
COURSE ACCESSIBILITY TO ASSESSED STUDENTS



Los Angeles Harbor College

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A Matriculation Report

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Special Acknowledgements to:

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Matriculation/Assessment/Research Services

Course Accessibility to Assessed Students

In May of 2005 a request was made to look into the number of students that were assessed in English and Math below college level and the seating availability in the courses recommended to the students. There was a concern that the College was not making those courses accessible to students who were assessed.

The following report represents data gathered from Fall 2002 to Spring 2005. They were taken from the Los Angeles Community College Student and Course Information Systems.

The discrepancies in the number of students assessed in English in Fall 2002 and the remaining semesters are due to the transition from paper and pencil using ACT Asset to computerized testing using ACT COMPASS and the use of a different system to upload local data to the District Office.

Below is a list of the English and Math basic skills courses recommended to students in their order, from lowest to the highest levels.

English:

- English 84 (ESL - College English as a Second Language I)
- English 85 (ESL - College English as a Second Language II)
- English 86 (ESL - College English as a Second Language III)
- Developmental Communication 35 (Reading I: Fundamentals)
- Developmental Communications 20 (Fundamentals of Reading and Writing)
- English 21 (English Fundamentals) or 73 (Beginning College Reading and Writing)
- English 28 (Intermediate Reading and Composition) or 31 (Composition and Critical Reading)

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Math:

- Learning Skills 10 (Mathematics Fundamentals) or Math 112 (Pre-Algebra)
- Math 123A (Elementary and Intermediate Algebra I)
- Math 123B (Elementary and Intermediate Algebra II)
- Math 123C (Elementary and Intermediate Algebra III)

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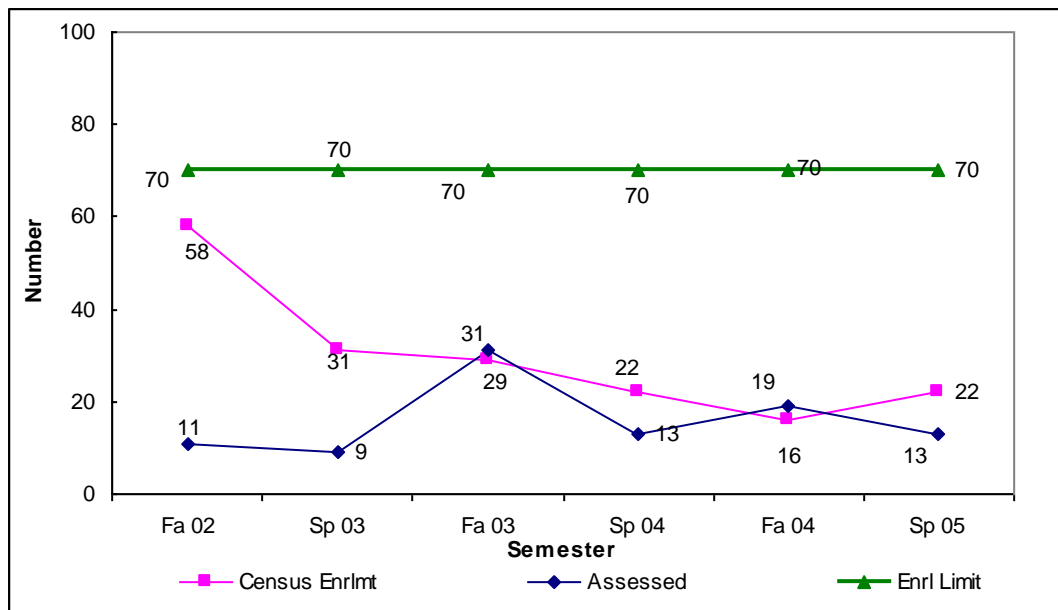
ENGLISH

English 84

Table 1. English 84

English 84	Fa 02	Sp 03	Fa 03	Sp 04	Fa 04	Sp 05
Census Enrlmt	58	31	29	22	16	22
Assessed	11	9	31	13	19	13
# Sect Offered	2	2	2	2	2	2
Standby	0	0	0	0	0	0
Enrl Limit	70	70	70	70	70	70

Figure 1. English 84



- Although only two sections were offered each semester, the number of assessed students and census enrollments indicate that the enrollment limit was actually much higher than needed.
- The consistent number of students on standby also indicates that this course was accessible to students.

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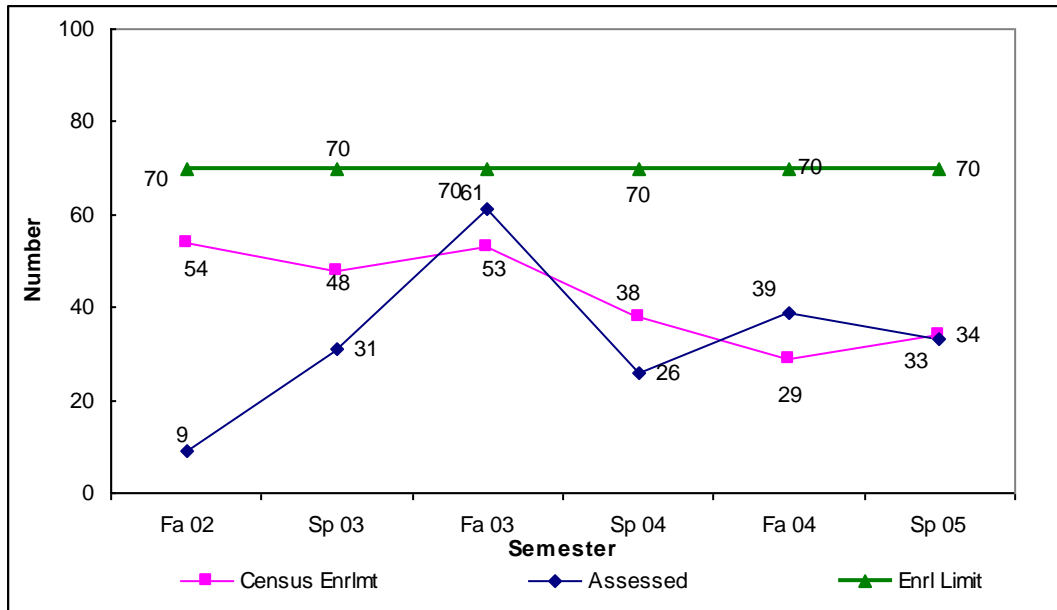
Course Accessibility to Assessed Students

English 85

Table 2. English 85

English 85	Fa 02	Sp 03	Fa 03	Sp 04	Fa 04	Sp 05
Census Enrlmt	54	48	53	38	29	34
Assessed	9	31	61	26	39	33
# Sect Offered	2	2	2	2	2	2
Standby	0	0	0	0	0	0
Enrl Limit	70	70	70	70	70	70

Figure 2. English 85



- Even with the highest census enrollment and assessment placement in Fall 2003, enrollment limit and standby list indicate that the course was accessible to students.
- In Fall 2003, sixty-one students were placed in English 85. The highest in the last three years.

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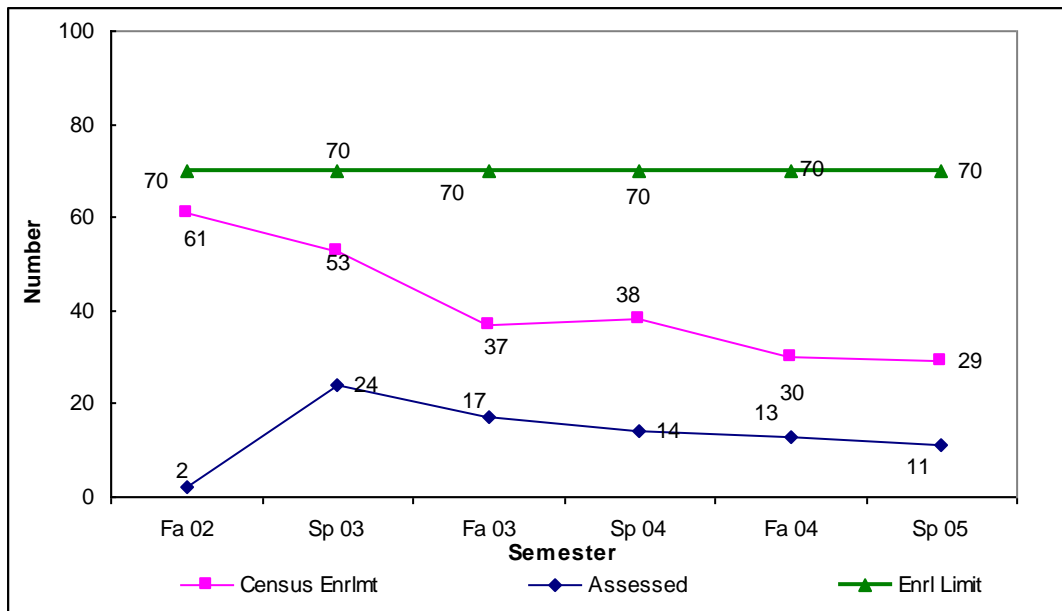
Course Accessibility to Assessed Students

English 86

Table 3. English 86

English 86	Fa 02	Sp 03	Fa 03	Sp 04	Fa 04	Sp 05
Census Enrlmt	61	53	37	38	30	29
Assessed	2	24	17	14	13	11
# Sect Offered	3	2	2	2	2	2
Standby	5	0	0	0	0	0
Enrl Limit	70	70	70	70	70	70

Figure 3. English 86



- The graph above clearly shows that there were enough seats to accommodate students who were placed in this level.
- In the past three years only one semester actually had students waiting to be enrolled in English 86. However, census enrollment was still below the seating availability.

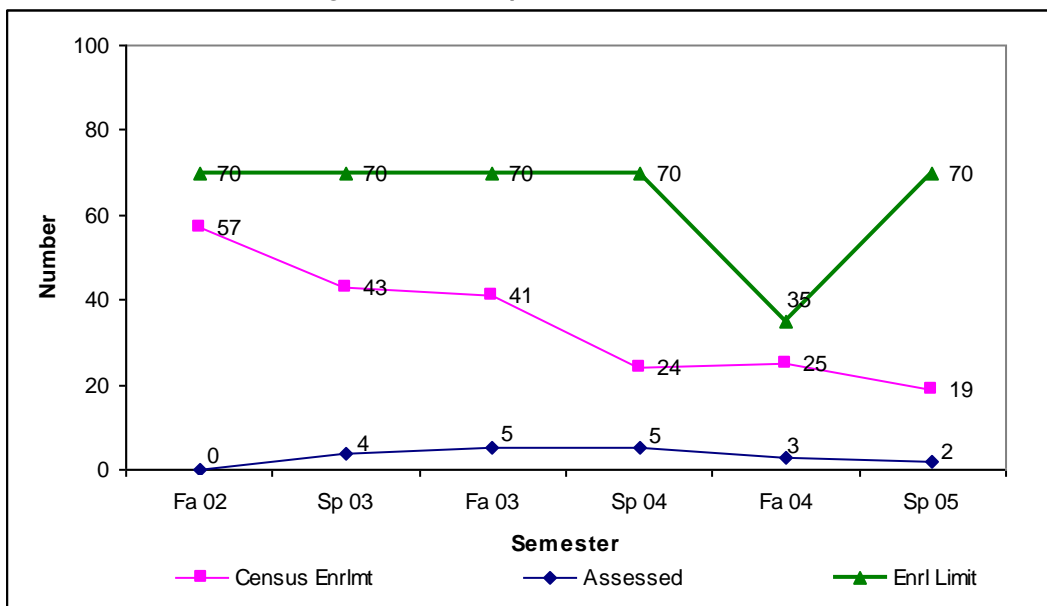
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Course Accessibility to Assessed Students

Developmental Communication 35

Table 4. Development Communications 35

Dev Com 35	Fa 02	Sp 03	Fa 03	Sp 04	Fa 04	Sp 05
Census Enrlmt	57	43	41	24	25	19
Assessed	0	4	5	5	3	2
# Sect Offered	2	2	2	2	1	2
Standby	8	0	2	0	0	0
Enrl Limit	70	70	70	70	35	70

Figure 4. Development Communications 35



- On average, less than one percent of total assessed students are placed into Developmental Communications 35.
- The graph above indicates that enrollment in this level is slowly declining.
- In Fall 2002 where only one section was offered, total enrollment was still below seating availability.

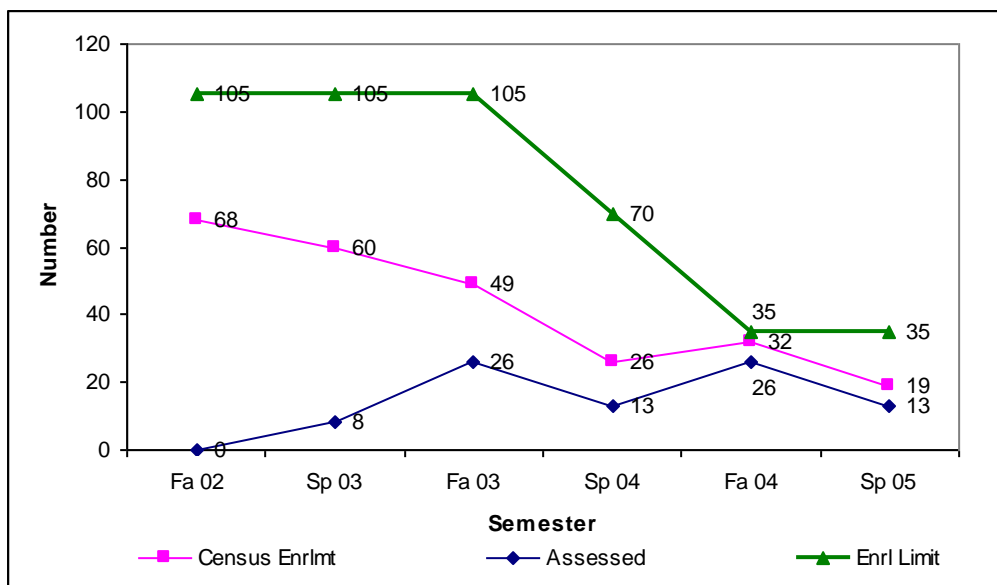
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Developmental Communication 20

Table 5. Development Communications 20

DC 20	Fa 02	Sp 03	Fa 03	Sp 04	Fa 04	Sp 05
Census Enrlmt	68	60	49	26	32	19
Assessed	0	8	26	13	26	13
# Sect Offered	3	3	3	2	1	1
Standby	0	0	0	0	0	0
Enrl Limit	105	105	105	70	35	35

Figure 5. Development Communications 20



- The number of students on standby in Developmental Communications 20 has consistently been zero.
- Enrollment in this level seems to be at a slow decline except in Fall 2002.
- In the past three years, the number of assessed students and census enrollment were below the enrollment limit.

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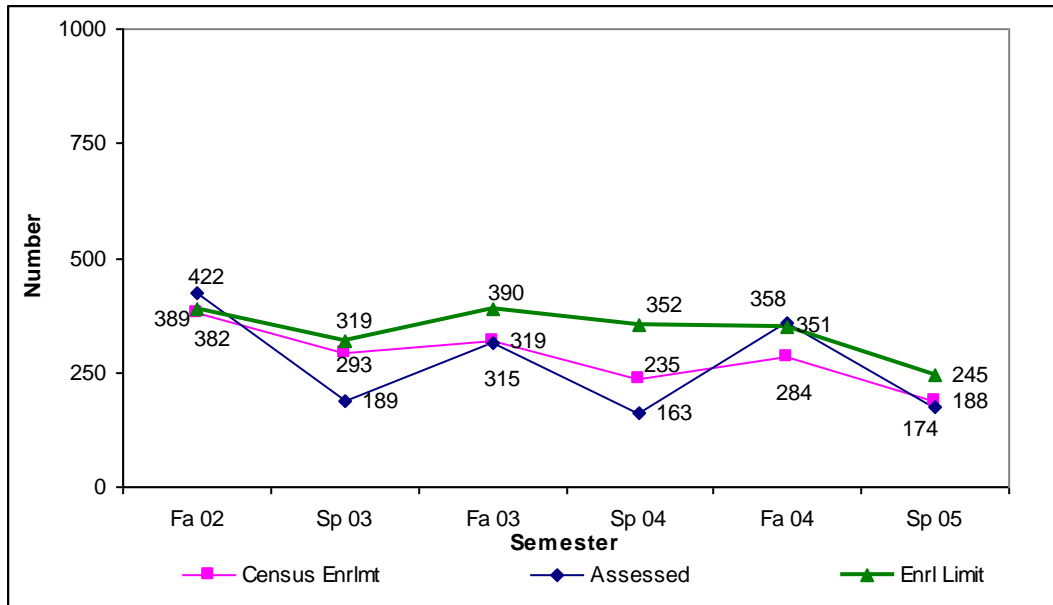
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English 21/73

Table 6. English 21/73

Eng 21/73	Fa 02	Sp 03	Fa 03	Sp 04	Fa 04	Sp 05
Census Enrlmt	382	293	319	235	284	188
Assessed	422	189	315	163	358	174
# Sect Offered	15	13	16	12	11	12
Standby	45	41	19	2	39	1
Enrl Limit	389	319	390	352	351	245

Figure 6. English 21/73



- In Fall 2002 and 2004, more students were placed in English 21/73 than there were seats available. Standby numbers also seem to indicate that this level was not accessible to students and those assessed. However, census enrollment remained below the enrollment limit.

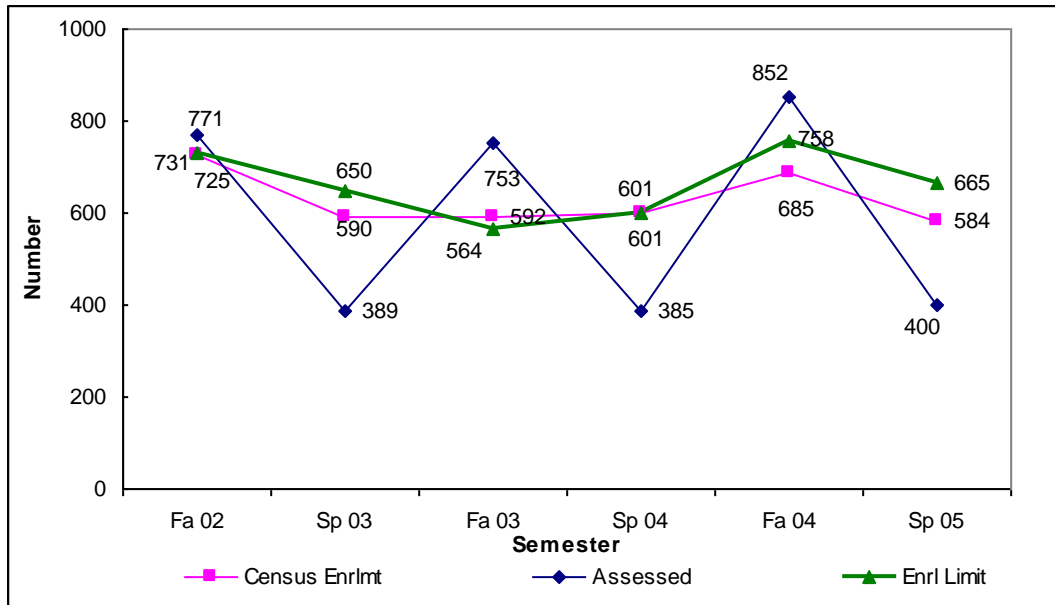
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English 28/31

Table 7. English 28/31

English 28/31	Fa 02	Sp 03	Fa 03	Sp 04	Fa 04	Sp 05
Census Enrlmt	725	590	592	601	685	584
Assessed	771	389	753	385	852	400
# Sect Offered	21	23	20	23	22	24
Standby	134	87	130	142	126	97
Enrl Limit	731	650	564	601	758	665

Figure 7. English 28/31



- Around sixty percent of students assessed place in English 28/31.
- Fall enrollment limits consistently fall below placement numbers. These seem to indicate that this level was not accessible to students who were placed. However, the past two semesters (Fall 2004 and Spring 2005) show that census enrollment fell below the enrollment limit.

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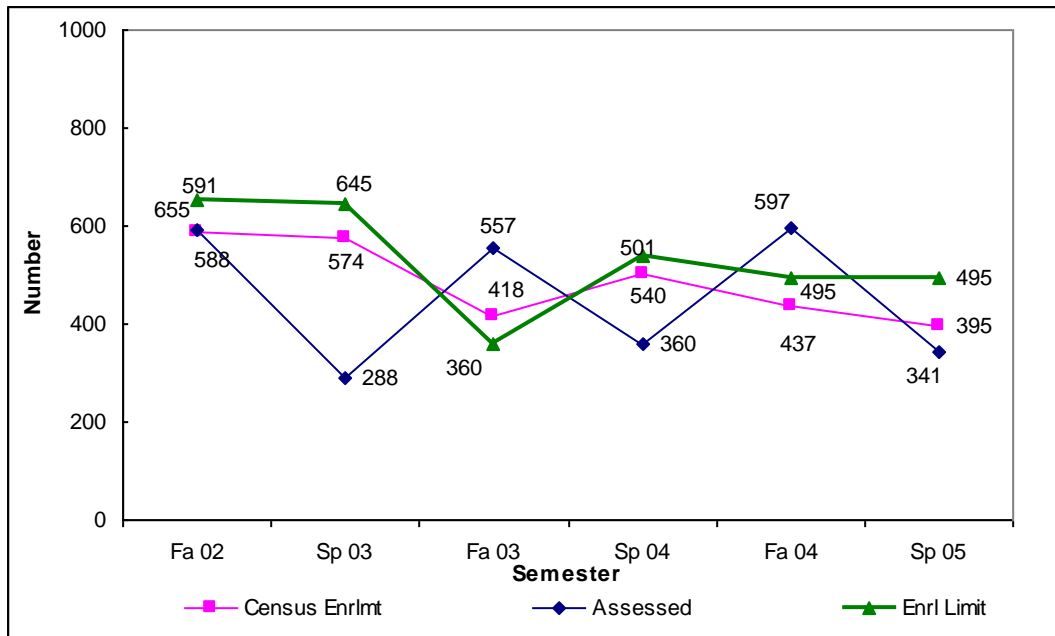
MATHEMATICS

Learning Skills 10 / Math 112

Table 8. Learning Skills 10/Math 112

Learn Skls 10/ Math 112	Fa 02	Sp 03	Fa 03	Sp 04	Fa 04	Sp 05
Census Enrlmt	588	574	418	501	437	395
Assessed	591	288	557	360	597	341
# Sect Offered	17	16	8	12	11	12
Standby	84	47	60	80	105	66
Enrl Limit	655	645	360	540	495	495

Figure 8. Learning Skills 10/Math 112



- On average, more than 30% of assessed students place in Learning Skills 10/Math 112.
- In Fall 2003 and 2004, more students were placed in this level than there were seats available.
- Except for Fall 2003, enrollment limit exceeded census enrollment.

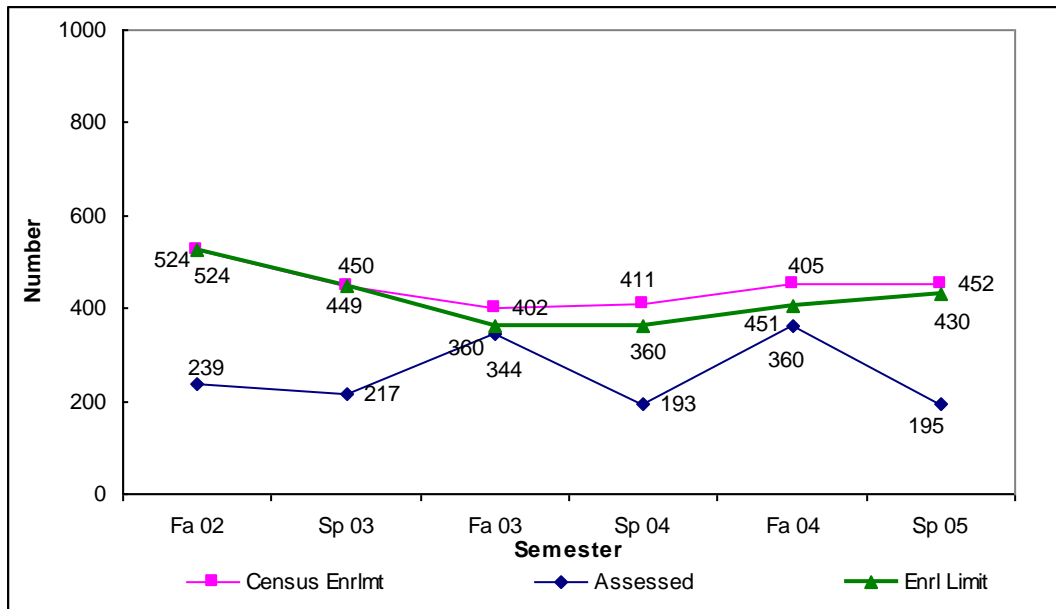
Course Accessibility to Assessed Students

Math 123A

Table 9. Math 123A

Math 123A	Fa 02	Sp 03	Fa 03	Sp 04	Fa 04	Sp 05
Census Enrlmt	524	449	402	411	451	452
Assessed	239	217	344	193	360	195
# Sect Offered	12	10	8	8	9	10
Standby	96	20	70	69	118	54
Enrl Limit	524	450	360	360	405	430

Figure 9. Math 123A



- In the past three years, census enrollment almost or exceeded the enrollment limit.
- The number of students placed in this level did not exceed the enrollment limit. However, census enrollment indicates a need for more sections to be opened. For example, in Fall 2003, 411 were enrolled and 70 were on standby, but only 360 seats were available.

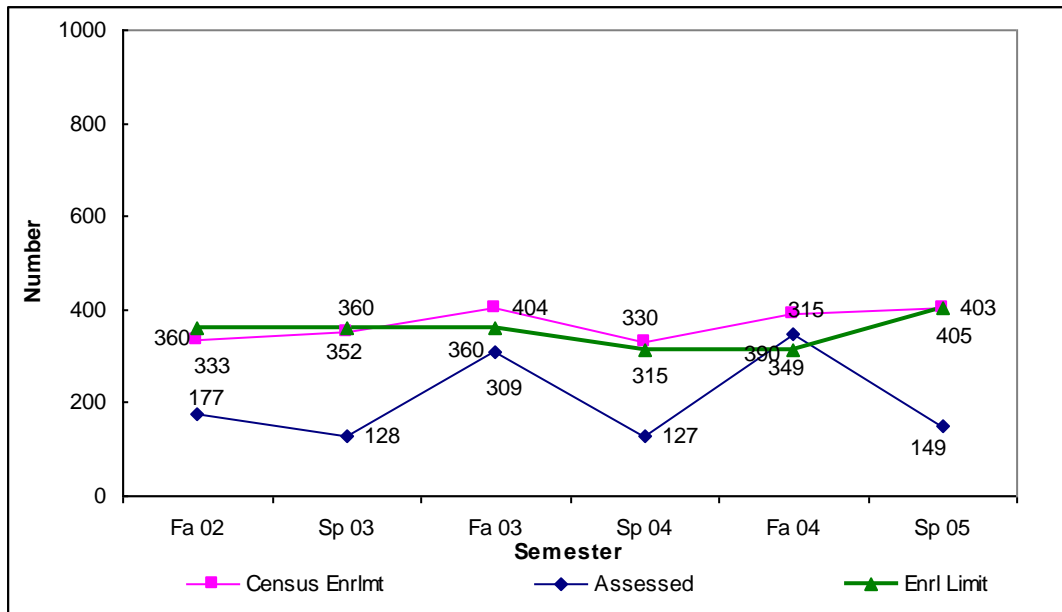
Course Accessibility to Assessed Students

Math 123B

Table 10. Math 123B

Math 123B	Fa 02	Sp 03	Fa 03	Sp 04	Fa 04	Sp 05
Census Enrlmt	333	352	404	330	390	403
Assessed	177	128	309	127	349	149
# Sect Offered	8	8	8	7	7	9
Standby	25	0	70	60	100	61
Enrl Limit	360	360	360	315	315	405

Figure 10. Math 123B



- Except for Fall 2004, the number of students placed in this Math 123B fell below the enrollment limit.
- The previous four semesters show that enrollment exceed the seating availability.
- The high number on standby for the past four semesters also explains the need for more sections to be available.

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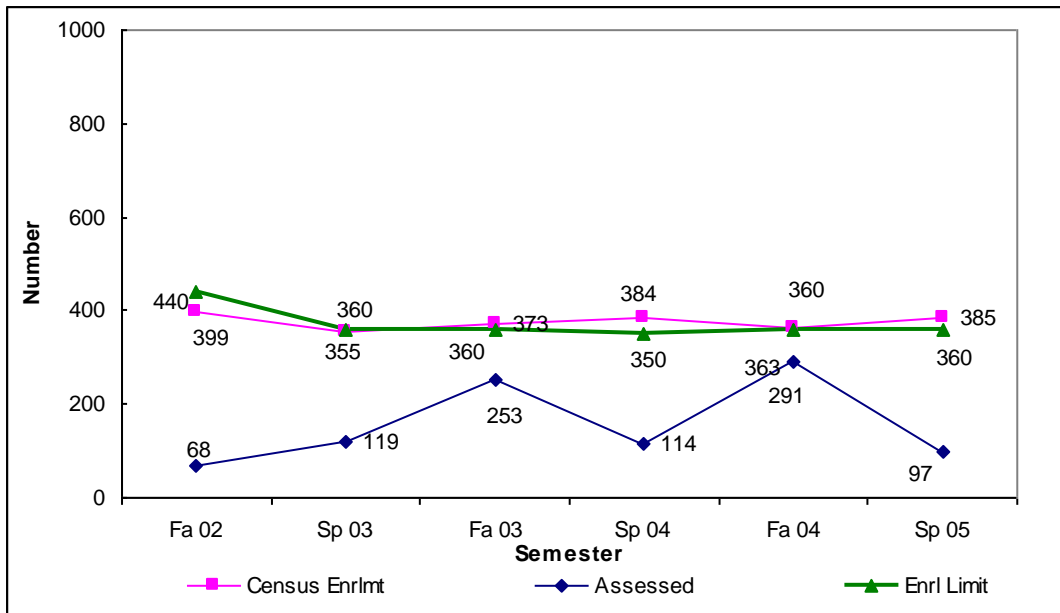
Course Accessibility to Assessed Students

Math 123C

Table 11. Math 123C

Math 123C	Fa 02	Sp 03	Fa 03	Sp 04	Fa 04	Sp 05
Census Enrlmt	399	355	373	384	363	385
Assessed	68	119	253	114	291	97
# Sect Offered	8	8	8	8	8	8
Standby	31	0	48	40	97	40
Enrl Limit	440	360	360	350	360	360

Figure 11. Math 123C



- The graph above clearly shows that Math 123C has been accessible to students placed at that level.
- Although additional sections may help accommodate enrollment extra and that those on standby.

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RECOMMENDATIONS

Although the Assessment Center and the LACCD database system have kept accurate records of the data provided, involvement from the English and Math faculty and division chairs would provide a more thorough evaluation.

The tables and graphs provided in this report may not necessarily answer the question of accessibility. Further study involving sources and outcomes should be tracked to determine whether the number of assessed student actually enroll in the semester or next in the recommended course. A sources and outcomes study completes a seating availability study by examining how many students enroll in courses coming from a prerequisite class, recent testing, or other avenues. Preliminary findings seem to indicate that in reality only a small number register for the course. Successful completion and retention in these levels should also be assessed.