**Introduction**

An analysis was conducted to investigate student progress through the LPC basic skills pipeline. The analysis was required as part of the 2012-2013 Basic Skills Allocation Goals/Action Plan and Expenditure Plan that gets submitted to the State Chancellor’s Office.

**Methodology**

Data was obtained from the Basic Skills Cohort Tracking Tool on the Chancellor’s Office website (http://datamart.cccco.edu/Outcomes/BasicSkills\_Cohort\_Tracker.aspx). Three cohorts of LPC students (Fa07-Sp10, Fa08-Sp11, Fa09-Sp12) were followed for three years through basic skills courses into transferable coursework for English and math. Data for the three cohorts was then averaged to arrive at a mean successful completion rate of transferable English or Math.

Data was then analyzed for disproportionate impact by gender and race/ethnicity. Race/ethnicity data is reported for historically marginalized groups (African Americans and Hispanics). Disproportionate impact is noted when a group is less than 80% as likely to reach successful completion compared to the dominate group.

**Findings**

**ENGLISH**

|  |  |
| --- | --- |
| ***Initial English Course*** | ***Successful Completion of ENG 1A in 3 years*** |
| **Transfer level English**  ENG 1A | 81%i |
| **1 level below ENG 1A**  (104, 102, 100B, 1502) | 67% |
| Female  Male | 70%  65% |
| African American (n=39)  Hispanic (n=197)  White (n=600) | 52% \*  66%  67% |
| **2 levels below ENG 1A**  (100A) | 50% |
| Female  Male | 56%  45% \* |
| African American (n=26)  Hispanic (n=108)  White (n=270) | 34% \*  53%  51% |
|  | \*possible disproportionate impact; n<60.  \*\*disproportionate impact.  i course success rate obtained from LPC IR using a different methodology. |

**MATH**

|  |  |
| --- | --- |
| ***Initial Math Course*** | ***Successful Completion of Transferable Math in 3 years*** |
| **Transfer-level Math**  Math 20 (left in b/c # of students is small), 33, 38, 42A, 42B, 44 | 78%i |
| **1 level below**  Math 55 – Intermediate Algebra | 41% |
| Female  Male | 43%  40% |
| African American (n=33)  Hispanic (n=163)  White (n=534) | 14% \*  42%  42% |
| **2 levels below**  Math 65 – Elementary Algebra | 19% |
| Female  Male | 23%  17% \*\* |
| African American (n=54)  Hispanic (n=184)  White (n=569) | 14% \*  18%  21% |
| **3 levels below**  Math 106 – Basic Math  Math 107 – Pre-Algebra | 7% |
| Female  Male | 7%  6% |
| African American (n=21)  Hispanic (n=70)  White (n=161) | 0% \*  5% \*\*  7% |
|  | \*possible disproportionate impact; n<60.  \*\*disproportionate impact.  i course success rate obtained from LPC IR using a different methodology. |

**Conclusions**

The lower down a student starts in the basic skills sequence, the lower their rates of completing a transferable course in the discipline.

For English, the lower a student starts in the English sequence, the lower their rates of completing the college level gatekeeper course – English 1A. Students must complete English 1A for an Associate Degree and/or to reach other courses required for transfer. Successful completion of English 1A is significantly higher for all groups when students start 1 level below compared to 2 levels below:

* 67% of students who start at 1 level below transfer-level English successfully complete English 1A in three years, compared to 50% of students who start 2 levels below.
* Disproportionate impact experienced by males and African Americans when they start 2 levels below English 1A is reduced when these groups start 1 level below .

The Las Positas College English Department is well aware of the comparatively better outcomes for students starting closer to transfer-level English. For this reason, LPC adopted an accelerated English curriculum in \_\_\_\_\_\_\_. English at LPC only goes 2 levels below English 1A. In Fall 2011, 35% of LPC students started in English 1A; 52% of LPC students started 1 level below; and only 5% of LPC students started 2 levels below. Improving successful completion rates in all English courses remains a priority.

For Math, the lower a student starts in the Math sequence, the lower their rates of completing a college-level or transfer-level math course. Students must complete or demonstrate proficiency in Math 55 – Intermediate Algebra to earn an Associates degree. Data indicates:

* Only 17% of students who start 3 levels below transfer-level (Math 106 or Math 107) successfully complete Math 55 in three years. That means that only 17% of students who attempt basic math have met the math requirement for an Associates degree within three years.
* Only 7% of students who start 3 levels below transfer-level math reach and complete transfer-level math in three years.
* For students who start 2 levels below transfer-level, 34% of them successfully complete Math 55; and 19% of them successfully complete transferrable math.

In Fall 2011, 25% of LPC students started in transfer-level math; 28% of LPC students started 1 level below; 29% started 2 levels below; and 15% started 3 levels below. Almost half (45%) of LPC students are starting at least 2 levels below transferable math. Getting these students to reach college-level math (Math 55) and transferable-level math must be a college priority.