

**Institutional Access, Course Success, and
Goal Attainment
of
Los Medanos College
Fall 1994 Students by Ethnicity**

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Prepared
by

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Background

This report was prepared in response to the State Chancellor's request to examine the status of underrepresented students in the areas of Institutional ACCESS, COURSE SUCCESS, and GOAL ATTAINMENT. Underrepresented students include Native Americans, African Americans, and Latinos. The results of this report are based from the LMC student population who enrolled in the Fall of 1994.

Defining the Measures:

For this report, Institutional Access is measured by comparing the proportion of LMC student enrollment to the proportion of the serving community. It is important to point out however, that another indicator of institutional access is the comparison of LMC first-time freshmen to the proportion of high school graduates of the feeder schools.

Course Success is measured by the proportion of students who received a letter grade of A, B or C, or received Credit for the course.

Goal Attainment is measured by comparing the proportion of students who received an award to the proportion of students who indicated the desire to obtain an award -- a certificate on an AA degree.

Data were gathered from various sources such as U.S. Census data, MIS reports, and Institutional Research database.

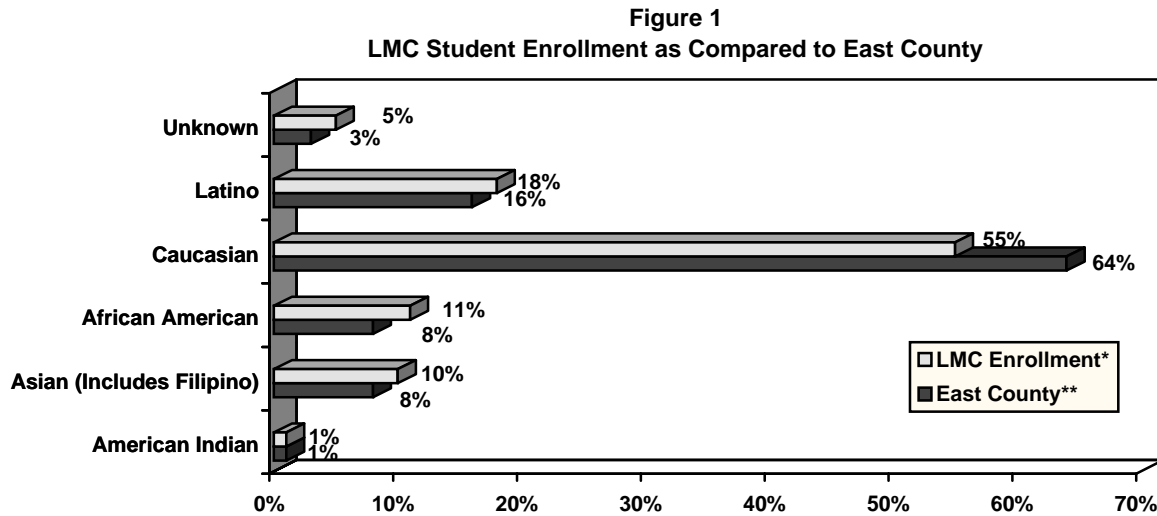
Report Limitations : Although this report is a first step in examining the Educational Equity status at LMC, several limitations exist. When examining course success by academic area, Vocational courses were excluded. Also, Transfer rates are not examined. These analyses are expected to be done as we implement the Institutional Effectiveness Model in AY 1995-96.

Executive Summary

- The overall college student population reflects fairly well the population of the service area (Figure 1); similarly, the first-time freshman population also reflects the high school graduate population from the feeder schools (Figure 2).
- Compared to other students, at least one group from the ethnically underrepresented student population is less likely to succeed academically in courses of Biological Sciences, Business, Language Arts, Math, and Physical Sciences.
- The success rate of Latino students taking ESL courses is less than 50%.
- The proportion of underrepresented students who obtain degree awards (certificate or AA) is lower than the proportion of underrepresented students who indicated a desire to obtain certificates or an AA degree.

ACCESS

Los Medanos College serves primarily the communities of Clayton, parts of Concord, Bay Point, Pittsburg, Antioch, Oakley, Knightsen, Bethel Island, Brentwood, Byron, and Discovery Bay. The college population reflects fairly well the ethnic diversity of its serving community, with the exception of Caucasian students (Figure 1).



* LMC First Census data, Fall 1994 (N=7,191).

** US Census data, 1990 (N=238,721).

Table 1.
Educational Access to LMC from the Feeder High Schools***

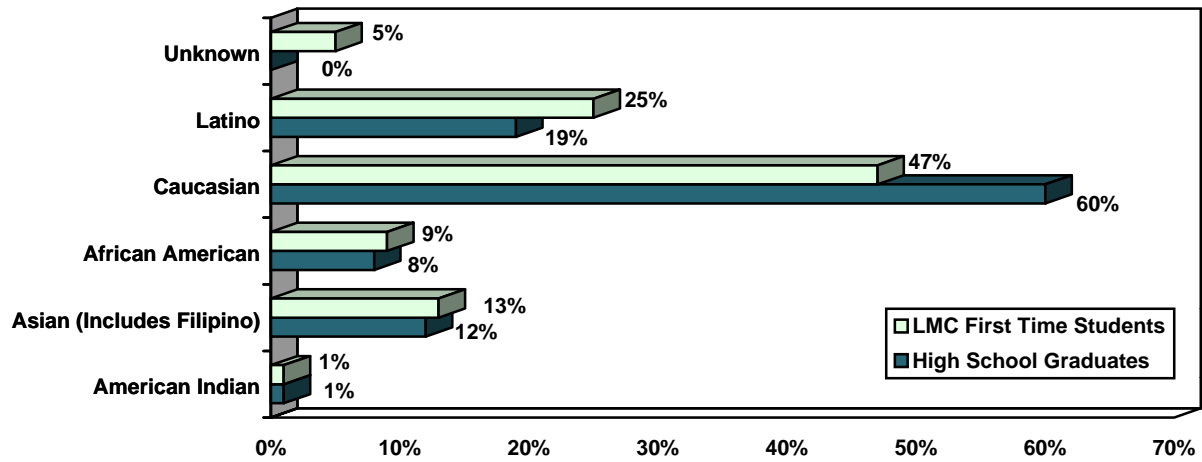
Ethnicity	(A) Summer 1994 H.S. Graduates *		(B) Fall 1994 Overall College Going Rate *		(C) Fall 1994 California Community College Going Rate *		(D) Fall 1994 LMC First Time Freshman **	
	N	(A/A)	N	(B/A)	N	(C/A)	N	(D/A)
Unknown	---	---					20	
Asian	50	(.05)	32	(.64)	20	(.40)	15	(.30)
African American	110	(.08)	53	(.48)	40	(.36)	35	(.32)
Filipino	100	(.07)	58	(.58)	49	(.49)	35	(.35)
Latino	266	(.19)	129	(.48)	104	(.39)	94	(.35)
Native American	12	(.01)	6	(.50)	6	(.50)	5	(.42)
White	823	(.60)	309	(.38)	267	(.32)	176	(.21)
Total	1,361	(1.0)	587	(.43)	486	(.36)	380	(.28)

* Source: CPEC, 10/13/94

** Source: SCO3 MIS Report, 01/03/95

*** Feeder high schools include Pittsburg High, Antioch High, Prospects, Liberty and LaPaloma.

Figure 2
Comparison of LMC First-Time Freshmen to the High School Graduate
Population of the Feeder Schools



COURSE SUCCESS

In this section course success is examined controlling for ethnicity. Also, controlling for academic area, course success is examined for Biological Science, Business, Language Arts, Math, Physical Sciences and ESL.

Main Findings:

When examining overall academic outcome for ALL courses controlling for ethnicity there appears not to be significant differences between ethnic groups, with the exception of African American students (nearly 50% are not successful in the courses they enroll -- Table 2). However, when examining academic outcome by controlling for academic area, it is found that, compared to other students, at least one group (or all) from the ethnically underrepresented population, is less likely to succeed academically in:

- Introduction to Biological Science courses (Tables 3 & 4).
- Business-Theory-Based courses -- e.g., accounting -- (Table 5).
- Language Arts, both Basic and College Level (Tables 6 & 7).
- Math-- Basic and college level -- (Tables 8 & 9).
- Physical Science (Tables 10 & 11).

The success rate of Latino students enroll in ESL courses is less than 50% (Table 12).

Table 2
Academic Outcome of Students For All Courses Taken in Fall 1994 by Ethnicity

Ethnicity	Academic Outcome			
	Success *		No Success **	
	N	%	N	%
No Response (N=540)	339	63%	201	37%
Caucasian (N=7175)	5150	72%	2025	28%
Latino (N=2074)	1342	65%	732	35%
Native American (N=154)	101	66%	53	34%
Asian (N=448)	325	73%	123	27%
African American (N=1758)	931	53%	827	47%
Filipino (N=556)	392	71%	164	29%
Total (N=12705)	8580	68%	4125	32%

Table 3
Academic Outcome of Students Enrolled in Biological Science Introductory Level Courses for Fall 1994 by Ethnicity

Ethnicity	Academic Outcome			
	Success *		No Success **	
	N	%	N	%
No Response (N=34)	10	29%	24	71%
Caucasian (N=397)	204	51%	193	49%
Latino (N=134)	72	54%	62	46%
Native American (N=4)	2	50%	2	50%
Asian (N=39)	19	49%	20	51%
African American (N=64)	21	33%	43	67%
Filipino (N=51)	27	53%	24	51%
Total (N=723)	355	49%	368	51%

Table 4
Academic Outcome of Students Enrolled in Biological Science College Level Courses for Fall 1994 by Ethnicity

Ethnicity	Academic Outcome			
	Success *		No Success **	
	N	%	N	%
No Response (N=15)	8	53%	7	47%
Caucasian (N=228)	130	57%	98	43%
Latino (N=56)	29	52%	27	48%
Native American (N=4)	2	50%	2	50%
Asian (N=31)	16	52%	15	48%
African American (N=32)	18	56%	14	44%
Filipino (N=38)	20	53%	18	47%
Total (N=404)	223	55%	181	45%

* Success is a grade of "A", "B", "C" or "CR".

** No Success is a grade of "D", "F", "NC", or "W".

Table 5

Academic Outcome of Students Enrolled in Business: Basic Theory Courses for Fall 1994 by Ethnicity

<u>Ethnicity</u>	<u>Academic Outcome</u>			
	<u>Success *</u>		<u>No Success **</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
No Response (N=33)	8	24%	25	76%
Caucasian (N=396)	207	52%	189	48%
Latino (N=105)	58	55%	47	45%
Native American (N=10)	4	40%	6	60%
Asian (N=46)	25	54%	21	46%
African American (N=87)	30	35%	57	65%
Filipino (N=36)	17	47%	19	53%
Total (N=713)	349	49%	364	51%

Table 6

Academic Outcome of Students Enrolled in Language Arts Basic Skills Level Courses for Fall 1994 by Ethnicity

<u>Ethnicity</u>	<u>Academic Outcome</u>			
	<u>Success *</u>		<u>No Success **</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
No Response (N=70)	25	36%	45	64%
Caucasian (N=366)	170	46%	196	54%
Latino (N=248)	106	43%	142	57%
Native American (N=10)	8	80%	2	20%
Asian (N=62)	27	44%	35	56%
African American (N=165)	58	35%	107	65%
Filipino (N=53)	25	47%	28	53%
Total (N=974)	419	43%	555	57%

Table 7

Academic Outcome of Students Enrolled in Language Arts College Level Courses for Fall 1994 by Ethnicity

<u>Ethnicity</u>	<u>Academic Outcome</u>			
	<u>Success *</u>		<u>No Success **</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
No Response (N=40)	21	52%	19	48%
Caucasian (N=516)	234	45%	282	55%
Latino (N=187)	75	40%	112	60%
Native American (N=15)	5	33%	10	67%
Asian (N=54)	18	33%	36	67%
African American (N=100)	31	31%	69	69%
Filipino (N=53)	21	40%	32	60%
Total (N=965)	405	42%	560	58%

* Success is a grade of "A", "B", "C" or "CR".

** No Success is a grade of "D", "F", "NC", or "W".

Table 8

Academic Outcome of Students Enrolled in Math Basic Skills Level Courses for Fall 1994 by Ethnicity

<u>Ethnicity</u>	<u>Academic Outcome</u>			
	<u>Success *</u>		<u>No Success **</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
No Response (N=29)	4	14%	25	86%
Caucasian (N=299)	153	51%	146	49%
Latino (N=129)	57	44%	72	56%
Native American (N=11)	6	55%	5	45%
Asian (N=30)	18	60%	12	40%
African American (N=120)	46	38%	74	62%
Filipino (N=60)	35	58%	25	42%
Total (N=678)	319	47%	359	53%

Table 9

Academic Outcome of Students Enrolled in Math College Level Courses for Fall 1994 by Ethnicity

<u>Ethnicity</u>	<u>Academic Outcome</u>			
	<u>Success *</u>		<u>No Success **</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
No Response (N=52)	12	23%	40	77%
Caucasian (N=566)	219	39%	347	61%
Latino (N=227)	77	34%	150	66%
Native American (N=13)	3	23%	10	77%
Asian (N=51)	23	45%	28	55%
African American (N=120)	27	22%	93	78%
Filipino (N=47)	23	49%	24	51%
Total (N=1076)	384	36%	692	64%

Table 10

Academic Outcome of Students Enrolled in Physical Science Introductory Level Courses for Fall 1994 by Ethnicity

<u>Ethnicity</u>	<u>Academic Outcome</u>			
	<u>Success *</u>		<u>No Success **</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
No Response (N=21)	3	14%	18	86%
Caucasian (N=364)	151	41%	213	59%
Latino (N=153)	67	44%	86	56%
Native American (N=8)	2	25%	6	75%
Asian (N=41)	17	41%	24	59%
African American (N=66)	14	21%	52	79%
Filipino (N=51)	25	49%	26	51%
Total (N=704)	279	40%	425	60%

* Success is a grade of "A", "B", "C" or "CR".

** No Success is a grade of "D", "F", "NC", or "W".

Table 11
Academic Outcome of Students Enrolled in Physical Science College Level Courses for Fall 1994 by
Ethnicity

<u>Ethnicity</u>	<u>Academic Outcome</u>			
	<u>Success *</u>		<u>No Success **</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
No Response (N=17)	9	53%	8	47%
Caucasian (N=82)	40	49%	42	51%
Latino (N=27)	14	52%	13	48%
Native American (N=0)	0	0%	0	0%
Asian (N=30)	24	80%	6	20%
African American (N=7)	2	29%	5	71%
Filipino (N=15)	10	67%	5	33%
Total (N=178)	99	56%	79	33%

Table 12
Academic Outcome of Students Enrolled in ESL Courses for Fall 1994 by Ethnicity

<u>Ethnicity</u>	<u>Academic Outcome</u>			
	<u>Success *</u>		<u>No Success **</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
No Response (N=31)	12	39%	19	61%
Caucasian (N=16)	5	31%	11	69%
Latino (N=113)	51	45%	62	55%
Native American (N=0)	0	0%	0	0%
Asian (N=122)	56	46%	66	54%
African American (N=0)	0	0%	0	0%
Filipino (N=6)	4	67%	2	33%
Total (N=288)	128	44%	160	56%

* Success is a grade of "A", "B", "C" or "CR".

** No Success is a grade of "D", "F", "NC", or "W".

GOAL ATTAINMENT

The proportion of underrepresented students who received an award is less than the proportion of underrepresented students who indicated the desire to obtain an award (Table 13)

NOTE: Given the data available, it is important to keep in mind that this comparison is limited. A more accurate indicator is to follow a cohort of new students controlling for Educational Objective for a period of 3 to 4 years and determine their Educational Outcome. This suggested analysis will be conducted as part of the College Institutional Effectiveness Model for 1995-96.

Table 13
Comparison of Students who Obtain Awards to Their Stated Educational Objective by Ethnicity
(Based on Fall 1993 Data)

Ethnicity	Stated Educational Objective				Awards *			
	Certificate		AA Degree		Certificate		AA Degree	
	N	%	N	%	N	%	N	%
Non-Respondent	19	3%	47	3%	1	1%	6	3%
Caucasian	312	60%	800	56%	64	66%	137	67%
Latino	83	16%	263	18%	12	12%	29	14%
Native American	9	2%	15	1%	1	1%	2	1%
Asian	25	5%	74	5%	16	16%	20	10%
African American	45	9%	136	10%	3	3%	10	5%
Filipino	24	5%	89	6%	0	0%	0	0%
Total	517	100%	1424	100%	97	100%	204	100%

* SR42 Report, 9/22/94.

Figure 4
Certificate Obtained Compared to Educational Objective

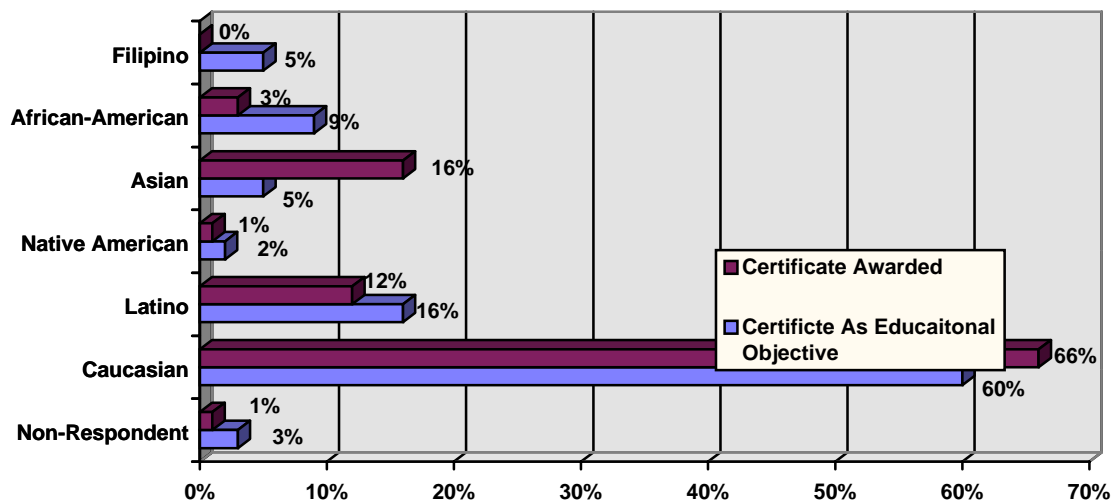
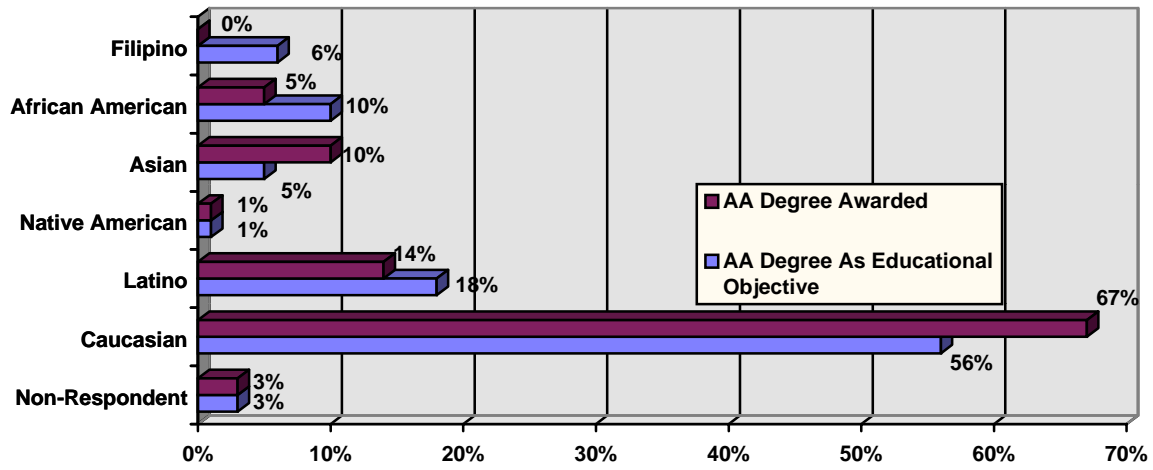


Figure 5
AA Degree Obtained Compared to Educational Objective



* Success is a grade of "A", "B", "C" or "CR".

** No Success is a grade of "D", "F", "NC", or "W".