

Pre-Collegiate Basic Skills Accountability Report

Part 2: Retention/Success Programs



Office of Research, Planning and Grants

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Introduction

The issue of adequate student preparation for college-level work has been at the center of educational research and policy since the publication of *A Nation At Risk* over 20 years ago. What are the key measures of preparation for entry in to post-secondary work? How do we know if a student is “ready” for college? Most recently, Clifford Adelman of the U.S. Department of Education¹ used national longitudinal data to address these and other questions.

Through his investigation, Adelman found that the best predictor for college completion is success in Algebra 2 in high school. He also discovered that the most powerful predictor for college success is continuous enrollment in college (or persistence) and on-going success in the college curriculum.

City College of San Francisco, like many other community colleges across the country, is challenged by a large number of new first-time credit students needing remediation in the subjects of English, Mathematics and ESL. **Over 75% of CCSF’s new first-time credit students place into one or more pre-collegiate courses in these subjects.**²

This study is the product of a request to the Office of Research, Planning and Grants from the Chancellor to produce an annual review of student progress through pre-collegiate courses in English, Math and ESL and of related retention/success programs. The Chancellor requested that the College examine (1) the scope and size of the student population needing pre-collegiate basic skills competencies, (2) support programs CCSF provides 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 (*complete*)
- **Part 2: Retention/Success Programs**
- Part 3: Student Perspectives (*in-progress*)
- Part 4: Non-credit Basic Skills (*in-progress*)

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, focused on non-credit basic skills, in Spring 2005. Executive summaries of each section of the report will also be distributed to the College community.

The examination of the pre-collegiate 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.³

¹ Clifford Adelman, *Principal Indicators of Student Academic Histories In Postsecondary Education, 1972-2000*. Washington, D.C.: U.S. Department of Education, 2004.

² *Pre-Collegiate Basic Skill Accountability Report, Part I – Demand, Supply and Student Success*, City College of San Francisco Office of Research, Planning and Grants, April 2004.

³ *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*

Part 2: Retention/Success Programs

As noted in Part 1, 42.9% of first-time credit students placed into one or more pre-collegiate basic skills courses and 32.6% placed into upper-level pre-collegiate classes (Fall 2003). We also found that young students aged 18 and 19, and African-American, Hispanic/Latino/a and Filipino students are disproportionately represented in pre-collegiate basic skills courses (compared to the College's overall population). Part 2 investigates the College's retention/support programs that serve CCSF students, examining program impact on student achievement in both lower-level and upper-level pre-collegiate courses.

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.

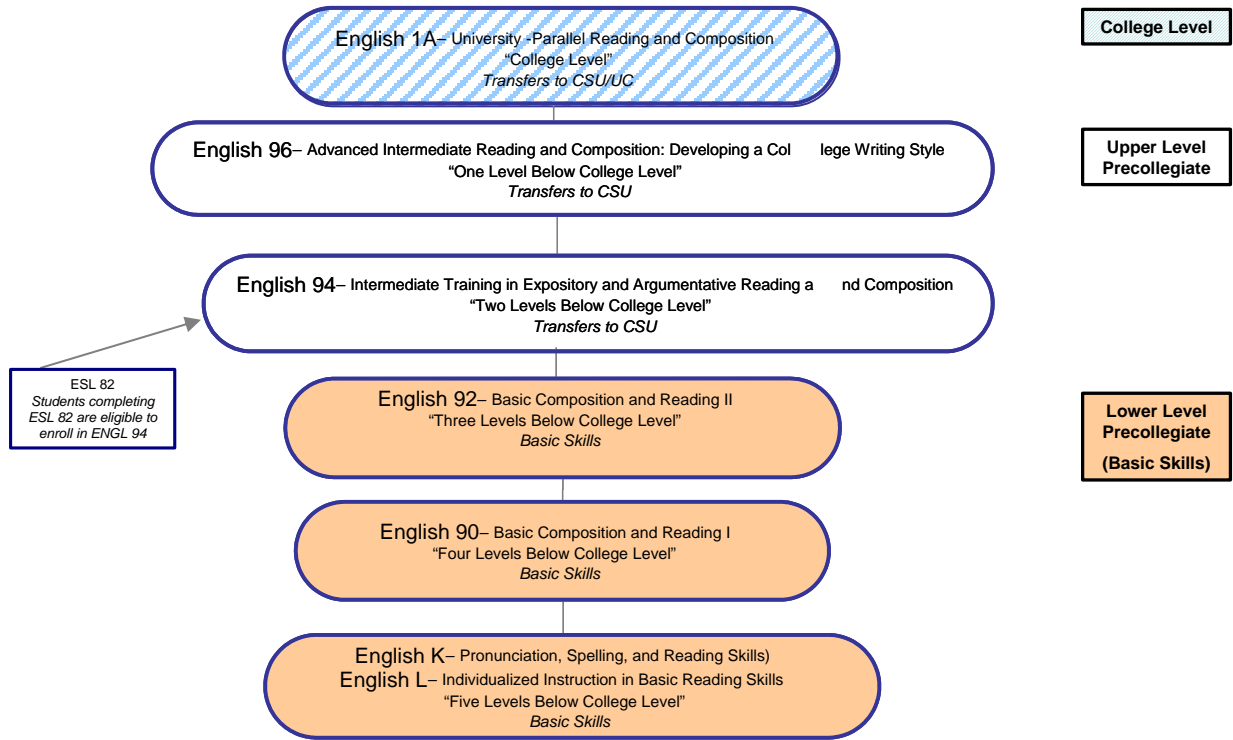
College-Level Courses. We define college-level for English and Mathematics as the course that qualifies for college-level credit at the CSU and UC campuses. Therefore, for English it is English 1A; for Math it is Math 90. All ESL courses are defined as pre-collegiate.

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 basic skills credit semester units to thirty for students 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.

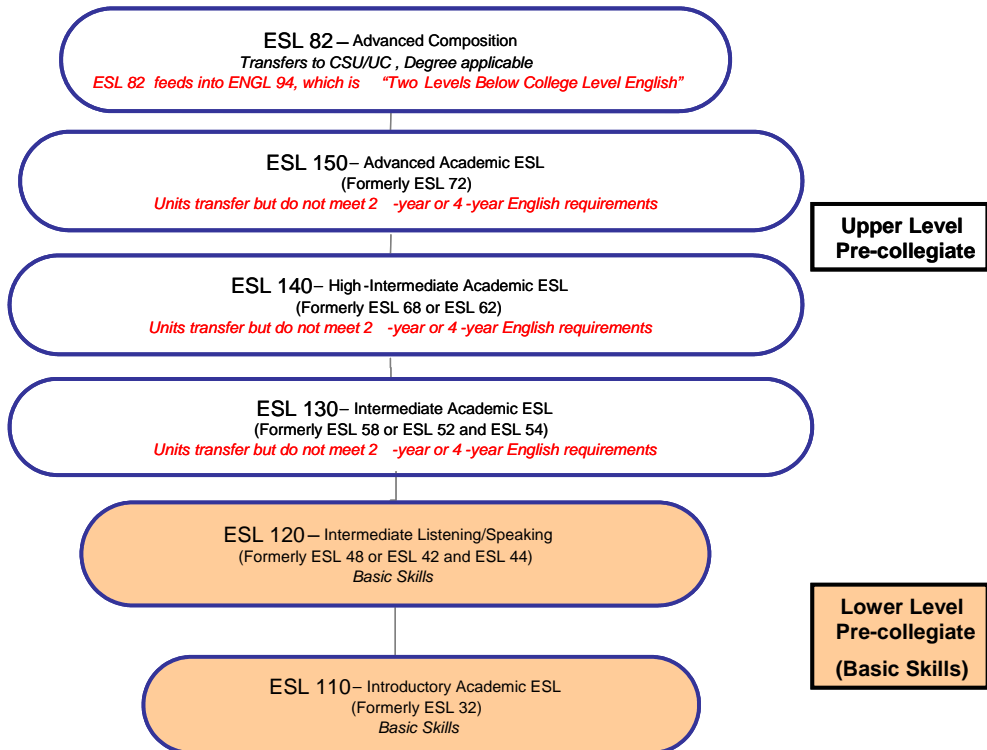
For English, the pre-collegiate basic skills courses include English K, L, W, 90 and 92. For Math it is Math E and S, and for ESL it is ESL 110, 112, 120 and 122. We include ESL as part of the pre-collegiate basic skills sequence because an overwhelming number (over 75%) of new first-time ESL credit students place in pre-collegiate Mathematics.

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

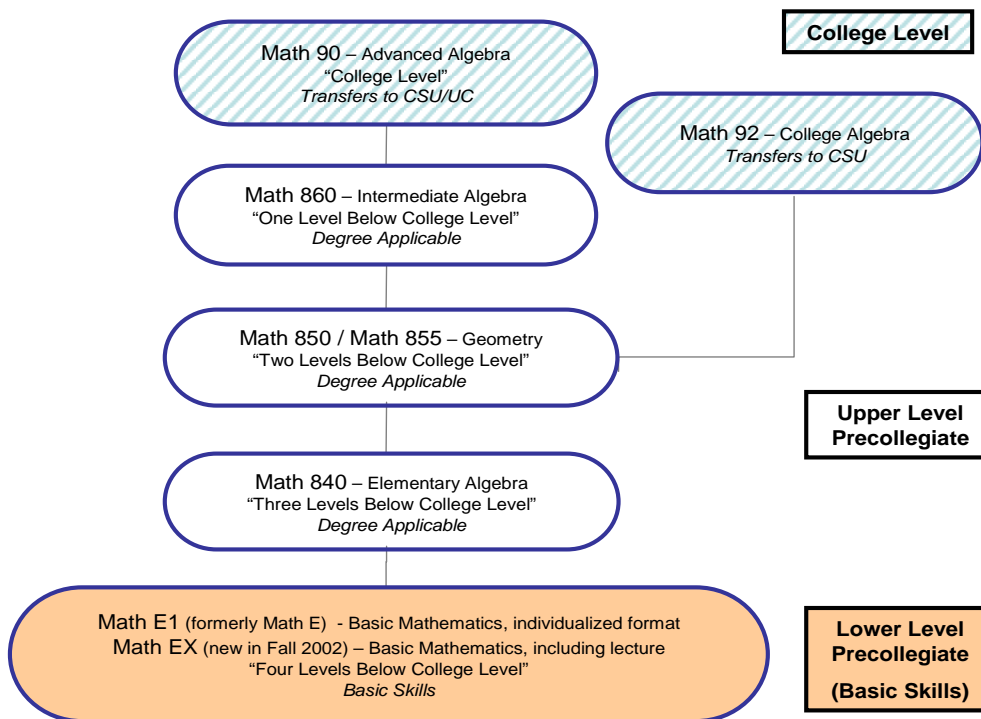
ENGLISH COURSE SEQUENCE FLOW CHART



ESL COURSE SEQUENCE FLOW CHART



MATH COURSE SEQUENCE FLOW CHART



Retention/Support Programs

In addition to an understanding of pre-collegiate course definitions, knowledge of each retention/support program is essential to navigation of this report. Find below a brief description of each program, including information on population served, program focus, and cost. More detailed program information, including participant demographics, can be found in the appendix on page 29.

African American Scholastic Programs. The African American Scholastic Programs include the African American Achievement Program (AAP), Summer Bridge, and the High School/College program. Because Summer Bridge and the High School/College program primarily serve high school students, we have focused on AAP for purposes of this report.

The AAP prepares students to successfully complete English courses. Students take special sections of English 94, 96, and 1A, which provide intensive instruction in college writing skills and are taught from an Afrocentric perspective. Students are also required to take Library Information Skills 10.

Additionally, the program provides individual and group counseling focused on academic and career goals and study skills. Finally, students receive graduation and transfer information.

Almost all (97.3%) of students in the African-American Achievement Program (AAP) place into one or more pre-collegiate courses and AAP services are directed to this group.

Disabled Students Programs and Services (DSPS). DSPS responds to the needs of individuals with disabilities in the CCSF community, including those who are blind/visually impaired, deaf/hearing impaired, learning disabled, physically disabled, speech disabled, persons with an acquired brain injury, developmentally delayed learners or those with other medical conditions.

The services DSPS provides are accommodations that allow students to compete on a “level playing field.” Instructional services include specialized training and retraining in vocational, academic, creative, and life skills areas. Support services include assistance in obtaining academic adjustments, auxiliary aids and physical accessibility as well as assessment, counseling and career development. Furthermore, DSPS arranges for students to have extra time for testing and a reduced-distraction testing environment if disability information warrants such an accommodation. Finally, DSPS offers strategies and problem solving classes designed for students with learning disabilities, but which are open to anyone with a disability, and, on a space-available basis, anyone else (up to 49% of the class).

Over 38.6% of students accessing DSPS services and 17.6% of students accessing DSPS courses are placed in pre-collegiate courses. DSPS provides services for these students as part of its regular program.

Extended Opportunities Programs and Services (EOPS). EOPS assists educationally and socioeconomically disadvantaged students enrolled at CCSF in completing a two-year college education and in transferring to a four-year college. Students must be California residents, educationally disadvantaged, enrolled full-time (12+ units/semester), have completed less than 70 degree-applicable units, and qualify for a Board of Governors Enrollment Fee Waiver.

A range of instructional and support services are made available to EOPS program participants. Students are required to attend a two-hour orientation at the beginning of the program. Counselors meet with students at least three times per semester to develop an outline of courses necessary for graduation, find the right combination of courses to fit their needs and abilities, and ensure that they are on track for meeting the requirements for admission to their chosen transfer college or university. Students receive priority registration and can participate in a book loan program. One-on-one tutorial services are available each semester. EOPS also provides specialized services to low-income, single heads of households with at least one dependent under the age of 14 through the *CARE* program and to ex-offenders or individuals currently incarcerated, on parole or probation through the *Second Chance* program.

Almost all (97.2%) of EOPS students are placed in pre-collegiate courses, and consequently all EOPS services are targeted to this student group.

Homeless/At-risk Students Program (HARTS). HARTS provides individualized services to current and potential students who are essentially without resources as an aid to their pursuit of higher education. HARTS supplies program participants with a Fast Pass for public transportation and a food voucher for the campus cafeteria. Students also receive one-on-one support and can participate in peer discussions. HARTS maintains a strong network with agencies and community-based organizations throughout San Francisco and refers its participants as necessary.

Almost 83% of the HARTS students are placed in pre-collegiate courses. HARTS provides these students academic advising, suggesting courses like LERN 50 or tutoring at the Learning Assistance Center.

Latino Services Network (LSN). The Latino Service Network recruits Latino students to CCSF and provides bilingual and bicultural support for the academic, professional and social success of the Latino student community. Although the LSN is open to all students, services focus particularly on those in English 92, 94, and Math EX.

LSN serves students in approximately 20 classes each semester, which range in subject. Students who access the Latino Services Network receive a variety of services including educational planning, networking, tutoring, financial aid guidance, study sessions, and clubs. Students served by the Network must meet with a counselor 2-3 times per semester. This report focuses on students receiving counseling services.

Over 91.8% of LSN students place in to one or more pre-collegiate courses. Most LSN services are directed to these students.

Learning Assistance Center (LAC). The LAC supports students in increasing their sense of control over their education, accepting responsibility for their own learning, developing their confidence in using technology, and developing their self-esteem. LAC services are open to any student who requires academic support to succeed in classes.

The department offers a range of instructional services. Students can access academic peer tutoring across disciplines (25-40) in addition to professional tutoring in basic skills subjects. Students can also participate in a variety of workshops and utilize open-access computer labs and workshops.

Over 82% of the students using the Learning Assistance Center are pre-collegiate placed students. LAC provides direct tutoring services and workshops to these students. Students who need help with basic skills Math, specifically Math E, receive support through the Math Lab, which provides drop-in tutoring and lecture/discussion, group study and fluency sessions.

Math Bridge. Math Bridge assists students, with a special emphasis on those who are African American, Hispanic, Native American, and Filipino, to complete Elementary Algebra and Geometry successfully, ultimately increasing the number of underrepresented students who (1) qualify for the many courses with Math prerequisites offered at CCSF, and (2) who transfer to four-year colleges and universities. In order to participate, students must have completed the prerequisites for Math 840.

Math Bridge is a year-long program that begins each fall semester. In the fall, students enroll in Math 840 (Elementary Algebra), Math S (Algebra Workshop) and Guidance 11 (Math Bridge Guidance). In the spring, participants enroll in Math 850 (Conceptual Geometry), Math T (Geometry Workshop) and Guidance T (Math Bridge Guidance). Students must enroll in all three courses both semesters. Math Bridge differs from other math courses as the program provides the traditional math lecture followed by a one-hour math workshop, in which students can receive one-on-one help from instructors and tutors. Furthermore, students participate in a one-hour guidance class each week to develop study habits, learn about transfer, reduce test anxiety, and to make appropriate decisions that will positively impact their performance.

Over 95% of Math Bridge students are placed into one or more pre-collegiate courses.

Puente Project. The Puente Project promotes student success and facilitates the transfer process to baccalaureate colleges and universities through an integrated three-part process of English instruction, counseling and mentoring. The program serves any student eligible for English 96, although Puente focuses on the Mexican American/Latino experience.

CCSF's Puente Project is part of a larger network of 70 such projects throughout California. Puente offers participants a blend of instructional and support services. Students in the project complete English 96 during the fall semester and English 1A during the spring; in both courses, reading and writing are linked. Students also meet regularly with a Puente counselor to determine an academic plan and to identify and determine life and career goals. Finally, students are matched with mentors (campus,

corporate and community leaders) who share guidance and support regarding the pursuit of education, career, and community involvement without abandoning one's cultural identity.

Although Puente focuses on upper-level pre-collegiate and college-level courses, 96.4% of Puente participants place into one or more pre-collegiate courses.

Writing Success Project (WSP). The Writing Success Project increases the retention, graduation and transfer rates of students, specifically those that are US citizen/resident *and* first generation in family to graduate from college, low-income, *or* individuals with disabilities.

WSP supports students by offering individualized tutoring, academic counseling, instructional support, use of a laptop lab for word processing and field trips to transfer campuses and cultural events.

Most (94.8%) WSP students place into pre-collegiate courses. Once admitted to WSP, students often continue to receive at least some WSP services until they graduate or transfer.

Highlights – Part 2: Retention/Success Programs

The following section briefly summarizes primary findings regarding the impact of retention/success programs on students taking pre-collegiate courses. Each finding lists a corresponding page in the report where additional information can be located.

College Retention/Success Programs

1. Over half of students participating in six of nine retention/success programs placed into one or more lower-level pre-collegiate course(s). [p. 13]
2. The primary users of CCSF programs are young, students of color. In Fall 2003, African American students made up over 67% of the African American Achievement Program and 45% of HARTS. Asian/Pacific Islander students made up 64% of EOPS and 43% of Writing Success. Hispanic/Latino students comprised 87% of LSN Counseling, 76% of Puente and 42% of Math Bridge participants. [p. 14]
3. Students enrolled in retention/success programs almost always achieved higher rates of course success in both lower- and upper-level pre-collegiate courses when compared to students who did not enroll in these programs. Program impact varied by subject and course level. [p. 15-18]

In lower-level Math, students participating in retention/success programs had success rates ranging from 34.9% to 55.2% compared to that of students not participating (31.9%). While upper-level pre-collegiate Math students in general achieved an average success rate of 47.1%, students participating in the programs had success rates ranging from 51.2% to 64.3%.

In lower-level English, students participating in retention/success programs had success rates ranging from 48.3% to 74.5% compared to that of students not participating (42.3%). While upper-level pre-collegiate English students in general achieved an average success rate of 54.1%, students participating in the programs had success rates ranging from 59.4% to 75.7%.

4. Similarly, when broken out by ethnicity, African American, Asian/Pacific Islander and Latino students almost always achieved at a higher level when participating in a retention/support program, although program impact varied depending on course level, subject and ethnicity. [p. 19-22]
5. All students who placed in lower-level and over half of students placed in upper-level pre-collegiate courses who also engaged in the College's retention/success programs achieved a higher Grade Point Average (GPA) than pre-collegiate students not enrolled in those programs. [p. 23-24]
6. Students in most of the College retention/success programs achieved degrees and certificates and transferred at higher rates than students unaffiliated with these programs. [p. 25-26]

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I. Introduction to CCSF Retention/Success Programs

This is the second part of the report on pre-collegiate basic skills at City College of San Francisco. This part features nine programs at the College that provide support for students enrolled in pre-collegiate English, Math and ESL courses. The number of students annually served by each program ranges from 50 to over 13,000.

- Two programs serve fewer than 100 students each
- Four programs serve between 100 and 500 students each
- Three programs serve over 1,000 students each

The programs combined serve over 16,700 students each year, with most students relying primarily upon one program for support. The Learning Assistance Center (LAC) serves by far the largest number of students (13,701); the other 8 programs account for approximately 3,000 students.

Table 1 provides a summary of the services each program provides, the number of students (unduplicated) served annually by each program, and the direct cost per student to run each program. Most retention programs offer multiple services consisting of both instructional and counseling support. The Learning Assistance Center provides only instructional support and the HARTS program offers only student support services. The other programs provide student support services and either direct instruction or access to direct instruction through agreements with departments for a specific number of classroom slots.

Table 1 also provides a derived cost per student for each of the College programs. The cost per student is based upon the annual budgets for each program and the annual number of students utilizing the services of the program. The cost ranges from \$55 to \$2,518 per student, and the average for the programs is \$1,345 per student per year.

Table 2 provides a summary of how students use the College's retention/success programs. Most students using program services rely upon one program, or in some instances combine Learning Assistance Center services with other program services. Of the 52,700 students accessing program services from Spring 1998 through Fall 2003, 12% used the Learning Assistance Center and one other program, 3% used the Learning Assistance Center and two or more programs, and less than 1% used two or more programs other than the Learning Assistance Center.

A small percentage of students use more than one of the College's retention/success programs. Based upon student data from Spring 1998 through Fall 2003, about 16% of the total number of students served by the nine College programs engaged in one or more of these services.

Further details of CCSF's retention/success programs—including a summary of the mission and activities of each program, staffing and budget—can be found at the end of this report. Tables providing up to five years of demographic data on students served by the program accompanies each profile.

**Table 1
Retention/Success Program Services
2002/03**

Program	Instruction	Instruct- ional Support	Student Support Services	Unduplicated Annual Enrollment (Summer '02 - Spring '03)**	Estimated Cost per Student*
African American Scholastic Programs African American Achievement Program = 185 African American High School/College Program = 142	✓	✓	✓	309	\$1,527
DSPS Service & Classes Classes = 2,454 Services = 2,361	✓	✓	✓	3,101	\$967
Extended Opportunities Programs & Services		✓	✓	1,716	\$1,107
Homeless/At Risk Students Program			✓	107	\$688
Learning Assistance Center (LAC)		✓		13,701	\$55
Latino Services Network - Counseling		✓	✓	210	\$1,763
Math Bridge	✓	✓	✓	51	\$2,518
Puente Project	✓	✓	✓	74	\$2,297
Writing Success Project		✓	✓	307	\$1,180
Total (Unduplicated)	4	8	8	16,743	\$1,345

*Further information on annual program budgets can be found in program profiles.

** Source: Office of Research, Planning & Grants 2/2004.

**Table 2
Student Usage of Retention/Success Programs
Spring 1998 – Fall 2003**

NUMBER OF PROGRAMS WHICH STUDENTS USED Aggregated from Spring 1998 through Fall 2003	Number	Percent
Learning Assistance Center (LAC) only	35,201	66.8%
LAC plus One Other Retention/Support Program	6,429	12.2%
LAC plus Two or More Other	1,636	3.1%
One Retention/Support Program (not LAC)	9,218	17.5%
Two or More Retention/Support Programs (not LAC)	244	0.5%
Total Number of Students Accessing Retention/Support Services	52,728	100.0%
Subtotal One Retention/Support Program	44,419	84.2%
Subtotal More Than One Retention/Support Program	8,309	15.8%

Notes: Unduplicated. Any DSPS contact is treated as "one"-- e.g., students who take DSPS classes and see DSPS counselors are not necessarily counted as being in two programs.

Source: Office of Research, Planning & Grants, 2/11/04

II. Profile of Retention/Success Program Students

Most of the students utilizing the services of the CCSF retention/success programs are placed in the pre-collegiate sequences in English, Math or ESL, and primarily in the lower-level (basic skills) courses. They are mostly young (except HARTS and DSPS) and students of color. Table 3 gives the percentage of students in each program placed in the lower level of the pre-collegiate sequences, and indicates that except for HARTS and the Learning Assistance Center, a majority are basic skills students.

Please see the appendix for detail on the percent of students in each program placing specifically into basic skills English, Math and ESL.

Table 3
Percent of Students in Retention/Success Programs Placed in
Lower-Level Pre-Collegiate Courses
Fall 2003

Percentage of Students in Program with One or More Lower Level Pre-Collegiate Basic Skills Placement(s) in MATH, ENGL or ESL	Fall 2003
Latino Services Network - Counseling	70.8%
African American Achievement Program	62.7%
Writing Success Project	59.3%
Extended Opportunities Programs & Services	58.1%
Puente Project	51.8%
Homeless/At-Risk Students Program	48.0%
Learning Assistance Center	40.5%

Note: DSPS students frequently are not placed thus are excluded from the above tables.

Further detail in the appendix.

Source: Office of Research, Planning & Grants, 4/21/04

Table 4 provides a snapshot of students using the services in Fall 2003 by ethnicity. Additional data on program students can be found in the appendix of this report.

Table 4
Students Enrolled in Retention/Success Programs by Ethnicity
Fall 2003

Program		Number of Students Served Fall 2003	Percentage of Students in Program by Ethnicity Fall 2003
African American / Non Hispanic	Learning Assistance Center	635	9.2%
	DSPS - Services	363	20.0%
	DSPS - Classes	309	21.3%
	Extended Opportunities Programs & Services	162	13.0%
	African American Achievement Program	74	67.3%
	Writing Success Project	37	19.6%
	Homeless / At-Risk Students Program	34	45.3%
	Math Bridge	15	33.3%
Asian / Pacific Islander	Learning Assistance Center	2,860	41.4%
	Extended Opportunities Programs & Services	803	64.4%
	DSPS - Services	341	18.8%
	DSPS - Classes	289	19.9%
	Writing Success Project	82	43.4%
Filipino	Learning Assistance Center	572	8.3%
	DSPS - Services	76	4.2%
	DSPS - Classes	55	3.8%
	Extended Opportunities Programs & Services	30	2.4%
Hispanic / Latino	Learning Assistance Center	1,058	15.3%
	DSPS - Services	270	14.9%
	Latino Services Network - Counseling	191	87.2%
	DSPS - Classes	178	12.3%
	Extended Opportunities Programs & Services	123	9.9%
	Writing Success Project	48	25.4%
	Puente Project	43	76.8%
	Math Bridge	19	42.2%
White Non Hispanic	Learning Assistance Center	1,282	18.6%
	DSPS - Services	617	34.0%
	DSPS - Classes	487	33.5%
	Extended Opportunities Programs & Services	93	7.5%
	Homeless / At-Risk Students Program	24	32.0%
	Writing Success Project	11	5.8%

Programs with an N of 10 or less students from a given ethnic group are not included in this table, although a full description of program participants' ethnicity can be found in the appendix.

Source: Office of Research, Planning & Grants, 4/22/04

III. Student Performance in Retention/Success Programs

This section examines the performance of students using the services of nine CCSF retention/success programs. One of the central questions posed at the beginning of this study was whether the CCSF retention and success programs made a significant difference in student performance at the College. In other words, what value can we find in students' utilization of the nine programs? Using quantitative data from the College's Banner system limited us to four major performance indicators. They are,

- course success in pre-collegiate courses;
- grade point average;
- achievement of degrees or certificates and
- transfer to a baccalaureate institution.

We compared the performance (across the four performance indicators above) of two groups of students, (1) those using, and, (2) those not using the nine programs. We also wanted to find out if the programs increased the probability of students successfully completing some or all of the pre-collegiate sequence. This issue is of particular importance to the College because, as we found in Part I of this report, placement and enrollment in the lower-level (basic skills) part of the pre-collegiate sequence is a good indicator that the student will not complete the sequence and achieve a degree, certificate or transfer.

Course Success at the Pre-Collegiate Level

Mathematics

How do students enrolled in retention/success programs perform in both basic skills and upper-level pre-collegiate Math courses compared to students who do not enroll in these programs?

We looked at student success data at the course level for the period Spring 1998 through Fall 2003 (see Table 5) and found that students in seven of the retention/success programs had higher course success rates than students who took basic skills pre-collegiate Mathematics courses but did not receive support from a retention/success program (the average success rate is 31.9%). Students enrolled in both basic skills pre-collegiate Math courses and LSN Counseling outperformed all students with a 55.2% success rate compared to students in other retention/success programs and students who did not use any program services. Most retention/success students also outperformed other students in the upper-level pre-collegiate math courses (exceptions were AAAP and HARTS). While students in general achieved an average success rate of 47.1% students participating in the College programs had success rates ranging from 51.2% to 64.3%.

**Table 5
Successful Completion of Pre-Collegiate Math
Combined Enrollments from Spring 1998 through Fall 2003***

Program	Students in Program	Enrolled in Lower Level Math	Average Success in Lower Level Math
Latino Services Network - Counseling	341	58	55.2%
Extended Opportunities Programs & Services	4,933	737	44.9%
Learning Assistance Center	42,351	5,644	43.7%
African American Achievement Program	795	142	40.9%
Homeless/At-Risk Students Program	213	32	38.3%
DSPS - Classes	7,396	388	36.1%
DSPS - Services	8,372	553	34.9%
No Retention/Support Program(s)**	n/a	1,972	31.9%
Program	Students in Program	Enrolled in Upper Level Math	Average Success in Upper Level Math
Math Bridge	282*	279	64.3%
Extended Opportunities Programs & Services	4,933	1,277	58.5%
Learning Assistance Center	42,351	9,020	58.2%
DSPS - Classes	7,396	475	54.6%
Latino Services Network - Counseling	341	81	51.6%
DSPS - Services	8,372	564	51.2%
No Retention/Support Program(s)**	n/a	3,454	47.1%
African American Achievement Program	795	258	37.1%
Homeless/At-Risk Students Program	213	41	33.9%

*Post-census drops account for students "in program" but not "enrolled in" the subject area; these are few.

**Includes students who did not participate in retention/support programs prior to, during or after subject enrollment.

Note: Student success in identified course could occur simultaneous to participation in retention/success program and/or after participation. "Average Success" refers to course success, not unit success.

Source: Office of Research, Planning & Grants, 4/21/04

Course Success–English

The course success rates of all students using the retention/success programs and completing both basic skills and upper-level pre-collegiate English courses were above the average of students who did not utilize any of the retention/success programs. For students enrolled in basic skills English, those in eight retention/success programs outperformed the non-support group which had an overall success rate of 42.3%. Students enrolled in upper-level pre-collegiate English courses who participated in retention/success programs also outperformed the non-support group which had an overall success rate of 54.1%.

Table 6
Successful Completion of Pre-Collegiate English
Combined Enrollments from Spring 1998 through Fall 2003*

Program	Students in Program	Enrolled in Lower Level ENGL	Average Success in Lower Level ENGL
Latino Services Network - Counseling	341	31	74.5%
Writing Success Project	1,326	431	72.5%
Extended Opportunities Programs & Services	4,933	917	66.0%
Learning Assistance Center	42,351	6,170	64.0%
DSPS - Classes	8,372	451	55.2%
DSPS - Services	7,396	644	54.4%
Homeless/At-Risk Students Program	213	35	51.2%
African American Achievement Program	795	164	48.3%
No Retention/Support Program(s)**	n/a	2,177	42.3%
Program	Students in Program	Enrolled in Upper Level ENGL	Average Success in Upper Level ENGL
Latino Services Network - Counseling	341	68	75.7%
Puente Project	393	305*	73.5%
Writing Success Project	1,326	847	68.6%
Extended Opportunities Programs & Services	4,933	1,821	68.0%
Learning Assistance Center	42,351	12,252	66.7%
DSPS - Classes	8,372	579	63.8%
Homeless/At-Risk Students Program	213	37	61.7%
DSPS - Services	7,396	735	61.0%
African American Achievement Program	795	553	59.4%
No Retention/Support Program(s)**	n/a	3,851	54.1%

*Post-census drops account for students "in program" but not "enrolled in" the subject area; these are few.

**Includes students who did not participate in retention/support programs prior to, during or after subject enrollment.

Note: Student success in identified course could occur simultaneous to participation in retention/success program and/or after participation. "Average Success" refers to course success, not unit success.

Source: Office of Research, Planning & Grants, 4/21/04

Course Success—English as a Second Language

Course success rates for students in six of the College retention/success programs were higher than the average for ESL credit students of 61.3%.

Table 7
Successful Completion of Pre-Collegiate ESL
Combined Enrollments from Spring 1998 through Fall 2003*

Program	Students in Program	Enrolled in Pre-Collegiate ESL	Average Success in Pre-Collegiate ESL
Extended Opportunities Programs & Services	4,933	2,183	77.4%
Writing Success Project	1,326	380	75.7%
Learning Assistance Center	42,351	10,611	74.5%
Latino Services Network - Counseling	341	43	73.8%
DSPS - Classes	8,372	316	67.9%
DSPS - Services	7,396	272	62.3%
No Retention/Support Program(s)**	n/a	5,594	61.3%

*Post-census drops account for students "in program" but not "enrolled in" the subject area; these are few.

**Includes students who did not participate in retention/support programs prior to, during or after subject enrollment.

Note: Student success in identified course could occur simultaneous to participation in retention/success program and/or after participation. "Average Success" refers to course success, not unit success.

Source: Office of Research, Planning & Grants, 4/21/04

Course Success—By Course Level and Ethnicity

We also examined performance of program students by ethnicity and enrollment in both lower-level basic skills and upper level pre-collegiate courses. Table 8 examines the performance of African American students using CCSF program services for lower- and upper-level English and Mathematics. The African American program students achieved higher rates of success than African American students not using the CCSF program services. Student achievement was improved in all programs at all course levels, and in some programs there was a significant amount of improvement.

Table 8
Course Success within Subject Level by Program
Fall 2003
African American Students

Subject & Course Level	Program	Number of Students	Average Success
ENGL Lower Pre-Collegiate	Writing Success Project	105	68.6%
ENGL Lower Pre-Collegiate	Learning Assistance Center	1,172	55.0%
ENGL Lower Pre-Collegiate	DSPS - Services	184	52.3%
ENGL Lower Pre-Collegiate	Extended Opportunities Programs & Services	290	52.1%
ENGL Lower Pre-Collegiate	DSPS - Classes	127	49.2%
ENGL Lower Pre-Collegiate	African American Achievement Program	74	40.8%
ENGL Lower Pre-Collegiate	No Retention/Support Program(s)	372	29.6%
ENGL Upper Pre-Collegiate	Writing Success Project	118	64.1%
ENGL Upper Pre-Collegiate	DSPS - Classes	125	60.2%
ENGL Upper Pre-Collegiate	African American Achievement Program	344	59.8%
ENGL Upper Pre-Collegiate	DSPS - Services	170	57.6%
ENGL Upper Pre-Collegiate	Learning Assistance Center	1,318	56.3%
ENGL Upper Pre-Collegiate	Extended Opportunities Programs & Services	294	51.2%
ENGL Upper Pre-Collegiate	No Retention/Support Program(s)	327	37.6%
Math Lower Pre-Collegiate	African American Achievement Program	96	41.9%
Math Lower Pre-Collegiate	Learning Assistance Center	1,017	29.8%
Math Lower Pre-Collegiate	Extended Opportunities Programs & Services	237	26.9%
Math Lower Pre-Collegiate	DSPS - Classes	113	23.7%
Math Lower Pre-Collegiate	DSPS - Services	162	21.3%
Math Lower Pre-Collegiate	No Retention/Support Program(s)	328	19.9%
Math Upper Pre-Collegiate	Math Bridge	75	54.0%
Math Upper Pre-Collegiate	DSPS - Classes	75	39.9%
Math Upper Pre-Collegiate	DSPS - Services	85	37.8%
Math Upper Pre-Collegiate	Learning Assistance Center	772	36.8%
Math Upper Pre-Collegiate	African American Achievement Program	151	34.6%
Math Upper Pre-Collegiate	Extended Opportunities Programs & Services	166	30.3%
Math Upper Pre-Collegiate	No Retention/Support Program(s)	244	29.5%

Note: Data where Number of Students is less than 50 is excluded because percentages can be statistically insignificant when N is low.

ESL has also been excluded. However, both items can be viewed in the appendix.

Source: Office of Research, Planning & Grants, 4/28/04

For Asian/Pacific Islander students in lower-level pre-collegiate English and upper-level pre-collegiate Math courses, all retention/support programs positively impact achievement, raising their course success above that of students who do not receive these services.

For upper-level pre-collegiate English, Asian/Pacific Islander students participating in five of six retention/support programs achieved higher levels of course success compared to students who do not receive services and for lower-level pre-collegiate Math, two of four programs show a positive impact.

Table 9
Course Success within Subject Level by Program
Fall 2003
Asian/Pacific Islander Students

Subject & Course Level	Program	Number of Students	Average Success
ENGL Lower Pre-Collegiate	Writing Success Project	149	76.4%
ENGL Lower Pre-Collegiate	Extended Opportunities Programs & Services	403	74.6%
ENGL Lower Pre-Collegiate	Learning Assistance Center	2,114	70.2%
ENGL Lower Pre-Collegiate	DSPS - Classes	104	59.7%
ENGL Lower Pre-Collegiate	DSPS - Services	125	59.6%
ENGL Lower Pre-Collegiate	No Retention/Support Program(s)	305	49.8%
ENGL Upper Pre-Collegiate	Extended Opportunities Programs & Services	994	74.3%
ENGL Upper Pre-Collegiate	Writing Success Project	425	71.1%
ENGL Upper Pre-Collegiate	Learning Assistance Center	4,707	70.4%
ENGL Upper Pre-Collegiate	African American Achievement Program	69	61.1%
ENGL Upper Pre-Collegiate	DSPS - Classes	126	59.0%
ENGL Upper Pre-Collegiate	No Retention/Support Program(s)	654	58.6%
ENGL Upper Pre-Collegiate	DSPS - Services	132	53.6%
Math Lower Pre-Collegiate	Extended Opportunities Programs & Services	200	64.2%
Math Lower Pre-Collegiate	Learning Assistance Center	995	54.1%
Math Lower Pre-Collegiate	No Retention/Support Program(s)	137	48.3%
Math Lower Pre-Collegiate	DSPS - Classes	56	37.8%
Math Lower Pre-Collegiate	DSPS - Services	74	35.8%
Math Upper Pre-Collegiate	Extended Opportunities Programs & Services	653	69.9%
Math Upper Pre-Collegiate	Learning Assistance Center	2,911	65.4%
Math Upper Pre-Collegiate	DSPS - Classes	96	58.8%
Math Upper Pre-Collegiate	DSPS - Services	103	53.0%
Math Upper Pre-Collegiate	No Retention/Support Program(s)	520	52.1%

Note: Data where Number of Students is less than 50 is excluded because percentages can be statistically insignificant when N is low.

ESL has also been excluded. However, both items can be viewed in the appendix.

Source: Office of Research, Planning & Grants, 4/28/04

Because relatively small numbers of Filipino students participate in each of the listed retention/support programs, it is difficult show program impact with statistical significance. We do not feature Filipino course success within subject by program here; further information on Filipino student success can be found in the appendix.

Latino students also significantly increased their success rates in both lower- and upper-level courses in English, ESL and Mathematics. In both the lower and upper levels of English, the ESL sequence and the lower-level basic skills Math, Latino students using almost all of the College services outperformed students not using those services. Students succeeding at the highest rates were associated with LSN, Writing Success, EOPS and Math Bridge.

Table 10
Course Success within Subject Level by Program
Fall 2003
Latino Students

Subject & Course Level	Program	Number of Students	Average Success
ENGL Lower Pre-Collegiate	Latino Services Network - Counseling	55	69.7%
ENGL Lower Pre-Collegiate	Writing Success Project	123	67.9%
ENGL Lower Pre-Collegiate	Extended Opportunities Programs & Services	124	63.7%
ENGL Lower Pre-Collegiate	Learning Assistance Center	1,373	59.6%
ENGL Lower Pre-Collegiate	DSPS - Services	138	49.8%
ENGL Lower Pre-Collegiate	DSPS - Classes	97	48.9%
ENGL Lower Pre-Collegiate	No Retention/Support Program(s)	498	36.5%
ENGL Upper Pre-Collegiate	Puente Project	225	75.3%
ENGL Upper Pre-Collegiate	Latino Services Network - Counseling	85	71.2%
ENGL Upper Pre-Collegiate	Writing Success Project	189	66.3%
ENGL Upper Pre-Collegiate	DSPS - Classes	124	62.4%
ENGL Upper Pre-Collegiate	Learning Assistance Center	2,239	60.8%
ENGL Upper Pre-Collegiate	Extended Opportunities Programs & Services	246	60.0%
ENGL Upper Pre-Collegiate	DSPS - Services	161	57.2%
ENGL Upper Pre-Collegiate	African American Achievement Program	54	50.9%
ENGL Upper Pre-Collegiate	No Retention/Support Program(s)	702	48.5%
Math Lower Pre-Collegiate	Latino Services Network - Counseling	54	56.5%
Math Lower Pre-Collegiate	Extended Opportunities Programs & Services	167	41.4%
Math Lower Pre-Collegiate	Learning Assistance Center	1,687	39.0%
Math Lower Pre-Collegiate	DSPS - Services	114	36.5%
Math Lower Pre-Collegiate	DSPS - Classes	91	33.4%
Math Lower Pre-Collegiate	No Retention/Support Program(s)	547	26.6%
Math Upper Pre-Collegiate	Math Bridge	126	68.1%
Math Upper Pre-Collegiate	Latino Services Network - Counseling	73	52.9%
Math Upper Pre-Collegiate	Learning Assistance Center	1,743	50.0%
Math Upper Pre-Collegiate	DSPS - Services	106	47.3%
Math Upper Pre-Collegiate	Extended Opportunities Programs & Services	222	46.3%
Math Upper Pre-Collegiate	DSPS - Classes	96	45.8%
Math Upper Pre-Collegiate	No Retention/Support Program(s)	576	36.5%

Note: Data where Number of Students is less than 50 is excluded because percentages can be statistically insignificant when N is low.

ESL has also been excluded. However, both items can be viewed in the appendix.

Source: Office of Research, Planning & Grants, 4/28/04

White non-Hispanic students also performed significantly better at all levels with all programs than students not using the services.

**Table 11
Course Success within Subject Level by Program
Fall 2003**

White/Non-Hispanic Students

Subject & Course Level	Program	Number of Students	Average Success
ENGL Lower Pre-Collegiate	Learning Assistance Center	491	66.7%
ENGL Lower Pre-Collegiate	DSPS - Classes	73	62.9%
ENGL Lower Pre-Collegiate	DSPS - Services	119	57.7%
ENGL Lower Pre-Collegiate	No Retention/Support Program(s)	196	48.6%
ENGL Upper Pre-Collegiate	Writing Success Project	71	76.7%
ENGL Upper Pre-Collegiate	Extended Opportunities Programs & Services	181	75.3%
ENGL Upper Pre-Collegiate	DSPS - Classes	137	75.2%
ENGL Upper Pre-Collegiate	Learning Assistance Center	1,868	73.8%
ENGL Upper Pre-Collegiate	DSPS - Services	196	73.8%
ENGL Upper Pre-Collegiate	No Retention/Support Program(s)	883	61.9%
Math Lower Pre-Collegiate	Extended Opportunities Programs & Services	78	58.7%
Math Lower Pre-Collegiate	Learning Assistance Center	862	58.1%
Math Lower Pre-Collegiate	DSPS - Classes	95	52.8%
Math Lower Pre-Collegiate	DSPS - Services	146	50.5%
Math Lower Pre-Collegiate	No Retention/Support Program(s)	368	42.8%
Math Upper Pre-Collegiate	Learning Assistance Center	1,896	65.0%
Math Upper Pre-Collegiate	DSPS - Classes	146	64.5%
Math Upper Pre-Collegiate	Extended Opportunities Programs & Services	145	60.5%
Math Upper Pre-Collegiate	DSPS - Services	213	60.0%
Math Upper Pre-Collegiate	No Retention/Support Program(s)	926	54.5%

Note: Data where Number of Students is less than 50 is excluded because percentages can be statistically insignificant when N is low.

ESL has also been excluded. However, both items can be viewed in the appendix.

Source: Office of Research, Planning & Grants, 4/28/04

Student Grade Point Averages

Did students using the College success and retention programs gain higher GPAs than comparable students not using the services?

For students in the lower and upper levels of the pre-collegiate sequences, the College retention/success programs made a difference in grade point average. Table 12 compares GPAs of pre-collegiate basic skills students who used programs in Fall 2003 to those who did not (2.32) and shows that students who participated in a retention/success program achieved a higher GPA than those who did not. Table 13 shows upper-level pre-collegiate students using College programs compared to those who did not (2.68); more than half the programs help students in upper-level pre-collegiate courses achieve a higher GPA than students not engaged in a program.

Table 12
Impact of Success/Retention Programs
On Student Grade Point Averages—Lower-Level Pre-Collegiate
Fall 2003

Initial Placement of Lower Level Pre-Collegiate (BSKL) in Fall 2003 or in Prior Term	Number of Students*	Fall 2003 GPA
Math Bridge	100	2.57
DSPS - Classes	332	2.56
DSPS - Services	423	2.56
Writing Success Project	319	2.56
African American Achievement Program	165	2.52
Extended Opportunities Programs & Services	1,024	2.47
Puente Project	89	2.43
Latino Services Network - Counseling	180	2.42
Learning Assistance Center	5,369	2.42
Homeless/At Risk Students Program	40	2.37
No Retention/Support Program(s)**	1,880	2.32

Note: GPA is within term only-- not cumulative.

* Number of Students in Program who received at least one letter grade (including W) in Fall 2003

Source: Office of Research, Planning & Grants, 4/26/04

Table 13
Impact of Success/Retention Programs
On Student Grade Point Averages—Upper-Level Pre-Collegiate
Fall 2003

Initial Placement of Upper Level Pre-Collegiate in Fall 2003 or in Prior Term	Number of Students*	Fall 2003 GPA
Writing Success Project	147	3.04
DSPS - Services	173	2.95
Extented Opportunities Programs & Services	663	2.89
Homeless/At Risk Students Program	31	2.88
Learning Assistance Center	4,917	2.84
DSPS - Classes	132	2.81
Latino Services Network - Counseling	58	2.79
No Retention/Support Program(s)**	2,772	2.68
Puente Project	77	2.54
Math Bridge	18	2.46
African American Achievement Program	94	2.37

Note: GPA is within term only-- not cumulative.

* Number of Students in Program who received at least one letter grade (including W) in Fall 2003

Source: Office of Research, Planning & Grants, 4/26/04

Degree/Certificate and Transfer Achievement

Students in many of the retention/success programs achieve CCSF degrees and certificates or transfer to a baccalaureate institution at higher rates than students not associated with these special programs. Using student data from the period Spring 1998 to Fall 2000, a total of 55,046 students, we compared the achievements of students using the services of the college retention/success programs to students unaffiliated with those programs. Tables 14 and 15 show that students associated with most College retention and success programs transfer or achieve degrees or certificates in higher percentages than students not associated with these programs. The overall achievement rate (achievement of degrees, certificates or transfer) for students using program services was 40.6% and 24.5% for students not utilizing the services.

Table 14
Associate Degree/Certificate Achievement by Retention/Support Program

Program	Students in Program Spring 1998 to Fall 2000	Number Earning Degree, Certificate or Award as of Fall 2003	Percent Earning Degree, Certificate or Award as of Fall 2003
Extended Opportunities Programs & Services	2,822	1,063	37.7%
Math Bridge	147	53	36.1%
Writing Success Project	708	254	35.9%
Puente Project	182	62	34.1%
Learning Assistance Center	18,949	4,658	24.6%
African American Achievement Program	446	101	22.7%
All Retention/Support Programs (unduplicated)	24,705	5,163	20.9%
DSPS Services	4,397	524	11.9%
No Retention/Support Program(s) Ever	55,046	4,851	8.8%
DSPS Classes	4,888	383	7.8%

Notes: Due to the timeframe requirements, LSN Counseling is excluded. African American Scholastic and Summer Bridge programs are excluded since they primarily serve high school students. Homeless/At Risk students did not achieve the goal of degree, certificate or award during this timeframe.

Source: Office of Research, Planning & Grants, 2/17/04

Table 15
Transfer Rate by Retention/Support Program

Program	Students in Program Spring 1998 to Fall 2000	Number Transferring to Four Year College or University as of Fall 2002	Percent Transferring to Four Year College or University as of Fall 2002
Extented Opportunities Programs & Services	2,822	695	24.6%
Learning Assistance Center	18,949	4,575	24.1%
Writing Success Project	708	169	23.9%
Puente Project	182	36	19.8%
All Retention/Support Programs (unduplicated)	24,705	4,861	19.7%
African American Achievement Program	446	75	16.8%
No Retention/Support Program(s) Ever	55,046	8,633	15.7%
Math Bridge	147	22	15.0%
DSPS Services	4,397	270	6.1%
DSPS Classes	4,888	200	4.1%

Notes: Due to the timeframe requirements, LSN Counseling is excluded. African American Scholastic and Summer Bridge programs are excluded since they primarily serve high school students. Homeless/At Risk students did not achieve the goal of degree, certificate or award during this timeframe.

Source: Office of Research, Planning & Grants, 2/17/04

IV. Discussion

We identify four major issues derived from the information presented in this report

First, the retention/success programs added value to student achievement for students in the pre-collegiate sequences of English, ESL and Mathematics. Based upon the four student performance indicators, we found that most students utilizing the services of the nine retention programs achieved higher rates of course and program success. They also had higher GPAs and achieved degrees and certificates, and transferred at higher rates than students who did not use the support services.

Second, the CCSF programs promote higher levels of success for basic skills students. Students placed and enrolling in lower-level pre-collegiate basic skills courses and using the CCSF program services achieved higher rates of course success than those who did not utilize those services, and in some cases the improvement was very significant. Latino success rates in basic skills Math courses ranged from 7% to 30% higher when they used program services than students who did not use them. Whether the student success rates in these programs can be increased to even higher levels is an issue that the College has been examining with the goal of putting additional initiatives in place.

Third, the CCSF programs reach only a limited number of students needing these types of services. If the LAC tutoring and computer lab services are removed from the equation, less than 3,000 students access the CCSF services each year, while there are over 11,000 students enrolled in pre-collegiate courses each semester and many more unable to access these classes. Student need for services far outstrips the supply of services at the College.

Finally, these programs are expensive. Costs per student average over \$1,300 per year. The notable exception is the Learning Assistance Center with a cost of \$55 per student. The LAC tutoring program is a significant factor promoting student success, but missing from the LAC program is the integration of direct instruction with counseling and other academic support services. If the College is to expand services for students in the pre-collegiate sequences, especially the lower-level basic skills part of the sequence, the College must build a service delivery model that melds the most effective program components with a cost-efficient strategy targeting key student cohorts in need of support for success in the pre-collegiate sequence.

Two additional reports will be published during the 2004/5 academic year examining student perspectives of the CCSF pre-collegiate programs and retention/success services, and the non-credit pre-collegiate programs at CCSF.

V. Appendix

African American Scholastic Programs⁴:
African America Achievement Program (AAAP)
African American High School/College Program (High School/College Program)

Supervising Vice Chancellor, Dr. Don Griffin

Director, Dr. Henry Augustine

Years of Operation: 12 years

Estimated Budget: \$471,980

Number of Faculty/Staff: 2 ½ part-time, 3 full-time counselors; 1 full-time administrative assistant; 1 full-time SFUSD liaison; 1 full-time director

Mission: See program description

Eligibility: Eligibility for English 94, 96 and/or 1A (AAAP); students with potential who are beyond remedial level work (High School/College Program)

Outreach/Recruitment: Outreach to general population eligible for English 94, 96, and 1A (AAAP); referrals from high school and College counselors (High School/College Program)

Program Description: The AAAP prepares students to successfully complete English courses. Students take special sections of English 94, 96, and 1A, which provide intensive instruction in college writing skills and are taught from an Afrocentric perspective. Students are also required to take Library Information Skills 10. Additionally, the program provides individual and group counseling focused on academic and career goals and study skills. Finally, students receive graduation and transfer information.

The High School/College Program is a cooperative project of CCSF and the San Francisco Unified School District designed to prevent high school drop-out among African American youth and to provide them with opportunities and incentives to go to college. Students can receive credits toward both high school graduation and an Associate's Degree, enabling them to get an early start in meeting transfer requirements. The program is provided at no cost to participants.

Pre-Collegiate Students: Over two-thirds of High School/College Program students in Fall 2003 placed in to one or more pre-collegiate courses, and in turn, the program provides direct services for these students. Almost all (97.3%) students in the African-American Achievement Program (AAAP) are pre-collegiate students and AAAP services are directed to this group.

⁴ In addition, the Historically Black College/Universities Transfer Program is designed to reach out to African American high school and community college students to provide an opportunity to attend an HBCU of their choice. This program is designed to expand transfer agreements between CCSF and HBCUs. CCSF/HBCU transfer students participate in a collaborative learning environment, which includes a general education Associate's Degree, transfer requirements and a Spring College Tour. The HBCU Transfer Program is not included in the following demographic tables.

African American Achievement Program		FALL TERMS					
		1998	1999	2000	2001	2002	2003
Age	16 - 19	44.4%	31.5%	45.5%	30.6%	43.3%	30.9%
	20 - 24	35.1%	51.9%	40.2%	59.2%	41.2%	44.6%
	25 - 29	7.3%	7.4%	3.6%	2.0%	4.1%	8.2%
	30 - 34	4.0%	3.7%	1.8%	4.1%	5.2%	6.4%
	35 - 39	4.0%	0.0%	5.4%	0.0%	3.1%	3.6%
	40 - 49	2.0%	3.7%	2.7%	2.0%	1.0%	4.6%
	50 Plus	2.7%	0.0%	0.9%	2.0%	2.1%	1.8%
	No Response	0.7%	1.9%	0.0%	0.0%	0.0%	0.0%
Ethnicity	African American / Non Hispanic	63.6%	11.1%	67.9%	79.6%	63.9%	67.3%
	American Indian / Alaskan Native	1.3%	0.0%	0.9%	0.0%	0.0%	0.9%
	Asian / Pacific Islander	13.3%	37.0%	6.3%	8.2%	13.4%	8.2%
	Filipino	2.7%	9.3%	6.3%	6.1%	3.1%	2.7%
	Hispanic / Latino	8.6%	20.4%	10.7%	2.0%	10.3%	9.1%
	Other Non White	2.7%	0.0%	0.9%	0.0%	4.1%	0.9%
	No Response	0.7%	3.7%	0.9%	0.0%	1.0%	3.6%
	White Non Hispanic	7.3%	18.5%	6.3%	4.1%	4.1%	7.3%
Gender	Female	53.6%	53.7%	50.9%	53.1%	61.9%	48.2%
	Male	45.7%	44.4%	48.2%	44.9%	37.1%	50.9%
	No Response	0.7%	1.9%	0.9%	2.0%	1.0%	0.9%
Ed Goal	Basic Skills Development	2.0%	1.9%	0.0%	6.1%	2.1%	1.8%
	GED or HS Diploma	1.3%	1.9%	0.9%	6.1%	0.0%	3.6%
	Intellectual / Cultural Development	2.7%	0.0%	0.0%	2.0%	0.0%	1.8%
	Obtain a Two or Four year Degree	55.0%	59.3%	60.7%	53.1%	71.1%	59.1%
	Prepare / Maintain / Advance a Career	8.0%	5.6%	9.8%	4.1%	3.1%	7.3%
	Undecided / No Response	31.1%	31.5%	28.6%	28.6%	23.7%	26.4%
Status	Continuing	49.0%	70.4%	66.1%	75.5%	74.2%	80.9%
	New First Time	32.5%	25.9%	25.0%	8.2%	14.4%	7.3%
	New Transfer	7.3%	1.9%	6.3%	6.1%	4.1%	4.6%
	Returning	11.3%	1.9%	2.7%	10.2%	6.2%	7.3%
	Average Enrolled Units	11.3	11.5	11.6	12.8	12.3	11.9
Placement Category	1 or 2 Lower Level Pre-Collegiate Placements (BSKL)	65.6%	75.9%	73.2%	55.1%	56.7%	62.7%
	1 or 2 Upper Level Pre-Collegiate Placements (No Lower Level)	21.9%	20.4%	22.3%	40.8%	37.1%	34.6%
	Collegiate Placements Only	0.7%	0.0%	0.9%	2.0%	4.1%	0.0%
	None (No Placements)	11.9%	3.7%	3.6%	2.0%	2.1%	2.7%
Placement Detail	MATH College Level	2.0%	9.3%	0.9%	6.1%	6.2%	1.8%
	MATH Pre-Collegiate - Lower (BSKL)	54.3%	44.4%	61.6%	42.9%	45.4%	50.9%
	MATH Pre-Collegiate - Upper	28.5%	38.9%	31.3%	46.9%	42.3%	41.8%
	MATH No Placement	15.2%	7.4%	6.3%	4.1%	6.2%	5.5%
	ENGL College Level	7.3%	0.0%	4.5%	10.2%	8.3%	3.6%
	ENGL Pre-Collegiate - Lower (BSKL)	49.0%	63.0%	45.5%	26.5%	34.0%	40.0%
	ENGL Pre-Collegiate - Upper	29.1%	14.8%	44.6%	55.1%	50.5%	48.2%
	ENGL No Placement	14.6%	22.2%	5.4%	8.2%	7.2%	8.2%
	ESL Pre-Collegiate - Lower (BSKL)	0.0%	7.4%	0.0%	4.1%	0.0%	0.9%
	ESL Pre-Collegiate - Upper	2.7%	11.1%	0.9%	0.0%	4.1%	3.6%
ESL No Placement	97.4%	81.5%	99.1%	95.9%	95.9%	95.5%	
Total		151	54	112	49	97	110

Notes: Credit + Noncredit combined; includes preliminary Fall 2003 data.

Source: Office of Research, Planning & Grants, 4/21/04

Disabled Students Programs and Services (DSPS)

Supervising Vice Chancellor, Dr. Don Griffin

Department Chair, Paul Johnson

Years of Operation: 29 years

Estimated Budget: \$3,000,000 (restricted state funds)

Number of Faculty/Staff: 4 full-time (3 are on 50% Brown Act leave) and 5 part-time counselors; 1 full-time accommodations specialist; 8 full-time and 17 part-time instructors; 22 classified staff; approximately 30 interpreters and/or captioners on call; 5 student workers; 1 counseling intern; several students who do note-taking, lab assistance, etc.

Mission: To expand on the general mission of CCSF by responding to the needs of individuals with disabilities in the community.

Eligibility: Those who are blind/visually impaired, deaf/hearing impaired, learning disabled, physically disabled, speech disabled, persons with an acquired brain injury, developmentally delayed learners or those with other medical conditions; students may be required to provide medical/professional verification of her/his disability in order to receive certain services.

Outreach/Recruitment: DSPS conducts orientations for high school students and faculty. Written information is provided in brochures, on a Web site, and in the College catalog and schedule. Moreover, DSPS informs faculty through workshops and community-based organizations (CBOs) through attendance at their meetings. In turn, faculty and CBOs make referrals, especially to the Department of Rehabilitation. Signage is posted on campuses to ensure people can readily find DSPS services.

Program Description: The services DSPS provides are accommodations that allow students to compete on a "level playing field." Instructional services include specialized training and retraining in vocational, academic, creative, and life skills areas. Support services include assistance in obtaining academic adjustments, auxiliary aids and physical accessibility as well as assessment, counseling and career development. Furthermore, DSPS arranges for students to have extra time for testing and a reduced-distraction testing environment if disability information warrants such an accommodation. Finally, DSPS offers strategies and problem solving classes designed for students with learning disabilities, but which are open to anyone with a disability, and, on a space-available basis, anyone else (up to 49% of the class).

Pre-Collegiate Students: Over 38.6% of students accessing DSPS services and 17.6% of students accessing DSPS courses are placed in pre-collegiate courses. DSPS provides services for these students as part of its regular program.

Disabled Students Programs and Services - Services		FALL TERMS					
		1998	1999	2000	2001	2002	2003
Age	16 - 19	3.4%	4.5%	5.1%	5.8%	6.7%	7.0%
	20 - 24	12.0%	12.3%	14.1%	13.3%	15.3%	16.6%
	25 - 29	12.1%	10.5%	10.7%	8.6%	9.0%	9.8%
	30 - 34	9.7%	9.2%	10.2%	10.4%	9.1%	9.2%
	35 - 39	12.1%	12.4%	11.5%	10.6%	10.8%	11.4%
	40 - 49	23.3%	23.9%	23.9%	22.3%	22.7%	21.3%
	50 Plus	25.6%	25.9%	23.6%	28.3%	25.3%	23.9%
	No Response	1.7%	1.3%	0.9%	0.7%	1.2%	0.8%
Ethnicity	African American / Non Hispanic	16.8%	18.7%	18.3%	18.7%	20.5%	20.0%
	American Indian / Alaskan Native	1.2%	0.9%	0.7%	0.6%	0.9%	0.9%
	Asian / Pacific Islander	16.3%	16.6%	18.2%	18.7%	19.3%	18.8%
	Filipino	4.4%	4.7%	4.8%	4.4%	3.9%	4.2%
	Hispanic / Latino	12.9%	12.8%	14.4%	14.7%	14.3%	14.9%
	Other Non White	1.3%	1.5%	1.3%	0.9%	1.3%	1.7%
	No Response	6.4%	5.4%	4.9%	3.8%	5.9%	5.6%
	White Non Hispanic	40.7%	39.3%	37.5%	38.3%	33.9%	34.0%
Gender	Female	52.2%	50.1%	49.4%	49.7%	49.5%	49.0%
	Male	47.0%	49.1%	49.4%	47.8%	48.3%	48.6%
	No Response	0.8%	0.8%	1.2%	2.5%	2.3%	2.4%
Ed Goal	Basic Skills Development	5.6%	2.6%	13.0%	23.0%	20.4%	18.9%
	GED or HS Diploma	2.8%	2.6%	3.0%	4.4%	4.8%	3.9%
	Intellectual / Cultural Development	5.7%	3.9%	5.1%	5.9%	4.6%	5.0%
	Obtain a Two or Four year Degree	12.6%	16.2%	16.2%	11.2%	14.1%	19.3%
	Prepare / Maintain / Advance a Career	23.7%	14.9%	14.6%	11.9%	14.0%	15.2%
	Undecided / No Response	49.6%	59.9%	48.0%	43.6%	42.2%	37.7%
Status	Continuing	70.5%	74.6%	72.7%	68.8%	67.9%	74.4%
	New First Time	13.6%	10.2%	9.9%	14.5%	14.7%	11.4%
	New Transfer	6.2%	5.6%	3.8%	3.7%	5.3%	3.9%
	Returning	9.7%	9.7%	13.5%	13.1%	12.1%	10.3%
	Average Enrolled Units	8.0	7.5	7.4	7.9	7.8	7.8
Placement Category	1 or 2 Lower Level Pre-Collegiate Placements (BSKL)	20.1%	24.6%	27.9%	20.5%	22.0%	26.5%
	1 or 2 Upper Level Pre-Collegiate Placements (No Lower Level)	6.8%	6.8%	8.3%	7.0%	8.4%	12.1%
	Collegiate Placements Only	0.5%	0.4%	0.7%	0.4%	0.8%	1.8%
	None (No Placements)	72.7%	68.1%	63.1%	72.2%	68.7%	59.7%
Placement Detail	MATH Pre-Collegiate - Lower (BSKL)	0.8%	0.7%	1.0%	0.5%	1.5%	2.8%
	MATH Pre-Collegiate - Lower (BSKL)	16.5%	21.0%	23.5%	17.2%	18.6%	21.7%
	MATH Pre-Collegiate - Upper	8.3%	8.3%	10.2%	8.7%	9.1%	13.6%
	MATH No Placement	74.4%	70.0%	65.4%	73.5%	70.8%	62.0%
	ENGL College Level	3.3%	3.0%	4.5%	3.2%	3.2%	4.9%
	ENGL Pre-Collegiate - Lower (BSKL)	11.5%	15.4%	17.5%	13.6%	15.0%	17.5%
	ENGL Pre-Collegiate - Upper	6.1%	7.3%	8.0%	6.7%	7.8%	10.9%
	ENGL No Placement	79.2%	74.3%	69.9%	76.6%	74.0%	66.7%
	ESL Pre-Collegiate - Lower (BSKL)	1.5%	1.1%	1.2%	1.0%	1.0%	0.8%
	ESL Pre-Collegiate - Upper	3.2%	3.1%	3.6%	1.8%	2.5%	3.1%
	ESL No Placement	95.3%	95.9%	95.1%	97.2%	96.5%	96.1%
Total		1,790	1,434	1,790	1,602	1,820	1,815

Notes: Credit + Noncredit combined; includes preliminary Fall 2003 data.

Source: Office of Research, Planning & Grants, 4/21/04

Disabled Students Programs and Services - Classes		FALL TERMS					
		1998	1999	2000	2001	2002	2003
Age	16 - 19	3.1%	4.0%	4.6%	3.9%	4.9%	5.2%
	20 - 24	10.5%	10.4%	10.0%	11.6%	12.0%	13.2%
	25 - 29	10.1%	9.1%	8.7%	7.3%	8.0%	8.0%
	30 - 34	9.3%	10.2%	8.9%	9.5%	9.4%	9.9%
	35 - 39	11.2%	10.8%	10.7%	10.6%	10.9%	10.5%
	40 - 49	22.6%	22.1%	21.9%	22.5%	23.7%	21.1%
	50 Plus	30.3%	30.9%	32.8%	32.8%	28.4%	28.7%
	No Response	2.9%	2.5%	2.4%	1.8%	2.7%	3.4%
Ethnicity	African American / Non Hispanic	17.2%	19.1%	17.4%	18.5%	21.4%	21.3%
	American Indian / Alaskan Native	1.3%	0.5%	0.3%	0.7%	1.0%	1.1%
	Asian / Pacific Islander	16.2%	19.6%	22.0%	20.8%	19.4%	19.9%
	Filipino	4.2%	4.2%	4.4%	5.1%	3.8%	3.8%
	Hispanic / Latino	11.7%	11.5%	12.5%	13.1%	14.0%	12.3%
	Other Non White	0.9%	1.2%	0.8%	0.5%	0.6%	1.2%
	No Response	7.1%	6.0%	6.3%	4.9%	6.9%	7.0%
	White Non Hispanic	41.5%	38.0%	36.3%	36.4%	32.9%	33.5%
Gender	Female	53.7%	53.5%	52.0%	51.0%	50.5%	48.6%
	Male	43.8%	44.2%	45.5%	45.5%	45.4%	48.3%
	No Response	2.5%	2.3%	2.6%	3.5%	4.1%	3.2%
Ed Goal	Basic Skills Development	6.6%	3.3%	22.7%	30.2%	28.8%	27.0%
	GED or HS Diploma	3.9%	4.6%	4.5%	4.7%	5.5%	5.4%
	Intellectual / Cultural Development	6.8%	5.2%	6.9%	7.9%	6.4%	7.3%
	Obtain a Two or Four year Degree	4.9%	7.5%	7.5%	6.0%	6.9%	9.0%
	Prepare / Maintain / Advance a Career	22.0%	13.8%	11.0%	11.3%	13.0%	12.5%
	Undecided / No Response	55.8%	65.7%	47.5%	39.9%	39.4%	38.7%
Status	Continuing	61.7%	65.1%	67.4%	67.1%	64.7%	68.7%
	New First Time	19.6%	16.4%	14.8%	17.0%	18.8%	16.3%
	New Transfer	5.1%	6.5%	3.1%	3.0%	3.9%	3.3%
	Returning	12.6%	11.9%	14.5%	12.9%	11.7%	11.6%
	Average Enrolled Units	9.0	8.3	7.9	8.3	8.0	8.0
Placement Category	1 or 2 Lower Level Pre-Collegiate Placements (BSKL)	9.0%	11.1%	12.3%	11.3%	11.2%	11.9%
	1 or 2 Upper Level Pre-Collegiate Placements (No Lower Level)	2.8%	3.6%	3.5%	4.1%	4.5%	5.7%
	Collegiate Placements Only	0.1%	0.1%	0.2%	0.3%	0.3%	0.3%
	None (No Placements)	88.1%	85.3%	84.1%	84.3%	84.0%	82.0%
Placement Detail	MATH College Level	0.6%	0.7%	0.7%	0.6%	1.0%	0.9%
	MATH Pre-Collegiate - Lower (BSKL)	7.0%	9.3%	10.0%	9.3%	9.1%	9.5%
	MATH Pre-Collegiate - Upper	3.6%	4.2%	4.4%	5.1%	5.2%	6.7%
	MATH No Placement	88.8%	85.8%	84.9%	85.1%	84.8%	82.9%
	ENGL College Level	1.0%	0.8%	1.7%	1.8%	1.3%	1.7%
	ENGL Pre-Collegiate - Lower (BSKL)	4.4%	7.1%	7.5%	7.0%	7.5%	8.1%
	ENGL Pre-Collegiate - Upper	3.1%	3.2%	2.9%	3.0%	3.3%	4.5%
	ENGL No Placement	91.5%	88.9%	87.9%	88.3%	87.9%	85.7%
	ESL Pre-Collegiate - Lower (BSKL)	1.1%	1.1%	1.1%	1.3%	1.0%	0.6%
	ESL Pre-Collegiate - Upper	1.9%	1.9%	2.1%	1.9%	2.2%	2.0%
ESL No Placement	97.0%	97.0%	96.8%	96.8%	96.9%	97.4%	
Total		1,442	1,310	1,355	1,545	1,573	1,452

Notes: Credit + Noncredit combined; includes preliminary Fall 2003 data.

Source: Office of Research, Planning & Grants, 4/21/04

Extended Opportunities Programs and Services (EOPS)

Supervising Vice Chancellor, Dr. Don Griffin

Director, Alvin Jenkins

Years of Operation: 32 years

Estimated Budget: \$1,899,257 (restricted state funds, CCSF general funds)

Number of Faculty/Staff: 9 staff; 10 counselors

Mission: To assist educationally and socioeconomically disadvantaged students enrolled at CCSF in completing a two-year college education and in transferring to a four-year college.

Eligibility: Those who are California residents, enroll full-time (12+ units/semester), have completed less than 70 degree-applicable units, are educationally disadvantaged, and qualify for a Board of Governors Enrollment Fee Waiver.

Outreach/Recruitment: Information sessions at local high schools, churches, community centers and agencies throughout the City; EOPS also provides program outreach through the Adult Probation Department and the Youth Guidance Center.

Program Description: A range of instructional and support services are made available to program participants. Students are required to attend a two-hour orientation at the beginning of the program. Counselors meet with students at least three times per semester to develop an outline of courses necessary for graduation, find the right combination of courses to fit their needs and abilities, and ensure that they are on track for meeting the requirements for admission to their transfer college or university of choice. Students receive priority registration and can participate in a book loan program. One-on-one tutorial services are available each semester. EOPS also provides specialized services to low-income, single heads of households with at least one dependent under the age of 14 through the CARE program and to ex-offenders or individuals currently incarcerated, on parole or probation through the Second Chance Program.

Pre-Collegiate Students: Most EOPS (97.2) students are placed in the pre-collegiate courses, and consequently all EOPS services are targeted to this student group.

Extended Opportunities Programs and Services		FALL TERMS					
		1998	1999	2000	2001	2002	2003
Age	16 - 19	11.4%	11.8%	13.0%	13.9%	17.8%	14.0%
	20 - 24	47.0%	45.7%	45.9%	47.3%	46.4%	50.3%
	25 - 29	13.3%	12.6%	11.6%	11.9%	10.9%	10.8%
	30 - 34	8.1%	9.1%	9.3%	8.9%	8.4%	7.3%
	35 - 39	7.3%	7.6%	6.8%	6.3%	6.6%	6.0%
	40 - 49	9.2%	9.1%	9.4%	8.0%	6.5%	8.2%
	50 Plus	3.6%	4.2%	4.0%	3.8%	3.5%	3.5%
	No Response	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%
Ethnicity	African American / Non Hispanic	11.6%	12.7%	12.0%	11.0%	11.6%	13.0%
	American Indian / Alaskan Native	0.4%	0.4%	0.1%	0.2%	0.2%	0.2%
	Asian / Pacific Islander	57.7%	60.5%	62.7%	62.3%	63.5%	64.4%
	Filipino	1.7%	2.0%	2.8%	3.2%	2.9%	2.4%
	Hispanic / Latino	11.1%	8.8%	10.5%	10.6%	10.2%	9.9%
	Other Non White	0.4%	0.5%	0.8%	1.2%	1.7%	1.6%
	No Response	2.0%	1.1%	1.2%	1.5%	1.6%	1.1%
	White Non Hispanic	15.2%	14.1%	10.0%	10.1%	8.2%	7.5%
Gender	Female	61.6%	62.6%	60.7%	59.4%	60.8%	62.2%
	Male	37.7%	37.3%	39.2%	39.5%	36.7%	34.6%
	No Response	0.7%	0.2%	0.2%	1.1%	2.5%	3.1%
Ed Goal	Basic Skills Development	4.8%	4.7%	3.8%	5.8%	7.2%	7.2%
	GED or HS Diploma	1.7%	1.1%	1.4%	1.2%	1.4%	1.0%
	Intellectual / Cultural Development	0.9%	1.1%	1.2%	0.6%	0.7%	1.0%
	Obtain a Two or Four year Degree	40.5%	45.3%	50.6%	55.0%	54.7%	55.1%
	Prepare / Maintain / Advance a Career	20.6%	16.6%	12.1%	8.2%	7.7%	9.1%
	Undecided / No Response	31.5%	31.1%	30.8%	29.2%	28.4%	26.5%
Status	Continuing	88.2%	85.9%	85.5%	84.6%	82.0%	87.7%
	New First Time	7.2%	9.6%	9.5%	10.1%	12.0%	7.7%
	New Transfer	3.2%	3.1%	2.2%	1.9%	2.5%	1.8%
	Returning	1.4%	1.5%	2.8%	3.3%	3.6%	2.8%
	Average Enrolled Units	12.1	11.9	11.9	12.1	12.5	12.7
Placement Category	1 or 2 Lower Level Pre-Collegiate Placements (BSKL)	59.6%	61.2%	57.1%	53.2%	56.8%	58.1%
	1 or 2 Upper Level Pre-Collegiate Placements (No Lower Level)	33.3%	33.0%	38.9%	43.0%	40.4%	39.1%
	Collegiate Placements Only	0.7%	1.0%	0.4%	0.9%	0.9%	1.2%
	None (No Placements)	6.5%	4.8%	3.5%	2.9%	2.0%	1.5%
Placement Detail	MATH College Level	16.2%	18.5%	21.8%	24.4%	25.9%	26.0%
	MATH Pre-Collegiate - Lower (BSKL)	38.4%	37.8%	35.9%	31.6%	32.1%	29.4%
	MATH Pre-Collegiate - Upper	36.5%	37.0%	37.6%	40.0%	38.8%	41.5%
	MATH No Placement	8.9%	6.8%	4.7%	4.0%	3.3%	3.2%
	ENGL College Level	2.5%	2.2%	3.1%	3.5%	2.2%	2.8%
	ENGL Pre-Collegiate - Lower (BSKL)	22.5%	24.9%	24.5%	23.7%	27.4%	31.2%
	ENGL Pre-Collegiate - Upper	10.2%	8.7%	11.5%	14.9%	16.5%	15.3%
	ENGL No Placement	64.8%	64.2%	60.9%	57.9%	53.9%	50.7%
	ESL Pre-Collegiate - Lower (BSKL)	24.2%	24.0%	19.8%	18.0%	17.2%	17.6%
	ESL Pre-Collegiate - Upper	32.7%	33.7%	36.1%	36.2%	33.5%	30.2%
ESL No Placement	43.1%	42.4%	44.2%	45.9%	49.3%	52.2%	
Total		1,325	1,138	1,129	1,292	1,385	1,247

Notes: Credit + Noncredit combined; includes preliminary Fall 2003 data.

Source: Office of Research, Planning & Grants, 4/21/04

Homeless/At-Risk Students Program (HARTS)

Supervising Vice Chancellor, Dr. Don Griffin

Program Director, Chris Shaeffer

Years of Operation: 9 years

Estimated Budget: \$73,565 (Associated Students, Partnership for Excellence, Chancellor's Discretionary Funds)

Number of Faculty/Staff: 1 part-time coordinator (.6 faculty release time); 2 student workers

Mission: To provide individualized services to current and potential students who are essentially without resources as an aid to their pursuit of higher education.

Eligibility: Participation in a one-on-one interview with the program director, enrollment in EOPS and application for financial aid; once in the program, students must complete a certain number of units each semester and maintain a 2.0 GPA.

Outreach/Recruitment: Word-of-mouth; listings in the Homeless Advocacy Project's annual publication of agencies and community organizations throughout the city.

Program Description: Students receive a monthly Fast Pass for public transportation and food voucher for the campus cafeteria. Students receive one-on-one support and can participate in peer discussions. HARTS maintains a strong network with agencies and community-based organizations throughout the City and refers its participants as necessary.

Pre-Collegiate Students: More than 82% of the HARTS students are placed in the pre-collegiate sequences for English, Math and ESL. HARTS provides these students academic advising, suggesting courses like LERN 50 or tutoring at the Learning Assistance Center.

Homeless / At-Risk Students Program		FALL TERMS		
		2001	2002	2003
Age	16 - 19	0.0%	1.8%	0.0%
	20 - 24	11.6%	8.9%	9.3%
	25 - 29	14.0%	14.3%	17.3%
	30 - 34	2.3%	17.9%	9.3%
	35 - 39	14.0%	14.3%	10.7%
	40 - 49	34.9%	21.4%	33.3%
	50 Plus	23.3%	21.4%	20.0%
	No Response	0.0%	0.0%	0.0%
Ethnicity	African American / Non Hispanic	34.9%	17.9%	45.3%
	American Indian / Alaskan Native	2.3%	1.8%	2.7%
	Asian / Pacific Islander	2.3%	8.9%	1.3%
	Filipino	2.3%	0.0%	0.0%
	Hispanic / Latino	2.3%	19.6%	13.3%
	Other Non White	0.0%	3.6%	1.3%
	No Response	11.6%	7.1%	4.0%
	White Non Hispanic	44.2%	41.1%	32.0%
Gender	Female	41.9%	39.3%	48.0%
	Male	53.5%	55.4%	50.7%
	No Response	4.7%	5.4%	1.3%
Ed Goal	Basic Skills Development	9.3%	8.9%	9.3%
	GED or HS Diploma	0.0%	1.8%	0.0%
	Intellectual / Cultural Development	0.0%	0.0%	2.7%
	Obtain a Two or Four year Degree	41.9%	46.4%	29.3%
	Prepare / Maintain / Advance a Career	18.6%	12.5%	25.3%
	Undecided / No Response	30.2%	30.4%	33.3%
Status	Continuing	72.1%	76.8%	76.0%
	New First Time	9.3%	8.9%	12.0%
	New Transfer	7.0%	7.1%	2.7%
	Returning	11.6%	7.1%	9.3%
	Average Enrolled Units	11.0	10.4	10.7
Placement Category	1 or 2 Lower Level Pre-Collegiate Placements (BSKL)	34.9%	39.3%	48.0%
	1 or 2 Upper Level Pre-Collegiate Placements (No Lower Level)	39.5%	35.7%	34.7%
	Collegiate Placements Only	0.0%	1.8%	2.7%
	None (No Placements)	25.6%	23.2%	14.7%
Placement Detail	MATH College Level	0.0%	0.0%	2.7%
	MATH Pre-Collegiate - Lower (BSKL)	30.2%	32.1%	37.3%
	MATH Pre-Collegiate - Upper	39.5%	37.5%	33.3%
	MATH No Placement	30.2%	30.4%	26.7%
	ENGL College Level	23.3%	14.3%	12.0%
	ENGL Pre-Collegiate - Lower (BSKL)	16.3%	23.2%	36.0%
	ENGL Pre-Collegiate - Upper	30.2%	26.8%	32.0%
	ENGL No Placement	30.2%	35.7%	20.0%
	ESL Pre-Collegiate - Lower (BSKL)	2.3%	1.8%	0.0%
	ESL Pre-Collegiate - Upper	0.0%	8.9%	1.3%
	ESL No Placement	97.7%	89.3%	98.7%
Total		43	56	75

Notes: Credit + Noncredit combined; includes preliminary Fall 2003 data.

Source: Office of Research, Planning & Grants, 4/21/04

Latino Services Network (LSN)

Supervising Vice Chancellor, Dr. Don Griffin

Director, Ted Alfaro

Years of Operation: 4 years

Estimated Budget: \$370,208

Number of Faculty/Staff: 1 full-time director; 1 full-time and 1 part-time counselor; 3 additional counselors on overload; 1 full-time administrative assistant

Mission: To recruit Latino students to CCSF and provide bilingual and bicultural support for the academic, professional and social success of the Latino student community.

Eligibility: Open to any student, particularly those in English 92, 94, Math EX.

Outreach/Recruitment: Newsletters, high school presentations, LERN classes, English and Latino Studies classes, radio, TV, community fairs, community organizations, high school counselors, word-of-mouth.

Program Description: LSN serves students in approximately 20 classes each semester, which range in subject. Students who access the Latino Services Network receive educational planning, networking, tutoring, financial aid guidance, study sessions, and clubs. Students served by the Network must meet with a counselor 2-3 times per semester.

Pre-Collegiate Students: Over 91% of LSN students place in to one or more pre-collegiate skills courses. Most LSN services are directed to these students.

Latino Services Network - Counseling		FALL TERMS	
		2002	2003
Age	16 - 19	39.2%	25.1%
	20 - 24	24.1%	37.9%
	25 - 29	19.0%	18.3%
	30 - 34	8.9%	7.3%
	35 - 39	3.8%	3.7%
	40 - 49	5.1%	4.1%
	50 Plus	0.0%	3.2%
	No Response	0.0%	0.5%
Ethnicity	African American / Non Hispanic	2.5%	2.7%
	American Indian / Alaskan Native	0.0%	0.0%
	Asian / Pacific Islander	3.8%	4.1%
	Filipino	1.3%	1.4%
	Hispanic / Latino	91.1%	87.2%
	Other Non White	0.0%	0.9%
	No Response	0.0%	1.4%
	White Non Hispanic	1.3%	2.3%
Gender	Female	55.7%	59.4%
	Male	39.2%	38.4%
	No Response	5.1%	2.3%
Ed Goal	Basic Skills Development	6.3%	7.8%
	GED or HS Diploma	1.3%	0.9%
	Intellectual / Cultural Development	3.8%	1.4%
	Obtain a Two or Four year Degree	55.7%	48.9%
	Prepare / Maintain / Advance a Career	5.1%	11.9%
	Undecided / No Response	27.9%	29.2%
Status	Continuing	65.8%	68.0%
	New First Time	17.7%	16.4%
	New Transfer	7.6%	8.2%
	Returning	8.9%	7.3%
	Average Enrolled Units	9.7	9.8
Placement Category	1 or 2 Lower Level Pre-Collegiate Placements (BSKL)	69.6%	70.8%
	1 or 2 Upper Level Pre-Collegiate Placements (No Lower Level)	22.8%	21.0%
	Collegiate Placements Only	0.0%	1.4%
	None (No Placements)	7.6%	6.9%
Placement Detail	MATH College Level	2.5%	3.2%
	MATH Pre-Collegiate - Lower (BSKL)	54.4%	58.5%
	MATH Pre-Collegiate - Upper	32.9%	28.3%
	MATH No Placement	10.1%	10.1%
	ENGL College Level	2.5%	0.9%
	ENGL Pre-Collegiate - Lower (BSKL)	38.0%	41.6%
	ENGL Pre-Collegiate - Upper	13.9%	16.0%
	ENGL No Placement	45.6%	41.6%
	ESL Pre-Collegiate - Lower (BSKL)	13.9%	11.4%
	ESL Pre-Collegiate - Upper	24.1%	21.0%
ESL No Placement	62.0%	67.6%	
Total	Total	79	219

Notes: Credit + Noncredit combined; includes preliminary Fall 2003 data.

Source: Office of Research, Planning & Grants, 4/21/04

Learning Assistance Center (LAC)

Supervising Vice Chancellor, Dr. Don Griffin

Department Chair, Nadine Rosenthal

Years of Operation: 7 years

Estimated Budget: \$755,000 (general fund, Partnership for Excellence, VTEA)

Number of Faculty/Staff: 3 full-time computer lab managers (classified); 1 full-time secretary (classified); 3 full-time tutor/managers (classified); 1 full-time department chair/coordinator (faculty); 15-20 faculty on other budgets; 100+ student workers/tutors

Mission: to support students in increasing their sense of control over their education, accepting responsibility for their own learning, developing their confidence in using technology, and developing their self-esteem.

Eligibility: any student who requires academic support to succeed in classes.

Outreach/Recruitment: providing tutor schedules to all faculty who teach courses for which they have tutors; brochures, leaflets, counselors, and word-of-mouth.

Program Description: The department offers a range of instructional services. Students can access academic peer tutoring across disciplines (25-40) in addition to professional tutoring in basic skills subjects. Students can also participate in a variety of workshops and utilize open-access computer labs and workshops. The Learning Assistance Center, located in Rosenberg Library, is open during library hours, including evenings until 10 p.m. and Saturdays.

Pre-Collegiate Students: Over 80% of the students using the Learning Assistance Center are pre-collegiate placed students. LAC provides direct tutoring services and workshops to these students.

Learning Assistance Center		FALL TERMS					
		1998	1999	2000	2001	2002	2003
Age	16 - 19	16.0%	16.4%	16.1%	23.9%	22.3%	16.9%
	20 - 24	36.5%	38.2%	37.8%	35.0%	34.0%	38.4%
	25 - 29	19.0%	17.0%	16.4%	14.5%	16.6%	16.0%
	30 - 34	10.9%	10.3%	9.6%	9.8%	10.4%	9.8%
	35 - 39	6.9%	6.6%	6.5%	6.0%	6.1%	6.7%
	40 - 49	7.3%	7.3%	8.9%	7.0%	6.8%	7.6%
	50 Plus	3.4%	4.3%	4.6%	3.9%	3.8%	4.5%
	No Response	0.2%	0.1%	0.1%	0.1%	0.0%	0.1%
Ethnicity	African American / Non Hispanic	8.3%	8.8%	8.9%	9.2%	8.7%	9.2%
	American Indian / Alaskan Native	0.6%	0.5%	0.5%	0.5%	0.6%	0.6%
	Asian / Pacific Islander	40.6%	38.8%	40.9%	40.2%	39.3%	41.4%
	Filipino	6.7%	7.4%	8.6%	8.5%	8.8%	8.3%
	Hispanic / Latino	14.5%	15.7%	16.5%	17.2%	17.1%	15.3%
	Other Non White	1.2%	1.5%	1.8%	2.0%	2.3%	2.6%
	No Response	6.1%	7.0%	5.3%	3.6%	4.0%	4.1%
	White Non Hispanic	22.0%	20.3%	17.6%	18.8%	19.4%	18.6%
Gender	Female	56.9%	57.4%	58.3%	54.9%	54.8%	57.7%
	Male	42.5%	42.1%	41.2%	42.8%	42.4%	40.2%
	No Response	0.7%	0.6%	0.6%	2.3%	2.9%	2.2%
Ed Goal	Basic Skills Development	3.3%	3.0%	3.0%	4.6%	3.9%	3.9%
	GED or HS Diploma	1.0%	0.8%	0.7%	0.9%	0.7%	0.7%
	Intellectual / Cultural Development	3.3%	2.8%	2.4%	2.3%	2.3%	2.7%
	Obtain a Two or Four year Degree	38.7%	44.7%	46.6%	49.1%	48.6%	51.9%
	Prepare / Maintain / Advance a Career	17.8%	14.6%	13.1%	11.0%	11.4%	10.9%
	Undecided / No Response	36.0%	34.2%	34.2%	32.0%	33.2%	30.0%
Status	Continuing	70.7%	68.4%	77.5%	50.7%	51.3%	72.1%
	New First Time	14.3%	14.8%	10.8%	28.1%	24.7%	11.1%
	New Transfer	8.3%	9.5%	4.9%	10.8%	13.6%	7.6%
	Returning	6.7%	7.4%	6.9%	10.3%	10.3%	9.1%
	Average Enrolled Units	10.7	10.5	10.0	9.9	10.0	10.7
Placement Category	1 or 2 Lower Level Pre-Collegiate Placements (BSKL)	40.8%	45.1%	49.6%	45.4%	43.9%	40.5%
	1 or 2 Upper Level Pre-Collegiate Placements (No Lower Level)	36.3%	34.4%	33.8%	39.9%	40.2%	41.5%
	Collegiate Placements Only	1.7%	1.9%	1.6%	2.3%	3.5%	4.8%
	None (No Placements)	21.2%	18.7%	15.0%	12.5%	12.5%	13.3%
Placement Detail	MATH College Level	12.4%	12.3%	12.0%	13.7%	15.1%	20.0%
	MATH Pre-Collegiate - Lower (BSKL)	29.8%	33.2%	35.2%	30.8%	29.8%	26.5%
	MATH Pre-Collegiate - Upper	34.2%	33.4%	35.4%	40.2%	40.1%	37.6%
	MATH No Placement	23.7%	21.2%	17.5%	15.3%	14.9%	15.8%
	ENGL College Level	5.8%	6.0%	6.4%	6.9%	7.6%	7.6%
	ENGL Pre-Collegiate - Lower (BSKL)	16.5%	19.4%	26.2%	25.1%	23.6%	23.3%
	ENGL Pre-Collegiate - Upper	16.6%	17.1%	16.7%	20.7%	22.0%	22.8%
	ENGL No Placement	61.1%	57.5%	50.8%	47.3%	46.8%	46.3%
	ESL Pre-Collegiate - Lower (BSKL)	9.0%	8.6%	7.7%	7.3%	7.3%	5.5%
	ESL Pre-Collegiate - Upper	27.3%	26.6%	25.0%	24.5%	22.7%	22.5%
ESL No Placement	63.7%	64.7%	67.3%	68.2%	70.0%	72.0%	
Total		5,125	5,375	5,536	8,498	8,967	6,907

Notes: Credit + Noncredit combined; includes preliminary Fall 2003 data.

Source: Office of Research, Planning & Grants, 4/21/04

Math Bridge

Supervising Vice Chancellor, Dr. Don Griffin

Project Coordinator, Joseph Padua

Years of Operation: 15 years

Estimated Budget: \$128,400

Number of Faculty/Staff: 1 coordinator (7 hours instructional overload/week); 1 counselor (3 hours/week); 3 instructors

Mission: To assist students, with a special emphasis on African American, Hispanic, Native American, and Filipino students, to complete Elementary Algebra and Geometry successfully, ultimately increasing the number of underrepresented students who (1) qualify for the many courses with math prerequisites offered at CCSF, and (2) who transfer to four-year colleges and universities.

Eligibility: Completion of the prerequisites for Math 840, participation in an orientation, and an interview.

Outreach/Recruitment: Announcements, flyers, orientations with testimony from previous participants, referrals from counselors, tutors.

Program Description: Math Bridge is a year-long program that begins each fall semester. In the fall, students enroll in Math 840 (Elementary Algebra), Math S (Algebra Workshop) and Guidance 11 (Math Bridge Guidance). In the spring, participants enroll in Math 850 (Conceptual Geometry), Math T (Geometry Workshop and Guidance T (Math Bridge Guidance). Students must enroll in all three courses both semesters. Math Bridge differs from other math courses as the program provides the traditional math lecture followed by a one-hour math workshop, in which students can receive one-on-one help from instructors and tutors. Furthermore, students participate in a one-hour guidance class each week to develop study habits, learn about transfer, reduce test anxiety, and to make appropriate decisions that will positively impact their performance.

Pre-collegiate Students: The Math Bridge workshop, counseling and tutoring components are designed to supplement the traditional math lecture and to help pre-collegiate math students develop skills that will be helpful in other college courses. More than 95% of Math Bridge participants place into one or more pre-collegiate courses.

Math Bridge		FALL TERMS					
		1998	1999	2000	2001	2002	2003
Age	16 - 19	10.8%	15.2%	8.9%	13.2%	22.5%	22.2%
	20 - 24	27.0%	48.5%	44.4%	39.5%	46.9%	35.6%
	25 - 29	18.9%	9.1%	24.4%	7.9%	14.3%	4.4%
	30 - 34	10.8%	3.0%	8.9%	10.5%	4.1%	4.4%
	35 - 39	10.8%	12.1%	2.2%	13.2%	8.2%	8.9%
	40 - 49	18.9%	12.1%	8.9%	10.5%	0.0%	15.6%
	50 Plus	2.7%	0.0%	2.2%	5.3%	4.1%	8.9%
	No Response	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Ethnicity	African American / Non Hispanic	29.7%	30.3%	31.1%	23.7%	16.3%	33.3%
	American Indian / Alaskan Native	10.8%	3.0%	2.2%	0.0%	0.0%	0.0%
	Asian / Pacific Islander	0.0%	3.0%	0.0%	5.3%	10.2%	2.2%
	Filipino	13.5%	3.0%	13.3%	13.2%	4.1%	8.9%
	Hispanic / Latino	29.7%	42.4%	48.9%	39.5%	59.2%	42.2%
	Other Non White	0.0%	0.0%	0.0%	5.3%	2.0%	0.0%
	No Response	2.7%	3.0%	2.2%	0.0%	2.0%	0.0%
	White Non Hispanic	13.5%	15.2%	2.2%	13.2%	6.1%	13.3%
Gender	Female	46.0%	54.6%	71.1%	50.0%	77.6%	62.2%
	Male	51.4%	45.5%	28.9%	50.0%	22.5%	31.1%
	No Response	2.7%	0.0%	0.0%	0.0%	0.0%	6.7%
Ed Goal	Basic Skills Development	2.7%	6.1%	0.0%	5.3%	6.1%	0.0%
	GED or HS Diploma	8.1%	0.0%	2.2%	2.6%	2.0%	0.0%
	Intellectual / Cultural Development	0.0%	6.1%	0.0%	0.0%	0.0%	0.0%
	Obtain a Two or Four year Degree	35.1%	51.5%	51.1%	55.3%	51.0%	48.9%
	Prepare / Maintain / Advance a Career	27.0%	9.1%	15.6%	2.6%	8.2%	8.9%
	Undecided / No Response	27.0%	27.3%	31.1%	34.2%	32.7%	42.2%
Status	Continuing	86.5%	97.0%	97.8%	89.5%	89.8%	95.6%
	New First Time	0.0%	3.0%	2.2%	5.3%	6.1%	0.0%
	New Transfer	2.7%	0.0%	0.0%	5.3%	0.0%	0.0%
	Returning	10.8%	0.0%	0.0%	0.0%	4.1%	4.4%
	Average Enrolled Units	11.8	10.8	11.1	10.2	12.6	11.2
Placement Category	1 or 2 Lower Level Pre-Collegiate Placements (BSKL)	78.4%	69.7%	82.2%	71.1%	79.6%	77.8%
	1 or 2 Upper Level Pre-Collegiate Placements (No Lower Level)	2.7%	15.2%	11.1%	18.4%	14.3%	17.8%
	Collegiate Placements Only	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	None (No Placements)	18.9%	15.2%	6.7%	10.5%	6.1%	4.4%
Placement Detail	MATH College Level	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	MATH Pre-Collegiate - Lower (BSKL)	73.0%	54.6%	80.0%	60.5%	63.3%	66.7%
	MATH Pre-Collegiate - Upper	8.1%	27.3%	13.3%	23.7%	30.6%	26.7%
	MATH No Placement	18.9%	18.2%	6.7%	15.8%	6.1%	6.7%
	ENGL College Level	5.4%	3.0%	11.1%	5.3%	2.0%	2.2%
	ENGL Pre-Collegiate - Lower (BSKL)	37.8%	42.4%	42.2%	26.3%	63.3%	44.4%
	ENGL Pre-Collegiate - Upper	24.3%	24.2%	28.9%	47.4%	16.3%	26.7%
	ENGL No Placement	32.4%	30.3%	17.8%	21.1%	18.4%	26.7%
	ESL Pre-Collegiate - Lower (BSKL)	2.7%	3.0%	0.0%	5.3%	2.0%	4.4%
	ESL Pre-Collegiate - Upper	8.1%	9.1%	6.7%	5.3%	4.1%	6.7%
ESL No Placement	89.2%	87.9%	93.3%	89.5%	93.9%	88.9%	
Total		37	33	45	38	49	45

Notes: Credit + Noncredit combined; includes preliminary Fall 2003 data.

Source: Office of Research, Planning & Grants, 4/21/04

Puente Project

Supervising Vice Chancellor, Dr. Don Griffin

Faculty, Michael Calvello, Antonio Martinez, John Delgado, and Maria Franco

Years of Operation: 15 years

Estimated Budget: \$170,000

Number of Faculty/Staff: 2 instructors (.5 FTE each); 2 counselors (.5 FTE each)

Mission: To promote student success and to facilitate the transfer process to baccalaureate colleges and universities through an integrated three-part process of English instruction, counseling and mentoring.

Eligibility: Open to any student who has an interest and is eligible for English 96; program focuses on the Mexican American/Latino experience.

Outreach/Recruitment: Counselors, word-of-mouth

Program Description: CCSF's Puente Project is part of a larger network of 70 such projects throughout California. Puente offers participants a blend of instructional and support services. Students in the project complete English 96 during the fall semester and English 1A during the spring; in both courses, reading and writing are linked. Students also meet regularly with a Puente counselor to determine an academic plan and to identify and determine life and career goals. Finally, students are matched with mentors (campus, corporate and community leaders) who share guidance and support regarding the pursuit of education, career, and community involvement without abandoning one's cultural identity.

Pre-Collegiate Students: Although Puente focuses on upper-level pre-collegiate and college-level courses, 96.4% place into one or more pre-collegiate courses.

Puente Project		FALL TERMS					
		1998	1999	2000	2001	2002	2003
Age	16 - 19	27.3%	36.5%	42.6%	41.9%	32.7%	28.6%
	20 - 24	47.3%	34.6%	41.0%	37.1%	51.0%	50.0%
	25 - 29	14.6%	11.5%	6.6%	6.5%	8.2%	7.1%
	30 - 34	3.6%	9.6%	1.6%	8.1%	4.1%	8.9%
	35 - 39	5.5%	3.9%	3.3%	1.6%	4.1%	1.8%
	40 - 49	1.8%	1.9%	4.9%	1.6%	0.0%	3.6%
	50 Plus	0.0%	1.9%	0.0%	3.2%	0.0%	0.0%
	No Response	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Ethnicity	African American / Non Hispanic	1.8%	0.0%	0.0%	1.6%	12.2%	0.0%
	American Indian / Alaskan Native	1.8%	1.9%	0.0%	0.0%	0.0%	1.8%
	Asian / Pacific Islander	5.5%	5.8%	11.5%	9.7%	8.2%	0.0%
	Filipino	7.3%	5.8%	3.3%	6.5%	0.0%	7.1%
	Hispanic / Latino	76.4%	78.9%	75.4%	67.7%	75.5%	76.8%
	Other Non White	0.0%	0.0%	4.9%	0.0%	0.0%	5.4%
	No Response	3.6%	5.8%	0.0%	4.8%	2.0%	3.6%
	White Non Hispanic	3.6%	1.9%	4.9%	9.7%	2.0%	5.4%
Gender	Female	40.0%	65.4%	60.7%	69.4%	49.0%	57.1%
	Male	58.2%	32.7%	39.3%	30.7%	49.0%	41.1%
	No Response	1.8%	1.9%	0.0%	0.0%	2.0%	1.8%
Ed Goal	Basic Skills Development	1.8%	0.0%	1.6%	3.2%	2.0%	5.4%
	GED or HS Diploma	1.8%	1.9%	1.6%	1.6%	4.1%	3.6%
	Intellectual / Cultural Development	1.8%	0.0%	0.0%	1.6%	0.0%	1.8%
	Obtain a Two or Four year Degree	49.1%	59.6%	65.6%	54.8%	59.2%	53.6%
	Prepare / Maintain / Advance a Career	18.2%	9.6%	1.6%	8.1%	6.1%	12.5%
	Undecided / No Response	27.3%	28.9%	29.5%	30.7%	28.6%	23.2%
Status	Continuing	81.8%	84.6%	54.1%	59.7%	61.2%	66.1%
	New First Time	5.5%	15.4%	26.2%	29.0%	24.5%	21.4%
	New Transfer	5.5%	0.0%	9.8%	6.5%	4.1%	5.4%
	Returning	7.3%	0.0%	9.8%	4.8%	10.2%	7.1%
	Average Enrolled Units	10.6	11.7	10.5	10.2	9.8	10.9
Placement Category	1 or 2 Lower Level Pre-Collegiate Placements (BSKL)	56.4%	61.5%	67.2%	43.6%	46.9%	51.8%
	1 or 2 Upper Level Pre-Collegiate Placements (No Lower Level)	29.1%	26.9%	31.2%	50.0%	53.1%	44.6%
	Collegiate Placements Only	0.0%	0.0%	0.0%	1.6%	0.0%	0.0%
	None (No Placements)	14.6%	11.5%	1.6%	4.8%	0.0%	3.6%
Placement Detail	MATH College Level	3.6%	7.7%	1.6%	8.1%	4.1%	3.6%
	MATH Pre-Collegiate - Lower (BSKL)	43.6%	48.1%	63.9%	38.7%	44.9%	42.9%
	MATH Pre-Collegiate - Upper	36.4%	30.8%	32.8%	45.2%	49.0%	46.4%
	MATH No Placement	16.4%	13.5%	1.6%	8.1%	2.0%	7.1%
	ENGL College Level	0.0%	0.0%	0.0%	1.6%	0.0%	0.0%
	ENGL Pre-Collegiate - Lower (BSKL)	30.9%	34.6%	23.0%	19.4%	16.3%	32.1%
	ENGL Pre-Collegiate - Upper	41.8%	44.2%	63.9%	62.9%	79.6%	57.1%
	ENGL No Placement	27.3%	21.2%	13.1%	16.1%	4.1%	10.7%
	ESL Pre-Collegiate - Lower (BSKL)	0.0%	1.9%	1.6%	1.6%	0.0%	0.0%
	ESL Pre-Collegiate - Upper	10.9%	7.7%	9.8%	8.1%	4.1%	7.1%
ESL No Placement	89.1%	90.4%	88.5%	90.3%	95.9%	92.9%	
Total		55	52	61	62	49	56

Notes: Credit + Noncredit combined; includes preliminary Fall 2003 data.

Source: Office of Research, Planning & Grants, 4/21/04

Writing Success Project (WSP)

Supervising Vice Chancellor, Dr. Don Griffin

Project Coordinator, Carol Heard

Years of Operation: 23 years

Estimated Budget: \$362,241

Number of Faculty/Staff: coordinator (90% load); instructor (90% load); counselor (90% load); 4 classified School Aide III Tutors (50% load each); 35 hours/week of student workers (Lab Aides)

Mission: To increase the retention, graduation and transfer rates of students; for specific target population, see "Eligibility" below.

Eligibility: US citizen/resident **and** first generation in family to graduate from college, low-income, **or** individuals with disabilities.

Outreach/Recruitment: through department chairs, instructors, counselors, and student clubs; disseminate flyers and provide presentations to classes and student groups.

Program Description: WSP supports students by offering individualized tutoring, academic counseling, instructional support, use of laptop lab for word processing and field trips to transfer campuses and cultural events.

Pre-Collegiate Students: Most (94.8%) WSP students place into pre-collegiate courses. Once admitted to WSP, students often continue to receive at least some WSP services until they graduate or transfer.

Writing Success Project		FALL TERMS					
		1998	1999	2000	2001	2002	2003
Age	16 - 19	15.5%	15.8%	17.0%	18.1%	17.4%	16.9%
	20 - 24	38.6%	32.7%	37.5%	35.7%	43.4%	41.8%
	25 - 29	15.9%	17.9%	17.0%	13.3%	15.1%	17.5%
	30 - 34	12.3%	11.2%	9.5%	10.5%	5.9%	6.4%
	35 - 39	5.9%	8.7%	7.0%	5.7%	6.4%	6.9%
	40 - 49	7.7%	9.2%	9.5%	12.9%	10.1%	9.0%
	50 Plus	3.6%	4.1%	2.0%	3.3%	1.8%	1.6%
	No Response	0.5%	0.5%	0.5%	0.5%	0.0%	0.0%
Ethnicity	African American / Non Hispanic	8.6%	11.7%	12.5%	14.8%	16.0%	19.6%
	American Indian / Alaskan Native	0.0%	1.5%	0.0%	0.0%	0.9%	0.5%
	Asian / Pacific Islander	55.9%	54.6%	47.5%	43.3%	39.3%	43.4%
	Filipino	4.6%	6.1%	7.0%	6.2%	9.1%	3.7%
	Hispanic / Latino	20.5%	15.3%	21.5%	20.5%	21.5%	25.4%
	Other Non White	0.0%	0.0%	2.0%	1.9%	0.5%	0.5%
	No Response	1.8%	2.0%	2.0%	3.3%	2.3%	1.1%
	White Non Hispanic	8.6%	8.7%	7.5%	10.0%	10.5%	5.8%
Gender	Female	65.0%	69.4%	65.5%	67.1%	66.2%	71.4%
	Male	34.1%	28.6%	34.5%	32.9%	32.9%	28.0%
	No Response	0.9%	2.0%	0.0%	0.0%	0.9%	0.5%
Ed Goal	Basic Skills Development	6.4%	7.1%	5.0%	9.5%	6.4%	7.9%
	GED or HS Diploma	1.8%	2.6%	2.0%	0.5%	0.0%	0.5%
	Intellectual / Cultural Development	2.3%	3.1%	0.5%	0.5%	0.9%	0.5%
	Obtain a Two or Four year Degree	36.8%	51.0%	53.0%	53.8%	51.1%	55.6%
	Prepare / Maintain / Advance a Career	17.3%	10.2%	11.5%	10.5%	11.4%	10.1%
	Undecided / No Response	35.5%	26.0%	28.0%	25.2%	30.1%	25.4%
Status	Continuing	81.8%	83.2%	82.5%	80.0%	81.3%	82.5%
	New First Time	11.4%	12.8%	9.0%	8.6%	8.7%	10.6%
	New Transfer	3.6%	2.6%	4.5%	4.3%	2.7%	1.6%
	Returning	3.2%	1.5%	4.0%	7.1%	7.3%	5.3%
	Average Enrolled Units	11.7	11.2	11.3	11.7	12.0	13.0
Placement Category	1 or 2 Lower Level Pre-Collegiate Placements (BSKL)	59.6%	61.7%	69.5%	63.8%	61.6%	59.3%
	1 or 2 Upper Level Pre-Collegiate Placements (No Lower Level)	27.7%	30.1%	26.5%	29.1%	33.8%	35.5%
	Collegiate Placements Only	0.5%	0.5%	0.0%	1.4%	0.9%	2.7%
	None (No Placements)	12.3%	7.7%	4.0%	5.7%	3.7%	2.7%
Placement Detail	MATH College Level	13.2%	11.7%	14.0%	16.2%	20.1%	22.8%
	MATH Pre-Collegiate - Lower (BSKL)	35.9%	39.3%	47.0%	41.0%	46.6%	40.2%
	MATH Pre-Collegiate - Upper	35.9%	37.8%	34.0%	33.8%	27.9%	31.2%
	MATH No Placement	15.0%	11.2%	5.0%	9.1%	5.5%	5.8%
	ENGL College Level	1.4%	1.0%	0.5%	3.3%	2.3%	3.7%
	ENGL Pre-Collegiate - Lower (BSKL)	37.3%	42.4%	42.0%	46.2%	50.7%	47.1%
	ENGL Pre-Collegiate - Upper	4.6%	9.2%	14.0%	14.3%	20.6%	18.0%
	ENGL No Placement	56.8%	47.5%	43.5%	36.2%	26.5%	31.2%
	ESL Pre-Collegiate - Lower (BSKL)	11.4%	8.7%	10.5%	6.2%	1.4%	3.7%
	ESL Pre-Collegiate - Upper	31.8%	30.1%	28.5%	23.3%	19.6%	24.3%
ESL No Placement	56.8%	61.2%	61.0%	70.5%	79.0%	72.0%	
Total		220	196	200	210	219	189

Notes: Credit + Noncredit combined; includes preliminary Fall 2003 data.

Source: Office of Research, Planning & Grants, 4/21/04

Table Detail – Profile of Retention/Success Program Students

**Percent of Students in Retention/Support Programs
Placed in Lower-Level Pre-Collegiate Courses
Fall 1998 – Fall 2003**

FALL TERMS						
MATHEMATICS Percent Placed in Lower Level Pre-Collegiate (BSKL) Math	1998	1999	2000	2001	2002	2003
Math Bridge	73.0%	54.6%	80.0%	60.5%	63.3%	66.7%
Latino Services Network - Counseling	n/a	n/a	n/a	n/a	54.4%	58.5%
African American Achievement Program	54.3%	44.4%	61.6%	42.9%	45.4%	50.9%
Homeless/At-Risk Students Program	n/a	n/a	n/a	30.2%	32.1%	37.3%
Extended Opportunities Programs & Services	38.4%	37.8%	35.9%	31.6%	32.1%	29.4%
Learning Assistance Center	29.8%	33.2%	35.2%	30.8%	29.8%	26.5%
DSPS - Services*	16.5%	21.0%	23.5%	17.2%	18.6%	21.7%
DSPS - Classes*	7.0%	9.3%	10.0%	9.3%	9.1%	9.5%
ENGLISH Percent Placed in Lower Level Pre-Collegiate (BSKL) ENGL	1998	1999	2000	2001	2002	2003
Writing Success Project	37.3%	42.4%	42.0%	46.2%	50.7%	47.1%
Latino Services Network - Counseling	n/a	n/a	n/a	n/a	38.0%	41.6%
African American Achievement Program	49.0%	63.0%	45.5%	26.5%	34.0%	40.0%
Homeless/At-Risk Students Program	n/a	n/a	n/a	16.3%	23.2%	36.0%
Puente Project	30.9%	34.6%	23.0%	19.4%	16.3%	32.1%
Extended Opportunities Programs & Services	22.5%	24.9%	24.5%	23.7%	27.4%	31.2%
Learning Assistance Center	16.5%	19.4%	26.2%	25.1%	23.6%	23.3%
DSPS - Services*	11.5%	15.4%	17.5%	13.6%	15.0%	17.5%
DSPS - Classes*	4.4%	7.1%	7.5%	7.0%	7.5%	8.1%
ESL Percent Placed in Lower Level Pre-Collegiate (BSKL) ESL	1998	1999	2000	2001	2002	2003
Extended Opportunities Programs & Services	24.2%	24.0%	19.8%	18.0%	17.2%	17.6%
Latino Services Network - Counseling	n/a	n/a	n/a	n/a	13.9%	11.4%
Learning Assistance Center	9.0%	8.6%	7.7%	7.3%	7.3%	5.5%
Writing Success Project	11.4%	8.7%	10.5%	6.2%	1.4%	3.7%
African American Achievement Program	0.0%	7.4%	0.0%	4.1%	0.0%	0.9%
DSPS - Services*	1.5%	1.1%	1.2%	1.0%	1.0%	0.8%
DSPS - Classes*	1.1%	1.1%	1.1%	1.3%	1.0%	0.6%
Puente Project	0.0%	1.9%	1.6%	1.6%	0.0%	0.0%
Homeless/At-Risk Students Program	n/a	n/a	n/a	2.3%	1.8%	0.0%
OVERALL Percent in One or More Lower Level Pre-Collegiate (BKSL) Placement(s) in MATH, ENGL or ESL	1998	1999	2000	2001	2002	2003
Math Bridge	78.4%	69.7%	82.2%	71.1%	79.6%	77.8%
Latino Services Network - Counseling	n/a	n/a	n/a	n/a	69.6%	70.8%
African American Achievement Program	65.6%	75.9%	73.2%	55.1%	56.7%	62.7%
Writing Success Project	59.6%	61.7%	69.5%	63.8%	61.6%	59.3%
Extended Opportunities Programs & Services	59.6%	61.2%	57.1%	53.2%	56.8%	58.1%
Puente Project	56.4%	61.5%	67.2%	43.6%	46.9%	51.8%
Homeless/At-Risk Students Program	n/a	n/a	n/a	34.9%	39.3%	48.0%

**Number of Students Participating in Retention/Success Programs by Ethnicity
Fall 1998 – Fall 2003**

Program		FALL TERMS					
		1998	1999	2000	2001	2002	2003
African American / Non Hispanic	Learning Assistance Center	426	472	492	783	783	635
	DSPS - Services	300	268	328	299	373	363
	DSPS - Classes	248	250	236	285	336	309
	Extended Opportunities Programs & Services	153	144	135	142	161	162
	African American Achievement Program	96	6	76	39	62	74
	Writing Success Project	19	23	25	31	35	37
	Homeless / At-Risk Students Program	n/a	n/a	n/a	15	10	34
	Math Bridge	11	10	14	9	8	15
	Latino Services Network - Counseling	n/a	n/a	n/a	n/a	2	6
	Puente Project	1	0	0	1	6	0
Asian / Pacific Islander	Learning Assistance Center	2,079	2,084	2,265	3,413	3,520	2,860
	Extended Opportunities Programs & Services	765	688	708	805	880	803
	DSPS - Services	292	238	325	299	351	341
	DSPS - Classes	233	257	298	321	305	289
	Writing Success Project	123	107	95	91	86	82
	Latino Services Network - Counseling	n/a	n/a	n/a	n/a	3	9
	African American Achievement Program	20	20	7	4	13	9
	Math Bridge	0	1	0	2	5	1
	Homeless / At-Risk Students Program	n/a	n/a	n/a	1	5	1
Puente Project	3	3	7	6	4	0	
Filipino	Learning Assistance Center	344	396	474	726	788	572
	DSPS - Services	79	68	86	71	71	76
	DSPS - Classes	60	55	60	79	60	55
	Extended Opportunities Programs & Services	22	23	31	41	40	30
	Writing Success Project	10	12	14	13	20	7
	Math Bridge	5	1	6	5	2	4
	Puente Project	4	3	2	4	0	4
	African American Achievement Program	4	5	7	3	3	3
	Latino Services Network - Counseling	n/a	n/a	n/a	n/a	1	3
	Homeless / At-Risk Students Program	n/a	n/a	n/a	1	0	0
Hispanic / Latino	Learning Assistance Center	745	843	912	1,459	1,530	1,058
	DSPS - Services	231	184	257	235	260	270
	Latino Services Network - Counseling	n/a	n/a	n/a	n/a	72	191
	DSPS - Classes	169	150	169	203	220	178
	Extended Opportunities Programs & Services	147	100	118	137	141	123
	Writing Success Project	45	30	43	43	47	48
	Puente Project	42	41	46	42	37	43
	Math Bridge	11	14	22	15	29	19
	African American Achievement Program	13	11	12	1	10	10
	Homeless / At-Risk Students Program	n/a	n/a	n/a	1	11	10
White Non Hispanic	Learning Assistance Center	1,128	1,093	972	1,601	1,739	1,282
	DSPS - Services	729	564	672	613	617	617
	DSPS - Classes	599	498	492	563	518	487
	Extended Opportunities Programs & Services	201	160	113	130	114	93
	Homeless / At-Risk Students Program	n/a	n/a	n/a	19	23	24
	Writing Success Project	19	17	15	21	23	11
	African American Achievement Program	11	10	7	2	4	8
	Math Bridge	5	5	1	5	3	6
	Latino Services Network - Counseling	n/a	n/a	n/a	n/a	1	5
	Puente Project	2	1	3	6	1	3

Source: Office of Research, Planning & Grants, 4/22/04

**Percent Students Participating in Retention/Success Programs by Ethnicity
Fall 1998 – Fall 2003**

Program		FALL TERMS					
		1998	1999	2000	2001	2002	2003
African American / Non Hispanic	African American Achievement Program	63.6%	11.1%	67.9%	79.6%	63.9%	67.3%
	Homeless / At-Risk Students Program	n/a	n/a	n/a	34.9%	17.9%	45.3%
	Math Bridge	29.7%	30.3%	31.1%	23.7%	16.3%	33.3%
	DSPS - Classes	17.2%	19.1%	17.4%	18.5%	21.4%	21.3%
	DSPS - Services	16.8%	18.7%	18.3%	18.7%	20.5%	20.0%
	Writing Success Project	8.6%	11.7%	12.5%	14.8%	16.0%	19.6%
	Extended Opportunities Programs & Services	11.6%	12.7%	12.0%	11.0%	11.6%	13.0%
	Learning Assistance Center	8.3%	8.8%	8.9%	9.2%	8.7%	9.2%
	Latino Services Network - Counseling	n/a	n/a	n/a	n/a	2.5%	2.7%
	Puente Project	1.8%	0.0%	0.0%	1.6%	12.2%	0.0%
Asian / Pacific Islander	Extended Opportunities Programs & Services	57.7%	60.5%	62.7%	62.3%	63.5%	64.4%
	Writing Success Project	55.9%	54.6%	47.5%	43.3%	39.3%	43.4%
	Learning Assistance Center	40.6%	38.8%	40.9%	40.2%	39.3%	41.4%
	DSPS - Classes	16.2%	19.6%	22.0%	20.8%	19.4%	19.9%
	DSPS - Services	16.3%	16.6%	18.2%	18.7%	19.3%	18.8%
	African American Achievement Program	13.3%	37.0%	6.3%	8.2%	13.4%	8.2%
	Latino Services Network - Counseling	n/a	n/a	n/a	n/a	3.8%	4.1%
	Math Bridge	0.0%	3.0%	0.0%	5.3%	10.2%	2.2%
	Homeless / At-Risk Students Program	n/a	n/a	n/a	2.3%	8.9%	1.3%
	Puente Project	5.5%	5.8%	11.5%	9.7%	8.2%	0.0%
Filipino	Math Bridge	13.5%	3.0%	13.3%	13.2%	4.1%	8.9%
	Learning Assistance Center	6.7%	7.4%	8.6%	8.5%	8.8%	8.3%
	Puente Project	7.3%	5.8%	3.3%	6.5%	0.0%	7.1%
	DSPS - Services	4.4%	4.7%	4.8%	4.4%	3.9%	4.2%
	DSPS - Classes	4.2%	4.2%	4.4%	5.1%	3.8%	3.8%
	Writing Success Project	4.6%	6.1%	7.0%	6.2%	9.1%	3.7%
	African American Achievement Program	2.7%	9.3%	6.3%	6.1%	3.1%	2.7%
	Extended Opportunities Programs & Services	1.7%	2.0%	2.8%	3.2%	2.9%	2.4%
	Latino Services Network - Counseling	n/a	n/a	n/a	n/a	1.3%	1.4%
	Homeless / At-Risk Students Program	n/a	n/a	n/a	2.3%	0.0%	0.0%
Hispanic / Latino	Latino Services Network - Counseling	n/a	n/a	n/a	n/a	91.1%	87.2%
	Puente Project	76.4%	78.9%	75.4%	67.7%	75.5%	76.8%
	Math Bridge	29.7%	42.4%	48.9%	39.5%	59.2%	42.2%
	Writing Success Project	20.5%	15.3%	21.5%	20.5%	21.5%	25.4%
	Learning Assistance Center	14.5%	15.7%	16.5%	17.2%	17.1%	15.3%
	DSPS - Services	12.9%	12.8%	14.4%	14.7%	14.3%	14.9%
	Homeless / At-Risk Students Program	n/a	n/a	n/a	2.3%	19.6%	13.3%
	DSPS - Classes	11.7%	11.5%	12.5%	13.1%	14.0%	12.3%
	Extended Opportunities Programs & Services	11.1%	8.8%	10.5%	10.6%	10.2%	9.9%
	African American Achievement Program	8.6%	20.4%	10.7%	2.0%	10.3%	9.1%
White Non Hispanic	DSPS - Services	40.7%	39.3%	37.5%	38.3%	33.9%	34.0%
	DSPS - Classes	41.5%	38.0%	36.3%	36.4%	32.9%	33.5%
	Homeless / At-Risk Students Program	n/a	n/a	n/a	44.2%	41.1%	32.0%
	Learning Assistance Center	22.0%	20.3%	17.6%	18.8%	19.4%	18.6%
	Math Bridge	13.5%	15.2%	2.2%	13.2%	6.1%	13.3%
	Extended Opportunities Programs & Services	15.2%	14.1%	10.0%	10.1%	8.2%	7.5%
	African American Achievement Program	7.3%	18.5%	6.3%	4.1%	4.1%	7.3%
	Writing Success Project	8.6%	8.7%	7.5%	10.0%	10.5%	5.8%
	Puente Project	3.6%	1.9%	4.9%	9.7%	2.0%	5.4%
	Latino Services Network - Counseling	n/a	n/a	n/a	n/a	1.3%	2.3%

Source: Office of Research, Planning & Grants, 4/22/04

Table Detail – Student Performance in Retention/Success Programs

**Student Success within Subject by Retention Program
Fall 2003**

African American/Non-Hispanic

Subject & Course Level	Program	Number of Students	Average Success
ENGL Lower Pre-Collegiate	Latino Services Network - Counseling	3	100.0%
ENGL Lower Pre-Collegiate	Writing Success Project	105	68.6%
ENGL Lower Pre-Collegiate	Learning Assistance Center	1,172	55.0%
ENGL Lower Pre-Collegiate	DSPS - Services	184	52.3%
ENGL Lower Pre-Collegiate	Extended Opportunities Programs & Services	290	52.1%
ENGL Lower Pre-Collegiate	DSPS - Classes	127	49.2%
ENGL Lower Pre-Collegiate	Homeless/At-Risk Students Program	22	45.1%
ENGL Lower Pre-Collegiate	African American Achievement Program	74	40.8%
ENGL Upper Pre-Collegiate	Homeless/At-Risk Students Program	14	67.9%
ENGL Upper Pre-Collegiate	Latino Services Network - Counseling	3	66.7%
ENGL Upper Pre-Collegiate	Writing Success Project	118	64.1%
ENGL Upper Pre-Collegiate	DSPS - Classes	125	60.2%
ENGL Upper Pre-Collegiate	African American Achievement Program	344	59.8%
ENGL Upper Pre-Collegiate	DSPS - Services	170	57.6%
ENGL Upper Pre-Collegiate	Learning Assistance Center	1,318	56.3%
ENGL Upper Pre-Collegiate	Extended Opportunities Programs & Services	294	51.2%
ENGL Upper Pre-Collegiate	Puente Project	7	40.5%
ESL All Pre-Collegiate	DSPS - Services	3	87.5%
ESL All Pre-Collegiate	Extended Opportunities Programs & Services	10	71.9%
ESL All Pre-Collegiate	Learning Assistance Center	104	70.5%
ESL All Pre-Collegiate	DSPS - Classes	7	70.5%
ESL All Pre-Collegiate	Writing Success Project	6	69.4%
Math Lower Pre-Collegiate	Math Bridge	64	78.1%
Math Lower Pre-Collegiate	African American Achievement Program	96	41.9%
Math Lower Pre-Collegiate	Homeless/At-Risk Students Program	14	35.7%
Math Lower Pre-Collegiate	Learning Assistance Center	1,017	29.8%
Math Lower Pre-Collegiate	Extended Opportunities Programs & Services	237	26.9%
Math Lower Pre-Collegiate	DSPS - Classes	113	23.7%
Math Lower Pre-Collegiate	DSPS - Services	162	21.3%
Math Upper Pre-Collegiate	Math Bridge	75	54.0%
Math Upper Pre-Collegiate	Latino Services Network - Counseling	3	41.7%
Math Upper Pre-Collegiate	DSPS - Classes	75	39.9%
Math Upper Pre-Collegiate	DSPS - Services	85	37.8%
Math Upper Pre-Collegiate	Learning Assistance Center	772	36.8%
Math Upper Pre-Collegiate	Homeless/At-Risk Students Program	10	36.7%
Math Upper Pre-Collegiate	African American Achievement Program	151	34.6%
Math Upper Pre-Collegiate	Extended Opportunities Programs & Services	166	30.3%

Note: Percentages where Number of Students is 50 or less should be considered less valid statistically.

Source: Office of Research, Planning & Grants, 4/23/04

**Student Success within Subject by Retention Program
Fall 2003**

American Indian/Alaskan Native

Subject & Course Level	Program	Number of Students	Average Success
ENGL Lower Pre-Collegiate	DSPS - Classes	3	100.0%
ENGL Lower Pre-Collegiate	Extended Opportunities Programs & Services	4	100.0%
ENGL Lower Pre-Collegiate	African American Achievement Program	4	75.0%
ENGL Lower Pre-Collegiate	DSPS - Services	7	61.9%
ENGL Lower Pre-Collegiate	Writing Success Project	5	60.0%
ENGL Lower Pre-Collegiate	Learning Assistance Center	35	51.4%
ENGL Lower Pre-Collegiate	Homeless/At-Risk Students Program	1	0.0%
ENGL Upper Pre-Collegiate	African American Achievement Program	2	100.0%
ENGL Upper Pre-Collegiate	Homeless/At-Risk Students Program	1	100.0%
ENGL Upper Pre-Collegiate	Puente Project	3	100.0%
ENGL Upper Pre-Collegiate	Writing Success Project	4	87.5%
ENGL Upper Pre-Collegiate	Extended Opportunities Programs & Services	6	61.1%
ENGL Upper Pre-Collegiate	Learning Assistance Center	64	56.6%
ENGL Upper Pre-Collegiate	DSPS - Classes	6	55.6%
ENGL Upper Pre-Collegiate	DSPS - Services	9	42.6%
ESL All Pre-Collegiate	Learning Assistance Center	1	100.0%
ESL All Pre-Collegiate	Extended Opportunities Programs & Services	2	50.0%
ESL All Pre-Collegiate	DSPS - Services	1	0.0%
Math Lower Pre-Collegiate	Math Bridge	6	83.3%
Math Lower Pre-Collegiate	DSPS - Classes	5	50.0%
Math Lower Pre-Collegiate	Learning Assistance Center	35	37.6%
Math Lower Pre-Collegiate	Extended Opportunities Programs & Services	5	30.0%
Math Lower Pre-Collegiate	DSPS - Services	6	25.0%
Math Lower Pre-Collegiate	African American Achievement Program	2	16.7%
Math Upper Pre-Collegiate	Extended Opportunities Programs & Services	2	75.0%
Math Upper Pre-Collegiate	Math Bridge	6	75.0%
Math Upper Pre-Collegiate	DSPS - Classes	5	50.0%
Math Upper Pre-Collegiate	Learning Assistance Center	76	45.5%
Math Upper Pre-Collegiate	DSPS - Services	8	29.2%

Note: Percentages where Number of Students is 50 or less should be considered less valid statistically.

Source: Office of Research, Planning & Grants, 4/23/04

**Student Success within Subject by Retention Program
Fall 2003**

Asian/Pacific Islander

Subject & Course Level	Program	Number of Students	Average Success
ENGL Lower Pre-Collegiate	Homeless/At-Risk Students Program	1	100.0%
ENGL Lower Pre-Collegiate	Writing Success Project	149	76.4%
ENGL Lower Pre-Collegiate	Latino Services Network - Counseling	5	75.0%
ENGL Lower Pre-Collegiate	Extended Opportunities Programs & Services	403	74.6%
ENGL Lower Pre-Collegiate	Learning Assistance Center	2,114	70.2%
ENGL Lower Pre-Collegiate	African American Achievement Program	27	61.7%
ENGL Lower Pre-Collegiate	DSPS - Classes	104	59.7%
ENGL Lower Pre-Collegiate	DSPS - Services	125	59.6%
ENGL Upper Pre-Collegiate	Latino Services Network - Counseling	4	100.0%
ENGL Upper Pre-Collegiate	Homeless/At-Risk Students Program	3	77.8%
ENGL Upper Pre-Collegiate	Extended Opportunities Programs & Services	994	74.3%
ENGL Upper Pre-Collegiate	Writing Success Project	425	71.1%
ENGL Upper Pre-Collegiate	Learning Assistance Center	4,707	70.4%
ENGL Upper Pre-Collegiate	African American Achievement Program	69	61.1%
ENGL Upper Pre-Collegiate	DSPS - Classes	126	59.0%
ENGL Upper Pre-Collegiate	Puente Project	21	56.3%
ENGL Upper Pre-Collegiate	DSPS - Services	132	53.6%
ESL All Pre-Collegiate	Latino Services Network - Counseling	2	100.0%
ESL All Pre-Collegiate	Puente Project	1	100.0%
ESL All Pre-Collegiate	Extended Opportunities Programs & Services	1,797	77.8%
ESL All Pre-Collegiate	Writing Success Project	301	77.7%
ESL All Pre-Collegiate	Learning Assistance Center	7,042	76.1%
ESL All Pre-Collegiate	African American Achievement Program	6	75.0%
ESL All Pre-Collegiate	DSPS - Classes	190	68.2%
ESL All Pre-Collegiate	Homeless/At-Risk Students Program	2	67.9%
ESL All Pre-Collegiate	DSPS - Services	149	63.4%
Math Lower Pre-Collegiate	Math Bridge	9	100.0%
Math Lower Pre-Collegiate	Extended Opportunities Programs & Services	200	64.2%
Math Lower Pre-Collegiate	Learning Assistance Center	995	54.1%
Math Lower Pre-Collegiate	Latino Services Network - Counseling	1	50.0%
Math Lower Pre-Collegiate	DSPS - Classes	56	37.8%
Math Lower Pre-Collegiate	DSPS - Services	74	35.8%
Math Lower Pre-Collegiate	African American Achievement Program	7	32.1%
Math Lower Pre-Collegiate	Homeless/At-Risk Students Program	1	0.0%
Math Upper Pre-Collegiate	Extended Opportunities Programs & Services	653	69.9%
Math Upper Pre-Collegiate	Learning Assistance Center	2,911	65.4%
Math Upper Pre-Collegiate	Math Bridge	11	59.8%
Math Upper Pre-Collegiate	DSPS - Classes	96	58.8%
Math Upper Pre-Collegiate	DSPS - Services	103	53.0%
Math Upper Pre-Collegiate	Homeless/At-Risk Students Program	3	50.0%
Math Upper Pre-Collegiate	African American Achievement Program	29	36.3%
Math Upper Pre-Collegiate	Latino Services Network - Counseling	2	0.0%

Note: Percentages where Number of Students is 50 or less should be considered less valid statistically.

Source: Office of Research, Planning & Grants, 4/23/04

Student Success within Subject by Retention Program
Fall 2003
Filipino

Subject & Course Level	Program	Number of Students	Average Success
ENGL Lower Pre-Collegiate	Latino Services Network - Counseling	3	100.0%
ENGL Lower Pre-Collegiate	Writing Success Project	37	82.9%
ENGL Lower Pre-Collegiate	Extended Opportunities Programs & Services	37	67.6%
ENGL Lower Pre-Collegiate	Learning Assistance Center	774	65.9%
ENGL Lower Pre-Collegiate	DSPS - Services	40	52.5%
ENGL Lower Pre-Collegiate	DSPS - Classes	25	50.0%
ENGL Lower Pre-Collegiate	African American Achievement Program	15	45.6%
ENGL Lower Pre-Collegiate	Puente Project	1	0.0%
ENGL Upper Pre-Collegiate	Latino Services Network - Counseling	1	100.0%
ENGL Upper Pre-Collegiate	Puente Project	17	76.5%
ENGL Upper Pre-Collegiate	Writing Success Project	55	70.2%
ENGL Upper Pre-Collegiate	Learning Assistance Center	1,313	62.1%
ENGL Upper Pre-Collegiate	Extended Opportunities Programs & Services	57	58.7%
ENGL Upper Pre-Collegiate	African American Achievement Program	27	58.6%
ENGL Upper Pre-Collegiate	DSPS - Classes	31	58.3%
ENGL Upper Pre-Collegiate	DSPS - Services	36	50.9%
ESL All Pre-Collegiate	Writing Success Project	6	83.3%
ESL All Pre-Collegiate	Extended Opportunities Programs & Services	24	78.3%
ESL All Pre-Collegiate	Learning Assistance Center	524	70.9%
ESL All Pre-Collegiate	African American Achievement Program	3	66.7%
ESL All Pre-Collegiate	DSPS - Classes	6	50.0%
ESL All Pre-Collegiate	DSPS - Services	14	44.0%
Math Lower Pre-Collegiate	Math Bridge	23	87.0%
Math Lower Pre-Collegiate	Extended Opportunities Programs & Services	28	48.2%
Math Lower Pre-Collegiate	Learning Assistance Center	750	42.4%
Math Lower Pre-Collegiate	African American Achievement Program	7	33.3%
Math Lower Pre-Collegiate	DSPS - Services	26	23.7%
Math Lower Pre-Collegiate	DSPS - Classes	13	23.1%
Math Lower Pre-Collegiate	Latino Services Network - Counseling	1	0.0%
Math Upper Pre-Collegiate	Math Bridge	26	69.0%
Math Upper Pre-Collegiate	DSPS - Classes	23	65.2%
Math Upper Pre-Collegiate	Learning Assistance Center	1,026	54.8%
Math Upper Pre-Collegiate	DSPS - Services	21	52.7%
Math Upper Pre-Collegiate	Latino Services Network - Counseling	2	50.0%
Math Upper Pre-Collegiate	Extended Opportunities Programs & Services	48	44.1%
Math Upper Pre-Collegiate	African American Achievement Program	21	38.9%
Math Upper Pre-Collegiate	Homeless/At-Risk Students Program	1	0.0%

Note: Percentages where Number of Students is 50 or less should be considered less valid statistically.

Source: Office of Research, Planning & Grants, 4/23/04

**Student Success within Subject by Retention Program
Fall 2003**

Hispanic/Latino

Subject & Course Level	Program	Number of Students	Average Success
ENGL Lower Pre-Collegiate	Homeless/At-Risk Students Program	5	80.0%
ENGL Lower Pre-Collegiate	Latino Services Network - Counseling	55	69.7%
ENGL Lower Pre-Collegiate	Writing Success Project	123	67.9%
ENGL Lower Pre-Collegiate	Extended Opportunities Programs & Services	124	63.7%
ENGL Lower Pre-Collegiate	Learning Assistance Center	1,373	59.6%
ENGL Lower Pre-Collegiate	Puente Project	2	50.0%
ENGL Lower Pre-Collegiate	DSPS - Services	138	49.8%
ENGL Lower Pre-Collegiate	DSPS - Classes	97	48.9%
ENGL Lower Pre-Collegiate	African American Achievement Program	28	48.8%
ENGL Upper Pre-Collegiate	Puente Project	225	75.3%
ENGL Upper Pre-Collegiate	Latino Services Network - Counseling	85	71.2%
ENGL Upper Pre-Collegiate	Writing Success Project	189	66.3%
ENGL Upper Pre-Collegiate	DSPS - Classes	124	62.4%
ENGL Upper Pre-Collegiate	Learning Assistance Center	2,239	60.8%
ENGL Upper Pre-Collegiate	Extended Opportunities Programs & Services	246	60.0%
ENGL Upper Pre-Collegiate	DSPS - Services	161	57.2%
ENGL Upper Pre-Collegiate	African American Achievement Program	54	50.9%
ENGL Upper Pre-Collegiate	Homeless/At-Risk Students Program	4	50.0%
ESL All Pre-Collegiate	Latino Services Network - Counseling	71	77.8%
ESL All Pre-Collegiate	Homeless/At-Risk Students Program	7	67.9%
ESL All Pre-Collegiate	Writing Success Project	57	66.8%
ESL All Pre-Collegiate	DSPS - Classes	70	66.1%
ESL All Pre-Collegiate	Learning Assistance Center	1,519	65.6%
ESL All Pre-Collegiate	Extended Opportunities Programs & Services	126	64.9%
ESL All Pre-Collegiate	DSPS - Services	78	61.1%
ESL All Pre-Collegiate	Puente Project	6	50.0%
Math Lower Pre-Collegiate	Math Bridge	109	91.3%
Math Lower Pre-Collegiate	Latino Services Network - Counseling	54	56.5%
Math Lower Pre-Collegiate	African American Achievement Program	16	43.9%
Math Lower Pre-Collegiate	Extended Opportunities Programs & Services	167	41.4%
Math Lower Pre-Collegiate	Homeless/At-Risk Students Program	8	40.6%
Math Lower Pre-Collegiate	Learning Assistance Center	1,687	39.0%
Math Lower Pre-Collegiate	DSPS - Services	114	36.5%
Math Lower Pre-Collegiate	DSPS - Classes	91	33.4%
Math Upper Pre-Collegiate	Math Bridge	126	68.1%
Math Upper Pre-Collegiate	Latino Services Network - Counseling	73	52.9%
Math Upper Pre-Collegiate	Learning Assistance Center	1,743	50.0%
Math Upper Pre-Collegiate	DSPS - Services	106	47.3%
Math Upper Pre-Collegiate	Extended Opportunities Programs & Services	222	46.3%
Math Upper Pre-Collegiate	DSPS - Classes	96	45.8%
Math Upper Pre-Collegiate	African American Achievement Program	29	40.6%
Math Upper Pre-Collegiate	Homeless/At-Risk Students Program	11	23.8%

Note: Percentages where Number of Students is 50 or less should be considered less valid statistically.

Source: Office of Research, Planning & Grants, 4/23/04

**Student Success within Subject by Retention Program
Fall 2003**

White Non-Hispanic

Subject & Course Level	Program	Number of Students	Average Success
ENGL Lower Pre-Collegiate	Extended Opportunities Programs & Services	45	80.4%
ENGL Lower Pre-Collegiate	Writing Success Project	31	77.7%
ENGL Lower Pre-Collegiate	Learning Assistance Center	491	66.7%
ENGL Lower Pre-Collegiate	DSPS - Classes	73	62.9%
ENGL Lower Pre-Collegiate	DSPS - Services	119	57.7%
ENGL Lower Pre-Collegiate	African American Achievement Program	11	53.0%
ENGL Lower Pre-Collegiate	Homeless/At-Risk Students Program	6	50.0%
ENGL Upper Pre-Collegiate	Latino Services Network - Counseling	1	100.0%
ENGL Upper Pre-Collegiate	Writing Success Project	71	76.7%
ENGL Upper Pre-Collegiate	Extended Opportunities Programs & Services	181	75.3%
ENGL Upper Pre-Collegiate	DSPS - Classes	137	75.2%
ENGL Upper Pre-Collegiate	Learning Assistance Center	1,868	73.8%
ENGL Upper Pre-Collegiate	DSPS - Services	196	73.8%
ENGL Upper Pre-Collegiate	African American Achievement Program	37	71.6%
ENGL Upper Pre-Collegiate	Puente Project	15	66.7%
ENGL Upper Pre-Collegiate	Homeless/At-Risk Students Program	8	62.5%
ESL All Pre-Collegiate	Latino Services Network - Counseling	1	100.0%
ESL All Pre-Collegiate	Writing Success Project	12	93.1%
ESL All Pre-Collegiate	Extended Opportunities Programs & Services	218	84.0%
ESL All Pre-Collegiate	DSPS - Services	23	81.5%
ESL All Pre-Collegiate	Learning Assistance Center	904	77.0%
ESL All Pre-Collegiate	DSPS - Classes	31	70.7%
ESL All Pre-Collegiate	Puente Project	1	0.0%
Math Lower Pre-Collegiate	Latino Services Network - Counseling	1	100.0%
Math Lower Pre-Collegiate	Math Bridge	23	78.3%
Math Lower Pre-Collegiate	Extended Opportunities Programs & Services	78	58.7%
Math Lower Pre-Collegiate	Learning Assistance Center	862	58.1%
Math Lower Pre-Collegiate	Homeless/At-Risk Students Program	7	57.1%
Math Lower Pre-Collegiate	African American Achievement Program	10	53.3%
Math Lower Pre-Collegiate	DSPS - Classes	95	52.8%
Math Lower Pre-Collegiate	DSPS - Services	146	50.5%
Math Upper Pre-Collegiate	Math Bridge	26	66.9%
Math Upper Pre-Collegiate	Learning Assistance Center	1,896	65.0%
Math Upper Pre-Collegiate	DSPS - Classes	146	64.5%
Math Upper Pre-Collegiate	Extended Opportunities Programs & Services	145	60.5%
Math Upper Pre-Collegiate	DSPS - Services	213	60.0%
Math Upper Pre-Collegiate	African American Achievement Program	13	45.5%
Math Upper Pre-Collegiate	Homeless/At-Risk Students Program	13	41.0%

Note: Percentages where Number of Students is 50 or less should be considered less valid statistically

Source: Office of Research, Planning & Grants, 4/23/04