**Class Cohort Definition**

A CLASS cohort student is any student whose first term in college is in Fall 2006 and who meets one of the three conditions below.

1) A student with at least one pre-collegiate credit or non-credit enrollment in English, reading, or math in Fall 2006. They may have collegiate enrollments as well.

2) A student with at least one pre-collegiate credit or non-credit enrollment in English, reading, or math after Fall 2006 up to and including Spring 2009. They may have collegiate enrollments as well.

3) Students with no pre-collegiate enrollments from Fall 2006 through Spring 2009.

These students will be tracked through Spring 2009, so the study period is from Fall 2006 through Spring 2009. A **first time student** is defined as a student whose first enrollment record in the entire database was in the Fall semester of 2006, had an enrollment status indicating they were a first time student, and had an education status that did not include special admit students or students with a college degree. The selection uses MIS data submitted by the district for each term and academic year.

Unless otherwise noted, data for CLASS are available online via Cal-PASS SMART Tool.

Table 1. *What is the total number of students in the cohort?*

|  |  |
| --- | --- |
| Distinct Student Count | Students |
| Cuyamaca College | 1,336 |
| Grossmont College | 2,700 |
| GCCCD Total | **4,036** |

Table 2*. What is the number and percent of cohort students enrolled full-time vs. part-time?*

|  |  |
| --- | --- |
|  | Distinct Student Count |
| **Full-Time** | **Part-Time** | **Total** |
| Cuyamaca College | 567 | 42.4% | 769 | 57.6% | 1,336 |
| Grossmont College | 1,522 | 56.4% | 1,178 | 43.6% | 2,700 |
| GCCCD Total | **2,089** | **51.8%** | **1,947** | **48.2%** | **4,036** |

Note that the Cuyamaca College cohort includes Community Learning/Continuing Education students who were first time students in Fall 2006. There are 186 non-credit only students in the Cuyamaca College cohort, compared to 2 non-credit only students in the Grossmont College cohort.

Table 3. *What is the number and percent of cohort students by race/ethnicity?*

|  |  |  |
| --- | --- | --- |
|  | Distinct Student Count | Percent |
| Cuyamaca College (CC) | African-American | 101 | 7.6% |
| Asian | 47 | 3.5% |
| Filipino | 27 | 2.0% |
| Hispanic | 321 | 24.0% |
| Native American | 22 | 1.6% |
| Other | 75 | 5.6% |
| Pacific Islander | 17 | 1.3% |
| Unknown | 110 | 8.2% |
| White | 616 | 46.1% |
| **CC Total** | **1,336** |  |
| Grossmont College (GC) | African-American | 253 | 9.4% |
| Asian | 169 | 6.3% |
| Filipino | 113 | 4.2% |
| Hispanic | 556 | 20.6% |
| Native American | 30 | 1.1% |
| Other | 92 | 3.4% |
| Pacific Islander | 63 | 2.3% |
| Unknown | 181 | 6.7% |
| White | 1,243 | 46.0% |
| **GC Total** | **2,700** |  |
| Districtwide (GCCCD) | African-American | 354 | 8.8% |
| Asian | 216 | 5.4% |
| Filipino | 140 | 3.5% |
| Hispanic | 877 | 21.7% |
| Native American | 52 | 1.3% |
| Other | 167 | 4.1% |
| Pacific Islander | 80 | 2.0% |
| Unknown | 291 | 7.2% |
| White | 1,859 | 46.1% |
| **GCCCD Total** | **4,036** |  |

Table 4. *What is the number and percent of cohort students by gender?*

|  |  |  |
| --- | --- | --- |
|  | Distinct Student Count | Percent |
| Cuyamaca College (CC) | Female | 641 | 48.0% |
|  | Male | 632 | 47.3% |
|  | Unknown | 63 | 4.7% |
|  | **CC Total** | **1,336** |  |
| Grossmont College (GC) | Female | 1,433 | 53.1% |
|  | Male | 1,242 | 46.0% |
|  | Unknown | 25 | 0.9% |
|  | **GC Total** | **2,700** |  |
| Districtwide (GCCCD) | Female | 2,074 | 51.4% |
|  | Male | 1,874 | 46.4% |
|  | Unknown | 88 | 2.2% |
|  | **GCCCD Total** | **4,036** |  |

Table 5. *What is the number and percent of cohort students participating in assessment?*

As of November 2009, **this data is not available in Cal-PASS or MIS**. The supplemental report addresses assessment-related questions based on local data and a modified cohort as recommended by CLASS.

Table 6*. What is the number and percent of cohort students defined in each category (sub-cohort)?*

|  |  |  |
| --- | --- | --- |
|  | Distinct Student Count | Percent |
| Cuyamaca College (CC) | Not Pre-Collegiate | 835 | 62.5% |
| Pre-Collegiate after Fall 2006 | 106 | 7.9% |
| Pre-Collegiate Fall 2006 | 395 | 29.6% |
|  | **CC Total** | **1,336** |  |
| Grossmont College (GC) | Not Pre-Collegiate | 1,461 | 54.1% |
| Pre-Collegiate after Fall 2006 | 215 | 8.0% |
| Pre-Collegiate Fall 2006 | 1,024 | 37.9% |
|  | **GC Total** | **2,700** |  |
| Districtwide (GCCCD) | Not Pre-Collegiate | 2,296 | 56.9% |
| Pre-Collegiate after Fall 2006 | 321 | 8.0% |
| Pre-Collegiate Fall 2006 | 1,419 | 35.2% |
|  | **GCCCD Total** | **4,036** |  |

Note that figures in Table 6 are based on enrollment, not assessment. About 30% of the Cuyamaca College cohort students enrolled in a basic skills course in their first term, while approximately 38% of Grossmont College cohort students enrolled in a basic skills course in their first term. Districtwide, approximately 57% of cohort students did not take any pre-collegiate English, reading, or math courses (through Spring 2009).

These sub-cohorts are defined on enrollment, rather than assessment. Remember the operational definitions for each sub-cohort:

1**) Pre-Collegiate fall 2006:** cohort students with at least one pre-collegiate credit or non-credit enrollment in English, reading, or math in Fall 2006. They may have collegiate enrollments as well.

2) **Pre-Collegiate after fall 2006**: cohort students with at least one pre-collegiate credit or non-credit enrollment in English, reading, or math after Fall 2006 up to and including Spring 2009. They may have collegiate enrollments as well.

3) **Not Pre-Collegiate**: cohort students with no pre-collegiate enrollments from Fall 2006 through Spring 2009.

The November 2009 CLASS report will focus in on those students in sub-cohort (1) or those first-time Fall 2006 students that enrolled in a basic skills English, reading, or math course during their first term, shown in Table 7 below.

Table 7. *Number of cohort students enrolled in at least one basic skills course during first term (Fall 2006)*

|  |  |
| --- | --- |
| Distinct Student Count | Students |
| Cuyamaca College | 395 |
| Grossmont College | 1,024 |
| Districtwide (GCCCD) | 1,419 |

**CLASS Question (1)** asks: “Of those students who were assessed as not collegiate-ready, what percentage enrolled in at least one basic skills course in their first term?” As of November 2009, **this data is not available in Cal-PASS or MIS**. The supplemental report addresses assessment-related questions based on local data and a modified cohort as recommended by CLASS.

**CLASS Question (2)** asks: “Of those cohort students who enrolled in any basic skills course(s) in their first term, what percentage successfully completed at least one pre-collegiate/basic skills course with a grade of C- or better?” The project instructs us to disaggregate (and compare) success rates by ethnicity and gender with the success rate for all students in the sub-cohort. See Tables 8-10.

Table 8. *Percent of sub-cohort students enrolled in basic skills during Fall 2006 with success in at least one pre-collegiate course by gender*

|  |  |  |
| --- | --- | --- |
|  |  | Success in One or More Fall 2006 Basic Skills Courses |
|  | **Cuyamaca** | **Grossmont** | **Districtwide** |
|  | **Number of Basic Skills Students** | **Percent Successful in at Least 1 Basic Skills Course** | **Number of Basic Skills Students** | **Percent Successful in at Least 1 Basic Skills Course** | **Number of Basic Skills Students** | **Percent Successful in at Least 1 Basic Skills Course** |
| Female | 191 | 69.6% | 570 | 67.7% | 761 | 68.2% |
| Male | 195 | 62.1% | 433 | 60.7% | 628 | 61.1% |
| Unknown | 5 | 100.0% | 8 | 62.5% | 13 | 76.9% |
| Total | **391** | **66.2%** | **1,011** | **64.7%** | **1,402** | **65.1%** |

Districtwide, almost two thirds of the basic skills sub-cohort students passed at least one pre-collegiate course in their first term. At both colleges, a lower proportion of male basic skills sub-cohort students passed at least one pre-collegiate course in their first term compared to female students.

Table 9. *Percent of sub-cohort students enrolled in basic skills during Fall 2006 with success in at least one pre-collegiate course by race/ethnicity*

|  |  |  |
| --- | --- | --- |
|  |  | Success in One or More Fall 2006 Basic Skills Courses |
|  | **Cuyamaca** | **Grossmont** | **Districtwide** |
|  | **Number of Basic Skills Students** | **Percent Successful in at Least 1 Basic Skills Course** | **Number of Basic Skills Students** | **Percent Successful in at Least 1 Basic Skills Course** | **Number of Basic Skills Students** | **Percent Successful in at Least 1 Basic Skills Course** |
| African-American | 37 | 56.8% | 115 | 45.2% | 152 | 48.0% |
| Asian | 15 | 66.7% | 36 | 80.6% | 51 | 76.5% |
| Filipino | 11 | 63.6% | 58 | 79.3% | 69 | 76.8% |
| Hispanic | 129 | 62.0% | 239 | 61.1% | 368 | 61.4% |
| Native American | 2 | 100.0% | 12 | 41.7% | 14 | 50.0% |
| Other | 28 | 75.0% | 45 | 60.0% | 73 | 65.8% |
| Pacific Islander | 8 | 75.0% | 28 | 53.6% | 36 | 58.3% |
| Unknown | 16 | 75.0% | 55 | 70.9% | 71 | 71.8% |
| White | 145 | 69.0% | 423 | 69.7% | 568 | 69.5% |
| Total | **391** | **66.2%** | **1,011** | **64.7%** | **1,402** | **65.1%** |

Table 10. *Percent of sub-cohort students enrolled in basic skills during Fall 2006 with success in at least one pre-collegiate course by gender and race/ethnicity*

|  |  |
| --- | --- |
|  | Success in One or More Fall 2006 Basic Skills Courses |
|  | **Cuyamaca** | **Grossmont** | **Districtwide** |
|  |  | **Number of Basic Skills Students** | **Percent Successful in at Least 1 Basic Skills Course** | **Number of Basic Skills Students** | **Percent Successful in at Least 1 Basic Skills Course** | **Number of Basic Skills Students** | **Percent Successful in at Least 1 Basic Skills Course** |
| Female | African-American | 19 | 52.6% | 80 | 45.0% | 99 | 46.5% |
| Asian | 3 | 100.0% | 20 | 80.0% | 23 | 82.6% |
| Filipino | 4 | 75.0% | 33 | 69.7% | 37 | 70.3% |
| Hispanic | 74 | 67.6% | 136 | 66.2% | 210 | 66.7% |
| Native American | 1 | 100.0% | 10 | 50.0% | 11 | 54.5% |
| Other | 11 | 63.6% | 22 | 63.6% | 33 | 63.6% |
| Pacific Islander | 3 | 100.0% | 12 | 58.3% | 15 | 66.7% |
| Unknown | 9 | 55.6% | 24 | 83.3% | 33 | 75.8% |
| White | 67 | 76.1% | 233 | 75.1% | 300 | 75.3% |
| Female Total | **191** | **69.6%** | **570** | **67.7%** | **761** | **68.2%** |
| Male | African-American | 18 | 61.1% | 35 | 45.7% | 53 | 50.9% |
| Asian | 12 | 58.3% | 16 | 81.3% | 28 | 71.4% |
| Filipino | 7 | 57.1% | 25 | 92.0% | 32 | 84.4% |
| Hispanic | 55 | 54.5% | 103 | 54.4% | 158 | 54.4% |
| Native American |  |  | 2 | 0.0% | 2 | 0.0% |
| Other | 17 | 82.4% | 22 | 59.1% | 39 | 69.2% |
| Pacific Islander | 4 | 50.0% | 16 | 50.0% | 20 | 50.0% |
| Unknown | 4 | 100.0% | 24 | 58.3% | 28 | 64.3% |
| White | 78 | 62.8% | 190 | 63.2% | 268 | 63.1% |
| Male Total | **195** | **62.1%** | **433** | **60.7%** | **628** | **61.1%** |
| Unknown | African-American |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |
| Filipino |  |  |  |  |  |  |
| Hispanic |  |  |  |  |  |  |
| Native American | 1 | 100.0% |  |  | 1 | 100.0% |
| Other |  |  | 1 | 0.0% | 1 | 0.0% |
| Pacific Islander | 1 | 100.0% |  |  | 1 | 100.0% |
| Unknown | 3 | 100.0% | 7 | 1.4% | 10 | 80.0% |
| White |  |  |  |  |  |  |
| Unknown Total | **5** | **100.0%** | **8** | **62.5%** | **13** | **76.9%** |

The next tables showsuccess in all basic skills courses from Fall 2006 through Spring 2009 for the same sub-cohort (enrolled in basic skills in Fall 2006). This addresses question 3, below.

**CLASS Question (3)** asks: “Of those cohort students who enrolled in pre-collegiate/basic skills courses in their first term of enrollment, what is the overall rate of successful (C- or better) pre-collegiate/basic skills course completion *(successful completions divided by attempts/enrollments)*?” The project instructs us to disaggregate (and compare) success rates by ethnicity and gender with the success rate for all students in the sub-cohort. See Tables 11-13.

 Table 11. *Number and percent of sub-cohort students enrolled in basic skills during Fall 2006 and success rates in all pre-collegiate courses (Fall 2006-Spring 2009), disaggregated by gender*

|  |  |
| --- | --- |
|  | Basic Skills Success Rates for Fall 2006 Basic Skills Students |
| **Cuyamaca** | **Grossmont** | **Districtwide** |
|  | Course Enrollment Count | Success Rate (%) | Course Enrollment Count | Success Rate (%) | Course Enrollment Count | Success Rate (%) |
| Female | 900 | 59.6% | 2,665 | 59.4% | 3,565 | 59.5% |
| Male | 834 | 55.7% | 1,631 | 51.3% | 2,465 | 52.8% |
| Unknown | 37 | 56.5% | 30 | 58.3% | 67 | 57.1% |
| Total | **1,771** | **57.6%** | **4,326** | **56.2%** | **6,097** | **56.6%** |

Table 12. *Number and percent of sub-cohort students enrolled in basic skills during Fall 2006 and success rates in all pre-collegiate courses (Fall 2006-Spring 2009),disaggregated by race/ethnicity*

|  |  |
| --- | --- |
|  | Basic Skills Success Rates for Fall 2006 Basic Skills Students |
| **Cuyamaca** | **Grossmont** | **Districtwide** |
|  | Course Enrollment Count | Success Rate (%) | Course Enrollment Count | Success Rate (%) | Course Enrollment Count | Success Rate (%) |
| African-American | 200 | 48.1% | 566 | 39.1% | 766 | 41.5% |
| Asian | 61 | 65.0% | 210 | 71.4% | 271 | 69.6% |
| Filipino | 48 | 54.6% | 229 | 77.2% | 277 | 73.2% |
| Hispanic | 621 | 54.4% | 1,105 | 54.6% | 1,726 | 54.6% |
| Native American | 11 | 42.9% | 60 | 40.0% | 71 | 40.6% |
| Other | 172 | 62.2% | 232 | 48.6% | 404 | 54.1% |
| Pacific Islander | 24 | 85.7% | 84 | 54.2% | 108 | 61.3% |
| Unknown | 91 | 58.1% | 250 | 61.6% | 341 | 60.7% |
| White | 543 | 61.0% | 1,590 | 59.5% | 2,133 | 59.9% |
| Total | **1,771** | **57.6%** | **4,326** | **56.2%** | **6,097** | **56.6%** |

Table 13. *Number and percent of sub-cohort students enrolled in basic skills during Fall 2006 and success rates in all pre-collegiate courses (Fall 2006-Spring 2009), disaggregated by gender and race/ethnicity*

|  |  |
| --- | --- |
|  | Basic Skills Success Rates for Fall 2006 Basic Skills Students |
| **Cuyamaca** | **Grossmont** | **Districtwide** |
|  |  | Course Enrollment Count | Success Rate (%) | Course Enrollment Count | Success Rate (%) | Course Enrollment Count | Success Rate (%) |
| Female | African-American | 115 | 49.1% | 411 | 38.2% | 526 | 40.5% |
| Asian | 16 | 80.0% | 122 | 63.6% | 138 | 66.2% |
| Filipino | 19 | 57.1% | 136 | 70.0% | 155 | 68.7% |
| Hispanic | 372 | 55.2% | 690 | 58.9% | 1,062 | 57.5% |
| Native American | 2 | 100.0% | 57 | 45.5% | 59 | 47.8% |
| Other | 60 | 68.2% | 147 | 52.9% | 207 | 56.5% |
| Pacific Islander | 12 | 100.0% | 43 | 53.9% | 55 | 63.6% |
| Unknown | 45 | 52.9% | 144 | 71.2% | 189 | 67.8% |
| White | 259 | 65.5% | 915 | 66.8% | 1,174 | 66.5% |
| Female Total | **900** | **59.6%** | **2,665** | **59.4%** | **3,565** | **59.5%** |
| Male | African-American | 85 | 47.2% | 155 | 41.1% | 240 | 43.4% |
| Asian | 45 | 60.0% | 88 | 81.4% | 133 | 72.6% |
| Filipino | 29 | 53.3% | 93 | 87.8% | 122 | 78.6% |
| Hispanic | 249 | 53.2% | 415 | 48.0% | 664 | 49.9% |
| Native American |  |  | 3 | 0.0% | 3 | 0.0% |
| Other | 112 | 59.6% | 84 | 42.1% | 196 | 52.2% |
| Pacific Islander | 11 | 66.7% | 41 | 54.6% | 52 | 57.1% |
| Unknown | 19 | 60.0% | 77 | 43.9% | 96 | 47.1% |
| White | 284 | 57.6% | 675 | 50.3% | 959 | 52.7% |
| Male Total | **834** | **55.7%** | **1,631** | **51.3%** | **2,465** | **52.8%** |
| Unknown | African-American |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |
| Filipino |  |  |  |  |  |  |
| Hispanic |  |  |  |  |  |  |
| Native American | 9 | 33.3% |  |  | 9 | 33.3% |
| Other |  |  | 1 | 0.0% | 1 | 0.0% |
| Pacific Islander | 1 | 100.0% |  |  | 1 | 100.0% |
| Unknown | 27 | 62.5% | 29 | 63.6% | 56 | 63.0% |
| White |  |  |  |  |  |  |
| Unknown Total | **37** | **56.5%** | **30** | **58.3%** | **67** | **56.6%** |

Note that a 0% success rate indicates that no course enrollments were successful; that is, all enrollments were unsuccessful or withdrawals. An empty cell indicates that there were no graded course outcomes.

We can also compare the overall success rate for all cohort students in their first term. This is addressed by question 4, below. Tables 14-16 show success rates by gender and race/ethnicity.

**CLASS Question (4)** asks: “What is the overall successful course completion rate (Grade of C- or better) for all cohort students in the first term of enrollment?” The project instructs us to disaggregate (and compare) success rates by ethnicity and gender with the success rate for all students in the cohort. See Tables 14-16.

Table 14. *Overall successful course completion rate for all cohort students in the first term (Fall 2006) disaggregated by gender*

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | First Term Success Rates (Fall 2006) |  |
| **Cuyamaca** | **Grossmont** | **Districtwide** |
|  | Course Enrollment Count | Success Rate (%) | Course Enrollment Count | Success Rate (%) | Course Enrollment Count | Success Rate (%) |
| Female | 2,063 | 61.2% | 5,411 | 59.7% | 7,474 | 60.1% |
| Male | 1,952 | 56.3% | 4,707 | 56.3% | 6,659 | 56.3% |
| Unknown | 128 | 60.7% | 100 | 63.8% | 228 | 63.1% |
| Total | **4,143** | **58.8%** | **10,218** | **58.2%** | **14,361** | **58.3%** |

Districtwide, the course success rate for all students in Fall 2006 was 64.6%. The Fall 2006 course success rate for all students was 63.7% at Cuyamaca College and 64.9% at Grossmont College.

Table 15. *Overall successful course completion rate for all cohort students in the first term (Fall 2006) disaggregated by race/ethnicity*

|  |  |
| --- | --- |
|  | First Term Success Rates (Fall 2006) |
| **Cuyamaca** | **Grossmont** | **Districtwide** |
|  | Course Enrollment Count | Success Rate (%) | Course Enrollment Count | Success Rate (%) | Course Enrollment Count | Success Rate (%) |
| African-American | 347 | 46.9% | 909 | 39.0% | 1,256 | 41.2% |
| Asian | 164 | 64.2% | 742 | 74.0% | 906 | 72.3% |
| Filipino | 84 | 63.8% | 429 | 59.3% | 513 | 60.0% |
| Hispanic | 1,062 | 55.6% | 2,048 | 52.3% | 3,110 | 53.4% |
| Native American | 50 | 50.0% | 114 | 52.9% | 164 | 52.1% |
| Other | 272 | 71.0% | 359 | 47.6% | 631 | 57.5% |
| Pacific Islander | 55 | 62.8% | 221 | 51.5% | 276 | 53.8% |
| Unknown | 259 | 51.8% | 663 | 61.6% | 922 | 59.8% |
| White | 1,850 | 61.2% | 4,733 | 62.3% | 6,583 | 62.0% |
| Total | **4,143** | **58.8%** | **10,218** | **58.2%** | **14,361** | **58.3%** |

Table 16. *Overall successful course completion rate for all cohort students in the first term (Fall 2006) disaggregated by gender and race/ethnicity*

|  |  |
| --- | --- |
|  | First Term Success Rates (Fall 2006) |
| **Cuyamaca** | **Grossmont** | **Districtwide** |
|  |  | Course Enrollment Count | Success Rate (%) | Course Enrollment Count | Success Rate (%) | Course Enrollment Count | Success Rate (%) |
| Female | African-American | 167 | 38.6% | 559 | 38.3% | 726 | 38.4% |
| Asian | 89 | 68.6% | 398 | 78.6% | 487 | 76.9% |
| Filipino | 41 | 83.9% | 241 | 57.2% | 282 | 60.6% |
| Hispanic | 590 | 59.5% | 1,146 | 53.7% | 1,736 | 55.6% |
| Native American | 29 | 68.0% | 71 | 55.0% | 100 | 58.8% |
| Other | 134 | 73.9% | 192 | 53.4% | 326 | 62.0% |
| Pacific Islander | 23 | 68.2% | 85 | 46.7% | 108 | 51.6% |
| Unknown | 95 | 44.1% | 274 | 65.6% | 369 | 60.9% |
| White | 895 | 64.1% | 2,445 | 64.7% | 3,340 | 64.5% |
| Female Total | **2,063** | **61.2%** | **5,411** | **59.7%** | **7,474** | **60.1%** |
| Male | African-American | 173 | 54.6% | 350 | 40.0% | 523 | 44.8% |
| Asian | 75 | 59.7% | 344 | 68.9% | 419 | 67.3% |
| Filipino | 42 | 47.4% | 188 | 62.0% | 230 | 59.3% |
| Hispanic | 472 | 50.8% | 902 | 50.6% | 1,374 | 50.7% |
| Native American | 13 | 15.4% | 43 | 50.0% | 56 | 41.8% |
| Other | 138 | 68.1% | 164 | 42.3% | 302 | 53.6% |
| Pacific Islander | 27 | 56.0% | 136 | 54.4% | 163 | 54.7% |
| Unknown | 74 | 58.2% | 292 | 56.6% | 366 | 56.8% |
| White | 938 | 58.4% | 2,288 | 59.9% | 3,226 | 59.5% |
| Male Total | **1,952** | **56.3%** | **4,707** | **56.3%** | **6,659** | **56.3%** |
| Unknown | African-American | 7 |  |  |  | 7 |  |
| Asian |  |  |  |  |  |  |
| Filipino | 1 |  |  |  | 1 |  |
| Hispanic |  |  |  |  |  |  |
| Native American | 8 | 50.0% |  |  | 8 | 50.0% |
| Other |  |  | 3 | 0.0% | 3 | 0.0% |
| Pacific Islander | 5 | 75.0% |  |  | 5 | 75.0% |
| Unknown | 90 | 61.1% | 97 | 65.9% | 187 | 65.1% |
| White | 17 |  |  |  | 17 |  |
| Unknown Total | **128** | **60.7%** | **100** | **63.8%** | **228** | **63.1%** |

Note that a 0% success rate indicates that no course enrollments were successful; that is, all enrollments were unsuccessful or withdrawals. An empty cell indicates that there were no graded course outcomes.

**CLASS Question (5)** asks: “What is the overall successful course completion rate (grade of C- or better) for all cohort students in the subsequent terms of enrollment (Fall and Spring) over a three-year period?” The project instructs us to disaggregate (and compare) success rates by ethnicity and gender with the success rate for all students in the cohort. See Tables 17-20.

Table 17. *Subsequent term success rates for all cohort students after Fall 2006 by college*

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Subsequent Term Success Rates (Spring 2007-Spring 2009) |  |
| **Cuyamaca** | **Grossmont** | **Districtwide** |
|  | Course Enrollment Count | Success Rate (%) | Course Enrollment Count | Success Rate (%) | Course Enrollment Count | Success Rate (%) |
| 2006-07 | 2,936 | 60.9% | 8,103 | 60.9% | 11,039 | 60.9% |
| 2007-08 | 4,606 | 65.1% | 12,423 | 68.1% | 17,029 | 67.3% |
| 2008-09 | 2,712 | 66.8% | 7,392 | 67.9% | 10,104 | 67.6% |
| Overall | **10,254** | **64.3%** | **27,918** | **65.9%** | **38,172** | **65.5%** |

Note that 2006-07 includes Spring 2007 enrollments only.

Districtwide, the course success rate for all students from Spring 2007 to Spring 2009 was 65.6%. The overall course success rate for all students during this time period was 64.3% at Cuyamaca College and 66.0% at Grossmont College.

Table 18. *Subsequent term success rates for all cohort students after Fall 2006 disaggregated by gender*

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Subsequent Term Success Rates (Spring 2007-Spring 2009) |  |
| **Cuyamaca** | **Grossmont** | **Districtwide** |
|  | Course Enrollment Count | Success Rate (%) | Course Enrollment Count | Success Rate (%) | Course Enrollment Count | Success Rate (%) |
| Female | 5,485 | 66.7% | 15,492 | 66.7% | 20,977 | 66.7% |
| Male | 4,578 | 61.6% | 12,189 | 64.7% | 16,767 | 63.9% |
| Unknown | 191 | 58.3% | 237 | 78.9% | 428 | 74.5% |
| Total | **10,254** | **64.3%** | **27,918** | **65.9%** | **38,172** | **65.5%** |

Table 19. *Subsequent term success rates for all cohort students after Fall 2006 disaggregated by race/ethnicity*

|  |  |
| --- | --- |
|  | Subsequent Term Success Rates(Spring 2007-Spring 2009) |
| **Cuyamaca** | **Grossmont** | **Districtwide** |
|  | Course Enrollment Count | Success Rate (%) | Course Enrollment Count | Success Rate (%) | Course Enrollment Count | Success Rate (%) |
| African-American | 684 | 58.4% | 2,066 | 52.0% | 2,750 | 53.6% |
| Asian | 418 | 65.4% | 2,534 | 77.6% | 2,952 | 75.8% |
| Filipino | 266 | 59.2% | 1,400 | 66.6% | 1,666 | 65.6% |
| Hispanic | 2,404 | 58.6% | 5,237 | 60.6% | 7,641 | 60.0% |
| Native American | 92 | 59.0% | 302 | 67.6% | 394 | 65.5% |
| Other | 1,003 | 70.7% | 938 | 57.0% | 1,941 | 64.0% |
| Pacific Islander | 203 | 64.0% | 516 | 63.5% | 719 | 63.6% |
| Unknown | 528 | 67.1% | 2,001 | 69.2% | 2,529 | 68.9% |
| White | 4,656 | 66.8% | 12,924 | 68.0% | 17,580 | 67.7% |
| Total | **10,254** | **64.3%** | **27,918** | **65.9%** | **38,172** | **65.5%** |

Table 20. *Subsequent term success rates for all cohort students after Fall 2006 disaggregated by gender and race/ethnicity*

|  |  |
| --- | --- |
|  | Subsequent Term Success Rates(Spring 2007-Spring 2009) |
| **Cuyamaca** | **Grossmont** | **Districtwide** |
|  |  | Course Enrollment Count | Success Rate (%) | Course Enrollment Count | Success Rate (%) | Course Enrollment Count | Success Rate (%) |
| Female | African-American | 393 | 58.0% | 1,311 | 52.8% | 1,704 | 54.0% |
| Asian | 219 | 72.3% | 1,405 | 80.6% | 1,624 | 79.5% |
| Filipino | 159 | 70.6% | 774 | 64.2% | 933 | 65.0% |
| Hispanic | 1,376 | 59.4% | 3,285 | 61.7% | 4,661 | 61.0% |
| Native American | 60 | 70.4% | 188 | 71.9% | 248 | 71.5% |
| Other | 524 | 74.2% | 572 | 56.7% | 1,096 | 65.2% |
| Pacific Islander | 126 | 65.1% | 185 | 58.8% | 311 | 61.3% |
| Unknown | 193 | 73.7% | 915 | 71.1% | 1,108 | 71.6% |
| White | 2,435 | 69.4% | 6,857 | 69.5% | 9,292 | 69.5% |
| Female Total | **5,485** | **66.7%** | **15,492** | **66.7%** | **20,977** | **66.7%** |
| Male | African-American | 287 | 59.0% | 755 | 50.6% | 1,042 | 53.0% |
| Asian | 199 | 58.6% | 1,129 | 74.0% | 1,328 | 71.6% |
| Filipino | 106 | 46.8% | 626 | 69.5% | 732 | 66.3% |
| Hispanic | 1,028 | 57.5% | 1,952 | 58.8% | 2,980 | 58.4% |
| Native American | 9 | 0.0% | 114 | 61.3% | 123 | 56.5% |
| Other | 478 | 66.8% | 366 | 57.5% | 844 | 62.6% |
| Pacific Islander | 76 | 63.4% | 331 | 66.0% | 407 | 65.5% |
| Unknown | 177 | 61.3% | 849 | 64.6% | 1,026 | 64.1% |
| White | 2,218 | 64.0% | 6,067 | 66.4% | 8,285 | 65.8% |
| Male Total | **4,578** | **61.6%** | **12,189** | **64.7%** | **16,767** | **63.9%** |
| Unknown | African-American | 4 |  |  |  | 4 |  |
| Asian |  |  |  |  |  |  |
| Filipino | 1 |  |  |  | 1 |  |
| Hispanic |  |  |  |  |  |  |
| Native American | 23 | 55.0% |  |  | 23 | 55.0% |
| Other | 1 |  |  |  | 1 |  |
| Pacific Islander | 1 | 0.0% |  |  | 1 | 0.0% |
| Unknown | 158 | 61.5% | 237 | 78.9% | 395 | 76.3% |
| White | 3 |  |  |  | 3 |  |
| Unknown Total | **191** | **58.3%** | **237** | **78.9%** | **428** | **74.5%** |

Note that a 0% success rate indicates that no course enrollments were successful; that is, all enrollments were unsuccessful or withdrawals. An empty cell indicates that there were no graded course outcomes.