

Basic Skills Data

Prepared for the SMC Board of Trustees
Self-Study Session

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Introduction

The current report provides information requested by the Santa Monica College (SMC) Board of Trustees for the February 19, 2013 study session on basic skills students.

Basic skills courses are defined as credit, pre-collegiate English, ESL, or math courses that are not applicable towards the English Composition and math requirements for transfer to a four-year institution. Basic skills students are identified through assessment/placement procedures or by enrolling in a basic skills course.

The current report provides the following data:

- **Percentage of SMC Students by Initial Math and English/ESL Placement Results**
This set of data describes the placement results of credit and non-credit students enrolled in courses at the college over the last three academic years.
- **Percentage of SMC Students by Basic Skills Status**
This set of data describes the basic skills status category of students and answers questions such as, “How many students are placed into basic skills English/ESL and math?” and “How many students are placed into basic skills math but not basic skills English/ESL?”
- **Percentage of First-time Freshmen Enrolled in Recommended Course within One Year**
Scores on the placement exam are valid for one year. Therefore, this set of data examines the percentage of incoming freshmen who take the placement test and enroll in the recommended course within one year.
- **Top Non-Basic Skills Courses Enrolled by Basic Skills Students**
Over 21% of basic skills students enroll in non-basic skills courses (outside of the English, ESL, and math disciplines). The data indicate that basic skills students are not exclusively enrolling in basic skills courses. This set of data examines the non-basic skills courses enrolling the largest numbers of basic skills students and the success rates of basic skills students in these classes.
- **Percentage of Basic Skills Freshmen who Met with a Counselor**
This set of data attempts to describe the percentage of incoming freshmen who place into basic skills and meet with a counselor by the end of their initial term.

Percentage of SMC Students by Initial Math and English/ESL Placement Results

Figures 1 to 3 report the math, English, and ESL placement results of the *first* tests taken by credit and non-credit students enrolled in the 2009-10, 2010-11, and 2011-12 academic years, excluding F-1 visa international students. The data includes only the results of the first time a student has taken a test and excludes retesting data. Students who were assessed by the departmental challenge exams, prior completion of coursework, advanced placement tests, or another college's placement exams were not included in the analyses.

Math assessment is required of all new first-time college students attending Santa Monica College and of all students who wish to enroll in a math course for the first time. Based on students' placement scores on the math assessment, students are eligible for one of five levels of math (see chart below).

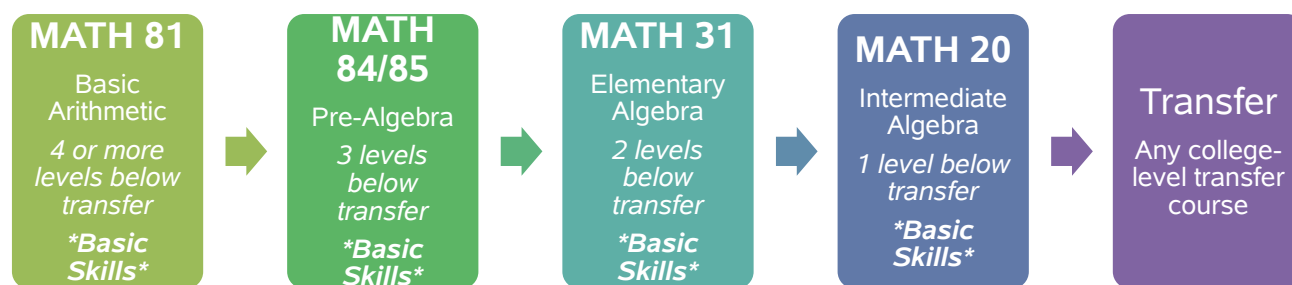
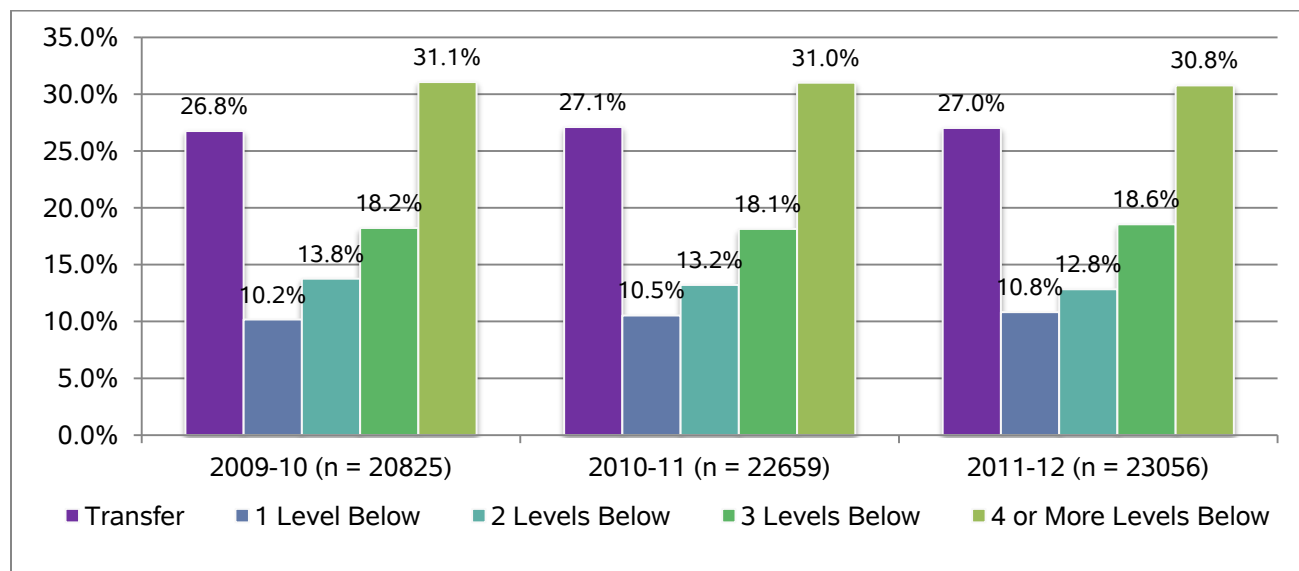


Figure 1. Percentage of Enrolled Students by Math Placement Results



The data indicate that approximately 73% of SMC students are placed into basic skills math courses. The largest proportions of students (approximately 31%) are placed into the lowest level of math, MATH 81 – Basic Arithmetic, followed by the proportion of students

(approximately 27%) who are placed into transfer-level math. The percentages of students by math placement levels have remained relatively stable over the last three academic years.

English (or in some cases the ESL) assessment is required of all new first-time college students attending Santa Monica College and of all students who wish to enroll in an English or ESL course for the first time. Based on students' placement scores on the English assessment, students are eligible for one of three groups of English courses (see chart below).

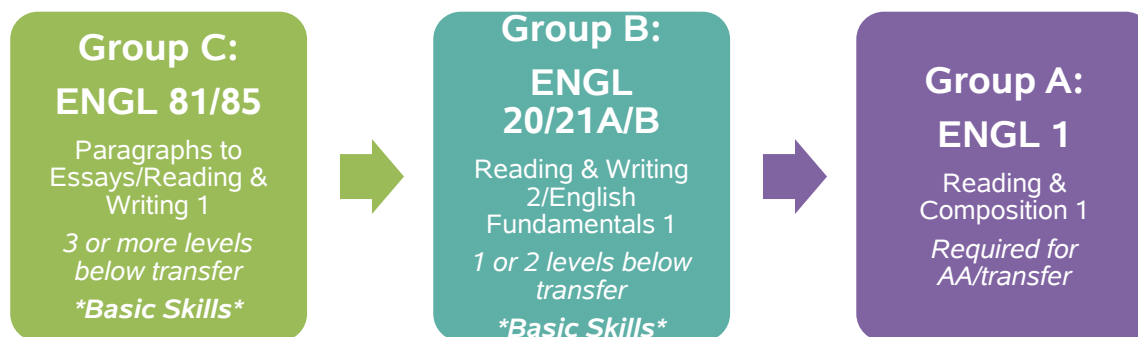
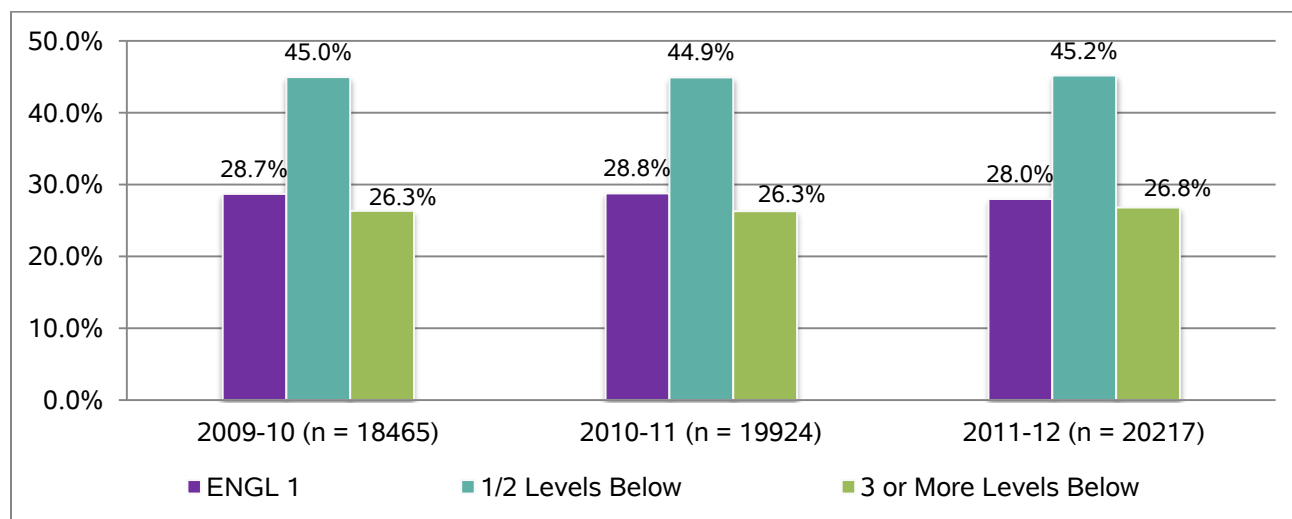


Figure 2. Percentage of Enrolled Students by English Placement Results



The data indicate that over 70% of SMC students are placed into pre-collegiate (basic skills) English courses (English 20/21A or English 81A/85). The largest proportions of students (approximately 45%) are placed into the courses one or two levels below transfer (English 20/21A). Taken together, about 73.3% of SMC students taking the English placement are placed into English 1 or the courses 1 or 2 levels below transfer. The percentages of students by English placement levels have remained relatively stable over the last three academic years.

Based on students' placement scores on the ESL assessment, students are eligible for one of three groups of courses in ESL or English 1 (see chart below).

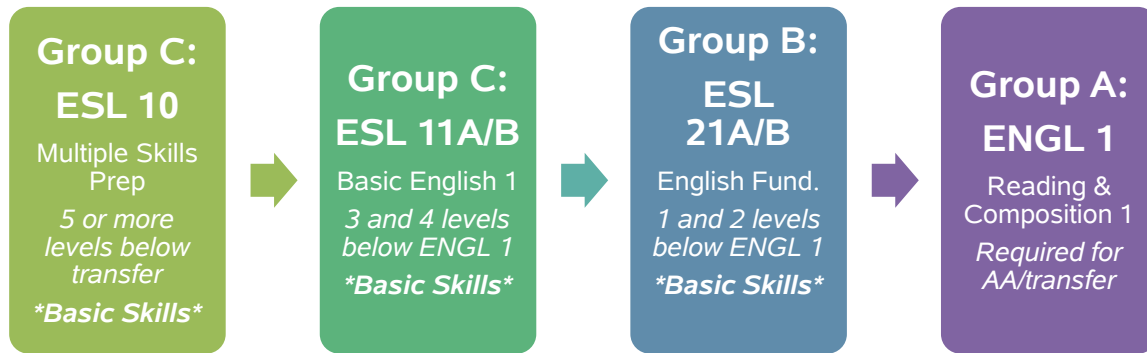
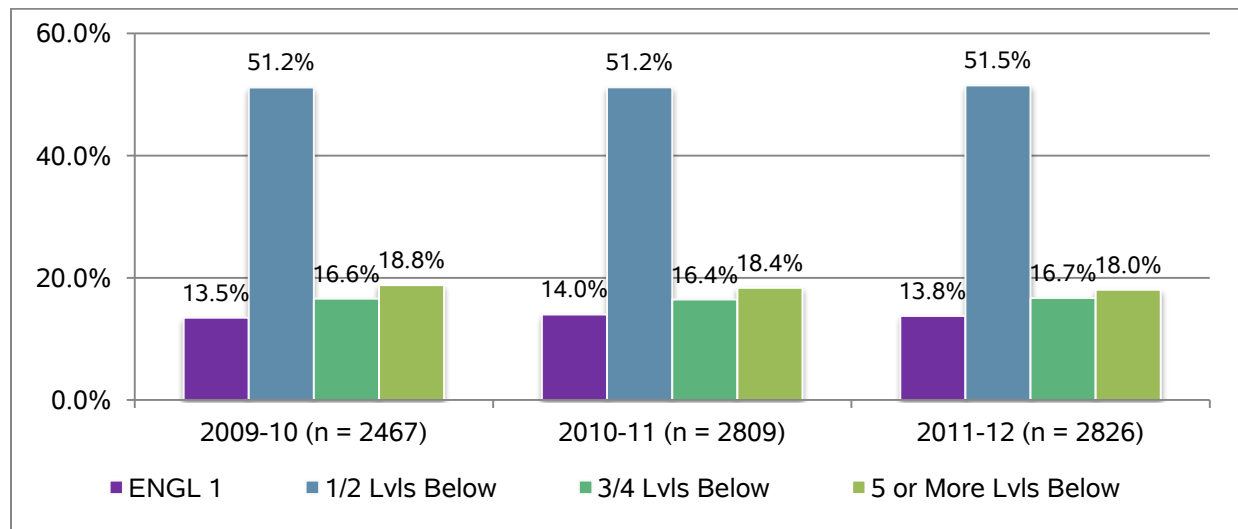


Figure 3. Percentage of Enrolled Students by ESL Placement Results



The data indicate that over 86% of SMC students taking the ESL placement test are placed into pre-collegiate/basic skills ESL courses, with about 18% of ESL students placing in the lowest level. The largest proportions of students (approximately 51%) are placed into one or two levels below English 1. Taken together, about 65% of SMC students taking the ESL placement are placed into English 1 or the courses one or two levels below transfer. The percentages of students by ESL placement level have remained relatively stable over the last three academic years.

Summary of Findings

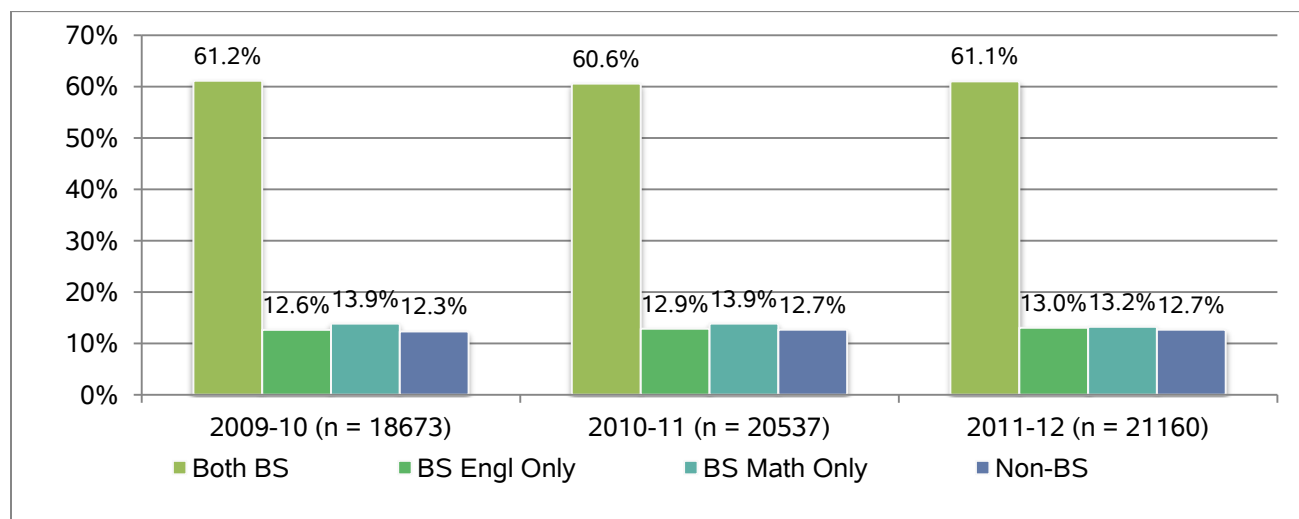
- About 73% of students taking the math placement test are placed into basic skills math courses. About 27% of students place into transfer-level math courses and over 31% place into the lowest level of math.
- Over 70% of students taking the English placement test are placed into basic skills English; the largest proportion of students place into courses one or two levels below transfer (about 45%).
- About 65% of SMC students taking the ESL placement are placed into English 1 or the courses one or two levels below transfer.
- About 86% of students taking the ESL placement test are placed into basic skills ESL, with about 18% of students placing in the lowest ESL level.

Percentage of SMC Students by Basic Skills Status

Figure 4 describes the percentage of credit and non-credit students enrolled in the 2009-10, 2010-11, and 2011-12 academic years by basic skills status. F-1 visa international students were excluded from the analyses. Only students who took the English or ESL test *and* math tests were included in the analyses. Students who were assessed by the departmental challenge exams, prior completion of coursework, advanced placement tests, or another college's placement exams were not included in the analyses. Students were designated as one of four basic skills status levels as determined by students' initial test results for each discipline:

1. **Basic skills math only:** students who placed into basic skills math but did not place into basic skills English/ESL;
2. **Basic skills English/ESL only:** students who placed into basic skills English/ESL but did not place into basic skills math;
3. **Both basic skills math and English/ESL:** students who placed into both basic skills English/ESL and math;
4. **Non-basic skills:** students who placed into transfer-level courses in both English/ESL and math.

Figure 4. Percentage of Enrolled Students by Basic Skills Status



The data reveal the following about SMC students who take the placement test:

- More than 60% of students are placed into basic skills English/ESL **and** math;
- Less than 13% of students are prepared for college-level work in both English and math and are not considered basic skills students;
- Over 87% of students will require remediation and take basic skills courses in at least one discipline; and,
- The trends in basic skills status have not changed over the last three academic years.

Percentage of First-time Students Enrolled in Recommended Course within One Year

Students who take the math, English, and/or ESL, placement tests have one year from the test date to enroll in the courses recommended to them by their placement scores or they have to retake the test. Tables 5 to 7 describe the percentage of first-time students, excluding F-1 visa international students, in 2010-2011 who took the placement test by the end of their initial term and enrolled in the credit English, ESL, and math recommended courses within one year of the testing event (by 2011-2012).

Table 5. Percentage of First-time Students in 2010-11 Enrolled in Recommended Math Course within One Year

Placement Level	Took Math Placement	Enrolled in Recommended Crs	% Enrolled in Recommended Crs
Transfer	1598	732	45.8%
1 Level Below	693	371	53.5%
2 Levels Below	827	368	44.5%
3 Levels Below	1224	697	56.9%
4 or More Levels Below	2386	1020	42.7%
Total	6728	3188	47.4%

Approximately 47% of incoming freshmen who take the math placement enroll in the recommended course within one year of taking the test. Students who placed into the lowest level of math (four or more levels below transfer) enroll in the recommended courses at the lowest rate (approximately 43%).

Table 6. Percentage of First-time Students in 2010-11 Enrolled in Recommended English Course within One Year

Placement Level	Took English Placement	Enrolled in Recommended Crs	% Enrolled in Recommended Crs
Group A: ENGL 1	1529	1094	71.6%
Group B: 1 or 2 Levels Below	2776	1786	64.3%
Group C: 3 or More Levels Below	1835	937	51.1%
Total	6140	3817	62.2%

The data indicate that approximately six out of ten first-time freshmen who take the English placement test enroll in the recommended course within one year of taking the test. The

enrollment rate is highest for students placed into transfer-level English, 71.6%, and lowest for students placed into the lowest level of English, three or more levels below transfer, 51.1%.

Table 7. Percentage of First-time Students in 2010-11 Enrolled in Recommended ESL Course within One Year

Placement Level	Took ESL Placement	Enrolled in Recommended Crs	% Enrolled in Recommended Crs
Group A: ENGL 1	88	68	77.3%
Group B: 1/2 Levels Below	300	132	44.0%
Group C: 3/4 Levels Below	97	51	52.6%
Group C: 5 or More Levels Below	122	77	63.1%
Total	607	328	54.0%

Nearly 53% of first-time freshmen who take the ESL placement exam enroll in their recommended course within one year of taking the test. The enrollment rate is highest for students placed directly into English 1 (74.7%). The rate is lowest for students placed into the course one or two levels below English 1 (44.1%).

Summary:

- In general, the data reveal that a large proportion of students who take the English, ESL, and/or math placement tests delay or never enroll in the recommended course.
- Disproportionately more students taking the English placement enroll in the recommended course within a year when compared with math and ESL.
- The rates of incoming students who enroll in the recommended math and ESL courses within one year are similar, slightly over 50%.
- For English and ESL, students who placed into English 1 enroll in the recommended course at higher rates than students placing below English 1 level.

Top Non-Basic Skills Courses Enrolled by Basic Skills Status

The following data describe the non-basic skills courses enrolling the largest numbers of credit basic skills students in fall of 2011 by discipline. Basic skills students were defined as students who were, in the same term, enrolled in at least one credit basic skills math, English, or ESL course. The data do not include students exclusively enrolled in basic skills support courses (such as labs) or non-credit basic skills courses. F-1 visa international students were excluded from the analyses.

Table 8 describes the non-basic skills courses with the largest numbers of basic skills math students enrolled in fall of 2011. Of the 26,782 unique students enrolled in courses at SMC in fall of 2011 (excluding F-1 visa international students), 19.7% of students enrolled in at least one basic skills math course.

Table 8. Top 20 Non-Basic Skills Courses Enrolled by Basic Skills Math Students

2 or More Levels Below Transfer (n = 3383)		1 Level Below Transfer (n = 1897)		Total Basic Skills (n = 5269)*		
Course	# BS Stu Enrolled	Course	# BS Stu Enrolled	Course	# BS Stu Enrolled	% of BS Students
COUNS 20	756	ENGL 1	386	COUNS 20	981	18.6%
ENGL 1	472	COUNS 20	226	ENGL 1	854	16.2%
PSYCH 1	297	PSYCH 1	169	PSYCH 1	466	8.8%
SPEECH 1	138	ENGL 2	147	ENGL 2	250	4.7%
ENGL 2	103	CHEM 10	111	SPEECH 1	222	4.2%
POL SC 1	96	POL SC 1	88	POL SC 1	183	3.5%
ART 20A	75	SPEECH 1	84	SOCIOL 1	119	2.3%
PHOTO 1	72	PHILOS 1	56	CHEM 10	117	2.2%
BUS 1	71	SOCIOL 1	51	BUS 1	114	2.2%
SOCIOL 1	68	BIOL 2	47	PHILOS 1	109	2.1%
KIN PE 10	66	ECON 1	47	PSYCH 11	100	1.9%
PSYCH 11	62	BIOL 3	45	KIN PE 10	97	1.8%
ART 10A	59	BUS 1	43	PHOTO 1	93	1.8%
COUNS 12	58	COMM 10	43	ART 20A	92	1.7%
HEALTH 10	55	ACCTG 1	40	BIOL 2	90	1.7%
PHILOS 1	53	CS 3	39	COMM 1	88	1.7%
COMM 1	52	PSYCH 11	39	COMM 10	87	1.7%
HIST 11	52	COMM 1	36	ECON 1	84	1.6%
SPEECH 5	51	HIST 11	32	HIST 11	84	1.6%
CIS 4	49	KIN PE 10	31	COUNS 12	82	1.6%

*The total basic skills math student count is smaller than the sum of the two basic skills math groups because some students were enrolled in math courses both two or more levels below transfer and one level below transfer math.

The largest proportion of students taking a math course two or more levels below transfer were also enrolled in COUNS 20 (22.3%), ENGL 1 (14.0%), and PSYCH 1 (8.8%). The top enrolled

courses for students taking a math course one level below transfer were also ENGL 1 (20.3%), COUNS 20 (11.9%), and PSYCH 1 (8.9%), although the positions of COUNS 20 and ENGL 1 were reversed. The two basic skills math groups share 13 out of 20 of the top enrolled courses.

In general, a large number of basic skills students, both students taking math courses two or more levels below transfer and students taking math courses one level below transfer, also enroll in courses in the humanities and social sciences, including English, and Career Technical Education programs. However, art is represented in the top enrolled course list for the two or more levels below transfer math group when it is not on the list for the one level below transfer group, while science courses are on the list for the one level below transfer group when they are not on the list for the two or more levels below transfer group. A majority of the courses on the “top enrolled list” enroll less than 5% of basic skills math students, therefore, the data cannot be generalized to all basic skills math students and should be interpreted with caution.

The following table describes the course performance of basic skills math students in the top non-basic skills courses enrolled by basic skills course level. Success rates were calculated by dividing the number of A, B, C, or P grades by the total course enrollment. College-wide course success rates (excluding international students) are provided for comparison.

Table 9. Course Success Rates in Top Non-Basic Skills Courses Enrolled by Basic Skills Math Students

2 or More Levels Below Transfer			1 Level Below Transfer		
Course	Cohort Success Rate	College-wide Success Rate	Course	Cohort Success Rate	College-wide Success Rate
COUNS 20	67.2%	68.7%	ENGL 1 ▷	76.2%	70.1%
ENGL 1 ♦	65.5%	70.1%	COUNS 20 ▷	77.9%	68.7%
PSYCH 1 ♦	53.5%	65.3%	PSYCH 1 ▷	75.1%	65.3%
SPEECH 1 ♦	78.3%	82.5%	ENGL 2 ♦	72.8%	79.2%
ENGL 2 ♦	74.8%	79.2%	CHEM 10 ♦	50.5%	54.0%
POL SC 1 ♦	59.4%	68.4%	POL SC 1 ▷	72.7%	68.4%
ART 20A	65.3%	67.5%	SPEECH 1 ▷	86.9%	82.5%
PHOTO 1 ♦	51.4%	60.5%	PHILOS 1	69.6%	69.7%
BUS 1 ♦	63.4%	68.7%	SOCIOL 1 ▷	74.5%	65.5%
SOCIOL 1 ♦	54.4%	65.5%	BIOL 2 ▷	57.4%	49.5%
KIN PE 10	78.8%	80.3%	ECON 1 ♦	34.0%	45.8%
PSYCH 11 ♦	67.7%	75.9%	BIOL 3 ♦	66.7%	72.4%
ART 10A ♦	71.2%	74.7%	BUS 1 ▷	72.1%	68.7%
COUNS 12	79.3%	79.7%	COMM 10 ▷	88.4%	83.1%
HEALTH 10 ♦	58.2%	61.9%	ACCTG 1 ♦	45.0%	56.0%
PHILOS 1 ♦	58.5%	69.7%	CS 3 ♦	61.5%	67.8%
COMM 1 ♦	71.2%	83.0%	PSYCH 11 ♦	71.8%	75.9%
HIST 11 ♦	53.8%	67.9%	COMM 1 ▷	86.1%	83.0%
SPEECH 5 ♦	80.4%	86.1%	HIST 11 ▷	75.0%	67.9%
CIS 4 ♦	46.9%	67.0%	KIN PE 10 ▷	96.8%	80.3%

▷ = BS student success rate higher than college-wide rate by 2% or more
♦ = BS student success rate lower than college-wide rate by more than 2%

The course success data indicate that when compared with the college-wide success rates, basic skills students enrolled in math courses two or more levels below transfer have lower success rates for all but four of the top enrolled courses. This group of students performed similarly when compared with the college-wide course success rates for the two counseling courses (COUNS 20 and COUNS 12), the physical education course (KIN PE 10), and an art course (ART 20A). None of the top enrolled courses among the two or more levels below math basic skills students had math skills advisories or prerequisites.

Basic skills students enrolled in math courses one level below transfer had higher success rates in 12 of the top enrolled courses when compared with the college-wide rates. However, this group had lower success rates, when compared with the college-wide performance, in seven of the top enrolled courses, including two courses with math skills advisories or prerequisites such as (CHEM 10 and ACCTG 1).

In all but one of the shared top enrolled courses between the two basic skills math groups (ENGL 2), the students enrolled in the courses one level below transfer level math attained higher course success rates than students enrolled in the courses two or more levels below transfer. However, the data do not provide enough evidence suggesting a systematic relationship between basic skills math level and course performance.

Table 10 describes the non-basic skills courses with the largest numbers of basic skills English students enrolled in fall of 2011. Of the 26,782 unique students enrolled in courses at SMC in fall of 2011, 16.1% of students enrolled in at least one basic skills English course.

Table 10. Top 20 Non-Basic Skills Courses Enrolled by Basic Skills English Students

C Level: 3 or More Levels Below Transfer (n = 1464)		B Level: 1 or 2 Levels Below Transfer (n = 2871)		Total Basic Skills* (n = 4321)		
Course	# BS Stu Enrolled	Course	# BS Stu Enrolled	Course	# BS Stu Enrolled	% of BS Students
COUNS 20	455	COUNS 20	779	COUNS 20	1230	28.5%
PSYCH 1	42	PSYCH 1	243	PSYCH 1	285	6.6%
KIN PE 11C	35	SPEECH 1	122	SPEECH 1	156	3.6%
SPEECH 1	34	BUS 1	82	PHOTO 1	101	2.3%
CIS 4	30	POL SC 1	75	BUS 1	98	2.3%
KIN PE 10	29	PHOTO 1	72	ART 20A	90	2.1%
PHOTO 1	29	ART 20A	65	CIS 4	85	2.0%
ART 20A	25	PSYCH 11	62	PSYCH 11	84	1.9%
CIS 1	25	CS 3	57	POL SC 1	83	1.9%
VAR PE 21V	24	CIS 4	56	HEALTH 10	76	1.8%
HEALTH 10	23	ART 10A	55	KIN PE 10	76	1.8%
PSYCH 11	22	HEALTH 10	54	ART 10A	73	1.7%
COUNS 12	21	COUNS 12	50	KIN PE 11C	72	1.7%
ART 10A	18	KIN PE 10	48	CS 3	71	1.6%
BUS 1	17	COMM 1	46	COUNS 12	70	1.6%
COUNS 1	16	COMM 10	46	COMM 10	58	1.3%
SPAN 1	15	BIOL 2	44	CIS 1	57	1.3%
TH ART 41	15	DANCE 2	43	COMM 1	55	1.3%
CS 3	14	MUSIC 37	41	BIOL 2	52	1.2%
MUSIC 1	14	HIST 11	40	MUSIC 37	52	1.2%

*The total basic skills English student count is smaller than the sum of the two basic skills English groups because some students were enrolled in English B and C levels courses.

The top non-basic skills courses, in terms of basic skills English students enrolled, are COUNS 20 (28.5%) and PSYCH 1 (6.6%) for both students enrolled in English level B and C courses. Among the top 20 enrolled courses, 5 have an eligibility for English 1 skills advisory (PSYCH 1, BUS 1, PSYCH 11, POL SC 1, and BIOL 2). Based on the skills advisory, basic skills English students may not possess the foundation reading and writing skills necessary to be successful in these five courses.

The two basic skills English groups share 13 out of 20 of the top enrolled courses. In general, a large number of basic skills students, both B and C level English students are also enrolled in Career Technical Education, art, and the performing arts courses. More general education classes are present in the top enrolled course list for the B level English students when compared with the C level English students. A majority of the courses on the “top enrolled list” enroll less than 5% of basic skills English students, therefore, the data cannot be generalized to all basic skills English students and should be interpreted with caution.

The following table describes the course performance of basic skills English students in the top non-basic skills courses enrolled by basic skills course level. Success rates were calculated by dividing the number of A, B, C, or P grades by the total course enrollment. College-wide course success rates (excluding international students) are provided for comparison.

Table 11. Course Success Rates in Top Non-Basic Skills Courses Enrolled by Basic Skills English Students

C Level: 3 or More Levels Below Transfer			B Level: 1 or 2 Levels Below Transfer			
Course	Cohort Success Rate	College-wide Success Rate	Course	Cohort Success Rate	College-wide Success Rate	
COUNS 20 ♦	60.7%	68.7%	COUNS 20 ▷	75.2%	68.7%	▷ = BS student success rate higher than college-wide rate by 2% or more ♦ = BS student success rate lower than college-wide rate by more than 2%
PSYCH 1 ♦	11.9%	65.3%	PSYCH 1 ♦	49.0%	65.3%	
KIN PE 11C ▷	100.0%	80.9%	SPEECH 1 ♦	76.2%	82.5%	
SPEECH 1 ♦	55.9%	82.5%	BUS 1 ♦	62.2%	68.7%	
CIS 4 ♦	43.3%	67.0%	POL SC 1 ♦	54.7%	68.4%	
KIN PE 10 ♦	75.9%	80.3%	PHOTO 1	59.7%	60.5%	
PHOTO 1 ♦	34.5%	60.5%	ART 20A	67.7%	67.5%	
ART 20A ♦	60.0%	67.5%	PSYCH 11 ♦	62.9%	75.9%	
CIS 1	64.0%	65.2%	CS 3 ♦	63.2%	67.8%	
VAR PE 21V ♦	79.2%	85.6%	CIS 4 ♦	55.4%	67.0%	
HEALTH 10 ♦	39.1%	61.9%	ART 10A ▷	80.0%	74.7%	
PSYCH 11 ♦	40.9%	75.9%	HEALTH 10 ▷	70.4%	61.9%	
COUNS 12 ▷	90.5%	79.7%	COUNS 12	78.0%	79.7%	
ART 10A ▷	77.8%	74.7%	KIN PE 10 ♦	77.1%	80.3%	
BUS 1 ♦	29.4%	68.7%	COMM 1 ♦	67.4%	83.0%	
COUNS 1 ▷	62.5%	57.6%	COMM 10	82.6%	83.1%	
SPAN 1 ♦	33.3%	59.9%	BIOL 2 ♦	34.1%	49.5%	
TH ART 41 ▷	73.3%	72.7%	DANCE 2 ♦	79.1%	85.3%	
CS 3 ♦	21.4%	67.8%	MUSIC 37	53.7%	55.4%	
MUSIC 1 ♦	14.3%	71.8%	HIST 11 ♦	60.0%	67.9%	

The course success data indicate that when compared with the college-wide success rates C level English students have lower success rates for all but six, and B level English students have lower success rates for all but five, of the top enrolled courses. C level English students performed better than the college-wide average in some arts and counseling courses, as well as in KIN PE 11C (Weight training). B level English students performed better than the college-wide averages in COUNS 20, ART 10A, and HEALTH 10. Both B and C level English students performed worse in the courses with eligibility for English 1 skill advisories, when compared with the college-wide averages (PSYCH 1, PSYCH 11, BUS 1, POL SC 1, and BIOL 2). B level English students, on average, had success rates that were 13% lower than the college-wide rates in these five courses while C level English students had rates that were, on average, 43% lower.

In all but one of the shared top enrolled courses between the two basic skills math groups (COUNS 12), the B level English students attained higher course success rates than C level English students. However, the data do not provide enough evidence suggesting a systematic relationship between basic skills English level and course performance.

Table 12 describes the non-basic skills courses with the largest numbers of basic skills ESL students enrolled in fall of 2011. Of the 26,782 unique students enrolled in courses at SMC in fall of 2011, 2.2% of resident students enrolled in at least one basic skills ESL course.

Table 12. Top Non-Basic Skills Courses Enrolled by Basic Skills ESL Students

C Level: 3 or More Levels Below Transfer (n = 250)		B Level:1 or 2 Levels Below Transfer (n = 351)		Total Basic Skills (n = 601)		
Course	# BS Stu Enrolled	Course	# BS Stu Enrolled	Course	# BS Stu Enrolled	% of BS Students
COUNS 20	10	MATH 2	21	COUNS 20	29	4.8%
MUSIC 33	6	COUNS 20	19	MATH 2	25	4.2%
MUSIC 1	5	ACCTG 1	17	MATH 7	18	3.0%
MUSIC 32	5	CHEM 10	16	ACCTG 1	17	2.8%
MATH 2	4	MATH 7	16	CIS 4	17	2.8%
OFTECH 1A	4	CIS 4	14	CHEM 10	16	2.7%
ART 10A	3	ECON 1	13	OFTECH 1A	14	2.3%
ART 20A	3	COMM 10	10	ECON 1	13	2.2%
CIS 1	3	OFTECH 1A	10	MUSIC 1	13	2.2%
CIS 4	3	SPEECH 1	10	ART 10A	12	2.0%
KIN PE 10	3	ART 10A	9	MATH 32	12	2.0%
MATH 26	3	CS 3	9	MUSIC 32	12	2.0%
PERSIN 1	3	ART 20A	8	MUSIC 33	12	2.0%
PHOTO 1	3	CIS 1	8			
--	--	MUSIC 1	8	--	--	--

Unlike, the math and English data, the ESL data only lists the top 13 to 15 enrolled courses because there were multiple-way ties for the 20th positions on the lists. In general, the data should be interpreted with care as many of the top enrolled courses enroll fewer than 10 basic skills ESL students, and in the case of C level ESL students, represent only a handful of students.

The data indicate that the top enrolled courses among basic skills ESL students COUNS 20 (4.8%) and MATH 2 (4.2%). Most of the top enrolled courses are in the areas of transfer-level math, Career Technical Education, and the arts. Only one of the top enrolled courses on the total basic skills ESL list, ECON 1, has an eligibility for English 1 skills advisory.

Table 13 describes the course performance of basic skills ESL students in the top non-basic skills courses enrolled by basic skills course level. Success rates were calculated by dividing the

number of A, B, C, or P grades by the total course enrollment. College-wide course success rates (excluding international students) are provided for comparison.

Table 13. Course Success Rates in Top Non-Basic Skills Courses Enrolled by Basic Skills English Students

C Level: 3 or More Levels Below Transfer			B Level: 1 or 2 Levels Below Transfer		
Course	Cohort Success Rate	College-wide Success Rate	Course	Cohort Success Rate	College-wide Success Rate
COUNS 20	70.0%	68.7%	MATH 2	47.6%	47.4%
MUSIC 33 ♦	66.7%	75.9%	COUNS 20 ▷	84.2%	68.7%
MUSIC 1 ▷	80.0%	71.8%	ACCTG 1 ♦	52.9%	56.0%
MUSIC 32 ▷	80.0%	59.0%	CHEM 10 ▷	75.0%	54.0%
MATH 2 ▷	75.0%	47.4%	MATH 7 ▷	50.0%	41.5%
OFTECH 1A ♦	50.0%	69.8%	CIS 4 ▷	85.7%	67.0%
ART 10A ▷	100.0%	74.7%	ECON 1 ▷	61.5%	45.8%
ART 20A ▷	100.0%	67.5%	COMM 10 ▷	90.0%	83.1%
CIS 1 ▷	100.0%	65.2%	OFTECH 1A ♦	60.0%	69.8%
CIS 4 ▷	100.0%	67.0%	SPEECH 1 ▷	90.0%	82.5%
KIN PE 10 ▷	100.0%	80.3%	ART 10A ▷	88.9%	74.7%
MATH 26 ♦	0.0%	30.9%	CS 3	66.7%	67.8%
PERSIN 1 ▷	100.0%	88.6%	ART 20A ▷	87.5%	67.5%
PHOTO 1 ▷	66.7%	60.5%	CIS 1 ▷	87.5%	65.2%
--	--	--	MUSIC 1 ♦	37.5%	71.8%

▷ = BS student success rate higher than college-wide rate by 2% or more
♦ = BS student success rate lower than college-wide rate by more than 2%

The course success data indicate that basic skills ESL students perform at higher rates in a majority of the top enrolled courses when compared with the college-wide averages. However, the data should be interpreted with caution as the basic skills ESL samples are small, and in most courses, fewer than 10 students.

Summary:

Basic skills students do not exclusively enroll in basic skills courses; in fact, the data show that in fall of 2011, 21% of basic skills students enrolled in non-basic skills courses. The following bullet points summarize the findings of the section:

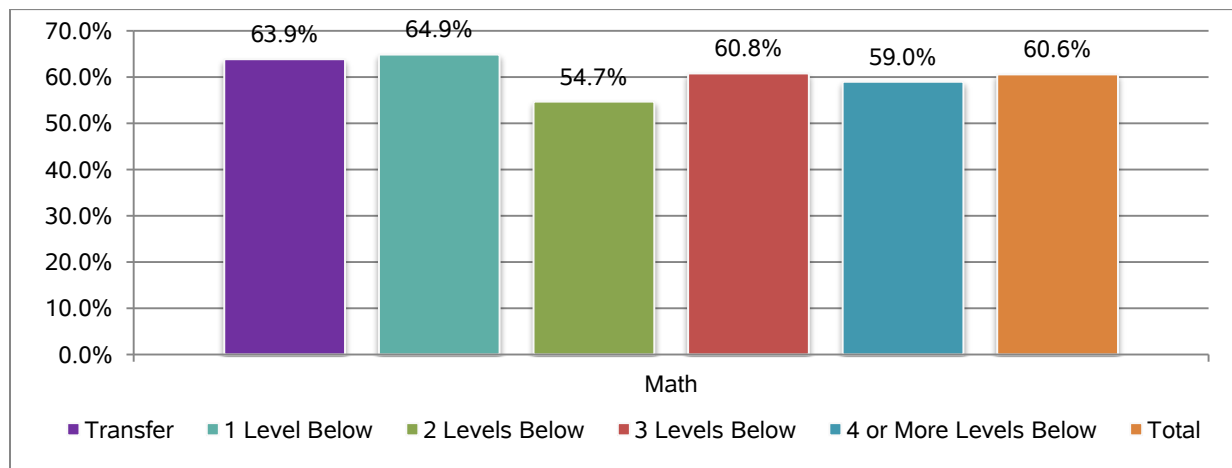
- The data reveal that COUNS 20 enrolls the largest proportion of basic skills students in all disciplines (math, English, and ESL). In addition, PSYCH 1 is a top enrolled course for both basic skills English and math students;
- In general, students of varying levels of basic skills enroll in similar courses. This is true for all disciplines;

- A majority of the courses on the top enrolled list enroll less than 5% of the basic skills subpopulation; therefore, the data should be interpreted with caution as the data may not be generalizable to all basic skills students;
- In courses with a math skills advisory or prerequisite, students who were enrolled in basic skills math courses one level below transfer successfully completed their courses at lower rates when compared with the college-wide averages. No courses on the top enrolled list for students enrolled in basic skills math courses two or more levels below transfer had math skills advisories or prerequisites; and,
- Five of the top 20 enrolled courses for basic skills English students had an eligibility for English 1 skills advisory. These students successfully completed these courses at lower rates when compared with the college-wide averages.

Percentage of Basic Skills Freshmen who Met with a Counselor

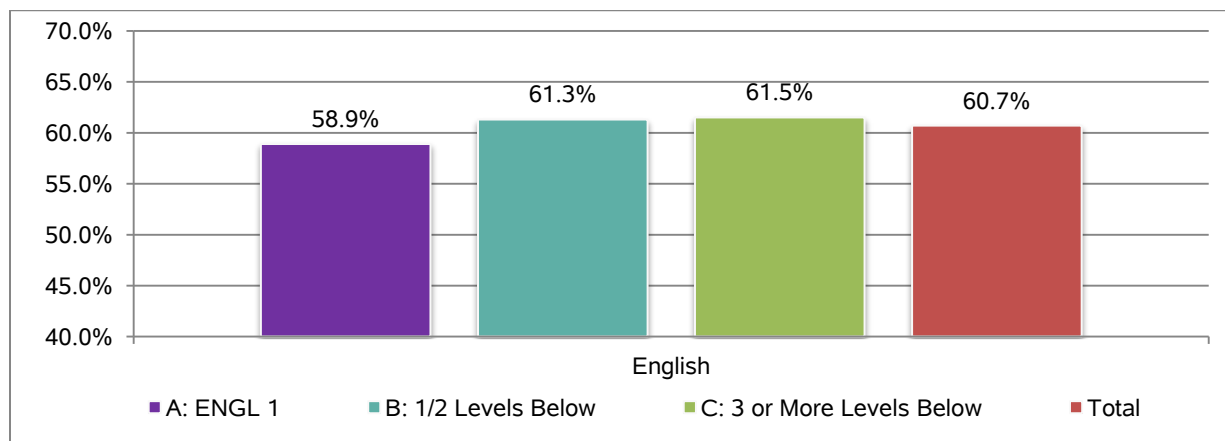
Once incoming freshmen take the assessment tests, they are advised to meet with an academic counselor in order to complete the matriculation process. The following charts describe the percentage of first-time students, excluding F-1 visa students, in 2010-11 (most recent data readily available) who placed into basic skills, based on the SMC placement exams, and met with a counselor by the end of their initial term. Only students who took the placement exam by the end of their initial term were included in the analyses. Students who were assessed by the departmental challenge exams, prior completion of coursework, advanced placement tests, or another college's placement exams were not included in the analyses. The data is disaggregated by basic skills level.

Figure 14. Percentage of Basic Skills Math Students who Met with a Counselor by Placement Level



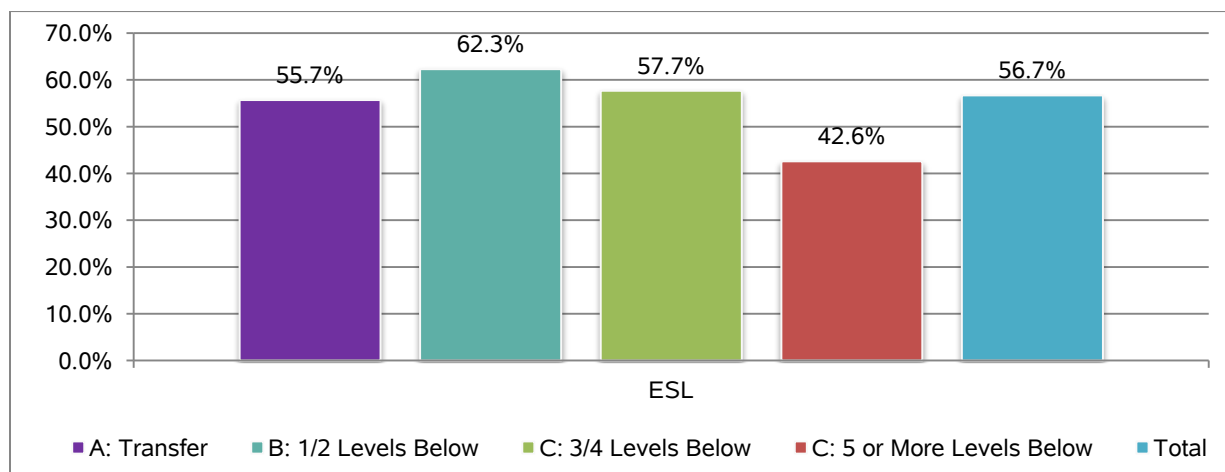
Approximately 61% of incoming freshmen who took the math placement by the end of the initial term met with a counselor by the end of the first term. Students who placed at the highest math levels (transfer and one level below transfer) met with counselors at higher rates than students placed in lower math levels. Students who placed two levels below transfer (MATH 31) met with counselors at the lowest rates.

Figure 15. Percentage of Basic Skills English Students who Met with a Counselor by Placement Level



Approximately 61% of incoming freshmen who took the English placement by the end of the initial term met with a counselor by the end of the first term. Slightly fewer students who placed into ENGL 1 (58.9%) met with a counselor when compared with B and C level basic skills English students (61.3% and 61.5%, respectively).

Figure 16. Percentage of Basic Skills ESL Students who Met with a Counselor by Placement Level



Approximately 57% of incoming freshmen who took the ESL placement by the end of the initial term met with a counselor by the end of the first term, slightly lower than students who took the English placement (61%).

Summary:

- Overall, approximately 60% of incoming freshmen who take the placement test meet with a counselor by the end of their first term.
- The rate of ESL students seeking counseling is slightly lower than the rates for English and math.

Faculty/Staff Resources Dedicated to Basic Skills Instruction

The following sets of data describe the Full-time Equivalent Faculty (FTEF) and Lecture Hour Equivalent (LHE) assigned to basic skills courses in fall 2012.

Table 17. Basic Skills Math FTEF and LHE by Course Level

Course and Level		Lecture Hall Equivalent (LHE)				Full-time Equivalent Faculty (FTEF)			
		FT	OVRLD	PT	Total	FT	OVRLD	PT	Total
1 Level Below Transfer	MATH 20	50.0	0.0	120.0	170.0	3.3	0.0	8.0	11.3
	MATH 30	9.0	0.0	15.0	24.0	0.6	0.0	1.0	1.6
	Subtotal	59.0	0.0	135.0	194.0	3.9	0.0	9.0	12.9
2 Levels Below Transfer	Math 31	55.0	0.0	80.0	135.0	3.7	0.0	5.3	9.0
3 Levels Below Transfer	Math 84	9.0	0.0	54.0	63.0	0.6	0.0	3.6	4.2
	Math 85	15.0	0.0	50.0	65.0	1.0	0.0	3.3	4.3
	Subtotal	24.0	0.0	104.0	128.0	1.6	0.0	6.9	8.5
4 or More Levels Below Transfer	Math 81	9.0	0.0	57.5	66.5	0.6	0.0	3.8	4.4
Basic Skills Total		147.0	0.0	376.5	523.5	9.8	0.0	25.1	34.9

Table 18. Basic Skills English FTEF and LHE by Course Level

Course and Level		Lecture Hall Equivalent (LHE)				Full-time Equivalent Faculty (FTEF)			
		FT	OVRLD	PT	Total	FT	OVRLD	PT	Total
Level B	ENGL 20	60.0	0.0	15.0	75.0	4.0	0.0	1.0	5.0
	ENGL 21A	34.5	0.0	201.0	235.5	2.3	0.0	13.4	15.7
	ENGL 21B	24.0	0.0	66.0	90.0	1.6	0.0	4.4	6.0
	ENGL 22	0.0	0.0	5.0	5.0	0.0	0.0	0.3	0.3
	ENGL 23	3.0	0.0	15.0	18.0	0.2	0.0	1.0	1.2
	ENGL 24	0.0	0.0	3.0	3.0	0.0	0.0	0.2	0.2
	Subtotal	121.5	0.0	305.0	426.5	8.1	0.0	20.3	28.4
Level C	ENGL 80	4.5	0.0	0.0	4.5	0.3	0.0	0.0	0.3
	ENGL 84R	0.0	0.0	9.0	9.0	0.0	0.0	0.6	0.6
	ENGL 84W	0.0	0.0	9.0	9.0	0.0	0.0	0.6	0.6
	ENGL 85	100.0	0.0	0.0	100.0	6.7	0.0	0.0	6.7
	Subtotal	104.5	0.0	18.0	122.5	7.0	0.0	1.2	8.2
Basic Skills Total		226.0	0.0	323.0	549.0	15.1	0.0	21.5	36.6

Table 19. Basic Skills ESLO FTEF and LHE by Course Level

Course and Level		Lecture Hall Equivalent (LHE)				Full-time Equivalent Faculty (FTEF)			
		FT	OVRLD	PT	Total	FT	OVRLD	PT	Total
Level B	ESL 21A	36.0	1.5	58.0	95.5	2.4	0.1	3.9	6.4
	ESL 21B	21.0	0.0	33.0	54.0	1.4	0.0	2.2	3.6
	ESL 23	3.0	0.0	3.0	6.0	0.2	0.0	0.2	0.4
	ESL 25	3.0	0.0	3.0	6.0	0.2	0.0	0.2	0.4
	ESL 28	3.0	0.0	3.0	6.0	0.2	0.0	0.2	0.4
	Subtotal	66.0	1.5	100.0	167.5	4.4	0.1	6.7	11.2
Level C	ESL 10G	12.0	0.0	18.0	30.0	0.8	0.0	1.2	2.0
	ESL 10W	3.0	0.0	24.0	27.0	0.2	0.0	1.6	1.8
	ESL 11A	24.0	0.0	42.0	66.0	1.6	0.0	2.8	4.4
	ESL 11B	9.0	0.0	12.0	21.0	0.6	0.0	0.8	1.4
	ESL 14A	0.0	0.0	6.0	6.0	0.0	0.0	0.4	0.4
	ESL 14B	0.0	0.0	3.0	3.0	0.0	0.0	0.2	0.2
	ESL 15	3.0	0.0	3.0	6.0	0.2	0.0	0.2	0.4
	ESL 16A	1.5	0.0	0.0	1.5	0.1	0.0	0.0	0.1
	ESL 16B	1.5	0.0	1.5	3.0	0.1	0.0	0.1	0.2
	ESL 16C	1.5	0.0	3.0	4.5	0.1	0.0	0.2	0.3
	ESL 17	0.0	0.0	3.0	3.0	0.0	0.0	0.2	0.2
	ESL 20A	3.0	0.0	3.0	6.0	0.2	0.0	0.2	0.4
	ESL 20B	0.0	0.0	6.0	6.0	0.0	0.0	0.4	0.4
	Subtotal	58.5	0.0	124.5	183.0	3.9	0.0	8.3	12.2
Basic Skills Total		124.5	1.5	224.5	350.5	8.3	0.1	15.0	23.4

Table 20. College Total for Basic Skills Faculty

Course and Level		Lecture Hall Equivalent (LHE)				Full-time Equivalent Faculty (FTEF)			
		FT	OVRLD	PT	Total	FT	OVRLD	PT	Total
Basic Skills Total		497.5	1.5	924.0	1423.0	33.2	0.1	61.6	94.9*

*15.56% of College Credit FTEF (609.8)

Summary of Programs Impacting Student Success

Several past research studies investigating the impact of programs and services on student success have been conducted. The findings of the study may have implications for the basic skills student population and inform the basic skills discussion. The following highlight the findings of these studies:

Counseling Programs

- First-time fall students who enrolled in COUNS 20 in their first term were 29.7% more likely to persist to the following fall term than students who were not enrolled in COUNS 20.
- First-time freshmen fall students who participate in VIP Welcome Day, complete orientation, and participate in EOPS, and Scholars are more likely to persist to the subsequent fall term when compared to those who do not.
- Students who participation in Scholars, Pico/TRIO, EOPS, and/or Athletics earn higher first-time GPA than students who do not.
- Students who complete orientation earn higher first-time GPA than students who do not.
- There is a positively relationship between the number of general counseling contacts and first-time GPA.

Welcome Center Back to Success Program

- Students on academic and/or progress probation who participated in the Back to Success Program were more likely to persist and exit probationary status when compared with those who did not participate in the program.

Tutoring Centers

- On average, students who utilized the math, reading, and writing tutoring centers successfully completed the tutored course at higher rates (73%) when compared with students in the same courses who did not utilize tutoring services (60%).

Supplemental Instruction (SI)

- Basic skills English students who participated in SI successfully completed their SI-supported class at higher rates (81.1%) when compared with students in the same classes who did not participate in SI (62.3%).
- Basic skills math students who participated in SI successfully completed their SI-supported class at higher rates (52.9) when compared with students in the same classes who did not participate in SI (33.4%).
- Basic skills English students who participated in five or more SI sessions improved through the sequence and enrolled in the subsequent English course (within a year) at

higher rates (68.2%) than students in the same courses who attended 1 to 4 SI sessions (60.1%%) and those who did not attend SI sessions (55.7%%).

- Basic skills math students who participated in five or more SI sessions improved through the sequence and enrolled in the subsequent math course (within a year) at higher rates (53.0%) than students in the same courses who attended 1 to 4 SI sessions (44.0%) and those who did not attend SI sessions (33.9%).

Early Alert

- Students who received an early alert notification for counseling and subsequently met with a counselor (in the same term) had higher course success rates (34.4%) and persisted to the subsequent term at higher levels (75.2%) than students who did not follow the recommendation and meet with counselors (24.1% and 57.0%, respectively).