

# Pre-Collegiate Basic Skills Accountability Report

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## Part 1: Demand, Supply and Student Success



Office of Research, Planning and Grants

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## Acknowledgements

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## Introduction

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This first edition **Pre-Collegiate Basic Skills Accountability Report** is the product of a request to the Office of Research, Planning and Grants from the Chancellor and the Board of Trustees to produce an annual review of student progress through pre-collegiate courses in English, Math and ESL and of related retention/success programs. The Trustees wanted to know about (1) the scope and size of the student population needing pre-collegiate basic skills competencies, (2) support programs the College provides for these students, and (3) the level of success of the programs.

The Pre-Collegiate Basic Skills Accountability Report includes,

- **Part 1: Demand, Supply and Student Success**
- **Part 2: Retention/Success Programs**
- **Part 3: Student Perspectives**
- **Part 4: Non-credit Basic Skills**

Parts 1 and 2 draw primarily on quantitative data from the College's Banner Decision Support Systems. Part 3, due out in Fall 2004, will include qualitative data resulting from focus groups, surveys and interviews. We will release Part 4 in Spring 2005. Executive summaries of each section of the report will also be distributed to the College community.

### Why This Report?

The sheer number of first-time credit students needing pre-collegiate classes (75%) underscores the significance of the Chancellor's request. Consequently, pre-collegiate courses comprise a large number of the College's class offerings in English, Mathematics and ESL. Over two-thirds of English and more than half of Mathematics classes offered each semester are for pre-collegiate students.

The examination of the pre-collegiate basic skills programs also aligns with the College's commitment to address the needs of those students, as reflected in the first priority of the College's Strategic Plan.

*Strategic Priority 1: To ensure student access, progress, success and transfer readiness through an effective and expanded approach to improving basic skills, remediation, and transitional studies including instruction, academic and student support services, and other services as necessary*

### Definitions

To effectively navigate and understand this report, the reader needs to know the sequence of courses students must take in the English, Mathematics and ESL. The College provides two primary levels of instruction, (1) pre-collegiate courses, and (2) college-level courses.

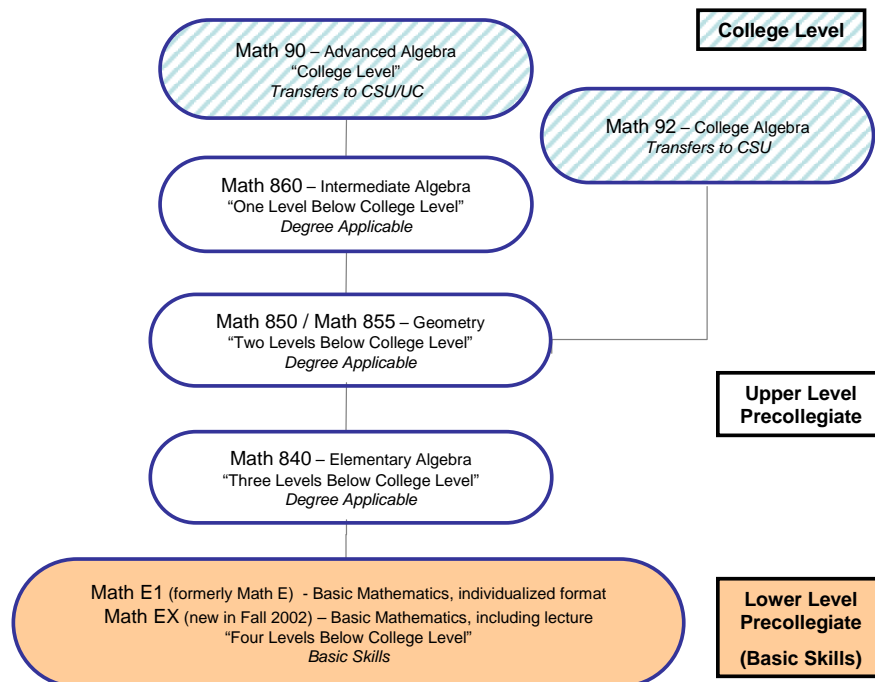
**College-Level Courses.** We define college-level for English and Mathematics as the course that qualifies for college-level credit at the CSU and UC campuses. Therefore, for English it is English 1A; for Math it is Math 90. All ESL courses are defined as pre-collegiate.

**Pre-Collegiate Courses.** All courses below these college-level courses are defined as pre-collegiate. Moreover, we define **basic skills courses** as a subset of the pre-collegiate course sequence, that is, the courses at the lower levels of the pre-collegiate sequence. The term “basic skills” and its identification with specific courses has its origins in a legislative mandate to limit the number of semester units to thirty that students could take during their career at the community colleges. Each college identified a limited number of pre-collegiate courses as “basic skills”; CCSF chose the courses at the beginning of the English, Math and ESL sequences in credit, and a group of non-credit courses in ESL and Transitional Studies.

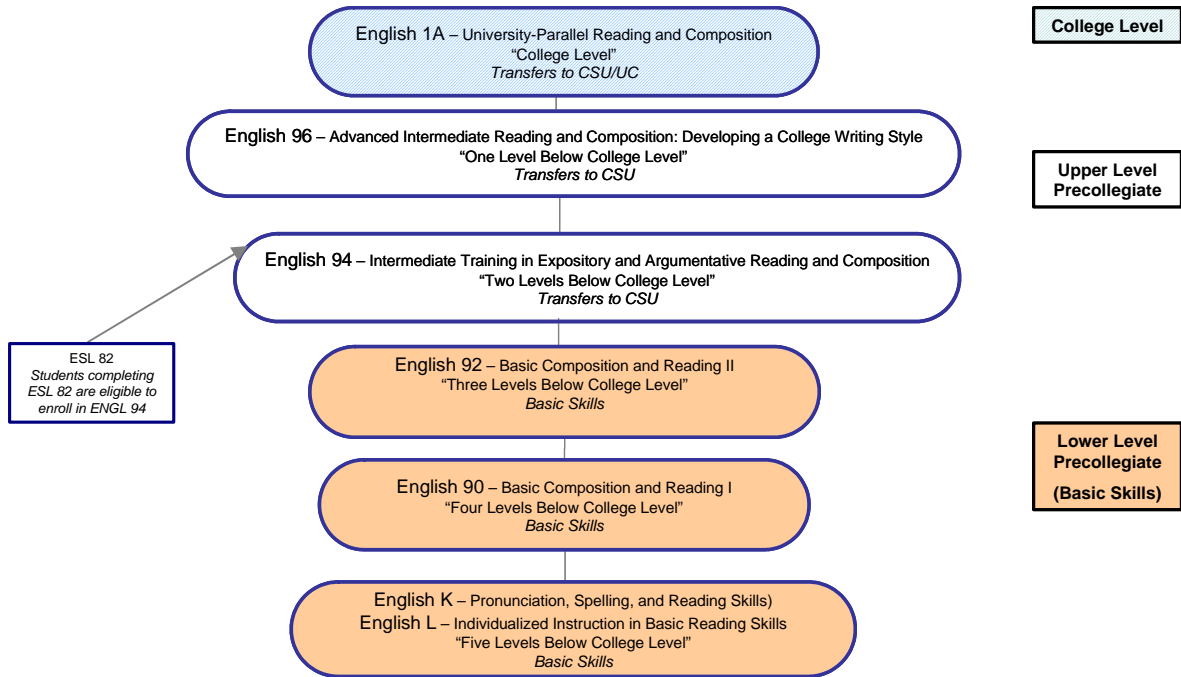
For English, the pre-collegiate basic skills courses include English K, W, 90 and 92. For Math it is Math E, and for ESL it is ESL 110 and ESL 120. We include ESL as part of the pre-collegiate basic skills sequence because an overwhelming number (over 75%) of new first-time ESL credit students place in pre-collegiate mathematics.

The following graphics illustrate the course sequences for Mathematics, English and ESL.

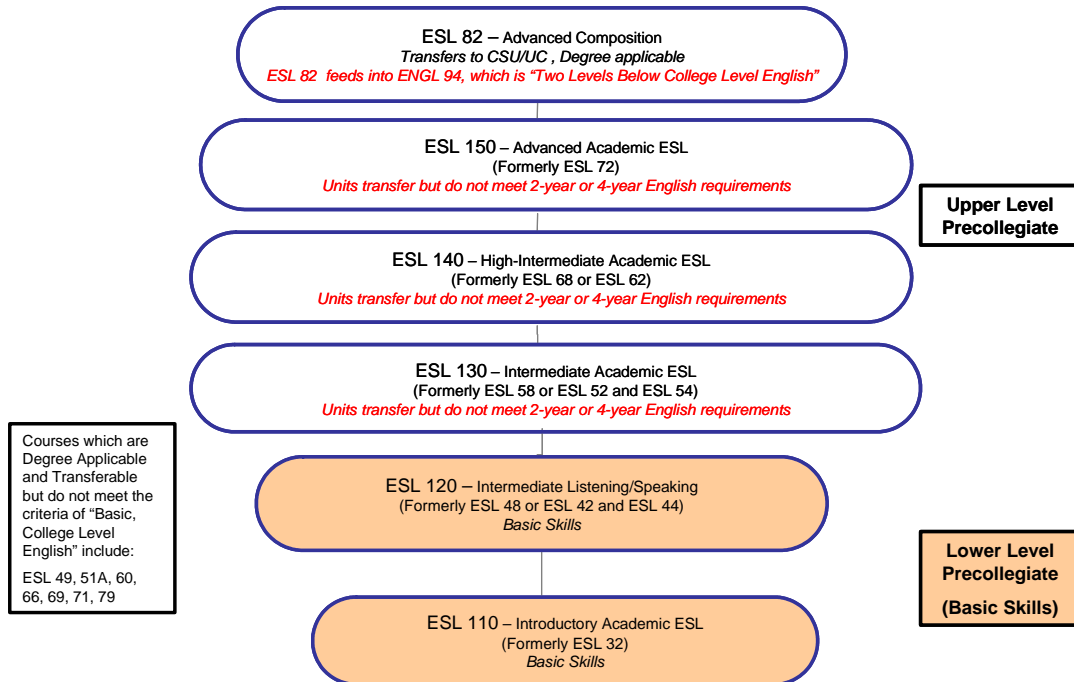
**MATH COURSE SEQUENCE FLOW CHART**



## ENGLISH COURSE SEQUENCE FLOW CHART



## ESL COURSE SEQUENCE FLOW CHART



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## Highlights – Part 1: Demand, Supply and Success

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The following section briefly summarizes primary findings regarding student demand, supply, demographics and success as related to pre-collegiate courses. Each finding lists a corresponding page in the report where additional information can be found.

### Demand

1. Over 75% of new first-time credit students placed into one or more pre-collegiate course, including 42.9% who placed into one or more pre-collegiate basic skills courses and 32.6% placed into upper-level pre-collegiate classes. [p. 6]
2. Student demand for pre-collegiate courses increased from 1998 to 2003. [p. 7-9]

### Supply

3. Supply of pre-collegiate classes also increased over the same period of time for English and Mathematics but not sufficiently to meet all student demand. [p. 10-11]
4. In Fall 2003, pre-collegiate classes comprised 65% of all English composition classes and 51% of all Mathematics classes. [p. 10-11]

### Student Profile

5. Young students aged primarily 18 and 19, and African-American, Hispanic Latino/a, Filipino and Asian/Pacific Islander students are disproportionately represented in the pre-collegiate basic skills population compared to the numbers of new first-time credit students. [p. 13]

### Success

6. Course success in the pre-collegiate classes increased between Fall 1998 and Fall 2002 (45.6% in 1998 vs. 51% in 2002 for Math, 58% vs. 61.8% for English). [p. 14]
7. In Fall 2002, students who tested into pre-collegiate basic skills courses and who simultaneously enrolled in non-English, Math and/or ESL college-level courses achieved a 56.7% course success rate, substantially less than the average for all new first-time students (64.4%). [p. 15]
8. In Fall 2002, students placing at the upper level of pre-collegiate sequences achieved substantially higher rates of course success in college-level courses (72.4%) than students placed at the lower level of pre-collegiate sequences. [p. 15]
9. Students' initial course predicts their likelihood of achieving the CSU course requirement in both English and Math. Students enrolling in the pre-collegiate basic skills level of the English sequence in Fall 1998 and tracked through Spring 2003 fulfilled the CSU course requirement as follows: 32.9% of students initially enrolled in English L, 44.2% of those initially enrolled in English 90, and 55.5% of students initially enrolled in English 92. [p. 16]
10. Of the students enrolling in the pre-collegiate basic skills Mathematics course, Math E, and tracked through Spring 2003, 15.7% achieved the CSU quantitative reasoning requirement and 14.2% achieved the UC requirement. [p. 17]
11. In 2002/03, 86.2% of associate degree recipients and 70% of certificate recipients began their college careers in one or more of the pre-collegiate sequences of English, Math or ESL. [p. 22]

## Table of Contents

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Section	Page
<b>I. Demand and Supply: Student Access to Pre-Collegiate Courses.....</b>	<b>6</b>
Student Demand – Pre-Collegiate Placements.....	6
Student Demand – English.....	7
Student Demand – Mathematics.....	8
Student Demand – ESL.....	9
Supply of Pre-Collegiate Courses – English.....	10
Supply of Pre-Collegiate Courses – Mathematics.....	11
Supply of Pre-Collegiate Courses – ESL.....	12
Student Profile – Who are the students needing pre-collegiate courses?.....	13
<b>II. Student Progress/Success in Pre-Collegiate Sequences.....</b>	<b>14</b>
Success – Pre-Collegiate Courses.....	14
Success – College-Level Courses.....	15
Sequence Completion – English.....	16
Sequence Completion – Mathematics.....	17
Sequence Completion – ESL.....	18
Student Profile – UC-Level Mathematics and English Completers.....	19
Degree and Certificate Achievements.....	22
<b>Appendices.....</b>	<b>23</b>

## I. Demand and Supply: Student Access to Pre-Collegiate Courses

### Student Demand—Pre-Collegiate Placements

This section examines student demand for *credit* pre-collegiate courses in English, Math and ESL relying upon two indicators, (1) the number of student placements in pre-collegiate courses, and (2) the number of students seeking to register for pre-collegiate courses.

Over three-quarters of CCSF's new first-time credit students need to enroll in one or more pre-collegiate English, Math and/or ESL courses. The following tables provide a five-year picture of student placement data based upon matriculation assessment results for students entering the College as new first-time students. In Fall 2002, 43% of students who took the assessment tests placed in pre-collegiate basic skills courses (the lowest levels of the pre-collegiate sequence in English, Math and ESL), and another 32.6% of the students placed in upper levels of the pre-collegiate sequence—a total of 75.5% of the incoming first-time credit students.

The remaining numbers of students did not take placement tests (22.2%) or placed entirely into collegiate-level courses (2.2%).

Table 1 also shows that, while there has been a decline in the percentage of students placing in pre-collegiate basic skills courses, the overall placement in all pre-collegiate courses (upper-level and basic skills combined) has not substantially changed since 1998.

**Table 1**  
**Placements of New First Time Students**  
**Fall 1998—Fall 2002**

	Fall Terms					Difference 1998-2002
	1998	1999	2000	2001	2002	
<b>One or two Lower Level Pre-Collegiate Placements (basic skills)</b>	48.7%	48.3%	40.8%	37.9%	42.9%	<b>-5.8</b>
<b>One or two Upper Level Pre-Collegiate Placements (no lower level placements)</b>	26.2%	28.1%	34.1%	33.0%	32.6%	<b>6.4</b>
<b>Total New Students with any Pre-Collegiate Placement(s) (upper or lower level)</b>	<b>74.9%</b>	<b>76.4%</b>	<b>74.9%</b>	<b>70.9%</b>	<b>75.5%</b>	<b>0.6</b>
<b>Collegiate Placements Only</b>	1.4%	1.3%	1.7%	1.5%	2.2%	<b>0.8</b>
<b>None (no placements)</b>	23.7%	22.3%	23.4%	27.6%	22.2%	<b>-1.5</b>
<b>Number of New First Time Students</b>	<b>3,752</b>	<b>3,635</b>	<b>3,539</b>	<b>4,125</b>	<b>3,896</b>	<b>144</b>

Notes: Placements as of initial term as well as placements in subsequent terms.

Basic Skills English placements include K, L, 90, 92; pre-collegiate placements also include 94, 96; collegiate placements include 1A, 1B, 4

Basic Skills Math placements include E, EX, EGH, 840E; pre-collegiate placements also include 860; collegiate placements include 90.

All ESL placements are considered pre-collegiate since they provide students with skills necessary for college success.

**Source: Office of Research, Planning & Grants, metadata, 10/14/03**

## Student Demand—English

We define student demand by the number of students attempting to register for pre-collegiate courses and the number of students unable to register because the classes are full. The next series of tables shows student demand for pre-collegiate English, Math and ESL courses.

The first tier of Table 2 shows the number of students seeking to register for the seven pre-collegiate English courses over a six-year period. The numbers of students seeking to register in these courses increased substantially between 2002 and 2003. The second tier of Table 2 shows the number of students unable to register for these English courses. The table shows an increasing number of students unable to register for lower-level pre-collegiate basic skills courses (English K, L, 9, and 90). For upper-level pre-collegiate courses, the table shows a slight decline in the percentage of students failing to gain access for English 96, but, nevertheless, a substantial number unable to register for English 92 and 94.

**Table 2**  
**Demand for Pre-Collegiate English Courses**  
**Fall 1998—Fall 2003**

		Fall Terms						Difference 2002-2003
		1998	1999	2000	2001	2002	2003	
<b>Overall Course Demand*</b>								
<b>English</b>	<b>94</b>	1,746	1,876	1,634	1,588	1,656	1,990	<b>334</b>
	<b>96</b>	1,282	1,331	1,544	1,517	1,705	1,968	<b>263</b>
	<b>92</b>	712	751	700	688	819	940	<b>121</b>
	<b>90</b>	671	672	729	783	900	1,003	<b>103</b>
	<b>9</b>	400	420	378	487	504	582	<b>78</b>
	<b>L</b>	303	272	315	309	360	383	<b>23</b>
	<b>K</b>	158	155	153	183	331	338	<b>7</b>
<b>Overall Demand for Lower Level Pre-Collegiate (Basic Skills)</b>		1,844	1,850	1,897	1,963	2,410	2,664	<b>254</b>
<b>Overall Demand for Upper Level Pre-Collegiate</b>		3,428	3,627	3,556	3,592	3,865	4,540	<b>675</b>
<b>Unmet Course Demand**</b>								
<b>English</b>	<b>94</b>	534	613	149	119	178	431	<b>253</b>
	<b>92</b>	154	135	25	37	81	180	<b>99</b>
	<b>90</b>	13	28	33	99	120	199	<b>79</b>
	<b>9</b>	10	23	16	114	86	163	<b>77</b>
	<b>K</b>	3	1	2	36	56	81	<b>25</b>
	<b>L</b>	20	7	37	57	81	86	<b>5</b>
	<b>96</b>	174	154	193	97	180	175	<b>-5</b>
<b>Unmet Demand for Lower Level Pre-Collegiate (Basic Skills)</b>		190	171	97	229	338	546	<b>208</b>
<b>Unmet Demand for Upper Level Pre-Collegiate</b>		719	791	358	330	444	769	<b>325</b>

\* Number of Students Attempting to Register

\*\* Number of Students whose attempts to register resulted in "Closed Section" message(s)

Note: Despite being paired with ENGL 90, ENGL 9 is not identified as basic skills by the CCCCO; thus it is not identified as "Lower Level Pre-Collegiate". ENGL W is not considered pre-collegiate for the purposes of this table.

Source: Office of Research, Planning & Grants, DSS, 2/19/04

Student Demand—Mathematics

Demand for pre-collegiate Math courses also continues to increase. For all pre-collegiate Math courses, except Math 850, the number of students seeking to register increased from Fall 2002 through Fall 2003. Table 3 also shows that in Fall 2003, a significant number of students, 673 for Math E/EX (basic math) and 755 for Math 840 (elementary algebra), were unable to register for the courses they needed because the sections were closed. The number of students unable to access Math classes increased between Fall 2002 and Fall 2003.

**Table 3**  
**Demand for Pre-Collegiate Mathematics Courses**  
**Fall 1998—Fall 2003**

		Fall Terms						Difference 2002-2003
		1998	1999	2000	2001	2002	2003	
<b>Overall Course Demand*</b>								
<b>Math</b>	<b>840</b>	1,518	1,558	1,505	1,486	1,768	2,051	<b>283</b>
	<b>E***</b>	1,238	1,384	1,420	1,493	1,897	2,097	<b>200</b>
	<b>860</b>	998	993	949	1,076	1,188	1,332	<b>144</b>
	<b>S</b>	48	52	80	82	120	180	<b>60</b>
	<b>835</b>	94	83	125	114	144	182	<b>38</b>
	<b>U</b>			46	61	73	104	<b>31</b>
	<b>855</b>	87	71	55	46	60	87	<b>27</b>
	<b>850</b>	234	271	237	260	359	360	<b>1</b>
<b>Overall Demand for Lower Level Pre-Collegiate (Basic Skills)</b>		1,286	1,436	1,546	1,636	2,090	2,381	<b>291</b>
<b>Overall Demand for Upper Level Pre-Collegiate</b>		2,931	2,976	2,871	2,982	3,519	4,012	<b>493</b>
<b>Unmet Course Demand**</b>								
<b>Math</b>	<b>840</b>	430	386	296	334	599	755	<b>156</b>
	<b>E***</b>	166	275	212	258	579	673	<b>94</b>
	<b>S</b>	11	18	7	15	39	84	<b>45</b>
	<b>855</b>	9	8	0	0	3	28	<b>25</b>
	<b>835</b>	18	3	13	28	43	66	<b>23</b>
	<b>860</b>	232	149	99	210	263	285	<b>22</b>
	<b>U</b>			0	0	15	7	<b>-8</b>
	<b>850</b>	42	53	42	37	107	98	<b>-9</b>
<b>Unmet Demand for Lower Level Pre-Collegiate (Basic Skills)</b>		177	293	219	273	633	764	<b>131</b>
<b>Unmet Demand for Upper Level Pre-Collegiate</b>		730	599	450	609	1,015	1,232	<b>217</b>

\* Number of Students Attempting to Register

\*\* Number of Students whose attempts to register resulted in "Closed Section" message(s)

\*\*\* Includes Math E, E1 and EX

Source: Office of Research, Planning & Grants, DSS, 2/19/04

Student Demand—ESL

Table 4 shows two years of data because the ESL curriculum was substantially changed beginning in Fall 2002. It may be too early to tell if student demand will increase or remain steady as students register for this new sequence.

**Table 4  
Demand for Selected Pre-Collegiate ESL Courses  
Fall 2002 and Fall 2003**

		Fall Terms		Difference 2002-2003
		2002	2003	
<b>Overall Course Demand*</b>				
<b>ESL</b>	<b>140</b>	880	1,051	<b>171</b>
	<b>150</b>	924	1,024	<b>100</b>
	<b>142</b>	399	496	<b>97</b>
	<b>79</b>	580	659	<b>79</b>
	<b>132</b>	527	573	<b>46</b>
	<b>122</b>	424	455	<b>31</b>
	<b>120</b>	477	507	<b>30</b>
	<b>49</b>	211	234	<b>23</b>
	<b>69</b>	178	187	<b>9</b>
	<b>60</b>	174	164	<b>-10</b>
	<b>66***</b>	94	79	<b>-15</b>
	<b>51A***</b>	33	0	<b>-33</b>
	<b>110</b>	261	216	<b>-45</b>
	<b>130</b>	868	820	<b>-48</b>
	<b>112</b>	226	166	<b>-60</b>
	<b>71</b>	184	75	<b>-109</b>
	<b>82</b>	918	790	<b>-128</b>
<b>Overall Demand for Lower-Level Pre-Collegiate (Basic Skills)</b>		1,388	1,344	<b>-44</b>
<b>Overall Demand for Upper-Level Pre-Collegiate</b>		5,970	6,152	<b>182</b>
<b>Unmet Course Demand**</b>				
<b>ESL</b>	<b>140</b>	47	167	<b>120</b>
	<b>132</b>	141	186	<b>45</b>
	<b>150</b>	60	104	<b>44</b>
	<b>69</b>	0	14	<b>14</b>
	<b>60</b>	0	10	<b>10</b>
	<b>142</b>	102	110	<b>8</b>
	<b>120</b>	84	91	<b>7</b>
	<b>71</b>	0	3	<b>3</b>
	<b>79</b>	137	139	<b>2</b>
	<b>49</b>	44	39	<b>-5</b>
	<b>130</b>	112	94	<b>-18</b>
	<b>122</b>	139	117	<b>-22</b>
	<b>82</b>	77	37	<b>-40</b>
	<b>112</b>	58	14	<b>-44</b>
	<b>110</b>	80	17	<b>-63</b>
<b>Unmet Demand for Lower-Level Pre-Collegiate (Basic Skills)</b>		361	239	<b>-122</b>
<b>Unmet Demand for Upper-Level Pre-Collegiate</b>		720	903	<b>183</b>

\* Number of Students Attempting to Register

\*\* Number of Students whose attempts to register resulted in "Closed Section" message(s)

Sections prior to Fall 2002 are excluded from this table due to a revision in the Credit ESL course sequence; the revised sequence contains some condensed courses-- for example, ESL 42, 44 & 48 combined into ESL 120.

\*\*\*ESL 51A, 66 had no students "closed out" and thus are excluded from the bottom part of the table.

**Source: Office of Research, Planning & Grants, DSS, 2/19/04**

## Supply of Pre-Collegiate Classes—English

We define supply as the number of pre-collegiate English, Math and ESL sections available to students. The following tables provide longitudinal data on the total number of pre-collegiate sections available from Fall 1998 through Fall 2003.

Table 5 shows an increase in English sections, especially for the upper-level courses in the pre-collegiate sequence, English 94 and 96. In Fall 2003, almost two-thirds of the total English class offerings were pre-collegiate, including 23% of which were pre-collegiate basic skills classes. Despite an increase in the number of classes offered, student demand remains unmet (see Table 2).

**Table 5**  
**Number and Percent of Pre-Collegiate English Sections**  
**Fall 1998—Fall 2003**

English Sections	Fall Terms						Difference 2002-2003
	1998	1999	2000	2001	2002	2003	
<b>K</b>	4	4	4	4	7	6	<b>-1</b>
<b>L</b>	7	7	7	7	7	7	<b>0</b>
<b>9*</b>	11	10	10	10	11	11	<b>0</b>
<b>90</b>	21	18	18	17	19	19	<b>0</b>
<b>92</b>	15	16	18	16	18	17	<b>-1</b>
<b>94</b>	32	34	41	39	39	38	<b>-1</b>
<b>96</b>	32	33	38	41	42	44	<b>2</b>
<b>Total Lower Level Pre-Collegiate (Basic Skills)</b>	47	45	47	44	51	49	<b>-2</b>
<b>Total Upper Level Pre-Collegiate</b>	75	77	89	90	92	93	<b>1</b>
<b>Total "ENGL" **</b>	218	215	218	219	224	218	<b>-6</b>
<b>% Lower Level Pre-Collegiate</b>	21.6%	20.9%	21.6%	20.1%	22.8%	22.5%	<b>-0.3</b>
<b>% Upper Pre-Collegiate</b>	34.4%	35.8%	40.8%	41.1%	41.1%	42.7%	<b>1.6</b>
<b>Total % Pre-Collegiate</b>	<b>56.0%</b>	<b>56.7%</b>	<b>62.4%</b>	<b>61.2%</b>	<b>63.8%</b>	<b>65.1%</b>	<b>1.3</b>

\* Despite being paired with ENGL 90, ENGL 9 is not identified as basic skills by the CCCC; thus it is not identified as "Lower Level Pre-collegiate". ENGL W is not considered pre-collegiate for the purposes of this table.

\*\* "ENGL" is the subject area, a subset of English department courses. ENGL excludes Classics (CLAS), Humanities (HUM), Speech (SPCH).

**Source: Office of Research, Planning & Grants metadata, 10/03**

**Fall 2003 data from Current Enrollment, 11/11/03**

Supply of Pre-Collegiate Classes—Mathematics

The number of pre-collegiate Mathematics classes, specifically basic Math (Math E), increased by three sections from Fall 1998 to Fall 2003. Pre-collegiate Math classes comprise half of all credit Math classes offered at the College. Almost 18% of all Math classes are pre-collegiate basic skills sections (Math E, EX, E-1, S and U).

**Table 6**  
**Number and Percent of Pre-Collegiate Math Sections**  
**Fall 1998—Fall 2003**

Math Sections	Fall						Difference 2002-2003
	1998	1999	2000	2001	2002	2003	
<b>E / E1 / EX</b>	20	20	22	22	24	23	<b>-1</b>
<b>835</b>	2	2	3	2	2	2	<b>0</b>
<b>840</b>	24	24	24	23	23	23	<b>0</b>
<b>S</b>	1	1	2	2	2	2	<b>0</b>
<b>850</b>	5	5	5	5	5	5	<b>0</b>
<b>855</b>	2	2	2	1	1	1	<b>0</b>
<b>860</b>	17	18	18	18	19	20	<b>1</b>
<b>U</b>	0	0	2	2	2	2	<b>0</b>
<b>Total Lower Level Pre-Collegiate (Basic Skills)</b>	21	21	26	26	28	27	<b>-1</b>
<b>Total Upper Level Pre-Collegiate</b>	50	51	52	49	50	51	<b>1</b>
<b>Total MATH</b>	145	151	157	155	154	152	<b>-2</b>
<b>% Lower Level Pre-Collegiate</b>	14.5%	13.9%	16.6%	16.8%	18.2%	17.8%	<b>-0.4</b>
<b>% Upper Pre-Collegiate</b>	34.5%	33.8%	33.1%	31.6%	32.5%	33.6%	<b>1.1</b>
<b>Total % Pre-Collegiate</b>	49.0%	47.7%	49.7%	48.4%	50.6%	51.3%	<b>0.7</b>

Source: Office of Research, Planning & Grants metadata, 10/03

Fall 2003 data from Current Enrollment, 11/11/03

Supply of Pre-Collegiate Classes—ESL

There are a total of 180 pre-collegiate sections for students seeking ESL courses. A total of 31 sections (17.9%) are defined as pre-collegiate basic skills.

**Table 7**  
**ESL Pre-Collegiate Sections**  
**Fall 2002 and Fall 2003**

ESL Sections	Fall		Difference 2002-2003
	2002	2003	
110	5	5	0
112	5	5	0
120	12	12	0
122	9	9	0
130	23	21	-2
132	11	11	0
140	22	23	1
142	8	10	2
150	24	23	-1
49	5	5	0
51A	1	0	-1
60	4	3	-1
66	3	2	-1
69	4	4	0
71	6	2	-4
79	14	14	0
82	24	24	0
<b>Total Lower Level Pre-Collegiate (Basic Skills)</b>	31	31	0
<b>Total Upper Level Pre-Collegiate</b>	149	142	-7
<b>Total ESL</b>	180	173	-7
<b>% Lower Level Pre-Collegiate</b>	17.2%	17.9%	0.7
<b>% Upper Pre-Collegiate</b>	82.8%	82.1%	-0.7
<b>Total % Pre-Collegiate</b>	100.0%	100.0%	0.0

Sections prior to Fall 2002 are excluded from this table due to a revision in the Credit ESL course sequence; the revised sequence contains some condensed courses-- for example, ESL 42, 44 and 48 were combined into ESL 120.

*Source: Office of Research, Planning & Grants metadata, 10/29/03*  
*Fall 2003 data from Current Enrollment, 11/11/03*

Student Profile—Who are the students needing pre-collegiate courses?

The following table compares all new first-time credit students by gender, ethnicity and age to students placed into lower-level pre-collegiate courses (basic skills), upper-level pre-collegiate courses and collegiate courses and to students who choose not to take the placement test. The data shows a slightly higher proportion of women, African-American, Asian/Pacific Islander and Filipino students in the pre-collegiate basic skills population compared to all new first-time credit students. There is a significant difference in the population of Hispanic/Latino/a students in pre-collegiate basic skills than in the new first-time credit student population; this also holds true for young (16-19) students who are 43.6% of the new first-time population, but almost 55% of the pre-collegiate basic skills population.

**Table 8**  
**Demographics of New First-Time Students**  
**Fall 2002**  
**By Placement Categories**

	Lower Level Pre-Collegiate (basic skills)*	Upper Level Pre-Collegiate (no basic skills)**	Collegiate Only	None (no placements)	All New First Time
<b>GENDER</b>					
Female	50.2%	46.6%	41.4%	49.5%	48.7%
Male	45.6%	48.7%	55.2%	45.7%	46.8%
No Response	4.2%	4.7%	3.4%	4.7%	4.5%
<b>ETHNICITY</b>					
African American / Non Hispanic	13.0%	3.5%	1.1%	11.7%	9.3%
American Indian / Alaskan Native	0.7%	0.9%	0.0%	0.7%	0.7%
Asian / Pacific Islander	38.0%	46.3%	35.6%	19.9%	36.6%
Filipino	10.5%	8.6%	9.2%	5.4%	8.7%
Hispanic / Latino	23.4%	11.7%	8.0%	17.9%	18.0%
Other Non White	2.1%	3.1%	4.6%	2.3%	2.5%
Unknown / No Response	2.0%	4.9%	12.6%	5.3%	3.9%
White Non Hispanic	10.4%	21.1%	28.7%	36.8%	20.2%
<b>AGE GROUP</b>					
16 - 19	54.9%	50.1%	64.4%	10.3%	43.6%
20 - 24	21.2%	22.5%	19.5%	17.9%	20.9%
25 - 29	9.3%	11.2%	11.5%	15.8%	11.4%
30 - 34	4.8%	6.9%	3.4%	11.4%	6.9%
35 - 39	4.0%	3.6%	1.1%	9.9%	5.1%
40 - 49	4.3%	3.5%	0.0%	16.2%	6.5%
50 Plus	1.6%	2.0%	0.0%	18.1%	5.4%
Unknown / No Response	0.1%	0.1%	0.0%	0.3%	0.1%
<b>TOTAL PERCENT</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>TOTAL NUMBER</b>	<b>1,670</b>	<b>1,273</b>	<b>87</b>	<b>866</b>	<b>3,896</b>

\* One or two lower level pre-collegiate (basic skills) placements and no upper level pre-collegiate placements

\*\* One or two upper level pre-collegiate placements and no lower level pre-collegiate placements

Source: Office of Research, Planning & Grants, metadata, 10/22/03

## II. Student Progress/Success in Pre-Collegiate Sequences

How well do students perform in pre-collegiate courses? We rely on five indicators of progress.

1. Pre-collegiate course success in English, Math and ESL
2. College-level course success outside the English, Math and ESL sequences
3. Sequence completion to degree – associate degree level course completion within English, Math and ESL
4. Sequence completion to transfer – transfer level course completion within English, Math and ESL sequences
5. CCSF associate degree or certificate achievement

### Success—Pre-Collegiate Courses

Pre-collegiate student enrollments in Fall 2002 totaled 11,471. The percentage of students receiving a C or better averaged 51% for Math courses, 61.8% for English and 75% for ESL. Table 9 presents course success data and student enrollments in the three pre-collegiate programs over five years. There has been a modest increase in success in the three programs from Fall 1998 through Fall 2002. Specific course data on student success by demographic categories can be found in the appendix beginning on page 24.

**Table 9**  
**Overall Pre-Collegiate Course Success**  
**Fall 1998—Fall 2002**

Pre-Collegiate	Fall Terms					Difference 1998-2002
	1998	1999	2000	2001	2002	
<b>SUCCESS PERCENT*</b>						
<b>MATH</b>	45.6%	45.5%	45.1%	45.7%	51.0%	<b>5.4</b>
<b>ENGL***</b>	58.0%	55.2%	55.7%	61.3%	61.8%	<b>3.8</b>
<b>ESL</b>	71.3%	70.7%	69.7%	73.3%	75.0%	<b>3.7</b>
<b>COURSE ENROLLMENTS**</b>						
<b>MATH</b>	2,640	2,552	2,779	2,876	3,071	<b>431</b>
<b>ENGL***</b>	3,326	3,301	3,530	3,579	3,863	<b>537</b>
<b>ESL</b>	5,530	5,259	4,831	5,124	4,537	<b>-993</b>
<b>Total Pre-Collegiate Course Enrollments (MATH, ENGL &amp; ESL)</b>	<b>11,496</b>	<b>11,112</b>	<b>11,140</b>	<b>11,579</b>	<b>11,471</b>	<b>-25</b>

\* Student course enrollments resulting in A,B,C,CR grades divided by all enrollments resulting in transcript notations--

i.e. A, B, C, CR, D, F, NC, W, I

\*\* All enrollments resulting in transcript notations (excludes drops).

\*\*\* "ENGL" is the subject area, a subset of English dept. courses. ENGL excludes Classics (CLAS), Humanities (HUM), Speech (SPCH).

**Source: Office of Research, Planning & Grants, DSS, 10/15/03**

**Detailed information available in the Appendix**

## Success—College-Level Courses

How well do pre-collegiate students perform in college-level courses? Table 10 presents data for new first-time students for Fall 2002 by category of matriculation placement, including pre-collegiate lower level, pre-collegiate upper level, collegiate-level and no placement. In this table, college-level courses exclude English, Math, ESL, DSPS and Physical Education. The Fall 2002 data shows a 56.7% course success rate for students at the lower level of the pre-collegiate sequence during the same semester as their placement<sup>1</sup>. For students at the upper levels of the sequence, the course success rate was significantly higher—72.4%. New first-time students placing at the collegiate level, a total of 87 students, achieved the highest success rate in transfer-level courses, 86%. Students not taking the placement tests achieved a 62.9% success rate in their college-level coursework. Further information about success rates by subject area for students placed in pre-collegiate basic skills and pre-collegiate upper level courses can be found in the appendix beginning on page 32.

**Table 10**  
**Overall Collegiate Enrollments and Success Percent**  
**Fall 2002**

<b>Fall 2002 Transfer Course Enrollments (Excluding Physical Education Courses)</b>	<b>Lower Level Pre-Collegiate (basic skills)*</b>	<b>Upper Level Pre-Collegiate (no basic skills)**</b>	<b>Collegiate Only</b>	<b>None (no placements)</b>	<b>Total</b>
<b>Total Number of New Students</b>	1,670	1,273	87	866	<b>3,896</b>
<b>Number New Students Enrolled in Transferable Courses****</b>	1,110	973	79	633	<b>2,795</b>
<b>Percent of New Students with Transfer Enrollments</b>	66.5%	76.4%	90.8%	73.1%	<b>71.7%</b>
<b>Successful Course Unit Completion for Transfer Courses***</b>	56.7%	72.4%	86.0%	62.9%	<b>64.4%</b>
<b>Students Enrolled in Transfer Courses</b>	6.01	6.75	8.20	4.57	<b>6.00</b>

\* One or two lower level pre-collegiate (basic skills) placements and no upper level pre-collegiate placements

\*\* One or two upper level pre-collegiate placements and no lower level pre-collegiate placements

\*\*\* Student course enrollments resulting in A,B,C,CR grades divided by all enrollments resulting in transcript notations--A,B,C,CR, D,F,NC,W,I. First averaged by individual student, then averaged between all students.

\*\*\*\*Since these are pre-collegiate placed students, these enrollments exclude Math, English, ESL, DSPS, Business English, Business Math.

**Source: Office of Research. Planning & Grants. metadata. revised 1/15/04**

<sup>1</sup> There is a certain amount of controversy about the meaning of this success rate for pre-collegiate basic skills level students. For some, the fact that students placing into English basic skills levels—English L, 90 and 92—and succeeding in a college level course in social or behavioral sciences, art, or science, is an indicator of the successful integration of basic skills students in to the college curriculum. For others, there are concerns about how many basic skills students do not succeed since the rates vary from 20% to 60%. Another concern is why any students at the basic skills levels in English could pass a college level course in the General Education sequences.

## Sequence Completion—English

Each of the pre-collegiate English, Math and ESL programs offer a variety of completion points including the achievement of the associate degree and requirements for entrance into the California State University (CSU) and University of California (UC) systems. To identify program completers, we examined new first-time students enrolled at a variety of pre-collegiate levels in Fall 1998 in English, Math and ESL. We tracked these students from the Fall 1998 to Spring 2003. We found that the likelihood of student achievement of specific completion points depends upon where the student was originally placed.

Table 11 displays three cohorts of new first-time students enrolled in either English L, English 90 or English 92—the three lowest levels of the pre-collegiate sequence. A total of 386 students placed in to English L, but only 158 of them enrolled in the course. Of those 158 students who enrolled, 60% successfully completed the course. A total of 43 (27.2%) of the original English L cohort of 158 achieved the English requirement for the associate degree while 52 (32.9%) of the 158 of the original cohort achieved the CSU English requirement. A total of 11 students (7%) achieved the UC requirement.

For students enrolled in English 90, a total of 44.2% achieved the CSU-required English course and 7.6% achieved the UC requirement. Students who enrolled in English 92 in Fall 1998 had higher levels of achievement—53.1% achieved the requirement for an associate degree, 55.5% the CSU requirement and 13.4% the UC requirement.

**Table 11**  
**Program Success in Pre-Collegiate English**  
**New Students in Fall 1998**  
**Success as of Spring 2003**

ENGL L = basic skills, 5 levels below university reading & comp. ENGL 90 = basic skills, 4 levels below university reading & comp. ENGL 92 = basic skills, 3 levels below university reading & comp.	Initial Cohort Placement Level					
	ENGL L		ENGL 90		ENGL 92	
	#	%	#	%	#	%
<b>Enrollment in placement course<sup>1</sup></b>	158	100.0%	224	100.0%	209	100.0%
<b>Successful completion of placement course<sup>2</sup></b>	95	60.1%	147	65.6%	142	67.9%
<b>Associate Degree Requirement<sup>3</sup></b>	43	27.2%	91	40.6%	111	53.1%
<b>CSU Requirement<sup>4</sup></b>	52	32.9%	99	44.2%	116	55.5%
<b>English 1A (Partial IGETC Requirement)</b>	12	7.6%	27	12.1%	45	21.5%
<b>IGETC / UC Requirement<sup>5</sup></b>	11	7.0%	17	7.6%	28	13.4%

**Notes:**

1. New students in Fall 1998 who enrolled as placed and whose enrollment resulted in a transcript notation (i.e. A,B,C,CR, D,F,NC,W,I -- excludes drops but includes withdrawals). Enrollment not necessarily within first term (Fall 1998).
2. Students with course enrollments resulting in A,B,C,CR grades divided by A,B,C,CR, D,F,NC,W,I; includes all students who passed, even those who failed the course one or more times but ultimately passed.
3. CCSF Associate Degree Written Composition Requirement (approximate).
4. CSU General Education for Written Communication -- accepted English course(s) or ESL 82.
5. UC English Composition and Critical Thinking Group a and b; IGETC requires ENGL 40 but most UC campuses accept 1B; both 40 and 1B were used here.

**Source: Office of Research, Planning & Grants, DSS, 10/16/03**

## Sequence Completion—Mathematics

Like English, initial Math course enrollment is a significant predictor of success. Students enrolled in Math E have low rates of success achieving the CSU- (15.7%) and UC- (14.2%) required classes. Students enrolled in Math 840 and 860 achieve higher rates of success regarding CSU and UC requirements. Success rates for achieving the CSU or UC requirements for students enrolled in Math 860 are more than 100% because a significant number registered and passed other courses, such as those in Psychology and Economics, that meet the CSU and UC requirements.

**Table 12**  
**Program Success in Pre-Collegiate Mathematics**  
**New Students in Fall 1998**  
**Success as of Spring 2003**

Math E = basic skills; 3 levels below college algebra Math 840 = degree applicable; 2 levels below college algebra Math 860 = degree applicable; 1 level below college algebra	Initial Cohort Placement Level					
	MATH E		MATH 840		MATH 860	
	#	%	#	%	#	%
<b>Enrollment in placement course<sup>1</sup></b>	485	100.0%	338	100.0%	163	100.0%
<b>Successful completion of placement course<sup>2</sup></b>	209	43.1%	219	64.8%	126	77.3%
<b>Associate Degree Requirement<sup>3</sup></b>	344	70.9%	100%		100%	
<b>CSU Requirement<sup>4</sup></b>	76	15.7%	250	74.0%	208	127.6%
<b>IGETC / UC Requirement<sup>5</sup></b>	69	14.2%	231	68.3%	190	116.6%

**Notes:**

1. New students in Fall 1998 who enrolled as placed and whose enrollment resulted in a transcript notation (i.e. A,B,C,CR, D,F,NC,W,I -- excludes drops but includes withdrawals). Enrollment not necessarily within first term (Fall 1998).
2. Students with course enrollments resulting in A,B,C,CR grades divided by A,B,C,CR, D,F,NC,W,I; includes all students who passed, even those who failed the course one or more times but ultimately passed.
3. CCSF Associate Degree Mathematics Requirement-- students placing above MATH E have met this requirement by virtue of their placement; MATH E placed students may retake the exam or successfully complete BSMA G, H or J to meet this requirement.
4. CSU General Education Quantitative Reasoning; requirement can be fulfilled with Math or other accepted course(s).

\* Students can meet Associate Degree, CSU and UC requirements without enrolling in any Math classes.

Source: Office of Research, Planning & Grants, DSS, 10/16/03

## Sequence Completion—ESL

Unlike English and Math, initial ESL course enrollment does not show a direct relationship with student success. Student success in ESL 110 was almost 80% while students placed in ESL 120 and 130 had success rates of 68% and 69.5%. However, student success for the associate degree and CSU requirement does follow the English and Math patterns. Students placed at the lowest level of ESL, ESL 110, had a success rate of 22.1%, while students placed in ESL120 and 130 did substantially better at 25.8% and 37.6%. Very few students achieved the UC-required course during this timeframe.

**Table 13**  
**Program Success in Pre-Collegiate ESL**  
**New Students in Fall 1998**  
**Success as of Spring 2003**

ESL 110 = basic skills, 5 levels below advanced composition ESL 120 = basic skills, 4 levels below advanced composition ESL 130 = 3 levels below advanced composition (ESL 82) **ESL curriculum sequence numbers were changed in 2002	Initial Cohort Placement Level					
	ESL 110 **Formerly 32		ESL 120 Formerly 42, 44, 48		ESL 130 Formerly 52, 54, 58	
	#	%	#	%	#	%
<b>Enrollment in placement course<sup>1</sup></b>	113	<b>100.0%</b>	291	<b>100.0%</b>	364	<b>100.0%</b>
<b>Successful completion of placement course<sup>2</sup></b>	90	<b>79.6%</b>	198	<b>68.0%</b>	253	<b>69.5%</b>
<b>Associate Degree / CSU Requirement<sup>3</sup></b>	25	<b>22.1%</b>	75	<b>25.8%</b>	137	<b>37.6%</b> *
<b>CSU Requirement<sup>3</sup></b>	25	<b>22.1%</b>	75	<b>25.8%</b>	137	<b>37.6%</b> *
<b>IGETC / UC Requirement<sup>4</sup></b>	1	<b>0.9%</b>	1	<b>0.3%</b>	7	<b>1.9%</b> *

**Notes:**

1. New students in Fall 1998 who enrolled as placed and whose enrollment resulted in a transcript notation (i.e. A,B,C,CR, D,F,NC,W,I -- excludes drops but includes withdrawals). Enrollment not necessarily within first term (Fall 1998).
2. Students with course enrollments resulting in A,B,C,CR grades divided by A,B,C,CR, D,F,NC,W,I; includes all students who passed, even those who failed the course one or more times but ultimately passed.
3. CCSF Associate Degree Written Composition Requirement *and* CSU General Education for Written Communication -- ESL 82 or accepted ENGL course(s)
4. UC English Composition and Critical Thinking Group a and b; IGETC requires ENGL 40 but most UC campuses accept 1B; both 40 and 1B were used here.

\* Students can meet Associate Degree, CSU and UC requirements using ENGL (rather than ESL) classes.

Source: Office of Research, Planning & Grants, DSS, 10/16/03

## Student Profile—CSU-Level Math and English Completers

Are there significant differences by student demographic groups in successful completion of the Math, English and ESL sequences? Tables 14, 15 and 16 compare the profile of students initially placed and enrolled in pre-collegiate Mathematics, English and ESL courses with students completing a the Quantitative Reasoning or Written Communication requirement for entrance to CSU. Enrolled and completed categories in Table 14 are both a function of student placement. Student who place into a given level, especially Math 860, can complete CSU's Quantitative Reasoning requirement by taking courses other than Math 860 from the Department of Social Sciences.

Table 14 shows that young, female Asian Pacific Islander students complete the CSU Mathematics requirement in disproportionate numbers than other student groups.

**Table 14**  
**Demographics of Students Reaching**  
**CSU-Level Mathematics Courses**  
**Fall 1998 Cohort**

	MATH E			MATH 840			MATH 860		
	Enrolled	Completed CSU Requirement		Enrolled	Completed CSU Requirement		Enrolled	Completed CSU Requirement*	
Total**	485	76	15.7%	338	250	74.0%	163	208	127.6%
Female	291	59	20.3%	161	155	96.3%	87	113	129.9%
Male	185	23	12.4%	165	113	68.5%	75	98	130.7%
African American/Non Hispanic	67	11	16.4%	11	3	27.3%	8	4	50.0%
Asian/Pacific Islander	93	28	30.1%	166	172	103.6%	86	138	160.5%
Filipino	64	3	4.7%	37	17	45.9%	18	18	100.0%
Hispanic/Latino	162	18	11.1%	47	15	31.9%	18	14	77.8%
White Non Hispanic	55	12	21.8%	39	26	66.7%	17	20	117.6%
16 - 19 years old	283	50	17.7%	205	152	74.1%	108	146	135.2%
20 - 24 years old	109	19	17.4%	65	58	89.2%	29	39	134.5%
25 years old or older	89	13	14.6%	60	60	100.0%	24	29	120.8%

**Notes:**

\*Enrolled and Completed categories are both a function of student placement. Students who place into a given level, especially MATH 860, can complete CSU's Quantitative Reasoning requirement by taking courses other than Math 860.

\*\*Total number of students varies slightly from gender, ethnicity and age totals due to regular Banner system updates.

Categories with particularly small numbers (e.g., American Indian / Alaskan Native, Unknown) have been removed since percentages fluctuate radically as a result of the small N.

**Source: Office of Research, Planning & Grants, 3/31/04**

For Table 15, enrolled and completed categories are both a function of student placement. On occasion, students who place into a given level (e.g. English L) will complete the CSU Written Communication requirement without taking English L. For students placed and/or enrolled in English L, 90 and 92, white non-Hispanic students consistently achieve the CSU requirement in disproportionate higher numbers than other student demographic groups.

**Table 15**  
**Demographics of Students Reaching**  
**CSU-Level English Courses**  
**Fall 1998 Cohort**

	ENGL L			ENGL 90			ENGL 92		
	Enrolled	Completed CSU Requirement		Enrolled	Completed CSU Requirement		Enrolled	Completed CSU Requirement	
Total*	158	52	32.9%	224	99	44.2%	209	116	55.5%
Female	92	36	39.1%	129	60	46.5%	101	66	65.3%
Male	64	21	32.8%	87	43	49.4%	95	54	56.8%
African American/Non Hispanic	43	8	18.6%	32	12	37.5%	32	18	56.3%
Asian/Pacific Islander	44	23	52.3%	78	46	59.0%	64	42	65.6%
Filipino	22	7	31.8%	35	10	28.6%	27	16	59.3%
Hispanic/Latino	30	11	36.7%	52	25	48.1%	43	21	48.8%
White Non Hispanic	8	4	50.0%	7	4	57.1%	22	19	86.4%
16 - 19 years old	107	49	45.8%	160	74	46.3%	155	96	61.9%
20 - 24 years old	31	6	19.4%	41	21	51.2%	30	13	43.3%
25 years old or older	18	4	22.2%	19	11	57.9%	13	13	100.0%

**Notes:**

\*Total number of students varies slightly from gender, ethnicity and age totals due to regular Banner system updates.

Enrolled and Completed categories are both a function of student placement. On occasion, students who place into a given level (e.g., ENGL L) will complete the CSU Written Communication requirement without taking ENGL L.

Categories with particularly small numbers (e.g., American Indian / Alaskan Native, Unknown) have been removed since percentages fluctuate radically as a result of the small N.

**Source: Office of Research, Planning & Grants, 3/31/04**

For Table 16, enrolled and completed categories are both a function of student placement. On occasion, student who place into a given level (e.g. ESL 110) will complete the CSU Written Communication requirement without taking ESL 110. Young, female Asian Pacific Islander students consistently complete the CSU ESL requirement in disproportionate numbers to other student demographic groups.

**Table 16**  
**Demographics of Students Reaching**  
**CSU-Level ESL Courses**  
**Fall 1998 Cohort**

	ESL 110			ESL 120			ESL 130		
	Enrolled	Completed CSU Requirement		Enrolled	Completed CSU Requirement		Enrolled	Completed CSU Requirement	
Total*	113	25	22.10%	291	75	25.80%	364	137	37.60%
Female	67	20	29.9%	151	47	31.1%	201	85	42.3%
Male	43	7	16.3%	134	32	23.9%	145	53	36.6%
Asian/Pacific Islander	83	25	30.1%	200	63	31.5%	217	102	47.0%
Filipino	2	0	0.0%	0	0	0.0%	17	5	29.4%
Hispanic/Latino	8	1	12.5%	50	5	10.0%	61	12	19.7%
White Non Hispanic	13	2	15.4%	19	5	26.3%	28	5	17.9%
16 - 19 years old	30	9	30.0%	69	30	43.5%	113	50	44.2%
20 - 24 years old	35	12	34.3%	84	28	33.3%	82	44	53.7%
25 years old or older	45	7	15.6%	137	22	16.1%	159	46	28.9%

**Notes:**

\*Total number of students varies slightly from gender, ethnicity and age totals due to regular Banner system updates.

Enrolled and Completed categories are both a function of student placement. On occasion, students who place into a given level (e.g., ESL 110) will complete the CSU Written Communication requirement without taking ESL 110.

Categories with particularly small numbers (e.g., American Indian / Alaskan Native, Unknown) have been removed since percentages fluctuate radically as a result of the small N.

**Source: Office of Research, Planning & Grants, 3/31/04**

## Degree and Certificate Achievement

Pre-collegiate students represent a significant proportion of the students achieving associate degrees and certificates at CCSF. Table 17 profiles the most recent academic year, 2002/03, showing the percentage of degree and certificate recipients starting at the pre-collegiate level, either in the lower (basic skills) or upper part of the sequence. A total of 86.2% of all degree recipients and 70% of the certificate recipients began in the pre-collegiate sequence.

**Table 17**  
**Degree and Certificate Recipients**  
**By Placement Level**  
**2002/03 Academic Year**

Academic Year 2002-03	Lower Level Pre-Collegiate (basic skills)*	Upper Level Pre-Collegiate (no basic skills)**	Collegiate Only	None (no placements)	Total Recipients
<b>PERCENT OF RECIPIENTS BY PLACEMENT CATEGORY</b>					
<b>Degree Recipients</b>	38.1%	48.1%	1.8%	12.0%	<b>100.0%</b>
<b>Certificate Recipients</b>	34.1%	36.6%	1.3%	28.0%	<b>100.0%</b>
<b>NUMBER OF RECIPIENTS BY PLACEMENT CATEGORY</b>					
<b>Degree Recipients</b>	456	575	21	144	<b>1,196</b>
<b>Certificate Recipients</b>	383	411	15	315	<b>1,124</b>

\* One or two lower level pre-collegiate (basic skills) placements and no upper level pre-collegiate placements

\*\* One or two upper level pre-collegiate placements and no lower level pre-collegiate placements

Source: Office of Research, Planning & Grants, metadata, 10/23/03

## Appendices

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Table 9 Detail

Table 9 Detail – English

Fall Terms		Percent Success					Number Enrolled				
ENGL		1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
<b>K</b>	<b>Total</b>	<b>52.8</b>	<b>61.4</b>	<b>50.5</b>	<b>66.1</b>	<b>52.4</b>	<b>106</b>	<b>101</b>	<b>103</b>	<b>109</b>	<b>187</b>
K	Female	55.1	64.9	56.5	71.6	55.8	69	57	62	74	113
K	Male	50.0	58.1	41.5	55.9	48.5	36	43	41	34	66
K	No Response	0.0	0.0	0.0	0.0	37.5	1	1	0	1	8
K	African American/Non Hispanic	23.5	41.4	29.4	59.1	43.8	17	29	17	22	32
K	American Indian/Alaskan Native	0.0	100.0	-	100.0	0.0	1	1	0	1	0
K	Asian/Pacific Islander	61.9	71.8	65.3	72.7	60.0	42	39	49	55	75
K	Filipino	75.0	25.0	33.3	50.0	37.5	4	4	9	4	16
K	Hispanic/Latino	47.8	69.6	42.9	70.0	50.0	23	23	21	20	44
K	Other Non White	50.0	100.0	100.0	100.0	100.0	2	1	1	1	2
K	Unknown/No Response	50.0	0.0	-	-	0.0	2	1	0	0	1
K	White Non Hispanic	66.7	100.0	33.3	16.7	52.9	15	3	6	6	17
K	16 - 19	65.0	60.0	43.5	66.7	48.8	20	15	23	24	80
K	20 - 24	28.6	55.6	37.9	65.7	52.1	28	36	29	35	48
K	25 - 29	71.4	53.3	69.2	66.7	35.3	14	15	13	12	17
K	30 - 34	53.9	77.8	50.0	66.7	62.5	13	9	8	12	8
K	35 - 39	54.6	42.9	66.7	75.0	63.6	11	7	12	12	11
K	40 - 49	60.0	72.7	53.3	50.0	64.3	15	11	15	8	14
K	50 Plus	60.0	87.5	66.7	66.7	77.8	5	8	3	6	9

Fall Terms		Percent Success					Number Enrolled				
ENGL		1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
<b>L</b>	<b>Total</b>	<b>58.3</b>	<b>49.5</b>	<b>53.5</b>	<b>56.6</b>	<b>54.2</b>	<b>204</b>	<b>182</b>	<b>185</b>	<b>189</b>	<b>214</b>
L	Female	61.3	48.0	57.8	65.4	60.2	124	100	116	107	123
L	Male	52.6	50.0	46.3	46.3	48.8	78	80	67	80	82
L	No Response	100.0	100.0	50.0	0.0	22.2	2	2	2	2	9
L	African American/Non Hispanic	45.3	39.1	29.0	35.1	45.0	64	46	31	37	40
L	American Indian/Alaskan Native	66.7	100.0	0.0	50.0	-	3	1	1	2	0
L	Asian/Pacific Islander	67.8	62.3	70.5	65.1	62.1	59	61	88	83	87
L	Filipino	73.9	33.3	48.0	69.6	65.2	23	18	25	23	23
L	Hispanic/Latino	60.0	43.6	37.1	54.8	48.0	40	39	35	31	50
L	Other Non White	0.0	60.0	0.0	0.0	66.7	2	5	1	2	3
L	Unknown/No Response	100.0	100.0	100.0	50.0	50.0	1	2	2	4	2
L	White Non Hispanic	50.0	50.0	50.0	57.1	22.2	12	10	2	7	9
L	16 - 19	59.8	45.7	54.7	50.6	54.5	102	70	75	89	101
L	20 - 24	42.3	46.9	45.0	55.4	43.9	52	64	60	56	57
L	25 - 29	83.3	60.0	53.3	71.4	87.5	12	15	15	14	16
L	30 - 34	85.7	44.4	50.0	87.5	60.0	7	9	10	8	10
L	35 - 39	41.7	75.0	77.8	75.0	36.4	12	4	9	8	11
L	40 - 49	77.8	50.0	60.0	45.5	66.7	18	14	10	11	12
L	50 Plus	100.0	100.0	83.3	100.0	57.1	1	5	6	3	7
L	Unknown	-	0.0	-	-	-	0	1	0	0	0

Fall Terms		Percent Success					Number Enrolled				
ENGL		1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
<b>9</b>	<b>Total</b>	<b>59.1</b>	<b>52.7</b>	<b>55.1</b>	<b>54.2</b>	<b>61.9</b>	<b>286</b>	<b>277</b>	<b>265</b>	<b>205</b>	<b>286</b>
9	Female	64.5	53.9	59.0	55.9	61.3	169	165	139	111	168
9	Male	53.1	50.0	51.6	51.7	61.5	113	110	122	91	109
9	No Response	0.0	100.0	25.0	66.7	77.8	4	2	4	3	9
9	African American/Non Hispanic	48.0	30.6	43.2	38.3	61.9	50	49	44	47	42
9	American Indian/Alaskan Native	0.0	33.3	0.0	-	0.0	2	3	1	0	1
9	Asian/Pacific Islander	68.0	67.1	64.1	66.7	70.2	103	79	92	69	94
9	Filipino	50.0	39.0	55.8	61.5	58.0	36	41	43	26	50
9	Hispanic/Latino	56.3	53.6	54.1	46.2	57.4	64	69	61	52	68
9	Other Non White	50.0	66.7	25.0	50.0	50.0	2	9	4	2	4
9	Unknown/No Response	20.0	83.3	50.0	100.0	60.0	5	6	4	1	5
9	White Non Hispanic	79.2	61.9	50.0	62.5	54.6	24	21	16	8	22
9	16 - 19	65.3	50.5	57.0	54.6	60.0	98	111	107	88	140
9	20 - 24	48.9	45.7	47.8	43.3	56.8	90	92	92	60	81
9	25 - 29	47.2	66.7	63.0	60.0	68.4	36	27	27	20	19
9	30 - 34	75.0	58.8	61.5	85.7	64.3	20	17	13	14	14
9	35 - 39	61.1	75.0	66.7	55.6	73.3	18	12	9	9	15
9	40 - 49	75.0	60.0	50.0	66.7	75.0	16	15	14	6	12
9	50 Plus	83.3	66.7	100.0	50.0	100.0	6	3	3	8	5
9	Unknown	50.0	-	-	-	-	2	0	0	0	0

Fall Terms		Percent Success					Number Enrolled				
ENGL		1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
<b>90</b>	<b>Total</b>	<b>50.0</b>	<b>52.3</b>	<b>51.8</b>	<b>63.0</b>	<b>61.1</b>	<b>478</b>	<b>461</b>	<b>473</b>	<b>468</b>	<b>558</b>
90	Female	53.5	55.3	55.2	68.3	63.6	273	226	230	259	299
90	Male	45.5	48.5	48.8	56.3	56.6	202	229	240	206	242
90	No Response	33.3	83.3	33.3	66.7	82.4	3	6	3	3	17
90	African American/Non Hispanic	36.8	40.5	44.1	62.6	59.1	95	89	93	99	93
90	American Indian/Alaskan Native	50.0	50.0	50.0	0.0	-	6	4	2	1	0
90	Asian/Pacific Islander	55.7	60.3	57.7	67.7	64.6	140	151	149	158	192
90	Filipino	60.0	48.4	49.3	65.0	65.2	75	64	75	60	89
90	Hispanic/Latino	48.6	50.5	48.3	54.1	55.6	109	99	116	111	133
90	Other Non White	66.7	40.0	75.0	50.0	66.7	6	5	8	6	6
90	Unknown/No Response	26.7	66.7	40.0	70.0	70.0	15	9	5	10	10
90	White Non Hispanic	53.1	57.5	64.0	73.9	54.3	32	40	25	23	35
90	16 - 19	56.1	58.4	53.0	67.9	65.7	214	202	253	262	306
90	20 - 24	41.4	46.0	47.0	54.7	58.0	157	163	134	137	169
90	25 - 29	43.1	46.2	65.4	63.0	48.5	51	39	26	27	33
90	30 - 34	58.3	52.6	42.9	52.9	46.2	24	19	21	17	26
90	35 - 39	61.5	57.9	72.7	62.5	40.0	13	19	11	8	15
90	40 - 49	61.5	50.0	50.0	72.7	100.0	13	14	18	11	4
90	50 Plus	40.0	40.0	50.0	50.0	75.0	5	5	8	6	4
90	Unknown	0.0	-	50.0	-	100.0	1	0	2	0	1

Fall Terms		Percent Success					Number Enrolled				
ENGL		1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
<b>92</b>	<b>Total</b>	<b>58.1</b>	<b>54.6</b>	<b>53.4</b>	<b>59.6</b>	<b>65.4</b>	<b>425</b>	<b>456</b>	<b>440</b>	<b>448</b>	<b>526</b>
92	Female	60.4	59.5	54.8	62.1	68.8	227	254	250	235	285
92	Male	55.8	48.7	51.6	55.7	61.6	197	199	188	203	237
92	No Response	0.0	33.3	50.0	80.0	50.0	1	3	2	10	4
92	African American/Non Hispanic	47.8	48.0	44.3	62.5	55.1	69	75	70	64	89
92	American Indian/Alaskan Native	33.3	50.0	40.0	50.0	83.3	3	2	5	2	6
92	Asian/Pacific Islander	65.2	52.5	60.3	62.8	67.3	138	139	136	121	171
92	Filipino	66.7	51.4	48.2	66.7	73.0	69	70	83	69	89
92	Hispanic/Latino	50.5	57.9	51.5	53.3	62.3	93	107	99	137	114
92	Other Non White	66.7	80.0	66.7	50.0	77.8	3	10	6	4	9
92	Unknown/No Response	62.5	88.9	50.0	83.3	62.5	8	9	2	6	8
92	White Non Hispanic	54.8	56.8	61.5	53.3	67.5	42	44	39	45	40
92	16 - 19	59.5	60.1	55.1	67.0	74.8	163	213	187	200	214
92	20 - 24	57.7	45.6	49.4	50.0	55.9	168	149	162	162	202
92	25 - 29	59.0	54.3	69.0	53.3	56.0	39	35	29	30	50
92	30 - 34	45.0	60.0	52.0	72.7	79.0	20	20	25	22	19
92	35 - 39	84.6	50.0	60.0	75.0	64.7	13	18	10	8	17
92	40 - 49	50.0	53.3	50.0	50.0	73.7	12	15	20	16	19
92	50 Plus	37.5	75.0	42.9	75.0	50.0	8	4	7	8	4
92	Unknown	50.0	100.0	-	0.0	100.0	2	2	0	2	1

Fall Terms		Percent Success					Number Enrolled				
ENGL		1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
<b>94</b>	<b>Total</b>	<b>62.6</b>	<b>53.8</b>	<b>53.1</b>	<b>59.2</b>	<b>60.4</b>	<b>958</b>	<b>945</b>	<b>1000</b>	<b>1077</b>	<b>1040</b>
94	Female	66.7	58.6	56.0	62.9	65.7	522	519	571	596	574
94	Male	58.0	47.6	49.3	53.9	53.4	433	422	420	464	444
94	No Response	33.3	75.0	44.4	70.6	63.6	3	4	9	17	22
94	African American/Non Hispanic	50.0	65.1	54.6	52.7	50.6	80	83	97	112	91
94	American Indian/Alaskan Native	50.0	100.0	100.0	25.0	50.0	4	2	3	4	4
94	Asian/Pacific Islander	65.1	50.1	53.4	62.7	63.5	432	435	403	431	416
94	Filipino	67.4	44.3	43.4	56.7	63.4	92	97	113	150	131
94	Hispanic/Latino	51.0	44.2	45.8	50.5	52.3	153	154	203	200	216
94	Other Non White	50.0	81.3	45.0	76.2	72.0	8	16	20	21	25
94	Unknown/No Response	70.4	69.6	76.7	77.8	63.6	54	46	43	36	33
94	White Non Hispanic	70.4	69.6	64.4	62.6	65.3	135	112	118	123	124
94	16 - 19	65.3	54.7	53.4	57.3	62.5	242	223	264	351	336
94	20 - 24	60.6	49.4	47.3	56.7	56.8	447	445	433	425	426
94	25 - 29	65.5	54.2	56.3	68.2	65.0	145	107	128	110	137
94	30 - 34	64.3	63.6	61.5	66.3	61.3	56	66	65	83	75
94	35 - 39	65.0	72.9	71.7	64.8	82.4	20	48	53	54	34
94	40 - 49	56.7	57.5	62.8	58.3	36.0	30	47	43	36	25
94	50 Plus	66.7	50.0	58.3	50.0	57.1	15	6	12	18	7
94	Unknown	0.0	33.3	50.0	-	-	3	3	2	0	0

Fall Terms		Percent Success					Number Enrolled				
ENGL		1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
<b>96</b>	<b>Total</b>	<b>57.1</b>	<b>59.1</b>	<b>61.5</b>	<b>64.6</b>	<b>65.2</b>	<b>844</b>	<b>859</b>	<b>1049</b>	<b>1069</b>	<b>1041</b>
96	Female	59.2	61.5	63.4	67.6	67.7	422	441	561	564	535
96	Male	55.2	57.1	59.4	60.9	63.1	415	415	483	493	488
96	No Response	42.9	0.0	60.0	75.0	50.0	7	3	5	12	18
96	African American/Non Hispanic	34.8	52.6	59.8	54.9	54.2	69	78	102	102	96
96	American Indian/Alaskan Native	20.0	60.0	70.0	50.0	70.0	5	5	10	4	10
96	Asian/Pacific Islander	64.7	55.3	60.0	68.4	65.3	249	266	321	316	340
96	Filipino	49.0	54.4	61.9	60.8	67.2	104	92	118	130	128
96	Hispanic/Latino	55.5	60.0	59.2	59.8	64.1	164	150	233	229	209
96	Other Non White	66.7	60.0	60.6	60.6	68.4	21	20	33	33	38
96	Unknown/No Response	56.8	65.3	70.6	63.2	66.7	44	49	51	38	39
96	White Non Hispanic	61.2	66.8	65.2	71.9	69.6	188	199	181	217	181
96	16 - 19	63.7	63.6	62.5	67.9	67.6	245	242	383	349	377
96	20 - 24	54.2	52.4	59.2	60.7	61.0	360	353	399	425	403
96	25 - 29	53.4	62.9	63.7	62.4	66.9	146	116	124	133	127
96	30 - 34	62.9	69.0	62.5	68.9	63.5	35	58	48	74	63
96	35 - 39	65.5	64.9	70.3	70.3	79.3	29	37	37	37	29
96	40 - 49	41.7	63.9	59.2	69.2	69.0	24	36	49	39	29
96	50 Plus	40.0	56.3	66.7	66.7	76.9	5	16	9	12	13
96	Unknown	-	0.0	-	-	-	0	1	0	0	0

Table 9 Detail – Math

Fall Terms		Percent Success					Number Enrolled				
MATH	SUCCESS PERCENT	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
E / E1	<b>Total</b>	<b>36.2</b>	<b>32.8</b>	<b>25.0</b>	<b>28.1</b>	<b>33.6</b>	<b>789</b>	<b>795</b>	<b>850</b>	<b>927</b>	<b>850</b>
E / E1	Female	35.2	32.0	25.8	28.4	34.2	477	476	517	565	537
E / E1	Male	37.1	33.9	23.6	27.8	32.6	306	314	331	351	301
E / E1	No Response	66.7	30.0	50.0	22.7	33.3	6	5	2	11	12
E / E1	African American/Non Hispanic	21.3	17.3	13.5	16.1	22.0	127	127	145	152	134
E / E1	American Indian/Alaskan Native	33.3	25.0	57.1	0.0	14.3	9	4	7	2	7
E / E1	Asian/Pacific Islander	53.0	42.6	36.1	38.4	50.6	115	128	133	164	171
E / E1	Filipino	31.4	30.9	19.1	29.1	28.5	97	110	128	110	144
E / E1	Hispanic/Latino	26.8	28.4	20.6	22.2	28.1	252	254	260	316	262
E / E1	Other Non White	25.0	66.7	16.7	35.4	21.1	16	9	21	24	19
E / E1	Unknown/No Response	43.1	20.8	32.1	24.2	40.0	36	24	28	31	20
E / E1	White Non Hispanic	56.2	47.5	39.5	43.0	45.2	137	139	128	128	93
E / E1	16 - 19	29.3	25.7	19.6	25.9	31.6	225	249	312	307	282
E / E1	20 - 24	34.6	28.0	23.8	21.8	29.8	267	261	256	289	262
E / E1	25 - 29	43.0	43.6	40.2	34.1	34.2	122	109	117	107	111
E / E1	30 - 34	40.2	54.9	31.4	44.2	41.7	66	61	51	78	60
E / E1	35 - 39	49.0	19.2	18.8	39.2	46.8	50	39	40	51	47
E / E1	40 - 49	33.3	48.1	23.6	30.0	36.7	45	52	55	70	64
E / E1	50 Plus	70.8	40.9	36.8	25.0	43.5	12	22	19	24	23
E / E1	Unknown	0.0	50.0		0.0	0.0	2	2		1	1

Fall Terms		Percent Success					Number Enrolled				
MATH	SUCCESS PERCENT	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
EX	<b>Total</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>64.8</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>142</b>
EX	Female	N/A	N/A	N/A	N/A	65.3	N/A	N/A	N/A	N/A	98
EX	Male	N/A	N/A	N/A	N/A	62.2	N/A	N/A	N/A	N/A	37
EX	No Response	N/A	N/A	N/A	N/A	71.4	N/A	N/A	N/A	N/A	7
EX	African American/Non Hispanic	N/A	N/A	N/A	N/A	55.1	N/A	N/A	N/A	N/A	49
EX	American Indian/Alaskan Native	N/A	N/A	N/A	N/A	-	N/A	N/A	N/A	N/A	0
EX	Asian/Pacific Islander	N/A	N/A	N/A	N/A	60.0	N/A	N/A	N/A	N/A	10
EX	Filipino	N/A	N/A	N/A	N/A	85.7	N/A	N/A	N/A	N/A	14
EX	Hispanic/Latino	N/A	N/A	N/A	N/A	69.1	N/A	N/A	N/A	N/A	55
EX	Other Non White	N/A	N/A	N/A	N/A	0.0	N/A	N/A	N/A	N/A	2
EX	Unknown/No Response	N/A	N/A	N/A	N/A	60.0	N/A	N/A	N/A	N/A	5
EX	White Non Hispanic	N/A	N/A	N/A	N/A	85.7	N/A	N/A	N/A	N/A	7
EX	16 - 19	N/A	N/A	N/A	N/A	58.1	N/A	N/A	N/A	N/A	43
EX	20 - 24	N/A	N/A	N/A	N/A	65.7	N/A	N/A	N/A	N/A	35
EX	25 - 29	N/A	N/A	N/A	N/A	61.9	N/A	N/A	N/A	N/A	21
EX	30 - 34	N/A	N/A	N/A	N/A	83.3	N/A	N/A	N/A	N/A	12
EX	35 - 39	N/A	N/A	N/A	N/A	64.3	N/A	N/A	N/A	N/A	14
EX	40 - 49	N/A	N/A	N/A	N/A	61.5	N/A	N/A	N/A	N/A	13
EX	50 Plus	N/A	N/A	N/A	N/A	100.0	N/A	N/A	N/A	N/A	4

Fall Terms		Percent Success					Number Enrolled				
MATH	SUCCESS PERCENT	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
<b>840</b>	<b>Total</b>	<b>48.7</b>	<b>48.9</b>	<b>54.2</b>	<b>53.0</b>	<b>53.9</b>	<b>867</b>	<b>794</b>	<b>821</b>	<b>821</b>	<b>863</b>
840	Female	49.0	50.9	58.1	54.6	55.5	457	430	465	447	456
840	Male	48.3	46.1	48.7	50.4	51.7	408	360	349	361	383
840	No Response	50.0	75.0	71.4	69.2	58.3	2	4	7	13	24
840	African American/Non Hispanic	22.5	38.5	32.6	41.5	46.6	71	65	89	65	88
840	American Indian/Alaskan Native	54.6	62.5	28.6	33.3	28.6	11	8	7	9	7
840	Asian/Pacific Islander	53.1	54.6	61.0	60.8	56.7	245	216	223	227	215
840	Filipino	46.6	44.0	52.0	46.7	51.5	103	91	102	92	101
840	Hispanic/Latino	44.2	48.0	52.0	47.0	51.6	190	175	173	200	194
840	Other Non White	41.7	45.5	50.0	41.4	74.1	12	22	14	29	27
840	Unknown/No Response	60.5	58.3	53.1	42.3	41.2	38	36	32	26	34
840	White Non Hispanic	55.8	47.0	61.3	61.9	57.9	197	181	181	173	197
840	16 - 19	44.3	36.8	45.1	50.5	51.2	210	231	255	291	256
840	20 - 24	45.2	50.2	54.6	49.5	51.1	341	307	291	283	333
840	25 - 29	58.7	56.0	61.4	57.6	61.3	138	100	114	106	124
840	30 - 34	63.2	60.9	64.1	68.0	59.4	76	64	64	50	69
840	35 - 39	45.7	62.8	66.7	62.2	59.5	46	43	42	37	37
840	40 - 49	40.4	56.1	57.5	55.0	51.7	47	41	40	40	29
840	50 Plus	66.7	42.9	61.5	61.5	66.7	9	7	13	13	15
840	Unknown	-	100.0	50.0	0.0	-	0	1	2	1	0

Fall Terms		Percent Success					Number Enrolled				
MATH	SUCCESS PERCENT	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
<b>850</b>	<b>Total</b>	<b>61.2</b>	<b>63.3</b>	<b>46.9</b>	<b>57.2</b>	<b>62.0</b>	<b>152</b>	<b>158</b>	<b>145</b>	<b>173</b>	<b>192</b>
850	Female	62.7	61.1	44.7	55.9	65.0	83	95	76	102	97
850	Male	58.8	66.1	50.0	57.4	59.3	68	62	66	68	91
850	No Response	100.0	100.0	33.3	100.0	50.0	1	1	3	3	4
850	African American/Non Hispanic	37.5	13.3	36.4	33.3	35.7	8	15	11	12	14
850	American Indian/Alaskan Native	50.0	100.0	-	-	33.3	2	3	0	0	3
850	Asian/Pacific Islander	67.9	60.0	54.6	46.8	57.1	28	40	44	47	49
850	Filipino	47.1	68.2	8.3	63.0	60.9	17	22	12	27	23
850	Hispanic/Latino	43.8	73.1	27.6	48.7	57.5	32	26	29	39	40
850	Other Non White	100.0	100.0	33.3	50.0	0.0	2	2	3	2	1
850	Unknown/No Response	70.0	42.9	40.0	91.7	75.0	10	7	5	12	8
850	White Non Hispanic	73.6	74.4	68.3	73.5	77.8	53	43	41	34	54
850	16 - 19	38.5	58.6	35.3	62.1	61.1	26	29	17	29	36
850	20 - 24	53.5	54.4	45.7	48.2	54.0	58	57	70	81	76
850	25 - 29	70.0	71.4	54.2	60.0	69.6	20	28	24	20	23
850	30 - 34	73.9	85.0	46.2	63.6	69.2	23	20	13	22	26
850	35 - 39	90.9	63.6	57.1	75.0	72.2	11	11	7	4	18
850	40 - 49	72.7	54.6	45.5	84.6	66.7	11	11	11	13	6
850	50 Plus	100.0	100.0	66.7	50.0	71.4	2	2	3	4	7
850	Unknown	100.0	-	-	-	-	1	0	0	0	0

Fall Terms		Percent Success					Number Enrolled				
MATH	SUCCESS PERCENT	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
860	Total	49.8	55.0	55.5	56.2	59.6	641	606	669	682	748
860	Female	51.5	57.4	60.1	61.0	61.8	346	347	353	346	406
860	Male	47.8	52.4	49.8	50.0	56.2	291	252	309	324	329
860	No Response	50.0	28.6	71.4	83.3	76.9	4	7	7	12	13
860	African American/Non Hispanic	41.0	47.6	40.0	25.0	38.9	39	42	30	24	36
860	American Indian/Alaskan Native	80.0	83.3	50.0	0.0	50.0	5	6	6	3	6
860	Asian/Pacific Islander	50.9	53.5	62.5	57.3	63.1	232	230	240	274	290
860	Filipino	37.5	44.2	48.4	40.6	55.3	88	77	91	64	85
860	Hispanic/Latino	48.2	50.0	41.7	44.9	50.0	110	96	127	118	152
860	Other Non White	71.4	62.5	50.0	64.7	52.4	7	8	16	17	21
860	Unknown/No Response	51.6	78.8	71.0	83.3	65.2	31	33	31	24	23
860	White Non Hispanic	57.4	63.2	61.7	69.6	71.9	129	114	128	158	135
860	16 - 19	41.2	52.8	50.2	55.2	59.3	170	142	207	210	241
860	20 - 24	44.9	47.6	53.2	49.3	54.7	265	273	282	272	289
860	25 - 29	63.1	68.9	64.7	67.3	70.6	103	103	102	104	102
860	30 - 34	64.7	67.4	65.2	66.7	58.6	51	43	23	42	58
860	35 - 39	66.7	66.7	70.0	76.9	71.4	21	21	30	26	28
860	40 - 49	75.0	66.7	62.5	61.9	70.0	20	18	16	21	20
860	50 Plus	27.3	33.3	62.5	28.6	50.0	11	6	8	7	10
860	Unknown	-	-	0.0	-	-	0	0	1	0	0

Table 9 Detail – ESL

Pre-Collegiate ESL	Fall Terms					Difference 1998-2002
	1998	1999	2000	2001	2002	
<b>SUCCESS PERCENT*</b>						
110					73.7%	<i>n/a</i>
112					83.5%	<i>n/a</i>
120					77.4%	<i>n/a</i>
122					85.9%	<i>n/a</i>
130					69.7%	<i>n/a</i>
132					87.5%	<i>n/a</i>
140					69.3%	<i>n/a</i>
142					84.3%	<i>n/a</i>
150					68.0%	<i>n/a</i>
49	80.6%	67.6%	77.3%	80.0%	83.2%	<b>2.5</b>
60	76.7%	77.8%	72.8%	76.2%	62.1%	<b>-14.6</b>
66	76.5%	81.0%	74.4%	78.0%	74.5%	<b>-2.0</b>
69	92.1%	82.1%	76.2%	73.4%	71.1%	<b>-21.0</b>
71	81.2%	74.8%	61.2%	74.4%	72.9%	<b>-8.3</b>
79	85.8%	85.5%	86.8%	88.7%	87.4%	<b>1.6</b>
82	70.0%	70.7%	68.1%	66.3%	72.6%	<b>2.7</b>
<b>COURSE ENROLLMENTS**</b>						
110					137	<i>n/a</i>
112					127	<i>n/a</i>
120					297	<i>n/a</i>
122					220	<i>n/a</i>
130					601	<i>n/a</i>
132					279	<i>n/a</i>
140					618	<i>n/a</i>
142					198	<i>n/a</i>
150					669	<i>n/a</i>
49	93	68	66	90	113	<b>20</b>
60	519	472	474	547	66	<b>-453</b>
66	17	21	39	59	51	<b>34</b>
69	76	145	105	128	83	<b>7</b>
71	165	163	116	164	107	<b>-58</b>
79	430	414	356	310	317	<b>-113</b>
82	729	673	574	552	654	<b>-75</b>

Table 10 Detail

Lower Level Pre-Collegiate Students in Transferable Courses			
Subject Area	Total Enrollments	% Success	Cum Total
PE	469	84.4%	15.6%
PSYC	203	48.3%	22.3%
HIST	197	45.2%	28.9%
HLTH	154	67.5%	34.0%
LERN	149	72.5%	39.0%
CIS	135	55.6%	43.5%
MUS	128	60.2%	47.7%
CDEV	81	72.8%	50.4%
ECON	81	63.0%	53.1%
POLS	81	53.1%	55.8%
ART	74	64.9%	58.3%
ADMJ	66	69.7%	60.5%
SPCH	56	66.1%	62.3%
ASAM	55	70.9%	64.2%
CHIN	54	70.4%	65.9%
IDST	53	34.0%	67.7%
JAPA	48	50.0%	69.3%
AUTO	46	93.5%	70.8%
TH A	43	58.1%	72.3%
SOC	42	52.4%	73.7%
WDPR	40	72.5%	75.0%
PHYC	38	73.7%	76.3%
MABS	34	35.3%	77.4%
BIO	33	54.5%	78.5%
SPAN	33	48.5%	79.6%
ARCH	31	58.1%	80.6%
BCST	24	41.7%	81.4%
ASTR	22	36.4%	82.1%
PIL	20	90.0%	82.8%
FILM	20	50.0%	83.5%
ET	19	63.2%	84.1%
HIT	19	63.2%	84.7%
ANAT	19	57.9%	85.4%
GRPH	19	52.6%	86.0%
PHST	18	66.7%	86.6%
HUM	18	61.1%	87.2%
F SC	16	75.0%	87.7%
FASH	16	75.0%	88.3%
EMT	16	50.0%	88.8%
ANTH	16	43.8%	89.3%
FREN	16	25.0%	89.9%
CAHS	15	66.7%	90.4%
CHEM	15	40.0%	90.9%
R E	15	0.0%	91.4%

Upper Level Pre-Collegiate Students in Transferable Courses			
Subject Area	Total Enrollments	% Success	Cum Total
PE	306	84.3%	11.2%
PSYC	196	63.3%	18.3%
HIST	192	66.7%	25.3%
CIS	149	67.1%	30.7%
MUS	136	75.0%	35.7%
POLS	125	72.8%	40.2%
ECON	106	79.2%	44.1%
HLTH	82	81.7%	47.1%
ART	81	67.9%	50.1%
LERN	76	85.5%	52.8%
PHYC	71	80.3%	55.4%
SPCH	54	77.8%	57.4%
SOC	51	66.7%	59.2%
ASAM	50	88.0%	61.1%
SPAN	48	68.8%	62.8%
CHIN	42	73.8%	64.3%
BIO	41	80.5%	65.8%
CDEV	39	92.3%	67.3%
ANTH	39	82.1%	68.7%
IDST	39	61.5%	70.1%
ARCH	36	72.2%	71.4%
MABS	35	85.7%	72.7%
ACCT	34	82.4%	73.9%
TH A	34	67.6%	75.2%
FILM	31	71.0%	76.3%
JAPA	30	80.0%	77.4%
HUM	30	76.7%	78.5%
CHEM	29	69.0%	79.5%
PHIL	28	57.1%	80.6%
INTR	26	73.1%	81.5%
CAHS	25	88.0%	82.4%
PHOT	25	60.0%	83.3%
ANAT	24	87.5%	84.2%
WDPR	21	100.0%	85.0%
FREN	19	63.2%	85.7%
BCST	17	88.2%	86.3%
ASTR	16	68.8%	86.9%
LABR	15	93.3%	87.4%
ADMJ	15	53.3%	88.0%
MRKT	14	92.9%	88.5%
ENGN	14	78.6%	89.0%
M B	13	84.6%	89.5%
NUTR	13	76.9%	89.9%
R E	13	53.8%	90.4%

**THE REMAINDER OR SUBJECT AREAS WITH 14 ENROLLMENTS OR LESS NOT PRESENTED**

<b>TOTAL</b>	<b>3007</b>	<b>61.9%</b>	<b>100.0%</b>
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<b>TOTAL</b>	<b>2743</b>	<b>74.8%</b>	<b>100.0%</b>
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