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MIS STUDENT PLACEMENT (SL): SUBMISSION REPORT, 2021-22

Introduction

The MIS SL (Student Placement) report for the 2021-22 academic year was submitted by the FHDA CCD (Foothill-De Anza Community College District) to the CCCCO (California Community Colleges Chancellor's Office) on September 8, 2022. This document provides a summary of the data submitted in this report and the prior academic year (2020-21 and 2021-22).

In MIS SL, the District reports data for course placements in English, mathematics or ESL at each college during the reporting year (2021-22). Documentation on the methods used to extract and process the data for the report are available at the FHDA MIS website,¹ including:

- *FHDA MIS Reports, Student Placement (SL): Methods and Procedures (October 2021)*
- *MIS_SL_TEST_SCORE_LK: Crosswalk of Banner-SOATEST codes and MIS SL Codes (March 2023)*

Overview

This document shows data for course placement services in the areas of English, math or ESL at De Anza College or Foothill College during the academic years of 2020-21 and 2021-22. Statistics presented here include headcounts by subject area (i.e., English, math, or ESL), type (e.g., math STEM, math SLAM, ESL writing, ESL integrated), placement rules (e.g., use of high school GPA), guided placement (i.e., use of guided or self-guided placement tools), standardized testing (use of testing in ESL placement), placement level (e.g., transfer level with support required).

Data for headcount statistics include any student or applicant who received placement services during the academic year. As of 2021-22, most course placements in math or English were based on high school GPA data reported in the college admissions application. From the group of all students or applicants who received placement services at the college, a second group was formed that included only those who registered at the college after receiving placement services. The third or last group is limited to only those students who registered in any course with a TOP (Taxonomy of programs) code or subject related to the area after receiving placement services. In this document, emphasis is given to this third

¹ https://research.fhda.edu/mis_reports/mis_sl_student_placement/index.html

group for placement services are likely most relevant to these students (i.e., other students may have never intended to register in these courses.)

Data Highlights

This section summarizes key findings based on the data shown in tables and figures at the end of this document.

- Data in Table 1.A show that the number of students who received placement services for English, math or ESL and later registered in a related course subject at De Anza dropped 20% (minus 2,454) in 2021-22 when compared to the number for the prior academic year. At Foothill, this group increased more than 50% (plus 3,442) over the same period.
- Data in Table 1.B show that math was the subject area that had the largest percentage of students who enrolled in at least one related course after receiving placement services. Data in Table 1.B show that math accounted for 85% and 81.6% of all students in this group at De Anza and Foothill, respectively, in 2021-22.
- Data in Figure 1.A suggest significant changes in the methods used for English or math course placement at Foothill in 2021-22. The number of students who received math placement services at this college increased to 59,573 from 33,062 the previous year (80% increase). For English, the headcount increased to 58,431 in 2021-22 from 3,188 (17 times higher).
- Related to *math placement type score* (STEM vs SLAM pathway), data in Figure 2 show that 62% of De Anza students who received math placement services were placed in a STEM pathway (i.e., allow to register in precalculus without support) in 2021-22, compared to 70% the prior academic year. Data for De Anza in this figure show that 37% of those placed in a STEM pathway in 2021-22 registered in a math course, up from 35% for the prior year. For students placed in a SLAM pathway in 2021-22, the data show that 28% registered in a math course, down from 33% the prior year.
- Foothill data for *math placement type score* in Figure 2 show that 71% of students who received math placement services were placed in a STEM pathway (allow to register in precalculus without support), compared to 10% in the prior year. The data in this figure show that 13% of students placed in a STEM pathway during 2021-22 later registered in a math course, down from 61% the prior year. For those placed in a SLAM pathway in 2021-22, 19% registered in a math course, up from 17% the prior year.
- Data in Figure 3 show that in 2021-22 most course placements for English or math at De Anza and Foothill followed the state rules regarding the use of high school GPA. Data in this figure also show that placements for math based on local rules (i.e., not based on state rules) accounted for 11% and 10% of those who received placement services in 2021-22 and registered in at least one math course at De Anza and Foothill, respectively. English placement based on local rules accounted for 13% of

students who received English placement services in 2021-22 at Foothill and later registered in a related course at the college—down from 42% the prior year.

- Regarding *guided course placement*, data in Figure 4 show that most placements at the colleges in 2021-22 were not based on *guided or self-guided* methods. In 2021-22, English and math *guided self-placement* at De Anza accounted for 9% and 11%, respectively, of students who registered in at least one course in the subject area after receiving placement services—an increase of 3% and 6% for English and math, respectively, from the prior year.
- Foothill data in Figure 4 show that for students who registered in at least one course within the area for which they received placement services, the percentage for the English *guided placement* dropped to 8% in 2021-22 from 24% the prior year; English *guided self-placement* dropped to 5% from 19%; math *guided placement* dropped to 8% from 13%; and math *guided self-placement* dropped to 2% from 5%.
- Data in Table 5 show that in 2020-21 and 2021-22 all ESL placements at De Anza have been based on results from standardized tests. At Foothill, only a very small number (less than 10%) of the ESL placements were based on standardized tests.
- Data for placement level (SL06) in Table 6.B for students who received course placement services in 2021-22 and then registered in at least one course within the subject area show the following:
 - o English placement: 78.8% and 77.6% were placed at a *transfer-with no support recommended* level at De Anza and Foothill, respectively, in 2021-22.
 - o Math placement: 85.8% and 66.8% were placed at a *transfer-with no support recommended* level at De Anza and Foothill, respectively, in 2021-22.
 - o ESL: 39.6% were placed at a transfer level (with or without support) at De Anza in 2021-22, while none at Foothill. At Foothill, the larger percentages for ESL placement were at the one and two levels below transfer—41.1% and 43.2%, respectively.

Table 1.A. Headcount by College, Subject, Registration Status and Academic Year

Subject	Received Placement Services & Registered at the College						Change	
	Received Placement Services		Received Placement Services & Registered at the College		Received Placement Services & Registered in Related Course		Count	Percent
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22		
De Anza								
ENGL	26,147	18,709	14,304	10,495	5,732	4,430	(1,302)	-22.7%
MATH	32,073	25,668	17,482	13,945	10,701	8,233	(2,468)	-23.1%
ESL	854	2,400	646	1,542	584	1,067	483	82.7%
Total	32,452	26,521	17,784	14,552	12,140	9,686	(2,454)	-20.2%
Foothill								
ENGL	3,188	58,431	2,671	17,089	1,940	4,463	2,523	130.1%
MATH	33,062	59,573	13,524	19,699	6,209	8,407	2,198	35.4%
ESL	116	128	88	103	75	95	20	26.7%
Total	33,636	65,857	14,009	20,896	6,857	10,299	3,442	50.2%

Table 1.B. Received Placement Services & Registered in Related Course: Headcount by College, Subject and Academic Year

Subject	Received Placement Services & Registered in Related Course				
	2020-21		2021-22		Change
	Count	Percent	Count	Percent	
De Anza					
ENGL	5,732	47.2%	4,430	45.7%	-1.5%
MATH	10,701	88.1%	8,233	85.0%	-3.1%
ESL	584	4.8%	1,067	11.0%	6.2%
Total	12,140	100.0%	9,686	100.0%	
Foothill					
ENGL	1,940	28.3%	4,463	43.3%	15.0%
MATH	6,209	90.5%	8,407	81.6%	-8.9%
ESL	75	1.1%	95	0.9%	-0.2%
Total	6,857	100.0%	10,299	100.0%	

Notes

Statistics are not mutually exclusive for students may receive placement services in more than one subject area.

Figure 1.A. Student Headcount by College, Subject, Registration Status and Academic Year

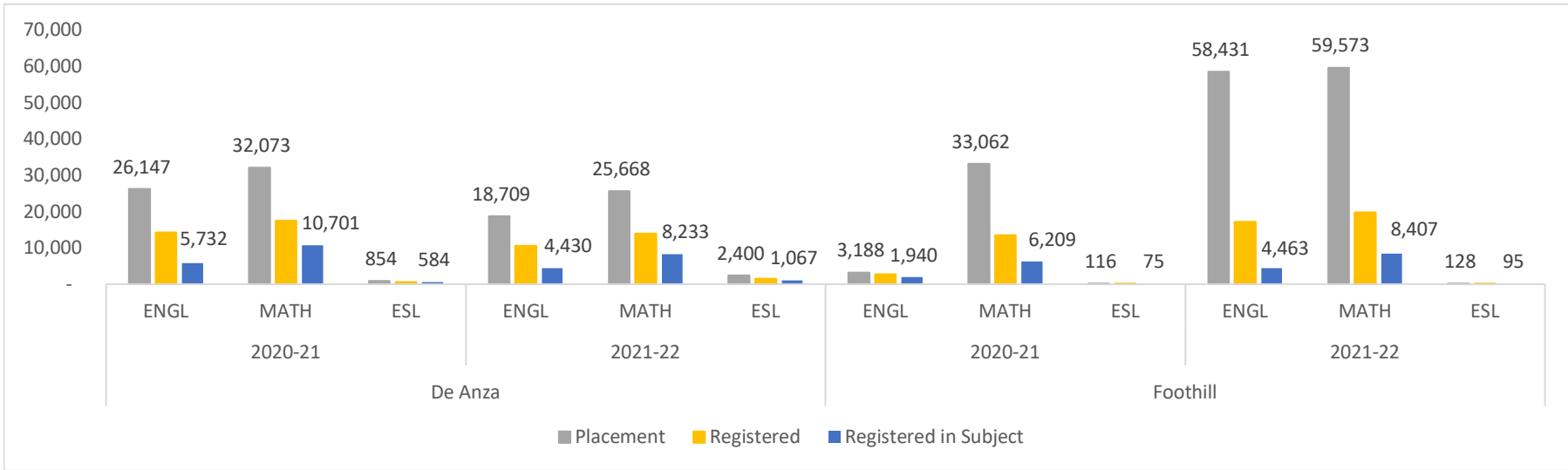


Figure 1.B. Percentage of the Placement Headcount by College, Subject, Registration Status and Academic Year

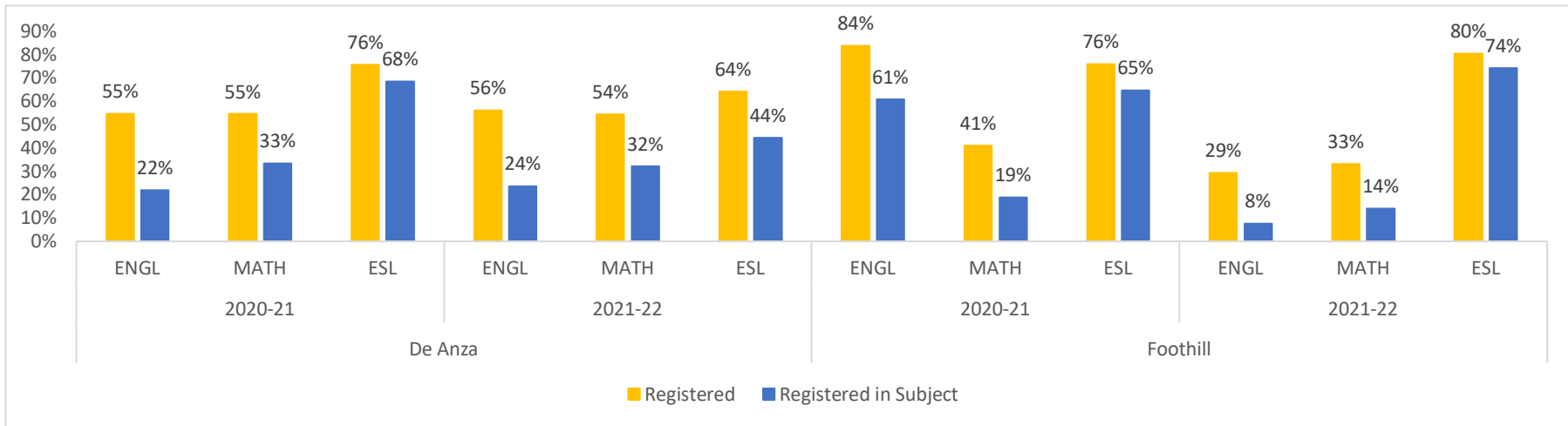


Table 2. SL02 Placement Type: Headcount by College, Subject, Registration Status and Academic Year

Subject	SL02 Math Placement Type	Received Placement Services		Received Placement Services & Registered at the College		Received Placement Services & Registered in Related Course		Change	
		2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	Count	Percent
		De Anza							
ENGL	ENGL	26,147	18,709	14,304	10,495	5,732	4,430	(1,302)	-22.7%
	Total	26,147	18,709	14,304	10,495	5,732	4,430	(1,302)	-22.7%
MATH	MATH-STEM	22,328	15,944	12,239	9,242	7,745	5,894	(1,851)	-23.9%
	MATH-SLAM	10,529	10,653	5,901	5,471	3,518	3,004	(514)	-14.6%
	Total	32,073	25,668	17,482	13,945	10,701	8,233	(2,468)	-23.1%
ESL	ESL-Writing	537	715	436	563	400	485	85	21.3%
	ESL-Reading	534	159	432	130	397	98	(299)	-75.3%
	ESL-Speaking/Listenir	417	567	335	443	310	396	86	27.7%
	ESL-Integrated	332	1,713	226	1,000	196	601	405	206.6%
	Total	854	2,400	646	1,542	584	1,067	483	82.7%
Foothill									
ENGL	ENGL	3,188	58,431	2,671	17,089	1,940	4,463	2,523	130.1%
	Total	3,188	58,431	2,671	17,089	1,940	4,463	2,523	130.1%
MATH	MATH-STEM	3,146	42,174	2,554	12,782	1,935	5,609	3,674	189.9%
	MATH-SLAM	31,608	24,441	12,292	11,041	5,246	4,582	(664)	-12.7%
	Total	33,062	59,573	13,524	19,699	6,209	8,407	2,198	35.4%
ESL	ESL-Writing	80	108	63	86	57	79	22	38.6%
	ESL-Integrated	36	20	25	17	18	16	(2)	-11.1%
	Total	116	128	88	103	75	95	20	26.7%

Notes

Headcount percentages are not mutually exclusive for students may place at different levels throughout the academic year.

MATH-SLAM: Statistics or Liberal Arts Mathematics (SLAM) pathway; able to register in precalculus, but support is required.

MATH-STEM: Business, Science, Technology, Engineering or Mathematics (B-STEM) pathway; able to register in precalculus without support.

Figure 2. SL02 Placement Type, Math: Percentage of Total Placement by College, Type, Registration Status and Academic Year

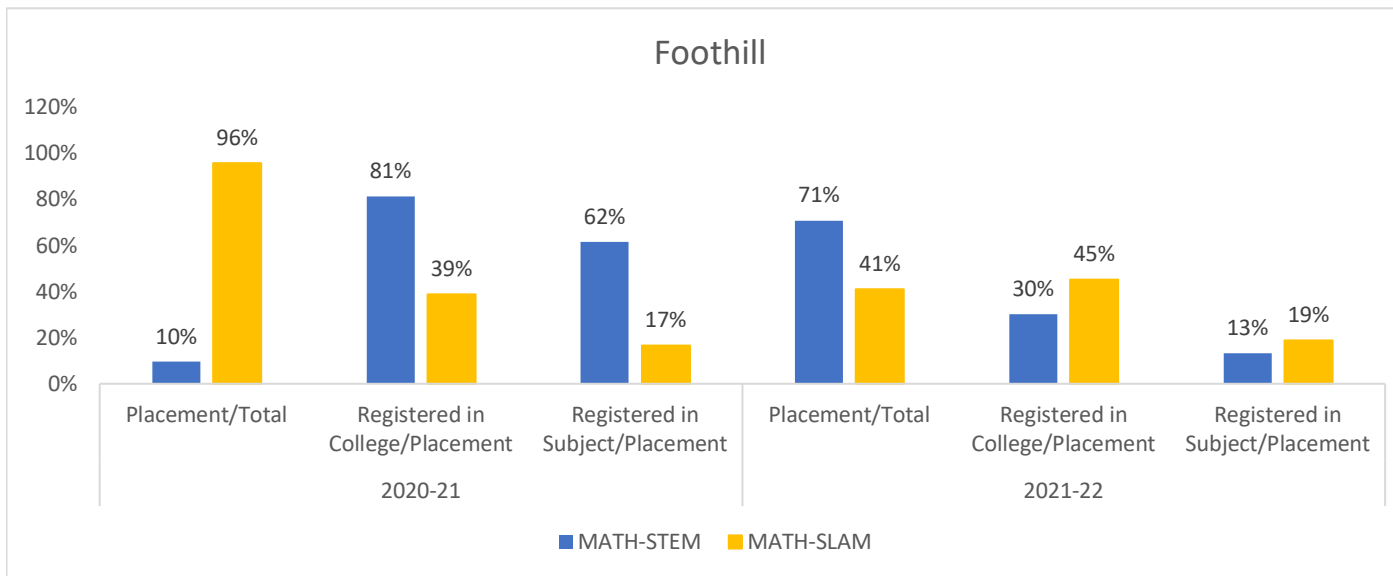
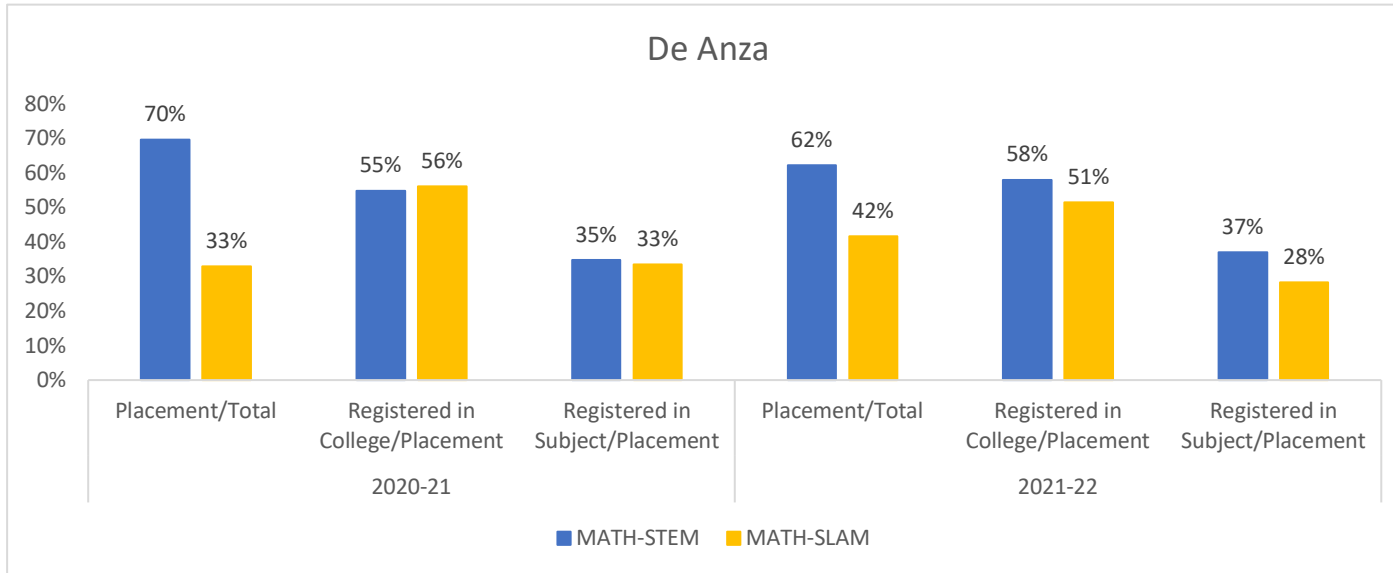
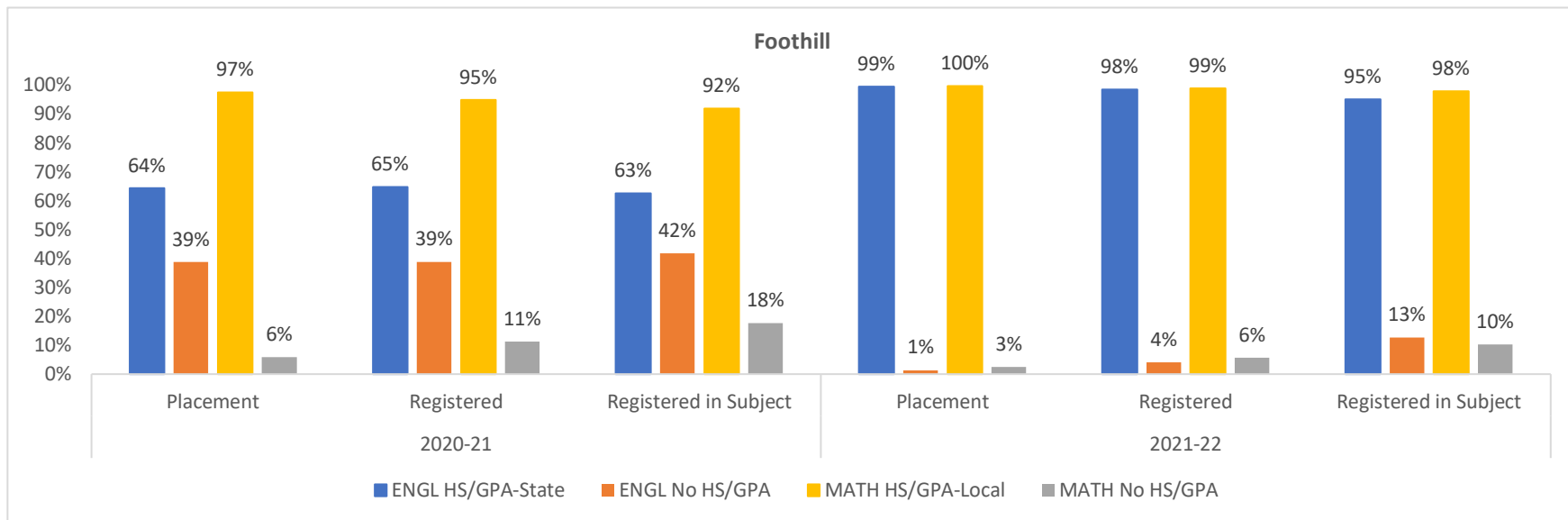
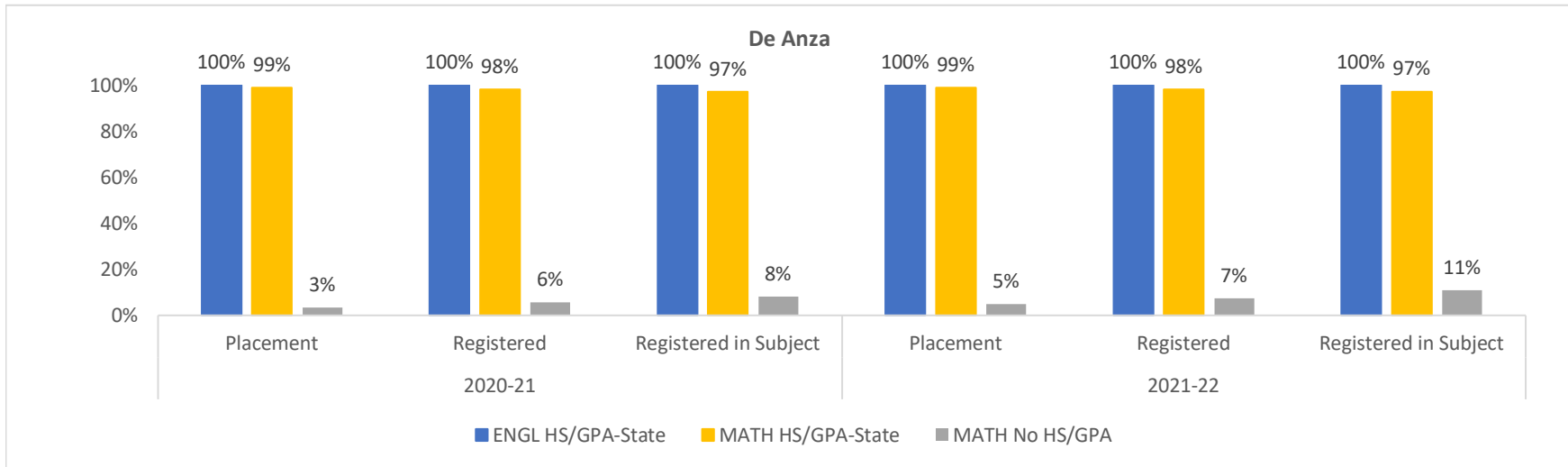


Table 3. SL03 Placement Rules: Headcount by College, Subject, Registration Status and Academic Year

Subject	SL03 Placement Rules	Received Placement Services		Received Placement Services & Registered at the College		Received Placement Services & Registered in Related Course		Change	
		2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	Count	Percent
		De Anza							
ENGL	HS/GPA-State	26,147	18,709	14,304	10,495	5,732	4,430	(1,302)	-23%
	Total	26,147	18,709	14,304	10,495	5,732	4,430	(1,302)	-23%
MATH	HS/GPA-State	31,701	25,368	17,141	13,679	10,389	8,003	(2,386)	-23%
	No HS/GPA	1,115	1,227	978	1,025	876	902	26	3%
	Total	32,073	25,668	17,482	13,945	10,701	8,233	(2,468)	-23%
ESL	HS/GPA-Local	-	44	-	28	-	10	10	-
	No HS/GPA	854	2,400	646	1,542	584	1,067	483	83%
	Total	854	2,400	646	1,542	584	1,067	483	83%
Foothill									
ENGL	HS/GPA-State	2,051	58,113	1,729	16,814	1,213	4,246	3,033	250%
	No HS/GPA	1,235	804	1,036	683	812	563	(249)	-31%
	Total	3,188	58,431	2,671	17,089	1,940	4,463	2,523	130%
MATH	HS/GPA-Local	32,199	59,320	12,821	19,485	5,700	8,234	2,534	44%
	No HS/GPA	1,955	1,495	1,528	1,126	1,093	864	(229)	-21%
	Total	33,062	59,573	13,524	19,699	6,209	8,407	2,198	35%
ESL	No HS/GPA	116	128	88	103	75	95	20	27%
	Total	116	128	88	103	75	95	20	27%

Figure 3. SL03 Placement Rules, English and Math: Headcount Percentage by College, Subject, Registration Status and Academic Year



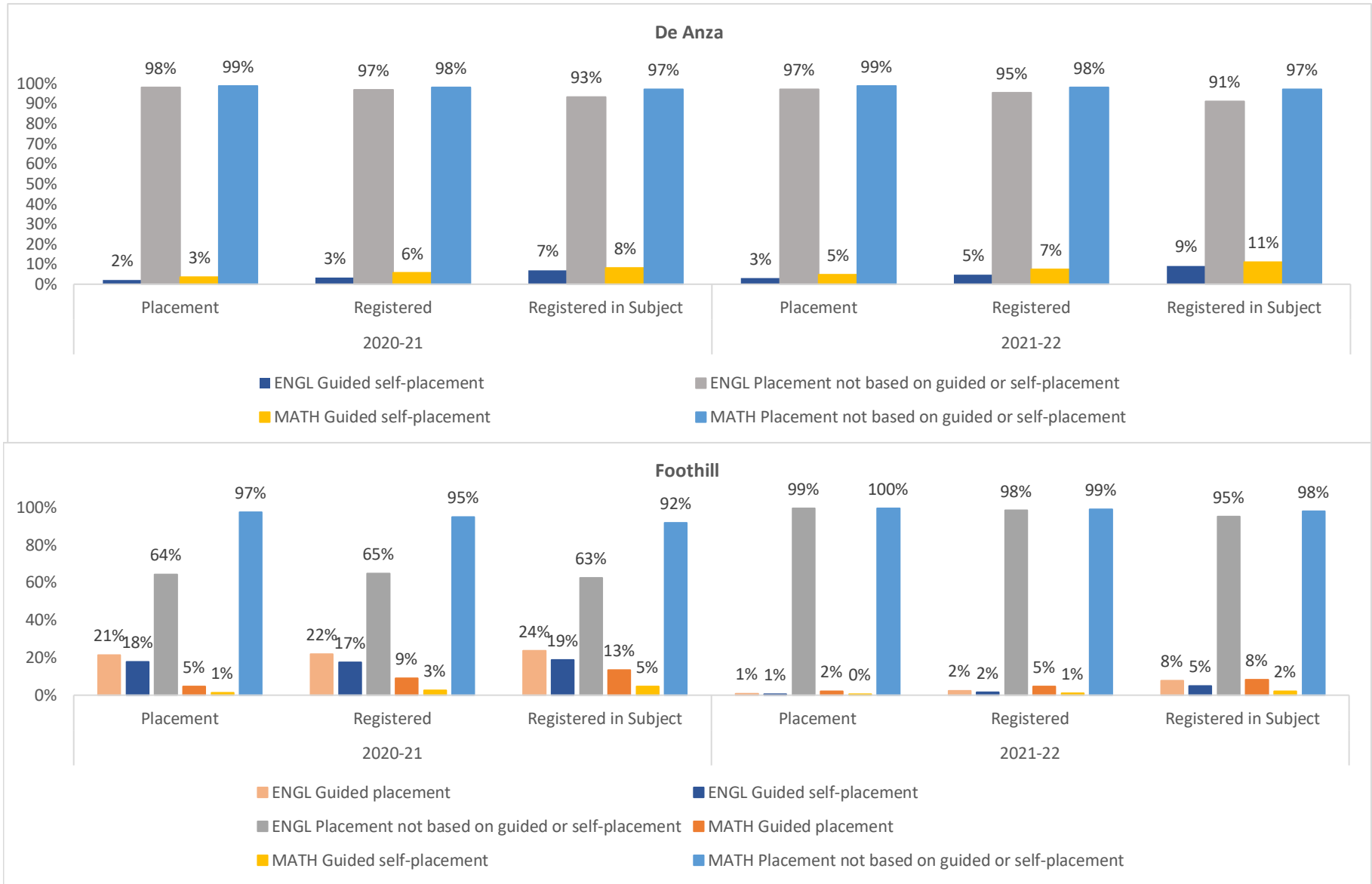
Notes

Statistics are not mutually exclusive for students may receive multiple placement services during the academic year.

Table 4. SL04 Guided Placement Status: Headcount by College, Subject, Registration Status and Academic Year

Subject SL04 Guided Placement Status		Received Placement Services		Received Placement Services & Registered at the College		Received Placement Services & Registered in Related Course		Change	
		2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	Count	Percent
		De Anza							
ENGL	Guided self-placement	527	563	468	488	392	405	13	3%
	Placement not based on guided or self-placement	25,634	18,158	13,849	10,016	5,349	4,033	(1,316)	-25%
	Total	26,147	18,709	14,304	10,495	5,732	4,430	(1,302)	-23%
MATH	Guided self-placement	1,115	1,227	978	1,025	876	902	26	3%
	Placement not based on guided or self-placement	31,701	25,368	17,141	13,679	10,389	8,003	(2,386)	-23%
	Total	32,073	25,668	17,482	13,945	10,701	8,233	(2,468)	-23%
ESL	Placement not based on guided or self-placement	854	2,400	646	1,542	584	1,067	483	83%
	Total	854	2,400	646	1,542	584	1,067	483	83%
Foothill									
ENGL	Guided placement	685	499	581	417	457	348	(109)	-24%
	Guided self-placement	563	307	466	267	364	215	(149)	-41%
	Placement not based on guided or self-placement	2,051	58,113	1,729	16,814	1,213	4,246	3,033	250%
	Total	3,188	58,431	2,671	17,089	1,940	4,463	2,523	130%
MATH	Guided placement	1,563	1,259	1,213	927	828	696	(132)	-16%
	Guided self-placement	418	246	340	209	285	176	(109)	-38%
	Placement not based on guided or self-placement	32,199	59,320	12,821	19,485	5,700	8,234	2,534	44%
	Total	33,062	59,573	13,524	19,699	6,209	8,407	2,198	35%
ESL	Guided self-placement	109	127	83	102	70	94	24	34%
	Placement not based on guided or self-placement	7	2	5	2	5	2	(3)	-60%
	Total	116	128	88	103	75	95	20	27%

Figure 4. SL04 Guided Placement Status, English and Math: Headcount Percentage by College, Subject, Registration Status and Academic Year



Notes: Statistics are not mutually exclusive for students may receive multiple placement services during the academic year.

Table 5. SL05 Placement Test Status: Headcount by College, Subject, Registration Status and Academic Year

Subject	SL05 Placement Test Status	Received Placement Services		Received Placement Services & Registered at the College		Received Placement Services & Registered in Related Course			
		2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	Count	Percent
		Change							
De Anza									
ENGL	Placement not based on standardized assessment test	26,147	18,709	14,304	10,495	5,732	4,430	(1,302)	-23%
	Total	26,147	18,709	14,304	10,495	5,732	4,430	(1,302)	-23%
MATH	Placement not based on standardized assessment test	32,073	25,668	17,482	13,945	10,701	8,233	(2,468)	-23%
	Total	32,073	25,668	17,482	13,945	10,701	8,233	(2,468)	-23%
ESL	Standardized assessment test	854	1,008	646	750	584	671	87	15%
	Placement not based on standardized assessment test	-	1,403	-	800	-	403	403	-
Total	Total	854	2,400	646	1,542	584	1,067	483	83%
Foothill									
ENGL	Placement not based on standardized assessment test	3,188	58,431	2,671	17,089	1,940	4,463	2,523	130%
	Total	3,188	58,431	2,671	17,089	1,940	4,463	2,523	130%
MATH	Placement not based on standardized assessment test	33,062	59,573	13,524	19,699	6,209	8,407	2,198	35%
	Total	33,062	59,573	13,524	19,699	6,209	8,407	2,198	35%
ESL	Standardized assessment test	7	2	5	2	5	2	(3)	-60%
	Placement not based on standardized assessment test	109	127	83	102	70	94	24	34%
Total	Total	116	128	88	103	75	95	20	27%

Table 6.A MIS SL06 Placement Level: Headcount by College, Subject, Placement Level and Registration Status, 2021-22

Subject	MIS SL06 Placement Level	Placement	Registered at the College		Registered in Related Course	
		Count	Count	Perc of Placement	Count	Perc of Placement
De Anza						
ENGL	Transfer-level and no support recommended	14,998	8,414	56%	3,490	23%
	Transfer-level with support required	3,815	2,154	56%	976	26%
	Total	18,709	10,495	56%	4,430	24%
MATH	Transfer-level and no support recommended	21,742	11,855	55%	7,060	32%
	Transfer-level with support required	4,115	2,223	54%	1,268	31%
	Total	25,668	13,945	54%	8,233	32%
ESL	Transfer-level and no support recommended	39	34	87%	29	74%
	Transfer-level with support recommended	1,359	772	57%	393	29%
	One level below transfer	160	131	82%	99	62%
	Two levels below transfer	286	227	79%	200	70%
	Three levels below transfer	290	225	78%	203	70%
	Four levels below transfer	237	160	68%	145	61%
	Five levels below transfer	81	38	47%	37	46%
	Six levels below transfer	1	0	0%	0	0%
	Total	2,400	1,542	64%	1,067	44%
Foothill						
ENGL	Transfer-level and no support recommended	48,623	13,857	28%	3,464	7%
	Transfer-level with support required	10,057	3,417	34%	1,126	11%
	Total	58,431	17,089	29%	4,463	8%
MATH	Transfer-level and no support recommended	42,181	12,789	30%	5,613	13%
	Transfer-level with support required	24,412	11,020	45%	4,573	19%
	One level below transfer	23	13	57%	5	22%
	Two levels below transfer	2	2	100%	2	100%
	Total	59,573	19,699	33%	8,407	14%
ESL	Transfer-level and no support recommended	2	0	0%	0	0%
	One level below transfer	55	43	78%	39	71%
	Two levels below transfer	52	44	85%	41	79%
	Three levels below transfer	0	0	-	0	-
	Five levels below transfer	8	7	88%	7	88%
	Six levels below transfer	12	10	83%	9	75%
Total	128	103	80%	95	74%	

Table 6.B MIS SL06 Placement Level: Headcount by College, Subject, Placement Level and Registration Status, 2021-22

Subject	MIS SL06 Placement Level	Placement		Registered at the College		Registered in Related Course	
		Count	Percent	Count	Percent	Count	Percent
De Anza							
ENGL	Transfer-level and no support recommended	14,998	80%	8,414	80%	3,490	78.8%
	Transfer-level with support required	3,815	20%	2,154	21%	976	22.0%
	Total	18,709	100%	10,495	100%	4,430	100.0%
MATH	Transfer-level and no support recommended	21,742	85%	11,855	85%	7,060	85.8%
	Transfer-level with support required	4,115	16%	2,223	16%	1,268	15.4%
	Total	25,668	100%	13,945	100%	8,233	100.0%
ESL	Transfer-level and no support recommended	39	2%	34	2%	29	2.7%
	Transfer-level with support recommended	1,359	57%	772	50%	393	36.8%
	One level below transfer	160	7%	131	8%	99	9.3%
	Two levels below transfer	286	12%	227	15%	200	18.7%
	Three levels below transfer	290	12%	225	15%	203	19.0%
	Four levels below transfer	237	10%	160	10%	145	13.6%
	Five levels below transfer	81	3%	38	2%	37	3.5%
	Six levels below transfer	1	0%	0	0%	0	0.0%
Total	2,400	100%	1,542	100%	1,067	100.0%	

Table 6.B MIS SL06 Placement Level: Headcount by College, Subject, Placement Level and Registration Status, 2021-22

Subject	MIS SL06 Placement Level	Placement		Registered at the College		Registered in Related Course	
		Count	Percent	Count	Percent	Count	Percent
Foothill							
ENGL	Transfer-level and no support recommended	48,623	83%	13,857	81%	3,464	77.6%
	Transfer-level with support required	10,057	17%	3,417	20%	1,126	25.2%
Total		58,431	100%	17,089	100%	4,463	100.0%
MATH	Transfer-level and no support recommended	42,181	71%	12,789	65%	5,613	66.8%
	Transfer-level with support required	24,412	41%	11,020	56%	4,573	54.4%
	One level below transfer	23	0%	13	0%	5	0.1%
	Two levels below transfer	2	0%	2	0%	2	0.0%
	Total	59,573	100%	19,699	100%	8,407	100.0%
ESL	Transfer-level and no support recommended	2	2%	0	0%	0	
	One level below transfer	55	43%	43	42%	39	41.1%
	Two levels below transfer	52	41%	44	43%	41	43.2%
	Three levels below transfer	0	0%	0	0%	0	0.0%
	Five levels below transfer	8	6%	7	7%	7	7.4%
	Six levels below transfer	12	9%	10	10%	9	9.5%
Total		128	100%	103	100%	95	100.0%

Figure 6. Received Placement Services & Registered in Related Course: Headcount by College, Subject, and MIS SL06 Placement Level, 2021-22

