English. The success rate in Transfer Level and One Level Below Transfer are about 52% and the success rate in Two Level Below Transfer is 56%.

Ethnicity	Math											
	First Time Students Who took the Placement, Enrolled, Success Rate			First Time Students Who Enrolled in Transfer Level and Success Rate			First Time Students Who Enrolled in 1 Level Below and Success Rate			First Time Students Who Enrolled in 2 Level Below and Success Rate		
	Headcount	Passed	Success Rate	Headcount	Passed	Success Rate	Headcount	Passed	Success Rate	Headcount	Passed	Success Rate
American Indian/Alaskan Native	1	1	100.0%	1	1	100.0%	0	0	0.0%	0	0	0.0%
Asian	14	9	64.3%	8	5	62.5%	6	4	66.7%	0	0	0.0%
Black - Non-Hispanic	18	8	44.4%	4	1	25.0%	3	0	0.0%	11	7	63.6%
Filipino	8	4	50.0%	2	1	50.0%	3	1	33.3%	3	2	66.7%
Hispanic	217	111	51.2%	61	29	47.5%	74	34	45.9%	82	48	58.5%
Multi Races	72	33	45.8%	24	11	45.8%	27	12	44.4%	21	10	47.6%
Pacific Islander	9	8	88.9%	4	4	100.0%	4	4	100.0%	1	0	0.0%
Unknown	15	11	73.3%	5	4	80.0%	6	5	83.3%	4	2	50.0%
White Non-Hispanic	79	47	59.5%	24	14	58.3%	30	20	66.7%	25	13	52.0%
Total	433	232	53.6%	133	70	52.6%	153	80	52.3%	147	82	55.8%

TYPICAL PROGRESSION FROM ONE LEVEL BELOW TRANSFER-LEVEL ENGLISH

Information in Table 3 below shows typical Progression in English from One Level Below Transfer to successful completion of Transfer-Level English. Overall, 5 out of 10 students who begin at One Level Below Transfer will successfully complete Transfer-Level English. This rate is lower depending on the race/ethnicity of students. For example only 3 out of 10 African American or Hispanic students can be expected to successfully progress from One Level Below Transfer.

Race/ Ethnicity	<u>Successful Completion One Level Below Transfer</u>	<u>Persistence to Transfer-Level</u>	<u>Successful Completion of Transfer-Level</u>	<u>Successful Progression from One Level Below Transfer</u>
African American	58.5%	76.3%	71.8%	32.1%
Asian	78.9%	72.1%	83.0%	47.3%
Filipino	75.5%	72.4%	74.9%	41.0%
Hispanic	69.2%	66.7%	73.3%	33.8%
Multi-Racial	69.4%	69.8%	74.5%	36.1%
Pacific Islander	69.8%	75.0%	69.7%	36.5%
White	75.0%	70.3%	79.1%	41.8%
Overall	72.4%	70.5%	76.1%	51.2%

Table 3 – NOTE: Data presented in Table 3 is derived from the Cañada College Student Equity Plan (SEP)

TYPICAL PROGRESSION FROM ONE LEVEL BELOW TRANSFER-LEVEL MATH

Information in Table 4 below shows typical Progression in Math from One Level Below Transfer to successful completion of Transfer-Level Math. Overall, 1 out of 4 students who begin at One Level Below Transfer will successfully complete Transfer-Level Math. This rate is remarkably, and unfortunately, consistent depending across different races and ethnicities of students.

Race/ Ethnicity	<u>Successful Completion One Level Below Transfer</u>	<u>Persistence to Transfer-Level</u>	<u>Successful Completion of Transfer-Level</u>	<u>Successful Progression from One Level Below Transfer</u>
African American	51.3%	76.7%	73.9%	29.1%
Asian	74.1%	58.6%	74.2%	32.2%
Filipino	70.3%	52.2%	66.0%	24.2%
Hispanic	63.3%	55.5%	63.2%	22.2%
Multi-Racial	64.9%	54.5%	60.6%	21.4%
Pacific Islander	63.0%	64.7%	54.5%	22.2%
White	64.7%	45.1%	72.3%	21.1%
Overall	66.4%	54.1%	67.0%	24.0%

Table 4 – NOTE: Data presented in Table 4 is derived from the Cañada College Student Equity Plan (SEP)

ILLUSTRATING THE POINT: A HYPOTHETICAL EXAMPLE

What does the combination of Assessment, Placement, and Progression in the Basic Skills English and Math sequences result in? Let’s take a hypothetical example.

In a Fall semester, 1000 First-Time students take the Math placement exam. Based on current rates, approximately 840 will place below Transfer. Of those, approximately 250 will place One Level Below Transfer.

Of those 250, two-thirds, or 165 students) will successfully complete their basic skills course. Of those, half, or 82 students, will enroll in Transfer-Level Course Work. Even if students are successful at passing their basic skills courses, they do not all persist to the next level. Of those 85 students, another two-thirds will be successful. The end result being, of the 250 students who placed at One Level Below Transfer, we can expect 58 to successfully progress through the first Transfer-Level Math course, a Progression Rate of approximately 24%.

CONCLUSION

It is important to note that Cañada College is not unique. Statewide, assessment, placement, and progression rates are very similar, with few exceptions. Those exceptions are typically in specific programs embedded within colleges, and funded by dedicated grants. Scaling those programs is constrained by the availability of resources. However, Cañada College is committed to improving outcomes for students. To this end, several structural and procedural changes are being proposed to shift a paradigm that is, quite apparently, not working.