

Introduction

This report is the third in a series examining equity at Shasta College around early success indicators and completion. The first report examined historically marginalized population groups, the second examined career and technical education with a focus on employment outcomes, and this report examines some of the special programs and initiatives the college has adopted to reach various equity groups. Specifically, this report will examine the Dual enrollment (DE), ACE, Degrees When Due (DWD), and Umoja programs and their impact on student completion. Each of these programs target different populations: high school students, adult learners, stop-outs, and Black/African American students, respectively.

Dual Enrollment

Dual enrollment (DE) courses are college classes that are offered at local high schools. They are taught by qualified high school instructors and students in these courses earn credit for both high school and college. Over the last five years, this program has grown significantly. In 2015-16, 1,438 students registered for a DE course, and in 2019-20 this count reached 2,404 and the number of high schools participating has doubled. Five of the high schools served: Anderson, Enterprise, Corning, Hayfork, and Shasta, are labeled Opportunity Zones, meaning they are in "an economically-distressed community" (<https://www.eda.gov/opportunity-zones>). The students at these high schools compose 27.5% of DE students served in 2019-20. The DE program provides an opportunity for high school students to get a head start on college, and is reflected in the outcomes of those who attend Shasta College.

One in four (26%) dual enrollment students attend Shasta College as first-time freshmen within two years after their last DE course. The high school year of students enrolled in a DE course is unknown, and thus two years are allowed to capture those who may have been juniors. High school graduation data is only available for approximately half these students. For those whose graduation year is known, 28.8% entered as freshmen the year following high school. As the number of students enrolling in these classes has increased, the Shasta College-going rate has decreased. However, the number of first-time freshmen who were dual enrollment students has generally increased as more students participate in the program.

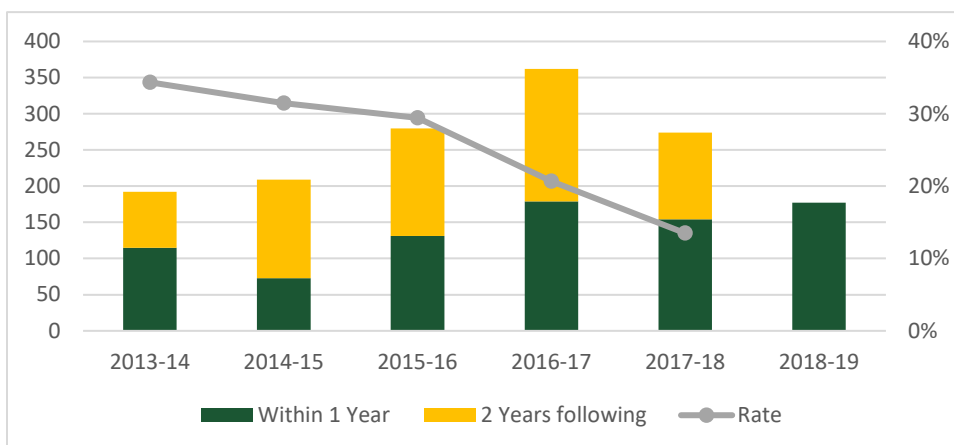


Figure 1: Counts and Rates of Dual Enrollment Students Who Later Attend Shasta College as College Freshmen

The 2-year Shasta College-going rates vary by high school. Shasta High and Anderson High have 20% of their 2017-18 DE students attending as freshmen. In contrast, Enterprise High School has 11.3% and Corning High less than 2%. Some high schools are seeing these rates and counts increase. At University Prep High School, 18.7% of the 2017-18 DE students enrolled as freshmen within two years, and 41.5% of the 2018-19 DE students enrolled as freshmen the following year. Red Bluff High had more students enroll as freshmen from their 2018-19 DE courses than in the previous two years combined.

First-year success metrics

Of all first-time freshmen, former dual enrollment students compose about a quarter. This has remained fairly steady over the last three years (2017-2019). Former DE students are less likely to be low-income students, (60.4% vs 70.5%), PACE students (4% vs 8.8%), or former foster youth (0.5% vs 1.7%) than other first-time students. Of former DE students, 54.2% are female compared to 48.8% of other first-time freshmen. The ethnicity of first-time students who were former DE is influenced by regional demographics, 66% of them are white compared to other first-year students at 60%.

First-year indicators for student completion (award or transfer) are established through the CCCC Student Success Metrics. These leading indicators include 30+ credits completed by the students' first year, transfer-level English and math completed by the first year, and fall to spring persistence. Dual enrollment students receive college credit for their high school courses and thus have a head start in achieving these metrics. For the 2019-20 first year students, nearly twenty-four percent more of this population completed 30 units by their first year and over twice as many had completed transfer-level English or math. Grade point averages of former DE students are higher than their peers, 2.37 vs 2.09. Fall to spring persistence rates are also higher for former DE students, averaging 86% over the last five years. In contrast to their peers, the persistence rate of former DE students does not appear to have been affected by the pandemic.

Table 1: First-Year Indicators of Success by DE Participation and Cohort Year

	Year1	%30+	%ENGL	%MATH	%BOTH	Persist Rate
Not previously in DE course	2015-16	42.0%	37.2%	16.0%	12.2%	75.1%
	2016-17	41.5%	37.2%	17.6%	14.2%	73.3%
	2017-18	37.6%	34.8%	17.3%	14.7%	74.5%
	2018-19	35.2%	34.2%	14.8%	12.4%	74.7%
	2019-20	19.9%	29.6%	16.0%	13.0%	68.2%
Previous DE student	2015-16	57.4%	54.8%	32.9%	31.0%	82.8%
	2016-17	61.8%	62.7%	33.3%	28.8%	86.6%
	2017-18	54.6%	59.8%	36.6%	32.2%	87.2%
	2018-19	52.9%	62.9%	36.8%	32.1%	85.8%
	2019-20	43.6%	64.2%	44.5%	40.5%	86.1%

Completion Rates

Awards

Degree completion rates measure how many first-time freshmen complete a degree within three academic years. Given the time needed for completion, only the cohorts from 2015-16 to 2017-18 are averaged. The degree completion rates of former DE students are significantly above other first-time students, 20% vs 11.1%. This distinction is even greater among female students as seen in the table below.

Table 2: Degree Completion Rates by DE Participation and Gender

	Previously DE	All others
Women	24.0%	12.9%
Men	15.0%	9.3%

The dual enrollment advantage is also seen in other populations that typically have lower completion rates. Former DE students in the PACE program (formally DSPS) had a completion rate of 17.4% (compared to 5.8%), low income students at 20.2% for former DE (vs 11%), and first-generation college students with 19.5% for former DE (vs 11.5%). Some ethnic groups experienced similar positive effects, including Native Americans (18.8% vs 7.1%), Hispanic students (19.1% vs 10.8%), and White students (20.5% vs 11.2%). There were not enough Black/African American students or those of unknown ethnicity to make a comparison.

Looking at the counts of degrees awarded to former dual enrollment students, this number has grown as the program has grown. In 2019-20 there were 330 awards granted to former DE students. This is more than ten times the number five years prior.

Table 3: Number of Degrees Awarded to Former DE Students

	2015-16	2016-17	2017-18	2018-19	2019-20
Awards	31	80	172	234	330

Transfers

Transfer Rates of former DE students are also higher. These figures extend one year beyond the graduation rate to allow students to enroll at their transfer institution in the following year Shasta College graduation (4-year rate). Approximately one quarter attend a four-year college after they are no longer enrolled at Shasta College. Over the last two reporting years, this is double the rate of other first-time freshmen.

Table 4: Transfer Rates by DE Participation and Cohort Year

	2015-16	2016-17	2017-18
Former Dual Enroll	22.6%	26.5%	26.4%
Not former DE	14.3%	13.8%	13.7%

The dual enrollment program reaches under-resourced high schools and provides students the opportunity to earn college credit that otherwise seemed unattainable. Additionally, these dual

enrollment courses give students a head start towards completion for those who attend Shasta College, with graduation and transfer rates above their peers. Although the equity groups of PACE and low-income are under-represented in the former DE population, the students who are in these categories out-perform others in the equity groups.

ACE

The ACE (Accelerated College Education) program began classes in June 2016. Shasta College classes typically run on a 17-week semester, while ACE courses are designed as eight-week blocks. The format of the program was designed for working students or who were otherwise not able to attend classes during the standard workday hours. Historically, ACE students took a combination of hybrid and fully online courses. Over time, the program has become primarily online. An ACE student takes two eight-week courses before a one week break and then resuming two new eight-week courses. This style of course setup allows for an ACE student to complete 4 full courses in a single semester to maintain full-time status, while only having to focus on the work of two courses at a time. In addition to course format, students in the ACE program have a single location to access counseling services, and staff work to ensure students persist to graduation.

The ACE program was designed to support adult students, as the District serves a population with a high percentage of some college and no degree, and has been successful in reaching that demographic; 83% of the students in the program are 25 years of age or more. An increasing percentage of ACE students are women. In 2019-20, over 80% of students in the program were women. These two data points are in line with observations across the entire population in a previous report; non-traditional age college students are more likely to be women. ACE students have a larger population of White students than the general student body, at 71% (vs 63%). Native American students make up 3.8% of the ACE students. This is above the percentage this demographic represented in the entire student body (2.4%). Alternatively, Asian students compose 1.4%, compared to 3.3% of the population.

Table 5: Percentage of ACE students by Gender, 2016-17 to 2019-20

	2016-17	2017-18	2018-19	2019-20	Average
Women	75.8%	77.4%	77.6%	81.4%	78.4%
Men	24.2%	22.6%	22.4%	18.6%	21.6%

The ACE program supports many populations that are typically underserved, including low-income and first-generation students. Nearly all (average 88%) of students in the ACE program complete a FAFSA. This is higher than the general student population at approximately 50%. Students in the ACE program are more likely to be low-income; on average, 88% were eligible for the PELL or California College Promise Grant fee waiver. Nearly half (49%) of the ACE students are first-generation college students; this is above the student population of 33%.

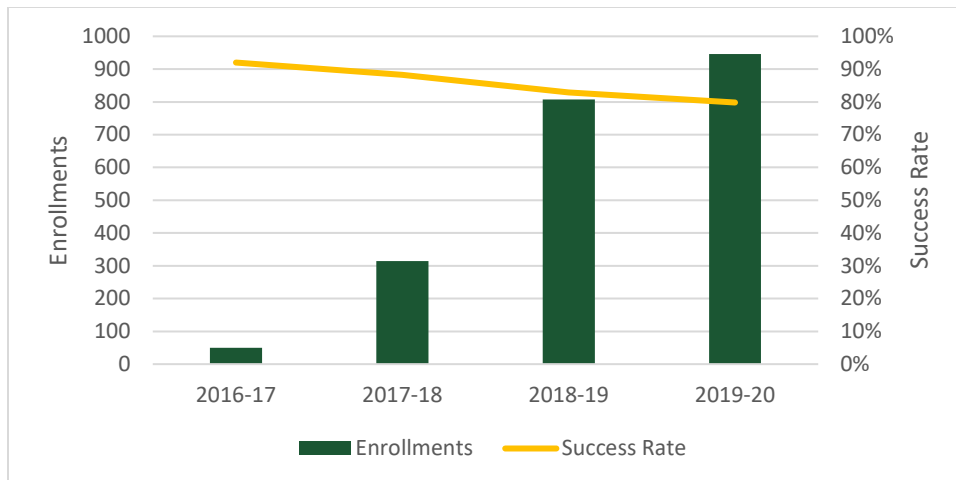


Figure 2: Enrollments of ACE Students in ACE sections in Comparison to Success Rates, by Academic Year

Students in the ACE program have significantly higher success rates than other students. On average, the success rate of ACE-students is 82%, compared to 76.8% of non-ACE students in 8-week courses. Part of the program's purpose is to get students through to completion, and this is reflected in the graduation rate. Of the students who began between 2016-17 and 2018-19, 38.5% of the students completed an associate degree. The graduation rate for first-time freshmen who began those years is 18%. In both 2018-19 and 2019-20, over 60 students active in the ACE program earned their degree.

Students who are not in ACE can also register for the ACE sections, and these courses fill quickly. To meet this demand, additional 8-week course offerings that are not part of ACE have expanded. Students in the ACE program are also able to enroll in these sections. Looking at success rates by ACE course, (instead of ACE students) presents a different perspective. Over the last three years, the success rates in non-ACE 8-week courses was 79%, compared to 75% in ACE sections, regardless of if the students are in the program or not. This indicates that the expansion of the short-term course model may provide a broader range of opportunities for student success for all populations, even without additional support.

Table 6: Success Rates by ACE Student/Course of 8-week courses, averaged over 2016-17 to 2019-20

	ACE Student	Non-ACE Student	All students
ACE Course	82.5%	72.1%	75.3%
Non-ACE Course	71.8%	79.3%	79.2%
All 8-week courses	82.0%	76.8%	

When comparing success rates of 8-week courses between students in the ACE program and the general population, ACE students had higher success rates for all ethnic groups except Asian students. Asian students in the ACE program had significantly lower success rates, 68.0% vs 85.4%. Rates were also slightly lower in the Two or More ethnic groups category (71.3% vs 75.6%). For Native Americans, the success rate for ACE students was significantly higher, 82.1% vs 71.4%. The impact increases when including full-term courses in the comparison; the success rate for all Native American students was 65% over the same period. Black/African American students' success rate in ACE was 70.4% vs 67.3% for other 8-week courses; this is not a statistically significant difference. However, when including full-

length courses to the comparison, this is well above the average success rate of 58.7% and is statistically significant.

The ACE program is serving a wide range of equity groups: non-traditional aged students with some college, no degree; Native American students, low-income students, and first-generation students. The program format, along with the additional supports, help these populations succeed at higher levels.

Degrees When Due

In 2018, Shasta College partnered with the Institute for Higher Education Policy to implement a national initiative called Degrees When Due. Degrees When Due is a completion and equity initiative to help states and colleges increase degree attainment among the "some college, no degree" population.

<https://www.shastacollege.edu/current-students/degrees-when-due/>

Degrees when Due has focused primarily on adult reengagement. As part of the initial Degrees When Due project in 2018-19, over 600 students were identified as potential completers and evaluated. These were students from the last five years who 1) completed at least 60 credits, 2) had a 2.0 GPA or higher, 3) had completed the Golden 4, (general education courses required for transfer admission to the California State University system) 4) were no longer enrolled at Shasta, and 5) had not transferred and completed a 4-year degree. Degree audits were completed for these students and as a result, 258 awards were conferred. Some of these students received multiple degrees; a total of 30 awards were second or third awards. The percentage of students evaluated who completed a degree exceeded 40%.

Of those who were awarded a degree through DWD, 79% were white. This is significantly higher than the Shasta College student population, which was at 66% in 2015-16. Due to the nature of the delay between dropping out and the project, it is not surprising to see that nearly all, 91%, of the students are currently 25 years of age or more. Approximately two-thirds (64%) of this population were PELL recipients at some point in their time at Shasta College. This is an over-representation of the student population, which averages 30% annually. (This measure was reported as part of the national project, and so the state fee waivers – California Promise Grant - were not included in the data set.)

Table 7: Demographics of Students Awarded Through Degrees When Due

Race/Ethnicity		
White		79%
Hispanic		11%
Other		10%
Gender		
Female		60%
Male		40%
Age Category		
18-24		9%
25-64		91%
GPA		
2.0-2.99		51%
3.0-4.0		49%

Pell Recipient Status

Received Pell	64%
Did not receive Pell	36%

Ongoing evaluation is occurring annually to ensure timely awarding of degrees in the future. In most cases, students completed a program that they had not declared. Some students identified through the evaluation process never applied for a degree. As part of the continuing program work, students who apply for a degree but do not complete it are evaluated against other programs and provided the option to earn the alternate degree. Additionally, annual audits of stop-outs are being conducted to identify potential completers. Progress is being made for automating degree evaluations.

One of the findings of conducting the evaluations was the percentage of students who were only in need of computer literacy requirements (13%). The long-standing local requirement was found to be a barrier to completion, and the Academic Senate voted to remove the requirement.

In addition, DWD has also examined students who fall into a classification called reverse transfer. These transfer students did not complete a degree at Shasta College or their transfer school, but met the same criteria as the prior group. These students could possibly use college credit earned at a transfer institution to "reverse transfer" their units to complete an associate degree. Of the 165 students evaluated, 34 (22%) were able to complete their degree, either through the same evaluation process as the prior group, or by reverse transferring units.

Preliminary data that were conducted as part of the adult reengagement component (those who return after stopping out), indicated that these students are primarily white, Hispanic, or students of unknown ethnicity. Additionally, Black/African American students who left Shasta College had the highest percentage enrolled elsewhere (33% vs 20%). While transfer-rates represent those who attend a 4-year college after leaving Shasta College, this calculation includes all types of institutions.

These findings reveal that most stop-outs who were potential completers, as well as those who qualified for a degree, are not in the equity groups identified by Shasta College. Further investigation into stop-outs around these groups will be conducted. Examination should center on the average number of units students have when they stop-out and completion of the core general education courses, and disaggregated by demographic group. As was shown in a prior report, Black/African American students were more likely to be from out-of-state. Thus, student residency and its relationship to stop-outs should also be examined.

Umoja

Umoja (a Kiswahili word meaning unity) is a community dedicated to enhancing the cultural and educational experiences of African American and other students. It is a family that helps its members navigate the college environment and become successful in education.

Shasta College's Umoja Community is open to all students but specifically designed to increase the retention and success rates, as well as the graduation and transfer rates, of African American students.

<https://www.shastacollege.edu/student-life/student-services/umoja-program/>

Shasta College is one of many colleges across the state participating in the Umoja program. The program began at Shasta in the 2017-18 academic year with 150 students. Participation declined in 2018-19 with 55 students, but was up to 98 in 2019-20. As described on the college website, this program is designed to improve outcomes of Black/African American students, but is open to all. Of the students who participate, approximately one-quarter (28%) are Black/African American, 27% are White, 20% are Hispanic, and 16% are Two or More ethnicities.

Table 8: Ethnicity of Umoja Participants by Academic Year

Ethnic Group	2017-18	2018-19	2019-20	Average
American Indian	0.7%	0.0%	1.0%	0.7%
Asian	1.3%	1.8%	2.0%	1.8%
Black or African American	32.0%	25.5%	25.5%	28.0%
Hawaiian/Pacific Islander	2.0%	0.0 %	0.0%	1.1%
Hispanic	18.7%	27.3%	19.4%	20.7%
Non-Resident International	0.7%	1.8%	1.0%	0.4%
Two or More	16.0%	18.2%	16.3%	16.2%
Unknown	1.3%	3.6%	7.1%	3.7%
White	27.3%	21.8%	27.6%	27.3%

Over the last three years, the success rates of students in the Umoja program was higher for historically marginalized ethnic groups, but not for White students or those of unknown ethnicity. For Black/African American students, those outside the program had success rates of 48% vs 55% for those in the program; this is statistically significant. Ethnic groups with counts under 10 in Umoja are suppressed on the following chart.

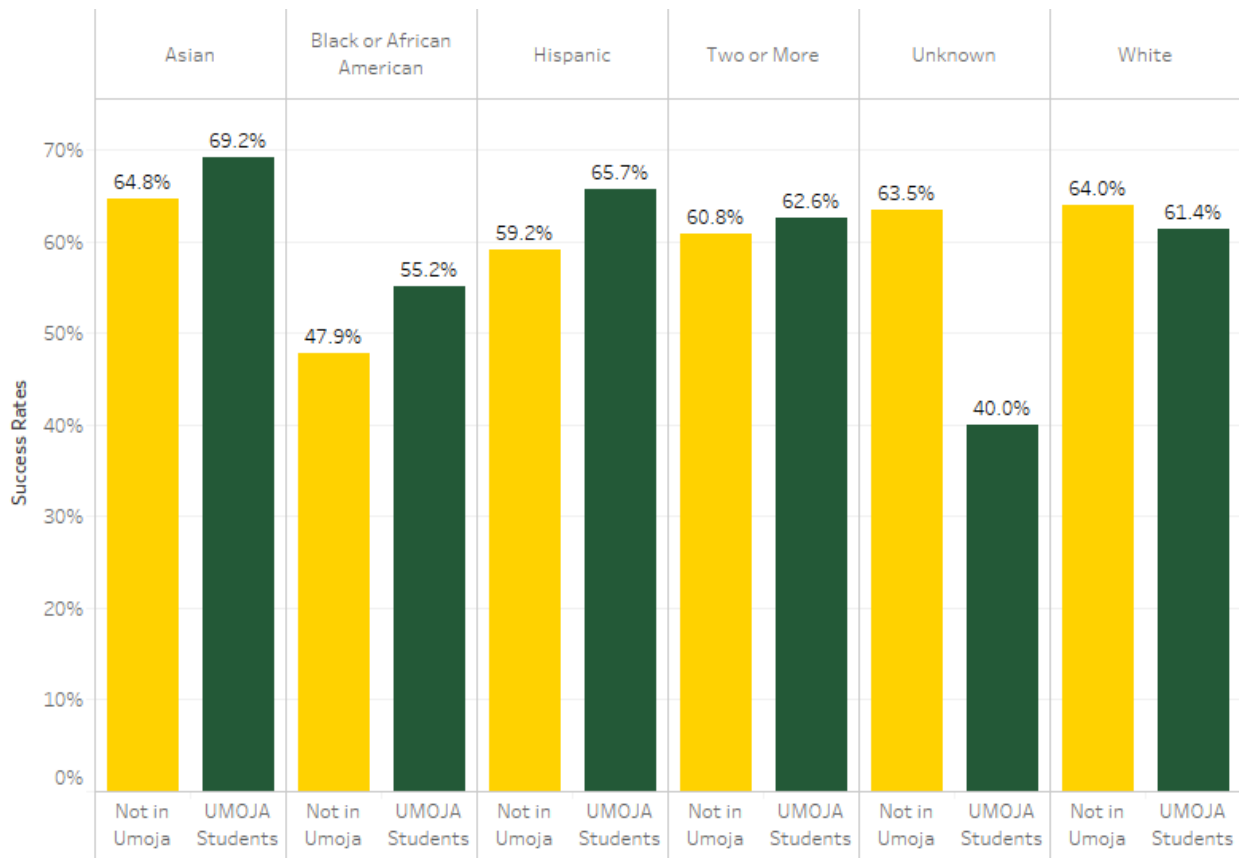


Figure 3: Average Success Rates by Umoja Participation and Ethnicity, 2017-18 to 2019-20

In 2019-20, there were 16 students (of all ethnicities) who participated in Umoja their first term, 9 in 2018-19, and 29 in 2017-18. First-year indicators for completion (30+ credits, Transfer English and math) of these students were generally above their peers.

Table 9: First-year Indicators of Success by Umoja Participation and Cohort Year

	Year1	%30+	%ENGL	%MATH	%BOTH
Umoja	2017-18	62.1%	69.0%	31.0%	31.0%
	2018-19	44.4%	33.3%	33.3%	22.2%
	2019-20	37.5%	62.5%	37.5%	37.5%
Not in Umoja	2017-18	42.0%	41.3%	22.6%	19.4%
	2018-19	40.3%	42.6%	21.1%	18.0%
	2019-20	25.6%	37.7%	22.8%	19.5%

Additionally, Umoja students had significantly higher graduation rates; the graduation rate was 20%, compared to 13% for the entire cohort of first-year students. (28% for those who participated at any time in Umoja.) The counts are too small for first-year students in the Umoja program to disaggregate by ethnic group. Transfer rates for those who began in 2017-18 and were in Umoja their first term was 37.9% compared to 16.8% of those who were not.

Summary

Shasta College has programs to support students toward degree completion, from those starting early in dual enrollment programs, to adults needing alternative formats through ACE, and stop outs who didn't know they had completed a degree. All three of these programs have increased the number of students earning a degree. They are also reaching historically underserved populations. In addition, the Umoja program was designed to reach Black/African American students; a group with disproportionate impact evident in success rates.

- The dual enrollment program reaches students in low-income areas, and has given them a head start to succeed. The students who then enroll as college freshmen are more likely to reach first-year indicators as well as earn a degree or transfer, and this is most notable in demographics with typically low completion rates such as first-generation and PACE.
- The ACE program reaches several populations who are underserved including non-traditional (age), low-income, and first-generation students. The success rates of these students are above those of their peers as are graduation rates. This program has assisted 160 students earn a degree.
- The Degrees when Due project resulted in nearly 300 students receiving a degree and improved processes to identify completers (and near completers) that will have a lasting impact.
- Students in the Umoja program have course success rates and completion rates higher than their peers, including the Black/African American students in the program.