

Basic Skills Initiative Research

Los Medanos College



Prepared by the Office of Institutional Research

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Acknowledgments

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Background

In Spring 2007 a “facilitation subgroup” for the Basic Skills Initiative (BSI) was formed and decided to focus the conversation on the following parts of the BSI self-assessment: A1, A5, B3, C4, D3, D4, D6. These sections were chosen for two reasons:

1. The DE Committee started a formative assessment of progress on the DE Program’s Goal 2 last spring and these sections dovetail with that goal.

DE Program Goal 2: Effectively integrate instruction and academic support services: tutoring, labs, supplemental instruction, Reading and Writing Center, counseling services, assessment, and learning communities. Make recommendations based on systematic assessment of these services, and periodically report to the college community on their effectiveness.

2. Discussing these sections will provide an opportunity for the college to advance up the Kenning triangle into a fuller integration of support services for developmental students and a shared institutional responsibility for the progress of developmental students.

Specifically, the research conducted includes:

- “Exit” students (students who received an AA or Certificate or are Transfer Directed) who enrolled in a pre-transfer Developmental course.
- Students enrolled in at least one pre-transfer math, English or ESL course in the designated fall semester by Ethnicity, Gender, Financial Status and Disability.
- Students who took the assessment test in Math, English and ESL and assessed in Pre-transfer math, English and ESL.
- Number and percentage of course sections offered in math, English and ESL.

All research is conducted for Fall 2004, Fall 2005 and Fall 2006.

Definitions

“Developmental Student” at Los Medanos College is defined as a student who is currently enrolled in or has previously taken at least one pre-transfer math (Math 30 and below), English (English 90 and below) or ESL course. Note that this definition is not based on placement advisement, so the data will not include students who placed into pre-transfer math, English, and ESL but did not enroll in the pre-transfer math, English, or ESL courses.

“Transfer Directed” is defined as those students who successfully completed one transfer-level English and transfer-level math.

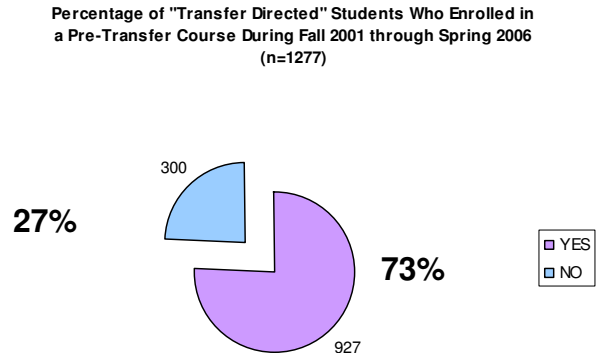
“Exit” students is referred to those students who received an Associate Degree, A Certificate or are “transfer Directed”

Data Sources: Research Data Warehouse and Business Office.

Research on “Exit” Groups for Spring 2006

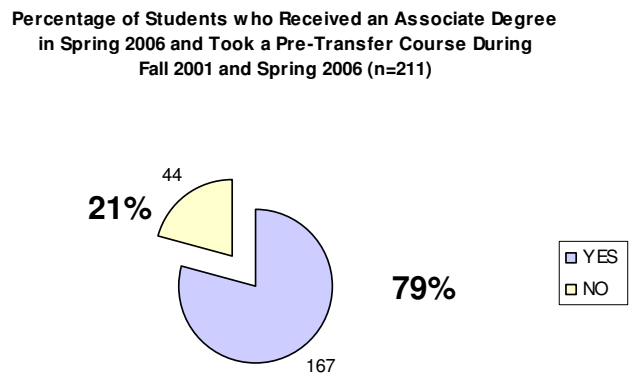
- Of those students who were “transfer directed” (successfully completed one transfer-level math and English course) at the end of SP 06, what percentage took at least one pre-transfer math, English or ESL course while at LMC?

Seventy three percent (73%) (927 out of 1277) of students who were “Transfer Directed” took at least one pre-transfer math, English or ESL course during the period of Fall 2001 through Spring 2006.



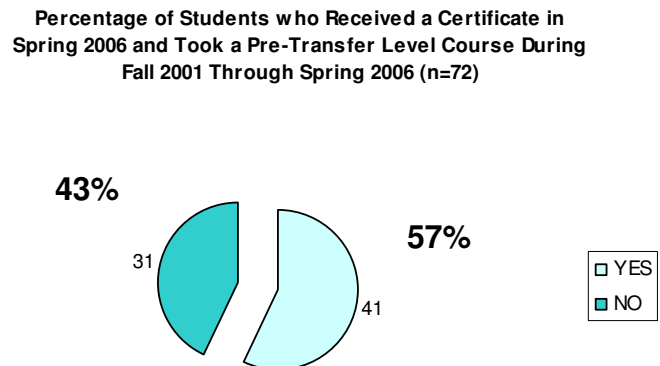
- Of those students receiving an AA-degree in SP 06, what percentage took at least one pre-transfer math, English or ESL course while at LMC?

Of those students receiving an Associate Degree in Spring 2006, 79% (167 out of 211 students) took at least one pre-transfer math, English or ESL course at LMC during the period of Fall 2001 through Spring 2006.



- Of those students receiving a certificate in SP 06, what percentage took at least one pre-transfer math, English or ESL course while at LMC?

Of those students receiving a certificate in Spring 2006, 57% (41 out of 72 students) took at least one pre-transfer math, English or ESL course while at LMC during the period of Fall 2001 through Spring 2006.



Students Enrolled in at Least One Pre-Transfer Math, English or ESL Course by Ethnicity, Gender, Financial Status and Disability: Fall 2004

Of the entire Fall 2004 LMC population, 24% of students were enrolled in Fall 2004 in at least one pre-transfer math, English, or ESL course. Most students enrolling in pre-transfer courses are Hispanics and Whites (n= 655 and n= 735). However, the proportion of Hispanics to their respective LMC group is higher than the proportion of White students (32% vs 19%). The proportion for both, Asians and African-Americans is 28%. Most students who enrolled in ESL are Hispanics.

Also, more female students (number and in proportion) have enrolled in at least one pre-transfer math, English, or ESL course.

Fifty two percent (52%) of EOP&S students, 45% of DSP&S and 33% of students receiving BOG enrolled in at least one pre-transfer math, English, or ESL course in Fall 2004.

Fall 2004 Enrollment in Pre-Transfer Classes by Ethnicity

ETHNICITY	All LMC Students	Students enrolled in a Pre-Transfer Class	Percentage**	Students enrolled in ESL
	A N=8956	B N=2190	C = B/A N=2190	D N=228
Asian	511	145	28%	55
African American	1196	295	25%	2
Filipino	571	158	28%	7
Hispanic	2063	655	32%	147
Native American	68	14	21%	0
Other	208	59	28%	4
Pacific Islander	57	24	42%	0
White	3837	735	19%	4
Unknown	445	105	24%	9
TOTAL	8956	2190	24%	228

** Percentage based on its respective group for that semester (i.e., 145 out of 511 Asians were enrolled in a pre-transfer course for that semester).

Fall 2004 Enrollment in Pre-Transfer Courses by Gender

GENDER	All LMC Students	Students enrolled in a Pre-Transfer Class	% **
	N=8956	N=2190	N=2190
Female	5139	1320	26%
Male	3553	783	22%
Unknown	264	87	33%
TOTAL	8956	2190	24%

Fall 2004 Enrollment in Pre-Transfer Courses by Program

	LMC students In Program	Students in program enrolled in at least one pre-transfer course	% **
	BOG	2388	778
EOPS	603	313	52%
DSP&S	394	178	45%

Students Enrolled in at Least One Pre-transfer Math, English or ESL Course by Ethnicity, Gender, Financial Status and Disability: Fall 2005

Of the entire Fall 2005 LMC population, 25% of students were enrolled in Fall 2005 in at least one pre-transfer math, English, or ESL course. Most students enrolling in pre-transfer courses are Hispanics and Whites (n= 647 and n= 694). However, the proportion of Hispanics to their respective LMC group is higher than the proportion of White students (32% vs 19%). The proportion for Asians is 26% and for African-Americans is 29%. Of the 158 students who enrolled in ESL, 115 (72%) were Hispanic.

Also, more female students (number and in proportion) have enrolled in at least one pre-transfer math, English, or ESL course.

Fifty two percent (52%) of EOP&S students, 35% of DSP&S and 33% of students receiving BOG enrolled in at least one pre-transfer math, English, or ESL course in Fall 2005.

Fall 2005 Enrollment in Pre-Transfer Classes by Ethnicity

ETHNICITY	All LMC Students	Students enrolled in a Pre-Transfer Class	Percentage**	Students enrolled in ESL
	A N=8632	B N=2160	C = B/A N=2160	D N=158
Asian	448	116	26%	28
African American	1216	356	29%	0
Filipino	549	161	29%	1
Hispanic	2031	647	32%	115
Native American	68	16	21%	0
Other	226	56	25%	4
Pacific Islander	68	27	40%	0
White	3596	694	19%	5
Unknown	430	87	20%	5
TOTAL	8632	2160	25%	158

** Percentage based of its respective group for that semester (i.e., 116 out of 448 Asians were enrolled in a pre-transfer course for that semester).

Fall 2005 Enrollment in Pre Transfer Courses by Gender

GENDER	All LMC Students	Students enrolled in a Pre-Transfer Class	%
	N=8632	N=2160	N=2160
Female	4975	1306	26%
Male	3373	779	23%
Unknown	284	75	26%
TOTAL	8632	2160	25%

Fall 2005 Enrollment in Pre Transfer Courses by Program

	LMC students In Program	Students in program enrolled in at least one pre-transfer course	%
	BOG	2419	837
EOPS	551	303	55%
DSP&S	473	181	38%

Students Enrolled in at Least One Pre-transfer Math, English or ESL Course by Ethnicity, Gender, Financial Status and Disability: Fall 2006

Of the entire Fall 2006 LMC population, 26% of students were enrolled in Fall 2006 in at least one pre-transfer math, English, or ESL course. Most students enrolling in pre-transfer courses are Hispanics and Whites (n= 704 and n= 684). However, the proportion of Hispanics to their respective LMC group is higher than the proportion of White students (33% vs 21%). The proportion for Asians is 26% and for African-Americans is 32%. Of the 165 students who enrolled in ESL, 118 (72%) were Hispanic.

Also, more female students (number and in proportion) have enrolled in at least one pre-transfer math, English, or ESL course.

Fifty two percent (52%) of EOP&S students, 35% of DSP&S students and 35% of students receiving BOG, have enrolled in at least one pre-transfer math, English, or ESL course.

Fall 2006 Enrollment in Pre-Transfer Classes by Ethnicity

ETHNICITY	All LMC Students	Students enrolled in a Pre-Transfer Class	Percentage**	Students enrolled in ESL
	A N=8453	B N=2239	C = B/A	D N=165
Asian	426	111	26%	23
African American	1242	398	32%	3
Filipino	533	146	27%	2
Hispanic	2116	704	33%	118
Native American	65	13	20%	0
Other	250	63	25%	2
Pacific Islander	92	28	30%	0
White	3300	684	21%	7
Unknown	429	92	21%	10
TOTAL	8453	2239	26%	165

** Percentage based of its respective group for that semester (i.e., 111 out of 426 Asians were enrolled in a pre-transfer course for that semester).

Fall 2006 Enrollment in Pre Transfer Courses by Gender

GENDER	All LMC Students	Students enrolled in a Pre-Transfer Class	%
	N=8453	N=2239	N=2239
Female	4904	1314	27%
Male	3253	821	25%
Unknown	296	104	35%
TOTAL	8453	2239	26%

Fall 2006 Enrollment in Pre Transfer Courses by Program

	LMC students In Program	Students in program enrolled in at least one pre-transfer course	%
	BOG	2467	872
EOPS	613	318	52%
DSP&S	457	159	35%

Students Who Took the Assessment Test in Math, English and ESL and Assessed in Pre-Transfer Math, English and ESL: Fall 2004, Fall 2005 and Fall 2006 Semesters.

In Fall 2004 there were 2,190 students who enrolled in at least one pre-transfer course. Of these, 1,431 took the assessment test in math (65%), and of these 1,097 (77%) assessed in pre-transfer math. 1,459 of the 2,190 took assessment in English (67%) and of these, 1,102 (76%) assessed in pre-transfer English.

Similarly for Fall 2005, there were 2,160 students who enrolled in at least one pre-transfer course. Of these, 1,556 took assessment in math (72%) and of these, 1,189 (76%) assessed in pre-transfer math. 1,579 of the 2,160 took assessment in English (73%) and of these, 1,191 (75%) assessed in pre-transfer English.

For Fall 2006, there were 2,239 students who enrolled in at least one pre-transfer course. Of these, 1,611 took assessment in math (72%) and of these, 1,230 (76%) assessed in pre-transfer math; 1,627 of the 2,239 took assessment in English (73%) and of these, 1,303 (80%) assessed in pre-transfer English.

Assessment to ESL is 120 students for Fall 2004, 100 for Fall 2005 and 51 for Fall 2006.

Assessment in Math and English: Fall 2004, Fall 2005 and Fall 2006								
	Took Assessment in Math		Assessed in Pre-Transfer Math		Took Assessment in English		Assessed in Pre-Transfer English	
	N	%***	N	%	N	%	N	%
Students Enrolled in Pre-Transfer Courses: Fall 2004 (n= 2190)	1431	65%	1097	77%	1459	67%	1102	76%
Students Enrolled in Pre-Transfer Courses: Fall 2005 (n=2160)	1556	72%	1189	76%	1579	73%	1191	75%
Students Enrolled in Pre-Transfer Courses: Fall 2006 (2239)	1611	72%	1230	76%	1627	73%	1303	80%

*** This percentage is based on the total number of students who enrolled in a pre-transfer course in Fall 2004.

Assessment to ESL: Fall 2004, Fall 2005 and Fall 2006	
Groups	Number Assessed to ESL ¹
Students Enrolled in Pre-Transfer Courses: Fall 2004 (n= 2190)	120
Students Enrolled in Pre-Transfer Courses: Fall 2005 (n=2160)	100
Students Enrolled in Pre-Transfer Courses: Fall 2006 (2239)	51

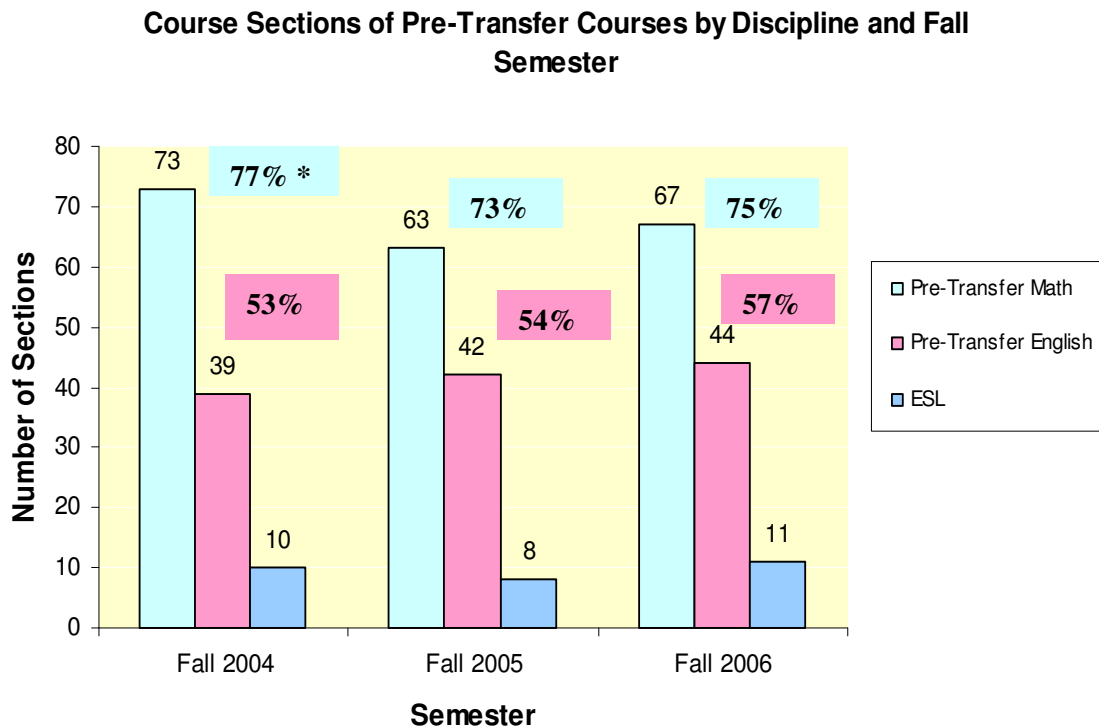
Note: ¹ The low numbers for Fall 2006 may be attributed to the changes in the cut off score for ESL in Spring 2006 and data maintenance.

Pre-Transfer Course Sections by Discipline: Fall 2004 to Fall 2006

In Fall 2004 there were 73 sections of pre-transfer courses in math (77% of the sections of the department), 39 in pre-transfer English (53% of the sections of the department), and 10 in ESL.

In Fall 2005 there were 63 sections of pre-transfer courses in math (73% of the sections of the department), 42 in pre-transfer English (54% of the sections of the department), and 8 in ESL.

Similar proportions are found for Fall 2006. There were 67 sections of pre-transfer courses in math (75% of the sections of the department), 44 in pre-transfer English (57% of the sections of the department), and 11 in ESL.



*Note: The percentages of the sections are based on the total sections of the department.

Pre-Transfer Courses and Faculty

(Data Not Available At This Time)

Note: The Office of Institutional Research has no access to personnel information. There have been discussions between the District's Research Council and District's Human Resources for the colleges' OIR's to have access to such files for purposes of research. Some information that this section would include are:

Sections of pre-transfer courses in math, English and ESL taught by full-time faculty.

Percentage of faculty teaching pre-transfer math, English and ESL that are full-time.

Percentage of faculty teaching pre-transfer math, English, and ESL by ethnicity.