

# RESEARCH ABSTRACTS

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<http://www.sdccd.net/research/>

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## Implementation of the Transfer Studies Degree: Impact on Course Enrollment in District Breadth Requirement Areas

The San Diego Community College District (SDCCD) first offered an Associate in Arts Degree in Transfer Studies in fall 1999. Unlike other associate degrees, Transfer Studies does not require students to fulfill the four district breadth requirements listed below for completing an Associate's Degree:

1. American Institutions/California Government (3-6 units of selected courses)
2. Health Education 101 (3 units)
3. Physical Education (2 activity courses below PHYE 240, except for PHYE 150)
4. Multicultural Studies (3 units of selected courses)

The objective of this study was to examine the extent in which enrollment in the above district breadth requirement areas was impacted by the implementation of the Transfer Studies degree program. The results showed that courses in the Health Education breadth area had the largest enrollment decreases relative to courses in

the other three breadth areas. Of the three colleges, Mesa had notable course enrollment decreases in three out of the four breadth areas. In contrast, course enrollments at City and Miramar actually increased in some district breadth areas, particularly in Physical Education at Miramar. Overall, these changes should be considered in light of other contributing factors such as the 5% increase in total course enrollments districtwide between fall 1998 and fall 2001 and the opening of the new aquatic center on the Miramar campus.

Additionally, in 2000, the first year of implementation, 376 students graduated with a degree in transfer studies (many of these students were not originally transfer studies majors). By 2001, the number of graduates doubled, suggesting the attractiveness of the Transfer Studies degree program, particularly for students already enrolled in the district.

### Course Enrollment Change in District Breadth Requirement Areas Fall 1998 vs. Fall 2001

District Breadth Requirement Areas	Course Enrollments		Change	% Change
	Fall 1998	Fall 2001		
American Institutions	4,368	4,456	88	2.0%
Health Education	2,371	1,934	-437	-18.4%
Physical Education	4,899	5,051	152	3.1%
Multicultural Studies	5,457	4,927	-530	-9.7%

For the complete report, go to IRP web site at: <http://www.sdccd.net/research>

## A Report on the Impact of Prerequisite Enforcement on Underrepresented Students

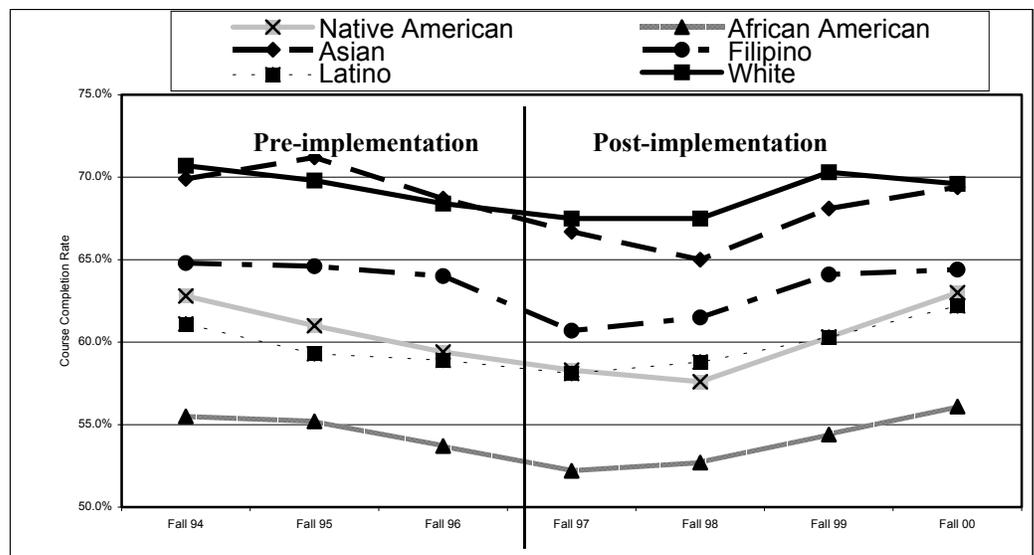
*“Data on the long-term impact of prerequisite enforcement showed significant decreases in term-to-term persistence rates for all ethnic groups”*

The purpose of this study was to examine the impact of the district’s prerequisite enforcement policy on underrepresented students in terms of: (1) course enrollments, (2) successful course completion rates, (3) term retention, and (4) term-to-term persistence. In particular, English and math courses at various levels (e.g., transfer, associate degree, basic skills) were considered. The results showed a notable decrease in all Asian course enrollments during the semester prerequisite enforcement was first implemented (fall 1997). Furthermore, analysis of the long-term impact of prerequisite enforcement not only showed a continuing decline in all Asian course enrollments, but also a decline in all African American course enrollments beginning in fall 1999. In terms of changes in course success rates, significant in-

creases and decreases were found for all ethnic groups in fall 1997. However, the data showed no significant long-term impact on course success rates for any particular ethnic group. Although term retention rates of underrepresented students did not increase during the first semester of prerequisite enforcement, long-term comparisons of term retention rates by ethnic group revealed significant increases for all groups with the exception of Asians. Finally, data on the long-term impact of prerequisite enforcement showed significant decreases in term-to-term persistence rates for all groups. An increase in the number of students achieving their educational objective (e.g., obtaining an associate degree, transferring to a four-year university) was discussed as a possible contributing factor.

**Successful Course Completion Rates by Ethnicity (Fall 1994 to Fall 2000)**

### TOTAL DISTRICT COURSES



For the complete report, go to IRP website at: <http://www.sdccd.net/research>

## Student Satisfaction Survey, Fall 2001

As part of the ongoing effort to provide and maintain high quality educational programs and services for students, the San Diego Community College District (SDCCD) conducted a districtwide student satisfaction survey during fall 2001. All three colleges, City, Mesa, and Miramar participated in the survey.

Survey results will be informative to the colleges' upcoming accreditation self-study and site visit scheduled in 2004 as well as matriculation visits. Students were surveyed using a random sample of fall 2001 classes. Surveys were administered to students by faculty during class time. Nearly 80% of the classes completed the survey and a total of 9,024 responses were obtained districtwide.

Results were very similar for City, Mesa, and Miramar colleges. It was found that demographics of the respondents were representative of the general student population at each college. A discrepancy indicator (gap) was computed by subtracting the level of importance from the level of satisfaction with the student services. Gap analyses showed that parking services, campus book store, counseling, and cafeteria received high importance but low satisfaction ratings for all colleges, suggesting a need for im-

provement. In contrast, the admissions process, course registration process, and curriculum/instruction at all colleges received high importance and high satisfaction ratings. Additionally, the following services also received high satisfaction ratings: DSPS program at City, library facilities and Learning Resource Center at Mesa, and computer labs at Miramar. For all three colleges, new, part-time, and evening students were generally more satisfied than continuing, full-time, and daytime students. Results also showed older students reporting higher satisfaction than younger students. African Americans and Hispanics expressed higher satisfaction, while whites reported lower satisfaction with their college experience. Analyses of student comments indicated concerns about inadequate parking, cost of books and food, inadequate library hours, and need for more flexible course scheduling.



For the complete report, go to IRP website at: <http://www.sdccd.net/research/>

*“Admissions process, course registration process, and curriculum/instruction at all colleges received high importance and high satisfaction ratings”*

## Summary of Summer 2002 ClassTalk Survey

ClassTalk survey is a short telephone survey administered during registration period each semester. It normally contains 6-9 questions. Summer students and what attracted them to summer school was the theme of both summer 2001 and summer 2002 surveys. Districtwide, a total of 1,309 students (5% of the total summer

registrants) responded.

Demographics of summer 2002 students are similar to regular fall and spring students except they take fewer classes. Compared with total summer student population, respondents constituted more older students, whites, and males. Overall,

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## Summary of Summer 2002 ClassTalk Survey (continued)

the results showed no differences between City, Mesa, and Miramar colleges. The following provides the highlights of the districtwide results, including comparisons between 2001 and 2002 surveys:

	Summer 2002	Summer 2001
<b>Top resources to hear about the college:</b>		
From a friend/relative	23%	29%
San Diego Union Tribune	21%	16%
<b>Respondents' enrollment status:</b>		
Current SDCCD students	25%	41%
Current high school students	17%	5%
Current SDSU students	12%	N/A
Other university students	9%	13%
<b>Top reasons for enrolling in summer school:</b>		
Achieving educational goal	33%	35%
Unavailability of classes at their university/college	19%	15%
<b>Overall reputation of the district's colleges:</b>		
Excellent or good	72%	75%
<b>Planned to re-enroll in the college in fall semester:</b>		
	59%	59%
<b>ClassTalk registration system is easy to use:</b>		
	87%	85%

*Note: Results presented in this summary report include most popular responses.  
For the complete report, go to IRP website at: <http://www.sdccd.net/research>*

This issue of Research Abstracts includes summaries of the following research reports:

*Summary of Summer 2002 ClassTalk Survey, January 2003*

*Implementation of the Transfer Studies Degree: Impact on Course Enrollment in District Breadth Requirement Areas, July 2002*

*The Impact of Prerequisite Enforcement on Underrepresented Students, July 2002*

*Fall 2001 Student Satisfaction Survey, September 2002*

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