

Achieving the Dream Priority Initiatives to Improve Student Outcomes

The initiatives associated with Achieving the Dream were designed with the intent of improving student persistence from the first fall semester to the second fall semester. The College identified two Achieving the Dream (AtD) priority initiatives in the Implementation Proposal written in spring 2007. Priority Area #1: Improve student outcomes through strengthened student support systems. Priority Area #2: Improve student outcomes by increasing the use of effective educational practices through faculty professional development.

Fall-to-fall persistence rates have been tracked for each student group defined by race within gender since these are student groups which are the focus of Achieving the Dream initiatives. Historically, males have been less persistent than female students and this continued to be true for the fall 2009 cohort (Figures 1 and 2). While 50.5% of first-time female students in fall 2009 returned to CCP the following fall, 45.5% of first-time males students did so.

Fall 2009 to Fall 2010 Persistence

The fall 2007 to fall 2008 and fall 2008 to fall 2009 persistence rates for first-time students serve as a point of comparison for the fall 2009 first-time cohort. There were 5,025 new CCP students in the fall 2009 semester; 3,046 female students and 1,991 male students. The overall fall-to-fall persistence rate for the fall 2009 cohort (48%) improved by 2% compared to the fall-to-fall persistence rate for the fall 2008 cohort (46%) (Figures 1 and 2). Since the fall 2007 first-time student cohort, the fall-to-fall persistence rate has improved by 5%.

Several Achieving the Dream student groups in Fall 2009 were more likely to persist to a second year than were their predecessors in Fall 2008 (Figures 1 and 2). The biggest improvement in fall-to-fall persistence over the last year was among black students, both male and female. The White male persistence rate was the only lower rate among male students. Black and White female students who entered in fall 2009 were more likely than Black and White male students to return for a second consecutive year of study at the College.

Fall 2009 to Fall 2010 Persistence Compared to Baseline Rates

Figure 1: Fall to Fall First-Time Male Student Persistence

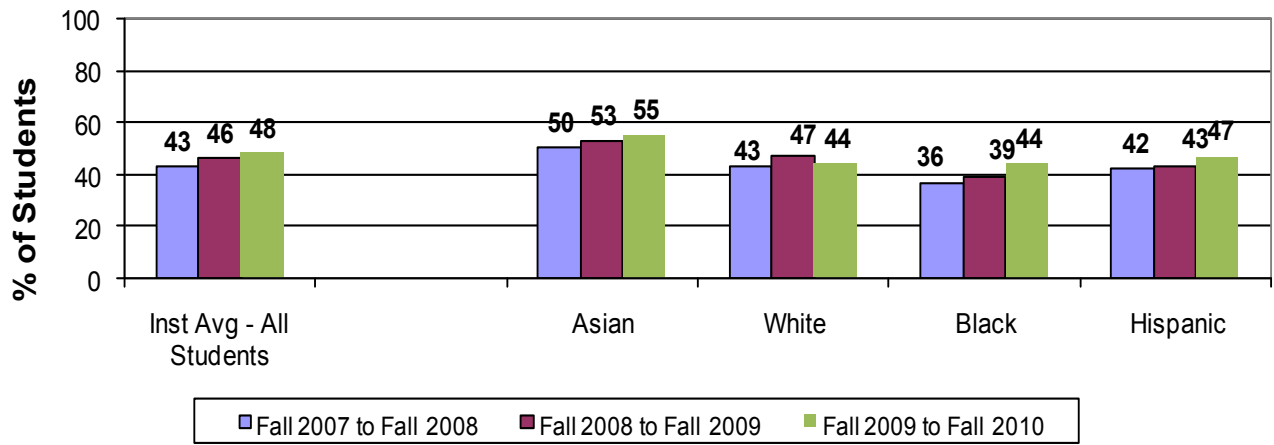


Figure 2: Fall to Fall First-Time Female Student Persistence

