

Basic Skills Research Agenda - 2007/2008

Focus & End User	Links to College Plans & Initiatives	Research Questions				Research Design	Schedule	Data Resource
		A. What is the research assumption?	B. What will be researched?	C. Who will be researched?	D. How will the data be used?			
<u>1) Student Success & Retention Trends</u> -LA Faculty -Math Faculty -ESOL Faculty -Counselors -Deans	BSI FYE Ss Equity EMF	The successful course completion and retention rates of students in Basic Skills courses is the same as for students college-wide.	Historical and recent trends in student performance outcomes (successful course completion and retention) for all Basic Skills courses.	All students by gender and ethnicity enrolled in Basic Skills English, Reading, Math and ESOL course courses between 2002/03-2006/07.	To assist faculty and others in identifying "problem areas" in the Basic Skills curricula and to help set targeted performance outcome levels.	Trends of grade distribution, GPA, successful course completion and retention rates by course of all by gender and ethnicity students enrolled in Basic Skills English, Reading, Math and ESOL between 2002/03-2006/07 compared to other "like" colleges.	*SP '08 (25 hrs)	Biederman *PRIE
<u>2) Placement Validity</u> -LA faculty -Counselors -Deans -TLC	BSI B.1 FYE Ss Equity EMF Matriculation	Students with "See Counselor" placements are able to succeed at comparable rates as those who receive a placement in basic skills courses.	The enrollment pattern of students who receive "See Counselor" on their placement score and their successful course completion and retention rates.	All students with See Counselor placements or enrollment in ENGL 826 and/or READ 826 for fall semesters 2004-2006.	To assess the need for additional basic skills curriculum development and support services for students with See Counselor placements.	Compare enrollment patterns and course performance outcomes (success and retention) for three cohorts of students with and without placement recommendations for ENGL 826 and READ 826.	SP '08 (25 hrs)	Biederman
<u>3) Success Rate Comparison</u> -LA Faculty -Deans -Counselors	BSI B.1 FYE Ss Equity EMF	The rate of successful course completion (grades A,B,C, CR) is higher for students who place into a Basic Skills English, Reading course than it is for students who gain entry to Basic Skills courses through other means.	Successful course completion rates of students who place into a Basic Skills English, Reading or Math course.	All students enrolled in ENGL 826, 836, 846, READ 826, 836 and MATH 811, 110 and 120 for Fall semesters 2002-2006	To evaluate the reliability of the placement tests and the predictive quality of the placement test cut scores and to make adjustments accordingly.	Compare the rate of successful course completion (grades A,B, C, CR) between five cohorts of students who place into a Basic Skills English, Reading class and those students who enroll in the same course through other means.	SP '08 (25 hrs)	Biederman

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4) Enrollment & Subsequent Success Patterns of English 400 Students -LA Faculty -Deans -Counselors	BSI Ss Equity FYE EMF	Most students attempt ESOL 400 (ENGL 400 until 2004) multiple times before continuing on to English 100 and of those who continue, the retention and success rates are lower than students who have not completed English 100.	The percentage of students who repeat ENGL 400 before completing, and of those who complete and enroll in ENGL 100, the percentage of students who successfully complete ENGL 100 and the number of times they repeat before successfully completing.	All students by gender and ethnicity enrolled in ESOL 400/ENGL 400 in a Fall semester between Fall 2002-2006	To assess and improve the connection between course content for ENGL 400 and ENGL 100.	Track all students enrolled in ESOL 400/ENGL 400 in a Fall semester between 2002-2006 and compare the percentage of students by gender and ethnicity who repeat ESOL 400/ENGL 400 before completing, and of those who complete and enroll in ENGL 100, the percentage of students by gender and ethnicity who successfully complete ENGL 100 and the number of times they attempt the course before successfully completing it.	SP '08 (35 hrs)	PRIE
5) Subsequent Enrollment and Success- English 100/English 1B -LA Faculty -Deans -Counselors	BSI Ss Equity FYE EMF	Most students who pass ENGL 100 enroll in ENGL 1B (110 or 165) and successfully complete the course.	The percentage of ENGL 100 students who successfully complete the course and subsequently enroll in ENGL 1B (110 or 165) and successfully complete.	Transfer, degree, certificate seeking or undecided students by gender and ethnicity enrolled in ENGL 100 between Fall 2002-Spring 2007.	To assess and improve the connection between course content for ENGL 100 and ENGL 1B.	Track all transfer, degree, certificate seeking or undecided students by gender and ethnicity enrolled in ENGL 100 between Fall 2002-Spring 2007 and compare the percentage of ENGL 100 students who successfully complete the course enroll in ENGL 1B (110 or 165) and successfully complete.	SP '08 (35 hrs)	PRIE
6) Basic Skills Improvement -LA Faculty -Math Faculty -ESL Faculty -Deans -Counselors	BSI A.4 Ss Equity FYE EMF	Most students who complete a Basic Skills English, Reading, ESOL or Math course subsequently enroll within 3 semesters and successfully complete a transfer-level course in the same subject area.	The percentage of students who complete a Basic Skills English, Reading, ESOL or Math course and enroll and successfully complete a subsequent transfer-level course in the same subject area.	All transfer, degree, certificate seeking or undecided students who enrolled in ENGL 826, 836, 846, READ 826, 836, MATH 811, 110, 120 or ESOL below 400 in Fall 2002-2006.	To assess and improve the connection of curriculum and services between Basic Skills and transfer-level courses.	Track subsequent enrollment and grades of all transfer, degree, certificate seeking or undecided students who enrolled in ENGL 826, 836, 846, READ 826, 836, MATH 811, 110, 120 or ESOL below 400 in Fall 2002-2006 and then enrolled into subsequent/transfer-level course.	*SP '08	ARCC PRIE

*Research will be conducted once a year.

12/09/07

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7) <u>Placement Test Cut Score Validation</u> -LA faculty -Counselors -Deans -TLC	BSI FYE EMF Ss Equity Matriculation	Placement cut scores are set appropriately to help achieve desired levels of student success in ENGL and READ developmental skills classes?	English test results, enrollment patterns and student performance outcomes.	Students who have completed testing and subsequently enrolled in ENGL and READ courses without intervening instruction.	To evaluate the validity of assessment results as predictor of classroom success and to set cut scores to achieve targeted levels of student success.	TBD	SP '08 (25 hrs)	Biederman
8) <u>Impact of Learning Communities</u> -LC Coordinators -LC Faculty -Deans -Counselors	BSI FYE EMF Ss Equity	Instructional and support elements specific to Learning Communities contribute to student success (successful course completion, retention and persistence).	Opinions about factors, (e.g. interventions and strategies) that contribute to improved outcomes (success, retention and persistence) for students of Learning Communities.	All faculty who teach a Basic Skills class for a Learning Community and counselors working in Learning Communities.	To develop a list of 'best practices' for maximizing student success that might be considered for use in all Basic Skills classes.	A one-time 15-25 item (close-ended and open-ended) on-line survey that gathers information from all faculty and counselors who are involved in Learning Communities on their opinions toward Learning Community-specific factors that impact student success.	SP '08 (60 hrs)	PRIE
9) <u>Persistence</u> -LA Faculty -Math Faculty -ESOL Faculty -Counselors -Deans	BSI FYE EMF Ss Equity	Basic Skills students persist from fall to spring semesters at the same rate as other students college-wide.	The enrollment patterns (fall to spring) of Basic Skills students by subject: English, Reading, ESOL and Math.	All students by gender, age and ethnicity enrolled in a Basic Skills English, Reading, ESOL or Math course between Fall 2003 and Fall 2007.	To help identify where to improve support services and scheduling that will positively impact student retention/persistence.	Track all five cohorts of students by gender, age and ethnicity enrolled in a Basic Skills English, Reading, ESOL or Math course between Fall 2003 and Fall 2007 to compare persistence from fall to spring semesters to other students college-wide.	*SP '08 (30 hrs)	PRIE
10) <u>Student Engagement in Learning</u> -All Faculty -Deans -Counselors -Students	BSI FYI EMF Ss Equity SLOAC	Students who are engaged in their learning are more likely to successfully complete their education goal.	The degree to which students actively participate in their learning and access support services on campus.	All students and students enrolled in Basic Skills courses by gender and ethnicity during Spring 2008.	This information may be used to help inform program and services planning decisions and to contribute to the SLOAC, FYE and BSI research and assessment.	Survey all students and BSI student using the Community College Survey of Student Engagement (CSSE) to a randomly selected group of courses pulled from the course enrollment file after first census and to a sample of Basic Skills courses.	SP '08 (80 hrs)	External PRIE

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<u>11) Subsequent Enrollment, Repeat and Success</u> -All Faculty -Deans -Counselors	BSI FYI EMF Ss Equity	Basic Skills students who successfully complete a basic skills course and enroll in a transfer level course in the same subject area successfully complete that course.	The success rate and course preparation of Basic Skills students in subsequent transfer-level courses.	All transfer, degree, certificate seeking and undecided students by age, gender and ethnicity who enroll in a Basic Skills English/Reading, Math or ESOL course during a fall semester.	To help identify where to improve support services and scheduling that will positively impact student course preparation and success in transfer-level courses.	Track five cohorts over two years (including FA, SP and SU semesters) of transfer, degree, certificate seeking and undecided students by age, gender and ethnicity who successfully complete (grade A , B, C or CR) a basic skills course in English, Math, Read, or ESOL (840 and 400) and subsequently enroll in a transfer level course in the same subject area within five terms and identify their success rate (grade distribution) in the transfer level course as well as number of times student repeated before successfully completing.	*SP '08 (120 hrs)	PRIE
<u>12) Course Placement Recommendations</u> All Faculty -Deans -Counselors	BSI FYI EMF Ss Equity Matriculation	Students who placed in ENGL 826 and classes below ESOL 400 enroll in a content area course that requires eligibility or completion of ENGL 836, successfully complete the content area course.			To help determine if recommendations should be pre-requisites and to help counselors recommend classes where the likelihood of success for students will be greatest.			

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<u>12) Graduates w/ English 100</u> TBD								
<u>13) Time to Degree</u> TBD								