



Office of Institutional Research

# GRAD Act

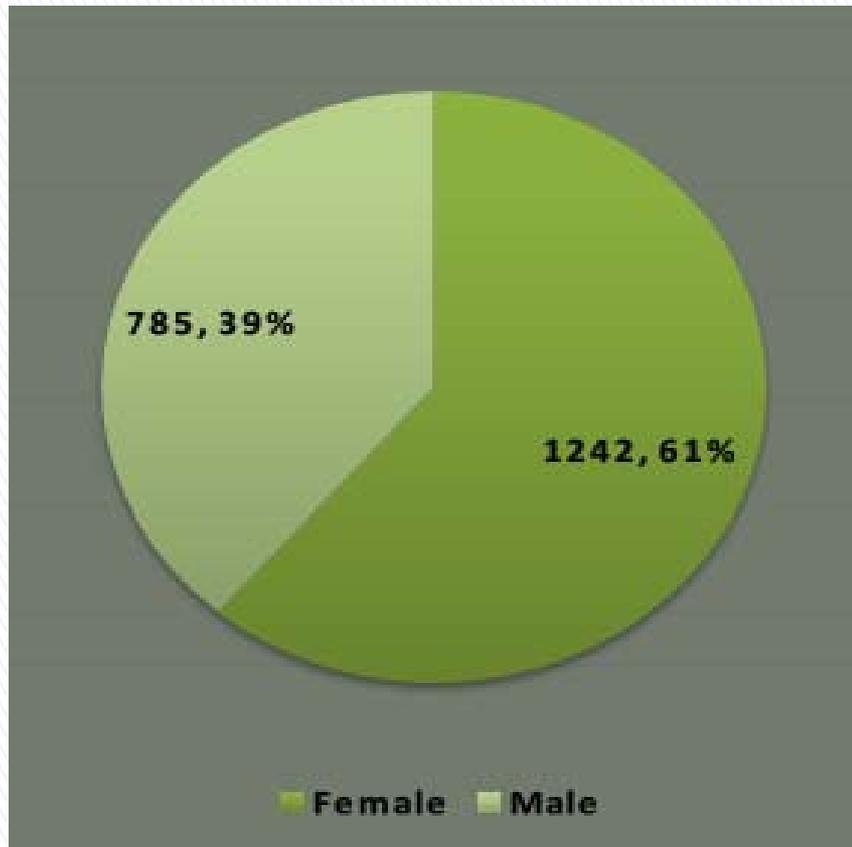
Fall 2009 Cohort

*OIR*

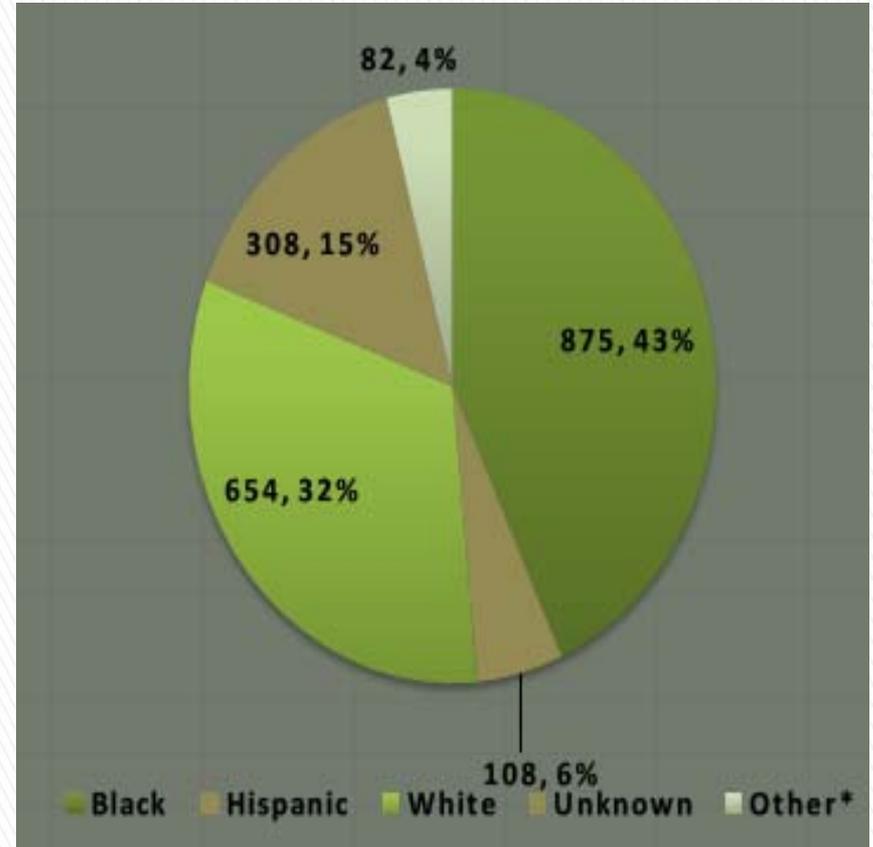
# Fall 2009 GRAD Act Cohort

- »» First time,  
full time  
associate degree seeking  
students  
2,027

# Student Demographics



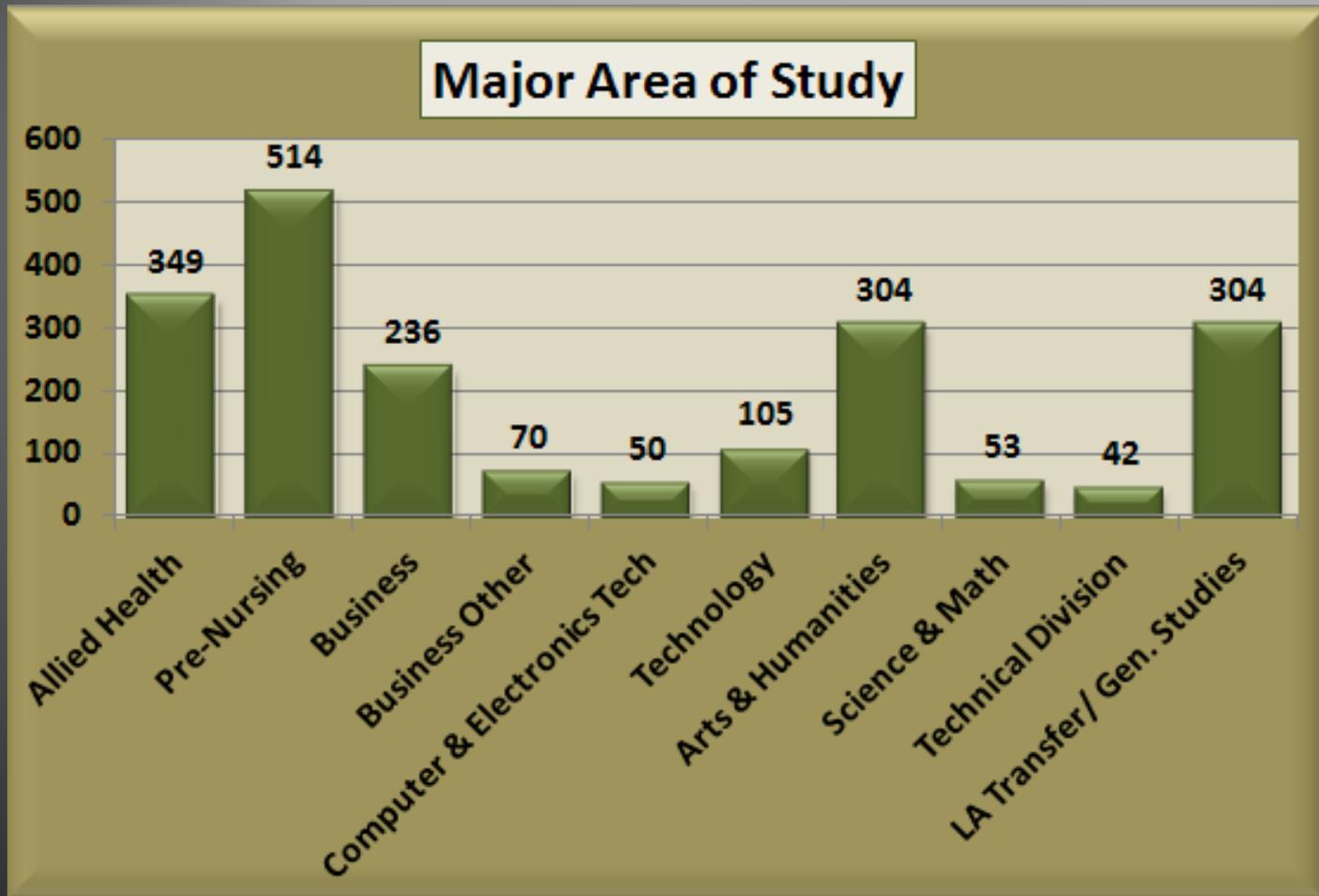
Gender



Ethnicity

\*Other includes Asian, American Indian, Mixed race etc.

# Student Demographics



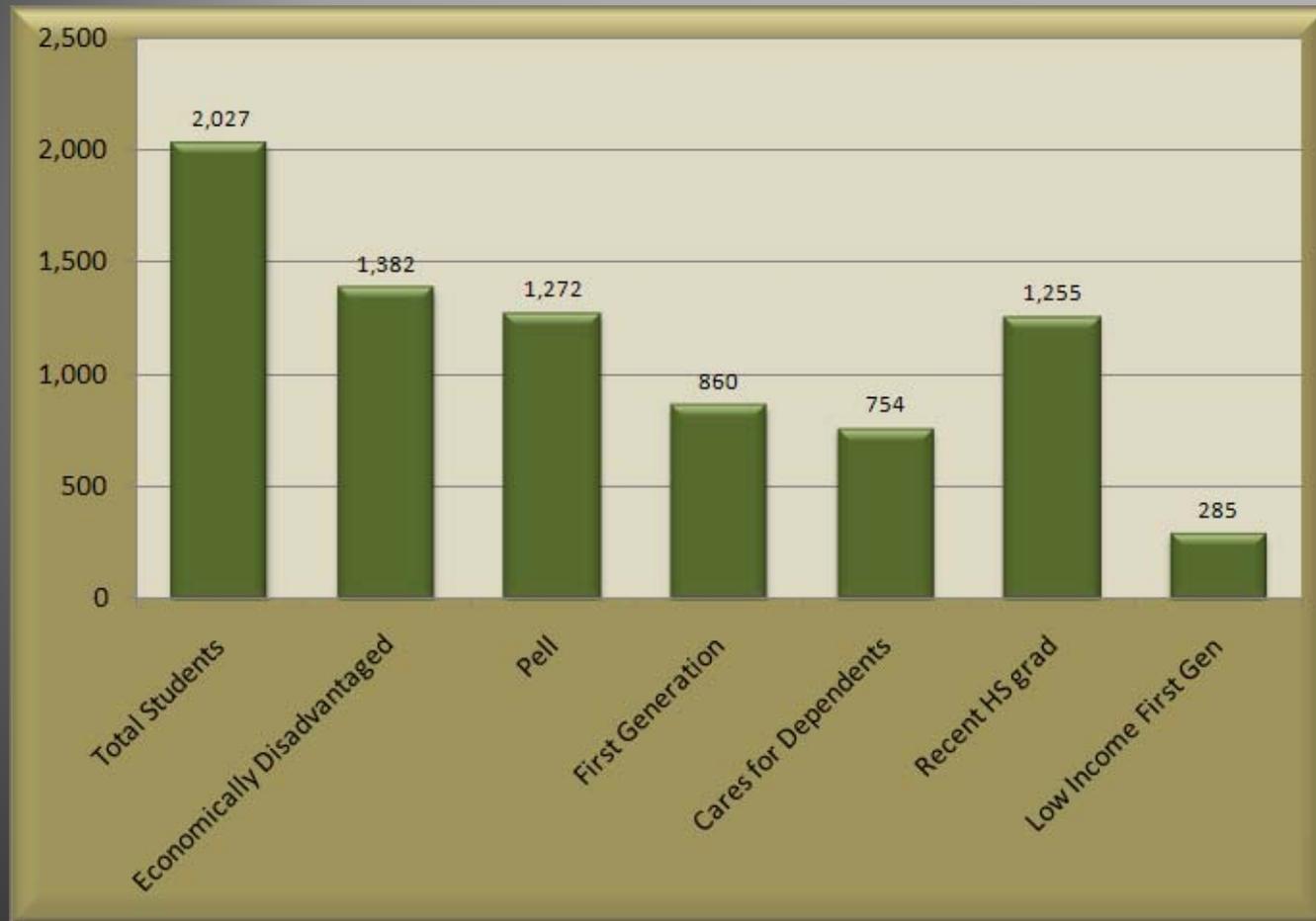
Business Other includes: Culinary, Horticulture, Hospitality  
Arts & Humanities includes Communication Division



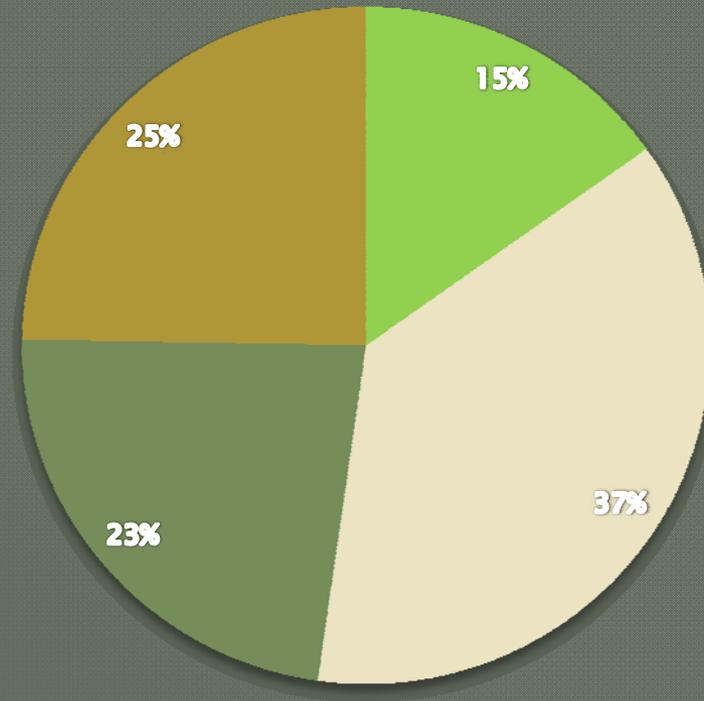
# Student Demographics



# Student Demographics



## Special Populations



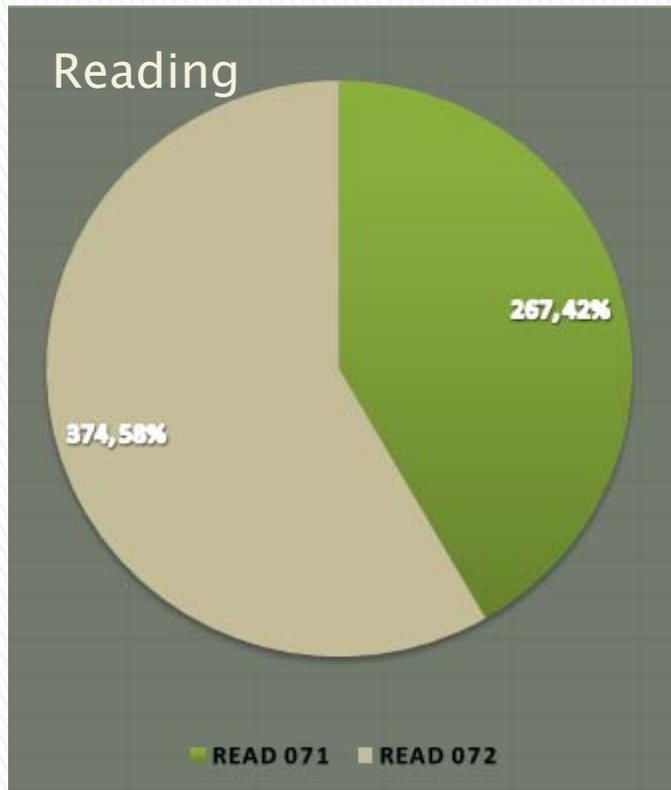
■ No Developmental   ■ 1 Dev Class   ■ 2 Dev Classes   ■ 3 or more

## Developmental Status

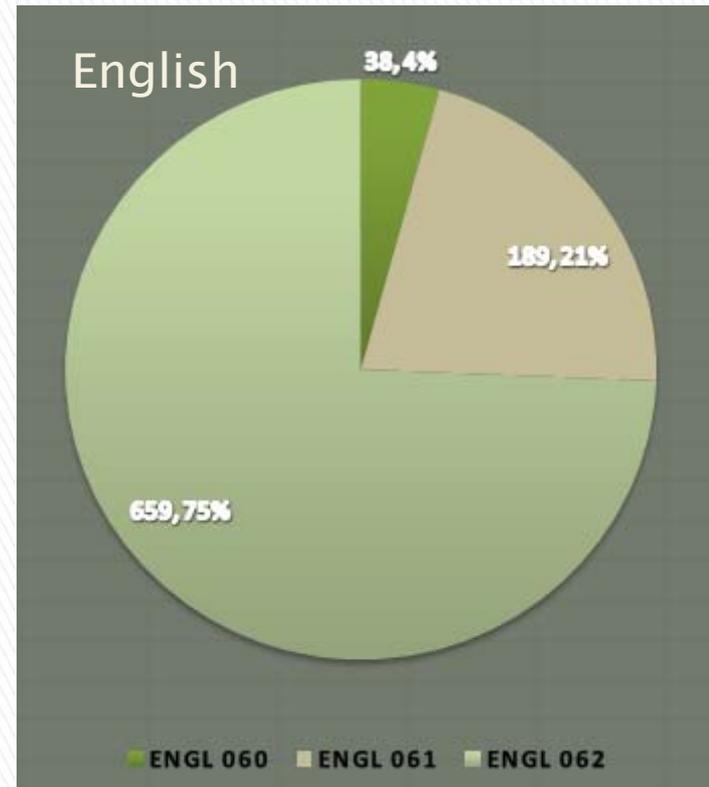


85 % are in at least 1 developmental class, 25% are in 3 or more

# Developmental Level

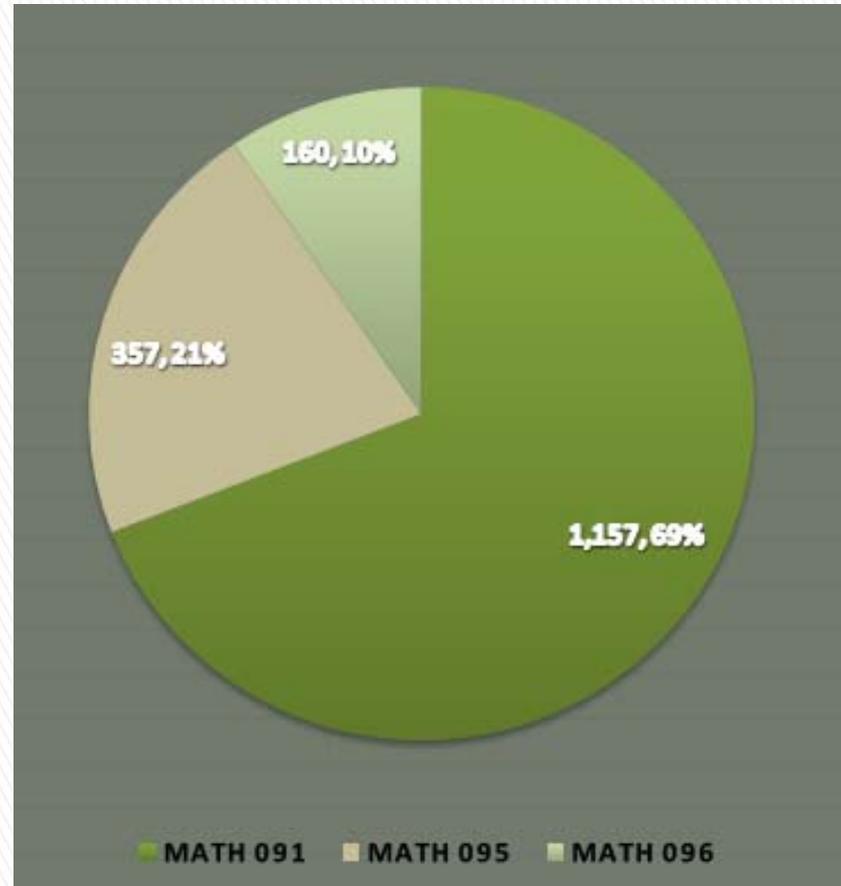


Almost 60% are in READ 072



75% are in the highest level

# Developmental Level

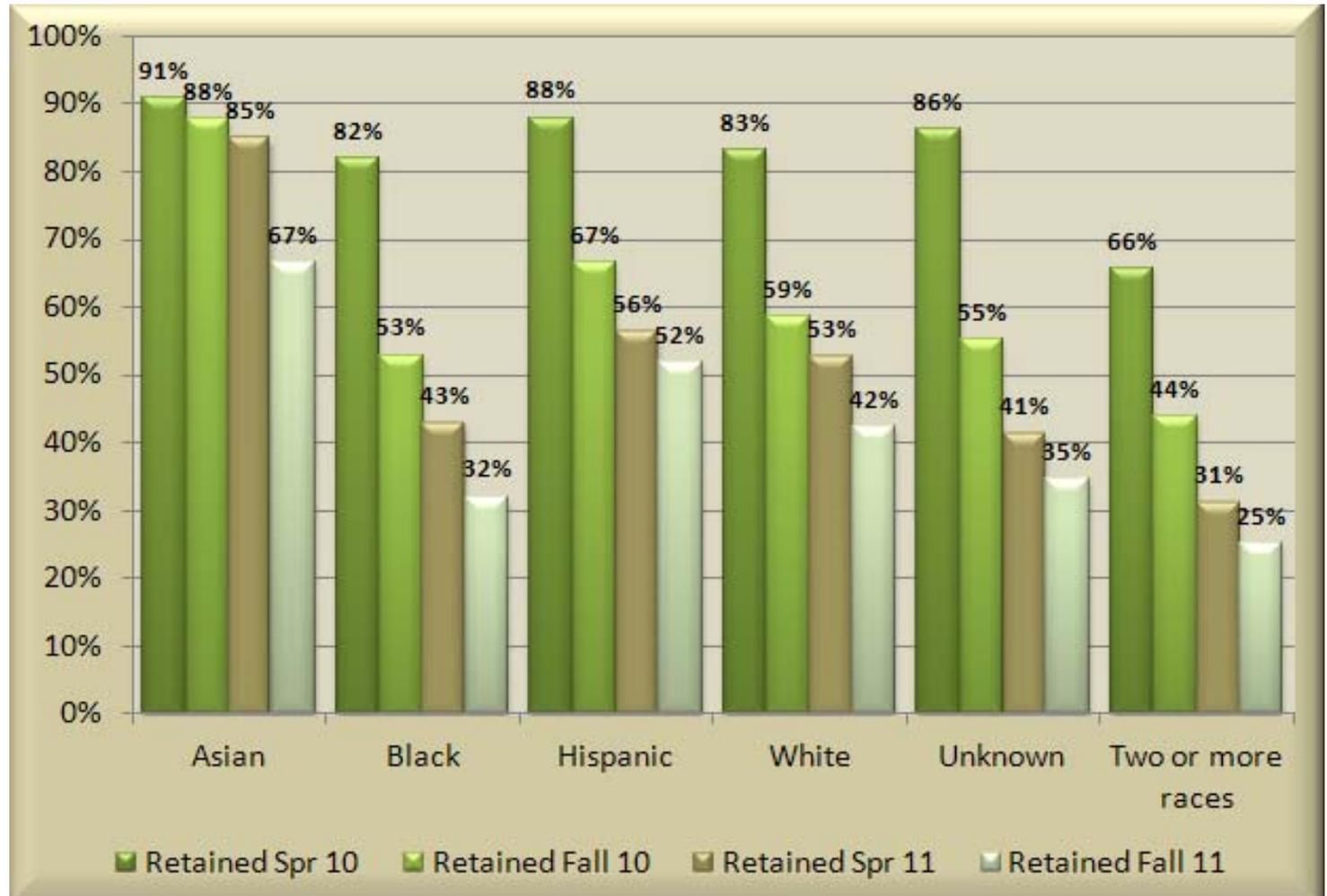


Math – Almost 70% are in 091

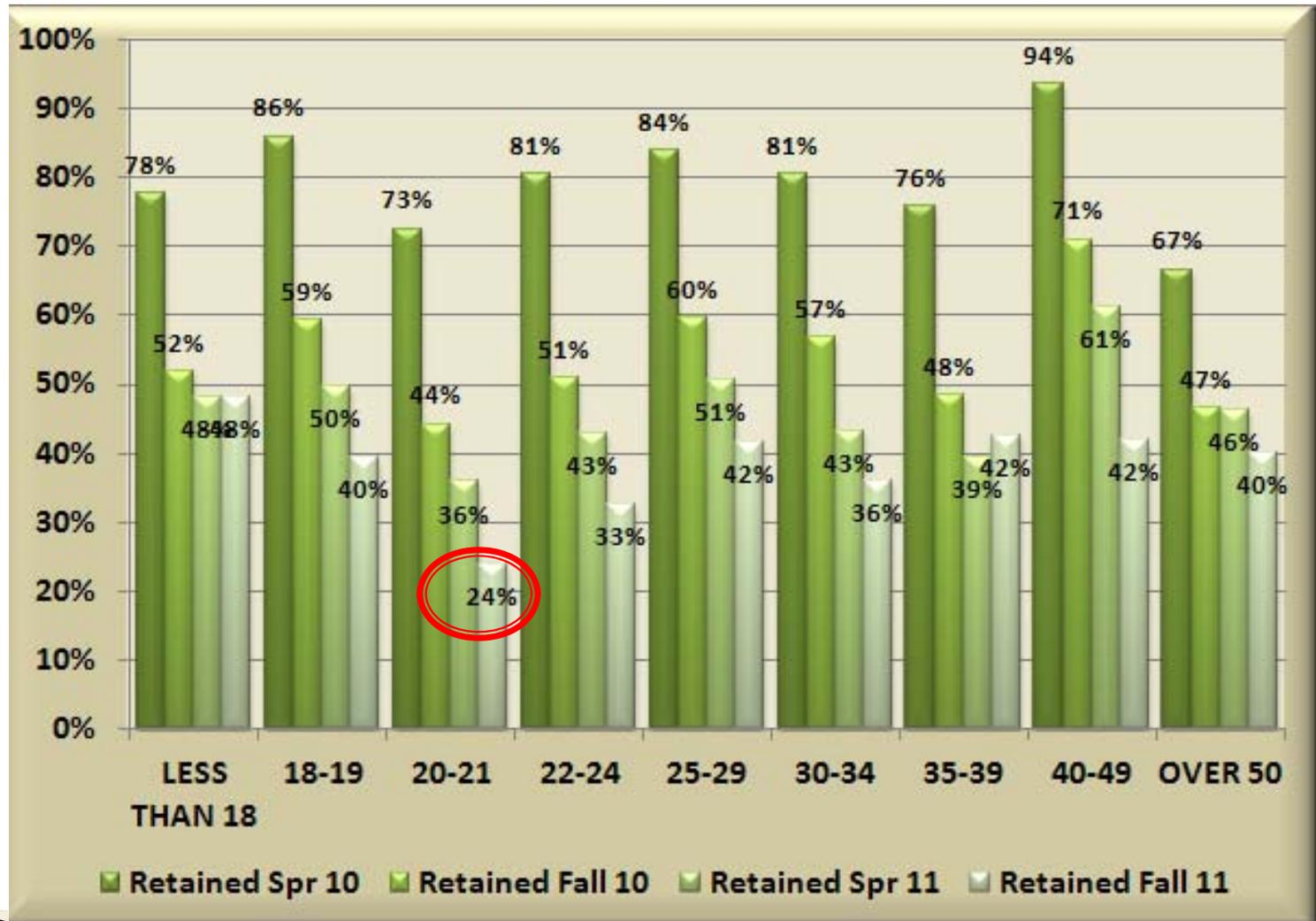
# Retention

Fall 2009 to Spring 2010:	83.1%
Fall 2009 to Fall 2010:	56.4%
Fall 2009 to Spring 2011:	47.1%
Fall 2009 to Fall 2011:	37.2%

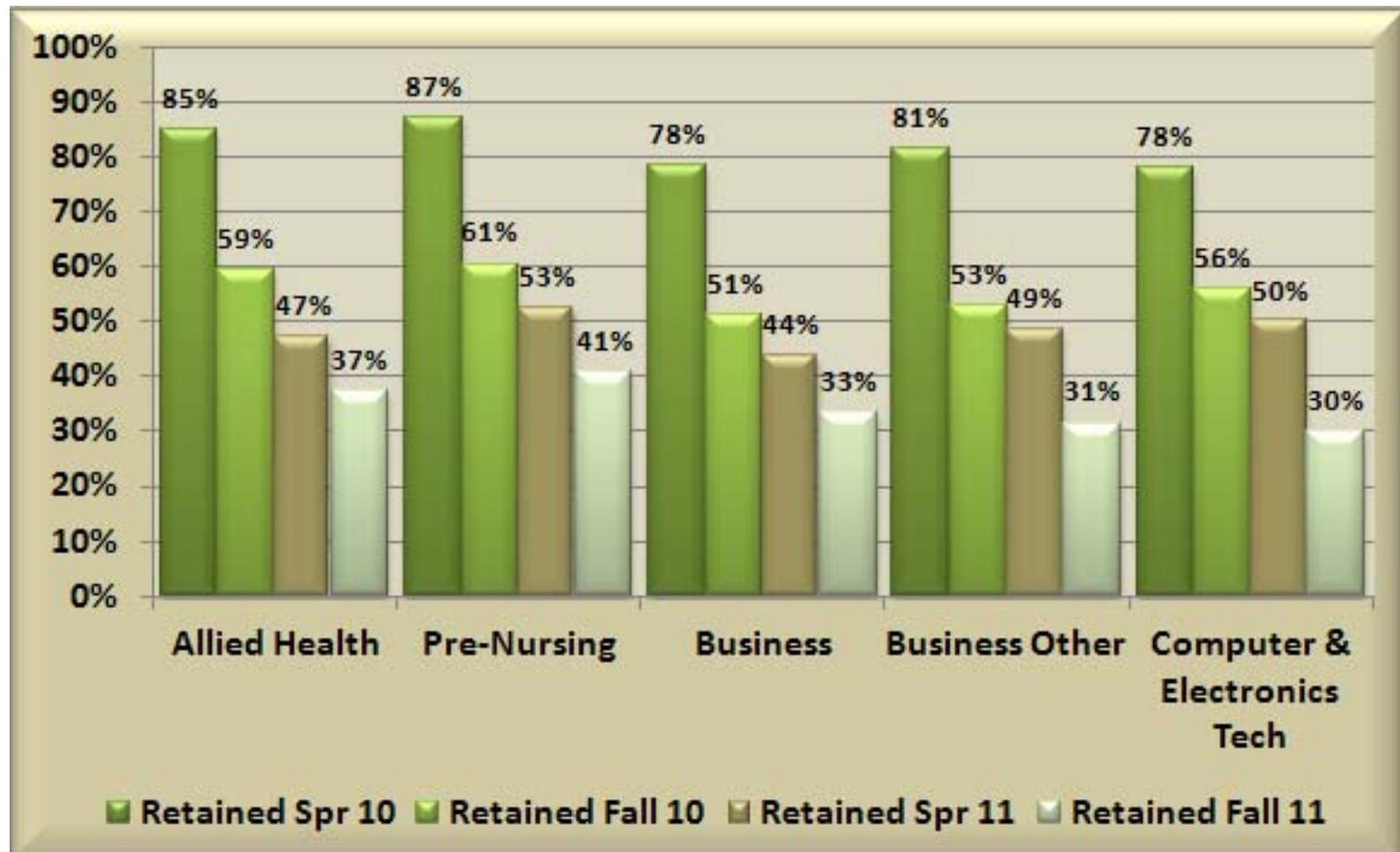
# Retention by Ethnicity



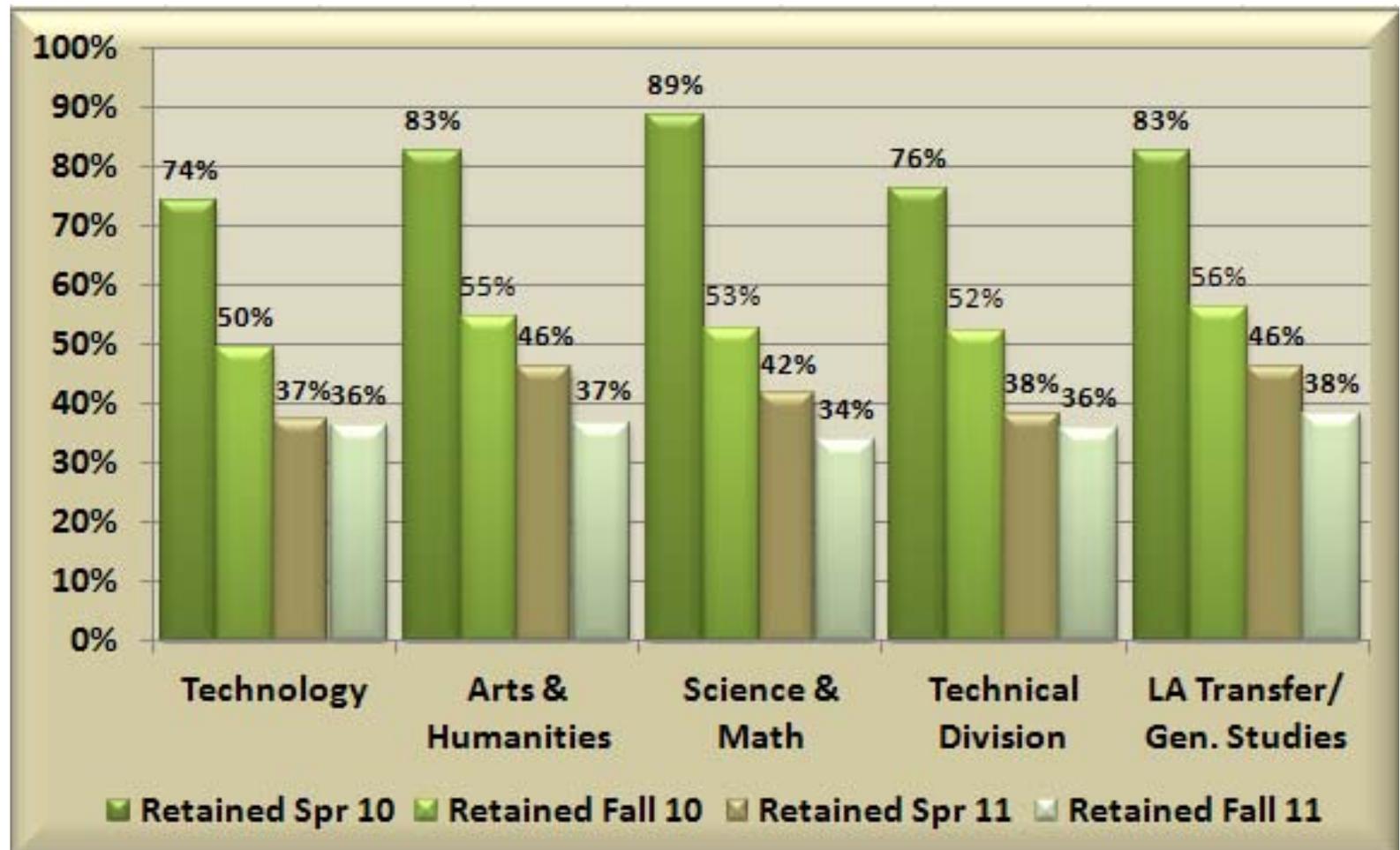
# Retention - Age Group



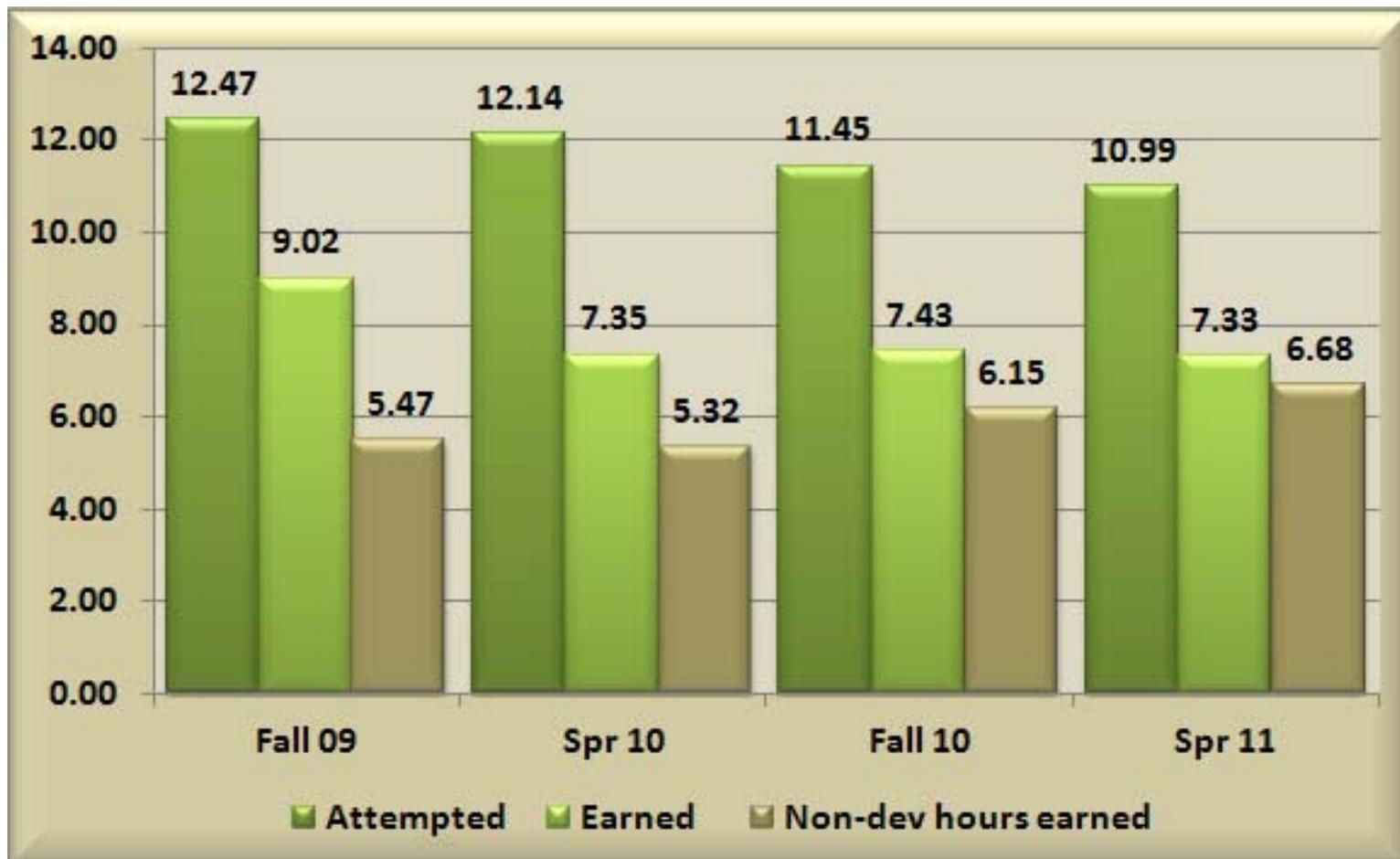
# Retention by Major



# Retention by Major



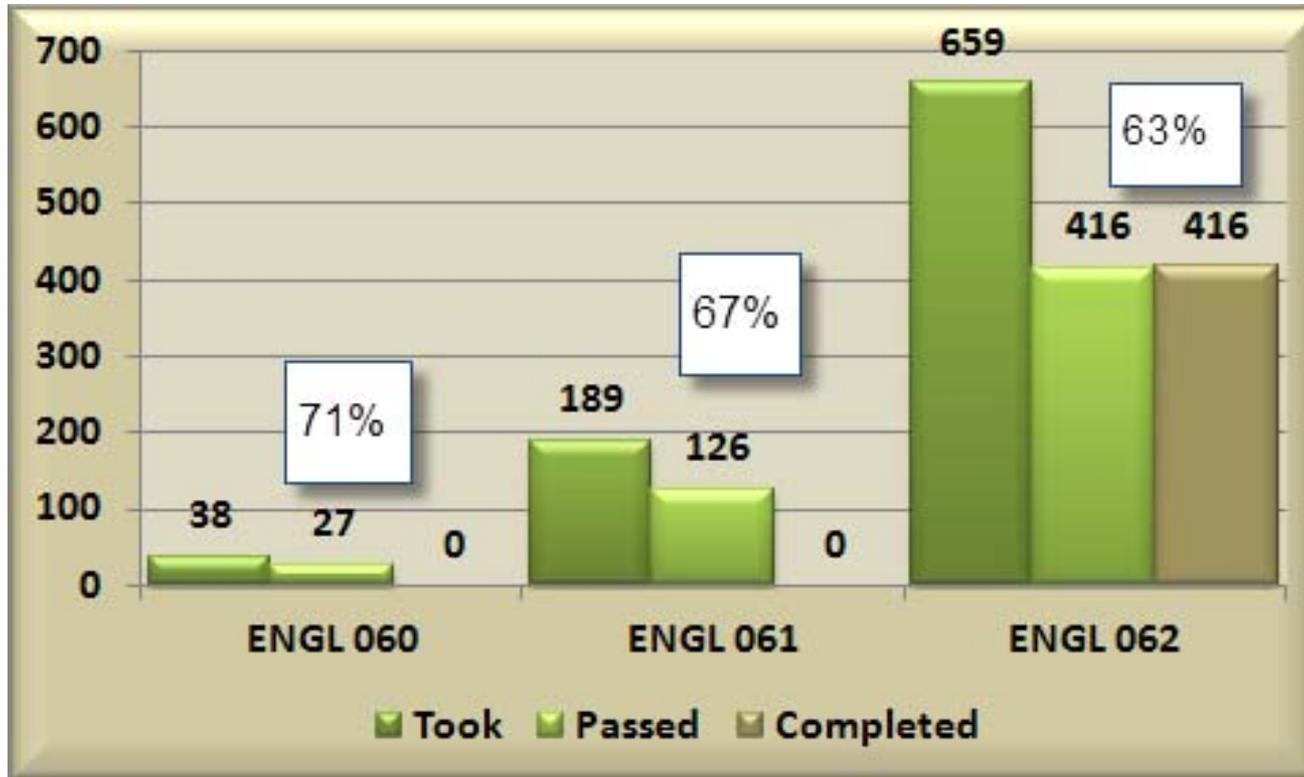
# Average Credits Attempted & Earned



The average number of credit hours attempted decreases slightly in the second semester. The average credit hours earned, however, drops significantly, making the second semester a critical semester for students.

# Developmental English Sequence

Fall 2009

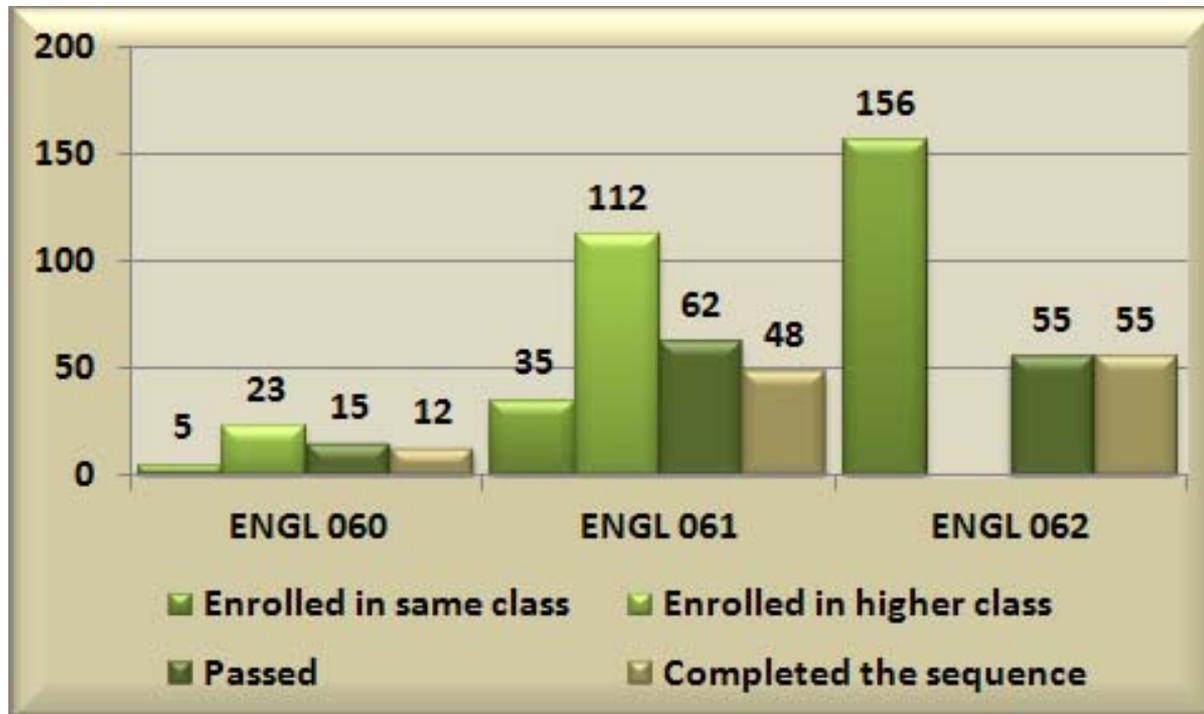


➤ 886 students (44%) in the cohort took a Developmental English class

➤ At the end of the semester 47% of the 886 completed the Developmental English sequence

➤ 153 of 227 (68%) moved to the next level.

# Developmental English Sequence Second Semester (Spring 2010)



➤ Of the 156 students who repeated English 062, only 35% passed.

➤ 751 (85%) developmental English students returned for the Spring 2010 term.

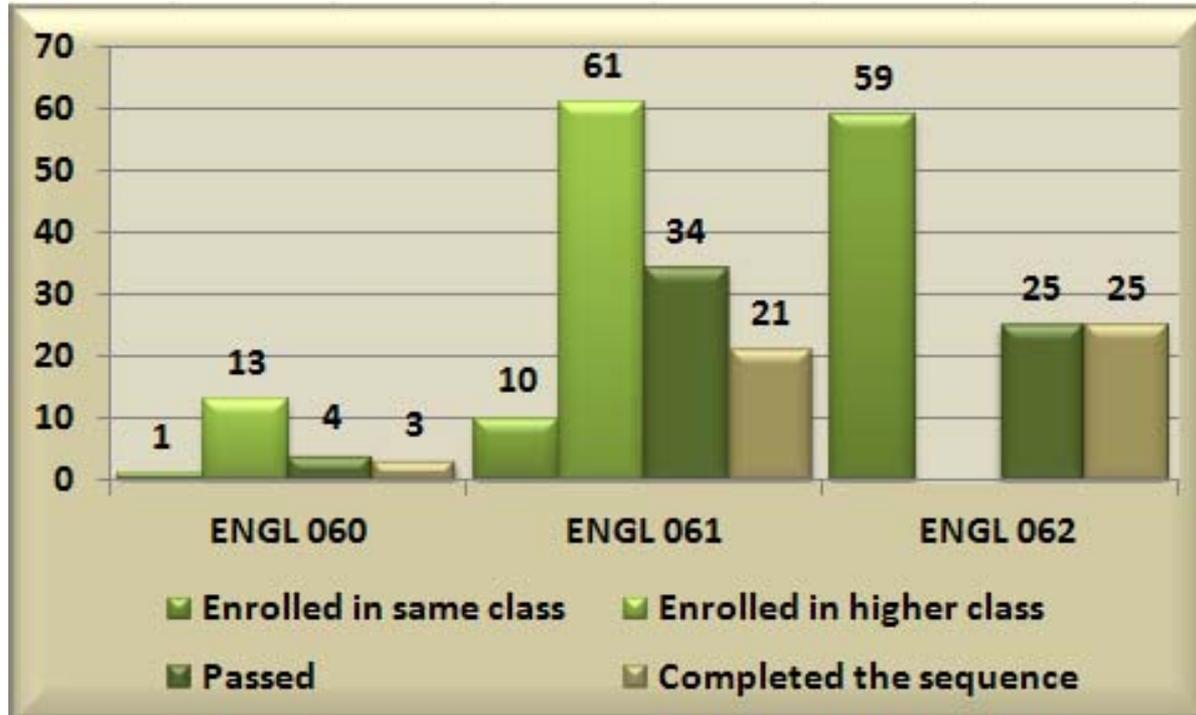
➤ 331 (42%) of them are still in the tract.

➤ At the end of the semester, 115 of the 331 (35%) completed the tract.

➤ A total of 471 (53%) of the beginning cohort completed Developmental English

# Developmental English Sequence

## Third Semester (Fall 2010)



➤ 70 students are still enrolled in their first developmental English class

➤ 509 (57%) developmental English students returned for the Fall 2010 term.

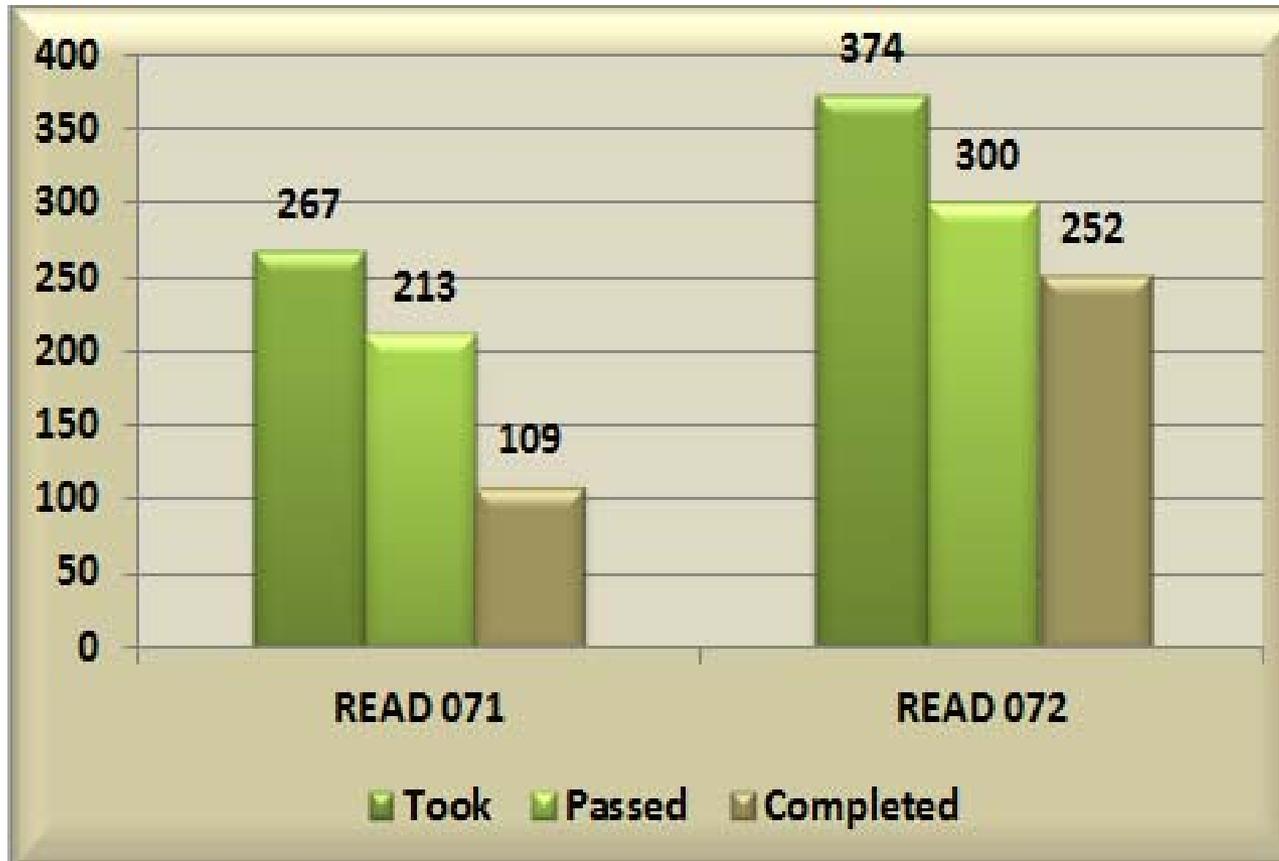
➤ 144 (16%) of them are still in the tract.

➤ At the end of the semester, 46 of the 144 (32%) completed the tract.

➤ A total of 517 (58%) of the beginning cohort completed Developmental English

# Developmental Reading Sequence

## Fall 2009

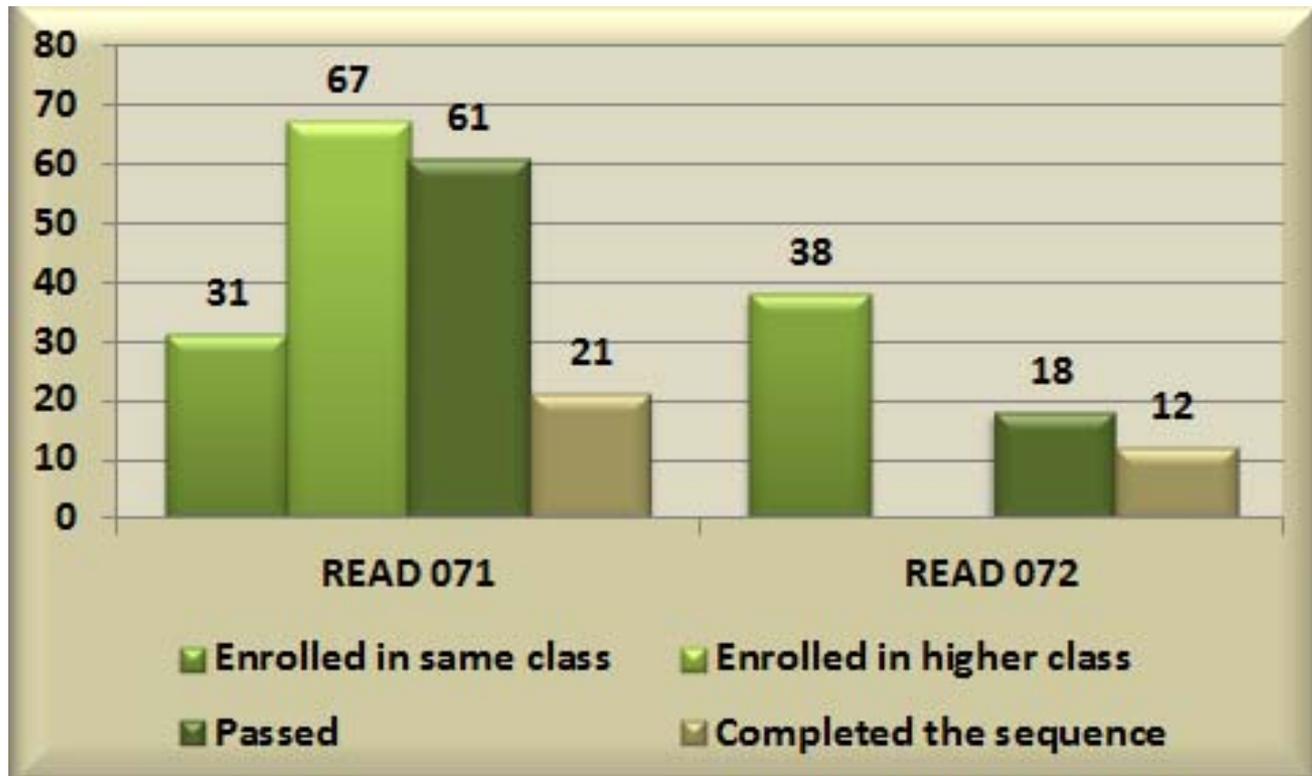


➤ 641 students (32%) in the cohort took a Developmental Reading class

➤ At the end of the semester 56% of the 641 completed the Developmental Reading sequence

➤ 152 of 641 (24%) moved to the next level.

# Developmental Reading Sequence Spring 2010



Students are passing 072 but not passing the exit exam

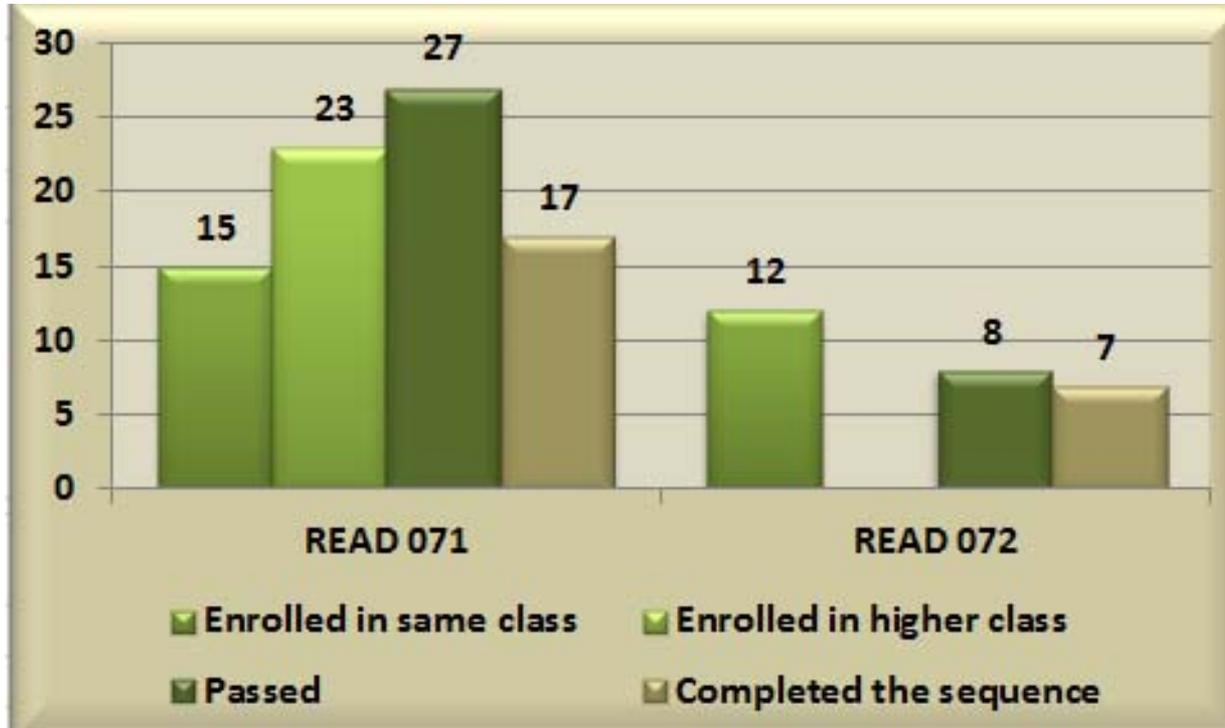
➤ 69 students (10%) in the cohort retook the same Developmental Reading class

➤ At the end of the 2<sup>nd</sup> semester 61% of the 641 completed the Developmental Reading sequence

➤ 79 of 641 (12%) made progress

# Developmental Reading Sequence

## Fall 2010



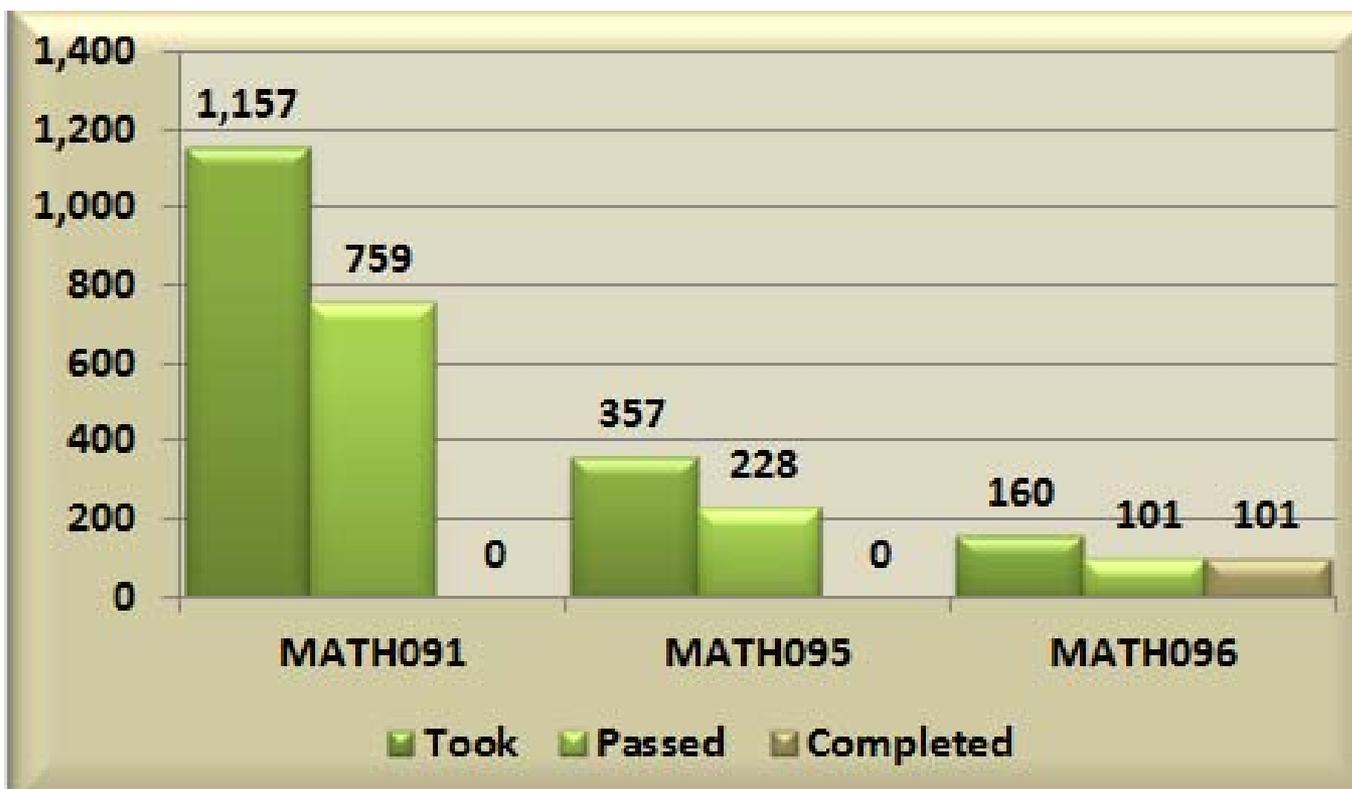
➤ 27 students (4%) in the cohort retook the same Developmental Reading class taken their first semester.

➤ At the end of the 3rd semester 65% of the 641 completed the Developmental Reading sequence

➤ 35 of the 50 (70%) still in Developmental Reading made progress

# Developmental Math Sequence

## Fall 2009



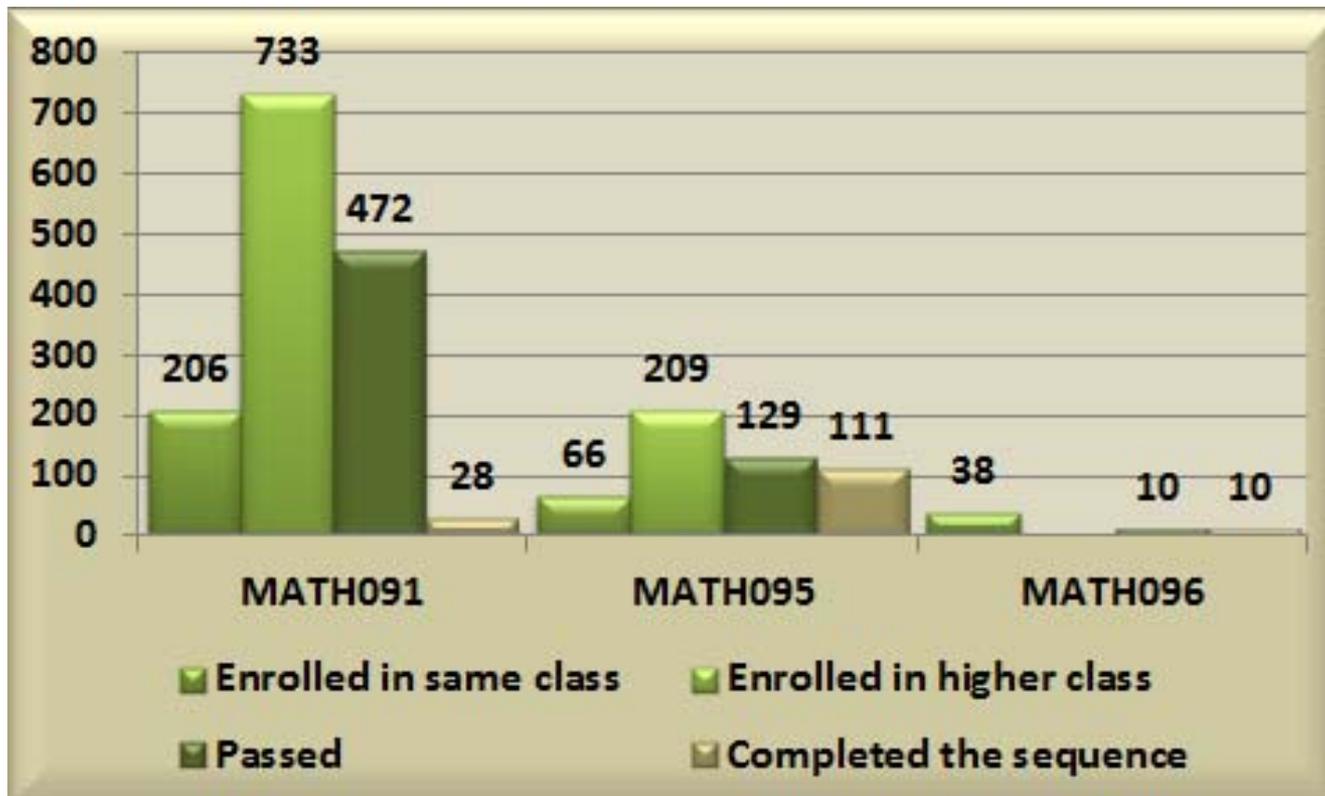
➤ 1674 students (83%) of the cohort enrolled Developmental Math

➤ At the end of the semester 101 (6%) of the 1674 had completed the Developmental Math sequence

➤ 987 of 1674 (59%) moved to the next level.

# Developmental Math Sequence

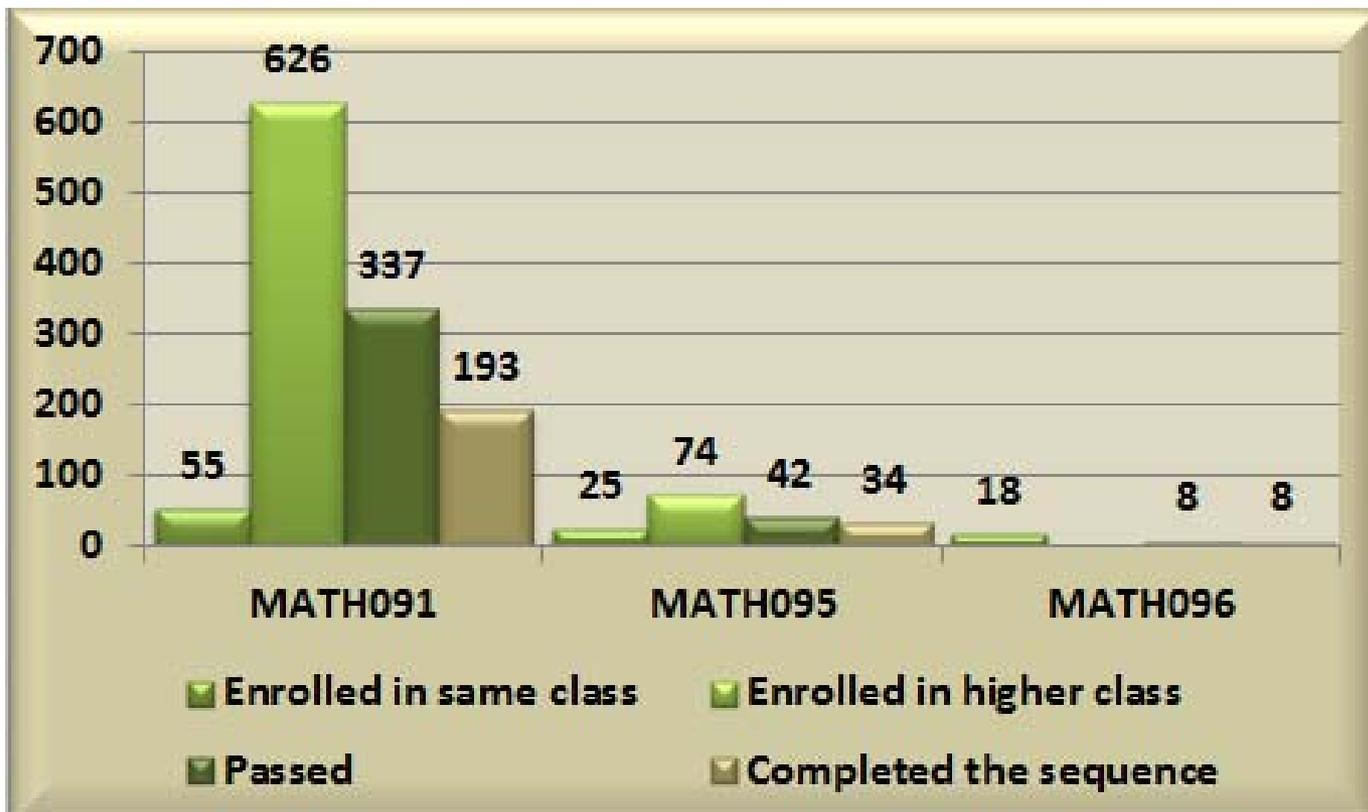
## Spring 2010



- 310 of 1674 students (18%) enrolled in the same Developmental Math class
- At the end of the 2<sup>nd</sup> semester 250 (15%) of the 1674 had completed the Developmental Math sequence
- 942 of 1674 (56%) took to the next class.

# Developmental Math Sequence

## Fall 2010



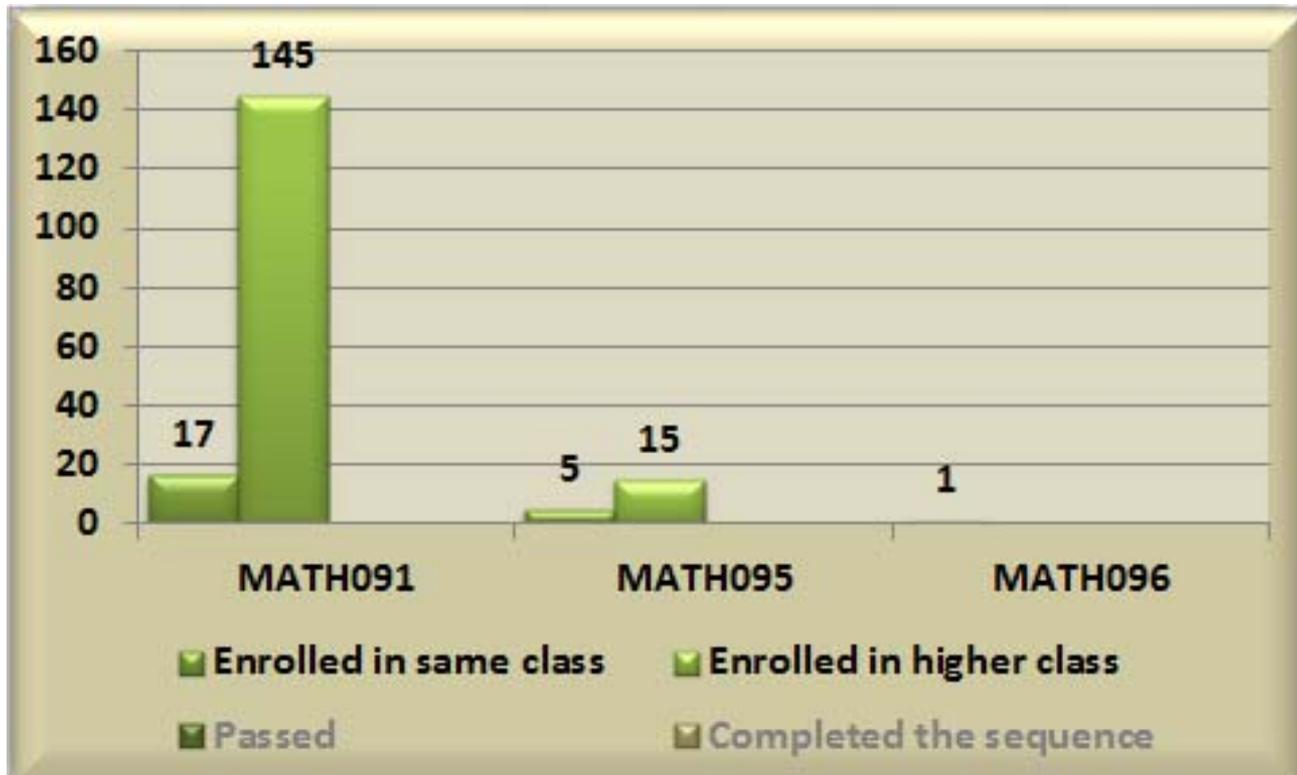
➤ 798 of 1674 (47%) are still taking Developmental Math.

➤ 98 of 1674 students (6%) are still enrolling in the same Developmental Math class from their 1<sup>st</sup> semester.

➤ At the end of the 3<sup>rd</sup> semester only 485 (29%) of the 1674 had completed the Developmental Math sequence.

# Developmental Math Sequence

## Spring 2011



➤ 183 of 1674 (11%) are still taking Developmental Math.

➤ 23 of 1674 students (1%) are still enrolling in the same Developmental Math class from their 1<sup>st</sup> semester.

➤ **None passed or completed.**

➤ *At the end of the 4th semester only 485 (29%) of the 1674 had completed the Developmental Math sequence.*

Access without support  
is not opportunity

Vincent Tinto

# Status of Fall 2009 Cohort in Spring 2011

- ▶ 2,027 first-time, full-time, associate degree seeking students
- ▶ 954 (47%) are still enrolled, of which 809 (85%) started in developmental, & 366 (38%) are still taking developmental classes
- ▶ 20 (2%) are enrolled in a Limited Admission Program
- ▶ 57 need to graduate in AC 1112 to meet our targeted GRS of 2.8%
- ▶ Of the 954 still enrolled:
  - ▶ 339 (35 %) have become part-time
  - ▶ 369 ( 39% ) are still taking developmental classes
  - ▶ 378 ( 40% ) are first generation
  - ▶ 214 (22%) have a GPA < 2.0
  - ▶ 159 (17%) not in Good Standing

# Status of Fall 2009 Cohort in Fall 2011

- ▶ 2,027 first-time, full-time, associate degree seeking students
- ▶ 754 (37%) are still enrolled
- ▶ 35 (5%) are taking classes in a limited admission program
- ▶ 222 (11%) have transferred to a 4 year institution
- ▶ 4 have graduated
- ▶ 57 need to graduate in AC 1112 to meet our targeted GRS of 2.8%
- ▶ Of the 754 still enrolled:
  - ▶ 332 (44 %) have become part-time
  - ▶ 366 ( 48% ) are still taking developmental classes
  - ▶ 304 ( 40% ) are first generation