Grossmont-Cuyamaca Community College District
CLASS Project Questions for May 31, 2010

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.