

Distribution of Students Enrollment in Math courses based on Ethnicity

Prepared by the Office of Institutional Research
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Background

The purpose of this study is to understand the demographic compositions of Math students based on different Math levels and whether there is a disproportionate number of Hispanic and African American students in Basic Skills math classes.

Method:

This study looks at the enrollment of all students in Math classes in Fall terms from Fall 2003 to Fall 2007. The math classes are divided into three different levels: Basic Skills, College Level, and Higher Level. The following table shows the cut off of Math classes and what levels they belong to.

Implications

There seems to be a larger percentage of Hispanic and African American students enrolled in Basic Skills math classes in proportion to the percentage of Hispanic and African American students in Higher Level Math.

Table 1 Math Course Names and Levels

	Course Names
Basic Skills	Math 017, 020, 029
College Level	Math 090, 115, 129, 130, 131, 148, 149, 150
Higher Level	Math 151, 160, 162, 165, 168, 169, 170, 175, 190, 191, 210, 211, 212

We used the referential files from the Chancellor's office to obtain enrollment data.

Students enrollment in certain math levels were then categorized based on ethnic groups to see in a fall term, what is the percentage of students in a particular ethnic group taking a Basic Skills math class, a college level math, and a higher level math.

Students are compared within their own ethnic groups to give a fair presentation

since Hispanic students comprise a large enrollment at Citrus College and it may skew the data and cause us to overlook the percentage of students within the Hispanic group who are in Basic Skills versus the percentage of students in different Ethnic groups. **For example, in Fall 2007 out of the Hispanic students group 32.9% are in a Basic Skills math, 51.0% enrolled in college level and 16.1% enrolled in a higher level math.** These numbers are displayed in three different tables for Basic Skills, College Level, and Higher Level.

Table 2 displays the percentage of students in a particular ethnic group taking Basic Skills Math. For example, in Fall 2003 12.7% of all Asian students taking Math classes enrolled in a Basic Skills Math and 43.7% of African American students and 32.9% of all Hispanic students are enrolled in Basic Skills. This table shows that the percentages of African American and Hispanic students taking Basic Skills Math courses are higher than the percentages of students in other ethnic groups.

Table 2 Percentage of Students Enrolled in Basic Skills Math by Ethnicity

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Asian	7.8%	10.2%	10.7%	9.9%	12.7%
African American	38.6%	33.9%	42.8%	44.1%	43.7%
Hispanic	29.8%	30.9%	34.4%	36.8%	32.9%
Native American/Alaskan Native	17.2%	22.2%	24.0%	25.0%	33.3%
Other	28.8%	14.7%	19.4%	20.8%	21.7%
Caucasian	18.2%	18.4%	20.7%	20.8%	24.0%
Decline to State	21.7%	20.8%	27.8%	22.5%	26.3%
Missing	23.8%	26.1%	26.1%	21.4%	37.4%

Figure 1 gives a visual display of the percentage of students taking Basic Skills classes based on Ethnicity over five Fall terms from Fall 2003 to Fall 2007.

Figure 1 Percentage of Students Enrolled in Basic Skills Math by Ethnicity

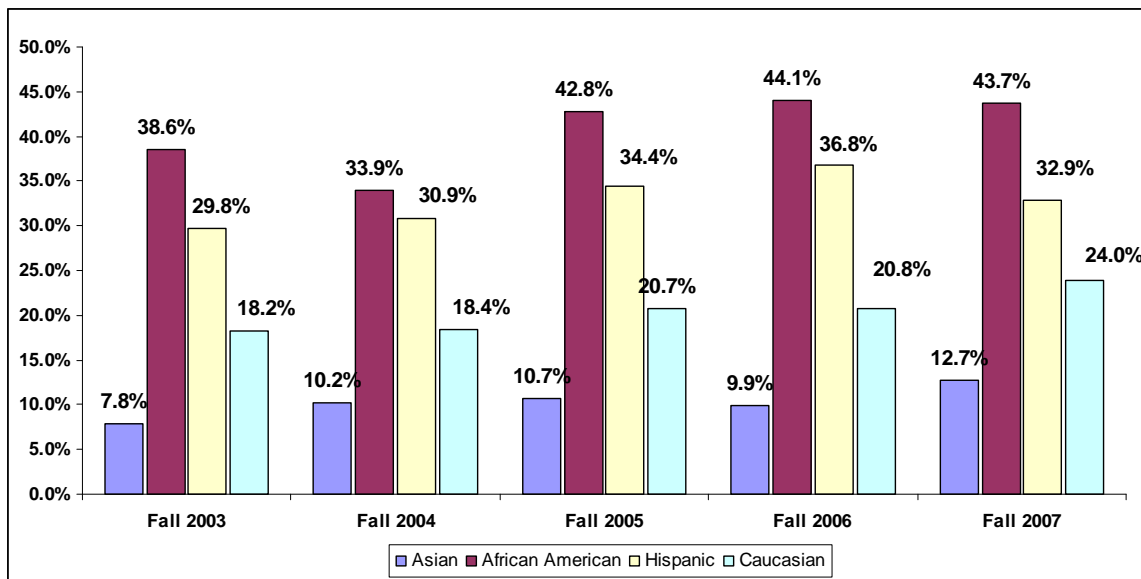


Table 3 displays the percentage of students in a particular ethnic group taking College Level Math. For example, in Fall 2007 40.3% of all Asian students taking Math classes enrolled in a College Level Math and 43.7% of African American students and 51% of all Hispanic students are enrolled in College Level. This table shows that the majority of students are enrolled in College Level math irregardless of their ethnic groups. However, there is a large percentage (51%) of Hispanic students versus the percentage of Asian and African American students.

Table 3 Percentage of Students Enrolled in College Level Math by Ethnicity

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Asian	38.9%	40.1%	42.3%	37.7%	40.3%
African American	48.1%	50.0%	43.8%	44.1%	43.7%
Hispanic	51.1%	52.1%	49.0%	48.3%	51.0%
Native American/Alaskan Native	55.2%	37.0%	48.0%	53.6%	46.7%
Other	43.8%	61.3%	55.9%	47.5%	55.4%
Caucasian	53.2%	54.8%	55.0%	52.7%	50.4%
Decline to State	54.7%	48.2%	45.1%	53.8%	44.4%
Missing	57.1%	60.9%	56.5%	50.0%	46.2%

Figure 2 Percentage of Students Enrolled in College Level Math by Ethnicity

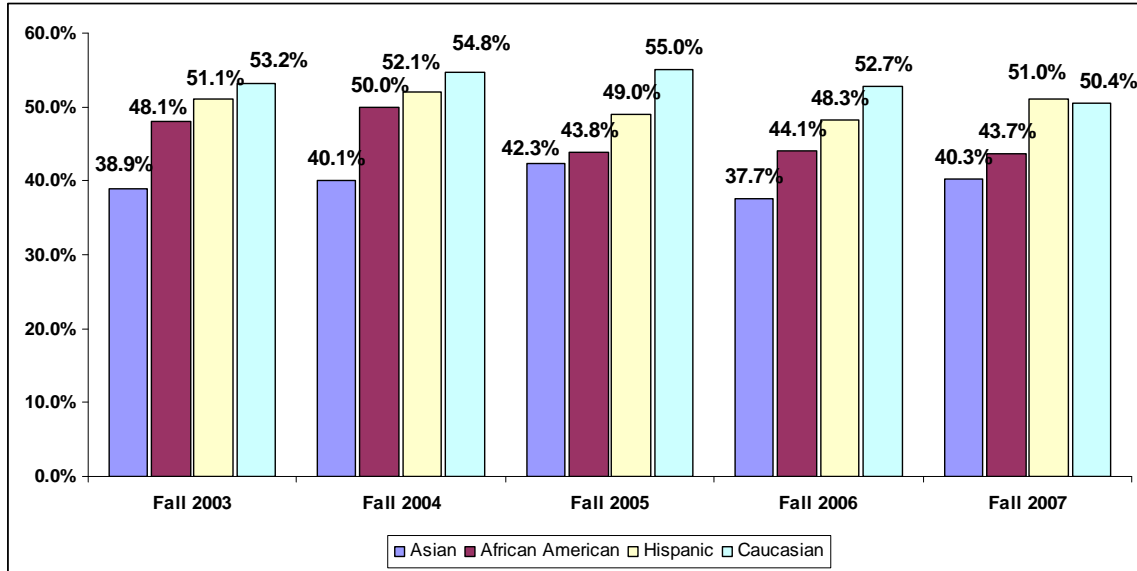


Table 4 displays the percentage of students in a particular ethnic group taking Higher Level Math. For example, in Fall 2007 46.9% of all Asian students taking Math classes enrolled in a Higher Level Math and 12.6% of African American students and 16.1% of all Hispanic students are enrolled in Higher Level math. This table shows Hispanic and African American students have the lowest percentage of students taking Higher Level..

Table 4 Percentage of Students Enrolled in Higher Level Math by Ethnicity

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Asian	53.3%	49.7%	47.0%	52.5%	46.9%
African American	13.3%	16.1%	13.4%	11.9%	12.6%
Hispanic	19.2%	17.0%	16.6%	14.9%	16.1%
Native American/Alaskan Native	27.6%	40.7%	28.0%	21.4%	20.0%
Other	27.4%	24.0%	24.7%	31.7%	22.8%
Caucasian	28.6%	26.9%	24.3%	26.5%	25.6%
Decline to State	23.6%	31.0%	27.1%	23.8%	29.3%
Missing	19.0%	13.0%	17.4%	28.6%	16.5%

Figure 3 Percentage of Students Enrolled in Higher Level Math by Ethnicity

