

Segmentation Analysis For Resident Student Persistence from Winter 2007 to Spring 2007 * F1, Job Corps, K-12, and Life Long Learning Students Not Included

Segmentation Analysis Defines Unique Groups of Students for Comparison - A Student is Included in Only One Group

DRAFT

Winter 2007 Group	Enrolled in Winter Did Not Return in Spring 2007		Persisted from Winter 2007 to Spring 2007		Total	
	HC	Percent	HC	Percent	HC	Percent

Percent By Group

About 75% of the students enrolled in Spring 2007 were continuing students from Winter 2007. Fulltime students had the highest persistence rate from winter to spring 2007, with 94% returning. In contrast, only 41% of Parttime students not receiving financial aid, that were new or returning in winter 2007 returned for the spring term.

Fulltime Student	263	6%	4,399	94%	4,662	100%
Less than Fulltime with Financial Aid	557	21%	2,131	79%	2,688	100%
Less than FT, No Aid, Continuing (from Fall)	1,581	28%	3,987	72%	5,568	100%
Less Than FT, No Aid, New or Returning (in Winter)	1,791	59%	1,247	41%	3,038	100%
Withdrew from all classes	1,072	66%	543	34%	1,615	100%
Total	5,264	30%	12,307	70%	17,571	100%

Percent By Persistence

Two groups of students accounted for more than 50% of the students enrolled in Winter not returning for Spring: 1) Parttime students with no financial aid that were new or returning and 2) students that Withdrew from classes after the 3rd week of the winter quarter (most of these students were taking only one class).

Fulltime Student	263	5%	4,399	36%	4,662	27%
Less than Fulltime with Financial Aid	557	11%	2,131	17%	2,688	15%
Less than FT, No Aid, Continuing (from Fall)	1,581	30%	3,987	32%	5,568	32%
Less Than FT, No Aid, New or Returning (in Winter)	1,791	34%	1,247	10%	3,038	17%
Withdrew from all classes	1,072	20%	543	4%	1,615	9%
Total	5,264	100%	12,307	100%	17,571	100%

Source: District Research Data Warehouse; End of Term.

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* Using this methodology, student ethnicity, education goal, and prior education (eg. Bachelors, Masters, etc) did not appear to be significant factors.