Merritt College

Title III Annual Report of Student Outcomes

Year 5 Findings (2012-2013)

Prepared for Merritt College by *Learning Partnerships*

DECEMBER 28, 2013

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

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Executive Summary

In October 2008, Merritt College was awarded a federal five-year comprehensive development Title III grant to strengthen its ability to successfully serve its entire student population, with a specific focus on students who are under-prepared for college course work and students of populations that have typically been underserved or have experienced a lack of college success. In preparation for implementation, the college utilized a multi-year planning process, conducted in two phases and involving all stakeholders: faculty, staff, administrators, students, Peralta trustees, community members, and other external stakeholders. First, a Title III planning grant provided an incentive to conduct an in-depth institutional analysis of and reflection on the college's strengths, weaknesses, and significant problems. Next, Merritt participated in the *Equity for All: Institutional Responsibility for Student Success* project in a partnership with the University of Southern California (USC) Center for Urban Education to examine disaggregated institutional data by ethnicity and race to assist colleges in closing the equity gap in educational outcomes for minority and low-income students.

These projects, many planning processes, and opportunities converged to result in Merritt's Title III Grant Activity, *Strengthening Pathways, Systems, and Services to Maximize Student Success,* and in setting Goal 1 of the grant, focusing on strengthening the institution's core academic performance indicators in four key areas:

- **Retention:** Increase the percentage of students who continue, or persist, from semester to semester.
- **Drop Rate:** Decrease the percentage of students who withdraw from courses within a semester.
- **Successful Course Completion:** Increase the percentage of students who receive an A, B, C (or credit) out of those receiving any grade.
- **Transfers:** Increase the percentage of students who successfully transition from Merritt College to a four-year college or university each fall.

This report focuses on "Year 5" of the grant period, from fall 2012 through spring 2013. Similar to the prior four years, this report looks closely at these four key indicators and their movement from their baselines since Title III work was initiated. The baseline averages that mark the starting points for the four indicators were computed as the averages of several years of performance data (2001–2006) on each indicator before Title III funding began.

Summary of Findings

Eight of ten objectives addressing Goal 1 were met in Year 5. Following is a summary of Year 5 accomplishments and trends across the five grant years.

Goal 1: Strengthen the institution's core academic performance indicators in four key areas: retention, drop rate, course completion, and transfer.

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<u>Objective 1.1:</u> **By September 2013, Merritt will improve its core academic performance indicators in four key areas: retention, drop rate, course completion, and transfer:**

1.1.1: Overall college retention: Increase rate from 56 percent to 65 percent.

⇨ **Year 5:** *Objective for 2013 was not met:* The overall college retention rate for all matriculating students was 55 percent.

⚜ **Across the 5-Year Grant Period:** With the exception of Year 2, when the 66 percent retention rate was higher than the baseline rate and the 2013 objective, Merritt has seen a retention rate that remains between 51 and 55 percent — lower than the 2013 objective and lower than the baseline rate of 59 percent.

When the data are disaggregated by ethnic population, it is evident that Asian, African American, or Hispanic students (three of the largest populations) have not reached the 2013 objective since Year 2. The two other largest populations —Multiple ethnicity and White (non-Hispanic) — have never reached the 2013 objective.

1.1.2: Basic skills student retention: Increase rate from 41 percent to 50 percent.

⇨ **Year 5:** *Objective for 2013 has been met:* The retention rate for basic skills students was 63 percent.

⚜ **Across the 5-Year Grant Period:** The retention rate for basic skills students has been over 50 percent throughout all five grant years. It was over 60 percent in Year 2 (when it reached a high point of 67 percent) and in Year 5.

1.1.3: Average drop rate for all matriculating students: Decrease from 30 percent to 25 percent.

⇨ **Year 5:** *Objective for 2013 has been met:* The average course drop rate for all matriculating students was 22 percent.

⚜ **Across the 5-Year Grant Period:** The course drop rate for all matriculating students has met the 2013 objective by remaining at or below 25 percent each year after Year 1.

1.1.4: Drop rate for basic skills English students: Decrease from 57 percent to 52 percent.

⇨ **Year 5:** *Objective for 2013 has been met:* The course drop rate for basic skills English students was 25 percent.

⚜ **Across the 5-Year Grant Period:** The largest population, African American students, has remained below the 2013 objective rate and below the African American baseline rate each year. The course drop rate for all basic skills English students has remained lower than their baseline rate across all 5 grant years.

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1.1.5: Drop rate for basic skills mathematics students: Decrease from 56 percent to 51 percent.

⇨ **Year 5:** *Objective for 2013 has been met:* The course drop rate for basic skills mathematics students was 30 percent.

✄ **Across the 5-Year Grant Period:** The course drop rate for basic skills mathematics students has met the 2013 objective each year by remaining between 27 and 32 percent since Year 1. It has also remained between 10 and 15 percentage points below the baseline rate each year.

1.1.6: Overall successful college course completion: Decrease the percentage of students who do *not* successfully complete courses from 36 percent to 31 percent.

⇨ **Year 5:** *Objective for 2013 was not met:* 36 percent of students enrolled in classes did not successfully complete their courses. (64 percent of students received an A, B, C, or credit in their courses.*)

✄ **Across the 5-Year Grant Period:** The 2013 objective has not been met in any year of the grant period. It has consistently ranged between 39 and 35 percent of students *not* successfully completing their courses (or a successful completion rate of between 61 and 65 percent).

1.1.7: Basic skills successful course completion: Decrease the percentage of basic skills students who do *not* successfully complete basic skills courses from 62 percent to 57 percent.

⇨ **Year 5:** *Objective for 2013 has been met:* 48 percent of basic skills students did *not* successfully complete their courses. (52 percent of basic skills students received an A, B, C, or credit in their courses.*)

✄ **Across the 5-Year Grant Period:** The 2013 objective was met each year, with the strongest year being Year 3, when just 40 percent of basic skills students did *not* successfully complete their courses.

1.1.8: Actual transfer rate: Increase the transfer rate from 1 percent (245 students total) to 1.5 percent (367 students total)**

⇨ **Year 5:** *Objective for 2013 has been met:* 3 percent of students transferred in Year 5 to the CSU and UC systems. The number of students who transferred in Year 5 was 145.

✄ **Across the 5-Year Grant Period:** Merritt has exceeded its 2013 objective each year, with a range of 2 to five percent of students and a total of number of 736 students transferring to the UC and CSU systems.

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* This is a duplicative count, representing the total number of students successfully completing all classes divided by the total number of students receiving grades in all classes.

** Although not stated as such in the Title III grant proposal, it is presumed that the goal of 367 is for the five-year grant period, as is the cases with the goal of the number of students who are transfer-ready. (See Objective 1.1.9.)

1.1.9: Transfer-ready: From 130 students (fall 2001–fall 2006 baseline) to 195 students (fall 2008–fall 2013)

⇨ *This objective was met.* In all, 449 students who started at Merritt during the 5-Year Title III grant period (2008/9 – 2012/13) have achieved transfer-ready status.

Objective 1.2: Merritt's Office of Research and Planning will disseminate an annual report of student outcomes for the college's core academic performance indicators in four key areas to measure institutional effectiveness.

⇨ *This objective was met:* An Annual Report of Student Outcomes will be distributed in early 2014.

✂ **Across the 5-Year Grant Period:** This objective has been met each year with an in-person presentation by the evaluator and electronic wide distribution of the annual report of student outcomes among the college faculty and administrative personnel.

Conclusion

In the 2012–2013 academic year, basic skills student retention and successful course completion and course drop rates for all students met Merritt's goals for 2013. Student numbers increased overall (although basic skills student numbers declined for the fifth year in a row). Basic skills Hispanic/Latino students in particular show strong gains across several areas; basic skills African American students also show notable gains in some areas. In another positive trend which makes increasingly accurate tracking of progress possible, lower percentages of students overall are in "unknown" categories of ethnicity and gender. This improvement in the collection of student demographic data increases the reliability of disaggregated findings in this report and should help the college glean useful information from its student data in the future.

Looking across the full five-year Title III grant period, some challenges stand out: Although the retention rate goal for basic skills students has been met consistently each year, the goal for the overall college retention rate — the rate at which all matriculating students who enroll in the fall semester return for the spring semester — has never been met. In parallel trends, although the successful course completion goal for basic skills students was met each year, the successful course completion rate for the population of all matriculating students has never been met. These trends raise questions about why the two populations' experiences differ. They also may point to opportunities to cross-walk strategies that effectively support basic skills students to the broader student population.

> *Note about Data Discrepancies: In some instances, the baseline numbers cited in the objectives of the Title III grant proposal do not match baseline data available to the evaluators in the development of this report. These discrepancies are presented in detail in the body of the report.*

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Introduction

In October 2008, Merritt College was awarded a federal five-year comprehensive development Title III grant to strengthen its ability to successfully serve its entire student population, with a specific focus on students who are under-prepared for college course work and students of populations that have typically been underserved or have experienced a lack of college success. In preparation for implementation, the college utilized a multi-year planning process, conducted in two phases and involving all stakeholders: faculty, staff, administrators, students, Peralta trustees, community members, and other external stakeholders. First, a Title III planning grant provided an incentive to conduct an in-depth institutional analysis of and reflection on the college's strengths, weaknesses, and significant problems. Next, Merritt participated in the *Equity for All: Institutional Responsibility for Student Success* project in a partnership with the University of Southern California (USC) Center for Urban Education to examine disaggregated institutional data by ethnicity and race to assist colleges in closing the equity gap in educational outcomes for minority and low-income students. These projects, many planning processes, and opportunities converged to result in Merritt's Title III Grant Activity, *Strengthening Pathways, Systems, and Services to Maximize Student Success,* and in setting Goal 1 of the grant focusing on strengthening the institution's core academic performance indicators in four key areas:

- **Retention:** Increase student retention from semester to semester.
- **Drop Rate:** Reduce the rates at which students drop courses rather than continue to completion.
- **Course Completion:** Increase the number of students who successfully complete courses with the grade of C or above or Credit.
- **Transfer:** Increase the number of students that transfer to four-year colleges and universities.

To measure progress against a baseline, Merritt staff computed average scores for these areas for the years 2001 through 2006 to serve as the baseline figures for benchmarking progress in the five academic years spanning 2008-2009 through 2012-1013.

This fifth and final annual report to be submitted presents data and findings for the 2012–2013 academic year related to the Merritt Title III objectives for student performance outcomes by 2013 that include:

1.1.1: Overall college retention: Increase rate from 56 percent to 65 percent.

1.1.2: Basic skills student retention: Increase rate from 41 percent to 50 percent.

1.1.3: Average drop rate: Decrease from 30 percent to 25 percent.

1.1.4: Drop rate for basic skills English students: Decrease from 57 percent to 52 percent.

1.1.5: Drop rate for basic skills mathematics students: Decrease from 56 percent to 51 percent.

1.1.6: Overall college course completion: Decrease the percentage of students who do not successfully complete courses from 36 percent to 31 percent.

1.1.7: Basic skills completion: Decrease the percentage of basic skills students who do not successfully complete basic skills courses from 62 percent to 57 percent.

1.1.8: Actual transfer rate: From 245 students (1 percent) to 367 students (1.5 percent)**

1.1.9: Transfer-ready: From 130 students (fall 2001–fall 2006 baseline) to 195 students (fall 2008 – fall 2013)

This is the fifth of five annual reports designed to provide information and analyze findings in order to inform ways the college can make progress in enhancing outcomes for its students.

Points to Bear in Mind about Data Presented in this Report

▸ **Sources:** Year 5 values presented in tables in this report come from data received by the project evaluators from the Peralta Community College District, Office of Institutional Research in September through November 2013. This data has been combined with similar data presented in reports for Years 1 through 4. Baseline values in objective statements come from the Title III grant proposal. At times, the baseline data available to the evaluators do not match data in objective statements from Merritt College documents. The discrepancy between baseline data calculated by the evaluators and the baseline data taken from the grant proposal may have resulted from a shift to new data and application systems that occurred in 2009.

▸ **Current "n" Values:** When a population is very small, a change among a handful of students may result in a large change in percentages. To assist the reader in determining the comparative significance of percentages, "n" values are presented for the current year in tables in the full report.

▸ **Numbers in red:** To call attention to specific areas for potential improvement, population percentages that are below the overall average performance for a specific objective in Year 5 are rendered in red.

** Although not stated as such in the Title III grant proposal, it is presumed that the goal of 367 is for the five year grant period, as is the case with the goal of the number of students who are transfer-ready. (See Objective 1.1.9.)

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Title III Goal I: Student Performance Data

Fall-to-Spring Retention Rates for All Matriculating Students

Objective 1.1.1. (Retention Goal #1): Increase the overall college semester-to-semester (fall-to-spring) retention rate for all matriculating students from 56 percent to 65 percent.

	Baseline Fall to Spring 2001–2006	**Year 1** Fall 2008–Spring 2009	**Year 2** Fall 2009-Spring 2010	**Year 3** Fall 2010-Spring 2011	**Year 4** Fall 2011-Spring 2012	**Year 5** Fall 2012-Spring 2013	
TABLE 1: Fall-to-Spring Retention Rates for ALL MATRICULATING Students **(Student Persistence across Semesters)** **BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5** **2013 GOAL: 65%**							
Overall Rate	59%*	54%	66%	51%	54%	55%	2,503**

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS OF OVERALL PROGRESS

Year 5

- From fall 2012 to spring 2013, there was a 1 percentage point increase in overall student retention rates compared to Year 4.

- The Year 5 retention rate of 55% falls short of the 2013 goal by 10%.

- With the exception of Year 2, the fall-to-spring retention rate has remained below the baseline and the 2013 goal.

- The adjacent chart illustrates the trend of retention rates for all matriculating students across the 5 Title III grant years. The dashed line indicates the 2013 goal of 65%.
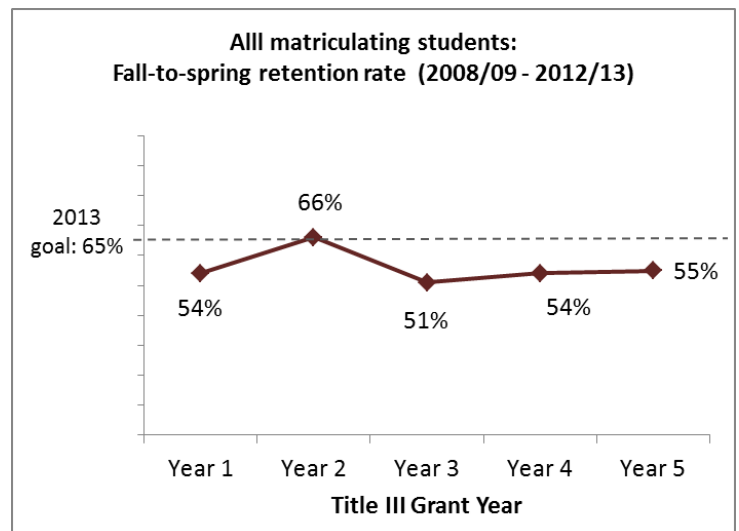
All matriculating students:
Fall-to-spring retention rate (2008/09 - 2012/13)

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* This figure, based on data available to the evaluators, differs from the 56 percent baseline figure in the Title III grant proposal.

** In this and all tables regarding spring-to-fall retention rates, "n"= the number of students from the fall term who continue in the spring headcount.

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Ethnicity	Baseline Fall to Spring 2001–2006	Year 1 Fall 2008–Spring 2009	Year 2 Fall 2009–Spring 2010	Year 3 Fall 2010–Spring 2011	Year 4 Fall 2011–Spring 2012	Year 5 Fall 2012–Spring 2013	
TABLE 2: Fall-to-Spring Retention Rates for ALL MATRICULATING Students by Ethnicity (Student Persistence across Semesters) **BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5** **2013 GOAL: 65%**							
Asian	58%	52%	69%	51%	51%	**48%**	**n=301**
African American	58%	55%	64%	50%	53%	58%	n=933
Filipino	60%	51%	73%	48%	49%	**53%**	**n=35**
Hispanic/Latino	59%	57%	66%	52%	56%	60%	n=467
Native American	58%	53%	69%	52%	62%	69%	n=18
Pacific Islander	N/A	N/A	77%	40%	61%	63%	n=17
Other (non-White)	57%	55%	63%	50%	55%	**36%**	**n=9**
White (non-Hispanic)	61%	54%	64%	49%	53%	**51%**	**n=276**
Multiple	N/A	N/A	44%	47%	47%	**51%**	**n=225**
Unknown	59%	55%	66%	57%	61%	60%	n=222
Overall Rate	**59%**	**54%**	**66%**	**51%**	**54%**	**55%**	**n=2,503**

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY ETHNICITY

Year 5

- As in Years 1, 3, and 4, almost all ethnic groups for which data have been disaggregated across time had retention rates (persistence from the fall to spring semester) in Year 5 that were lower than their baseline rates.

- A notable exception to this pattern is that retention rates for African American and Hispanic/Latino students are at or slightly above their baseline rate.

- The rate for Native American students is significantly higher than their baseline rate (10%), but with only 18 students in Year 5, it is not clear whether this indicates a clear trend for that population.

- The retention rate for Asian students is 10% lower than their baseline rate.

- Of the students with the largest populations at Merritt, none have reached the 2013 retention goal of 65% since Year 2.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

<table>
<tr><td colspan="7">TABLE 3: Fall-to-Spring Retention Rates for ALL MATRICULATING Students by Gender
(Student Persistence across Semesters)

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: 65%</td></tr>
<tr><th>Gender</th><th>Baseline
Fall to Spring 2001–2006</th><th>Year 1
Fall 2008–Spring 2009</th><th>Year 2
Fall 2009–Spring 2010</th><th>Year 3 Fall 2010–Spring 2011</th><th>Year 4
Fall 2011–Spring 2012</th><th colspan="2">Year 5
Fall 2012–Spring 2013</th></tr>
<tr><td>Male</td><td>55%</td><td>52%</td><td>65%</td><td>49%</td><td>50%</td><td><strong style="color:red">53%</td><td><strong style="color:red">n=798</td></tr>
<tr><td>Female</td><td>60%</td><td>57%</td><td>67%</td><td>52%</td><td>55%</td><td>57%</td><td>n=1,500</td></tr>
<tr><td>Not Supplied</td><td>54%</td><td>42%</td><td>59%</td><td>57%</td><td>59%</td><td>58%</td><td>n=205</td></tr>
<tr><td>Overall Rate</td><td>59%</td><td>54%</td><td>66%</td><td>51%</td><td>54%</td><td>55%</td><td>n=2,503</td></tr>
</table>

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY GENDER

Year 5

- Retention rates of male and female students went up in Years 4 and 5.
- The retention rate for Year 5 women is 4% higher than for men.
- The overall Year 5 retention rate and rates for women and men remains below the baseline rate and the 2013 goal of 65%.

Fall-to-Spring Retention Rates for Basic Skills Students

Objective 1.1.2. (Retention Goal #2): Increase the fall-to-spring retention rate for basic skills students from 41 percent to 50 percent.

TABLE 4: Fall-to-Spring Retention Rates for BASIC SKILLS Students* (Basic Skills Student Persistence across Semesters) BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5 2013 GOAL: 50%							
	Baseline Fall to Spring 2001–2006	**Year 1** Fall 2008– Spring 2009	**Year 2** Fall 2009-Spring 2010	**Year 3** Fall 2010-Spring 2011	**Year 4** Fall 2011-Spring 2012	**Year 5** Fall 2012-Spring 2013	
Overall Rate	63%*	58%	67%	53%	58%	63%	n=258
Data Source: Peralta Community College District, Office of Institutional Research							

Note: "Basic skills students" are those enrolled in Basic Skills English, Basic Skills Math, and/or Basic Skills English as a Second Language (ESL).

ANALYSIS OF OVERALL PROGRESS

Year 5

- The overall fall-to-spring retention rate for basic skills students has increased by 5 percentage points since Year 4 and now matches the baseline rate. This continues to be in a positive direction.
- The retention rate for basic skills students in Year 5 surpassed the 2013 goal of 50 percent.
- The adjacent chart illustrates the trend of retention rates for all basic skills students across the 5 Title III grant years. The dashed line indicates the 2013 goal of 50%.
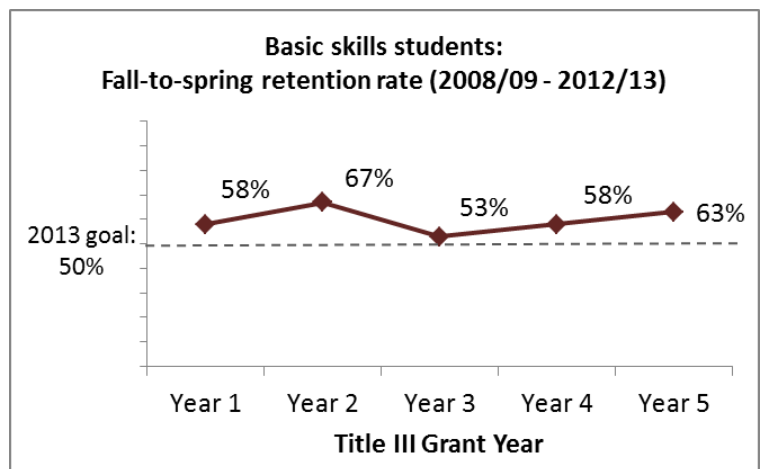
Basic skills students: Fall-to-spring retention rate (2008/09 - 2012/13)

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TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

■ *Special note:* In Year 5, basic skills students represented 10% of the population of all matriculating students. As the adjacent line chart shows, there has been a consistent downward trend in the proportion of basic skills students each year. We highlight this trend in case it points to a shift in student needs and/or in the student population Merritt is reaching.

Basic skills students as percentage of all matriculating student population (2008/09 - 2012/13)

15%   14%   13%   12%   10%

Year 1   Year 2   Year 3   Year 4   Year 5

Title III Grant Year
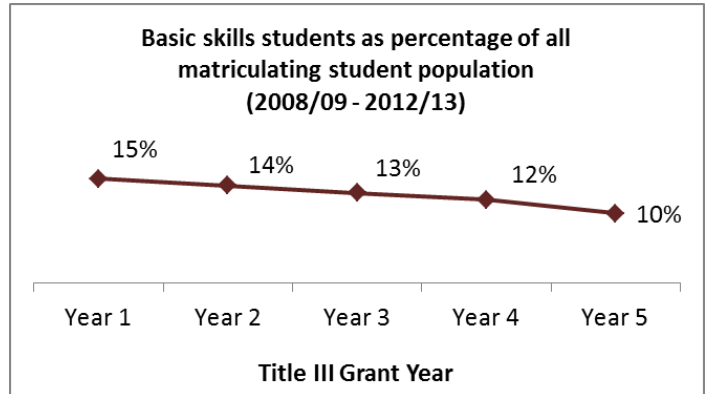
For comparisons of enrollment numbers over time, the chart below shows the fall headcount for all matriculating students and the basic skills student population over each of the past five years.

Fall Enrollment of All Matriculating and Basic Skills Students (2008/09 - 2012/13)

Year 1: Basic skills only 434; All matriculating 2,918
Year 2: Basic skills only 671; All matriculating 4,926
Year 3: Basic skills only 587; All matriculating 4,725
Year 4: Basic skills only 479; All matriculating 4,409
Year 5: Basic skills only 411; All matriculating 4,520

Title III Grant Year

Number of Students Enrolled

■ Basic skills only   ■ All matriculating

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TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

<table>
<tr>
<td colspan="8">TABLE 5: Fall-to-Spring Retention Rates for BASIC SKILLS Students
by Ethnicity
(Basic Skills Student Persistence across Semesters)

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: 50%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Baseline Fall to Spring 2001–2006</td>
<td>Year 1 Fall 2008–Spring 2009</td>
<td>Year 2 Fall 2009–Spring 2010</td>
<td>Year 3 Fall 2010–Spring 2011</td>
<td>Year 4 Fall 2011–Spring 2012</td>
<td colspan="2">Year 5 Fall 2012–Spring 2013</td>
</tr>
<tr>
<td>Asian</td>
<td>62%</td>
<td>49%</td>
<td>72%</td>
<td>32%</td>
<td>64%</td>
<td>64%</td>
<td>n=9</td>
</tr>
<tr>
<td>African American</td>
<td>65%</td>
<td>62%</td>
<td>69%</td>
<td>57%</td>
<td>55%</td>
<td>62%</td>
<td>n=123</td>
</tr>
<tr>
<td>Filipino</td>
<td>67%</td>
<td>89%</td>
<td>71%</td>
<td>71%</td>
<td>50%</td>
<td>100%</td>
<td>n=2</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>59%</td>
<td>53%</td>
<td>65%</td>
<td>48%</td>
<td>59%</td>
<td>65%</td>
<td>n=74</td>
</tr>
<tr>
<td>Native American</td>
<td>52%</td>
<td>75%</td>
<td>71%</td>
<td>0%</td>
<td>50%</td>
<td>100%</td>
<td>n=3</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>N/A</td>
<td>N/A</td>
<td>100%</td>
<td>50%</td>
<td>80%</td>
<td>100%</td>
<td>n=1</td>
</tr>
<tr>
<td>Other (non-White)</td>
<td>69%</td>
<td>80%</td>
<td>75%</td>
<td>N/A</td>
<td>100%</td>
<td>50%</td>
<td>n=1</td>
</tr>
<tr>
<td>White (non-Hispanic)</td>
<td>66%</td>
<td>68%</td>
<td>65%</td>
<td>87%</td>
<td>53%</td>
<td>62%</td>
<td>n=8</td>
</tr>
<tr>
<td>Multiple</td>
<td>N/A</td>
<td>N/A</td>
<td>33%</td>
<td>42%</td>
<td>56%</td>
<td>60%</td>
<td>n=25</td>
</tr>
<tr>
<td>Unknown</td>
<td>63%</td>
<td>58%</td>
<td>66%</td>
<td>62%</td>
<td>69%</td>
<td>57%</td>
<td>n=12</td>
</tr>
<tr>
<td>Overall Rate</td>
<td>63%</td>
<td>58%</td>
<td>67%</td>
<td>53%</td>
<td>58%</td>
<td>63%</td>
<td>n=258</td>
</tr>
<tr>
<td colspan="8">Data Source: Peralta Community College District, Office of Institutional Research</td>
</tr>
</table>

ANALYSIS BY ETHNICITY

Year 5

- African Americans — the largest population of students enrolled in basic skills classes — is 12 percentage points above the 2013 target retention rate of 50% and nearly matches the overall rate for all Year 5 basic skills students. However, their Year 5 retention is 3 percentage points lower than their baseline rate.

- Hispanic/Latino students — the second largest basic skills student group — show notably strong gains. They had a Year 5 retention rate that was 15 percentage points higher than the 2013 target retention rate, 2 percentage points higher than the Year 5 overall rate of 63%, and 6 percentage points higher than their baseline rate.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Gender	Baseline Fall to Spring 2001–2006	Year 1 Fall 2008–Spring 2009	Year 2 Fall 2009–Spring 2010	Year 3 Fall 2010–Spring 2011	Year 4 Fall 2011–Spring 2012	Year 5 Fall 2012–Spring 2013	
Male	57%	53%	64%	51%	50%	**55%**	**n=72**
Female	65%	62%	69%	54%	61%	68%	n=169
Not Supplied	52%	44%	66%	51%	65%	**55%**	**n=17**
Overall Rate	**63%**	**58%**	**67%**	**53%**	**58%**	**63%**	**n=258**

TABLE 6: Fall-to-Spring Retention Rates for BASIC SKILLS Students by Gender
(Basic Skills Student Persistence across Semesters)
BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5
2013 GOAL: 50%

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY GENDER

Year 5

- The retention rate for male basic skills students is 5 percentage points above the 2013 target rate of 50%, and female student rate is a remarkable 18 percentage points above the goal.

- Year 5 shows the greatest gender gap for basic skills student retention rates: The women's rate is 13 percentage points above the retention rate for men.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Course Drop Rates for All Matriculating Students

Objective 1.1.3. (Course Drop Rate Goal#1): Decrease average course drop rates from 30 percent to 25 percent.

	Baseline Fall and Spring Semesters 2001–2006	**Year 1** Fall 2008– Spring 2009	**Year 2** Fall 2009- Spring 2010	**Year 3** Fall 2010- Spring 2011	**Year 4** Fall 2011- Spring 2012	**Year 5** Fall 2012-Spring 2013 (*"n"= total # of course enrollments*)	
TABLE 7: Student Course Drop Rate for ALL Matriculating Students **BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5** **2013 GOAL: 25%**							
Overall Rate	**28%**∗	**25%**	**19%**	**22%**	**23%**	**22%**	**n=19,030**

In this table, lower numbers are better. The goal is a course drop rate of 25% or lower.

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS OF OVERALL PROGRESS

Year 5

- The overall course drop rate was 3 percentage points lower than the 2013 target of 25 percent and also below the baseline rate of 28 percent. Sustaining a positive pattern, the drop rate for all matriculating students has been below the baseline average and at or below the 2013 goal in each of the 5 grant years.

- The adjacent chart illustrates the trend of course drop rates for all matriculating students across the 5 Title III grant years. The dashed line indicates the 2013 goal of 25%.

All matriculating students:
Course drop rate (2008/08 - 2012/13)
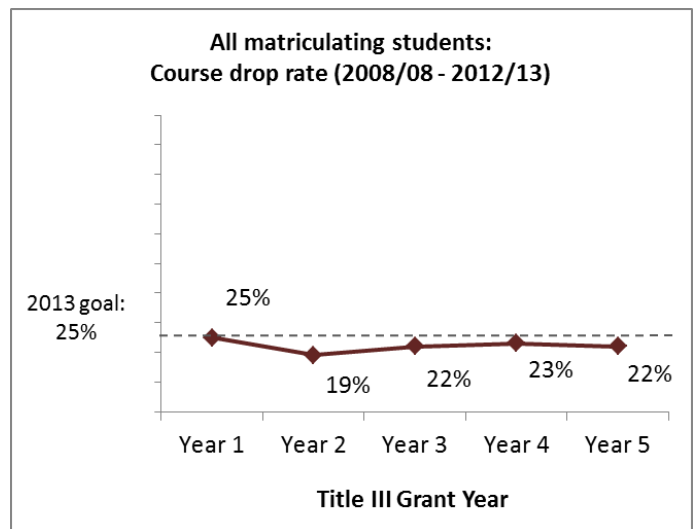
∗ This figure, based on data available to the evaluators, differs from the 30 percent baseline figure in the Title III grant proposal.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Ethnicity	Baseline Fall to Spring 2001–2006	Year 1 Fall 2008–Spring 2009	Year 2 Fall 2009–Spring 2010	Year 3 Fall 2010–Spring 2011	Year 4 Fall 2011–Spring 2012	Year 5 Fall 2012–Spring 2013 ("n"= total # of course enrollments)	
TABLE 8: Course Drop Rates for ALL Matriculating Students by Ethnicity **BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5** **2013 GOAL: 25%**							
Asian	22%	19%	13%	18%	19%	17%	n=1,929
African American	32%	28%	22%	26%	26%	**25%**	**n=7,744**
Filipino	26%	25%	22%	22%	24%	20%	n=256
Hispanic/Latino	28%	24%	20%	22%	22%	21%	n=3,338
Native American	31%	25%	19%	22%	14%	18%	n=138
Pacific Islander	N/A	N/A	25%	20%	30%	22%	n=115
Other (non-White)	27%	26%	15%	26%	22%	**31%**	**n=68**
White (non-Hispanic)	19%	19%	15%	18%	19%	16%	n=1,980
Multiple	N/A	N/A	25%	25%	25%	**24%**	**n=1,961**
Unknown	25%	22%	17%	19%	22%	21%	n=1,501
Overall Rate	**28%**	**25%**	**19%**	**22%**	**23%**	**22%**	**n=19,030**

In this table, lower numbers are better. The goal is a course drop rate of 25% or lower.

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY ETHNICITY

Year 5

- Almost all ethnic groups have course drop rates at or below the 2013 goal of 25%.
- In a positive trend that has been consistent across the 5 grant years, the drop rates of almost all ethnic groups are at or lower than they were during the baseline period.
- Only Other non-White students have course drop rates higher than the 2013 goal.
- African American, Other non-White, and multiple-race students have course drop rates higher than the overall Year 5 rate.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Gender	**Baseline** Fall to Spring 2001– 2006	**Year 1** Fall 2008– Spring 2009	**Year 2** Fall 2009– Spring 2010	**Year 3** Fall 2010– Spring 2011	**Year 4** Fall 2011– Spring 2012	**Year 5** Fall 2012–Spring 2013 (*"n"= total # of course enrollments*)	
Male	28%	25%	20%	22%	23%	22%	n=6,395
Female	28%	25%	19%	23%	24%	22%	n=10,989
Not Supplied	29%	24%	12%	19%	18%	18%	n=1,646
Overall Rate	**28%**	**25%**	**19%**	**22%**	**23%**	**22%**	**n=19,030**

TABLE 9: Course Drop Rates for ALL Matriculating Students by Gender

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: 25%

In this table, lower numbers are better. The goal is a course drop rate of 25% or lower.

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY GENDER

Year 5

- In a continuing trend, Year 5 drop rates for all gender groups were lower than the 2013 target of 25 percent.
- In another sign that course drop rates continue to move in the desired direction, they are also 6 or more percentage points below the baseline rate for each gender group.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Course Drop Rates for <u>Basic Skills</u> Students (English, Math, and ESL Classes)

Objective 1.1.4. (Course Drop Rate Goal #2): Decrease drop rate for basic skills English students from 57 percent to 52 percent.

Objective 1.1.5. (Course Drop Rate Goal #3): Decrease drop rate for basic skills mathematics students from 56 percent to 51 percent.

Tables 10 and 11, on this and the following page, show <u>aggregate</u> drop rates for students in three kinds of basic skills classes: English, mathematics, and English as a Second Language.

Ethnicity	Baseline Fall to Spring 2001– 2006	Year 1 Fall 2008– Spring 2009	Year 2 Fall 2009– Spring 2010	Year 3 Fall 2010– Spring 2011	Year 4 Fall 2011– Spring 2012	Year 5 Fall 2012–Spring 2013 ("n"= total # of course enrollments)	
Asian	34%	33%	20%	24%	17%	24%	n=42
African American	42%	27%	34%	29%	38%	**33%**	**n=484**
Filipino	26%	40%	31%	29%	0%	**33%**	**n=6**
Hispanic/Latino	34%	30%	24%	19%	22%	23%	n=243
Native American	60%	58%	22%	50%	0%	25%	n=8
Pacific Islander	N/A	N/A	40%	38%	29%	**50%**	**n=2**
Other (non-White)	33%	35%	0%	50%	15%	**50%**	**n=2**
White (non-Hispanic)	29%	24%	21%	19%	19%	24%	n=34
Multiple	N/A	N/A	37%	33%	30%	25%	n=93
Unknown	39%	21%	26%	27%	20%	**37%**	**n=52**
Overall Rate	**39%**	**34%**	**28%**	**25%**	**29%**	**29%**	**n=966**

TABLE 10: Course Drop Rates for ALL BASIC SKILLS Students by Ethnicity
BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5
2013 GOAL: NOT SPECIFIED

In this table, lower numbers are better.

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY ETHNICITY

Year 5

- There are positive trends for basic skills students in this area. Year 5 course drop rates for almost all ethnic groups of basic skills students are lower than at the baseline. This includes African American students, whose course drop rate in Year 5 was 9 percentage points below their baseline rate and Hispanic/Latino students, whose course drop rate was 11 percentage points below their baseline rate.

- The Hispanic/Latino and multiple race drop rates are lower than the overall rate.

- The drop rate for African American students is higher than the overall rate, but it is lower than it was in Year 4. *(Analysis continues next page.)*

- Within these positive developments, it should be noted that overall basic skills course enrollments are declining. This is not surprising, given the declining numbers of basic skills students. (Course enrollments are not the same as student numbers, as one student may enroll in several courses.) Year 5 course enrollments were 17 percent lower than in Year 4. Course enrollments by Hispanic/Latino students show the largest drop: a 13 percent decline between Year 4 and Year 5 (after a decline of 42 percent between Year 4 and Year 3).

			TABLE 11: Course Drop Rates for ALL BASIC SKILLS Students by Gender BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5 2013 GOAL: NOT SPECIFIED			
Gender	Baseline Fall to Spring 2001–2006	Year 1 Fall 2008–Spring 2009	Year 2 Fall 2009–Spring 2010	Year 3 Fall 2010–Spring 2011	Year 4 Fall 2011–Spring 2012	Year 5 Fall 2012–Spring 2013 ("n"= total # of course enrollments)
Male	41%	41%	30%	25%	30%	**30%** n=296
Female	39%	30%	28%	25%	27%	28% n=580
Not Supplied	58%	34%	17%	26%	34%	32% n=90
Overall Rate	**39%**	**34%**	**28%**	**25%**	**29%**	**29%** **n=966**

In this table, lower numbers are better.

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY GENDER

Year 5

- Course drop rates for basic skills students have remained notably lower than the baseline average for each gender category for the past 4 years.
- Course drop rates for basic skills students are about the same as in Year 4.
- The adjacent chart illustrates the trend of course drop rates for all basic skills students across the 5 Title III grant years. There is no specified 2013 course drop rate goal for the complete basic skills population.

Basic skills students:
Course drop rate (2008/08 - 2012/13)
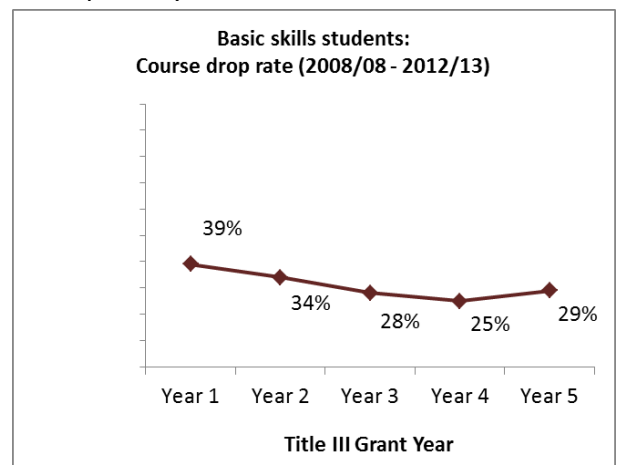
TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

TABLE 12: Course Drop Rates for BASIC SKILLS *English* Students by Ethnicity BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5 2013 GOAL: 52%							
Ethnicity	**Baseline** Fall to Spring 2001–2006	**Year 1** Fall 2008–Spring 2009	**Year 2** Fall 2009–Spring 2010	**Year 3** Fall 2010–Spring 2011	**Year 4** Fall 2011–Spring 2012	**Year 5** Fall 2012–Spring 2013 (*"n"= total # of course enrollments*)	
Asian	32%	44%	17%	19%	22%	**35%**	**n=17**
African American	40%	34%	27%	27%	37%	**28%**	**n=156**
Filipino	19%	29%	0%	0%	0%	**50%**	**n=2**
Hispanic/Latino	31%	24%	24%	16%	23%	14%	n=73
Native American	62%	75%	50%	0%	N/A	0%	n=4
Pacific Islander	N/A	N/A	40%	33%	33%	N/A	N/A
Other (non-White)	43%	25%	N/A	N/A	0%	N/A	N/A
White (non-Hispanic)	24%	0%	14%	29%	28%	18%	n=11
Multiple	N/A	N/A	67%	44%	29%	**33%**	**n=21**
Unknown	31%	27%	26%	23%	18%	**31%**	**n=13**
Overall Rate	**37%**∗	**32%**	**26%**	**25%**	**30%**	**25%**	**n=297**

In this table, lower numbers are better. The goal is a course drop rate of 52% or lower.

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY ETHNICITY

Year 5

- The overall course drop rate for basic skills English students decreased by 5 percentage points over Year 4. It remains significantly lower than the 2013 goal of 52 percent and is 12 percentage points lower than the baseline average.
- While the course drop rate for African Americans (the largest population of basic skills English students) is slightly higher than the overall Year 5 rate, it is well below the 2013 goal rate and the baseline rate.
- The course drop rate for Hispanic/Latino students (the second largest population of basic skills English students) is remarkably lower than the 2013 goal and their baseline rate.

∗ This figure, based on data available to the evaluators, differs from the 57 percent baseline figure in the Title III grant proposal.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

	TABLE 13: Course Drop Rates for BASIC SKILLS *English* Students by Gender						
	BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5						
	2013 GOAL: 52%						
Gender	**Baseline** Fall to Spring 2001–2006	**Year 1** Fall 2008–Spring 2009	**Year 2** Fall 2009–Spring 2010	**Year 3** Fall 2010–Spring 2011	**Year 4** Fall 2011–Spring 2012	**Year 5** Fall 2012–Spring 2013 *("n"= total # of course enrollments)*	
Male	41%	41%	33%	22%	31%	23%	n=94
Female	36%	26%	25%	26%	28%	**26%**	**n=178**
Not Supplied	45%	33%	4%	22%	38%	20%	n=25
Overall Rate	**37%**	**32%**	**26%**	**25%**	**30%**	**25%**	**n=297**

In this table, lower numbers are better. The goal is a course drop rate of 52% or lower.

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY GENDER
> *Year 5*

> ▪ All gender groups continue to show a lower course drop rate than they did in the baseline period, and all are considerably lower than the 2013 goal of 52 percent.

Trend for Basic Skills ENGLISH Students across Five Years

The adjacent chart illustrates the trend of course drop rates for Basic Skills English students across the 5 Title III grant years. The dashed line indicates the 2013 goal of 52%.

Basic skills ENGLISH students: Course drop rate (2008/08 - 2012/13)

2013 goal: 52%

32% 26% 25% 30% 25%

Year 1 Year 2 Year 3 Year 4 Year 5

Title III Grant Year

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

	TABLE 14: Course Drop Rates for BASIC SKILLS Math Students by Ethnicity						
	BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5						
	2013 GOAL: 51%						
Ethnicity	**Baseline** Fall to Spring 2001–2006	**Year 1** Fall 2008–Spring 2009	**Year 2** Fall 2009–Spring 2010	**Year 3** Fall 2010–Spring 2011	**Year 4** Fall 2011–Spring 2012	**Year 5** Fall 2012–Spring 2013 ("n"= total # of course enrollments)	
Asian	38%	23%	14%	29%	14%	22%	n=18
African American	47%	35%	38%	31%	38%	**35%**	**n=328**
Filipino	34%	16%	38%	0%	0%	25%	n=4
Hispanic/Latino	33%	28%	20%	15%	22%	24%	n=130
Native American	59%	41%	14%	67%	0%	**50%**	**n=4**
Pacific Islander	N/A	N/A	57%	40%	20%	**50%**	**n=2**
Other (non-White)	30%	33%	0%	50%	40%	0%	n=1
White (non-Hispanic)	29%	21%	23%	17%	16%	23%	n=22
Multiple	N/A	N/A	22%	30%	30%	20%	n=69
Unknown	36%	29%	29%	27%	24%	**38%**	**n=37**
Overall Rate	**42%**∗	**32%**	**31%**	**27%**	**30%**	**30%**	**n=615**

In this table, lower numbers are better. The goal is a course drop rate of 51% or lower.

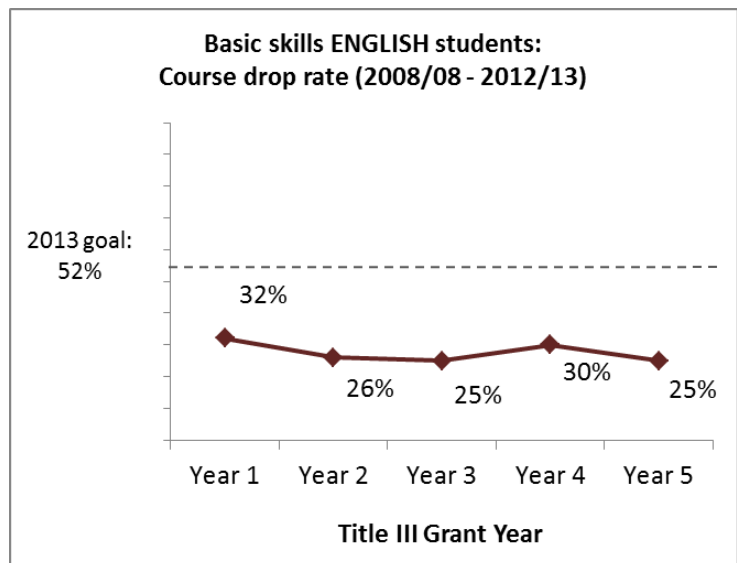Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY ETHNICITY

Year 5

- The overall course drop rate for basic skills math students and the rate for each ethnic group are all below the baseline rate and considerably lower than the 2013 target of 51 percent.

- The basic skills math course drop rate for Hispanic/Latino students has been lower than the overall rate each year, including in the baseline period.

∗ This figure, based on data available to the evaluators, differs from the 56 percent baseline figure in the Title III grant proposal.

Gender	Baseline Fall to Spring 2001–2006	Year 1 Fall 2008–Spring 2009	Year 2 Fall 2009–Spring 2010	Year 3 Fall 2010–Spring 2011	Year 4 Fall 2011–Spring 2012	Year 5 Fall 2012–Spring 2013 ("n"= total # of course enrollments)	
Male	44%	36%	32%	29%	32%	**31%**	**n=188**
Female	41%	29%	31%	27%	29%	29%	n=365
Not Supplied	62%	39%	32%	26%	34%	**37%**	**n=62**
Overall Rate	**42%**	**32%**	**31%**	**27%**	**30%**	**30%**	**n=615**

TABLE 15: Course Drop Rates for BASIC SKILLS *Math* Students by Gender

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: 51%

In this table, lower numbers are better. The goal is a course drop rate of 51% or lower.

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY GENDER

Year 5

- Each year, the course drop rates for all gender groups in basic skills math were lower than they were in the baseline period and considerably lower than the 2013 goal of 51 percent.

- 10 percent of students did not supply their gender. It is possible that more complete data about gender would lead to changes in the percentages for male and female student course drop rates reported here.

Trend for Basic Skills ENGLISH Students across Five Years

- The adjacent chart illustrates the trend in course drop rates for Basic Skills Math students across the 5 Title III grant years. The dashed line indicates the 2013 goal of 51%.

Basic skills MATH students:
Course drop rate (2008/08 - 2012/13)

2013 goal: 51%

32%   31%   27%   30%   30%

Year 1   Year 2   Year 3   Year 4   Year 5

Title III Grant Year
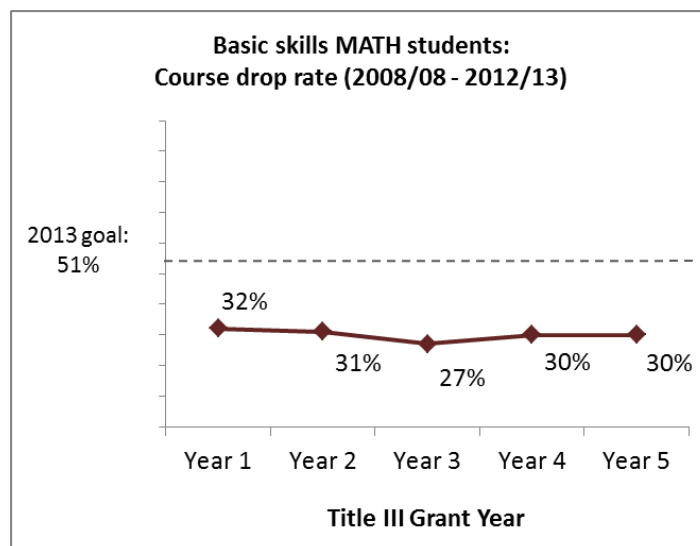
TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

<table>
<tr>
<td colspan="8">TABLE 16: Course Drop Rates for BASIC SKILLS ESL Students by Ethnicity

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: NOT SPECIFIED</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Baseline
Fall to Spring 2001–2006</td>
<td>Year 1
Fall 2008–Spring 2009</td>
<td>Year 2
Fall 2009–Spring 2010</td>
<td>Year 3
Fall 2010–Spring 2011</td>
<td>Year 4
Fall 2011–Spring 2012</td>
<td colspan="2">Year 5
Fall 2012–Spring 2013
("n"= total # of course enrollments)</td>
</tr>
<tr>
<td>Asian</td>
<td>32%</td>
<td>32%</td>
<td>25%</td>
<td>22%</td>
<td>16%</td>
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<td>n=7</td>
</tr>
<tr>
<td>African American</td>
<td>39%</td>
<td>0%</td>
<td>29%</td>
<td>50%</td>
<td>33%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Filipino</td>
<td>25%</td>
<td>75%</td>
<td>0%</td>
<td>80%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>39%</td>
<td>39%</td>
<td>24%</td>
<td>21%</td>
<td>19%</td>
<td>35%</td>
<td>n=40</td>
</tr>
<tr>
<td>Native American</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other (non-White)</td>
<td>26%</td>
<td>60%</td>
<td>N/A</td>
<td>N/A</td>
<td>0%</td>
<td>100%</td>
<td>n=1</td>
</tr>
<tr>
<td>White (non-Hispanic)</td>
<td>33%</td>
<td>50%</td>
<td>N/A</td>
<td>0%</td>
<td>0%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Multiple</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>67%</td>
<td>n=3</td>
</tr>
<tr>
<td>Unknown</td>
<td>50%</td>
<td>9%</td>
<td>17%</td>
<td>37%</td>
<td>0%</td>
<td>50%</td>
<td>n=2</td>
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<tr>
<td>Overall Rate</td>
<td>39%</td>
<td>39%</td>
<td>24%</td>
<td>23%</td>
<td>17%</td>
<td>35%</td>
<td>n=54</td>
</tr>
<tr>
<td colspan="8">In this table, lower numbers are better.</td>
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<tr>
<td colspan="8">Data Source: Peralta Community College District, Office of Institutional Research</td>
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</table>

ANALYSIS BY ETHNICITY

Year 5

- The overall course drop rate for basic skills ESL students has remained below the baseline rate each year.

- Mirroring the overall drop in enrollment in basic skills classes, there has been a dramatic decline in the number of Hispanic/Latino student enrollments in ESL classes, from 331 in Year 3 to 83 in Year 4, to 40 in Year 5. Overall enrollment in basic skills ESL has dropped over the same period from 386 in Year 3 to 133 in Year 4 to 54 in Year 5.

- It is assumed that lower enrollment in ESL classes in Year 5 is due to a reported sharp decline in the number of ESL courses offered, beginning in Year 4.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

<table>
<tr>
<td colspan="8">
TABLE 17: Course Drop Rates for BASIC SKILLS ESL Students by Gender

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: NOT SPECIFIED
</td>
</tr>
<tr>
<th>Gender</th>
<th>Baseline
Fall to Spring 2001–2006</th>
<th>Year 1
Fall 2008–Spring 2009</th>
<th>Year 2
Fall 2009–Spring 2010</th>
<th>Year 3
Fall 2010–Spring 2011</th>
<th>Year 4
Fall 2011–Spring 2012</th>
<th colspan="2">Year 5
Fall 2012–Spring 2013
("n"= total # of course enrollments)</th>
</tr>
<tr>
<td>Male</td>
<td>38%</td>
<td>46%</td>
<td>24%</td>
<td>23%</td>
<td>23%</td>
<td>57%</td>
<td>n=14</td>
</tr>
<tr>
<td>Female</td>
<td>39%</td>
<td>36%</td>
<td>25%</td>
<td>22%</td>
<td>16%</td>
<td>27%</td>
<td>n=37</td>
</tr>
<tr>
<td>Not Supplied</td>
<td>67%</td>
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<td>5%</td>
<td>31%</td>
<td>0%</td>
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<tr>
<td>Overall Rate</td>
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<td>39%</td>
<td>24%</td>
<td>23%</td>
<td>17%</td>
<td>33%</td>
<td>n=54</td>
</tr>
<tr>
<td colspan="8">In this table, lower numbers are better.</td>
</tr>
<tr>
<td colspan="8">Data Source: Peralta Community College District, Office of Institutional Research</td>
</tr>
</table>

ANALYSIS BY GENDER

Year 5

- Male basic skills ESL students had a course drop rate 19 percentage points higher than the baseline rate and 24 percentage points higher than the overall Year 5 rate. Even with the relatively small number of male students, this rapid increase is notable.

- Female basic skills ESL students had a course drop rate lower than the baseline rate and the overall Year 5 rate.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Ancillary Tables 17a and 17b: These two tables compare the various populations (all matriculating, all basic skills, and basic skills by subject) in Year 5.

Year 5 (2012-2013) COURSE DROP RATES — All Matriculating and Basic Skills (BS) Students ("n"=course enrollments)										
	ALL Matriculating Drop Rate		ALL BASIC SKILLS Drop Rate		BS ENG Drop Rate		BS Math Drop Rate		BS ESL Drop Rate	
Asian	17%	n=1,929	24%	n=42	**35%**	**n=17**	22%	n=18	0%	n=7
African American	**25%**	**n=7,744**	**33%**	**n=484**	**28%**	**n=156**	**35%**	**n=328**	N/A	N/A
Filipino	20%	n=256	**33%**	**n=6**	**50%**	**n=2**	25%	n=4	N/A	N/A
Hispanic/Latino	21%	n=3,338	23%	n=243	14%	n=73	24%	n=130	35%	n=40
Native American	18%	n=138	25%	n=8	0%	n=4	**50%**	**n=4**	N/A	N/A
Pacific Islander	22%	n=115	**50%**	**n=2**	N/A	N/A	**50%**	**n=2**	N/A	N/A
Other (non-White)	**31%**	**n=68**	**50%**	**n=2**	N/A	N/A	0%	n=1	**100%**	**n=1**
White (non-Hispanic)	16%	n=1,980	24%	n=34	18%	n=11	23%	n=22	N/A	N/A
Multiple	**24%**	**n=1,961**	25%	n=93	**33%**	**n=21**	20%	n=69	**67%**	**n=3**
Unknown	21%	n=1,501	**37%**	**n=52**	**31%**	**n=13**	**38%**	**n=37**	**50%**	**n=2**
Overall Rate	**22%**	**n=19,030**	**29%**	**n=996**	**25%**	**n=297**	**30%**	**n=615**	**35%**	**n=54**

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY ETHNICITY AND GENDER

- Overall basic skills course drop rates in Year 5 are higher than course drop rates for all matriculating students.
- As it did in Years 3 and 4, this table makes especially visible that the African American student course drop rate is higher than the overall (average) course drop rate in each category.
- As the table below shows, male and female students have very close course drop rates across each category, except in ESL.

Year 5 (2012-2013) COURSE DROP RATES — All Matriculating and Basic Skills (BS) Students ("n"=course enrollments)										
	ALL Matriculating Drop Rate		ALL BASIC SKILLS Drop Rate		BS ENG Drop Rate		BS Math Drop Rate		BS ESL Drop Rate	
Male	22%	n=6,395	**30%**	**n=296**	23%	n=94	**31%**	**n=188**	**57%**	**n=14**
Female	22%	n=10,989	28%	n=580	**26%**	**n=178**	29%	n=365	27%	n=37
Not Supplied	18%	n=1,646	**32%**	**n=90**	20%	n=25	**37%**	**n=62**	33%	n=3
Overall Rate	**22%**	**n=19,030**	**29%**	**n=966**	**25%**	**n=297**	**30%**	**n=615**	**33%**	**n=54**

Data Source: Peralta Community College District, Office of Institutional Research

Successful Course Completion

Objective 1.1.6. (Course Completion Goal #1): Increase the percentage of students who successfully complete courses (with a grade of A, B, or C or credit) from 64 to 69 percent.[*]

|	**Baseline** Fall and Spring Semesters 2001–2006	**Year 1** Fall 2008– Spring 2009	**Year 2** Fall 2009- Spring 2010	**Year 3** Fall 2010- Spring 2011	**Year 4** Fall 2011- Spring 2012	**Year 5** Fall 2012-Spring 2013 *("n"= total # of grades awarded)*	
TABLE 18: Successful Course Completion Rates for ALL Matriculating Students with Grade of A, B, or C or Credit **BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5** **2013 GOAL: 69%**							
Overall Rate	64%	61%	62%	64%	65%	64%	n=18,615[†]

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS OF OVERALL PROGRESS

Year 5

- The Year 5 overall successful course completion rate (i.e., courses completed with an A, B, or C grade or credit) matches that of the baseline period. This is 5 percentage points lower than the desired 2013 rate of 69 percent.

- A 64 percent success rate means that students did *not* successfully complete their courses 36 percent of the time. This is 5 percentage points higher than the desired goal of having only 31 percent of courses *not* successfully completed.

- The adjacent chart illustrates the trend of successful course completion rates for all matriculating students across the 5 Title III grant years. The dashed line indicates the 2013 goal of 69%.
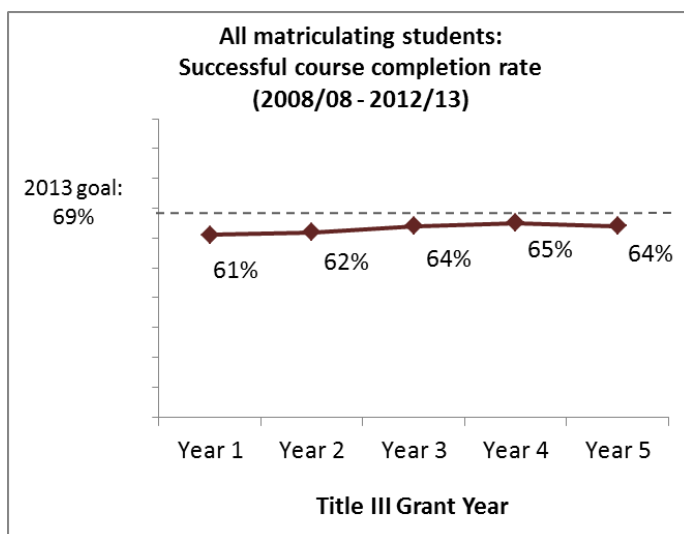
All matriculating students:
Successful course completion rate
(2008/08 - 2012/13)

2013 goal: 69%

61% 62% 64% 65% 64%

Year 1 Year 2 Year 3 Year 4 Year 5

Title III Grant Year

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[*] Actual wording in Title III grant proposal is: "Decrease the percentage of students who do not successfully complete courses from 36 percent to 31 percent." Goal is stated in terms of successful course completion here for clarity.

[†] Please refer to the glossary of this report for an explanation of the difference in populations used to determine course success and course drop rates.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Ethnicity	**Baseline** Fall to Spring 2001–2006	**Year 1** Fall 2008–Spring 2009	**Year 2** Fall 2009–Spring 2010	**Year 3** Fall 2010–Spring 2011	**Year 4** Fall 2011–Spring 2012	**Year 5** Fall 2012–Spring 2013 (*"n"= total # of grades awarded*)	
TABLE 19: Successful Course Completion Rates for ALL Matriculating Students with Grade of A, B, or C or Credit by Ethnicity **BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5** **2013 GOAL: 69%**							
Asian	75%	74%	76%	76%	77%	77%	n=1,890
African American	57%	52%	53%	57%	58%	**58%**	**n=7,554**
Filipino	68%	63%	65%	72%	74%	66%	n=250
Hispanic/Latino	66%	64%	63%	64%	65%	65%	n=3,275
Native American	60%	60%	56%	62%	73%	66%	n=136
Pacific Islander	N/A	N/A	62%	57%	56%	**59%**	**n=112**
Other (non-White)	67%	64%	65%	64%	67%	65%	n=65
White (non-Hispanic)	76%	72%	73%	75%	75%	76%	n=1,935
Multiple	N/A	N/A	52%	57%	60%	**62%**	**n=1,916**
Unknown	69%	66%	64%	70%	67%	68%	n=1,482
Overall Rate	**64%**	**61%**	**62%**	**64%**	**65%**	64%	n=18,615

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY ETHNICITY

Year 5

- The African American successful course completion rate has remained around 11 to 12 percentage points below the 2013 goal of 69% since Year 3 (as it was in the baseline period). It also has been consistently below the overall rate each year.

- The Hispanic/Latino successful course completion rate is approximately the same in Year 5 as it has been each year since the baseline. In Year 5, it was four percentage points below the 2013 goal.

- Asian and White (non-Hispanic) students are the only two populations that meet (and, in fact, exceed) the 2013 goal for successful course completion rates.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

	Baseline Fall to Spring 2001– 2006	Year 1 Fall 2008– Spring 2009	Year 2 Fall 2009– Spring 2010	Year 3 Fall 2010– Spring 2011	Year 4 Fall 2011– Spring 2012	Year 5 Fall 2012–Spring 2013 ("n"= total # of grades awarded)	
TABLE 20: Successful Course Completion Rates for ALL Matriculating Students with Grade of A, B, or C or Credit by Gender — BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5 — 2013 GOAL: 69%							
Gender							
Male	63%	59%	58%	64%	64%	**63%**	**n=6,286**
Female	65%	61%	62%	64%	64%	64%	n=10,717
Not Supplied	62%	62%	69%	69%	70%	72%	n=1,612
Overall Rate	**64%**	**61%**	**62%**	**64%**	**65%**	**64%**	**n=18,615**

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY GENDER

Year 5

- The successful course completion rate for male students is 6 percentage points below the 2013 goal of 69%; for female students, it is 5 percentage points lower.

Objective 1.1.7. (Course Completion Goal #2): Increase the percentage of basic skills students who successfully complete courses (with a grade of A, B, or C or credit) from 38 to 43 percent.*

	Baseline Fall and Spring Semesters 2001–2006	**Year 1** Fall 2008– Spring 2009	**Year 2** Fall 2009- Spring 2010	**Year 3** Fall 2010- Spring 2011	**Year 4** Fall 2011- Spring 2012	**Year 5** Fall 2012-Spring 2013 *("n"= total # of grades awarded)*	
Overall Rate	**56%†**	**50%**	**54%**	**60%**	**54%**	**52%**	**n=865**

TABLE 21: Successful Course Completion Rates for Basic Skills Students with Grade of A, B, or C or Credit — BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5 — 2013 GOAL: 43%

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS OF OVERALL PROGRESS

Year 5

- Basic skills students successfully completed courses at a rate of 52 percent, which surpasses the goal for 2013.
- Another way of reading the Year 5 numbers is to say that the percentage of basic skills students who did *not* successfully complete their courses in Year 5 is 48 percent, which is 9 percentage points lower than the 2013 goal of 57 percent.
- Although the 2013 goal has been achieved, it is notable that, except in Year 3, the successful course completion rate has been lower than in the baseline period.
- The adjacent chart illustrates successful course completion rates for basic skills students across the 5 Title III grant years. The dashed line indicates the 2013 goal of 43%.

All basic skills students: Successful course completion rate (2008/08 - 2012/13)
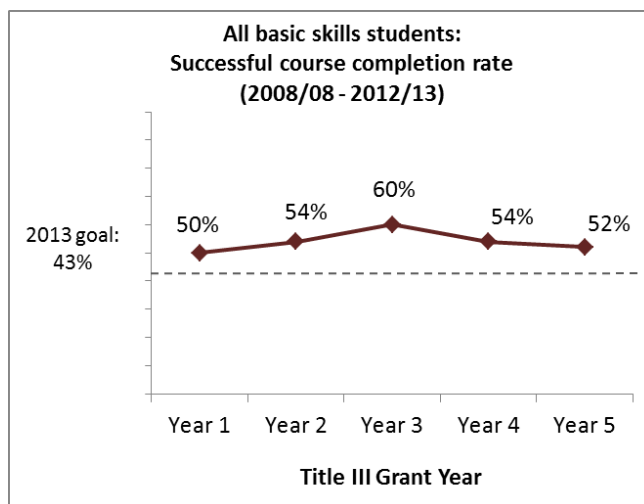
The tables on the following pages summarize successful course completion rates across all years for ease of comparison over time between **all matriculating** and **basic skills** students by **ethnicity, gender,** and **basic skills subject areas.**

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* Actual wording in Title III grant proposal is: "Decrease the percentage of basic skills students who do not successfully complete courses from 62 percent to 57 percent." Goal is stated in terms of successful course completion here for clarity.

† The 56% baseline figure here, based on data available to the evaluators, differs from the baseline in the Title III grant proposal.

Successful Course Completion by Ethnicity: <u>All Matriculating</u> Students across All Years:

TABLE 22: COMPARISON OF SUCCESSFUL COURSE COMPLETION RATES FOR ALL MATRICULATING STUDENTS ACROSS ALL YEARS TO DATE, WITH GRADE OF A, B, OR C OR CREDIT by ETHNICITY ("n" = total # of grades awarded) 2013 Goal: 69%						
	Baseline (2001-2006)	**Year 1 (2008-2009)**	**Year 2 (2009-2010)**	**Year 3 (2010-2011)**	**Year 4 (2011-2012)**	**Year 5 (2012-2013)**
Asian	75%	74%	76%	76%	77%	77% n=1890
African American	57%	52%	53%	57%	58%	**58% n=7,554**
Filipino	68%	63%	65%	72%	74%	66% n=250
Hispanic/Latino	66%	64%	63%	64%	65%	65% n=3,275
Native American	60%	60%	56%	62%	73%	66% n=136
Pacific Islander	N/A	N/A	62%	57%	56%	**59% n=112**
Other (non-White)	67%	64%	65%	64%	67%	65% n=65
White (non-Hispanic)	76%	72%	73%	75%	75%	76% n=1,935
Multiple	N/A	N/A	52%	57%	60%	**62% n=1,916**
Unknown	69%	66%	64%	70%	67%	68% n=1,482
Overall Rate	**64%**	**61%**	**62%**	**64%**	**65%**	**64% n=18,615**

Data Source: Peralta Community College District, Office of Institutional Research

Successful Course Completion by Ethnicity: <u>All Basic Skills</u> Students across All Years:

TABLE 23: Comparison of Successful Course Completion Rates for All BASIC SKILLS Students *across ALL YEARS TO DATE,* with Grade of A, B, or C or Credit by ETHNICITY ("n" = total # of grades awarded) 2013 Goal: 43%						
	Baseline (2001-2006)	**Year 1 (2008-2009)**	**Year 2 (2009-2010)**	**Year 3 (2010-2011)**	**Year 4 (2011-2012)**	**Year 5 (2012-2013)**
Asian	66%	57%	73%	77%	73%	**50% n=36**
African American	55%	36%	47%	54%	46%	**45% n=424**
Filipino	55%	46%	69%	64%	75%	67% n=6
Hispanic/Latino	60%	52%	54%	65%	59%	58% n=226
Native American	43%	33%	56%	50%	33%	71% n=7
Pacific Islander	N/A	N/A	60%	50%	42%	50% n=2
Other (non-White)	62%	65%	75%	50%	64%	100% n=1
White (non-Hispanic)	72%	69%	68%	84%	67%	69% n=29
Multiple	N/A	N/A	33%	57%	51%	56% n=49
Unknown	60%	57%	57%	50%	59%	53% n=25
Overall Rate	**56%**	**50%**	**54%**	**60%**	**54%**	**52% n=865**

Data Source: Peralta Community College District, Office of Institutional Research

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Successful Course Completion by Ethnicity: <u>Basic Skills English</u> Students across All Years:

TABLE 24: Comparison of Successful Course Completion Rates for BASIC SKILLS ENGLISH Students *across ALL YEARS TO DATE,* with Grade of A, B, or C or Credit by ETHNICITY *("n" = total # of grades awarded)* (No 2013 goal specified.)						
	Baseline (2001-2006)	**Year 1** (2008-2009)	**Year 2** (2009-2010)	**Year 3** (2010-2011)	**Year 4** (2011-2012)	**Year 5** (2012-2013)
Asian	55%	55%	85%	80%	71%	**50%** **n=12**
African American	47%	47%	54%	65%	59%	**64%** **n=104**
Filipino	67%	67%	100%	100%	100%	**50%** **n=2**
Hispanic/Latino	51%	51%	53%	65%	68%	70% n=57
Native American	33%	33%	50%	100%	N/A	100% n=3
Pacific Islander	N/A	N/A	75%	67%	29%	N/A N/A
Other (non-White)	67%	67%	N/A	N/A	100%	N/A N/A
White (non-Hispanic)	86%	86%	83%	67%	89%	86% n=7
Multiple	N/A	N/A	20%	80%	82%	**62%** **n=13**
Unknown	45%	45%	59%	52%	71%	**60%** **n=10**
Overall Rate	**49%**	**49%**	**59%**	**66%**	**65%**	**66%** **n=208**

Data Source: Peralta Community College District, Office of Institutional Research

Successful Course Completion by Ethnicity: <u>Basic Skills Math</u> Students across All Years:

TABLE 25: Comparison of Successful Course Completion Rates for BASIC SKILLS MATH Students *across ALL YEARS TO DATE,* with Grade of A, B, or C or Credit by ETHNICITY *("n" = total # of grades awarded)* (No 2013 goal specified.)						
	Baseline (2001-2006)	**Year 1** (2008-2009)	**Year 2** (2009-2010)	**Year 3** (2010-2011)	**Year 4** (2011-2012)	**Year 5** (2012-2013)
Asian	60%	57%	79%	68%	67%	47% n=17
African American	48%	43%	43%	50%	40%	**39%** **n=320**
Filipino	60%	69%	62%	80%	60%	75% n=4
Hispanic/Latino	62%	57%	68%	66%	55%	55% n=125
Native American	36%	42%	57%	33%	33%	50% n=4
Pacific Islander	N/A	N/A	50%	40%	60%	50% n=2
Other (non-White)	71%	67%	75%	50%	60%	100% n=1
White (non-Hispanic)	75%	70%	64%	85%	61%	67% n=21
Multiple	N/A	N/A	36%	50%	44%	58% n=69
Unknown	63%	52%	53%	51%	51%	51% n=37
Overall Rate	**53%**	**49%**	**52%**	**60%**	**47%**	**47%** **n=600**

Data Source: Peralta Community College District, Office of Institutional Research

Successful Course Completion by Ethnicity: <u>Basic Skills ESL</u> Students across All Years:

	Baseline (2001-2006)	**Year 1** (2008-2009)	**Year 2** (2009-2010)	**Year 3** (2010-2011)	**Year 4** (2011-2012)	**Year 5** (2012-2013)	
TABLE 26: Comparison of Successful Course Completion Rates for BASIC SKILLS ESL Students *across ALL YEARS TO DATE,* with Grade of A, B, or C or Credit by Ethnicity *("n" = total # of grades awarded)* (No 2013 goal specified.)							
Asian	73%	43%	64%	86%	83%	57%	n=7
African American	67%	0%	57%	75%	50%	N/A	N/A
Filipino	25%	0%	100%	20%	N/A	N/A	N/A
Hispanic/Latino	58%	48%	52%	65%	59%	52%	n=44
Native American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other (non-White)	68%	40%	N/A	N/A	100%	N/A	N/A
White (non-Hispanic)	67%	25%	N/A	100%	50%	**0%**	**n=1**
Multiple	N/A	N/A	N/A	100%	N/A	**0%**	**n=3**
Unknown	67%	76%	70%	44%	83%	50%	n=2
Overall Rate	**60%**	**49%**	**55%**	**65%**	**67%**	**49%**	**n=57**

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY ETHNICITY

All Years and Year 5

- Progress for each ethnic group continues to be mixed across the five years. However, Hispanic/Latino basic skills English students continued their upward trend, with a Year 5 successful course completion rate 19 percentage points higher than their baseline.

- African American basic skills English students have a successful course completion rate that is higher in Year 5 than Year 4 and continues a pattern of being higher than their baseline rate.

- The greatest increase in overall success rates as compared with the baseline rate was among basic skills English students, who completed Year 5 with a 66% successful course completion rate, as compared with 49% in the baseline period.

Successful Course Completion by Gender: <u>All Matriculating</u> Students across All Years:

TABLE 27: Comparison of Successful Course Completion Rates for All Matriculating Students across ALL YEARS TO DATE, with Grade of A, B, or C or Credit by Gender ("n" = total # of grades awarded) 2013 Goal: 69%						
	Baseline (2001-2006)	**Year 1 (2008-2009)**	**Year 2 (2009-2010)**	**Year 3 (2010-2011)**	**Year 4 (2011-2012)**	**Year 5** (2012-2013)
Male	63%	59%	58%	64%	64%	**63%** **n=6,286**
Female	65%	61%	62%	64%	64%	64% n=10,717
Not Supplied	62%	62%	69%	69%	70%	72% n=1,612
Overall Rate	64%	61%	62%	**64%**	**65%**	64% **n=18,615**
Data Source: Peralta Community College District, Office of Institutional Research						

Successful Course Completion by Gender: <u>All Basic Skills</u> Students across All Years:

TABLE 28: Comparison of Successful Course Completion Rates for All BASIC SKILLS Students *across ALL YEARS TO DATE,* with Grade of A, B, or C or Credit by Gender ("n" = total # of grades awarded) 2013 Goal: 43%						
	Baseline (2001-2006)	**Year 1 (2008-2009)**	**Year 2 (2009-2010)**	**Year 3 (2010-2011)**	**Year 4 (2011-2012)**	**Year 5** (2012-2013)
Male	52%	42%	49%	59%	46%	**48%** **n=262**
Female	57%	53%	55%	61%	58%	54% n=519
Not Supplied	38%	55%	64%	54%	54%	**46%** **n=84**
Overall Rate	**56%**	**50%**	**54%**	**60%**	**54%**	52% **n=865**
Data Source: Peralta Community College District, Office of Institutional Research						

Successful Course Completion by Gender: <u>Basic Skills English</u> Students across All Years:

TABLE 29: Comparison of Successful Course Completion Rates for BASIC SKILLS ENGLISH Students *across ALL YEARS TO DATE,* with Grade of A, B, or C or Credit by Gender ("n" = total # of grades awarded) (No 2013 goal specified.)						
	Baseline (2001-2006)	**Year 1 (2008-2009)**	**Year 2 (2009-2010)**	**Year 3 (2010-2011)**	**Year 4 (2011-2012)**	**Year 5** (2012-2013)
Male	49%	43%	50%	63%	58%	67% n=64
Female	56%	53%	59%	69%	70%	66% n=125
Not Supplied	50%	53%	75%	59%	54%	**63%** **n=19**
Overall Rate	**54%**	**49%**	**59%**	**66%**	**65%**	66% **n=208**
Data Source: Peralta Community College District, Office of Institutional Research						

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Successful Course Completion by Gender: <u>Basic Skills Math</u> Students across All Years:

TABLE 30: Comparison of Successful Course Completion Rates for BASIC SKILLS MATH Students *across ALL YEARS TO DATE,* with Grade of A, B, or C or Credit by Gender ("n" = total # of grades awarded) (No 2013 goal specified.)						
	Baseline (2001-2006)	**Year 1** (2008-2009)	**Year 2** (2009-2010)	**Year 3** (2010-2011)	**Year 4** (2011-2012)	**Year 5** (2012-2013)
Male	49%	40%	47%	53%	40%	**42%** **n=184**
Female	55%	52%	54%	56%	49%	50% n=354
Not Supplied	30%	55%	50%	57%	51%	**44%** **n=62**
Overall Rate	**53%**	**49%**	**52%**	**55%**	**47%**	**47%** n=600
Data Source: Peralta Community College District, Office of Institutional Research						

Successful Course Completion by Gender: <u>Basic Skills ESL</u> Students across All Years:

TABLE 31: Comparison of Successful Course Completion Rates for BASIC SKILLS ESL Students *across ALL YEARS TO DATE,* with Grade of A, B, or C or Credit by Gender ("n" = total # of grades awarded) (No 2013 goal specified.)						
	Baseline (2001-2006)	**Year 1** (2008-2009)	**Year 2** (2009-2010)	**Year 3** (2010-2011)	**Year 4** (2011-2012)	**Year 5** (2012-2013)
Male	59%	41%	51%	66%	46%	**36%** **n=14**
Female	60%	51%	55%	66%	74%	58% n=40
Not Supplied	33%	59%	75%	48%	83%	**0%** **n=3**
Overall Rate	**60%**	**49%**	**55%**	**65%**	**67%**	**49%** n=57
Data Source: Peralta Community College District, Office of Institutional Research						

ANALYSIS BY GENDER

Year 5

- In every category (matriculating and basic skills) except basic skills English, female students have a lower successful course completion rate in Year 5 than at the baseline.

- With the exception of basic skills English, male students have the same or lower successful course completion rates in Year 5 than at the baseline.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Ancillary Tables 31a and 31b: These two tables compare the various populations (all matriculating, all basic skills, and basic skills by subject) in Year 5.

Year 5 (2012-2013) SUCCESS RATES - All Matriculating and Basic Skills (BS) Students ("n"=course enrollments)										
	ALL Matriculating Success Rate		ALL BASIC SKILLS Success Rate		BS ENG Success Rate		BS Math Success Rate		BS ESL Success Rate	
Asian	77%	n=1890	**50%**	**n=36**	**50%**	**n=12**	47%	n=600	57%	n=7
African American	**58%**	**n=7,554**	**45%**	**n=424**	**64%**	**n=104**	**39%**	**n=320**	N/A	N/A
Filipino	66%	n=250	67%	n=6	**50%**	**n=2**	75%	n=4	N/A	N/A
Hispanic/Latino	65%	n=3,275	58%	n=226	70%	n=57	55%	n=125	52%	n=44
Native American	66%	n=136	71%	n=7	100%	n=3	50%	n=4	N/A	N/A
Pacific Islander	**59%**	**n=112**	**50%**	**n=2**	N/A	N/A	50%	n=2	N/A	N/A
Other (non-White)	65%	n=65	100%	n=1	N/A	N/A	100%	n=1	N/A	N/A
White (non-Hispanic)	76%	n=1,935	69%	n=29	86%	n=7	67%	n=21	**0%**	**n=1**
Multiple	**62%**	**n=1,916**	56%	n=49	**62%**	**n=13**	58%	n=69	**0%**	**n=3**
Unknown	68%	n=1,482	53%	n=25	**60%**	**n=10**	51%	n=37	50%	n=2
Overall Rate	**64%**	**n=18,61**	**52%**	**n=865**	**66%**	**n=208**	**47%**	**n=600**	**49%**	**n=57**

Data Source: Peralta Community College District, Office of Institutional Research

Year 5 (2012-2013) SUCCESS RATES - All Matriculating and Basic Skills (BS) Students ("n"=course enrollments)										
	ALL Matriculating Success Rate		ALL BASIC SKILLS Success Rate		BS ENG Success Rate		BS Math Success Rate		BS ESL Success Rate	
Male	**63%**	**n=6,286**	**48%**	**n=262**	67%	n=64	**42%**	**n=184**	**36%**	**n=14**
Female	64%	n=10,71	54%	n=519	66%	n=125	50%	n=354	58%	n=40
Not Supplied	72%	n=1,612	**46%**	**n=84**	**63%**	**n=19**	**44%**	**n=62**	**0%**	**n=3**
Overall Rate	**64%**	**n=18,61**	**52%**	**n=865**	**66%**	**n=208**	**47%**	**n=600**	**49%**	**n=57**

Data Source: Peralta Community College District, Office of Institutional Research

YEAR 5: ANALYSIS BY ETHNICITY AND GENDER ACROSS ALL ENROLLMENT CATEGORIES

- Hispanic/Latino students have successful course completion rates in Year 5 that are higher than the overall rates in all matriculating and basic skills categories.
- African American students' Year 5 successful course completion rates are lower than the overall rates in all categories.
- Men's successful course completion rates are lower than the overall rates in all categories except basic skills English.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Transfers to California Public Universities

Objective 1.1.8. (Transfer Goal): Increase actual percentage of transfers from 1% (245 students total) to 1.5% (367 students total) of matriculating student population to a 4-year university. *Please see **Glossary** for a detailed explanation of the difference between this metric and any of a number of **transfer rate** metrics.*

In the following two tables, the percentage of students transferring is calculated by dividing the total number of matriculating students enrolled in the fall semester by the total number of students known to have transferred to an institution in the California State University or University of California system that same semester. It should be noted that there are other ways to calculate transfer percentages, and those different methodologies are an important topic of discussion among community college administrators nationwide, because all methods of arriving at transfer rates have their strong and weak points. The approach for calculating transfer rates for the Title III grant was determined to be both practical and satisfactory, with consistency from year to year in the approach used critical to following trends. Please see the glossary at the end of this report for further discussion about considerations related to the calculation of transfer rates.

	Baseline (Fall 2001- Fall 2006)	Year 1 Fall 2008	Year 2 Fall 2009	Year 3 Fall 2010	Year 4 Fall 2011	Year 5 Fall 2012
TABLE 32: Transfers: Actual Percentage of All Matriculating Students BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5 2013 GOAL: 1.5%						
Overall (Number and Percent)	130/year, or total 781 (3%* of total 29,673 matriculating students for 6-year baseline period)	153 (3% of 5,363 fall 2008 matriculating students)	123 (3% of 4,926 fall 2009 matriculating students)	93 (2% of 4,725 fall 2010 matriculating students)	222 (5% of 4,409 fall 2011 matriculating students)	145 (3% of 4,520 fall 2012 matriculating students)
	Matriculating Student Number Source: Peralta Community College District, Office of Institutional Research Transfer Data Source: California Post-Secondary Education Commission					

- The transfer rate *each year* has exceeded the 2013 goal.
- The total number of students who have transferred to a 4-year university over the course of the 5 grant years is 736, which is well above the goal of a total of 367 students. (It is about 99 percent above that goal.)

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* This figure, based on data available to the evaluators, differs from the 1 percent baseline figure in the Title III grant proposal.

Transfer Readiness

Objective 1.1.9 (Transfer-ready Goal): Increase the number of students who are transfer-ready from 130 to 195.

Merritt has surpassed this goal. A student who reaches transfer-ready status achieves 60 or more transferable credits within six years.[*] 125 students of the cohort that entered in fall 2008 had reached transfer-ready status by the end of their fifth year. Students in cohorts that began at Merritt after fall 2008 have also achieved transfer-ready status. In all, 449 students who started at Merritt during the 5-Year Title III grant period (2008/9 – 2012/13) have achieved transfer-ready status.

The table below shows how long after their first term of enrollment at Merritt students achieved transfer-ready status. Each academic year consists of three terms (fall, spring, and summer).

How many students from each cohort that started during the Title III grant period have achieved 60 transferable units by summer 2013?		
When cohort of students first enrolled at Merritt	**# of Transfer-Ready Students**	**# of Years (or partial years) it took**
Fall 2008	125	5 years (13 - 15 terms)
Spring 2009	37	
Summer 2009	20	
Fall 2009	118	4 years (10 - 12 terms)
Spring 2010	43	
Summer 2010	2	
Fall 2010	67	3 years (7 - 9 terms)
Spring 2011	22	
Summer 2011	2	
Fall 2011	12	2 years (4 – 6 terms)
Spring 2012	1	
Summer 2012	0	
Total unique count:	**449**	

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[*] This definition corrects a definition used in evaluation reports in previous years, which specified that transfer-readiness entailed achieving 56 transferable units at three years.

Appendix

- Glossary
- Supporting Data for the Report: Available Upon Request

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Glossary

Course Success: Student succeeds in the course with A, B, C, or CR (credit) grade notations.

Drop Rate: The percentage of courses which (duplicated) matriculating students drop within any given semester. The drop rate is calculated by dividing the number of courses dropped by the total number of courses in which students enrolled during a semester.

Matriculating Student: Matriculation is a state-mandated program/process that brings the College's staff and resources into a partnership with students to ensure their educational success. Students are identified as matriculating and are a part of the matriculating process/ program if they select one of the following educational goals (1) obtain a Bachelor's Degree after completing an Associate Degree; (2) obtain a Bachelors Degree without completing an Associate Degree (3); obtain a two year Associate Degree without transfer; (4) obtain a two year Vocational Associate's Degree without transfer; (5) earn a Vocational Certificate without transfer; (6) improve basic skills in English and mathematics; and (7) undecided. These students participate in an organized process of: orientation, assessment, counseling, and advising.

Persistence Rate: The percentage of students enrolled in the next term out of the number of students enrolled in the first term. The persistence rate is calculated by dividing the number of students with at least one course with A, B, C, D, F, CR, NC, FW, W, or I in the second term by the number of students with at least one course with A, B, C, D, F, CR, NC, FW, W, or I in the first term. The resultant number is multiplied by 100 to obtain the percentage.

Retention Rate (Semester-to-Semester): The percentage of students who continue from semester to semester (i.e. from fall to spring). In other words: Inthe first semester, the student is enrolled in at least one course and receives A, B, C, D, F, CR, NC, FW, W, or I grade notations. In the second semester, the student is enrolled in at least one course and receives A, B, C, D, F, CR, NC, FW, W, or I grade notations

Success Rate: The percentage of students successful in courses out of the total number of students enrolled in courses. The success rate is calculated by dividing the number of (duplicated) students with A, B, C, or CR by the number of (duplicated) students with A, B, C, D, F, CR, NC, FW, W, or I. The resultant number is multiplied by 100 to obtain the percentage.

Term-to-Term Persistence: Student persists from one term to the next term (i.e. from fall to fall). In other words: In the first term, the student is enrolled in at least one course and receives A, B, C, D, F, CR, NC, FW, W, or I grade notations. In the second term, the student is enrolled in at least one course and receives A, B, C, D, F, CR, NC, FW, W, or I grade notations.

Transfer: A student who successfully transitions from Merrritt College to a four-year college or university.

Transfer Rate: The Student Outcomes indicators do not include a formal calculation of transfer rate, Merritt provides the following explanation and discussion:

> *Researchers generally measure transfer by the actual number of students who transfer (by volume) or they use a rate to capture transfer over time. To measure the transfer*

rate one must first determine which students to include in the denominator as not all students have a stated goal of transfer. However, selecting students who have a stated educational goal of transfer as the basis for the transfer rate may not be a prudent choice. Research suggests that at least 25% of new students are undecided about their educational goal (Horn and Lew), although many of these undecided students ultimately transfer (Horn and Lew). On the other hand, of those students who select an educational goal other than undecided, many change their educational goal during their first year (Sengupta and Jepsen).

Given the reliability issues presented in utilizing student educational goals as a denominator, researchers have developed multiple approaches to measure transfer rates. Outlined below are the five major transfer metrics used by researchers in the California Community College system:

1. *Transfer-intent behavior metric: A cohort of new students who complete a minimum of 12 units and attempt a transfer level mathematics or English course during enrollment (transfer-intent behavior) and who transferred to a four-year institution within 6 years*

2. *Transfer prepared metric: Students who complete 60 transferable units with a GPA >=2.0*

3. *The transfer directed metric: Students that complete both transfer-level mathematics and English.*

4. *Transfer ready metric: A new student cohort who complete 60+ transfer units with a 2.0+ GPA, including the successful completion of any transfer level English and any transfer level mathematics course within six years.[*]*

5. *Transfer estimate metric: An expected transfer rate which a college could use to compare with actual student transfers. Transfer estimates are computed from a regression analysis including variables/characteristics that affect transfer rates. The variables included in the regression analysis include the following: (1) distance to nearest CSU/UC ;(2) county median household income; (3) academic preparedness of students upon entry; (3) percentage of students over 30 years of age; (4) percentage of students taking basic skills courses; and (5) the percentage of students on need-based financial aid.*

Transfer Ready: The rate by which a first-time entering freshman cohort meets the basic transfer requirements for admittance to the California State University system. According to the California Community Colleges Chancellor's Office, it is the rate at which the transfer-directed student cohort completes 60 or more transfer units with a 2.0 or higher GPA at six years, including the successful completion (earning A, B, C, or CR) of any transfer-level English and any transfer-level math course.[*]

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[*] This definition corrects a definition used in evaluation reports in previous years, which specified that transfer-readiness entailed achieving 56 transferable units at three years.

Supporting Data for the Report

Data source for all tables in this report is: Peralta Community College District,
Office of Institutional Research
All supporting data are available upon request.