

25-Feb-09

Transfer Readiness Spring 2009 Report

New Male Student Cohort

Cohort A: Fall 2000 and Spring 2001

Cohort B: Fall 2001 and Spring 2002

Overview

During the fall semester 2008, the Enrollment Management Committee requested that the Office of Research and Planning conduct a longitudinal cohort-based analysis to see which new male students, segmented by ethnicity, have the lowest persistence to completion rate and which groups were the highest?

Methodology

In the past, the research office has conducted many longitudinal research inquiries based on cohort model designs. The most important element to this design is defining what is meant by a new student. For the purposes of this report, a new student was defined as any male student who was new to the college and during his first semester enrolled in 12 or more units. Students who transferred from other colleges into CCC were also included so long as they enrolled in 12 units for their first semester at Contra Costa. Transfer-in students were included in each cohort but we were not able to include units from other colleges since these are usually only added when a student graduates.

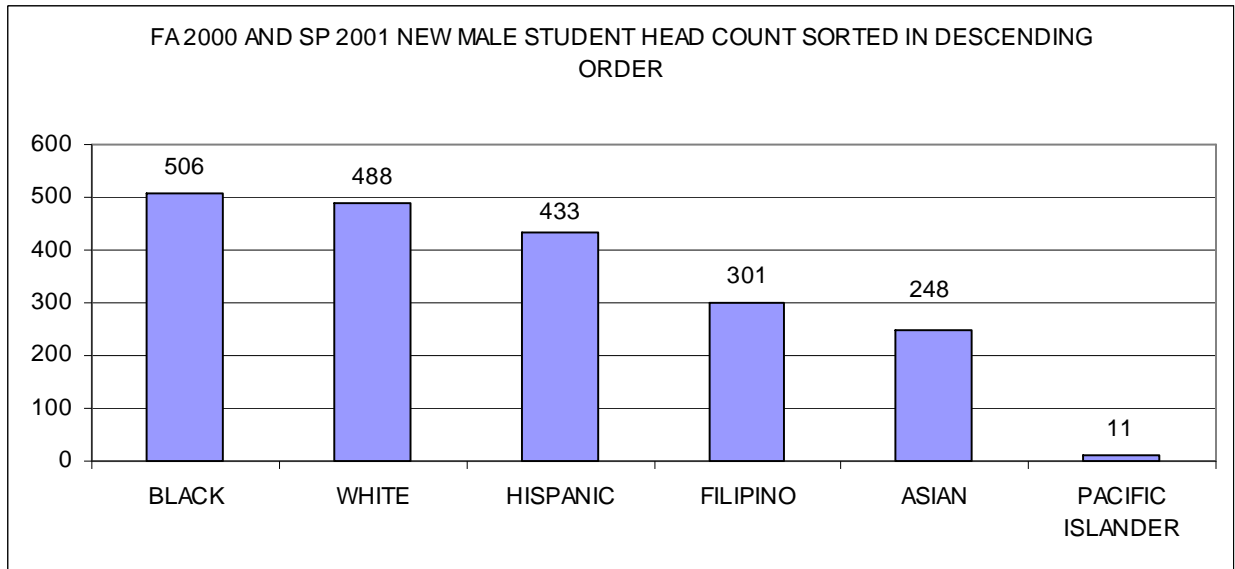
The condition of using a 12 unit or more filter on the first semester is commonly used by researchers conducting transfer readiness queries. The rationale for this methodology is that students who enroll in 12 units or more upon entry is a strong indication they fully intend to make transfer as their educational goal. There may have been students who enrolled in less than 12 units who ultimately acquired the 56 or more transferable units over a 6 year span. Students who fell into this category were not included in the cohorts. Only CCC units were counted within the cohorts. Male students may have "stopped out" and returned to the institution. In this case these students, as with all of the students in the cohort, would have needed to complete 56 transferable units within the six-year time period.

How many cohorts were in the study?

There were two cohorts of new male students. The first cohort consisted of new students who enrolled during the fall 2000 and spring 2001 semesters. The second cohort included all students enrolling during the fall 2001 and spring 2002 semesters. Both cohorts were tracked forward for six years. Summer transfer courses, if completed, were counted within each cohort.

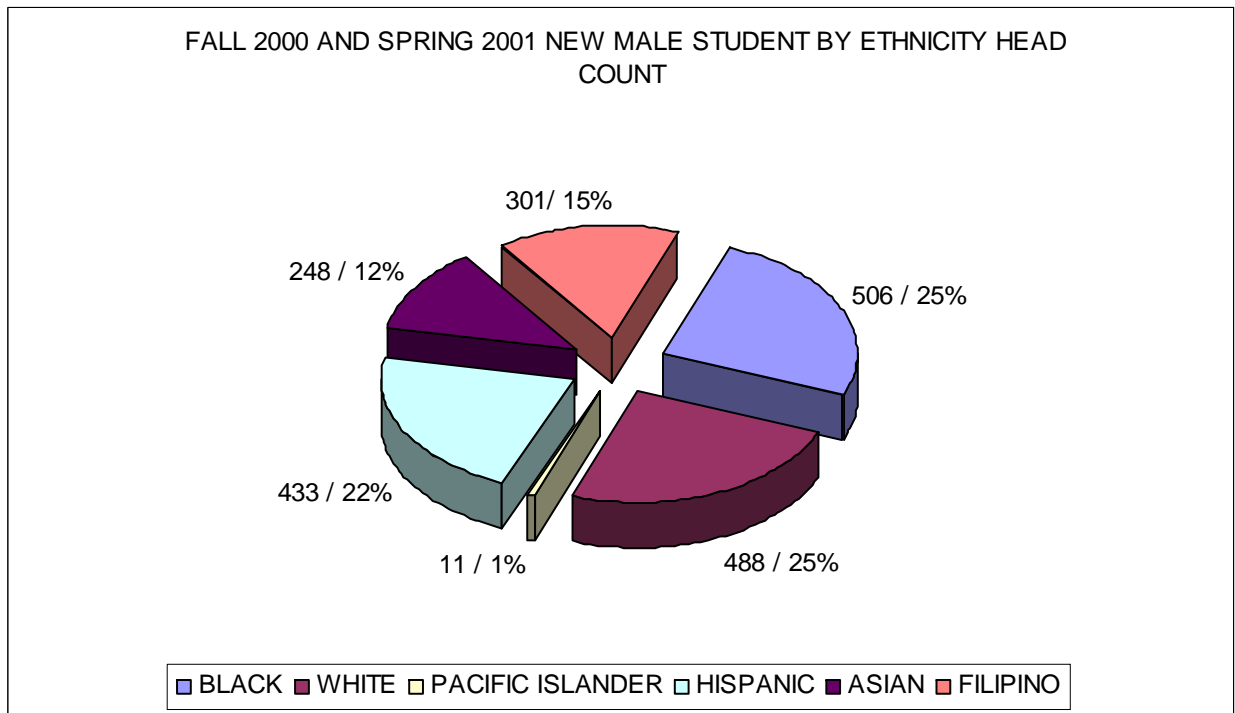
Demographics

Graph 1 Cohort A Total n= 1,976 Fall 2000 to Spring 2001

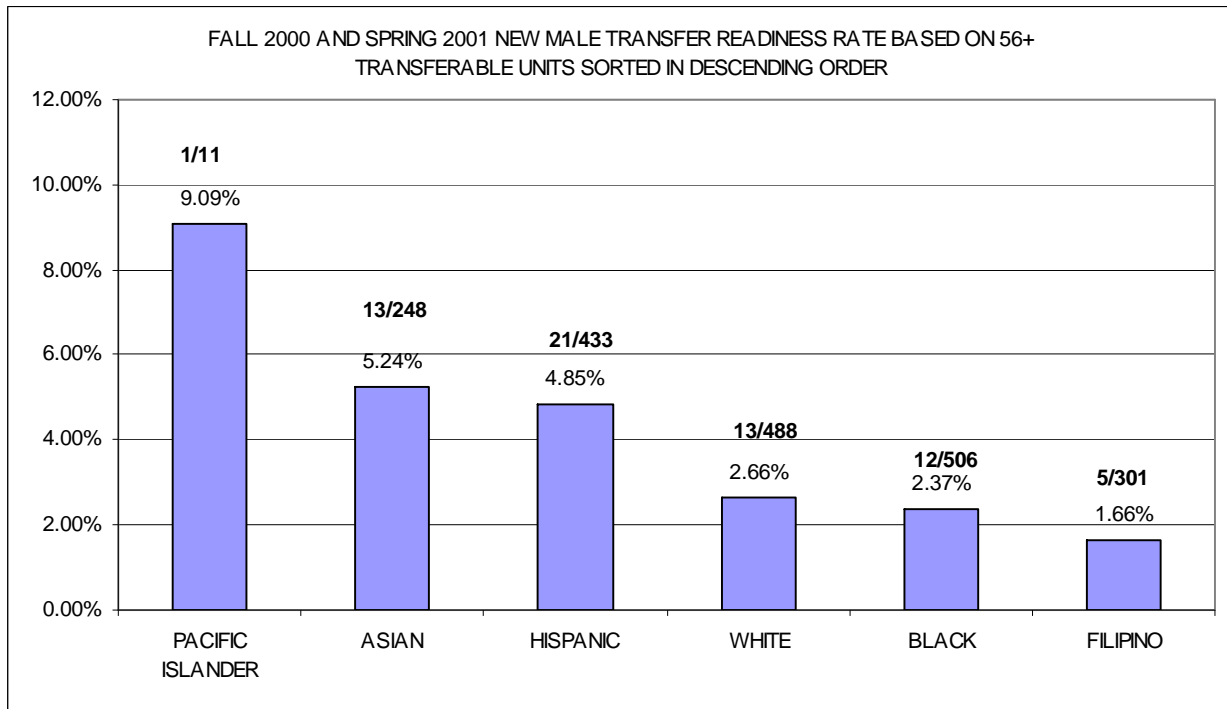


Graph 2 compares each represented ethnic group with the head count as well as percent of the entire cohort. For example regarding Cohort A, the ethnicity that is largest is African American (Black) with the smallest group Pacific Islander.

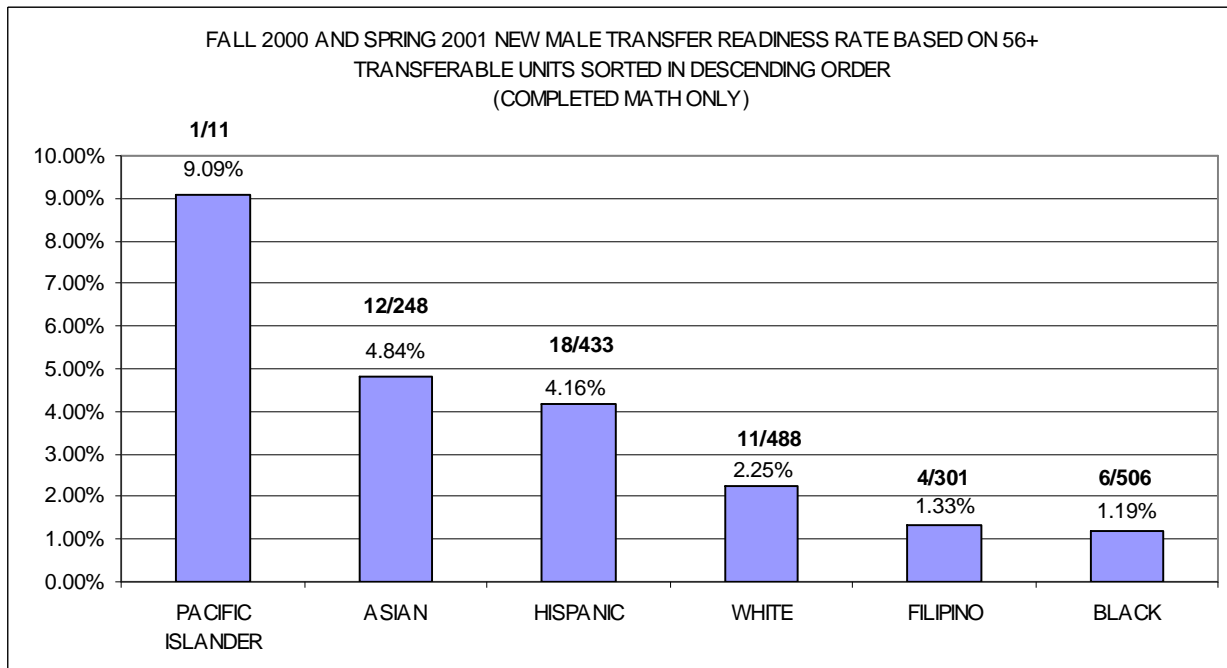
Graph 2 Cohort A Percent of Ethnicity Fall 2000 and Spring 2001



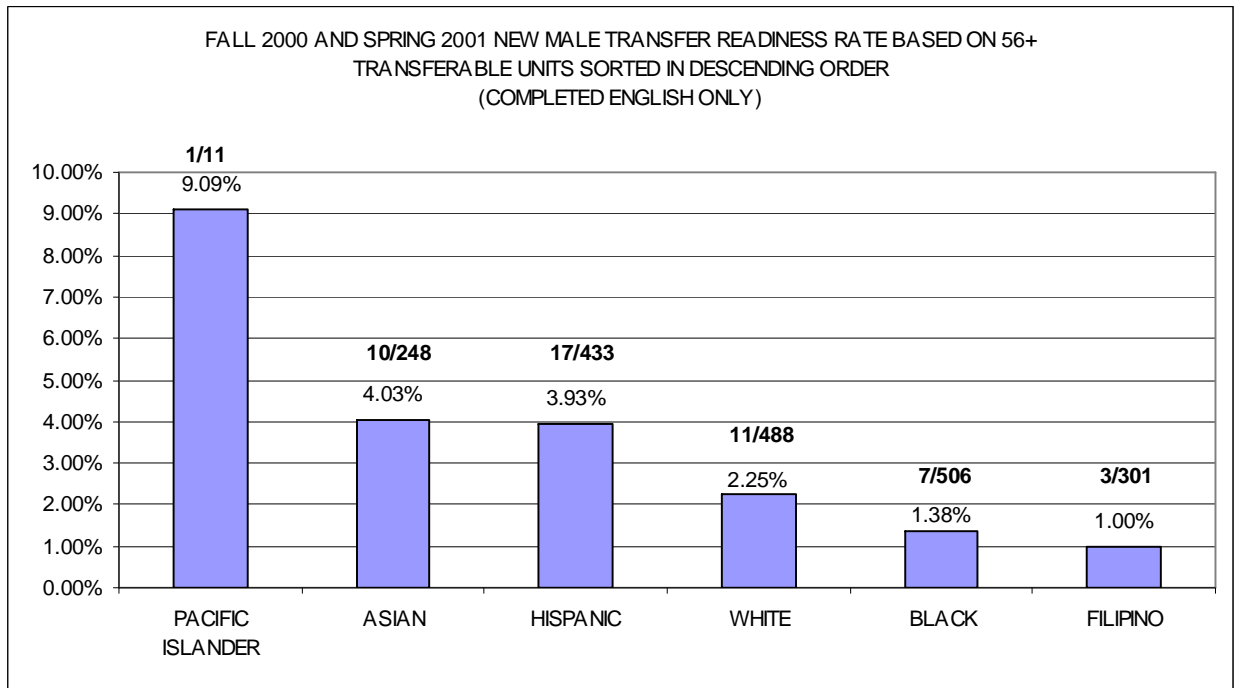
Graph 3 Cohort A Fall 2000 and Spring 2001 new male transfer readiness rate based on 56+ transferable units sorted in descending order



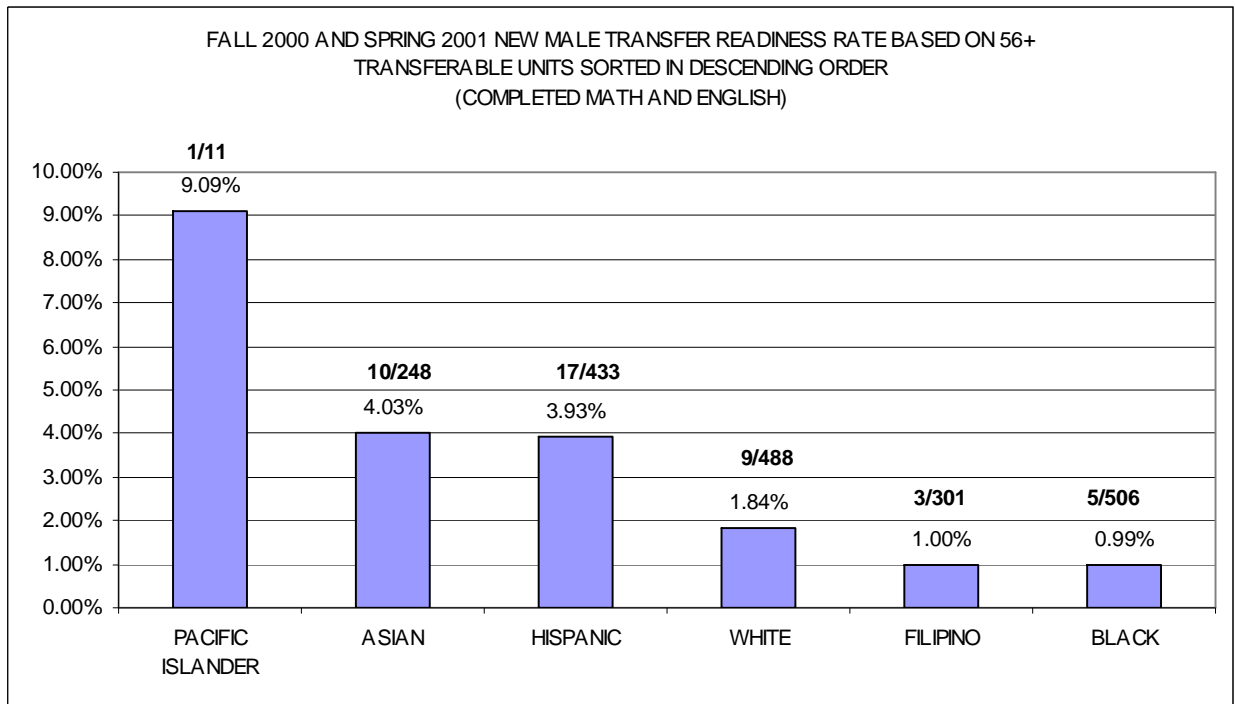
Graph 4 Cohort A Fall 2000 and Spring 2001 new male transfer readiness rate based on 56+ transferable units sorted in descending order (math only)



Graph 5 Cohort A Fall 2000 and Spring 2001 New male transfer readiness rate based on 56+ transferable units sorted in descending order (English only).



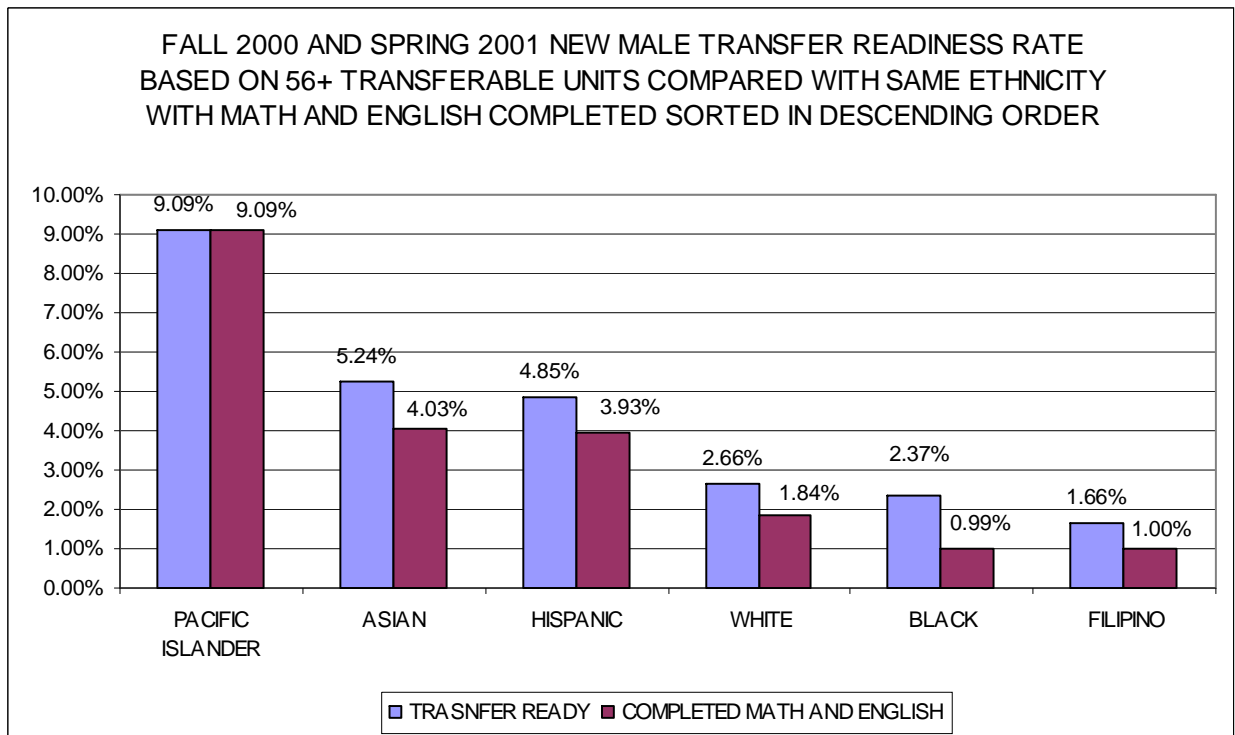
Graph 6 Cohort A Fall 2000 and Spring 2001 New male transfer readiness rate based on 56+ transferable units sorted in descending order (math and English)



Graph 7 Cohort A Fall 2000 and Spring 2001 new male transfer readiness rate based on 56+ transferable units compared with same ethnicity with math and English completed sorted in descending order

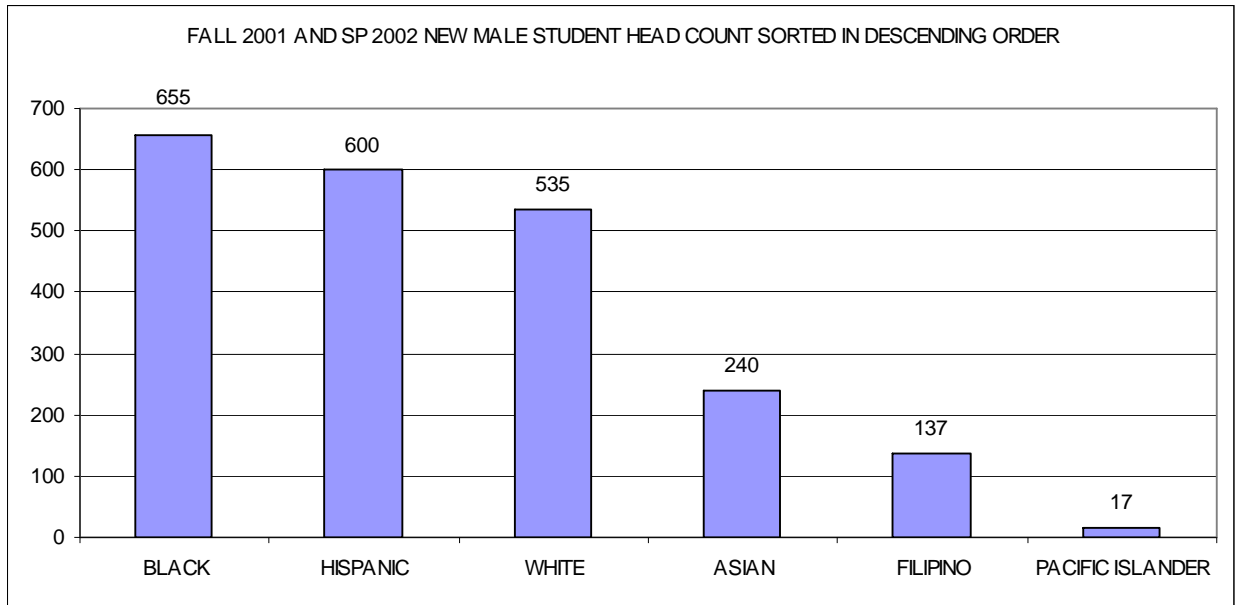
Analysis:

The findings of this data indicates that cohort A demonstrates that the lowest performing male ethnicities appears to be Filipino, Black and White. The higher performing groups are Pacific Islanders, Asian followed by Hispanic. Graph 7 compares all the ethnicities with completing both English (1A) and math statistics or higher (i.e. calculus etc).

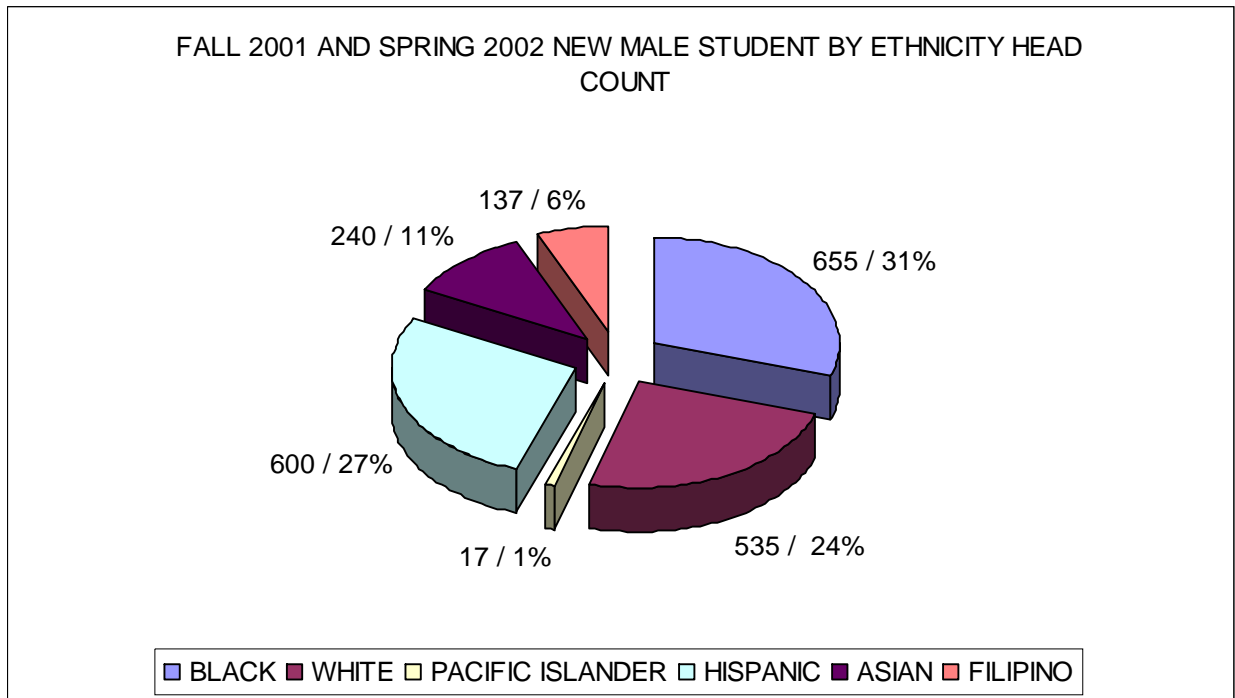


ETHNICITY	TRASNFER READY	COMPLETED MATH AND ENGLISH
PACIFIC ISLANDER	1	1
ASIAN	13	10
HISPANIC	21	17
WHITE	13	9
BLACK	12	5
FILIPINO	5	3

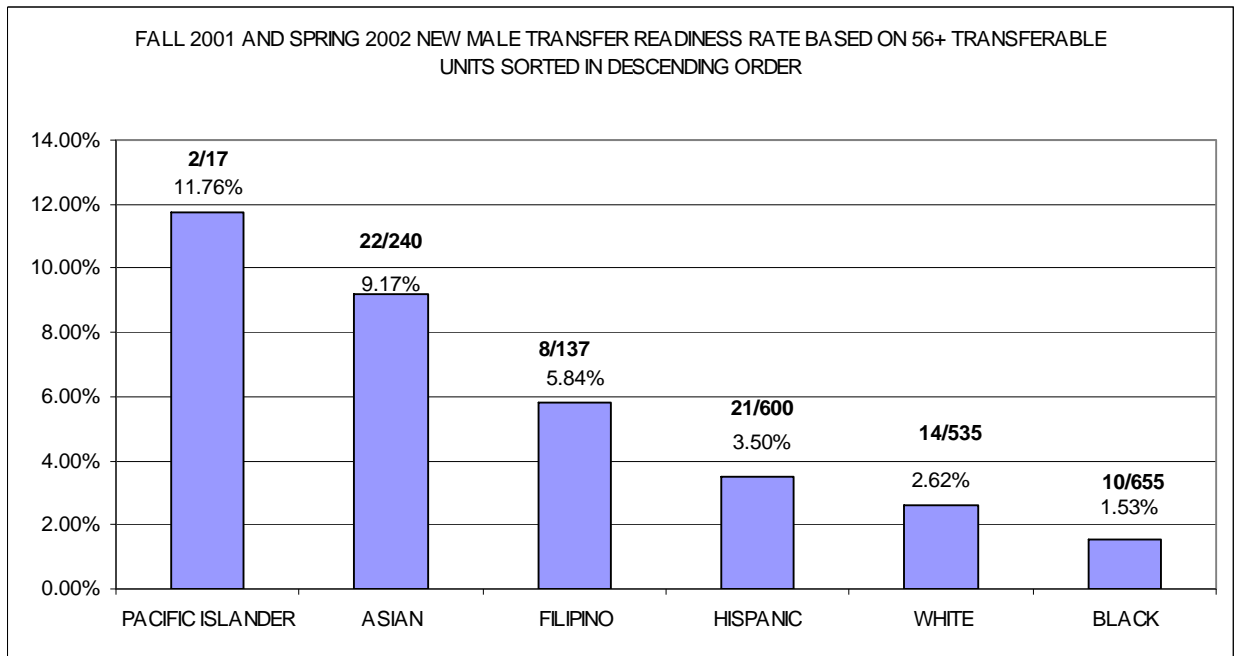
Graph 8 Cohort B Total n= 2184 Fall 2001 to Spring 2002



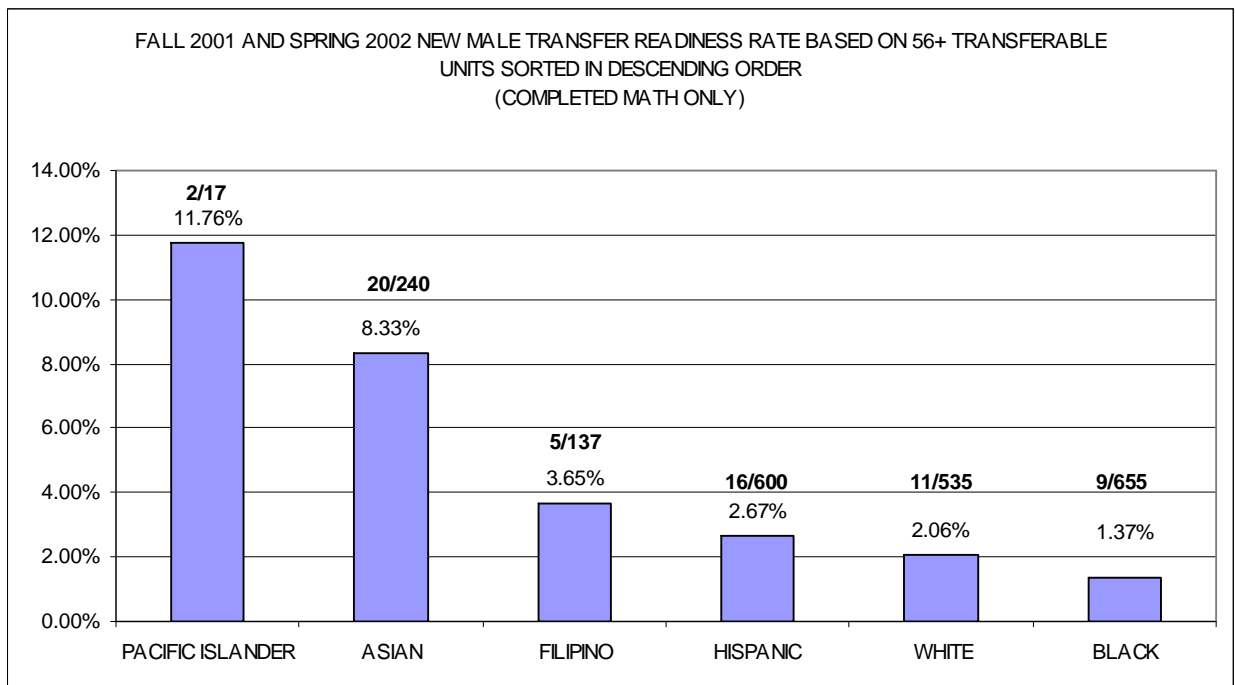
Graph 9 Cohort B Percent of Ethnicity Fall 2001 and Spring 2002



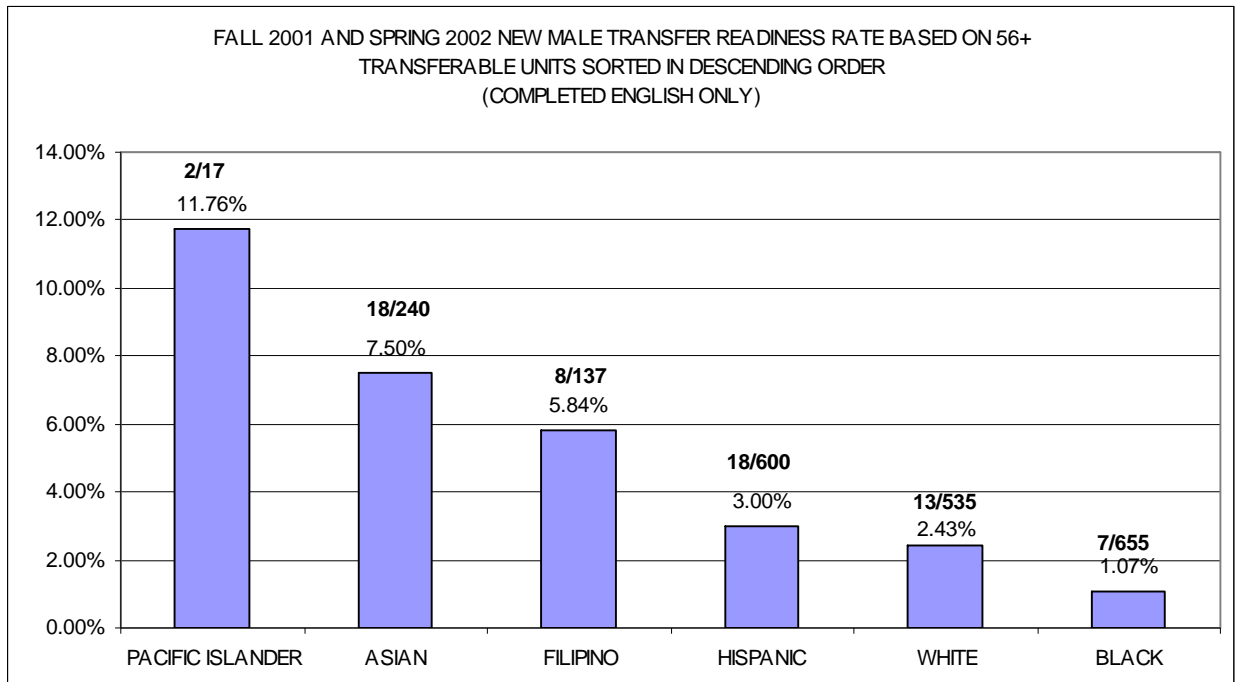
Graph 10 Cohort B Fall 2001 and Spring 2002 New Male Transfer readiness rate based on 56+ transferable units sorted in descending order



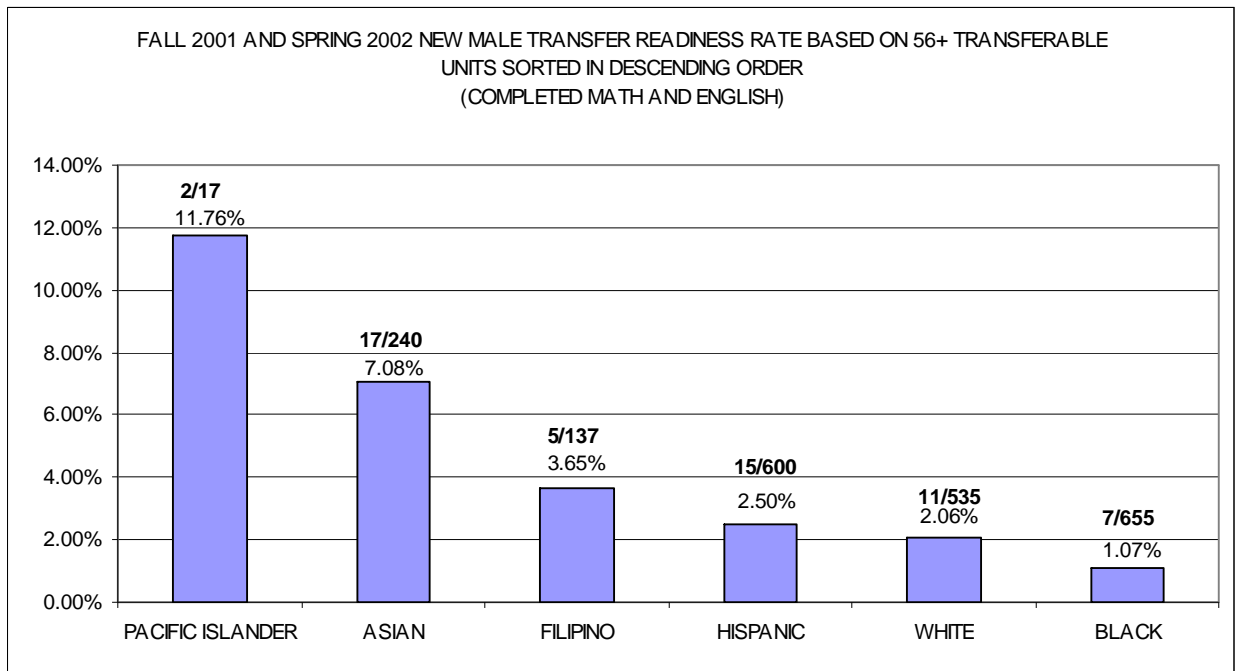
Graph 11 Cohort B Fall 2001 and Spring 2002 new male transfer readiness rate based on 56+ transferable units sorted in descending order (math only)



Graph 12 Cohort B Fall 2001 and Spring 2002 New male transfer readiness rate based on 56+ transferable units sorted in descending order (english only)



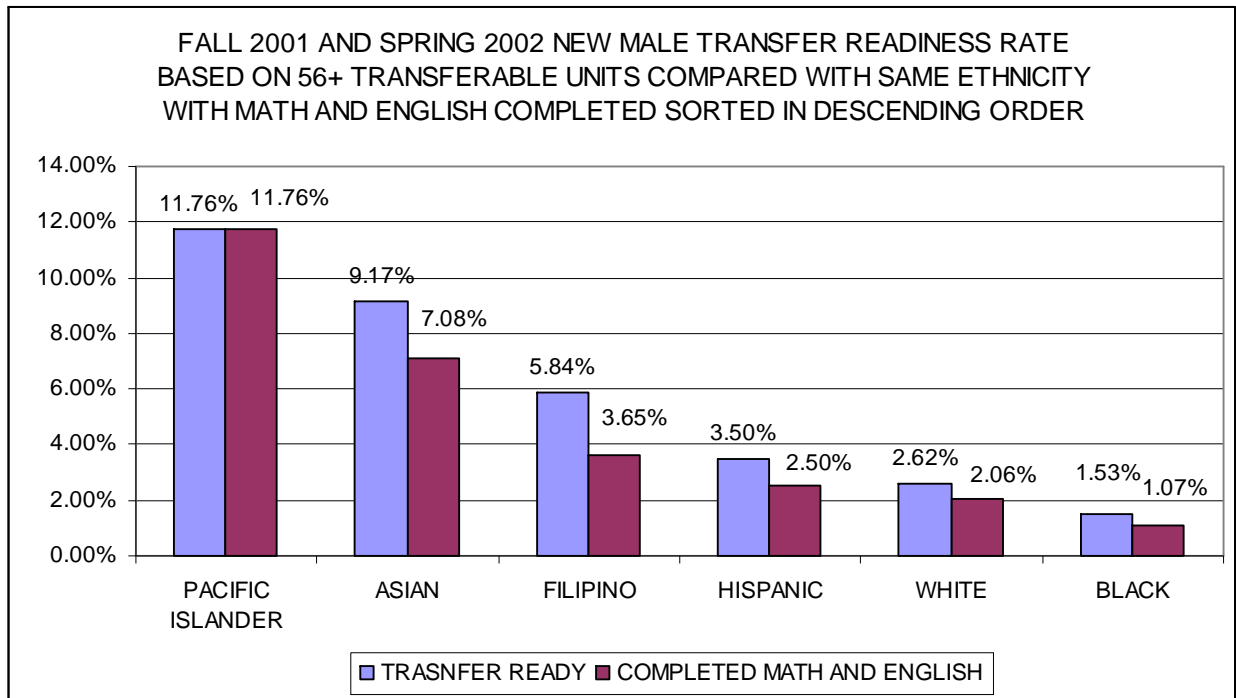
Graph 13 Cohort B Fall 2001 and Spring 2002 New male transfer readiness rate based on 56+ transferable units sorted in descending order (math and english)



Graph 14 Cohort B Fall 2001 and Spring 2002 New male transfer readiness rate based on 56+ transferable units compared with same ethnicity with math and English completed sorted in descending order

Analysis

Cohort B indicates below that the lowest performing male groups are Black, White and Hispanic with the highest as Pacific Islander, Asian and Filipino.



ETHNICITY	TRANSFER READY	COMPLETED MATH AND ENGLISH
PACIFIC ISLANDER	2	2
ASIAN	22	17
FILIPINO	8	5
HISPANIC	21	15
WHITE	14	11
BLACK	10	7

Since 2000 white student enrollments have steadily been in decline and the low persistence rates are most certainly affected by this reduction. African American male student enrollments however have been increasing so the lower persistence rates among this segment should be addressed.

Next Steps

Decide which groups the college needs to concentrate on with regard to improvement plans.

Agree which benchmarks the college will use to identify improvement plans and establish intended outcome percentages that will serve as target goals

Identify and address barriers to success

Institute and evaluate inclusion practices based on positive results from other campuses and supported in the known literature

Shape campus environment that models our own community

Implement Astin's Student Involvement Theory based on the fact that there is a relationship between involvement and success

The greater level of involvement the higher the rate of success

Recommendations

Utilization of a standardized organizational climate survey sent to the lowest performing groups to determine impact of institutional climate as well as community climate on retention as students view their situation.

Develop a thorough analysis of best practices in other states with exemplary retention rates of these cohort groups.