

RESEARCH ABSTRACTS

Student Satisfaction with Student Services

Admissions, Counseling, EOPS, and Financial Aid

Research Abstracts is designed to provide a summary of recent reports prepared by the San Diego Community College District Office of Institutional Research and Planning. For more information or to obtain copies of the full reports, call 619-388-6941 or visit our website: <http://www.sdccd.net/research/>

Inside this issue:

- Student Satisfaction with Student Services
- English Placement Schema Analysis
- Effect of Change in the Math Placement Schema
- The Impact of the New ESOL Program
- Degree and Certificate Report: 2001 Awards
- Prerequisite Enforcement: Impact Analysis

In an effort to provide high quality services to students and prepare data for upcoming state matriculation site visit in 2003, the Office of Institutional Research and Planning designed and conducted short point-of-service surveys to evaluate student satisfaction with various student services at each college. Survey results have been published for four of these surveys: Admissions, Counseling, Extended Opportunity Programs and Services (EOPS), and Financial Aid. The survey instrument for each service area was a short, two-page questionnaire including satisfaction, demographic, service awareness, and open-ended questions. Students were asked to complete the surveys when they visited the service centers. Special protocols were followed to ensure the anonymity of the respondents. In order to control for the cyclical demand for student services, data were collected at two rounds, peak and off-peak service times. A total of 2,563 responses were obtained districtwide (Admissions, 723; Counseling, 828; EOPS, 433; Financial Aid, 579). Responses to each question were tabu-

lated and analyzed. In general, students were very satisfied with services at all colleges. Chi-square analysis results showed that satisfaction ratings did not differ by data collection time periods for Admissions and Financial Aid surveys. In contrast, respondents who used the Counseling Services during the peak period were less satisfied than those who visited the office in the off-peak period, underscoring the incongruence between the available resources and demands. Respondents to the EOPS survey during the peak period reported higher satisfaction than those who used the services in the off-peak period. As a follow-up to this study, a meeting with the EOPS Counselors will be held this fall to explore the survey results further. Demographic distributions of the respondents were also compared with the respective student population in each college. Using content analysis, students' comments were analyzed and summarized in themes. Results of the remaining four surveys: DSPS, Health Services, Transfer Center, and Tutoring Center will be available in July 2002.

English Placement and Student Success

The English placement schema was analyzed for the purpose of improving the preparedness of students who are placed into an English class. Students who take the Descriptive Test of Language Skills (DTLS) assessment test are placed into an English class based on set cut scores and their high school GPA (multiple measures). Both components of the schema were analyzed to determine if the schema was still placing students in the appropriate English class. The following variables were assessed for possible inclusion in the schema: number of years of high school English, grade in last English class, and high school GPA. These variables and the grade in English 101 (transfer level course) were

correlated to determine if high school GPA was the best predictor of success when combined with test score. The results showed that the grade in the last English class and high school GPA were the highest correlated variables with grade in English 101. Since there were few students placed into English 101 who scored below the cut score, it could not be determined if the cut scores were placing students in the appropriate English class. Another limitation of this study was the lack of variation in grade distribution. In collaboration with the English department, further studies will be initiated to determine if the schema is placing students appropriately.

Effect of the Change in the Math Placement Schema

The math placement schema uses a combination of the Mathematic Diagnostic Test Project (MDTP) assessment test score, and a multiple measure to place students in the appropriate math course. Changes were made to this schema in fall 2000 to better align



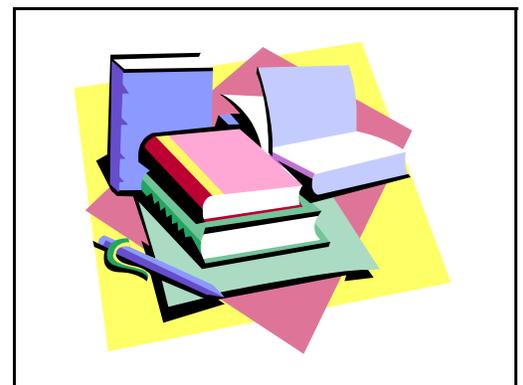
with new curriculum and to improve student success. The major changes include eliminating two of the four assessment tests, raising the cut scores, and changing the multiple measure questions. This report determined the effect of these changes on enrollment and course success. The sample included students who took the math assessment test and enrolled in their first math course at SDCCD during the following semester. Comparisons were made for students who were placed before and after the changes were made to the schema. It was found that the enrollment in Math 32 and 35 increased after the changes were made to the schema while the enrollment in Math 96 decreased. The math course success rates increased for all students who were **placed** into a math course. In most cases the success in the next level course increased as well.

“The math course success rates increased for all students who were placed into a math course.”

The Impact of the New ESOL Program

English for Speakers of Other Languages (ESOL) curriculum was significantly restructured in fall 2000. The new ESOL program expanded, including more courses and additional units. This study examined the impact of these changes on student enrollment, term-to-term persistence, course completion rates, and demographic distribution. Additionally, a survey was conducted to obtain student opinions regarding the program changes. Four consecutive semesters of data were analyzed: fall 1999, spring 2000, fall 2000, and spring 2001. Comparisons were made between the former and new ESOL programs. Results show that the ESOL program enrollment went down after the implementation of the new curriculum; however, the course enrollment at new Levels 20 and 30 increased. The ESOL students' term-to-term persistence rate remained about the same. The new Level 19 courses had the largest decrease in successful course completion rates and highest increase in drop/

withdraw rates. In contrast, the successful course completion rates in new Levels 20, 30, and 40 increased. Survey data suggested that students were satisfied with the program changes. It was recommended that additional research be initiated to track students' success after the completion of the ESOL program.



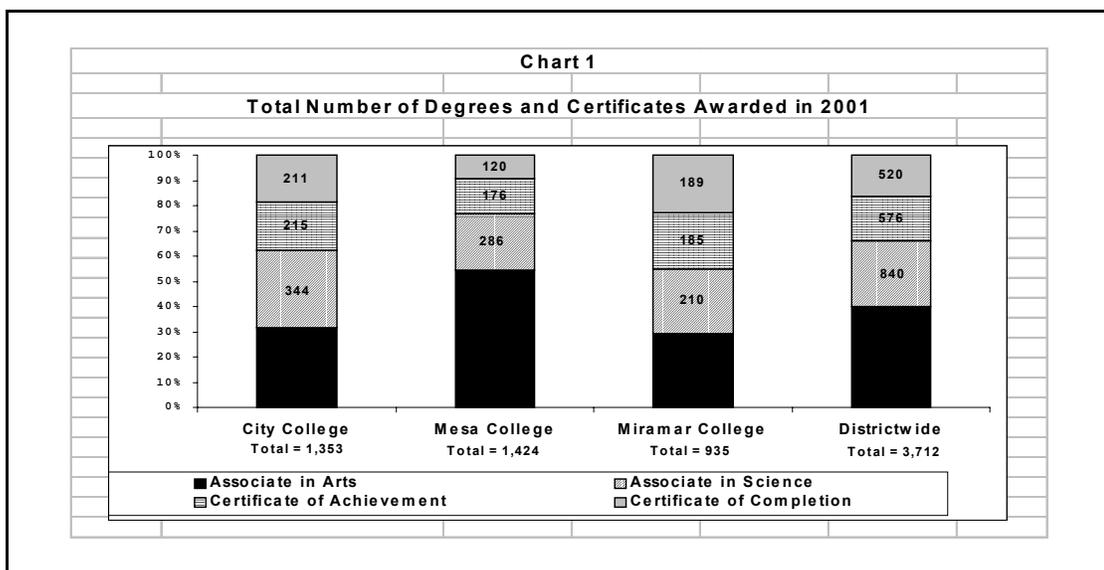
“The new Level 19 courses had the largest decrease in successful course completion rates.”

Degree and Certificate Report: 2001 Awards

This report provides a descriptive analysis of the 3,712 associate degrees and certificates awarded in 2001 by City, Mesa, and Miramar colleges. Award types include: (1) Associate in Arts, (2) Associate in Science, (3) Certificate of Achievement, and (4) Certificate of Completion. The data presented in Chart 1 below show that associate degrees made up more than 60% of all 2001 degrees and certificates awarded districtwide. In particular, 69% of all degrees and certificates awarded by Mesa College were associate degrees, while the comparable percentages for City and Miramar colleges were 52% and

48% respectively. When compared to the previous year (2000), the data showed a districtwide increase in the number of degrees and certificates awarded, with only a slight decrease in the number of Associate in Science degrees awarded. In addition, the ethnic distribution of award recipients in 2001 did not change significantly from the previous year. Information on degrees and certificates awarded by degree program (e.g., accounting, biology, psychology) and by college is also provided.

“The ethnic distribution of degree recipients did not change significantly in 2001.”



Prerequisite Enforcement: Impact Analysis

In fall 1997, the San Diego Community College District (SDCCD) Board of Trustees implemented a mandatory prerequisite enforcement policy for 100 transferable courses that had existing articulation agreements with four-year colleges and universities. Additional courses were added to the enforcement list in subsequent fall semesters (1998 and 1999). This report assessed the impact of prerequisite enforcement by examining changes in course enrollments and successful course completion rates in the courses affected by the enforcement policy. The results

of the analysis showed prerequisite enforcement to have a negative impact on course enrollment during the first semester of implementation. However, analysis of the long-term impact showed that the effect dissipated in subsequent years. Although, some courses had significant increases in successful course completion rates, there were no consistent or noticeable patterns. The results are also discussed in terms of how the district can further strengthen the process of establishing, enforcing, and reviewing prerequisites.

“Prerequisite enforcement had a negative impact on course enrollment during the first semester of implementation.”

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

Admissions Services Point-of-Service Survey, May 2002

Counseling Services Point-of-Service Survey, May 2002

EOPS Services Point-of-Service Survey, May 2002

Financial Aid Services Point-of-Service Survey, May 2002

English Placement Schema Analysis, January 2002

Effect of the Change in the Math Placement Schema, May 2002

The Impact of the New ESOL Program, May 2002

Degree and Certificate Report: 2001 Awards, May 2002

Report on Prerequisite Enforcement: Impact Analysis, April 2002

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