

Counseling and Developmental Education

Los Medanos College

Executive Summary

Prepared by the Office of Research

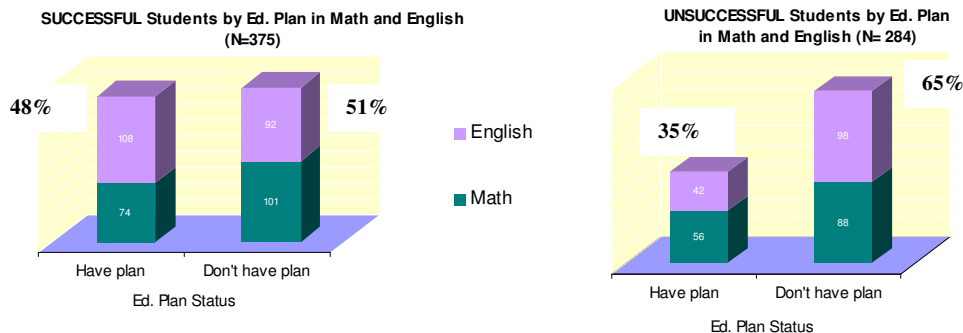
To determine whether Counseling Partnership has impacted course completion and persistence in developmental education Math and English students, students who successfully completed Math 12 and students who completed English 70 in fall 2006 are split into two groups each (those who have an educational plan and those who do not) and then, each group is compared with regard to 1) enrolling in the subsequent class, 2) persisting at the college the following semester, and 3) persisting in college for two consecutive semesters.

The assumption for this design is that students with an educational plan would have received advising and they would be more likely to enroll in the sequential course, and persist in college for one and two consecutive semesters.

The groups: The Successful Groups: A total of 175 students were identified as being successful in math 12 and 200 in English 70. Of the 175 students in Math, 74 (42%) were identified as having an educational plan and 101 (58%) as not having an educational plan. Of the 200 students in English 70, 108 (54%) were identified as having an educational plan and 92 (46%) as not having an educational plan.

The Unsuccessful Groups: A total of 144 students were identified as being unsuccessful in math 12 and 140 in English 70. Of the 144 students in Math, 56 (39%) were identified as having an educational plan and 88 (61%) as not having an educational plan. Of the 140 students in English 70, 42 (30%) were identified as having an educational plan and 98 (70%) as not having an educational plan.

All samples in the study indicate that the proportion of students without an educational plan is slightly greater, but more so, for the unsuccessful groups.



Results

Successful Groups

Developmental Math (Math 12):

There were 175 students identified as being successful in Math 12 in fall 2006. Of these, 74 were identified as having an educational plan and 101 were identified as not having an educational plan. Of the 74 students who were successful in Math 12 in fall 2006 and have an educational plan, 70% enrolled in the subsequent math class (Math 25) the following semester (Spring 2007), 92% re-enrolled in any course at LMC the following semester (Spring 07) and 68% enrolled at LMC in any course for two consecutive semesters (spring 07 and fall 2007). The corresponding figures for students without an educational plan are: 59%, 82% and 57%. The data indicates that within successful groups, students in Math 12 with an educational plan are more likely to enroll in the subsequent course, and persist in college for one and two consecutive semesters.

Number of students who successfully completed Math 12 in Fall 2006 N=175

	Have an Educational Plan N=74	DO NOT Have an Educational Plan N=101
Enrolled in subsequent class (Math 25) in Spring 2007	(52) 70%	(60) 59%
Enrolled at LMC in Spring 07 in any course	(68) 92%	(83) 82%
Enrolled at LMC in Spring 07 and in Fall 07 in any course	(50) 68%	(58) 57%

Developmental English (English 70):

There were 200 students identified as having successfully completed English 70: 108 with an educational plan and 92 without an educational plan. Of the 108 students who successfully completed English 70 in fall 2006 and have an educational plan, 70% enrolled in the subsequent English class (English 90) the following semester (Spring 2007), 84% re-enrolled at LMC the following semester (Spring 07) and 69% re-enrolled at LMC the following year (Spring 07 and fall 2007). The corresponding figures for students without an educational plan are: 67%, 84% and 67%.

The data seems to indicate that students with an educational plan performed just as well as students without a plan in the measures observed. Slightly more students (3%) with an educational plan enrolled in the subsequent English class, and enrolled for two consecutive semesters.

**Number of students who successfully completed English 70 in Fall 2006
N=200**

	Have an Educational Plan N=108	DO NOT Have an Educational Plan N=92
Enrolled in subsequent class (English 90) in Spring 2007	(76) 70%	(62) 67%
Enrolled at LMC in Spring 2007 in any course	(91) 84%	(77) 84%
Enrolled at LMC in Spring 07 and in Fall 07 in any course	(75) 69%	(62) 67%

Unsuccessful Groups

Math 12:

There were 144 students identified as being unsuccessful in Math 12 in fall 2006. Of these, 56 were identified as having an educational plan and 88 were identified as not having an educational plan. Of the 56 students who were unsuccessful in Math 12 in fall 2006 and have an educational plan, none enrolled in the subsequent math class (math 25) the following semester (Spring 2007), 62% re-enrolled at LMC the following semester (Spring 07) and 45% re-enrolled at LMC for two consecutive semesters (spring 07 and fall 2007). The corresponding figures for students without an educational plan are: 1%, 56% and 34%. The data indicates that even within unsuccessful groups, students with an educational plan in Math 12, are more likely to persist in college for one or two consecutive semesters, but not enroll in a subsequent class.

Number of students who were not successful in Math 12 in Fall 2006
(Grade W, D, and F)
N=144

	Have an Educational Plan N=56	DO NOT Have an Educational Plan N=88
Enrolled in subsequent class (Math 25) in Spring 2007	0	(1) 1%
Enrolled at LMC in Spring 07 in any course	(35) 62%	(49) 56%
Enrolled at LMC in Spring 07 and in Fall 07 in any course	(25) 45%	(30) 34%

English 70:

There were 140 students identified as being unsuccessful in English 70. Of these, 42 were identified as having an educational plan and 98 were identified as not having an educational plan. Of the students who were unsuccessful in English 70 in fall 2006 and have an educational plan none enrolled in a subsequent class the following semester (spring 07) and 59% enrolled in any class at LMC the following semester (spring 07), and 33% re-enrolled for two consecutive semesters (spring 2007 and fall 2007). The corresponding figures for students with no educational plan, (98) 3% enrolled in the subsequent course, 50% enrolled the following semester at LMC and 22% enrolled at LMC for spring and fall.

These findings indicate also that even within unsuccessful groups, students with an educational plan, are more likely to persist in college for one, or two consecutive semesters, but not enroll in a subsequent class.

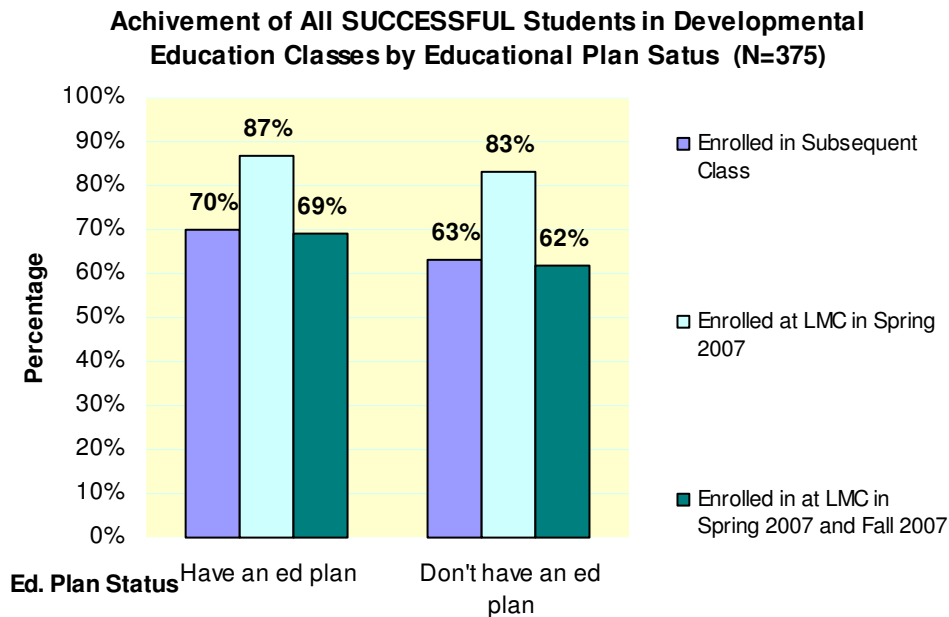
**Number of students who were not successful in English 70 in Fall 2006
(Grade W, D, and F)
N=140**

	Have an Educational Plan N=42	DO NOT have an Educational Plan N=98
Enrolled in subsequent class (English 90) in Spring 2007	0	(3) 3%
Enrolled at LMC in Spring 07 in any course	(25) 59%	(49) 50%
Enrolled at LMC in Spring 07 and in Fall 07 in any course	(14) 33%	(22) 22%

Discussion

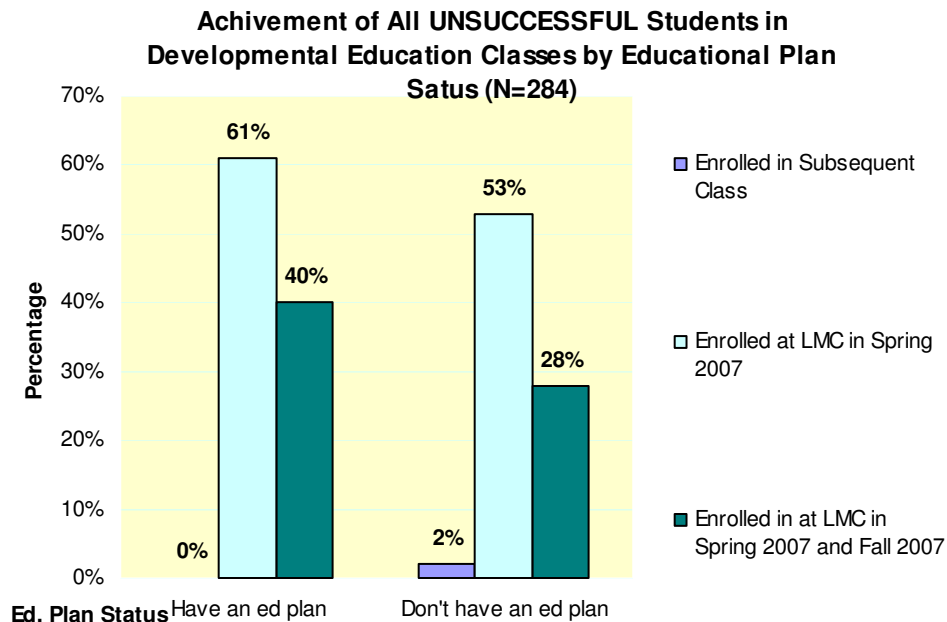
The purpose of this study was to determine whether Counseling Partnership has impacted course completion and persistence in developmental education Math (12) and English (70) students. To address the research questions students in developmental education Math 12 and developmental education English 70 were split into two groups: Successful and Unsuccessful. The successful group was further examined by Math and English and by having an educational plan. The same analysis was conducted for the unsuccessful group. Successful students were compared by having and not having an educational plan with respect to enrolling in a sequential course, persistence in college for the following semester, and persistence in college for two consecutive semesters. The same analysis was done for students who were not successful.

The results by discipline (Math and English separate) suggest that successful students having an academic plan seem to enroll in the sequential course and persist the following semester and for two consecutive semesters at higher rates than successful students who don't have an educational plan, particularly for math. However, when combining Math and English students together, those differences between groups with educational plan and without educational still hold true but not significant. The figure below shows the rates in achievement for all students. No significant differences were found.



When examining the achievement of all unsuccessful students in Math and English combined, it was found that, compared to students without an educational plan, students with an educational plan:

1. None enrolled in a sequential course,
2. A higher proportion (but not significant) enroll at LMC the following semester, and
3. A higher proportion (but not significant) enrolled at LMC for two consecutive semesters.



Conclusion: The overall results directionally indicate that students with educational plan are more likely to enroll in the sequential course if they succeed in developmental education courses, and persist the following semester and for two consecutive semesters even if they are not successful in the class.

However, these results do not indicate causation. How do we know that most students, who did not have an educational plan, intended to enroll in a sequential course and enroll in college the following semester? Also, we don't know specifically which students received counseling and which did not. To address such questions, the methodology should consider a survey asking students about their educational goals to determine if they are short or long term and, a measure of the number of students who actually have met with a counselor to discuss their educational plans. Also, grade point average is recommended as an additional dependent variable in future analysis. So, caution in the assumptions and generalization of the findings is recommended. The design used assumed that all students (both cohorts) have the same educational goal at the institution.