

BSI Action Research Plan

Research Focus: Math 120, 122, 123 Student Subsequent Success in Transfer-Level Math Action Research Team: Math Dept.

| Research Question | Outcome Results | Conclusions & Recommendations | Links |
|---|--|---|--------------|
| <p>1. Basic Skills students who successfully complete a basic skills course and then subsequently enroll in a transfer level course in the same subject area successfully complete that course.</p> <p>What is the percentage of Math 120, 122, and 123 students who subsequently enroll in a transfer level Math course, how many times do they repeat the course before successfully completing, and how many successfully complete as compared to students who have either been placed into transfer-level math or come through the math sequence?</p> | <p>Outcome #1: Higher success rates among older populations, especially older women.</p> <p>Outcome #2: Higher success rate among African American population</p> <p>Outcome #3: Low subsequent course enrollment for students who have completed 120</p> <p>Outcome #4: Low success rate among 806 students</p> <p>Outcome #5: Low success rate among 112 students</p> <p>Outcome #6: Students who repeat classes have higher success rates</p> | <p>Conclusion #1: Higher success rate among African American population may be due in large part to the Math Academy and small sample size</p> <p>Conclusion #2: Low subsequent course enrollment for students who have completed 120 may be due to subsequent enrollment in Bus 120, Psych 171, or a return to the CSU system.</p> <p>Conclusion #3: Low success rate among 806 students due to necessity of 805 as an introduction to critical thinking centered mathematics curriculum.</p> <p>Conclusion #4: Low success rate among 112 students due to the organization of word problems in the former textbook.</p> <p>Conclusion #5: Subsequent repetition of courses needs to be openly encouraged.</p> <p>Conclusion #6: Research data on success and retention may be adversely affected by failure of students to drop themselves.</p> <hr/> <p>Recommendation #1: Look at cohort enrollment to identify percentage that subsequently enrolls in Bus 120 or Psych 171.</p> <p>Recommendation #2: In order to decide whether a prerequisite, concurrent enrollment requirement, or a learning community is needed, we look at the success and retention rate of three populations of students in 811: non ESOL students, students who finished the ESOL sequence, and students currently enrolled in an ESOL course.</p> <p>Recommendation #3: Similarly, In order to decide whether a prerequisite, concurrent enrollment requirement, or a learning community is needed, we look at the success and retention rate of four populations of students in 811: students who placed in READ 826 but have not completed READ 826, students who completed READ 826, students who completed READ 836, and students who completed ENG 846.</p> <p>Recommendation #3: Institute a public relations project that emphasizes the benefits of retaking a course in the Community College system, contrasted with the costs of retaking courses in either a High School or a four year University.</p> <p>Recommendation #4: Encourage articulation of a department, division, or college wide dropping policy to the benefit of students and research alike.</p> | <p>SLOAC</p> |