

GAVILAN COLLEGE STUDENT SUCCESS REPORT (SPRING 12)

SHORT TERM

❖ Success and retention rates

Academic Year	05/06	06/07	07/08	08/09	09/10	10/11
Success rate	68.92%	69.49%	69.93%	70.45%	71.95%	72.02%
Retention rate	83.98%	84.72%	85.07%	83.46%	85.68%	83.98%

Success is defined as the proportion of students who either received a grade of C or above or credit.
Retention is defined as the proportion of students who received a grade of some kind.

❖ Success rate by demographics

Academic Year	05/06	06/07	07/08	08/09	09/10	10/11
Hispanic-American	64.19%	62.89%	62.43%	62.08%	63.28%	64.90%
White-American	73.71%	70.49%	74.61%	74.48%	75.37%	75.63%
African-American	68.37%	69.64%	71.47%	66.11%	70.05%	68.85%
Asian-American	77.51%	76.43%	79.94%	77.52%	78.87%	79.71%

Note: Only those ethnic categories that had over 1000 enrollment over an academic year were included.

❖ Disability and basic-skills student success rates

Academic Year	05/06	06/07	07/08	08/09	09/10	10/11
Basic skills students	65.11%	65.26%	50.64%	62.21%	54.52%	57.65%
Learning disability	66.99%	69.46%	64.94%	66.78%	65.98%	67.03%
Other disability	72.52%	74.51%	76.76%	74.09%	75.77%	69.79%

* Not yet available

❖ First year student success rates

Academic Year	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11
First-year students	*	*	*	68.4%	66.8%	69.0%	58.9%

* Pre-Banner data system, so the data query was unavailable.

❖ Persistence

Academic Year	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence rate	68.60%	71.50%	72.80%	68.70%	71.9%	72.6%	70.4%

Persistence is defined as the proportion of first-time students who took at least 6 units and who enrolled the next consecutive Fall term.

❖ ESL and Basic Skills improvement rate

Academic Year	02/03 to 05/06	03/04 to 06/07	04/05 to 06/07	05/06 to 07/08	06/07 to 08/09	07/08 to 09/10	8/09 to 10/11
ESL improvement rate	19.0%	22.4%	16.6%	61.0%	60.3%	58.9%	59.9%
Basic skills improvement rate	51.8%	51.3%	46.8%	48.1%	52.0%	52.3%	56.3%

Improvement rate is defined as the proportion of students who take at least one course at a higher level in the course sequence.

❖ **Gateway class completion and 30/60 units achievement**

Academic Year	2000/01 to 2005/06	2001/02 to 2006/07	2002/03 to 2007/08	2003/04 to 2008/09	2004/05 to 2009/10	2005/06 to 2010/11
Transfer level English/Math completion	38.2%	37.9%	32.8%	34.8%	35.5%	35.7%
% of students who earned > 30 units	74.2%	74.3%	71.2%	75.2%	73.6%	76.2%
% of students who earned > 60 units	27.8%	29.2%	27.5%	24.8%	30.9%	26.9%

% of all new students who earned > 30/60 units is defined by the proportion of new students who took at least 12 units and attempted a degree/certificate/transfer course and completed 30/60 units within 6 years.

❖ **Hispanic student Gateway class completion and 30/60 units achievement**

Academic Year	1999/00 to 2004/05	2000/01 to 2005/06	2001/02 to 2006/07	2002/03 to 2007/08	2003/04 to 2008/09	2004/05 to 2009/10
Transfer level English/Math completion	31.3%	34.1%	30.9%	28.8%	30.0%	32.1%
% of students who earned > 30 units	73.0%	77.1%	72.8%	70.5%	74.2%	76.8%
% of students who earned > 60 units	23.4%	26.7%	24.9%	26.0%	25.6%	23.9%

% of all new students who earned > 30/60 units is defined by the proportion of new students who took at least 12 units and attempted a degree/certificate/transfer course and completed 30/60 units within 6 years.

❖ **Progress and achievement and transfer rate**

Academic Year	2000/01 to 2005/06	2001/02 to 2006/07	2002/03 to 2007/08	2003/04 to 2008/09	2004/05 to 2009/10	2005/06 to 2010/11
Degree and/or certificate	26.6%	23.3%	19.9%	26.5%	27.0%	27.4%
Progress and achievement %	52.00%	49.00%	46.40%	46.80%	48.9%	51.6%
Transfer rate	34%	28%	30%	31%	28%	31%

Degree and/or certificate rate is defined by the proportion of new students who took at least 12 units and attempted a degree/certificate/transfer course and obtained a degree or certificate within 6 years.

Progress and achievement rate is defined by the proportion of new students who took at least 12 units and attempted a degree/certificate/transfer course and received a degree, were transfer-ready, or showed as transferred within 6 years.

Transfer rate is defined by the proportion of new students who took at least 12 units and attempted a degree/certificate/transfer course and transferred to a 4-year university within 6 years.

❖ **Student Right to Know (Completion and Transfer rate)**

Academic Year	01- 04/05	02- 05/06	03- 06/07	04- 07/08	05- 08/09	06- 09/10	07- 10/11
Completion	35.30%	36.00%	35.60%	24.80%	18.77%	14.02%	13.04%
Transfer	21.40%	29.60%	17.00%	25.13%	15.61%	16.09%	11.92%

Completion is defined as the proportion of new full-time degree-seeking students who attained a certificate or degree or became 'transfer prepared' during a 3 year period. Students who have completed 60 transferable units with a GPA of 2.0 or better are considered 'transfer- prepared'.

Transfer is defined as the proportion of new full-time degree-seeking students who attended a College or University or became 'transfer-prepared' within 3 years.

ADDITIONAL PROGRAM SPECIFIC DATA

- **Early Alert Comparison Study:** The Early Alert program allows faculty to notify students of issues that may affect their success in class. It also gives students feedback early in the course so that they may take corrective measures to improve their performance.

In an effort to learn more about the effect of the Gavilan Early Alert Referral System (GEARS), a study was developed to compare student performance before and after the introduction of the intervention. Below were some of the results from this study:

Comparison of GEARS and non-GEARS grade point averages.

Course	Pre-GEARS mean (<i>n</i>)	GEARS mean (<i>n</i>)
English 250	2.36 (56)	2.06 (29)
English 260	1.47 (54)	1.92 (30)
Math 205	1.88 (85)	2.19 (87)
Total	1.88 (195)	2.11 (146)

Comparison of GEARS and non-GEARS success rates.

Course	Pre-GEARS mean SUCCESS (<i>n</i>)	With GEARS mean SUCCESS (<i>n</i>)
English 250	54% (56)	34% (29)
English 260	39% (54)	57% (30)
Math 205	48% (85)	57% (87)
Total	47% (195)	53% (146)

QUALITATIVE DEVELOPMENTS

- **The Student Success Center** was opened through the support of Title V funding. At the center, students can see counselors, borrow textbooks, and attend workshops on a variety of topics. Students can also use the success center's: meeting rooms, computers, and the kitchen and eating area. The center is organized to support student engagement and achievement.
- **Accelerated Learning** is an approach designed to minimizing the number of developmental language and math courses students need to take to prepare for graduation and/or transfer. This term, two pilot accelerated English courses were established. These courses are open-entry and provide a high level of challenge and support.
- **Supplemental Instruction** is a program that provides student-led sessions outside of class meeting times to review course content and deepen understanding. This term, the Supplemental Instruction program has expanded from English and ESL to courses in the Social Science disciplines.
- **Veterans'** services have been increasing over the past year at Gavilan College. To illustrate, Veteran's counseling is currently being offered regularly at the student success center.
- **Faculty Inquiry Groups (FIGS)** have been established in order to conduct dialogue and to pursue specific student success solutions. In the Fall 2011, there were Faculty Inquiry Groups in the areas of *First Year Experience (FYE)*, *Contextualized Learning*, *Technology*, and *Accelerated Learning*. In Spring 12, the *FYE* and *Technology* FIGS are continuing, but in place of the other two are *Project-Based Learning* and *Reading Apprenticeship*.