

with 60% to 79% successful course completion were .28 times as likely. Those who successfully completed 20% or less of their first-year courses were just .06 times as likely to complete.

#### *Enrollment Patterns*

Number of terms enrolled in first 3 years. Students who completed attended an average of one term more at COM (4.6 terms) than non-completers (3.8 terms) during the first 3 years (See Table 1, page 4). *Each additional term at COM during the first three years increased the odds of completion by 55% (1.554).*

Unit load during the first year. Students who completed attempted more units on average during their first year of enrollment than students who did not. Completers' median unit load was 12 units per semester and a total average of 20.4 units during the first year, compared to non-completers, whose median unit load was 10.3 per semester, and 18.2 units during the first year. (See Table 1, page 4). *For each additional unit attempted, the odds of completion increased by about 3% (1.031).*

#### *Demographic Characteristics*

Gender. Males were .62 times as likely as females to complete.

Age. Older students were less likely to complete. The mean age of completers was 20.6, compared to non-completers at 22.5. (See Table 1, pg. 4) Older students are less likely than younger students to complete. With each one-year increase in age, the odds of completing college decrease by about 4%.

Race/Ethnicity. Completion of students from each racial/ethnic background were compared to White students' completion in this regression model. *Hispanic students were less likely (.63 times as likely) than White students to complete.* Differences between other racial/ethnic groups and White students varied in magnitude but were not statistically significant.

Economic disadvantage. The CO definition of "economically disadvantaged" includes students who are eligible for CalWorks and/or WIA; those receiving a BOGW or Pell grant; those with VTEA economically disadvantaged status; and those whose SSN matches with Dept. of Social Services. In this study, *economically disadvantaged students were less likely (.68 times as likely) to complete as students who were not economically disadvantaged.*

## **Summary and Implications**

For students who complete their first two semesters at COM, the factors that most influence earning a degree or certificate, transferring to a four-year institution or earning enough transferrable credits to transfer, are English and math course taking, preparation for college, course success and total number of units enrolled during their first three years.

Students who are prepared for college, who successfully pass all their courses and who enroll in more semesters in a three-year period are, of course, likely to complete. Consequently, initiatives that help prepare more students for college will help to achieve our student success goals, as will academic support and services that assist students' learning substantially enough to pass more of their courses. Additionally, the findings support using course success as a short-term metric, or milestone, and improvement target, to gauge progress toward the longer term goal of improving college completion.

Conclusions from this study about English and math course taking are less straightforward. Therefore, they should be considered along with findings of other analyses to better understand the effects of these