

Crafton Student Characteristics and Successful Student Behaviors

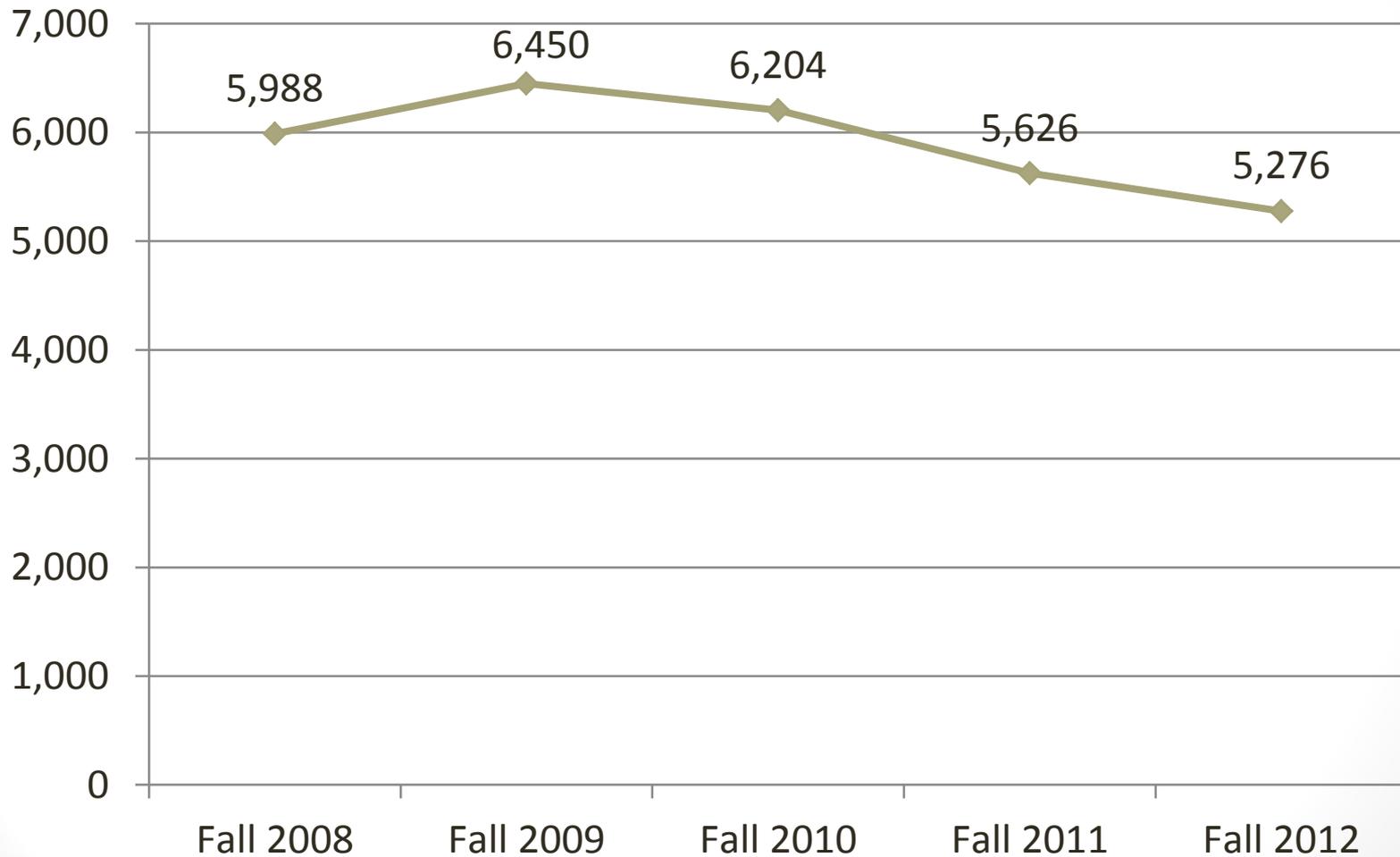
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Planning

Objectives

- Crafton Student Demographics
- Entering Students from Primary Service Area High Schools
- Basic Skills Math and English Throughput Rate
- A general understanding of the characteristics of most Crafton students
- Successful Student Behaviors

Fall Unduplicated Headcount at Crafton



Crafton Student Demographics

Fall 2012 Crafton Students (N = 5,276)

By Ethnicity	%
Asian	4.6
African American	5.2
Hispanic	39.4
Native American	0.8
Caucasian	49.4
Unknown	0.6

By Gender	%
Female	51.6
Male	48.1
Unknown	0.2

← 89% of Crafton Students are Caucasian or Hispanic

Crafton Student Demographics

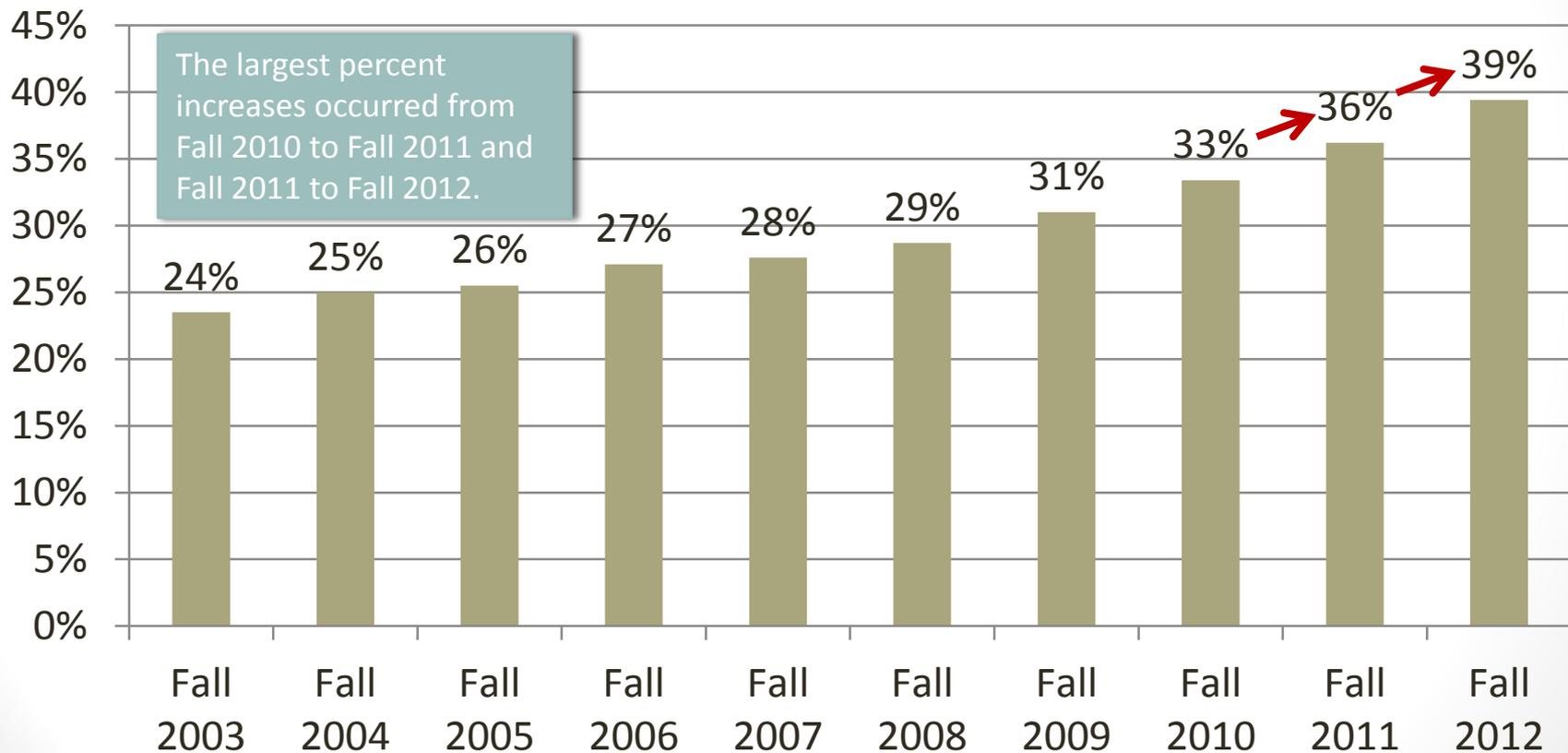
Fall 2012 Crafton Students (N = 5,276)

By Age	%
19 or younger	33.0
20 – 24 years old	39.8
25 – 29 years old	11.6
30 – 34 years old	5.2
35 – 39 years old	3.2
40 – 49 years old	4.5
50 years old or older	2.7
Unknown	0.0

} 73% of Crafton Students are 24 years old or younger

Note: Fall 2012 Average Age was 24.

Percent of Hispanic Students Fall 2003 to Fall 2012



Entering Students Directly from Primary Service Area High Schools - Fall 2011

Student Background Information

- 85% have an educational goal to transfer
- 58% enrolled full-time
- 74% feel that it is “very true” that they are a good student

Reading

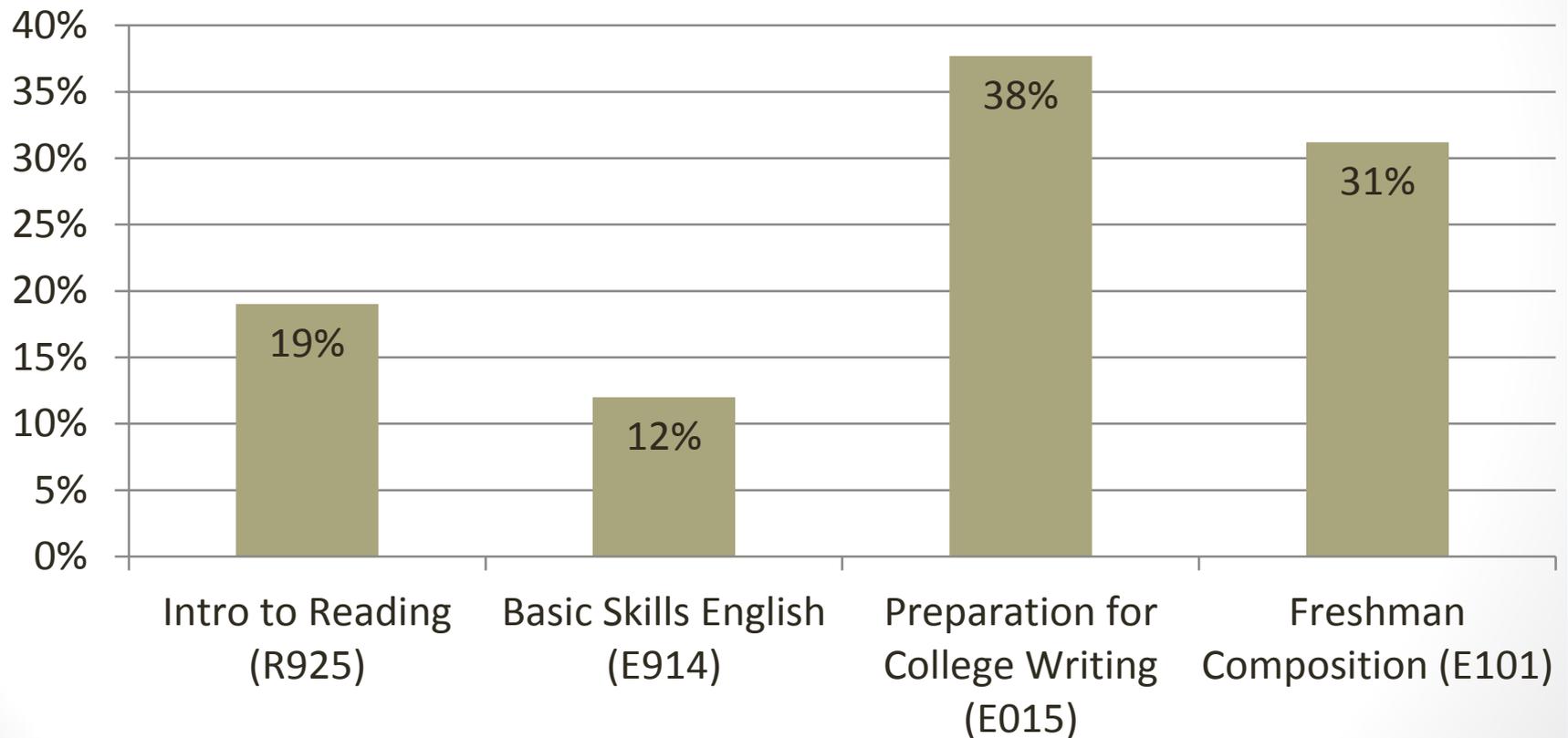
- 60% state that they need to read material (e.g.: textbooks) more than once before they understand it

Math

- 27% feel very confident that they can do math problems from their last math class
- 55% don't like math or are scared by it, and believe that they can probably pass math if they give a good effort

Entering Students Directly from High School - Fall 2011

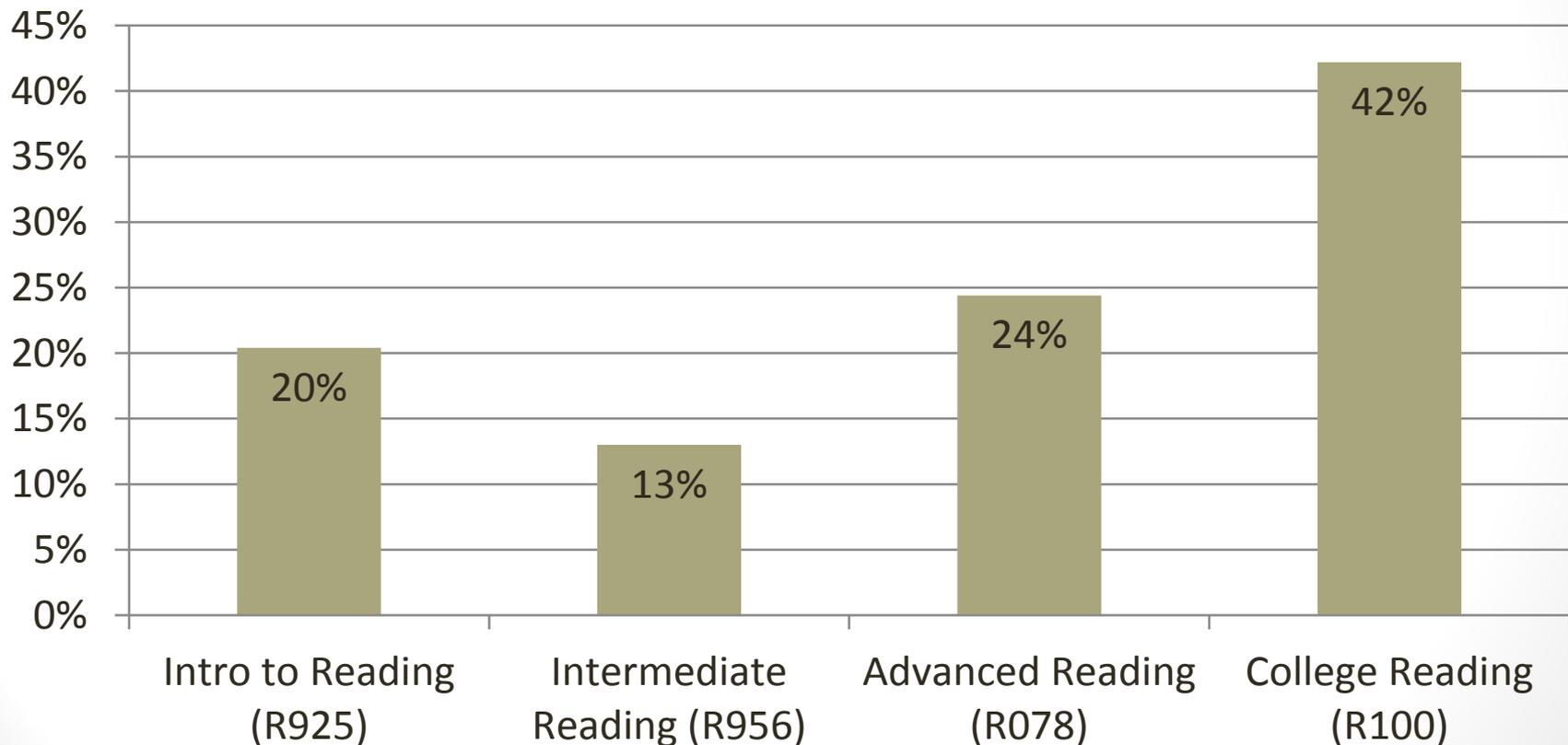
Student Placement in English



- 31% of entering students from primary area high schools place into college level English

Entering Students Directly from High School - Fall 2011

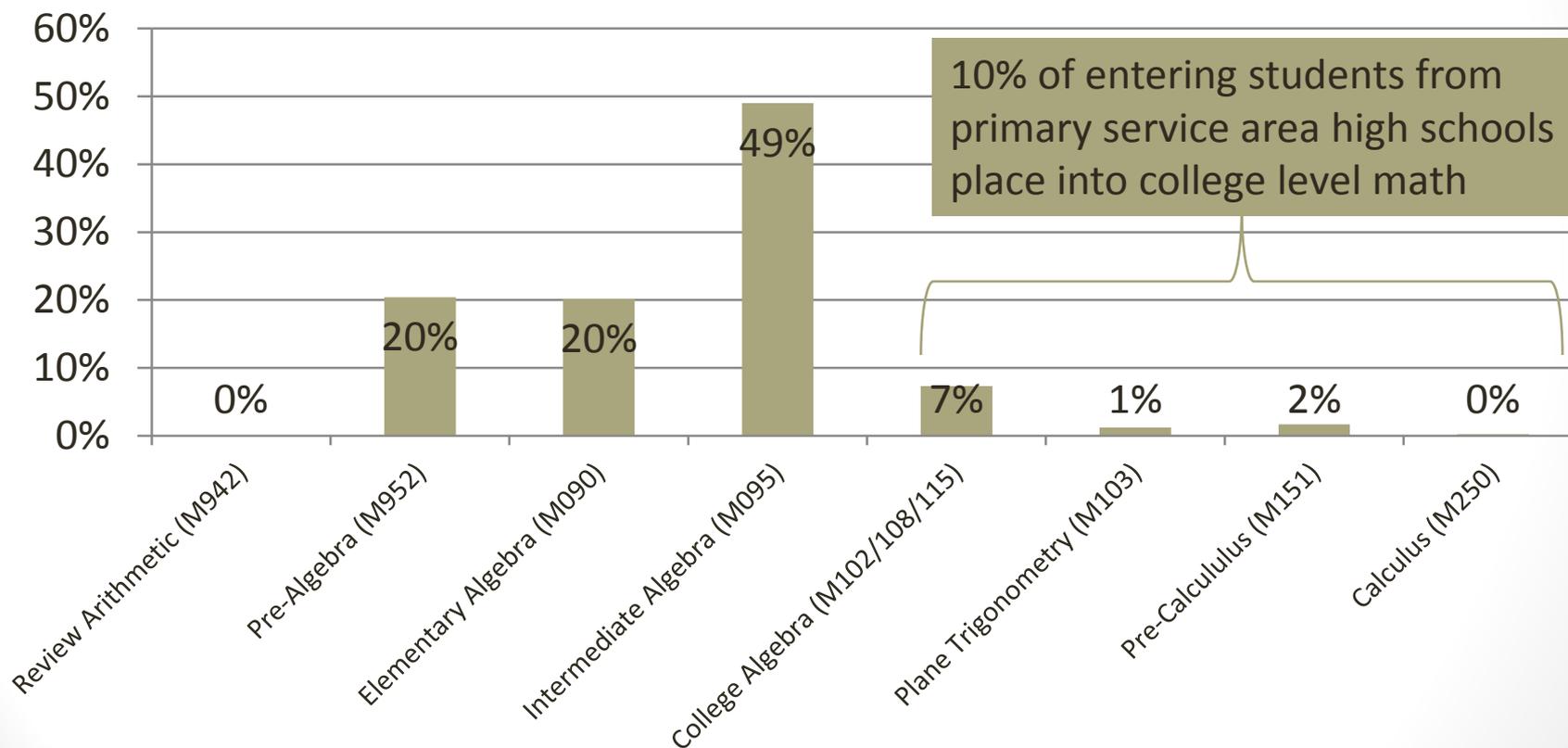
Student Placement in Reading



- 42% of entering students from primary area high schools place into college level Reading

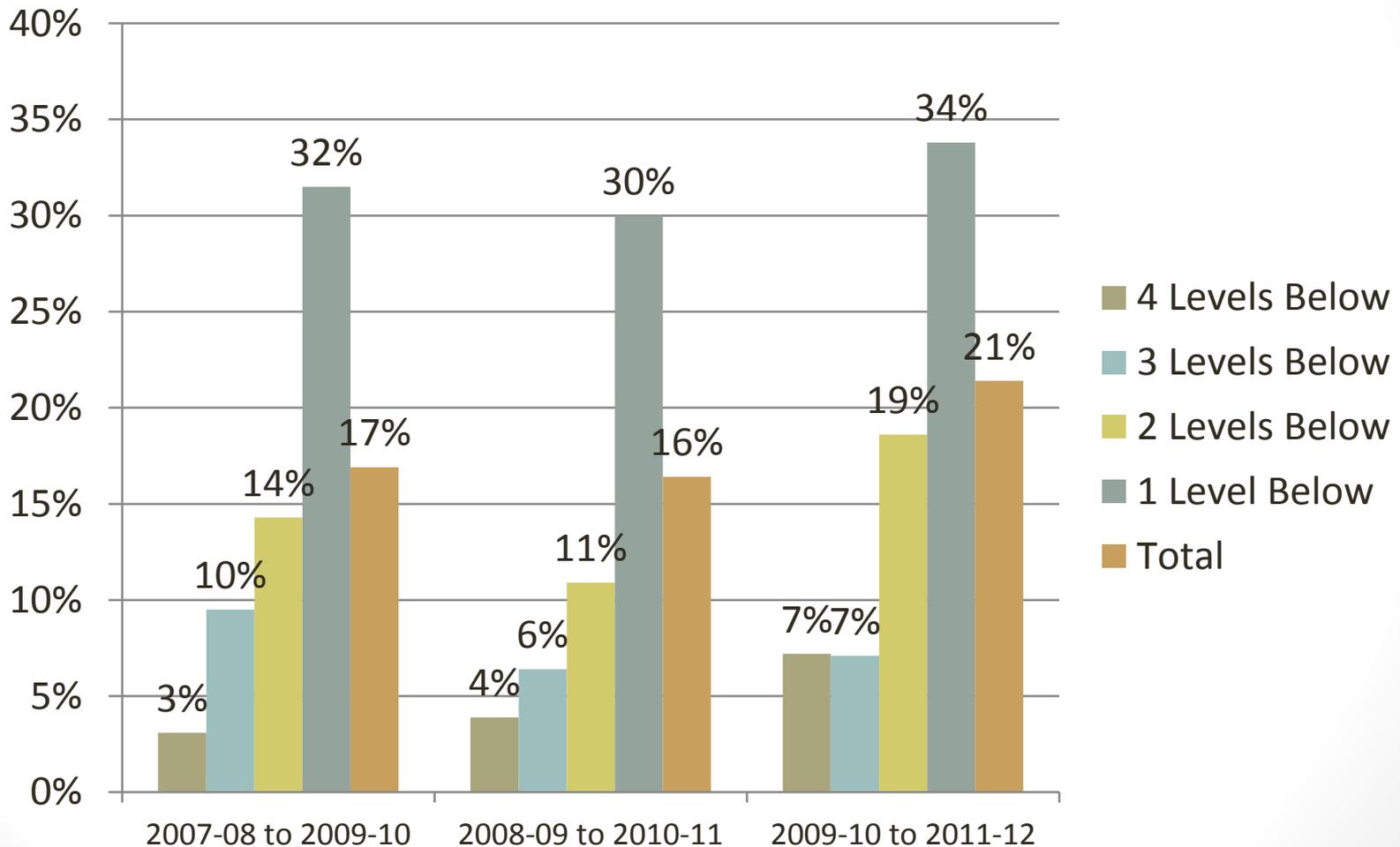
Entering Students Directly from High School - Fall 2011

Student Placement in Math

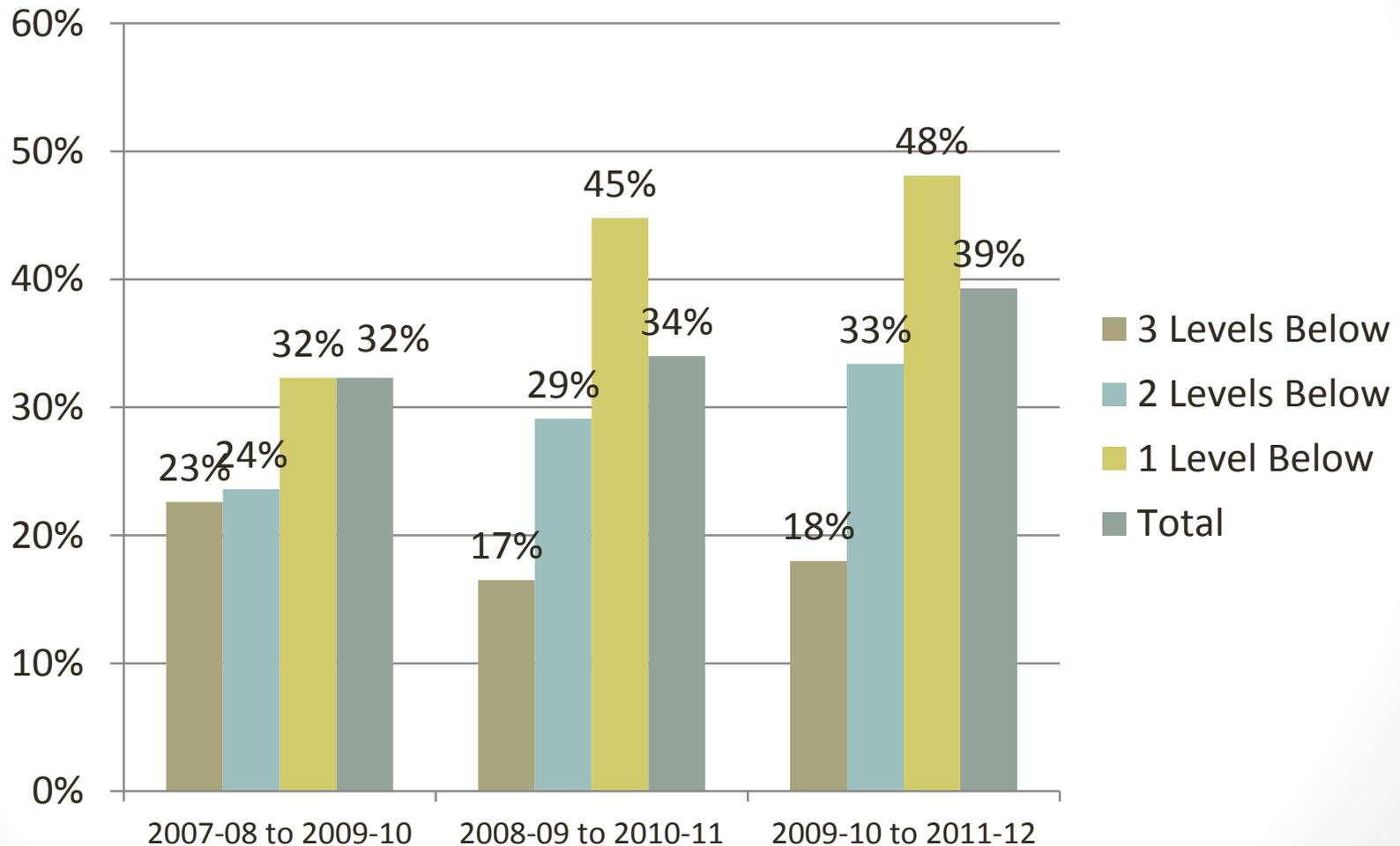


- 10% of entering students from primary area high schools place into college level math

Basic Skills Math Throughput Rate to Transfer Level Math



Basic Skills English Throughput Rate to Transfer Level English



Characteristics of Most Crafton Students

- Caucasian (49%) or Hispanic (39%)
- 24 years old or younger (73%)
- 85% have an educational goal to transfer
- 71% state that they need read material more than once or several times before they understand it

Placement Results of Most Crafton Students

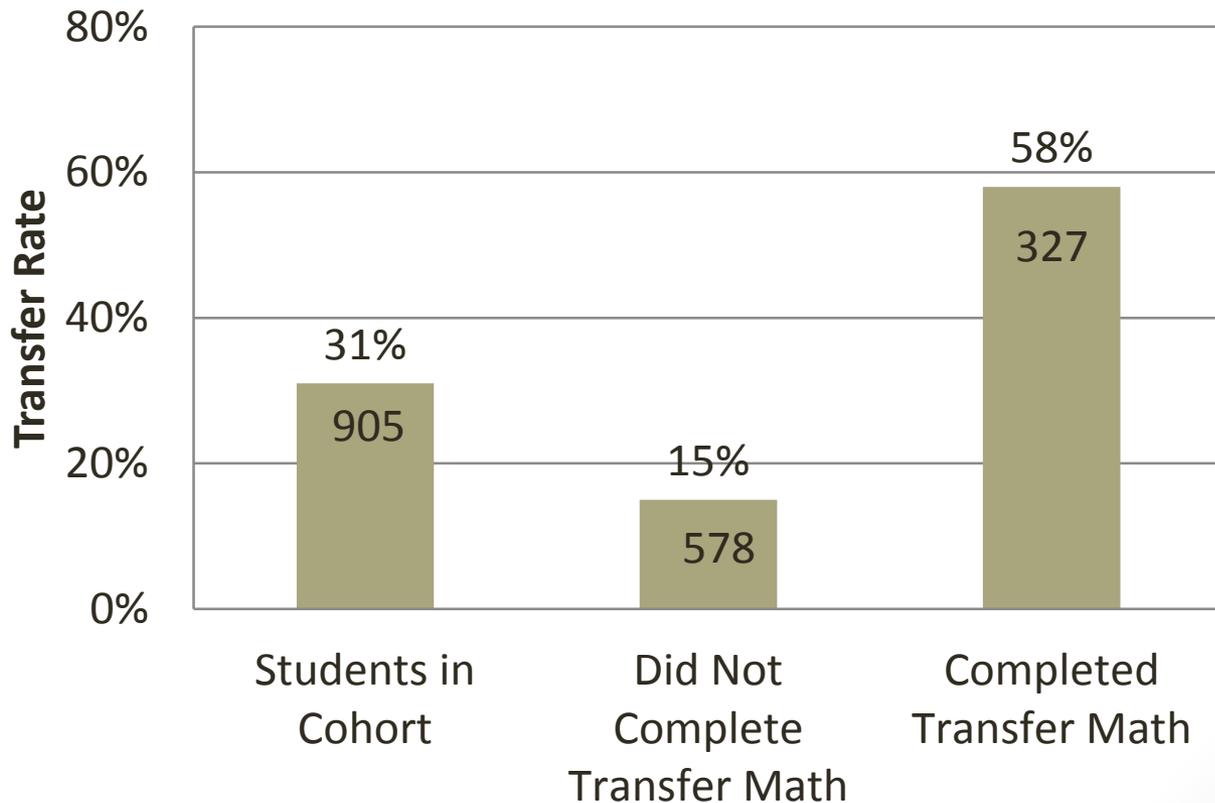
- 69% place into one level below transfer English (ENGL-015, 38%) or Transfer English (ENGL-101, 31%)
- 66% place into one level below transfer reading (READ-078, 24%) or transfer level reading (College Level Reading, 42%)
- 59% place into one level below transfer math (MATH-095, 49%) or transfer level math (MATH-102 or higher, 10%)

Basic Skills Throughput Rate of Most Crafton Students

- 61% **do not** complete transfer level English in three years
- 79% **do not** complete transfer level math in three years

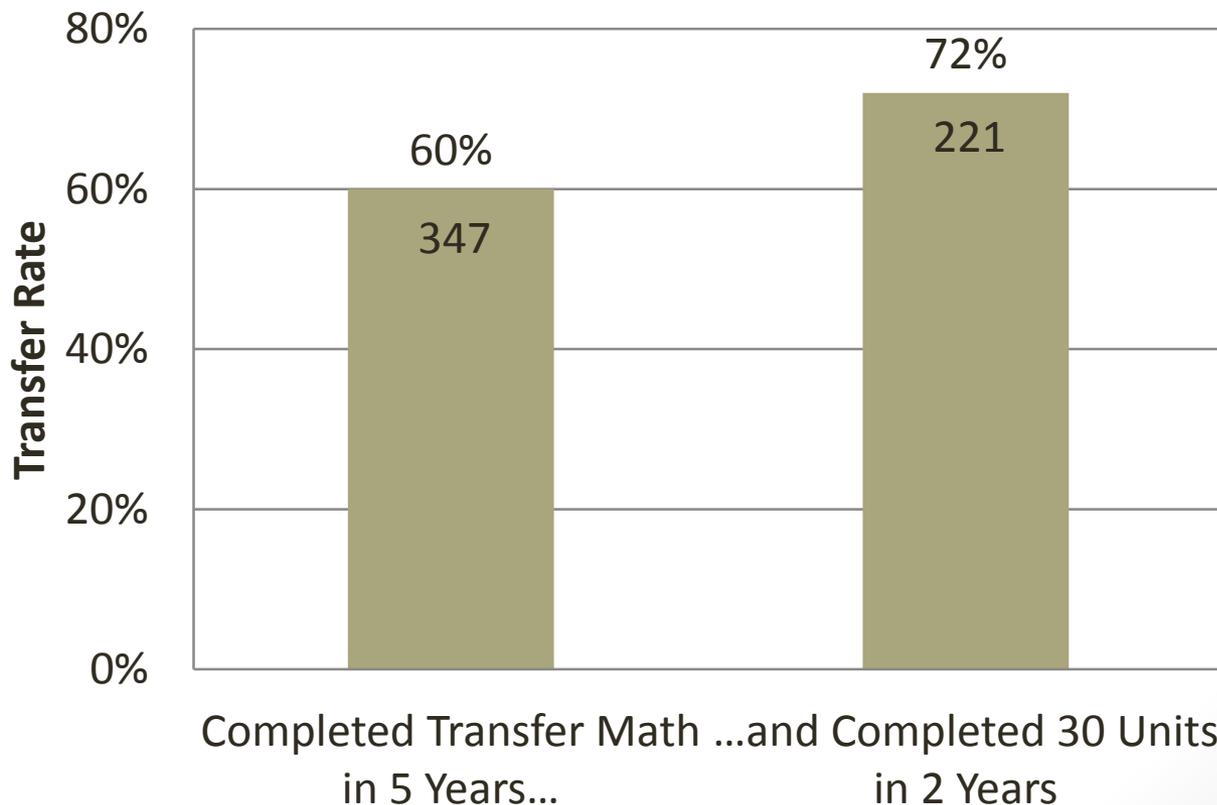
Successful Student Behaviors Strategies Related to Transfer

- The best predictor of transferring to a four-year institution is to complete transfer level math



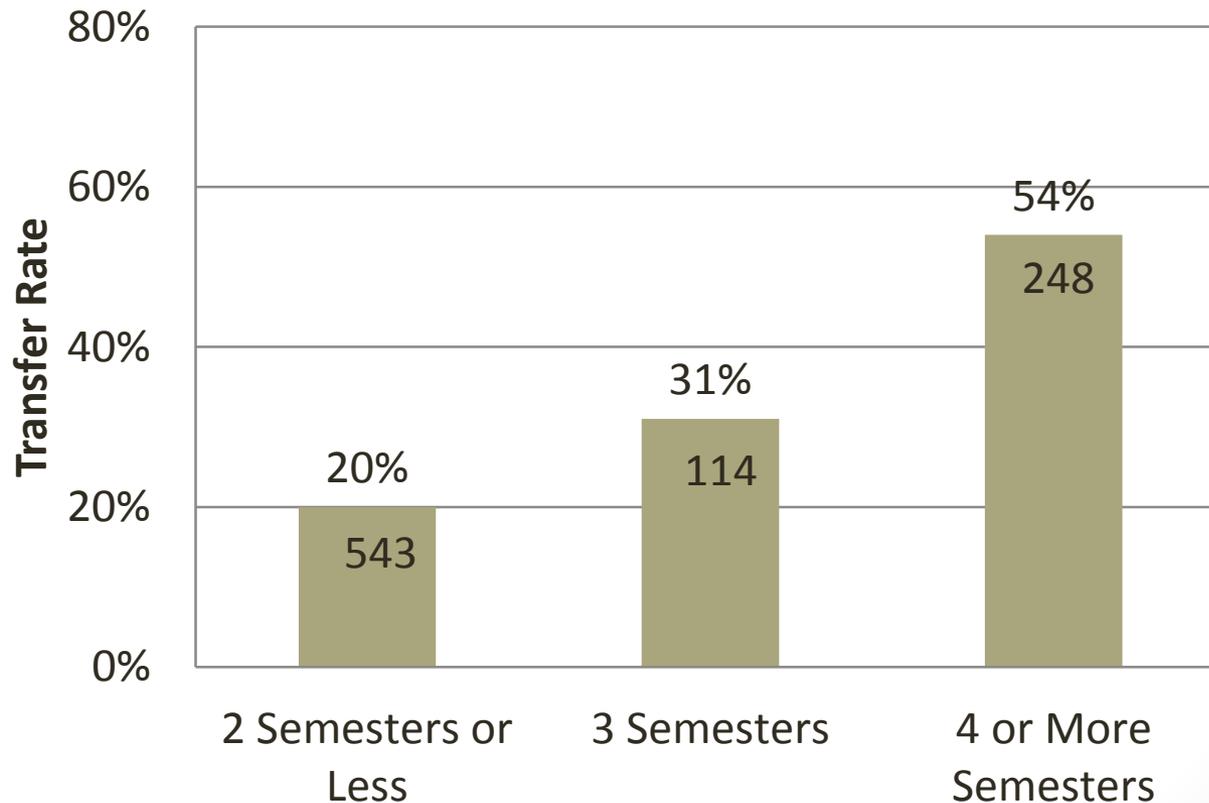
Successful Student Behaviors Strategies Related to Transfer

- Students who successfully complete transfer math in five years **and** 30 units in two years have a 72% transfer rate



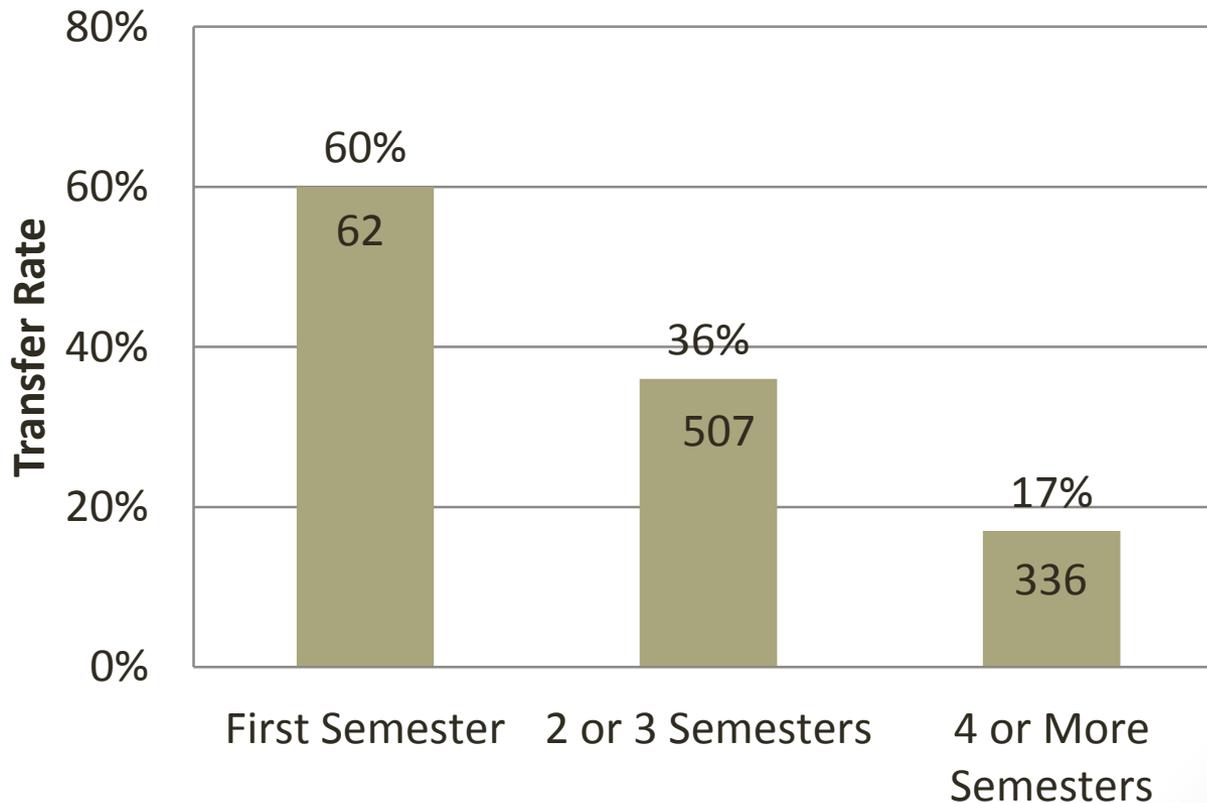
Successful Student Behaviors Strategies Related to Transfer

- Students are more likely to transfer if they enroll full-time



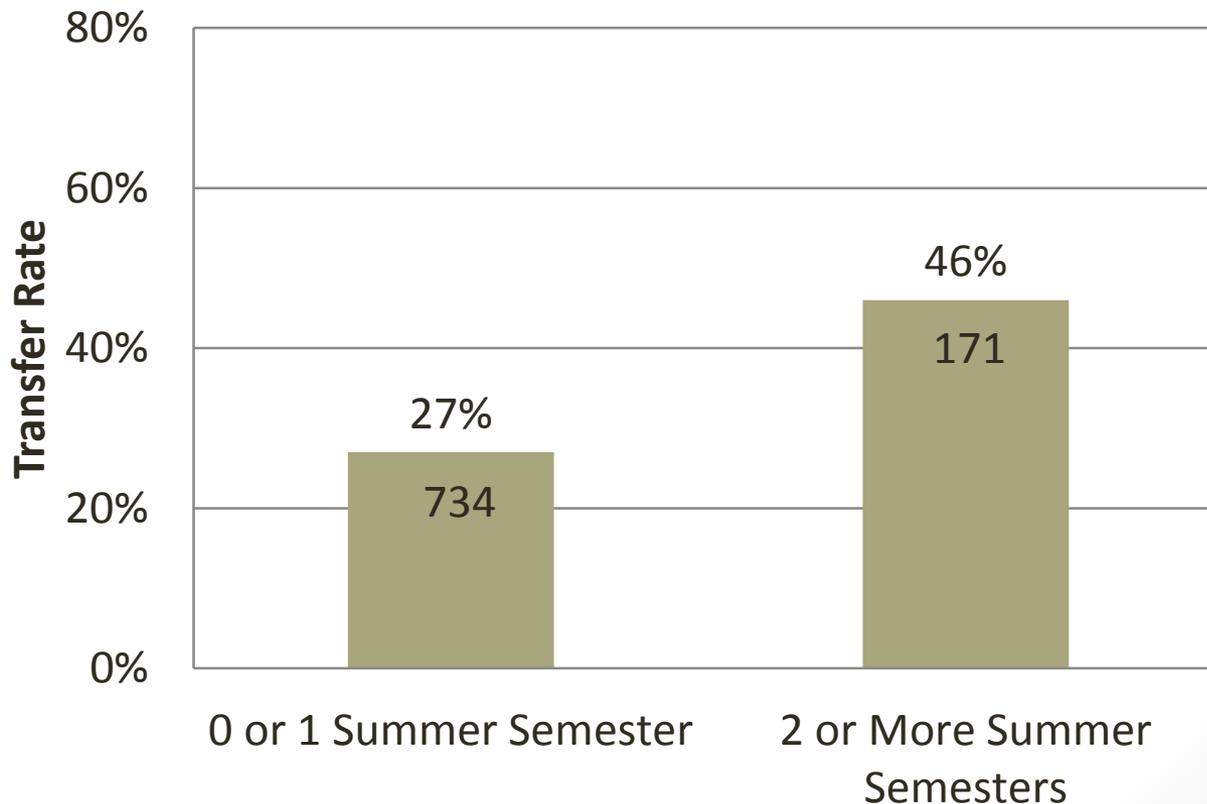
Successful Student Behaviors Strategies Related to Transfer

- Students who complete 15 units in their first semester are twice as likely to transfer (60%) than students in the first-time college student cohort (31%)



Successful Student Behaviors Strategies Related to Transfer

- Students are more likely to transfer if they enroll in summer semesters



EAB Study: Services and Strategies for Improving Completion Rates

- Encourage collaboration between student affairs and academic affairs (e.g.: rewarding faculty for advising students)
- Improve the delivery of financial aid and increase the aid available especially among low-income students
- Stress the importance of helping students successfully complete developmental education courses in a timely manner (e.g. enroll as soon as possible and complete as soon as possible)
- Establish a robust Institutional Research Offices (i.e. communicate effective strategies related to student success)

EAB Study: Services and Strategies for Improving Completion Rates (Continued)

- Enhance the accessibility of student services offices to reduce frustration and increase engagement
- Students who have a clear pathway (e.g.: Education Plans) are more likely to earn a degree
- Student success courses (i.e. College Life and Personal Career & Development) provide valuable guidance to students who may be unprepared for college-level work
- Outreach to local public school districts that help students prepare for college-level work (e.g.: SOA³R)

Brief findings of research gathered from over 6,500 students at 30 campuses

- Student's experiences in the first year at college have more of impact on their academic competence than their background
- The single greatest influence on academic competence was the perception of support that students received from faculty and staff
- Students who were engaged cognitively--institution emphasized analysis, evaluation, and application of ideas--were more likely to be academically competent