

Achieving the Dream Report Series

December 21, 2007--- Revised April 1, 2011



The Effect of Ethnicity on Course Completion Rates For Developmental and Gatekeeper Courses

As part of the Achieving the Dream initiative, NECC's Data Team examined the impact of ethnicity on course completion rates for developmental and "gatekeeper" courses during the Fall of 2006. For this report, the ethnicity groups are classified as Majority (White, non-Hispanic), Hispanic and Minority (Asian, Black, non-Hispanic and American Indian). Students in Missing, Unknown and Non-Resident Alien ethnic groups are not included in this analysis.

Like previous reports in this series, "success" is defined as course completion with a grade of C or better (for the purposes of this analysis, C- is excluded). The chart and table on the following page, provide examples of how ethnicity effects course completion. Interestingly, there is substantial variation with this demographic depending on the course.

In developmental coursework, Majority students complete Basic Writing (WRT010) successfully 11% more often than students who are Hispanic and 16% more often than Minority students. Developmental Math (MAT010, MAT021, MAT022) follows a similar pattern with students in the Majority group successfully completing 7% more often than Hispanic students and 6% more often than Minority students.

Developmental Reading (REA011 and REA021) shifts the trend found in Basic Writing and Developmental Math. In this course, Minority students performed with the highest course completion rate, 11% higher than both Hispanic students and Majority students.

In "gatekeeper" courses, English 101 and the Science courses follow a similar pattern. Here, the Majority completes the most successfully, followed by Minority students and then Hispanic students. In both courses, the Majority and Minority rate are quite close (5% difference).

College-level Math, however, has a unique pattern unlike any other courses in this study. Here, Hispanic and Minority students have the highest course completion rate at 66%. Majority students are completing College-level Math the least successfully at 61%.

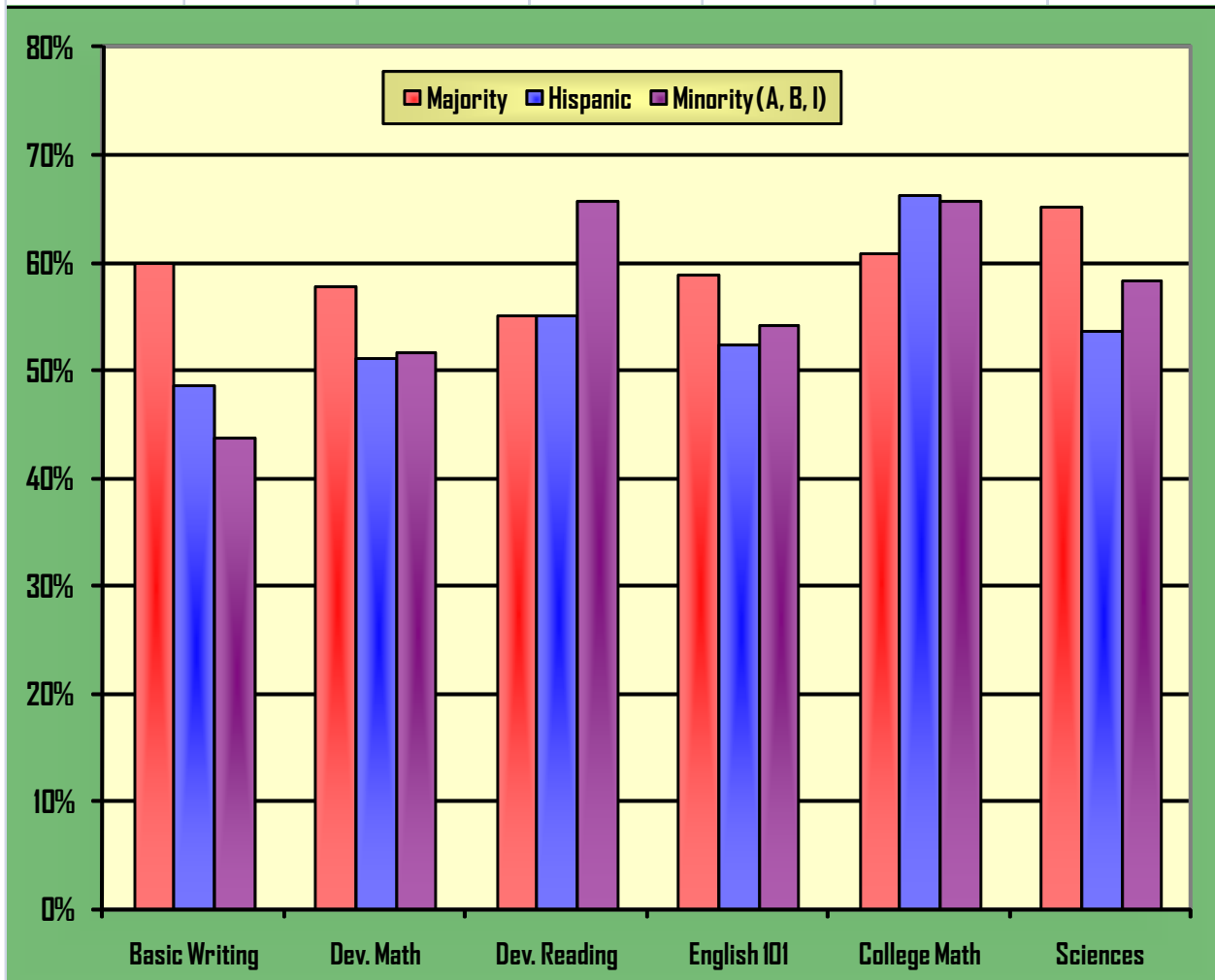
Interpretations of these findings as well as suggestions for further analysis are always welcome. Please direct questions and comments to Thomas Fallon, Dean of Institutional Research and Planning, via phone at 978-556-3866 or email at tfallon@necc.mass.edu.



<http://www.necc.mass.edu/irp/planning/dream.php>

Course Completion Rates by Ethnicity

Fall 2006



	Majority		Hispanic		Minority (A, B, I)	
	# Enrolled	% Complete	# Enrolled	% Complete	# Enrolled	% Complete
Basic Writing	175	60%	148	49%	32	44%
Dev. Math	786	58%	260	51%	56	52%
Dev. Reading	252	55%	167	55%	41	66%
English 101	717	59%	170	52%	48	54%
College Math	607	61%	110	66%	35	66%
Sciences	1,248	65%	207	54%	125	58%

*Students in Missing, Unknown & Non-resident Alien ethnic groups are not included in this report.