The Golden Gate Bridge:

What it Can Teach Us about Our Core Indicators of Success

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GCCD Strategic Areas of Focus

1. Student Access
2. Learning and Student Success
3. Value and Support of Employees
4. Economic and Community Development
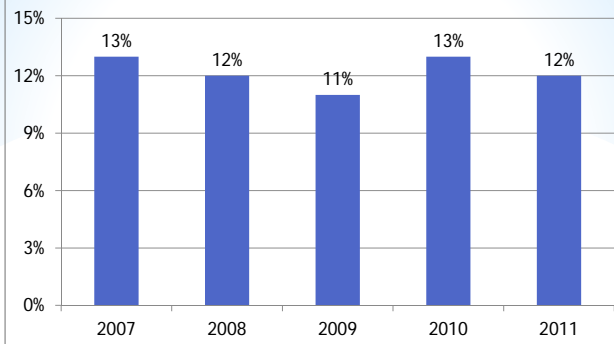5. Fiscal and Physical Resources

*STUDENT ACCESS

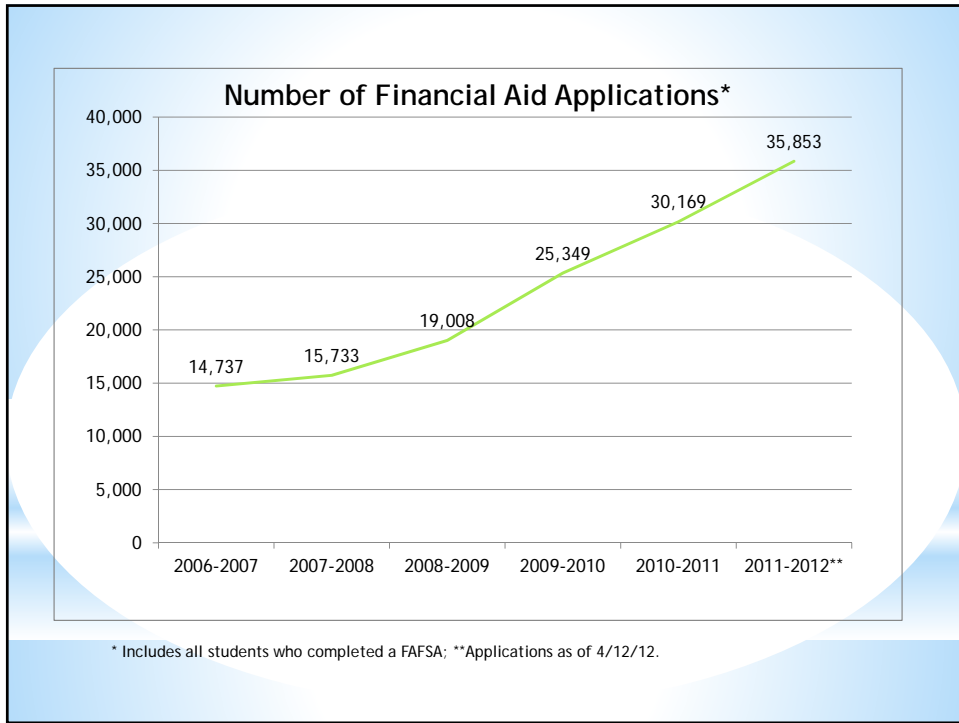Increase HS graduate enrollment in the GCCCD

Increase the number of students applying for financial aid

Increase student demographics to reflect the service area

New High School Graduates

Year	Fall New High School Grads		All District Students
2007	3276	13%	25380
2008	3217	12%	26518
2009	3196	11%	27924
2010	3555	13%	27313
2011	3210	12%	25837

Number of Financial Aid Applications*

* Includes all students who completed a FAFSA; **Applications as of 4/12/12.
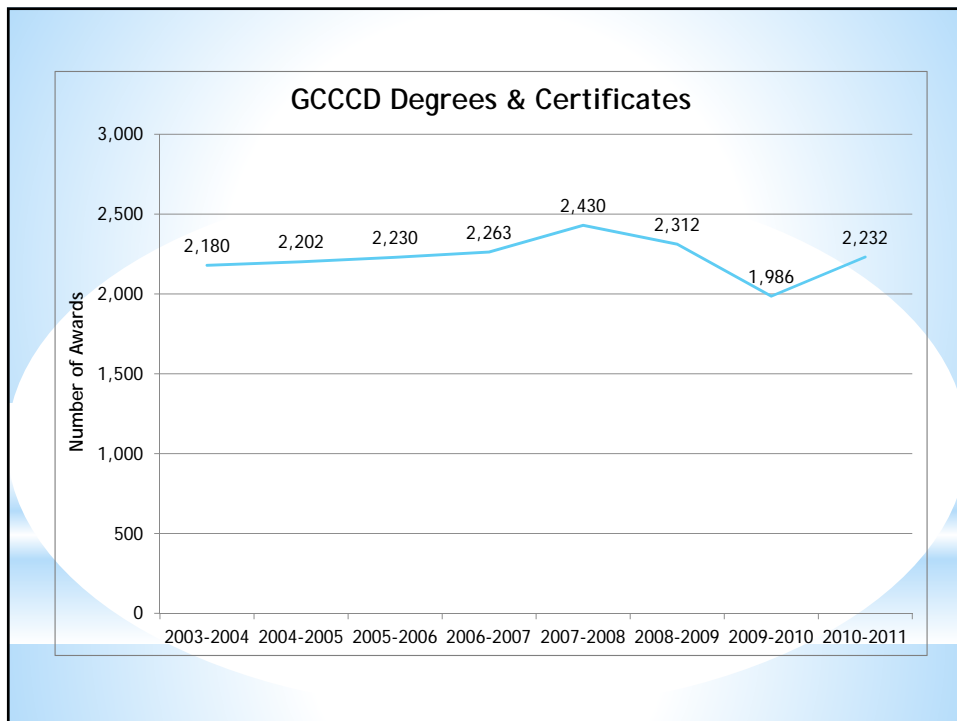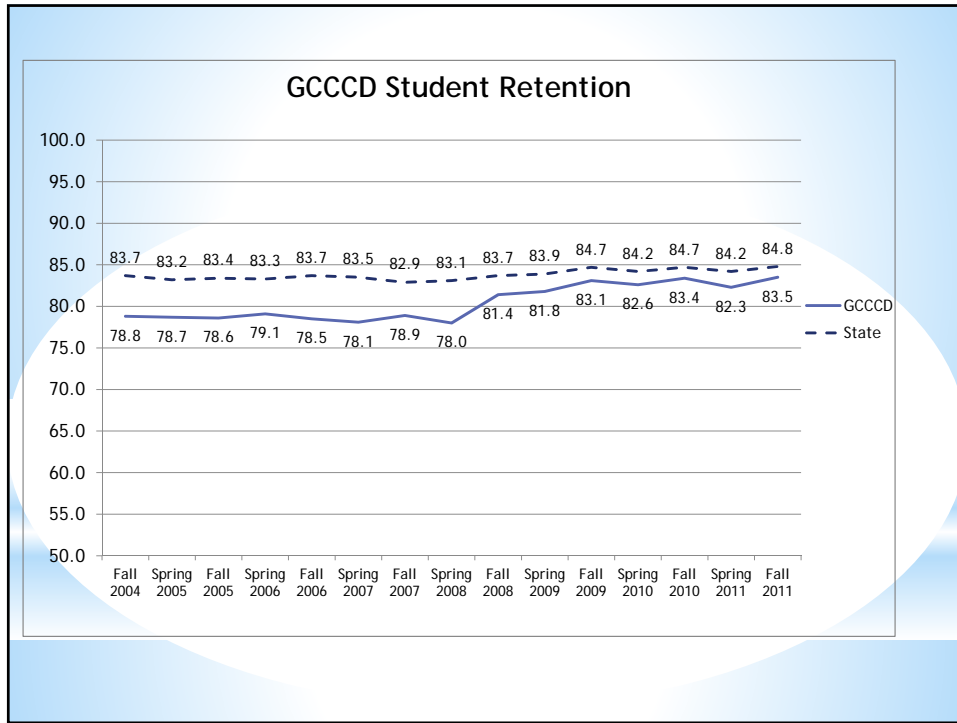
*Learning and Student Success

Improve retention

Increase degree/certificate completion rates

Increase transfer rate

Closure of the achievement gap

Achieve and maintain a continuous quality improvement level for SLOs

GCCCD Student Retention

GCCCD Degrees & Certificates

Do our core indicators tell us
enough about what
we need to know to further
increase student success?

Colleges of the Kern – Study of ~10,000 students (2011)

* *At all 3 district colleges, the odds of financial aid recipients achieving success were less than students who did not receive financial aid*

* *The longer a CC student receives F.A. at the CC level, the sooner it will run out and not be available at transfer level*

*Increase Financial Aid Applications

*Achieving the Dream

*Cohort Tracking across 3-4 years

1. • What percentage of students complete developmental coursework to advance to college level courses

2. • What percentage of students enroll in and complete "gatekeeper" courses, the first-level college courses that are prerequisites for degrees and generally have high drop-out/failure rates?

3. • What percentage of students successfully complete their courses (with a grade of C or higher)?

4. • What percentage of incoming freshmen re-enroll for a second semester? What percentage re-enroll for a second year?

5. • What percentage of students earn degrees and/or certificates?

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*Basic Skills Longitudinal Study (2009) – USC

*CLASS Study – (2010) Cal Pass/AtD McClenney

*HS Grads Cohort Study (2011)

*Cohort Analysis at GCCCD

> African-American
> Latino
> Native American
> Pacific Islander
> Basic Skills

> *Succeed at a lower rate across all 5 AtD questions*

CLASS Cohort Analysis

4,036 new students entering GCCCD
Fall 2006-2009

> 34% of all students were no longer enrolled after one semester. However, 46% of African-American male students were no longer enrolled after one semester.

> 43% of all students were no longer enrolled after one year. However, 60% of male students of color after were no longer enrolled after one year.

> Students of color succeeded up to 22% less often than the overall cohort in their first semester

> Students who took basic skills courses performed 10-15% better than average in subsequent classes

What else do we need to know or do to help us achieve our core indicator, "Closure of the Achievement Gap?" How else can we build a safety net for our

African-American, Latino, Native American, Pacific Islander and Basic Skills Students ?

Launch Institutional Research and Planning Committee

- Streamline and integrate data collection and research efforts
- More holistic view of students' activity
- Assist colleges in developing more targeted or milestone indicators of success

Predicting Risk
- Course taking Patterns
- Demographic Variables
- Analytics

Asking Students "Why?"
- Qualitative Analysis
- Focus Groups

Targeted & Strategic Intervention
- Increase traction and momentum of student success
- Scaling Up of Successful Programs