

CHAPTER 7

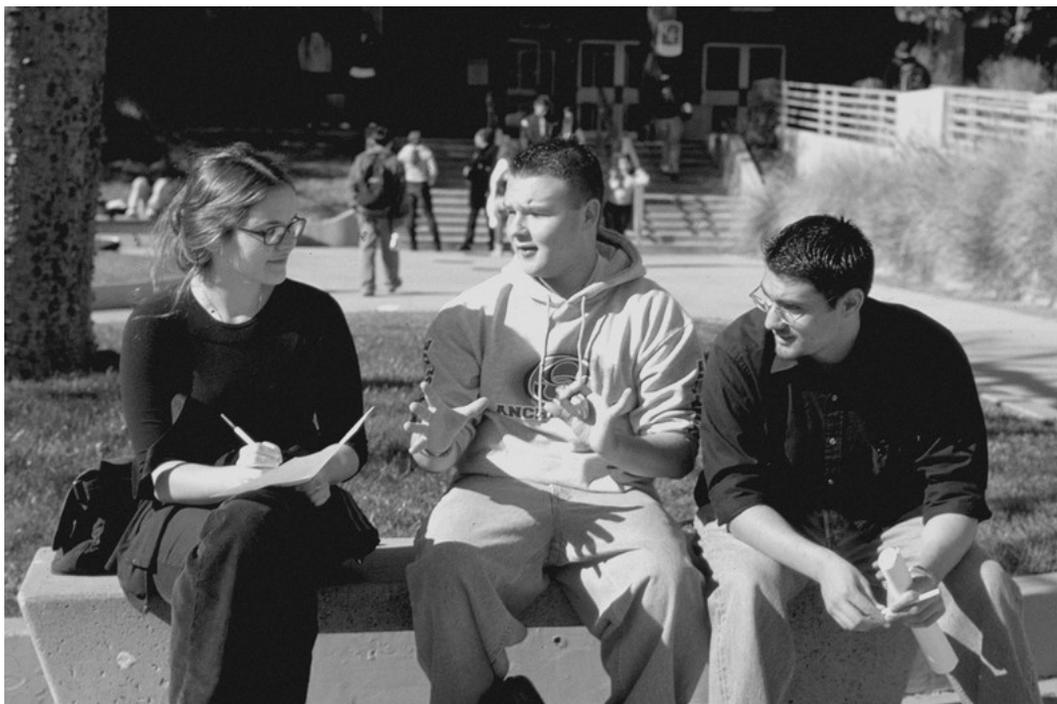
STUDENT OUTCOMES



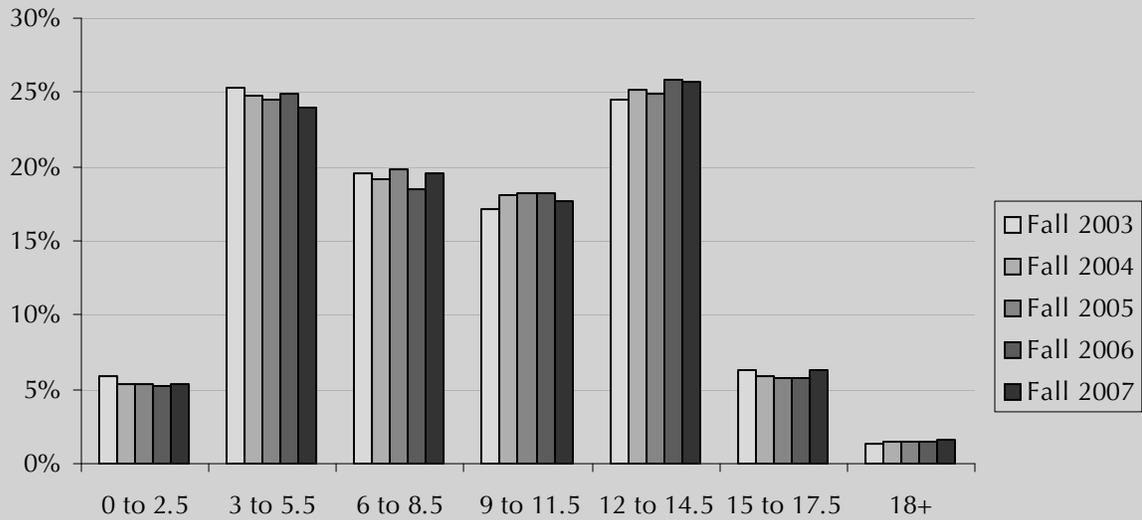
Units

Unit load is the total number of units in which a student is enrolled at Census. Unit load includes all credit units, regardless of whether a student finishes the class or whether those units are included in the end-of-term GPA or unit calculations. Twelve or more units comprise a full-time load. In contrast, units earned are the total number of units graded A, B, C, D, or CR.

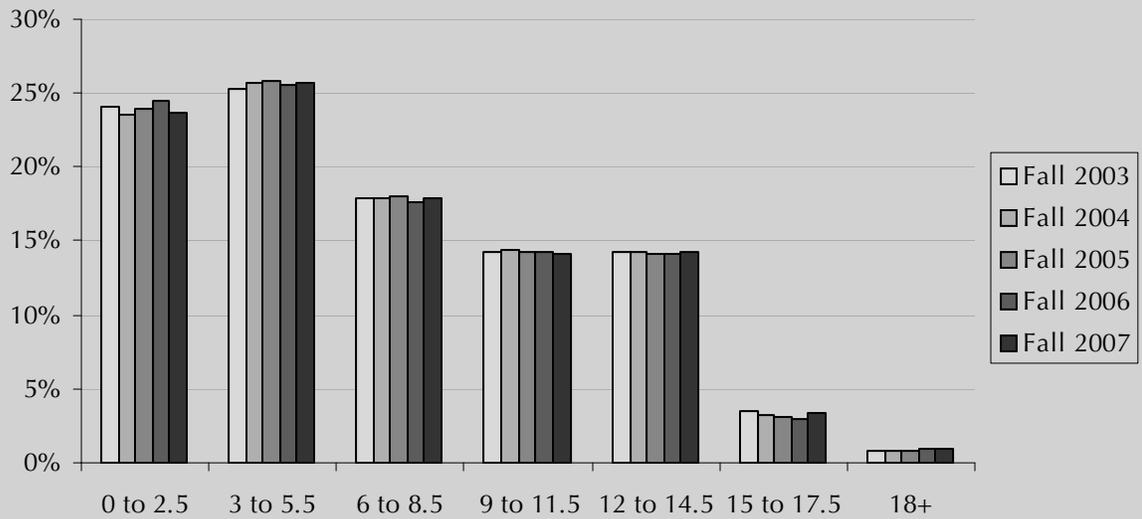
The number of units earned by students is less than the number of units in which they are enrolled (unit load) at Census due to students dropping or failing courses. For students initially enrolling 12 to 14.5 units, this is especially true. In Fall 2007, 26% of credit students initially enrolled in this load, but only 14% actually earned that amount. At the other end of the spectrum, few students initially signed up for 0 to 2.5 units (5%), but 24% percent of them ended up receiving that amount.



**Figure 7-1
Unit Load Distribution**



**Figure 7-2
Units Earned Distribution**



Credit Ratio

The credit ratio is the ratio between units earned and unit load. The credit ratio is a measure of the extent to which students actually earn credit (A, B, C, D, or CR) for the units they are enrolled in at Census. The credit ratio is similar to success rates except that the credit ratio includes "D" grades in the numerator. As indicated in Figure 7-3, in Fall 2007, over half of all students received credit for all units they were enrolled in at Census (credit ratio = 100%). The remaining half either dropped at least one course, which resulted in a grade of W or MW, or received at least one F, NC, or I grade. In 2007, 18% of students received no credit for any of the units in which they were enrolled at Census (credit ratio = 0%). This was a slight decrease from the previous year.

As demonstrated in Figure 7-3, the percent of students in each of the four credit ratio category has remained relatively stable over the last five years. As shown in Figure 7-4, for the last five years, Asian/Pacific Islanders had the lowest percentage of students with a credit ratio of 0%, followed by Whites, Hispanics and African Americans. Figure 7-5 shows that in Fall 2007, 57% of Whites had a credit ratio of 100%, followed closely by Asian/Pacific Islanders, and then by Hispanics and African Americans.

Figure 7-3
Students by
Credit Ratio

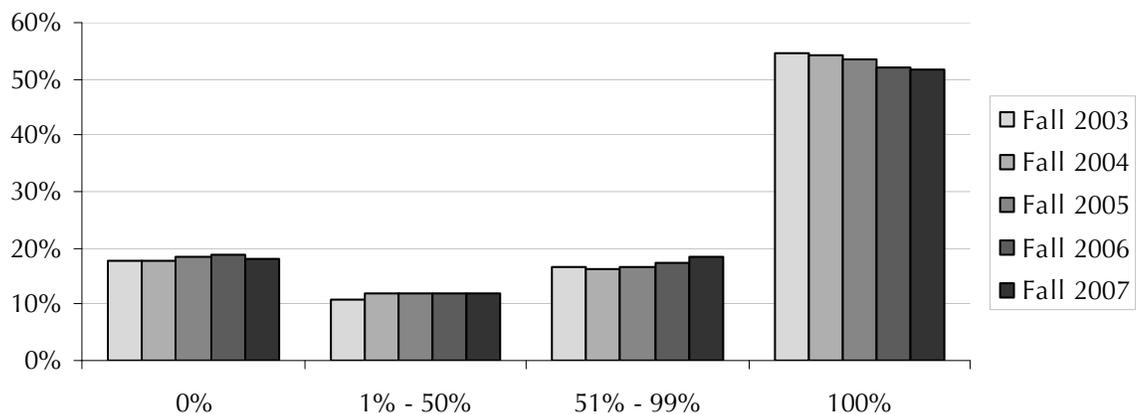


Figure 7-4
Students with Credit Ratio of 100% by
Ethnicity

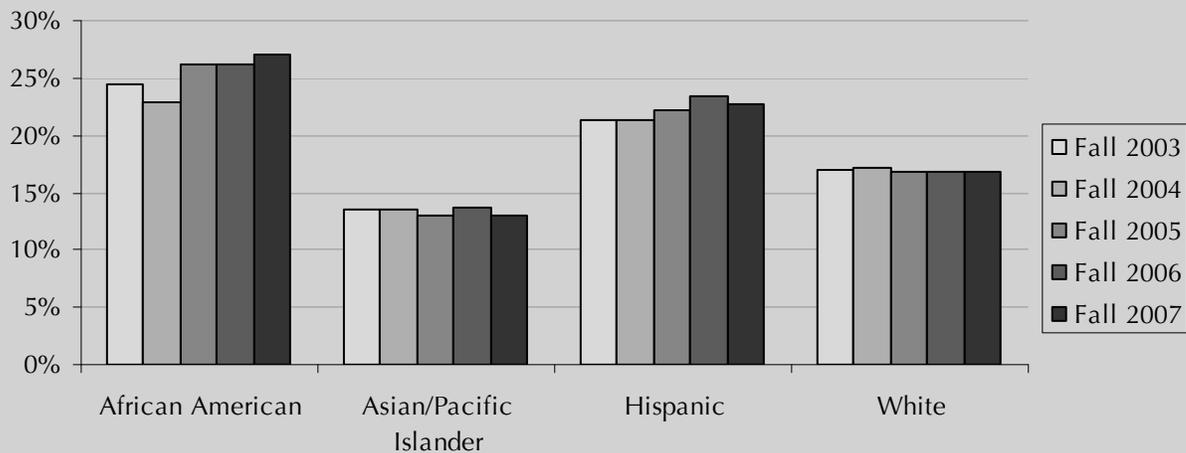
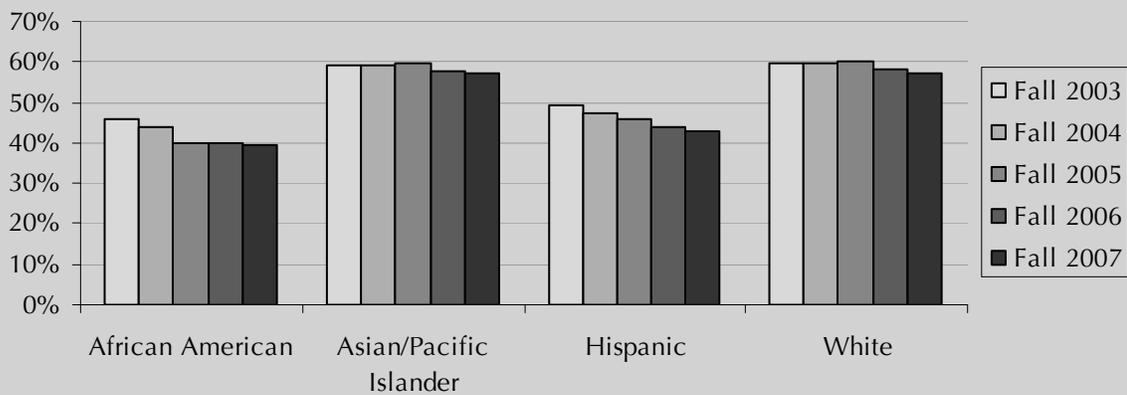


Figure 7-5
Students with Credit Ratio of 100% by
Ethnicity



Probation Status

In Fall 2007, 16% of the PCC population was on either academic or progress probation. A discussion of probation types is on page 118. Figure 7-7 shows the percent of students within each ethnic group who were in good standing (i.e., not on probation). For Fall 2007, 77% of African Americans, 79% of Hispanics, 88% of Asians/Pacific Islanders, and 88% of Whites were in good standing. There was an increase in the percent of African American students in good standing in Fall 2007, compared to the previous three years. The percent of students in good standing has remained stable over the last five years for Asian/Pacific Islander, Hispanic, and White students, respectively.

Figure 7-6
Fall 2007 Students by
Probation Status

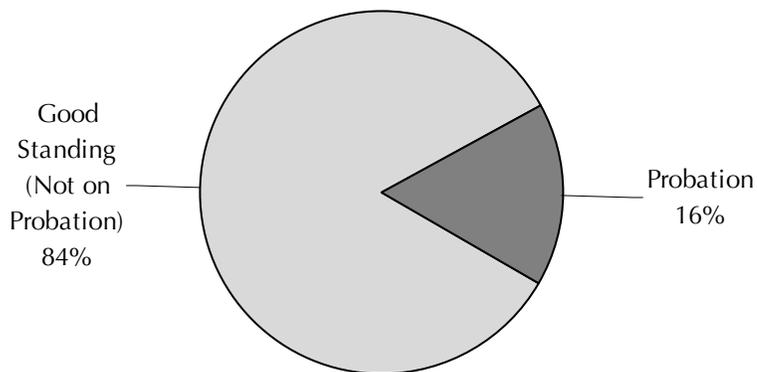
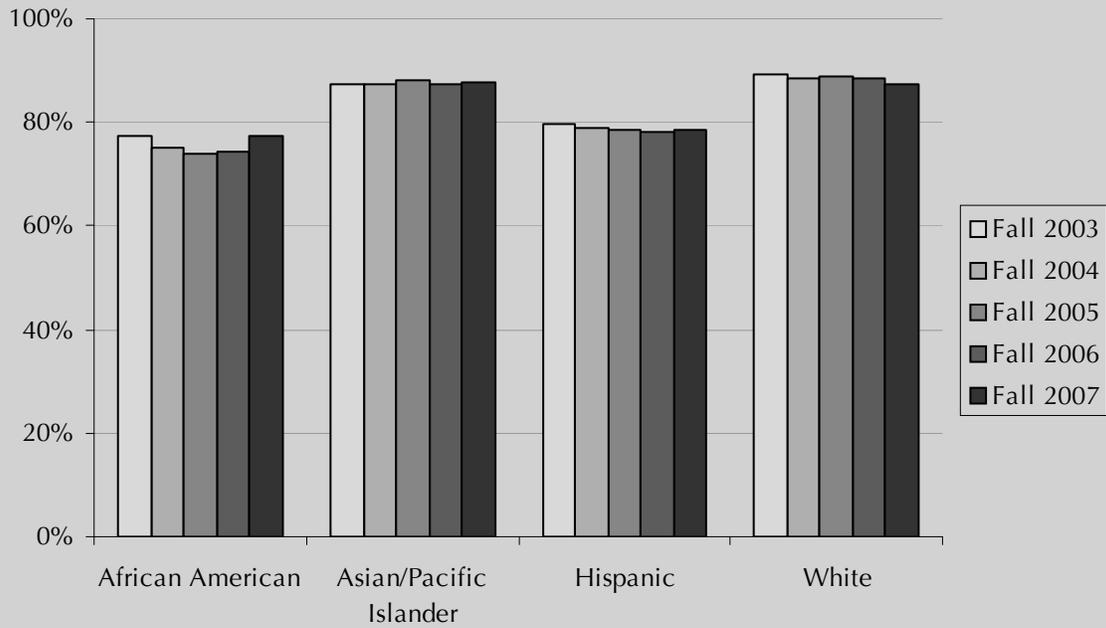


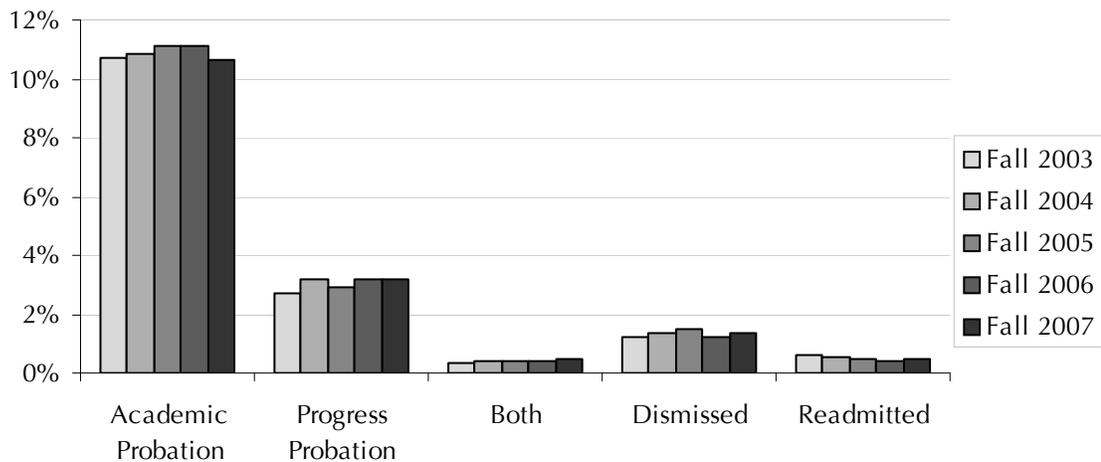
Figure 7-7
Good Standing by
Ethnicity



Probation Type

Students are placed on academic probation when they achieve less than a cumulative grade-point average of 2.00 after 12 or more units attempted at the College. They are placed on progress probation when 12 or more cumulative units are attempted and W, MW, I, and NC units reach or exceed half of the cumulative units attempted. The largest probation category has been academic probation. Overall, 11% of all students were on academic probation in Fall 2007, compared to approximately 3% on progress probation. As shown in Table 7-1, the percentage of students on any type of probation was lowest in Fall 2003 (15.6%). The percentage was slightly higher in Fall 2007 (16.1%).

**Figure 7-8
Students by
Probation Type**



**Table 7-1
Students by
Probation Type**

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
<i>Number</i>					
Good Standing	21773	21029	20748	21012	21730
Academic Probation	2758	2736	2762	2800	2751
Progress Probation	703	808	732	799	828
Both	96	110	104	110	127
Dismissed	316	349	362	301	349
Readmitted	164	130	114	110	116
<i>Total</i>	<i>25810</i>	<i>25162</i>	<i>24822</i>	<i>25132</i>	<i>25901</i>
<i>Percent</i>					
Good Standing	84.4	83.6	83.6	83.6	83.9
Academic Probation	10.7	10.9	11.1	11.1	10.6
Progress Probation	2.7	3.2	2.9	3.2	3.2
Both	0.4	0.4	0.4	0.4	0.5
Dismissed	1.2	1.4	1.5	1.2	1.3
Readmitted	0.6	0.5	0.5	0.4	0.4

Persistence

Fall to Spring persistence refers to the percentage of students who were enrolled at Census in the Fall, and who subsequently returned and were enrolled at Census the next spring. It should be noted that in 2003-2004, a winter intersession was added between the fall and spring terms. However, the additional semester did not have an obvious impact on persistence rates. In Fall 2007, Asian/Pacific Islander students had the highest persistence rate at 71%, followed by Hispanic students at 65%.

Figure 7-9
Fall to Spring Persistence by
Ethnicity

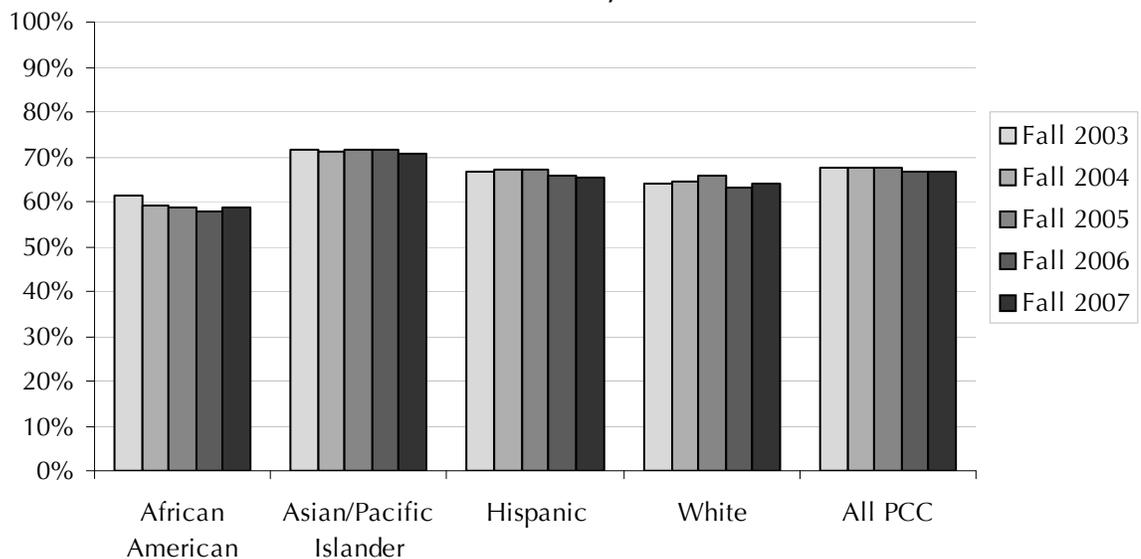


Table 7-2
Fall to Spring Persistence by
Ethnicity

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
<i>Percent</i>					
African American	61.2	59.2	58.5	57.9	58.8
Asian/Pacific Islander	71.5	71.2	71.7	71.5	70.9
Hispanic	66.7	67.0	67.1	65.9	65.2
White	63.8	64.5	65.9	63.3	63.8
All PCC	67.5	67.4	67.6	66.7	66.8

Basic Skills Improvement

Basic skills improvement rate measures the percentage of students who successfully completed coursework (defined by a grade of A, B, C, or CR) at least one level above their prior basic skills enrollment within a three-year period. Previously, data for basic skills improvement were taken from the Chancellor's Office Partnership for Excellence (PFE) reports. English and math basic skills improvements were reported separately. Beginning in Fall 2006, Accountability Reporting for the Community Colleges (ARCC) reports replaced PFE reports, and therefore data were extracted from the ARCC reports. English and math are no longer reported separately. Figure 7-10 shows basic skills improvement rate at PCC for the past four academic years. Table 7-3 shows the percent change in improvement rates over the last three years.



Figure 7-10
Basic Skills Improvement Rate

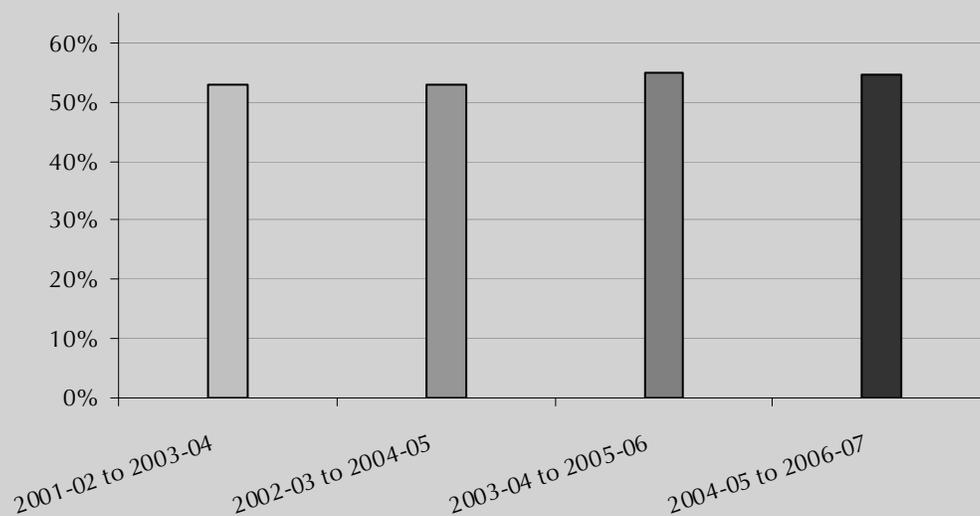


Table 7-3
Percent Change in
Basic Skills Improvement Rate

	2001-02 to 2003-04	2002-03 to 2004-05	2003-04 to 2005-06	2004-05 to 2006-07
Number	52.8	52.9	55.0	54.7
% change	N/A	0.19	3.97	-0.55

Success in Vocational Courses

Success in vocational courses is measured by annual course completion rate, which is the ratio between the number of students who successfully complete vocational courses with a grade of A, B, C, or CR in courses with a SAM classification of A, B, or C and the total number of students enrolled. Advanced vocational courses are capstone courses, which tend to be the last or one of the last courses a student needs to complete prior to receiving a certificate (defined as SAM B). Beginning and intermediate vocational courses are all other vocational courses (defined as SAM C). This year, because Chancellor's Office ARCC reports are replacing PFE reports, data are extracted from the ARCC reports. Advanced and Beginning/Intermediate classes are no longer reported separately. Figure 7-11 shows success in vocational courses at PCC for the past four academic years. Table 7-4 shows the percent change in successful completion rates for vocational course over the last three years.



Figure 7-11
Successful Completion Rate for
Vocational Courses

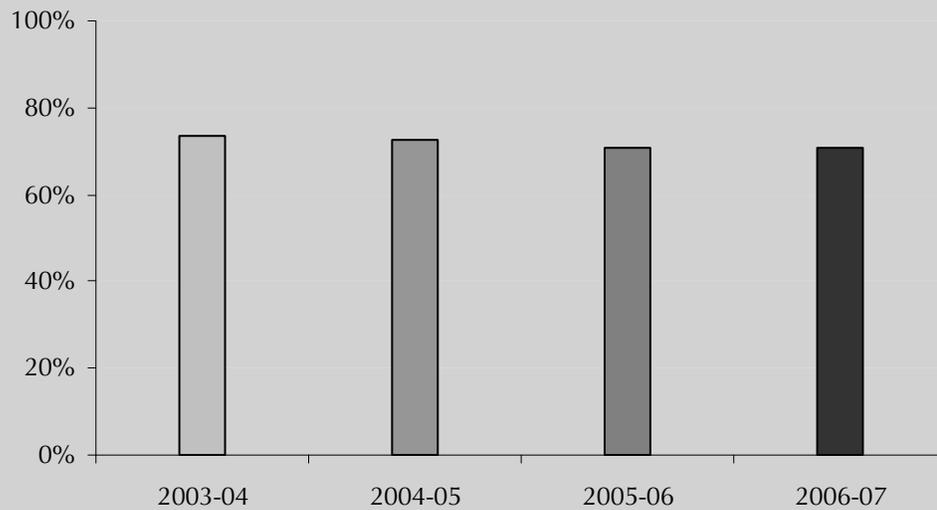


Table 7-4
Percent Change in Successful Completion Rate for
Vocational Courses

	2003-04	2004-05	2005-06	2006-07
Number	73.5	72.5	70.6	71.4
% change	N/A	-1.4	-2.6	1.1