

CUESTA'S PERFORMANCE ON ITS INSTITUTIONAL EFFECTIVENESS OUTCOMES 2004/2005



September 2005

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Research Report No. 2005-06-01

Institutional Research

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BACKGROUND

This is the fourth annual report on Institutional Effectiveness Outcomes. The first report was compiled during the summer of 2002 and was published October 2002 (Research Report No. 2002/03-01). The second report was published in August 2003 (Research Report 2003-04-1). The third edition of the Institutional Effectiveness Outcomes report was published in October 2004 (Research Report No. 2003/04-01). The current edition is the first report in which the new set of Institutional Effectiveness Outcomes (IEOs – see listed below) is addressed.

On November 13, 2001, the Shared Governance Council approved a proposed set of Institutional Performance Measures designed to monitor the levels of organizational performance of Cuesta College. These indicators were selected as quasi-student outcome measures that would allow Cuesta to begin to move closer to the revised accreditation standards then being considered by the Western Association of Schools and Colleges (WASC). The 2004 accreditation standards have been published; and in Fall 2003, the Board of Trustees adopted a new set of Institutional Effectiveness Outcomes, which more closely align with the spirit of the new accreditation standards.

At the same time that Cuesta's new IEOs were being developed, state assembly bill 1417 (Pacheco) was enacted. The language of the legislation called upon the California Community College Chancellor's Office to provide recommendations regarding a workable structure for the annual evaluation of district-level performance. In consultation with the California Community College Research and Planning Group and the Center for Student Success, a tentative framework of proposed performance measures was developed and distributed to colleges in March of 2005. Therefore, in anticipation of this new performance framework, this report, in addition to providing data on our internally approved IEOs, offers some preliminary data reflective of the proposed AB1417 measures.

Additionally, the report also includes other relevant measures and findings of interest to the District, but which do not fall into either our IEOs or the new proposed AB1417 measures. Accordingly, the report is organized into three parts. Part one addresses the seven Cuesta College developed and approved IEOs listed below. Part two provides preliminary data pertaining to some of the proposed AB1417 measures. Finally, part three includes relevant data and interesting findings that do not necessarily fall into either of the first two parts of this report.

As mentioned, this report presents the latest information in the context of institutional effectiveness outcomes for Cuesta College. These data allow Cuesta College to see the college in comparison to the

entire 72 district/109 community college system and provides an objective point of comparison. Whenever possible, statewide trends are provided in order to place Cuesta's performance in the context of the state at large. Moreover, because the state has yet to develop target goals of district-level performance, prior Partnership for Excellence goals, where relevant, have been included for reference. The latest statewide information available was published in May 2005, and reflects the 2003/04 academic year. However, charts created from internal Cuesta College data include 2004/05 data where possible. This discrepancy is a result of the difficulty the state has in obtaining ending year data, which is not unlike the fluidity inherent in the community college budget cycle.

PART I: CUESTA COLLEGE 2004/05 INSTITUTIONAL EFFECTIVENESS OUTCOMES

Cuesta's College's 2004/05 Institutional Effectiveness Outcomes are as follows:

1. Students progress successfully to acquisition of degrees and certificates.
2. Students successfully acquire transfer-ready status and transfer.
3. Students successfully obtain and retain a job related to their vocational degree or certificate after one year of program completion/graduation.
4. ESL and basic skills students succeed in basic skills courses and successfully move from basic skills courses into transfer or vocational courses.
5. Students in licensure or professional certification programs successfully earn the license or certification.
6. Students completing degrees demonstrate achievement of general education outcomes and improved critical thinking and citizenship.
7. The district demonstrates responsiveness to changing demographics and cultural environment, as well as needs of business and industry.

IEO #1: Students progress successfully to acquisition of degrees and certificates.

Chart 1 presents the number of degrees awarded statewide. Since 1995/1996, there has been a slow steady upward progression in the number of Associate of Art and Associate of Science degrees awarded. The latest figure (2003/2004) is 73,909, while the 2005/2006 PFE goal was just over 83,000. Based on the previously established trend line, reaching this statewide goal now appears to be unlikely.

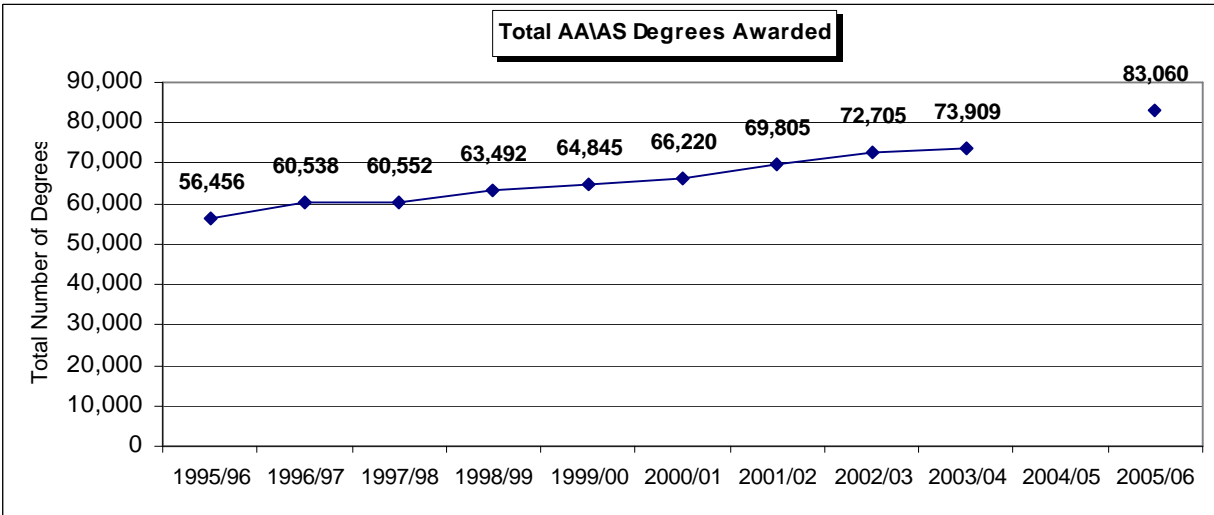
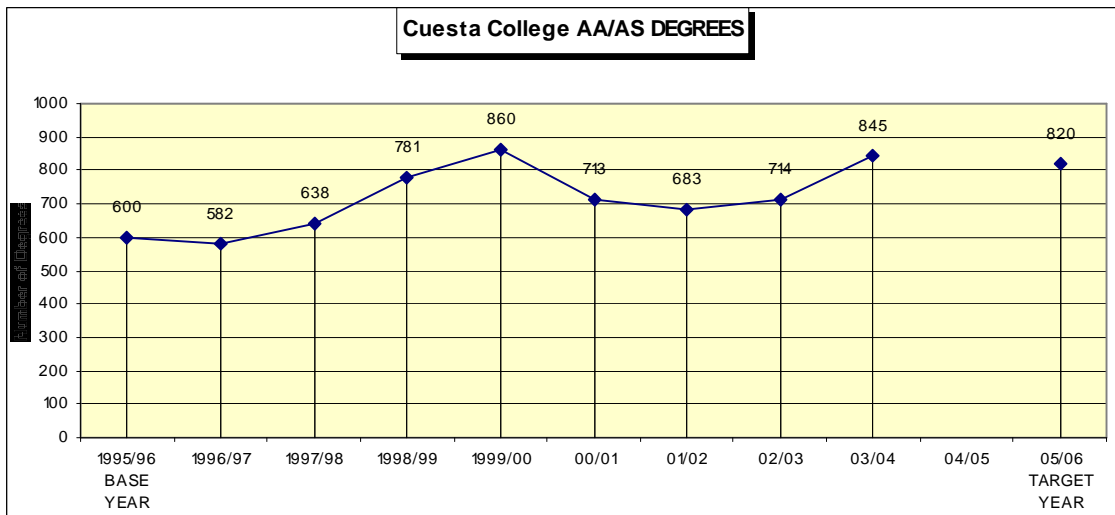
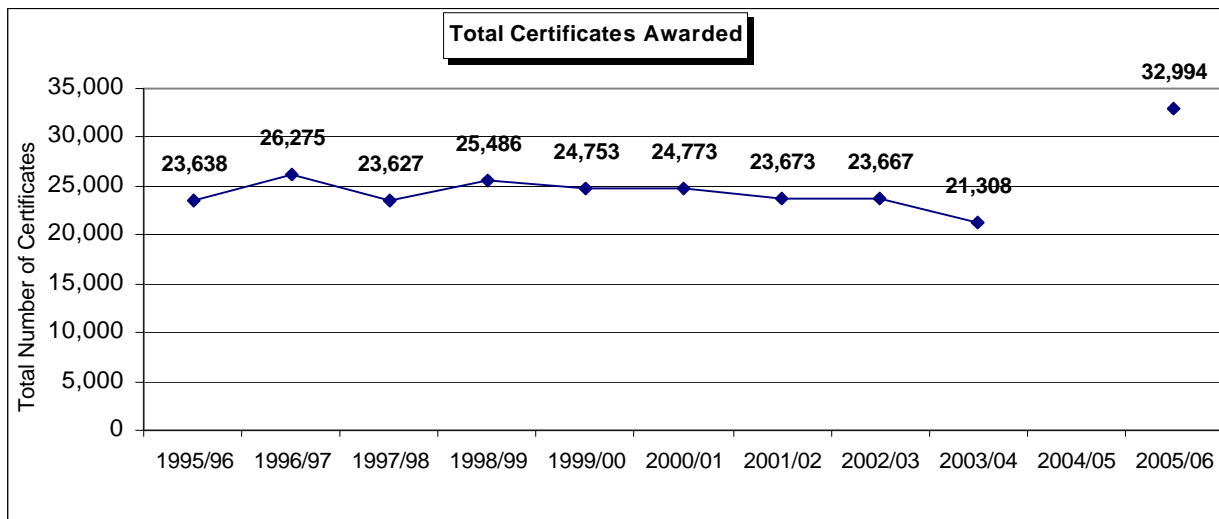
Chart 1: IEO #1: California Community College System – Degrees Awarded


Chart 2 shows the number of Associate of Arts (A.A.) and/or Associate of Science (A.S.) degrees awarded at Cuesta College since 1995/96. During 1999/2000, that number peaked at 860, and subsequently decreased over three years. The latest figure for 2003/2004 shows degrees up substantially from 2002/2003, and is the second highest annual number of degrees awarded in Cuesta's history.

Chart 2: IEO # 1 – Cuesta College – Degrees Awarded


The number of certificates awarded statewide between 1995/96 and 2003/04 is displayed below in Chart 3. Since the target for 2005/2006 is nearly 33,000 and the latest data is down from 2000/2001, unless things change dramatically, the goal of the state will not be achieved. The number of certificates awarded in any year has been decreasing since 2000/01.

Chart 3: IEO #1 – California Community College System – Certificates Awarded



The number of certificates awarded at Cuesta has remained relatively stable since 1999/00 at about 137 certificates per year—far short of the 396 goal/target for 2005/06. What appears to be a major decrease in the number of certificates awarded is the result of a format change in the way the Chancellor’s Office defines the kind of certificates to be counted in this measure.. Since 1999/2000, the CCCCO only counted those certificates of 18 units or more. Previously, all certificates, including low unit ones, were counted. Cuesta College awards many certificates for short course completion (i.e., customer Service Academy).

Chart 4: IEO #1 – Cuesta College – Certificates Awarded

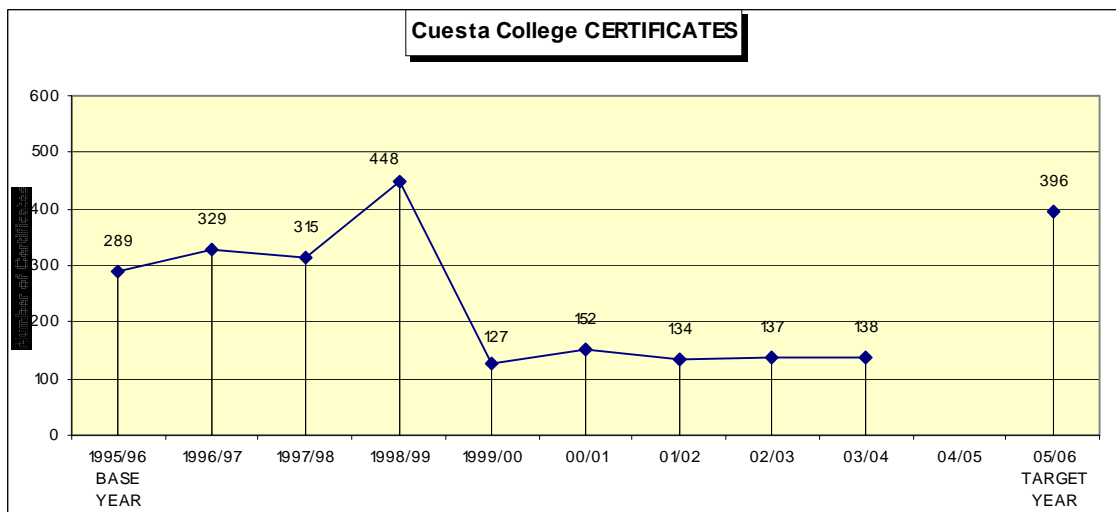


Chart 5 is the composite number of A.A./A.S. degrees and certificates awarded statewide.

Chart 5: IEO #1 – California Community College System – Combined Certificates and Degrees Awarded

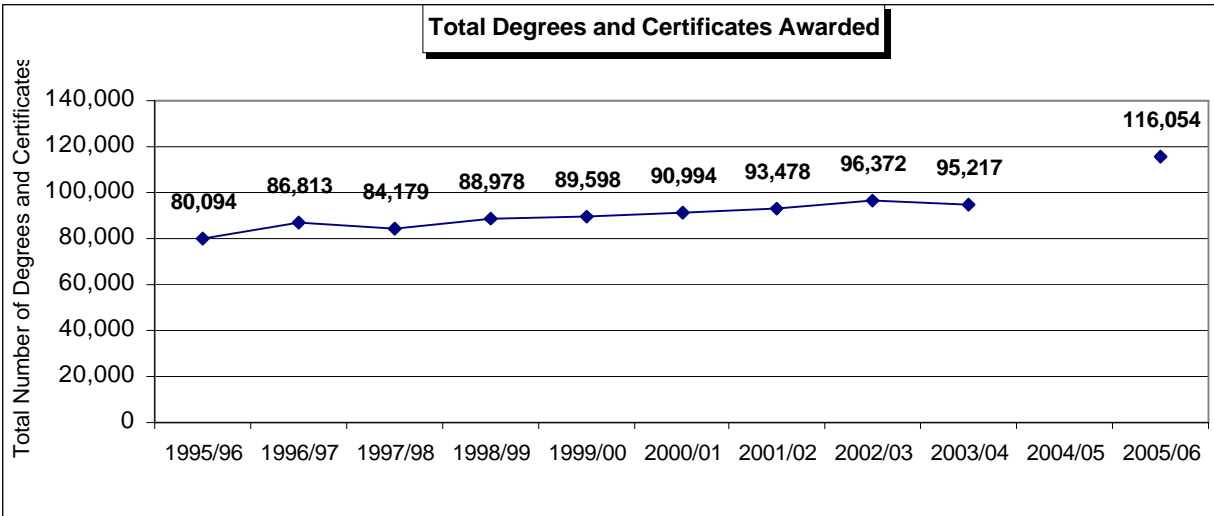
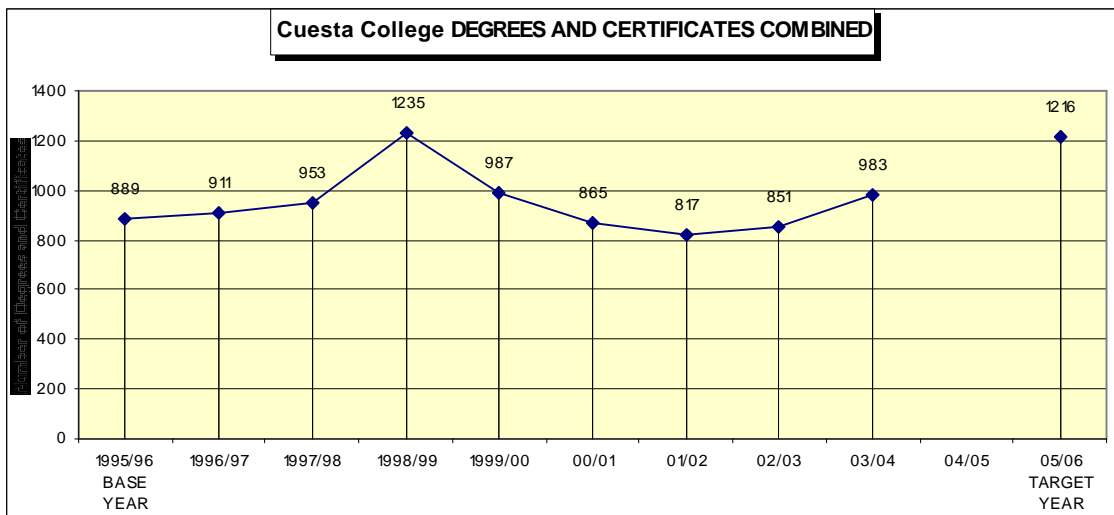


Chart 6 is the composite number of A.A./A.S. degrees and certificates awarded at Cuesta College. While the 16 percent increase between 2002/03 and 2003/04 is excellent, it is highly doubtful that the 1216 target will be achieved. One reason for the lower progress in student acquisition of degrees may be that fewer students are full-time.

Chart 6: IEO #1 – Cuesta College – Degrees and Certificates Combined



IEO #2: Students successfully acquire transfer-ready status and transfer.

Chart 7 shows the number of student transfers to the 24 campuses of the California State University (CSU), chart 8 shows the 10 campuses of the University of California (UC), and chart 9 shows the combined totals from all 109 community colleges in California between 1995/96 and 2003/04.

The CSU transfers chart shows the actual number of transfers for all California Community Colleges from year from 1995/96 through 2003/04. The goal (as shown on the right-hand side of the chart) is 63,304 student transfers statewide targeted for the 2005/2006 school year. The slight positive progress demonstrated during the last four years indicates that it is not very likely that the system wide goal will be achieved on time. One factor that drives the attainment of this goal is the anticipated increase in enrollment in post-secondary education due to *tidal wave II* birth rate. Unlike other California community colleges, Cuesta College's headcount has not increased significantly since 2002-2003.

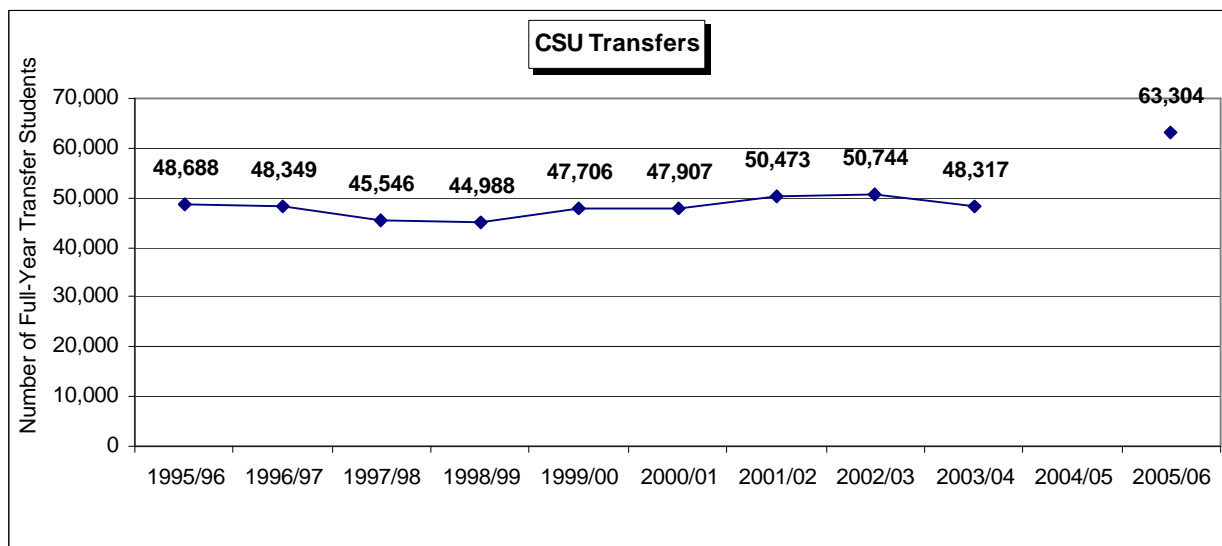
Chart 7: IEO #2 - California Community College System – CSU Transfers


Chart 8 shows the same information for all 10 University of California campuses. The system-wide goal for the 2005/06 year is shown as 15,278 student transfers. The reader will note a much more pronounced positive trend (compared to CSU transfer information) over the prior four years, with the exception of the most recent data. It is not likely that the target/goal will be achieved by 2005/06.

Chart 8: IEO #2 - California Community College System – UC Transfers

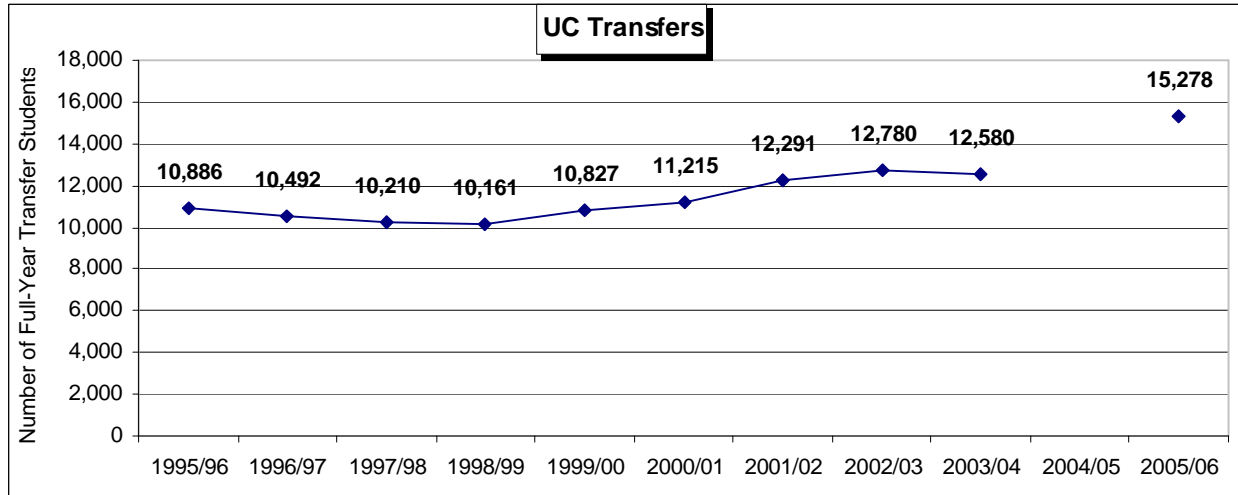
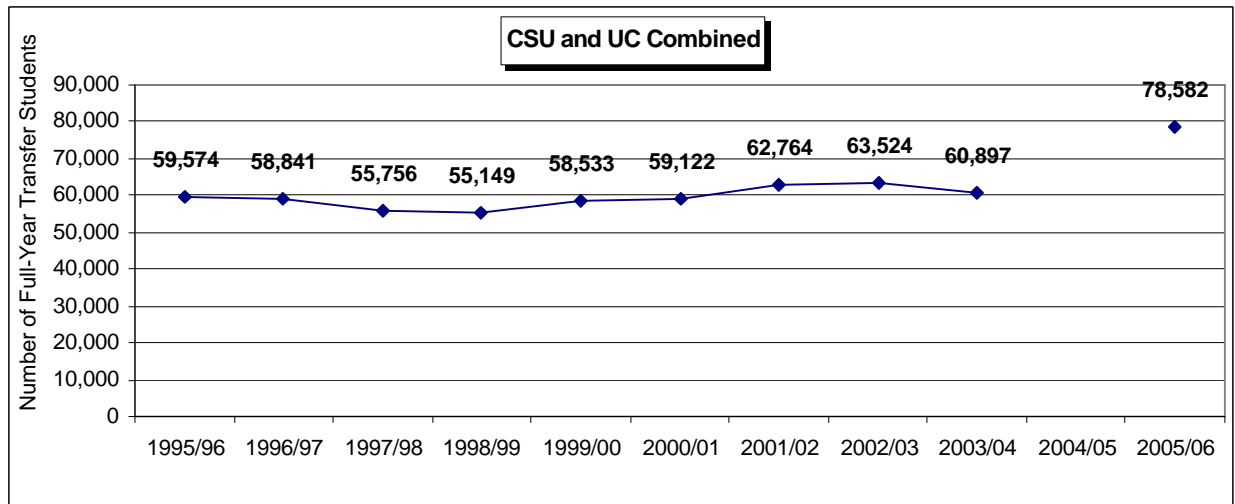


Chart 9 simply shows the sum total of the figures in the two previously mentioned charts. Note, however, that while the total number of transfers hovers around 60,000 per year, the system wide goal for 2005/06 is fully 15,000 students higher.

Chart 9: IEO #2 – California Community College System – Combined Transfers



Cuesta College's performance on the same dimensions is shown in Charts 10-12. Chart 10 shows that the number of student transfers to the California State University (CSU) system dropped in 2000/2001 to 755 from 808 in 1999/2000, rose to 825 in 2001/2002, but then dropped to 731 in 2003/04.

Chart 10: IEO #2 – Cuesta College – CSU Transfers

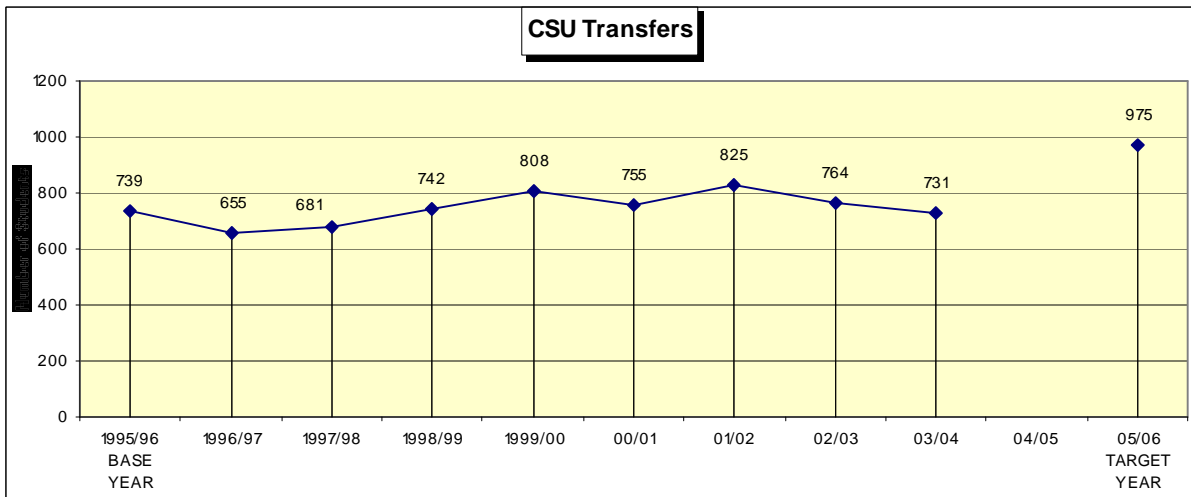


Chart 11 shows that the number of University of California (UC) transfers for 2002/03 rose to 74 before decreasing again in 2003/04 to 57 student transfers from Cuesta.

Chart 11: IEO #2 – Cuesta College – UC Transfers

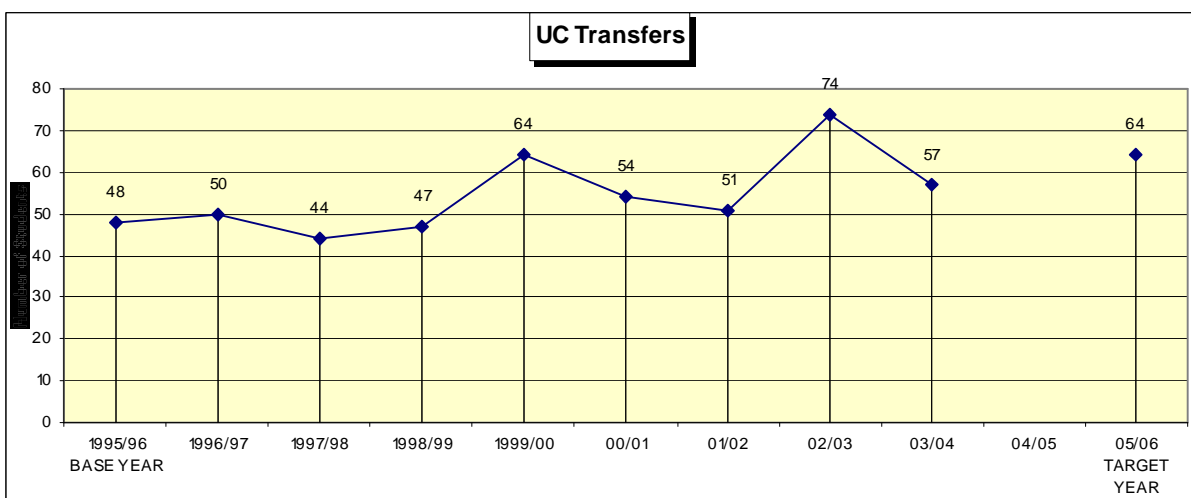
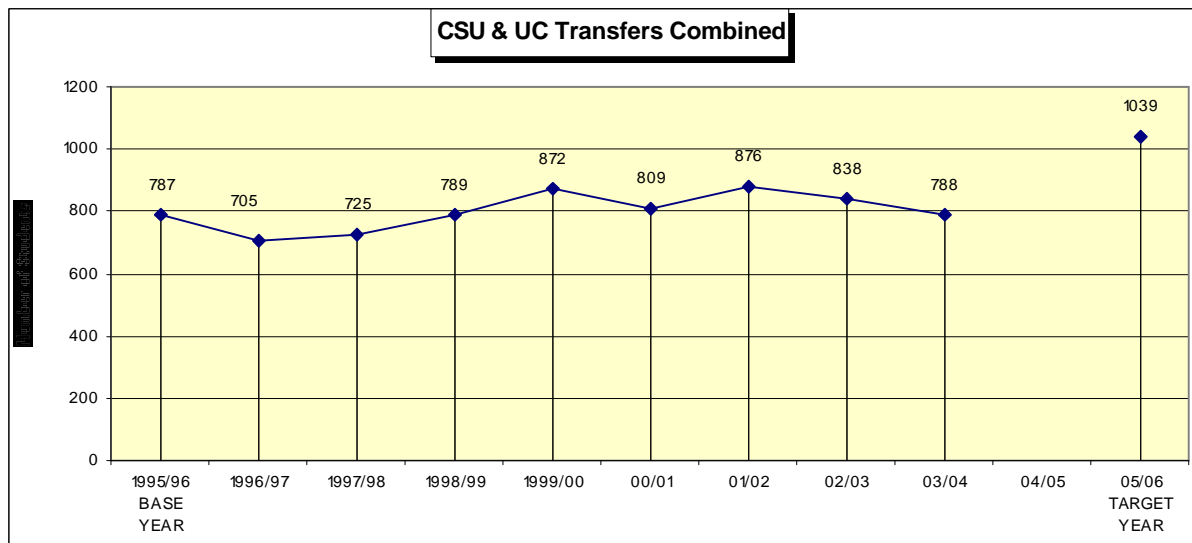


Chart 12 shows the composite total of both CSU and UC transfers. The latest information (788 total transfers in 2003/2004) seems to indicate that achieving the 2005/06 target of 1039 may not be achievable.

Chart 12: IEO #2 – Cuesta College – Combined Transfers



In an effort to provide students with other local transfer options, Cuesta College currently partners with three private universities to offer coursework toward various Baccalaureate degrees. Because the current University Partners are private, transfers from Cuesta to these institutions are not reflected in the statewide data. Therefore, although transfers to the CSU system are down, Cuesta transfers to the University Partners and other private four-year colleges are on the increase. Cuesta College has joined a tracking service through the National Student Loan Clearinghouse in order to begin tracking the number of Cuesta transfers to private institutions. Such information will be available in time for the next edition of this report.

CSU and UC transfers depend on the receiving college accepting qualified students for transfer. Thus, the achievement of the goal is partially beyond the control of Cuesta College. To deal with the lack of control over the number of students who transfer, the measure of transfer preparedness was devised.

Chart 13 presents transfer-prepared system-wide results from 1997/98 to 2003/04. A transfer-prepared student is one who earns at least 56 transferable units and maintains at least a 2.0 grade point average (GPA) within a six-year period. The trend established by the last three years of data indicates that it will be possible for the system to accomplish the 2005/2006 goal (135,935 transfer-prepared students) since state-wide community college enrollments continue to increase.

Chart 13: IEO #2 – California Community College System – Transfer Preparedness

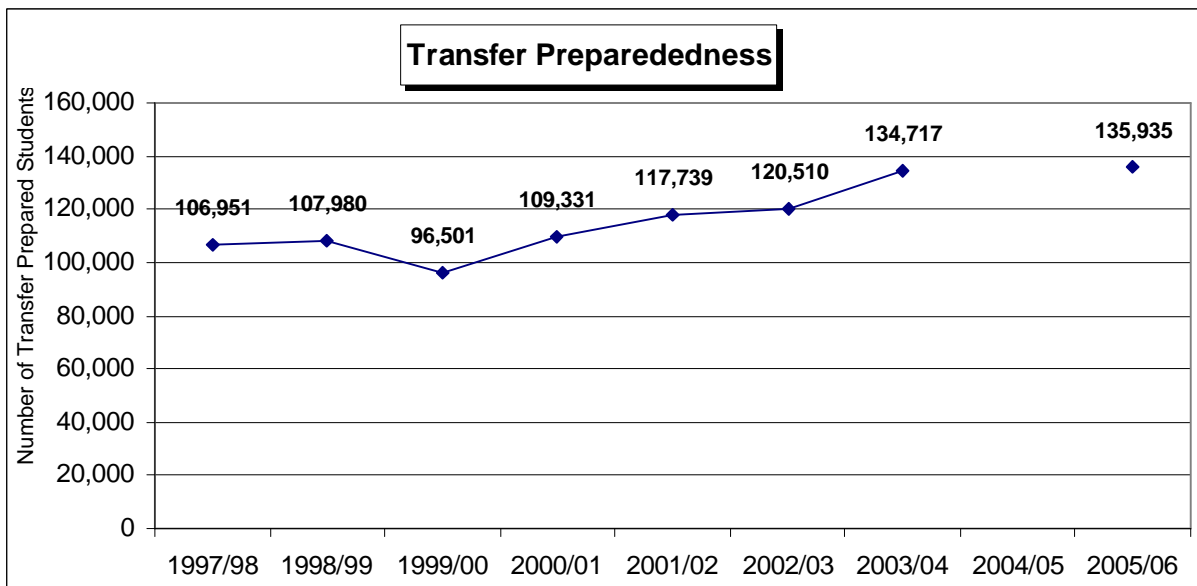
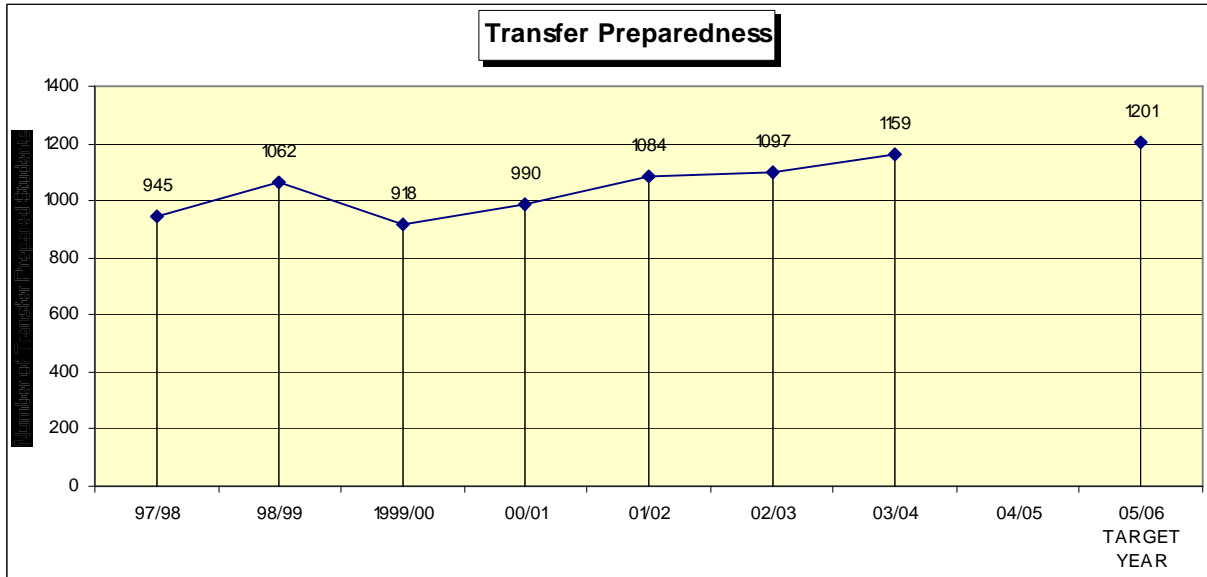


Chart 14 presents Cuesta's transfer-preparedness information. The latest figures show 1,159 Cuesta College students were designated as "transfer-prepared" in 2003/2004, a slight increase over 2002/2003. The 2005/2006 target number of transfer-prepared students is 1,201 students. It appears that Cuesta can reach this goal.

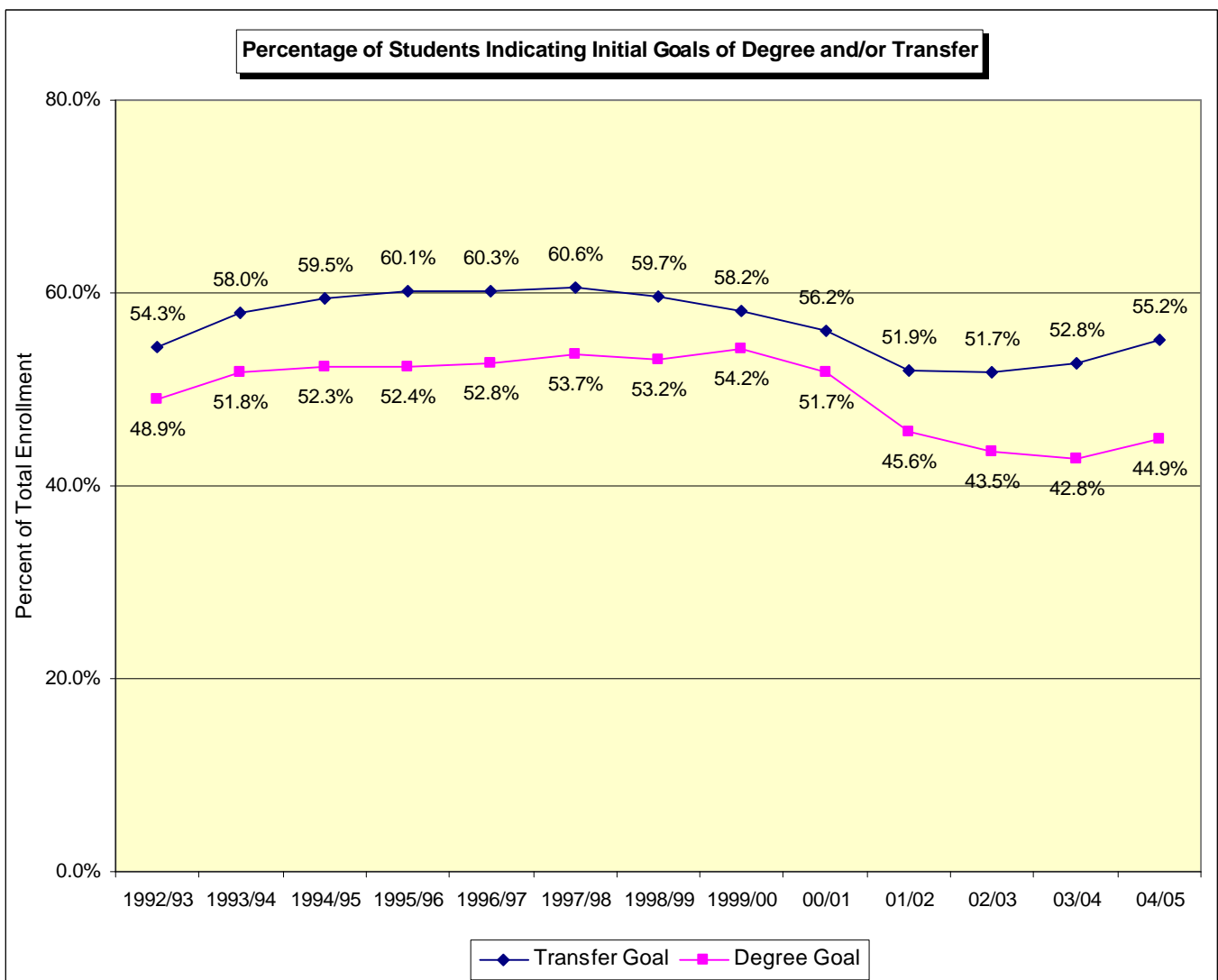
Chart 14: IEO #2 – Cuesta College – Transfer Preparedness



The need for further research is vividly illustrated in Chart 15 below, which shows the percentage of students who, upon admission, indicate that their **initial** goal for attending Cuesta College was obtaining an AA/AS degree and/or transfer to a four-year post-secondary institution. The percentage of students indicating a goal of transfer peaked in 1997/98 and has been declining until 2003/04. Similarly, the desire for a degree as an outcome peaked in 1999/2000 and has fallen to a 42.8% level in 2003/04. 2004/05 data indicate the beginning of a possible reversal of this trend.

The question of why this trend is present is a question for further study by the Enrollment Management Committee. It appears that the make-up of the incoming student body had been undergoing a gradual change away from degree and transfer goals, but is now slowly rebounding.

Chart 15: Cuesta College – Initial Educational Goal



IEO #3: Students successfully obtain and retain a job related to their vocational degree or certificate after one year of program completion/graduation

To date, we have been unable to create a reliable and valid tracking system that fits within our fiscal restraints. We are continuing to explore options given our limited staffing and resources, and hope to provide an update in Spring 2006.

DATA UNAVAILABLE

IEO #4: ESL and Basic Skills students succeed in basic skills courses and successfully move from basic skills into transfer or vocational courses.

Both the Chancellor’s Office and Cuesta College are intensely interested in assuring a seamless transition for students from Basic Skills courses into A.A./A.S. degree-applicable courses.

Chart 16 shows the number and percentage of students statewide who complete coursework at least one level above their initial Basic Skills course enrollment. The 01/02 cohort of students who enrolled in a basic skills course was tracked until 2003/04. The numbers below answer the following inquiry: of those students enrolled in a basic skills and/or ESL course in 2001/02, for example, how many successfully completed a higher level course within two years? The percentage next to the number at each data point represents the percentage of each cohort that actually “improved.” Therefore, it is possible that, although the number of students who improved increased in a given year, the percentage of the starting cohort who improved could have decreased. Although both are relevant, the percentage of students who improve is somewhat more informative than the actual number.

The data shown in Chart 16 for Basic Skills improvement is displayed in three trend lines. The lower two lines show the number and percent of students in both Basic Skills English (top line) and mathematics (bottom line). The top trend line shows the combined English and Mathematics improvements. The target for combined English and math courses has already been exceeded.

Chart 16: IEO #4 – California Community College System – Basic Skills Improvement

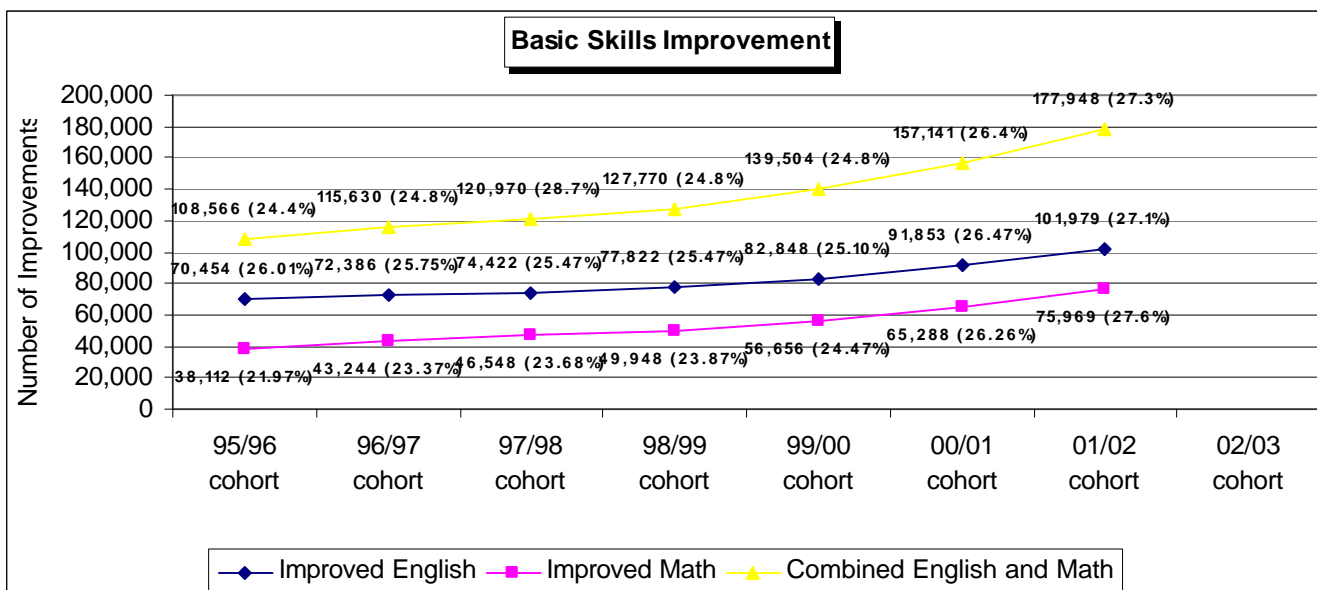
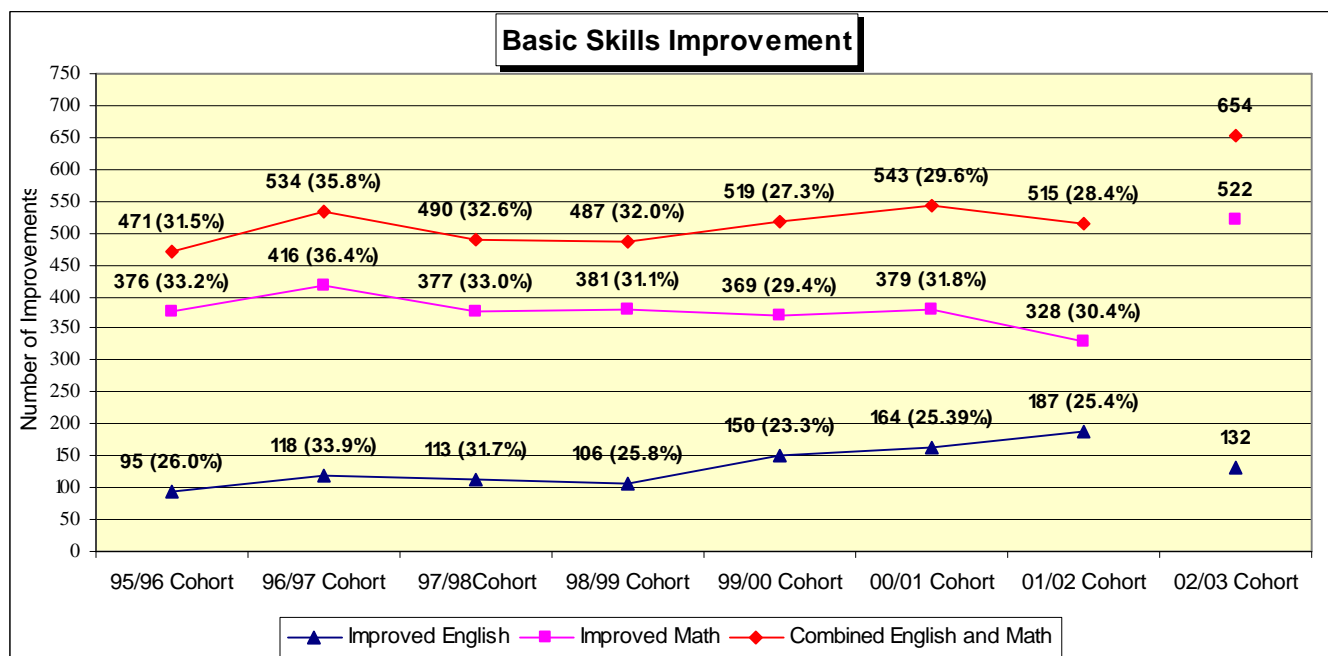


Chart 17 illustrates the performance of Cuesta students as they successfully finish the next higher-level courses. The chart is to be interpreted in the same manner as Chart 16. The lower two lines show performance in English and in mathematics. English has already exceeded its target, but math most likely will not. Even though Cuesta may not meet its goal with Basic Skills math, it should be noted that Cuesta has a significantly higher success rate than the CCC System. The top line of Chart 17 shows English and math combined. Because of the low math performance, it is unlikely that the combined English and math target will be achieved by the target cohort.

Chart 17: IEO #4 – Cuesta College – Basic Skills Improvement



IEO #5: Students in licensure or professional certification programs successfully earn the license or certification.

Cuesta College RN nursing graduates continue to experience great success in passing the National Nursing Board Exam. For example, in the latest data available, Cuesta College students' passage rate was tied for the highest in the state out of roughly 100 reporting colleges, including BSN granting California State Universities.

Chart 18: IEO #5 NCLEX Passage Rates

School	1999/2000		2000/2001		2001/2002		2002/2003		2003/2004	
	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass
Cuesta College	24	91.67%	34	79.41%	40	85.00%	43	93.02%	29	100.00%

In addition, over the past four semesters for which data are available, Cuesta students have experienced a 99 % pass rate on the NCCT Phlebotomy Technician Exam.

Partnerships to access data regarding additional licensure and professional certifications of Cuesta College students are in the process of development, but due to budget constraints are not available for this report. If data sharing mechanisms can be developed within fiscal constraints, additional data will be available for future reports.

IEO #6: Students completing degrees demonstrate achievement of general education outcomes and improved critical thinking and citizenship.

The measurement of general education outcomes is a complex endeavor requiring multiple methods of analysis. Several measurement models have been discussed including factor analytic techniques as well as other more qualitative approaches. Pilot testing of such measurement models will occur in the next academic year in consultation with the Academic Senate, Curriculum Committee, and the Institutional Research Committee. Until the time that summary grades are substantiated as a reliable measurement of the achievement of general education outcomes, final course grades will serve as a proxy. To the degree that successful final course grades (C or better) in general education courses indicate that a student has achieved the stated general education outcomes, it is our hypothesis that the following metric will serve to assess IEO #6.

From Chart 19 it is evident that, relatively speaking, students are more successful in the General Education areas of Communication in English and Arts and Humanities, and less so in the Analytical Thinking and Physical and Lifes Sciences areas.

Chart 19: IEO #6 Successful Course Completion (A, B, C, CR) by General Education Area (needs updating)

	00/01	01/02	02/03	03/04	04/05
Communication in English	77.90%	76.20%	77.90%	78.50%	77.90%
Analytical Thinking	59.40%	60.70%	61.90%	61.40%	60.50%
Physical and Life Sciences	69.70%	71.00%	71.90%	75.40%	73.50%
Arts and Humanities	73.60%	73.50%	76.20%	74.60%	76.20%
Social and Behavioral Studies	67.40%	67.70%	67.90%	68.80%	69.50%

IEO #7 The district demonstrates responsiveness to changing demographics and cultural environment, as well as needs of business and industry.

One means of assessing the responsiveness of the College to changing demographics is to compare the demographic makeup of Cuesta College to that of the county. Chart 20 compares the percentages of selected demographics of adults in the county to those represented in the student body at Cuesta College. Beginning with ethnicity, White students, vis-à-vis the county, are underrepresented at Cuesta. Of the historically underrepresented ethnic groups, only African American students are slightly, though not statistically significantly, underrepresented at Cuesta. Conversely, persons opting for the Other/Undeclared category are significantly overrepresented at Cuesta College.

When comparing the gender of Cuesta's student body to that of the county, one finds that, for each year examined, females are overrepresented at Cuesta College. Nevertheless, the percentage of female students enrolled at Cuesta is on a slight downward trend over the last three years.

Finally, a comparison of the percentage of county residents with disabilities to the percentage of students at Cuesta College illustrates a fairly large underrepresentation of disabled persons. However, some of this phenomenon is mere artifice resulting from a more liberal definition of disability status than that employed by Cuesta College. For example, the census bureau includes in its counts any individual on disability from a worker's compensation situation. Moreover, the census relies on self-report data, whereas Cuesta College numbers only include students who have been tested by DSPTS or have a previously verified disability. Nonetheless, this is an area that warrants further research.

Chart 20: IEO #7 – Comparison of San Luis Obispo County and Cuesta College demographics

ETHNICITY ¹	Fall 2002		Fall 2003		Fall 2004	
	County %	Cuesta %	County %	Cuesta %	County %	Cuesta %
American Indian	0.6	1.1	0.6	1.2	0.6	1.6
Asian/Filipino	3.0	4.5	3.0	4.2	3.0	4.5
Black	2.1	1.4	2.1	1.4	2.1	1.4
Hispanic	13.9	13.8	13.9	15.1	13.9	15.0
White	78.6	69.9	78.6	68.3	78.6	66.3
Other/Undeclared	1.8	9.3	1.8	9.8	1.8	11.2

GENDER ²	Fall 2002		Fall 2003		Fall 2004	
	County %	Cuesta %	County %	Cuesta %	County %	Cuesta %
Female	48.7	55.2	48.7	54.5	48.7	53.8
Male	51.3	44.8	51.3	45.5	51.3	46.2

DISABILITY ³	Fall 2002		Fall 2003		Fall 2004	
	County %	Cuesta %	County %	Cuesta %	County %	Cuesta %
DSPS	21.0	6.2	21.0	5.8	21.0	N/A
Not DSPS	79.0	93.8	79.0	94.2	79.0	N/A

¹ County ethnic percentages are based on the total number of residents 18 years or older. Multiple race residents were placed into the "other" category.

² County gender percentages are based on the total number of residents 18 years or older.

³ County disability percentages are based on the total number of disabled residents 16 years or older.

SOURCES: US CENSUS 2000; Cuesta College Student Characteristics and Enrollment Trends - Fall 2004

PART II: Accountability Measure AB1417

The proposed district level core indicators from AB1417 are as follows:

(1) STUDENT PROGRESS AND ACHIEVEMENT: DEGREE/CERTIFICATE/TRANSFER

Definition: *Percentage of cohort of first-time students with minimum of 12 units earned who attempt degree/certificate/transfer threshold course within 6 years of entry ("Cohort A") who are shown to have achieved ANY of the following outcomes or value-added measures of progress within 6 years of entry:*

- (a) Earned any AA/AS or Certificate
 - (b) Actual transfer to a four-year institution (student shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
 - (c) Achieved "Transfer Directed" (student successfully completed both transfer-level Math AND English courses)
 - (d) Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA ≥ 2.0 in those transferable courses)
- and/or
- (e) Earned at least 30 units while in the CCC system (value-added threshold of units earned as defined in wage studies as having a positive affect on future earnings)
 - (f) Persistence rate of Cohort A from the first year to second year.

(2) STUDENT PROGRESS AND ACHIEVEMENT: VOCATIONAL/OCCUPATIONAL/WORKFORCE DEVELOPMENT

- (a) Annual Successful Course Completion Rate (Vocational Courses)

(3) PRE-COLLEGIATE IMPROVEMENT – BASIC SKILLS – ESL

- (a) Annual Successful Course Completion Rate (Basic Skills Courses)
- (b) ESL Improvement Rate
- (c) Basic Skills Improvement Rate

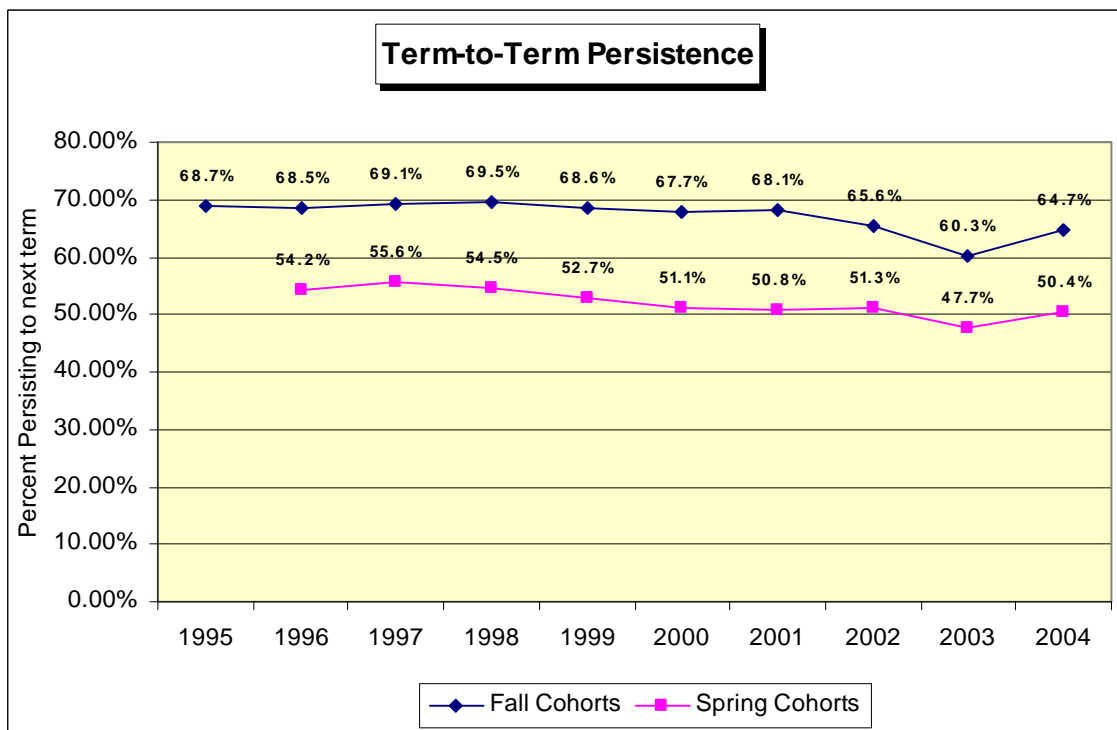
As these measures become solidified, they will become embedded in Cuesta's IEOs, which will affect, among other things, the manner in which our current IEOs are measured. Until that time, the following charts, which Cuesta has tracked for several years, address indicators 1f, 2a, and 3a to some degree.

AB1417 Indicator 1f: Persistence

Student persistence is defined as the percentage of students who finished one semester and then return to re-enroll in courses the next semester, which differs from the proposed AB1417 indicator in that it focuses on year-to-year persistence within the entire system.

Naturally, with graduation and inevitable individual student attrition for whatever reason, persistence would not be expected to be close to 100%. Further, when one examines the persistence figures between the fall and the spring semesters, one discovers that the percentage of returning students is higher than between the spring and fall semesters.

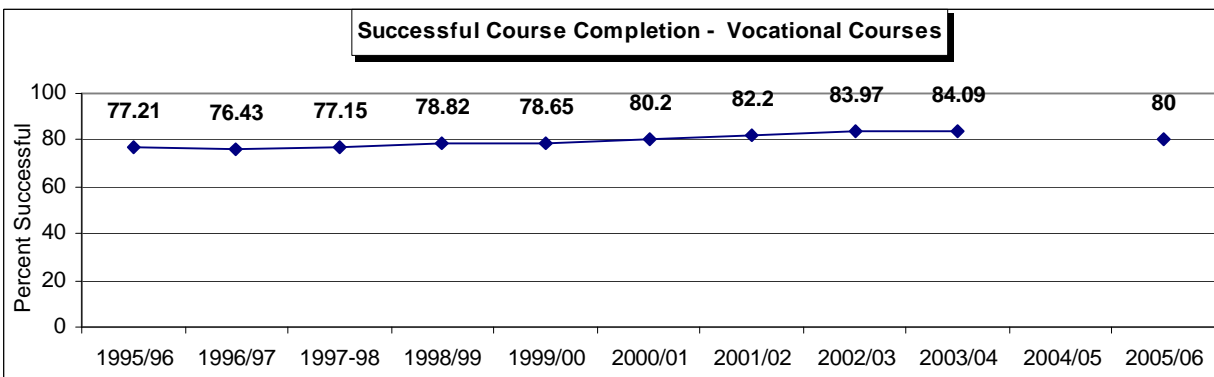
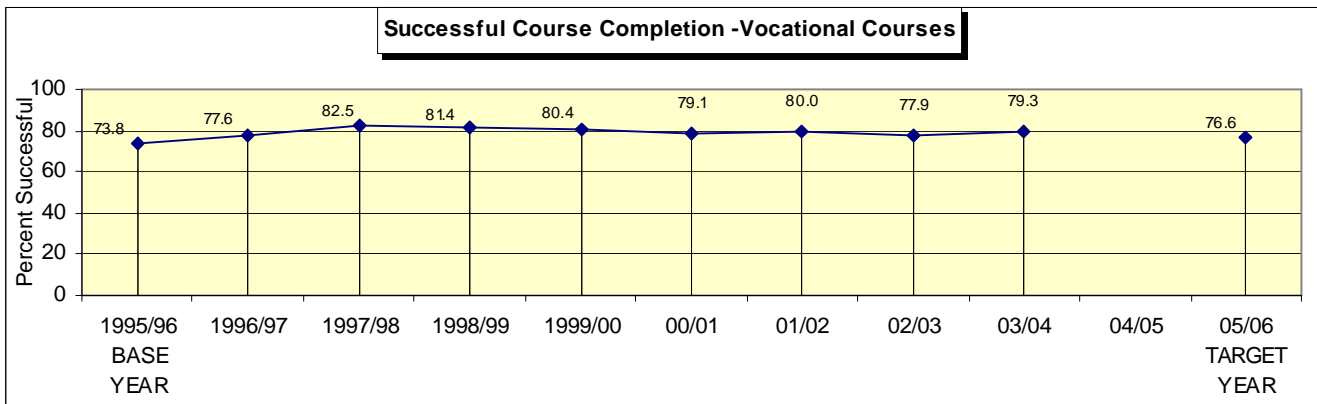
Chart 21 shows the last nine years of semester/term persistence figures. Generally speaking, about two-thirds of the students continue from fall to spring semesters; whereas, just over one-half continue from spring to fall in any given year.

Chart 21: Student Persistence between Semesters across the Last Nine Years at Cuesta College


AB1417 Indicator 2a: Annual Successful Course Completion Rate (Vocational Courses)

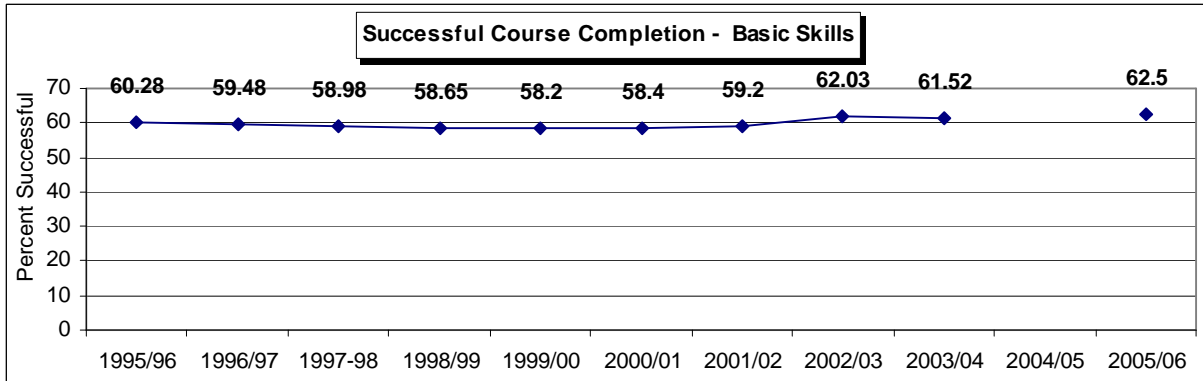
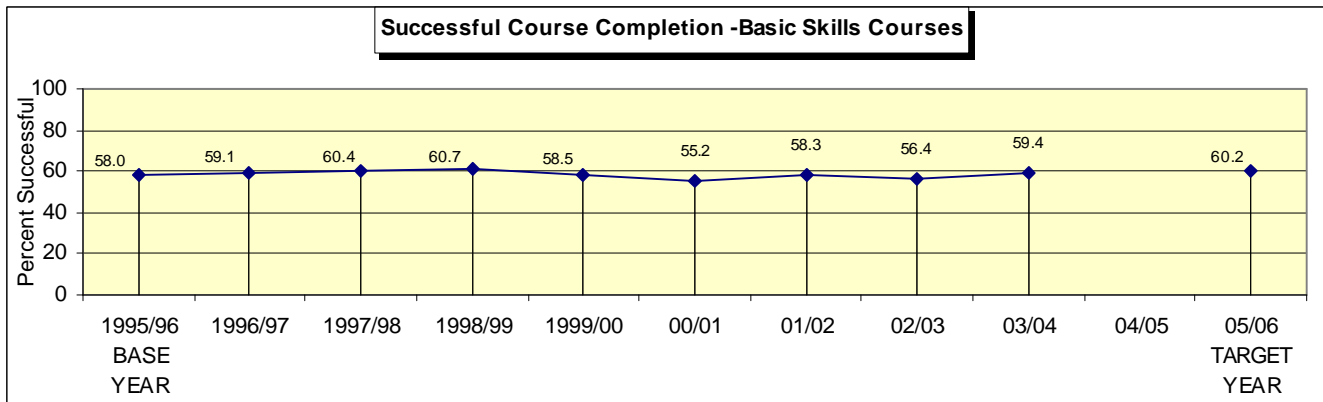
Proposed district level core indicator 2a measures the percentage of students who successfully complete vocational courses. Student success is defined as the percentage of students who obtain passing grades (grade “A,” “B,” “C,” or credit) for each vocational course attempted.

In order to have something against which to compare Cuesta's performance, as in earlier sections of this report, the information used was gained from Partnership for Excellence Goals. Chart 22 shows the statewide percentage of successful course completion for vocational courses; chart 23 shows the same data for Cuesta.

Chart 22: AB1417 Indicator 2a – California Community College System – Successful Course Completion – Vocational

Chart 23: AB1417 Indicator 2a – Cuesta College – Successful Course Completion – Vocational Courses


AB1417 Indicator 3a: Annual Successful Course Completion Rate (Basic Skills)

Indicator 3a measures the percentage of students who successfully complete basic skills courses. Chart 24 displays statewide basic skills success data. Chart 25 displays the same data for Cuesta.

Chart 24: AB1417 Indicator 3a – California Community College System – Successful Course Completion – Basic Skills

Chart 25: AB1417 Indicator 3a – Cuesta College – Successful Course Completion – Basic Skills Courses


PART III: ADDITIONAL INTERNAL DATA AND INTERESTING FINDINGS

The following four charts, though not part of Cuesta's IEOs or part of the proposed AB1417 measures, have been routinely reported. Charts 26 and 27 represent the success rates in Transferable Courses. Charts 28 and 29 display overall success rates in all courses. Again, the percentage of successful course completions is defined as the number of A, B, C, and CR grades divided by the total number of grades awarded.

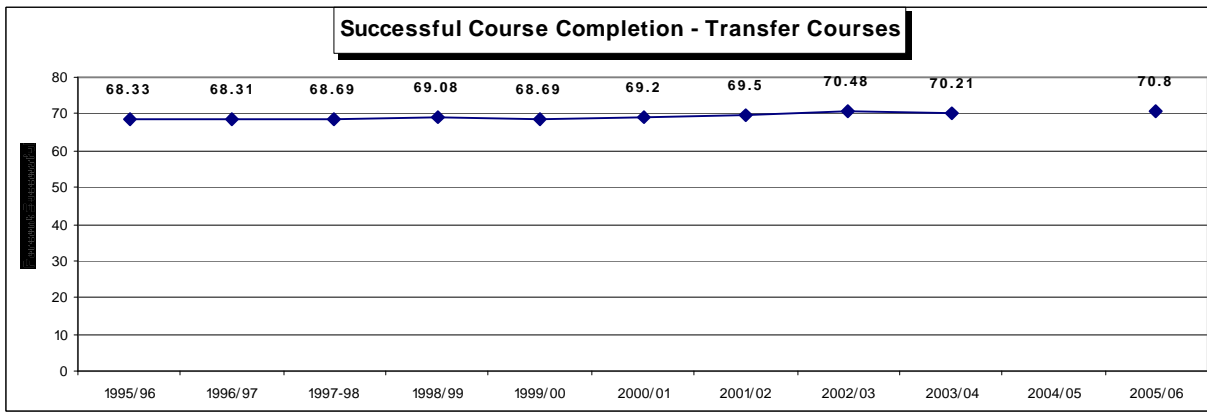
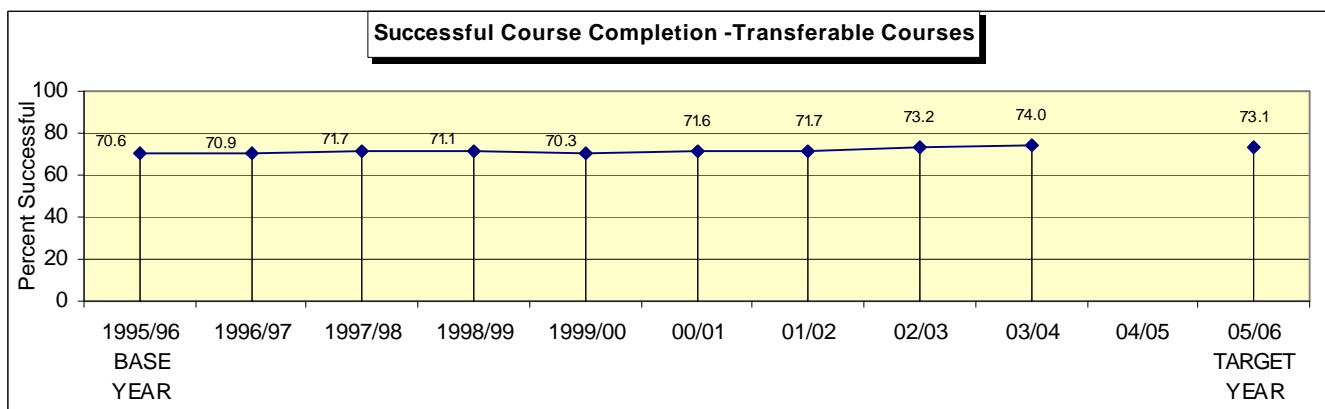
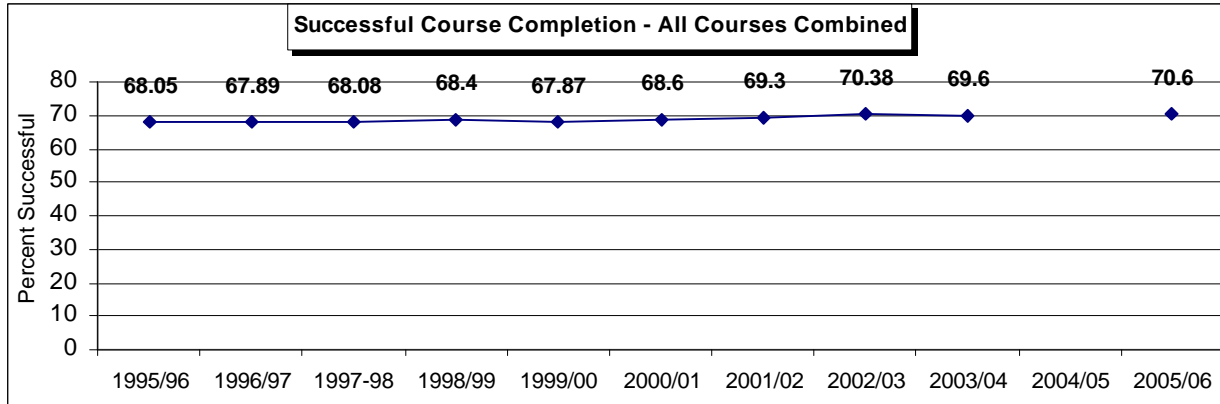
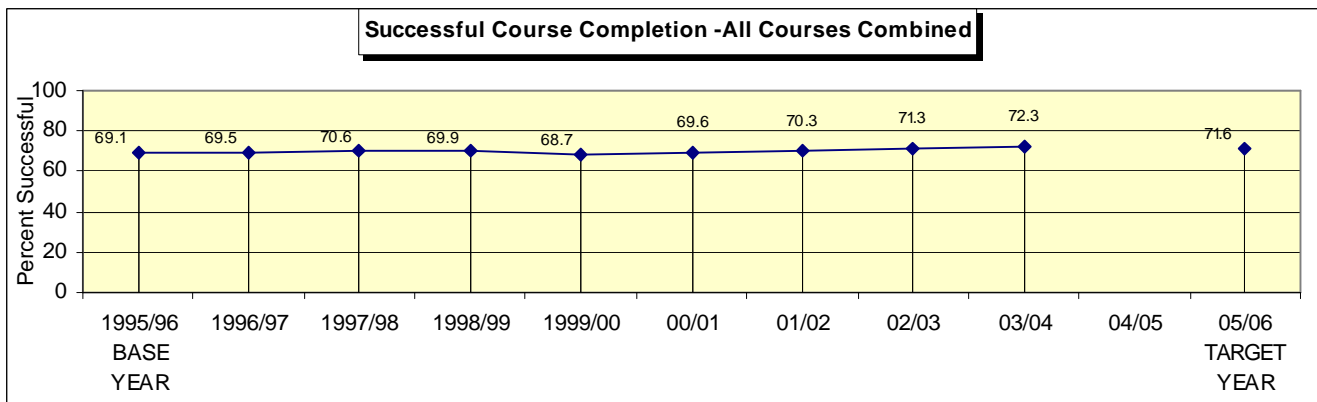
Chart 26: California Community College System – Successful Course Completion – Transfer

Chart 27: Cuesta College – Successful Course Completion – Transfer


Chart 28: California Community College System – Successful Course Completion – All Courses Combined

Chart 29: Cuesta College – Successful Course Completion – All Courses Combined


Appendix A reports successful course completion by discipline.

STUDENT RETENTION

Student retention is defined as the percentage of students who finish a course in which they initially enroll, regardless of final grade earned. Therefore, any student who completes a course with a final grade of A, B, C, D, F, Credit, No Credit, or incomplete is counted as being “retained.” Charts 30-33 show student retention across all courses taught at Cuesta College. Appendix B shows retention rates by Discipline.

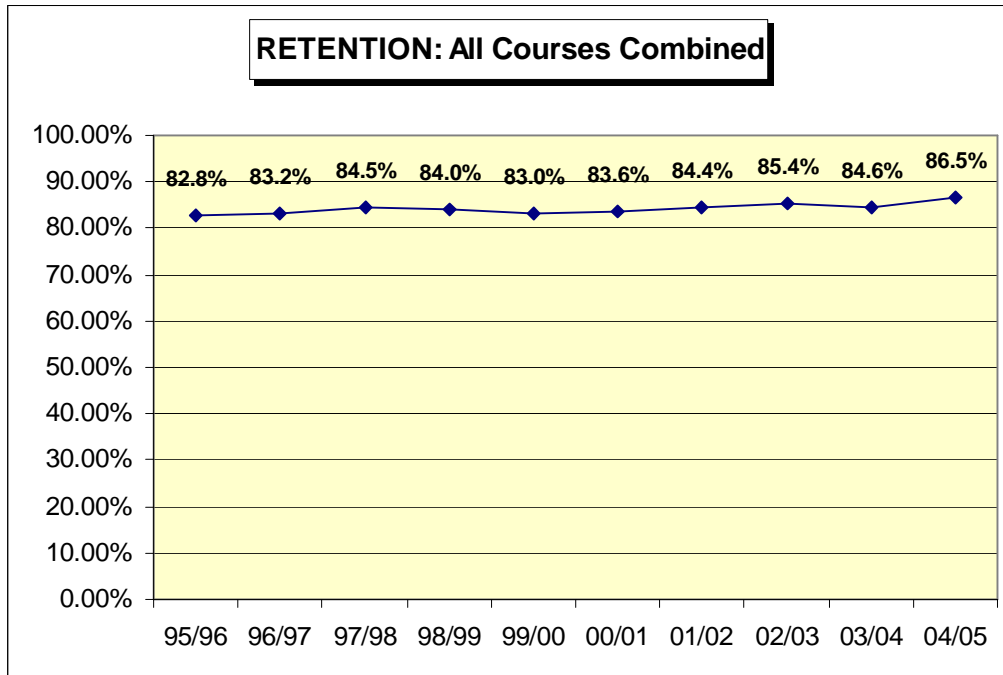
Chart 30: Course Retention - All Courses Taught at Cuesta College 1995/96 – 2004/2005


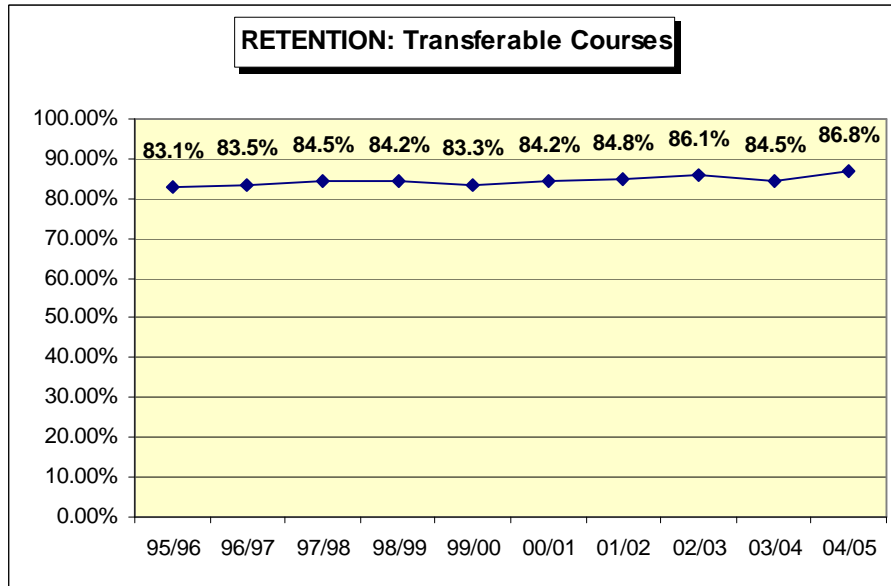
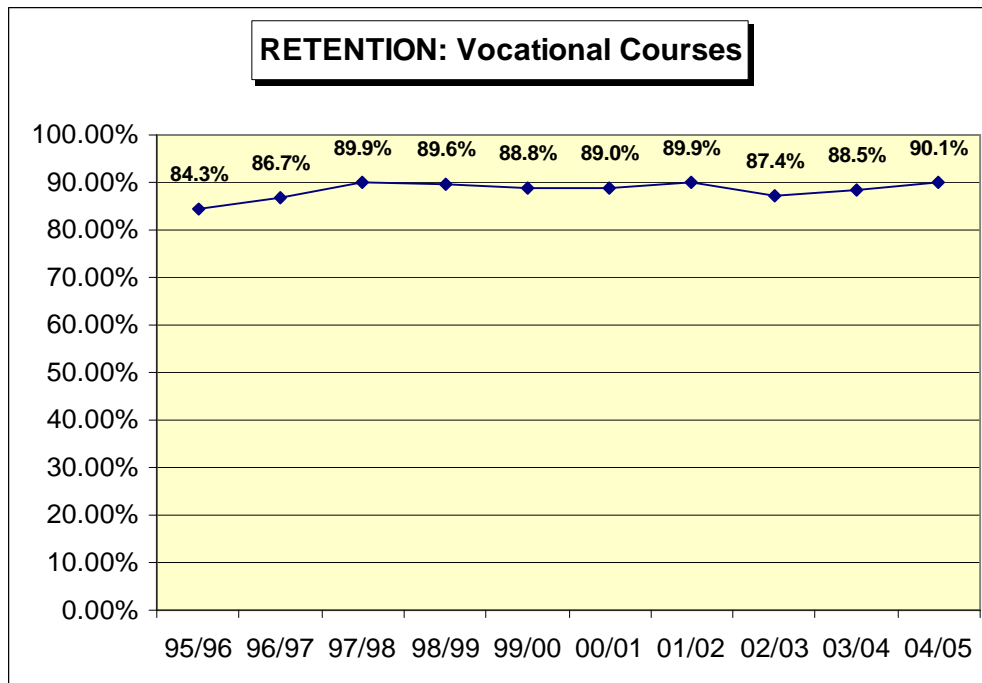
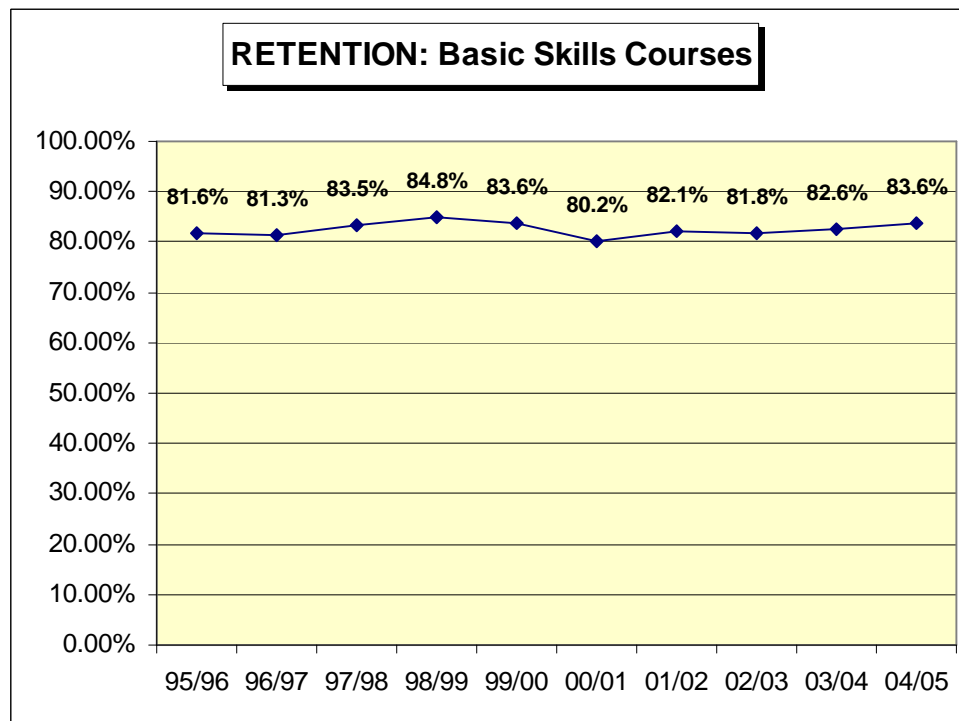
Chart 31: Course Retention for Transferable Courses taught at Cuesta College 1995/96 – 2004/2005

Chart 32: Course Retention for Vocational Courses taught at Cuesta College 1995/96 – 2004/2005


Chart 33: Course Retention for Basic Skills Courses taught at Cuesta College 1995/96 – 2004/2005


STUDENT PERFORMANCE BY ETHNICITY

Over the past couple of years, research has focused on the differential performance among ethnic groups at Cuesta College. As is evident in the following two charts, success and retention vary by ethnic group at Cuesta College. Chart 34 provides an analysis of success by student ethnicity between 1996 and 2005. Chart 35 shows retention rates by ethnicity for the same time period.

Chart 34: Cuesta College – Success by Ethnicity by Academic Year (1996-2005)

Ethnicity	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05
Asian Pacific Islander	71.4%	72.4%	72.3%	70.4%	72.1%	73.4%	72.1%	72.8%	75.4%
Filipino	67.9%	68.1%	64.5%	67.4%	70.3%	69.6%	68.8%	75.5%	71.0%
African American	58.1%	57.8%	62.8%	60.5%	54.7%	59.2%	58.7%	59.8%	62.7%
Hispanic	64.1%	66.6%	65.9%	64.4%	63.3%	64.9%	63.0%	63.7%	62.8%
American Indian	63.3%	61.9%	63.2%	63.0%	64.3%	67.4%	65.7%	67.5%	68.6%
White	71.1%	72.2%	71.3%	70.2%	71.6%	72.1%	73.0%	74.1%	73.3%
Other/Unknown	65.3%	68.3%	69.7%	68.1%	67.4%	69.3%	70.4%	72.7%	71.7%

Note: Successful course completions include final grades of "A", "B", "C", and "CR".

Chart 35: Retention by Ethnicity by Academic Year (1996-2005)

Ethnicity	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05
Asian Pacific Islander	86.0%	85.7%	85.2%	84.8%	85.1%	85.9%	86.8%	87.9%	88.2%
Filipino	81.3%	84.6%	80.5%	83.3%	82.6%	83.2%	85.4%	87.1%	84.8%
African American	77.6%	78.3%	81.9%	81.6%	79.1%	80.2%	81.6%	81.5%	82.9%
Hispanic	81.6%	84.3%	83.6%	83.1%	82.9%	83.7%	83.4%	84.8%	84.4%
American Indian	78.9%	80.2%	79.2%	80.8%	81.4%	82.4%	83.3%	82.3%	86.9%
White	83.6%	85.1%	84.5%	83.4%	84.6%	85.2%	86.0%	86.6%	86.8%
Other/Unknown	81.2%	81.5%	82.0%	83.4%	81.3%	83.6%	84.8%	85.8%	86.5%

Note: A course enrollment in which the student is retained includes final grade of "A", "B", "C", "CR", "D", "F", "NC", "RD", and "I".

The lowest success and retention rates are for African Americans, while the highest are typically for Asian/Pacific Islanders. Research was conducted, first, to ascertain how our success and retention rates compare to those of other community colleges in the state. A careful analysis of Cuesta's success and retention rates by ethnicity, vis-à-vis success and retention rates across the community college system, showed that, with the exception of Hispanic students, Cuesta students perform above the average in each of the remaining ethnic groups. That is to say, for example, although our African American students perform at rates lower than our White students, in comparison to African American students across the state, Cuesta's African American Students perform significantly better.

Despite the fact that our success and retention rates are high with respect to the state within each ethnic group (excluding Hispanics, which is slightly below the average), this differential success and retention among ethnic groups is still troubling. Accordingly, further research was conducted in order to identify possible reasons for these disparities. What we found was quite startling.

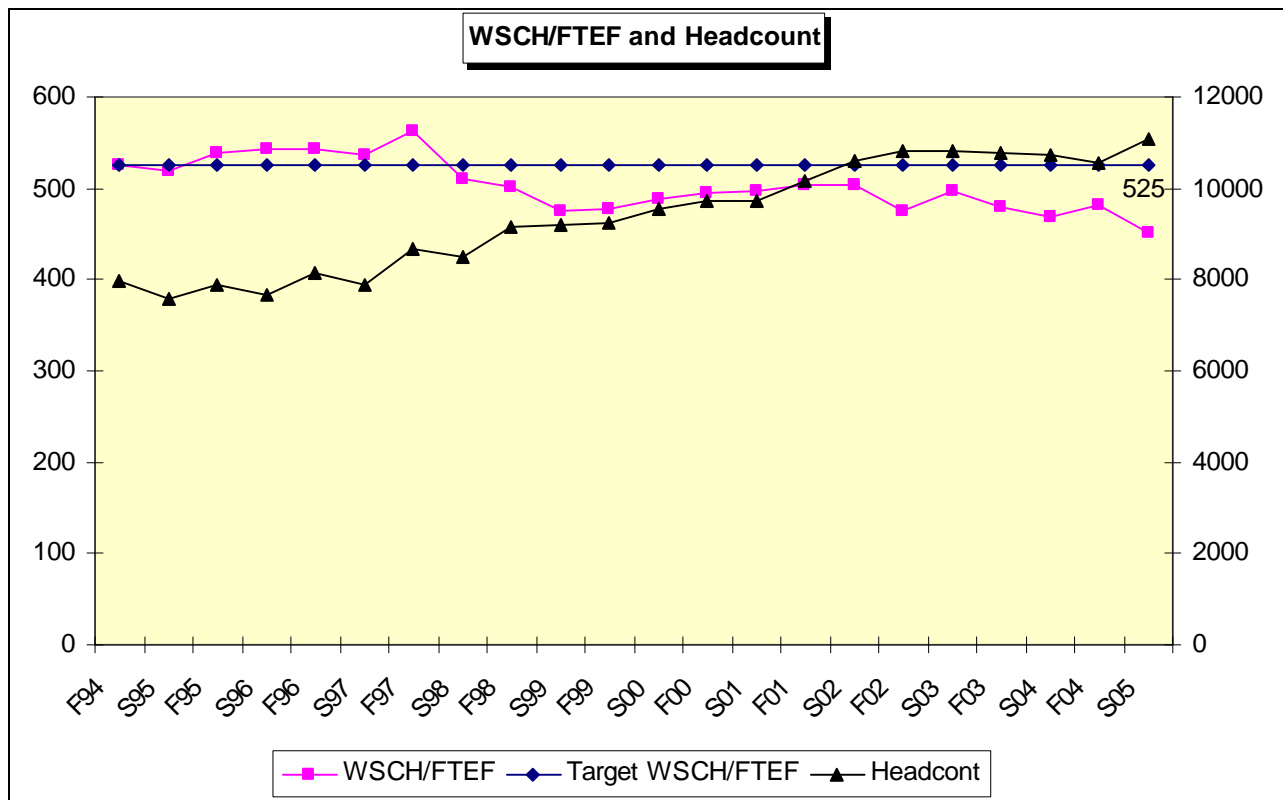
Methodologically, we compared students' Grade Point Averages (GPAs) by ethnicity and found the same pattern as above—historically underrepresented minorities had lower GPAs than White and Asian students. However, when we *controlled* for students' incoming High School GPAs and their scores on the Reading, Grammar, and Essay assessment at Cuesta College, the effect of ethnicity disappeared. In other words, if, for example, an African American student and an Asian student came to Cuesta College with similar High School GPAs and obtained similar assessment scores, those two students' Cuesta GPAs, as predicted by the model, would not be statistically significantly different. Simply stated, if students arrive at Cuesta with similar academic backgrounds, their probabilities of success, regardless of ethnic group, are, for all intents and purposes, equal.

This finding begs the question as to what can be done to remediate students, perhaps even before they begin coursework at Cuesta College. Further research and pilot intervention plans will be explored in this area.

WSCH / FTEF

The ratio of weekly student contact hours (WSCH) to the number of full-time-equivalent faculty (FTEF) is a ratio that compares the number of faculty in terms of load to the number of student hours of instruction. It is an “efficiency” measure. One can argue that the higher the ratio, the more efficiently one is educating a large number of students. The College Load Committee has the responsibility to monitor annually the WSCH/FTEF patterns of all instructional programs. The overall WSCH/FTEF target for the College has been established within the District/CCFT bargaining agreement at 525 WSCH/FTEF.

Chart 36 shows WSCH/FTEF computations by fall and spring semester beginning in 1994. There was a reduction in WSCH/FTEF during the 1998/2000 time period. A number of factors came into play during this time period. The North County Campus was opened, new programs with small class sizes were implemented, and small class sizes in Nipomo all contribute to the declining WSCH/FTEF. At the same time that WSCH/FTEF has been decreasing, enrollment, as evidenced below, has been increasing in general.

Chart 36: Weekly Student Contact Hours (WSCH) per Full-Time Equivalent Faculty (FTEF)


APPENDIX A: Successful Course Completion by Discipline (percentage of A, B, C and CR grades)

SUCCESS BY DISCIPLINE	00/01	01/02	02/03	03/04	04/05
Academic Skills	65.5%	71.0%	72.1%	69.9%	72.2%
Adapted Physical Ed.	74.1%	85.7%	87.3%	87.5%	87.1%
Agriculture Technology			89.3%	84.6%	82.6%
Anthropolgy	66.7%	61.2%	55.8%	61.2%	57.2%
Architecture	88.8%	77.6%	74.4%	75.4%	78.9%
Art	77.1%	78.1%	78.5%	77.3%	77.6%
Astronomy	70.6%	71.0%	74.1%	85.1%	79.9%
Automotive Technology	69.3%	77.3%	76.0%	79.7%	76.3%
Biology	71.6%	72.5%	73.2%	76.0%	73.5%
Broadcast Communications	68.8%	69.2%	67.4%	68.5%	71.2%
Business	67.2%	68.9%	73.5%	77.9%	74.9%
Chemistry	70.4%	70.2%	70.7%	75.3%	73.0%
Computer Appl/Office Adm	71.0%	73.2%	70.1%	73.0%	71.6%
Computer Information Systems	67.8%	66.9%	70.5%	71.0%	70.9%
Construction Technology	77.8%	78.4%	82.1%	81.1%	83.4%
Correction Science	64.7%	82.4%			
Counseling	81.0%	77.9%	80.4%	80.8%	74.9%
Criminal Justice	83.8%	82.0%	79.7%	79.1%	84.7%
Dance		71.3%	72.0%	71.9%	72.2%
Drama	75.0%	76.7%	78.9%	84.0%	74.9%
Early Childhood Education	86.0%	86.7%	82.8%	84.3%	84.6%
Economics	69.3%	73.7%	77.3%	75.6%	76.4%
Educational Services	98.0%	83.9%	83.3%	80.0%	100.0%
Electronics Techonology	69.7%	84.4%	80.7%	85.6%	79.8%
Emergency Medical Technology	82.8%	85.6%	79.2%	84.4%	83.3%
Engineering	70.9%	70.1%	67.9%	64.8%	60.7%
English	71.8%	72.1%	73.8%	74.8%	74.3%
English Second Language	50.8%	54.0%	50.9%	50.1%	47.0%
Family Studies	78.1%	75.4%	77.0%	74.1%	74.8%
Fashion Design & Merchandising	73.3%	69.1%	76.6%	73.6%	75.5%
French	72.3%	58.7%	69.1%	69.9%	70.5%
Geography	82.9%	76.9%	72.3%	68.3%	66.7%
Geology	74.6%	75.2%	75.1%	72.8%	73.8%
German	61.5%	58.1%	63.3%	69.0%	69.8%
Health Education	73.6%	72.7%	72.7%	75.7%	75.9%
History	61.4%	63.0%	63.8%	65.0%	66.2%
Hospitality				76.8%	86.3%
Interior Design	69.3%	80.6%	72.8%	73.5%	74.7%
Journalism	73.0%	62.7%	74.1%	77.0%	71.7%
Leadership	76.6%	76.1%	70.3%	68.3%	72.1%
Legal		86.7%	53.6%	72.4%	65.5%
Library/Info Science	72.1%	77.8%	79.0%	76.9%	82.2%
Mathematics	55.2%	56.5%	57.7%	58.7%	57.8%
Medical Assisting	73.7%	80.2%	81.0%	81.7%	93.2%
Metals Technology	71.8%				
Music	79.2%	77.2%	79.1%	77.2%	79.6%
Nursing Assistant	87.9%	78.8%	72.0%	91.1%	87.0%

Appendix A: Successful Course Completion by Discipline – Continued

SUCCESS BY DISCIPLINE	00/01	01/02	02/03	03/04	04/05
Nursing Registered Assoc. Deg.	89.3%	89.7%	85.9%	90.4%	93.1%
Nutrition	75.9%	78.4%	74.7%	76.9%	76.2%
Online Introduction		84.4%	77.4%	83.0%	84.7%
Paralegal				72.7%	52.8%
PE Activities	75.3%	78.0%	78.3%	79.3%	78.2%
PE Athletics	86.6%	86.4%	91.3%	93.0%	90.8%
PE Theory	73.4%	82.4%	89.0%	83.0%	88.5%
Philosophy	67.6%	62.5%	66.5%	64.9%	65.3%
Photography	82.0%	83.9%	80.8%		
Physical Science	78.3%	67.7%	66.0%	85.3%	76.9%
Physics	54.4%	67.0%	67.4%	70.6%	71.7%
Political Science	71.9%	69.7%	69.3%	71.4%	72.8%
Psychiatric Technician	94.5%	92.6%	95.7%	93.1%	93.2%
Psychology	60.1%	63.7%	68.2%	65.8%	64.6%
Real Estate	62.4%	54.3%	64.6%	74.2%	58.8%
Sign Language	74.3%	72.6%	82.7%	75.6%	79.4%
Sociology	68.3%	67.1%	68.8%	68.4%	68.2%
Spanish	67.7%	70.7%	72.3%	69.5%	71.4%
Speech	82.4%	82.9%	83.2%	83.4%	83.9%
Welding	72.4%	79.3%	73.7%	69.1%	76.5%
Work Experience	70.1%	66.5%	75.6%	73.1%	71.4%

APPENDIX B: Retention Rate by Discipline (percentage of grades other than "W")

RETENTION BY DISCIPLINE	00/01	01/02	02/03	03/04	04/05
Academic Skills	82.3%	85.3%	86.3%	85.9%	88.5%
Adapted Physical Ed.	87.0%	88.9%	87.3%	87.5%	87.1%
Agriculture Technology			100.0%	89.5%	97.2%
Anthropolgy	84.3%	85.6%	80.9%	84.8%	80.3%
Architecture	94.4%	91.8%	84.3%	83.5%	87.8%
Art	84.6%	85.9%	85.7%	85.7%	86.4%
Astronomy	84.7%	86.6%	87.3%	91.6%	88.9%
Automotive Technology	84.0%	88.0%	87.0%	88.1%	88.1%
Biology	84.6%	85.3%	86.3%	86.7%	87.7%
Broadcast Communications	82.8%	85.9%	90.1%	90.0%	85.6%
Business	81.2%	82.0%	87.3%	89.7%	89.7%
Chemistry	80.4%	79.5%	83.0%	85.5%	84.4%
Computer Appl/Office Adm	83.9%	83.9%	83.7%	86.0%	84.1%
Computer Information Systems	79.9%	81.0%	85.9%	84.5%	85.2%
Construction Technology	88.6%	89.0%	88.6%	88.4%	88.4%
Correction Science	82.4%	88.2%			
Counseling	88.8%	86.6%	89.6%	89.3%	85.8%
Criminal Justice	92.6%	90.5%	89.3%	87.8%	93.2%
Dance		74.1%	80.5%	78.7%	76.3%
Drama	84.0%	85.3%	87.5%	87.5%	86.6%
Early Childhood Education	92.4%	92.6%	92.4%	90.3%	92.0%
Economics	84.6%	88.7%	88.4%	89.4%	89.0%
Educational Services	98.0%	100.0%	100.0%	100.0%	100.0%
Electronics Techonology	77.0%	91.8%	89.4%	89.8%	83.1%
Emergency Medical Technology	89.4%	92.3%	86.3%	91.0%	90.1%
Engineering	84.3%	85.4%	85.5%	81.6%	83.2%
English	84.6%	84.7%	86.3%	86.8%	86.6%
English Second Language	81.9%	82.6%	82.1%	84.4%	82.4%
Family Studies	88.7%	87.4%	87.7%	87.4%	87.6%
Fashion Design & Merchandising	84.2%	80.9%	84.8%	82.2%	86.3%
French	81.1%	74.6%	85.3%	83.1%	86.9%
Geography	87.6%	84.6%	82.7%	86.8%	86.1%
Geology	88.5%	87.3%	88.4%	88.1%	87.7%
German	80.8%	71.0%	81.1%	84.5%	79.8%
Health Education	86.4%	86.9%	87.2%	89.9%	90.1%
History	81.3%	83.5%	82.6%	84.4%	85.2%
Hospitality				87.9%	96.9%
Interior Design	76.9%	88.7%	86.2%	84.2%	85.5%
Journalism	76.4%	77.8%	84.1%	88.0%	84.9%
Leadership	82.5%	90.9%	81.2%	85.6%	90.7%
Legal		96.5%	78.6%	89.6%	79.8%
Library/Info Technology	81.6%	83.8%	86.7%	86.4%	91.1%
Mathematics	76.0%	77.3%	79.2%	78.9%	80.5%
Medical Assisting	82.5%	89.1%	89.7%	89.9%	94.9%
Metals Technology	85.3%				
Music	87.6%	87.3%	88.3%	87.1%	89.3%
Nursing Assistant	91.4%	82.5%	82.8%	94.4%	89.0%

APPENDIX B: Retention Rate by Discipline – Continued

RETENTION BY DISCIPLINE	00/01	01/02	02/03	03/04	04/05
Nursing Registered Assoc. Deg.	94.0%	95.0%	93.9%	96.1%	97.0%
Nutrition	83.0%	85.0%	84.0%	83.4%	85.2%
Online Introduction		90.6%	90.6%	96.2%	98.2%
Paralegal				89.4%	72.2%
PE Activities	81.1%	83.4%	85.4%	86.5%	83.5%
PE Athletics	87.7%	87.7%	92.5%	93.5%	93.0%
PE Theory	84.6%	88.0%	94.5%	92.9%	93.4%
Philosophy	83.6%	78.6%	82.5%	80.8%	83.1%
Photography	88.0%	89.1%	89.8%		
Physical Science	89.9%	85.4%	81.0%	90.7%	91.1%
Physics	76.1%	82.2%	82.4%	82.0%	82.6%
Political Science	86.9%	86.5%	86.8%	87.6%	88.4%
Psychiatric Technician	95.9%	94.5%	97.1%	95.5%	95.5%
Psychology	80.2%	82.5%	84.2%	83.6%	83.0%
Real Estate	78.6%	70.7%	76.9%	88.7%	79.8%
Sign Language	85.7%	81.5%	92.3%	89.3%	90.6%
Sociology	80.8%	87.8%	86.5%	87.9%	86.8%
Spanish	81.1%	83.4%	84.4%	82.9%	84.2%
Speech	90.4%	90.0%	91.1%	91.4%	91.7%
Welding	85.9%	89.2%	85.3%	83.3%	85.8%
Work Experience	78.3%	76.3%	82.9%	80.6%	79.9%