

RE: BC-2 Students in ENGH 0890 and 0990 Courses

DATE: 10 November 2004

Forrest and I have gathered some interesting data while researching a pilot study proposal for a faculty mentoring program. This memo summarizes that data for contract faculty in the Department of Basic Composition and for faculty on the Strategic Research Committee. Essential to the data summary is a definition of a BC-2 student. The “BC” stands for “basic composition” and the “2” stands for the student being enrolled in a second course in developmental studies.

#### Definition of a BC-2 Student

Because we have defined a BC-2 student as a student who is enrolled in either ENGH 0890 or ENGH 0990 and who is taking one other developmental studies course at the same time, we need to define “developmental studies courses.” The following list, which may be debatable, defines those courses.

#### Department of College Success and Academic Literacy

- CTRS 0800** Introduction to Critical Thinking and Reading (prerequisite for CTRS 0900 and prerequisites defined by DRP scores)
- CTRS 0900** Critical Thinking and Reading (prerequisite for CTRS 1170 and prerequisites defined by DRP scores.)
- CTRS 1170** Advanced Critical Thinking and Reading (prerequisites defined by DRP scores and prerequisite for ENGL 1010)
- CLSS 1000** Student Success (traditional topics in developmental education programs)
- CLSS 1010** Student Success Topics (traditional topics in developmental education programs)
- CLSS 1100** Management: Hardiness (traditional topics in developmental education programs)

#### Department of Developmental Mathematics

- MAT 0800** Fundamentals
- MAT 090R** Individualized Mathematics Review
- MAT 0950** Foundations of Algebra
- MAT 0980** Integrated Pre-Algebra and Beginning Algebra
- MAT 0990** Introductory Algebra
- MAT 1000** Integrated Beginning and Intermediate Algebra (prerequisite for MAT 1030, 1040, and 1050)
- MAT 1010** Intermediate Algebra (prerequisite for MAT 1030, 1040, and 1050)

#### Department of Basic Composition

- ENGH 0890** Basic Writing I (prerequisite for ENGH 0990)
- ENGH 0990** Basic Writing II (prerequisite for ENGL 1010)

## BC-2 Students in ENGH 0890 and 0990 Courses

In Table 1, the DS stands for a developmental studies course. BC-3 stands for a basic composition student, enrolled in either ENGH 0890 or 0990, who is also enrolled in two developmental studies course simultaneously.

Table 1. Number of BC-2 and BC-3 Students in ENGH 0890 and 0990 Courses

	<b>Full-Time</b>	<b>Part-Time</b>	<b>TOTAL</b>
Students enrolled in ENGH 0990 but not any other DS course:	36	35	71 (31%)
BC-2 students or students enrolled in ENGH 0990 plus one DS course:	101	33	134 (59%)
BC-3 students or students enrolled in ENGH 0990 plus two DS courses:	23	0	23 (10%)
Total Representative Sampling of ENGH 0990 Students:			228 (100%)
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	<b>Full-Time</b>	<b>Part-Time</b>	<b>TOTAL</b>
Students enrolled in ENGH 89 but not any other DS course:	16	18	34 (23%)
BC-2 students or students enrolled in ENGH 0890 plus one DS course:	79	24	103 (68%)
BC-3 students or students enrolled in ENGH 0990 plus two DS courses:	14	0	14 (9%)
Total registered students in all ENGH 0890 sections:			151 (100%)

Regarding Table 1, all ENGH 0890 students are representative for the fall of 2004. Also in Table 1, the ENGH 0990 students constitute a representative sampling of all ENGH 0990 students. Incidentally as represented in Table 1, 70% of ENGH 0890 students and 72% of ENGH 0990 are full-time students, students who are enrolled in 12 or more credit-hours of courses.

Regarding ENGH 0990 and developmental education courses....

- 31% of students are enrolled in ENGH 0990 but not any other DS course.
- **59% of students are BC-2 students or students enrolled in ENGH 0990 plus one DS course.**
- 10% of students are BC-3 students or students enrolled in ENGH 0990 plus two DS courses.
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Regarding ENGH 0890 and developmental education courses....

- 23% of students are enrolled in ENGH 0890 but not any other DS course.
- **68% of students are BC-2 students or students enrolled in ENGH 0890 plus one DS course.**
- 9% of students are BC-3 students or students enrolled in ENGH 0890 plus two DS courses.

A conclusion here is that a majority of ENGH 0890 and 0990 students are BC-2 students.

BC-2 Students in Basic Composition and Developmental Studies Courses

Table 2 defines BC-2 and BC-3 students by their enrollment in developmental studies courses. Table 2, that is, tallies the concurrent enrollment of these students in developmental studies courses.

Table 2. Frequency of ENGH 0890 and 0990 Students in Other Developmental Studies Courses

ENGH 0990				ENGH 0890			
	Full-Time	Part-Time	TOTAL		Full-Time	Part-Time	TOTAL
MAT 1010	12	2	14	MAT 1010	7	0	7
MAT 1000	8	1	9	MAT 1000	2	0	2
MAT 0990	18	6	24	MAT 0990	10	2	12
MAT 0980	6	0	6	MAT 0980	2	0	2
MAT 0950	74	18	92	MAT 0950	56	9	65
MAT 090R	0	0	0	MAT 090R	0	0	0
MAT 0800	4	4	8	MAT 0800	4	1	5
<b>TOTAL:</b>	<b>122</b>	<b>31</b>	<b>153 (86%)</b>	<b>TOTAL:</b>	<b>81</b>	<b>12</b>	<b>93 (74%)</b>
ENGH 0990				ENGH 0890			
	Full-Time	Part-Time	TOTAL		Full-Time	Part-Time	TOTAL
CTRS 1170	0	0	0	CTRS 1170	1	0	1
CTRS 0900	0	0	0	CTRS 0900	3	0	3
CTRS 0800	0	0	0	CTRS 0800	0	0	0
CLSS 1100	1	0	1	CLSS 1100	0	0	0
CLSS 1010	3	0	3	CLSS 1010	1	0	1
CLSS 1000	20	1	21	CLSS 1000	20	7	27
<b>TOTAL:</b>	<b>24</b>	<b>1</b>	<b>25 (14%)</b>	<b>TOTAL:</b>	<b>25</b>	<b>7</b>	<b>32 (26%)</b>
<b>GRAND TOTAL:</b>			<b>178</b>	<b>GRAND TOTAL:</b>			<b>125</b>

In ENGH 0990, students are enrolled in 178 developmental studies classes (153 plus 25 equals 178), not counting ENGH 0990. Regarding these developmental studies classes, 86% are in the Developmental Mathematics Department and 14% are in the College Success and Academic Literacy Department. In ENGH 0890, students are enrolled in 125 developmental classes (93 plus 32 equals 125), not counting ENGH 0890. Regarding these developmental classes, 74% are in the Developmental Mathematics Department and 26% are in the College Success and Academic Literacy Department.

If we assume that BC-2 students define a developmental studies program as conceived by the Department of Basic Composition, then we may consider that math and writing courses define most of the curriculum of this program. Such an assumption may affect how data is collected and analyzed, and how policies are set relevant to retention and matriculation.

This assumption may also move the Strategic Research Committee toward considering this question: How many credit hours in developmental studies courses should a student take during the freshmen year? During a semester, a student who is enrolled in one basic composition and one math course will have 9 credit hours or 75% of full-time status. If that same student is required to take another developmental studies course in math and basic composition in the following semester, then 75% of the student's freshmen year is defined by developmental studies courses, assuming that this same student is not enrolled in other developmental courses and is a full-time student. Because of the credit hours of developmental studies courses, part-time freshmen may have their entire freshmen year defined by developmental studies.