

Gateways to GCC Report:

Dual Enrollment Accelerated Learning (DEAL)

Dual Credit Articulated Program of Study (DCAPS)

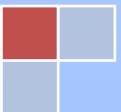
Classroom Learning Yields Math & English Readiness
(CLYMER)



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Introduction

At Guam Community College, the Dual Enrollment Accelerated Learning program (DEAL) and the Dual Credit Articulated Programs of Study (DCAPS) are two programs that allow for the awarding of college credit. DEAL covers general education courses, primarily mathematics and English; DCAPS covers career and technical education programs. DEAL allows eligible students to earn both college and high school credits simultaneously, while DCAPS allows Certificate of Mastery recipients to be awarded college credit based on the successful completion of CTE courses as indicated in the DCAPS program agreement. This report contains data indicating the number of students enrolled in, and completing these programs.

Dual Enrollment Accelerated Learning Program (DEAL)

Since spring of 2010, GCC has had seventy (75) students participate in the DEAL program. GCC continues to provide the opportunity for high school students to earn both high school and college credits to those who demonstrate academic excellence by placing in a college level Math and/or English course either from CLYMER or Accuplacer. For AY 2019-20, GCC had three (3) students participate in the DEAL program as reflected in Table 1 below. An additional GWHS student was awarded the Spring 2020 DEAL Scholarship for MA110 but then turned it down, in order to focus on GWHS academics. COVID-19 concerns were cited by potential summer 2020 applicants as a reason for not applying.

Table 1. DEAL Participants in AY2019-2020

GWHS*	Placement	1st Semester Enrolled	Course(s) & Grade(s)
Student 1	Accuplacer	Spring 2020	MA110 – A

OHS	Placement	Semester Enrolled	Course(s) & Grade(s)
Student 1	Accuplacer	Fall 2019	EN110 – A

SSHS	Placement	Semester Enrolled	Course(s) & Grade(s)
Student 1	CLYMER	Fall 2019	MA110 – A

All three of these students received DEAL Scholarships from the GCC Foundation. Each scholarship covered the cost of tuition and fees for one course.

Recommended DEAL text for conclusion:

GCC may wish to consider offering MA110 and EN110A remotely to eligible high school students, as student transportation is often cited by students and families as a barrier to participation. Another option for consideration, once high school courses are again offered face to face, is to offer DEAL instruction on GDOE campuses.

Dual Credit Articulated Program of Study (DCAPS)

Since DCAPS' implementation in spring 2012 to summer 2020, 109 students have been awarded postsecondary credits through DCAPS. Most recently, a DCAPS agreement has been established for Collision Repair Refinishing and Technology (AutoBody) students. Currently, proposed agreements in the career and technical education areas of Allied Health and Visual Communications are under review. A change being considered by GCC is to still award college credits through DCAPS for students who change their major from what they received their Certificate of Mastery in.

Fall 2016 – Spring 2020

Table 2. Number of DCAPS Awardees in Five High Schools

GDOE Schools	Number of DCAPS Awardees	Programs Where Postsecondary Credits Were Awarded
George Washington High School (GWHS)	20	Automotive Service Technology, Computer Networking, Culinary Arts, Early Childhood Education, Lodging Management, Marketing
John F Kennedy High School (JFK)	30	Automotive Service Technology, Computer Networking, Culinary Arts, Lodging Management, Office Technology
Okkodo High School (OHS)	52	Automotive Service Technology, Computer Networking, Culinary Arts, Lodging Management, Marketing
Simon Sanchez High School (SSHS)	58	Automotive Service Technology, Computer Networking, Culinary Arts, Lodging Management, Marketing
Southern High School (SHS)	17	Automotive Service Technology, Computer Networking, Lodging Management, Marketing
Tiyan High School (SHS)	10	Automotive Service Technology, Lodging Management, Marketing
Total	187	

The following tables illustrate the distribution by program (Fall 2016 – Spring 2020):

Table 3. GWHS DCAPS Awardees by Program

GWHS	
CTE Program	
Culinary	3
LMP	6
Marketing	4
Automotive	1
Early Childhood Education	4
Computer Networking	1
Construction	1
Total	20

Table 4. JFK DCAPS Awardees by Program

JFK	
CTE Program	
Culinary	7
LMP	14
Office Technology	2
Marketing	3
Automotive	4
Total	30

Table 5. OHS DCAPS Awardees by Program

OHS	
CTE Program	
Culinary	11
LMP	12
Marketing	15
Automotive	1
Computer Networking	7
Total	52

Table 6. SSHS DCAPS Awardees by Program

SSHS	
CTE Program	
Culinary	9
LMP	25
Marketing	16
Automotive	2
Computer Networking	5
Construction	1
Total	58

Table 7. SHS DCAPS Awardees by Program

SHS	
CTE Program	
Marketing	9
Automotive	2
Computer Networking	4
Culinary	1
LMP	1
Total	17

Table 8. THS DCAPS Awardees by Program

THS	
CTE Program	
Automotive	2
Marketing	4
LMP	4
Total	10

By program, as illustrated by Table 9, Lodging Management has by far the largest number of awardees, with sixty-seven (67). Marketing and Culinary Arts are the other two programs with a large number of awardees, with fifty-five (55) and twenty-nine (29), respectively. Automotive Service technology has twelve (12), Computer Networking has seventeen (17), while Early Childhood Education has four (4) awardees. Office Technology and Construction both have two (2) awardees.

Table 9. Number of Awardees by Program since DCAPS Inception

CTE Program	Total Number of Awardees
LMP	67
Marketing	55
Culinary	29
Automotive	12
Computer Networking	17
Early Childhood Education	4
Office Technology	2
Construction	2
Total	188

As illustrated by Table 10 below, at George Washington High School, nineteen students (19) received Certificates of Mastery in SY2018-19, with three (3) of those students receiving DCAPS credits by declaring their postsecondary majors at GCC, which is a 16% conversion rate. Overall at GWHS, it is a 18% overall conversion rate of Certificate of Mastery students declaring DCAPS credits since implementation.

Table 10. GWHS Certificate of Mastery Recipients vs. DCAPS Awardees*

Certificate of Mastery

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Automotive	0	0	6	5	1	1	3	1
Comp.Net.	5	1	6	3	2	0	0	1
Construction	0	0	0	1	0	0	0	0
Early Childhood Ed.	0	3	6	8	7	19	6	6
LMP	1	5	4	7	4	5	5	3
Marketing	1	0	4	3	6	7	7	3
ProStart (Culinary)	4	4	2	7	6	7	5	5
Total	11	13	28	34	26	40	26	19

DCAPS applicants awarded credits between

	SU 2013 and SP 2014	FA 2014 and SP 2015	SU 2015 and SU 2016	SU 2016 and SU 2017	SU 2017 and SP 2018	SU 2018 and SP 2019	SU2019 And SP 2020
Automotive	0	1	1	0	0	0	1
Comp.Net.	1	0	0	0	1	0	0
Construction	0	0	0	0	0	1	0
Early Childhood Ed.	3	2	1	1	1	1	1
LMP	1	1	1	1	2	3	0
Marketing	0	1	0	0	2	1	1
ProStart (Culinary)	2	0	0	0	3	0	0
Total	7	5	3	2	9	7	3

*18% of Certificate of Mastery Recipients received DCAPS Credits

As illustrated by Table 11, at John F. Kennedy High School, twenty (20) students earned Certificates of Mastery in DCAPS-eligible programs in SY2018-19. In the following year, eight (8) received DCAPS dual credit at GCC which is a 40% conversion rate of JFKHS Certificate of Mastery Recipients declaring DCAPS dual credit. Overall at JFKHS, it is a 24% overall conversion rate of Certificate of Mastery students declaring DCAPS credits since implementation.

Table 11. JFKHS Certificate of Mastery Recipients vs. DCAPS Awardees*

Certificate of Mastery								
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Automotive	0	0	0	1	0	5	5	5
Comp.Net.	0	0	1	0	1	n/a	n/a	n/a
Construction	0	0	0	1	0	2	4	1
LMP	3	2	6	16	2	8	10	5
Marketing	5	3	3	3	2	8	6	1
ProStart (Culinary)	6	2	6	9	13	7	9	8
Total	14	7	16	30	19	30	34	20

DCAPS applicants awarded credits between							
	SU 2013 and SP 2014	FA 2014 and SP 2015	SU 2015 and SU 2016	SU 2016 and SU 2017	SU 2017 and SP 2018	SU 2018 and SP 2019	SU 2019 and SP 2020
Automotive	0	0	0	0	0	2	2
Comp.Net.	0	1	0	0	0	0	0
Construction	0	0	0	0	0	0	0
LMP	0	0	1	2	4	5	4
Marketing	1	0	0	0	0	3	0
ProStart (Culinary)	4	4	0	0	3	2	2
Total	5	5	1	2	7	12	8

*24% of Certificate of Mastery Recipients received DCAPS Credits

As illustrated by Table 12, at Okkodo High School, thirty-two (32) students received Certificates of Mastery in SY2018-19. In the following year, twenty-two (22) Mastery recipients received GCC DCAPS dual credit, which is a 69% conversion rate. Overall, twenty percent (20%) of OHS Certificate of Mastery recipients have received DCAPS dual credit.

Table 12. OHS Certificate of Mastery Recipients vs. DCAPS Awardees*

Certificate of Mastery								
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Automotive	0	0	0	4	1	0	0	0
Comp.Net.	3	2	2	7	9	1	4	12
Construction	0	0	0	0	0	5	0	0
LMP	11	17	18	24	8	13	4	2
Marketing	7	2	20	17	9	19	23	12
ProStart (Culinary)	0	0	1	0	3	16	13	6
Total	21	21	41	52	30	54	44	32

1st time DCAPS applicants awarded credits between

	SU 2013 and SP 2014	FA 2014 and SP 2015	SU 2015 and SU 2016	SU 2016 and SU 2017	SU 2017 and SP 2018	SU 2018 and SP 2019	SU 2019 and SP 2020
Automotive	0	0	0	1	0	0	0
Comp.Net.	0	0	1	0	1	0	6
Construction	0	0	0	0	0	0	0
LMP	1	1	0	5	2	5	3
Marketing	1	1	0	1	1	7	9
ProStart (Culinary)	0	1	0	1	2	4	4
Total	2	3	1	8	6	16	22

*20% of Certificate of Mastery Recipients received DCAPS Credits

As illustrated by Table 13, at Simon Sanchez High School, forty-two (42) students received Certificates of Mastery in SY2018-19. In the following year, seventeen (17) Mastery recipients received GCC DCAPS dual credit, which is a 44% conversion rate. Overall, twenty-six percent (26%) of SSHS Certificate of Mastery recipients have received DCAPS dual credit.

Table 13. SSHS Certificate of Mastery Recipients vs. DCAPS Awardees*

Certificate of Mastery								
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Automotive	0	2	1	4	8	2	6	0
Comp.Net.	4	2	3	1	2	0	4	4
Construction	0	0	0	0	0	5	0	1
LMP	5	11	19	16	20	23	17	13
Marketing	5	5	7	13	17	12	9	14
ProStart (Culinary)	3	2	3	3	7	9	7	10
Total	17	22	33	37	54	51	42	42

1st time DCAPS applicants awarded credits between

	SU 2013 and SP 2014	FA 2014 and SP 2015	SU 2015 and SU 2016	SU 2016 and SU 2017	SU 2017 and SP 2018	SU 2018 and SP 2019	SU2019 and SP 2020
Automotive	2	1	0	1	0	0	1
Comp.Net.	0	0	1	0	0	1	3
Construction	0	0	0	0	0	1	0
LMP	2	4	1	0	11	9	6
Marketing	3	0	1	4	5	5	4
ProStart (Culinary)	4	1	0	2	0	2	3
Total	11	6	3	7	16	18	17

*26% of Certificate of Mastery Recipients received DCAPS Credits

As illustrated by Table 14, at Southern High School, sixteen (16) students received the Certificate of Mastery in SY2018-19. In the following year, nine (9) students received DCAPS dual credit, which is a 56% conversion rate. Since the inception of DCAPS, eleven percent (18%) of Southern High School students receiving the Certificate of Mastery have gone on to receive DCAPS dual credit.

Table 14. SHS Certificate of Mastery Recipients vs. DCAPS Awardees*

Certificate of Mastery

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Automotive	0	1	0	0	1	1	1	2
AutoBody	0	0	0	0	1	2	0	0
Comp.Net.	0	0	0	1	1	3	1	5
Construction	0	0	0	0	0	5	0	0
LMP	1	0	0	0	1	0	3	1
Marketing	4	4	11	5	12	9	15	8
ProStart (Culinary)	0	1	0	0	0	0	2	0
Total	5	6	11	6	16	20	22	16

1st time DCAPS applicants awarded credits between

	SU 2013 and SP 2014	FA 2014 and SP 2015	SU 2015 and SU 2016	SU 2016 and SU 2017	SU 2017 and SP 2018	SU 2018 and SP 2019	SU 2019 and SP 2020
Automotive	0	0	0	0	1	0	1
AutoBody	0	0	0	0	0	0	0
Comp.Net.	0	0	0	0	1	1	2
Construction	0	0	0	0	0	0	0
LMP	0	0	0	0	0	0	1
Marketing	0	0	1	1	2	1	5
ProStart (Culinary)	0	0	0	0	0	1	0
Total	0	0	1	1	4	3	9

*18% of Certificate of Mastery Recipients received DCAPS Credits

As illustrated by Table 15, at Tiyan High School, nineteen (19) students received the Certificate of Mastery in SY2018-19, with five (5) having received DCAPS dual credit, which is a 26% conversion rate. Since the inception of DCAPS, thirty-five percent (35%) of Tiyan High School students receiving the Certificate of Mastery have gone on to receive DCAPS dual credit.

Table 15. THS Certificate of Mastery Recipients vs. DCAPS Awardees*

Certificate of Mastery								
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Automotive	0	0	0	0	1	1	0	7
Comp.Net.	0	0	0	0	0	0	0	0
Construction	n/a	n/a	n/a	n/a	0	0	2	1
LMP	0	0	0	0	1	0	2	10
Marketing	0	0	0	0	0	5	4	1
Total	0	0	0	0	2	6	8	19

1st time DCAPS applicants awarded credits between

	SU 2013 and SP 2014	FA 2014 and SP 2015	SU 2015 and SU 2016	SU 2016 and SU 2017	SU 2017 and SP 2018	SU 2018 and SP 2019	SU 2019 and SP 2020
Automotive	0	0	0	1	1	0	1
Comp.Net.	0	0	0	0	0	0	0
Construction	n/a	n/a	n/a	n/a	0	1	0
LMP	0	0	0	1	0	1	3
Marketing	0	0	0	0	0	2	1
Total	0	0	0	2	1	4	5

*35% of Certificate of Mastery Recipients received DCAPS Credits

Classroom Learning Yields Math and English Readiness (CLYMER)

The CLYMER program allows students who meet the eligibility requirements of completing certain Math and English courses with a “B” or better and maintaining a 3.2 or better GPA the option of registering directly into MA110 or MA161A and/or EN110 without taking a placement test. For academic year 2019-2020, the results of the CLYMER participants were analyzed and the results are as follows:

- *The overall success rate of students for EN110 for AY2019-2020 is 91% with 167 students out of 184 successfully completing EN110 with a grade of a “C” or better.*
- *The overall success rate of students for MA110 for AY2019-2020 is 81% with 101 students out of 124 successfully completing MA110 with a grade of a “C” or better.*
- *The overall success rate of students for MA161A for AY2019-2020 is 89% with 16 students out of 18 successfully completing MA161A with a grade of a “C” or better.*

However, if we were to focus on success rates of CLYMER students who earned a grade of a “B” and an “A”, the results are as follows:

- *Approximately 74% of EN110 CLYMER students successfully completed with a “B” or better.*
- *Approximately 68% of MA110 CLYMER students successfully completed with a “B” or better.*
- *Approximately 83% of MA161A CLYMER students successfully completed with a “B” or better.*

Summer 2019, Fall 2019, and Spring 2020 CLYMER Success Rates of Students

The tables below detail the success rates of CLYMER students enrolled in English classes by grade and school of origin.

Summer 2019 EN110	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>Total</u>	<u>Success Rate (C or Better)</u>
GHS	1	0	0	0	0	1	100%
<u>Total</u>	1	0	0	0	0	1	<u>Overall Success Rate (C or Better)</u>

%	100%	0%	0%	0%	0%		100%
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Fall 2019 EN110	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>Total</u>	<u>Success Rate (C or Better)</u>
GWHS	6	6	0	1	0	13	92%
JFKHS	8	13	2	0	1	24	96%
SSHS	10	10	6	0	1	27	96%
OHS	21	10	7	2	2	42	90%
THS	9	5	1	0	0	15	100%
SHS	8	6	3	1	3	21	81%
<i>Total</i>	<i>62</i>	<i>50</i>	<i>19</i>	<i>4</i>	<i>7</i>	<i>142</i>	<i>68%</i>
%	44%	35%	13%	3%	5%		92%
AOLG	1	0	0	0	0	1	100%
GHS	2	0	1	0	0	3	100%
*SPHS	0	1	0	0	0	1	100%
NDHS	1	2	2	1	0	6	83%
<u>Overall Total</u>	66	53	22	5	7	153	<u>Overall Success Rate (C or Better)</u>
%	43%	35%	14%	3%	5%		92%

*SPHS (St. Paul High School)

Spring 2020 EN110	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>Total</u>	<u>Success Rate (C or Better)</u>
GWHS	0	4	3	1	0	8	88%
JFKHS	2	2	3	0	0	7	100%
SSHS	1	2	1	2	0	6	67%
OHS	1	1	0	0	0	2	100%
THS	0	0	0	1	0	1	0%
SHS	0	1	2	0	0	3	100%
NDHS	0	0	0	1	0	1	0%
SCA	1	0	0	0	0	1	100%
TVHS*	1	0	0	0	0	1	100%
<u>Total</u>	6	10	9	5	0	30	<u>Overall Success Rate (C or Better)</u>
%	20%	33%	30%	17%	0%		83%

*Temecula Valley High School

Overall Success Rates AY 2019-2020 for EN110	<u>Number of Successful Completers (C or Better)</u>	<u>Total Number of Completers</u>	<u>Overall Success Rate</u>	<u>Number of Successful Completers (B or Better)</u>	<u>Total Number of Completers</u>	<u>Overall Success Rate</u>
GWHS	16	21	76%	16	21	76%
JFKHS	30	31	97%	25	31	81%
SSHS	30	33	91%	23	33	70%
OHS	40	44	91%	33	44	75%
THS	15	16	94%	14	16	88%
SHS	20	24	83%	15	24	63%
AOLG	1	1	100%	1	1	100%
GHS	1	1	100%	1	1	100%
SPHS	1	1	100%	1	1	100%
GAC	1	1	100%	1	1	100%
SCA	1	1	100%	1	1	100%
NDHS	5	7	71%	3	7	43%
TVHS	1	1	100%	1	1	100%
Total	167	184	91%	136	184	74%

For summer 2019, a total of one high school student was approved for EN110 through the CLYMER program and completed the course. This student earned an ‘A’.

In Fall 2019, a total of 153 high school students were approved for EN110 through the CLYMER program and completed the course. 141 of the students successfully completed EN110 with a grade of a “C” or better, which is a 92% success rate. 119 of the students successfully completed EN110 with a grade of a “B” or better, which is an 84% success rate.

Of the 153 students who were approved for EN110 through the CLYMER program in fall 2019, 142 were GDOE high school students. Of the 142 GDOE high school students, 131 successfully completed EN110 with a grade of a “C” or better, which is a 92% success rate. Of the 142

GDOE high school students, 112 successfully completed EN110 with a grade of a “B” or better, which is an 79% success rate.

For spring 2020, a total of 30 high school students were approved for EN110 for CLYMER and completed the course. 25 of the students successfully completed EN110 with a grade of a “C” or better, which is an 85% success rate. 16 of the students successfully completed EN110 with a grade of a “B” or better, which is an 53% success rate.

Of the 30 students who were approved for EN110 through the CLYMER program in spring 2020, 27 were GDOE high school students. Of the 27 GDOE high school students, 23 successfully completed EN110 with a grade of a “C” or better, which is an 85% success rate. Of the 27 GDOE high school students, 14 successfully completed EN110 with a grade of a “B” or better, which is an 52% success rate.

The next set of tables show the success rates of CLYMER students enrolled in Math classes by grade and school of origin.

Summer 2019 MA110	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>Total</u>	<u>Success Rate (C or Better)</u>
SSHS	1	0	0	0	0	1	100%
THS	0	0	1	0	0	1	100%
<u>Total</u>	1	0	1	0	0	2	<u>Overall Success Rate (C or Better)</u>
<u>%</u>	50%	0%	50%	0%	0%		100%

Fall 2019 MA110	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>Total</u>	<u>Success Rate (C or Better)</u>
GWHS	2	5	0	1	1	9	78%
JFKHS	10	6	1	0	1	18	94%
SSHS	12	3	2	0	3	20	85%
OHS	12	2	3	1	3	22	82%
THS	7	0	3	0	1	11	91%
SHS	2	2	3	2	1	10	70%
<i>Total</i>	<i>45</i>	<i>18</i>	<i>11</i>	<i>4</i>	<i>10</i>	<i>88</i>	
<i>%</i>	<i>51%</i>	<i>20%</i>	<i>13%</i>	<i>5%</i>	<i>11%</i>	<i>100%</i>	<i>84%</i>

AOLG	1	0	0	0	1	2	50%
GACS	0	1	0	0	0	1	100%
GHS	1	1	0	0	0	2	100%
NDHS	2	2	1	1	1	7	71%
Overall Total	49	22	12	5	13	100	Overall Success Rate (C or Better)
%	48%	21%	13%	5%	13%		83%

Spring 2020 MA110	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>Total</u>	<u>Success Rate (C or Better)</u>
GWHS	1	1	2	0	1	5	80%
JFKHS	0	1	0	0	0	1	100%
SSHS	1	1	0	0	0	2	100%
OHS	2	0	1	1	0	4	75%
THS	0	1	0	0	0	1	100%
SHS	2	0	0	0	1	3	67%
<i>Total</i>	6	4	3	1	2	16	<i>total</i>
%	37%	25%	19%	6%	13%		81%
NDHS	0	0	0	0	1	1	0%
SCA	0	1	0	0	0	1	100%
Overall Total	6	5	3	1	3	18	Overall Success Rate (C or Better)
%	33%	28%	17%	6%	16%		78%

Overall Success Rates AY 2019-2020 for MA110	<u>Number of Successful Completers (C or Better)</u>	<u>Total Number of Completers</u>	<u>Overall Success Rate</u>	<u>Number of Successful Completers (B or Better)</u>	<u>Total Number of Completers</u>	<u>Overall Success Rate</u>
GWHS	11	14	79%	9	14	64%
JFKHS	18	19	95%	17	19	89%
SSHS	20	23	87%	18	23	78%
OHS	21	26	81%	16	26	62%
THS	12	13	92%	9	13	69%
SHS	9	15	60%	6	15	40%
AOLG	1	2	50%	1	2	50%
GACS	1	1	100%	1	1	100%
GHS	2	2	100%	2	2	100%
SCA	1	1	100%	1	1	100%
NDHS	5	8	71%	4	8	50%
Total	101	124	81%	84	124	68%

For summer 2019, a total of two high school students were approved for MA110 through the CLYMER program and completed the course. Both of the students successfully completed EN110 with a grade of a “C” or better, which is a 100% success rate.

In Fall 2019, a total of 100 high school students were approved for MA110 through the CLYMER program and completed the course. 83 of the students successfully completed MA110 with a grade of a “C” or better, which is a 83% success rate. 71 of the students successfully completed MA110 with a grade of a “B” or better, which is a 71% success rate.

Of the 100 students who were approved for MA110 through the CLYMER program in fall 2019, 88 were GDOE high school students. Of the 88 GDOE high school students, 74 successfully completed EN110 with a grade of a “C” or better, which is an 84% success rate. Of the 88 GDOE high school students, 71 of the students successfully completed MA110 with a grade of a “B” or better, which is a 81% success rate.

For spring 2020, a total of 18 high school students were approved for MA110 for CLYMER and completed the course. 16 students were GDOE students. 13 of these 16 students successfully completed MA110 with a grade of a “C” or better, which is a 90% success rate. 11 of the students successfully completed MA110 with a grade of a “B” or better, which is a 81% success rate.

Fall 2019 MA161A	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>Total</u>	<u>Success Rate (C or Better)</u>
OHS	6	3	0	1	0	10	90%
GWHS	1	0	0	0	0	1	100%
SHS	0	0	0	0	1	1	0%
THS	1	0	0	0	0	1	100%
<u>Total</u>	8	3	0	1	1	13	<u>Overall Success Rate (C or Better)</u>
<u>%</u>	61%	23%	0%	8%	8%		84%

Spring 2020 MA161A	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>Total</u>	<u>Success Rate (C or Better)</u>
GWHS	0	1	0	0	0	1	100%
JFKHS	0	0	1	0	0	1	100%
OHS	1	0	0	0	0	1	100%
SHS	1	0	0	0	0	1	100%
TVHS*	0	1	0	0	0	1	100%
<u>Total</u>	2	2	1	0	0	5	<u>Overall Success Rate (C or Better)</u>
<u>%</u>	40%	40%	20%	0%	0%		100%

*Temecula Valley High School

For fall 2019 a total of 13 GDOE students were approved for MA161A through CLYMER. 11 of the students successfully completed with a “C” or better for a success rate of 85%, with the same number and percentage of students successfully completing with a “B” or better. For spring 2019, a total of 4 GDOE students and 1 student from California were approved for MA161A through CLYMER. All of these students successfully completed with a “C” or better for a success rate of 100%.

Conclusion

Classroom Learning Yields Math and English Readiness (CLYMER)

The overall success rates of our CLYMER program since implementation are:

- *The overall success rate for EN110 since implementation is 443 out of 485 students successfully completing EN110 with a “C” or better for a success rate of 91%. The overall success rate since implementation of students successfully completing with a “B” or better is 392 out of 485 which is an 81% success rate.*
- *The overall success rate for MA110 since implementation is 271 out of 308 students successfully completing MA110 with a “C” or better for a success rate of 88%. The overall success rate since implementation of students successfully completing with a “B” or better is 230 out of 308 which is a 75% success rate.*

- *The overall success rate for MA161A since implementation is 32 out of 37 students successfully completing MA161A with a “C” or better for a success rate of 86%. The overall success rate since implementation of students successfully completing with a “B” or better is 28 out of 37 which is a 76% success rate.*

The vast majority of CLYMER participants continue to step up to the challenge and successfully complete their college level courses with a grade of a “C” or better. Although COVID-19 continues to challenge GCC students, most CLYMER students persisted until successful completion of their English and mathematics courses.

Dual Enrollment Accelerated Learning (DEAL)

There were only three (3) students who applied for DEAL scholarships in spring 2020. Potential applicants for Spring 2020 indicated that this was due to COVID-19 and transportation-related challenges. In order to increase the number of DEAL participants, GCC is considering the possibility of offering students the opportunity to take EN110 or MA110A in one of GDOE’s public high schools. GCC is also pursuing grant funds that would support such a move.

Dual Credit Articulated Programs of Study (DCAPS)

GCC also wishes to increase the number of students with a Certificate of Mastery from a GCC career and technical education program who matriculate to GCC, availing themselves of the Dual Credit Articulated Programs of Study (DCAPS) program. Because many high school students do not continue in the same program as they pursued in high school, they are not eligible for DCAPS dual credits. For this reason, GCC continues its efforts to place students in its secondary CTE programs based on data from students’ CHOICES skills and interests assessment results.

Further, GCC is exploring the possibility of offering course-to-course articulation, so that GCC students, once pursuing postsecondary studies, can receive DCAPS credits regardless of their programs of study.