Regarding the ESL Stats on Slide 12.

The college is required to share the AARC Report with you, the Board of Trustees, annually. What you see is a series of charts and numbers, which are culled from data the state pulls from our MIS data. While at some level, since all colleges are portrayed in a similar fashion, it is a useful comparison tool except that currently it is very difficult to see everything together. However, in many ways, it is misleading. What you see here are percentages, but percentages of what? How many students are they referring to?

Frankly, the first time I saw the ESL “degree completion” rate for this year, I was fairly incensed. First of all it said 50% of Filipinos did something. Initially I read it that 50% of the total were Filipino, which is completely wrong. Later I realized that it was 50% of the Filipino students. When Chialin found the numbers this was based on – it was 50% of TWO students.

Then the idea of 18.2% kind of irritated me. So I started clicking through all the other colleges. Turns out that we are not so bad! With a little work, I can play the % game too:

98 Colleges total have ESL scores.

30% or 29 colleges scored 25% and above.
- 18% or 18 colleges scored 30% and above.
- 9% or 9 colleges scored above 40%.
- The highest was 84%.

In fact, statewide, only 6% (6) of the colleges topped 50%.

23% or 23 colleges scored between 15% and 25%. COM scored 18.2%.

47% or 46 colleges scored 15% and below.
- 26% or 26 colleges scored below 10%.
- 10% or 10 colleges scored below 5%.
- The lowest score was 1.8%.

This all made me feel better, but it didn’t negate the issues noted above. Without the actual numbers, the percentages mean very little. 84% of how many? At what level do their students start? In fact, without the context of the students BEHIND these numbers, without knowing the whys and wherefores, it feels like a lot of sound and fury, signifying very little.

So, we have started looking at who the students actually are that make up this data. This is more instructive. We can see good enrollment patterns of the students who succeeded, demonstrating that they went step by step without jumping ahead of their skills. For those who have dropped or are still working on it: we can suspect lack of counseling, enrolling in content classes without the proper preparation leading to multiple failures, etc. This will better inform strategies in our student success initiative. On the other hand, there may be other more personal reasons for an ESL student to not get a degree. It may never have been his or her goal to begin with!