FALL 2004 FIRST-TIME FRESHMEN

ENROLLMENT & DEMOGRAPHIC CHARACTERISTICS

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FALL 2004 FIRST-TIME FRESHMEN

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EXECUTIVE SUMMARY

This report describes select demographic characteristics and course enrollment patterns for fall 2004 first-time freshmen. Listed below are a summary of their characteristics along with some key findings and shortcomings stemming from this report.

Demographics
This student cohort differs demographically from the general SMC student population:
- Latino students comprise the largest ethnic group—33%;
- Equally proportionate by gender;
- Most students are 18-22 years of age—73%
- 10% hold F1-Visas and 10% are from out-of-state;
- 72% declared a goal of transfer (with and without AA);
- 82% come from 50 high schools;
- 95% commute from within 60 miles, but most travel on average 9.1 miles, with Latinos and Filipinos having the farthest commute;
- F1-visa holders; White, and female students generally live closer to SMC.

Academic Profile
- 72% completed the SMC online orientation;
- 88% completed the math placement test, of whom 60% placed into developmental-level math;
- 77% completed the English placement test, of whom 29% placed into developmental-level writing and reading;
- Of students placing into C level English, 50% are Latinos and 23% African American.

Course Enrollment Patterns
- 89% of adds occurred before the Day 1 of fall 2004, but students also withdrew from 31% of courses during the same period;
- FTF accounted for 592 withdrawal transactions between Day 1 and 14, accounting for 1,887 cumulative units;
- FTF accounted for 874 add transactions between Day 1 and 14, accounting for 3,940 cumulative units;
- The top 100 courses in which FTF students enrolled, accounted for 83% of their enrollments;
- 38% enrolled in English 21A, 37% in English 1, 26% in Psychology 1, 23% in Counseling 20, and 19% in Math 84;
- Of drops occurring between Day 1 and 14:
  - Males dropped more units than females;
  - 31% were dropped by Latinos, 27% by Caucasians;
- Courses with highest drops between Day -15 to 14:
  - 199 from English 1;
  - 160 from Psychology 1;
  - 158 from English 21A;
  - 115 from Counseling 11;
  - 93 from Math 20;
  - 92 from Math 84, Counseling 20, and Speech 1.

Welcome Center
Fall 2004 students were greeted for the first time in SMC’s history by a Welcome Center, whose purpose is on reaching out to first-time freshmen.
39% of FTF (matched records) were assisted by counselors in the Welcome Center;
Students seeking services were primarily African American (52% of cohort); Latinos (46% of cohort);
developmental-level math eligible; and B & C level English students;

Key Findings
- Contrary to what some believed, fall 2004 FTF were not responsible for the inordinate number of drops occurring between Day 1 and 14. While they did drop from 1,887 units, they made up by enrolling in twice as many units (3,940) during the same period. Thus, it is clear that continuing students, reverse transfers, etc., are primarily responsible for our enrollment decrease.
- Though we cannot assert with 100% certainty that had it not been for the services provided by the Welcome Center SMC’s fall 2004 enrollment would have been lower, analyses indicate that students served by the WC enrolled in a statistically and practically significant greater number of units ($M=10.6$ and $11.1$) than those not served by the WC ($M=9.93$ and $10.4$), both by units enrolled on Day 1 and at census.

Shortcomings
Readers should note that due to miscoding in our WebISIS system, approximately 250 students who were either concurrent enrollment or dual enrollment students prior to becoming SMC freshmen were excluded from this analysis. Per the Dean of Enrollment Services, Matriculant 3 students are to be automatically recoded as Matriculant 1 once they enter SMC after graduating from high school. However, it appears this is not the case. The author’s request for data was based on all Matriculant 1, Enrollment Status 1 students entering SMC in Summer/Fall 2004. Additionally, the author has raised a significant concern on the reliability of the data extracted from WebISIS. For example, in some instances the cumulative number of units in which a student enrolled appeared in the data file as negative units (e.g., -45) or in high number (e.g., 40) so as to raise concerns that the extracted data was inaccurate. The author initially cross-checked select student records by viewing students’ semester schedules in WebISIS and in some cases the units did not match. The programmer assigned to extract the requested data attempted to address this issue in a separate run.

Finally, this report did not address the source from all drops. For example, did a withdrawal occur due to the student self-dropping, or was it due to non-payment, or exclusion? Additionally, the report does not exclude F1-Visa students from the analyses presented. It has been suggested that since the college does not generate FTE from these students, their inclusion in this report may not entirely reflect the true effects of enrollment by FTF students. Future studies should address these concerns.

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DEMOGRAPHIC CHARACTERISTICS OF FALL 2004 FIRST-TIME FRESHMEN

WHO ARE SMC’S FALL 2004 FIRST-TIME FRESHMEN (FTF)?

For purpose of this report, first-time freshmen (FTF) students are defined as students attending Santa Monica College immediately after high school—no previous college experience (Matriculation Status 1 & Enrollment Status 1). Thus, both concurrent enrollment and dual enrollment students are excluded from this report as their primary role is that of attending high school, not Santa Monica College. Based on data obtained from MIS, it was determined that the fall 2004 FTF cohort consisted of 4,083 students. Demographic characteristics are discussed below.

GENDER

FTF students were nearly identically split along gender lines:

- 51% female
- 49% male

ETHNICITY

Hispanic/Latino students constitute the largest ethnic group among the FTF cohort at 33%; followed by white (25%).

![Ethnicity Chart]

Tovar, E.: SMC Fall 2004 FTF
AGE CHARACTERISTICS

As may be expected, students 18-22 constituted the largest age group among FTF—72.66%. Students under 18 follow next at 18.3%. As a group, students’ age ranged from a low of 15 to a high of 80, with an average of 19.39 (SD=5.05).

CITIZENSHIP & RESIDENCE STATUS

- 75% are US citizens; 9% legal residents; 10% F1-Visa students.
- 80% are California residents, 20% non-California residents of which 10.7% are from out-of-state.

EDUCATIONAL GOAL

- 61% declared a goal of transfer with AA degree;
- 13% indicated being undecided;
- 10.8% are interested in transferring without and AA degree;
- 4% are interested in completing general education requirements;
- 3% indicated being here to discover career interests/goal.
DECLARED MAJOR

Listed below are the top 25 majors that FTF students declared when completing their college application. These 25 majors account for 92% of 74 total majors cited.

<table>
<thead>
<tr>
<th>Major</th>
<th>N</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undecided</td>
<td>944</td>
<td>23.1</td>
<td>23.1</td>
</tr>
<tr>
<td>Lib Arts</td>
<td>700</td>
<td>17.1</td>
<td>40.3</td>
</tr>
<tr>
<td>Bus. Adm.</td>
<td>238</td>
<td>5.8</td>
<td>46.2</td>
</tr>
<tr>
<td>Reg Nursng</td>
<td>187</td>
<td>4.6</td>
<td>50.7</td>
</tr>
<tr>
<td>Bus Mgt/Leader</td>
<td>181</td>
<td>4.4</td>
<td>55.2</td>
</tr>
<tr>
<td>Gen Sci</td>
<td>136</td>
<td>3.3</td>
<td>58.5</td>
</tr>
<tr>
<td>Bus Marketing</td>
<td>123</td>
<td>3.0</td>
<td>61.5</td>
</tr>
<tr>
<td>Cinema</td>
<td>123</td>
<td>3.0</td>
<td>64.5</td>
</tr>
<tr>
<td>Early Child Ed</td>
<td>111</td>
<td>2.7</td>
<td>67.3</td>
</tr>
<tr>
<td>Computer Sci</td>
<td>100</td>
<td>2.4</td>
<td>69.7</td>
</tr>
<tr>
<td>Art</td>
<td>92</td>
<td>2.3</td>
<td>72.0</td>
</tr>
<tr>
<td>Music</td>
<td>85</td>
<td>2.1</td>
<td>74.1</td>
</tr>
<tr>
<td>Bus-Internation</td>
<td>84</td>
<td>2.1</td>
<td>76.1</td>
</tr>
<tr>
<td>TRNSFR STDS AA</td>
<td>80</td>
<td>2.0</td>
<td>78.1</td>
</tr>
<tr>
<td>Gr Des</td>
<td>72</td>
<td>1.8</td>
<td>79.8</td>
</tr>
<tr>
<td>Journalism</td>
<td>61</td>
<td>1.5</td>
<td>81.3</td>
</tr>
<tr>
<td>Th Art</td>
<td>58</td>
<td>1.4</td>
<td>82.8</td>
</tr>
<tr>
<td>Comp. Animation</td>
<td>56</td>
<td>1.4</td>
<td>84.1</td>
</tr>
<tr>
<td>Acctg</td>
<td>53</td>
<td>1.3</td>
<td>85.4</td>
</tr>
<tr>
<td>Brd. Progr</td>
<td>50</td>
<td>1.2</td>
<td>86.7</td>
</tr>
<tr>
<td>Intdsn</td>
<td>49</td>
<td>1.2</td>
<td>87.9</td>
</tr>
<tr>
<td>Photo</td>
<td>42</td>
<td>1.0</td>
<td>88.9</td>
</tr>
<tr>
<td>Cosm</td>
<td>38</td>
<td>0.9</td>
<td>89.8</td>
</tr>
<tr>
<td>Fashion Design</td>
<td>37</td>
<td>0.9</td>
<td>90.7</td>
</tr>
<tr>
<td>CIS</td>
<td>36</td>
<td>0.9</td>
<td>91.6</td>
</tr>
</tbody>
</table>
HIGH SCHOOL ATTENDED

65% of FTF students provided the name of the high school they attended. The top 50 high schools are listed in the table below.

<table>
<thead>
<tr>
<th>Rank</th>
<th>High School</th>
<th>N</th>
<th>% Based on all FTF</th>
<th>% Based on HS Named</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Santa Monica High School</td>
<td>137</td>
<td>3.4</td>
<td>5.1</td>
<td>5.1</td>
</tr>
<tr>
<td>2</td>
<td>Beverly Hills High School</td>
<td>119</td>
<td>2.9</td>
<td>4.5</td>
<td>9.6</td>
</tr>
<tr>
<td>3</td>
<td>Culver City Senior High School</td>
<td>116</td>
<td>2.8</td>
<td>4.4</td>
<td>14.0</td>
</tr>
<tr>
<td>4</td>
<td>Palisades Senior High School</td>
<td>111</td>
<td>2.7</td>
<td>4.2</td>
<td>18.1</td>
</tr>
<tr>
<td>5</td>
<td>University Senior High School</td>
<td>111</td>
<td>2.7</td>
<td>4.2</td>
<td>22.3</td>
</tr>
<tr>
<td>6</td>
<td>Hamilton-Alexander-Senior High School</td>
<td>110</td>
<td>2.7</td>
<td>4.1</td>
<td>26.4</td>
</tr>
<tr>
<td>7</td>
<td>Fairfax Senior High School</td>
<td>109</td>
<td>2.7</td>
<td>4.1</td>
<td>30.5</td>
</tr>
<tr>
<td>8</td>
<td>Los Angeles Senior High School</td>
<td>107</td>
<td>2.6</td>
<td>4.0</td>
<td>34.6</td>
</tr>
<tr>
<td>9</td>
<td>Venice Senior High School</td>
<td>91</td>
<td>2.2</td>
<td>3.4</td>
<td>38.0</td>
</tr>
<tr>
<td>10</td>
<td>Manual Arts Senior High School</td>
<td>85</td>
<td>2.1</td>
<td>3.2</td>
<td>41.2</td>
</tr>
<tr>
<td>11</td>
<td>Belmont Senior High School</td>
<td>84</td>
<td>2.1</td>
<td>3.2</td>
<td>44.3</td>
</tr>
<tr>
<td>12</td>
<td>Crenshaw High School</td>
<td>61</td>
<td>1.5</td>
<td>2.3</td>
<td>46.6</td>
</tr>
<tr>
<td>13</td>
<td>Westchester Senior High School</td>
<td>56</td>
<td>1.4</td>
<td>2.1</td>
<td>48.7</td>
</tr>
<tr>
<td>14</td>
<td>Fremont-John C-Senior High School</td>
<td>48</td>
<td>1.2</td>
<td>1.8</td>
<td>50.5</td>
</tr>
<tr>
<td>15</td>
<td>Marshall-John-Senior High School</td>
<td>46</td>
<td>1.1</td>
<td>1.7</td>
<td>52.3</td>
</tr>
<tr>
<td>16</td>
<td>Inglewood High School</td>
<td>40</td>
<td>1.0</td>
<td>1.5</td>
<td>53.8</td>
</tr>
<tr>
<td>17</td>
<td>Hollywood Senior High School</td>
<td>39</td>
<td>1.0</td>
<td>1.5</td>
<td>55.2</td>
</tr>
<tr>
<td>18</td>
<td>Taft-William Howard-Senior High School</td>
<td>39</td>
<td>1.0</td>
<td>1.5</td>
<td>56.7</td>
</tr>
<tr>
<td>19</td>
<td>Jefferson-Thomas-Senior High School</td>
<td>38</td>
<td>0.9</td>
<td>1.4</td>
<td>58.1</td>
</tr>
<tr>
<td>20</td>
<td>Mira Costa High School</td>
<td>38</td>
<td>0.9</td>
<td>1.4</td>
<td>59.5</td>
</tr>
<tr>
<td>21</td>
<td>Dorsey-Susan Miller-Senior High School</td>
<td>37</td>
<td>0.9</td>
<td>1.4</td>
<td>60.9</td>
</tr>
<tr>
<td>22</td>
<td>El Camino Real</td>
<td>37</td>
<td>0.9</td>
<td>1.4</td>
<td>62.3</td>
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<tr>
<td>23</td>
<td>Saint Monica High School</td>
<td>36</td>
<td>0.9</td>
<td>1.4</td>
<td>63.7</td>
</tr>
<tr>
<td>24</td>
<td>Hawthorne High School</td>
<td>30</td>
<td>0.7</td>
<td>1.1</td>
<td>64.8</td>
</tr>
<tr>
<td>25</td>
<td>Other High School</td>
<td>29</td>
<td>0.7</td>
<td>1.1</td>
<td>65.9</td>
</tr>
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<td>26</td>
<td>El Segundo Senior High School</td>
<td>27</td>
<td>0.7</td>
<td>1.0</td>
<td>66.9</td>
</tr>
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<td>27</td>
<td>Granada Hills Senior High School</td>
<td>25</td>
<td>0.6</td>
<td>0.9</td>
<td>67.8</td>
</tr>
<tr>
<td>28</td>
<td>Bravo Medical Magnet High School</td>
<td>24</td>
<td>0.6</td>
<td>0.9</td>
<td>68.7</td>
</tr>
<tr>
<td>29</td>
<td>Palos Verdes High School</td>
<td>24</td>
<td>0.6</td>
<td>0.9</td>
<td>69.6</td>
</tr>
<tr>
<td>30</td>
<td>Washington-George-Senior High School</td>
<td>24</td>
<td>0.6</td>
<td>0.9</td>
<td>70.5</td>
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<td>31</td>
<td>Huntington Park Senior High School</td>
<td>20</td>
<td>0.5</td>
<td>0.8</td>
<td>71.3</td>
</tr>
<tr>
<td>32</td>
<td>South Gate Senior High School</td>
<td>20</td>
<td>0.5</td>
<td>0.8</td>
<td>72.1</td>
</tr>
<tr>
<td>33</td>
<td>Calabasas</td>
<td>19</td>
<td>0.5</td>
<td>0.7</td>
<td>72.8</td>
</tr>
<tr>
<td>34</td>
<td>Chatsworth Senior High School</td>
<td>19</td>
<td>0.5</td>
<td>0.7</td>
<td>73.5</td>
</tr>
<tr>
<td>35</td>
<td>Van Nuys Senior High School</td>
<td>19</td>
<td>0.5</td>
<td>0.7</td>
<td>74.2</td>
</tr>
</tbody>
</table>
### AVERAGE DISTANCE TRAVELED

The average distance traveled presented below is based on the zip code students provided. However, because some students have listed both their legal and mailing residence outside of California or at a distance too far to reasonably expect that they would travel to SMC for classes, two sets of distance information are provided: (1) based on all zip codes provided by 4,076 students, and (2) based on zip codes located no farther than 60 miles. Distances are calculated based on zip code centroids derived by the US Census Bureau, starting with zip 90405 to any zip code provided by students on their application. Distances are only estimates.

<table>
<thead>
<tr>
<th>Distance Type</th>
<th>N</th>
<th>Minimum*</th>
<th>Maximum</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>4076</td>
<td>.00</td>
<td>2646</td>
<td>53.6</td>
<td>283.9</td>
</tr>
<tr>
<td>Within 60 Mile Radius (95% of all FTF)</td>
<td>3886</td>
<td>.00</td>
<td>59.19</td>
<td>9.1</td>
<td>6.9</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>10</td>
<td>.00</td>
<td>14.31</td>
<td>6.4</td>
<td>4.1</td>
</tr>
<tr>
<td>Asian</td>
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<td>.00</td>
<td>45.71</td>
<td>8.6</td>
<td>8.5</td>
</tr>
<tr>
<td>Black</td>
<td>519</td>
<td>.00</td>
<td>54.81</td>
<td>9.0</td>
<td>5.4</td>
</tr>
<tr>
<td>Decline to state</td>
<td>172</td>
<td>.00</td>
<td>28.67</td>
<td>8.2</td>
<td>5.3</td>
</tr>
<tr>
<td>Filipino</td>
<td>88</td>
<td>.00</td>
<td>32.63</td>
<td>10.9</td>
<td>6.2</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1326</td>
<td>.00</td>
<td>59.19</td>
<td>10.2</td>
<td>6.0</td>
</tr>
<tr>
<td>Oth N-Whit</td>
<td>115</td>
<td>.00</td>
<td>51.99</td>
<td>9.1</td>
<td>7.6</td>
</tr>
<tr>
<td>Pac Island</td>
<td>20</td>
<td>1.25</td>
<td>19.26</td>
<td>8.9</td>
<td>5.2</td>
</tr>
<tr>
<td>Unknown</td>
<td>55</td>
<td>.00</td>
<td>20.77</td>
<td>8.1</td>
<td>5.2</td>
</tr>
<tr>
<td>White</td>
<td>901</td>
<td>.00</td>
<td>59.19</td>
<td>8.1</td>
<td>7.9</td>
</tr>
<tr>
<td>Female</td>
<td>1971</td>
<td>.00</td>
<td>59.19</td>
<td>9.0</td>
<td>6.5</td>
</tr>
<tr>
<td>Male</td>
<td>1915</td>
<td>.00</td>
<td>59.19</td>
<td>9.3</td>
<td>7.3</td>
</tr>
<tr>
<td>Non-Feeder HS</td>
<td>2843</td>
<td>.00</td>
<td>59.19</td>
<td>9.8</td>
<td>7.7</td>
</tr>
<tr>
<td>Top Feeder HS</td>
<td>1043</td>
<td>.00</td>
<td>23.32</td>
<td>7.4</td>
<td>3.4</td>
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</table>
Analyses indicated some statistically significant differences were present by select demographic characteristics. For example, Latino and Filipino students travel farther than do students of other ethnicities; non-feeder high school students compared to feeder HS; and non-F1-Visa students than F1 students. Additionally, an analysis of ethnicity by age group also indicates that Latino students, age 36 or older travel farther than any other student group.
STUDENTS SERVED BY WELCOME CENTER

Beginning June 28, 2004 and through September 10, 2004, the Welcome Center registered 5,577 student visits, for a total of 3,723 individual students being served. 1,854 visited the Welcome Center more than once, with a range of 2 to 8 visits. The number of students seen per day ranged between 11 and 252. Student logs revealed that 4,065 counseling contacts were made as well as 2,341 for financial aid.

- Out of the 3,723 students served, 1,570 (39%) were fall 2004 FTF;
- Compared to their cohort representation by ethnicity, the Welcome Center saw 52% of all FTF African American students. Additionally, 46% off all FTF Latino students went to the Center for assistance; as did 43% of other students; and 31% of White students. Thus, it appears the Welcome Center attracts more minority than non-minority students.
- Proportionately, Welcome Center students were more likely to be B and C-level English eligible and developmental-level math eligible.
ORIENTATION, ASSESSMENT & PLACEMENT INFORMATION

Although Santa Monica College has in place a mandatory college orientation and assessment policy for all first-time college students, not all complete the process by their first semester.

Orientation Completion

- 72% (n=2,942) of FTF completed the online college orientation;
- No differences for gender or ethnicity;
- Students placing into English 81A were less likely to have completed the online orientation (78%), compared to English 1 (86%) and English 21A (82%);
- Students placing into college-level math were less likely to complete the orientation (66%), compared to intermediate-level math (78%), or developmental math (77%).

Math Placement

Out of the 4,083 FTF students, 88% (n=3,596) of them completed the math placement test. Based on these 3,596 students:

- 28% placed into college-level math;
- 12% into intermediate-level math; and
- 60% into developmental math.

<table>
<thead>
<tr>
<th>Placement</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 2.</td>
<td>111</td>
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</tr>
<tr>
<td>Math 20, 32.</td>
<td>439</td>
<td>12.2</td>
</tr>
<tr>
<td>Math 21, 41, 52.</td>
<td>379</td>
<td>10.5</td>
</tr>
<tr>
<td>Math 22.</td>
<td>198</td>
<td>5.5</td>
</tr>
<tr>
<td>Math 23.</td>
<td>178</td>
<td>4.9</td>
</tr>
<tr>
<td>Math 31, 31T.</td>
<td>51</td>
<td>1.4</td>
</tr>
<tr>
<td>Math 31.</td>
<td>359</td>
<td>10</td>
</tr>
<tr>
<td>Math 7.</td>
<td>72</td>
<td>2</td>
</tr>
<tr>
<td>Math 81, 81T</td>
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</tr>
<tr>
<td>Math 84.</td>
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</tr>
<tr>
<td>Uncertain.</td>
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<td>0.1</td>
</tr>
<tr>
<td>Total</td>
<td>3596</td>
<td>100</td>
</tr>
</tbody>
</table>

English Placement

Out of the 4,083 FTF students, 77% (n=3,128) of them completed the English placement test. ESL placement information was not available at the time of this analysis. Based on the 3,128 students tested:

- 30% placed into English 1;
- 41% into English 21A; and
- 29% into English 81A
  - Analyses indicated that of the 900 students placed at this level, 50% are Latino and 23% African American (the table below presents additional placement-level by ethnicity information.
## Fall 2004 FTF English Placement by Gender & Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number &amp; Percentage</th>
<th>English 1</th>
<th>English 21A</th>
<th>English 81A</th>
<th>Total</th>
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<tr>
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</tr>
<tr>
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<td>661</td>
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<tr>
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<td>635</td>
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<td>% within Gender</td>
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<td>40.7%</td>
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<td>100.0%</td>
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<tr>
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<td>% within English Placement</td>
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<td>48.6%</td>
<td>49.9%</td>
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<td>1</td>
<td>7</td>
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<td>42.9%</td>
<td>14.3%</td>
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<td>0.2%</td>
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<td>133</td>
<td>73</td>
<td>300</td>
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<td>79</td>
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<td>% within Ethnicity</td>
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<td>39.2%</td>
<td>25.3%</td>
<td>100.0%</td>
</tr>
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<td>% within Placement</td>
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<td>2.4%</td>
<td>2.2%</td>
<td>2.5%</td>
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<tr>
<td>Hispanic/Latino</td>
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<td>533</td>
<td>448</td>
<td>1197</td>
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<td>37.4%</td>
<td>100.0%</td>
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<td>38.3%</td>
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<td>Other N-Whit</td>
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<td>44</td>
<td>22</td>
<td>100</td>
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<td></td>
<td>% within Ethnicity</td>
<td>34.0%</td>
<td>44.0%</td>
<td>22.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>% within Placement</td>
<td>3.6%</td>
<td>3.4%</td>
<td>2.4%</td>
<td>3.2%</td>
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<tr>
<td>Pac Island</td>
<td>Count</td>
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<td>21</td>
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<td>100.0%</td>
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<tr>
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<td>0.2%</td>
<td>0.7%</td>
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<td>% within Ethnicity</td>
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<td>32.6%</td>
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<td>100.0%</td>
</tr>
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<td>% within Placement</td>
<td>1.9%</td>
<td>1.1%</td>
<td>1.2%</td>
<td>1.4%</td>
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<td>White</td>
<td>Count</td>
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<td>89</td>
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<td>11.7%</td>
<td>100.0%</td>
</tr>
<tr>
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<td>41.6%</td>
<td>22.0%</td>
<td>9.9%</td>
<td>24.4%</td>
</tr>
<tr>
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<td>Count</td>
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<td>1296</td>
<td>900</td>
<td>3128</td>
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<td>% within Ethnicity</td>
<td>29.8%</td>
<td>41.4%</td>
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<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>% within Placement</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
ENGLISH PLACEMENT FOR TOP 11 FEEDER HIGH SCHOOLS

The figure below presents placement statistics for FTF students coming from one of SMC’s top 11 feeder high schools who completed the English placement test. Accordingly:

- Students from Los Angeles HS and Manual Arts HS are much more likely to place into English 81A than in English 1 or 21A.
- Palisade HS students are more likely to place into English 1 compared to all other high schools.

<table>
<thead>
<tr>
<th>High School Attended</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belmont Senior High School</td>
<td>10.0</td>
</tr>
<tr>
<td>Beverly Hills High School</td>
<td>20.0</td>
</tr>
<tr>
<td>Culver City Senior High School</td>
<td>30.0</td>
</tr>
<tr>
<td>Fairfax Senior High School</td>
<td>40.0</td>
</tr>
<tr>
<td>Hamilton-Allexander Senior High School</td>
<td>50.0</td>
</tr>
<tr>
<td>Los Angeles Senior High School</td>
<td>44.0</td>
</tr>
<tr>
<td>Manual Arts Senior High School</td>
<td>41.0</td>
</tr>
<tr>
<td>Palisades Senior High School</td>
<td>37.0</td>
</tr>
<tr>
<td>University Senior High School</td>
<td>28.0</td>
</tr>
<tr>
<td>Venice Senior High School</td>
<td>12.0</td>
</tr>
</tbody>
</table>

**English Placement**

- Valid English 1.
- Valid English 21A.
- Valid English 81A and (80 or 83)

**Statistics**

- Valid Percent
MATH PLACEMENT FOR TOP 11 FEEDER HIGH SCHOOLS

The figure below presents placement statistics for FTF students coming from one of SMC’s top 11 feeder high schools who completed the math placement test. Accordingly:

- Most students place into developmental-level mathematics;
- Proportionately more students from University HS, Beverly HS, and Los Angeles HS place into college-level math than students from other high schools.

![Math Placement Level Graph]

- **BELMONT SENIOR HIGH SCHOOL**
- **BEVERLY HILLS SENIOR HIGH SCHOOL**
- **CULVER CITY SENIOR HIGH SCHOOL**
- **FAIRFAX SENIOR HIGH SCHOOL**
- **HAMPTON-ALEXANDER SENIOR HIGH SCHOOL**
- **LOS ANGELES SENIOR HIGH SCHOOL**
- **MANUAL ARTS SENIOR HIGH SCHOOL**
- **PALISADES SENIOR HIGH SCHOOL**
- **UNIVERSITY SENIOR HIGH SCHOOL**
- **VENICE SENIOR HIGH SCHOOL**

**Math Placement Level**

- **Valid Developmental**
- **Valid Intermediate**
- **Valid College level**

**Statistics**

- **Valid Percent**
Fall 2004 FTF students enrolled in a total of 612 different courses. Their enrollment ranged from a low of 1 single student in nearly 100 courses to a high of 1,531 in English 21A. The top 100 courses (in descending order) are presented in the table below and accounted for 83.3% of FTF students’ enrollment up to census day. These students were just as likely to enroll in college-level English as they were to enroll in intermediate-level English. They were more likely, however, to enroll in developmental-level mathematics. Next to English and mathematics, Psychology 1 and Counseling 20 were among the most “in-demand” courses for these students.

Table 1. Fall 2004 FTF Enrollment in "Top 100" Courses

<table>
<thead>
<tr>
<th>Enrollment Rank</th>
<th>Course</th>
<th>Total Enrollments</th>
<th>Percent of FTF Students Enrolled</th>
<th>Percent Among Enrollments</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 100</td>
<td></td>
<td>18,385</td>
<td></td>
<td></td>
<td>83.3</td>
</tr>
<tr>
<td>1</td>
<td>ENGL 21A</td>
<td>1,531</td>
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<td>6.9</td>
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</tr>
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<td>4.8</td>
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<td>22.6</td>
<td>4.2</td>
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<td>Percent of FTF Students Enrolled</td>
<td>Percent Among Enrollments</td>
<td>Cumulative Percent</td>
</tr>
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<td>Percent Among Enrollments</td>
<td>Cumulative Percent</td>
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<td>0.1</td>
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<td>0.1</td>
<td>82.5</td>
</tr>
<tr>
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<td>0.1</td>
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<td>31</td>
<td>0.8</td>
<td>0.1</td>
<td>83.3</td>
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</table>
FTF ADD/DROP ENROLLMENT PATTERNS

The table below presents a summary of enrollment statistics for fall 2004 FTF students. The first column represents the “enrollment day” groups relative to the beginning of the semester. Accordingly, it can be seen that 89% of all enrollments (not individual students) took place before the first day of the semester. The table also indicates the number of drop occurrences taking place during the same enrollment periods. Furthermore, it specifies the proportion of drops that occurred relative to all 22,082 enrollments and according to just the courses dropped. For example, if one considers that 89% of enrollments occurred between enrollment day -95 and -1, students concomitantly dropped from 30.4% of these courses during the same period.

While it may be expected that students may drop from courses as they adjust their schedules prior to the semester commencing, it is of significant concern that 1,745 drops occurred between Day 1 and Census day. These 1,745 drops accounted for 7.9% of the total enrollments and 15.2% of the total drops occurring up to census day. The reasons for students dropping from such courses so late in the enrollment period are unclear and beyond the scope of this descriptive report. However, one may speculate as to the possibilities (e.g., time conflicts, too many courses, lack of preparation, unmet prerequisite). The data presented in the table is summarized graphically in the figures below.

<table>
<thead>
<tr>
<th>Enrollment Day Group</th>
<th>Students Adding Courses</th>
<th>Students Dropping Courses</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Total Enrollments</td>
<td>Percent</td>
</tr>
<tr>
<td>- 61 to -95</td>
<td>2,892</td>
<td>13.1</td>
</tr>
<tr>
<td>-46 to -60</td>
<td>5,143</td>
<td>23.3</td>
</tr>
<tr>
<td>-31 to -45</td>
<td>3,667</td>
<td>16.6</td>
</tr>
<tr>
<td>-16 to -30</td>
<td>3,365</td>
<td>15.2</td>
</tr>
<tr>
<td>-1 to -15</td>
<td>4,564</td>
<td>20.7</td>
</tr>
<tr>
<td>1</td>
<td>134</td>
<td>0.6</td>
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<tr>
<td>1-14</td>
<td>1,797</td>
<td>8.1</td>
</tr>
<tr>
<td>15+</td>
<td>520</td>
<td>2.4</td>
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<tr>
<td>Total</td>
<td>22,082</td>
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</table>

Grouped Units Enrolled at Day 1 & Census

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<tr>
<td>Under 6</td>
<td>278</td>
<td>7.3</td>
<td>358</td>
<td>8.9</td>
</tr>
<tr>
<td>6-8.5</td>
<td>482</td>
<td>12.7</td>
<td>510</td>
<td>12.7</td>
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<tr>
<td>9-11.5</td>
<td>590</td>
<td>15.6</td>
<td>730</td>
<td>18.2</td>
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<tr>
<td>12-15</td>
<td>2,312</td>
<td>61.0</td>
<td>2,211</td>
<td>55.0</td>
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<td>Over 15</td>
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<td>212</td>
<td>5.3</td>
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<tr>
<td>Total</td>
<td>3,793</td>
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<td>4,021</td>
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</table>
Both the figure above and the table below provide descriptive information on units added and dropped between the first day and the 14th day of the semester. On average, FTF students added more units compared to those they dropped.

**Descriptive Statistics for Number of Units Added & Dropped Between Day 1 & Census**

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Units Dropped</th>
<th>Units Added</th>
<th>Dropped/Added</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Transactions</td>
<td>592</td>
<td>874</td>
<td>1,466</td>
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<tr>
<td>Total Units</td>
<td>1,887</td>
<td>3,939.5</td>
<td>1,953</td>
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<tr>
<td>Mean</td>
<td>-3.19</td>
<td>4.39</td>
<td>1.33</td>
</tr>
<tr>
<td>Median</td>
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<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Mode</td>
<td>-3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>1.73</td>
<td>3.07</td>
<td>4.55</td>
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<tr>
<td>Minimum</td>
<td>-12</td>
<td>0.5</td>
<td>-12</td>
</tr>
<tr>
<td>Maximum</td>
<td>-0.5</td>
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<td>19</td>
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DEMOGRAPHIC EFFECTS ON COURSE ADDS/DROPS:  
DAY 1 TO 14 (CENSUS)

EFFECT OF WELCOME CENTER ON ADDS/DROPS

- Students benefiting from the services offered by the Welcome Center added and dropped a similar number of units. No statistically significant differences were found by average units added/dropped between Day 1 and 14.

<table>
<thead>
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<th>Welcome Center Student Status</th>
<th>Added Units</th>
<th>Dropped Units</th>
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<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>N</td>
</tr>
<tr>
<td>No</td>
<td>4.38</td>
<td>536</td>
</tr>
<tr>
<td>Yes</td>
<td>4.41</td>
<td>338</td>
</tr>
<tr>
<td>Total</td>
<td>4.39</td>
<td>874</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Served by Welcome Center</th>
<th>Not Served by Welcome Center</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Day 14</td>
<td>Day 1</td>
<td>Day 14</td>
</tr>
<tr>
<td>N</td>
<td>1,570</td>
<td>1,570</td>
<td>2,513</td>
</tr>
<tr>
<td>Mean</td>
<td>10.63</td>
<td>11.10</td>
<td>9.93</td>
</tr>
<tr>
<td>SD</td>
<td>3.72</td>
<td>3.31</td>
<td>4.54</td>
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<tr>
<td>Total Units</td>
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<td>17,429</td>
<td>24,944</td>
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<tr>
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<td>0</td>
</tr>
<tr>
<td>Maximum</td>
<td>17</td>
<td>23</td>
<td>17</td>
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</table>
EFFECT FOR GENDER/ETHNICITY

- Males were more likely to drop a greater number of units than females: 3.33 vs. 2.97 (p < .001).
- Among all units dropped, 31% were dropped by Hispanic students, 27% by White, 16% by Asians, and 14% by African Americans.
- On average, Filipino students dropped a higher number of units per individual student—4.47 units—compared to the average of 2.13 for all students.

EFFECT FOR TOP 11 FEEDER HIGH SCHOOL ATTENDED & ENGLISH PLACEMENT

- While no statistically significant differences were found for number of units dropped by feeder high school status alone, there was a significant impact associated with English placement level:
  - Students placing into English 1 who were from one of SMC’s top 11 feeder HS dropped fewer units (2.89) on average than non-feeder HS students (3.25).
  - Students placing into English 81A who were from one of SMC’s top 11 feeder HS dropped more units (3.21) on average than non-feeder HS students (2.98).
  - No differences for English 21A found—students dropped a similar number of units (3.40) regardless of which HS they attended.
Average Number Units Dropped

Estimated Marginal Means

English Placement
- English 1.
- English 21A.
- English 81A and (80 or 83)

Average Number Units Dropped

Tovar, E.: SMC Fall 2004 FTF
COURSES WITH THE GREATEST STUDENT DROPS IN NUMBERS

The table below provides an overview of the courses from which a significant number of students withdrew between enrollment day -15 and 14 (census day). It can be seen that the three most “in-demand courses” discussed previously are also those losing the most students.

Courses Losing Most Students—20 or more— Between Enrollment Day -15 & 14 (Census)

<table>
<thead>
<tr>
<th>Greatest Drops Rank</th>
<th>Course</th>
<th>Day -1 to -15</th>
<th>Day 1</th>
<th>Day 2 -14</th>
<th>Total Drops in Period</th>
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<td>199</td>
</tr>
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<td>5</td>
<td>47</td>
<td>160</td>
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TOP 100 COURSES FOR FALL 2004 FTF STUDENTS:
COURSES WITH THE HIGHEST PERCENTAGE OF DROPS BETWEEN
DAY -15 THROUGH CENSUS DAY

The table below presents a different way of assessing the severity of course withdrawals occurring between enrollment day -14 through census day. Accordingly, 36 of the Top 100 courses lost 20% of FTF students in a period of one month. Additionally, when drop occurrences are assessed as percentages rather than individual numbers, the list of courses from which students dropped the most—percentage-wise—is very different than the courses in the previous section.

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## COURSES WITH 10 OR MORE ADDS/DROPS BY ENGLISH PLACEMENT LEVEL

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SELECT DEMOGRAPHIC CHARACTERISTICS OF FTF STUDENTS FOR AVERAGE DISTANCE TRAVELED TO SMC

The figure below and accompanying text describe average commuting distances by select demographic characteristics. The descriptions provided are for highly statistically significant differences distinguishing the groups cited. In general, F1-Visa students, non-resident students, White students, and female students live closer to SMC, This, compared to non-F1 visa, residents, and Latino students who live the farthest.

Among 15 variables introduced into a decision tree model, the first statistically significant predictor distinguishing who travels the farthest was F1-Visa status. Specifically:

- **F1-Visa**: International students live closer to campus ($M=5.2$) than do non-visa students ($M=9.4$). Additionally, gender is a significant predictor for F1 students:
  - Women live closer ($M=4.4$) than males ($M=6.0$).
- **Non-F1-Visa**: While on average, non-F1-Visa students travel an average of 9.4 miles, those coming from one of the top 11 SMC feeder high schools travel 7.4 miles compared to the 10.3 miles traveled by non-feeder high school students.

- **Ethnicity Effect for Top Feeder HS Students**:  
  - White students have the shortest commute averaging 5.5 miles, compared to the highest commute by Latino students at 8.2 miles.

- **Ethnicity Effect for Non-Top Feeder HS Students**:  
  - Students declaring their ethnicity as American Indian, Pacific Islander, White, or those declining to state it, have the shortest commute averaging 8.7 miles, compared a higher commute by Latino & Filipino students who travel 11.2 miles, and Asians commuting the farthest at 12.6 miles.
  
  - Resident students from American Indian, Pacific Islander, and White ethnicities travel farther than non-residents (9.2 miles vs. 5.9 miles).
  
  - Resident Asian students travel farther than non-residents (13.1 vs. 9.7 miles).