

**THE EFFECT OF CONCURRENT ENROLLMENT
PROGRAMS UPON STUDENT SUCCESS AT CITY
COLLEGE OF SAN FRANCISCO**

FINDINGS

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San Francisco Unified School District high school students can enroll in courses at City College of San Francisco under the concurrent enrollment agreements between the two institutions. The benefit of concurrent enrollment, however, has never been examined. This study addresses the question: Did SFUSD students with concurrent enrollment experience perform better after matriculating at CCSF than first time entering SFUSD graduates who did not have prior course experience at City College? That is, what kind of impact did the concurrent enrollment programs have on students entering City College?

We looked at 18 and 19 year-old students graduating from a SFUSD high school and matriculating at CCSF between the Fall 1998 and Fall 2000. We found:

- A total of 377 students were enrolled in CCSF concurrent enrollment programs while in high school and, after high school, enrolled at CCSF.
- A total of 2274 students had not enrolled in concurrent enrollment programs while in high school and were first-time students at City College.

Success—Units Passed

We compared the two groups for the number of units passed with a C or better¹ and found that students with prior CCSF experience passed 58% of their units once matriculated at CCSF, while students without prior experience passed 53% of their units. (This difference was statistically significant at the .03 level).

Success—Grade Point Averages

We compared grade point averages of students with prior college experience to those without and found that those with college experience had a cumulative average GPA of 2.33, while those without college experience had an average GPA of 2.10. (This was statistically significant at the .0001 level).

Comparing Appropriate Student Groups

Is it valid to compare students with prior CCSF course experience with those who had not taken advantage of the concurrent enrollment programs²? Perhaps students enrolling in concurrent programs were only high achieving students, while those without prior college experience were the low achievers? Does this factor account for the difference in performance once both groups matriculated at CCSF?

To address this concern, we compared student groups based upon the level of their college placements. Students matriculating at CCSF must take a placement

¹ Units passed is calculated by taking the number of units passed with an A, B, C or Credit grade divided by the total number of attempted units including those receiving W (Withdrawal).

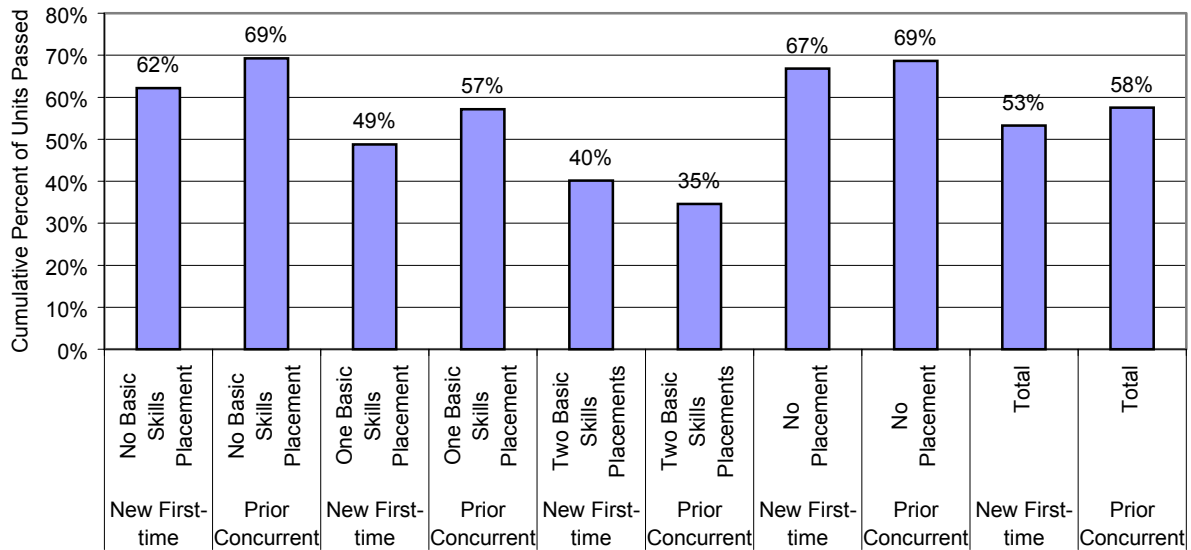
² When we compared the performance of new first-time SFUSD students at CCSF with SFUSD students who had been previously enrolled in both high school and college, we examined only the performance of these students following high school (not during their concurrent enrollment period). In addition, we controlled for age and looked at only students under the age of 20. We also eliminated new students transferring to CCSF from another two or four-year institution. One last control involved the elimination of SFUSD students enrolled in summer terms only taking only PE classes.

test in either English or ESL, and mathematics. Students can place at either a college or basic skills level. We calculated the placements of all students in this study using the following method:

- If students placed in degree applicable or transfer level courses in English/ESL and mathematics they were labeled “No basic skills placement.”
- If students placed in the basic skills levels of English/ ESL **or** mathematics, they received “One basic skills placement.”
- If they placed in the lowest levels of English/ESL **and** mathematics (arithmetic), they received “Two basic skills placements.”
- If they did not take the placement test, they were labeled “No Placement.”

We compared students by their cumulative (across all semesters) percentage of units passed (Credit or C or better) at CCSF. Graph 1 presents the results for new first time students compared to students with prior CCSF experience.

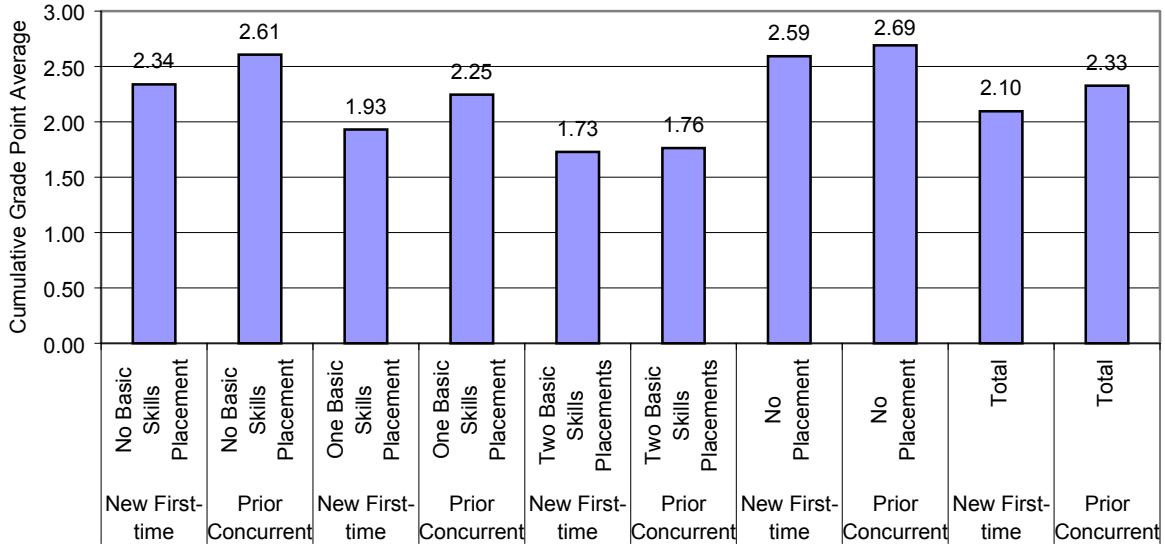
Graph 1
Percentage of Units Passed



Students with prior CCSF experience performed statistically significantly better than first time students in all categories, except for students receiving two basic skills placements (and this difference is not statistically significant). For students with zero or one basic skills placement, students with prior college experience passed a greater percentage of units.

We compared the cumulative Grade Point Average of first time students to those with prior CCSF experience. Graph 2 presents the results.

Graph 2
Grade Point Average Comparisons



This graph shows that students with prior CCSF experience had statistically significant higher GPAs (2.33) than students with no prior experience (2.10). For students with two basic skills placements and those who failed to take the placement test, performance was roughly equal.

While a more extensive matching of students by gender, race, high school, test scores (either placement test scores or 11th grade STAR 9 scores), and other variables might add to the solidity of our conclusions, these findings suggest that concurrent enrollment programs have a positive impact upon later student performance at CCSF.