

**Grossmont-Cuyamaca Community College District  
CLASS Project Questions for November 12, 2009**

**Class Cohort Definition**

A CLASS cohort student is any student whose first term in college is in Fall 2006 and who meets one of the three conditions below.

- 1) A student with at least one pre-collegiate credit or non-credit enrollment in English, reading, or math in Fall 2006. They may have collegiate enrollments as well.
- 2) A student with at least one pre-collegiate credit or non-credit enrollment in English, reading, or math after Fall 2006 up to and including Spring 2009. They may have collegiate enrollments as well.
- 3) Students with no pre-collegiate enrollments from Fall 2006 through Spring 2009.

These students will be tracked through Spring 2009, so the study period is from Fall 2006 through Spring 2009. A **first time student** is defined as a student whose first enrollment record in the entire database was in the Fall semester of 2006, had an enrollment status indicating they were a first time student, and had an education status that did not include special admit students or students with a college degree. The selection uses MIS data submitted by the district for each term and academic year.

Unless otherwise noted, data for CLASS are available online via Cal-PASS SMART Tool.

Table 1. *What is the total number of students in the cohort?*

<b>Distinct Student Count</b>	<b>Students</b>
<b>Cuyamaca College</b>	1,336
<b>Grossmont College</b>	2,700
<b>GCCCD Total</b>	<b>4,036</b>

Table 2. *What is the number and percent of cohort students enrolled full-time vs. part-time?*

	<b>Distinct Student Count</b>				
	<b>Full-Time</b>		<b>Part-Time</b>		<b>Total</b>
<b>Cuyamaca College</b>	567	42.4%	769	57.6%	1,336
<b>Grossmont College</b>	1,522	56.4%	1,178	43.6%	2,700
<b>GCCCD Total</b>	<b>2,089</b>	<b>51.8%</b>	<b>1,947</b>	<b>48.2%</b>	<b>4,036</b>

Note that the Cuyamaca College cohort includes Community Learning/Continuing Education students who were first time students in Fall 2006. There are 186 non-credit only students in the Cuyamaca College cohort, compared to 2 non-credit only students in the Grossmont College cohort.

Table 3. What is the number and percent of cohort students by race/ethnicity?

	Distinct Student Count	Percent
<b>Cuyamaca College (CC)</b>	African-American	101 7.6%
	Asian	47 3.5%
	Filipino	27 2.0%
	Hispanic	321 24.0%
	Native American	22 1.6%
	Other	75 5.6%
	Pacific Islander	17 1.3%
	Unknown	110 8.2%
	White	616 46.1%
	<b>CC Total 1,336</b>	
<b>Grossmont College (GC)</b>	African-American	253 9.4%
	Asian	169 6.3%
	Filipino	113 4.2%
	Hispanic	556 20.6%
	Native American	30 1.1%
	Other	92 3.4%
	Pacific Islander	63 2.3%
	Unknown	181 6.7%
	White	1,243 46.0%
	<b>GC Total 2,700</b>	
<b>Districtwide (GCCCD)</b>	African-American	354 8.8%
	Asian	216 5.4%
	Filipino	140 3.5%
	Hispanic	877 21.7%
	Native American	52 1.3%
	Other	167 4.1%
	Pacific Islander	80 2.0%
	Unknown	291 7.2%
	White	1,859 46.1%
	<b>GCCCD Total 4,036</b>	

Table 4. What is the number and percent of cohort students by gender?

		Distinct Student Count	Percent
<b>Cuyamaca College (CC)</b>	Female	641	48.0%
	Male	632	47.3%
	Unknown	63	4.7%
	<b>CC Total</b>	<b>1,336</b>	
<b>Grossmont College (GC)</b>	Female	1,433	53.1%
	Male	1,242	46.0%
	Unknown	25	0.9%
	<b>GC Total</b>	<b>2,700</b>	
<b>Districtwide (GCCCD)</b>	Female	2,074	51.4%
	Male	1,874	46.4%
	Unknown	88	2.2%
	<b>GCCCD Total</b>	<b>4,036</b>	

Table 5. What is the number and percent of cohort students participating in assessment?

As of November 2009, **this data is not available in Cal-PASS or MIS**. The supplemental report addresses assessment-related questions based on local data and a modified cohort as recommended by CLASS.

Table 6. What is the number and percent of cohort students defined in each category (sub-cohort)?

		Distinct Student Count	Percent
<b>Cuyamaca College (CC)</b>	Not Pre-Collegiate	835	62.5%
	Pre-Collegiate after Fall 2006	106	7.9%
	Pre-Collegiate Fall 2006	395	29.6%
	<b>CC Total</b>	<b>1,336</b>	
<b>Grossmont College (GC)</b>	Not Pre-Collegiate	1,461	54.1%
	Pre-Collegiate after Fall 2006	215	8.0%
	Pre-Collegiate Fall 2006	1,024	37.9%
	<b>GC Total</b>	<b>2,700</b>	
<b>Districtwide (GCCCD)</b>	Not Pre-Collegiate	2,296	56.9%
	Pre-Collegiate after Fall 2006	321	8.0%
	Pre-Collegiate Fall 2006	1,419	35.2%
	<b>GCCCD Total</b>	<b>4,036</b>	

Note that figures in Table 6 are based on enrollment, not assessment. About 30% of the Cuyamaca College cohort students enrolled in a basic skills course in their first term, while approximately 38% of Grossmont College cohort students enrolled in a basic skills course in their first term. Districtwide, approximately 57% of cohort students did not take any pre-collegiate English, reading, or math courses (through Spring 2009).

These sub-cohorts are defined on enrollment, rather than assessment. Remember the operational definitions for each sub-cohort:

- 1) **Pre-Collegiate fall 2006:** cohort students with at least one pre-collegiate credit or non-credit enrollment in English, reading, or math in Fall 2006. They may have collegiate enrollments as well.
- 2) **Pre-Collegiate after fall 2006:** cohort students with at least one pre-collegiate credit or non-credit enrollment in English, reading, or math after Fall 2006 up to and including Spring 2009. They may have collegiate enrollments as well.
- 3) **Not Pre-Collegiate:** cohort students with no pre-collegiate enrollments from Fall 2006 through Spring 2009.

The November 2009 CLASS report will focus in on those students in sub-cohort (1) or those first-time Fall 2006 students that enrolled in a basic skills English, reading, or math course during their first term, shown in Table 7 below.

Table 7. *Number of cohort students enrolled in at least one basic skills course during first term (Fall 2006)*

<b>Distinct Student Count</b>	<b>Students</b>
<b>Cuyamaca College</b>	395
<b>Grossmont College</b>	1,024
<b>Districtwide (GCCCD)</b>	1,419

**CLASS Question (1)** asks: “Of those students who were assessed as not collegiate-ready, what percentage enrolled in at least one basic skills course in their first term?” As of November 2009, **this data is not available in Cal-PASS or MIS**. The supplemental report addresses assessment-related questions based on local data and a modified cohort as recommended by CLASS.

**CLASS Question (2)** asks: “Of those cohort students who enrolled in any basic skills course(s) in their first term, what percentage successfully completed at least one pre-collegiate/basic skills course with a grade of C- or better?” The project instructs us to disaggregate (and compare) success rates by ethnicity and gender with the success rate for all students in the sub-cohort. See Tables 8-10.

Table 8. *Percent of sub-cohort students enrolled in basic skills during Fall 2006 with success in at least one pre-collegiate course by gender*

<b>Success in One or More Fall 2006 Basic Skills Courses</b>						
	<b>Cuyamaca</b>		<b>Grossmont</b>		<b>Districtwide</b>	
	<b>Number of Basic Skills Students</b>	<b>Percent Successful in at Least 1 Basic Skills Course</b>	<b>Number of Basic Skills Students</b>	<b>Percent Successful in at Least 1 Basic Skills Course</b>	<b>Number of Basic Skills Students</b>	<b>Percent Successful in at Least 1 Basic Skills Course</b>
<b>Female</b>	191	69.6%	570	67.7%	761	68.2%
<b>Male</b>	195	62.1%	433	60.7%	628	61.1%
<b>Unknown</b>	5	100.0%	8	62.5%	13	76.9%
<b>Total</b>	<b>391</b>	<b>66.2%</b>	<b>1,011</b>	<b>64.7%</b>	<b>1,402</b>	<b>65.1%</b>

Districtwide, almost two thirds of the basic skills sub-cohort students passed at least one pre-collegiate course in their first term. At both colleges, a lower proportion of male basic skills sub-cohort students passed at least one pre-collegiate course in their first term compared to female students.

Table 9. *Percent of sub-cohort students enrolled in basic skills during Fall 2006 with success in at least one pre-collegiate course by race/ethnicity*

<b>Success in One or More Fall 2006 Basic Skills Courses</b>						
	<b>Cuyamaca</b>		<b>Grossmont</b>		<b>Districtwide</b>	
	<b>Number of Basic Skills Students</b>	<b>Percent Successful in at Least 1 Basic Skills Course</b>	<b>Number of Basic Skills Students</b>	<b>Percent Successful in at Least 1 Basic Skills Course</b>	<b>Number of Basic Skills Students</b>	<b>Percent Successful in at Least 1 Basic Skills Course</b>
<b>African-American</b>	37	56.8%	115	45.2%	152	48.0%
<b>Asian</b>	15	66.7%	36	80.6%	51	76.5%
<b>Filipino</b>	11	63.6%	58	79.3%	69	76.8%
<b>Hispanic</b>	129	62.0%	239	61.1%	368	61.4%
<b>Native American</b>	2	100.0%	12	41.7%	14	50.0%
<b>Other</b>	28	75.0%	45	60.0%	73	65.8%
<b>Pacific Islander</b>	8	75.0%	28	53.6%	36	58.3%
<b>Unknown</b>	16	75.0%	55	70.9%	71	71.8%
<b>White</b>	145	69.0%	423	69.7%	568	69.5%
<b>Total</b>	<b>391</b>	<b>66.2%</b>	<b>1,011</b>	<b>64.7%</b>	<b>1,402</b>	<b>65.1%</b>

Table 10. Percent of sub-cohort students enrolled in basic skills during Fall 2006 with success in at least one pre-collegiate course by gender and race/ethnicity

Success in One or More Fall 2006 Basic Skills Courses							
		Cuyamaca		Grossmont		Districtwide	
		Number of Basic Skills Students	Percent Successful in at Least 1 Basic Skills Course	Number of Basic Skills Students	Percent Successful in at Least 1 Basic Skills Course	Number of Basic Skills Students	Percent Successful in at Least 1 Basic Skills Course
<b>Female</b>	African-American	19	52.6%	80	45.0%	99	46.5%
	Asian	3	100.0%	20	80.0%	23	82.6%
	Filipino	4	75.0%	33	69.7%	37	70.3%
	Hispanic	74	67.6%	136	66.2%	210	66.7%
	Native American	1	100.0%	10	50.0%	11	54.5%
	Other	11	63.6%	22	63.6%	33	63.6%
	Pacific Islander	3	100.0%	12	58.3%	15	66.7%
	Unknown	9	55.6%	24	83.3%	33	75.8%
	White	67	76.1%	233	75.1%	300	75.3%
<b>Female Total</b>		<b>191</b>	<b>69.6%</b>	<b>570</b>	<b>67.7%</b>	<b>761</b>	<b>68.2%</b>
<b>Male</b>	African-American	18	61.1%	35	45.7%	53	50.9%
	Asian	12	58.3%	16	81.3%	28	71.4%
	Filipino	7	57.1%	25	92.0%	32	84.4%
	Hispanic	55	54.5%	103	54.4%	158	54.4%
	Native American			2	0.0%	2	0.0%
	Other	17	82.4%	22	59.1%	39	69.2%
	Pacific Islander	4	50.0%	16	50.0%	20	50.0%
	Unknown	4	100.0%	24	58.3%	28	64.3%
	White	78	62.8%	190	63.2%	268	63.1%
<b>Male Total</b>		<b>195</b>	<b>62.1%</b>	<b>433</b>	<b>60.7%</b>	<b>628</b>	<b>61.1%</b>
<b>Unknown</b>	African-American						
	Asian						
	Filipino						
	Hispanic						
	Native American	1	100.0%			1	100.0%
	Other			1	0.0%	1	0.0%
	Pacific Islander	1	100.0%			1	100.0%
	Unknown	3	100.0%	7	1.4%	10	80.0%
	White						
<b>Unknown Total</b>		<b>5</b>	<b>100.0%</b>	<b>8</b>	<b>62.5%</b>	<b>13</b>	<b>76.9%</b>

The next tables show success in all basic skills courses from Fall 2006 through Spring 2009 for the same sub-cohort (enrolled in basic skills in Fall 2006). This addresses question 3, below.

**CLASS Question (3)** asks: “Of those cohort students who enrolled in pre-collegiate/basic skills courses in their first term of enrollment, what is the overall rate of successful (C- or better) pre-collegiate/basic skills course completion (*successful completions divided by attempts/enrollments*)?” The project instructs us to disaggregate (and compare) success rates by ethnicity and gender with the success rate for all students in the sub-cohort. See Tables 11-13.

Table 11. Number and percent of sub-cohort students enrolled in basic skills during Fall 2006 and success rates in all pre-collegiate courses (Fall 2006-Spring 2009), disaggregated by gender

<b>Basic Skills Success Rates for Fall 2006 Basic Skills Students</b>						
	<b>Cuyamaca</b>		<b>Grossmont</b>		<b>Districtwide</b>	
	Course Enrollment Count	Success Rate (%)	Course Enrollment Count	Success Rate (%)	Course Enrollment Count	Success Rate (%)
<b>Female</b>	900	59.6%	2,665	59.4%	3,565	59.5%
<b>Male</b>	834	55.7%	1,631	51.3%	2,465	52.8%
<b>Unknown</b>	37	56.5%	30	58.3%	67	57.1%
<b>Total</b>	<b>1,771</b>	<b>57.6%</b>	<b>4,326</b>	<b>56.2%</b>	<b>6,097</b>	<b>56.6%</b>

Table 12. Number and percent of sub-cohort students enrolled in basic skills during Fall 2006 and success rates in all pre-collegiate courses (Fall 2006-Spring 2009), disaggregated by race/ethnicity

<b>Basic Skills Success Rates for Fall 2006 Basic Skills Students</b>						
	<b>Cuyamaca</b>		<b>Grossmont</b>		<b>Districtwide</b>	
	Course Enrollment Count	Success Rate (%)	Course Enrollment Count	Success Rate (%)	Course Enrollment Count	Success Rate (%)
<b>African-American</b>	200	48.1%	566	39.1%	766	41.5%
<b>Asian</b>	61	65.0%	210	71.4%	271	69.6%
<b>Filipino</b>	48	54.6%	229	77.2%	277	73.2%
<b>Hispanic</b>	621	54.4%	1,105	54.6%	1,726	54.6%
<b>Native American</b>	11	42.9%	60	40.0%	71	40.6%
<b>Other</b>	172	62.2%	232	48.6%	404	54.1%
<b>Pacific Islander</b>	24	85.7%	84	54.2%	108	61.3%
<b>Unknown</b>	91	58.1%	250	61.6%	341	60.7%
<b>White</b>	543	61.0%	1,590	59.5%	2,133	59.9%
<b>Total</b>	<b>1,771</b>	<b>57.6%</b>	<b>4,326</b>	<b>56.2%</b>	<b>6,097</b>	<b>56.6%</b>

Table 13. Number and percent of sub-cohort students enrolled in basic skills during Fall 2006 and success rates in all pre-collegiate courses (Fall 2006-Spring 2009), disaggregated by gender and race/ethnicity

		Basic Skills Success Rates for Fall 2006 Basic Skills Students					
		Cuyamaca		Grossmont		Districtwide	
		Course Enrollment Count	Success Rate (%)	Course Enrollment Count	Success Rate (%)	Course Enrollment Count	Success Rate (%)
<b>Female</b>	African-American	115	49.1%	411	38.2%	526	40.5%
	Asian	16	80.0%	122	63.6%	138	66.2%
	Filipino	19	57.1%	136	70.0%	155	68.7%
	Hispanic	372	55.2%	690	58.9%	1,062	57.5%
	Native American	2	100.0%	57	45.5%	59	47.8%
	Other	60	68.2%	147	52.9%	207	56.5%
	Pacific Islander	12	100.0%	43	53.9%	55	63.6%
	Unknown	45	52.9%	144	71.2%	189	67.8%
	White	259	65.5%	915	66.8%	1,174	66.5%
	<b>Female Total</b>	<b>900</b>	<b>59.6%</b>	<b>2,665</b>	<b>59.4%</b>	<b>3,565</b>	<b>59.5%</b>
<b>Male</b>	African-American	85	47.2%	155	41.1%	240	43.4%
	Asian	45	60.0%	88	81.4%	133	72.6%
	Filipino	29	53.3%	93	87.8%	122	78.6%
	Hispanic	249	53.2%	415	48.0%	664	49.9%
	Native American			3	0.0%	3	0.0%
	Other	112	59.6%	84	42.1%	196	52.2%
	Pacific Islander	11	66.7%	41	54.6%	52	57.1%
	Unknown	19	60.0%	77	43.9%	96	47.1%
	White	284	57.6%	675	50.3%	959	52.7%
	<b>Male Total</b>	<b>834</b>	<b>55.7%</b>	<b>1,631</b>	<b>51.3%</b>	<b>2,465</b>	<b>52.8%</b>
<b>Unknown</b>	African-American						
	Asian						
	Filipino						
	Hispanic						
	Native American	9	33.3%			9	33.3%
	Other			1	0.0%	1	0.0%
	Pacific Islander	1	100.0%			1	100.0%
	Unknown	27	62.5%	29	63.6%	56	63.0%
White							
	<b>Unknown Total</b>	<b>37</b>	<b>56.5%</b>	<b>30</b>	<b>58.3%</b>	<b>67</b>	<b>56.6%</b>

Note that a 0% success rate indicates that no course enrollments were successful; that is, all enrollments were unsuccessful or withdrawals. An empty cell indicates that there were no graded course outcomes.



We can also compare the overall success rate for all cohort students in their first term. This is addressed by question 4, below. Tables 14-16 show success rates by gender and race/ethnicity.

**CLASS Question (4)** asks: “What is the overall successful course completion rate (Grade of C- or better) for all cohort students in the first term of enrollment?” The project instructs us to disaggregate (and compare) success rates by ethnicity and gender with the success rate for all students in the cohort. See Tables 14-16.

Table 14. Overall successful course completion rate for all cohort students in the first term (Fall 2006) disaggregated by gender

First Term Success Rates (Fall 2006)						
	Cuyamaca		Grossmont		Districtwide	
	Course Enrollment Count	Success Rate (%)	Course Enrollment Count	Success Rate (%)	Course Enrollment Count	Success Rate (%)
<b>Female</b>	2,063	61.2%	5,411	59.7%	7,474	60.1%
<b>Male</b>	1,952	56.3%	4,707	56.3%	6,659	56.3%
<b>Unknown</b>	128	60.7%	100	63.8%	228	63.1%
<b>Total</b>	<b>4,143</b>	<b>58.8%</b>	<b>10,218</b>	<b>58.2%</b>	<b>14,361</b>	<b>58.3%</b>

Districtwide, the course success rate for all students in Fall 2006 was 64.6%. The Fall 2006 course success rate for all students was 63.7% at Cuyamaca College and 64.9% at Grossmont College.

Table 15. Overall successful course completion rate for all cohort students in the first term (Fall 2006) disaggregated by race/ethnicity

First Term Success Rates (Fall 2006)						
	Cuyamaca		Grossmont		Districtwide	
	Course Enrollment Count	Success Rate (%)	Course Enrollment Count	Success Rate (%)	Course Enrollment Count	Success Rate (%)
<b>African-American</b>	347	46.9%	909	39.0%	1,256	41.2%
<b>Asian</b>	164	64.2%	742	74.0%	906	72.3%
<b>Filipino</b>	84	63.8%	429	59.3%	513	60.0%
<b>Hispanic</b>	1,062	55.6%	2,048	52.3%	3,110	53.4%
<b>Native American</b>	50	50.0%	114	52.9%	164	52.1%
<b>Other</b>	272	71.0%	359	47.6%	631	57.5%
<b>Pacific Islander</b>	55	62.8%	221	51.5%	276	53.8%
<b>Unknown</b>	259	51.8%	663	61.6%	922	59.8%
<b>White</b>	1,850	61.2%	4,733	62.3%	6,583	62.0%
<b>Total</b>	<b>4,143</b>	<b>58.8%</b>	<b>10,218</b>	<b>58.2%</b>	<b>14,361</b>	<b>58.3%</b>

Table 16. Overall successful course completion rate for all cohort students in the first term (Fall 2006) disaggregated by gender and race/ethnicity

		First Term Success Rates (Fall 2006)					
		Cuyamaca		Grossmont		Districtwide	
		Course Enrollment Count	Success Rate (%)	Course Enrollment Count	Success Rate (%)	Course Enrollment Count	Success Rate (%)
<b>Female</b>	African-American	167	38.6%	559	38.3%	726	38.4%
	Asian	89	68.6%	398	78.6%	487	76.9%
	Filipino	41	83.9%	241	57.2%	282	60.6%
	Hispanic	590	59.5%	1,146	53.7%	1,736	55.6%
	Native American	29	68.0%	71	55.0%	100	58.8%
	Other	134	73.9%	192	53.4%	326	62.0%
	Pacific Islander	23	68.2%	85	46.7%	108	51.6%
	Unknown	95	44.1%	274	65.6%	369	60.9%
	White	895	64.1%	2,445	64.7%	3,340	64.5%
	<b>Female Total</b>	<b>2,063</b>	<b>61.2%</b>	<b>5,411</b>	<b>59.7%</b>	<b>7,474</b>	<b>60.1%</b>
<b>Male</b>	African-American	173	54.6%	350	40.0%	523	44.8%
	Asian	75	59.7%	344	68.9%	419	67.3%
	Filipino	42	47.4%	188	62.0%	230	59.3%
	Hispanic	472	50.8%	902	50.6%	1,374	50.7%
	Native American	13	15.4%	43	50.0%	56	41.8%
	Other	138	68.1%	164	42.3%	302	53.6%
	Pacific Islander	27	56.0%	136	54.4%	163	54.7%
	Unknown	74	58.2%	292	56.6%	366	56.8%
	White	938	58.4%	2,288	59.9%	3,226	59.5%
	<b>Male Total</b>	<b>1,952</b>	<b>56.3%</b>	<b>4,707</b>	<b>56.3%</b>	<b>6,659</b>	<b>56.3%</b>
<b>Unknown</b>	African-American	7				7	
	Asian						
	Filipino	1				1	
	Hispanic						
	Native American	8	50.0%			8	50.0%
	Other			3	0.0%	3	0.0%
	Pacific Islander	5	75.0%			5	75.0%
	Unknown	90	61.1%	97	65.9%	187	65.1%
	White	17				17	
	<b>Unknown Total</b>	<b>128</b>	<b>60.7%</b>	<b>100</b>	<b>63.8%</b>	<b>228</b>	<b>63.1%</b>

Note that a 0% success rate indicates that no course enrollments were successful; that is, all enrollments were unsuccessful or withdrawals. An empty cell indicates that there were no graded course outcomes.

**CLASS Question (5)** asks: “What is the overall successful course completion rate (grade of C- or better) for all cohort students in the subsequent terms of enrollment (Fall and Spring) over a three-year period?” The project instructs us to disaggregate (and compare) success rates by ethnicity and gender with the success rate for all students in the cohort. See Tables 17-20.

Table 17. *Subsequent term success rates for all cohort students after Fall 2006 by college*

<b>Subsequent Term Success Rates (Spring 2007-Spring 2009)</b>						
	<b>Cuyamaca</b>		<b>Grossmont</b>		<b>Districtwide</b>	
	Course Enrollment Count	Success Rate (%)	Course Enrollment Count	Success Rate (%)	Course Enrollment Count	Success Rate (%)
<b>2006-07</b>	2,936	60.9%	8,103	60.9%	11,039	60.9%
<b>2007-08</b>	4,606	65.1%	12,423	68.1%	17,029	67.3%
<b>2008-09</b>	2,712	66.8%	7,392	67.9%	10,104	67.6%
<b>Overall</b>	<b>10,254</b>	<b>64.3%</b>	<b>27,918</b>	<b>65.9%</b>	<b>38,172</b>	<b>65.5%</b>

Note that 2006-07 includes Spring 2007 enrollments only.

Districtwide, the course success rate for all students from Spring 2007 to Spring 2009 was 65.6%. The overall course success rate for all students during this time period was 64.3% at Cuyamaca College and 66.0% at Grossmont College.

Table 18. *Subsequent term success rates for all cohort students after Fall 2006 disaggregated by gender*

<b>Subsequent Term Success Rates (Spring 2007-Spring 2009)</b>						
	<b>Cuyamaca</b>		<b>Grossmont</b>		<b>Districtwide</b>	
	Course Enrollment Count	Success Rate (%)	Course Enrollment Count	Success Rate (%)	Course Enrollment Count	Success Rate (%)
<b>Female</b>	5,485	66.7%	15,492	66.7%	20,977	66.7%
<b>Male</b>	4,578	61.6%	12,189	64.7%	16,767	63.9%
<b>Unknown</b>	191	58.3%	237	78.9%	428	74.5%
<b>Total</b>	<b>10,254</b>	<b>64.3%</b>	<b>27,918</b>	<b>65.9%</b>	<b>38,172</b>	<b>65.5%</b>

Table 19. *Subsequent term success rates for all cohort students after Fall 2006 disaggregated by race/ethnicity*

	<b>Subsequent Term Success Rates (Spring 2007-Spring 2009)</b>					
	<b>Cuyamaca</b>		<b>Grossmont</b>		<b>Districtwide</b>	
	Course Enrollment Count	Success Rate (%)	Course Enrollment Count	Success Rate (%)	Course Enrollment Count	Success Rate (%)
<b>African-American</b>	684	58.4%	2,066	52.0%	2,750	53.6%
<b>Asian</b>	418	65.4%	2,534	77.6%	2,952	75.8%
<b>Filipino</b>	266	59.2%	1,400	66.6%	1,666	65.6%
<b>Hispanic</b>	2,404	58.6%	5,237	60.6%	7,641	60.0%
<b>Native American</b>	92	59.0%	302	67.6%	394	65.5%
<b>Other</b>	1,003	70.7%	938	57.0%	1,941	64.0%
<b>Pacific Islander</b>	203	64.0%	516	63.5%	719	63.6%
<b>Unknown</b>	528	67.1%	2,001	69.2%	2,529	68.9%
<b>White</b>	4,656	66.8%	12,924	68.0%	17,580	67.7%
<b>Total</b>	<b>10,254</b>	<b>64.3%</b>	<b>27,918</b>	<b>65.9%</b>	<b>38,172</b>	<b>65.5%</b>

Table 20. Subsequent term success rates for all cohort students after Fall 2006 disaggregated by gender and race/ethnicity

		Subsequent Term Success Rates (Spring 2007-Spring 2009)					
		Cuyamaca		Grossmont		Districtwide	
		Course Enrollment Count	Success Rate (%)	Course Enrollment Count	Success Rate (%)	Course Enrollment Count	Success Rate (%)
<b>Female</b>	African-American	393	58.0%	1,311	52.8%	1,704	54.0%
	Asian	219	72.3%	1,405	80.6%	1,624	79.5%
	Filipino	159	70.6%	774	64.2%	933	65.0%
	Hispanic	1,376	59.4%	3,285	61.7%	4,661	61.0%
	Native American	60	70.4%	188	71.9%	248	71.5%
	Other	524	74.2%	572	56.7%	1,096	65.2%
	Pacific Islander	126	65.1%	185	58.8%	311	61.3%
	Unknown	193	73.7%	915	71.1%	1,108	71.6%
	White	2,435	69.4%	6,857	69.5%	9,292	69.5%
	<b>Female Total</b>	<b>5,485</b>	<b>66.7%</b>	<b>15,492</b>	<b>66.7%</b>	<b>20,977</b>	<b>66.7%</b>
<b>Male</b>	African-American	287	59.0%	755	50.6%	1,042	53.0%
	Asian	199	58.6%	1,129	74.0%	1,328	71.6%
	Filipino	106	46.8%	626	69.5%	732	66.3%
	Hispanic	1,028	57.5%	1,952	58.8%	2,980	58.4%
	Native American	9	0.0%	114	61.3%	123	56.5%
	Other	478	66.8%	366	57.5%	844	62.6%
	Pacific Islander	76	63.4%	331	66.0%	407	65.5%
	Unknown	177	61.3%	849	64.6%	1,026	64.1%
	White	2,218	64.0%	6,067	66.4%	8,285	65.8%
	<b>Male Total</b>	<b>4,578</b>	<b>61.6%</b>	<b>12,189</b>	<b>64.7%</b>	<b>16,767</b>	<b>63.9%</b>
<b>Unknown</b>	African-American	4				4	
	Asian						
	Filipino	1				1	
	Hispanic						
	Native American	23	55.0%			23	55.0%
	Other	1				1	
	Pacific Islander	1	0.0%			1	0.0%
	Unknown	158	61.5%	237	78.9%	395	76.3%
	White	3				3	
	<b>Unknown Total</b>	<b>191</b>	<b>58.3%</b>	<b>237</b>	<b>78.9%</b>	<b>428</b>	<b>74.5%</b>

Note that a 0% success rate indicates that no course enrollments were successful; that is, all enrollments were unsuccessful or withdrawals. An empty cell indicates that there were no graded course outcomes.