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Focus on Students Leaving CCSF

Following up on a Spring 2003 brief discussing what students exiting CCSF seem to have gained by enrolling at the College, this report focuses on two questions: (1) what effect do entering characteristics of students have on long-range goal attainment, and, (2) what effect, if any, do special College programs have on student outcomes? In order to answer these questions, the Office of Research, Planning and Grants analyzed data from the College’s Banner database and the National Student Clearinghouse, a service that tracks students transferring to other colleges. We then took a snapshot of 72,230 students who left CCSF between 1997 and 2001.

In considering the first question, we examined students’ entering ability in English and Mathematics, race/ethnicity and age. The data reveals that students’ entering ability in both English and Mathematics does not seem to be related to the achievement of an award. However, it strongly correlates with four-year transfer—the higher a student places upon entry into the College, the more likely they are to transfer to four-year institution.

Race/ethnicity has a lesser impact on student transfer and award achievement. While some differences exist (e.g., 13% of Latino/a and African American students transfer to a four-year vs. 18% of white and 22% of Asian students), they are relatively small compared to other indicators.

Age relates to educational outcomes more significantly than other variables. As age increases, four-year transfer becomes more unlikely (25% at 20 year vs. 6% at 50 years). Interestingly, award achievement remains steady or even slightly increases as age increases.

To examine question two, we considered the impact matriculation services, program interventions, and tutoring services. While the relationship between the number of matriculation services received and the percent of students transferring or receiving an award is direct and positive, it is questionable whether this relationship is one of cause and effect (see full report for further explanation).

Special College programs are associated with higher levels of degree achievement and transfer. Nearly all students in the sample who used a special College program
transferred to a four-year institution in greater percentages (e.g., 18% of all students vs. 29% of students in LERN T, Latino Retention or Math Bridge programs).

Finally, students who participated in LERN T, an open-ended tutoring class, transferred at a higher rate to four-year institutions. Moreover, the greater the number of tutoring hours a student attended per term, the higher the level of four-year transfer or degree attainment.

The full report can also be accessed on our Web site at: http://www.ccsf.edu/Offices/Research_Planning/pdf/lrb2.pdf