

# Summer CRUISE Student Outcomes 2016-17

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## Project Background and Methodology

As an update to the data from 2015-16, the present study was conducted to examine the outcomes of the students in the CRUISE program in 2016-17 at San Diego Mesa College, including the Summer, Saturday, and Winter CRUISE events.

To assess the outcomes of the CRUISE program, demographic, enrollment, and grade data were obtained from the SDCCD information system for students who participated in Summer/Saturday/Winter CRUISE. The Student Support Services Officer provided the Institutional Research Office with a list of 523 students who attended at least one of the three CRUISE sessions during the 2016-17 academic year, in addition to the number of contacts with peer navigators.

The project centered on the same research questions as in 2015-16, updated to include Saturday and Winter CRUISE participants:

- Do students who participated in CRUISE differ, demographically or academically, from first time to SDCCD students who do not?
- Do students who participated in the CRUISE program have better academic outcomes (retention, success, persistence, average GPA) than first time to SDCCD students who do not?
- Is the number of contacts with peer navigators, ethnicity, or gender positively related to the academic performance and persistence of CRUISE participants?

The following groups of students were included in the analyses. (Please note the following groups differ from those in the 2015-16 report.)

- Summer/Saturday/Winter CRUISE participants who were first time San Diego Community College District (SDCCD) students<sup>1</sup> at any point during 2016-17,
- Summer/Saturday/Winter CRUISE participants who were returning or continuing students within SDCCD (enrolled prior to 2016-17), and
- First time SDCCD students from any term in 2016-17 who did not participate in any CRUISE session, as a comparison.

Since many students who participated in a CRUISE session in 2016-17 were continuing or returning students within the district, these students were included in the following analyses. Headcount, age, ethnicity, gender, first generation status, units enrolled (specific to each term), academic standing (specific to each term), and number of one-way and two-way contacts<sup>2</sup> with peer navigators were disaggregated by CRUISE session and student status (first time to SDCCD versus continuing or returning to SDCCD). However, it is important to note that the definition of first time students differs from what was previously used, in order to allow for larger sample sizes of students. Additionally, enrollment, retention, success, persistence and average GPA for the 2016-17 academic year were calculated for each of the three groups listed above. Please note that the charts provided throughout the summary of findings frequently use aggregate data (collapsing across or within CRUISE sessions) for the purposes of

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<sup>1</sup> First time SDCCD students are defined as those who have not previously attended any college within SDCCD (City College, Continuing Education, Miramar College, or Mesa College). Please note that this definition differs from the first-time student definition used in the previous CRUISE report.

<sup>2</sup> As with the 2015-16 data, students were grouped according to frequency of one-way and two-way contacts separately. The contacts groups were zero to one, two to four, five to seven, and eight or more.

increasing sample sizes when possible. However, data tables with disaggregated results are provided in Appendix A.

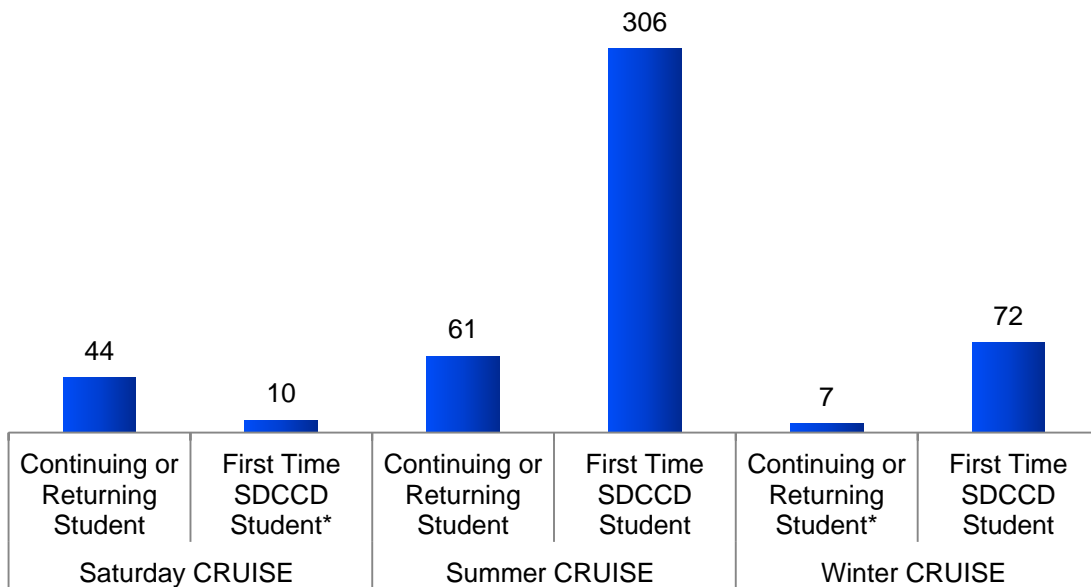
## Summary of Findings

### Enrollments

Of the students who participated in at least one of the CRUISE sessions, 42 first enrolled at Mesa College during the 2016-17 academic year in Summer 2016, 357 first enrolled in Fall 2016, 101 first enrolled in Spring 2017 and 23 never enrolled during 2016-17. CRUISE participants were included in the following analysis if they were enrolled (through the end of the term) in any course offered at Mesa College in Summer 2016, Fall 2016, and Spring 2017.

Students who attended a CRUISE session were disaggregated by whether they were first time students in the district during 2016-17 or continuing or returning students within the district in this academic year. Three hundred and six Summer CRUISE students were first time students in the district in 2016-17, compared to 61 who were continuing or returning students in the district (Figure 1). Among the students who attended Winter CRUISE, 72 were also first time students in the district in 2016-17 (91%), with one student enrolling in Fall 2016 before participating in Winter CRUISE (Table 1), and 7 were continuing or returning students from previous academic years. Interestingly, the majority of students who attended Saturday CRUISE were continuing or returning students within the district (81%; see Table 2), many of whom had also enrolled in earlier terms within the year (Figure 1). As a comparison group for CRUISE participants who were first-time SDCCD students, non-participating first time to SDCCD students who enrolled and did not drop at least one course in 2016-17 were also included in the study. A total of 8,282 students were included in the comparison group.

**Figure 1. 2016-17 CRUISE Student Headcount**



\* Due to the small sample size of first time students in the Saturday CRUISE group and continuing/returning students who participated in Winter CRUISE, results of these groups should be interpreted with caution.

## Demographics

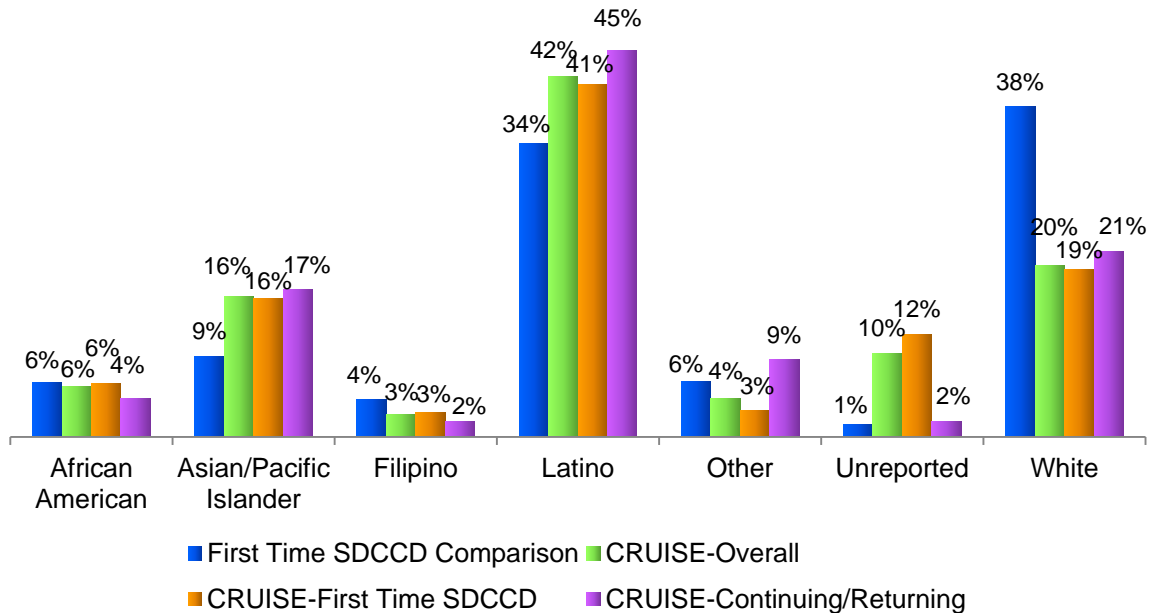
### Age

The majority of students in all groups (64-91%) were between the ages of 18 and 24, with the exception of the continuing or returning Saturday CRUISE students who were mostly under 18 (64%; Table 3). However, about 30% of students in the comparison group were over the age of 25, which was not seen in the CRUISE groups, with the exception of about 32% of first time students in Winter CRUISE reporting being over the age of 25.

### Ethnicity

Compared to all first time students at Mesa, there were larger proportions of Latino and Asian/Pacific Islander students who participated in any of the CRUISE sessions, and fewer white students (Figure 2). There were very few differences between the continuing/returning and first time SDCCD students who participated in CRUISE sessions. However, there were slightly fewer African American students and students who did not report an ethnicity in the continuing or returning CRUISE program group and slightly more Latino students and those who reported Other as their ethnicity, compared to first time CRUISE students.

**Figure 2. 2016-17 Student Ethnicity by CRUISE Group**

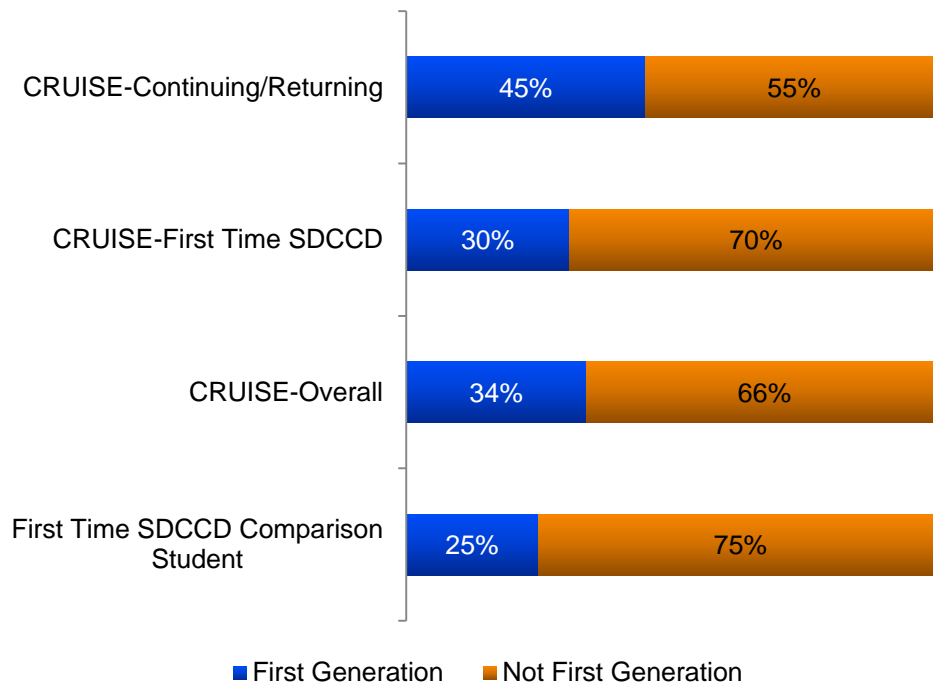


Please note: American Indian was not included in the chart as there were no CRUISE students who identified as American Indian.

### First Generation

The majority of first time comparison students and students who participated in CRUISE sessions were not first generation students (Figure 3). However, the group with the largest proportion of first generation students was those who participated in CRUISE and were continuing or returning students within the district. Specifically, continuing or returning students who participated in Saturday CRUISE were more likely to be first generation students (57%).

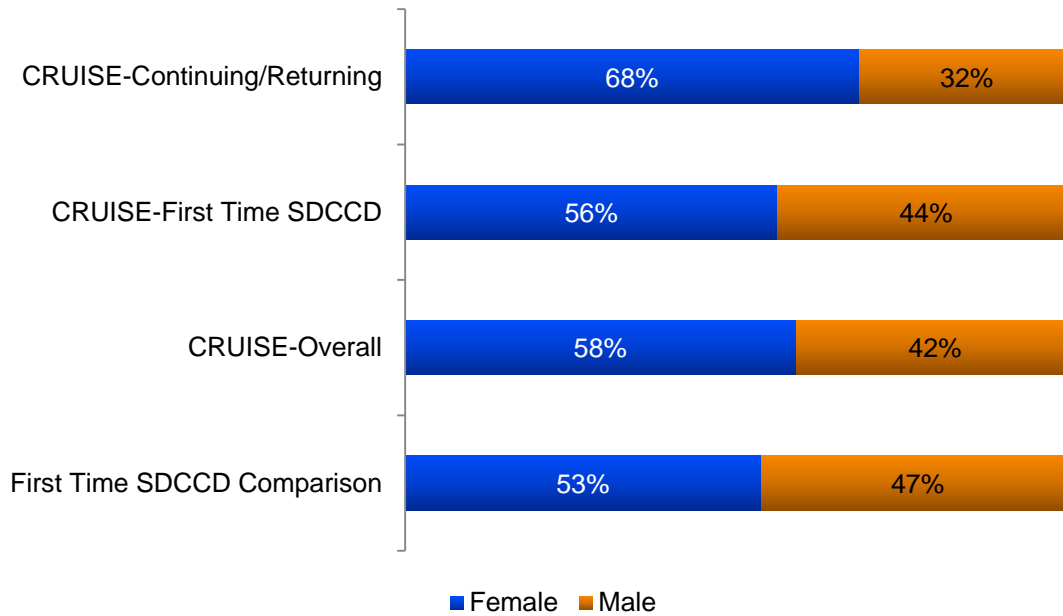
**Figure 3. 2016-17 First Generation Status by CRUISE Group**



## Gender

Most groups had larger proportions of female students compared to male, with the exception of students in Winter CRUISE (Table 4). Overall, over half of students who participated in CRUISE were female (58%) compared to a little over half of the first time to SDCCD comparison students (53%; Figure 4). More specifically, the group with the largest proportion of female students was continuing or returning students in CRUISE (68%), followed by first time SDCCD students in CRUISE (56%), and the first time SDCCD comparison students (53%; Figure 4).

**Figure 4. 2016-17 Gender by CRUISE Group**

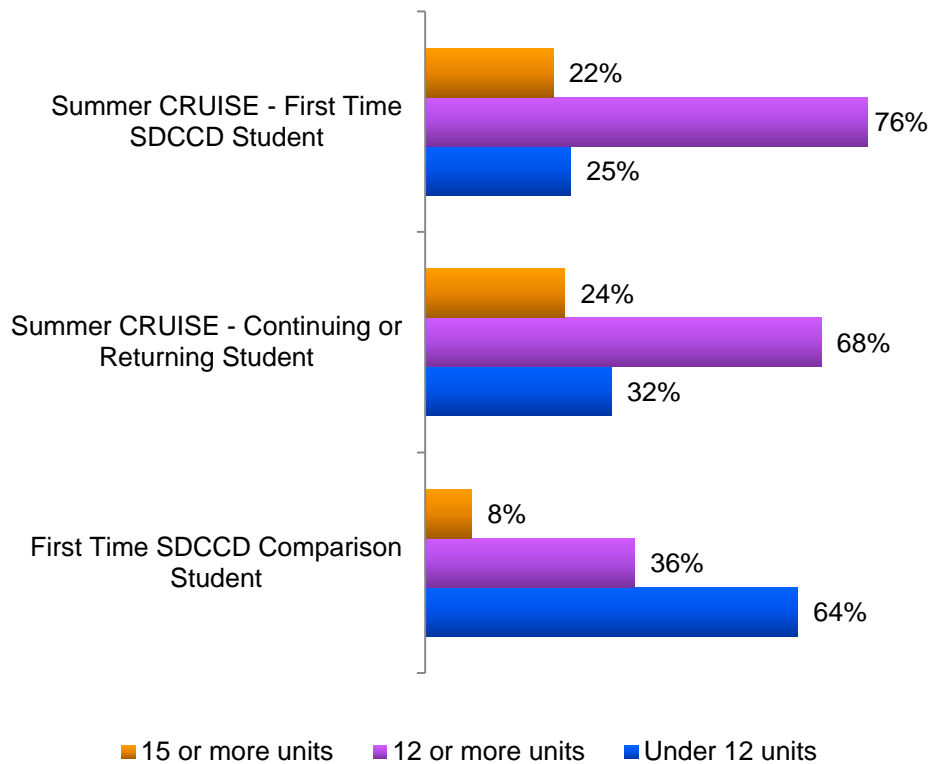


## Academic Status

### Units Attempted

In Fall 2016, students who participated in Summer CRUISE, regardless of being first time or continuing and returning students, were more likely to have attempted 15 or more and 12 or more units when compared to all first time students at Mesa (Figure 5).

**Figure 5. Fall 2016 Units Attempted by CRUISE Group\***

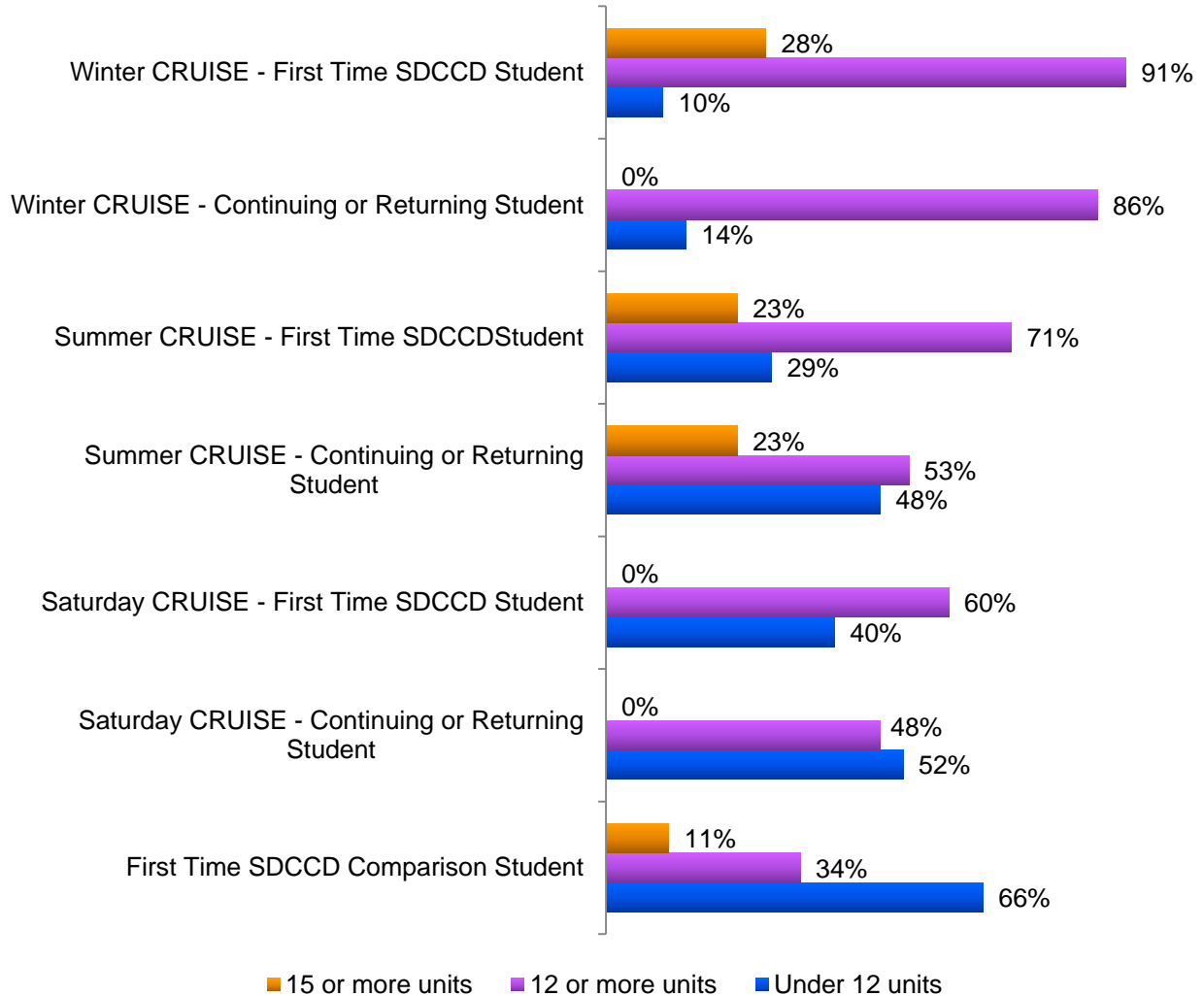


Note: Totals across groups do not equal 100%, as those who attempted 15 units or more are also included in the 12 units or more group.

\*34 continuing or returning students in the Saturday CRUISE group and one first time student in the Winter CRUISE group were enrolled in fall 2016, but were not included in the chart as they had not participated in a CRUISE session until after this semester (see Table 6 for more details).

In Spring 2017, this pattern held true for attempting 12 or more units, such that students who participated in any CRUISE session during the academic year were more likely than those who did not attempt 12 units during the spring. However, the pattern became less clear with 15 or more units in the spring semester, with no continuing/returning students in Winter CRUISE or any students from Saturday CRUISE attempting 15 or more units in the spring semester (Figure 6).

**Figure 6. Spring 2017 Units Attempted by CRUISE Group**

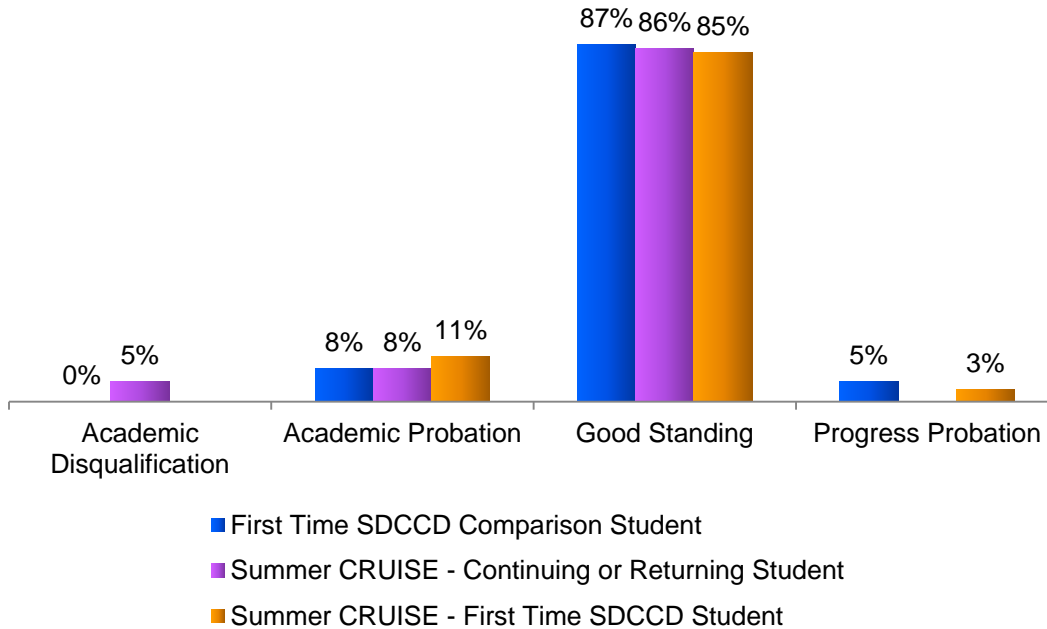


Note: Totals across groups do not equal 100%, as those who attempted 15 units or more are also included in the 12 units or more group.

### Academic Standing

The academic standing of students in Fall 2016 were very similar regardless of attending Summer CRUISE or being a first-time or continuing/returning student. The majority (85-87%) of students were in good academic standing (Figure 7). However, Summer CRUISE participants who were continuing or returning students had more students who were disqualified due to academic reasons (5%) compared to the other two groups (0% for first-time comparison, none for first time Summer CRUISE attendees). Interestingly, this same group of students (continuing/returning students who attended Summer CRUISE) had no one on progress probation, whereas first-time comparison students and those who attended Summer CRUISE had 5% and 3% of students on progress probation, respectively. Additionally, first time Summer CRUISE students were slightly more likely to be on academic probation than students in the other two groups. (Please note that only one student fell into the progress disqualification group and thus, was not included here (see Table 8).)

**Figure 7. Fall 2016 Academic Standing by CRUISE Group**

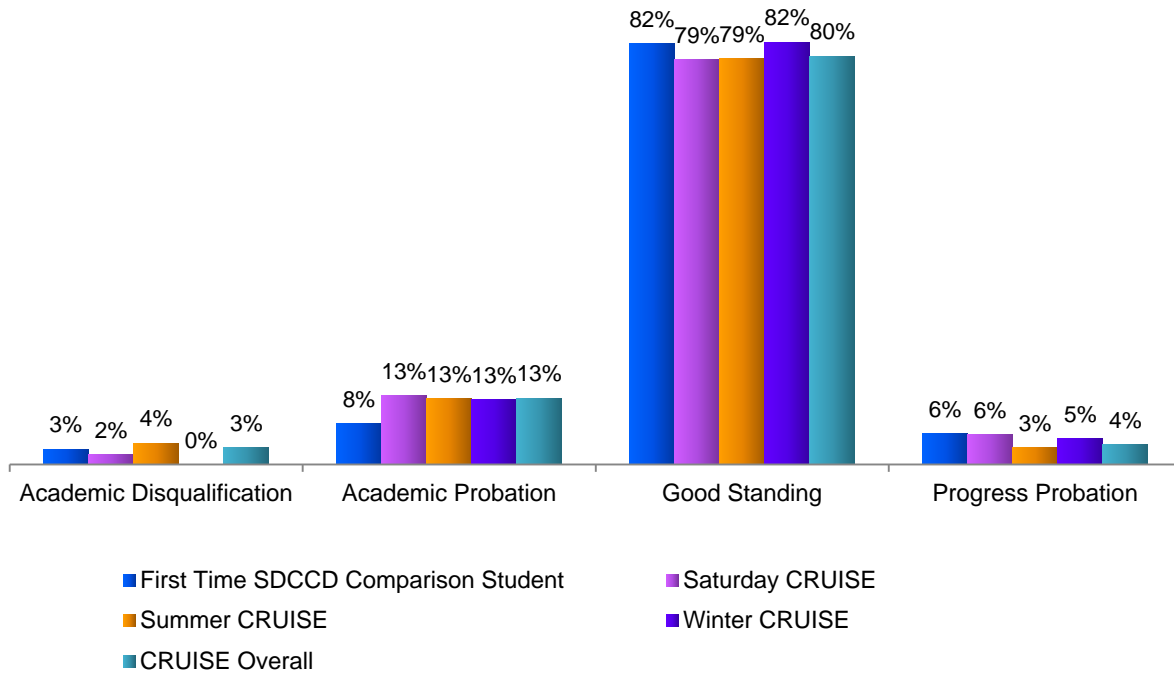


Note: Progress Disqualification was not included in the chart as only one student across all groups fell into this category.

In Spring 2017, the majority of students in all groups were in good academic standing (71%-83%; see Table 9 for details). The group with the largest proportion of students in good academic standing were first time to SDCCD students who attended Winter CRUISE (83%), followed by first time comparison students (82%) and first time to SDCCD students who attended Summer or Saturday CRUISE (80% each). Among groups with more than 10 students, the largest proportion of students on academic probation were continuing or returning students in the Saturday or Summer CRUISE programs (14%). Interestingly, students who were attending any college within SDCCD for the first time and did not participate in any CRUISE session had the lowest rates of students on academic probation (8%), but had a larger proportion of students on progress probation (6%) than most other groups and a similar percentage of students who were academically disqualified (3%) to students in Summer CRUISE (4%).



**Figure 8. Spring 2017 Academic Standing by CRUISE Group**

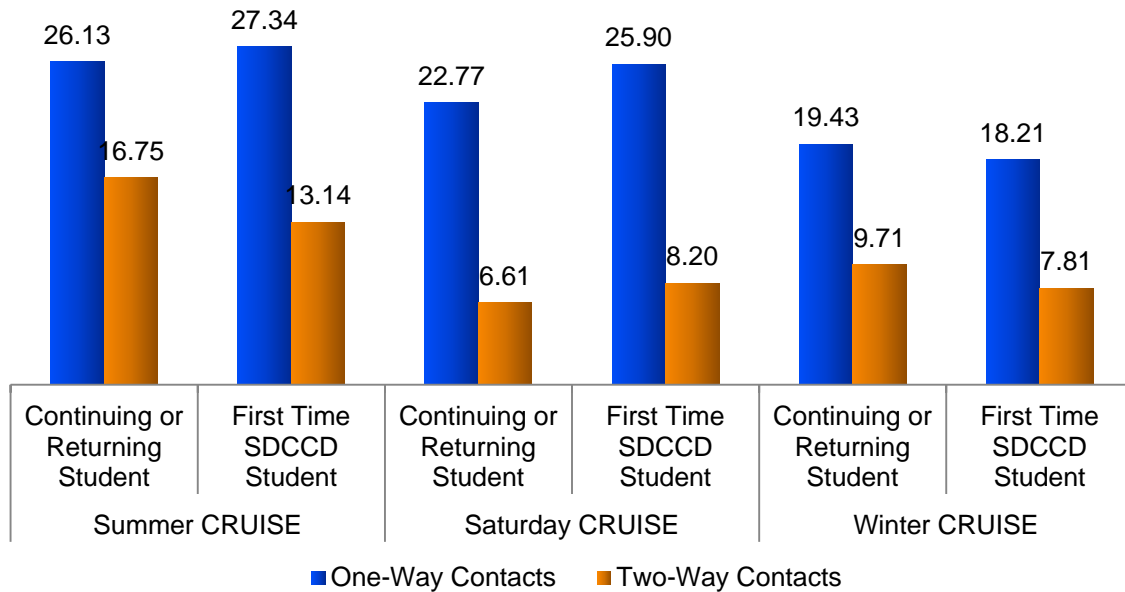


Note: Progress Disqualification was not included in the chart as only two students across all CRUISE groups fell into this category. For more detail between first time and continuing or returning students see Table 9.

## Contacts

Across peer navigators, the average number of one- and two-way student contacts ranged from 18.2 to 27.3 and 6.6 to 16.8, respectively (Figure 9). Since Summer CRUISE took place almost five months prior to the Saturday and Winter CRUISE sessions, peer navigators in the Summer CRUISE group had the highest average one-way (26.1 - 27.3) and two-way (13.1 – 16.8) contacts compared to the other two sessions. It is interesting to note that the difference between the average number of one-way contacts between those in Summer CRUISE and those in Saturday CRUISE are only 1.4 contacts for first time to SDCCD students and 3.4 for continuing or returning students. However, the difference in the average one-way contacts between those in Summer and Winter CRUISE is 9.1 for first time to SDCCD students and 6.7 for continuing or continuing students.

**Figure 9. Average Number of Contacts by CRUISE Event**



Additionally, the gap between average two-way contacts is larger between Summer CRUISE and the other two groups than for one-way contacts. Specifically, average one-way contacts between students in Summer CRUISE versus those in Winter CRUISE differed by about 7 contacts for continuing or returning SDCCD students and 5.3 for first time to SDCCD students. Compared to Saturday CRUISE students, those in Summer CRUISE received about 5 more two-way contacts on average for first time to SDCCD students and about 10 more two-way contacts for continuing or returning students.

The average number of contacts with peer navigators were fairly similar for female and male students, with female students receiving slightly more one-way and two-way contacts (Table 12). However, across ethnic groups there was more variability (Table 11). Filipino students received the most average one-way contacts from peer navigators (32.7), followed by Asian/Pacific Islander students (28.8) and Latino/a students (25.9). For average two-way contacts from peer navigators, African American students received the most (15.8), with students identifying as Other (13.9) or Asian/Pacific Islander (13.1) receiving the next highest average number of two-way contacts.

## Outcomes

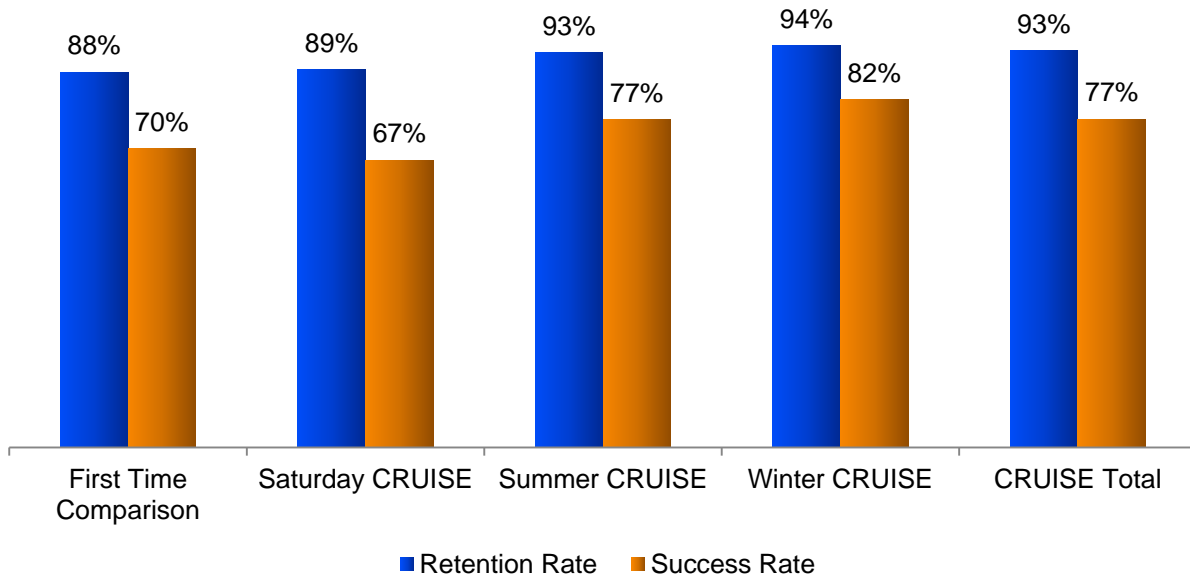
### Retention, Success, GPA, and Persistence

Across the 2016-17 academic year, with one exception, students who participated in any CRUISE session had higher retention rates than their first time to SDCCD comparison peers (Figure 10). The overall retention rate for students across all CRUISE sessions was 93%, which is 6% higher than that of the comparison group and the retention rate campus-wide in 2016-17 (87%). Retention rates for each session, except for first time to SDCCD students who participated in Saturday CRUISE, ranged from 91% to 100%.

Additionally, success rates were typically higher for those who participated in a CRUISE session compared to those who did not (Figure 10). Overall, students who participated in any CRUISE event had a success rate of 77% compared to 70% for the comparison group. The success rate of students in

CRUISE was also higher than the success rate of all Mesa College students in 2016-17 (72%). Students in CRUISE sessions tended to have success rates at or above 70% (ranging from 70% to 83%). The one group of CRUISE students who had lower retention and success rates than the comparison group was first time to SDCCD students who participated in Saturday CRUISE, with a 73% retention rate and 33% success rate. However, it should be noted that the sample size of this group was much smaller than most others at only 33 enrollments.

**Figure 10. Retention and Success by CRUISE Event**



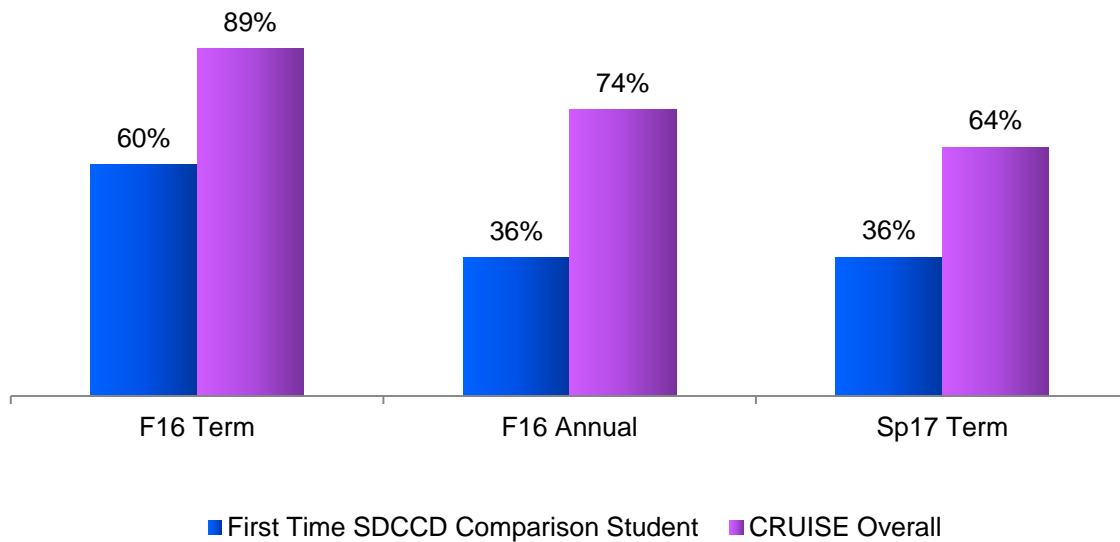
Across all students who participated in a CRUISE event, the average GPA in 2016-17 was 2.72, which is higher than the 2.67 average GPA among comparison students, although slightly lower than average GPA across all Mesa students of 2.76 (Table 13). However, the average GPA for each CRUISE session tended to vary. First time to SDCCD students who participated in Winter CRUISE had the highest average GPA at 3.03, whereas those with the lowest average GPA were first time students in Saturday CRUISE (1.66).

For students who enrolled in Mesa in the Fall 2016 semester, the persistence rate among students who were first time students to SDCCD and did not participate in CRUISE was about 60% for the term (starting in Fall 2016 and returning in Spring 2017) and about 36% annually (starting in Fall 2016 and returning in Spring 2017 and Fall 2017; Figure 11)<sup>3</sup>. Comparatively, most students who participated in any CRUISE event persisted to the next semester and the next year. Specifically, continuing students who participated in CRUISE had a 96% term persistence rate, whereas 95% of those who were first time to SDCCD students who participated in CRUISE persisted. Annually, 80% of continuing or returning students and 81% of first time to SDCCD students who participated in CRUISE persisted.

<sup>3</sup> First-time SDCCD students are defined as those who have not previously attended any college within SDCCD (City College, Continuing Education, Miramar College, or Mesa College). Please note that this definition differs from the first-time student definition used in the previous CRUISE report. Due to this difference, the persistence rate of first time to SDCCD students reported here differs from the persistence rate of first time to college students noted in other reports.

In Spring 2017, term persistence rates ranged depending on CRUISE session; however, all persistence rates of all CRUISE events were higher than those of the first time to SDCCD comparison group (see Figure 11). The comparison group had a term persistence rate of about 36% compared to 64% for all CRUISE students. Additionally, when examining persistence rates of each CRUISE group, the rates ranged from about 45% (continuing or returning students who attended Saturday CRUISE) to 75% (first time to SDCCD students who attended Winter CRUISE).

**Figure 11. Fall 2016 and Spring 2017 Persistence Rates**



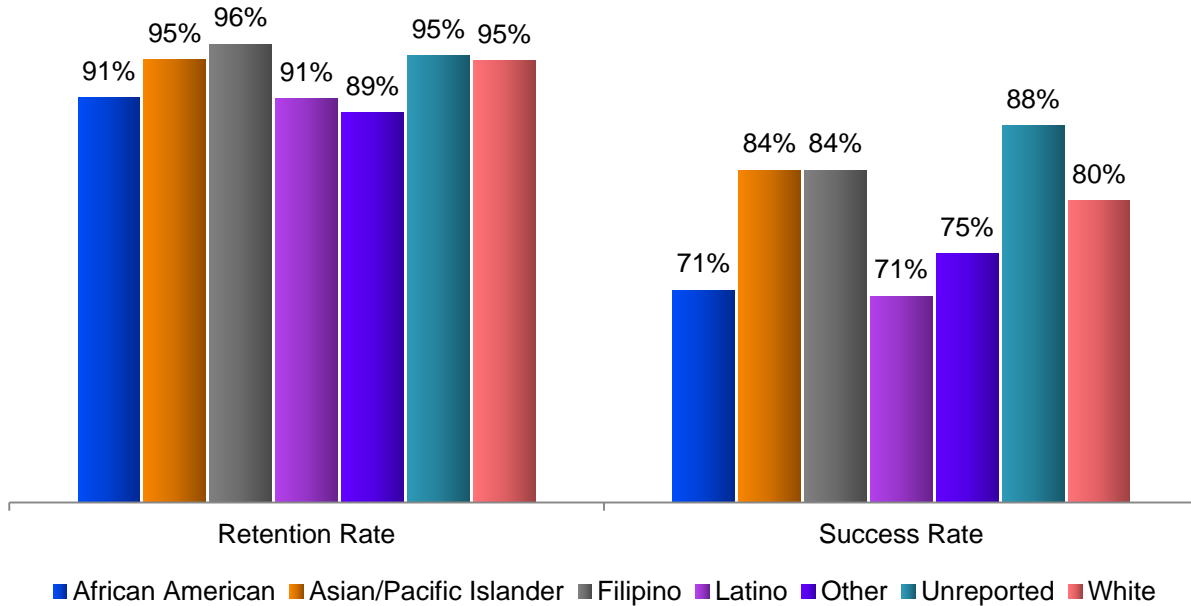
### Outcomes by Ethnicity, Gender, and Contacts

#### *Ethnicity*

Outcomes for students who participated in any CRUISE event in 2016-17 varied by ethnicity (Figure 11). Filipino students who participated in CRUISE had the highest retention rate at 96%, whereas students who identified as an ethnicity that was not captured (denoted as “Other”) had the lowest retention rate (89%). Importantly, the retention rates among students from each ethnicity were higher than the retention rate for all first time comparison students and all students across Mesa (87%).

In terms of success rates, Latino/a students had the lowest success rate (71%), which was still slightly higher than the success rate among comparison students (70%). Additionally, the success rates of Latino/a students who participated in CRUISE was also higher than that of Latino/a students college-wide in 2016-17 (67%). The group with the highest success rate (88%) was students who did not specify an ethnicity (denoted as “Unreported”). This same group had the highest average GPA (3.16), whereas Latino/a students had the lowest average GPA (2.44) among students who participated in CRUISE in 2016-17. The average GPA among Latino/a students across Mesa in 2016-17 was 2.55.

**Figure 12. Retention and Success by Ethnicity of CRUISE Participants**

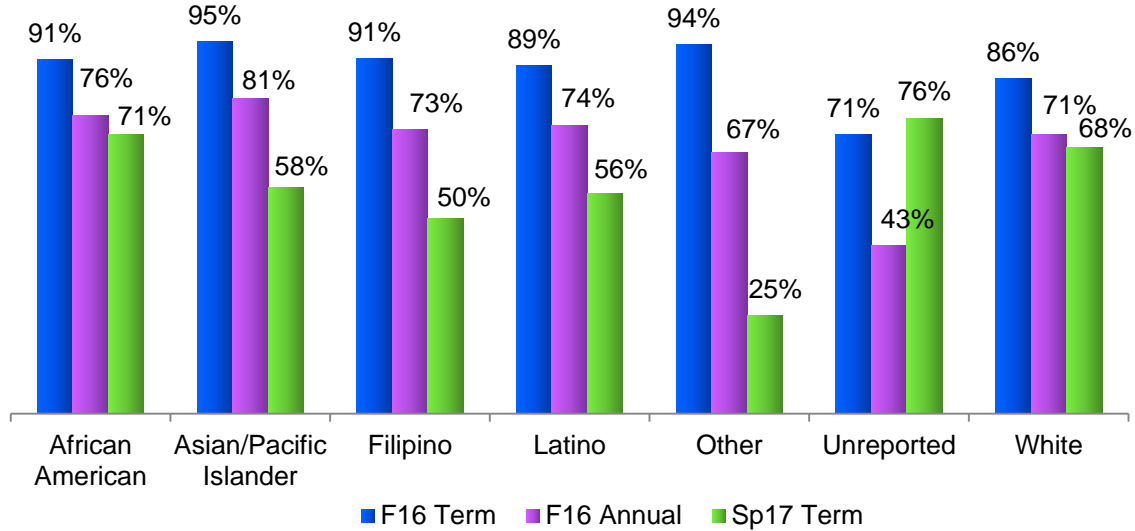


In Fall 2016, the term persistence rates among students who participated in CRUISE were fairly high across all ethnicities (Figure 13). In fact, the only group with a term persistence rate below 90% was students who did not select an ethnic group (87%). The groups with the highest persistence rates were students who selected “Other” (98%), followed by Filipino (98%) and Asian/Pacific Islander (97%) students.

Term persistence rates for the Spring 2017 cohort of students were lower compared to those in Fall 2016, ranging from 25% to 76%. However, it should be noted that the sample sizes across ethnic groups are much smaller than those in Fall 2016. The groups with the highest term persistence rates were those who did not report any ethnicity (76%), African American students (71%), and White students (68%).

Annual persistence rates (from Fall 2016 to Fall 2017) were also quite high across most ethnic groups. Most rates ranged from 80% to 85%, with the highest rate among Asian/Pacific Islander students (85%). The two groups with the lowest persistence rates were students who selected “Other” (71%) and those who did not select an ethnic group (49%).

**Figure 13. Fall 2016 and Spring 2017 Persistence Rates of CRUISE Students by Ethnicity**

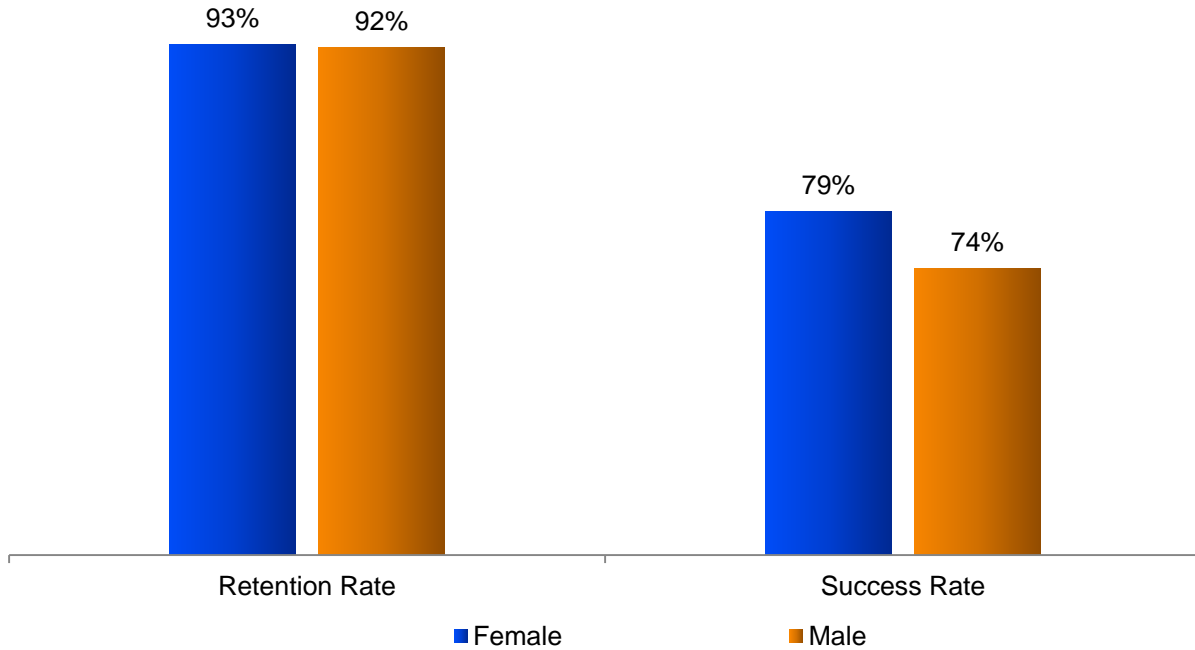


**Gender**

Across gender, female and male students who participated in CRUISE had very similar retention rates in 2016-17 (93% and 92%, respectively; Figure 14). These rates are higher than the retention rate of first time comparison students (87%), as well as the retention rate of female (87%) and male students (86%) across campus. Female participants of CRUISE had a higher success rate (+4.8%) and a higher GPA (+.29) than male CRUISE participants. Success rates of both groups were higher than those of the comparison students (70%). Female participants of CRUISE also had a higher success rate than their counterparts across campus, a difference of about 3.7%.

Similarly, male students who attended CRUISE had a 3.9% higher success rate than male students across Mesa. Female CRUISE participants had a higher average GPA than comparison students (2.83 versus 2.67), although this was slightly lower than female students at Mesa college (2.85) in 2016-17. Male CRUISE participants had a slightly lower GPA than the comparison group students (2.54 compared to 2.67) and male students across Mesa (2.67).

Figure 14. Retention and Success by Gender of CRUISE Participants

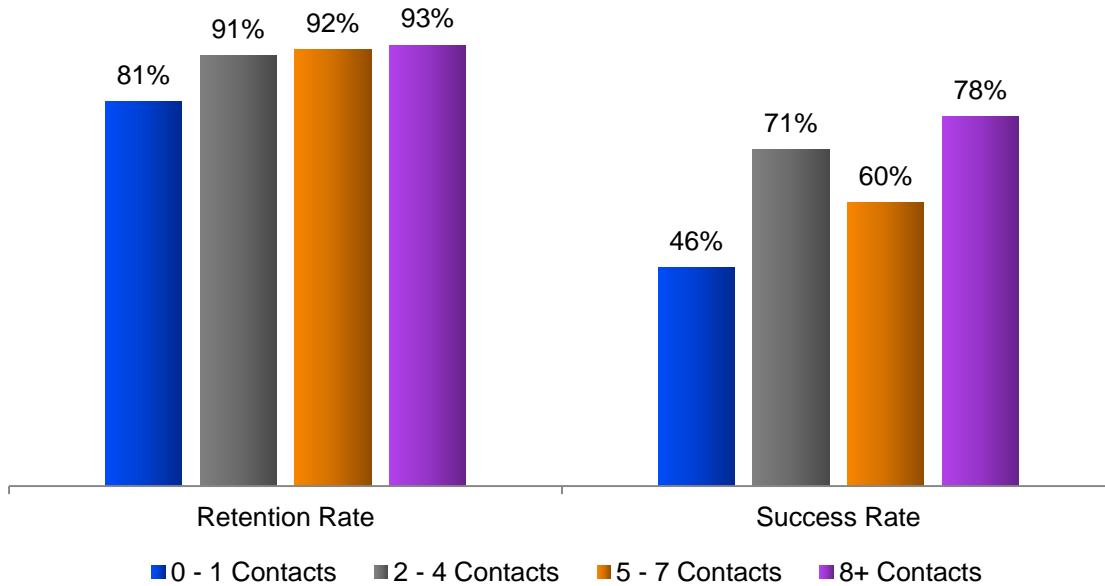


For the Fall 2016 cohort, both term and annual persistence rates were fairly similar between female and male students (Tables 22 & 23). Female students had slightly higher persistence rates than male students, with a .7% higher term persistence rate and a 2.5% higher annual persistence rate. In Spring 2017, female students had about a 7% higher term persistence rate than their male counterparts, with 68% compared to 61%.

#### One-Way Contacts

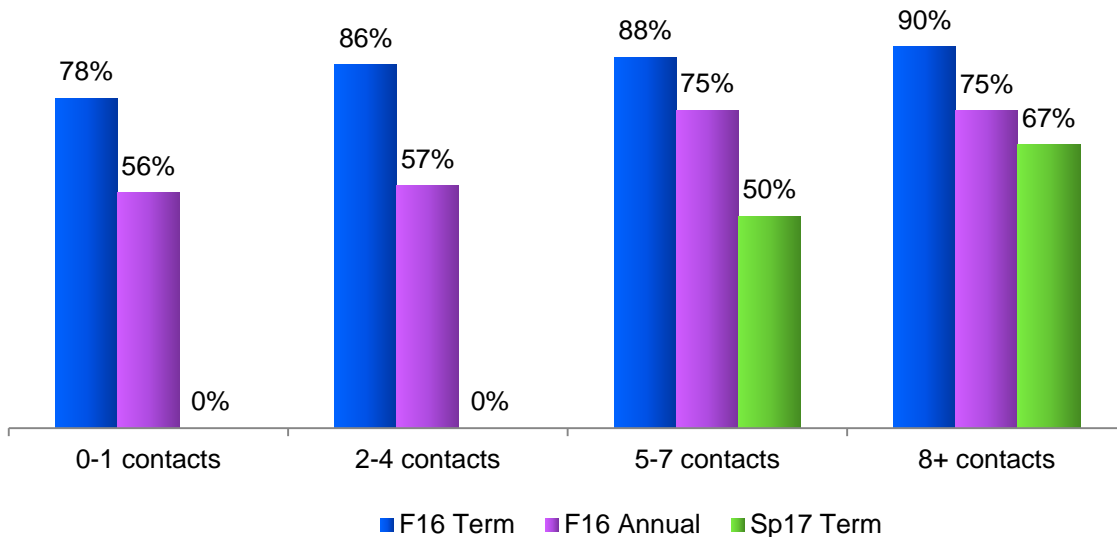
Retention rates, success rates, and GPA varied substantially by number of one-way contacts from peer navigators (Table 16). Students who received none or one contact from their peer navigator had an 81% retention rate, which was over 10 percentage points lower than those who received eight or more one-way contacts (93%). Similarly, there was about a 32% percentage point success rate gap between those who received one or fewer one-way contacts and those who received eight or more, as well as a wide difference in average GPA (1.90 versus 2.75).

**Figure 15. Retention and Success by Number of One-Way Contacts**



For the Fall 2016 cohort of students, there was linear relationship between number of one-way contacts and term and annual persistence rates, such that the more one-way contacts the higher the persistence rate (Table 24). The same was true for students who enrolled in Spring 2017 (Table 25). In fact, students who received fewer than four one-way contacts did not persist to the next semester. However, the sample sizes were very small for these two groups, as the vast majority of students who enrolled first in Spring 2017 received eight or more one-way contacts (95%). Students who received eight or more contacts had a term persistence rate of 67%.

**Figure 16. Fall 2016 and Spring 2017 Persistence Rates of CRUISE Students by One-Way Contacts**

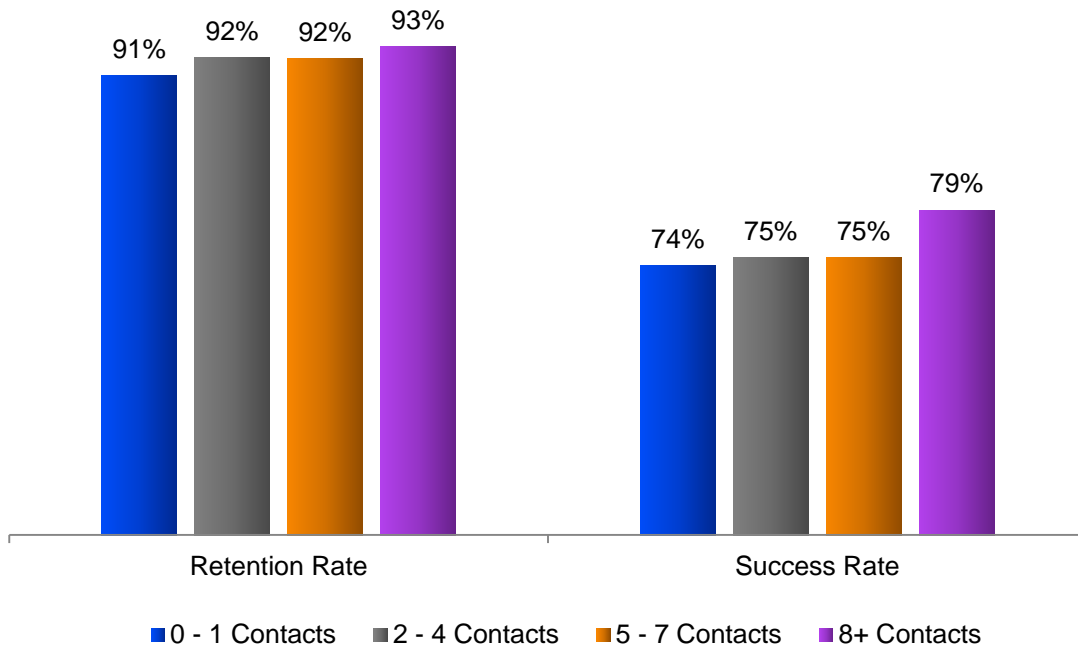




*Two-Way Contacts*

Outcomes did not vary as widely for two-way contacts, although a similar pattern was found (Table 17). Students with the fewest number of two-way contacts had the lowest retention (91%) and success rate (74%), whereas those with eight or more contacts had the highest retention (93%) and success rate (79%). However, the differences between these two groups was only 3.3% for retention and 3.9% for success. Interestingly, students who had between two and four two-way contacts with their peer navigators had the lowest average GPA at 2.54. This group's average GPA was .16 points lower than students who received at most one two-way contact, possibly indicating that students who receive two to four two-way contacts may require more assistance from their peer navigators in directing them to additional academic resources. Students with eight or more two-way contacts with their peer navigator had the highest average GPA (2.77).

**Figure 17. Retention and Success by Number of Two-Way Contacts**

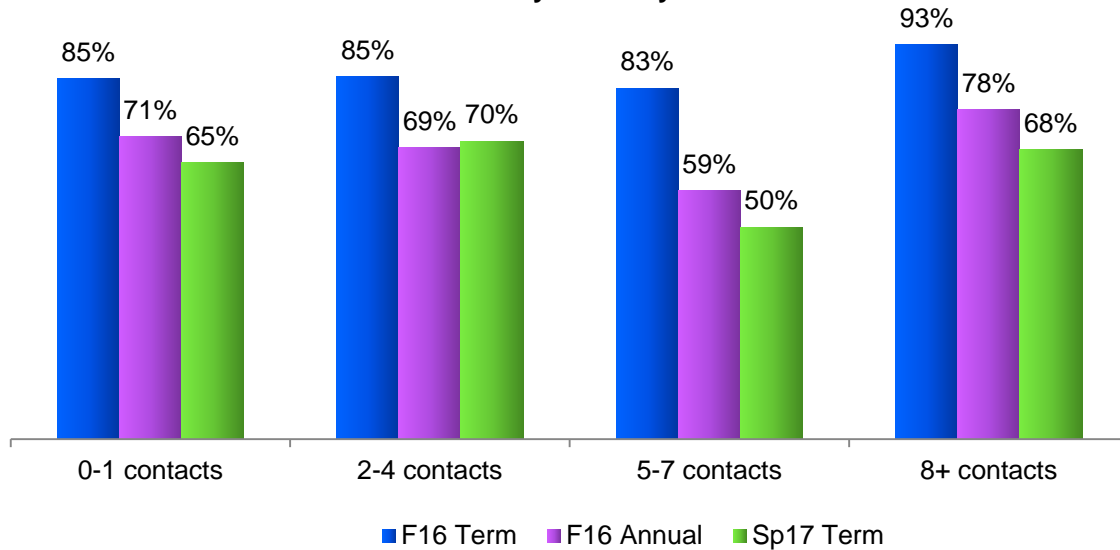


For students who started the 2016-17 academic year during the Fall 2016 semester, persistence rates tended to vary depending on number of two-way contacts, but those with eight or more contacts had the highest for both term and annually (Table 26). The term persistence rate for this group was 96% and annually it was 83%. The next highest term persistence rates were for students who received two to four two-way contacts (95%), followed by five to seven (94%) and one or less (94%). Interestingly, students who received one or fewer two-way contacts had the second highest annual persistence rate (80%), after those who received eight or more. Also, those with five to seven contacts had the lowest annual rate at 66%. This may indicate that students in the five to seven contacts, like the two to four contacts group, may actually require more assistance from their peer navigators in locating helpful resources than students in the other two groups.

Students who started the 2016-17 year enrolling in Spring 2017 showed a different pattern of term persistence rates as those in Fall 2016 (Table 27). Those with the highest term persistence rates were students who had two to four two-way contacts (70%), followed by eight or more (68%), and one or less

(65%). The group with the lowest rate was students who received five to seven contacts (50%), again pointing out that students in this group may need more assistance.

**Figure 18. Fall 2016 and Spring 2017 Persistence Rates of CRUISE Students by Two-Way Contacts**



## Conclusions and Recommendations

The present study was undertaken to examine the outcomes of students who participate in any CRUISE event throughout the 2016-17 academic year. CRUISE students were identified by the event they attended (Summer CRUISE, Saturday CRUISE, or Winter CRUISE) and whether they were first time students to the district or were continuing or returning students. Students who participated in CRUISE were compared to a group of students who had not previously attended any college within the district and who did not participate in CRUISE in 2016-17. It is important to note that the definition of first-time students differs from what was previously used, in order to allow for larger sample sizes of students. Students were also compared to the campus-wide population when possible.

When examining all students who participated in any CRUISE event, CRUISE participants tended to have better academic outcomes than non-participating first time SDCCD students. Overall, CRUISE participants had higher retention rates, success rates, persistence rates, and average GPA than those who did not participate in CRUISE. CRUISE participants also had higher retention and success rates compared to all Mesa students in 2016-17. Furthermore, more frequent one- and two-way contacts throughout the academic year were also associated with higher levels of performance among Summer CRUISE participants. With one exception in the Spring 2017 cohort examining two-way contacts, students who had eight or more contacts from their peer navigators had the highest term and annual persistence rates. There was a bit of variability in the persistence rates among students who received fewer than eight contacts, suggesting that students should receive more contacts from their peer navigators. Term persistence rates were also lower for students in the Spring 2017 cohort, likely because many do not return after the summer.

While the results from this report build upon previous information about the outcomes of CRUISE participants, it is important that further research be conducted, using the same operational definitions, to examine outcomes over time.

## Recommendations

Although the results of the report indicate positive findings for those who participate in CRUISE sessions, a few specific findings may assist in future program planning. Thus, the following recommendations are provided to address those needs.

- As was recommended in the previous report, targeted outreach is recommended to increase the number of male students that participate in CRUISE. This may also be useful for Filipino students and continuing or returning African American students.
- Continue to establish minimum expectations for communication between peer navigators and CRUISE participants. This is recommended to be done by semester, as there were differences between contacts even for students participating in different CRUISE sessions (Saturday versus Winter) that were held on the same day. This is especially important for one-way contacts as there was large variability in outcomes based on this factor. Students with eight or more contacts consistently had more positive outcomes.
- Provide continuous academic support, possibly through tutoring, to increase GPA. In 2016-17, African American, Latino/a, and male CRUISE participants had an average GPA that was lower than that of the first time SDCCD comparison group.
- As was suggested previously, creating an end-of-year event to maintain student involvement over the summer may assist in increasing persistence. Additionally, contacting students throughout the summer may also help to see students persist to the following fall.

**APPENDIX A**

Table 1. 2016-17 Headcount of CRUISE Participants and Comparison Students by Term

CRUISE Group	First Term Enrolled in 2016-17	Headcount
First Time SDCCD Comparison Student	Summer 2016	1,779
	Fall 2016	4,075
	Spring 2017	2,428
Saturday CRUISE - Continuing or Returning Student	Summer 2016	11
	Fall 2016	25
	Spring 2017	8
Saturday CRUISE - First Time Student SDCCD	Spring 2017	10
Summer CRUISE - Continuing or Returning Student	Summer 2016	7
	Fall 2016	52
	Spring 2017	2
Summer CRUISE - First Time Student SDCCD	Summer 2016	24
	Fall 2016	279
	Spring 2017	3
Winter CRUISE - Continuing or Returning Student	Spring 2017	7
Winter CRUISE - First Time Student SDCCD	Fall 2016	1
	Spring 2017	71
<i>Total</i>		<i>8,782</i>

Table 2. Ethnicity by CRUISE Group

Ethnicity	First Time SDCCD Comparison		Saturday – Continuing/Returning		Saturday - First Time SDCCD		Summer - Continuing/Returning		Summer - First Time SDCCD		Winter - Continuing/Returning		Winter - First Time SDCCD	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
African American	518	6%	2	5%	2	20%	3	5%	19	6%			3	4%
American Indian	29	0%												
Asian/Pacific Islander	768	9%	8	18%	1	10%	8	13%	55	18%	3	43%	6	8%
Filipino	358	4%	2	5%					11	4%				
Latino	2,811	34%	24	55%	4	40%	25	41%	144	47%	1	14%	10	14%
Other	529	6%	1	2%	1	10%	9	15%	9	3%			2	3%
Unreported	113	1%	1	2%					7	2%	1	14%	39	54%
White	3,156	38%	6	14%	2	20%	16	26%	61	20%	2	29%	12	17%
<i>Total</i>	<i>8,282</i>	<i>100%</i>	<i>44</i>	<i>100%</i>	<i>10</i>	<i>100%</i>	<i>61</i>	<i>100%</i>	<i>306</i>	<i>100%</i>	<i>7</i>	<i>100%</i>	<i>72</i>	<i>100%</i>

Table 3. Age by CRUISE Group

CRUISE Group	Under 18		18 - 24		25 - 29		30 - 39		40 - 49		50 and over		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
First Time SDCCD Comparison Student	36	0%	5,741	69%	1,261	15%	813	10%	258	3%	173	2%	8,282	100%
Saturday CRUISE – Continuing/Returning	28	64%	16	36%									44	100%
Saturday CRUISE - First Time SDCCD	2	20%	7	70%			1	10%					10	100%
Summer CRUISE - Continuing/Returning	1	2%	53	87%	2	3%	3	5%			2	3%	61	100%
Summer CRUISE - First Time SDCCD	5	2%	277	91%	12	4%	9	3%	1	0%	2	1%	306	100%
Winter CRUISE - Continuing/Returning	1	14%	5	71%	1	14%							7	100%
Winter CRUISE - First Time SDCCD	3	4%	46	64%	11	15%	9	13%	3	4%			72	100%

Table 4. Gender by CRUISE Group

CRUISE Group	Female		Male		Total	
	#	%	#	%	#	%
First Time SDCCD Comparison Student	4,405	53%	3,877	47%	8,282	100%
Saturday CRUISE - Continuing/Returning Student	24	55%	20	46%	44	100%
Saturday CRUISE - First Time SDCCD Student	6	60%	4	40%	10	100%
Summer CRUISE - Continuing/Returning Student	50	82%	11	18%	61	100%
Summer CRUISE - First Time SDCCD Student	174	57%	132	43%	306	100%
Winter CRUISE - Continuing/Returning Student	2	29%	5	71%	7	100%
Winter CRUISE - First Time SDCCD Student	36	50%	36	50%	72	100%

Table 5. First Generation Status by CRUISE Group

CRUISE Group	First Generation		Not First Generation		Total	
	#	%	#	%	#	%
First Time SDCCD Comparison Student*	2,039	25%	6,242	75%	8,282	100%
Saturday CRUISE - Continuing/Returning Student	25	57%	19	43%	44	100%
Saturday CRUISE - First Time SDCCD Student	3	30%	7	70%	10	100%
Summer CRUISE - Continuing/Returning Student	23	38%	38	62%	61	100%
Summer CRUISE - First Time SDCCD Student	110	36%	196	64%	306	100%
Winter CRUISE - Continuing/Returning Student	2	29%	5	71%	7	100%
Winter CRUISE - First Time SDCCD Student	5	7%	67	93%	72	100%

\*Note: One first time to SDCCD comparison student listed “Unreported,” but was not included in the table.

Table 6. Units Attempted by CRUISE Group - Fall 2016

Units Attempted	First Time SDCCD Comparison		Saturday CRUISE - Continuing/Returning		Summer CRUISE - Continuing/Returning		Summer CRUISE - First Time SDCCD		Winter CRUISE - First Time SDCCD	
	#	%	#	%	#	%	#	%	#	%
0 Units	10	0%								
0.1-2.9 Units	142	3%								
3.0-5.9 Units	1,261	27%	20	59%	2	3%	11	4%		
6.0-8.9 Units	823	18%	14	41%	6	10%	21	7%		
9.0-11.9 Units	733	16%			11	19%	42	14%		
12.0-14.9 Units	1,308	28%			26	44%	162	54%		
15.0+ Units	373	8%			14	24%	65	22%	1	100%
<i>Total</i>	<i>4,650</i>	<i>100%</i>	<i>34</i>	<i>100%</i>	<i>10</i>	<i>59</i>	<i>301</i>	<i>100%</i>	<i>1</i>	<i>100%</i>

Table 7. Units Attempted by CRUISE Group - Spring 2017

Units Attempted	First Time SDCCD Comparison		Saturday CRUISE - Continuing/Returning		Saturday CRUISE - First Time SDCCD		Summer CRUISE - Continuing/Returning		Summer CRUISE - First Time SDCCD		Winter CRUISE - Continuing/Returning		Winter CRUISE - First Time SDCCD	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
0 Units	10	0%												
0.1-2.9 Units	179	3%							1	0%				
3.0-5.9 Units	1,524	28%	4	10%	2	20%	4	7%	13	5%				
6.0-8.9 Units	998	18%	9	21%	1	10%	10	18%	25	9%			2	3%
9.0-11.9 Units	923	17%	9	21%	1	10%	13	23%	41	15%	1	14%	5	7%
12.0-14.9 Units	1,257	23%	20	48%	6	60%	17	30%	132	48%	6	86%	45	63%
15.0+ Units	590	11%					13	23%	65	23%			20	28%
<i>Total</i>	<i>5,481</i>	<i>100%</i>	<i>42</i>	<i>100%</i>	<i>10</i>	<i>100%</i>	<i>57</i>	<i>100%</i>	<i>277</i>	<i>100%</i>	<i>7</i>	<i>100%</i>	<i>72</i>	<i>100%</i>

Table 8. Academic Standing by CRUISE Group - Fall 2016

Academic Standing	First Time SDCCD Comparison		Saturday CRUISE - Continuing/Returning		Summer CRUISE - Continuing/Returning		Summer CRUISE - First Time SDCCD		Winter CRUISE - First Time SDCCD	
	#	%	#	%	#	%	#	%	#	%
Academic Disqualification	2	0%			3	5%				
Academic Probation	371	8%			5	8%	34	11%		
Good Standing	4,040	87%	15	44%	51	86%	257	85%	1	100%
Progress Disqualification	1	0%								
Progress Probation	233	5%					10	3%		
Unreported	3	0%	19	56%						
<b>Total</b>	<b>4,650</b>	<b>100%</b>	<b>34</b>	<b>100%</b>	<b>59</b>	<b>100%</b>	<b>301</b>	<b>100%</b>	<b>1</b>	<b>100%</b>

Table 9. Academic Standing by CRUISE Group - Spring 2017

Academic Standing	First Time SDCCD Comparison		Saturday CRUISE - Continuing/Returning		Saturday CRUISE - First Time SDCCD		Summer CRUISE - Continuing/Returning		Summer CRUISE - First Time SDCCD		Winter CRUISE - Continuing/Returning		Winter CRUISE - First Time SDCCD	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Academic Disqualification	160	3%	1	2%			2	4%	12	4%				
Academic Probation	462	8%	6	14%	1	10%	8	14%	35	13%	2	29%	8	11%
Good Standing	4,500	82%	33	79%	8	80%	43	75%	221	80%	5	71%	60	83%
Progress Disqualification	40	1%							2	1%				
Progress Probation	315	6%	2	5%	1	10%	4	7%	7	3%			4	6%
Unreported	4	0%												
<b>Total</b>	<b>5,481</b>	<b>100%</b>	<b>42</b>	<b>100%</b>	<b>10</b>	<b>100%</b>	<b>57</b>	<b>100%</b>	<b>277</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>72</b>	<b>100%</b>

Table 10. Average Numbers of One-Way and Two-Way Contacts by CRUISE Group

CRUISE Group	Avg One-Way Contacts	Avg Two-Way Contacts
Saturday CRUISE - Continuing or Returning Student	22.77	6.61
Saturday CRUISE - First Time SDCCD Student	25.90	8.20
Summer CRUISE - Continuing or Returning Student	26.13	16.75
Summer CRUISE - First Time SDCCD Student	27.34	13.14
Winter CRUISE - Continuing or Returning Student	19.43	9.71
Winter CRUISE - First Time SDCCD Student	18.21	7.81

Table 11. Average Number of One-Way and Two-Way Contacts by Ethnicity

Ethnicity	Avg One-Way Contacts	Avg Two-Way Contacts
African American	25.31	15.76
Asian/Pacific Islander	28.78	13.10
Filipino	32.69	10.08
Latino	25.87	12.76
Other	20.82	13.86
Unreported	21.25	8.17
White	23.42	10.56

Table 12. Average Number of One-Way and Two-Way Contacts by Gender

Gender	Avg One-Way Contacts	Avg Two-Way Contacts
Female	25.63	12.74
Male	24.92	11.18

Table 13. Retention, Success, and GPA by CRUISE Group

CRUISE Group	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	2016-17 GPA
First Time SDCCD Comparison Student	30,869	26,978	87%	21,649	70%	2.67
Saturday CRUISE – Continuing/Returning Student	194	177	91%	142	73%	2.52
Saturday CRUISE - First Time SDCCD Student	33	24	73%	11	33%	1.66
Summer CRUISE - Continuing/Returning Student	470	428	91%	363	77%	2.82
Summer CRUISE - First Time SDCCD Student	2,358	2,192	93%	1,811	77%	2.69
Winter CRUISE - Continuing/Returning Student	27	27	100%	19	70%	2.38
Winter CRUISE - First Time SDCCD Student	321	301	94%	265	83%	3.03
CRUISE Total	3,403	3,149	93%	2,611	77%	2.72

Table 14. Retention, Success and GPA by Ethnicity of Students who Participated in CRUISE

Ethnicity	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	2016-17 GPA
African American	185	168	90.8%	132	71.4%	2.47
Asian/Pacific Islander	595	563	94.6%	497	83.5%	3.02
Filipino	79	76	96.2%	66	83.5%	2.97
Latino	1,445	1,311	90.7%	1,023	70.8%	2.44
Other	169	151	89.3%	127	75.1%	2.72
Unreported	241	229	95.0%	212	88.0%	3.16
White	689	651	94.5%	554	80.4%	2.90



Table 15. Retention, Success and GPA by Gender of Students who Participated in CRUISE

Gender	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	2016-17 GPA
Female	2,033	1,883	92.6%	1,599	78.7%	2.83
Male	1,370	1,266	92.4%	1,012	73.9%	2.54

Table 16. Retention, Success and GPA by Number of One-Way Contacts during 2016-17

One-Way Contacts	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	2016-17 GPA
0 - 1 Contacts	63	51	81.0%	29	46.0%	1.90
2 - 4 Contacts	117	106	90.6%	83	70.9%	2.53
5 - 7 Contacts	62	57	91.9%	37	59.7%	2.05
8+ Contacts	3,161	2,935	92.9%	2,462	77.9%	2.75

Table 17. Retention, Success and GPA by Number of Two-Way Contacts during 2016-17

Two-Way Contacts	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	2016-17 GPA
0 - 1 Contacts	679	616	90.7%	502	73.9%	2.70
2 - 4 Contacts	547	505	92.3%	408	74.6%	2.54
5 - 7 Contacts	346	319	92.2%	258	74.6%	2.75
8+ Contacts	1,831	1,709	93.3%	1,443	78.8%	2.77

Table 18. Fall 2016 Cohort Persistence Rates

CRUISE Group	Fall Enrolled Cohort	Term Persistence Counts	Term Persistence Rate	Annual Persistence Counts	Annual Persistence Rate
First Time SDCCD Comparison Student	4,081	2,428	60%	1,453	36%
Summer CRUISE - Continuing/Returning Student	59	53	90%	40	68%
Summer CRUISE - First Time SDCCD Student	301	269	89%	225	75%
CRUISE Total	360	322	89%	265	74%

Table 19. Spring 2017 Cohort Persistence Rates

CRUISE Group	Spring Enrolled Cohort	Term Persistence Counts	Term Persistence Rate
First Time SDCCD Comparison Student	2,428	868	36%
Saturday CRUISE - Continuing or Transfer Student	42	19	45%
Saturday CRUISE - First Time SDCCD Student	10	7	70%
Summer CRUISE - First Time SDCCD Student	3	2	67%
Winter CRUISE - Continuing or Transfer Student	7	4	57%
Winter CRUISE - First Time SDCCD Student	72	54	75%
CRUISE Total	134	86	64%

Table 20. Fall 2016 CRUISE Persistence Rates by Ethnicity

Ethnicity	Fall Enrolled Cohort	Term Persistence Counts	Term Persistence Rate	Annual Persistence Counts	Annual Persistence Rate
African American	21	19	91%	16	76%
Asian/Pacific Islander	62	59	95%	50	81%
Filipino	11	10	91%	8	73%
Latino	164	146	89%	121	74%
Other	18	17	94%	12	67%
Unreported	7	5	71%	3	43%
White	77	66	86%	55	71%

Table 21. Spring 2017 Cohort Persistence Rates by Ethnicity

Ethnicity	Spring Enrolled Cohort	Term Persistence Counts	Term Persistence Rate
African American	7	5	71%
Asian/Pacific Islander	19	11	58%
Filipino	2	1	50%
Latino	39	22	56%
Other	4	1	25%
Unreported	41	31	76%
White	22	15	68%

Table 22. Fall 2016 CRUISE Persistence Rates by Gender

Gender	Fall Enrolled Cohort	Term Persistence Counts	Term Persistence Rate	Annual Persistence Counts	Annual Persistence Rate
Female	220	199	91%	165	75%
Male	140	123	88%	100	71%

Table 23. Spring 2017 Cohort Persistence Rates by Gender

Gender	Spring Enrolled Cohort	Term Persistence Counts	Term Persistence Rate
Female	68	46	68%
Male	66	40	61%

Table 24. Fall 2016 CRUISE Persistence Rates by Number of One-Way Contacts

One-Way Contacts	Fall Enrolled Cohort	Term Persistence Counts	Term Persistence Rate	Annual Persistence Counts	Annual Persistence Rate
0-1 contacts	9	7	78%	5	56%
2-4 contacts	14	12	86%	8	57%
5-7 contacts	8	7	88%	6	75%
8+ contacts	329	296	90%	246	75%

Table 25. Spring 2017 Cohort Persistence Rates by Number of One-Way Contacts

One-Way Contacts	Spring Enrolled Cohort	Term Persistence Counts	Term Persistence Rate
0-1 contacts	2		0%
2-4 contacts	3		0%
5-7 contacts	2	1	50%
8+ contacts	127	85	67%

Table 26. Fall 2016 CRUISE Persistence Rates by Number of Two-Way Contacts

Two-Way Contacts	Fall Enrolled Cohort	Term Persistence Counts	Term Persistence Rate	Annual Persistence Counts	Annual Persistence Rate
0-1 contacts	80	68	85%	57	71%
2-4 contacts	48	41	85%	33	69%
5-7 contacts	29	24	83%	17	59%
8+ contacts	203	189	93%	158	78%

Table 27. Spring 2017 Cohort Persistence Rates by Number of Two-Way Contacts

Two-Way Contacts	Spring Enrolled Cohort	Term Persistence Counts	Term Persistence Rate
0-1 contacts	23	15	65%
2-4 contacts	37	26	70%
5-7 contacts	30	15	50%
8+ contacts	44	30	68%