

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 2010 cohort. While 49.7% of first-time female students in fall 2010 returned to CCP the following fall, 45.0% of first-time males students did so.

Fall 2010 to Fall 2011 Persistence

Several persistence rates for earlier first-time student cohorts serve as points of comparison for the fall 2010 first-time cohort. There were 5,016 new CCP students in the fall 2010 semester. The overall fall-to-fall persistence rate for the fall 2010 cohort (48%) was the same as the fall-to-fall persistence rate for the fall 2009 cohort (Figures 1 and 2). Since the fall 2007 first-time student cohort, the fall-to-fall persistence rate has improved by 5%.

One Achieving the Dream student group in Fall 2010 was more likely to persist to a second year than were their predecessors in Fall 2009 (Figures 1 and 2). The fall-to-fall persistence over the last year improved for female Asian students. The opposite was true for male Asian students who lost ground over the last year. Persistence rates for most other students groups were relatively stable over the last two years.

Fall 2010 to Fall 2011 Persistence Compared to Baseline Rates

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

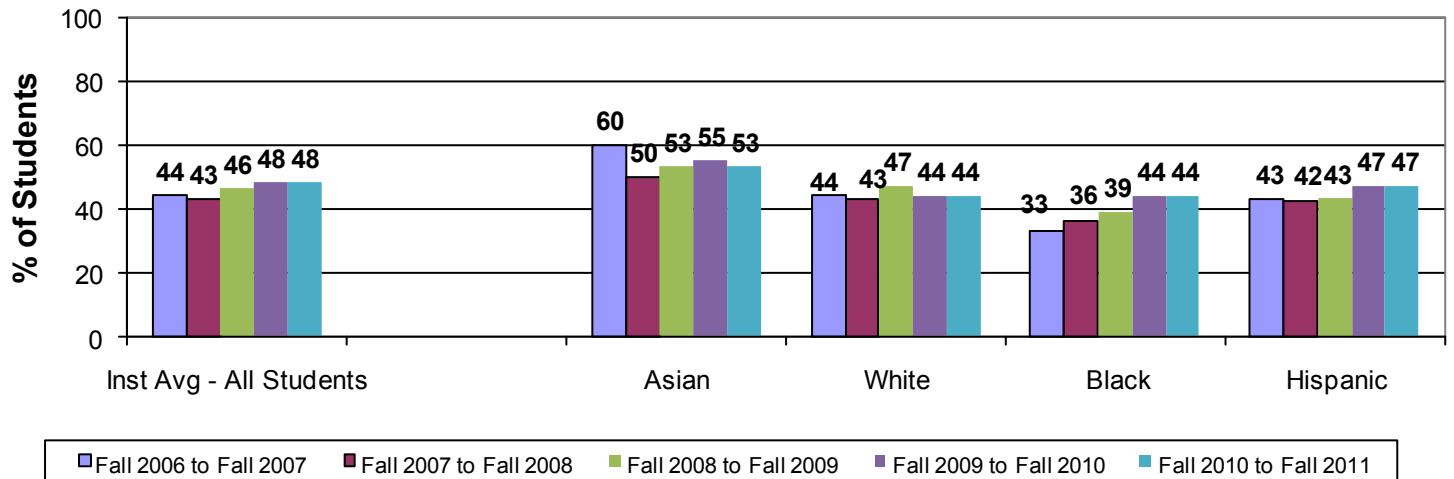


Figure 2: Fall to Fall First-Time Female Student Persistence

