



# BSSI Data Presentation

MARCH 1, 2024

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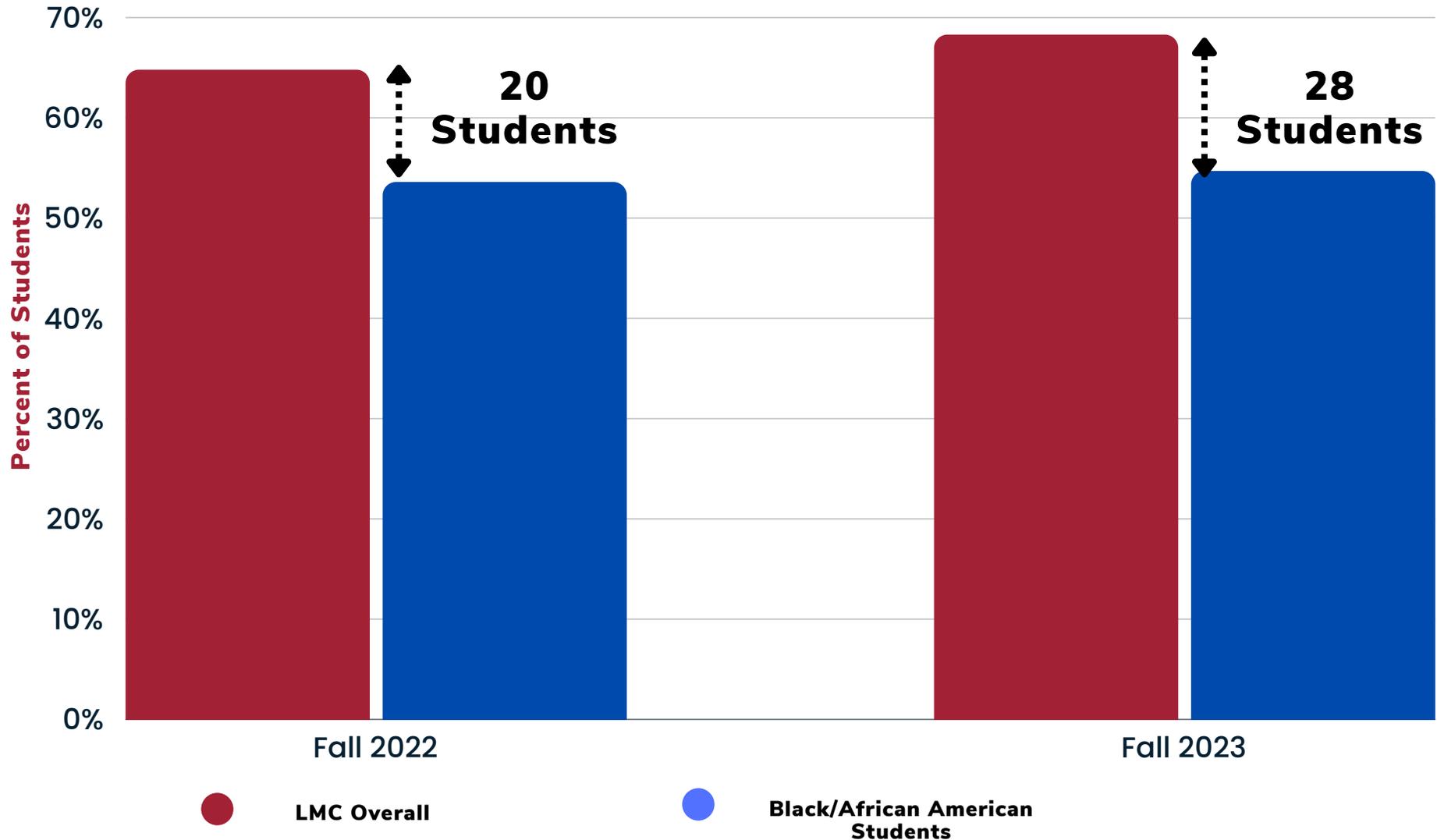
LOS MEDANOS  
COLLEGE

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Office of Planning and  
Institutional Effectiveness

# Fall to Spring Persistence

Among students new degree/transfer seeking students who enroll in fall, the percentage who enroll in the subsequent spring semester.



Date Generated: February 22, 2024

Data Source(s): Source: SQL "New Students by Term" and "Enrollment Analysis" Tableau

Definition/Notes: Cohort is all students with "New" application status for Fall 2022, enrolled in at least one course in Fall 2022 and with a stated Educational Goal of Degree or Transfer

# FALL 2022

## 1ST YEAR MATH SUCCESSFUL COMPLETION

POPULATION		OVERALL		BLACK/AFRICAN AMERICAN
Passed Math in 1st Year	<u>359</u> 1208	29.7%	<u>28</u> 153	18.3%
Never Enrolled	<u>653</u> 1208	54.1%	<u>99</u> 153	64.7%
Enrolled 1 Time and Passed	<u>343</u> 1208	28.4%	<u>25</u> 153	16.3%
Enrolled 1 Time and Did not Pass	<u>170</u> 1208	14.1%	<u>23</u> 153	15.0%
Enrolled 2 Times and Did not Pass	<u>26</u> 1208	2.2%	<u>3</u> 153	2.0%
Enrolled 2 Times and Passed	<u>16</u> 1208	1.3%	<u>3</u> 153	2.0%

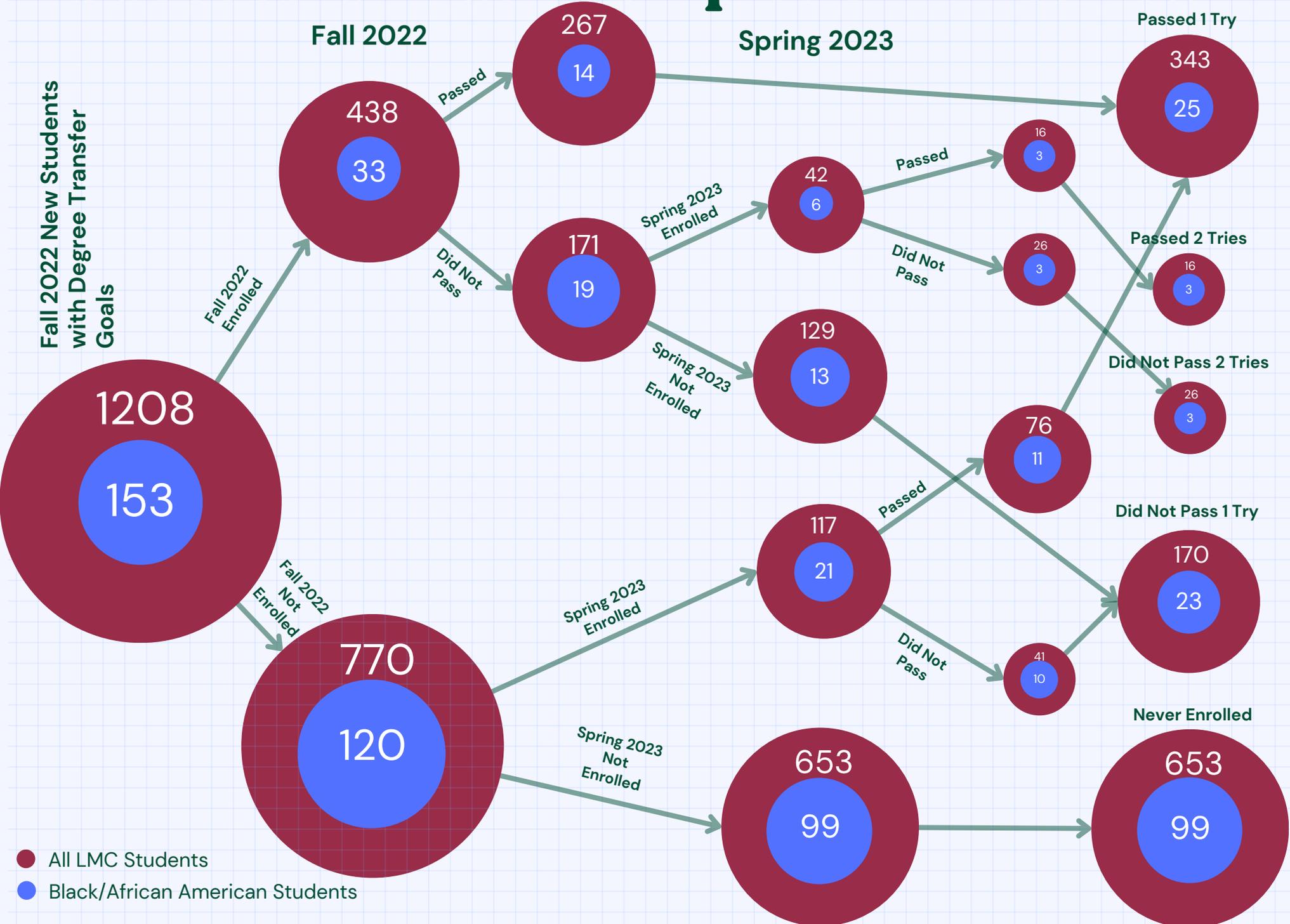
Definition: Cohort is all students with "New" application status for Fall 2022, enrolled in at least one course in Fall 2022 and with a stated Educational Goal of Degree or Transfer. Successful Completion of Math 110 or Higher (C or better)

Source: SQL "New Students by Term" and "Enrollment Analysis" Tableau

Date of Data Download: 9.19.23

# Successful Math Completion in 1st Year

Fall 2022 New Students with Degree Transfer Goals



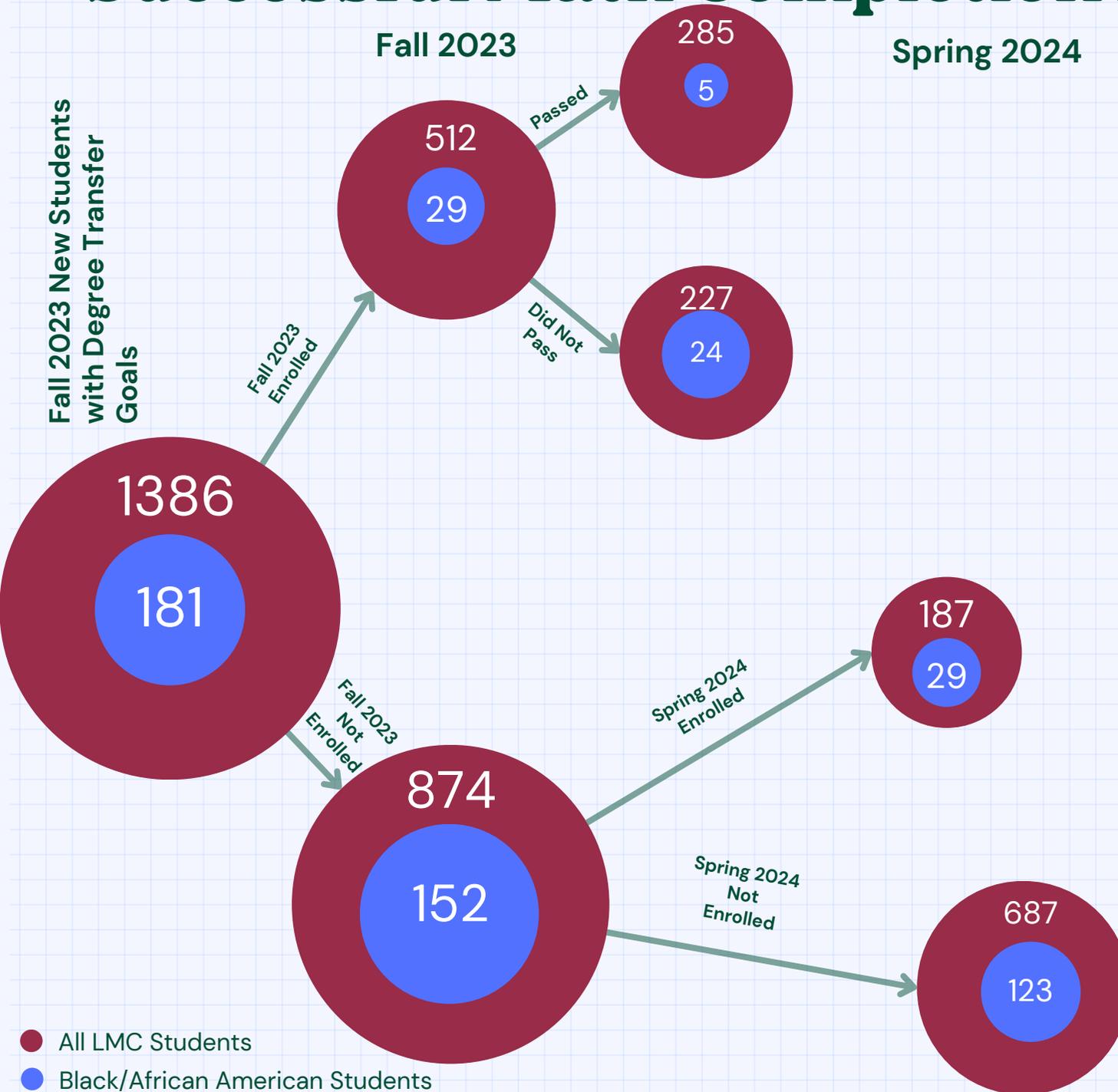
- All LMC Students
- Black/African American Students

# Successful Math Completion in 1st Year

Fall 2023 New Students  
with Degree Transfer  
Goals

Fall 2023

Spring 2024



# FALL 2022

## 1ST YEAR ENGLISH SUCCESSFUL COMPLETION

POPULATION		OVERALL	BLACK/AFRICAN AMERICAN	
Passed English in 1st Year	<u>458</u> 1208	37.9%	<u>38</u> 153	24.8%
Never Enrolled	<u>478</u> 1208	39.6%	<u>73</u> 153	47.7%
Enrolled 1 Time and Passed	<u>434</u> 1208	35.9%	<u>36</u> 153	23.5%
Enrolled 1 Time and Did not Pass	<u>238</u> 1208	19.7%	<u>39</u> 153	25.5%
Enrolled 2 Times and Did not Pass	<u>34</u> 1208	2.8%	<u>3</u> 153	2.0%
Enrolled 2 Times and Passed	<u>24</u> 1208	2.0%	<u>2</u> 153	1.3%

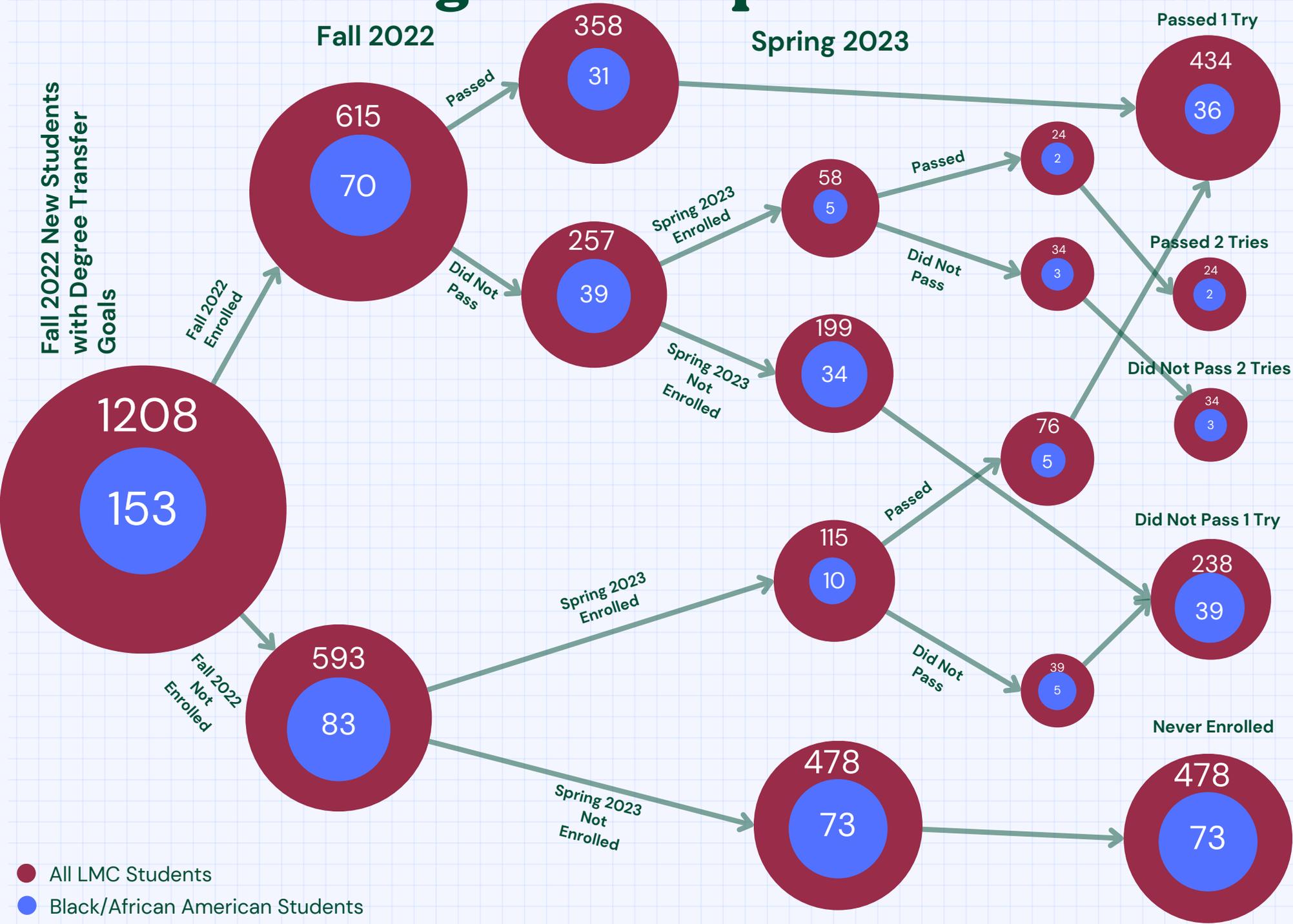
Definition: Cohort is all students with "New" application status for Fall 2022, enrolled in at least one course in Fall 2022 and with a stated Educational Goal of Degree or Transfer. Successful Completion of English 100 or Higher (C or better)

Source: SQL "New Students by Term" and "Enrollment Analysis" Tableau

Date of Data Download: 9.19.23

# Successful English Completion in 1st Year

Fall 2022 New Students with Degree Transfer Goals



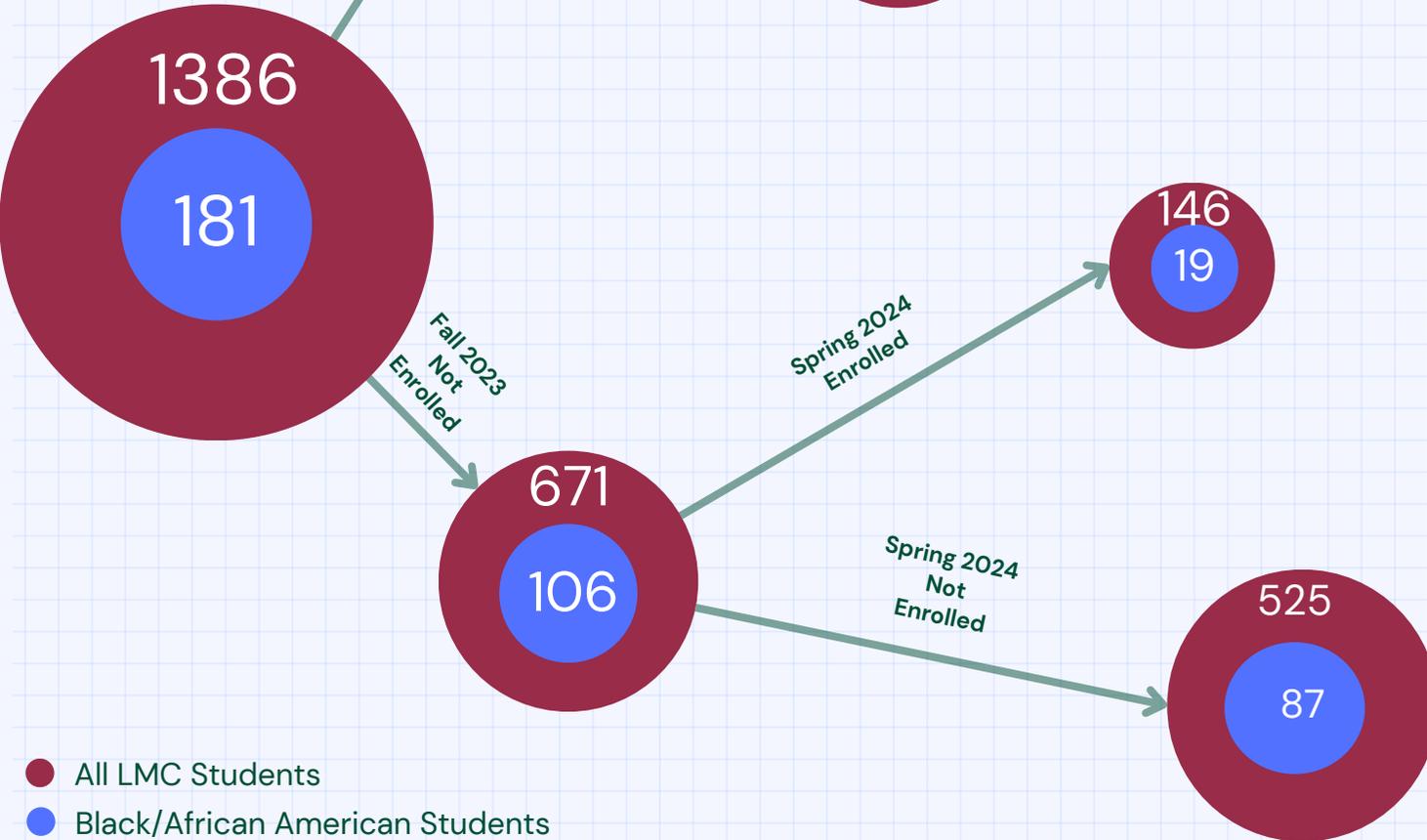
- All LMC Students
- Black/African American Students

# Successful English Completion in 1st Year

Fall 2023

Spring 2024

Fall 2023 New Students  
with Degree Transfer  
Goals





# RESEARCH QUESTIONS

Did calling campaigns impact spring math enrollment for those who did not enroll in the fall?

Did calling campaigns impact spring English enrollment for those who did not enroll in the fall?

Did calling campaigns impact math and English enrollment for those who enrolled in spring in something?

Did calling campaigns impact fall to spring persistence for those who did not enroll in math and/or English in fall?



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# FALL 2023

## MATH ENROLLMENT CALLING CAMPAIGN

	ALL STUDENTS		BLACK/AFRICAN AMERICAN STUDENTS	
	FALL 22 - SPRING 23	FALL 23 - SPRING 24	FALL 22 - SPRING 23	FALL 23 - SPRING 24
New Fall Students who did NOT Enroll in Math	770	874	120	152
Number of above Students who Enrolled in Spring Term	117	187	21	29
Percent who Enrolled	15.2%	21.4%	17.5%	19.1%
Difference from "Expected" Number of Students based On Fall 2022		+55 Students		+2 Students
P-Value (2-Prop Z Test)		.0006		.37

Definition: Cohort is all students with "New" application status for Fall, enrolled in at least one course in Fall and with a stated Educational Goal of Degree or Transfer.

Source: SQL "New Students by Term" and "Enrollment Analysis" Tableau

Date of Data Download: 9.19.23; 2.22.24



# CONCLUSIONS

Math enrollment in spring was significantly higher than expected for those who did not enroll in fall.

Did calling campaigns impact spring English enrollment for those who did not enroll in the fall?

Did calling campaigns impact math and English enrollment for those who enrolled in spring in something?

Did calling campaigns impact fall to spring persistence for those who did not enroll in math and/or English in fall?



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# FALL 2023

## ENGLISH ENROLLMENT CALLING CAMPAIGN

	ALL STUDENTS		BLACK/AFRICAN AMERICAN STUDENTS	
	FALL 22 - SPRING 23	FALL 23 - SPRING 24	FALL 22 - SPRING 23	FALL 23 - SPRING 24
New Fall Students who did NOT Enroll in English	593	671	88	106
Number of above Students who Enrolled in Spring Term	115	146	10	19
Percent who Enrolled	19.4%	21.8%	12.0%	17.9%
Difference from "Expected" Number of Students based On Fall 2022		+16 Students		+6 Students
P-Value (2-Prop Z Test)		.15		.10

Definition: Cohort is all students with "New" application status for Fall, enrolled in at least one course in Fall and with a stated Educational Goal of Degree or Transfer.

Source: SQL "New Students by Term" and "Enrollment Analysis" Tableau

Date of Data Download: 9.19.23; 2.22.24



# CONCLUSIONS

Math enrollment in spring was significantly higher than expected for those who did not enroll in fall.

**Moderate gains were made for English enrollment in spring for both Black students and all students who did not enroll in fall.**

Did calling campaigns impact math and English enrollment for those who enrolled in spring in something?

Did calling campaigns impact fall to spring persistence for those who did not enroll in math and/or English in fall?



# RESEARCH QUESTIONS

Did calling campaigns impact spring math enrollment for those who did not enroll in the fall?

Did calling campaigns impact spring English enrollment for those who did not enroll in the fall?

**Did calling campaigns impact math and English enrollment for those who enrolled in spring in something?**

Did calling campaigns impact fall to spring persistence for those who did not enroll in math and/or English in fall?

# FALL 2023

## MATH ENROLLMENT CALLING CAMPAIGN

	ALL STUDENTS		BLACK/AFRICAN AMERICAN STUDENTS	
	FALL 22 - SPRING 23	FALL 23 - SPRING 24	FALL 22 - SPRING 23	FALL 23 - SPRING 24
New Fall Students who did NOT Enroll in Math in Fall	770	874	120	152
Number of above Students who Enrolled in Spring Term in something	434	539	58	78
Among those enrolled, percent who enrolled in math in Spring	27.0%	34.7%	36.2%	37.2%
Difference from "Expected" Number of Students based On Fall 2022		+42 Students		+1 Student
P-Value (2-Prop Z Test)		.005		.45

Definition: Cohort is all students with "New" application status for Fall, enrolled in at least one course in Fall and with a stated Educational Goal of Degree or Transfer.

Source: SQL "New Students by Term" and "Enrollment Analysis" Tableau

Date of Data Download: 9.19.23; 2.22.24

# FALL 2023

## ENGLISH ENROLLMENT CALLING CAMPAIGN

	ALL STUDENTS		BLACK/AFRICAN AMERICAN STUDENTS	
	FALL 22 - SPRING 23	FALL 23 - SPRING 24	FALL 22 - SPRING 23	FALL 23 - SPRING 24
New Fall Students who did NOT Enroll in English in Fall	593	671	88	106
Number of above Students who Enrolled in Spring Term in something	323	395	39	50
Among those enrolled, percent who enrolled in English in Spring	35.6%	37.0%	25.6%	38.0%
Difference from "Expected" Number of Students based On Fall 2022		+5 Students		+6 Students
P-Value (2-Prop Z Test)		.35		.11

Definition: Cohort is all students with "New" application status for Fall, enrolled in at least one course in Fall and with a stated Educational Goal of Degree or Transfer.

Source: SQL "New Students by Term" and "Enrollment Analysis" Tableau

Date of Data Download: 9.19.23; 2.22.24



# CONCLUSIONS

Math enrollment in spring was significantly higher than expected for those who did not enroll in fall.

Moderate gains were made for English enrollment in spring for both Black students and all students who did not enroll in fall.

**Results for student who enrolled in Spring in something were similar to results of all students in terms of math and English enrollment.**

Did calling campaigns impact fall to spring persistence for those who did not enroll in math and/or English in fall?



# RESEARCH QUESTIONS

Did calling campaigns impact spring math enrollment for those who did not enroll in the fall?

Did calling campaigns impact spring English enrollment for those who did not enroll in the fall?

**Did calling campaigns impact math and English enrollment for those who enrolled in spring in something?**

**Did calling campaigns impact fall to spring persistence for those who did not enroll in math and/or English in fall?**

# FALL 2023

## TERM-TO-TERM PERSISTENCE CALLING CAMPAIGN

	PERSISTENCE RATES ALL STUDENTS		PERSISTENCE RATES BLACK/AFRICAN AMERICAN STUDENTS	
	FALL 22 - SPRING 23	FALL 23 - SPRING 24	FALL 22 - SPRING 23	FALL 23 - SPRING 24
Students who enrolled in English but not math	66.9%	71.0%	54.9%	64.4%
Students who enrolled in math but not English	74.0%	71.0%	64.3%	77.0%
Students who did not enroll in math or English	50.3%	55.5%	43.5%	43.0%

Highlighted if significant at  $p=.05$  level.

Definition: Cohort is all students with "New" application status for Fall, enrolled in at least one course in Fall and with a stated Educational Goal of Degree or Transfer.

Source: SQL "New Students by Term" and "Enrollment Analysis" Tableau

Date of Data Download: 9.19.23; 2.22.24



# CONCLUSIONS

Math enrollment in spring was significantly higher than expected for those who did not enroll in fall.

Moderate gains were made for English enrollment in spring for both Black students and all students who did not enroll in fall.

Results for student who enrolled in Spring in something were similar to results of all students in terms of math and English enrollment.

**Students who did not enroll in either math or English in fall were significantly more likely to enroll in something in the spring this year than last year.**