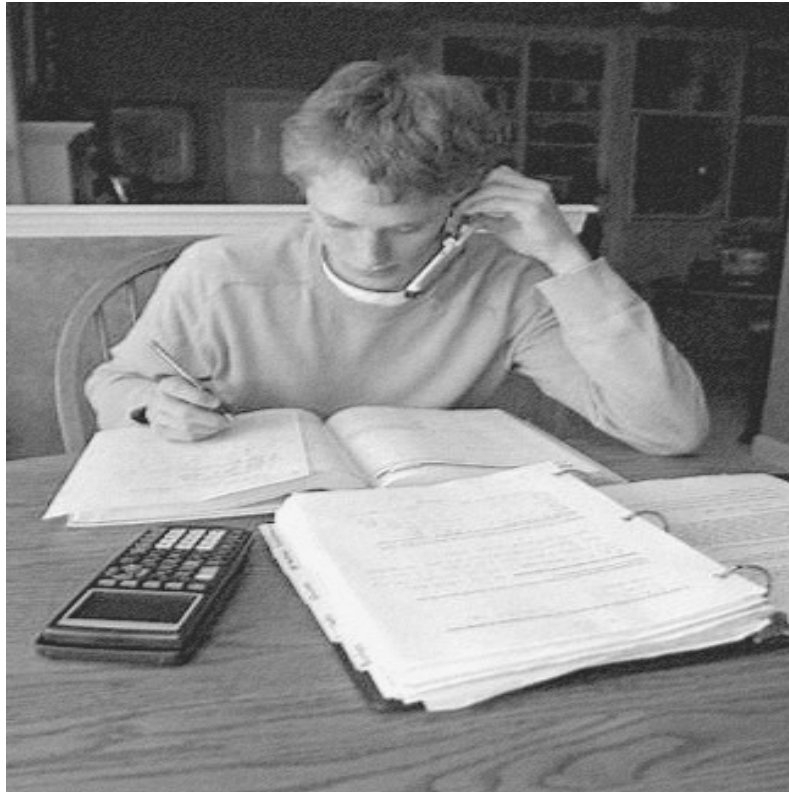


CHAPTER 7

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. Conversely, units earned are the total number of units graded A, B, C, D, or CR/P.

The number of units earned by students is usually 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 in 12 to 14.5 units, this is especially true. In Fall 2008, 26% of credit students initially enrolled in 12 or more units, but only 15% actually earned that amount. At the other end of the spectrum, few students initially signed up for 0 to 2.5 units (5%), but 23% percent of them ended up receiving that amount.



Figure 7-1
Unit Load Distribution

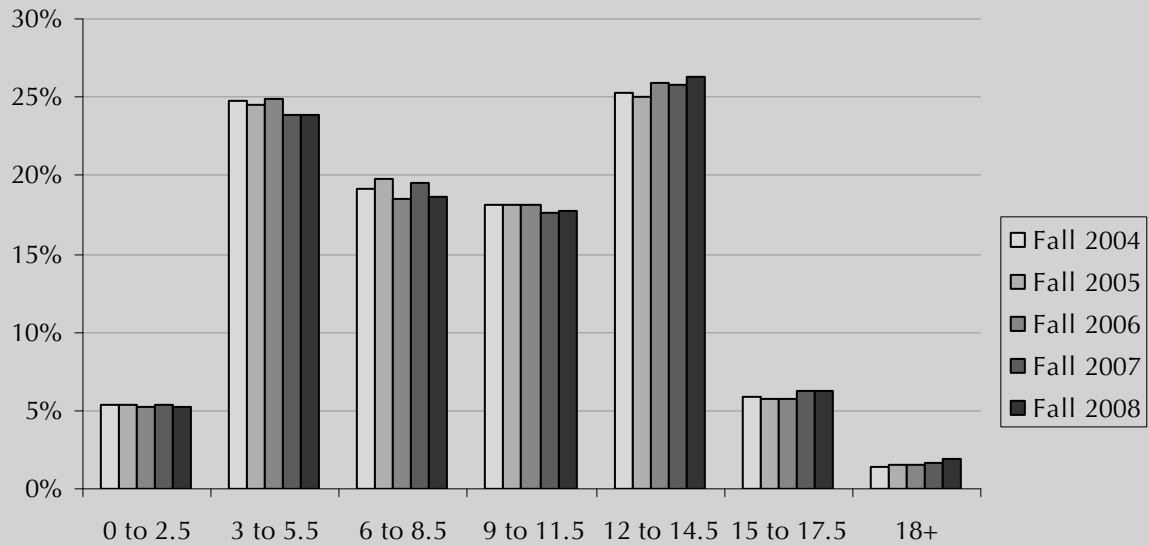
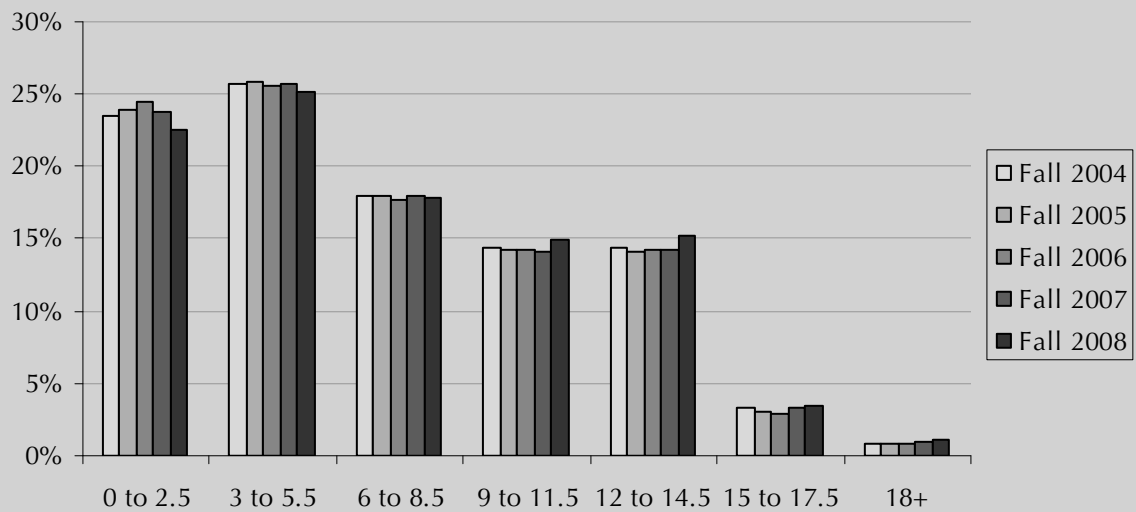


Figure 7-2
Units Earned Distribution



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/P) 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 2008, 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 (Military Withdrawl), or received at least one F, NC/NP, or I grade. In Fall 2008, 17% of students received no credit for any of the units in which they were enrolled at Fall 2008 Census (credit ratio = 100%). 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 categories 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 2008, 60% 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

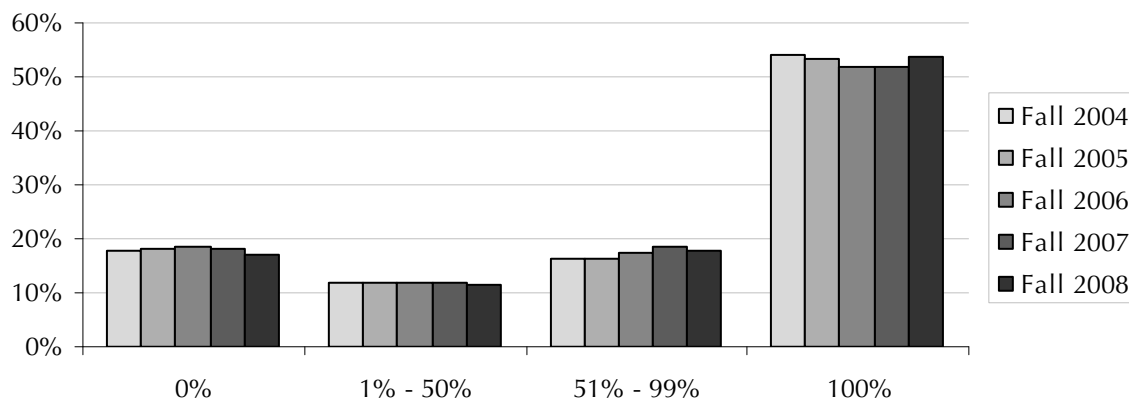


Figure 7-4
Students with Credit Ratio of 0% by
Ethnicity

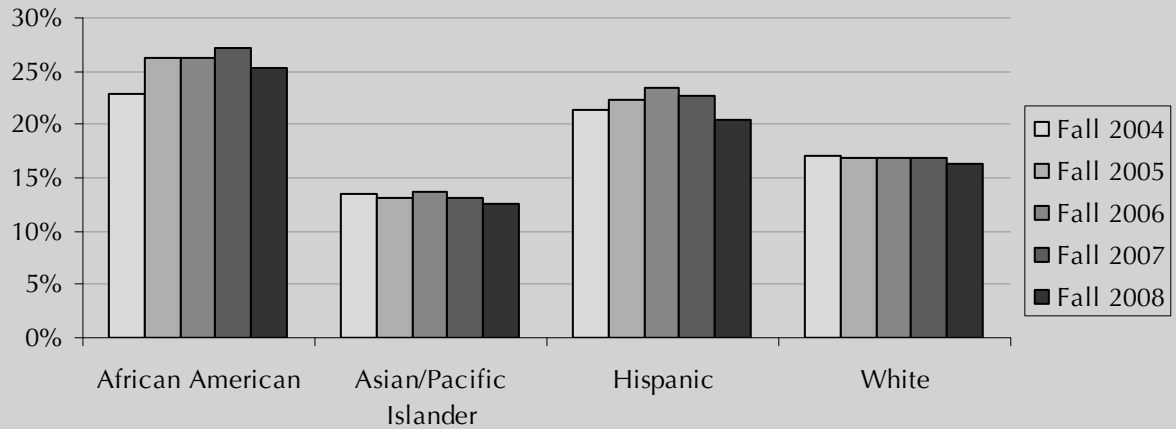
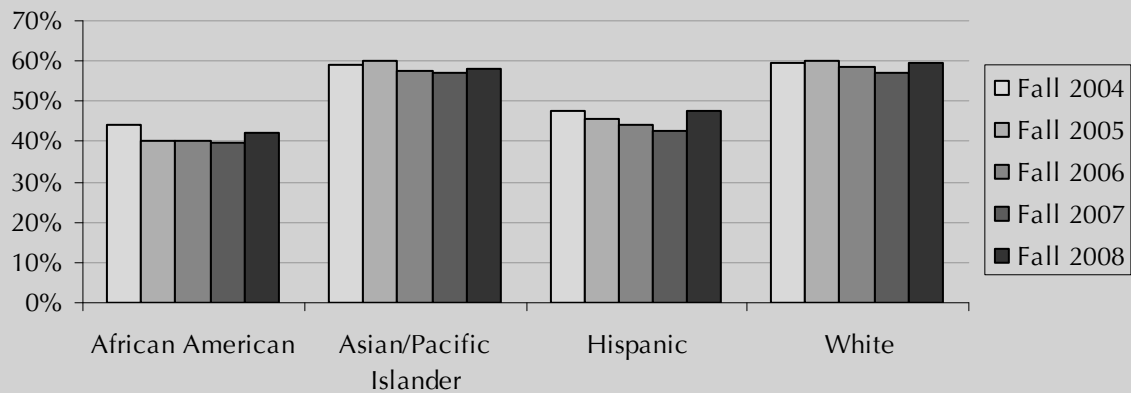


Figure 7-5
Students with Credit Ratio of 100% by
Ethnicity



Probation Status

In Fall 2008, 14% 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 2008, 76% of African Americans, 80% of Hispanics, 89% of Asians/Pacific Islanders, and 88% of Whites were in good standing. The percent of students in good standing has remained relatively stable over the last five years.

Figure 7-6
Fall 2008 Students by
Probation Status

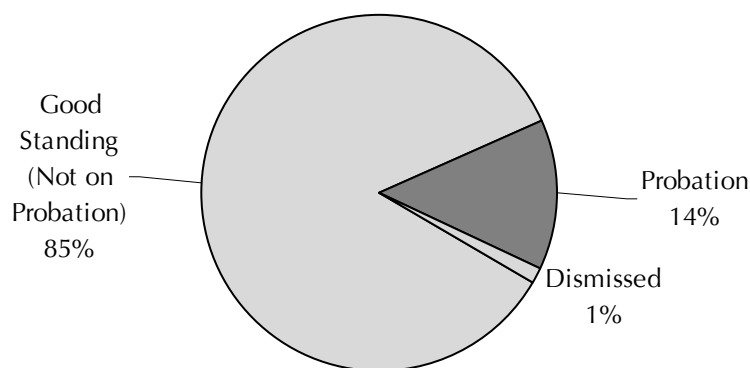
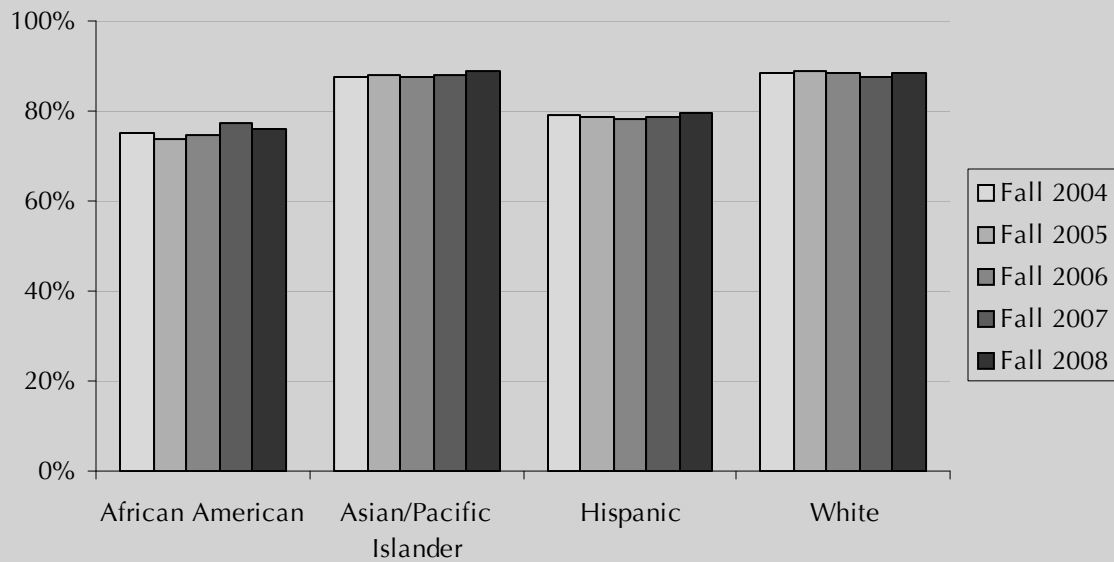


Figure 7-7
Good Standing by
Ethnicity



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/ NP 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 2008, compared to approximately 3% on progress probation. As shown in Table 7-1, Fall 2008 had the lowest percentage of students on any type of probation (15%) when compared to the previous four years.

Figure 7-8
Students by
Probation Type

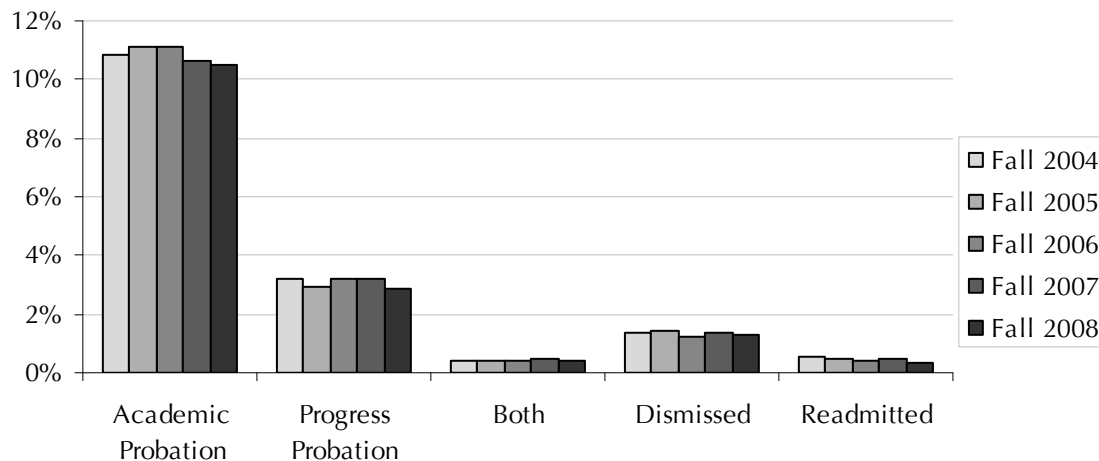


Table 7-1
Students by
Probation Type

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
	<i>Number</i>					
	Good Standing	21029	20748	21012	21730	22723
	Academic Probation	2736	2762	2800	2751	2820
	Progress Probation	808	732	799	828	770
	Both	110	104	110	127	118
	Dismissed	349	362	301	349	344
	Readmitted	130	114	110	116	88
	<i>Total</i>	<i>25162</i>	<i>24822</i>	<i>25132</i>	<i>25901</i>	<i>26863</i>
	<i>Percent</i>					
	Good Standing	83.6	83.6	83.6	83.9	84.6
	Academic Probation	10.9	11.1	11.1	10.6	10.5
	Progress Probation	3.2	2.9	3.2	3.2	2.9
	Both	0.4	0.4	0.4	0.5	0.4
	Dismissed	1.4	1.5	1.2	1.3	1.3
	Readmitted	0.5	0.5	0.4	0.4	0.3

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. Figure 7-9 shows that in the Fall 2008 to Spring 2009 academic year, Asian/Pacific Islander students had the highest persistence rate at 73%, followed by Hispanic students at 68%. While there has been some fluctuations, overall persistence rates for all four ethnic groups has generally increased over the past four years.

Figure 7-9
Fall to Spring Persistence by
Ethnicity

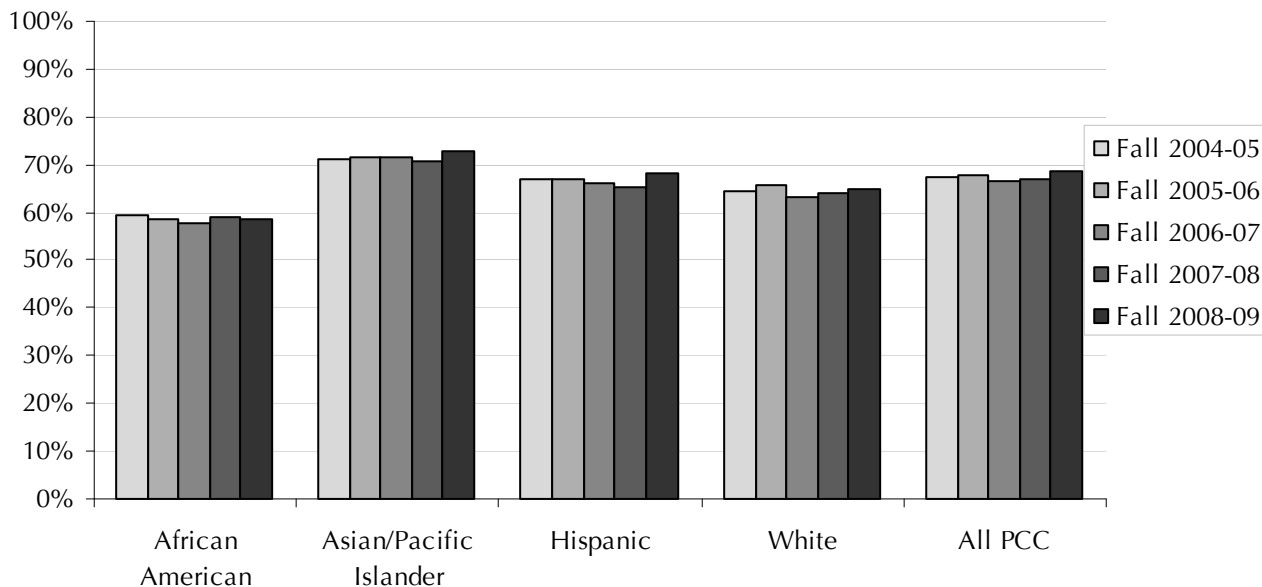


Table 7-2
Fall to Spring Persistence by
Ethnicity

		Fall 2004-05	Fall 2005-06	Fall 2006-07	Fall 2007-08	Fall 2008-09
	<i>Percent</i>					
	African American	59.2	58.5	57.9	58.8	58.7
	Asian/Pacific Islander	71.2	71.7	71.5	70.9	72.6
	Hispanic	67.0	67.1	65.9	65.2	68.2
	White	64.5	65.9	63.3	63.8	65.0
	All PCC	67.4	67.6	66.7	66.8	68.6

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/P) at least one level above their prior basic skills enrollment within a three-year period. Basic skills coursework falls predominately into two disciplines, English and Math. The data for this section is extracted from the Chancellor's Office Accountability Reporting for the Community Colleges (ARCC) report. Figure 7-11 shows basic skills improvement rate for four cohorts of PCC students. Table 7-3 shows the percent change in improvement rates for each of the cohorts.

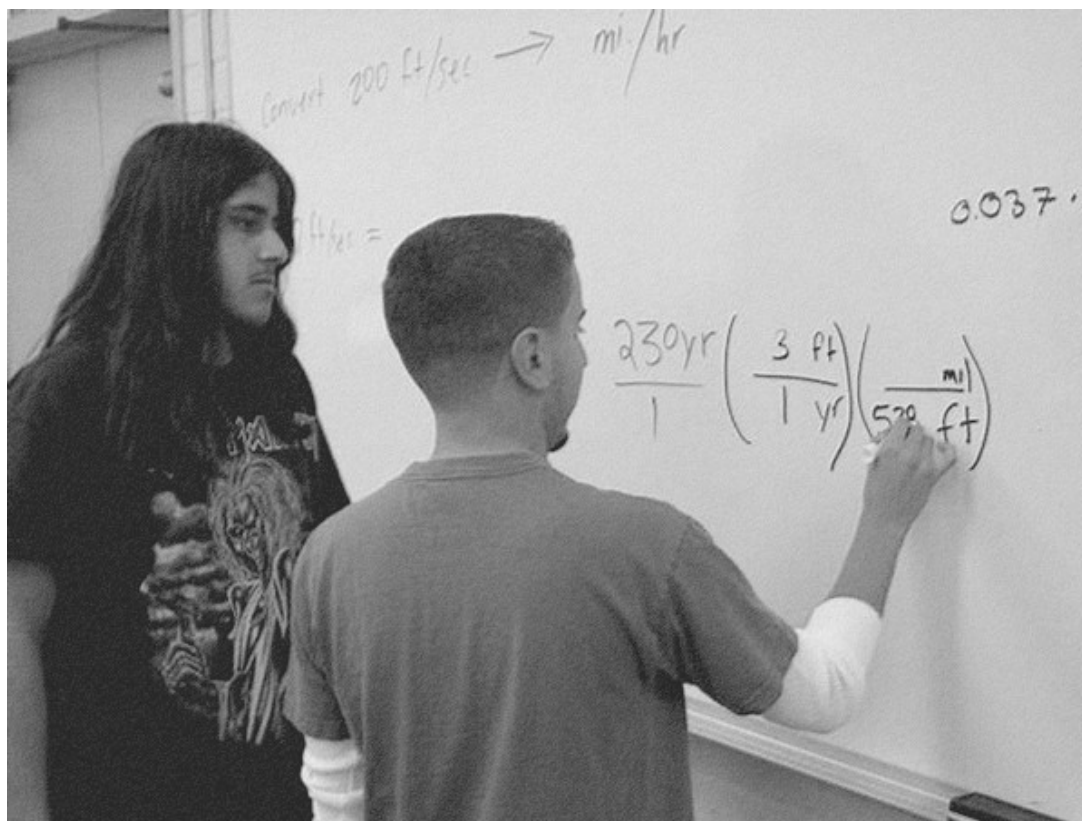


Figure 7-10
Basic Skills Improvement Rate

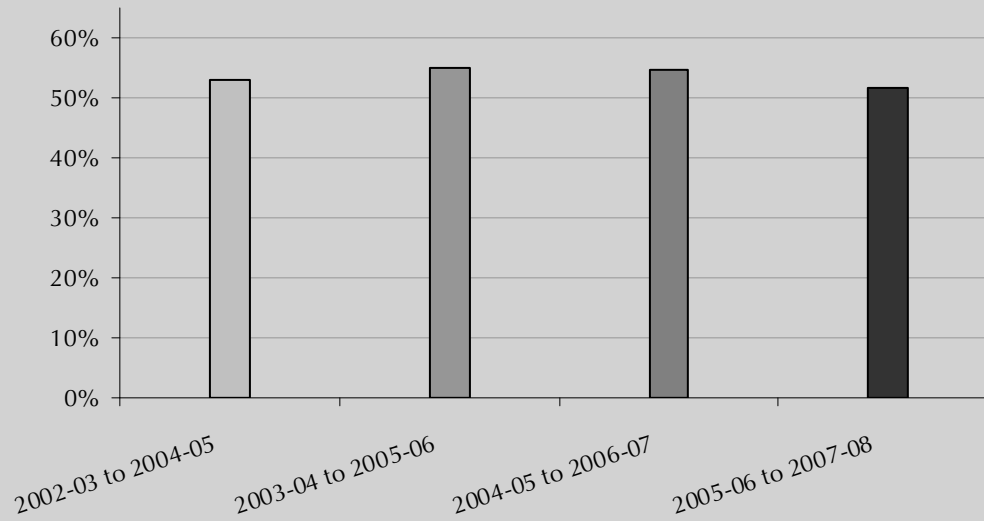


Table 7-3
Percent Change in
Basic Skills Improvement Rate

	2002-03 to 2004-05	2003-04 to 2005-06	2004-05 to 2006-07	2005-06 to 2007-08
Number	52.9	55.0	54.7	51.7
% change	0.19	3.97	-0.55	-5.48

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/P 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). The data for vocational courses is derived from the Chancellor's office Accountability Reporting for the Community Colleges (ARCC) report. Figure 7-11 shows the success in vocational courses at PCC for the past five academic years. Table 7-4 shows the percent change in successful completion rates for vocational courses over the last five years.



Figure 7-11
Successful Completion Rate for
Vocational Courses

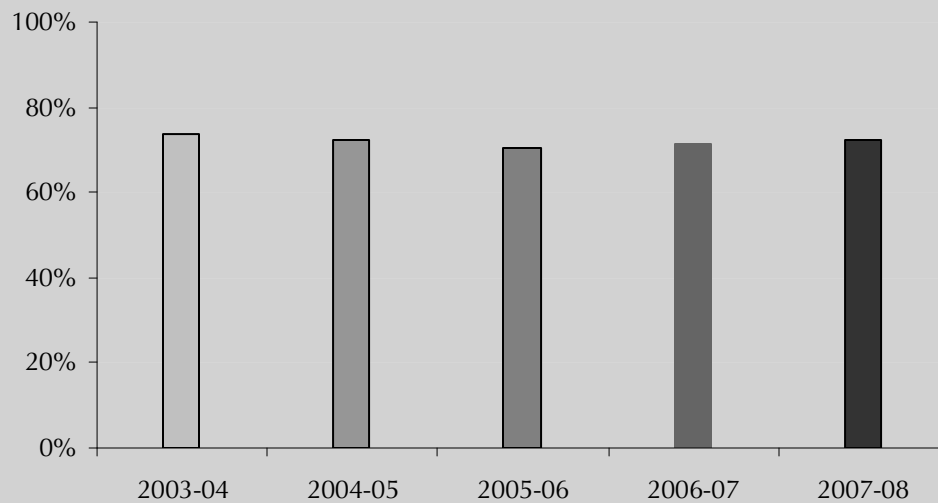


Table 7-4
Percent Change in Successful Completion Rate for
Vocational Courses

	2003-04	2004-05	2005-06	2006-07	2007-08
Number	73.5	72.5	70.6	71.4	72.2
% change	N/A	-1.4	-2.6	1.1	1.1