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ABSTRACT This report, the fourth part of a long-range study of persistence and performance in California's community colleges, deals with the performance of the 82 percent of the 35,000 student sample who entered the California community college system in fall 1972 and completed at least one term. Sixty percent of the total sample continued beyond one term, and 22 percent completed the first term, but did not continue. The various performance measures that are analyzed in this report include course grades and other final actions (withdrawals), semester grade point averages, unit loads attempted in relation to grade point averages, and incidences of withdrawal from classes. Sources of variance in performance are examined, including first-time freshmen versus transfer students, day versus evening students, men versus women, and persisters versus students who enrolled for only the first term. Data are organized into five tables, and generally show that the records of students who discontinued after one term were not as good as those of persisters. It is possible, however, that many students who were classified as completing one term and not continuing were not attending classes at the end or failed to take final examinations, but were not recorded by the college as total withdrawals. (Author/NHM)

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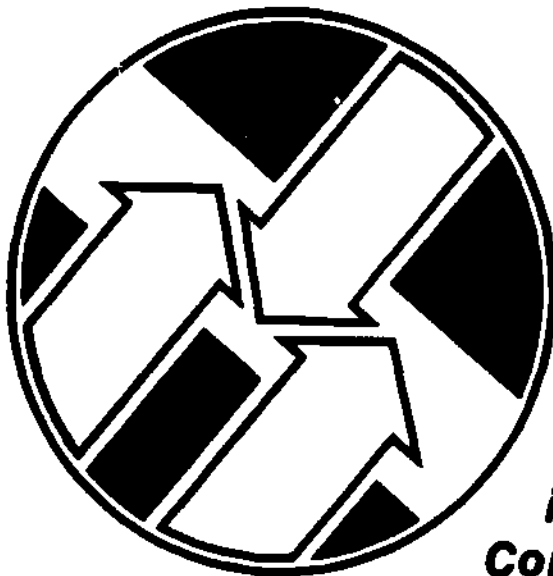
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Commission Report 1-74
July 1974

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A
Limited View
of
Performance



**THROUGH
THE
OPEN DOOR**

**A Study of
Persistence and Performance
in California's
Community Colleges**

Prepared by the staff of the
California Postsecondary Education Commission

JC 760 237

TABLE OF CONTENTS

Members of the Advisory Committee 1

Introduction. 1

Report 4 on Performance 2

Discussion of Findings. 6

 Tables 1-2 First-Term Course Grades for Freshman and
 Transfer Students, Persisters and Non-Persisters,
 and Total First-Time Students. 6

 Table 3 First Term Grade-Point Averages Earned by Various
 Groups of Students Who Completed at Least One Term. . . 9

 Table 4 Distribution of First-Term Grade-Point Averages
 by Units Attempted. 11

 Table 5 Percentages of Students Withdrawing From Courses
 During the Fall Term, by Total Units Attempted. . . . 11

Summary and Conclusions 14

Appendix A. California Community Colleges Participating in the
 Study, Together With Sizes of Samples and Campus
 Coordinators

Members of the Advisory Committee to the Persistence
and Performance Study of Community College Students
Spring 1974

Mrs. Lorine Aughinbaugh
Assistant Dean of Research
American River College

Mr. Wilfred Dosrosiers
Dean of Student Personnel
Merritt College

Mr. Karl O. Drexel
Superintendent
Contra Costa Community College
District

Dr. Lyle Gainsley
Director of Admissions
University of California

Mrs. Portia B. Goode
Board of Trustees
Grossmont Community College
District

Dr. William Lawson
Assistant to Superintendent for
Instruction and Services
Ventura County Community College
District

Dr. Emmett Long
Coordinator, Relations with Schools
and Colleges
California State University and
Colleges

Dr. Thomas McMillan
Dean of Student Personnel Services
Mendocino County Community College

Dr. Leland L. Medsker
Professor of Higher Education, Ret.
University of California, Berkeley

Dr. Dale Miller
President
Shasta College

Mr. John Riordan
Board of Trustees
San Francisco Community College
District

Mr. Charles McIntyre
Director of Analytical Studies
California Community Colleges

Dr. Robert E. Swenson
Superintendent/President
Cabrillo Community College District

California Postsecondary Education
Commission Staff

Robert L. Harris, Acting Director
Dorothy M. Knoell, Project Director
Susanna Velasco, Secretary

INTRODUCTION

Background

This is the fourth report of the study of persistence and performance in California's Community Colleges, which staff of the Coordinating Council began in the fall of 1972 at the request of the Legislature. Senate Bill 772, authored by Senator John Harmer and passed by the Legislature during its 1972 session, calls for a study of Community College students through 1975, with a final report to be made to the Legislature in January 1976. The scope of the study, which is contained in the statute, includes:

1. Characteristics of students in various types of programs;
2. Persistence rates by field of study;
3. Factors associated with attrition;
4. Employability of students not completing prescribed programs;
5. Reentry into postsecondary education; and
6. The more general problem of the need for additional access.

Students entering a sample of 32 Community Colleges in the fall term 1972, at both the freshman and transfer levels, constitute the pool from which samples have been drawn for study. A list of the participating colleges is contained in Appendix A, together with numbers of students in the samples and the campus coordinators.

The first two reports of the study dealt with the sources and selected characteristics of students enrolled in the 32 Community Colleges. Report 1 was prepared from enrollment data collected routinely by the Chancellor's Office for the Community Colleges. Its purpose was to develop a statistical profile of the student populations of the colleges participating in the study. The findings showed quite clearly the diversity which exists among the colleges, as well as the heterogeneity of the students enrolled in them.

Report 2 also focused on the characteristics of students in the 32 colleges in the study. The colleges provided all available information concerning the 35,000 new Community College students who comprised the sample selected for follow-up during the 40-month study. The "new" students to be studied included both first-time freshmen of all ages who had never before attended college, and students new to the particular campus whose prior education ranged in scope from first-term college dropouts to adults with advanced degrees. Only one-third of the new students had graduated from high school the year that they enrolled in the colleges. The remainder displayed a wide range of ages and geographical origins, with a corresponding diversity of educational interests to be pursued.

The third report represented a first attempt to describe performance in terms of persistence through the first term and into the second. The analysis of data was based on the assumption that persistence for a single term or less is a different kind of phenomenon than discontinuance after two or more terms without a degree or certificate. In other words, one-term enrollment was viewed as a possibly successful experience for the multitude of students with limited, short-term objectives. Rates of "non-persistence" were obtained for various groups of students who might be expected to differ with respect to persistence, and the characteristics of early non-persisters were analyzed in an attempt to find relationships with the phenomenon of early discontinuance.

The analysis of data for Report 3 showed that 40 percent of the new students in the 32 Community Colleges did not continue beyond the first term. Among the group of non-persisters, 18 percent withdrew during the first term without grades or credits, and 22 percent discontinued at the end of the term. The group with the highest first-term persistence rate was first-time freshmen enrolled full-time: only 8 percent withdrew during the term, and 13 percent left at the end of the term. Students with the lowest rate of persistence were the so-called transfer students who were enrolled part-time: 55 percent did not continue after the first term.

REPORT 4 ON PERFORMANCE

The present report deals with the performance of the 60 percent of the sample who continued beyond one term, and the 22 percent who completed the first term but did not continue. The analysis is limited to the first term in order to gain a better understanding of the phenomenon of short-term or sporadic attendance by Community College students. Use of the qualifier "limited" in the title of the report is not intended to refer to the restriction of the analysis to first-term performance. Instead, the analysis is regarded as being limited by its dependence on grades and grade-point averages, even under conditions of non-traditional grading practices.

Rationale for the Report

Letter grades and units of credit are the academic currency of higher education. We are becoming increasingly aware of their limitations, particularly for non-traditional students who have acquired knowledge and skills outside the classroom that may be creditable toward traditional degrees and other awards, and for students whose objectives differ from those that are stated in college catalogs. Still, course grades and credits are still used almost universally to decide whether students may pursue certain programs of study, continue in and advance through curricula, transfer to other institutions, and be awarded degrees and certificates. Furthermore, funding for Community College operations is highly dependent on student enrollments in courses that meet a certain number of hours per week for a given amount of credit. Finally, the nature of the alternatives to course grades and credits is not yet clear, nor are possible alternatives satisfactory to a majority of the faculties in higher education.

Community Colleges are probably the least complacent users of traditional grades and credits, because of the diversity of both their programs and the objectives of their students. All students in the samples under study were enrolled for credit, although large numbers had the option of enrolling on a non-credit basis. This is possible by virtue of the practice of some colleges to offer all late afternoon and evening courses as so-called adult classes, with optional credit. Sampling of students for the study was restricted to students enrolled in courses offered for credit only, and to those who exercised the credit option in adult classes. Still another option was available to students in credit classes; namely, to withdraw from a course or courses without penalty whenever one's objectives were achieved. College practices vary widely with respect to the published dates by which students should withdraw to avoid possible penalty grades. However, very few penalty grades were awarded for late withdrawal by the thirty-two colleges participating in the study.

Report 4 was planned on the assumption that course grades and credits earned (and non-penalty grades received) are worthy of analysis as traditional indicators of performance in college, in spite of the limitations which have been discussed and in the absence of better indicators at the present time. In Report 3, the observation was made repeatedly that non-persistence should not be equated with failure. In Report 4, the reader is cautioned against assuming that grades and grade-point averages represent performance adequately.

Scope of the Report

The various performance measures that are analyzed in the report include course grades and other final actions, e.g., withdrawals, semester grade-point averages, unit loads attempted in relation to grade-point averages, and incidences of withdrawal from classes. Sources of variance in performance are examined, including first-time freshman vs. transfer students, day vs. evening students, men vs. women, and persisters vs. students who enrolled for only the first term.

As in previous reports, the discussion of findings is organized around a series of tables in which summary data are displayed. In the interests of brevity, some relationships are discussed in the text which are not shown in tables. Additional tabular data will be made available by the project office to readers who wish to have such information.

State Standards of Scholarship

The Board of Governors of the California Community Colleges is responsible under provisions of the Education Code for adopting minimum standards for scholarship, which are incorporated into Administrative Code (Title 5) regulations. In 1971 the Board adopted the following regulations, which replaced more specific policies governing grading practices:

Chapter 4. Standards of Scholarship

51300. Regulations. The governing board of a district maintaining a Community College shall adopt regulations consistent with the provisions of this chapter. The regulations shall be published in the college catalog under appropriate headings.

51301. Grading Practices. The governing board of the district maintaining a Community College shall determine the grading practice to be used in that Community College. The grading practice shall be based on sound academic principles and shall conform to the following standards:

(a) Work in all courses acceptable in fulfillment of the requirements for an associate or baccalaureate degree, a certificate, diploma, or license shall be graded.

(b) Work shall be graded in accordance with the provisions of Section 51302 or Section 51605 or in accordance with a grading scale.

The grading practice adopted by the governing board shall be published as a part of the catalog or class schedule of the Community Colleges to which it applies. The governing board of a district may provide for withdrawal without penalty for students who withdraw from a class before the deadline established by the governing board.

51302. Credit Courses. (a) The governing board of a district maintaining a Community College may offer courses in either or both of the following categories:

(1) Courses wherein all students are evaluated on a "credit--no credit" basis.

(2) Courses wherein each student may elect on registration, or within such time thereafter as the district governing board may determine by rules and regulations, whether the basis of his evaluation is to be "credit--no credit" or a grading scale. (Subsections b, c, d, and e are omitted here.)

51303. Standards for Probation. A student shall be placed on probation if he has earned a grade point average below 2.0 in all units attempted which were graded on the basis of a grading scale. The district board shall adopt "credit--no credit" probation rules.

The district board shall adopt rules setting forth the circumstances that shall warrant exceptions to the standards for probation herein set forth and shall file a copy of such rules with the Chancellor of the California Community Colleges.

51304. Standards for Dismissal. A student shall be dismissed if he earned a grade point average of less than 1.75 in all units attempted in each of 3 consecutive semesters (5 consecutive quarters) which were graded on the basis of a grading scale. The district board shall adopt "credit--no credit" dismissal rules.

The district board shall adopt rules setting forth the circumstances that shall warrant exceptions to the standards for dismissal herein set forth and shall file a copy of such rules with the Chancellor of the California Community Colleges.

51305. Units Attempted. For the purposes of Sections 51303 and 51304, "all units attempted" means all units of credit for which the student was enrolled in any college, university, or grades 13 and 14, regardless of whether he completed the course or received any credit or grade. The governing board of each district shall adopt rules and regulations governing the inclusion in or exclusion from "all units attempted" of units in which a student did not receive a grade or "credit--no credit" or from which the student withdrew in accordance with rules adopted by the district governing board.

51306. Probation and Dismissal--Grade Point Average. (a) Grades from a grading scale shall be averaged on the basis of the point equivalencies to determine a student's grade point average. The highest grade shall receive four points, and the lowest grade shall receive 0 points.

(b) The governing board for each Community College shall establish the point equivalencies for the grades used from the grading scale at that Community College in accordance with subsection (a) of this section. These equivalencies shall be published in the catalog of that Community College as part of the grading practices for that Community College.

The regulations adopted by the Board of Governors in 1971 made it possible for the individual Community Colleges to establish specific policies and standards that are suited to their local programs and clienteles. In fact, colleges within a particular district are found to have different grading policies. The most striking difference among the thirty-two colleges in the fall term 1972, when the study commenced, was in the dates by which students were permitted to withdraw from classes with no penalty. The range in dates was from early in the term to the day of the final examination, with no apparent norm. The colleges have not departed from the traditional grading scale of A to F (4.0 to 0.0). However, the use of a "credit--no credit" evaluation under given conditions is of fairly recent origin.

Additional comments will be made on grades and grading in the course of the discussion of findings.

DISCUSSION OF FINDINGS

Tables 1-2. First-Term Course Grades for Freshman and Transfer Students, Persisters and Non-Persisters, and Total First-Time Students

Grades awarded for more than 95,000 course enrollments in the fall term 1972 are summarized in Table 1 on the following page. All students whose grades are included in the distribution were reported by the colleges as enrolled at the close of the fall term. However, nearly one-fourth of the students who completed but did not persist beyond the first term earned no credit. They account for a large portion of the grades of F and the withdrawal indicators. The grade distributions are further summarized in Table 2 below.

Table 2
Percentages of Students Receiving
Passing Grades and Withdrawing
From Classes*

Type of Student	Type of Grade		
	Pass	Withdraw	Other
Freshman	75%	14%	11%
Transfer	79	13	8
Persister	82	11	7
Non-Persister	53	24	23
Total	76	14	10

* Students who withdrew from all classes during the term are not included in the distribution.

Table 1

Distribution of First-Term Course Grades
for Freshman and Transfer Students,
Persisters and Non-Persisters,
and Total First-Time Students

Course Grades*	Type of Student				Total
	Freshman	Transfer	Persister	Non-Persister	
A	18%	28%	22%	14%	20%
B	24	27	26	17	24
C	23	18	24	15	22
D	5	3	5	4	5
F	3	2	2	8	3
W	14	13	11	24	14
WF	<1	<1	<1	<1	<1
INC	1	1	1	2	1
CR	5	3	5	3	5
NCR	5	4	3	11	5
Other	1	1	<1	1	1
N	74,390	21,603	77,227	18,766	95,993
%	77	23	80	20	100

* W = withdrawal from course without penalty.

WF = withdrawal while failing or for excessive absence.

INC = incompleted course.

CR/NCR = credit or no credit awarded, no effect on grade-point average.

Other = local indicators with no general significance.

The grades of W which were awarded students who withdrew from all classes during the term are not included in the distribution. This group amounted to 18 percent of the sample. The inclusion of such grades would increase the overall percentage of W grades significantly, with a concomitant reduction in letter grades.

Grades that were included in the "Pass" category are A, B, C, D, and Credit. The "Withdraw" category does not include WF grades, which accounted for less than one percent of the total awards for performance in classes. The "Other" category includes grades and other indicators that do not yield credit. Table 2 shows that at least three-fourths of the grades earned by students who completed the fall term were passing grades, and that 83 percent of the grades earned by students who persisted into the next term were passing. However, among the non-persisters who completed the term, only 53 percent of the grades were passing. Transfer students earned a slightly higher percentage of passing grades than freshmen. The percentage of "withdrawal from course" accounted for 14 percent of the performance indicators, while all others accounted for 10 percent (F, no credit, and other indicators not yielding credit).

The distribution of letter grades is highly skewed in the direction of "high passing" grades; relatively few grades of D, F, and NCR were awarded to any of the several groups for whom the analysis was performed. It appears that most students were able to anticipate unsatisfactory grades in time to withdraw from courses without penalty. Reasons for the significantly higher proportion of withdrawals and unsatisfactory grades received by non-persisters are not entirely clear. Two explanations are plausible, neither of which will account for all cases. On the one hand, students may have terminated their enrollment at the end of the term because of their inability to perform at a level which was satisfactory to the college or themselves, or both. On the other, students who had already decided against continuing may not have wanted to do the work required to qualify for credit, with the result that they received W's, NCR's, and F's in lieu of a passing grade (or credit).

Several other analyses of grade distributions were performed which do not appear in tables. Grades were tabulated by unit value of the courses in which they were awarded. Differences among courses with various unit values were not significant with respect to the percentage of grades that were passing and/or for which credit was awarded. Fifty-two percent of the courses in which first-time freshmen enrolled yielded three units of credit, compared with 62 percent of the courses in which the transfer students enrolled. The percentages of three-unit courses in which persisters and non-persisters enrolled were 54 and 56, respectively. One-third of the enrollments were in courses yielding less than three units of credit, with only 12 percent with a unit value of more than three units. While the percentage of passing or credit grades did not vary with the unit value of the course, the analysis showed that courses bearing one or one-half unit of credit were more likely than others to produce a grade of A, particularly among freshmen.

Transcripts from two colleges made it possible to compare distributions of grades in courses classified as Vocational Education with grades earned in all other courses. Grades in vocational courses constituted about 35 percent of the total analyzed for the two colleges. The analysis of grades showed significant differences between the two colleges, and significant differences between grades in Vocational Education and all other

courses at one college. At the college where such differences were found, 97 percent of the grades in vocational courses were passing or credit, compared with only 80 percent of the grades for all other courses. The major difference between the two distributions was found in the incidence of withdrawals, with none shown for vocational courses and 15 percent for all others. At the second college, grades in vocational courses were only slightly higher than those in all others, and the incidence of withdrawals was only slightly lower. Thus the analysis for two colleges produced no conclusive findings with respect to performance in vocational courses.

Table 3. First Term Grade-Point Averages Earned by Various Groups of Students Who Completed at Least One Term

Data in Table 3 illustrate the differences between students who persisted beyond the first term and those who were enrolled at the end of the term but did not continue the following semester or quarter. The students who withdrew during the term are not shown in the table since they earned no grades. They constituted 18 percent of the total sample and from 8 to 24 percent of the subgroups.

D

Differences between the various pairs of grade-point averages for students who continued (persisters) and discontinued (non-persisters) are all in the direction of higher grades for the persisters. All averages are at least a C, and the average for the transfer students who persisted about a B. The largest differences between groups are found for the first-time freshmen and the part-time students. In each instance, the difference between the persisters and non-persisters is 0.7 grade-point, which is significant on what amounts to a three-point grading scale, *i.e.*, A (4.0), B (3.0), and C (2.0). The high incidence of non-persisters whose averages were near zero had a considerable impact on the group average. However, the several types of analysis appear to indicate that non-persisters as a group did not perform as well as students who continued their enrollment into the spring term.

Grade-point averages were computed for the various sub-groups based on the total number of units attempted. Since differences were quite small, the groups were combined for Table 3. However, group averages for students enrolled for fewer than four units were consistently higher than those of part-time students enrolled for at least four but fewer than twelve units. Full-time students as a group earned averages which were higher than those enrolled for at least four but fewer than twelve units, but lower than those of students enrolled for three or fewer units. Group averages for day and evening students were also compared. Averages for the latter group, who enrolled for fewer units because of constraints on their time, were consistently higher than those of day students with similar unit loads. Among the 15 sub-groups for whom averages were computed, first-time freshmen enrolled for more than three but fewer than twelve units received the lowest grades. Transfer students enrolled for no more than three units received the highest. Report 3 on persistence showed that both groups experienced a loss of about 50 percent after one term.

Table 3

First-Term Grade-Point Averages
Earned by Various Groups of
Students who Completed
at Least One Term

Type of Student	Status at End of Term	Percent of Group ¹	Grade-Point Average ³
Freshman	Continued	63%	2.73
	Discontinued	20	2.08
Transfer	Continued	51	3.03
	Discontinued	28	2.65
Part-Time ²	Continued	49	2.73
	Discontinued	27	2.33
Full-Time ²	Continued	79	2.75
	Discontinued	13	2.09
Total	Continued	60	2.73
	Discontinued	22	2.31

1. Remainder of the group withdrew during the term without grades.
2. Part-time students were enrolled for fewer than twelve units, full-time for twelve or more units at the fall census week.
3. A = 4.00, B = 3.00, C = 2.00.

Table 4. Distribution of First-Term Grade-Point Averages
by Units Attempted

Data in Table 4 are simply a different representation of the mean grade-point averages in Table 3. The distributions of averages reveal differences among groups enrolled for various unit loads that are of some interest. The distribution of grades for full-time students included lower percentages of near-perfect and very unsatisfactory averages. Students enrolled for three or fewer units, on the other hand, tended to earn grades at the extremes, i.e., A, B, or F in what was usually only one course. In any case, it is notable that among the persisters only 10 percent earned first-term averages which might put them in academic jeopardy if their performance did not improve in subsequent terms. However, 21 percent of the course enrollments by persisters did not result in letter grades. Colleges that have adopted probation policies based on "progress points" may impose academic probation on students who do not complete some minimum portion of the total program attempted. No attempt has been made in the present analysis to estimate the number of students who would be subject to probation on the basis of progress points, because of the complexity of policies and their apparent unfairness to certain types of part-time students. Attention will be given to this problem in a subsequent report.

Table 5. Percentages of Students Withdrawing From Courses During
the Fall Term, by Total Units Attempted

About 32 percent of the students who completed the fall term withdrew from at least one course. This percentage is about the same for both persisters and students who discontinued at the end of the first term. The highest incidence of withdrawal was found to be among students enrolled full time, who accounted for almost two-thirds of the withdrawals from particular courses although not from the college. Entries in Table 5 should be interpreted as in the following example: full-time students (12 or more units attempted) who withdrew from half- and one-unit courses accounted for 5 percent of all withdrawals from courses. It appears that many full-time students enrolled for more units than they intended or were able to complete and did not withdraw until after the fourth census week.

An attempt was made to analyze the dates when students withdrew from classes, in terms of the individual college calendars. Many colleges recorded such dates on the records supplied for use in the study. However, many entries appeared to lack face validity. For example, one college showed all withdrawal dates after the close of the semester. Others apparently posted all withdrawals on a particular day, regardless of when they actually occurred. Therefore, much of the information had to be discarded. Data from colleges with apparently valid withdrawal dates seem to indicate that the percentage of students who enroll at least to the midterm is between 60 and 70.

Table 4
Distributions of First-Term Grade-Point
Averages by Units Attempted
(In Percents)

Grade-Point Average	Units Attempted by Persisters*				Non- Persisters*
	1 - 3	4 - 11	12 or More	Total	
3.5 - 4.0	31%	20%	16%	20%	21%
3.0 - 3.4	31	22	24	25	22
2.5 - 2.9	1	17	27	18	6
2.0 - 2.4	21	25	22	23	19
1.5 - 1.9	<1	8	8	7	3
1.0 - 1.4	4	5	2	4	5
Below 1.0	11	3	<1	3	24
Total	100	100	100	100	100
Percent Attempting Various Loads	19	42	39	100	100

* Persisters are students who continued into the spring term after first enrolling in the Fall 1972 term. Non-persisters were still enrolled at the end of the fall term but did not continue into the spring.

Table 5

Percentages of Students Withdrawing From
Courses During the Fall Term by
Total Units Attempted*

Unit Value of All Courses Dropped	Total Units Attempted			
	1 - 6	7 - 11	12 or More	Total
1 or less	2%	2%	5%	9%
2 - 3	9	10	26	45
4 - 6	1	8	18	27
7 - 11	--	3	11	14
12 or more	--	--	5	5
Total .	12	23	65	100
N	948	1,877	5,293	8,118

* Percentages do not include students who withdrew from all courses during the fall term, who constitute 18 percent of the sample.

Finally, a comparison was made of the grade-point averages of persisters and non-persisters who withdrew from at least one course during the fall term. Both groups showed significantly lower averages than those earned by students who completed all courses, although the withdrawals did not affect the average based on grades earned in other courses. For example, only 28 percent of the students who withdrew from courses earned a grade-point average of B or better, compared with 45 percent of all students who completed the fall term. Forty-six percent of the latter group earned averages between B and C, compared with less than one-third of the total group. Students who withdrew from one or more courses but persisted into the second term also earned higher averages than those who discontinued after completing one term. The major difference occurred at the bottom of the grading scale, with 29 percent of the non-persisters with near-zero averages.

SUMMARY AND CONCLUSIONS

This limited analysis of performance of Community College students during their first term of enrollment has yielded considerable evidence of their high level of performance in courses completed. Both grades and grade-point averages are high, particularly for students who persisted beyond the first term. Few penalty grades were recorded for this group. The incidence of withdrawal from courses by persisters was lower than expected. However, only 60 percent of the sample of 35,000 students enrolled for a second term.

The record of students who discontinued after one term is not as good as the record of those who persisted. It is possible that many students were not attending classes at the end, or failed to take final examinations, but were not recorded by the college as total withdrawals. In any case, students who withdrew from one or more courses and/or discontinued after one term did not display the same high level of performance as those who persisted. Reasons are by no means clear; however, the differences are significant.

A Further Look

A companion paper will consider the policies and issues which are related to the performance data, in an attempt to explain differences and perhaps to suggest policy changes which would result in greater equity to non-persisting students and the institutions in which they were enrolled.

APPENDIX A

CALIFORNIA COMMUNITY COLLEGES PARTICIPATING IN THE STUDY, TOGETHER WITH SIZES OF SAMPLES AND CAMPUS COORDINATORS

The following persons worked with project staff at the Coordinating Council in providing student data needed in the study, in addition to college coordinators on the list which follows: Los Rios Community College District, Leo Day; State Center Community College District, Howard Kane; Los Angeles Community College District, Arthur Cherdack; Peralta Community College District, Scott Baldwin; San Diego Community College District, Kenneth Magers; and City College of San Francisco, E. Lance Rogers.

Appendix A

California Community Colleges Participating in the Study,
Together With Sizes of Samples and Campus Coordinators

Community College	Size of Sample			Campus Coordinator
	Total Freshmen	Total Transfer	Sample Total	
American River	1,527	592	2,119	Mrs. Lorine Aughinbaugh
Bakersfield	877	193	1,070	Mr. Lanning L. Flint
Butte	322	176	498	Mr. Romeo Morin
Cabrillo	277	208	485	Mr. Joseph Cianciarulo
Diablo Valley	1,094	417	1,511	Mr. William Preston
El Camino	1,390	576	1,966	Dr. Jerry Garlock
Fresno City	865	333	1,198	Mr. Merle M. Martin
Glendale	467	82	549	Mr. John Davitt
Golden West	794	478	1,272	Mr. Donald L. Randol
Grossmont	836	411	1,247	Dr. Edward Krehbiel
Laney	517	483	1,000	Dr. Peter Selo
Los Angeles City	1,337	164	1,501	Dr. Ben Gold
Los Angeles Trade-Tech.	984	493	1,477	Mr. Charles Davis
Marin	447	222	669	Mr. Irwin P. Diamond
Merritt	398	352	750	Mr. Wilfred Desrosiers, Jr.
Monterey Peninsula	711	313	1,024	Dr. Jack Bessire
Moorpark	414	257	671	Mr. James Moore

Appendix A (Continued)

Community College	Size of Sample			Campus Coordinator
	Total Freshmen	Total Transfer	Sample Total	
Mt. San Antonio	1,207	316	1,523	Mr. Max Bell
Mt. San Jacinto	344	144	488	Dr. Mildred Hight
Napa	844	490	1,334	Dr. Joseph Tidgewell
Pasadena City	1,079	491	1,570	Dr. Bruce Conklin
Porterville	311	78	389	Mr. Paul R. Kercher
Sacramento City	1,109	549	1,658	Mr. Elbert L. Kinnebrew
San Bernardino Valley	1,011	389	1,400	Mr. S. V. Patrick
San Diego City	729	429	1,158	Dr. John Hatalan
City College of San Francisco	1,574	596	2,170	Dr. Thomas F. Humiston
Santa Ana	646	488	1,134	Dr. Thomas Wright
Santa Barbara City	310	272	582	Mr. Al Silvera
Shasta	491	107	598	Mr. Walter Brooks
Southwestern	561	289	850	Dr. Allan MacDougall
Taft	231	15	246	Dr. Kenneth Marr
West Valley	1,023	457	1,480	Dr. Warren W. Sorenson
Total	24,727	10,860	35,587	