



FOOTHILL COLLEGE

Institutional Research and Planning

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TO: Andrew LaManque, Executive Director, Institutional Research and Planning

FROM: Elaine Kuo, College Researcher

RE: 2013 Student Success Scorecard-Completion Indicator by Gender

Overview

Students included in the 2006-07 cohort for the Completion indicator on the Student Success Scorecard were identified to examine the completion rate among unprepared students by gender. From the Scorecard, unprepared females appear to meet the “complete” at a higher rate compared to their male counterparts (56.6% vs. 44.6%). Further analysis indicates that the unprepared cohort is comprised of more males (Table 1), and more males are unprepared in English only and in English and Math compared to females (Table 2). Consequently, these males may take a longer sequence of courses before they can achieve any of the completion outcome indicators.

Table 1. Student Success Scorecard Completion Rates among Unprepared Students by Gender, 2013.

Gender	<u>Unprepared</u>		<u>Completion success</u>	
	HC	Percent	HC	Percent
Female	251	47%	141	56%
Male	279	53%	127	44%
Total	530	100%	269	100%

Table 2. Student Success Scorecard Unprepared Students by Gender and Subject, 2013.

Gender	<u>Unprepared English Only</u>		<u>Unprepared Math Only</u>		<u>Unprepared in English+Math</u>	
	HC	% Unprepared	HC	% Unprepared	HC	% Unprepared
Female	183	77%	177	76%	109	67%
Male	220	85%	177	73%	118	75%

Methodology

First-time students with a minimum of six units earned who attempted any Math or English in the first three years are included in this cohort, who are then tracked within six years of entry to determine if they earned a degree/certificate, transferred to a four-year institution or achieved transfer-preparedness (successful completion of 60 UC/CSU transferable units with a GPA ≥ 2.0). If the student’s lowest attempted English or Math was below college-level, then the student is identified as “unprepared.”

Source