**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.

The number of students in each category, or sub-cohort, was addressed in the November CLASS report, and is included here, below.

Table 1*. 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** |  |

**Gateway Course Completion Rates**

**For the CLASS Project, COLLEGIATE-level “gateway” courses – typically high-enrollment/high-failure-rate courses – are identified as English Composition, College Algebra, and US History (a reading-intensive course).**

The Grossmont-Cuyamaca Community college district defined their gateway courses as English 110, Math 175, and History 108/109.

**Districtwide (GCCCD)**

**CLASS Question (8)** asks: “What is the overall successful course completion rate (grade of C- or better) for all cohort students in each of the three specified courses?” The project instructs us to disaggregate (and compare) success rates by ethnicity and gender.

Results are presented for the Grossmont-Cuyamaca Community College District (Tables 2 – 5).

Note that students are considered to be part of the “Not Pre-Collegiate” sub-cohort if they did not take pre-collegiate English, reading, or math during the study period (Fall 2006 through Spring 2009). This does not necessarily mean that students in this “Not Pre-Collegiate” subcohort were performing at college level. Students in the “Not Pre-Collegiate” subcohort may have been prepared for college level courses; however, it is also possible that, for example, these students should have taken pre-collegiate courses (but didn’t), or that their educational goals did not require them to take English or math at any level.

Table 2. *Overall successful course completion rate for all cohort students in each of the three specified classes*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Overall Successful Course Completion | | | |
| **Gateway Courses** | | |
|  | Course Enrollment  Count | | Success  Rate |
| College Algebra | 257 | | 41.25% |
| English Composition | 1,795 | | 68.19% |
| US History | 1,469 | | 70.25% |
|  |  |  | | | |

Table 3. *Overall successful course completion rate for all cohort students in each of the three specified classes disaggregated by gender*

|  |  |  |
| --- | --- | --- |
| Course Enrollment Count and Success Rate by Gateway | | |
|  | Course Enrollment  Count | Success  Rate |
| College Algebra | 257 | 41.25% |
| English Composition | 1,795 | 68.19% |
| US History | 1,469 | 70.25% |

Table 4. *Overall successful course completion rate for all cohort students in each of the three specified classes disaggregated by race/ethnicity*

|  |  |  |  |
| --- | --- | --- | --- |
| Course Enrollment Count and Success Rate by Ethnicity by Gateway | | | |
|  | | Course Enrollment Count | Success Rate |
| College Algebra | African-American | 13 | 15.38% |
| Asian | 21 | 61.90% |
| Filipino | 13 | 53.85% |
| Hispanic | 59 | 27.12% |
| Native American | 3 | 100.00% |
| Other | 6 | 16.67% |
| Pacific Islander | 3 | 33.33% |
| Unknown | 15 | 33.33% |
| White | 124 | 46.77% |
| English Composition | African-American | 111 | 54.95% |
| Asian | 138 | 81.16% |
| Filipino | 102 | 64.71% |
| Hispanic | 384 | 64.58% |
| Native American | 17 | 76.47% |
| Other | 76 | 67.11% |
| Pacific Islander | 33 | 69.70% |
| Unknown | 106 | 69.81% |
| White | 828 | 69.57% |
| US History | African-American | 91 | 52.75% |
| Asian | 110 | 77.27% |
| Filipino | 47 | 68.09% |
| Hispanic | 234 | 61.11% |
| Native American | 25 | 64.00% |
| Other | 62 | 72.58% |
| Pacific Islander | 32 | 62.50% |
| Unknown | 73 | 79.45% |
| White | 795 | 73.58% |

Table 5. *Overall successful course completion rate for sub-cohort students in the first term (Fall 2006) disaggregated by gender and race/ethnicity*

|  |  |  |  |
| --- | --- | --- | --- |
| Course Enrollment Count and Success Rate by Gender by Gateway | | | |
|  | | Course Enrollment Count | Success Rate |
| College Algebra | Female | 117 | 39.32% |
| Male | 138 | 42.03% |
| Unknown | 2 | 100.00% |
| English Composition | Female | 962 | 70.37% |
| Male | 816 | 65.69% |
| Unknown | 17 | 64.71% |
| US History | Female | 780 | 70.38% |
| Male | 679 | 69.81% |
| Unknown | 10 | 90.00% |

**CLASS Question (9)** asks: “What is the rate of successful course completion for students who entered the three specified **COLLEGIATE** gateway courses college-ready compared to students who first completed a RELATED **PRE-COLLEGIATE/BASIC SKILLS** course sequence?” The project instructs us to disaggregate (and compare) success rates by ethnicity and gender.

Results are presented for the Grossmont-Cuyamaca Community College District (Tables 6 – 17).

Table 6. *Gateway English success for those first successfully completing a related pre-college course*

|  |  |  |
| --- | --- | --- |
| Course Enrollment Count and Success Rate by Gateway | | |
|  | Course Enrollment Count | Success Rate |
| English Composition | 882 | 71.43% |

Table 7. *Gateway English success for those first successfully completing a related pre-college course by gender*

|  |  |  |  |
| --- | --- | --- | --- |
| Course Enrollment Count and Success Rate by Gender by Gateway | | | |
|  | | Course Enrollment Count | Success Rate |
| English Composition | Female | 833 | 71.67% |
| Male | 597 | 67.67% |
| Unknown | 11 | 81.82% |

Table 8. *Gateway English success for those first successfully completing a related pre-college course by ethnicity*

|  |  |  |  |
| --- | --- | --- | --- |
| Course Enrollment Count and Success Rate by Ethnicity by Gateway | | | |
|  | | Course Enrollment Count | Success Rate |
| English Composition | African-American | 79 | 49.37% |
| Asian | 43 | 81.40% |
| Filipino | 63 | 68.25% |
| Hispanic | 226 | 68.14% |
| Native American | 7 | 100.00% |
| Other | 50 | 70.00% |
| Pacific Islander | 22 | 68.18% |
| Unknown | 44 | 79.55% |
| White | 348 | 76.72% |

Table 9. *Gateway English success for those NOT first successfully completing a related pre-college course*

|  |  |  |
| --- | --- | --- |
| Course Enrollment Count and Success Rate by Gateway | | |
|  | Course Enrollment Count | Success Rate |
| English Composition | 913 | 65.06% |

Table 10. *Gateway English success for those NOT first successfully completing a related pre-college course by ethnicity*

|  |  |  |  |
| --- | --- | --- | --- |
| Course Enrollment Count and Success Rate by Ethnicity by Gateway | | | |
|  | | Course Enrollment Count | Success Rate |
| English Composition | African-American | 32 | 68.75% |
| Asian | 95 | 81.05% |
| Filipino | 39 | 58.97% |
| Hispanic | 158 | 59.49% |
| Native American | 10 | 60.00% |
| Other | 26 | 61.54% |
| Pacific Islander | 11 | 72.73% |
| Unknown | 62 | 62.90% |
| White | 480 | 64.38% |

Table 11. *Gateway English success for those NOT first successfully completing a related pre-college course by gender*

|  |  |  |  |
| --- | --- | --- | --- |
| Course Enrollment Count and Success Rate by Gender by Gateway | | | |
|  | | Course Enrollment Count | Success Rate |
| English Composition | Female | 455 | 68.35% |
| Male | 448 | 62.05% |
| Unknown | 10 | 50.00% |

Table 12. *Gateway math success for those first successfully completing a related pre-college course*

|  |  |  |
| --- | --- | --- |
| Course Enrollment Count and Success Rate by Gateway | | |
|  | Course Enrollment Count | Success Rate |
| College Algebra | 9 | 22.22% |

Table 13. *Gateway math success for those first successfully completing a related pre-college course by ethnicity*

|  |  |  |  |
| --- | --- | --- | --- |
| Course Enrollment Count and Success Rate by Ethnicity by Gateway | | | |
|  | | Course Enrollment Count | Success Rate |
| College Algebra | African-American | 1 | 0.00% |
| Hispanic | 1 | 0.00% |
| Other | 3 | 0.00% |
| White | 4 | 50.00% |

Table 14. *Gateway math success for those first successfully completing a related pre-college course by gender*

|  |  |  |  |
| --- | --- | --- | --- |
| Course Enrollment Count and Success Rate by Gender by Gateway | | | |
|  | | Course Enrollment Count | Success Rate |
| College Algebra | Female | 3 | 33.33% |
| Male | 6 | 16.67% |

Table 15. *Gateway math success for those NOT first successfully completing a related pre-college course*

|  |  |  |
| --- | --- | --- |
| Course Enrollment Count and Success Rate by Gateway | | |
|  | Course Enrollment Count | Success Rate |
| College Algebra | 248 | 41.94% |

Table 16. *Gateway math success for those NOT first successfully completing a related pre-college course by gender*

|  |  |  |  |
| --- | --- | --- | --- |
| Course Enrollment Count and Success Rate by Gender by Gateway | | | |
|  | | Course Enrollment Count | Success Rate |
| College Algebra | Female | 114 | 39.47% |
| Male | 132 | 43.18% |
| Unknown | 2 | 100.00% |

Table 17. *Gateway math success for those NOT first successfully completing a related pre-college course by ethnicity*

|  |  |  |  |
| --- | --- | --- | --- |
| Course Enrollment Count and Success Rate by Ethnicity by Gateway | | | |
|  | | Course Enrollment Count | Success Rate |
| College Algebra | African-American | 12 | 16.67% |
| Asian | 21 | 61.90% |
| Filipino | 13 | 53.85% |
| Hispanic | 58 | 27.59% |
| Native American | 3 | 100.00% |
| Other | 3 | 33.33% |
| Pacific Islander | 3 | 33.33% |
| Unknown | 15 | 33.33% |
| White | 120 | 46.67% |

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