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**Student Success Element Results**

- **Element 1:** Successful Completion of Developmental Instruction
  - English........................................................................................................................................................................... 1
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METHODOLOGY NOTES

Document Overview

The three colleges of the Kern Community College District joined Achieving the Dream (ATD) in 2013. The Lumina Foundation founded ATD in 2004. It provides a process or structure for improving student success. The process emphasizes a culture of evidence and continuous improvement while identifying and implementing strategies to improve student success. Success is measured in five (5) elements, which are described below. This document includes the most recent results for each student success element. Three separate cohorts of students were tracked over a period of time to determine how well they succeeded in each element. In this edition of the report, results for the Fall 2009, Fall 2010, and Fall 2011 cohorts are described. Each cohort was tracked for a period of three years. For example, the Fall 2011 cohort was followed through Spring 2014 to evaluate success. Results were disaggregated by student characteristics in order to uncover gaps in achievement among subgroups. The results in this document can be used when identifying and evaluating strategies to improve student success.

Cohort Definition

Cohorts consist of first-time, degree-seeking students in each fall term. Students previously enrolled as concurrent high school students were included. Students enrolled during the preceding summer were also included provided they enrolled in the fall term. Transfer students were not included. A degree-seeking student is a student enrolled in at least one course (in their first fall term) leading to a degree or certificate. Other students declaring a goal of transfer or degree/certificate completion were also included in the cohort.

The Five Student Success Elements

Element 1 – Successful Completion of Developmental Instruction

This element uses a sub-cohort of the ATD cohort which includes students who place in remedial coursework. Students placing in any remedial level were tracked to determine the rate at which they successfully complete the last course in the developmental sequence. Successful completion (grade ‘C’ or better) can be attained by multiple attempts within the three-year time period. There are two parts to this element, one for English and one for Math.
The Five Student Success Elements continued

Element 2 – Enrollment in and Successful Completion of the Initial College-Level or Gateway Courses in Math and English

In this element, gateway courses are defined as the first college-level course in the Math and English sequences. This element uses a sub-cohort of the ATD cohort that includes students who place in or below the gateway course (since students placing above this level are not required to take the course). Students were tracked to determine the rate at which they successfully completed the Gateway course within three years. Successful completion (grade 'C' or better) could be attained by multiple attempts within the three-year time period. There are two parts to this element, one for English and one for Math.

Element 3 – Successful Course Completion (Completion with a Grade of “C” or Better)

Students in the ATD cohort were tracked for one year to determine their successful course completion rate. Enrollments in all credit courses during the first academic year were used (summer, fall and spring terms). Successful course completion was determined using the following calculation: all grades of A, B, C, and P divided by all grades of A, B, C, P, D, F, I, NP, W, and DR.

Element 4 – Persistence from One Term to the Next

Students in the ATD cohort were tracked to the next term to determine if they persist. Persistence is measured in two time-periods: persistence from the first fall to the following spring and persistence from the first fall to the subsequent fall. A student was counted as persisting if they were enrolled in at least one course leading to a grade.

Element 5 – Attain a Certificate, Degree and/or Transfer

Students in the ATD cohort were tracked for 3 years to see if they received some type of an award and/or if they transferred to a four-year institution. Awards were tracked in two categories: degrees and certificates. Certificates include both certificates of achievement and job skills certificates.

Student Characteristics

In addition to overall rates, the five student success elements were disaggregated by a variety of demographic categories where possible. These include:

- Placement level (remedial or college level) for both English and Math
- Gender
- Age
Student Characteristics continued

- Ethnicity
- Enrollment Status in First Term (full or part-time)
- Unit load in First Term
- Financial Aid (received or not in first year)
- EOP&S (participated or not in first term)
- DSPS (participated or not in first term) - BC only
- Percentage of Distance Ed Within Cohort Period
- Educational Goal in First Term
- Matriculation – Assessment in First Term
- Matriculation – Orientation in First Term
- Matriculation – Counseling in First Term
- Matriculation – Student Education Plan in First Term
- Matriculation – Components in First Term (number of components completed, 0-4)
- Athletes in First Term (participated or not) - BC only
- First English Attempt (first term student attempted English)
- First Math Attempt (first term student attempted Math)

Notes on Cohort and Differences from the 2013 Report

While this report is very similar to the ATD Supplementary data provided in November 2013, the following key differences are noted.

**Cohort Differences:** In the 2013 data, the report included the most recent data available for each of the five data elements, regardless of what year(s) were involved. This time, all five elements describe the same three cohorts of students: first-time, degree-seeking students who started in the fall of 2009, 2010, and 2011. This allows for consistency throughout the document.

A small change was made to the definition of who should be included in the cohorts. In addition to all first-time students who took degree-applicable or CTE courses in their first term, the cohort now includes students who did not take a course leading to a degree or certificate in their first term but who declared an educational goal of transfer or degree/certificate completion. This change made small differences in the number of students included in each of the ATD cohorts described.
Notes on Cohort and Differences from the 2013 Report  continued

Element Differences: There were also small changes made to the definitions of certain elements. For both Elements 1 and 2, students are now considered successful if they completed the element prior to joining the cohort as a special admit student and/or as a transfer student during the cohort period. This had a substantial effect on the success rates in Element 2.

Demographic Differences: There were a couple demographic characteristics included in 2013 but omitted from this edition either because they were not useful or due to time constraints. For example, disaggregation by major was left out, as was disaggregation by campus. There were also small changes to several characteristics simply for clarification. Two changes were significant. When examining the percentage of a student’s coursework taken via distance education, the demographic now includes all coursework over the three-year cohort period, not just the first term. The First Attempted English/Math demographic was also modified. In 2013, it reported whether students attempted Math and English in their first term. In this edition of the report, the characteristic includes additional categories to provide a better measure: 1st term, 2nd term, 3rd term or later, and none taken.

Notes on How to Interpret the Results

- Results are presented in tables for each of the student success elements. Elements 1 and 2 have two sets of tables: one for English, another for Math.
- Cohorts representing three separate time-periods are shown horizontally in columns across each page.
- Disaggregated results by student characteristics or demographics are shown in rows vertically down each page.
- Results displayed in grey print depict groups with less than 30 students, where overall results are more influenced by individual results.
- The last set of columns on each page represents the results of all three cohorts combined, providing an alternative method of evaluating areas with small numbers.
- The number in the cohort (or sub-cohort) and each demographic category are listed as reference along with the percentage of students who were successful.
- Each cohort includes a visual guide to illustrate achievement gaps in the form of red and green bars growing from a central point. Red bars, progressing to the left, show areas where the success rate is lower than the overall average. Green bars, progressing to the right, show areas where the success rate is higher than the overall average. The bars are scaled to show the difference from the overall (average) rate relative to other values in the column. The longer the bar, the greater the gap.
Element 1 - Successful Completion of Developmental Instruction

This element uses a sub-cohort of the ATD cohort which includes students who place in remedial coursework. Students placing in any remedial level are tracked to determine the rate at which they successfully complete the last course in the developmental sequence. Successful completion (grade ‘C’ or better) can be attained by multiple attempts within the three-year time period. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results. The red and green bars illustrate achievement gaps relative to the overall (average) rate of each cohort. The longer the bar, the greater the gap.

<table>
<thead>
<tr>
<th>BC Element 1 - Completion of Developmental Courses within 3 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Placement</strong></td>
</tr>
<tr>
<td>1 Level Below Transfer</td>
</tr>
<tr>
<td>2 Level Below Transfer</td>
</tr>
<tr>
<td>3 Level Below Transfer</td>
</tr>
<tr>
<td>4 Level Below Transfer</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td><strong>Age</strong></td>
</tr>
<tr>
<td>19 or Younger</td>
</tr>
<tr>
<td>20-29</td>
</tr>
<tr>
<td>30 or Older</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
</tr>
<tr>
<td>African American</td>
</tr>
<tr>
<td>American Indian</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Filipino</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
</tr>
<tr>
<td>Pacific Islander</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td><strong>Enrollment Status in First Term</strong></td>
</tr>
<tr>
<td>Full-time</td>
</tr>
<tr>
<td>Part-time</td>
</tr>
<tr>
<td>Withdrew/Non-Credit</td>
</tr>
<tr>
<td><strong>Unit Load in First Term</strong></td>
</tr>
<tr>
<td>Withdrawn/Non-Credit</td>
</tr>
<tr>
<td>0.1-5.9 Units</td>
</tr>
<tr>
<td>6-8.9 Units</td>
</tr>
<tr>
<td>9-11.9 Units</td>
</tr>
<tr>
<td>12-14.9 Units</td>
</tr>
<tr>
<td>15 or More Units</td>
</tr>
</tbody>
</table>

This element uses a sub-cohort of the ATD cohort which includes students who place in remedial coursework. Students placing in any remedial level are tracked to determine the rate at which they successfully complete the last course in the developmental sequence. Successful completion (grade ‘C’ or better) can be attained by multiple attempts within the three-year time period. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results. The red and green bars illustrate achievement gaps relative to the overall (average) rate of each cohort. The longer the bar, the greater the gap.
## BC Element 1 - Completion of Developmental Courses within 3 Years

### English

<table>
<thead>
<tr>
<th>Placed in Developmental English</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort Success Rate</td>
<td>Cohort Success Rate</td>
<td>Cohort Success Rate</td>
<td>Cohort Success Rate</td>
</tr>
<tr>
<td>2,877</td>
<td>21.3%</td>
<td>2,680</td>
<td>24.9%</td>
<td>7,847</td>
</tr>
</tbody>
</table>

### Results by Demographic Component

#### Financial Aid in First Year

<table>
<thead>
<tr>
<th>Component</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid</td>
<td>2,059 19.9%</td>
</tr>
<tr>
<td>No Financial Aid</td>
<td>818 24.8%</td>
</tr>
<tr>
<td></td>
<td>2,008 18.9%</td>
</tr>
<tr>
<td></td>
<td>672 26.8%</td>
</tr>
<tr>
<td></td>
<td>1,761 22.5%</td>
</tr>
<tr>
<td></td>
<td>529 32.9%</td>
</tr>
<tr>
<td></td>
<td>2,019 20.3%</td>
</tr>
</tbody>
</table>

#### EOP&S in First Term

<table>
<thead>
<tr>
<th>Component</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOPS</td>
<td>101 28.7%</td>
</tr>
<tr>
<td>No EOPS</td>
<td>2,776 21.0%</td>
</tr>
<tr>
<td></td>
<td>78 17.9%</td>
</tr>
<tr>
<td></td>
<td>2,602 20.9%</td>
</tr>
<tr>
<td></td>
<td>49 28.6%</td>
</tr>
<tr>
<td></td>
<td>2,241 24.8%</td>
</tr>
<tr>
<td></td>
<td>228 25.0%</td>
</tr>
</tbody>
</table>

#### DSPS in First Term

<table>
<thead>
<tr>
<th>Component</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSPS</td>
<td>80 8.8%</td>
</tr>
<tr>
<td>No DSPS</td>
<td>2,797 21.6%</td>
</tr>
<tr>
<td></td>
<td>92 13.0%</td>
</tr>
<tr>
<td></td>
<td>2,588 21.1%</td>
</tr>
<tr>
<td></td>
<td>68 10.3%</td>
</tr>
<tr>
<td></td>
<td>2,222 25.3%</td>
</tr>
<tr>
<td></td>
<td>240 10.8%</td>
</tr>
</tbody>
</table>

#### Percentage of Distance Ed Within Cohort Period

<table>
<thead>
<tr>
<th>Component</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Distance Ed</td>
<td>33 0.0%</td>
</tr>
<tr>
<td>66 - 99% Distance Ed</td>
<td>45 4.4%</td>
</tr>
<tr>
<td>33 - 65% Distance Ed</td>
<td>141 14.2%</td>
</tr>
<tr>
<td>1 - 32.9% Distance Ed</td>
<td>752 37.2%</td>
</tr>
<tr>
<td>100% Traditional</td>
<td>1,906 16.3%</td>
</tr>
<tr>
<td></td>
<td>43 2.3%</td>
</tr>
<tr>
<td></td>
<td>27 7.4%</td>
</tr>
<tr>
<td></td>
<td>125 20.0%</td>
</tr>
<tr>
<td></td>
<td>678 32.2%</td>
</tr>
<tr>
<td></td>
<td>1,807 17.3%</td>
</tr>
<tr>
<td></td>
<td>33 3.0%</td>
</tr>
<tr>
<td></td>
<td>33 9.1%</td>
</tr>
<tr>
<td></td>
<td>115 17.7%</td>
</tr>
<tr>
<td></td>
<td>557 42.9%</td>
</tr>
<tr>
<td></td>
<td>1,552 19.9%</td>
</tr>
<tr>
<td></td>
<td>109 1.8%</td>
</tr>
<tr>
<td></td>
<td>105 6.7%</td>
</tr>
<tr>
<td></td>
<td>381 16.5%</td>
</tr>
<tr>
<td></td>
<td>1,987 37.1%</td>
</tr>
<tr>
<td></td>
<td>5,265 17.7%</td>
</tr>
</tbody>
</table>

#### Educational Goal in First Term

<table>
<thead>
<tr>
<th>Component</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer</td>
<td>1,636 23.8%</td>
</tr>
<tr>
<td>Associates Degree</td>
<td>62 9.7%</td>
</tr>
<tr>
<td>Vocational Degree or Certificate</td>
<td>112 12.5%</td>
</tr>
<tr>
<td>Other</td>
<td>494 15.4%</td>
</tr>
<tr>
<td>Undecided</td>
<td>572 22.0%</td>
</tr>
<tr>
<td>Unknown/Uncollected</td>
<td>1 0.0%</td>
</tr>
<tr>
<td></td>
<td>1,491 24.1%</td>
</tr>
<tr>
<td></td>
<td>42 9.5%</td>
</tr>
<tr>
<td></td>
<td>87 11.5%</td>
</tr>
<tr>
<td></td>
<td>482 14.9%</td>
</tr>
<tr>
<td></td>
<td>576 19.6%</td>
</tr>
<tr>
<td></td>
<td>2 0.0%</td>
</tr>
<tr>
<td></td>
<td>1,328 28.1%</td>
</tr>
<tr>
<td></td>
<td>29 6.9%</td>
</tr>
<tr>
<td></td>
<td>81 4.9%</td>
</tr>
<tr>
<td></td>
<td>361 20.2%</td>
</tr>
<tr>
<td></td>
<td>490 24.1%</td>
</tr>
<tr>
<td></td>
<td>1 0.0%</td>
</tr>
<tr>
<td></td>
<td>4,455 25.2%</td>
</tr>
<tr>
<td></td>
<td>133 9.0%</td>
</tr>
<tr>
<td></td>
<td>280 10.0%</td>
</tr>
<tr>
<td></td>
<td>1,337 16.5%</td>
</tr>
<tr>
<td></td>
<td>1,638 21.8%</td>
</tr>
<tr>
<td></td>
<td>5,265 17.7%</td>
</tr>
</tbody>
</table>

#### Matriculation - Assessment in First Term

<table>
<thead>
<tr>
<th>Component</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>2,815 21.3%</td>
</tr>
<tr>
<td>No Assessment</td>
<td>62 19.4%</td>
</tr>
<tr>
<td></td>
<td>2,652 21.0%</td>
</tr>
<tr>
<td></td>
<td>2,254 25.0%</td>
</tr>
<tr>
<td></td>
<td>7,721 22.3%</td>
</tr>
</tbody>
</table>

#### Matriculation - Orientation in First Term

<table>
<thead>
<tr>
<th>Component</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>2,398 23.7%</td>
</tr>
<tr>
<td>No Orientation</td>
<td>479 9.0%</td>
</tr>
<tr>
<td></td>
<td>2,302 23.0%</td>
</tr>
<tr>
<td></td>
<td>2,098 26.4%</td>
</tr>
<tr>
<td></td>
<td>6,798 24.3%</td>
</tr>
</tbody>
</table>

#### Matriculation - Counseling in First Term

<table>
<thead>
<tr>
<th>Component</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>2,272 23.2%</td>
</tr>
<tr>
<td>No Counseling</td>
<td>605 13.9%</td>
</tr>
<tr>
<td></td>
<td>1,981 24.5%</td>
</tr>
<tr>
<td></td>
<td>1,902 27.5%</td>
</tr>
<tr>
<td></td>
<td>6,155 25.0%</td>
</tr>
</tbody>
</table>

#### Matriculation - Ed Plan in First Term

<table>
<thead>
<tr>
<th>Component</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Plan</td>
<td>766 31.9%</td>
</tr>
<tr>
<td>No Ed Plan</td>
<td>2,111 17.4%</td>
</tr>
<tr>
<td></td>
<td>579 35.1%</td>
</tr>
<tr>
<td></td>
<td>741 39.4%</td>
</tr>
<tr>
<td></td>
<td>2,086 35.4%</td>
</tr>
</tbody>
</table>

#### Matriculation Components in First Term

<table>
<thead>
<tr>
<th>Component</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Matric Components</td>
<td>30 13.3%</td>
</tr>
<tr>
<td>1 Matric Component</td>
<td>242 11.2%</td>
</tr>
<tr>
<td>2 Matric Components</td>
<td>515 12.6%</td>
</tr>
<tr>
<td>3 Matric Components</td>
<td>1,381 20.3%</td>
</tr>
<tr>
<td>4 Matric Components</td>
<td>709 33.3%</td>
</tr>
<tr>
<td></td>
<td>12 8.3%</td>
</tr>
<tr>
<td></td>
<td>265 5.3%</td>
</tr>
<tr>
<td></td>
<td>515 12.8%</td>
</tr>
<tr>
<td></td>
<td>1,333 21.2%</td>
</tr>
<tr>
<td></td>
<td>555 35.1%</td>
</tr>
<tr>
<td></td>
<td>20 15.0%</td>
</tr>
<tr>
<td></td>
<td>113 6.7%</td>
</tr>
<tr>
<td></td>
<td>269 15.2%</td>
</tr>
<tr>
<td></td>
<td>1,142 19.9%</td>
</tr>
<tr>
<td></td>
<td>724 40.1%</td>
</tr>
<tr>
<td></td>
<td>62 12.9%</td>
</tr>
<tr>
<td></td>
<td>642 7.8%</td>
</tr>
<tr>
<td></td>
<td>1,299 13.2%</td>
</tr>
<tr>
<td></td>
<td>3,856 20.5%</td>
</tr>
<tr>
<td></td>
<td>1,988 36.3%</td>
</tr>
</tbody>
</table>

#### Athletes in First Term

<table>
<thead>
<tr>
<th>Component</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athlete</td>
<td>81 27.2%</td>
</tr>
<tr>
<td>Not an Athlete</td>
<td>2,796 21.1%</td>
</tr>
<tr>
<td></td>
<td>74 36.5%</td>
</tr>
<tr>
<td></td>
<td>85 41.2%</td>
</tr>
<tr>
<td></td>
<td>2,205 24.3%</td>
</tr>
<tr>
<td></td>
<td>7,607 21.8%</td>
</tr>
</tbody>
</table>
## BC Element 1 - Completion of Developmental Courses within 3 Years

<table>
<thead>
<tr>
<th>English</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placed in Developmental English</td>
<td>2,877 21.3%</td>
<td>2,680 20.9%</td>
<td>2,290 24.9%</td>
<td>7,847 22.2%</td>
</tr>
</tbody>
</table>

### Results by Demographic Component

**First English Attempt**

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Term or Later</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No English Course Taken</td>
<td>890 0.0%</td>
<td>908 0.0%</td>
<td>840 0.0%</td>
<td>2,638 0.0%</td>
</tr>
</tbody>
</table>

**First Math Attempt**

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Term or Later</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Math Course Taken</td>
<td>960 3.3%</td>
<td>993 4.1%</td>
<td>946 5.1%</td>
<td>2,899 4.2%</td>
</tr>
</tbody>
</table>

* The course 4 levels below transfer is ACDVB201B; 3 levels below transfer is ACDVB68 or ACDVB65; 2 levels below transfer is ENGLB60 or ENGLBA; 1 level below transfer is ENGLB50, ENGLB53 or ENGLB1. Successful completion of ENGLB50, ENGLB53 or ENGLB1 constitutes success for this element.
Element 1 - Successful Completion of Developmental Instruction

This element uses a sub-cohort of the ATD cohort which includes students who place in remedial coursework. Students placing in any remedial level are tracked to determine the rate at which they successfully complete the last course in the developmental sequence. Successful completion (grade ‘C’ or better) can be attained by multiple attempts within the three-year time period. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results. The red and green bars illustrate achievement gaps relative to the overall (average) rate of each cohort. The longer the bar, the greater the gap.

### BC Element 1 - Completion of Developmental Courses within 3 Years

<table>
<thead>
<tr>
<th>Math</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort</td>
<td>Success Rate</td>
<td>Cohort</td>
<td>Success Rate</td>
</tr>
<tr>
<td>Placed in Developmental Math</td>
<td>2,736  19.1%</td>
<td>2,732  20.6%</td>
<td>2,528  23.3%</td>
<td>7,996  20.9%</td>
</tr>
</tbody>
</table>

#### Results by Demographic Component

<table>
<thead>
<tr>
<th>Placement*</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Levels Below Transfer</td>
<td>1,192 33.6%</td>
<td>1,141 37.2%</td>
<td>910 43.1%</td>
<td>3,243 37.5%</td>
</tr>
<tr>
<td>3 Levels Below Transfer</td>
<td>670 11.9%</td>
<td>777 12.4%</td>
<td>852 17.8%</td>
<td>2,299 14.3%</td>
</tr>
<tr>
<td>4 Levels Below Transfer</td>
<td>874 4.7%</td>
<td>814 5.2%</td>
<td>766 5.9%</td>
<td>2,454 5.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>1,464 21.9%</td>
<td>1,474 23.5%</td>
<td>1,438 25.3%</td>
<td>4,376 23.6%</td>
</tr>
<tr>
<td>Male</td>
<td>1,272 15.8%</td>
<td>1,243 17.3%</td>
<td>1,084 20.8%</td>
<td>3,599 17.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 or Younger</td>
<td>1,910 22.1%</td>
<td>1,923 24.0%</td>
<td>1,875 26.2%</td>
<td>5,708 24.1%</td>
</tr>
<tr>
<td>20-29</td>
<td>584 13.0%</td>
<td>557 12.6%</td>
<td>486 16.3%</td>
<td>1,627 13.8%</td>
</tr>
<tr>
<td>30 or Older</td>
<td>242 9.9%</td>
<td>252 11.9%</td>
<td>167 11.4%</td>
<td>661 11.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>265 8.7%</td>
<td>267 7.9%</td>
<td>214 9.3%</td>
<td>746 8.6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>20 6.0%</td>
<td>17 11.8%</td>
<td>13 0.0%</td>
<td>50 6.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>41 24.4%</td>
<td>21 23.8%</td>
<td>34 44.1%</td>
<td>96 31.3%</td>
</tr>
<tr>
<td>Filipino</td>
<td>44 18.2%</td>
<td>40 35.0%</td>
<td>37 45.9%</td>
<td>121 32.2%</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>1,603 20.7%</td>
<td>1,643 20.6%</td>
<td>1,604 21.4%</td>
<td>4,850 21.8%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>8 12.5%</td>
<td>8 0.0%</td>
<td>6 33.3%</td>
<td>22 13.6%</td>
</tr>
<tr>
<td>White</td>
<td>672 20.7%</td>
<td>640 25.2%</td>
<td>522 25.5%</td>
<td>1,834 23.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Status in First Term</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>932 29.8%</td>
<td>911 27.9%</td>
<td>729 34.4%</td>
<td>2,572 30.4%</td>
</tr>
<tr>
<td>Part-time</td>
<td>1,686 14.1%</td>
<td>1,699 17.5%</td>
<td>1,673 19.8%</td>
<td>5,058 17.1%</td>
</tr>
<tr>
<td>Withdrew/ Non-Credit</td>
<td>118 5.9%</td>
<td>122 8.2%</td>
<td>126 4.8%</td>
<td>366 6.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Load in First Term</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdraw/ Non-Credit</td>
<td>118 5.9%</td>
<td>122 8.2%</td>
<td>126 4.8%</td>
<td>366 6.3%</td>
</tr>
<tr>
<td>0.1-5.9 Units</td>
<td>566 8.3%</td>
<td>562 13.9%</td>
<td>575 13.6%</td>
<td>1,703 11.9%</td>
</tr>
<tr>
<td>6-8.9 Units</td>
<td>531 14.5%</td>
<td>554 16.1%</td>
<td>521 20.2%</td>
<td>1,606 16.9%</td>
</tr>
<tr>
<td>9-11.9 Units</td>
<td>589 19.2%</td>
<td>583 22.5%</td>
<td>577 25.8%</td>
<td>1,749 22.5%</td>
</tr>
<tr>
<td>12-14.9 Units</td>
<td>749 28.4%</td>
<td>759 25.7%</td>
<td>622 33.3%</td>
<td>2,130 28.9%</td>
</tr>
<tr>
<td>15 or More Units</td>
<td>183 35.5%</td>
<td>152 38.8%</td>
<td>107 41.1%</td>
<td>442 38.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Aid in First Year</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid</td>
<td>1,973 19.2%</td>
<td>2,032 19.6%</td>
<td>1,959 21.5%</td>
<td>5,964 20.1%</td>
</tr>
<tr>
<td>No Financial Aid</td>
<td>763 18.9%</td>
<td>700 23.3%</td>
<td>569 29.3%</td>
<td>2,032 23.3%</td>
</tr>
</tbody>
</table>
# BC Element 1 - Completion of Developmental Courses within 3 Years

## Math

<table>
<thead>
<tr>
<th>Placed in Developmental Math</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort</td>
<td>Success Rate</td>
<td>Cohort</td>
<td>Success Rate</td>
<td>Cohort</td>
</tr>
<tr>
<td>2,736</td>
<td>19.1%</td>
<td>2,732</td>
<td>20.6%</td>
<td>2,528</td>
</tr>
</tbody>
</table>

## Results by Demographic Component

( red and green bars illustrate achievement gaps relative to the overall (average) rate)

### EOP&S in First Term

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOP&amp;S</td>
<td>92 26.1%</td>
<td>85 21.2%</td>
<td>49 38.8%</td>
<td>226 27.0%</td>
</tr>
<tr>
<td>No EOP&amp;S</td>
<td>2,644 18.8%</td>
<td>2,647 20.6%</td>
<td>2,479 23.0%</td>
<td>7,770 20.7%</td>
</tr>
</tbody>
</table>

### DSPS in First Term

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSPS</td>
<td>85 21.2%</td>
<td>92 10.9%</td>
<td>75 17.3%</td>
<td>252 16.3%</td>
</tr>
<tr>
<td>No DSPS</td>
<td>2,651 19.0%</td>
<td>2,640 20.9%</td>
<td>2,453 23.5%</td>
<td>7,744 21.1%</td>
</tr>
</tbody>
</table>

### Percentage of Distance Ed Within Cohort Period

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Distance Ed</td>
<td>46 6.5%</td>
<td>52 1.9%</td>
<td>42 9.5%</td>
<td>140 5.7%</td>
</tr>
<tr>
<td>66 - 99% Distance Ed</td>
<td>49 6.1%</td>
<td>38 7.9%</td>
<td>41 24.4%</td>
<td>128 12.5%</td>
</tr>
<tr>
<td>33 - 65% Distance Ed</td>
<td>164 16.5%</td>
<td>157 17.8%</td>
<td>148 20.9%</td>
<td>469 18.3%</td>
</tr>
<tr>
<td>1 - 32.9% Distance Ed</td>
<td>716 30.9%</td>
<td>704 32.1%</td>
<td>622 36.7%</td>
<td>2,042 33.1%</td>
</tr>
<tr>
<td>100% Traditional</td>
<td>1,761 15.2%</td>
<td>1,781 17.1%</td>
<td>1,675 18.9%</td>
<td>5,217 17.0%</td>
</tr>
</tbody>
</table>

### Educational Goal in First Term

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer</td>
<td>1,516 21.9%</td>
<td>1,466 23.3%</td>
<td>1,455 26.9%</td>
<td>4,437 24.0%</td>
</tr>
<tr>
<td>Associates Degree</td>
<td>62 8.1%</td>
<td>45 17.8%</td>
<td>31 12.9%</td>
<td>138 12.3%</td>
</tr>
<tr>
<td>Vocational Degree</td>
<td>115 14.8%</td>
<td>85 16.5%</td>
<td>87 10.3%</td>
<td>287 13.9%</td>
</tr>
<tr>
<td>Other</td>
<td>506 11.7%</td>
<td>535 18.1%</td>
<td>433 19.4%</td>
<td>1,474 15.5%</td>
</tr>
<tr>
<td>Undecided</td>
<td>536 20.3%</td>
<td>599 18.5%</td>
<td>521 19.0%</td>
<td>1,656 19.3%</td>
</tr>
<tr>
<td>Unknown/Uncollected</td>
<td>1 0.0%</td>
<td>2 50.0%</td>
<td>1 100.0%</td>
<td>4 50.0%</td>
</tr>
</tbody>
</table>

### Matriculation - Assessment in First Term

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>2,665 19.3%</td>
<td>2,692 20.8%</td>
<td>2,484 23.5%</td>
<td>7,841 21.1%</td>
</tr>
<tr>
<td>No Assessment</td>
<td>71 9.9%</td>
<td>40 7.5%</td>
<td>44 13.6%</td>
<td>155 10.3%</td>
</tr>
</tbody>
</table>

### Matriculation - Orientation in First Term

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>2,219 21.4%</td>
<td>2,305 22.6%</td>
<td>2,317 24.7%</td>
<td>6,841 22.9%</td>
</tr>
<tr>
<td>No Orientation</td>
<td>517 9.3%</td>
<td>427 9.6%</td>
<td>211 8.1%</td>
<td>1,155 9.2%</td>
</tr>
</tbody>
</table>

### Matriculation - Counseling in First Term

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>2,060 21.5%</td>
<td>1,967 23.7%</td>
<td>2,085 25.6%</td>
<td>6,112 23.6%</td>
</tr>
<tr>
<td>No Counseling</td>
<td>676 11.7%</td>
<td>765 12.4%</td>
<td>443 12.6%</td>
<td>1,884 12.2%</td>
</tr>
</tbody>
</table>

### Matriculation - Ed Plan in First Term

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Plan</td>
<td>649 31.3%</td>
<td>566 32.5%</td>
<td>783 37.3%</td>
<td>1,998 34.0%</td>
</tr>
<tr>
<td>No Ed Plan</td>
<td>2,087 15.3%</td>
<td>2,166 17.5%</td>
<td>1,745 17.0%</td>
<td>5,998 16.6%</td>
</tr>
</tbody>
</table>

### Matriculation Components in First Term

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Coharts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Matric Components</td>
<td>36 8.3%</td>
<td>21 9.5%</td>
<td>26 11.5%</td>
<td>83 9.6%</td>
</tr>
<tr>
<td>1 Matric Component</td>
<td>272 8.6%</td>
<td>292 8.6%</td>
<td>153 7.8%</td>
<td>717 8.5%</td>
</tr>
<tr>
<td>2 Matric Components</td>
<td>560 11.8%</td>
<td>557 14.0%</td>
<td>299 14.7%</td>
<td>1,416 13.3%</td>
</tr>
<tr>
<td>3 Matric Components</td>
<td>1,271 18.6%</td>
<td>1,324 21.0%</td>
<td>1,282 18.7%</td>
<td>3,877 19.5%</td>
</tr>
<tr>
<td>4 Matric Components</td>
<td>597 32.2%</td>
<td>538 33.3%</td>
<td>768 37.8%</td>
<td>1,903 34.7%</td>
</tr>
</tbody>
</table>

### Athletes in First Term

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athlete</td>
<td>61 23.0%</td>
<td>50 22.0%</td>
<td>77 39.0%</td>
<td>188 29.3%</td>
</tr>
<tr>
<td>Not an Athlete</td>
<td>2,675 19.0%</td>
<td>2,682 20.5%</td>
<td>2,451 22.8%</td>
<td>7,808 20.7%</td>
</tr>
<tr>
<td>BC Element 1 - Completion of Developmental Courses within 3 Years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placed in Developmental Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-10 Cohort</td>
<td>Success Rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort</td>
<td>Success Rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2,736 19.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-11 Cohort</td>
<td>Success Rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort</td>
<td>Success Rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2,732 20.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-12 Cohort</td>
<td>Success Rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort</td>
<td>Success Rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2,528 23.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Cohorts Combined</td>
<td>Success Rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort</td>
<td>Success Rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7,996 20.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Results by Demographic Component** (red and green bars illustrate achievement gaps relative to the overall (average) rate)

<table>
<thead>
<tr>
<th>Math</th>
<th>2009-10 Cohort</th>
<th>Success Rate</th>
<th>2010-11 Cohort</th>
<th>Success Rate</th>
<th>2011-12 Cohort</th>
<th>Success Rate</th>
<th>3 Cohorts Combined</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort</td>
<td>Success Rate</td>
<td>Cohort</td>
<td>Success Rate</td>
<td>Cohort</td>
<td>Success Rate</td>
<td>Cohort</td>
<td>Success Rate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1st Term</td>
<td>1,090 27.9%</td>
<td>1,034 26.5%</td>
<td>848 30.4%</td>
<td>2,972 28.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2nd Term</td>
<td>369 26.3%</td>
<td>426 32.2%</td>
<td>411 41.1%</td>
<td>1,206 33.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3rd Term or Later</td>
<td>357 23.8%</td>
<td>308 32.8%</td>
<td>293 39.2%</td>
<td>958 31.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No English Course Taken</td>
<td>920 3.9%</td>
<td>964 5.2%</td>
<td>976 4.8%</td>
<td>2,860 4.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**First English Attempt**

<table>
<thead>
<tr>
<th>Math</th>
<th>2009-10 Cohort</th>
<th>Success Rate</th>
<th>2010-11 Cohort</th>
<th>Success Rate</th>
<th>2011-12 Cohort</th>
<th>Success Rate</th>
<th>3 Cohorts Combined</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort</td>
<td>Success Rate</td>
<td>Cohort</td>
<td>Success Rate</td>
<td>Cohort</td>
<td>Success Rate</td>
<td>Cohort</td>
<td>Success Rate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1st Term</td>
<td>1,026 33.2%</td>
<td>901 34.4%</td>
<td>681 39.5%</td>
<td>2,608 35.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2nd Term</td>
<td>349 31.2%</td>
<td>422 33.2%</td>
<td>418 45.0%</td>
<td>1,189 36.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3rd Term or Later</td>
<td>371 19.4%</td>
<td>334 33.5%</td>
<td>343 38.5%</td>
<td>1,048 30.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Math Course Taken</td>
<td>990 0.0%</td>
<td>1,075 0.0%</td>
<td>1,086 0.0%</td>
<td>3,151 0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The course 4 levels below transfer is ACDVB78 or ACDVB77; 3 levels below transfer is MATHB50; 2 levels below transfer is MATHB60 or MATHBA. Successful completion of MATHB60 or MATHBA constitutes success for this element.
## BC Element 2 - Gateway Course Enrollment and Successful Completion Rates within Three Years

### English

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Enrolled</td>
<td>% Successful</td>
<td>% Enrolled</td>
<td>% Successful</td>
</tr>
<tr>
<td>All Sub-Cohort Students</td>
<td>4,079</td>
<td>33.0%</td>
<td>3,924</td>
<td>34.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)

#### Placement - English

<table>
<thead>
<tr>
<th></th>
<th>% Enrolled</th>
<th>% Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placed into Remedial Course</td>
<td>2,877</td>
<td>74.7%</td>
</tr>
<tr>
<td>Placed into Gateway Course</td>
<td>1,202</td>
<td>70.3%</td>
</tr>
</tbody>
</table>

#### Gender

<table>
<thead>
<tr>
<th></th>
<th>% Enrolled</th>
<th>% Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>2,142</td>
<td>70.6%</td>
</tr>
<tr>
<td>Male</td>
<td>1,937</td>
<td>66.9%</td>
</tr>
</tbody>
</table>

#### Age

<table>
<thead>
<tr>
<th></th>
<th>% Enrolled</th>
<th>% Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 or Younger</td>
<td>3,121</td>
<td>71.6%</td>
</tr>
<tr>
<td>20-29</td>
<td>706</td>
<td>62.4%</td>
</tr>
</tbody>
</table>

#### Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>% Enrolled</th>
<th>% Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>296</td>
<td>56.7%</td>
</tr>
<tr>
<td>American Indian</td>
<td>27</td>
<td>75.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>108</td>
<td>85.3%</td>
</tr>
<tr>
<td>Filipino</td>
<td>79</td>
<td>80.6%</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>2,306</td>
<td>67.8%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>12</td>
<td>66.7%</td>
</tr>
<tr>
<td>White</td>
<td>1,124</td>
<td>73.2%</td>
</tr>
</tbody>
</table>

#### Enrollment Status in First Term

<table>
<thead>
<tr>
<th></th>
<th>% Enrolled</th>
<th>% Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>1,633</td>
<td>74.0%</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,285</td>
<td>62.5%</td>
</tr>
<tr>
<td>Withdraw/ Non-Credit</td>
<td>161</td>
<td>61.9%</td>
</tr>
</tbody>
</table>

#### Unit Load in First Term

<table>
<thead>
<tr>
<th></th>
<th>% Enrolled</th>
<th>% Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1-5.9 Units</td>
<td>714</td>
<td>71.1%</td>
</tr>
<tr>
<td>6-8.9 Units</td>
<td>711</td>
<td>69.7%</td>
</tr>
<tr>
<td>9-11.9 Units</td>
<td>860</td>
<td>67.8%</td>
</tr>
<tr>
<td>12-14.9 Units</td>
<td>1,250</td>
<td>70.5%</td>
</tr>
<tr>
<td>15 or More Units</td>
<td>383</td>
<td>83.2%</td>
</tr>
</tbody>
</table>

#### Financial Aid in First Year

<table>
<thead>
<tr>
<th></th>
<th>% Enrolled</th>
<th>% Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid</td>
<td>2,703</td>
<td>67.2%</td>
</tr>
<tr>
<td>No Financial Aid</td>
<td>1,376</td>
<td>71.7%</td>
</tr>
</tbody>
</table>

#### EOP&S in First Term

<table>
<thead>
<tr>
<th></th>
<th>% Enrolled</th>
<th>% Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOPS</td>
<td>126</td>
<td>63.6%</td>
</tr>
<tr>
<td>No EOPS</td>
<td>3,953</td>
<td>77.7%</td>
</tr>
</tbody>
</table>

#### DSPS in First Term

<table>
<thead>
<tr>
<th></th>
<th>% Enrolled</th>
<th>% Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSPS</td>
<td>98</td>
<td>70.6%</td>
</tr>
<tr>
<td>No DSPS</td>
<td>3,981</td>
<td>71.2%</td>
</tr>
</tbody>
</table>

---

In this element, gateway courses are defined as the first college-level course in the Math and English sequences. This element uses a sub-cohort of the ATD cohort which includes students who place in or below the gateway course (since students placing above this level are not required to take the course). Students are tracked to determine the rate at which they successfully complete the gateway course within three years.* Successful completion (grade ‘C’ or better) can be attained by multiple attempts within the three-year time period. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results. The red and green bars illustrate achievement gaps relative to the overall (average) rate of each cohort. The longer the bar, the greater the gap.

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* ATD Student Success Elements

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Institutional Research and Reporting 7 of 17
## BC Element 2 - Gateway Course Enrollment and Successful Completion Rates within Three Years

### Results by Demographic Component

<table>
<thead>
<tr>
<th>Percentage of Distance Ed Within Cohort Period</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Distance Ed</td>
<td>56 12.5%</td>
<td>56 5.4%</td>
<td>50 4.0%</td>
<td>162 7.4%</td>
</tr>
<tr>
<td>66 - 99% Distance Ed</td>
<td>62 12.9%</td>
<td>53 26.4%</td>
<td>50 16.0%</td>
<td>165 18.2%</td>
</tr>
<tr>
<td>33 - 65% Distance Ed</td>
<td>229 28.4%</td>
<td>206 27.2%</td>
<td>191 32.5%</td>
<td>626 29.2%</td>
</tr>
<tr>
<td>1 - 32% Distance Ed</td>
<td>1,209 50.6%</td>
<td>1,139 49.7%</td>
<td>918 55.7%</td>
<td>3,266 51.7%</td>
</tr>
<tr>
<td>100% Traditional</td>
<td>2,523 26.0%</td>
<td>2,470 28.3%</td>
<td>2,116 29.1%</td>
<td>6,631 27.7%</td>
</tr>
</tbody>
</table>

### Educational Goal in First Term

<table>
<thead>
<tr>
<th>Educational Goal in First Term</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer in First Term</td>
<td>2,263 38.3%</td>
<td>2,263 32.8%</td>
<td>2,116 39.1%</td>
<td>6,631 34.5%</td>
</tr>
<tr>
<td>Associates Degree</td>
<td>1,997 60.7%</td>
<td>1,997 60.7%</td>
<td>1,650 70.0%</td>
<td>5,644 33.5%</td>
</tr>
<tr>
<td>Vocational Degree or Certificate</td>
<td>1,997 60.7%</td>
<td>1,997 60.7%</td>
<td>1,650 70.0%</td>
<td>5,644 33.5%</td>
</tr>
<tr>
<td>Other</td>
<td>1,997 60.7%</td>
<td>1,997 60.7%</td>
<td>1,650 70.0%</td>
<td>5,644 33.5%</td>
</tr>
<tr>
<td>Undecided</td>
<td>1,997 60.7%</td>
<td>1,997 60.7%</td>
<td>1,650 70.0%</td>
<td>5,644 33.5%</td>
</tr>
<tr>
<td>100% Distance Ed</td>
<td>2,263 38.3%</td>
<td>2,263 32.8%</td>
<td>2,116 39.1%</td>
<td>6,631 34.5%</td>
</tr>
</tbody>
</table>

### Matriculation - Assessment in First Term

<table>
<thead>
<tr>
<th>Matriculation - Assessment in First Term</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>3,866 34.4%</td>
<td>3,407 37.0%</td>
<td>3,082 37.7%</td>
<td>9,947 36.9%</td>
</tr>
<tr>
<td>No Assessment</td>
<td>58 19.0%</td>
<td>517 14.9%</td>
<td>243 15.2%</td>
<td>1,381 15.9%</td>
</tr>
</tbody>
</table>

### Matriculation - Orientation in First Term

<table>
<thead>
<tr>
<th>Matriculation - Orientation in First Term</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>2,960 39.3%</td>
<td>2,807 39.3%</td>
<td>1,636 30.3%</td>
<td>9,030 38.2%</td>
</tr>
<tr>
<td>No Counseling</td>
<td>964 18.4%</td>
<td>518 18.3%</td>
<td>2,298 19.0%</td>
<td>60.3%</td>
</tr>
</tbody>
</table>

### Matriculation - Counseling in First Term

<table>
<thead>
<tr>
<th>Matriculation - Counseling in First Term</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>1,937 47.8%</td>
<td>1,893 34.7%</td>
<td>1,636 30.3%</td>
<td>9,030 38.2%</td>
</tr>
<tr>
<td>1 Matric Component</td>
<td>29 31.0%</td>
<td>28 14.3%</td>
<td>98 21.4%</td>
<td>96 21.4%</td>
</tr>
<tr>
<td>2 Matric Components</td>
<td>29 31.0%</td>
<td>28 14.3%</td>
<td>98 21.4%</td>
<td>96 21.4%</td>
</tr>
<tr>
<td>3 Matric Components</td>
<td>29 31.0%</td>
<td>28 14.3%</td>
<td>98 21.4%</td>
<td>96 21.4%</td>
</tr>
<tr>
<td>4 Matric Components</td>
<td>29 31.0%</td>
<td>28 14.3%</td>
<td>98 21.4%</td>
<td>96 21.4%</td>
</tr>
</tbody>
</table>

### Matriculation - Ed Plan in First Term

<table>
<thead>
<tr>
<th>Matriculation - Ed Plan in First Term</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Plan</td>
<td>1,146 52.6%</td>
<td>518 18.3%</td>
<td>2,298 19.0%</td>
<td>60.3%</td>
</tr>
<tr>
<td>No Ed Plan</td>
<td>2,950 26.8%</td>
<td>964 18.4%</td>
<td>3,298 27.6%</td>
<td>96.6%</td>
</tr>
</tbody>
</table>

### Matriculation Components in First Term

<table>
<thead>
<tr>
<th>Matriculation Components in First Term</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Matric Components</td>
<td>29 31.0%</td>
<td>28 14.3%</td>
<td>98 21.4%</td>
<td>96 21.4%</td>
</tr>
<tr>
<td>1 Matric Component</td>
<td>29 31.0%</td>
<td>28 14.3%</td>
<td>98 21.4%</td>
<td>96 21.4%</td>
</tr>
<tr>
<td>2 Matric Components</td>
<td>29 31.0%</td>
<td>28 14.3%</td>
<td>98 21.4%</td>
<td>96 21.4%</td>
</tr>
<tr>
<td>3 Matric Components</td>
<td>29 31.0%</td>
<td>28 14.3%</td>
<td>98 21.4%</td>
<td>96 21.4%</td>
</tr>
<tr>
<td>4 Matric Components</td>
<td>29 31.0%</td>
<td>28 14.3%</td>
<td>98 21.4%</td>
<td>96 21.4%</td>
</tr>
</tbody>
</table>

### Athletes in First Term

<table>
<thead>
<tr>
<th>Athletes in First Term</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athlete</td>
<td>142 57.7%</td>
<td>490 45.5%</td>
<td>436 56.7%</td>
<td>1,470 45.4%</td>
</tr>
<tr>
<td>Not an Athlete</td>
<td>1,366 32.3%</td>
<td>1,054 52.3%</td>
<td>1,000 43.6%</td>
<td>3,420 34.6%</td>
</tr>
</tbody>
</table>

### First English Attempt

<table>
<thead>
<tr>
<th>First English Attempt</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Term</td>
<td>1,598 49.1%</td>
<td>1,598 49.1%</td>
<td>1,598 49.1%</td>
<td>1,598 49.1%</td>
</tr>
<tr>
<td>2nd Term</td>
<td>636 48.7%</td>
<td>636 48.7%</td>
<td>636 48.7%</td>
<td>636 48.7%</td>
</tr>
<tr>
<td>3rd Term or Later</td>
<td>490 45.5%</td>
<td>490 45.5%</td>
<td>490 45.5%</td>
<td>490 45.5%</td>
</tr>
<tr>
<td>No English Course Taken</td>
<td>1,100 0.0%</td>
<td>1,100 0.0%</td>
<td>1,100 0.0%</td>
<td>1,100 0.0%</td>
</tr>
</tbody>
</table>

### First Math Attempt

<table>
<thead>
<tr>
<th>First Math Attempt</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Term</td>
<td>1,484 44.1%</td>
<td>1,484 44.1%</td>
<td>1,484 44.1%</td>
<td>1,484 44.1%</td>
</tr>
<tr>
<td>2nd Term</td>
<td>636 46.1%</td>
<td>636 46.1%</td>
<td>636 46.1%</td>
<td>636 46.1%</td>
</tr>
<tr>
<td>3rd Term or Later</td>
<td>500 47.8%</td>
<td>500 47.8%</td>
<td>500 47.8%</td>
<td>500 47.8%</td>
</tr>
<tr>
<td>No Math Course Taken</td>
<td>1,304 11.7%</td>
<td>1,304 11.7%</td>
<td>1,304 11.7%</td>
<td>1,304 11.7%</td>
</tr>
</tbody>
</table>

* Success for this element is successful completion of ENGLB1A, or the equivalent course at another college.
Element 2 - Enrollment in and Successful Completion of the Initial College-level or Gateway Courses in Math and English

In this element, gateway courses are defined as the first college-level course in the Math and English sequences. This element uses a sub-cohort of the ATD cohort which includes students who place in or below the gateway course (since students placing above this level are not required to take the course). Students are tracked to determine the rate at which they successfully complete the gateway course within three years.* Successful completion (grade ‘C’ or better) can be attained by multiple attempts within the three-year time period. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results. The red and green bars illustrate achievement gaps relative to the overall (average) rate of each cohort. The longer the bar, the greater the gap.

### BC Element 2 - Gateway Course Enrollment and Successful Completion Rates within Three Years

#### Math

<table>
<thead>
<tr>
<th>Cohort</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gateway Course</td>
<td>Gateway Course</td>
<td>Gateway Course</td>
<td>Gateway Course</td>
</tr>
<tr>
<td></td>
<td>% Enrolled</td>
<td>% Successful</td>
<td>% Enrolled</td>
<td>% Successful</td>
</tr>
<tr>
<td>All Sub-Cohort Students</td>
<td>3,339 27.3%</td>
<td>59.9%</td>
<td>3,280 25.7%</td>
<td>64.0%</td>
</tr>
</tbody>
</table>

#### Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)

##### Placement - Math

<table>
<thead>
<tr>
<th>Placement</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placed into Remedial Course</td>
<td>2,736 17.7%</td>
<td>57.6%</td>
<td>2,732 16.9%</td>
<td>65.7%</td>
</tr>
<tr>
<td>Placed into Gateway Course</td>
<td>603 70.6%</td>
<td>62.4%</td>
<td>548 69.5%</td>
<td>61.9%</td>
</tr>
</tbody>
</table>

#### Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>1,789 29.7%</td>
<td>61.0%</td>
<td>1,747 28.3%</td>
<td>67.1%</td>
</tr>
<tr>
<td>Male</td>
<td>1,550 24.5%</td>
<td>58.3%</td>
<td>1,513 22.9%</td>
<td>59.4%</td>
</tr>
</tbody>
</table>

#### Age

<table>
<thead>
<tr>
<th>Age</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 or Younger</td>
<td>2,447 32.6%</td>
<td>59.3%</td>
<td>2,408 30.1%</td>
<td>63.7%</td>
</tr>
<tr>
<td>20-29</td>
<td>642 13.9%</td>
<td>64.0%</td>
<td>608 14.6%</td>
<td>66.3%</td>
</tr>
<tr>
<td>30 or Older</td>
<td>250 9.6%</td>
<td>62.5%</td>
<td>264 11.4%</td>
<td>63.3%</td>
</tr>
</tbody>
</table>

#### Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>287 10.5%</td>
<td>43.3%</td>
<td>287 10.5%</td>
<td>53.3%</td>
</tr>
<tr>
<td>American Indian</td>
<td>23 8.7%</td>
<td>50.0%</td>
<td>22 13.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>68 38.2%</td>
<td>88.5%</td>
<td>34 44.1%</td>
<td>86.7%</td>
</tr>
<tr>
<td>Filipino</td>
<td>59 44.1%</td>
<td>88.5%</td>
<td>50 38.0%</td>
<td>79.9%</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>1,934 28.5%</td>
<td>57.4%</td>
<td>1,969 27.0%</td>
<td>62.0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>11 27.3%</td>
<td>88.5%</td>
<td>9 11.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>855 29.4%</td>
<td>61.8%</td>
<td>790 15.2%</td>
<td>61.5%</td>
</tr>
</tbody>
</table>

#### Enrollment Status in First Term

<table>
<thead>
<tr>
<th>Status</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>1,212 39.5%</td>
<td>61.8%</td>
<td>1,200 36.4%</td>
<td>66.6%</td>
</tr>
<tr>
<td>Part-time</td>
<td>1,988 21.0%</td>
<td>57.8%</td>
<td>1,945 20.1%</td>
<td>60.9%</td>
</tr>
<tr>
<td>Withdraw/ Non-Credit</td>
<td>139 10.1%</td>
<td>57.1%</td>
<td>135 11.9%</td>
<td>68.8%</td>
</tr>
</tbody>
</table>

#### Unit Load in First Term

<table>
<thead>
<tr>
<th>Load</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrew/ Non-Credit</td>
<td>139 10.1%</td>
<td>57.1%</td>
<td>135 11.9%</td>
<td>68.8%</td>
</tr>
</tbody>
</table>

#### Financial Aid in First Year

<table>
<thead>
<tr>
<th>Financial Aid</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Financial Aid</td>
<td>2,334 25.9%</td>
<td>57.5%</td>
<td>2,378 23.6%</td>
<td>61.6%</td>
</tr>
<tr>
<td>No EOPS</td>
<td>1,005 30.3%</td>
<td>66.4%</td>
<td>902 31.4%</td>
<td>68.2%</td>
</tr>
<tr>
<td>DSPS in First Term</td>
<td>89 21.3%</td>
<td>84.2%</td>
<td>97 13.4%</td>
<td>61.5%</td>
</tr>
</tbody>
</table>

### Bakersfield College

Achieving the Dream Student Success Elements

In this element, gateway courses are defined as the first college-level course in the Math and English sequences. This element uses a sub-cohort of the ATD cohort which includes students who place in or below the gateway course (since students placing above this level are not required to take the course). Students are tracked to determine the rate at which they successfully complete the gateway course within three years.* Successful completion (grade ‘C’ or better) can be attained by multiple attempts within the three-year time period. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results. The red and green bars illustrate achievement gaps relative to the overall (average) rate of each cohort. The longer the bar, the greater the gap.
### BC Element 2 - Gateway Course Enrollment and Successful Completion Rates within Three Years

#### Math

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Enrolled</td>
<td>% Successful</td>
<td>% Enrolled</td>
<td>% Successful</td>
</tr>
<tr>
<td>All Sub-Cohort Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3,339</td>
<td>27.3%</td>
<td>3,280</td>
<td>25.7%</td>
</tr>
</tbody>
</table>

#### Results by Demographic Component

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Enrolled</td>
<td>% Successful</td>
<td>% Enrolled</td>
<td>% Successful</td>
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</tbody>
</table>

#### Percentage of Distance Ed Within Cohort Period

<table>
<thead>
<tr>
<th></th>
<th>100% Distance Ed</th>
<th>66 - 99% Distance Ed</th>
<th>33 - 65% Distance Ed</th>
<th>1 - 32.9% Distance Ed</th>
<th>100% Traditional</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

#### Educational Goal in First Term

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>% Enrolled</td>
<td>% Successful</td>
<td>% Enrolled</td>
<td>% Successful</td>
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</tbody>
</table>

#### Matriculation - Assessment in First Term

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>% Enrolled</td>
<td>% Successful</td>
<td>% Enrolled</td>
<td>% Successful</td>
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</tbody>
</table>

#### Matriculation - Orientation in First Term

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Enrolled</td>
<td>% Successful</td>
<td>% Enrolled</td>
<td>% Successful</td>
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</tbody>
</table>

#### Matriculation - Counseling in First Term

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Enrolled</td>
<td>% Successful</td>
<td>% Enrolled</td>
<td>% Successful</td>
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</tbody>
</table>

#### Matriculation - Ed Plan in First Term

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Enrolled</td>
<td>% Successful</td>
<td>% Enrolled</td>
<td>% Successful</td>
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</tbody>
</table>

#### Matriculation Components in First Term

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Enrolled</td>
<td>% Successful</td>
<td>% Enrolled</td>
<td>% Successful</td>
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</tbody>
</table>

#### First English Attempt

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Enrolled</td>
<td>% Successful</td>
<td>% Enrolled</td>
<td>% Successful</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

#### First Math Attempt

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Enrolled</td>
<td>% Successful</td>
<td>% Enrolled</td>
<td>% Successful</td>
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<td></td>
</tr>
</tbody>
</table>

* Success for this element is successful completion of MATHB70, MATHBD, or the equivalent course at another college.
### Element 3 - Successful Course Completion (Completion with a Grade of "C" or Better)

Students in the ATD cohort are tracked for one year to determine their successful course completion rate. Enrollments in all credit courses during the summer, fall and spring terms in their initial year are used. Successful course completion is determined using the following calculation: all grades of A, B, C, P divided by all grades of A, B, C, P, D, F, I, NP, W, and DR. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results. The red and green bars illustrate achievement gaps relative to the overall (average) rate of each cohort. The longer the bar, the greater the gap.

#### BC Element 3 - Successful Course Completion Rate (Grade of 'C' or Better)

<table>
<thead>
<tr>
<th>All Coursework</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort</td>
<td>Success Rate</td>
<td>Cohort</td>
<td>Success Rate</td>
</tr>
<tr>
<td>ATD Cohort Students</td>
<td>4,530</td>
<td>59.5%</td>
<td>4,325</td>
<td>59.4%</td>
</tr>
<tr>
<td><strong>Results by Demographic Component</strong></td>
<td></td>
<td>(red and green bars illustrate achievement gaps relative to the overall (average) rate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Placement - English</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placed into Remedial</td>
<td>2,877</td>
<td>54.8%</td>
<td>2,680</td>
<td>54.7%</td>
</tr>
<tr>
<td>Placed into College Level</td>
<td>1,202</td>
<td>69.7%</td>
<td>1,244</td>
<td>70.1%</td>
</tr>
<tr>
<td><strong>Placement - Math</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placed into Remedial</td>
<td>2,736</td>
<td>51.8%</td>
<td>2,732</td>
<td>53.2%</td>
</tr>
<tr>
<td>Placed into College Level</td>
<td>1,328</td>
<td>72.5%</td>
<td>1,188</td>
<td>72.3%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2,346</td>
<td>61.0%</td>
<td>2,230</td>
<td>61.4%</td>
</tr>
<tr>
<td>Male</td>
<td>2,184</td>
<td>57.9%</td>
<td>2,070</td>
<td>57.1%</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 or Younger</td>
<td>3,215</td>
<td>61.6%</td>
<td>3,072</td>
<td>62.1%</td>
</tr>
<tr>
<td>20-29</td>
<td>903</td>
<td>50.2%</td>
<td>860</td>
<td>48.5%</td>
</tr>
<tr>
<td>30 or Older</td>
<td>412</td>
<td>56.8%</td>
<td>543</td>
<td>52.1%</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>345</td>
<td>38.2%</td>
<td>367</td>
<td>36.3%</td>
</tr>
<tr>
<td>American Indian</td>
<td>31</td>
<td>51.1%</td>
<td>27</td>
<td>47.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>114</td>
<td>72.9%</td>
<td>75</td>
<td>76.0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>88</td>
<td>72.9%</td>
<td>72</td>
<td>74.0%</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>2,478</td>
<td>58.7%</td>
<td>2,464</td>
<td>59.1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>12</td>
<td>60.0%</td>
<td>14</td>
<td>52.0%</td>
</tr>
<tr>
<td>White</td>
<td>1,315</td>
<td>68.1%</td>
<td>1,150</td>
<td>65.9%</td>
</tr>
<tr>
<td><strong>Enrollment Status in First Term</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>1,687</td>
<td>67.6%</td>
<td>1,618</td>
<td>66.7%</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,636</td>
<td>52.7%</td>
<td>2,523</td>
<td>53.1%</td>
</tr>
<tr>
<td>Withdrawn/ Non-Credit</td>
<td>207</td>
<td>15.8%</td>
<td>184</td>
<td>19.0%</td>
</tr>
<tr>
<td><strong>Unit Load in First Term</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Withdrawn/ Non-Credit</td>
<td>207</td>
<td>15.8%</td>
<td>184</td>
<td>19.0%</td>
</tr>
<tr>
<td>0.1-5.9 Units</td>
<td>924</td>
<td>45.9%</td>
<td>863</td>
<td>46.4%</td>
</tr>
<tr>
<td>6-8.9 Units</td>
<td>813</td>
<td>54.3%</td>
<td>821</td>
<td>52.7%</td>
</tr>
<tr>
<td>9-11.9 Units</td>
<td>899</td>
<td>55.0%</td>
<td>839</td>
<td>56.6%</td>
</tr>
<tr>
<td>12-14.9 Units</td>
<td>1,295</td>
<td>65.8%</td>
<td>1,275</td>
<td>63.2%</td>
</tr>
<tr>
<td>15 or More Units</td>
<td>392</td>
<td>72.2%</td>
<td>343</td>
<td>77.1%</td>
</tr>
<tr>
<td><strong>Financial Aid in First Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>2,864</td>
<td>55.5%</td>
<td>2,926</td>
<td>55.2%</td>
</tr>
<tr>
<td>No Financial Aid</td>
<td>1,666</td>
<td>67.6%</td>
<td>1,399</td>
<td>69.5%</td>
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<tr>
<td><strong>EOPs in First Term</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EOPs</td>
<td>126</td>
<td>60.1%</td>
<td>94</td>
<td>53.1%</td>
</tr>
<tr>
<td>No EOPs</td>
<td>4,404</td>
<td>59.5%</td>
<td>4,231</td>
<td>59.6%</td>
</tr>
</tbody>
</table>
## BC Element 3 - Successful Course Completion Rate (Grade of 'C' or Better)

<table>
<thead>
<tr>
<th>All Coursework</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Success Rate</td>
<td>Cohort Success Rate</td>
<td>Cohort Success Rate</td>
<td>Cohort Success Rate</td>
<td></td>
</tr>
<tr>
<td>ATD Cohort Students</td>
<td>4,530 59.5%</td>
<td>4,325 59.4%</td>
<td>3,617 62.6%</td>
<td>12,472 60.3%</td>
</tr>
</tbody>
</table>

## Results by Demographic Component

### DSPS in First Term

<table>
<thead>
<tr>
<th>Component</th>
<th>2011-12 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSPS 104 54.7%</td>
<td>108 55.7%</td>
</tr>
<tr>
<td>No DSPS 4,426 59.6%</td>
<td>4,217 59.5%</td>
</tr>
</tbody>
</table>

### Percentage of Distance Ed Within Cohort Period

<table>
<thead>
<tr>
<th>Distance Ed Within Cohort Period</th>
<th>2011-12 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Distance Ed</td>
<td>106 29.2%</td>
</tr>
<tr>
<td>66 - 99% Distance Ed</td>
<td>77 33.9%</td>
</tr>
<tr>
<td>33 - 65% Distance Ed</td>
<td>259 55.3%</td>
</tr>
<tr>
<td>1 - 32.9% Distance Ed</td>
<td>1,242 67.7%</td>
</tr>
<tr>
<td>100% Traditional</td>
<td>2,846 56.1%</td>
</tr>
</tbody>
</table>

### Educational Goal in First Term

<table>
<thead>
<tr>
<th>Goal</th>
<th>2011-12 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer</td>
<td>2,522 60.5%</td>
</tr>
<tr>
<td>Associates Degree</td>
<td>83 50.4%</td>
</tr>
<tr>
<td>Vocational Degree or Certificate</td>
<td>161 50.6%</td>
</tr>
<tr>
<td>Other</td>
<td>837 55.6%</td>
</tr>
<tr>
<td>Undecided</td>
<td>892 60.2%</td>
</tr>
<tr>
<td>Unknown/Uncollected</td>
<td>35 97.7%</td>
</tr>
</tbody>
</table>

### Matriculation - Assessment in First Term

<table>
<thead>
<tr>
<th>Assessment</th>
<th>2011-12 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>4,059 59.6%</td>
</tr>
<tr>
<td>No Assessment</td>
<td>471 57.5%</td>
</tr>
</tbody>
</table>

### Matriculation - Orientation in First Term

<table>
<thead>
<tr>
<th>Orientation</th>
<th>2011-12 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>3,560 61.3%</td>
</tr>
<tr>
<td>No Orientation</td>
<td>970 49.6%</td>
</tr>
</tbody>
</table>

### Matriculation - Counseling in First Term

<table>
<thead>
<tr>
<th>Counseling</th>
<th>2011-12 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>3,346 61.8%</td>
</tr>
<tr>
<td>No Counseling</td>
<td>1,164 49.5%</td>
</tr>
</tbody>
</table>

### Matriculation - Ed Plan in First Term

<table>
<thead>
<tr>
<th>Ed Plan</th>
<th>2011-12 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Plan</td>
<td>1,156 69.9%</td>
</tr>
<tr>
<td>No Ed Plan</td>
<td>3,374 54.4%</td>
</tr>
</tbody>
</table>

### Matriculation Components in First Term

<table>
<thead>
<tr>
<th>Component</th>
<th>2011-12 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Matric Components</td>
<td>348 55.7%</td>
</tr>
<tr>
<td>1 Matric Component</td>
<td>390 47.9%</td>
</tr>
<tr>
<td>2 Matric Components</td>
<td>722 47.2%</td>
</tr>
<tr>
<td>3 Matric Components</td>
<td>1,993 57.8%</td>
</tr>
<tr>
<td>4 Matric Components</td>
<td>1,077 70.4%</td>
</tr>
</tbody>
</table>

### Athletics in First Term

<table>
<thead>
<tr>
<th>Athlete</th>
<th>2011-12 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athlete</td>
<td>143 75.2%</td>
</tr>
<tr>
<td>Not an Athlete</td>
<td>4,307 55.8%</td>
</tr>
</tbody>
</table>

### First English Attempt

<table>
<thead>
<tr>
<th>Attempt</th>
<th>2011-12 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Term</td>
<td>1,838 61.8%</td>
</tr>
<tr>
<td>2nd Term</td>
<td>584 64.7%</td>
</tr>
<tr>
<td>3rd Term or Later</td>
<td>555 69.5%</td>
</tr>
<tr>
<td>No English Course Taken</td>
<td>1,553 44.7%</td>
</tr>
</tbody>
</table>

### First Math Attempt

<table>
<thead>
<tr>
<th>Attempt</th>
<th>2011-12 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Term</td>
<td>1,706 62.4%</td>
</tr>
<tr>
<td>2nd Term</td>
<td>576 66.3%</td>
</tr>
<tr>
<td>3rd Term or Later</td>
<td>614 70.0%</td>
</tr>
<tr>
<td>No Math Course Taken</td>
<td>1,634 43.3%</td>
</tr>
</tbody>
</table>
### ATD Student Success Elements

#### Element 4 - Persistence from One Term to the Next

Students in the ATD cohort are tracked to the next term to determine if they persist. Persistence is measured in two time-periods: persistence from the first fall to the following spring and persistence from the first fall to the subsequent fall. A student is counted as persisting if they are enrolled in at least one course leading to a grade. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results. The red and green bars illustrate achievement gaps relative to the overall (average) rate of each cohort. The longer the bar, the greater the gap.

#### BC Element 4 - Persistence Rate from Term to Term

<table>
<thead>
<tr>
<th>Persistence</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall to Spring</td>
<td>Fall to Fall</td>
<td>Fall to Spring</td>
<td>Fall to Fall</td>
</tr>
<tr>
<td></td>
<td>Persistence Rate</td>
<td>Persistence Rate</td>
<td>Persistence Rate</td>
<td>Persistence Rate</td>
</tr>
<tr>
<td></td>
<td>Cohort</td>
<td>Cohort</td>
<td>Cohort</td>
<td>Cohort</td>
</tr>
<tr>
<td>ATD Cohort Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persistence Rate</td>
<td>4,530 70.6%</td>
<td>54.3%</td>
<td>4,325 71.1%</td>
<td>53.8%</td>
</tr>
<tr>
<td>Placed into Remedial</td>
<td>2,877 71.5%</td>
<td>54.2%</td>
<td>2,680 72.4%</td>
<td>53.9%</td>
</tr>
<tr>
<td>Placed into College Level</td>
<td>1,202 82.0%</td>
<td>67.5%</td>
<td>1,244 81.8%</td>
<td>65.7%</td>
</tr>
<tr>
<td>Placement - English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement - Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placed into Remedial</td>
<td>2,736 69.7%</td>
<td>51.0%</td>
<td>2,732 71.3%</td>
<td>51.8%</td>
</tr>
<tr>
<td>Placed into College Level</td>
<td>1,328 65.2%</td>
<td>73.2%</td>
<td>1,188 64.7%</td>
<td>71.2%</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2,346 73.5%</td>
<td>57.3%</td>
<td>2,230 73.8%</td>
<td>58.6%</td>
</tr>
<tr>
<td>Male</td>
<td>2,184 67.4%</td>
<td>51.1%</td>
<td>2,070 68.3%</td>
<td>49.8%</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 or Younger</td>
<td>3,215 78.2%</td>
<td>63.0%</td>
<td>3,072 78.5%</td>
<td>62.3%</td>
</tr>
<tr>
<td>20-29</td>
<td>903 52.0%</td>
<td>32.1%</td>
<td>863 53.3%</td>
<td>34.4%</td>
</tr>
<tr>
<td>30 or Older</td>
<td>412 51.9%</td>
<td>35.7%</td>
<td>403 52.1%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>345 60.3%</td>
<td>40.6%</td>
<td>367 56.9%</td>
<td>34.9%</td>
</tr>
<tr>
<td>American Indian</td>
<td>31 58.1%</td>
<td>32.3%</td>
<td>27 63.0%</td>
<td>55.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>114 71.9%</td>
<td>61.4%</td>
<td>75 77.3%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>86 76.1%</td>
<td>62.5%</td>
<td>72 81.9%</td>
<td>68.1%</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>2,478 73.4%</td>
<td>57.4%</td>
<td>2,464 73.8%</td>
<td>58.6%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>12 75.0%</td>
<td>62.5%</td>
<td>14 81.9%</td>
<td>67.1%</td>
</tr>
<tr>
<td>White</td>
<td>1,315 68.7%</td>
<td>52.8%</td>
<td>1,150 69.6%</td>
<td>52.5%</td>
</tr>
<tr>
<td>Enrollment Status in First Term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>1,687 85.9%</td>
<td>67.8%</td>
<td>1,618 85.0%</td>
<td>66.2%</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,036 64.4%</td>
<td>48.2%</td>
<td>2,523 65.3%</td>
<td>48.3%</td>
</tr>
<tr>
<td>Withdrawn Non-Credit</td>
<td>207 24.2%</td>
<td>22.7%</td>
<td>184 27.2%</td>
<td>20.1%</td>
</tr>
<tr>
<td>Unit Load in First Term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Withdrawn Non-Credit</td>
<td>207 24.2%</td>
<td>22.7%</td>
<td>184 27.2%</td>
<td>20.1%</td>
</tr>
<tr>
<td>0.1-5.9 Units</td>
<td>924 48.4%</td>
<td>36.1%</td>
<td>863 48.3%</td>
<td>34.4%</td>
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<td>6-8.9 Units</td>
<td>813 68.6%</td>
<td>51.9%</td>
<td>821 69.7%</td>
<td>50.9%</td>
</tr>
<tr>
<td>9-11.9 Units</td>
<td>899 77.1%</td>
<td>57.3%</td>
<td>839 78.5%</td>
<td>60.1%</td>
</tr>
<tr>
<td>12-14.9 Units</td>
<td>1,295 84.2%</td>
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<td>1,275 83.1%</td>
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</tr>
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<td>15 or More Units</td>
<td>392 91.6%</td>
<td>74.5%</td>
<td>343 92.4%</td>
<td>75.8%</td>
</tr>
<tr>
<td>Financial Aid in First Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>2,864 75.3%</td>
<td>57.1%</td>
<td>2,926 73.4%</td>
<td>54.2%</td>
</tr>
<tr>
<td>No Financial Aid</td>
<td>1,666 62.4%</td>
<td>49.6%</td>
<td>1,399 66.3%</td>
<td>53.0%</td>
</tr>
<tr>
<td>EOP&amp;S in First Term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EOPS</td>
<td>126 90.5%</td>
<td>77.8%</td>
<td>94 93.6%</td>
<td>56.4%</td>
</tr>
<tr>
<td>No EOPS</td>
<td>4,404 70.0%</td>
<td>53.7%</td>
<td>4,231 70.6%</td>
<td>53.7%</td>
</tr>
</tbody>
</table>
## Persistence

<table>
<thead>
<tr>
<th>Persistence</th>
<th>ATD Cohort Students</th>
<th>2009-10 Cohort</th>
<th>Cohort Persistence Rate</th>
<th>Fall to Spring</th>
<th>Fall to Fall</th>
<th>2010-11 Cohort</th>
<th>Cohort Persistence Rate</th>
<th>Fall to Spring</th>
<th>Fall to Fall</th>
<th>2011-12 Cohort</th>
<th>Cohort Persistence Rate</th>
<th>Fall to Spring</th>
<th>Fall to Fall</th>
<th>3 Cohorts Combined</th>
<th>Cohort Persistence Rate</th>
<th>Fall to Spring</th>
<th>Fall to Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,530</td>
<td>70.6%</td>
<td>54.3%</td>
<td>4,325</td>
<td>71.1%</td>
<td>53.8%</td>
<td>3,617</td>
<td>72.0%</td>
<td>55.2%</td>
<td></td>
<td>12,472</td>
<td>71.2%</td>
<td>54.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Results by Demographic Component

<table>
<thead>
<tr>
<th>BC Element 4 - Persistence Rate from Term to Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ATD Cohort Students</strong></td>
</tr>
<tr>
<td>4,530 70.6% 54.3%</td>
</tr>
<tr>
<td>4,325 71.1% 53.8%</td>
</tr>
<tr>
<td>3,617 72.0% 55.2%</td>
</tr>
<tr>
<td><strong>12,472 71.2% 54.4%</strong></td>
</tr>
</tbody>
</table>

### Persistence

#### Persistence Rate by Cohort

- **2009-10 Cohort**
- **2010-11 Cohort**
- **2011-12 Cohort**
- **3 Cohorts Combined**

#### Persistence Rate by Component

- **Fall to Spring**
- **Fall to Fall**

### DSPS in First Term

- **DSPS**
- **No DSPS**

### Percentage of Distance Ed Within Cohort Period

- **100% Distance Ed**
- **66 - 99% Distance Ed**
- **33 - 65% Distance Ed**
- **1 - 32.9% Distance Ed**
- **100% Traditional**

### Educational Goal in First Term

- **Transfer**
- **Associate Degree**
- **Vocational Degree or Certificate**
- **Other**
- **Undecided**
- **Unknown/Uncollected**

### Matriculation - Assessment in First Term

- **Assessment**
- **No Assessment**

### Matriculation - Orientation in First Term

- **Orientation**
- **No Orientation**

### Matriculation - Counseling in First Term

- **Counseling**
- **No Counseling**

### Matriculation - Ed Plan in First Term

- **Ed Plan**
- **Not an Ed Plan**

### Matriculation Components in First Term

- **No Matric Components**
- **1 Matric Component**
- **2 Matric Components**
- **3 Matric Components**
- **4 Matric Components**

### Athletics in First Term

- **Athlete**
- **Not an Athlete**

### First English Attempt

- **1st Term**
- **2nd Term**
- **3rd Term or Later**
- **No English Course Taken**

### First Math Attempt

- **1st Term**
- **2nd Term**
- **3rd Term or Later**
- **No Math Course Taken**

---

Institutional Research and Reporting

ATD Student Success Elements

14 of 17
### Element 5 - Attain a Certificate, Degree, and/or Transfer

Students in the ATD cohort are tracked for 3 years to see if they receive some type of an award and/or if they transfer to a four-year institution. Awards are tracked in two categories: degrees and certificates. Certificates include both certificates of achievement and job skills certificates. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results. The red and green bars illustrate achievement gaps relative to the overall (average) rate of each cohort. The longer the bar, the greater the gap.

#### BC Element 5 - Percentage of Students who Attain an Award and/or Transfer within 3 Years

<table>
<thead>
<tr>
<th>Completion</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATD Cohort Students</td>
<td>4,530 15.7%</td>
<td>4,325 15.0%</td>
<td>3,617 15.9%</td>
<td>12,472 15.5%</td>
</tr>
</tbody>
</table>

#### Results by Demographic Component

<table>
<thead>
<tr>
<th>Placement - English</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placed into Remedial</td>
<td>2,877 11.6%</td>
<td>2,680 10.6%</td>
<td>2,290 11.5%</td>
<td>7,847 11.2%</td>
</tr>
<tr>
<td>Placed into College Level</td>
<td>1,202 30.4%</td>
<td>1,244 28.0%</td>
<td>1,035 28.4%</td>
<td>3,481 29.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Placement - Math</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placed into Remedial</td>
<td>2,736 9.2%</td>
<td>2,732 8.9%</td>
<td>2,528 10.7%</td>
<td>7,996 9.6%</td>
</tr>
<tr>
<td>Placed into College Level</td>
<td>1,328 33.5%</td>
<td>1,188 32.7%</td>
<td>807 35.7%</td>
<td>3,323 33.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>2,346 17.3%</td>
<td>2,230 16.1%</td>
<td>1,970 16.6%</td>
<td>6,546 16.7%</td>
</tr>
<tr>
<td>Male</td>
<td>2,184 14.1%</td>
<td>2,070 13.9%</td>
<td>1,639 15.1%</td>
<td>5,893 14.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 or Younger</td>
<td>3,215 19.8%</td>
<td>3,072 18.6%</td>
<td>2,648 19.1%</td>
<td>8,935 19.2%</td>
</tr>
<tr>
<td>20-29</td>
<td>903 5.8%</td>
<td>850 6.7%</td>
<td>687 7.3%</td>
<td>2,440 6.5%</td>
</tr>
<tr>
<td>30 or Older</td>
<td>412 6.1%</td>
<td>403 5.7%</td>
<td>282 6.4%</td>
<td>1,097 6.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>345 11.3%</td>
<td>367 12.0%</td>
<td>282 8.9%</td>
<td>994 10.9%</td>
</tr>
<tr>
<td>American Indian</td>
<td>31 12.9%</td>
<td>27 11.1%</td>
<td>18 5.6%</td>
<td>76 10.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>114 22.8%</td>
<td>75 32.0%</td>
<td>81 18.5%</td>
<td>270 24.1%</td>
</tr>
<tr>
<td>Filipino</td>
<td>88 17.0%</td>
<td>72 13.9%</td>
<td>70 20.0%</td>
<td>230 17.0%</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>2,478 13.5%</td>
<td>2,464 13.4%</td>
<td>2,160 15.4%</td>
<td>7,102 14.0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>12 8.3%</td>
<td>14 21.4%</td>
<td>6 0.0%</td>
<td>32 12.5%</td>
</tr>
<tr>
<td>White</td>
<td>1,315 20.5%</td>
<td>1,150 18.2%</td>
<td>858 19.3%</td>
<td>3,323 19.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Status in First Term</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>1,687 26.6%</td>
<td>1,618 23.3%</td>
<td>1,139 27.7%</td>
<td>4,444 25.7%</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,636 9.6%</td>
<td>2,523 10.4%</td>
<td>2,314 10.7%</td>
<td>7,473 10.2%</td>
</tr>
<tr>
<td>Withdrawn/ Non-Credit</td>
<td>207 5.3%</td>
<td>184 5.4%</td>
<td>164 7.3%</td>
<td>555 5.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Load in First Term</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawn/ Non-Credit</td>
<td>207 5.3%</td>
<td>184 5.4%</td>
<td>164 7.3%</td>
<td>555 5.9%</td>
</tr>
<tr>
<td>0.1-5.9 Units</td>
<td>924 5.0%</td>
<td>863 7.2%</td>
<td>786 7.9%</td>
<td>2,573 6.6%</td>
</tr>
<tr>
<td>6-8.9 Units</td>
<td>813 9.6%</td>
<td>821 11.3%</td>
<td>744 9.8%</td>
<td>2,378 10.3%</td>
</tr>
<tr>
<td>9-11.9 Units</td>
<td>899 14.5%</td>
<td>839 12.9%</td>
<td>784 14.4%</td>
<td>2,522 13.9%</td>
</tr>
<tr>
<td>12-14.9 Units</td>
<td>1,295 22.3%</td>
<td>1,275 18.7%</td>
<td>931 24.2%</td>
<td>3,501 21.5%</td>
</tr>
<tr>
<td>15 or More Units</td>
<td>392 40.6%</td>
<td>343 40.5%</td>
<td>208 43.3%</td>
<td>943 41.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Aid in First Year</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid</td>
<td>2,864 14.4%</td>
<td>2,926 13.2%</td>
<td>2,557 14.0%</td>
<td>8,347 13.8%</td>
</tr>
<tr>
<td>No Financial Aid</td>
<td>1,666 18.1%</td>
<td>1,399 18.9%</td>
<td>1,060 20.6%</td>
<td>4,125 19.0%</td>
</tr>
<tr>
<td>BC Element 5 - Percentage of Students who Attain an Award and/or Transfer within 3 Years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Completion</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2009-10 Cohort</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2010-11 Cohort</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2011-12 Cohort</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3 Cohorts Combined</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort</td>
<td>Completion Rate</td>
<td>Cohort</td>
<td>Completion Rate</td>
<td>Cohort</td>
</tr>
<tr>
<td>--------</td>
<td>----------------</td>
<td>--------</td>
<td>----------------</td>
<td>--------</td>
</tr>
<tr>
<td>ATD Cohort Students</td>
<td>4,530</td>
<td>15.7%</td>
<td>4,325</td>
<td>15.0%</td>
</tr>
</tbody>
</table>

**Results by Demographic Component** (red and green bars illustrate achievement gaps relative to the overall (average) rate)

**EOP&S in First Term**

<table>
<thead>
<tr>
<th>Component</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOP&amp;S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No EOP&amp;S</td>
<td>4,404</td>
<td>15.6%</td>
<td>4,231</td>
<td>15.0%</td>
</tr>
<tr>
<td>No EOPS</td>
<td>126</td>
<td>22.2%</td>
<td>94</td>
<td>14.9%</td>
</tr>
</tbody>
</table>

**DSPS in First Term**

<table>
<thead>
<tr>
<th>Component</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSPS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No DSPS</td>
<td>4,426</td>
<td>15.8%</td>
<td>4,217</td>
<td>15.3%</td>
</tr>
<tr>
<td>No DSPS</td>
<td>104</td>
<td>12.5%</td>
<td>108</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

**Percentage of Distance Ed Within Cohort Period**

<table>
<thead>
<tr>
<th>Distance Ed</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Distance Ed</td>
<td>106</td>
<td>5.7%</td>
<td>150</td>
<td>3.3%</td>
</tr>
<tr>
<td>66 - 99% Distance Ed</td>
<td>77</td>
<td>6.5%</td>
<td>60</td>
<td>6.7%</td>
</tr>
<tr>
<td>33 - 65% Distance Ed</td>
<td>259</td>
<td>15.4%</td>
<td>228</td>
<td>14.0%</td>
</tr>
<tr>
<td>1 - 32.9% Distance Ed</td>
<td>1,242</td>
<td>24.4%</td>
<td>1,158</td>
<td>23.5%</td>
</tr>
</tbody>
</table>

Educational Goal in First Term

<table>
<thead>
<tr>
<th>Goal</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer</td>
<td>2,522</td>
<td>18.4%</td>
<td>2,414</td>
<td>17.4%</td>
</tr>
<tr>
<td>Associates Degree</td>
<td>83</td>
<td>14.5%</td>
<td>53</td>
<td>5.7%</td>
</tr>
<tr>
<td>Vocational Degree or Certificate</td>
<td>161</td>
<td>6.8%</td>
<td>143</td>
<td>9.1%</td>
</tr>
<tr>
<td>Other</td>
<td>837</td>
<td>11.9%</td>
<td>807</td>
<td>11.3%</td>
</tr>
<tr>
<td>Undecided</td>
<td>892</td>
<td>14.1%</td>
<td>902</td>
<td>13.7%</td>
</tr>
</tbody>
</table>

Matriculation - Assessment in First Term

<table>
<thead>
<tr>
<th>Assessment</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Assessment</td>
<td>4,059</td>
<td>17.0%</td>
<td>3,908</td>
<td>16.2%</td>
</tr>
</tbody>
</table>

Matriculation - Orientation in First Term

<table>
<thead>
<tr>
<th>Orientation</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Orientation</td>
<td>970</td>
<td>7.0%</td>
<td>795</td>
<td>6.8%</td>
</tr>
</tbody>
</table>

Matriculation - Counseling in First Term

<table>
<thead>
<tr>
<th>Counseling</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Counseling</td>
<td>1,184</td>
<td>7.9%</td>
<td>1,306</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

Matriculation - Ed Plan in First Term

<table>
<thead>
<tr>
<th>Ed Plan</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Ed Plan</td>
<td>3,374</td>
<td>12.5%</td>
<td>3,335</td>
<td>12.1%</td>
</tr>
</tbody>
</table>

Matriculation Components in First Term

<table>
<thead>
<tr>
<th>Component</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Matric Components</td>
<td>348</td>
<td>4.0%</td>
<td>278</td>
<td>4.7%</td>
</tr>
<tr>
<td>1 Matric Component</td>
<td>390</td>
<td>6.9%</td>
<td>446</td>
<td>6.5%</td>
</tr>
<tr>
<td>2 Matric Components</td>
<td>722</td>
<td>9.7%</td>
<td>741</td>
<td>10.5%</td>
</tr>
<tr>
<td>3 Matric Components</td>
<td>1,993</td>
<td>16.5%</td>
<td>1,921</td>
<td>15.1%</td>
</tr>
<tr>
<td>4 Matric Components</td>
<td>1,077</td>
<td>25.3%</td>
<td>939</td>
<td>25.6%</td>
</tr>
</tbody>
</table>

Athletes in First Term

<table>
<thead>
<tr>
<th>Athlete Type</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athlete</td>
<td>143</td>
<td>43.4%</td>
<td>146</td>
<td>47.9%</td>
</tr>
<tr>
<td>Not an Athlete</td>
<td>4,387</td>
<td>14.8%</td>
<td>4,179</td>
<td>13.9%</td>
</tr>
</tbody>
</table>
## BC Element 5 - Percentage of Students who Attain an Award and/or Transfer within 3 Years

### Completion

<table>
<thead>
<tr>
<th>Completion</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATD Cohort Students</td>
<td>4,530 15.7%</td>
<td>4,325 15.0%</td>
<td>3,617 15.9%</td>
<td>12,472 15.5%</td>
</tr>
</tbody>
</table>

### Results by Demographic Component

#### First English Attempt

<table>
<thead>
<tr>
<th>Term</th>
<th>1st Term</th>
<th>2nd Term</th>
<th>3rd Term or Later</th>
<th>No English Course Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10 Cohort</td>
<td>1,838 20.9%</td>
<td>584 19.9%</td>
<td>555 20.5%</td>
<td>1,553 6.4%</td>
</tr>
<tr>
<td>2010-11 Cohort</td>
<td>1,609 19.0%</td>
<td>641 18.1%</td>
<td>490 19.0%</td>
<td>1,585 8.5%</td>
</tr>
<tr>
<td>2011-12 Cohort</td>
<td>1,184 20.4%</td>
<td>589 22.2%</td>
<td>439 23.9%</td>
<td>1,405 6.9%</td>
</tr>
<tr>
<td>3 Cohorts Combined</td>
<td>4,631 20.1%</td>
<td>1,814 20.0%</td>
<td>1,484 21.0%</td>
<td>4,543 7.3%</td>
</tr>
</tbody>
</table>

#### First Math Attempt

<table>
<thead>
<tr>
<th>Term</th>
<th>1st Term</th>
<th>2nd Term</th>
<th>3rd Term or Later</th>
<th>No Math Course Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10 Cohort</td>
<td>1,706 19.9%</td>
<td>576 22.6%</td>
<td>614 20.4%</td>
<td>1,634 7.2%</td>
</tr>
<tr>
<td>2010-11 Cohort</td>
<td>1,497 18.6%</td>
<td>638 21.9%</td>
<td>503 17.1%</td>
<td>1,687 8.6%</td>
</tr>
<tr>
<td>2011-12 Cohort</td>
<td>991 24.1%</td>
<td>632 20.9%</td>
<td>506 20.9%</td>
<td>1,488 6.6%</td>
</tr>
<tr>
<td>3 Cohorts Combined</td>
<td>4,194 20.5%</td>
<td>1,846 21.8%</td>
<td>1,623 19.5%</td>
<td>4,809 7.5%</td>
</tr>
</tbody>
</table>