

SUCCESS *and* PERSISTENCE



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT




Welcome to the 9th discussion on student success. This series of open forums represent the Grossmont-Cuyamaca Community College District's analysis of student performance as part of the California Leadership Alliance for Student Success, or CLASS initiative.

PATTERNS

2.9 Million Attend
70% to 80% Need Basic Skills

California Community Colleges currently serve 2.9 million students and represent the largest single system of higher education in the world. Our 112 colleges serve an extremely diverse population of students with respect to age, gender and ethnicity. 70 to 80% of community college students require additional basic skills education, compared to 30% for the California State Universities and 10% for the University of California.

OUR STUDENTS	
Enrollment	84,781
Retention	79%
Success	65%



Participation in the CLASS initiative enabled our district to look at student performance in a specific cohort of students... students that were first time college students beginning in Fall 2006. During this year our district recorded a total of 85,000 enrollments in classes, with course retention measured at 79%, and course success measured at 65%. Course success in this initiative has been defined as a student receiving a “C” grade or better, or credit, in a course.

BASIC SKILLS STUDENTS

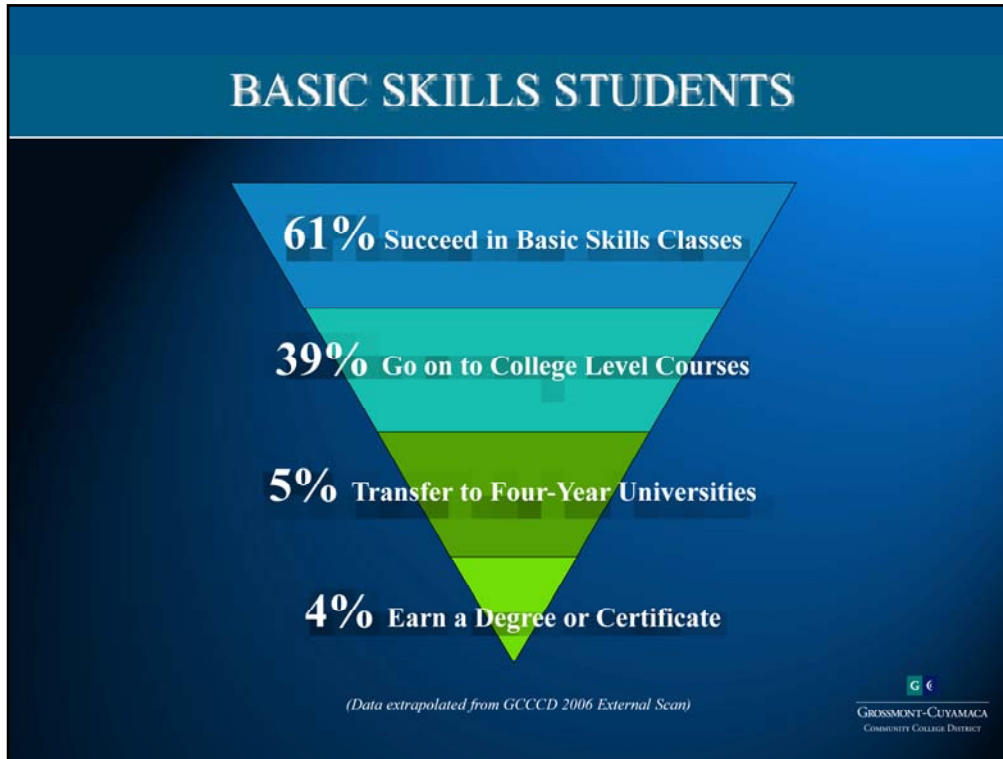
Enrollment	21,330
Retention	79%
Success	62%

During this same year, basic skills students represented 21,330 enrollments, with 79% course retention, and 62% success. Even though 60 to 70% of our students assess at a pre-collegiate level, only 13% of students assessed at the basic skills level actually take recommended courses. Basic skills courses represent roughly 6% of all courses offered within the Grossmont-Cuyamaca District.

OUR STUDENTS

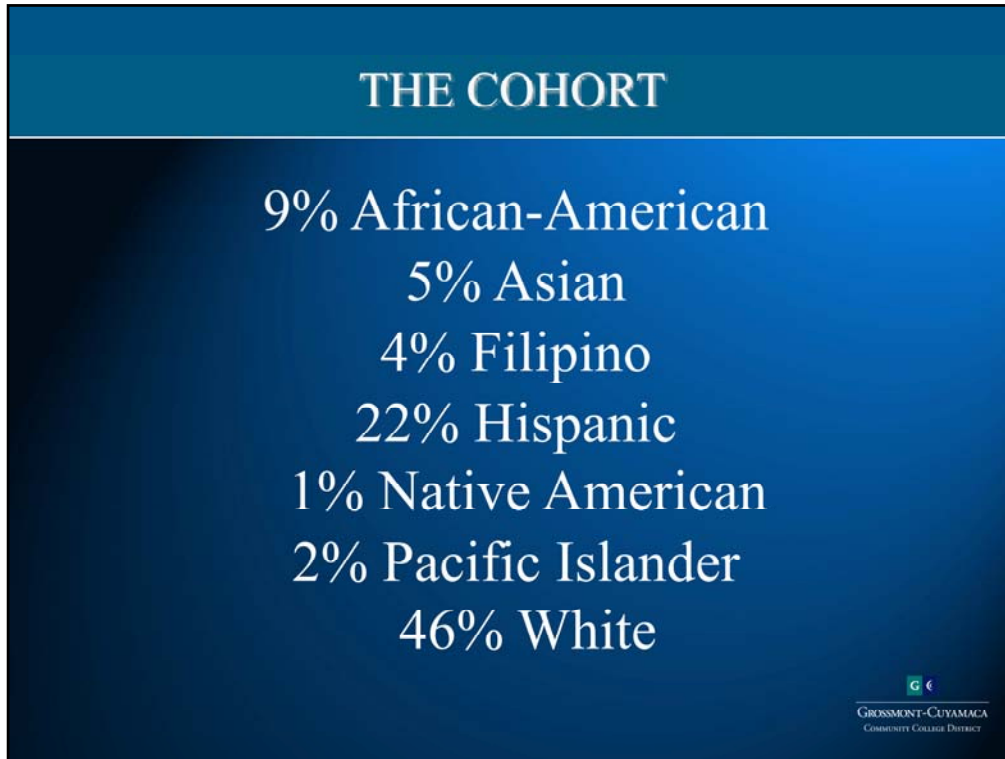
- 682 Certificates
- 1,171 Degrees
- 1,853 Total Degrees & Certificates

As a snapshot of institutional effectiveness, our colleges awarded 1,853 degrees and certificates during 2006.



Our district , along with other colleges across the nation, has experienced “exponential attrition” among basic skills students. Estimates show that out of 100 students that start three levels below college-level coursework, only 13 will actually pass a college-level course after nine cycles of enrolling and completing classes... IF you assume a 75% pass rate for each course ,and that 75% of students passing the previous course return to enroll in the next course in the sequence. As you can see, our district does not have a 75% success rate in basic skills courses or a 75% return rate for college course enrollments.

The problem with lengthy remediation programs is that students never make it to their goal of degree achievement or transfer to a four year university... we loose them along the way.



Our 2006 cohort consisted of 51% female students and 46% male students, with 3% not reporting. The ethnicity of our students closely resembles that of our surrounding community, with the exception of Hispanic students who currently under represent the number of East County Hispanic residents. The three largest ethnic groups served by our district are white, Hispanic, and African-American students. When comparing student ethnicities to employee ethnicities, the majority of Grossmont-Cuyamaca employees are white, with underrepresentation among ethnic minorities.

FALL 2006 STUDENTS

36% Assessed College Ready



Out of 3,300 students assessed in 2006, only 36% of students were ranked “college ready”. 64% were evaluated as being at the pre-college skill level.

How many students persisted?



How many students did not return?

This afternoon our purpose is to review two additional CLASS cohort studies. First, we will examine persistence among this 2006 student group. Our study will examine student persistence from Fall 2006 to Spring 2007... and from Fall 2006 to Fall 2007.



The cohort's Fall 2006 to Spring 2007 persistence rate was 66%, overall... this means that we lost 34% of our cohort students in one semester. African-American males left our colleges in greater numbers than any other group. Basic Skills students persisted at a rate of 78%, higher than the overall retention rate.



The cohort's Fall 2006 to Fall 2007 persistence rate was 57%... Therefore our colleges lost 43% of cohort students after one year. Male students of color left our colleges at more than the average stop out rate. Basic Skills students persisted at the same rate as the cohort's overall retention rate.

How many students succeeded?



Is there an achievement gap?

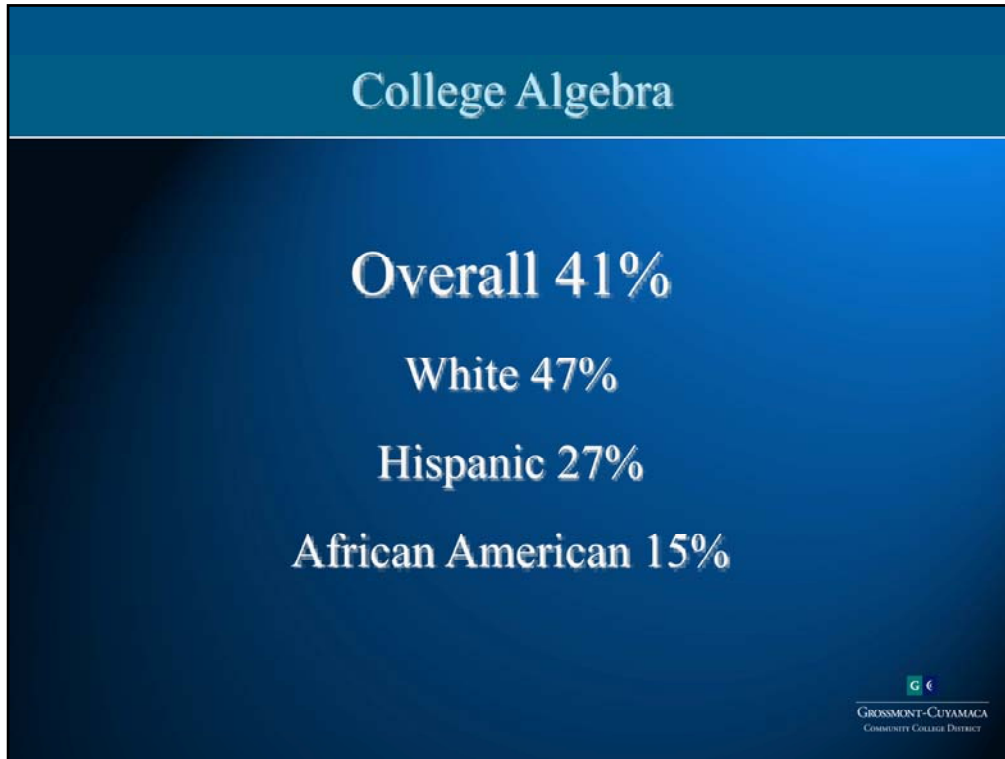
Our second question this afternoon is how many 2006 cohort students succeeded in specific “gateway” courses? Success rates were measured in U.S. history, English composition, and college algebra. Since our district also accepts intermediate algebra as a graduation requirement for associate degrees, a supplemental statistical report was generated for Math 103 and Math 110 students. The purpose of this study was to determine if our students are experiencing an “achievement gap” among disaggregated student groups.



The highest success rates were recorded for U.S. history. Overall student success was 70% for the 2006 cohort. An analysis of the three largest ethnic groups served by our district showed that white students had a success rate of 74%, Hispanic students 61%, and African American students 53%. There is clearly a difference in success among student populations enrolled in U.S. history..



Cohort success rates were similar for English composition. The overall success rate was 68%. White students had a 70% success rate, Hispanic students close to the overall success rate at 65%, and African American students 55%. Again, a difference in success was noted between student ethnic groups.



Success rates for college algebra were the most notable of this study. Overall cohort success was only 41%... White students succeeded at a rate of 47%, Hispanic students 27%, and African American students at 15%. This cross-section of success represented approximately only 350 students, but the success rates are staggering.

Intermediate Algebra

Overall 52%

White 57%

Hispanic 51%

African American 36%

Intermediate algebra provides a larger statistical sample of Grossmont- Cuyamaca students attempting a math gateway course. Combined success rates for Math 103 and Math 110 students were 52% overall. White students succeeded at 57%, Hispanic students at 51%, and African American students at 36%. Again, a difference in student success was noted between ethnic groups.

The end result?

At least 25% earn nothing...

A 2009 study of students outcomes revealed that at least 25% of students earn nothing, or no units, each semester. 46% of students in this category withdraw before the course drop deadline. This statistic clearly relates to persistence rates noted previously in this afternoon's discussion.

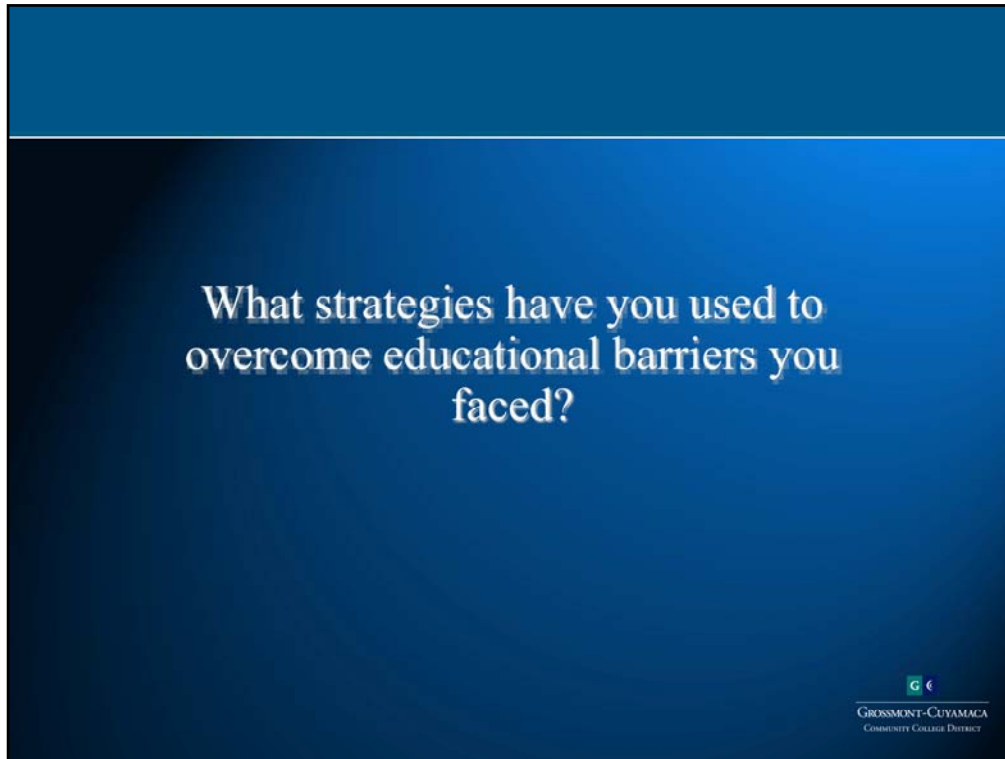
The Panel



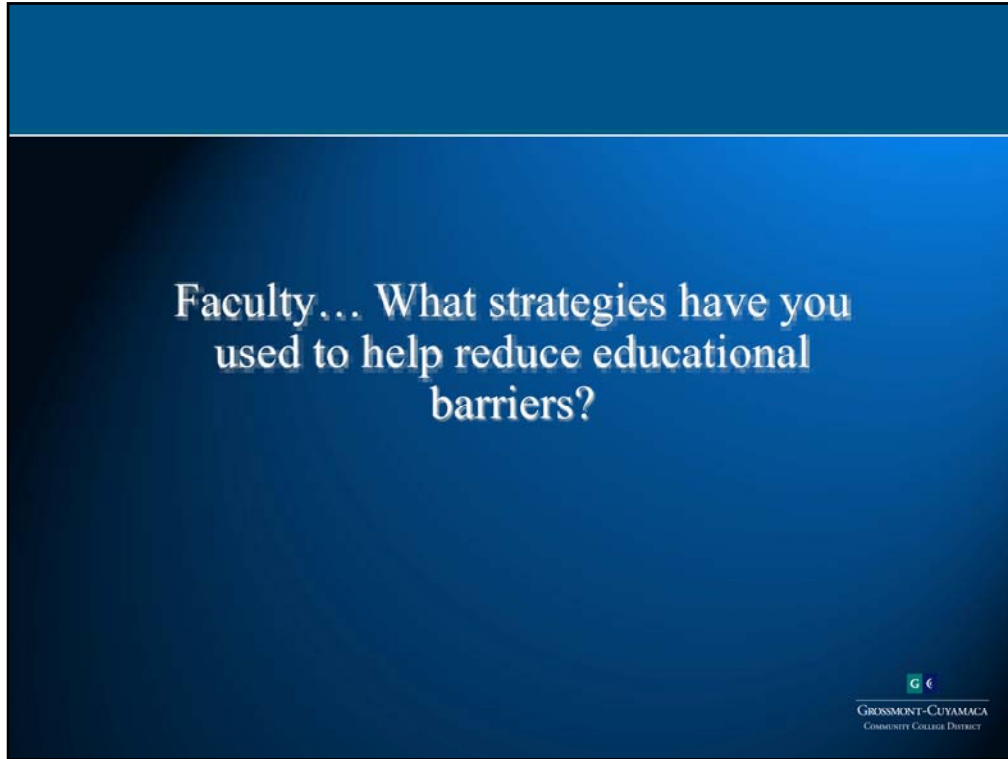
Now that we have reviewed a summary of persistence and success for the 2006 CLASS cohort, let's now convene a panel of students and faculty to discuss some of the implications of this data. We will begin by having each of our panelists introduce themselves...

What barriers do you think students
face in reaching their educational
goals?

Our first question is addressed to our students: “What barriers do you think students face in reaching their educational goals?”



Our second question is also directed to our student panelists: “What strategies have you used to overcome educational barriers you faced?”



Our third question is for our faculty participants: “What strategies have you used to help reduce educational barriers?”



Now we would like to invite our audience to ask additional questions of our focus group...