

**To:** Marc Coronado, LEAD Coordinator

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**Subject:** LEAD Analysis, Winter 2012-Spring 2016

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This report builds off of the Hanover LEAD Report<sup>1</sup> by providing more recent demographic, enrollment, and academic outcomes. Additionally, the English basic skills completion rate of LEAD versus non-LEAD students is examined. In this report, a LEAD student is defined as a student who enrolled in *at least two* LEAD courses between winter 2012 and spring 2016 (4.5 year period), with LEAD courses self-reported by the instructors. Non-LEAD consists of students who enrolled in similar LEAD courses, but are non-LEAD sections. In order to keep the comparison groups mutually exclusive, students who enrolled in only one LEAD course were removed from the analysis. Given these criteria, there are a total of 397 LEAD and 35,356 non-LEAD students.

### Key Findings

**Age:** The majority of LEAD (90%) and non-LEAD (74%) students are between the ages of 18 to 24 years.

**Gender and Ethnicity:** LEAD students consists of mostly females (58%), whereas non-LEAD is mostly males (53%). Latino/a students account for the majority of LEAD students (44%), and Asian students comprise the majority of non-LEAD students (39%).

**Low-Income Status:** There are more LEAD students who reported their household income is \$24,999 or less than compared to non-LEAD students, 26% vs. 20%.

**Highest Educational Attainment:** Both LEAD (95%) and non-LEAD (90%) students reported their highest educational attainment is a high school diploma or equivalent.

**First-Generation College:** There are more LEAD than non-LEAD students who reported they are first-generation college students, 36% vs. 25%.

**Educational Goal:** The majority of LEAD (95%) and non-LEAD (84%) students indicated their educational goal is to transfer to a four-year institution.

**Special Student Groups and F1 Visa:** About 7% or fewer LEAD and non-LEAD students have enrolled in CalWORKs, DSPS, EOPS, foster youth, veterans, or international student programs.

**Financial Aid:** LEAD students are more likely to receive some form of financial aid (60%) than compared to non-LEAD (50%) students.

**Course Load:** LEAD students are just as likely to be full-time (51%) as part-time (49%). In contrast, non-LEAD students are more likely to be part-time (54%).

**Major Selected:** The top three majors selected by LEAD and non-LEAD students are Business Administration, Social and Behavioral Sciences, and Science, Math, and Engineering.

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<sup>1</sup> Hanover Research "Latino/a Empowerment at De Anza Program Evaluation." August 2015. Accessed June 26, 2016. <https://www.deanza.edu/ir/deanza-research-projects/2015-16/LEAD%20Program%20Evaluation%20-%20Update-%20De%20Anza%20Community%20College.pdf>

**Enrollment by Division:** LEAD and non-LEAD students enroll in courses that fall under Social Sciences and Humanities, Language Arts, and Physical Sciences, Math, and Engineering divisions.

**Enrollment in Basic Skills Course:** There is a higher percentage of LEAD than non-LEAD students who have enrolled in a basic skills course, 85% vs. 62%.

**Course Outcomes:** LEAD and non-LEAD students exhibit the same course success rates (76% and 77%), and comparable non-success (15% and 13%) and withdraw rates (9% and 10%).

**Course Success by Ethnicity:** African American and Filipino LEAD students have higher course success rates than their non-LEAD counterpart, which suggests that the LEAD *familia* pedagogy may be of particular benefit to these two ethnic groups. There was no difference in the success rates of Latino/a LEAD and non-LEAD students.

African American: 76% LEAD vs. 67% non-LEAD  
 Asian: 81% LEAD vs. 81% non-LEAD  
 Filipino: 78% LEAD vs. 75% non-LEAD  
 Latino/a: 69% LEAD vs. 69% non-LEAD  
 White: 83% LEAD vs. 78% non-LEAD

**English Basic Skills Completion:** LEAD students have higher persistence, course success, and completion rates than non-LEAD students. Among those who completed the English basic skills sequence, the majority of students enrolled in EWRT 1A in the term immediately following completion of EWRT or LART 211.

Cohort (starting at 1 below; tracked for two terms)	Persistence Rate (211 to 1A)	Average Course Success Rate	English Basic Skills Completion Rate
Fall 2013	38% LEAD vs. 45% non-LEAD	86% LEAD vs. 83% non-LEAD	28% LEAD vs. 31% non-LEAD
Fall 2014	78% LEAD vs. 50% non-LEAD	93% LEAD vs. 80% non-LEAD	67% LEAD vs. 32% non-LEAD
Fall 2015	75% LEAD vs. 54% non-LEAD	82% LEAD vs. 84% non-LEAD	50% LEAD vs. 38% non-LEAD

**Two-Term Academic Probation:** There are more LEAD students who have been on two-term academic probation than compared to non-LEAD students, 15% vs. 12%.

**Credits Attempted, Credits Earned, and Cumulative GPA:** LEAD students attempt and earn more units than non-LEAD students. Non-LEAD students have higher GPAs than LEAD students.

Attempted Units (median): 96.5 LEAD vs. 85.5 non-LEAD  
 Earned Units (median): 77.0 LEAD vs. 63.0 non-LEAD  
 Cumulative GPA (3.0 to 4.0): 43% LEAD vs. 47% non-LEAD

**Degree and Certificate Completion:** LEAD students attain degrees and certificates at a lower rate than non-LEAD students: 10% vs. 13% (degree) and 1% vs. 2% (certificate).

**Transfer:** Thus far, 115 out of the 397 LEAD students have transferred to a four-year college or university. The majority of these students (82%) transferred to a public four-year institution located primarily in California.

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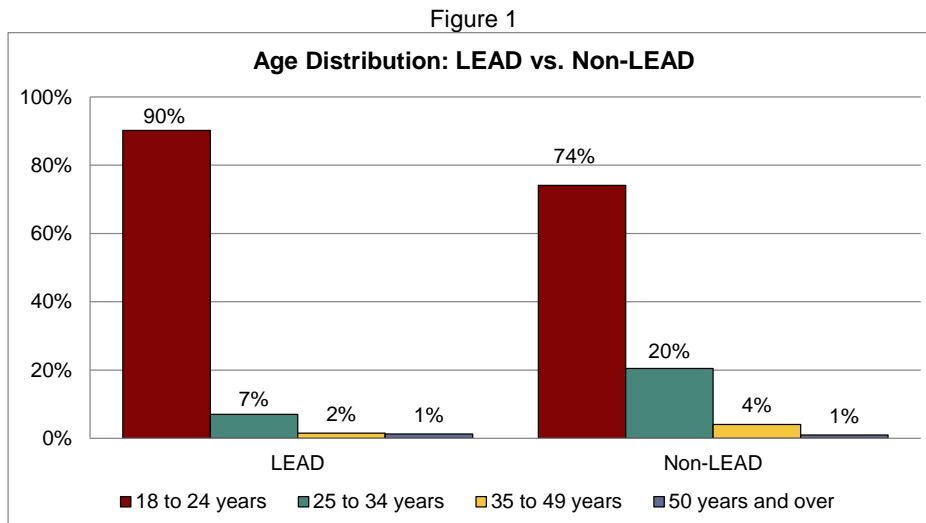
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## Demographics

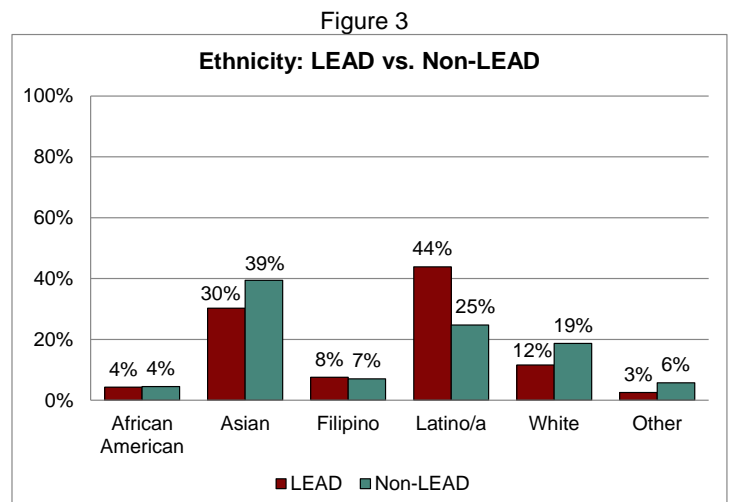
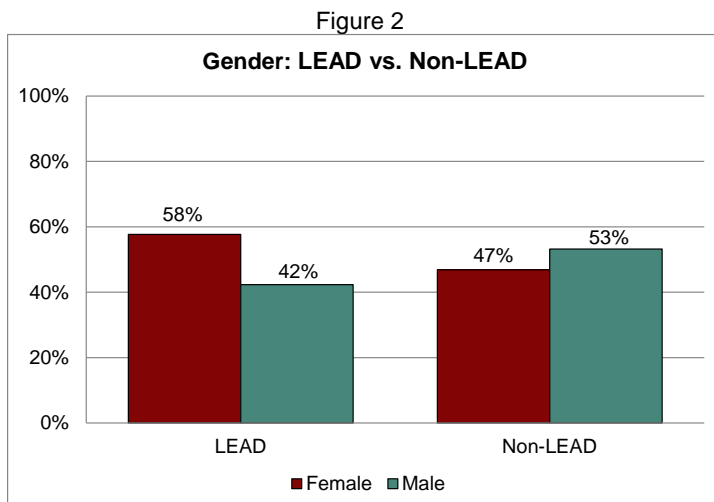
### Age

- LEAD students skew younger than non-LEAD students with 90% of LEAD students between the ages of 18 and 24. In comparison, 74% of non-LEAD students fall into this age group.
- LEAD students are less likely than non-LEAD students to be 25 to 34 years old, 7% vs. 20%.



### Gender and Ethnicity

- There are more female than male LEAD students, 58% vs. 42%. Non-LEAD students are more likely to be male than female, 53% vs. 47%.
- Most LEAD students are Latino/as (44%), whereas most non-LEAD students are Asians (39%).
  - There are more Latino/as in the LEAD group than non-LEAD group, 44% vs. 25%.
  - African Americans and Filipinos representation in the LEAD group is similar to the non-LEAD group, 4% and 7%.
  - There are fewer Asian and White students in the LEAD group (30% and 12%) than compared to the non-LEAD group (39% and 19%).



Other includes Native American, Pacific Islander, and decline to state.

## Female Students by Ethnicity

Disaggregating ethnicity by gender reveals consistent findings in the aforementioned section.

- Female students in LEAD sections consist mostly of Latina students (52%), and female students in non-LEAD sections are mostly Asian students (39%).
- There are more Latina LEAD students than non-LEAD students, 52% vs. 27%.
- The proportions of female African American (5%) and Filipina (7%) students are the same for LEAD and non-LEAD.
- There are fewer female Asian and White LEAD students (24% and 10%) than non-LEAD students (39% and 18%).

Table 1: LEAD Female Students

Female	LEAD	Percent
Latina	118	52%
Asian	54	24%
White	24	10%
Filipina	15	7%
African American	11	5%
Other*	7	3%
Total	229	100%

Table 2: Non-LEAD Female Students

Female	Non-LEAD	Percent
Asian	6,253	39%
Latina	4,384	27%
White	2,948	18%
Filipina	1,183	7%
African American	765	5%
Other*	539	3%
Total	16,072	100%

\*Other includes Native American, Pacific Islander, and decline to state.

## Male Students by Ethnicity

- Unlike their female counterpart, male LEAD students are more likely to be Asian (39%). Male non-LEAD students, like their female counterpart, are more likely to be Asian (42%).
- Latino comprises the second largest ethnic group among male LEAD students (33%) and male non-LEAD students (24%).
- African American males represent 4% of LEAD and non-LEAD students. The proportion of Filipino males is slightly higher for LEAD (9%) than non-LEAD (7%).

Table 3: LEAD Male Students

Male	LEAD	Percent
Asian	66	39%
Latino	56	33%
White	22	13%
Filipino	15	9%
African American	6	4%
Other*	3	2%
Total	168	100%

Table 4: Non-LEAD Male Students

Male	Non-LEAD	Percent
Asian	7,630	42%
Latino	4,308	24%
White	3,611	20%
Filipino	1,286	7%
African American	808	4%
Other*	612	3%
Total	18,255	100%

\*Other includes Native American, Pacific Islander, and decline to state.

## Low-Income Status

- The majority of LEAD and non-LEAD students reported their annual household income is *not below* the low-income threshold of \$24,999 (figure 4). LEAD students (26%), however, are more likely to report low-income status than non-LEAD (20%).
- Table 5 disaggregates the ethnicity of low-income students. Latino/as account for more than half (55%) of all low-income LEAD students, a difference of 23 percentage points when compared to non-LEAD (32%).

- Although African Americans account for only 4% of LEAD students, the majority of them (14 out of 17) are low-income. They represent 13% of low-income LEAD students compared to 8% of non-LEAD students.

Figure 4

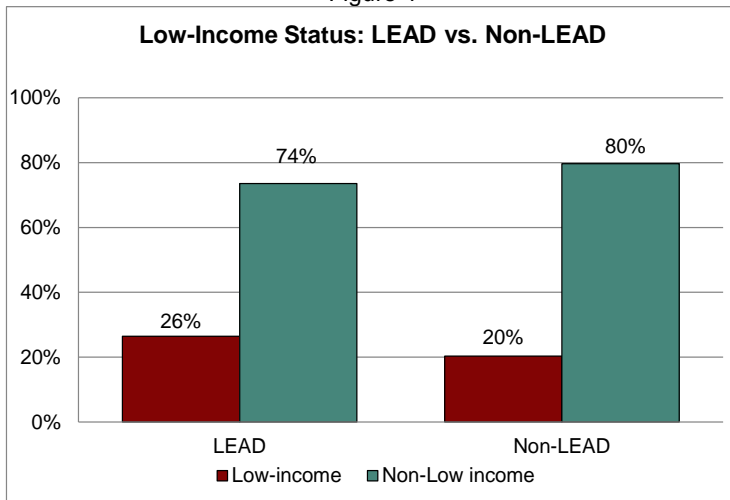


Table 5: Low-Income by Ethnicity

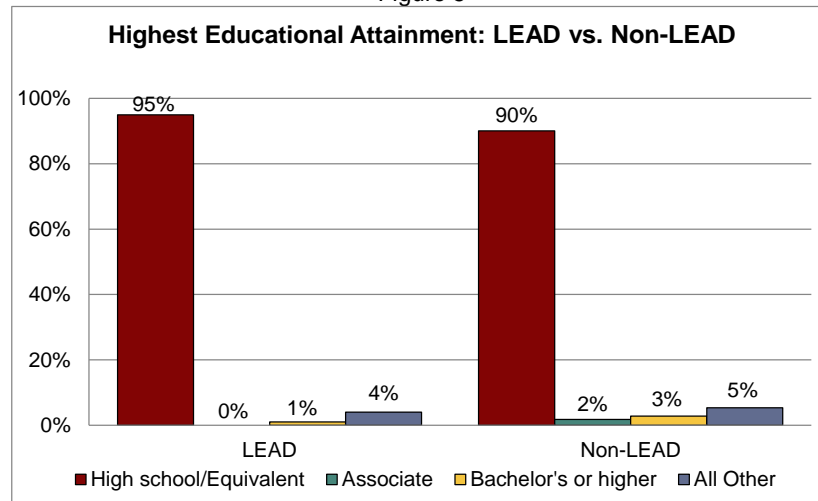
Ethnicity	LEAD		Non-LEAD	
	Students	Percent	Students	Percent
African American	14	13%	537	8%
Asian	22	21%	2,510	36%
Filipino	5	5%	360	5%
Latino/a	58	55%	2265	32%
White	6	6%	1198	17%
Other	0	0%	139	2%
Total	105	100%	7,009	100%

Other includes Native American, Pacific Islander, and decline to state.

### Highest Educational Attainment

- The majority of LEAD (95%) and non-LEAD (90%) students reported their highest educational attainment is a high school diploma or equivalent.
- Non-LEAD students are more likely than LEAD students to report they have a bachelor's degree or higher, 3% vs. 1%.

Figure 5



### First-Generation College

- There are more LEAD (36%) than non-LEAD (25%) students who reported they are first-generation college students.
- As denoted in table 6, Latino/as account for the majority (73%) of first-generation college LEAD students, a difference of 25 percentage points when compared to non-LEAD (48%) students.

Figure 6

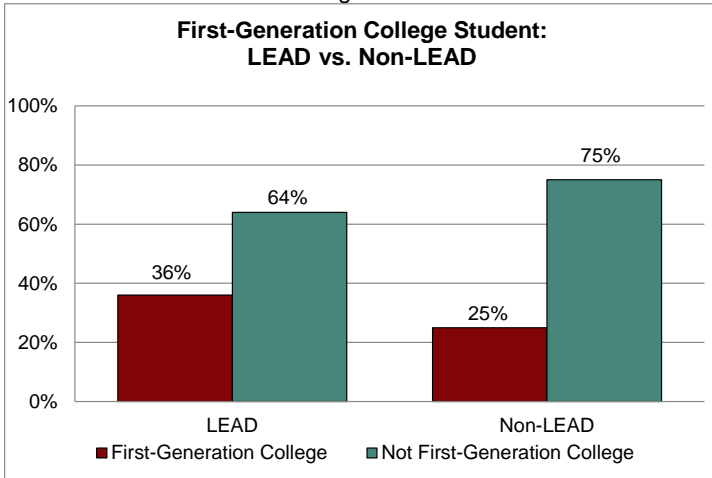


Table 6: First-Generation College Student by Ethnicity

Ethnicity	LEAD		Non-LEAD	
	Students	Percent	Students	Percent
African American	4	3%	387	4%
Asian	23	16%	2,839	33%
Filipino	4	3%	281	3%
Latino/a	105	73%	4,094	48%
White	7	5%	836	10%
Other	0	0%	173	2%
<b>Total</b>	<b>143</b>	<b>100%</b>	<b>8,610</b>	<b>100%</b>

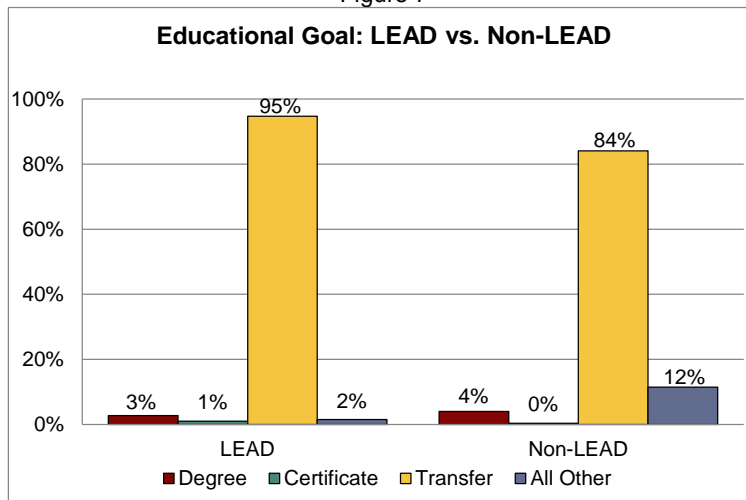
First-generation college students are those whose parents' highest educational attainment is high school or less.

## Enrollment

### Educational Goal

- The educational goal selected by most LEAD (95%) and non-LEAD (84%) students is transferring to a four-year institution.
- There is not much difference between LEAD and non-LEAD students regarding a degree or certificate goal.

Figure 7



All Other includes advance in current job/career, complete credits for high school diploma/GED, improve basic skills, and educational developments/personal enrichment.

### Special Student Groups and F1/FZ Visa International Students

- The majority of LEAD and non-LEAD students (93% or higher) are not enrolled in student services programs such as CalWORKs, DSPS, EOPS, foster youth, veteran, or international student.
- Some differences include the following: there are slightly more LEAD than non-LEAD students in the EOPS program (6% vs. 4%), and fewer LEAD than non-LEAD international students (4% vs. 7%).

Table 7: Special Student Groups

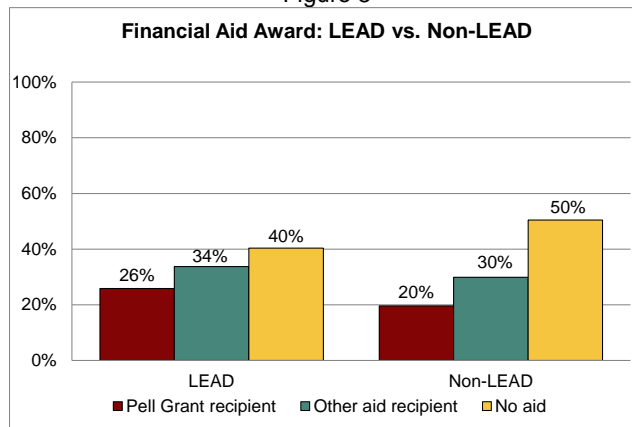
	LEAD		Non-LEAD			LEAD		Non-LEAD	
	Enrollment	Percent	Enrollment	Percent		Enrollment	Percent	Enrollment	Percent
<b>CalWORKs</b>					<b>Foster Youth</b>				
Yes	2	1%	189	1%	Yes	9	2%	657	2%
No	397	99%	34,406	99%	No	396	98%	34,328	98%
Subgroup Total	399	100%	34,595	100%	Subgroup Total	405	100%	34,985	100%
<b>DSPS</b>					<b>Veterans</b>				
Yes	14	3%	1,262	4%	Yes	5	1%	721	2%
No	397	97%	34,227	96%	No	393	99%	33,843	98%
Subgroup Total	411	100%	35,489	100%	Subgroup Total	398	100%	34,564	100%
<b>EOPS</b>					<b>F1 Visa</b>				
Yes	27	6%	1,513	4%	Yes	18	4%	2,472	7%
No	397	94%	34,235	96%	No	385	96%	32,461	93%
Subgroup Total	424	100%	35,748	100%	Subgroup Total	403	100%	34,933	100%

Participation in the special student groups listed in table 7 is contingent on meeting minimum requirements each term. Results reflect duplicated counts of LEAD and non-LEAD students who participated in these programs each term.

### Financial Aid Award

- A higher percentage of LEAD students are awarded Pell Grants than non-LEAD students, 26% vs. 20%. Similarly, LEAD students are more likely to receive financial aid other than a Pell grant (Other Aid) than non-LEAD students, 34% vs. 30%. Combined, there are more LEAD than non-LEAD students who receive some form of financial aid, 60% vs. 50%.

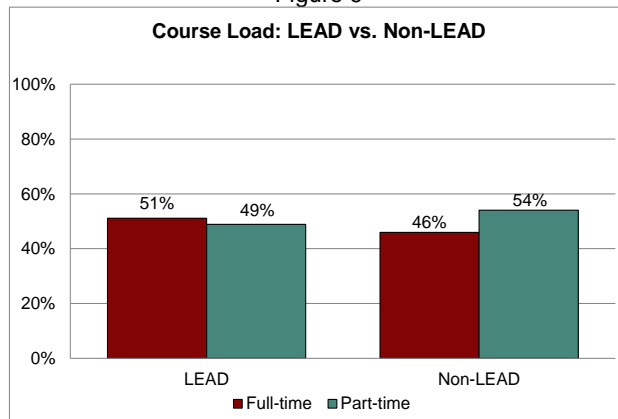
Figure 8



### Course Load: Full-time/Part-time

- LEAD students are just as likely to enroll full-time as they are part-time, 51% and 49%. In contrast, non-LEAD students are more likely to enroll part-time (54%) than full-time (46%).

Figure 9





## Selected Major

- In general, LEAD and non-LEAD students select similar majors, particularly in Business Administration and Social and Behavioral Sciences.

Table 8: Top 10 Majors Selected by LEAD Students

	Major Selected	LEAD	Percent
1	Liberal Arts: Social & Behavioral Sciences	58	15%
2	Business Administration for Transfer	46	12%
3	Business Administration	33	9%
4	Liberal Arts: Science, Math & Engineering	29	8%
5	Registered Nurse	27	7%
6	Biological Sciences	25	6%
7	Liberal Arts: Arts & Letters	17	4%
8	Liberal Arts: Business & CIS	15	4%
9	Sociology for Transfer	13	3%
10	Kinesiology for Transfer	11	3%

Table 9: Top 10 Majors Selected by Non-LEAD Students

	Major Selected	Non-LEAD	Percent
1	Business Administration	4,052	13%
2	Liberal Arts: Social & Behavioral Sciences	2,566	8%
3	Liberal Arts: Science, Math & Engineering	2,551	8%
4	Biological Sciences	2,443	8%
5	Business Administration for Transfer	1,773	6%
6	Registered Nurse	1,633	5%
7	Liberal Arts: Business & CIS	1,113	4%
8	Liberal Arts: Arts & Letters	1,027	3%
9	Child Development	733	2%
10	Accounting - Practice	725	2%

## Enrollment by Division

- LEAD and non-LEAD students enroll in courses that fall under Social Sciences and Humanities (24%), Language Arts (20%), and Physical Sciences/Math/Engineering (18%) divisions.

Table 10: LEAD Enrollment by Division

Code	Enrollment by Division	LEAD	Percent
2SS	Social Sciences and Humanities	2,351	25%
2LA	Language Arts	1,834	20%
2PS	Physical Sciences/Math/Engineering	1,675	18%
2IC	Intercultural/International Studies	882	9%
2PE	Physical Education/Athletics	597	6%
2BH	Biological, Health, Environmental Sciences, Workforce Education	528	6%
2CB	Business/Computer Systems	500	5%
2CA	Creative Arts	486	5%
2ST	Student Services	349	4%
2LR	Learning Resources	79	1%
2SE	Disability Support Programs and Services	22	0%
2AT	Applied Technologies	19	0%
2LB	Library Services	8	0%
	Total	9,330	100%

Table 11: Non-LEAD Enrollment by Division

Code	Enrollment by Division	Non-LEAD	Percent
2SS	Social Sciences and Humanities	132,539	24%
2PS	Physical Sciences/Math/Engineering	109,709	20%
2LA	Language Arts	100,249	18%
2CB	Business/Computer Systems	48,955	9%
2BH	Biological, Health, Environmental Sciences, Workforce Education	38,348	7%
2PE	Physical Education/Athletics	36,211	6%
2IC	Intercultural/International Studies	33,593	6%
2CA	Creative Arts	32,724	6%
2ST	Student Services	17,097	3%
2AT	Applied Technologies	4,162	1%
2LR	Learning Resources	2,743	0%
2SE	Disability Support Programs and Services	2,342	0%
2LB	Library Services	581	0%
	Total	559,253	100%

## Enrollment in Basic Skills Course

- LEAD students are more likely than non-LEAD to enroll in a basic skills course<sup>2</sup>, 85% vs. 62%.
- Table 12 provides basic skills enrollment by department. With the exception of ESL, LEAD students have higher basic skills course enrollment in the following departments:
  - EWRT basic skills enrollment: 32% LEAD vs. 25% non-LEAD
  - READ basic skills enrollment: 24% LEAD vs. 20% non-LEAD
  - LART basic skills enrollment: 4% LEAD vs. 2% non-LEAD
  - MATH basic skills enrollment: 32% LEAD vs. 29% non-LEAD

<sup>2</sup> Basic skills reflect the following courses: ESL 200, 234, 244, 251, 252, 253, 260, 261, 262, 263, 272, 273, 274, 280X; EWRT 200, 211, 274; LART 200, 211; READ 200, 211; and MATH 210, 212, 217.

Figure 10

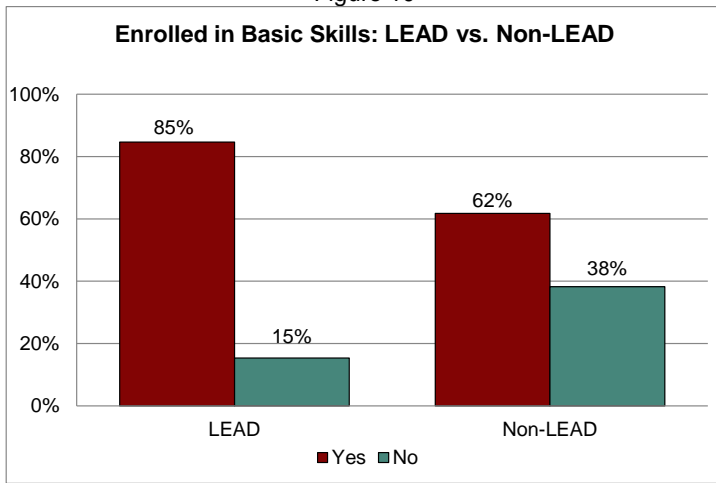


Table 12: Basic Skills Enrollment by Department

Department	LEAD		Non-LEAD	
	Enrollment	Percent	Enrollment	Percent
ESL	78	8%	12,280	24%
EWRT	302	32%	12,725	25%
READ	226	24%	10,316	20%
LART	42	4%	1,226	2%
MATH	306	32%	14,914	29%
Total	954	100%	51,461	100%

Students who enrolled in basic skills were further disaggregated by ethnicity to determine if they differed from the ethnic makeup of LEAD and non-LEAD student groups (table 13).

- Latino/as are the only ethnic group to have a higher representation in basic skills than compared to their representation in LEAD and non-LEAD.
  - They account for 44% of LEAD students, but 46% of basic skills LEAD students.
  - Similarly, they account for 25% of non-LEAD students, but 29% of its basic skills students.

Table 13: Enrolled in Basic Skills by Ethnicity

Ethnicity	LEAD				Non-LEAD			
	All Students		Basic Skills Enrollment		All Students		Basic Skills Enrollment	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
African American	17	4%	11	3%	1,580	4%	997	5%
Asian	120	30%	103	31%	13,937	39%	8,411	40%
Filipino	30	8%	25	7%	2,486	7%	1,547	7%
Latino/a	174	44%	154	46%	8,733	25%	6,160	29%
White	46	12%	35	10%	6,595	19%	3,371	16%
Other	10	3%	8	2%	2,025	6%	789	4%
Total	397	100%	336	100%	35,356	100%	21,275	100%

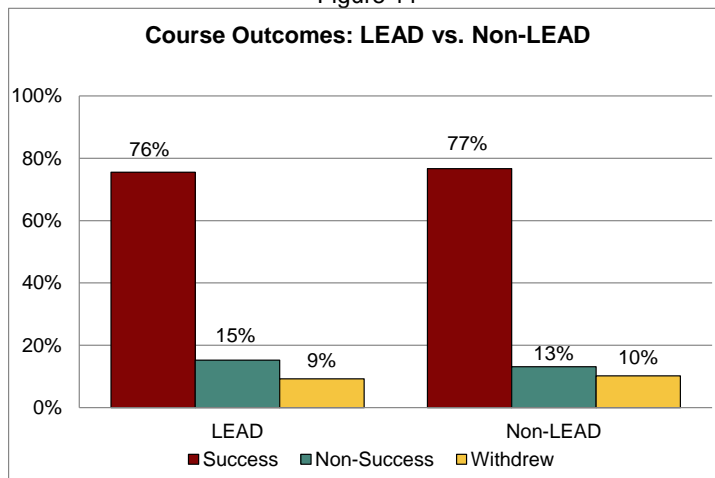
## Academic Outcomes

### Course Outcomes

The course outcomes for LEAD and non-LEAD students are very similar.

- They have the same success rates (76% and 77%), and comparable non-success (15% and 13%) and withdraw rates (9% and 10%).

Figure 11



Success reflect course grades of A, B, C, or Pass. Non-Success reflect grades of D, F, Not Pass, or Incomplete.

### Course Success by Ethnicity

Disaggregating course success by ethnicity reveals some variation in outcomes for LEAD and non-LEAD students.

- *LEAD vs. Non-LEAD*
  - Using the LEAD average success rate of 76% as a benchmark, all ethnic groups' success rates fall above this rate. The only exception is Latino/as whose success rate is 69%.
  - Among non-LEAD students, African American (67%), Filipino (75%) and Latino/a (69%) students' success rates fall below the average rate of 77%.
- *Comparison of Ethnic Groups*
  - African American LEAD students have a higher success rate (76%) than their non-LEAD counterpart (67%). This finding is consistent for Filipinos as well. Filipino LEAD students have a higher success rate than non-LEAD students, 78% vs. 75%.
  - There is no difference in success rates among Latino/a LEAD and non-LEAD students; they have a success rate of 69%.
  - This finding suggests all other factors aside, the LEAD *familia* pedagogy may be beneficial to African American and Filipino students.

Table 14: Course Success by Ethnicity

Ethnicity	LEAD						Non-LEAD					
	Success		Non-Success		Withdrew		Success		Non-Success		Withdrew	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
African American	327	76%	72	17%	30	7%	15,854	67%	4,622	20%	3,022	13%
Asian	2,368	81%	315	11%	237	8%	198,494	81%	24,149	10%	21,055	9%
Filipino	548	78%	102	14%	54	8%	29,765	75%	5,759	14%	4,338	11%
Latino/a	2,872	69%	819	20%	457	11%	90,737	69%	24,609	19%	16,357	12%
White	773	83%	82	9%	71	8%	75,842	78%	11,337	12%	10,222	10%
Other	158	78%	32	16%	13	6%	18,048	78%	2,965	13%	2,078	9%
Average Rate	7,046	76%	1,422	15%	862	9%	428,740	77%	73,441	13%	57,072	10%

### Course Success by Ethnicity and Gender

- For African American and Filipino LEAD students, regardless of gender, they have higher success rates than their non-LEAD counterparts.

- While there are more female than male LEAD students, Latino male LEAD students appear to benefit from the *familia* pedagogy as their course success rate (71%) is higher than their female counterpart (69%). Additionally, Latino male LEAD students have a higher success rate than their non-LEAD male counterpart (68%).

Table 15: Course Success by Ethnicity and Gender

Ethnicity and Gender	LEAD						Non-LEAD					
	Success		Non-Success		Withdrew		Success		Non-Success		Withdrew	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
African American												
Female	167	75%	40	18%	15	7%	7,508	69%	2,080	19%	1,358	12%
Male	160	77%	32	15%	15	7%	8,285	66%	2,522	20%	1,657	13%
Subgroup Rate	327	76%	72	17%	30	7%	15,793	67%	4,602	20%	3,015	13%
Asian												
Female	1,143	83%	117	9%	113	8%	90,864	84%	8,759	8%	8,065	7%
Male	1,225	79%	198	13%	124	8%	107,095	79%	15,328	11%	12,935	10%
Subgroup Rate	2,368	81%	315	11%	237	8%	197,959	81%	24,087	10%	21,000	9%
Filipino												
Female	283	80%	49	14%	23	6%	14,353	76%	2,530	13%	1,914	10%
Male	265	76%	53	15%	31	9%	15,247	73%	3,206	15%	2,405	12%
Subgroup Rate	548	78%	102	14%	54	8%	29,600	75%	5,736	14%	4,319	11%
Latino/a												
Female	1,919	69%	552	20%	329	12%	47,838	70%	12,059	18%	8,370	12%
Male	953	71%	267	20%	128	9%	42,419	68%	12,430	20%	7,910	13%
Subgroup Rate	2,872	70%	819	20%	457	11%	90,257	69%	24,489	19%	16,280	12%
White												
Female	376	85%	38	9%	28	6%	34,258	81%	4,117	10%	4,019	9%
Male	397	82%	44	9%	43	9%	41,225	76%	7,163	13%	6,150	11%
Subgroup Rate	773	84%	82	9%	71	8%	75,483	78%	11,280	12%	10,169	10%
Other												
Female	99	80%	18	15%	7	6%	7,041	80%	1,027	12%	718	8%
Male	59	75%	14	18%	6	8%	7,705	77%	1,365	14%	919	9%
Subgroup Rate	158	77%	32	16%	13	7%	14,746	78%	2,392	13%	1,637	9%
Average Rate												
Female	3,987	75%	814	15%	515	10%	201,862	79%	30,572	12%	24,444	10%
Male	3,059	76%	608	15%	347	9%	221,976	75%	42,014	14%	31,976	11%

### Course Success by Low-Income and First-Generation College

- Low-income LEAD and non-LEAD students complete courses at similar rates, 72% vs. 71%.
- First-generation college LEAD and non-LEAD students complete courses at comparable rates as well, 72% vs. 73%.

Table 16: Course Success by Low-Income Status

Low-Income	LEAD		Non-LEAD	
	Students	Percent	Students	Percent
Success	1,615	72%	77,552	71%
Non-Success	393	17%	17,613	16%
Withdrew	244	11%	14,158	13%
Total	2,252	100%	109,323	100%

Table 17: Course Success by First-Generation College

First-Generation College Students	LEAD		Non-LEAD	
	Students	Percent	Students	Percent
Success	2,484	72%	103,399	73%
Non-Success	595	17%	21,717	15%
Withdrew	370	11%	16,366	12%
Total	3,449	100%	141,482	100%

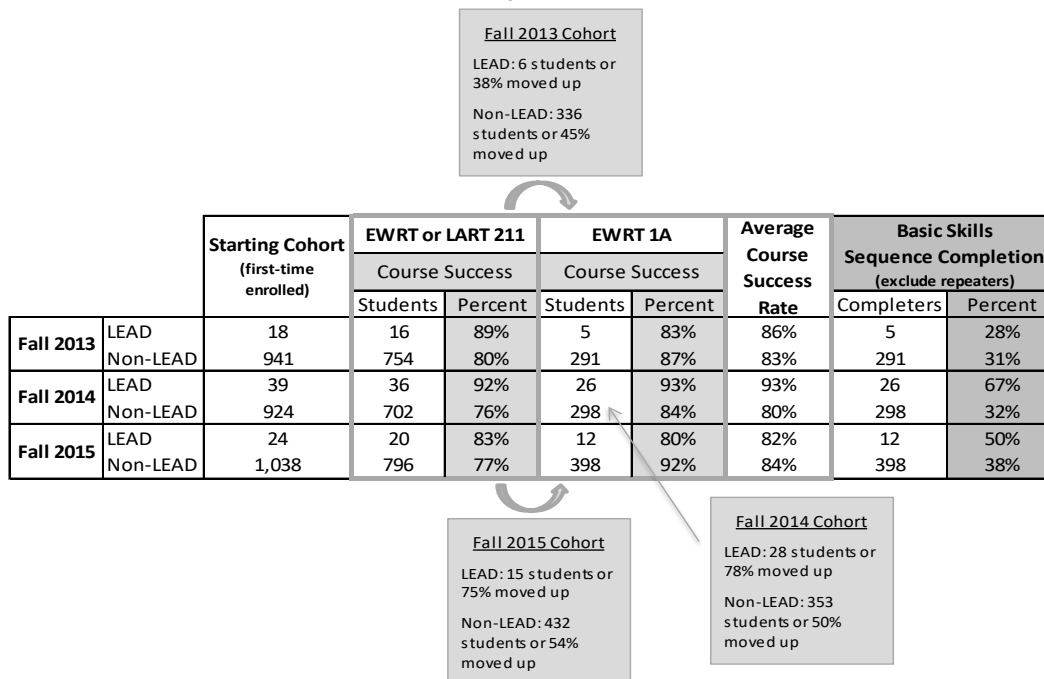
## English Basic Skills Completion

### Starting at EWRT/LART 211 (1 below)

This section examines the English basic skills completion of LEAD and non-LEAD students, starting at EWRT/LART 211 (1 below).<sup>3</sup> The analysis reflects *first-time enrollees* in EWRT or LART 211 for the following fall terms: 2013, 2014, and 2015. These cohorts were tracked for two terms (figure 12).

- LEAD students have higher enrollment rates in EWRT 1A than compared to non-LEAD students. The only exception was fall 2013.
  - **Fall 2013 cohort:** 38% LEAD vs. 45% non-LEAD
  - **Fall 2014 cohort:** 78% LEAD vs. 50% non-LEAD
  - **Fall 2015 cohort:** 75% LEAD vs. 54% non-LEAD
- LEAD students have higher course success rates in EWRT/LART 211 than non-LEAD.
  - **Fall 2013 cohort:** 89% LEAD vs. 80% non-LEAD
  - **Fall 2014 cohort:** 92% LEAD vs. 76% non-LEAD
  - **Fall 2015 cohort:** 83% LEAD vs. 77% non-LEAD
- While LEAD fall 2013 and 2015 cohorts' success rate in EWRT 1A trails non-LEAD students, in general, LEAD's average course success rate is higher than non-LEAD.
  - **Fall 2013 cohort:** average rates are 86% LEAD vs. 83% non-LEAD
  - **Fall 2014 cohort:** average rates are 93% LEAD vs. 80% non-LEAD
  - **Fall 2015 cohort:** average rates are 82% LEAD vs. 84% non-LEAD
- With the exception of fall 2013, LEAD students completed their English basic skills sequence at a higher rate than non-LEAD students.
  - **Fall 2013 cohort:** completion rate is 28% LEAD vs. 31% non-LEAD
  - **Fall 2014 cohort:** completion rate is 67% LEAD vs. 32% non-LEAD
  - **Fall 2015 cohort:** completion rate is 50% LEAD vs. 38% non-LEAD

Figure 12



<sup>3</sup> EWRT 200 (2 levels below transfer level) is not examined since there are no LEAD sections offered.

When *consecutive term* enrollment is not a consideration, the English basic skills sequence completion rate increases for both LEAD and non-LEAD students. In table 18, each cohort was tracked through spring 2016.

- With the time constraint removed, LEAD students have a higher English basic skills completion rate than non-LEAD students. Most LEAD and non-LEAD students passed EWRT 1A in the term immediately following completion of EWRT/LART 211.
  - **Fall 2013 cohort:** completion rate is 67% LEAD vs. 60% non-LEAD
  - **Fall 2014 cohort:** completion rate is 90% LEAD vs. 58% non-LEAD
  - **Fall 2015 cohort:** completion rate is 54% LEAD vs. 49% non-LEAD

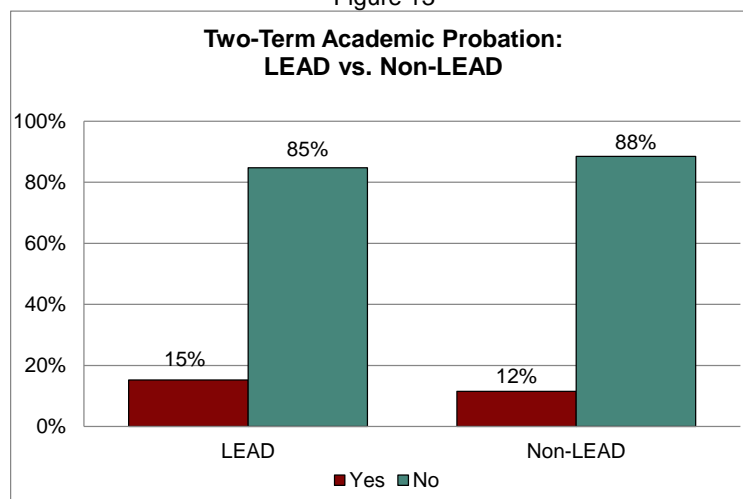
Table 18: English Basic Skills Completion (tracked through spring 2016)

	Fall 2013 Cohort				Fall 2014 Cohort				Fall 2015 Cohort			
	LEAD	Percent	Non-LEAD	Percent	LEAD	Percent	Non-LEAD	Percent	LEAD	Percent	Non-LEAD	Percent
English Basic Skills Completion	12	67%	565	60%	35	90%	534	58%	13	54%	508	49%
Time to Completion (after passing EWRT/LART 211)												
1 quarter later	5	42%	292	52%	26	74%	300	56%	12	92%	398	78%
2 quarters later	5	42%	145	26%	4	11%	133	25%	1	8%	110	22%
3 quarters later	0	0%	23	4%	3	9%	10	2%	0	0%	0	0%
4 quarters later	1	8%	57	10%	1	3%	58	11%	0	0%	0	0%
5 or more quarters later	1	8%	48	8%	1	3%	33	6%	0	0%	0	0%
Total	12	100%	565	100%	35	100%	534	100%	13	100%	508	100%
Never Enrolled in EWRT 1A	2	11%	271	29%	2	5%	279	30%	7	29%	467	45%
Original Cohort	18		941		39		924		24		1,038	

### Two-Term Academic Probation

- The majority of LEAD and non-LEAD students have not been placed on two-term academic probation. However, LEAD students (15%) are slightly more likely than non-LEAD students (12%) to be placed on academic probation.

Figure 13



Two-term academic probation occurs when a student attempted at least 18 quarter units and had a cumulative GPA of 2.0 or lower for two consecutive terms.

### Credits Attempted vs. Credits Earned

- LEAD students attempt and earn more units than non-LEAD students. The median attempted unit is 96.5 for LEAD students compared to 85.5 for non-LEAD students.

- Yet, attempted units do not necessarily translate into earned units. The majority of LEAD students attempted between 90.0 and 119.9 units (28%), but most of them earned 60.0 to 89.9 units (28%).

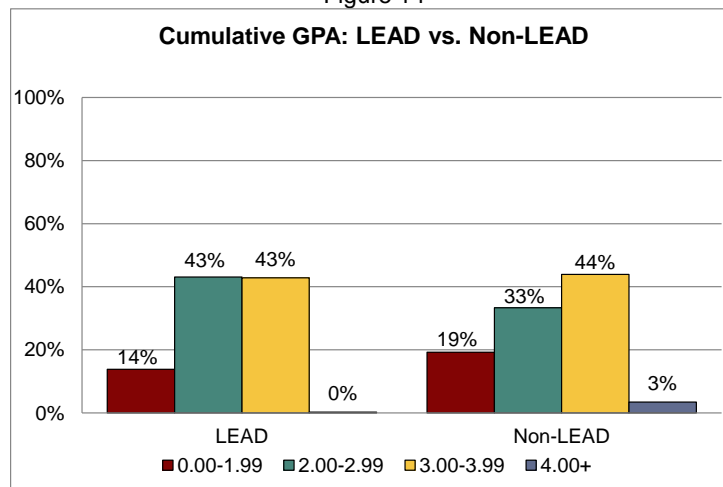
Table 19: Attempted and Earned Units

	Attempted Units				Earned Units			
	LEAD		Non-LEAD		LEAD		Non-LEAD	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
0.00-29.99	10	3%	6,480	18%	39	10%	9,946	28%
30.00-59.99	79	20%	6,906	20%	102	26%	7,182	20%
60.00-89.99	77	19%	5,006	14%	111	28%	5,242	15%
90.00-119.99	110	28%	5,977	17%	91	23%	6,846	19%
120.00-149.99	71	18%	5,447	15%	44	11%	4,446	13%
150.00 or more	50	13%	5,533	16%	10	3%	1,687	5%
Total	397	100%	35,349	100%	397	100%	35,349	100%
Mean	100.47		89.21		77.49		68.84	
Median	96.50		85.50		77.00		63.00	

### Cumulative GPA

- LEAD students are less likely than non-LEAD students to have a cumulative GPA of 3.0 or higher, 43% vs. 47%.

Figure 14



### Degree and Certificate Completion<sup>4</sup>

- LEAD and non-LEAD students attained degrees and certificate at varying rates: 10% and 13% (degree) and 1% and 2% (certificate).
- A total of 53 and 6,745 degrees/certificates were awarded to LEAD and non-LEAD students, respectively. Most of the degrees/certificates are from programs in Social and Behavioral Sciences and Business and CIS (tables 20 and 21).
- The certificate, Leadership and Social Change was given to 2 LEAD and 12 non-LEAD students.

<sup>4</sup> Degree/certificate outcomes are current as of October 14, 2016.

Table 20:  
Top 10 Degrees/Certificates Conferred to LEAD Students

	Degree	LEAD	Percent
1	Degree: Liberal Arts - Social & Behavioral Sciences	17	32%
2	Degree: Liberal Arts - Business & CIS	9	17%
3	Degree: Business Administration for Transfer	5	9%
4	Degree: Liberal Arts - Arts & Letters	5	9%
5	Degree: Liberal Arts - Science, Math & Engineering	4	8%
6	Degree: Kinesiology for Transfer	2	4%
7	Degree: Political Science for Transfer	2	4%
8	Certificate: Leadership & Social Change	2	4%
9	Degree: Accounting - Practice	1	2%
10	Degree: English	1	2%

Table 21:  
Top 10 Degrees/Certificates Conferred to Non-LEAD Students

	Degree	Non-LEAD	Percent
1	Degree: Liberal Arts - Social & Behavioral Sciences	1,292	19%
2	Degree: Liberal Arts - Business & CIS	1,060	16%
3	Degree: Liberal Arts - Science, Math & Engineering	854	13%
4	Degree: Liberal Arts - Arts & Letters	512	8%
5	Degree: Business Administration for Transfer	442	7%
6	Degree: Business Administration	142	2%
7	Degree: Biological Sciences	98	1%
8	Degree: Communication Studies for Transfer	91	1%
9	Certificate: Business Administration	87	1%
10	Certificate: Speech Communication	82	1%

### Degree/Certificate Awarded by Ethnicity

The ethnicity of students who graduated was further examined to determine if they differed from their respective LEAD and non-LEAD ethnic makeup.

- The majority of LEAD students who graduated are Latino/a (51%) and Asian (26%).
  - Latino/as account for 44% of LEAD students and represent 51% of its graduates.
  - African Americans account for 4% of LEAD and non-LEAD students, and they have a higher percentage of graduates among the LEAD group than non-LEAD group, 7% vs. 5%.
- For non-LEAD, most graduates consisted of Asians (36%) and Latino/as (25%).
  - In general, the percentage of African American, Filipino and Latino/a non-LEAD graduates is comparable to their overall representation in the group.

Table 22: Degree/Certificate Awarded by Ethnicity

Ethnicity	LEAD					Non-LEAD				
	All Students		Degree/Certificate		Proportion	All Students		Degree/Certificate		Proportion
	Students	Percent	Students	Percent		Students	Percent	Students	Percent	
African American	17	4%	3	7%	18%	1,580	4%	246	5%	16%
Asian	120	30%	11	26%	9%	13,937	39%	1,795	36%	13%
Filipino	30	8%	2	5%	7%	2,486	7%	321	6%	13%
Latino/a	174	44%	22	51%	13%	8,733	25%	1,222	25%	14%
White	46	12%	5	12%	11%	6,595	19%	1,007	20%	15%
Other	10	3%	0	0%	0%	2,025	6%	350	7%	17%
Total	397	100%	43	100%	11%	35,356	100%	4,941	100%	14%

### Degree/Certificate Awarded by Ethnicity and Gender

- Across all ethnic groups, for both LEAD and non-LEAD groups, there is a higher percentage of female graduates than male graduates.
  - Among the 22 Latino/a LEAD graduates, 16 or 73% are female.
  - Similarly, among the 3 African American LEAD graduates, 2 or 67% are female.
- When comparing females across LEAD and non-LEAD groups, there is a higher percentage of female LEAD than female non-LEAD graduates, 70% vs. 55%.



Table 23: Awarded Degree/Certificate by Ethnicity and Gender

Ethnicity & Gender	LEAD					Non-LEAD				
	All Students		Degree/Certificate		Proportion	All Students		Degree/Certificate		Proportion
	Students	Percent	Students	Percent		Students	Percent	Students	Percent	
African American										
Female	11	65%	2	67%	18%	765	49%	130	53%	17%
Male	6	35%	1	33%	17%	808	51%	115	47%	14%
Subgroup Total	17	100%	3	100%	-	1,573	100%	245	100%	-
Asian										
Female	54	45%	7	64%	13%	6,253	45%	992	55%	16%
Male	66	55%	4	36%	6%	7,630	55%	802	45%	11%
Subgroup Total	120	100%	11	100%	-	13,883	100%	1,794	100%	-
Filipino										
Female	15	50%	2	100%	13%	1,183	48%	165	51%	14%
Male	15	50%	0	0%	0%	1,286	52%	156	49%	12%
Subgroup Total	30	100%	2	100%	-	2,469	100%	321	100%	-
Latino/a										
Female	118	68%	16	73%	14%	4,384	50%	727	60%	17%
Male	56	32%	6	27%	11%	4,308	50%	488	40%	11%
Subgroup Total	174	100%	22	100%	-	8,692	100%	1,215	100%	-
White										
Female	24	52%	3	60%	13%	2,948	45%	522	52%	18%
Male	22	48%	2	40%	9%	3,611	55%	481	48%	13%
Subgroup Total	46	100%	5	100%	-	6,559	100%	1,003	100%	-
Other										
Female	7	70%	0	-	0%	539	47%	113	55%	21%
Male	3	30%	0	-	0%	612	53%	92	45%	15%
Subgroup Total	10	100%	0	-	-	1,151	100%	205	100%	-
Total										
Female	229	58%	30	70%	13%	16,072	47%	2,649	55%	16%
Male	168	42%	13	30%	8%	18,255	53%	2,134	45%	12%
Subgroup Total	397	100%	43	100%	-	34,327	100%	4,783	100%	-

**Degree/Certificate Completion by Low-Income and First-Generation College**

Earlier it was reported that there is a higher percentage of LEAD than non-LEAD students who are low-income and first-generation college students. In tables 24 and 25, their graduation outcomes are examined.

- Low-income students account for 26% of all LEAD students and 23% of its graduates.
- Among those who reported being low-income, a lower proportion of LEAD students (10%) graduated compared to non-LEAD (13%).

Table 24: Awarded Degree/Certificate by Low-Income Status

Low-Income Status	LEAD					Non-LEAD				
	All Students		Degree/Certificate		Proportion	All Students		Degree/Certificate		Proportion
	Students	Percent	Students	Percent		Students	Percent	Students	Percent	
Yes	105	26%	10	23%	10%	7,009	20%	913	18%	13%
No	292	74%	33	77%	11%	27,492	78%	3,884	79%	14%
Unknown	0	0%	0	0%	0%	855	2%	144	3%	17%
Total	397	100%	43	100%	-	35,356	100%	4,941	100%	-

- First-generation college students account for 36% of all LEAD students and 44% of its graduates.
- Among those who reported they are a first-generation college student, the proportion of LEAD and non-LEAD who graduated is similar, 13% vs. 14%.

Table 25: Awarded Degree/Certificate by First-Generation College

First-Generation College Status	LEAD					Non-LEAD				
	All Students		Degree/Certificate		Proportion	All Students		Degree/Certificate		Proportion
	Students	Percent	Students	Percent		Students	Percent	Students	Percent	
Yes	143	36%	19	44%	13%	8,610	24%	1,239	25%	14%
No	254	64%	24	56%	9%	25,891	73%	3,558	72%	14%
Unknown	0	0%	0	0%	0%	855	2%	144	3%	17%
Total	397	100%	43	100%	-	35,356	100%	4,941	100%	-

## Transfer

In order to determine the number of students who transferred to a four-year institution, a list of the 397 LEAD students was submitted to National Student Clearinghouse.

- 115 LEAD students transferred to a four-year college or university.
- 82% of the students transferred to a public institution located primarily in California.

Table 26: Four-Year Institution LEAD Students Transferred To

State	College/University Name	Enrollment	Percent
CA	San Jose State University	22	18%
CA	University of California - Davis	13	11%
CA	San Francisco State University	10	8%
CA	California State University - East Bay	9	8%
CA	University of California - San Diego	6	5%
CA	University of California - Los Angeles	5	4%
CA	University of California - Berkeley	4	3%
CA	University of California - Santa Cruz	4	3%
CA	University of California - Irvine	3	3%
CA	University of California - Santa Barbara	3	3%
CA	University of San Francisco	3	3%
CA	California State University - Sacramento	2	2%
CA	National Hispanic University	2	2%
AZ	University of Arizona	1	1%
CA	Academy of Art University	1	1%
CA	California State University - Bakersfield	1	1%
CA	California State University - Chico	1	1%
CA	California State University - Fresno	1	1%
CA	California State University - Fullerton	1	1%
CA	California State University - Long Beach	1	1%
CA	California State University - Northridge	1	1%
CA	Cogswell Polytechnical College	1	1%
CA	Loyola Marymount University	1	1%
CA	Marymount California University	1	1%
CA	Menlo College	1	1%
CA	Musicians Institute	1	1%
CA	Pacific School of Religion	1	1%
CA	Santa Clara University	1	1%
CA	University of California - Riverside	1	1%
CA	University of San Diego	1	1%
CO	Regis University - Semesters	1	1%
FL	Florida International University	1	1%
HI	University of Hawaii at Manoa	1	1%
IL	University of Illinois at Urbana	1	1%
LA	Tulane University	1	1%
MD	University of Maryland - University College	1	1%
MN	University of Minnesota - Twin Cities	1	1%
NV	University of Nevada Las Vegas	1	1%
NY	Cornell University	1	1%
NY	The New School	1	1%
OH	Ohio University	1	1%
OR	Concordia University - Portland	1	1%
OR	Portland State University	1	1%
OR	University of Oregon	1	1%
PA	Drexel University	1	1%
TX	University of North Texas	1	1%
WV	University of Charleston	1	1%
<b>Total</b>		<b>120</b>	<b>100%</b>

Note: Some students are enrolled at more than one 4-year institution.