

Analysis of Cañada's Basic Skills English Sequence

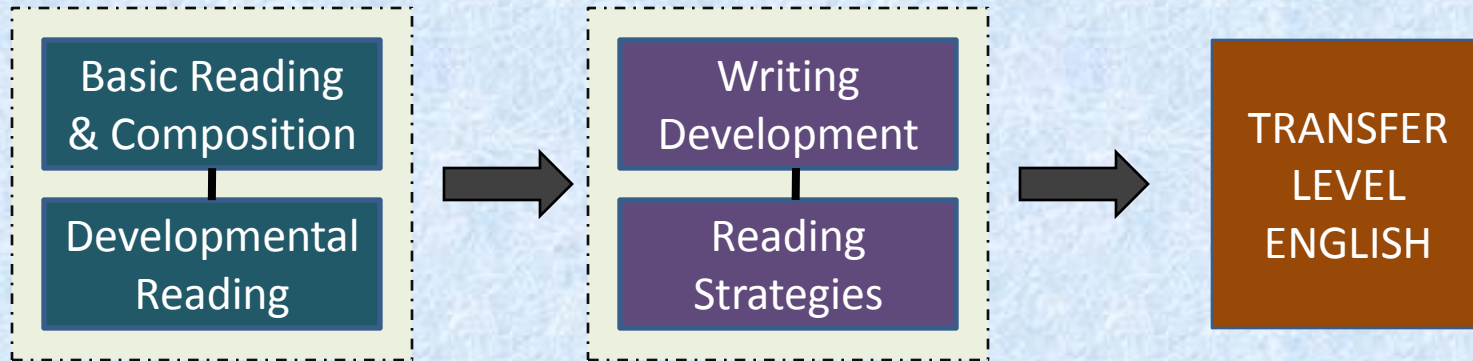
DRAFT REPORT

November 4, 2008

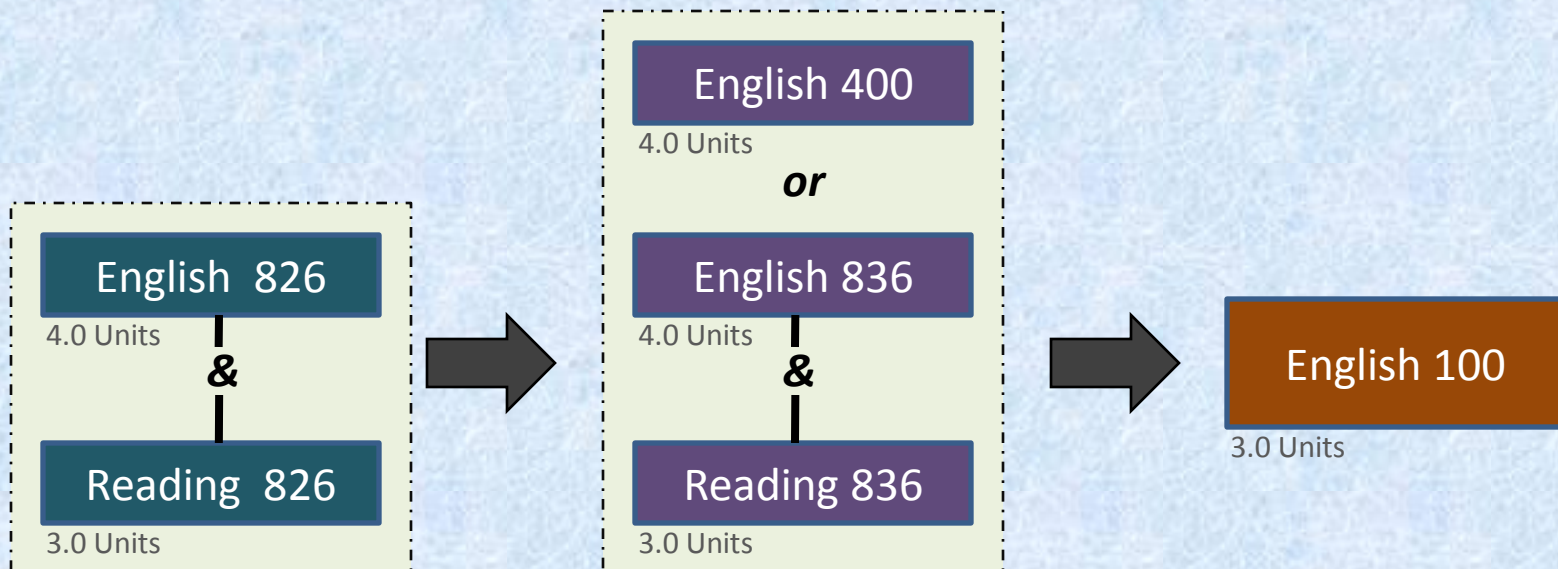
Office of Planning, Research and Student Success

The Cañada English Sequence

Curriculum Sequence

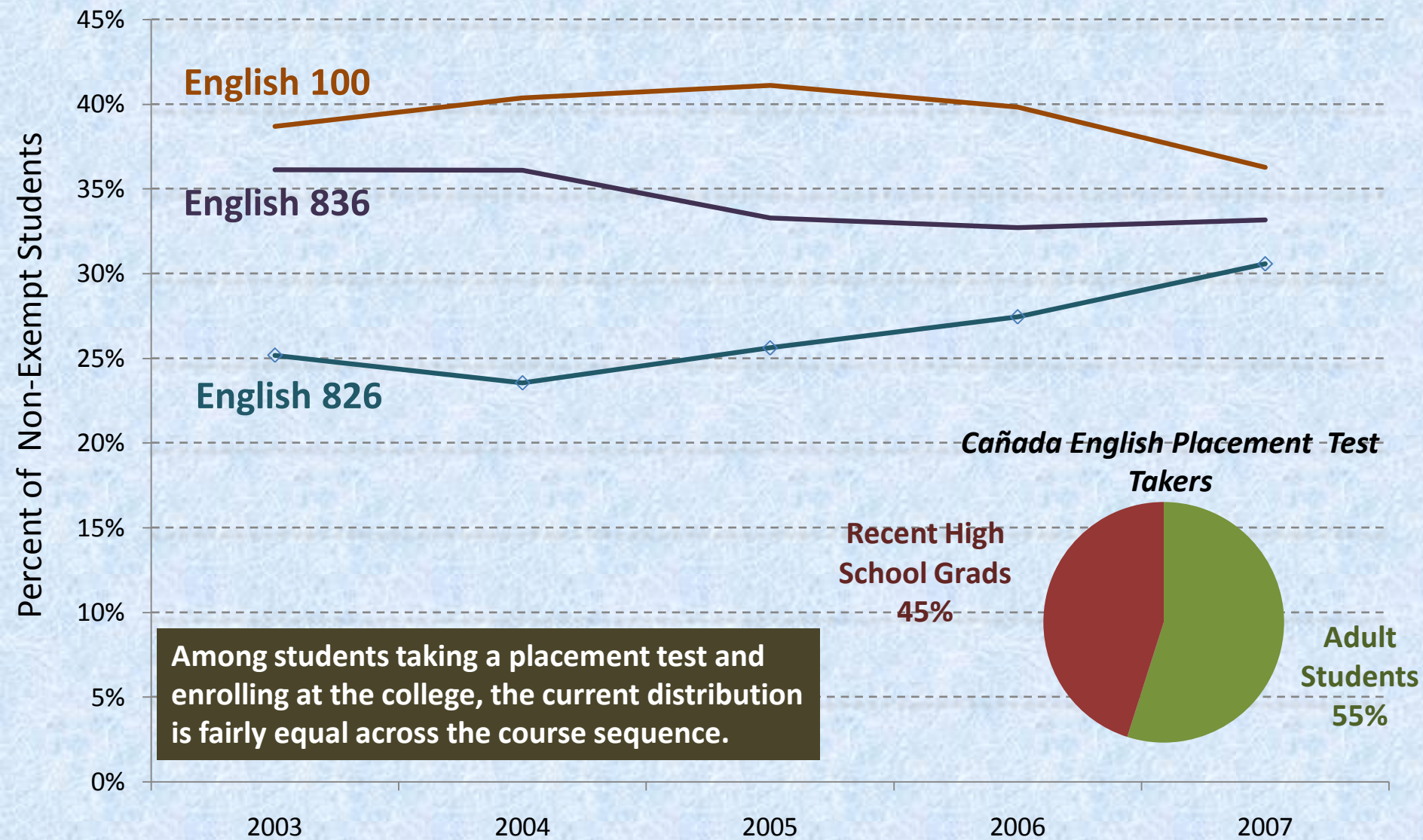


Course Sequence



Placement Rates into English Courses

2003 – 2007



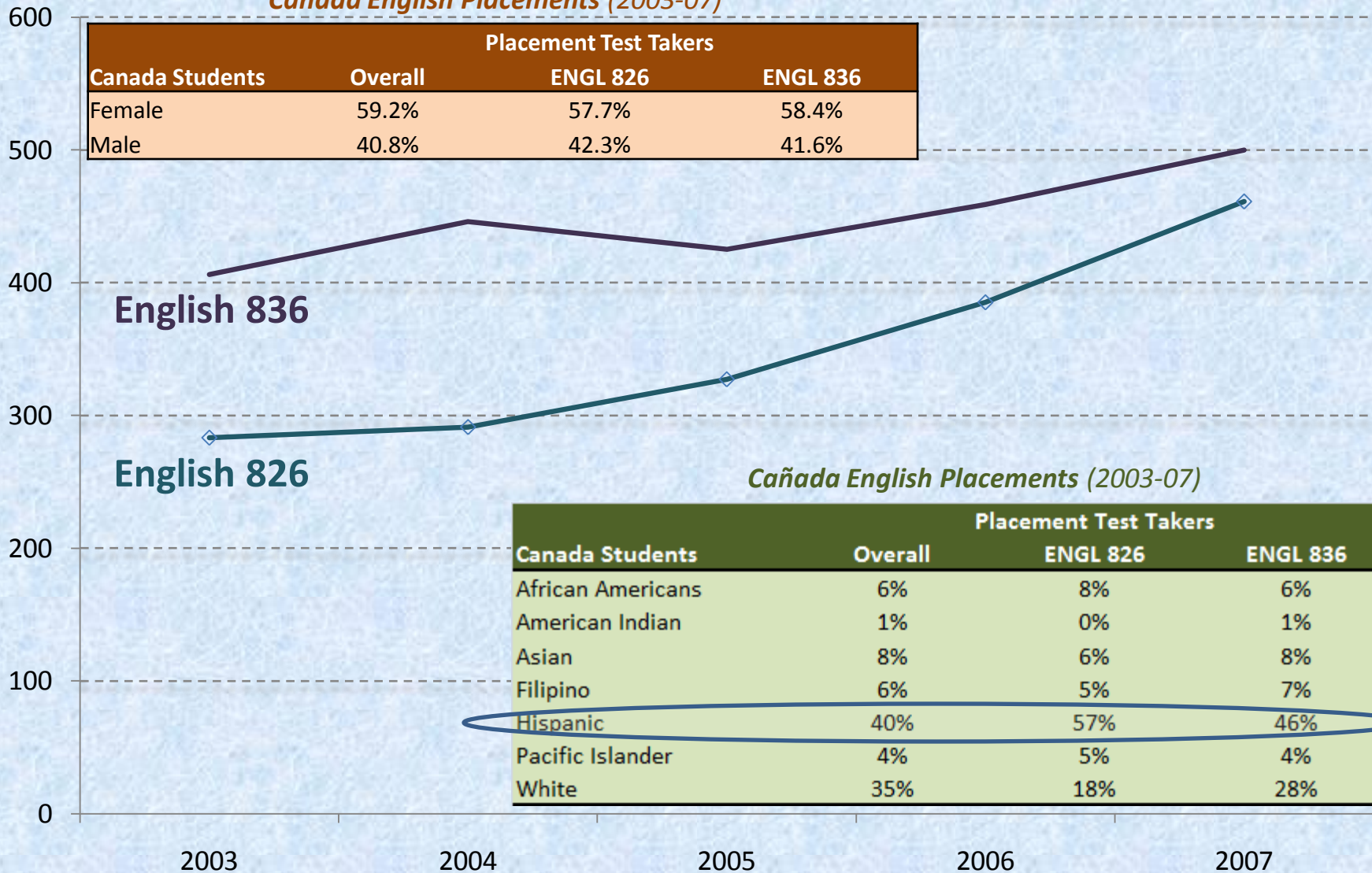
Students Testing into English Courses

2003 – 2007

Cañada English Placements (2003-07)

Placement Test Takers			
Canada Students	Overall	ENGL 826	ENGL 836
Female	59.2%	57.7%	58.4%
Male	40.8%	42.3%	41.6%

Number of Students



Cañada English Placements (2003-07)

Placement Test Takers			
Canada Students	Overall	ENGL 826	ENGL 836
African Americans	6%	8%	6%
American Indian	1%	0%	1%
Asian	8%	6%	8%
Filipino	6%	5%	7%
Hispanic	40%	57%	46%
Pacific Islander	4%	5%	4%
White	35%	18%	28%

Data Source: San Mateo Community College District Office (October 2008).

Note: The paired figures in each blue oval highlight under-representative placement that are statistically different at the 95% significance level. Results on gender were found to be statistically different at the 90% significance level.

Placement Test Retake Activity

Placement Test Discipline	Retake the Placement Test	Score Higher on the Retake	Place into a Higher Course
Math Placement	14.1%	88.3%	69.4%
English Placement	8.6%	56.0%	25.2%

Most students, nearly 85%, retake the test within a week of their first test.

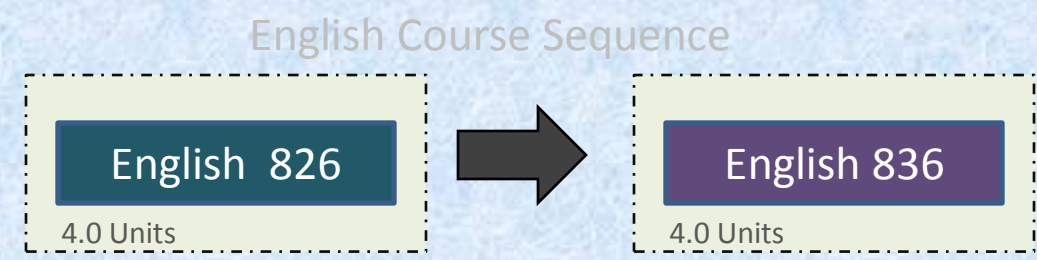
These findings suggest that:

1. students are probably not properly prepared for their initial placement experience & not sufficiently aware that the placement test is a *high stakes exam*
2. Better preparation may help students improve their test performance

Analysis of Sequence Completion Rates

1. Single Stage: ENGL 826 – ENGL 836 Sequence
2. Two Stage: ENGL 826 – ENGL 100 Sequence

English Sequence Completion Rates by Initial Course Placement

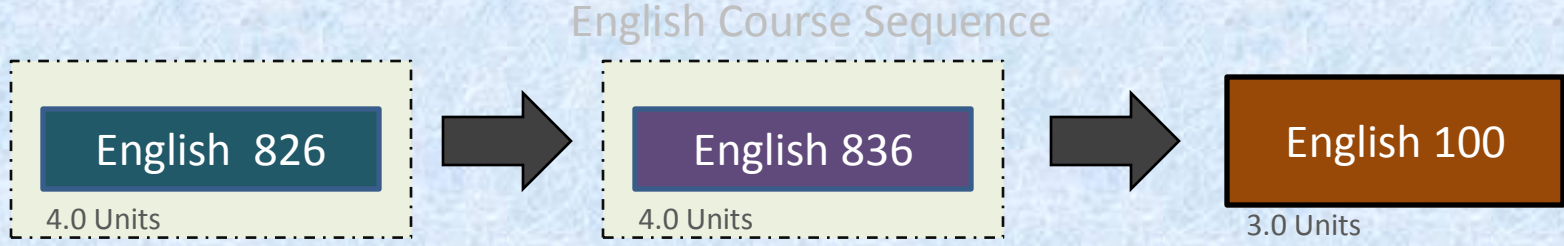


Percent of Students Passing English 836 within 1 to 4 Years

<u>Initial Placement</u>	<u>1 year</u>	<u>2 years</u>	<u>3 years</u>	<u>4 years</u>
ENGL 826	29.0%	36.6%	37.5%	41.6%

Data Source: San Mateo District Data Warehouse (Sept 2008). Note that findings are preliminary.

English Sequence Completion Rates by Initial Course Placement



Percent of Students Passing College Level English within 2 to 5 Years

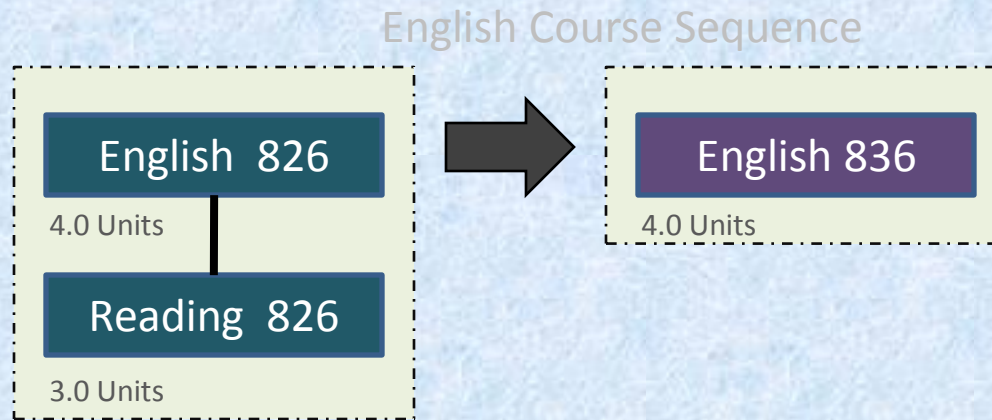
Initial Placement	<u>2 years</u>	<u>3 years</u>	<u>4 years</u>	<u>5 years</u>
ENGL 826	20.3%	23.9%	27.2%	27.7%
English 836	47.1%	50.8%	52.9%	55.4%

Data Source: San Mateo District Data Warehouse (Sept 2008). Note that findings are preliminary.

Factors that Contribute to Improvements in Sequence Completion Rates

1. Mastery Effect
2. Concurrent Enrollment Effect

First Stage Completion Rates for those starting ENGL 826



Percent of Students Passing English 836 within 1 to 4 Years

Initial Condition

1 year

2 years

3 years

4 years

Received an "A" Grade in ENGL 826

48.8%

58.6%

59.3%

68.8%

Concurrently Enrolled READ 826

37.3%

43.8%

45.0%

46.9%

BASELINE AVERAGE

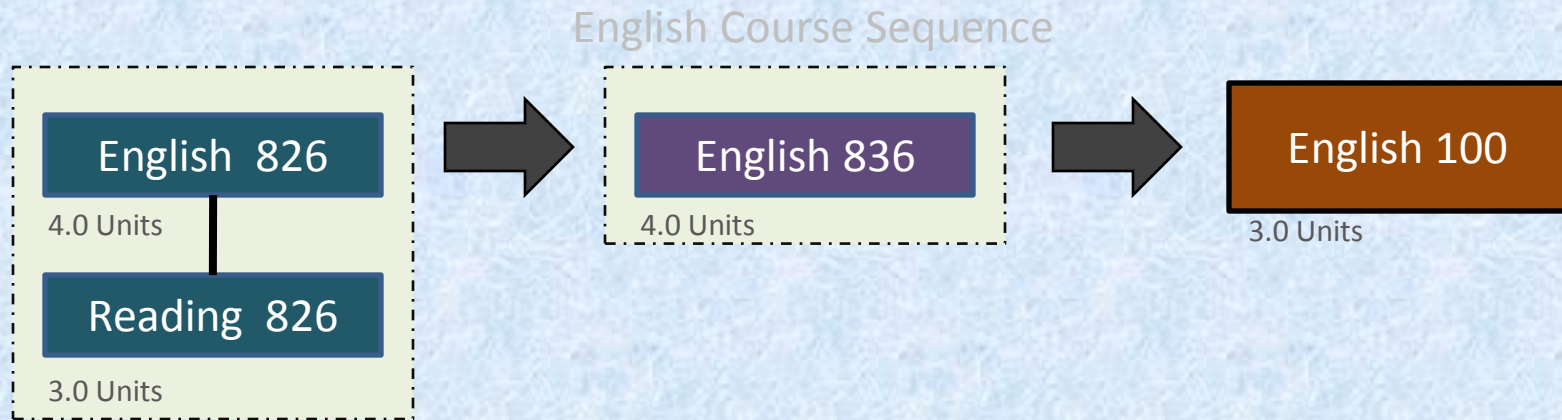
29.0%

36.6%

37.5%

41.6%

Sequence Completion Rates for those starting in ENGL 826

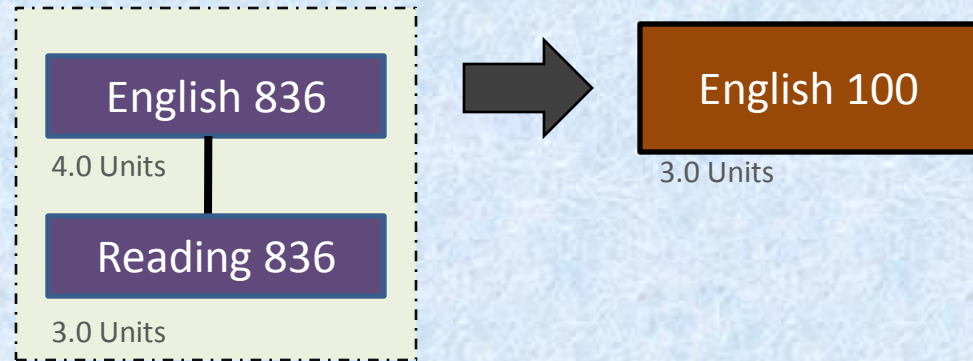


Percent of Students Passing English 100 within 2 to 5 Years

<u>Initial Condition</u>	<u>2 years</u>	<u>3 years</u>	<u>4 years</u>	<u>5 years</u>
Received an "A" Grade in ENGL 826	32.7%	36.6%	46.3%	47.8%
Concurrently Enrolled READ 826	25.4%	29.6%	31.9%	33.1%
BASELINE AVERAGE	20.3%	23.9%	27.2%	27.7%

Sequence Completion Rates for those Starting in ENGL 836

English Course Sequence



Percent of Students Passing English 100 within 1 to 4 Years

Initial Condition

1 year

2 years

3 years

4 years

Received an "A"
Grade in ENGL 836

62.4%

73.9%

81.8%

81.8%

Concurrently
Enrolled READ 836

46.9%

55.7%

58.5%

61.0%

BASELINE AVERAGE

35.0%

47.1%

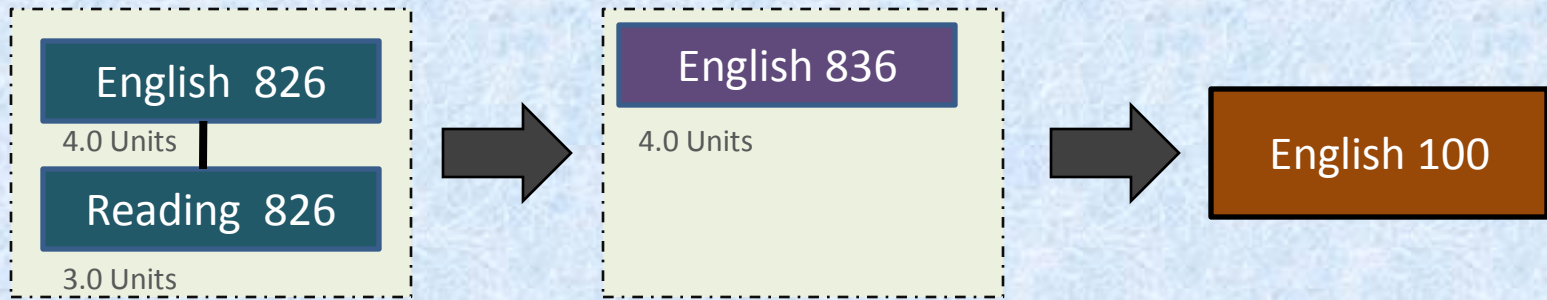
50.8%

52.9%

Isolating the Impact of the Concurrent Enrollment Effect

Because many grade “A” receiving students also concurrently enrolled in READ 826, the two effects are confounding interpretation of the sequence completion numbers. Using a variety of statistical tools we can tease out each effect from the other and determine which of the two has the greater influence on successful sequence completion.

Sequence Completion Rates for those starting ENGL 826



Source & Degree of Improvement in Sequence Completion Rates over the Baseline

**Initial
Condition**

2 years

3 years

4 years

5 years

Received an "A"
Grade in ENGL 826

3.6%

4.2%

10.9%

11.1%

Concurrently
Enrolled READ 826

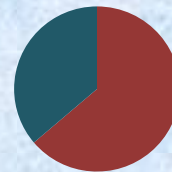
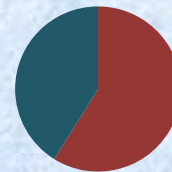
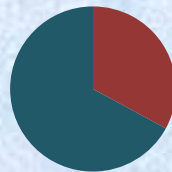
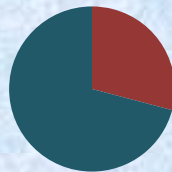
8.8%

8.5%

7.6%

9.5%

Dominant Effect
Impacting Successful
Sequence Completion



Summary

1. Proportionally student placement is roughly equal across the English course sequence (826, 836, 100).
2. Roughly half of the students placed into each English course are adults.
3. There is some evidence of disproportional impact by Ethnicity in placement test outcomes.
4. Although not as dramatic as the math placement profile, there is a population of students that improve their placement after retaking the placement test.
5. Across every dimension examined sequence completion rates improve only modestly with time. What does this suggest?
6. Both content mastery & concurrent enrollment improve sequence completion rates.
7. The impact of concurrent enrollment fades with time. Highest impact is achieved when students attempt to complete the sequence within two years.

Take Away

As you reflect on possible methods/approaches to refine and improve the placement process keep in mind:

1. Our findings that suggest:

- students are probably not properly prepared for their initial placement experience & not adequately aware that the placement test is a high stakes exam
- Better preparation may help students improve their test performance.
- Concurrent enrollment can significantly improve sequence completion within a 2 year time window.

2. Even modest improvements can trigger big impacts !