Placement test results and subsequent enrollment in English and math for first-time freshmen in Fall 2013* (n=1576-English, n=1235-Math)

While the majority of first-time students place below transfer-level math or English (Figures 20 and 21), the majority of first-time students who place below degree-applicable math or English do enroll within their first year (Figures 22 and 23). Prior years the reduction in sections and fact that first-time students were among the last to register posed concerns over access to English and math courses. But, the change in registration priority as a result of SB1456 (Student Success Act of 2012) and increase in section offerings should improve access. With improved access to math and English classes it will be imperative for outreach and advisement efforts to strongly encourage first-time students who place into remedial classes to enroll within their first year. As shown in the analysis, the vast majority of students place into remedial courses, reflecting skills levels below the college level. Since language and mathematics skills are important in many other disciplines, the lack of preparation impacts students' ability to perform well in other courses at the College.

(Source: UST and USX referential files and MIS Placement Test file  *Enrollment reflects students who placed below transfer level math and below college/transfer-level English-101).
Student Outcomes

Comparison of Retention and Success Rates: Overall, retention and success rates were higher for SL participants compared to students who did not participate, but were enrolled in the same course. Retention rates are defined as the percentage of students who did not withdraw from the course. Success rates were defined as the percent of students who earned an “A,” “B,” “C,” or “credit” in the course. Students who participated in just one to two SL activities had higher retention and success rates compared to students who did not. As seen in Figure 58, retention rates varied from 92 to 98 percent and success rates varied from 76 to 88 percent, depending on the number of SL activities in which students participated. The overall retention rate in courses for those who participated in SL was seven percent higher than those who did not participate (95 percent – participants compared to 88 percent – non-participants). The overall success rate in courses for those who participated in SL was 11 percent higher than those who did not participate (83 percent – participants compared to 72 percent – non-participants).

Comparison of Retention and Success Rates for Students Enrolled in Basic Skills English (English-071 and -081) and Math (Math-025/026, -058, -060) Classes: As shown in Figure 59, SL/GLA participants enrolled in basic skills English courses had higher retention and success rates compared to students who did not participate in SL/GLAs. Students who did not participate in SL during the Fall 2012 semester and were enrolled in the same basic skills English courses had a retention rate of 90 percent and a success rate of 70 percent. Retention rates ranged from 96 to 99 percent for students who participated in SL during the Fall 2012 semester and were enrolled in basic skills English courses. Success rates ranged from 74 to 94 percent during the Fall 2012 semester for students who participated in SL and were enrolled in basic skills English courses.