

## STUDENT SUCCESS & COMPLETION DATA

*Cohort: All first-time college students at Norco College in fall 2010 disaggregated by enrollment status (PT/FT), gender, ethnicity, age (26 & younger/27 & older), Pell/non-recipient (proxy for income or SES).*

*Outcomes: Enrollment in DEVED, Success (all courses & developmental courses only), Zero Credits Earned in First Term, Persistence (Fall-Spring & Fall-Fall), Completion (Degree or Certificate in 4 years & Degree/Certificate/Transfer in 4 years).*

- *Success: percentage of enrollments receiving a "C" or higher grade or "P"*
- *Zero Credits Earned: percentage of students who stayed enrolled beyond census but didn't earn any credits (usually received a "W", or "F" or "NP" grade).*
- *Persistence: Enrolled beyond census in first term and second term.*
- *Completion: Earned an award through RCCD (only state-approved certificates and degrees).*
- *Transfer: Completed at least 12 units in the district and completed the majority of units at Norco*

	<i># Entering</i>	<i>Enrolled in 1 or more DEVED- Fall 10</i>	<i>Success Rate DEVED- Fall 10</i>	<i>Success Rate- Fall 10</i>	<i>Zero Credits- Fall 10</i>	<i>Persist Fall 10 to Spring 11</i>	<i>Persist Fall 10 to Fall 11</i>	<i>Earned Award in 4 years</i>	<i>Award or Trans in 4 years</i>
<i>Total</i>	<b>2474</b>	<b>22.5%</b>	<b>65.7%</b>	<b>64.7%</b>	<b>17.9%</b>	<b>73.2%</b>	<b>58.3%</b>	<b>9.8%</b>	<b>14.6%</b>
<i>Part-Time</i>	<b>1534</b>	<b>23.3%</b>	<b>61.7%</b>	<b>60.7%</b>	<b>24.5%</b>	<b>64.8%</b>	<b>50.4%</b>	<b>5.6%</b>	<b>8.5%</b>
<i>Full-Time</i>	<b>940</b>	<b>21.3%</b>	<b>69.3%</b>	<b>68.0%</b>	<b>7.0%</b>	<b>86.8%</b>	<b>71.2%</b>	<b>16.7%</b>	<b>24.5%</b>
<i>Female</i>	<b>1274</b>	<b>25.6%</b>	<b>70.2%</b>	<b>67.9%</b>	<b>16.0%</b>	<b>75.4%</b>	<b>61.5%</b>	<b>12.0%</b>	<b>17.3%</b>
<i>Male</i>	<b>1186</b>	<b>19.1%</b>	<b>60.1%</b>	<b>61.2%</b>	<b>20.1%</b>	<b>70.8%</b>	<b>55.1%</b>	<b>7.4%</b>	<b>11.6%</b>
<i>Unknown</i>	<b>14</b>	<b>28.6%</b>	<b>72.7%</b>	<b>71.4%</b>	<b>0.0%</b>	<b>64.3%</b>	<b>42.9%</b>	<b>14.3%</b>	<b>14.3%</b>
<i>Asian</i>	<b>190</b>	<b>17.9%</b>	<b>72.8%</b>	<b>77.6%</b>	<b>12.1%</b>	<b>76.8%</b>	<b>63.2%</b>	<b>12.1%</b>	<b>23.7%</b>
<i>African Amer</i>	<b>196</b>	<b>22.4%</b>	<b>55.5%</b>	<b>48.3%</b>	<b>31.1%</b>	<b>64.3%</b>	<b>45.9%</b>	<b>5.1%</b>	<b>8.2%</b>
<i>Hispanic</i>	<b>1253</b>	<b>26.8%</b>	<b>65.4%</b>	<b>61.7%</b>	<b>18.8%</b>	<b>75.2%</b>	<b>61.5%</b>	<b>9.5%</b>	<b>12.5%</b>
<i>Native Amer</i>	<b>4</b>	<b>50%</b>	<b>50.0%</b>	<b>38.5%</b>	<b>25.0%</b>	<b>50.0%</b>	<b>50.0%</b>	<b>25.0%</b>	<b>25.0%</b>
<i>Pac Is/Hawaiian</i>	<b>12</b>	<b>8.3%</b>	<b>100.0%</b>	<b>61.0%</b>	<b>8.3%</b>	<b>83.3%</b>	<b>50.0%</b>	<b>16.7%</b>	<b>33.3%</b>
<i>Two or more</i>	<b>76</b>	<b>23.7%</b>	<b>67.4%</b>	<b>60.5%</b>	<b>21.1%</b>	<b>65.8%</b>	<b>51.3%</b>	<b>9.2%</b>	<b>14.5%</b>
<i>White</i>	<b>722</b>	<b>16.3%</b>	<b>67.8%</b>	<b>71.7%</b>	<b>13.9%</b>	<b>72.4%</b>	<b>55.8%</b>	<b>11.1%</b>	<b>17.2%</b>
<i>Unknown</i>	<b>21</b>	<b>19.0%</b>	<b>58.3%</b>	<b>61.7%</b>	<b>23.8%</b>	<b>52.4%</b>	<b>52.4%</b>	<b>4.8%</b>	<b>19.0%</b>
<i>26 and younger</i>	<b>2141</b>	<b>23.2%</b>	<b>66.5%</b>	<b>65.1%</b>	<b>16.4%</b>	<b>75.4%</b>	<b>61.1%</b>	<b>10.3%</b>	<b>15.6%</b>
<i>27 and older</i>	<b>333</b>	<b>18.0%</b>	<b>58.4%</b>	<b>61.6%</b>	<b>27.0%</b>	<b>58.6%</b>	<b>39.9%</b>	<b>6.9%</b>	<b>8.4%</b>
<i>Non-Recipient</i>	<b>1628</b>	<b>21.1%</b>	<b>65.8%</b>	<b>65.4%</b>	<b>21.0%</b>	<b>67.9%</b>	<b>55.0%</b>	<b>8.5%</b>	<b>13.1%</b>
<i>Pell Grant</i>	<b>846</b>	<b>25.2%</b>	<b>65.6%</b>	<b>63.8%</b>	<b>11.8%</b>	<b>83.3%</b>	<b>64.7%</b>	<b>12.3%</b>	<b>17.5%</b>

## STUDENT SUCCESS & COMPLETION DATA

### A STORY

In Fall 2010, a group of 2,474 people decided to enroll in at least one course at Norco College as their first time being a college student. Their reasons for enrolling varied, but most of them initially said they had a goal of either transferring to a 4-year university and/or earning an associate's degree. Before being able to register, these students were directed to take the placement test. The result was that 80% of them placed lower than transfer-level in English and 95% placed lower than transfer-level in math. When it came time to register, only 22.5% were able to register in developmental (remedial) courses in English or math.

The experiences of these students over the first semester could probably fill several volumes, but let's fast forward to the end of the semester. Of all enrollments for this group of students about 1/3 of them didn't pass their developmental education courses and it was about the same when looking at all classes. In terms of success, our African-American and older students had the hardest time with close to half of the courses on their transcript either receiving a lower than "C" grade or a "W". Almost 1 in 5 students in the overall group had not earned any units by the end of the semester because they either had not passed or dropped all of their courses. Again, this was true in larger part with the African-American, older, and part-time students.

Despite some failures and wonderful successes, about 3 out of 4 students re-enrolled in Spring 2011, and about 60% came back in the following Fall semester. We saw more older students not re-enrolling in the spring and fall, but African-American and part-time students weren't far behind them. The big question is—how many students in this group completed something? When we look at degrees or certificates, 243 of them (9.8%) earned an award within four years. If we add transferring to a 4-year institution into our definition of "completing something", the number of students went up to 361 (14.6%). Again, African-American, part-time, and older students were less likely to get any award or transfer. However, Hispanic and male students consistently struggled to succeed, persist and complete their educational goals.

This story continued to repeat itself with different groups of new students until one day a group of concerned faculty, staff, and administrators came up with some radical ideas...and the story began to change.