Non-traditional Students

The research office recently explored student success as it related to the number of metrics cited in the literature to correlate with decreased student success. The metrics examined included part-time attendee, employed full-time, single parent, lacks HS Diploma, first generation student, ethnic minority, and over 25.

CRC students who attended CRC between 2002 and 2011 were classified into four groups:

- "Traditional Student" (0 metrics)
- "Minimally non-traditional" (1 metric)
- "Moderately non-traditional" (2 metrics)
- "Highly Non-traditional" (3 or more metrics)

The following table presents the initial findings from this study:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Percent of Enrollment</th>
<th>Average Course Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>27.7%</td>
<td>68.6%</td>
</tr>
<tr>
<td>Minimally Non-traditional</td>
<td>41.8%</td>
<td>64.8%</td>
</tr>
<tr>
<td>Moderately Non-traditional</td>
<td>29.9%</td>
<td>62.5%</td>
</tr>
<tr>
<td>Highly Non-traditional</td>
<td>0.7%</td>
<td>54.0%</td>
</tr>
</tbody>
</table>

As indicated by the table, more than 30% of our students possess 2 or more of the characteristics listed above. The table indicates that the more “non-traditional” a student is, the lower the average course success rate. At this time we have not been able to identify factors that can be used to predict success, which could be taken as a measure that we are realizing in part our commitment to equity and social justice.

Transfer Behavior

The research office recently analyzed the subsequent enrollment in a 4-year University using the National Student Loan Clearinghouse database for first-time freshmen (students 18 or younger who enrolled in Fall 2006 and had completed no college units) who became

- “transfer directed” within 4 years, and (completed 60 units with a GPA above 2.0)
- “transfer prepared” within 4 years (transfer directed plus successful completion of Transferable Math and English courses).

Data from the National Student Loan Clearinghouse allows us to determine which CRC Students transferred from this study. It is interesting to note that approximately 68% of transfer-ready students who completed between 10 and 40 transferrable units at CRC eventu-
The research office recently examined student success of several of the ethnic groups within the Asian Pacific Islander Population. The graph below illustrates the variation in average course success rates within this diverse and complex population.

The graph indicates that Cambodians, Filipinos, Hawaiians, Koreans, Laotians, Other Asians, Other Pacific Islanders and Samoans have lower average course success rates compared to the college-wide rate. Course enrollments from these groups comprise approximately 46.5% of the Asian Pacific Islander course enrollments during this time period.

When disaggregating by age, the differences become more extreme. In particular, students under the age of 25 from Cambodia, the Philippines, Laos, Other Asian countries, Other Pacific Island countries and Samoa had significantly lower course success rates than the overall course success rates for these groups.

First-time freshmen from Cambodia, the Philippines, Hawaii, Laos, Other Asian countries, and Other Pacific Island countries also have lower course success rates compared to college-wide data for first time freshmen.

Course success rates for all API groups (and the college) have improved over the past year, with the exception of Guamanians, Samoans and Hawaiians. These groups are fairly small, however.

In general, Asian/Pacific Islander students where English is not their primary language had higher course success rates compared to English-native language students.
Online Course Enrollment and Success

An analysis of online compared to face-to-face enrollment and success indicated that compared to the general student population, a greater percentage of online enrollments are:
- Over the age of 25
- Not first time freshmen
- Female

The study found that average course success rates in online courses were in general 7% below college-wide average course success rates. Differences in average course success were greater for:
- students under the age of 25
- students enrolled in basic skills or transfer level classes
- first time freshmen
- African American, Native American and Hispanic

Disproportionate Impact

The research office recently investigated whether the reductions in FTE were having disproportionate impact on students, based on their self-declared enrollment status. In particular, we investigated the enrollment of:
- Continuing students compared to non-continuing students (students who were enrolled in fall, but were not enrolled the previous spring).
- Various groups within the non-continuing student group, which included first time students, first time transfer students, returning students, and special admit students.

The graph to the right illustrates the enrollment changes for the different groups. It indicates that over the past two fall terms:
- enrollment has decreased by 4.5%
- enrollment of continuing students has increased by 8.7%
- enrollment of non-continuing students has decreased by 10.3%
- the decreased enrollment in non-continuing students has most significantly impacted special admit students (61.3% decrease) followed by first-time transfer students (22% decrease)

CRC Shows Progress in the ARCC Report

Each spring the State Chancellor’s Office presents an Accountability Report for Community Colleges (ARCC) to the Legislative Analysts Office and the State Legislature. The College’s performance on five of the seven metrics improved this year, as indicated in the table below. The metrics not showing improvement were in the area of ESL improvement and persistence rates, which both reflect reductions in course offerings, which made it harder for students to obtain classes.

<table>
<thead>
<tr>
<th>ARCC Measure</th>
<th>2011</th>
<th>2012</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Progress and Achievement</td>
<td>48.9%</td>
<td>52.2%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Percentage of Students Earning ≥ 30 Units</td>
<td>71.8%</td>
<td>73.4%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Vocational Course Success Rates</td>
<td>61.6%</td>
<td>65.1%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Basic Skills Course Success Rates</td>
<td>67.1%</td>
<td>68.2%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Basic Skills Improvement Rate</td>
<td>54.5%</td>
<td>57.7%</td>
<td>3.2%</td>
</tr>
</tbody>
</table>
Persistence measures the proportion of students in a given semester who are enrolled the following semester. CRC has always had the highest or one of the highest persistence rates in the district and these already strong rates have been increasing for the past 4 academic years. However, these increases have varied for different demographic groups.

The greatest gains in persistence were seen for:
- Students age 25 and older (+6.5% compared to +3.7% for younger students)
- Female students (+6.7% compared to +2.7% for males)

Increases in persistence were comparable in the different ethnic and first language status groups.

The persistence of first generation students is becoming comparable to non-first generation students. Although first-time freshmen have traditionally had greater persistence rates compared to other students, the difference has decreased from 5.5% to 2.8%.

Nakajima’s Dissertation found cumulative GPA was the strongest predictor of student persistence. Enrollment units and English proficiency were also predicting factors for persistence. Contrary to other studies she found that none of the academic integration (such as student-faculty interaction or student involvement) or psychosocial variables (such as goals, family support, self-efficacy) were predictors of persistence. However, she did find that goals and self-efficacy were significantly correlated with cumulative GPA. Faculty-student interaction also significantly correlated with unit load. These relationships are illustrated in the diagram to the left.

---

**Nakajima’s¹ Persistence Findings**

![Diagram of Nakajima's Persistence Findings]

¹What Factors Influence Persistence at Community College? (2008)