Reflection on the CCCCCO Scorecard

As most of you know the State Chancellor’s Office recently released the California Community College Scorecard. The Research Office compared our 2014 performance on these metrics with the 2013 data and noted improvements in the following metrics:

- Goal Completion of students not enrolled in a Basic Skills course (+1.9%)
- Fall-to-fall persistence of Basic Skills students (+1.1%)
- Completion of 30 units of Basic Skills students (+1.6%)
- Completion of a college-level ESL course for basic skills ESL students (+4.3%)
- CTE goal completion rate (+1.3%)

These metrics have improved over each of the past two years! Congratulations and thanks to those of you have worked hard to make this happen!

The college’s performance in the following metrics decreased this year compared to last year:

- Fall-to-fall persistence of students not enrolled in a Basic Skills course (-4.8%)
- Completion of 30 units of student not enrolled in a Basic Skills course (-3%)
- Completion of a college-level English or Math course for Basic Skills English or Math students (2.4% and -3.7% respectively)

The College’s Scorecard can be found by selecting the College’s name in a dropdown menu at http://scorecard.cccco.edu

Looking Deeper into Decreasing Course Success Rates

Fall course success rates improved steadily from fall 2009 through fall 2011, but have been declining since then. Although this trend is true across the district, it is more pronounced at the college. The research office analyzed the grade distribution over time to see if that would shed some light on the decrease. As indicated by the graph below, the decline in course success is almost entirely explained by the increase in the percentage of students earning a W (the bottom blue band on the bar graph below). The question is — why are an increasing percentage of our students dropping their courses with a W, and can we do anything to help?

http://www.math.csi.cuny.edu/Faculty/CourseDevelopment/MTH015/bestpractices.pdf

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Food for Thought:

Developmental students can represent a surprising mix of characteristics.... Some are capable students who have simply fallen behind, not for lack of ability, but out of disinterest, insufficient effort, lack of seriousness, or some similar reason.... A second category of developmental math students can be described as those who are adequately prepared for college level study, but have a specific weakness in mathematics.... A third category can be described as students who are motivated to pursue college level work, but are deficient in generalized learning skills as well as math-specific skills.... A fourth category involves students who have learning disabilities.... A fifth category is comprised of students who have a broad range of deficiencies in multiple areas including mathematical abilities, learning skills, motivation, organizational skills, and others.

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Participation Rates by Zip Code

The Research Office recently investigated enrollment by zip code to identify whether the recent enrollment declines were uniform across the zip codes. As indicated by the graph to the right, over the past year enrollment from the Laguna zip codes (95758 and 95757) has increased, and enrollment from the area surrounding the college (95823) has not decreased as much as the overall decrease in enrollment.

Research Office Develops Quick Pre-requisite Feasibility Review Process

The Research Office, working in conjunction with the Curriculum Committee, has developed an automated process to support faculty inquiry into the potential impact of implementing an outside-of-discipline prerequisite. Faculty initiate this process by contacting the Curriculum Chair. The Curriculum Chair works with the faculty member to clarify the target and desired prerequisite courses. This information is communicated to research office staff, who input the information and run a customized analysis that investigates whether the completion of the identified prerequisite course (or possession of an assessment test placement above this course level) makes a difference in terms of course success in the target course.

In particular, the “Prereq-o-matic” system finds all students who had enrolled in the target course during the past 5 years. It also identifies how many of these students had taken the pre-requisite or higher level course (or had a comparable assessment placement) prior to enrolling in the target course. The system then calculates and compares their average course success rates in the target course with the success rates of students who had not taken the prerequisite or higher-level class, or did not have the appropriate assessment placement.

Statistical procedures are run comparing the performance of the two groups (those who had the prerequisite vs. those who did not) to see if there are any statistically significant differences in terms of average course success. In addition, each group’s basic demographic characteristics (age, gender, ethnicity) are also compared to see if there might be an unintended disproportionate impact placed on one of the groups if a particular prerequisite is adopted.

During the spring semester the Prereq-o-matic has been used to investigate the potential benefits of implementing a writing prerequisite for History 312 and 313, and a math prerequisite for CISP 300. The process provided evidence to support the potential benefit of adding the writing prerequisite to the history courses, but did not provide evidence that the target math prerequisite would significantly enhance success in CISP 300.
The college recently participated in a Chancellor's Office study of student's experience and satisfaction with their Fall 2012 Distance Education (DE) courses. The following provides highlights of the results.

**Demographics of Respondents:** There were 181 CRC students who responded to the State Chancellor's survey. The sample differed from the Fall 2012 DE student population in the following areas:
- Females were overrepresented in the sample (72.4% respondents compared to 62%).
- Only 27.1% of the survey respondents were under the age of 24, compared to approximately 46% in the overall DE student population.

**Motivation of Respondents**

The top five reasons for enrolling in Distance Education at CRC are shown in the graph to the right. It is interesting to note that taking classes to transfer (ranked 3rd in the state) was ranked 7th at CRC.

**Satisfaction of Respondents**

Student satisfaction in most areas was fairly positive (more than 70% agreeing or strongly agreeing with positive statements about the class). Student satisfaction at CRC was similar (within 2%) to student satisfaction in the state with respect to (a) the importance of a discussion board, (b) the value of class documents and the websites linked to their DE course, (c) the impact of the course syllabus and the assigned reading on their learning, (d) the breadth and depth of coverage, and (e) the degree to which the course encouraged students to discuss ideas with other students.

CRC students were more satisfied compared to the statewide data with the degree to which the class provided the opportunity to ask for clarification from fellow students (77.9% compared to 64.6% statewide) and the degree to which the learning activities in the course required problem-solving which facilitated their learning (84.3% compared to 78.3% statewide). In the following areas CRC students were less satisfied with their DE experience compared to the statewide data.

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>CRC</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class activities facilitated their learning</td>
<td>68.1%</td>
<td>73%</td>
</tr>
<tr>
<td>Assignments or projects facilitated their learning</td>
<td>83.1%</td>
<td>86.4%</td>
</tr>
<tr>
<td>Teacher was an active member of the discussion group</td>
<td>73.8%</td>
<td>78.5%</td>
</tr>
<tr>
<td>Online discussion board provided the opportunity for critical thinking with other students</td>
<td>75.3%</td>
<td>78.2%</td>
</tr>
<tr>
<td>Respondent felt they were able to get individualized attention from the teacher</td>
<td>63.2%</td>
<td>68.4%</td>
</tr>
<tr>
<td>Respondent felt the teacher’s presence</td>
<td>62.2%</td>
<td>67%</td>
</tr>
<tr>
<td>There was a clear human presence of the instruction in the course</td>
<td>68.3%</td>
<td>71.5%</td>
</tr>
<tr>
<td>Respondent felt frustrated by the lack of feedback from teacher</td>
<td>16.3%</td>
<td>13.3%</td>
</tr>
<tr>
<td>Class created a sense of community among students</td>
<td>52.5%</td>
<td>55.7%</td>
</tr>
<tr>
<td>Class activities facilitated their learning</td>
<td>68.1%</td>
<td>73%</td>
</tr>
</tbody>
</table>

Finally, although fewer than 70% of the respondents stated that (a) they had learned as much in their DE course compared to a face-to-face course, (b) that their DE courses were as effective as face to face courses, and (c) that the online class experience helped improve their written communication skills, more than 85% of respondents indicated they would take another DE course.
Cohort Programs Enhance Success

The CRC Research Office recently generated data to assess the impact of the Diop and Puente Programs by comparing course success rates of students in these programs with comparable college-wide data. As indicated by the graphs, both programs enhanced course success and fall-to-spring persistence. Although some of the differences could be explained based on students’ self-selection into the programs, the data suggests the college might want to dialog about how to extend the benefits of these programs to more students at the college.