

RESEARCH ABSTRACTS

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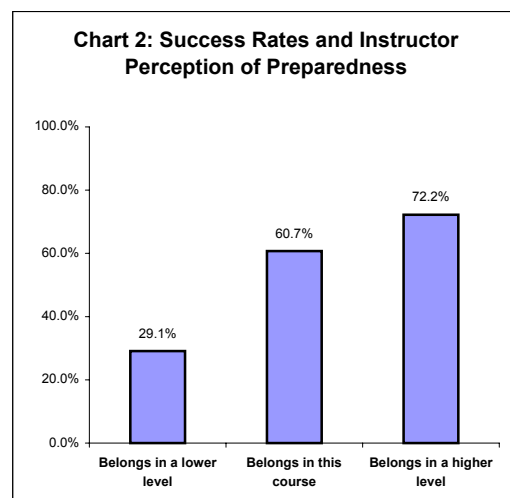
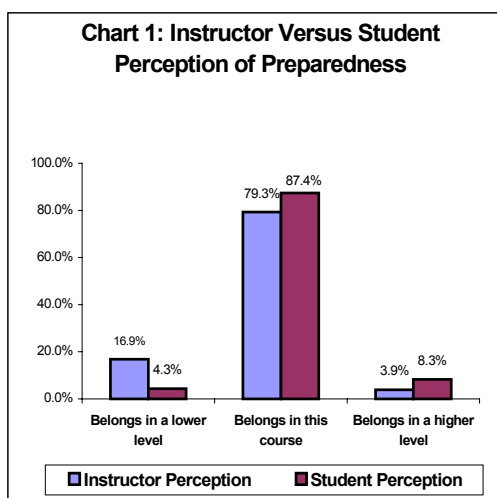
- Are Students Prepared for their English Course? The Gap between Instructor and Student Perception of Preparedness
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Are Students Prepared for their English Course? The Gap between Instructor and Student Perception of Preparedness

A study was conducted in fall 2002 to determine the level of preparedness of students enrolled in English courses. During the fall 2002 semester, surveys were sent out to instructors and students of 121 randomly selected English 50, 51, 55, 56 and 101 courses. Instructors were asked to rate the preparedness of students enrolled in their course, and students were asked to rate their level of preparedness, their expected grade, and how they placed into the course. About 74% of the 121 sections that were sampled returned the surveys. A total of 1,944 students responded to the survey, and instructors rated a total of 2,473 students. Overall, most instructors rated students as “belongs in this level,” and most students felt they belonged in the level they were in. Instructors felt a higher percentage of English 55 students belonged in a lower level class than all other courses. Students who did not feel

they belonged in the level they were in were more likely to rate themselves as “belongs in a higher level”, while instructors who did not rate students as “belongs in this level” were more likely to rate students as “belongs in a lower level” (Chart 1). Of those students who were rated by their instructor as “belongs in a lower level,” about one third of them were successful in the course and of those who were rated by their instructor as “belongs in a higher level,” 72% of them were successful in the course (Chart 2). Most students expected to get a grade of A or B in their English course. However, only 43% of these students actually received an A or B.

For the complete report, *English Consequential Validity Study: Fall 2002*, go to the IRP website at: <http://www.sdccd.net/research> and click on IRP Reports.



Degree and Certificate Report 2002 Awards

“Associate Degrees made up more than 60% of all 2002 degrees and certificates awarded districtwide.”



In 2002, City, Mesa, and Miramar colleges awarded a total of 3,705 associate degrees and certificates to 3,004 recipients. Some recipients obtained more than one award. Award types included: associate in arts, associate in science, certificate of achievement requiring 30 or more units, and certificate of achievement requiring between 18 and 29 units. Data for certificate programs requiring less than 18 units (certificates of completion) were not available.

The data presented in Chart 1 below show that associate degrees made up more than 60% of all 2002 degrees and certificates awarded districtwide. Further, 76% of all degrees and certificates awarded by Mesa College were associate degrees, while the comparable percentages for City and Miramar colleges were 51% and 59% respectively. When compared to the previous year (2001), the data showed virtually no change in the total number of degrees and certificates awarded. In 2002, 82% of the 3,004 award recipients received one award, 15% received two awards, 2% received three awards, and the remaining 1% received four or more awards. These results were consistent across the

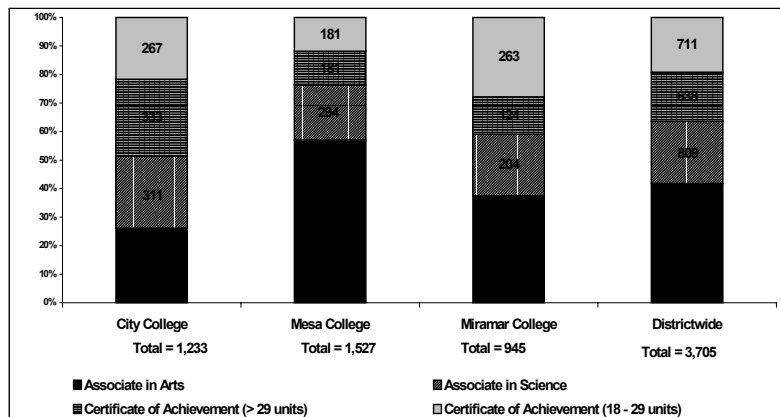
three colleges. In addition, 11% of all award recipients had received an associate degree or certificate from the district prior to 2002. Of the recipients with previous awards, Asians, African Americans and women were overrepresented relative to their corresponding percentage among all 2002 award recipients.

Finally, the average number of units and semesters completed was computed and analyzed (recipients of multiple awards were excluded from the analysis). The results showed associate degree recipients completed an average of 66 units and 9 semesters, certificate of achievement of 30 or more units completed an average of 52 units and 8 semesters, and certificate of achievement of 18-29 units completed an average of 44 units and 7 semesters. Results by college showed similar patterns.

For the complete report, *Degree and Certificate Report: 2002 Awards*, go to the IRP website at: <http://www.sdccd.net/research> and click on IRP Reports.

Chart 1

Total Number of Degrees and Certificates Awarded in 2002



San Diego State University (SDSU) Dual Admission Program: First Semester Assessment of Students Enrolled at SDCCD Fall 2002

The Dual Admission Program is designed for first-time freshmen in the San Diego State University (SDSU) regional service area who meet the general CSU admission requirements, but not SDSU's selective admission criteria and require remediation in English or math. Students enrolled in this program receive dual admission from SDSU and a local community college. However, these students must complete their remedial requirements at the community college within one year prior to enrolling at SDSU.

Of the 296 students participating in the SDSU dual admission program for fall 2002, 105 (35%) opted to complete their remedial requirements at one of the three colleges (City, Mesa, and Miramar) of the San Diego Community College District (SDCCD). These 105 dual admission first-time freshmen were compared to regular first-time freshmen at SDCCD and the total district student population across various demographic characteristics and academic performance indicators, including performance in the required remedial courses (English 92A, Math 95, and Math 96).

In comparison with regular first-time freshmen and the total district student population, the demographic profile of the dual admission first-time freshmen included more females, Asians, Filipinos,

and full-time students. In addition, the dual admission students at SDCCD, on average, attempted more units and had higher first semester GPAs. In terms of performance in the remedial courses, of the 84 students enrolled in English 92A, over half (56%) received credit. Similarly, 82% of the 38 students enrolled in Math 95 and 64% of the 22 students enrolled in Math 96 received a grade of "C" or better.

Of the 105 dual admission students enrolled at City, Mesa, and Miramar, 56 successfully completed their remedial requirements during their first semester (fall 2002) and were thus, eligible to enroll at SDSU in spring 2003. However, only 33 of these students enrolled at SDSU and the remaining 23 re-enrolled at SDCCD, citing various reasons such as monetary considerations, personal factors, change in educational plans, to name a few. Finally, 45 of the 49 dual admission students who did not complete their remedial requirements during the fall 2002 semester re-enrolled at SDCCD for the spring 2003 semester.

For the complete report, *SDSU Dual Admission Program - Fall 2002*, go to the IRP website at: <http://www.sdccd.net/research> and click on IRP Reports and then Board Reports.

"Dual Admission students at SDCCD, on average, attempted more units and had higher first semester GPAs."

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

English Consequential Validity Study, Fall 2002

Degree and Certificate Report: 2002 Awards

San Diego State University (SDSU) Dual Admission Program: First Semester Assessment of Students Enrolled at SDCCD - Fall 2002

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