ADMISSIONS DATA ANALYSIS: FOLLOWING-UP ON THE HSSS FINDINGS FROM FALL 2021
Submitted by Claremont Evaluation Center, August 2022

NORCO COLLEGE

Describing the Norco College Sample
- Orientation completers (non-exempt)
  - 1,562 orientation completers from 3/1/21-8/22/21 (duplicates and test accounts removed, *n* = 1553)
  - 1,548 students found in admissions data (used for %)

Gender

Gender	N (%)
Female (F)	774 (49.8%)
Male (M)	750 (48.3%)
Unknown	29 (1.9%)

Age (Years)

Age	N (%)
19 years or less	1137 (73.4%)
20-24 years	174 (11.2%)
25-29 years	89 (5.7%)
30-34 years	48 (3.1%)
35-39 years	33 (2.1%)
40-49 years	46 (3.0%)
50 years and older	21 (1.4%)

Race/Ethnicity

Race/Ethnicity	N (%)
Hispanic	896 (57.9%)
White	307 (19.8%)
Asian	167(10.8%)
Two or more Races	65 (4.2%)
Black or African American	57 (3.7%)
Filipino	34 (2.2%)
American Indian/Alaska Native	4 (0.3%)
Native Hawaiian or Other Pacific Islander	3 (0.2%)
Unknown	15 (1.0%)

Course Registration by Term
N (denominator) = Number of students in file (1548 students)

Term	N (%)	Range	Average Units
Summer 2021	252 (16.3%)	1-12 units	4.64 units
Fall 2021	1237 (79.9%)	1-29 units	11.21 units
Winter 2022	525 (33.9%)	1-13 units	4.42 units

Unit Completion by Term
[Note. Those who completed zero units not included]
N (denominator) = Number registered by term in table above

Term	*N* (%)	Range	Average Units
Summer 2021	205 (81.3%)	1-9 units	4.32 units
Fall 2021	876 (70.8%)	2-18 units	8.63 units
Winter 2022	394 (75.0%)	1-9 units	3.92 units

Average Percent Unit Completion by Term

Term	Total *N*	Range	Average % of Units Completed
Summer 2021	252	0%-100%	76.5%
Fall 2021	1237	0%-100%	53.6%
Winter 2022	525	0%-100%	69.8%

Course Dropping Patterns by Term

Term	*Total N*	*No courses dropped* N (%)	*Some courses dropped* N (%)	*All courses dropped* N (%)
Summer 2021	252	177 (70.2%)	28 (11.1%)	47 (18.7%)
Fall 2021	1237	410 (33.1%)	466 (37.7%)	361 (29.2%)
Winter 2022	525	340 (64.8%)	54 (10.3%)	131 (25.0%)

Fall-to-Winter Term Persistence
N (denominator) = 1237

N (%)	Range	Average Units
513 (41.5%)	1-13 units	4.38 units

Fall-to-Spring Term Persistence
N (denominator) = 1237

N (%)	Range	Average Units
831 (67.3%)	1-18 units	10.03 units

Course Dropping + Needs at Orientation

Did students with different responses for career planning (uninformed, undecided, and decided) demonstrate different patterns of course dropping by term?

Chi-square (Course Drop Categorical variable by term x Career Decision at Orientation)

Summer 2021	Non-significant Chi-square
Fall 2021	Non-significant Chi-square
Winter 2022	Non-significant Chi-square

Did students who expressed interest in financial topics (1 = yes, 0 = no) demonstrate different patterns of course dropping by term?

Chi-square (Course Drop Categorical variable by term x financial interests at Orientation: saving, borrowing, credit, budgeting, scholarships, FAFSA)

Term	Summary of Findings
Summer 2021	Non-significant Chi-squares (6)
Fall 2021	Assistance completing the FAFSA or Dream Act application: Chi-square (df = 2) = 9.473, p = .009 Remaining analyses non-significant
Winter 2022	Non-significant Chi-squares (6)

Fall 2021 (FAFSA or Dream Act Application Assistance):

	No interest	*Expressed interest*
No Drop	336 (82.0%)	74 (18.0%)
Some Drop	354 (76.0%)	112 (24.0%)
All Drop	263 (72.9%)	98 (27.1%)

Did students who expressed interest in support services (1 = yes, 0 = no) demonstrate different patterns of course dropping by term?

Chi-square (Course Drop Categorical variable by term x interest in support services at Orientation: employment, university research, health/wellness, transportation, technology, housing, disability accommodations, food, safety, childcare)

Term	Summary of Findings
Summer 2021	• Assistance with childcare: Chi-square (df = 2) = 7.130, p = .028 • Remaining analyses non-significant
Fall 2021	• Assistance with housing: Chi-square (df = 2) = 6.820, p = .033 • Assistance with transportation: Chi-square (df = 2) = 9.045, p = .011 • Remaining analyses non-significant
Winter 2022	• Assistance with food: Chi-square (df = 2) = 6.146, p = .046 • Remaining analyses non-significant

Summer 21 (Childcare):

	No interest	*Expressed interest*
No Drop	169 (95.5%)	8 (4.5%)
Some Drop	27 (96.4%)	1 (3.6%)
All Drop	40 (85.1%)	7 (14.9%)

Fall 21 (Housing):

	No interest	*Expressed interest*
No Drop	400 (97.6%)	10 (2.4%)
Some Drop	438 (94.0%)	28 (6.0%)

All Drop	342 (94.7%)	19 (5.3%)

Fall 21 (Transportation):

	No interest	*Expressed interest*
No Drop	388 (94.6%)	22 (5.4%)
Some Drop	423 (90.8%)	43 (9.2%)
All Drop	345 (95.6%)	16 (4.4%)

Winter 21 (Food):

	No interest	*Expressed interest*
No Drop	326 (95.9%)	14 (4.1%)
Some Drop	48 (88.9%)	6 (11.1%)
All Drop	127 (96.9%)	4 (3.1%)

Did students who expressed interest in academic support (1 = yes, 2 = no) demonstrate different patterns of course dropping by term?

Chi-square (Course Drop Categorical variable by term x interest in academic support at orientation)

Summer 2021	Non-significant Chi-square
Fall 2021	Non-significant Chi-square
Winter 2022	Non-significant Chi-square

Retention + Needs at Orientation

Did students who expressed interest in support services (1 = yes, 0 = no) demonstrate different patterns of retention?

Chi-square: fall-to-winter persistence (0,1), fall-to-spring persistence (0,1) x interest in support services at Orientation: employment, university research, health/wellness, transportation, technology, housing, disability accommodations, food, safety, childcare

Term	Summary of Findings
Fall-to-Winter Persistence	• Assistance with technology: Chi-square (df = 1) = 6.943, p = .006 • Assistance with research: Chi-square (df = 1) = 14.898, p < .001 • Remaining analyses non-significant
Fall-to-Spring Persistence	• Assistance with research: Chi-square (df = 1) = 13.572, p < .001 • Remaining analyses non-significant

Fall-to-Winter Persistence (Technology):

	No interest	*Expressed interest*
Non-Persistence	691 (95.4%)	33 (4.6%)
Persistence	471 (91.8%)	42 (8.2%)

Fall-to-Winter Persistence (Research):

	No interest	*Expressed interest*
Non-Persistence	647 (89.4%)	77 (10.6%)
Persistence	419 (81.7%)	94 (18.3%)

Fall-to-Spring Persistence (Research):

	No interest	*Expressed interest*
Non-Persistence	370 (91.4%)	35 (8.6%)
Persistence	696 (83.7%)	136 (16.3%)

Changes in Program of Study

Summary of Change Types

1. No change in degree or degree type

2. "Non-substantial ("minor") changes are any changes that do not significantly affect the type and/or volume of courses a student must take to complete their studies.
    a. **Change of GE pattern** (changes between RCCDGE, CSUGE, and IGETC) – this may alter 1 – 4 courses that the student takes, possibly more, but typically the changes are minor.
    b. **Change of concentration** – the required core courses the student takes remain unchanged, but there is only a 1 – 4 course change in the major's concentration. This may also include a change from a local degree to a transfer version of the degree when the modification is still just a 1 – 4 course difference.

3. Substantial ("major") changes are any changes that significantly affect the type or volume of courses a student must take to complete their studies. A "type" of course change occurs when the field of study is changed (already indicated in column H) and/or "volume" of course change can be measured as a change of 12 or more units (about 4 courses), resulting in students having to change their education plan by one or more semesters. "Major" changes that affect volume include the following:
    a. **Change from a certificate to a degree** – this adds GE to the education plan and often adds 30+ units (and a minimum of 60 units to complete).
    b. **Change from a degree to a certificate** – this removes GE from the education plan and often removes 30+ units.
    c. **Change from high-unit certificate (≥30 units) to low-unit certificate (≤18 units)** – this considerably reduces the number of courses a student must complete.
    d. **Change from low-unit certificate (≤18 units) to high-unit (≥30 units) certificate** – this considerably decreases the number of courses a student must complete.
    e. **Changes within a field of study that require modifying 12+ units** – this can occur when a student changes from a local degree to a degree for transfer and even between certain certificates (as in C and D above).
    f. **AOE to Major** -- This means that the student started with an "Area of Emphasis" general degree (these degrees typically include hundreds of course options, are unstructured, and do not lead to any specific career or transfer outcomes and then they changed to a different non-AOE degree.

4. **Substantial change plus school change** – this represents students who not only changed their major (substantial change) but changed it so significantly that it is an "unrelated" major and their "school" support team would be changed as well.

How many students changed their major from initial academic program to current?
Note. Sample limited to those who had an initial program in Fall 2020 or beyond.

Change Type	N	%
No Change	700	63.2%
Non-Substantial Change	60	5.4%
Substantial Change	172	15.5%
Substantial Change + School Change	176	15.9%

For students who were "undecided" at Orientation, how many students had changes to their academic program from initial program to current program?

Change Type	Uninformed	Undecided	Decided
No Change	100 (67.6%)	361 (61.5%)	238 (64.2%)
Non-Substantial Change	9 (6.1%)	32 (5.5%)	19 (5.1%)
Substantial Change	18 (12.2%)	89 (15.2%)	65 (17.5%)
Substantial Change + School Change	21 (14.2%)	105 (17.9%)	49 (13.2%)

Note. Non-significant chi-square
These findings held when I employed a dichotomous conceptualization of program change (yes, no), and/or a dichotomous conceptualization of career decisions (decided, no).

Use of Norco College Resources

For those students who indicated interest is being connected to Norco College services, did these students participate in these programs?

Flag Name	Norco College Services	Interested at Orientation	Connected to Services	Total Flags *(any term)*
Support Programs				
NAB19; NCPRB	Promise Program	260	74 (28.5%)	155
NHON	Honors	214	27 (12.6%)	39
NEOPS	EOPS/ CARE/ NextUp	158	24 (15.2%)	51
NSTEM; NENE	Engineering Pathways	127	3 (2.4%)	6
NSSR	TRiO SSS and SSS-RISE	104	25 (24.0%)	0
NCAL	CalWORKs	94	1 (1.1%)	2
NPHXS; NFYP	Phoenix Scholars	40	4 (10.0%)	7
NVET	Veterans Services	25	9 (36.0%)	13
NBDKP; NBDKN	Disability Services	68	19 (27.9%)	47
Learning Communities				
PNTN	Puente	184	21 (11.4%)	26
n/a	Women's Lean in Circle	142	n/a	n/a
n/a	Unity Zone	83	7 (8.4%)	18
NMCM	Men of Color Scholars	71	13 (18.3%)	32
NT3P	Umoja	48	16 (33.3%)	32

Note. TriO SSS and SSS-RISE students not included in the "use of support service" analyses because information was not available at the time of analysis.

Single Term Persistence by Use of Support Services

Are students who participate in support programs (by term) more likely to persist in that term?

Chi-square analyses, support program (1= program, 0 = no program) during term x persistence in same term (1= completed courses, 0 = dropped all courses)

	Total Students Registered	No Support Program	One or more Support Program
Summer 2021	252	197 (78.2%)	55 (21.8%)
Fall 2021	1237	944 (76.3%)	293 (23.7%)
Spring 2022	525	289 (55.0%)	236 (45.0%)

Note. No flags for Winter 22, and no course persistence for Spring 22 term

Term	Summary of Findings
Summer 2021	*Non-significant chi-square*
Fall 2021	Chi-square (df = 1) = 25.253, p < .001

Fall 21

	No Program Support	Program Support
No courses completed	286 (86.7%)	44 (13.3%)
Persistence	639 (72.9%)	237 (27.1%)

Commented [DS2]: 286 (30.3%) of the 944 no support program students completed no coursework.

Commented [DS3]: 44 (15%) of the 293 support program students completed no coursework.

Commented [DS4]: 639 (67.7%) of the 944 no support program students persisted.

Commented [DS5]: 237 (80.9%) of the 293 support program students persisted.

Are students who participated in support programs during the fall and/or spring terms, more likely to persist from fall to spring?

Chi-square (df = 1) = 49.922, p < .001

	No Program Support	Program Support
No persistence	350 (86.4%)	55 (13.6%)
Persistence	563 (67.6%)	270 (32.4%)

Are students who participated in support programs during the fall term, more likely to persist from fall to winter?
Note. There are no flags for winter terms, so only Fall 21 flags used for analyses

Chi-square (df = 1) = 39.384, p < .001

	No Program Support	Program Support
No persistence	585 (82.9%)	121 (17.1%)
Persistence	340 (67.3%)	165 (32.7%)

Career Decidedness & Completion/Persistence

What are the course registration patterns (by term) for students with differing levels of career preparedness (uninformed, undecided, decided)?

Analysis of variance (ANOVA) of average units registered by the level of career decidedness (1 = uninformed, 2 = undecided, 3 = decided), individual ANOVA analyses by term

Term	Summary of Findings
Summer 2021	Non-significant ANOVA
Fall 2021	Non-significant ANOVA
Winter 2022	*Statistically significant ANOVA* $F(2,523) = 3.767$, $p = .024$

Winter 22	*Uninformed* *(N = 58)*	*Undecided* *(N = 272)*	*Decided* *(N= 196)*
Average Registered Courses	3.79 units *(SD = 1.82)*	4.37 units *(SD = 1.91)*	4.62 units *(SD = 2.26)*

What are the term persistence patterns for students with differing levels of career preparedness (uninformed, undecided, decided)?

Chi-square analyses, persistence by term (0 = no persistence, 1 = persistence) by career decidedness (1 = uninformed, 2 = undecided, 3 = decided)

Term	Summary of Findings
Fall to Spring Persistence	*Non-significant chi-square*
Fall to Winter Persistence	*Non-significant chi-square*

Interest in Support Services by Basic Needs

For those with interest in selected support programs, which basic needs were also important?

Chi-square analyses: interest in support program (0 = interest, 1 = no interest) for CalWorks, Phoenix Scholars, Veterans Services, Disability Services X basic needs (0 = interest, 1 = no interest): employment, university research, health/wellness, transportation, technology, housing, disability accommodations, food, safety, childcare

Support Program	Statistically Significant Basic Needs	For those who expressed interest in the Support Service, what is their interest in basic needs?	% Interest on the HSSS: General Population *(for comparison)*
CalWorks	Childcare: $\chi^2(df =1) = 23.813$, $p < .001$	10.6% interest in childcare	2.8%
	Disability: $\chi^2(df =1) = 12.731$, $p < .001$	11.7% interest in disability	4.4%
	Employment: $\chi^2(df =1) = 49.251$, $p < .001$	44.7% interest in employment	17.7%
	Food: $\chi^2(df =1) = 107.230$, $p < .001$	23.4% interest in food	3.8%
	Health: $\chi^2(df =1) = 55.829$, $p < .001$	31.9% interest in health	9.7%
	Housing: $\chi^2(df =1) = 91.166$, $p < .001$	25.5% interest in housing	4.9%
	Safety: $\chi^2(df =1) = 26.456$, $p < .001$	11.7% interest in safety	2.9%
	Technology: $\chi^2(df =1) = 32.523$, $p < .001$	20.2% interest in technology	6.3%

	Transportation: χ^2 (df =1) = 54.604, p < .001	24.5% interest in transportation	6.4%
	Research: χ^2 (df =1) = 23.347, p < .001	28.7% interest in research	12.6%
Phoenix Scholars (Foster Youth)	Childcare: χ^2 (df =1) = 14.900, p = .004	12.5% interest in childcare	2.8%
	Disability = non-significant	n/a	4.4%
	Employment: χ^2 (df =1) = 13.776, p < .001	40.0% interest in employment	17.7%
	Food: χ^2 (df =1) = 51.429, p < .001	25.0% interest in food	3.8%
	Health: χ^2 (df =1) = 14.688, p < .001	27.5% interest in health	9.7%
	Housing: χ^2 (df =1) = 13.942, p < .001	17.5% interest in housing	4.9%
	Safety: χ^2 (df =1) = 41.295, p < .001	20.0% interest in safety	2.9%
	Technology: χ^2 (df =1) = 18.103, p < .001	22.5% interest in technology	6.3%
	Transportation: χ^2 (df =1) = 30.551, p < .001	27.5% interest in transportation	6.4%
	Research: χ^2 (df =1) = 5.653, p = .023	25.0% interest in research	12.6%
Veteran's Services	Childcare: χ^2 (df =1) = 8.303, p = .028	12.0% interest in childcare	2.8%
	Disability: χ^2 (df =1) = 8.152, p = .021	16.0% interest in disability	4.4%
	Employment: non-significant	n/a	17.7%
	Food: χ^2 (df =1) = 10.579, p = .012	16.0% interest in food	3.8%
	Health: non-significant	n/a	9.7%
	Housing: non-significant	n/a	4.9%
	Safety: non-significant	n/a	2.9%
	Technology: non-significant	n/a	6.3%
	Transportation: non-significant	n/a	6.4%
	Research: χ^2 (df =1) = 12.516, p = .002	36.0% interest in research	12.6%
Disability Services	Childcare: χ^2 (df =1) = 15.486, p < .001	10.3% interest in childcare	2.8%
	Employment: χ^2 (df =1) = 12.419, p < .001	33.8% interest in employment	4.4%
	Food: χ^2 (df =1) = 12.679, p = .003	11.8% interest in food	17.7%
	Health: χ^2 (df =1) = 52.701, p < .001	35.3% interest in health	3.8%
	Housing: χ^2 (df =1) = 24.718, p < .001	17.6% interest in housing	9.7%
	Safety: χ^2 (df =1) = 25.986, p < .001	13.2% interest in safety	4.9%
	Technology: χ^2 (df = 1) = 11.627, p = .003	16.2% interest in technology	2.9%
	Transportation: χ^2 (df =1) = 19.230, p < .001	19.1% interest in transportation	6.3%
	Research: χ^2 (df =1) = 18.046, p < .001	29.4% interest in research	6.4%

Interest in Support Services by Persistence

What were the trends in term persistence for those with interest in support programs compared to those who were not interested in support programs?

Chi-square analyses, persistence by term (0 = no persistence, 1 = persistence) by interest in support program at orientation (0 = no interest, 1 = interest:

Term	Summary of Findings
Fall to Winter Persistence	CalWorks: non-significant Engineering: non-significant EOPS: χ^2 (df =1) = 10.406, p < .001 Honors: χ^2 (df = 1) = 21.784, p < .001 Phoenix: non-significant Promise: χ^2 (df = 1) = 17.648, p < .001 TRIO: non-significant Veteran's Services: non-significant Men of Color Scholars: non-significant Puente: non-significant Umoja: χ^2 (df = 1) = 13.861, p < .001 Unity Zone: χ^2 (df = 1) = 5.673, p = .02 Women's Lean in Circle: non-significant Disability Services: non-significant
Fall to Spring Persistence	CalWorks: non-significant Engineering: non-significant EOPS: non-significant Honors: χ^2 (df = 1) = 17.170, p < .001 Phoenix: non-significant Promise: χ^2 (df = 1) = 19.106, p < .001 TRIO: non-significant Veteran's Services: non-significant Men of Color Scholars: non-significant Puente: χ^2 (df = 1) = 8.897, p = .003 Umoja: χ^2 (df = 1) = 9.707, p < .001 Unity Zone: non-significant Women's Lean in Circle: non-significant Disability Services: non-significant

WINTER PERSISTENCE

EOPS	No interest	Expressed interest
No persistence	664 (91.7%)	60 (8.3%)
Persistence	441 (86.0%	72 (14.0%)
Honors	No interest	Expressed interest
No persistence	643 (88.8%)	81 (11.2%)
Persistence	406 (79.1%)	107 (20.9%)
Promise	No interest	Expressed interest
No persistence	622 (85.9%)	102 (14.1%)
Persistence	393 (76.6%)	120 (23.4%)
Umoja	No interest	Expressed interest
No persistence	712 (98.3%)	12 (1.7%)
Persistence	485 (94.5%)	28 (5.5%)

Unity Zone	No interest	Expressed interest
No persistence	691 (95.4%)	33 (4.6%)
Persistence	473 (92.2%)	40 (7.8%)

SPRING PERSISTENCE

Honors	No interest	Expressed interest
No persistence	368 (90.9%)	37 (9.1%)
Persistence	681 (81.9%)	151 (18.1%)

Promise	No interest	Expressed interest
No persistence	360 (88.9%)	45 (11.1%)
Persistence	655 (78.7%)	177 (21.3%)

Puente	No interest	Expressed interest
No persistence	368 (90.9%)	37 (9.1%)
Persistence	705 (84.7%)	127 (15.3%)

Umoja	No interest	Expressed interest
No persistence	401 (99.0%)	4 (1.0%)
Persistence	796 (95.7%)	40 (3.2%)

Race/Ethnicity + Gender by Basic Needs

For groups of students based on race/ethnicity and gender, which basic needs were important?

Chi-square analyses: interest in support program (0 = interest, 1 = no interest) by Race/Ethnicity (e.g., Hispanic, White, Asian, Two or More Races, Black): employment, university research, health/wellness, transportation, technology, housing, disability accommodations, food, safety, childcare

	Hispanic (n = 896)	White (n = 307)	Asian (n = 167)	Two or More Races (n = 65)	Black (n = 57)
Childcare: non-significant					
Disability: non-significant					
Employment: non-significant					
Food: non-significant					
Health: non-significant					
Housing: non-significant					
Safety: χ^2 (df =4) = 11.699, p = .020	**2.6%** interest in safety (n = 23)	**1.6%** interest in safety (n = 5)	**6.0%** interest in safety (n = 10)	**1.5%** interest in safety (n = 1)	**7.0%** interest in safety (n = 4)

Technology: non-significant				
Transportation: non-significant				
Research: non-significant				

Chi-square analyses: interest in support program (0 = interest, 1 = no interest) by Gender (e.g., Female, Male): employment, university research, health/wellness, transportation, technology, housing, disability accommodations, food, safety, childcare

	Female (n = 774)	Male (n = 750)
Childcare: χ^2 (df =1) = 23.100, p < .001	**4.7%** interest in childcare (n = 36)	**0.7%** interest in childcare (n = 5)
Disability: non-significant		
Employment: non-significant		
Food: non-significant		
Health: non-significant		
Housing: non-significant		
Safety: non-significant		
Technology: non-significant		
Transportation: non-significant		
Research: non-significant		

COMPARISON SCHOOLS: MORENO VALLEY COLLEGE

Describing the MVC Sample
Total *N* = 1,182 students who completed Orientation between 3/1/21 – 8/22/21

Gender

Gender	N (%)
Female (F)	678 (57.4%)
Male (M)	493 (41.7%)
Unknown	11 (0.9%)

Age (Years)

Age	N (%)
19 years or less	794 (67.2%)
20-24 years	143 (12.1%)
25-29 years	102 (8.6%)
30-34 years	54 (4.6%)
35-39 years	42 (3.6%)
40-49 years	33 (2.8%)
50 years and older	12 (1.2%)

Race/Ethnicity

Race/Ethnicity	N (%)
Hispanic	870 (73.6%)
Black or African American	111 (9.4%)
White	95 (8.0%)
Two or more Races	46 (3.9%)
Asian	22 (1.9%)
Filipino	21 (1.8%)
American Indian/Alaska Native	5 (0.4%)
Native Hawaiian or Other Pacific Islander	3 (0.3%)
Unknown	9 (0.8%)

Course Registration by Term
N (denominator) = Number of students in file (1,182 students)

Term	N (%)	Range	Average Units
Summer 2021	302 (25.5%)	1.0-14.0 units	4.28 units
Fall 2021	814 (68.9%)	1.0-27.5 units	11.09 units
Winter 2022	380 (32.1%)	1.0-13.0 units	4.51 units
Spring 2022	546 (46.2%)	1.0-27.0 units	10.57 units

Unit Completion by Term
[Note. Those who completed zero units not included]
N (denominator) = Number registered by term in table above

Term	N (%)	Range	Average Units
Summer 2021	233 (77.2%)	1.0-9.0 units	3.72 units
Fall 2021	463 (56.9%)	1.0-20.0 units	8.50 units
Winter 2022	266 (70.0%)	1.0-10.0 units	3.99 units

Course Dropping Patterns by Term

Term	Total N	No courses dropped	Some courses dropped	All courses dropped
		N (%)	N (%)	N (%)
Summer 2021	302	203 (67.2%)	30 (9.9%)	69 (22.8%)
Fall 2021	814	209 (25.7%)	254 (31.2%)	351 (43.1%)
Winter 2022	380	227 (59.7%)	39 (10.3%)	114 (30.0%)

Average Percent Completion by Term

Term	Total N	Range	Average % of Units Completed
Summer 2021	302	0.0%-100%	71.8%
Fall 2021	814	0.0%-100%	41.4%
Winter 2022	380	0.0%-100%	64.8%

Fall-to-Winter Term Persistence
N (denominator) = 814

N (%)	Range	Average Units
369 (45.3%)	1.0-13.0 units	4.53 units

Fall-to-Spring Term Persistence
N (denominator) = 814

N (%)	Range	Average Units
521 (64.0%)	1.0-27.0 units	10.56 units

COMPARISON SCHOOLS: RIVERSIDE CITY COLLEGE

Describing the RCC Sample
Total *N* = 5,398 students who completed Orientation between 3/1/21 – 8/22/21

Gender

Gender	N (%)
Female (F)	3090 (57.2%)
Male (M)	2259 (41.8%)
Unknown	49 (.9%)

Age (Years)

Age	N (%)
19 or less	3805 (70.5%)
20-24 years	667 (12.4%)
25-29 years	401 (7.4%)
30-34 years	221 (4.1%)
35-39 years	125 (2.3%)
40-49 years	132 (2.4%)
50 years and older	47 (.9%)

Race/Ethnicity

Race/Ethnicity	N (%)
Hispanic	3,604 (66.8%)
White	735 (13.6%)
Black or African American	436 (8.1%)
Two or more Races	229 (4.2%)
Asian	206 (3.8%)
Filipino	122 (2.3%)
Native Hawaiian or Other Pacific Islander	23 (0.4%)
American Indian/Alaska Native	12 (0.2%)
Unknown	30 (0.6%)

Course Registration by Term
N (denominator) = Number of students in file (5,398 students)

Term	N (%)	Range	Average Units
Summer 2021	794 (14.7%)	0.5-13.0 units	4.02 units
Fall 2021	3538 (65.5%)	1.0-30.0 units	11.93 units
Winter 2022	1610 (29.8%)	0.5–13.0 units	4.52 units
Spring 2022	2330 (43.2%)	1.0-26.0 units	11.14 units

Unit Completion by Term
[Note. Those who completed zero units not included]
N (denominator) = Number registered by term in table above

Term	N (%)	Range	Average Units
Summer 2021	595 (74.9%)	0.5-11.5 units	3.52 units
Fall 2021	2166 (61.2%)	1.0-25.0 units	8.52 units
Winter 2022	1132 (70.0%)	0.5-13.0 units	3.99 units

Average Percent Completion by Term

Term	Total *N*	Range	Average % of Units Completed
Summer 2021	794	0.0%-100%	70.35%
Fall 2021	3538	0.0%-100%	42.35%
Winter 2022	1610	0.0%-100%	64.28%

Course Dropping Patterns by Term

Term	Total N	No courses dropped *N (%)*	Some courses dropped *N (%)*	All courses dropped *N (%)*
Summer 2021	794	523 (65.9%)	72 (9.1%)	199 (25.1%)
Fall 2021	3538	828 (23.4%)	1332 (37.6%)	1378 (38.9%)
Winter 2022	1610	945 (58.7%)	187 (11.6%)	478 (29.7%)

Fall-to-Winter Term Persistence
N (denominator) = 3538

N (%)	Range	Average Units
1557 (44.0%)	0.5-13.0 units	4.52 units

Fall-to-Spring Term Persistence
N (denominator) = 3538
Variable in admissions file: Persist 21FAL to 22SPR

N (%)	Range	Average Units
2190 (62.1%)	1.0-26.0 units	11.29 units

COMPARING STUDENT SAMPLES

Gender – *non-significant differences (chi-square analyses)*

School Name	Gender	
	Male	Female
Norco College	750 (48.3%)	774 (49.8%)
Moreno Valley College	493 (41.7%)	678 (57.4%)
Riverside City College	2,259 (41.8%)	3,090 (57.2%)

Age – *statistically significant chi-square (χ^2(df =2) = 28.583, p = .005)*

School Name	Age						
	19 years or less	20-24 years	25-29 years	30-34 years	35-39 years	40-49 years	50 years and older
Norco College	1,137 (73.4%)	174 (11.2%)	89 (5.7%)	48 (3.1%)	33 (2.1%)	46 (3.0%)	21 (1.4%)
Moreno Valley College	794 (67.2%)	143 (12.1%)	102 (8.6%)	54 (4.6%)	42 (3.6%)	33 (2.8%)	12 (1.2%)
Riverside City College	3,805 (70.5%)	667 (12.4%)	401 (7.4%)	221 (4.1%)	125 (2.3%)	132 (2.4%)	47 (.9%)

Race/Ethnicity - *statistically significant chi-square (χ^2(df =2) = 280.785, p < .001)*

School Name	Race/Ethnicity								
	Hispanic	White	Asian	Two or more Races	Black or African American	Filipino	American Indian/ Alaska Native	Native Hawaiian or Pacific Islander	Unknown
Norco College	896 (57.9%)	307 (19.8%)	167 (10.8%)	65 (4.2%)	57 (3.7%)	34 (2.2%)	4 (0.3%)	3 (0.2%)	15 (1.0%)
Moreno Valley College	870 (73.6%)	95 (8.0%)	22 (1.9%)	46 (3.9%)	111 (9.4%)	21 (1.8%)	5 (0.4%)	3 (0.3%)	9 (0.8%)
Riverside City College	3,604 (66.8%)	735 (13.6%)	206 (3.8%)	229 (4.2%)	436 (8.1%)	122 (2.3%)	12 (0.2%)	23 (0.4%)	30 (0.6%)