



**ANTELOPE VALLEY COLLEGE**

# **STUDENT EQUITY PLAN**



**June 6, 2005**





**ANTELOPE VALLEY COLLEGE**

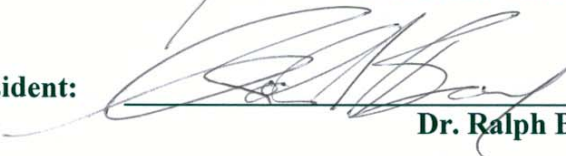
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June 6, 2005  
Date

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District: Antelope Valley Community College College: Antelope Valley

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# **EXECUTIVE SUMMARY**

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## EXECUTIVE SUMMARY

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### EXECUTIVE SUMMARY

In Fall 2004, Antelope Valley College established a campus-wide Student Equity Plan Committee comprised of administrators, faculty, staff, and students. The Committee reviewed numerous existing documents in developing the plan:

- 2002 Noel-Levitz Student Satisfaction Inventory
- Greater Antelope Valley Economic Alliance Reports (GAVEA)
- 2004 Accreditation Self-Study and Recommendations
- Student Services Program Review
- MIS Data Reported to the Chancellor's Office

Moreover, a consultant was hired to compile data regarding access, course completion, ESL and basic skills, degree and certificate completion rates, and transfer rates for all groups.

The specific charge of the committee was to examine issues related to access and success. With respect to access, the committee looked at the college's population in comparison to the community at large to examine how well the college reflects the community it serves. With respect to success, the committee examined retention (course drop-out rates), success rates (completion of the course with a grade of A, B, C, or Credit), ESL and basic skills course completion rates, degree and certificate completion rates, and transfer rates for all groups.

### Overview and Significant Findings:

This committee, and others like it, requires the assistance of a full-time college research analyst to provide data and guidance in locating relevant information so that on-going research can continue and data-driven decision-making can be institutionalized. The importance of having critical data for planning and decision-making and serious on-going discussions about the implications of the data cannot be overstated. Analysis of the data drawn for this study should be shared with appropriate venues (i.e., Academic Senate, Strategic Planning and Budget Committee, Arts and Letters Division, Math/Science Division, Matriculation Committee, Student Success Committee, Administrative Council, Associated Student Organization, EEO Committee), in order to continue the intentional dialogue initiated by the Student Equity Plan.

### Access:

The underrepresented groups represent almost 50% of the Antelope Valley's overall population, and this percentage is mirrored in the make-up of the college population (50%).

- The college is attracting a higher percentage of African American students than appear in the general population and almost even numbers of Hispanic students compared to the general population.
- AVC's programs that target special populations (EOPS, STAR, CalWORKs) are especially effective in serving underrepresented groups, particularly African American students. These

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## EXECUTIVE SUMMARY

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programs orient students to campus life, help students define education goals, insure continuous advisement, monitor academic progress, and in general serve as a safety net for students.

- Access to financial aid, a key factor in access for all groups of students, has significantly increased over the past five years. Financial Aid services are provided equitably to students in all groups.
- AVC has a steady enrollment by gender (61% female and 37% male).
- With respect to age, the college is enrolling a higher percentage of younger (20-24) students than other age groups. It appears that continuous outreach efforts to the local feeder schools and at community events is yielding results.

### **Retention and Success Rates:**

- Retention rates for all classes over the five-year period studied are very high (87.63%).
- Success rates over the five-year period in all credit classes remain relatively strong (69.65%).
- AVC overall retains older students (30-34, 40-49, 50+) at a higher rate than their younger counterparts. Of all age groups, those 18 years or younger (usually concurrently enrolled high school students) have the highest retention rates; those 50 years or more have the highest success rates, and those 20-24 have the lowest retention and success rates.
- Students who attend shorter sessions (intersession, summer) have higher retention and higher success rates than those who attend the full-term semesters. One factor may be that students take a significantly lighter load in the shorter sessions and are able to concentrate their energies.

### **ESL and Basic Skills Completion:**

- ESL classes have a high retention rate (91.5%) and a relatively strong success rate (71.1%) over the five-year period. Moreover, evidence based on a relatively small sample suggests that ESL students who complete their language acquisition skills and move into college level English (English 101) are successful.
- Success rates in classes at the basic skills level (both Math and English) are disappointing and raise concern for a renewed look at basic skills courses and their impact on all groups, especially underrepresented groups.
- Tutoring and other Learning Center support services are meeting the needs of underrepresented students, and the committee supports expanding these services.

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## EXECUTIVE SUMMARY

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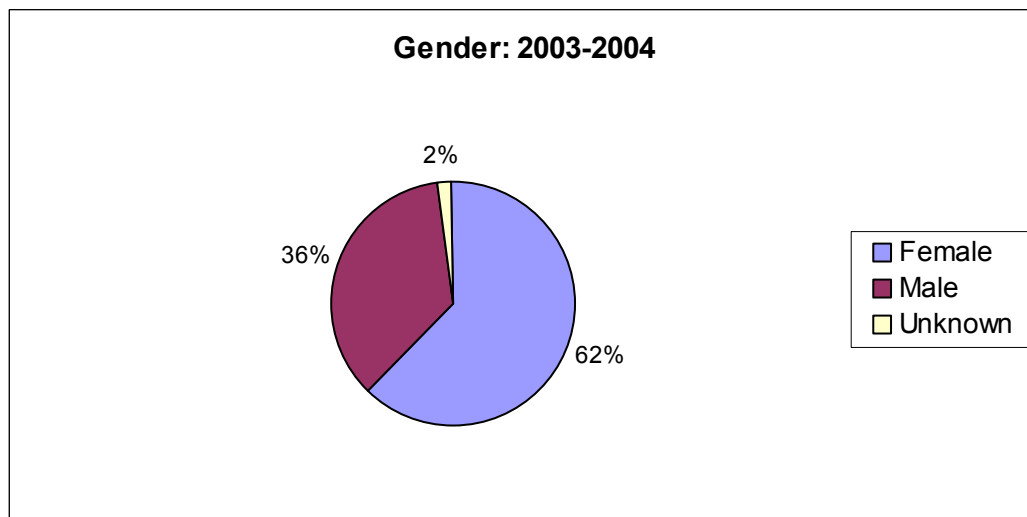
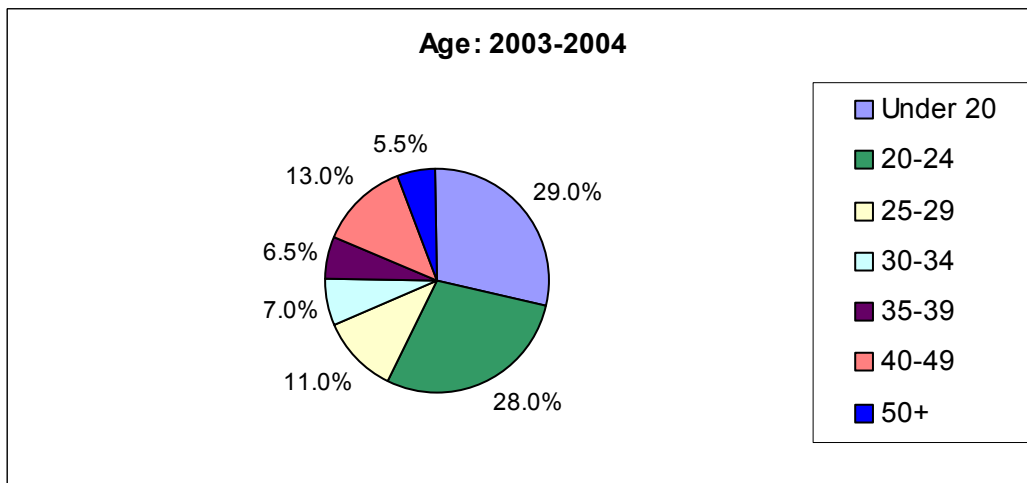
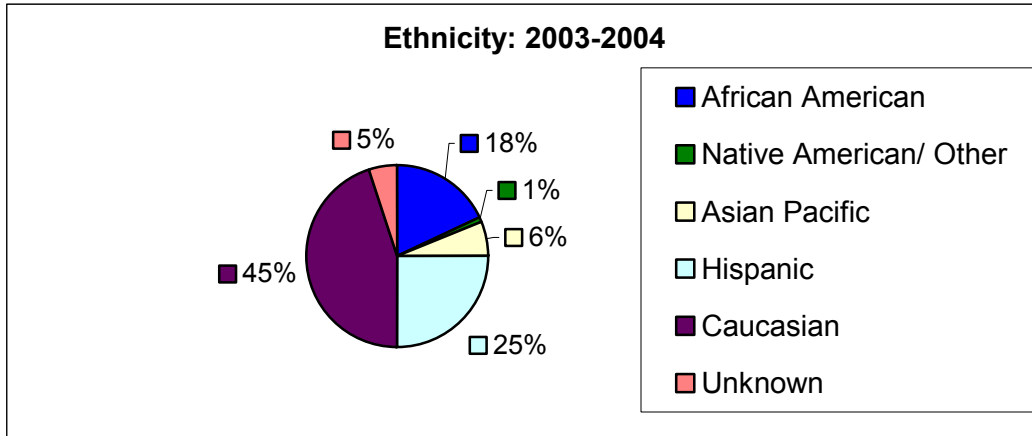
### **Transfer, Graduation, Certificate Completion Rates:**

It is difficult to determine exactly how well the college is preparing students for transfer because some students do the requisite preparation for transfer without getting an A.A. or A.S. degree. They have satisfied their educational goal of transfer preparation and quickly move on. The same is true for students who are working toward completion of certificates in high demand areas. They gain sufficient employment skills for entry into the work force and leave before they complete their certificates. Without additional kinds of research, the data may not totally capture how well the college is performing in these areas.

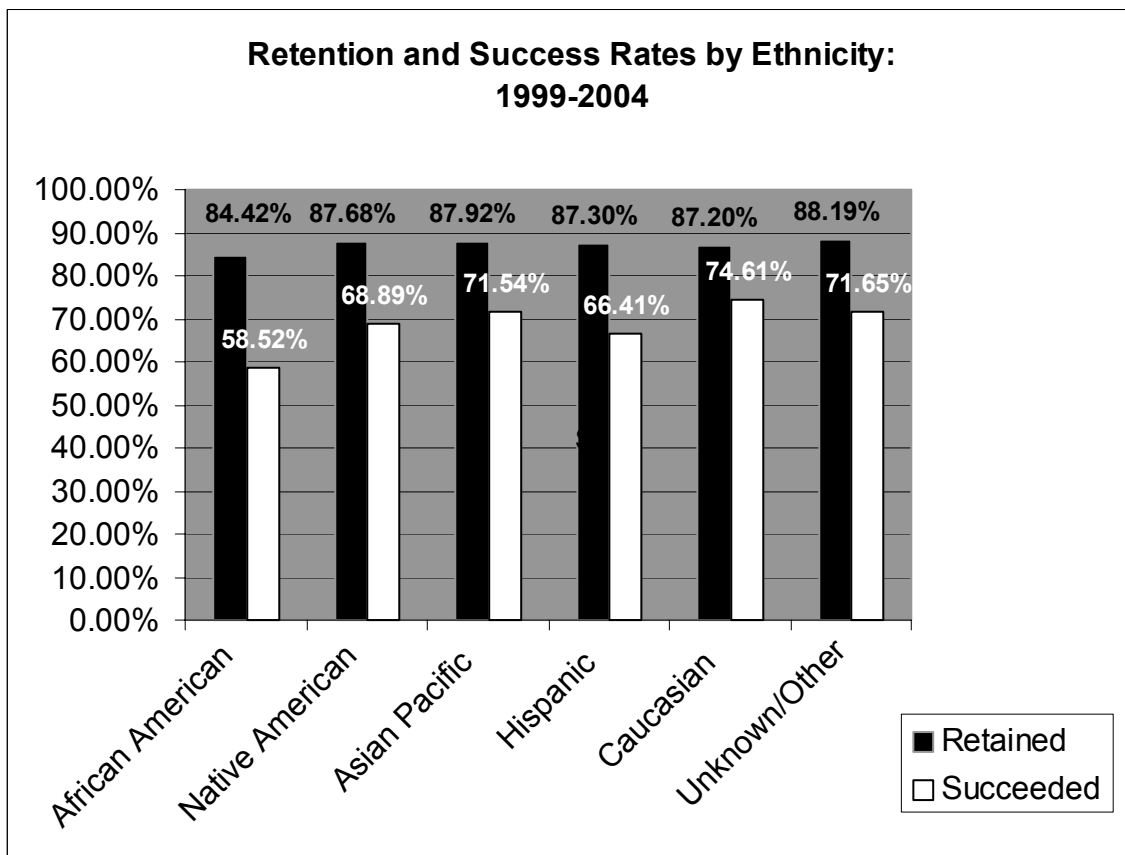
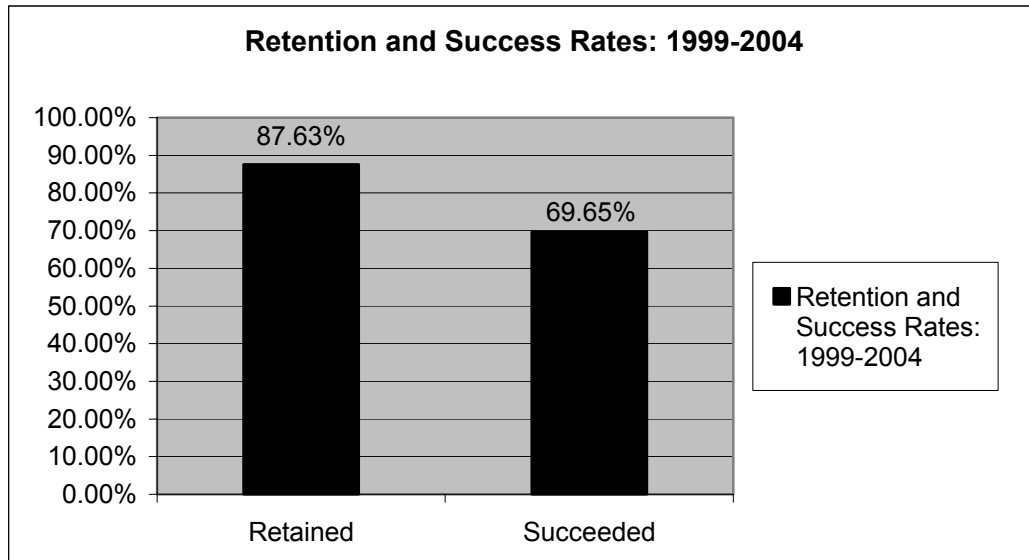
- Thirty-three percent of all AVC students transferred during the five-year period, with African-Americans having the highest transfer rate of any group (35.3%).
- AVC has continued to graduate more students with certificates and degrees each year over the five-year period surveyed, with Hispanic students having the highest percentage of change in completers from 1999-2000 (14.7%) to 2003-2004 (21.9%).

**EXECUTIVE SUMMARY**

**AVC ACCESS**



**EXECUTIVE SUMMARY**



District: Antelope Valley College: Antelope Valley

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# **CAMPUS-BASED RESEARCH**

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**CAMPUS BASED RESEARCH**

**A. Access**

The Chancellor’s Office defines access as “the percentage of each population that is enrolled compared to that group’s representation in the adult population within the community served.”

The groups are identified as African American, Native American/Other (Native Indian/Alaskan Native, Other Non-White), Asian Pacific (Asian, Filipino, Pacific Islander), Hispanic, Caucasian (White Non-Hispanic), and Unknown.

**ETHNICITY**

Ethnicity	1999-2000		2000-2001		2001-2002	
	AVC	Community	AVC	Community	AVC	Community
African-American	16%	8%	16%	11%	17%	11%
Native American/Other	1%	N/A	1%	N/A	1%	4%
Asian Pacific	6%	N/A	6%	N/A	6%	3%
Hispanic	21%	17%	22%	26%	23%	27%
Caucasian	51%	71%	50%	56%	48%	55%
Unknown	4%	5%	5%	7%	5%	0%

Ethnicity	2002-2003		2003-2004	
	AVC	Community	AVC	Community
African-American	17%	12%	18%	12%
Native American/Other	1%	N/A	1%	N/A
Asian Pacific	6%	N/A	6%	N/A
Hispanic	23%	28%	25%	28%
Caucasian	48%	52%	45%	52%
Unknown	5%	8%	5%	8%

\*Source: AVC data is from the Chancellor’s Web Site; the Community data is from the GAVEA (Greater Antelope Valley Economic Alliance Reports)



**CAMPUS BASED RESEARCH**

**Summary of Research Findings**

AVC has had great success in attracting minority students. In fact, the number of African-American students significantly surpasses the percentage of African-Americans in the general Antelope Valley community. There is no comparable data from the greater AV community for the Asian Pacific population, but 6% of AVC students are Asian Pacific – a number that has held steady for years. One area in which we continue to make strides is in meeting the needs of our Hispanic population. Since 1999, we have increased the number of Hispanic students each year, which indicates that our efforts in attracting the Hispanic population are working, but more needs to be done. The change in the Antelope Valley demographics could account for the decrease in the percentage of Caucasians who are attending AVC.

Our outreach efforts come in many forms. AVC has increased the number of outreach activities and, therefore, expanded our presence at community and feeder school activities, which have a greater ethnic population. Another outreach activity has been the implementation of the Title V Grant that has allowed us to expand our student support services hours to assist more students, and to increase technology in the classrooms for students, specifically the Math Lab and the ESL Lab. AVC has also partnered with the community and has created a Latino Advisory Board with key leaders of the Hispanic community.

One area of note is the number of students who do not choose to declare an ethnicity. We are working on addressing this issue.

The ethnic breakdown of COMPASS placement test findings of the 2,618 students who took the test expecting to attend AVC in Fall 2004 is:

FALL 2004  
STUDENT WHO TOOK COMPASS BY ETHNICITY

Ethnicity	Percentage
African-American	22
Native American/Other	5
Asian Pacific	5
Hispanic	27
Caucasian	37
Unknown	4

**CAMPUS BASED RESEARCH**

**GENDER**

Gender	1999-2000		2000-2001		2001-2002	
	AVC	Community	AVC	Community	AVC	Community
Female	61%	50%	61%	49%	60%	49%
Male	38%	50%	38%	51%	39%	51%

Gender	2002-2003		2003-2004	
	AVC	Community	AVC	Community
Female	61%	50%	62%	50%
Male	38%	50%	36%	50%

**Summary of Research Findings**

AVC serves more female students than male students, which is typical of the California Community College system.

\*Source: AVC data is from the Chancellor’s Web Site; the Community data is from the GAVEA (Greater Antelope Valley Economic Alliance Reports)

**CAMPUS BASED RESEARCH**

**PERSONS WITH DISABILITIES**

	1999-2000		2000-2001		2001-2002	
	AVC	Community	AVC	Community	AVC	Community
Persons with Disabilities	665	No Data Available	716	No Data Available	763	No Data Available

	2002-2003		2003-2004	
	AVC	Community	AVC	Community
Persons with Disabilities	915	Data Not Available	893	Data Not Available

**Summary of Research Findings**

Although there is no comparable data on the number of persons with disabilities in the Antelope Valley community, AVC has served students with disabilities consistently over time.

This chart reflects the actual number of students served yearly by DSS.

\*Source: data is from the Disabled Student Services Office.

**CAMPUS BASED RESEARCH**

**AGE**

Age	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
	AVC	AVC	AVC	AVC	AVC
Under 20	34%	33%	33%	33%	29%
20-24	21%	22%	23%	23%	28%
25-29	9%	9%	9%	9%	11%
30-34	7%	7%	7%	7%	7%
35-39	9%	9%	8%	7%	6.5%
40-49	14%	14%	14%	14%	13%
50+	6%	6%	6%	6%	5.5%

**Summary of Research Findings**

Over time, AVC has consistently served the same percentage of students by age group. Over 50% of our students are under the age of 24. The numbers reflect our effort in attracting students directly out of high school or young adults. There is no comparable data by age group for the greater AV community; the aggregate age of the community is between 31 years (in North Los Angeles County) to 34.5 (East Kern County).

\*Source: AVC data is from the Chancellor’s Web Site; the Community data is from the GAVEA (Greater Antelope Valley Economic Alliance Reports)

**CAMPUS BASED RESEARCH****EOPS 1999-2004****EOPS by Ethnicity 1999-2004**

	African American	%	Native American	%	Asian	%	Hispanic	%	Caucasian	%	Other Unknown	%	Total
1999-2000	314	44.16%	11	1.55%	16	2.25%	125	17.58%	214	30.1%	31	4.36%	711
2000-2001	446	45.70%	15	1.54%	20	2.05%	187	19.16%	259	26.5%	49	5.02%	976
2001-2002	490	46.45%	14	1.33%	32	3.03%	198	18.77%	268	25.4%	53	5.02%	1,055
2002-2003	483	47.87%	13	1.29%	38	3.77%	186	18.43%	251	24.9%	38	3.77%	1,009
2003-2004	442	49.72%	8	0.90%	32	3.60%	180	20.25%	193	21.7%	34	3.82%	889
<b>Grand Total</b>	<b>2,175</b>	<b>46.87%</b>	<b>61</b>	<b>1.31%</b>	<b>138</b>	<b>2.97%</b>	<b>876</b>	<b>18.87%</b>	<b>1,185</b>	<b>25.53%</b>	<b>205</b>	<b>4.41%</b>	<b>4,640</b>

**EOPS by Gender 1999-2004**

	EOPS Female	%	EOPS Male	%	EOPS Unknown	%	Total EOPS	% of total Population
1999-2000	559	78.62%	151	21.24%	1	0.14%	711	4.06%
2000-2001	571	73.02%	209	26.73%	2	0.26%	782	4.30%
2001-2002	822	77.91%	228	21.61%	5	0.47%	1,055	5.35%
2002-2003	769	76.21%	231	22.89%	9	0.89%	1,009	4.92%
2003-2004	680	76.49%	203	22.83%	6	0.67%	889	4.84%
<b>Grand Total</b>	<b>3,401</b>	<b>76.49%</b>	<b>1,022</b>	<b>22.98%</b>	<b>23</b>	<b>0.51%</b>	<b>4,446</b>	<b>4.71%</b>

**EOPS by Age 1999-2004**

	1 < 18	%	18-19	%	20-24	%	25-29	%	30-34	%	35-39	%	40-49	%	50+	%	UN	%	Total
1999-2000	13	1.83%	94	13.22%	160	22.50%	128	18.00%	104	14.63%	101	14.21%	87	12.24%	24	3.38%	0	0.00%	711
2000-2001	13	1.33%	159	16.29%	224	22.95%	168	17.21%	106	10.86%	123	12.60%	147	15.06%	35	3.59%	1	0.10%	976
2001-2002	11	1.04%	133	12.61%	288	27.30%	197	18.67%	114	10.81%	122	11.56%	155	14.69%	35	3.32%	0	0.00%	1,055
2002-2003	21	2.08%	136	13.48%	246	24.38%	161	15.96%	126	12.49%	122	12.09%	157	15.56%	40	3.96%	0	0.00%	1,009
2003-2004	12	1.35%	146	16.42%	219	24.63%	150	16.87%	95	10.69%	101	11.36%	132	14.85%	34	3.82%	0	0.00%	889
<b>Grand Total</b>	<b>70</b>	<b>1.50%</b>	<b>668</b>	<b>14.39%</b>	<b>1,137</b>	<b>24.50%</b>	<b>804</b>	<b>17.32%</b>	<b>545</b>	<b>11.74%</b>	<b>569</b>	<b>12.26%</b>	<b>678</b>	<b>14.61%</b>	<b>168</b>	<b>3.62%</b>	<b>1</b>	<b>0</b>	<b>4,640</b>

\* Source data was obtained from the Chancellor's WebSite.

**CAMPUS BASED RESEARCH**

**S.T.A.R 2003-2004**

**S.T.A.R. by Ethnicity 2003-2004**

	African American	%	Native American	%	Asian	%	Hispanic	%	White	%	Other Unknown	%	Total
2003-2004	134	50%	2	0.7%	5	1.9%	49	18.3%	66	24.6%	12	4.5%	268
<b>Grand Totals</b>	<b>134</b>	<b>50%</b>	<b>2</b>	<b>0.7%</b>	<b>5</b>	<b>1.9%</b>	<b>49</b>	<b>18.3%</b>	<b>66</b>	<b>24.6%</b>	<b>12</b>	<b>4.5%</b>	<b>268</b>

**S.T.A.R by Gender 2003-2004**

	Female	%	Male	%	Unknown	%	Total
2003-2004	229	85.4%	39	14.6%	0	0	268
<b>Grand Totals</b>	<b>229</b>	<b>85.4%</b>	<b>39</b>	<b>14.6%</b>	<b>0</b>	<b>0</b>	<b>268</b>

**S.T.A.R by Age 2003-2004**

	1 < 18	%	18-19	%	20-24	%	25-29	%	30-34	%	35-39	%	40-49	%	50+	%	UN	%
2003-2004	0	0	0	0	70	26.1%	44	16.4%	42	15.7%	32	11.9%	57	21.3%	23	8.6%	0	
<b>Grand Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>70</b>	<b>26.1%</b>	<b>44</b>	<b>16.4%</b>	<b>42</b>	<b>15.7%</b>	<b>32</b>	<b>11.9%</b>	<b>57</b>	<b>21.3%</b>	<b>23</b>	<b>8.6%</b>	<b>0</b>	<b>0</b>

\*Source data is from the AVC S.T.A.R. office

**CAMPUS BASED RESEARCH****CalWORKs 2000-2004****CalWORKs by Ethnicity 1999-2004**

	African American	%	Native American	%	Asian	%	Hispanic	%	White	%	Other Unknown	%	Total
1999-2000	Data Not Available												
2000-2001	397	43.6%	7	0.8%	15	1.6%	194	21.3%	272	29.9%	26	2.9%	911
2001-2002	498	48.8%	12	1.2%	16	1.6%	197	19.3%	273	26.7%	25	2.4%	1,021
2002-2003	514	49.9%	13	1.3%	16	1.6%	199	19.3%	258	25.0%	30	2.9%	1,030
2003-2004	328	48.4%	7	1.0%	12	1.8%	138	20.4%	170	25.1%	23	3.4%	678
<b>Grand Totals</b>	<b>1,737</b>	<b>47.7%</b>	<b>39</b>	<b>1.1%</b>	<b>59</b>	<b>1.6%</b>	<b>728</b>	<b>20.0%</b>	<b>973</b>	<b>26.7%</b>	<b>104</b>	<b>2.9%</b>	<b>3,640</b>

**CalWORKs by Gender 1999-2004**

	CalWORKs Female	%	CalWORKs Male	%	CalWORKs Unknown	%	Total Cal-WORKS
1999-2000	Data Not Available						
2000-2001	808	88.7%	100	11.0%	3	0.3%	<b>911</b>
2001-2002	915	89.6%	98	9.6%	8	0.8%	<b>1,021</b>
2002-2003	911	88.4%	110	10.7%	9	0.9%	<b>1,030</b>
2003-2004	608	89.7%	64	9.4%	6	0.9%	<b>678</b>
<b>Grand Totals</b>	<b>3,242</b>	<b>89.1%</b>	<b>372</b>	<b>10.2%</b>	<b>26</b>	<b>0.7%</b>	<b>3,640</b>

**CalWORKs by Age – Data Not Available**

\*Source data is from the AVC/CalWORKs staff.

**CAMPUS BASED RESEARCH****FINANCIAL AID BY ETHNICITY 1999-2004**

Ethnicity	1999-2000			2000-2001			2001-2002		
	FA Students	AVC	Community	FA Students	AVC	Community	FA Students	AVC	Community
African-American	31%	16%	8%	30%	16%	11%	31%	17%	11%
Native American/ Other	2%	1%	N/A	2%	1%	N/A	2%	1%	4%
Asian Pacific	4%	6%	N/A	4%	6%	N/A	3%	6%	3%
Hispanic	21%	21%	17%	23%	22%	26%	23%	23%	27%
Caucasian	38%	51%	71%	37%	50%	56%	35%	48%	55%
Unknown	4%	4%	5%	5%	5%	7%	5%	5%	0%

Ethnicity	2002-2003			2003-2004		
	FA Students	AVC	Community	FA Students	AVC	Community
African-American	32%	17%	12%	33%	18%	12%
Native American/Other	2%	1%	N/A	1%	1%	N/A
Asian Pacific	4%	6%	N/A	4%	6%	N/A
Hispanic	23%	23%	28%	24%	25%	28%
Caucasian	35%	48%	52%	32%	45%	52%
Unknown	5%	4%	5%	6%	5%	8%

\*Source data is from Chancellor's WebSite



**CAMPUS BASED RESEARCH****FINANCIAL AID BY GENDER 1999-2004**

Gender	1999-2000			2000-2001			2001-2002		
	FA Students	AVC	Community	FA Students	AVC	Community	FA Students	AVC	Community
Female	73%	61%	50%	72%	61%	49%	70%	60%	49%
Male	27%	38%	50%	28%	38%	51%	29%	39%	51%

Gender	2002-2003			2003-2004		
	FA Students	AVC	Community	FA Students	AVC	Community
Female	70%	61%	50%	69%	62%	50%
Male	29%	38%	50%	30%	36%	50%

**FINANCIAL AID BY AGE 1999-2004**

Age	1999-2000		2000-2001		2001-2002		2002-2003		2003-2004	
	FA Students	AVC	FA Students	AVC	FA Students	AVC	FA Students	AVC	FA Students	AVC
Under 20	20%	34%	20%	33%	19%	33%	19%	33%	18%	29%
20-24	25%	21%	29%	22%	29%	23%	27%	23%	29%	28%
25-29	16%	9%	15%	9%	15%	9%	16%	9%	16%	11%
30-34	11%	7%	10%	7%	10%	7%	10%	7%	11%	7%
35-39	11%	9%	10%	9%	10%	8%	10%	7%	9%	6.5%
40-49	14%	14%	13%	14%	14%	14%	14%	14%	13%	13%
50+	3%	6%	3%	6%	4%	6%	4%	6%	4%	5.5%

\*Source data is from Chancellor's WebSite

## CAMPUS BASED RESEARCH

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### **ACCESS by Special Populations at AVC: EPOS, S.T.A.R., and CalWORKs,**

In looking at AVC access as it relates to our special populations, the data supports that these programs serve minority students at a rate higher than our AVC population. African-American students are the largest ethnicity group served by all of these programs, surpassing the overall AVC percentage and the community percentage. The second largest group of students served are Caucasians. Hispanic students are the next largest ethnic group served. This pattern has held steady of the past five years.

The gender make up of these groups is predominately female as expected, since some of the programs are designed to provide support for single mothers.

The age break down for these special populations is slightly older than the AVC population, as expected due to some of the eligibility criteria of the programs.

### **ACCESS by Financial Aid**

#### Ethnicity

The ethnic breakdown of Financial Aid students has remained steady over the last five years and is very similar to the ethnic breakdown of the AVC population. The percentage of African-American financial aid recipients is significantly higher than the percentage of African-American AVC students and even higher than the African-American population as a whole (33% financial aid students, 18% AVC students, 8% AV community). AVC is successfully serving African-American and Caucasian students, but could better serve Asian/Pacific and Hispanic students. More research needs to determine why financial aid serves a higher African-American population than any other group.

#### Gender

AVC serves significantly more females than males, and this is also true for the financial aid programs and services. However, the number of males receiving financial aid has increased slightly over the last five years. The percentage of female financial aid recipients is higher than the percentage of female AVC students and even higher than the female population as a whole (69% financial aid students, 62% AVC students, 50% AV community).

#### Age

The percentage of financial aid students in the various age groups has remained fairly steady over the last five years and is similar to the AVC population as a whole. The number of financial aid students in the under 20 group is significantly lower than the AVC population in that age group. Most likely this is because students who are under 18 years of age and are not high school graduates are not eligible for financial aid.

**CAMPUS BASED RESEARCH**

**B. Course Completion**

Retention is defined as: “The ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.”

“Course completion means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.”

The groups are identified as African American, Asian Pacific (Asian, Filipino, Pacific Islander), Caucasian (White Non-Hispanic), Hispanic, Native American (Native Indian/Alaskan Native, Other Non-White) and Unknown.

Total Enrollment is defined as the number of credit courses taken by all students not the number of students.

The data for this section is from the Chancellor’s Web Site.

RETENTION AND SUCCESS RATES 1999-2004

Year	Total Enrollment	Retained	% Retained	Succeeded	% Successes
1999-2000	62,264	55,554	89.22%	44,111	70.84%
2000-2001	66,974	58,820	87.83%	46,257	69.06%
2001-2002	71,557	62,340	87.12%	49,355	68.97%
2002-2003	72,564	64,088	88.32%	51,484	70.94%
2003-2004	72,235	62,057	85.91%	49,514	68.55%
<b>Grand Total</b>	<b>345,594</b>	<b>302,859</b>	<b>87.63%</b>	<b>240,721</b>	<b>69.65%</b>

The retention and success of AVC students over the past five years show that the retention rate is much higher than the success rate. Although the rates are high overall, the following tables show that there are discrepancies between population groups.

**CAMPUS BASED RESEARCH**

**ETHNICITY**

<b>Retention and Success Rate for 1999 Summer Term</b>					
<b>Ethnicity</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
African American	1,719	1,581	91.97%	1,263	73.47%
Native American	120	115	95.83%	97	80.83%
Asian Pacific	755	712	94.30%	626	82.91%
Hispanic	2,019	1,899	94.06%	1,610	79.74%
Caucasian	4,560	4,346	95.31%	3,863	84.71%
Unknown/Other	440	421	95.68%	375	85.23%
<b>Total</b>	<b>9,613</b>	<b>9,074</b>	<b>94.39%</b>	<b>7,834</b>	<b>81.49%</b>

<b>Retention and Success Rate for 1999 Fall Term</b>					
<b>Ethnicity</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
African American	3,911	3,435	87.83%	2,279	58.27%
Native American	363	333	91.74%	258	71.07%
Asian Pacific	1,604	1,432	89.28%	1,144	71.32%
Hispanic	5,398	4,790	88.74%	3,596	66.62%
Caucasian	13,787	12,384	89.82%	10,287	74.61%
Unknown/Other	1,082	965	89.19%	786	72.64%
<b>Total</b>	<b>26,145</b>	<b>23,339</b>	<b>89.27%</b>	<b>18,350</b>	<b>70.19%</b>

**CAMPUS BASED RESEARCH**

<b>Retention and Success Rate for 2000 Winter Intersession</b>					
<b>Ethnicity</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
African American	96	95	98.96%	87	90.63%
Native American	5	5	100%	5	100%
Asian Pacific	43	42	97.67%	38	88.37%
Hispanic	115	115	100%	101	87.83%
Caucasian	343	341	99.42%	322	93.88%
Unknown/Other	25	25	100%	24	96%
<b>Total</b>	<b>627</b>	<b>623</b>	<b>99.36%</b>	<b>577</b>	<b>92.03%</b>

<b>Retention and Success Rate for 2000 Spring Term</b>					
<b>Ethnicity</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
African American	3,941	3,305	83.86%	2,245	56.97%
Native American	351	310	88.32%	226	64.39%
Asian Pacific	1,623	1,401	86.32%	1,082	66.66%
Hispanic	5,394	4,727	87.63%	3,426	63.52%
Caucasian	13,438	11,792	87.75%	9,613	71.54%
Unknown/Other	1,131	983	86.91%	758	67.02%
<b>Total</b>	<b>25,878</b>	<b>22,518</b>	<b>87.01%</b>	<b>17,350</b>	<b>67.04%</b>

<b>1999-2000 Grand Total</b>	<b>62,264</b>	<b>55,554</b>	<b>89.22%</b>	<b>44,111</b>	<b>70.84%</b>
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**CAMPUS BASED RESEARCH**

<b>Retention and Success Rate for 2000 Summer Term</b>					
<b>Ethnicity</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
African American	1,903	1,816	95.43%	1,493	78.46%
Native American	121	117	96.69%	101	83.47%
Asian Pacific	683	644	94.28	553	80.97%
Hispanic	2,302	2,195	95.35%	1,872	81.32%
Caucasian	4,769	4,571	95.85%	4,064	85.22%
Unknown/Other	441	421	95.46%	369	83.67%
<b>Total</b>	<b>10,219</b>	<b>9,764</b>	<b>85.77%</b>	<b>8,452</b>	<b>82.71%</b>

<b>Retention and Success Rate for 2000 Fall Term</b>					
<b>Ethnicity</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
African American	4,264	3,613	84.73%	2,264	53.10%
Native American	388	342	88.14%	256	65.98%
Asian Pacific	1,544	1,331	86.20%	1,027	66.52%
Hispanic	5,966	5,099	85.47%	3,725	62.44%
Caucasian	14,471	12,709	87.82%	10,383	71.75%
Unknown/Other	1,272	1,103	86.71%	856	67.30%
<b>Total</b>	<b>27,905</b>	<b>24,197</b>	<b>86.71%</b>	<b>18,511</b>	<b>66.34%</b>

**CAMPUS BASED RESEARCH**

<b>Retention and Success Rate for 2001 Winter Intersession</b>					
<b>Ethnicity</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
African American	255	250	98.04%	175	68.63%
Native American	14	13	92.86%	9	64.29%
Asian Pacific	67	66	98.51%	56	83.58%
Hispanic	235	233	99.15%	180	76.60%
Caucasian	526	518	98.48%	468	88.97%
Unknown/Other	57	55	96.49%	40	70.18%
<b>Total</b>	<b>1154</b>	<b>1135</b>	<b>98.35%</b>	<b>938</b>	<b>80.42%</b>

<b>Retention and Success Rate for 2001 Spring Term</b>					
<b>Ethnicity</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
African American	4,444	3,641	81.93%	2,360	53.11%
Native American	385	330	85.71%	262	68.05%
Asian Pacific	1,606	1,340	83.44%	1,048	65.26%
Hispanic	5,955	5,129	86.13%	3,741	62.82%
Caucasian	13,872	12,043	86.82%	9,962	71.81%
Unknown/Other	1,434	1,241	86.54%	993	69.25%
<b>Grand Total</b>	<b>27,696</b>	<b>23,724</b>	<b>85.66%</b>	<b>18,366</b>	<b>66.31%</b>

<b>2000-2001 Grand Total</b>	<b>66,974</b>	<b>58,820</b>	<b>87.83%</b>	<b>46,257</b>	<b>69.06%</b>
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**CAMPUS BASED RESEARCH**

<b>Retention and Success Rate for 2001 Summer Term</b>					
<b>Ethnicity</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
African American	2,158	2,016	93.42%	1,602	74.24%
Native American	144	136	94.44%	120	83.33%
Asian Pacific	616	590	95.78%	517	83.93%
Hispanic	2,432	2,306	94.82%	1,894	77.88%
Caucasian	4,812	4,590	95.39%	4,014	83.42%
Unknown/Other	544	513	94.30%	445	81.80%
<b>Total</b>	<b>10,706</b>	<b>10,151</b>	<b>94.82%</b>	<b>8,592</b>	<b>80.25%</b>

<b>Retention and Success Rate for 2001 Fall Term</b>					
<b>Ethnicity</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
African American	4,385	3,666	83.60%	2,400	54.73%
Native American	387	333	86.05%	243	62.79%
Asian Pacific	1,621	1,415	87.29%	1,129	69.65%
Hispanic	6,153	5,236	85.10%	3,863	62.78%
Caucasian	14,156	12,541	88.59%	10,299	72.75%
Unknown/Other	1,347	1,182	87.75%	948	70.38%
<b>Total</b>	<b>28,049</b>	<b>24,373</b>	<b>86.89%</b>	<b>18,882</b>	<b>67.32%</b>



**CAMPUS BASED RESEARCH**

<b>Retention and Success Rate for 2002 Winter Intersession</b>					
<b>Ethnicity</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
African American	268	253	94.40%	206	76.87%
Native American	11	10	90.91%	9	81.82%
Asian Pacific	69	66	95.65%	63	91.30%
Hispanic	257	243	94.55%	203	24.51%
Caucasian	580	563	97.07%	507	87.41%
Unknown/Other	59	58	98.31%	52	88.14%
<b>Total</b>	<b>1,244</b>	<b>1,193</b>	<b>95.90%</b>	<b>1,040</b>	<b>83.60%</b>

<b>Retention and Success Rate for 2002 Spring Term</b>					
<b>Ethnicity</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
African American	5,510	4,434	80.47%	2,948	53.50%
Native American	412	343	83.25%	268	65.05%
Asian Pacific	1,776	1,505	84.74%	1,219	68.64%
Hispanic	7,018	5,816	82.87%	4,317	61.51%
Caucasian	15,279	13,199	86.39%	11,021	72.13%
Unknown/Other	1,563	1,326	84.84%	1,068	68.33%
<b>Total</b>	<b>31,558</b>	<b>26,623</b>	<b>84.36%</b>	<b>20,841</b>	<b>66.04%</b>

<b>2001-2002 Grand Total</b>	<b>71,557</b>	<b>62,340</b>	<b>87.12%</b>	<b>49,355</b>	<b>68.97%</b>
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**CAMPUS BASED RESEARCH**

<b>Retention and Success Rate for 2002 Summer Term</b>					
<b>Ethnicity</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
African American	2,636	2,418	91.73%	2,038	77.31%
Native American	158	148	93.67%	130	82.28%
Asian Pacific	778	735	94.47%	672	86.37%
Hispanic	2,933	2,749	93.73%	2,370	80.80%
Caucasian	5,241	4,940	94.26%	4,465	85.19%
Unknown/Other	637	611	95.92%	547	85.87%
<b>Total</b>	<b>12,323</b>	<b>11,544</b>	<b>93.68%</b>	<b>10,222</b>	<b>82.55%</b>

<b>Retention and Success Rate for 2002 Fall Term</b>					
<b>Ethnicity</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
African American	5,163	4,322	83.71%	2,767	53.59%
Native American	442	379	85.85%	297	67.19%
Asian Pacific	1,709	1,501	87.83%	1,161	67.93%
Hispanic	6,834	5,963	87.25%	4,363	63.84%
Caucasian	15,196	13,398	88.17%	11,086	72.95%
Unknown/Other	1,484	1,317	88.75%	1,049	70.69%
<b>Total</b>	<b>30,828</b>	<b>26,880</b>	<b>87.19%</b>	<b>20,723</b>	<b>67.22%</b>

**CAMPUS BASED RESEARCH**

<b>Retention and Success Rate for 2003 Winter Intersession</b>					
<b>Ethnicity</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
African American	385	343	89.09%	276	71.69%
Native American	25	25	100%	24	96%
Asian Pacific	112	110	98.21%	96	85.71%
Hispanic	381	348	91.34%	296	77.69%
Caucasian	786	742	94.40%	658	83.72%
Unknown/Other	96	87	90.63%	78	81.25%
<b>Total</b>	<b>1785</b>	<b>1655</b>	<b>92.72%</b>	<b>1428</b>	<b>80%</b>

<b>Retention and Success Rate for 2003 Spring Term</b>					
<b>Ethnicity</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
African American	4,604	3,803	82.60%	2,579	56.02%
Native American	351	295	84.05%	223	63.53%
Asian Pacific	1,522	1,326	87.12%	1,090	71.62%
Hispanic	6,247	5,457	87.35%	4,195	67.15%
Caucasian	13,505	11,909	88.18%	10,082	74.65%
Unknown/Other	1,339	1,170	87.38%	942	70.35%
<b>Grand Total</b>	<b>27,568</b>	<b>23,960</b>	<b>86.91%</b>	<b>19,111</b>	<b>71.01%</b>

<b>2002-2003 Grand Total</b>	<b>72,564</b>	<b>64,088</b>	<b>88.32%</b>	<b>51,484</b>	<b>70.94%</b>
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**CAMPUS BASED RESEARCH**

<b>*Retention and Success Rate for 2003 Summer Term</b>					
<b>Ethnicity</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
African American	1,476	1,300	88.08%	999	67.68%
Native American	82	78	95.12%	65	79.27%
Asian Pacific	504	465	92.26%	410	81.35%
Hispanic	1,762	1,581	89.73%	1,341	76.11%
Caucasian	2,964	2,723	91.87%	2,444	82.46%
Unknown/Other	401	371	92.52%	320	79.80%
<b>Total</b>	<b>7,189</b>	<b>6,518</b>	<b>90.67%</b>	<b>5,579</b>	<b>77.60%</b>

\* During the Summer 2003 term, there was a 50% reduction in course offerings due to budget restrictions.

<b>Retention and Success Rate for 2003 Fall Term</b>					
<b>Ethnicity</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
African American	5,376	4,300	79.99%	2,919	54.30%
Native American	304	260	85.53%	215	70.72%
Asian Pacific	1,792	1,551	86.55%	1,248	69.64%
Hispanic	7,491	6,400	85.44%	4,785	63.88%
Caucasian	14,517	12,630	87%	10,570	72.81%
Unknown/Other	1,650	1,425	86.36%	1,135	68.79%
<b>Total</b>	<b>31,130</b>	<b>26,566</b>	<b>85.34%</b>	<b>20,872</b>	<b>67.05%</b>

**CAMPUS BASED RESEARCH**

<b>Retention and Success Rate for 2004 Winter Intersession</b>					
<b>Ethnicity</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
African American	653	592	90.66%	470	71.98%
Native American	31	31	100%	27	87.10%
Asian Pacific	179	176	98.32%	161	89.94%
Hispanic	739	694	93.91%	592	80.11%
Caucasian	1,248	1,177	94.31%	1,089	87.26%
Unknown/Other	153	140	91.50%	120	78.43%
<b>Total</b>	<b>3,003</b>	<b>2,810</b>	<b>93.57%</b>	<b>2,459</b>	<b>81.88%</b>

<b>Retention and Success Rate for 2004 Spring Term</b>					
<b>Ethnicity</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
African American	5,499	4,329	78.72%	2,955	53.74%
Native American	333	279	83.78%	215	64.56%
Asian Pacific	1,788	1,521	85.07%	1,249	69.85%
Hispanic	7,562	6,415	84.83%	4,794	63.40%
Caucasian	14,006	12,146	86.72%	10,200	72.83%
Unknown/Other	1,725	1,473	85.39%	1,191	69.04%
<b>Total</b>	<b>30,913</b>	<b>26,163</b>	<b>84.63%</b>	<b>20,604</b>	<b>66.65%</b>

<b>2003-2004 Grand Total</b>	<b>72,235</b>	<b>62,057</b>	<b>85.91%</b>	<b>49,514</b>	<b>68.55%</b>
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**CAMPUS BASED RESEARCH**

**African American**

<b>Retention and Success Rate for 1999-2004</b>					
<b>Semester</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Summer 1999	1,719	1,581	91.97%	1,263	73.47%
Fall 1999	3,911	3,435	87.83%	2,279	58.27%
Winter 2000	96	95	98.96%	87	90.63%
Spring 2000	3,941	3,305	83.86%	2,245	56.97%
<b>1999-2000 Total</b>	<b>9,667</b>	<b>8,416</b>	<b>87.05%</b>	<b>5,874</b>	<b>60.76%</b>
Summer 2000	1,903	1,816	95.43%	1,493	78.46%
Fall 2000	4,264	3,613	84.73%	2,264	53.10%
Winter 2001	255	250	98.04%	175	68.63%
Spring 2001	4,444	3,641	81.93%	2,360	53.11%
<b>2000-2001 Total</b>	<b>10,866</b>	<b>9,320</b>	<b>85.77%</b>	<b>6,292</b>	<b>57.90%</b>
Summer 2001	2,158	2,016	93.42%	1,602	74.24%
Fall 2001	4,385	3,666	83.60%	2,400	54.73%
Winter 2002	268	253	94.40%	206	76.87%
Spring 2002	5,510	4,434	80.47%	2,948	53.50%
<b>2001-2002 Total</b>	<b>12,321</b>	<b>10,369</b>	<b>84.15%</b>	<b>7,156</b>	<b>58.07%</b>
Summer 2002	2,636	2,418	91.73%	2,038	77.31%
Fall 2002	5,163	4,322	83.71%	2,767	53.59%
Winter 2003	385	343	89.09%	276	71.69%
Spring 2003	4,604	3,803	82.60%	2,579	56.02%
<b>2002-2003 Total</b>	<b>12,788</b>	<b>10,886</b>	<b>85.12%</b>	<b>7,660</b>	<b>59.89%</b>
Summer 2003	1,476	1,300	88.08%	999	67.68%
Fall 2003	5,376	4,300	79.99%	2,919	54.30%
Winter 2004	653	592	90.66%	470	71.98%
Spring 2004	5,499	4,329	78.72%	2,955	53.74%
<b>2003-2004 Total</b>	<b>13,004</b>	<b>10,521</b>	<b>80.90%</b>	<b>7,343</b>	<b>56.46%</b>
<b>1999-2004 Total</b>	<b>58,646</b>	<b>49,512</b>	<b>84.42%</b>	<b>34,325</b>	<b>58.52%</b>

**CAMPUS BASED RESEARCH**

**Native American**

<b>Retention and Success Rate for 1999-2004</b>					
<b>Semester</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Summer 1999	120	115	95.83%	97	80.83%
Fall 1999	363	333	91.74%	258	71.07%
Winter 2000	5	5	100%	5	100%
Spring 2000	351	310	88.32%	226	64.39%
<b>1999-2000 Total</b>	<b>839</b>	<b>763</b>	<b>90.94%</b>	<b>586</b>	<b>69.84%</b>
Summer 2000	121	117	96.69%	101	83.47%
Fall 2000	388	342	88.14%	256	65.98%
Winter 2001	14	13	92.86%	9	64.29%
Spring 2001	385	330	85.71%	262	68.05%
<b>2000-2001 Total</b>	<b>908</b>	<b>802</b>	<b>88.32%</b>	<b>628</b>	<b>69.16%</b>
Summer 2001	144	136	94.44%	120	83.33%
Fall 2001	387	333	86.05%	243	62.79%
Winter 2002	11	10	90.91%	9	81.82%
Spring 2002	412	343	83.25%	268	65.64%
<b>2001-2002 Total</b>	<b>954</b>	<b>822</b>	<b>86.16%</b>	<b>640</b>	<b>67.08%</b>
Summer 2002	158	148	93.67%	130	82.28%
Fall 2002	442	379	85.85%	297	67.19%
Winter 2003	25	25	100%	24	96.00%
Spring 2003	351	295	84.05%	223	63.53%
<b>2002-2003 Total</b>	<b>976</b>	<b>847</b>	<b>86.78%</b>	<b>674</b>	<b>69.05%</b>
Summer 2003	82	78	95.12%	65	79.27%
Fall 2003	304	260	85.53%	215	70.72%
Winter 2004	31	31	100%	27	87.10%
Spring 2004	333	279	83.78%	215	64.56%
<b>2003-2004 Total</b>	<b>750</b>	<b>648</b>	<b>86.40%</b>	<b>522</b>	<b>69.60%</b>
<b>1999-2004 Total</b>	<b>4,427</b>	<b>3,882</b>	<b>87.68%</b>	<b>3,050</b>	<b>68.89%</b>

**CAMPUS BASED RESEARCH**

**Asian Pacific**

<b>Retention and Success Rate for 1999-2004</b>					
<b>Semester</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Summer 1999	755	712	94.30%	626	82.91%
Fall 1999	1,604	1,432	89.27%	1,144	71.32%
Winter 2000	43	42	97.67%	38	88.37%
Spring 2000	1,623	1,401	86.32%	1,082	66.66%
<b>1999-2000 Total</b>	<b>4,025</b>	<b>3,587</b>	<b>89.11%</b>	<b>2,890</b>	<b>71.80%</b>
Summer 2000	683	644	94.28%	553	80.97%
Fall 2000	1,544	1,331	86.20%	1,027	66.52%
Winter 2001	67	66	98.15%	56	83.58%
Spring 2001	1,606	1,340	83.44%	1,048	65.26%
<b>2000-2001 Total</b>	<b>3,900</b>	<b>3,381</b>	<b>86.69%</b>	<b>2,684</b>	<b>68.82%</b>
Summer 2001	616	590	95.78%	517	83.93%
Fall 2001	1,621	1,415	87.29%	1,129	69.65%
Winter 2002	69	66	95.65%	63	91.30%
Spring 2002	1,776	1,505	84.74%	1,219	68.64%
<b>2001-2002 Total</b>	<b>4,082</b>	<b>3,576</b>	<b>87.60%</b>	<b>2,928</b>	<b>71.72%</b>
Summer 2002	778	735	94.47%	672	86.37%
Fall 2002	1,709	1,501	87.83%	1,161	67.93%
Winter 2003	112	110	98.21%	96	85.71%
Spring 2003	1,522	1,326	87.12%	1,090	71.62%
<b>2002-2003 Total</b>	<b>4,121</b>	<b>3,672</b>	<b>89.10%</b>	<b>3,019</b>	<b>73.25%</b>
Summer 2003	504	465	92.26%	410	81.35%
Fall 2003	1,792	1,551	86.55%	1,248	69.64%
Winter 2004	179	176	98.32%	161	89.94%
Spring 2004	1,788	1,521	85.07%	1,249	69.85%
<b>2003-2004 Total</b>	<b>4,263</b>	<b>3,713</b>	<b>87.09%</b>	<b>3,068</b>	<b>71.96%</b>
<b>1999-2004 Total</b>	<b>20,391</b>	<b>17,929</b>	<b>87.92%</b>	<b>14,589</b>	<b>71.54%</b>



**CAMPUS BASED RESEARCH**

**Hispanic**

<b>Retention and Success Rate for 1999-2004</b>					
<b>Semester</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Summer 1999	2,019	1,899	94.06%	1,610	79.74%
Fall 1999	5,398	4,790	88.74%	3,596	66.62%
Winter 2000	115	115	100%	101	87.83%
Spring 2000	5,394	4,727	87.63%	3,426	63.52%
<b>1999-2000 Total</b>	<b>12,926</b>	<b>11,531</b>	<b>89.20%</b>	<b>8,733</b>	<b>67.56%</b>
Summer 2000	2,302	2,195	95.35%	1,872	81.32%
Fall 2000	5,966	5,099	85.47%	3,725	62.44%
Winter 2001	235	233	99.15%	180	76.60%
Spring 2001	5,955	5,129	86.13%	3,741	62.82%
<b>2000-2001 Total</b>	<b>14,458</b>	<b>12,656</b>	<b>87.53%</b>	<b>9,518</b>	<b>65.83%</b>
Summer 2001	2,432	2,306	94.82%	1,894	77.88%
Fall 2001	6,153	5,236	85.01%	3,863	62.78%
Winter 2002	257	243	94.55%	203	78.98%
Spring 2002	7,018	5,816	82.87%	4,317	61.51%
<b>2001-2002 Total</b>	<b>15,860</b>	<b>13,601</b>	<b>85.75%</b>	<b>10,277</b>	<b>64.79%</b>
Summer 2002	2,933	2,749	93.73%	2,370	80.80%
Fall 2002	6,834	5,963	87.25%	4,363	63.84%
Winter 2003	381	348	91.34%	296	77.69%
Spring 2003	6,247	5,457	87.35%	4,195	67.15%
<b>2002-2003 Total</b>	<b>16,395</b>	<b>14,517</b>	<b>88.54%</b>	<b>11,224</b>	<b>68.45%</b>
Summer 2003	1,762	1,581	89.73%	1,341	76.11%
Fall 2003	7,491	6,400	85.44%	4,785	63.88%
Winter 2004	739	694	93.91%	592	80.11%
Spring 2004	7,562	6,415	84.83%	4,794	63.40%
<b>2003-2004 Total</b>	<b>17,554</b>	<b>15,090</b>	<b>85.96%</b>	<b>11,512</b>	<b>65.58%</b>
<b>1999-2004 Total</b>	<b>77,193</b>	<b>67,395</b>	<b>87.30%</b>	<b>51,264</b>	<b>66.41%</b>

**CAMPUS BASED RESEARCH**

**Caucasian**

<b>Retention and Success Rate for 1999-2004</b>					
<b>Semester</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Summer 1999	4,560	4,346	95.31%	3,863	84.71%
Fall 1999	13,787	12,384	89.82%	10,287	74.61%
Winter 2000	343	341	99.42%	322	93.88%
Spring 2000	13,438	11,792	87.75%	9,613	71.54%
<b>1999-2000 Total</b>	<b>32,128</b>	<b>28,863</b>	<b>89.83%</b>	<b>24,083</b>	<b>74.96%</b>
Summer 2000	4,769	4,571	95.85%	4,064	85.22%
Fall 2000	14,471	12,709	87.82%	10,383	71.75%
Winter 2001	526	518	98.48%	468	88.97%
Spring 2001	13,872	12,043	86.82%	9,962	71.81%
<b>2000-2001 Total</b>	<b>33,638</b>	<b>29,841</b>	<b>88.71%</b>	<b>24,877</b>	<b>73.95%</b>
Summer 2001	4,812	4,590	95.39%	4,014	83.42%
Fall 2001	14,156	12,541	88.59%	10,299	72.75%
Winter 2002	580	563	97.07%	507	87.41%
Spring 2002	15,279	13,199	86.39%	11,021	72.13%
<b>2001-2002 Total</b>	<b>34,827</b>	<b>30,893</b>	<b>88.70%</b>	<b>25,841</b>	<b>74.19%</b>
Summer 2002	5,241	4,940	94.26%	4,465	85.19%
Fall 2002	15,196	13,398	88.17%	11,086	72.95%
Winter 2003	786	742	94.40%	658	83.72%
Spring 2003	13,505	11,909	88.18%	10,082	74.65%
<b>2002-2003 Total</b>	<b>34,728</b>	<b>30,989</b>	<b>89.23%</b>	<b>26,291</b>	<b>75.70%</b>
Summer 2003	2,964	2,723	91.87%	2,444	82.46%
Fall 2003	14,517	12,630	87.00%	10,570	72.81%
Winter 2004	1,248	1,177	94.31%	1,089	87.26%
Spring 2004	14,006	12,146	86.72%	10,200	72.83%
<b>2003-2004 Total</b>	<b>32,735</b>	<b>25,965</b>	<b>79.31%</b>	<b>24,303</b>	<b>74.24%</b>
<b>1999-2004 Total</b>	<b>168,056</b>	<b>146,551</b>	<b>87.20%</b>	<b>125,395</b>	<b>74.61%</b>

**CAMPUS BASED RESEARCH**

**Unknown/Other**

<b>Retention and Success Rate for 1999-2004</b>					
<b>Semester</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Summer 1999	440	421	95.68%	375	85.23%
Fall 1999	1,082	965	89.19%	786	72.64%
Winter 2000	25	25	100%	24	96.00%
Spring 2000	1,131	983	86.91%	758	67.02%
<b>1999-2000 Total</b>	<b>2,678</b>	<b>2,394</b>	<b>89.39%</b>	<b>1,943</b>	<b>72.55%</b>
Summer 2000	441	421	95.46%	369	83.67%
Fall 2000	1,272	1,103	86.71%	856	67.30%
Winter 2001	57	55	96.49%	40	70.18%
Spring 2001	1,434	1,241	86.54%	993	69.25%
<b>2000-2001 Total</b>	<b>3,204</b>	<b>2,820</b>	<b>88.01%</b>	<b>2,258</b>	<b>70.47%</b>
Summer 2001	544	513	94.30%	445	81.80%
Fall 2001	1,347	1,182	87.75%	948	70.38%
Winter 2002	59	58	98.31%	52	88.14%
Spring 2002	1,563	1,326	84.84%	1,068	68.33%
<b>2001-2002 Total</b>	<b>3,513</b>	<b>3,079</b>	<b>87.64%</b>	<b>2,513</b>	<b>71.53%</b>
Summer 2002	637	611	95.92%	547	85.87%
Fall 2002	1,484	1,317	88.75%	1,049	70.69%
Winter 2003	96	87	90.63%	78	81.25%
Spring 2003	1,339	1,170	87.38%	942	70.35%
<b>2002-2003 Total</b>	<b>3,556</b>	<b>3,185</b>	<b>89.56%</b>	<b>2,616</b>	<b>73.56%</b>
Summer 2003	401	371	92.52%	320	79.80%
Fall 2003	1,650	1,425	86.36%	1,135	68.79%
Winter 2004	153	140	91.50%	120	78.43%
Spring 2004	1,725	1,473	85.39%	1,191	69.04%
<b>2003-2004 Total</b>	<b>3,929</b>	<b>3,409</b>	<b>86.76%</b>	<b>2,766</b>	<b>70.39%</b>
<b>1999-2004 Total</b>	<b>16,880</b>	<b>14,887</b>	<b>88.19%</b>	<b>12,096</b>	<b>71.65%</b>

**CAMPUS BASED RESEARCH**

**Summary of Research Findings**

African American students have the lowest retention rate (84.42%) and lowest success rate (58.52%) compared to other ethnic groups. The second group, Hispanic students, also show a difference between retention rates (87.30%) and student success rate (66.41). Caucasians have the highest retention rate and the highest academic success rate.

There is no constant pattern over the five-year span for the Native American or Asian Pacific students.

Additionally, all students enrolled in classes during the summer and winter terms were retained at a higher rate and were more successful academically than students in either fall or spring semesters.

**Campus Based Additional Comments Related to Retention and Success**

In reviewing the retention and success of students who are enrolled in classes that offer Supplemental Instruction (SI) over a five-year period (1999-2004), the results overwhelmingly support that, based on ethnicity, SI tutoring instruction has a significantly positive result on student success. Based on this study, additional support for SI is needed.

<b>Ethnicity</b>	<b>Retention of Students Not Attending Supplemental Instruction</b>	<b>Academic Success of Students Not Attending Supplemental Instruction</b>	<b>Retention of Students Attending Supplemental Instruction</b>	<b>Academic Success of Students Attending Supplemental Instruction</b>
African American	77%	40.2%	87.8%	65.4%
Native American	83%	57.3%	86.6%	73.3%
Asian Pacific	83.5%	59.5%	96.0%	88.0%
Hispanic	81.6%	52.7%	91.5%	75.2%
Caucasian	84.3%	65.6%	91.5%	84.7%
Unknown/Other	84%	60.3%	92.3%	80.0%
<b>Total</b>	<b>82.7%</b>	<b>58.5%</b>	<b>90.4%</b>	<b>79.8%</b>

**CAMPUS BASED RESEARCH**

**AGE**

<b>Retention and Success Rate for 1999 Summer Term</b>					
<b>Age Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
1 - <18	3,791	3,722	98.18%	3,365	88.76%
18 & 19	1,423	1,334	93.75%	1,111	78.07%
20 to 24	1,484	1,354	91.24%	1,099	74.06%
25 to 29	643	578	89.89%	472	73.41%
30 to 34	493	457	92.51%	385	78.94%
35 to 39	570	522	91.58%	444	77.89%
40-49	888	804	90.54%	705	79.39%
50+	319	302	94.67%	252	79.00%
Unknown	1	1	100%	1	100.00%
<b>Total</b>	<b>9,612</b>	<b>9,074</b>	<b>94.40%</b>	<b>7,834</b>	<b>81.50%</b>

<b>Retention and Success Rate for 1999 Fall Term</b>					
<b>Age Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
1 - <18	1,469	1,351	91.97%	1,110	75.56%
18 & 19	8,586	7,706	89.75%	5,748	66.95%
20 to 24	6,278	5,533	88.13%	4,115	65.55%
25 to 29	2,184	1,923	88.05%	1,511	69.18%
30 to 34	1,634	1,457	89.17%	1,222	74.79%
35 to 39	1,962	1,766	90.01%	1,514	77.17%
40-49	2,897	2,595	89.58%	2,255	77.84%
50+	1,117	992	88.81%	863	77.26%
Unknown	18	16	88.89%	12	66.67%
<b>Total</b>	<b>26,145</b>	<b>23,339</b>	<b>89.27%</b>	<b>18,350</b>	<b>70.19%</b>

**CAMPUS BASED RESEARCH**

<b>Retention and Success Rate for 2000 Winter Term</b>					
<b>Age Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
1 - <18	40	40	100%	40	100%
18 & 19	194	192	98.97%	185	95.36%
20 to 24	127	125	98.43%	114	89.76%
25 to 29	33	33	100%	29	87.88%
30 to 34	38	38	100%	35	92.11%
35 to 39	45	45	100%	42	93.33%
40-49	94	94	100%	81	86.17%
50+	56	56	100%	51	91.07%
Unknown	0	0	0%	0	0%
<b>Total</b>	<b>627</b>	<b>623</b>	<b>99.36%</b>	<b>577</b>	<b>92.03%</b>

<b>Retention and Success Rate for 2000 Spring Term</b>					
<b>Age Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
1 - <18	950	869	91.47%	705	74.21%
18 & 19	7,949	6,887	86.64%	4,933	62.06%
20 to 24	6,940	5,912	85.19%	4,381	63.13%
25 to 29	2,197	1,899	86.44%	1,508	68.64%
30 to 34	1,774	1,569	88.44%	1,257	70.86%
35 to 39	2,027	1,770	87.32%	1,453	71.68%
40-49	2,920	2,604	89.18%	2,245	76.88%
50+	1,108	995	89.80%	858	77.445
Unknown	13	13	100%	10	76.92%
<b>Total</b>	<b>25,878</b>	<b>22,518</b>	<b>87.02%</b>	<b>17,350</b>	<b>67.05%</b>

<b>1999-2000 Grand Total</b>	<b>62,262</b>	<b>55,554</b>	<b>89.23%</b>	<b>44,111</b>	<b>70.85%</b>
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**CAMPUS BASED RESEARCH**

<b>Retention and Success Rate for 2000 Summer Term</b>					
<b>Age Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
1 - <18	4,128	4,062	98.40%	3,652	88.47%
18 & 19	1,474	1,391	94.37%	1,155	78.36%
20 to 24	1,594	1,487	93.29%	1,235	77.48%
25 to 29	679	643	94.70%	537	79.09%
30 to 34	490	453	92.45%	382	77.96%
35 to 39	637	594	93.25%	501	78.65%
40-49	897	840	93.65%	734	81.83%
50+	312	286	91.67%	248	79.49%
Unknown	8	8	100%	8	100%
<b>Total</b>	<b>10,219</b>	<b>9,764</b>	<b>95.55%</b>	<b>8,452</b>	<b>82.71%</b>

<b>Retention and Success Rate for 2000 Fall Term</b>					
<b>Age Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
1 - <18	1,471	1,297	88.17%	964	65.53%
18 & 19	9,300	8,074	86.82%	5,916	63.61%
20 to 24	6,811	5,769	84.70%	4,230	62.11%
25 to 29	2,225	1,929	86.70%	1,475	66.29%
30 to 34	1,702	1,476	86.72%	1,163	68.33%
35 to 39	1,978	1,746	88.27%	1,438	72.70%
40-49	3,216	2,840	88.31%	2,395	74.47%
50+	1,184	1,051	88.77%	922	77.87%
Unknown	18	15	83.33%	8	44.44%
<b>Total</b>	<b>27,905</b>	<b>24,197</b>	<b>86.71%</b>	<b>18,511</b>	<b>66.34%</b>

**CAMPUS BASED RESEARCH**

<b>Retention and Success Rate for 2001 Winter Term</b>					
<b>Age Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
1 - <18	24	24	100%	17	70.83%
18 & 19	323	321	99.38%	294	91.02%
20 to 24	272	267	98.16%	199	73.16%
25 to 29	83	79	95.18%	58	69.88%
30 to 34	105	100	95.24%	76	72.38%
35 to 39	105	103	98.10%	85	80.95%
40-49	168	167	99.40%	136	80.95%
50+	73	73	100%	62	84.93%
Unknown	1	1	100%	1	100%
<b>Total</b>	<b>1,154</b>	<b>1,135</b>	<b>98.35%</b>	<b>928</b>	<b>80.42%</b>

<b>Retention and Success Rate for 2001 Spring Term</b>					
<b>Age Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
1 - <18	897	812	90.52%	683	76.14%
18 & 19	8,221	7,054	85.80%	5,223	63.53%
20 to 24	7,754	6,557	84.56%	4,985	64.29%
25 to 29	2,396	1,991	83.10%	1,480	61.77%
30 to 34	1,739	1,475	84.82%	1,162	66.82%
35 to 39	2,080	1,798	86.44%	1,473	70.83%
40-49	3,360	2,934	87.32%	2,433	72.41%
50+	1,234	1,092	88.49%	920	74.55%
Unknown	15	11	73.33%	7	46.67%
<b>Total</b>	<b>27,696</b>	<b>23,724</b>	<b>85.66%</b>	<b>18,366</b>	<b>66.31%</b>

<b>2000-2001 Grand Total</b>	<b>66,974</b>	<b>58,820</b>	<b>87.83%</b>	<b>46,247</b>	<b>69.07%</b>
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**CAMPUS BASED RESEARCH**

<b>Retention and Success Rate for 2001 Summer Term</b>					
<b>Age Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
1 - <18	4,072	4,033	99.04%	3,521	86.47%
18 & 19	1,565	1,459	93.23%	1,219	77.89%
20 to 24	1,962	1,796	91.54%	1,455	74.16%
25 to 29	756	687	90.87%	546	72.22%
30 to 34	493	456	92.49%	371	75.25%
35 to 39	602	549	91.20%	468	77.74%
40-49	951	893	93.90%	767	80.65%
50+	304	277	91.12%	245	80.59%
Unknown	1	1	100%	0	0%
<b>Total</b>	<b>10,706</b>	<b>10,151</b>	<b>94.82%</b>	<b>8,592</b>	<b>80.25%</b>

<b>Retention and Success Rate for 2001 Fall Term</b>					
<b>Age Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
1 - <18	1,128	1,040	92.20%	807	71.54%
18 & 19	9,178	7,962	86.75%	5,874	64.00%
20 to 24	7,525	6,349	84.37%	4,732	62.88%
25 to 29	2,354	1,959	83.22%	1,479	62.83%
30 to 34	1,652	1,387	83.96%	1,135	68.70%
35 to 39	1,920	1,656	86.25%	1,401	72.97%
40-49	3,291	2,879	87.48%	2,492	75.72%
50+	1,266	1,109	87.60%	938	74.09%
Unknown	35	32	91.45%	24	68.57
<b>Total</b>	<b>28,349</b>	<b>24,373</b>	<b>85.97%</b>	<b>18,882</b>	<b>66.61%</b>

**CAMPUS BASED RESEARCH**

<b>Retention and Success Rate for 2002 Winter Term</b>					
<b>Age Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
1 - <18	24	24	100%	19	79.17%
18 & 19	315	307	97.46%	279	88.57%
20 to 24	323	314	97.21%	268	82.97%
25 to 29	108	104	96.30%	91	84.26%
30 to 34	91	77	84.62%	63	69.23%
35 to 39	107	99	92.52%	90	84.11%
40-49	190	183	96.32%	157	82.63%
50+	76	75	98.68%	63	82.89%
Unknown	10	10	100.00%	10	100.00%
<b>Total</b>	<b>1,244</b>	<b>1,193</b>	<b>95.90%</b>	<b>1,040</b>	<b>83.60%</b>

<b>Retention and Success Rate for 2002 Spring Term</b>					
<b>Age Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
1 - <18	1,977	1,897	95.95%	1,739	87.96%
18 & 19	8,672	7,331	84.54%	5,395	62.21%
20 to 24	8,933	7,288	81.59%	5,422	60.70%
25 to 29	2,743	2,251	82.06%	1,738	63.36%
30 to 34	1,914	1,609	84.06%	1,275	66.61%
35 to 39	2,031	1,700	83.70%	1,408	69.33%
40-49	3,777	3,249	86.02%	2,759	73.05%
50+	1,478	1,269	85.86%	1,080	73.07%
Unknown	33	29	87.88%	25	75.76%
<b>Total</b>	<b>31,558</b>	<b>26,623</b>	<b>84.36%</b>	<b>20,841</b>	<b>66.04%</b>

<b>2001-2002 Grand Total</b>	71,857	62,340	86.76%	49,355	68.69%
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**CAMPUS BASED RESEARCH**

<b>Retention and Success Rate for 2002 Summer Term</b>					
<b>Age Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
1 - <18	4,291	4,237	98.75%	3,912	91.17%
18 & 19	1,848	1,733	93.78%	1,480	80.09%
20 to 24	2,329	2,128	91.37%	1,795	77.11%
25 to 29	980	863	88.06%	740	75.51%
30 to 34	641	570	88.92%	467	72.85%
35 to 39	668	602	90.12%	508	76.05%
40-49	1,169	1,047	89.56%	930	79.56%
50+	436	400	91.74%	370	84.86%
Unknown	21	21	100%	19	90.48%
<b>Total</b>	<b>12,383</b>	<b>11,601</b>	<b>93.67%</b>	<b>10,222</b>	<b>82.55%</b>

<b>Retention and Success Rate for 2002 Fall Term</b>					
<b>Age Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
1 - <18	1,490	1,350	90.60%	1,059	71.07%
18 & 19	10,006	8,733	87.28%	6,422	64.18%
20 to 24	7,994	6,830	85.44%	5,134	64.22%
25 to 29	2,723	2,340	85.95%	1,792	65.81%
30 to 34	1,962	1,698	86.54%	1,301	66.31%
35 to 39	1,879	1,652	87.92%	1,354	72.06%
40-49	3,341	2,992	89.55%	2,575	77.07%
50+	1,401	1,246	88.94%	1,061	75.73%
Unknown	32	31	96.88%	25	78.13%
<b>Total</b>	<b>30,828</b>	<b>26,872</b>	<b>87.17%</b>	<b>20,723</b>	<b>67.22%</b>

**CAMPUS BASED RESEARCH**

<b>Retention and Success Rate for 2003 Winter Term</b>					
<b>Age Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
1 - <18	65	62	95.38%	49	75.38%
18 & 19	574	539	93.90%	458	79.79%
20 to 24	471	445	94.48%	386	81.95%
25 to 29	169	153	90.53%	136	80.47%
30 to 34	120	105	87.50%	93	77.50%
35 to 39	113	98	86.73%	85	75.22%
40-49	208	191	91.83%	167	80.29%
50+	63	62	98.41%	54	85.71%
Unknown	2	0	0%	0	0%
<b>Total</b>	<b>1,785</b>	<b>1,655</b>	<b>92.72%</b>	<b>1,428</b>	<b>80%</b>

<b>Retention and Success Rate for 2003 Spring Term</b>					
<b>Age Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
1 - <18	711	663	93.25%	567	79.75%
18 & 19	8,799	7,679	87.27%	5,785	65.75%
20 to 24	8,011	6,849	85.49%	5,432	67.81%
25 to 29	2,503	2,146	85.74%	1,726	68.96%
30 to 34	1,690	1,461	86.45%	1,183	70.00%
35 to 39	1,589	1,362	85.71%	1,134	71.37%
40-49	3,032	2,717	89.61%	2,336	77.04%
50+	1,232	1,082	87.82%	947	76.87%
Unknown	1	1	100%	1	100%
<b>Total</b>	<b>27,568</b>	<b>23,960</b>	<b>86.91%</b>	<b>19,111</b>	<b>69.32%</b>

<b>2002-2003 Grand Total</b>	<b>72,564</b>	<b>64,088</b>	<b>88.32%</b>	<b>51,484</b>	<b>70.95%</b>
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**CAMPUS BASED RESEARCH**

<b>*Retention and Success Rate for 2003 Summer Term</b>					
<b>Age Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
1 - <18	646	616	95.36%	542	83.90%
18 & 19	1,773	1,615	91.09%	1,387	78.23%
20 to 24	1,992	1,791	89.91%	1,512	75.90%
25 to 29	797	727	91.22%	611	76.66%
30 to 34	476	420	88.24%	358	75.21%
35 to 39	425	365	85.88%	307	72.24%
40-49	786	717	91.22%	625	79.52%
50+	294	267	90.82%	237	80.61%
Unknown	0	0	0%	0	0%
<b>Total</b>	<b>7,189</b>	<b>6,518</b>	<b>90.67%</b>	<b>5,579</b>	<b>77.60%</b>

\* During the Summer 2003 term, there was a 50% reduction in course offerings due to budget restrictions.

<b>Retention and Success Rate for 2003 Fall Term</b>					
<b>Age Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
1 - <18	1,213	1,088	89.69%	868	71.56%
18 & 19	10,591	9,177	86.65%	6,876	64.92%
20 to 24	9,109	7,548	82.86%	5,859	64.32%
25 to 29	2,830	2,403	84.91%	1,906	67.35%
30 to 34	1,822	1,561	85.68%	1,221	67.01%
35 to 39	1,513	1,275	84.27%	1,062	70.19%
40-49	2,902	2,509	86.46%	2,101	75.50%
50+	1,146	1,003	87.52%	889	77.57%
Unknown	4	2	50%	0	0%
<b>Total</b>	<b>31,130</b>	<b>26,566</b>	<b>85.34%</b>	<b>20,782</b>	<b>67.05%</b>

**CAMPUS BASED RESEARCH**

<b>Retention and Success Rate for 2004 Winter Term</b>					
<b>Age Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
1 - <18	93	92	98.92%	81	87.10%
18 & 19	909	872	95.93%	737	81.08%
20 to 24	930	859	92.37%	750	80.65%
25 to 29	333	314	94.29%	278	83.48%
30 to 34	199	180	90.45%	158	79.40%
35 to 39	147	130	88.44%	114	77.55%
40-49	272	252	92.65%	236	86.76%
50+	117	109	93.16%	103	88.03%
Unknown	3	2	66.67%	2	66.67%
<b>Total</b>	<b>3,003</b>	<b>2,810</b>	<b>93.57%</b>	<b>2,459</b>	<b>81.88%</b>

<b>Retention and Success Rate for 2004 Spring Term</b>					
<b>Age Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
1 - <18	774	696	89.92%	582	75.19%
18 & 19	9,607	8,233	85.70%	6,174	64.27%
20 to 24	9,942	8,325	83.74%	6,389	64.26%
25 to 29	2,860	2,390	83.57%	1,918	67.06%
30 to 34	1,884	1,557	82.64%	1,253	66.51%
35 to 39	1,598	1,346	84.23%	1,122	70.21%
40-49	3,030	2,558	84.42%	2,219	73.23%
50+	1,213	1,053	86.81%	945	77.92%
Unknown	5	5	100.00%	2	40.00%
<b>Total</b>	<b>30,913</b>	<b>26,163</b>	<b>84.63%</b>	<b>20,604</b>	<b>66.65%</b>

<b>2003-2004 Grand Total</b>	72,235	62,057	85.90%	49,514	68.55%
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**CAMPUS BASED RESEARCH**

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**Summary of Findings**

We retain students at a higher rate who are 18 years of age or under. These “Special Admission” students have the highest retention rate and the highest success rate. Extra admission processes and high school academic criteria are required, as well as talking with a high school counselor and AVC counselor. “Special Admission” students are defined as those students who are academically and vocationally talented (SB 338). The students in this group have parental involvement and are often more likely to succeed than other AVC students. In addition, “Special Admission” students must have a minimum 2.5 high school grade point average to enroll.

Students who are 50+ perform better than their younger counterparts in both retention and in academic success. Students who are 30-34 and 40-49 also do better than students in the 25-29 age group.

Younger students, 18 and 19 years old, stay in school at a higher rate than older students, but are only slightly more successful than the other age groups.

Students ages 20-24 have the lowest retention and the lowest academic success rate of all age groups. More efforts needs to be placed on this age group.

In the five-year span from 1999-2004, we have retained an average of 87.63% of all students who enroll. During the same time frame, an average of only 69.65% completed their classes successfully. Another note in the five-year trend is that, each year, fewer students are retained and fewer students are successful. It is believed that the loss of AVC’s pre-requisites has had a negative impact on student retention and success. It is expected that there will be a change in the retention and success rate of students with the reinstatement of pre-requisites in English and Math and the sequencing of courses within the curriculum.

**CAMPUS BASED RESEARCH**

**GENDER**

<b>Retention and Success Rate for 1999 Summer Term</b>					
<b>Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Female	4,860	4,501	92.61%	3,889	80.02%
Male	4,645	4,466	96.15%	3,843	82.73%
Unknown	108	107	99.07%	102	94.44%
<b>Total</b>	<b>9,613</b>	<b>9,074</b>	<b>94.39%</b>	<b>7,834</b>	<b>81.49%</b>

<b>Retention and Success Rate for 1999 Fall Term</b>					
<b>Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Female	16,330	14,602	89.42%	11,715	71.74%
Male	9,694	8,626	88.98%	6,553	67.60%
Unknown	121	111	91.74%	82	67.77%
<b>Total</b>	<b>26,145</b>	<b>23,339</b>	<b>89.27%</b>	<b>18,350</b>	<b>70.19%</b>

<b>Retention and Success Rate for 2000 Winter Term</b>					
<b>Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Female	403	401	99.50%	377	93.55%
Male	224	222	99.11%	200	89.29%
Unknown	0	0	0%	0	0%
<b>Total</b>	<b>627</b>	<b>623</b>	<b>99.36%</b>	<b>577</b>	<b>92.03%</b>

<b>Retention and Success Rate for 2000 Spring Term</b>					
<b>Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Female	16,210	14,136	87.21%	11,111	68.54%
Male	9,662	8,376	86.69%	6,235	64.53%
Unknown	6	6	100%	4	66.67%
<b>Total</b>	<b>25,878</b>	<b>22,518</b>	<b>87.02%</b>	<b>17,350</b>	<b>67.05%</b>

<b>1999-2000 Grand Total</b>	<b>62,263</b>	<b>55,554</b>	<b>89.222</b>	<b>44,111</b>	<b>70.85%</b>
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**CAMPUS BASED RESEARCH**

<b>Retention and Success Rate for 2000 Summer Term</b>					
<b>Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Female	5,200	4,892	94.08%	4,187	80.52%
Male	4,963	4,817	97.06%	4,217	84.97%
Unknown	56	55	98.21%	48	85.71%
<b>Total</b>	<b>10,219</b>	<b>9,764</b>	<b>95.55%</b>	<b>8,452</b>	<b>82.71%</b>

<b>Retention and Success Rate for 2000 Fall Term</b>					
<b>Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Female	17,533	15,189	86.63%	11,780	67.19%
Male	10,259	8,911	86.86%	6,663	64.95%
Unknown	113	97	85.84%	68	60.18%
<b>Total</b>	<b>27,905</b>	<b>24,197</b>	<b>86.71%</b>	<b>18,511</b>	<b>66.34%</b>

<b>Retention and Success Rate for 2001 Winter Term</b>					
<b>Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Female	777	765	98.46%	615	79.15%
Male	373	366	98.12%	309	82.84%
Unknown	4	4	100%	4	100%
<b>Total</b>	<b>1,154</b>	<b>1,135</b>	<b>98.35%</b>	<b>928</b>	<b>80.42%</b>

<b>Retention and Success Rate for 2001 Spring Term</b>					
<b>Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Female	17,313	14,809	85.54%	11,665	67.38%
Male	10,272	8,822	85.88%	6,637	64.61%
Unknown	111	93	83.78%	64	57.66%
<b>Total</b>	<b>27,696</b>	<b>23,724</b>	<b>85.66%</b>	<b>18,366</b>	<b>66.31%</b>

<b>2000-2001 Grand Total</b>	<b>66,974</b>	<b>58,820</b>	<b>87.83%</b>	<b>46,257</b>	<b>69.07%</b>
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**CAMPUS BASED RESEARCH**

<b>Retention and Success Rate for 2001 Summer Term</b>					
<b>Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Female	5,593	5,210	93.15%	4,416	78.96%
Male	5,072	4,904	96.69%	4,148	81.78%
Unknown	41	37	90.24%	28	68.29%
<b>Total</b>	<b>10,706</b>	<b>10,151</b>	<b>94.82%</b>	<b>8,592</b>	<b>80.25%</b>

<b>Retention and Success Rate for 2001 Fall Term</b>					
<b>Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Female	17,909	15,353	85.73%	12,124	67.70%
Male	10,318	8,910	86.35%	6,677	64.71%
Unknown	122	110	90.16%	81	66.39%
<b>Total</b>	<b>28,349</b>	<b>24,373</b>	<b>85.97%</b>	<b>18,882</b>	<b>66.61%</b>

<b>Retention and Success Rate for 2002 Winter Term</b>					
<b>Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Female	807	767	95.04%	665	82.40%
Male	426	415	97.42%	364	85.45%
Unknown	11	11	100%	11	100%
<b>Total</b>	<b>1,244</b>	<b>1,193</b>	<b>95.90%</b>	<b>1,040</b>	<b>83.60%</b>

<b>Retention and Success Rate for 2002 Spring Term</b>					
<b>Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Female	19,063	15,989	83.87%	12,635	66.28%
Male	12,305	10,472	85.02%	8,083	65.69%
Unknown	190	172	90.53%	123	64.74%
<b>Total</b>	<b>31,558</b>	<b>26,633</b>	<b>84.36%</b>	<b>20,841</b>	<b>66.04%</b>

<b>2001-2002 Grand Total</b>	<b>71,857</b>	<b>62,340</b>	<b>86.76%</b>	<b>49,355</b>	<b>68.69%</b>
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**CAMPUS BASED RESEARCH**

<b>Retention and Success Rate for 2002 Summer Term</b>					
<b>Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Female	6,693	6,180	92.34%	5,386	80.47%
Male	5,596	5,335	95.34%	4,763	85.11%
Unknown	94	86	91.49%	73	77.66%
<b>Total</b>	<b>12,383</b>	<b>11,601</b>	<b>93.68%</b>	<b>10,222</b>	<b>82.55%</b>

<b>Retention and Success Rate for 2002 Fall Term</b>					
<b>Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Female	19,058	16,650	87.36%	13,095	68.71%
Male	11,560	10,037	86.83%	7,500	64.88%
Unknown	210	185	88.10%	128	60.95%
<b>Total</b>	<b>30,828</b>	<b>26,872</b>	<b>87.17%</b>	<b>20,723</b>	<b>67.22%</b>

<b>Retention and Success Rate for 2003 Winter Term</b>					
<b>Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Female	1,133	1,041	91.88%	913	80.58%
Male	641	604	94.23%	507	79.10%
Unknown	11	10	90.91%	8	72.73%
<b>Total</b>	<b>1,785</b>	<b>1,655</b>	<b>92.72%</b>	<b>1,428</b>	<b>80%</b>

<b>Retention and Success Rate for 2003 Spring Term</b>					
<b>Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Female	16,905	14,727	87.12%	11,985	70.90%
Male	10,498	9,089	86.58%	7,023	66.90%
Unknown	165	144	87.27%	103	62.42%
<b>Total</b>	<b>27,568</b>	<b>23,960</b>	<b>86.91%</b>	<b>19,111</b>	<b>69.32%</b>

<b>2002-2003 Grand Total</b>	<b>72,564</b>	<b>64,088</b>	<b>88.32%</b>	<b>51,484</b>	<b>70.95%</b>
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**CAMPUS BASED RESEARCH**

<b>*Retention and Success Rate for 2003 Summer Term</b>					
<b>Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Female	4,522	4,093	90.51%	3,530	78.06%
Male	2,618	2,381	90.95%	2,013	76.89%
Unknown	49	44	89.80%	36	73.47%
<b>Total</b>	<b>7,189</b>	<b>6,518</b>	<b>90.67%</b>	<b>5,579</b>	<b>77.60%</b>

\* During the Summer 2003 term, there was a 50% reduction in course offerings due to budget restrictions.

<b>Retention and Success Rate for 2003 Fall Term</b>					
<b>Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Female	18,939	16,132	85.18%	12,833	67.76%
Male	12,014	10,276	85.53%	7,916	65.89%
Unknown	177	158	89.27%	123	69.49%
<b>Total</b>	<b>31,130</b>	<b>26,566</b>	<b>85.34%</b>	<b>20,872</b>	<b>67.05%</b>

<b>Retention and Success Rate for 2004 Winter Term</b>					
<b>Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Female	1,949	1,823	93.54%	1,603	82.25%
Male	1,031	966	93.70%	837	81.18%
Unknown	23	21	91.30%	19	82.61%
<b>Total</b>	<b>3,003</b>	<b>2,810</b>	<b>94.67^</b>	<b>2,459</b>	<b>81.88%</b>

<b>Retention and Success Rate for 2004 Spring Term</b>					
<b>Group</b>	<b>Total Enrollments</b>	<b>Retained</b>	<b>% Retained</b>	<b>Succeeded</b>	<b>% Succeeded</b>
Female	18,492	15,634	84.54%	12,535	67.79%
Male	12,246	10,379	84.75%	7,951	64.93%
Unknown	175	150	85.71%	118	67.43%
<b>Total</b>	<b>30,913</b>	<b>26,163</b>	<b>84.63%</b>	<b>20,604</b>	<b>66.65%</b>

<b>2003-2004 Grand Total</b>	<b>72,235</b>	<b>62,057</b>	<b>85.91%</b>	<b>49,514</b>	<b>68.55%</b>
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**CAMPUS BASED RESEARCH**

**Summary of Findings**

Since 1999, the trend has been that AVC retains more female students than male students, but no clear pattern exists as to which gender is more academically successful.

Both genders are retained and have a higher success rate in the summer and winter terms than in the fall and spring terms. The summer and winter terms are constricted and students have a lighter academic load. There is no pattern between gender and retention or success between the fall and spring terms.

**Retention and Success Rates by Gender and Ethnicity 1999-2004**

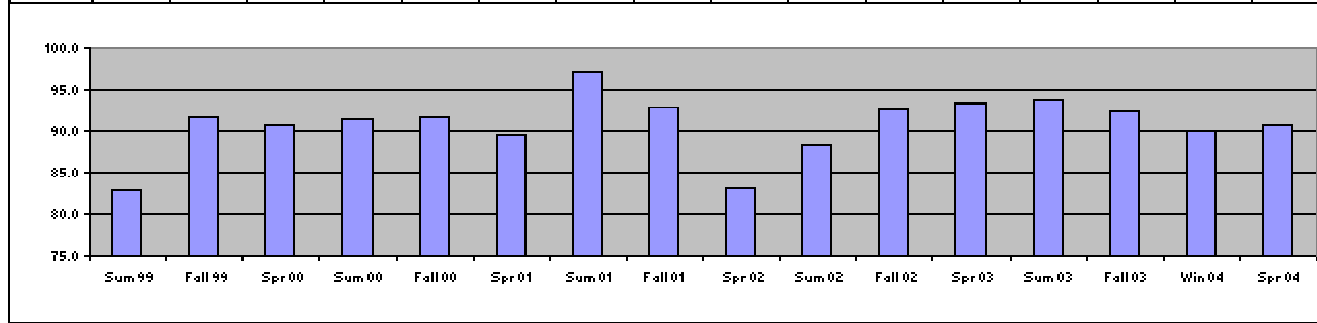
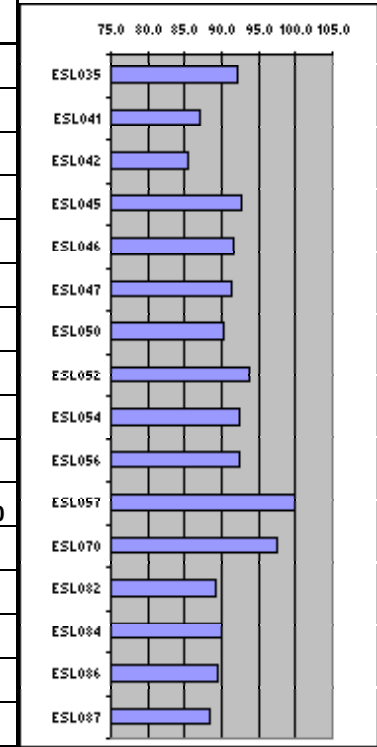
		Total	Retention		Success	
			Count	Percent	Count	Percent
<b>Female</b>						
	African American	39,296	32,845	83.6%	22,991	58.5%
	Asian/Filipino/Pacific Islander	11,335	9,991	88.1%	8,308	73.3%
	Hispanic	50,404	43,966	87.2%	34,119	67.7%
	Native American	2,694	2,357	87.5%	1,898	70.5%
	Other/Unknown	9,561	8,359	87.4%	6,846	71.6%
	Caucasian	102,891	91,062	88.5%	77,995	75.8%
	<b>Total</b>	<b>216,181</b>	<b>188,580</b>	<b>87.2%</b>	<b>152,157</b>	<b>70.4%</b>
<b>Male</b>						
	African American	21,964	18,945	86.3%	13,037	59.4%
	Asian/Filipino/Pacific Islander	9,417	8,235	87.4%	6,582	69.9%
	Hispanic	29,115	25,546	87.7%	19,022	65.3%
	Native American	1,680	1,461	87.0%	1,099	65.4%
	Other/Unknown	6,385	5,687	89.1%	4,604	72.1%
	Caucasian	69,191	61,447	88.8%	50,787	73.4%
	<b>Total</b>	<b>137,752</b>	<b>121,321</b>	<b>88.1%</b>	<b>95,131</b>	<b>69.1%</b>
<b>All</b>						
	African American	61,260	51,790	84.5%	36,028	58.8%
	Asian/Filipino/Pacific Islander	20,752	18,226	87.8%	14,890	71.8%
	Hispanic	79,519	69,512	87.4%	53,141	66.8%
	Native American	4,374	3,818	87.3%	2,997	68.5%
	Other/Unknown	15,946	14,046	88.1%	11,450	71.8%
	Caucasian	172,082	152,509	88.6%	128,782	74.8%
	<b>Total</b>	<b>353,933</b>	<b>309,901</b>	<b>87.6%</b>	<b>247,288</b>	<b>69.9%</b>

In reviewing the data of retention and success rates by gender and by ethnicity, the research supports that, overall, females of all ethnic groups are retained and are slightly more successful than males. There is a slight discrepancy in the African American population and the other/unknown population where males do slightly better than females in both retention and success. The greatest gender gap is between the Native American students where females do much better than their ethnic male counterparts.

**CAMPUS BASED RESEARCH**

**3. ESL and Basic Skills Completion  
ESL RETENTION RATES 1999-2004**

	Sum 99	Fall 99	Spr 00	Sum 00	Fall 00	Spr 01	Sum 01	Fall 01	Spr 02	Sum 02	Fall 02	Spr 03	Sum 03	Fall 03	Win 04	Spr 04	Ave.
ESL035		84.6	100.0		100.0	81.0		95.0									<b>92.1</b>
ESL041			90.0			82.6	88.9	100.0	68.0	84.2	82.1	92.6		84.0		96.8	<b>86.9</b>
ESL042		94.7	76.9		78.3			70.0	82.8	81.0	95.5	93.3	100.0	85.7		81.0	<b>85.4</b>
ESL045			92.9	82.4	91.3	93.3	100.0	100.0	88.4	94.7	95.7	87.9		80.0	100.0	96.6	<b>92.6</b>
ESL046	83.3	96.4	91.4	100.0	95.3	98.2		83.3	86.4	100.0	88.5	88.2	95.2	87.5		90.0	<b>91.7</b>
ESL047						88.0		94.7	83.3		100.0	95.8		96.4		81.0	<b>91.3</b>
ESL050									96.9		91.3	92.0		100.0		70.8	<b>90.2</b>
ESL052	82.6	94.9	96.3		94.4	93.9		100.0	90.9		93.5	100.0		96.6		87.5	<b>93.7</b>
ESL054		95.8	90.5	83.3	100.0	100.0	100.0	100.0	69.6	91.7	89.5	90.0		95.0		95.8	<b>92.4</b>
ESL056		100.0	88.2	100.0	81.8	91.7		88.2	91.3					95.2			<b>92.4</b>
ESL057												100.0				100.0	<b>100.0</b>
ESL070											100.0	95.8		94.4		100.0	<b>97.6</b>
ESL082		85.7	75.9		89.7	94.7	100.0	100.0	84.2	78.9	83.3	96.4	86.4	100.0		85.7	<b>89.3</b>
ESL084		86.8	95.0		85.7	93.8		88.9	72.7		100.0			94.4		93.3	<b>90.1</b>
ESL086		86.4	100.0			66.7		94.4			88.2			90.9		100.0	<b>89.5</b>
ESL087			92.9		100.0				82.4			87.0			80.0		<b>88.5</b>
<b>Ave.</b>	<b>83.0</b>	<b>91.7</b>	<b>90.8</b>	<b>91.4</b>	<b>91.7</b>	<b>89.4</b>	<b>97.2</b>	<b>92.9</b>	<b>83.1</b>	<b>88.4</b>	<b>92.5</b>	<b>93.3</b>	<b>93.9</b>	<b>92.3</b>	<b>90.0</b>	<b>90.7</b>	<b>90.8</b>

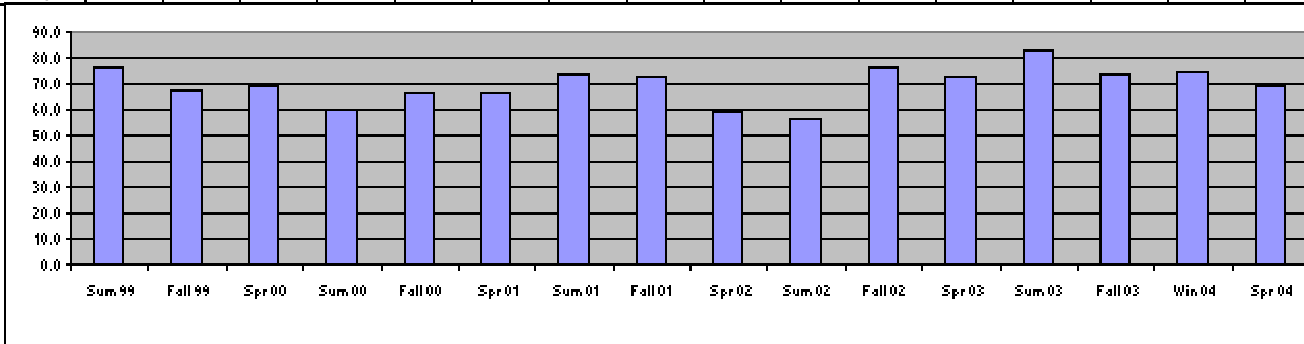
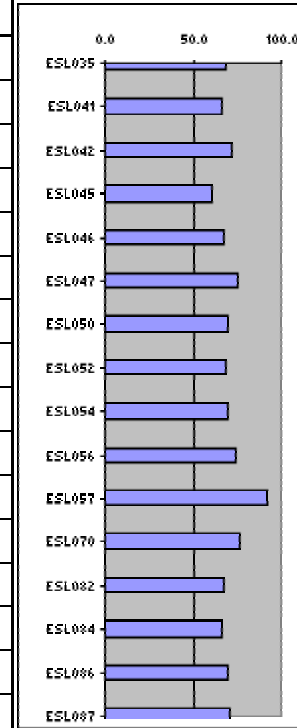


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**CAMPUS BASED RESEARCH**

**ESL SUCCESS RATES 1999-2004**

	Sum 99	Fall 99	Spr 00	Sum 00	Fall 00	Spr 01	Sum 01	Fall 01	Spr 02	Sum 02	Fall 02	Spr 03	Sum 03	Fall 03	Win 04	Spr 04	Ave.
ESL035		69.2	80.0		78.9	52.4		65.0									<b>69.1</b>
ESL041			55.0			78.3	83.3	93.8	52.0	68.4	64.3	51.9		56.0		61.3	<b>66.4</b>
ESL042		78.9	59.0		60.9			55.0	65.5	66.7	72.7	80.0	100.0	81.0		66.7	<b>71.5</b>
ESL045			78.6	64.7	56.5	46.7	57.9	41.4	48.8	57.9	60.9	72.7		75.0	80.0	51.7	<b>61.0</b>
ESL046	83.3	78.6	80.0	46.7	81.4	69.1		71.4	63.6	33.3	61.5	55.9	76.2	60.0		75.0	<b>66.9</b>
ESL047						80.0		94.7	56.3		81.3	87.5		89.3		38.1	<b>75.3</b>
ESL050									87.5		65.2	80.0		72.2		45.8	<b>70.1</b>
ESL052	69.6	59.0	70.4		50.0	78.8		81.0	63.6		80.6	57.7		62.1		75.0	<b>68.0</b>
ESL054		83.3	76.2	50.0	60.0	71.4	78.9	60.0	47.8	66.7	73.7	80.0		80.0		83.3	<b>70.1</b>
ESL056		68.8	70.6	80.0	81.8	75.0		70.6	52.2		81.8			90.5			<b>74.6</b>
ESL057												95.0				90.0	<b>92.5</b>
ESL070											82.6	62.5		77.8		81.8	<b>76.2</b>
ESL082		57.1	55.2		79.3	73.7	72.7	66.7	57.9	47.4	83.3	75.0	72.7	60.9		81.0	<b>67.9</b>
ESL084		44.7	60.0		42.9	43.8		88.9	45.5		100.0			88.9		86.7	<b>66.8</b>
ESL086		68.2	69.2			58.3		83.3			88.2			63.6		60.0	<b>70.1</b>
ESL087			71.4		75.0				70.6			69.6			70.0		<b>71.3</b>
<b>Ave.</b>	<b>76.5</b>	<b>67.5</b>	<b>68.8</b>	<b>60.4</b>	<b>66.7</b>	<b>66.1</b>	<b>73.2</b>	<b>72.7</b>	<b>59.3</b>	<b>56.7</b>	<b>76.6</b>	<b>72.3</b>	<b>83.0</b>	<b>73.6</b>	<b>75.0</b>	<b>69.0</b>	<b>69.8</b>



**CAMPUS BASED RESEARCH**

**SUCCESS AND RETENTION RATES AMONG STUDENTS WHO TOOK AN ESL COURSE AND THEN TOOK ENGL 101 – 1999-2004**

	Successful		Retention		Total
	Count	Rate	Count	Rate	
<b>All Students</b>	38	74.5%	43	84.3%	51
<b>Gender</b>					
Female	31	81.6%	35	92.1%	38
Male	7	53.8%	8	61.5%	13
<b>Disability</b>					
Yes	1	100.0%	1	100.0%	1
No	37	74.0%	42	84.0%	50
<b>Ethnicity</b>					
African American	1	33.3%	2	66.7%	3
Asian	12	80.0%	12	80.0%	15
Hispanic	17	70.8%	21	87.5%	24
Pacific Islander	1	100.0%	1	100.0%	1
White	5	83.3%	5	83.3%	6
Other	1	100.0%	1	100.0%	1
Unknown	1	100.0%	1	100.0%	1
<b>Age</b>					
Less than 20	5	71.4%	5	71.4%	7
20 - 24	5	71.4%	5	71.4%	7
25 - 29	7	77.8%	8	88.9%	9
30 - 34	6	85.7%	6	85.7%	7
35 - 39	4	100.0%	4	100.0%	4
40 - 49	10	62.5%	14	87.5%	16
50 or older	1	100.0%	1	100.0%	1



**CAMPUS BASED RESEARCH**

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**ESL and Basic Skills Completion**

**ESL**

A review of the data of students who complete ESL classes is extremely positive. Over the past five years, the retention rate of students in ESL classes averages 90%, which is higher than the college average. The success rate is equal that of the college population at 69%. Although more analysis will be conducted, AVC is very proud of the success of the students and faculty in this program.

Of the students that completed the ESL sequence and then took English 101, 84.3% were retained and 74.5% were successful. These results are promising, even through the number of students were small.

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR READING 097 BY ETHNICITY 1999-2004**

**African American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	13	12	92.3%	9	69.2%
Fall 1999	30	27	90.0%	8	26.7%
Spring 2000	43	34	79.1%	26	60.5%
Summer 2000	9	9	100.0%	6	66.7%
Fall 2000	35	31	88.6%	14	40.0%
Spring 2001	54	49	90.7%	14	25.9%
Fall 2001	47	42	89.4%	18	38.3%
Spring 2002	41	38	92.7%	12	29.3%
Fall 2002	43	33	76.7%	12	27.9%
Spring 2003	33	26	78.8%	17	51.5%
Fall 2003	34	27	79.4%	18	52.9%
Spring 2004	30	22	73.3%	8	26.7%
<b>Overall</b>	<b>412</b>	<b>350</b>	<b>85.0%</b>	<b>162</b>	<b>39.3%</b>

**Asian/Filipino/Pacific Islander**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	4	3	75.0%	3	75.0%
Fall 1999	16	15	93.8%	12	75.0%
Spring 2000	14	12	85.7%	12	85.7%
Summer 2000	1	1	100.0%	1	100.0%
Fall 2000	6	6	100.0%	5	83.3%
Spring 2001	3	3	100.0%	3	100.0%
Fall 2001	3	3	100.0%	2	66.7%
Spring 2002	4	3	75.0%	2	50.0%
Fall 2002	9	8	88.9%	6	66.7%
Spring 2003	4	4	100.0%	4	100.0%
Fall 2003	2	2	100.0%	2	100.0%
Spring 2004	3	3	100.0%	2	66.7%
<b>Overall</b>	<b>69</b>	<b>63</b>	<b>91.3%</b>	<b>54</b>	<b>78.3%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR READING 097 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Hispanic**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	24	20	83.3%	19	79.2%
Fall 1999	62	59	95.2%	47	75.8%
Spring 2000	43	38	88.4%	24	55.8%
Summer 2000	11	11	100.0%	7	63.6%
Fall 2000	39	35	89.7%	30	76.9%
Spring 2001	38	31	81.6%	20	52.6%
Fall 2001	34	30	88.2%	21	61.8%
Spring 2002	30	25	83.3%	11	36.7%
Fall 2002	54	47	87.0%	29	53.7%
Spring 2003	22	17	77.3%	9	40.9%
Fall 2003	31	26	83.9%	16	51.6%
Spring 2004	21	15	71.4%	6	28.6%
<b>Overall</b>	<b>409</b>	<b>354</b>	<b>86.6%</b>	<b>239</b>	<b>58.4%</b>

**Native American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	1	1	100.0%	1	100.0%
Spring 2000	2	2	100.0%	2	100.0%
Summer 2000	2	2	100.0%	0	0.0%
Fall 2000	2	2	100.0%	2	100.0%
Spring 2001	2	2	100.0%	2	100.0%
Fall 2001	4	3	75.0%	0	0.0%
Spring 2002	3	3	100.0%	2	66.7%
Fall 2002	3	3	100.0%	1	33.3%
Spring 2003	3	3	100.0%	1	33.3%
Fall 2003	2	2	100.0%	1	50.0%
<b>Overall</b>	<b>24</b>	<b>23</b>	<b>95.8%</b>	<b>12</b>	<b>50.0%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR READING 097 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Other/Unknown**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	3	1	33.3%	1	33.3%
Fall 1999	8	7	87.5%	4	50.0%
Spring 2000	3	2	66.7%	2	66.7%
Summer 2000	3	3	100.0%	3	100.0%
Fall 2000	7	6	85.7%	5	71.4%
Spring 2001	3	3	100.0%	3	100.0%
Fall 2001	3	2	66.7%	1	33.3%
Spring 2002	6	4	66.7%	2	33.3%
Fall 2002	3	2	66.7%	2	66.7%
Spring 2003	1	1	100.0%	1	100.0%
Fall 2003	3	3	100.0%	2	66.7%
Spring 2004	4	3	75.0%	1	25.0%
<b>Overall</b>	<b>47</b>	<b>37</b>	<b>78.7%</b>	<b>27</b>	<b>57.4%</b>

**Caucasian**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	4	4	100.0%	4	100.0%
Fall 1999	59	52	88.1%	39	66.1%
Spring 2000	39	32	82.1%	20	51.3%
Summer 2000	6	6	100.0%	4	66.7%
Fall 2000	47	44	93.6%	28	59.6%
Spring 2001	20	19	95.0%	14	70.0%
Fall 2001	31	28	90.3%	16	51.6%
Spring 2002	28	24	85.7%	18	64.3%
Fall 2002	38	33	86.8%	25	65.8%
Spring 2003	15	8	53.3%	7	46.7%
Fall 2003	19	17	89.5%	13	68.4%
Spring 2004	13	12	92.3%	7	53.8%
<b>Overall</b>	<b>319</b>	<b>279</b>	<b>87.5%</b>	<b>195</b>	<b>61.1%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR READING 097 BY GENDER 1999-2004**

**Female**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	38	31	81.6%	28	73.7%
Fall 1999	102	93	91.2%	68	66.7%
Spring 2000	102	91	89.2%	74	72.5%
Summer 2000	22	22	100.0%	15	68.2%
Fall 2000	97	89	91.8%	64	66.0%
Spring 2001	83	74	89.2%	45	54.2%
Fall 2001	73	67	91.8%	39	53.4%
Spring 2002	76	68	89.5%	35	46.1%
Fall 2002	100	82	82.0%	49	49.0%
Spring 2003	54	42	77.8%	30	55.6%
Fall 2003	66	59	89.4%	42	63.6%
Spring 2004	50	39	78.0%	16	32.0%
<b>Overall</b>	<b>863</b>	<b>757</b>	<b>87.7%</b>	<b>505</b>	<b>58.5%</b>

**Male**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	10	9	90.0%	8	80.0%
Fall 1999	74	68	91.9%	43	58.1%
Spring 2000	43	30	69.8%	13	30.2%
Summer 2000	10	10	100.0%	6	60.0%
Fall 2000	39	35	89.7%	20	51.3%
Spring 2001	37	33	89.2%	11	29.7%
Fall 2001	48	40	83.3%	19	39.6%
Spring 2002	35	28	80.0%	12	34.3%
Fall 2002	47	42	89.4%	24	51.1%
Spring 2003	24	17	70.8%	9	37.5%
Fall 2003	23	17	73.9%	9	39.1%
Spring 2004	20	15	75.0%	7	35.0%
<b>Overall</b>	<b>410</b>	<b>344</b>	<b>83.9%</b>	<b>181</b>	<b>44.1%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR READING 097 BY DISABILITY 1999-2004**

**Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	5	4	80.0%	3	60.0%
Fall 1999	28	26	92.9%	13	46.4%
Spring 2000	24	21	87.5%	14	58.3%
Summer 2000	6	6	100.0%	3	50.0%
Fall 2000	36	35	97.2%	17	47.2%
Spring 2001	28	27	96.4%	11	39.3%
Fall 2001	47	41	87.2%	18	38.3%
Spring 2002	31	25	80.6%	12	38.7%
Fall 2002	44	36	81.8%	16	36.4%
Spring 2003	13	9	69.2%	5	38.5%
Fall 2003	23	20	87.0%	6	26.1%
Spring 2004	10	9	90.0%	2	20.0%
<b>Overall</b>	<b>295</b>	<b>259</b>	<b>87.8%</b>	<b>120</b>	<b>40.7%</b>

**Not Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	43	36	83.7%	33	76.7%
Fall 1999	148	135	91.2%	98	66.2%
Spring 2000	121	100	82.6%	73	60.3%
Summer 2000	26	26	100.0%	18	69.2%
Fall 2000	100	89	89.0%	67	67.0%
Spring 2001	92	80	87.0%	45	48.9%
Fall 2001	75	67	89.3%	40	53.3%
Spring 2002	81	72	88.9%	35	43.2%
Fall 2002	106	90	84.9%	59	55.7%
Spring 2003	66	51	77.3%	35	53.0%
Fall 2003	68	57	83.8%	46	67.6%
Spring 2004	62	47	75.8%	22	35.5%
<b>Overall</b>	<b>988</b>	<b>850</b>	<b>86.0%</b>	<b>571</b>	<b>57.8%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR READING 097 BY AGE 1999-2004**

**Less than 20 years**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	16	15	93.8%	14	87.5%
Fall 1999	129	118	91.5%	82	63.6%
Spring 2000	51	42	82.4%	25	49.0%
Summer 2000	16	16	100.0%	11	68.8%
Fall 2000	71	64	90.1%	47	66.2%
Spring 2001	27	22	81.5%	9	33.3%
Fall 2001	56	48	85.7%	20	35.7%
Spring 2002	28	25	89.3%	11	39.3%
Fall 2002	61	57	93.4%	35	57.4%
Spring 2003	22	18	81.8%	13	59.1%
Fall 2003	39	35	89.7%	21	53.8%
Spring 2004	29	27	93.1%	11	37.9%
<b>Overall</b>	<b>545</b>	<b>487</b>	<b>89.4%</b>	<b>299</b>	<b>54.9%</b>

**20-24**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	13	10	76.9%	7	53.8%
Fall 1999	20	18	90.0%	8	40.0%
Spring 2000	43	35	81.4%	24	55.8%
Summer 2000	5	5	100.0%	2	40.0%
Fall 2000	25	24	96.0%	12	48.0%
Spring 2001	34	34	100.0%	18	52.9%
Fall 2001	21	18	85.7%	12	57.1%
Spring 2002	38	30	78.9%	14	36.8%
Fall 2002	35	28	80.0%	12	34.3%
Spring 2003	23	17	73.9%	12	52.2%
Fall 2003	19	15	78.9%	13	68.4%
Spring 2004	21	13	61.9%	4	19.0%
<b>Overall</b>	<b>297</b>	<b>247</b>	<b>83.2%</b>	<b>138</b>	<b>46.5%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR READING 097 BY AGE 1999-2004 (Cont'd)**

**25-29**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	5	4	80.0%	4	80.0%
Fall 1999	6	6	100.0%	5	83.3%
Spring 2000	13	10	76.9%	8	61.5%
Summer 2000	2	2	100.0%	1	50.0%
Fall 2000	15	12	80.0%	10	66.7%
Spring 2001	14	11	78.6%	6	42.9%
Fall 2001	9	8	88.9%	4	44.4%
Spring 2002	8	8	100.0%	2	25.0%
Fall 2002	11	9	81.8%	7	63.6%
Spring 2003	9	6	66.7%	3	33.3%
Fall 2003	13	11	84.6%	7	53.8%
Spring 2004	10	8	80.0%	5	50.0%
<b>Overall</b>	<b>115</b>	<b>95</b>	<b>82.6%</b>	<b>62</b>	<b>53.9%</b>

**30-34**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	6	5	83.3%	5	83.3%
Fall 1999	5	4	80.0%	3	60.0%
Spring 2000	10	9	90.0%	8	80.0%
Summer 2000	1	1	100.0%	1	100.0%
Fall 2000	7	6	85.7%	4	57.1%
Spring 2001	6	5	83.3%	2	33.3%
Fall 2001	10	9	90.0%	7	70.0%
Spring 2002	18	15	83.3%	8	44.4%
Fall 2002	11	9	81.8%	5	45.5%
Spring 2003	6	3	50.0%	3	50.0%
Fall 2003	6	3	50.0%	3	50.0%
Spring 2004	5	3	60.0%	0	0.0%
<b>Overall</b>	<b>91</b>	<b>72</b>	<b>79.1%</b>	<b>49</b>	<b>53.8%</b>



**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR READING 097 BY AGE 1999-2004 (Cont'd)**

**35-39**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	6	4	66.7%	4	66.7%
Fall 1999	6	6	100.0%	5	83.3%
Spring 2000	11	10	90.9%	9	81.8%
Summer 2000	4	4	100.0%	2	50.0%
Fall 2000	4	4	100.0%	2	50.0%
Spring 2001	16	14	87.5%	8	50.0%
Fall 2001	8	8	100.0%	3	37.5%
Spring 2002	6	6	100.0%	3	50.0%
Fall 2002	9	6	66.7%	5	55.6%
Spring 2003	9	7	77.8%	7	77.8%
Fall 2003	4	4	100.0%	4	100.0%
Spring 2004	1	1	100.0%	1	100.0%
<b>Overall</b>	<b>84</b>	<b>74</b>	<b>88.1%</b>	<b>53</b>	<b>63.1%</b>

**40-49**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	2	2	100.0%	2	100.0%
Fall 1999	9	8	88.9%	7	77.8%
Spring 2000	11	10	90.9%	9	81.8%
Summer 2000	2	2	100.0%	2	100.0%
Fall 2000	11	11	100.0%	7	63.6%
Spring 2001	20	18	90.0%	12	60.0%
Fall 2001	12	12	100.0%	8	66.7%
Spring 2002	9	8	88.9%	6	66.7%
Fall 2002	17	13	76.5%	8	47.1%
Spring 2003	9	9	100.0%	2	22.2%
Fall 2003	10	9	90.0%	4	40.0%
Spring 2004	4	2	50.0%	2	50.0%
<b>Overall</b>	<b>116</b>	<b>104</b>	<b>89.7%</b>	<b>69</b>	<b>59.5%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR READING 097 BY AGE 1999-2004 (Cont'd)**

**50 or older**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	1	1	100.0%	1	100.0%
Spring 2000	6	5	83.3%	4	66.7%
Summer 2000	2	2	100.0%	2	100.0%
Fall 2000	2	2	100.0%	1	50.0%
Spring 2001	3	3	100.0%	1	33.3%
Fall 2001	6	5	83.3%	4	66.7%
Spring 2002	5	5	100.0%	3	60.0%
Fall 2002	6	4	66.7%	3	50.0%
Spring 2003	1	0	0.0%	0	0.0%
Spring 2004	2	2	100.0%	1	50.0%
<b>Overall</b>	<b>34</b>	<b>29</b>	<b>85.3%</b>	<b>20</b>	<b>58.8%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR READING 099 BY ETHNICITY 1999-2004**

**African American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	8	8	100.0%	7	87.5%
Fall 1999	28	27	96.4%	24	85.7%
Spring 2000	27	24	88.9%	21	77.8%
Summer 2000	9	8	88.9%	7	77.8%
Fall 2000	27	25	92.6%	17	63.0%
Spring 2001	17	17	100.0%	6	35.3%
Fall 2001	16	14	87.5%	10	62.5%
Spring 2002	20	13	65.0%	7	35.0%
Fall 2002	20	13	65.0%	9	45.0%
Winter 2003	4	4	100.0%	2	50.0%
Spring 2003	26	25	96.2%	14	53.8%
Fall 2003	23	22	95.7%	7	30.4%
Spring 2004	36	19	52.8%	14	38.9%
<b>Overall</b>	<b>261</b>	<b>219</b>	<b>83.9%</b>	<b>145</b>	<b>55.6%</b>

**Asian/Filipino/Pacific Islander**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	4	4	100.0%	4	100.0%
Fall 1999	20	19	95.0%	19	95.0%
Spring 2000	12	11	91.7%	7	58.3%
Summer 2000	4	4	100.0%	3	75.0%
Fall 2000	12	11	91.7%	9	75.0%
Spring 2001	8	7	87.5%	5	62.5%
Fall 2001	7	6	85.7%	5	71.4%
Spring 2002	3	2	66.7%	2	66.7%
Fall 2002	5	5	100.0%	4	80.0%
Winter 2003	1	1	100.0%	1	100.0%
Spring 2003	4	3	75.0%	2	50.0%
Fall 2003	5	4	80.0%	3	60.0%
Spring 2004	3	3	100.0%	3	100.0%
<b>Overall</b>	<b>88</b>	<b>80</b>	<b>90.9%</b>	<b>67</b>	<b>76.1%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR READING 099 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Hispanic**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	13	13	100.0%	12	92.3%
Fall 1999	59	52	88.1%	47	79.7%
Spring 2000	63	55	87.3%	41	65.1%
Summer 2000	16	14	87.5%	12	75.0%
Fall 2000	33	31	93.9%	23	69.7%
Spring 2001	27	26	96.3%	16	59.3%
Fall 2001	29	25	86.2%	14	48.3%
Spring 2002	21	16	76.2%	12	57.1%
Fall 2002	22	19	86.4%	15	68.2%
Winter 2003	9	8	88.9%	8	88.9%
Spring 2003	24	23	95.8%	15	62.5%
Fall 2003	39	36	92.3%	23	59.0%
Spring 2004	44	36	81.8%	27	61.4%
<b>Overall</b>	<b>399</b>	<b>354</b>	<b>88.7%</b>	<b>265</b>	<b>66.4%</b>

**Native American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	2	2	100.0%	2	100.0%
Fall 1999	4	4	100.0%	4	100.0%
Spring 2000	2	2	100.0%	0	0.0%
Summer 2000	2	2	100.0%	2	100.0%
Fall 2000	2	2	100.0%	2	100.0%
Spring 2001	1	1	100.0%	1	100.0%
Spring 2003	2	2	100.0%	1	50.0%
Fall 2003	1	1	100.0%	1	100.0%
Spring 2004	2	2	100.0%	1	50.0%
<b>Overall</b>	<b>18</b>	<b>18</b>	<b>100.0%</b>	<b>14</b>	<b>77.8%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR READING 099 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Other/Unknown**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	3	3	100.0%	3	100.0%
Fall 1999	8	7	87.5%	7	87.5%
Spring 2000	7	7	100.0%	6	85.7%
Summer 2000	1	1	100.0%	1	100.0%
Fall 2000	9	8	88.9%	8	88.9%
Spring 2001	2	2	100.0%	1	50.0%
Fall 2001	2	2	100.0%	1	50.0%
Spring 2002	2	1	50.0%	1	50.0%
Fall 2002	6	6	100.0%	4	66.7%
Winter 2003	1	1	100.0%	1	100.0%
Spring 2003	1	1	100.0%	1	100.0%
Fall 2003	4	2	50.0%	2	50.0%
Spring 2004	3	3	100.0%	1	33.3%
<b>Overall</b>	<b>49</b>	<b>44</b>	<b>89.8%</b>	<b>37</b>	<b>75.5%</b>

**Caucasian**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	13	13	100.0%	13	100.0%
Fall 1999	66	62	93.9%	59	89.4%
Spring 2000	68	61	89.7%	50	73.5%
Summer 2000	11	9	81.8%	9	81.8%
Fall 2000	47	44	93.6%	28	59.6%
Spring 2001	26	21	80.8%	16	61.5%
Fall 2001	24	20	83.3%	15	62.5%
Spring 2002	28	21	75.0%	16	57.1%
Fall 2002	40	37	92.5%	29	72.5%
Winter 2003	9	9	100.0%	8	88.9%
Spring 2003	15	13	86.7%	8	53.3%
Fall 2003	29	27	93.1%	20	69.0%
Spring 2004	23	20	87.0%	15	65.2%
<b>Overall</b>	<b>399</b>	<b>357</b>	<b>89.5%</b>	<b>286</b>	<b>71.7%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR READING 099 BY GENDER 1999-2004**

**Female**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	32	32	100.0%	30	93.8%
Fall 1999	128	119	93.0%	112	87.5%
Spring 2000	120	108	90.0%	82	68.3%
Summer 2000	30	25	83.3%	23	76.7%
Fall 2000	97	90	92.8%	66	68.0%
Spring 2001	51	49	96.1%	29	56.9%
Fall 2001	57	49	86.0%	33	57.9%
Spring 2002	58	41	70.7%	31	53.4%
Fall 2002	71	58	81.7%	44	62.0%
Winter 2003	17	16	94.1%	14	82.4%
Spring 2003	51	49	96.1%	31	60.8%
Fall 2003	73	66	90.4%	45	61.6%
Spring 2004	78	60	76.9%	42	53.8%
<b>Overall</b>	<b>863</b>	<b>762</b>	<b>88.3%</b>	<b>582</b>	<b>67.4%</b>

**Male**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	11	11	100.0%	11	100.0%
Fall 1999	57	52	91.2%	48	84.2%
Spring 2000	59	52	88.1%	43	72.9%
Summer 2000	13	13	100.0%	11	84.6%
Fall 2000	33	31	93.9%	21	63.6%
Spring 2001	29	24	82.8%	15	51.7%
Fall 2001	21	18	85.7%	12	57.1%
Spring 2002	16	12	75.0%	7	43.8%
Fall 2002	21	21	100.0%	16	76.2%
Winter 2003	8	8	100.0%	7	87.5%
Spring 2003	22	18	81.8%	10	45.5%
Fall 2003	30	28	93.3%	14	46.7%
Spring 2004	33	23	69.7%	19	57.6%
<b>Overall</b>	<b>353</b>	<b>311</b>	<b>88.1%</b>	<b>234</b>	<b>66.3%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR READING 099 BY DISABILITY 1999-2004**

**Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	6	6	100.0%	6	100.0%
Fall 1999	11	9	81.8%	9	81.8%
Spring 2000	15	14	93.3%	12	80.0%
Summer 2000	8	6	75.0%	6	75.0%
Fall 2000	23	20	87.0%	14	60.9%
Spring 2001	10	9	90.0%	7	70.0%
Fall 2001	10	8	80.0%	6	60.0%
Spring 2002	10	6	60.0%	5	50.0%
Fall 2002	11	9	81.8%	6	54.5%
Winter 2003	4	4	100.0%	3	75.0%
Spring 2003	11	11	100.0%	6	54.5%
Fall 2003	16	15	93.8%	11	68.8%
Spring 2004	10	7	70.0%	3	30.0%
<b>Overall</b>	<b>145</b>	<b>124</b>	<b>85.5%</b>	<b>94</b>	<b>64.8%</b>

**Not Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	37	37	100.0%	35	94.6%
Fall 1999	174	162	93.1%	151	86.8%
Spring 2000	164	146	89.0%	113	68.9%
Summer 2000	35	32	91.4%	28	80.0%
Fall 2000	107	101	94.4%	73	68.2%
Spring 2001	71	65	91.5%	38	53.5%
Fall 2001	68	59	86.8%	39	57.4%
Spring 2002	64	47	73.4%	33	51.6%
Fall 2002	82	71	86.6%	55	67.1%
Winter 2003	21	20	95.2%	18	85.7%
Spring 2003	62	56	90.3%	35	56.5%
Fall 2003	88	80	90.9%	48	54.5%
Spring 2004	101	76	75.2%	58	57.4%
<b>Overall</b>	<b>1,074</b>	<b>952</b>	<b>88.6%</b>	<b>724</b>	<b>67.4%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR READING 099 BY AGE 1999-2004**

**Less than 20 years**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	10	10	100.0%	8	80.0%
Fall 1999	110	101	91.8%	95	86.4%
Spring 2000	81	72	88.9%	50	61.7%
Summer 2000	11	11	100.0%	9	81.8%
Fall 2000	63	59	93.7%	42	66.7%
Spring 2001	30	26	86.7%	16	53.3%
Fall 2001	35	30	85.7%	19	54.3%
Spring 2002	22	14	63.6%	11	50.0%
Fall 2002	46	41	89.1%	32	69.6%
Winter 2003	5	5	100.0%	5	100.0%
Spring 2003	24	22	91.7%	11	45.8%
Fall 2003	43	40	93.0%	29	67.4%
Spring 2004	36	26	72.2%	17	47.2%
<b>Overall</b>	<b>516</b>	<b>457</b>	<b>88.6%</b>	<b>344</b>	<b>66.7%</b>

**20-24**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	10	10	100.0%	10	100.0%
Fall 1999	27	25	92.6%	23	85.2%
Spring 2000	43	37	86.0%	31	72.1%
Summer 2000	8	8	100.0%	6	75.0%
Fall 2000	25	23	92.0%	15	60.0%
Spring 2001	21	18	85.7%	9	42.9%
Fall 2001	19	15	78.9%	9	47.4%
Spring 2002	20	13	65.0%	9	45.0%
Fall 2002	18	14	77.8%	12	66.7%
Winter 2003	3	3	100.0%	3	100.0%
Spring 2003	22	20	90.9%	14	63.6%
Fall 2003	38	34	89.5%	14	36.8%
Spring 2004	28	20	71.4%	14	50.0%
<b>Overall</b>	<b>282</b>	<b>240</b>	<b>85.1%</b>	<b>169</b>	<b>59.9%</b>



**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR READING 099 BY AGE 1999-2004 (Cont'd)**

**25-29**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	7	7	100.0%	7	100.0%
Fall 1999	10	10	100.0%	9	90.0%
Spring 2000	16	13	81.3%	10	62.5%
Summer 2000	4	4	100.0%	4	100.0%
Fall 2000	7	7	100.0%	4	57.1%
Spring 2001	5	5	100.0%	2	40.0%
Fall 2001	7	7	100.0%	6	85.7%
Spring 2002	8	6	75.0%	4	50.0%
Fall 2002	10	10	100.0%	7	70.0%
Winter 2003	1	1	100.0%	1	100.0%
Spring 2003	6	5	83.3%	3	50.0%
Fall 2003	6	6	100.0%	6	100.0%
Spring 2004	18	15	83.3%	12	66.7%
<b>Overall</b>	<b>105</b>	<b>96</b>	<b>91.4%</b>	<b>75</b>	<b>71.4%</b>

**30-34**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	5	5	100.0%	5	100.0%
Fall 1999	10	9	90.0%	9	90.0%
Spring 2000	9	9	100.0%	9	100.0%
Summer 2000	8	6	75.0%	6	75.0%
Fall 2000	5	5	100.0%	4	80.0%
Spring 2001	5	5	100.0%	3	60.0%
Fall 2001	2	2	100.0%	1	50.0%
Spring 2002	2	2	100.0%	2	100.0%
Fall 2002	3	2	66.7%	1	33.3%
Winter 2003	3	3	100.0%	2	66.7%
Spring 2003	6	5	83.3%	3	50.0%
Fall 2003	4	2	50.0%	1	25.0%
Spring 2004	6	5	83.3%	4	66.7%
<b>Overall</b>	<b>68</b>	<b>60</b>	<b>88.2%</b>	<b>50</b>	<b>73.5%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR READING 099 BY AGE 1999-2004 (Cont'd)**

**35-39**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	6	6	100.0%	6	100.0%
Fall 1999	16	15	93.8%	13	81.3%
Spring 2000	10	9	90.0%	8	80.0%
Summer 2000	6	5	83.3%	5	83.3%
Fall 2000	18	15	83.3%	12	66.7%
Spring 2001	5	5	100.0%	5	100.0%
Fall 2001	5	5	100.0%	3	60.0%
Spring 2002	7	6	85.7%	5	71.4%
Fall 2002	8	6	75.0%	5	62.5%
Winter 2003	5	4	80.0%	3	60.0%
Spring 2003	6	6	100.0%	4	66.7%
Fall 2003	4	4	100.0%	2	50.0%
Spring 2004	8	4	50.0%	3	37.5%
<b>Overall</b>	<b>104</b>	<b>90</b>	<b>86.5%</b>	<b>74</b>	<b>71.2%</b>

**40-49**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	5	5	100.0%	5	100.0%
Fall 1999	9	9	100.0%	9	100.0%
Spring 2000	17	17	100.0%	14	82.4%
Summer 2000	6	4	66.7%	4	66.7%
Fall 2000	8	8	100.0%	7	87.5%
Spring 2001	13	13	100.0%	10	76.9%
Fall 2001	8	6	75.0%	5	62.5%
Spring 2002	12	10	83.3%	5	41.7%
Fall 2002	7	6	85.7%	3	42.9%
Winter 2003	7	7	100.0%	6	85.7%
Spring 2003	7	7	100.0%	6	85.7%
Fall 2003	9	9	100.0%	7	77.8%
Spring 2004	13	11	84.6%	10	76.9%
<b>Overall</b>	<b>121</b>	<b>112</b>	<b>92.6%</b>	<b>91</b>	<b>75.2%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR READING 099 BY AGE 1999-2004 (Cont'd)**

**50 or older**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	3	2	66.7%	2	66.7%
Spring 2000	3	3	100.0%	3	100.0%
Fall 2000	4	4	100.0%	3	75.0%
Spring 2001	2	2	100.0%	0	0.0%
Fall 2001	2	2	100.0%	2	100.0%
Spring 2002	3	2	66.7%	2	66.7%
Fall 2002	1	1	100.0%	1	100.0%
Winter 2003	1	1	100.0%	1	100.0%
Spring 2003	2	2	100.0%	0	0.0%
Spring 2004	2	2	100.0%	1	50.0%
<b>Overall</b>	<b>23</b>	<b>21</b>	<b>91.3%</b>	<b>15</b>	<b>65.2%</b>

**READING**

AVC has two basic skills Reading classes, 097 and 099. The retention rate equals that of the all AVC students (86.44%), but the success rate is significantly lower (53.9%) over the past five years. Additionally, the success rate is getting lower each year. Reading 097 has an even lower rate of success than Reading 099, which creates a concern since this negatively impacts students' ability to progress through basic skills.

Looking closer at Reading 097 and 099 by ethnicity, there is not a significant difference in the retention of African-American students compared to other underrepresented groups (84.95%) but there is a significant difference in how well they succeed (39.32%) – specifically, in Reading 097. Females are also more successful than males. Students who are not disabled do slightly better academically than disabled students. Reading 097 and 099 hold the same pattern related to age – students 20-24 have the lowest success rate of all age groups.

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR ENGLISH 097 BY ETHNICITY 1999-2004**

**African American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	36	27	75.0%	10	27.8%
Fall 1999	61	49	80.3%	29	47.5%
Spring 2000	80	66	82.5%	28	35.0%
Summer 2000	26	26	100.0%	9	34.6%
Fall 2000	70	60	85.7%	19	27.1%
Spring 2001	82	66	80.5%	21	25.6%
Summer 2001	18	16	88.9%	4	22.2%
Fall 2001	53	45	84.9%	18	34.0%
Spring 2002	39	29	74.4%	11	28.2%
Summer 2002	7	4	57.1%	4	57.1%
Fall 2002	83	73	88.0%	18	21.7%
Spring 2003	68	53	77.9%	18	26.5%
Summer 2003	23	18	78.3%	7	30.4%
Fall 2003	52	45	86.5%	20	38.5%
Spring 2004	78	59	75.6%	20	25.6%
<b>Overall</b>	<b>776</b>	<b>636</b>	<b>82.0%</b>	<b>236</b>	<b>30.4%</b>

**Asian/Filipino/Pacific Islander**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	11	11	100.0%	3	27.3%
Fall 1999	26	24	92.3%	16	61.5%
Spring 2000	24	22	91.7%	14	58.3%
Summer 2000	10	9	90.0%	5	50.0%
Fall 2000	14	14	100.0%	7	50.0%
Spring 2001	12	9	75.0%	5	41.7%
Summer 2001	5	4	80.0%	1	20.0%
Fall 2001	11	10	90.9%	6	54.5%
Spring 2002	5	2	40.0%	2	40.0%
Summer 2002	2	2	100.0%	2	100.0%
Fall 2002	4	4	100.0%	0	0.0%
Spring 2003	12	8	66.7%	3	25.0%
Summer 2003	9	9	100.0%	4	44.4%
Fall 2003	7	6	85.7%	1	14.3%
Spring 2004	11	9	81.8%	6	54.5%
<b>Overall</b>	<b>163</b>	<b>143</b>	<b>87.7%</b>	<b>75</b>	<b>46.0%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR ENGLISH 097 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Hispanic**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	49	46	93.9%	29	59.2%
Fall 1999	112	96	85.7%	51	45.5%
Spring 2000	130	110	84.6%	55	42.3%
Summer 2000	46	42	91.3%	28	60.9%
Fall 2000	93	84	90.3%	42	45.2%
Spring 2001	86	71	82.6%	24	27.9%
Summer 2001	15	11	73.3%	7	46.7%
Fall 2001	59	51	86.4%	24	40.7%
Spring 2002	62	41	66.1%	20	32.3%
Summer 2002	18	16	88.9%	5	27.8%
Fall 2002	105	90	85.7%	43	41.0%
Spring 2003	77	64	83.1%	24	31.2%
Summer 2003	30	24	80.0%	17	56.7%
Fall 2003	70	59	84.3%	27	38.6%
Spring 2004	83	69	83.1%	25	30.1%
<b>Overall</b>	<b>1,035</b>	<b>874</b>	<b>84.4%</b>	<b>421</b>	<b>40.7%</b>

**Native American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	2	1	50.0%	0	0.0%
Fall 1999	4	4	100.0%	3	75.0%
Spring 2000	8	7	87.5%	3	37.5%
Summer 2000	5	5	100.0%	2	40.0%
Fall 2000	5	5	100.0%	2	40.0%
Spring 2001	3	3	100.0%	2	66.7%
Summer 2001	1	1	100.0%	0	0.0%
Fall 2001	2	1	50.0%	0	0.0%
Spring 2002	1	1	100.0%	0	0.0%
Fall 2002	2	2	100.0%	0	0.0%
Spring 2003	5	5	100.0%	2	40.0%
Summer 2003	1	1	100.0%	0	0.0%
Fall 2003	3	2	66.7%	1	33.3%
Spring 2004	2	2	100.0%	2	100.0%
<b>Overall</b>	<b>44</b>	<b>40</b>	<b>90.9%</b>	<b>17</b>	<b>38.6%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR ENGLISH 097 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Other/Unknown**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	5	5	100.0%	2	40.0%
Fall 1999	15	14	93.3%	10	66.7%
Spring 2000	16	14	87.5%	10	62.5%
Summer 2000	10	9	90.0%	7	70.0%
Fall 2000	9	7	77.8%	4	44.4%
Spring 2001	7	7	100.0%	4	57.1%
Fall 2001	11	10	90.9%	4	36.4%
Spring 2002	4	3	75.0%	1	25.0%
Fall 2002	11	10	90.9%	3	27.3%
Spring 2003	13	12	92.3%	5	38.5%
Summer 2003	2	2	100.0%	0	0.0%
Fall 2003	4	4	100.0%	1	25.0%
Spring 2004	5	4	80.0%	0	0.0%
<b>Overall</b>	<b>112</b>	<b>101</b>	<b>90.2%</b>	<b>51</b>	<b>45.5%</b>

**Caucasian**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	49	47	95.9%	31	63.3%
Fall 1999	126	114	90.5%	79	62.7%
Spring 2000	120	113	94.2%	66	55.0%
Summer 2000	40	38	95.0%	26	65.0%
Fall 2000	101	91	90.1%	60	59.4%
Spring 2001	77	66	85.7%	36	46.8%
Summer 2001	14	11	78.6%	8	57.1%
Fall 2001	67	60	89.6%	33	49.3%
Spring 2002	49	39	79.6%	22	44.9%
Summer 2002	9	7	77.8%	5	55.6%
Fall 2002	83	67	80.7%	32	38.6%
Spring 2003	59	48	81.4%	22	37.3%
Summer 2003	16	14	87.5%	9	56.3%
Fall 2003	50	43	86.0%	22	44.0%
Spring 2004	47	38	80.9%	15	31.9%
<b>Overall</b>	<b>907</b>	<b>796</b>	<b>87.8%</b>	<b>466</b>	<b>51.4%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR ENGLISH 097 BY GENDER 1999-2004**

**Female**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	87	77	88.5%	48	55.2%
Fall 1999	209	188	90.0%	120	57.4%
Spring 2000	225	193	85.8%	112	49.8%
Summer 2000	86	82	95.3%	51	59.3%
Fall 2000	194	175	90.2%	88	45.4%
Spring 2001	170	143	84.1%	61	35.9%
Summer 2001	31	26	83.9%	13	41.9%
Fall 2001	137	123	89.8%	59	43.1%
Spring 2002	94	68	72.3%	37	39.4%
Summer 2002	27	21	77.8%	10	37.0%
Fall 2002	188	162	86.2%	72	38.3%
Spring 2003	156	124	79.5%	50	32.1%
Summer 2003	58	46	79.3%	30	51.7%
Fall 2003	125	110	88.0%	52	41.6%
Spring 2004	131	102	77.9%	44	33.6%
<b>Overall</b>	<b>1,918</b>	<b>1,640</b>	<b>85.5%</b>	<b>847</b>	<b>44.2%</b>

**Male**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	63	58	92.1%	26	41.3%
Fall 1999	135	113	83.7%	68	50.4%
Spring 2000	153	139	90.8%	64	41.8%
Summer 2000	51	47	92.2%	26	51.0%
Fall 2000	98	86	87.8%	46	46.9%
Spring 2001	97	79	81.4%	31	32.0%
Summer 2001	21	17	81.0%	7	33.3%
Fall 2001	66	54	81.8%	26	39.4%
Spring 2002	64	46	71.9%	19	29.7%
Summer 2002	9	8	88.9%	6	66.7%
Fall 2002	95	79	83.2%	24	25.3%
Spring 2003	78	66	84.6%	24	30.8%
Summer 2003	21	20	95.2%	5	23.8%
Fall 2003	61	49	80.3%	20	32.8%
Spring 2004	95	79	83.2%	24	25.3%
<b>Overall</b>	<b>1,107</b>	<b>940</b>	<b>84.9%</b>	<b>416</b>	<b>37.6%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR ENGLISH 097 BY DISABILITY 1999-2004**

**Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	14	13	92.9%	4	28.6%
Fall 1999	30	24	80.0%	16	53.3%
Spring 2000	36	27	75.0%	14	38.9%
Summer 2000	14	14	100.0%	7	50.0%
Fall 2000	46	39	84.8%	14	30.4%
Spring 2001	40	31	77.5%	15	37.5%
Summer 2001	10	8	80.0%	3	30.0%
Fall 2001	40	33	82.5%	18	45.0%
Spring 2002	31	21	67.7%	11	35.5%
Summer 2002	7	4	57.1%	3	42.9%
Fall 2002	57	47	82.5%	16	28.1%
Spring 2003	35	29	82.9%	9	25.7%
Summer 2003	6	4	66.7%	2	33.3%
Fall 2003	26	23	88.5%	8	30.8%
Spring 2004	27	22	81.5%	11	40.7%
<b>Overall</b>	<b>419</b>	<b>339</b>	<b>80.9%</b>	<b>151</b>	<b>36.0%</b>

**Not Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	138	124	89.9%	71	51.4%
Fall 1999	314	277	88.2%	172	54.8%
Spring 2000	342	305	89.2%	162	47.4%
Summer 2000	123	115	93.5%	70	56.9%
Fall 2000	247	223	90.3%	120	48.6%
Spring 2001	227	191	84.1%	77	33.9%
Summer 2001	43	35	81.4%	17	39.5%
Fall 2001	163	144	88.3%	67	41.1%
Spring 2002	129	94	72.9%	45	34.9%
Summer 2002	29	25	86.2%	13	44.8%
Fall 2002	233	201	86.3%	81	34.8%
Spring 2003	200	162	81.0%	65	32.5%
Summer 2003	75	64	85.3%	35	46.7%
Fall 2003	160	136	85.0%	64	40.0%
Spring 2004	201	161	80.1%	58	28.9%
<b>Overall</b>	<b>2,624</b>	<b>2,257</b>	<b>86.0%</b>	<b>1,117</b>	<b>42.6%</b>



**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR ENGLISH 097 BY AGE 1999-2004**

**Less than 20 years**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	55	49	89.1%	23	41.8%
Fall 1999	242	220	90.9%	137	56.6%
Spring 2000	173	156	90.2%	77	44.5%
Summer 2000	55	51	92.7%	38	69.1%
Fall 2000	164	150	91.5%	81	49.4%
Spring 2001	74	58	78.4%	22	29.7%
Summer 2001	17	16	94.1%	8	47.1%
Fall 2001	78	67	85.9%	32	41.0%
Spring 2002	44	30	68.2%	12	27.3%
Summer 2002	8	7	87.5%	4	50.0%
Fall 2002	124	104	83.9%	40	32.3%
Spring 2003	55	42	76.4%	16	29.1%
Summer 2003	23	23	100.0%	11	47.8%
Fall 2003	86	74	86.0%	37	43.0%
Spring 2004	64	50	78.1%	12	18.8%
<b>Overall</b>	<b>1,262</b>	<b>1,097</b>	<b>86.9%</b>	<b>550</b>	<b>43.6%</b>

**20-24**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	26	22	84.6%	12	46.2%
Fall 1999	37	29	78.4%	14	37.8%
Spring 2000	96	78	81.3%	40	41.7%
Summer 2000	31	30	96.8%	16	51.6%
Fall 2000	58	52	89.7%	19	32.8%
Spring 2001	82	68	82.9%	22	26.8%
Summer 2001	10	6	60.0%	2	20.0%
Fall 2001	53	49	92.5%	19	35.8%
Spring 2002	42	27	64.3%	13	31.0%
Summer 2002	5	4	80.0%	1	20.0%
Fall 2002	44	38	86.4%	10	22.7%
Spring 2003	71	60	84.5%	25	35.2%
Summer 2003	15	12	80.0%	6	40.0%
Fall 2003	32	27	84.4%	8	25.0%
Spring 2004	64	54	84.4%	16	25.0%
<b>Overall</b>	<b>666</b>	<b>556</b>	<b>83.5%</b>	<b>223</b>	<b>33.5%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR ENGLISH 097 BY AGE 1999-2004 (Cont'd)**

**25-29**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	28	27	96.4%	14	50.0%
Fall 1999	13	11	84.6%	8	61.5%
Spring 2000	32	28	87.5%	14	43.8%
Summer 2000	15	15	100.0%	7	46.7%
Fall 2000	15	12	80.0%	5	33.3%
Spring 2001	34	32	94.1%	11	32.4%
Summer 2001	11	8	72.7%	3	27.3%
Fall 2001	19	16	84.2%	8	42.1%
Spring 2002	13	10	76.9%	3	23.1%
Summer 2002	4	4	100.0%	0	0.0%
Fall 2002	40	34	85.0%	16	40.0%
Spring 2003	33	25	75.8%	11	33.3%
Summer 2003	10	9	90.0%	6	60.0%
Fall 2003	20	18	90.0%	8	40.0%
Spring 2004	38	31	81.6%	15	39.5%
<b>Overall</b>	<b>325</b>	<b>280</b>	<b>86.2%</b>	<b>129</b>	<b>39.7%</b>

**30-34**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	11	10	90.9%	6	54.5%
Fall 1999	12	9	75.0%	6	50.0%
Spring 2000	25	21	84.0%	9	36.0%
Summer 2000	7	7	100.0%	3	42.9%
Fall 2000	12	11	91.7%	6	50.0%
Spring 2001	19	15	78.9%	8	42.1%
Summer 2001	9	8	88.9%	5	55.6%
Fall 2001	11	10	90.9%	6	54.5%
Spring 2002	15	11	73.3%	4	26.7%
Summer 2002	9	7	77.8%	5	55.6%
Fall 2002	24	23	95.8%	9	37.5%
Spring 2003	21	18	85.7%	2	9.5%
Summer 2003	6	5	83.3%	5	83.3%
Fall 2003	12	11	91.7%	4	33.3%
Spring 2004	17	10	58.8%	3	17.6%
<b>Overall</b>	<b>210</b>	<b>176</b>	<b>83.8%</b>	<b>81</b>	<b>38.6%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR ENGLISH 097 BY AGE 1999-2004 (Cont'd)**

**35-39**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	14	11	78.6%	7	50.0%
Fall 1999	11	10	90.9%	7	63.6%
Spring 2000	24	22	91.7%	18	75.0%
Summer 2000	11	10	90.9%	6	54.5%
Fall 2000	19	15	78.9%	10	52.6%
Spring 2001	20	17	85.0%	11	55.0%
Summer 2001	1	1	100.0%	1	100.0%
Fall 2001	13	10	76.9%	5	38.5%
Spring 2002	13	11	84.6%	6	46.2%
Summer 2002	3	2	66.7%	1	33.3%
Fall 2002	23	16	69.6%	6	26.1%
Spring 2003	20	16	80.0%	8	40.0%
Summer 2003	11	7	63.6%	4	36.4%
Fall 2003	11	9	81.8%	3	27.3%
Spring 2004	14	12	85.7%	9	64.3%
<b>Overall</b>	<b>208</b>	<b>169</b>	<b>81.3%</b>	<b>102</b>	<b>49.0%</b>

**40-49**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	14	14	100.0%	11	78.6%
Fall 1999	24	18	75.0%	13	54.2%
Spring 2000	16	16	100.0%	11	68.8%
Summer 2000	14	13	92.9%	6	42.9%
Fall 2000	19	16	84.2%	8	42.1%
Spring 2001	32	27	84.4%	16	50.0%
Summer 2001	2	2	100.0%	1	50.0%
Fall 2001	18	17	94.4%	10	55.6%
Spring 2002	27	20	74.1%	15	55.6%
Summer 2002	3	2	66.7%	2	66.7%
Fall 2002	26	25	96.2%	11	42.3%
Spring 2003	27	24	88.9%	9	33.3%
Summer 2003	12	8	66.7%	2	16.7%
Fall 2003	21	16	76.2%	9	42.9%
Spring 2004	27	22	81.5%	11	40.7%
<b>Overall</b>	<b>282</b>	<b>240</b>	<b>85.1%</b>	<b>135</b>	<b>47.9%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR ENGLISH 097 BY AGE 1999-2004 (Cont'd)**

**50 or older**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	4	4	100.0%	2	50.0%
Fall 1999	5	4	80.0%	3	60.0%
Spring 2000	11	11	100.0%	7	63.6%
Summer 2000	3	2	66.7%	0	0.0%
Fall 2000	6	6	100.0%	5	83.3%
Spring 2001	6	5	83.3%	2	33.3%
Summer 2001	3	2	66.7%	0	0.0%
Fall 2001	10	8	80.0%	5	50.0%
Spring 2002	6	6	100.0%	3	50.0%
Summer 2002	4	3	75.0%	3	75.0%
Fall 2002	8	8	100.0%	5	62.5%
Spring 2003	8	6	75.0%	3	37.5%
Summer 2003	4	4	100.0%	3	75.0%
Fall 2003	4	4	100.0%	3	75.0%
Spring 2004	4	4	100.0%	3	75.0%
<b>Overall</b>	<b>86</b>	<b>77</b>	<b>89.5%</b>	<b>47</b>	<b>54.7%</b>

**ENGLISH 097**

The data overall indicates the retention rate is considerably higher, but the success rate is significantly lower. The success rate by ethnicity shows that overall Caucasians have the highest success rate of 51.4%, while African-Americans have the lowest at 30.4%. The success rate over the five-year span shows that females did better than males (44.2% to 37.6%). Students who are not disabled do slightly better than students who are disabled (42.6% to 36.0%) over the five-year span. The difference between the ages is similar to the pattern of all classes – that students between 20 –24 have the lowest success rate of all age groups, while the most successful age group for English 097 are students 50+.

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR ENGLISH 099 BY ETHNICITY 1999-2004**

**African American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	32	25	78.1%	11	34.4%
Summer 2001	33	24	72.7%	4	12.1%
Fall 2001	68	53	77.9%	11	16.2%
Spring 2002	63	47	74.6%	12	19.0%
Summer 2002	29	24	82.8%	8	27.6%
Fall 2002	92	73	79.3%	21	22.8%
Spring 2003	40	28	70.0%	6	15.0%
Summer 2003	18	12	66.7%	2	11.1%
Fall 2003	59	43	72.9%	4	6.8%
Spring 2004	146	112	76.7%	21	14.4%
<b>Overall</b>	<b>580</b>	<b>441</b>	<b>76.0%</b>	<b>100</b>	<b>17.2%</b>

**Asian/Filipino/Pacific Islander**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	17	16	94.1%	12	70.6%
Summer 2001	9	9	100.0%	4	44.4%
Fall 2001	23	16	69.6%	11	47.8%
Spring 2002	17	12	70.6%	5	29.4%
Summer 2002	11	7	63.6%	1	9.1%
Fall 2002	25	19	76.0%	7	28.0%
Spring 2003	6	5	83.3%	1	16.7%
Summer 2003	4	2	50.0%	1	25.0%
Fall 2003	17	12	70.6%	5	29.4%
Spring 2004	20	17	85.0%	5	25.0%
<b>Overall</b>	<b>149</b>	<b>115</b>	<b>77.2%</b>	<b>52</b>	<b>34.9%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR ENGLISH 099 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Hispanic**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	47	37	78.7%	21	44.7%
Summer 2001	28	23	82.1%	5	17.9%
Fall 2001	94	68	72.3%	35	37.2%
Spring 2002	100	62	62.0%	26	26.0%
Summer 2002	32	25	78.1%	9	28.1%
Fall 2002	120	87	72.5%	23	19.2%
Spring 2003	78	58	74.4%	20	25.6%
Summer 2003	44	26	59.1%	10	22.7%
Fall 2003	113	87	77.0%	35	31.0%
Spring 2004	152	126	82.9%	31	20.4%
<b>Overall</b>	<b>808</b>	<b>599</b>	<b>74.1%</b>	<b>215</b>	<b>26.6%</b>

**Native American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	3	3	100.0%	3	100.0%
Summer 2001	2	2	100.0%	0	0.0%
Fall 2001	4	2	50.0%	1	25.0%
Spring 2002	3	1	33.3%	1	33.3%
Summer 2002	1	1	100.0%	1	100.0%
Fall 2002	2	0	0.0%	0	0.0%
Spring 2003	2	2	100.0%	0	0.0%
Summer 2003	1	1	100.0%	0	0.0%
Fall 2003	1	1	100.0%	1	100.0%
Spring 2004	10	8	80.0%	3	30.0%
<b>Overall</b>	<b>29</b>	<b>21</b>	<b>72.4%</b>	<b>10</b>	<b>34.5%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR ENGLISH 099 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Other/Unknown**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	4	3	75.0%	2	50.0%
Summer 2001	3	3	100.0%	2	66.7%
Fall 2001	8	6	75.0%	3	37.5%
Spring 2002	5	3	60.0%	2	40.0%
Summer 2002	3	3	100.0%	3	100.0%
Fall 2002	12	8	66.7%	3	25.0%
Spring 2003	7	4	57.1%	0	0.0%
Summer 2003	1	1	100.0%	0	0.0%
Fall 2003	12	9	75.0%	4	33.3%
Spring 2004	23	18	78.3%	9	39.1%
<b>Overall</b>	<b>78</b>	<b>58</b>	<b>74.4%</b>	<b>28</b>	<b>35.9%</b>

**Caucasian**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	69	60	87.0%	42	60.9%
Summer 2001	36	33	91.7%	12	33.3%
Fall 2001	144	115	79.9%	64	44.4%
Spring 2002	91	72	79.1%	35	38.5%
Summer 2002	47	39	83.0%	20	42.6%
Fall 2002	153	123	80.4%	57	37.3%
Spring 2003	60	49	81.7%	18	30.0%
Summer 2003	35	27	77.1%	9	25.7%
Fall 2003	93	78	83.9%	35	37.6%
Spring 2004	120	93	77.5%	38	31.7%
<b>Overall</b>	<b>848</b>	<b>689</b>	<b>81.3%</b>	<b>330</b>	<b>38.9%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR ENGLISH 099 BY GENDER 1999-2004**

**Female**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	117	96	82.1%	62	53.0%
Summer 2001	79	68	86.1%	19	24.1%
Fall 2001	218	171	78.4%	89	40.8%
Spring 2002	189	133	70.4%	50	26.5%
Summer 2002	82	71	86.6%	29	35.4%
Fall 2002	259	198	76.4%	71	27.4%
Spring 2003	125	99	79.2%	35	28.0%
Summer 2003	71	44	62.0%	14	19.7%
Fall 2003	187	153	81.8%	59	31.6%
Spring 2004	287	229	79.8%	74	25.8%
<b>Overall</b>	<b>1,614</b>	<b>1,262</b>	<b>78.2%</b>	<b>502</b>	<b>31.1%</b>

**Male**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	55	48	87.3%	29	52.7%
Summer 2001	32	26	81.3%	8	25.0%
Fall 2001	122	88	72.1%	35	28.7%
Spring 2002	90	64	71.1%	31	34.4%
Summer 2002	40	28	70.0%	13	32.5%
Fall 2002	143	111	77.6%	41	28.7%
Spring 2003	67	46	68.7%	10	14.9%
Summer 2003	30	25	83.3%	8	26.7%
Fall 2003	107	76	71.0%	23	21.5%
Spring 2004	181	143	79.0%	32	17.7%
<b>Overall</b>	<b>867</b>	<b>655</b>	<b>75.5%</b>	<b>230</b>	<b>26.5%</b>



**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR ENGLISH 099 BY DISABILITY 1999-2004**

**Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	14	11	78.6%	7	50.0%
Summer 2001	4	3	75.0%	1	25.0%
Fall 2001	38	31	81.6%	17	44.7%
Spring 2002	27	21	77.8%	11	40.7%
Summer 2002	15	14	93.3%	8	53.3%
Fall 2002	28	19	67.9%	6	21.4%
Spring 2003	25	22	88.0%	7	28.0%
Summer 2003	11	6	54.5%	2	18.2%
Fall 2003	35	28	80.0%	12	34.3%
Spring 2004	25	22	88.0%	8	32.0%
<b>Overall</b>	<b>222</b>	<b>177</b>	<b>79.7%</b>	<b>79</b>	<b>35.6%</b>

**Not Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	158	133	84.2%	84	53.2%
Summer 2001	107	91	85.0%	26	24.3%
Fall 2001	303	229	75.6%	108	35.6%
Spring 2002	252	176	69.8%	70	27.8%
Summer 2002	108	85	78.7%	34	31.5%
Fall 2002	378	293	77.5%	106	28.0%
Spring 2003	168	124	73.8%	38	22.6%
Summer 2003	92	63	68.5%	20	21.7%
Fall 2003	261	203	77.8%	72	27.6%
Spring 2004	447	203	45.4%	99	22.1%
<b>Overall</b>	<b>2,274</b>	<b>1,600</b>	<b>70.4%</b>	<b>657</b>	<b>28.9%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR ENGLISH 099 BY AGE 1999-2004**

**Less than 20 years**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	67	57	85.1%	37	55.2%
Summer 2001	31	27	87.1%	7	22.6%
Fall 2001	159	122	76.7%	55	34.6%
Spring 2002	83	59	71.1%	22	26.5%
Summer 2002	21	18	85.7%	6	28.6%
Fall 2002	212	167	78.8%	55	25.9%
Spring 2003	66	48	72.7%	12	18.2%
Summer 2003	33	21	63.6%	7	21.2%
Fall 2003	149	122	81.9%	39	26.2%
Spring 2004	174	139	79.9%	32	18.4%
<b>Overall</b>	<b>995</b>	<b>780</b>	<b>78.4%</b>	<b>272</b>	<b>27.3%</b>

**20-24**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	61	50	82.0%	31	50.8%
Summer 2001	34	27	79.4%	9	26.5%
Fall 2001	93	67	72.0%	30	32.3%
Spring 2002	101	65	64.4%	21	20.8%
Summer 2002	42	31	73.8%	16	38.1%
Fall 2002	87	68	78.2%	21	24.1%
Spring 2003	51	40	78.4%	11	21.6%
Summer 2003	25	19	76.0%	6	24.0%
Fall 2003	66	47	71.2%	17	25.8%
Spring 2004	144	118	81.9%	28	19.4%
<b>Overall</b>	<b>704</b>	<b>532</b>	<b>75.6%</b>	<b>190</b>	<b>27.0%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR ENGLISH 099 BY AGE 1999-2004 (Cont'd)**

**25-29**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	11	10	90.9%	6	54.5%
Summer 2001	12	10	83.3%	2	16.7%
Fall 2001	27	20	74.1%	11	40.7%
Spring 2002	27	22	81.5%	9	33.3%
Summer 2002	15	11	73.3%	4	26.7%
Fall 2002	45	35	77.8%	11	24.4%
Spring 2003	25	18	72.0%	7	28.0%
Summer 2003	12	9	75.0%	4	33.3%
Fall 2003	23	17	73.9%	8	34.8%
Spring 2004	43	33	76.7%	13	30.2%
<b>Overall</b>	<b>240</b>	<b>185</b>	<b>77.1%</b>	<b>75</b>	<b>31.3%</b>

**30-34**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	12	11	91.7%	8	66.7%
Summer 2001	10	9	90.0%	1	10.0%
Fall 2001	12	9	75.0%	5	41.7%
Spring 2002	18	13	72.2%	7	38.9%
Summer 2002	9	7	77.8%	2	22.2%
Fall 2002	19	13	68.4%	9	47.4%
Spring 2003	14	11	78.6%	1	7.1%
Summer 2003	13	4	30.8%	0	0.0%
Fall 2003	17	12	70.6%	4	23.5%
Spring 2004	34	26	76.5%	7	20.6%
<b>Overall</b>	<b>158</b>	<b>115</b>	<b>72.8%</b>	<b>44</b>	<b>27.8%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR ENGLISH 099 BY AGE 1999-2004 (Cont'd)**

**35-39**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	8	5	62.5%	2	25.0%
Summer 2001	11	9	81.8%	4	36.4%
Fall 2001	18	17	94.4%	9	50.0%
Spring 2002	25	19	76.0%	13	52.0%
Summer 2002	9	6	66.7%	1	11.1%
Fall 2002	18	12	66.7%	8	44.4%
Spring 2003	9	5	55.6%	2	22.2%
Summer 2003	4	3	75.0%	0	0.0%
Fall 2003	19	15	78.9%	9	47.4%
Spring 2004	30	23	76.7%	9	30.0%
<b>Overall</b>	<b>151</b>	<b>114</b>	<b>75.5%</b>	<b>57</b>	<b>37.7%</b>

**40-49**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	8	6	75.0%	4	50.0%
Summer 2001	12	11	91.7%	4	33.3%
Fall 2001	29	22	75.9%	13	44.8%
Spring 2002	21	17	81.0%	8	38.1%
Summer 2002	22	21	95.5%	10	45.5%
Fall 2002	20	15	75.0%	8	40.0%
Spring 2003	20	16	80.0%	10	50.0%
Summer 2003	12	11	91.7%	4	33.3%
Fall 2003	19	16	84.2%	6	31.6%
Spring 2004	36	25	69.4%	11	30.6%
<b>Overall</b>	<b>199</b>	<b>160</b>	<b>80.4%</b>	<b>78</b>	<b>39.2%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR ENGLISH 099 BY AGE 1999-2004 (Cont'd)**

**50 or older**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	5	5	100.0%	3	60.0%
Summer 2001	1	1	100.0%	0	0.0%
Fall 2001	3	3	100.0%	2	66.7%
Spring 2002	4	2	50.0%	1	25.0%
Summer 2002	5	5	100.0%	3	60.0%
Fall 2002	5	2	40.0%	0	0.0%
Spring 2003	8	8	100.0%	2	25.0%
Summer 2003	4	2	50.0%	1	25.0%
Fall 2003	3	2	66.7%	1	33.3%
Spring 2004	11	11	100.0%	7	63.6%
<b>Overall</b>	<b>49</b>	<b>41</b>	<b>83.7%</b>	<b>20</b>	<b>40.8%</b>

**ENGLISH 099**

The retention rate for English 099 is lower than the retention rate for students in credit courses and lower than students in English 097. The English 099 retention rate is 71.1% while the retention rate for English 097 is 85.3 over the five-year span. African Americans success rate is 17.2%, which is the lowest, with Caucasians five-year success rate at 38.9%, which is the highest. Each year the success rate drops for all ethnic groups. The retention rate difference between females and males in English 099 is not that drastic (females at 78.2%, males at 75.5%). However, the success rate is very low (females 31.1%, males 26.5%). Not only is the success rate for English 099 very low, the difference by ethnicity is of concern. One interesting difference in English 099 is that students with disabilities seem to do better than students who do not have a disability (disabled 35.6% to not disabled 28.9%). The difference between the ages in English 099 is the same pattern as English 097, with students who are 20-24 having the lowest success rate of all age groups.

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050 BY ETHNICITY 1999-2004**

**African American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	30	30	100.0%	18	60.0%
Fall 1999	81	76	93.8%	48	59.3%
Winter 2000	5	5	100.0%	4	80.0%
Spring 2000	89	74	83.1%	44	49.4%
Summer 2000	25	24	96.0%	10	40.0%
Fall 2000	73	58	79.5%	33	45.2%
Winter 2001	6	5	83.3%	4	66.7%
Spring 2001	57	47	82.5%	21	36.8%
Summer 2001	35	33	94.3%	21	60.0%
Fall 2001	65	48	73.8%	17	26.2%
Winter 2002	11	11	100.0%	8	72.7%
Spring 2002	105	76	72.4%	23	21.9%
Summer 2002	42	39	92.9%	23	54.8%
Fall 2002	125	105	84.0%	56	44.8%
Winter 2003	10	9	90.0%	4	40.0%
Spring 2003	79	61	77.2%	36	45.6%
Summer 2003	37	34	91.9%	19	51.4%
Fall 2003	98	76	77.6%	39	39.8%
Winter 2004	19	14	73.7%	11	57.9%
Spring 2004	155	112	72.3%	49	31.6%
<b>Overall</b>	<b>1,147</b>	<b>937</b>	<b>81.7%</b>	<b>488</b>	<b>42.5%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Asian/Filipino/Pacific Islander**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	8	7	87.5%	5	62.5%
Fall 1999	12	10	83.3%	6	50.0%
Winter 2000	1	1	100.0%	1	100.0%
Spring 2000	9	8	88.9%	7	77.8%
Summer 2000	8	8	100.0%	6	75.0%
Fall 2000	10	9	90.0%	7	70.0%
Spring 2001	5	5	100.0%	4	80.0%
Summer 2001	2	2	100.0%	2	100.0%
Fall 2001	14	12	85.7%	3	21.4%
Winter 2002	1	1	100.0%	0	0.0%
Spring 2002	15	13	86.7%	10	66.7%
Summer 2002	3	3	100.0%	2	66.7%
Fall 2002	12	11	91.7%	6	50.0%
Spring 2003	10	9	90.0%	7	70.0%
Summer 2003	3	2	66.7%	2	66.7%
Fall 2003	9	8	88.9%	6	66.7%
Winter 2004	1	1	100.0%	0	0.0%
Spring 2004	9	8	88.9%	6	66.7%
<b>Overall</b>	<b>132</b>	<b>118</b>	<b>89.4%</b>	<b>80</b>	<b>60.6%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Hispanic**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	37	35	94.6%	24	64.9%
Fall 1999	92	86	93.5%	62	67.4%
Winter 2000	6	6	100.0%	6	100.0%
Spring 2000	117	105	89.7%	70	59.8%
Summer 2000	46	43	93.5%	28	60.9%
Fall 2000	71	62	87.3%	42	59.2%
Winter 2001	12	12	100.0%	9	75.0%
Spring 2001	61	58	95.1%	38	62.3%
Summer 2001	34	34	100.0%	25	73.5%
Fall 2001	66	59	89.4%	31	47.0%
Winter 2002	13	12	92.3%	7	53.8%
Spring 2002	99	82	82.8%	49	49.5%
Summer 2002	47	42	89.4%	37	78.7%
Fall 2002	107	98	91.6%	60	56.1%
Winter 2003	8	8	100.0%	6	75.0%
Spring 2003	116	94	81.0%	67	57.8%
Summer 2003	34	31	91.2%	26	76.5%
Fall 2003	118	106	89.8%	60	50.8%
Winter 2004	21	19	90.5%	15	71.4%
Spring 2004	93	76	81.7%	54	58.1%
<b>Overall</b>	<b>1,198</b>	<b>1,068</b>	<b>89.1%</b>	<b>716</b>	<b>59.8%</b>



**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Native American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	1	1	100.0%	1	100.0%
Fall 1999	7	7	100.0%	5	71.4%
Spring 2000	10	10	100.0%	3	30.0%
Summer 2000	1	1	100.0%	1	100.0%
Fall 2000	6	5	83.3%	3	50.0%
Winter 2001	1	1	100.0%	1	100.0%
Spring 2001	3	3	100.0%	2	66.7%
Summer 2001	1	1	100.0%	1	100.0%
Fall 2001	4	3	75.0%	1	25.0%
Spring 2002	6	2	33.3%	1	16.7%
Fall 2002	3	3	100.0%	2	66.7%
Spring 2003	4	4	100.0%	4	100.0%
Fall 2003	6	5	83.3%	3	50.0%
Spring 2004	8	7	87.5%	4	50.0%
<b>Overall</b>	<b>61</b>	<b>53</b>	<b>86.9%</b>	<b>32</b>	<b>52.5%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Other/Unknown**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	9	8	88.9%	6	66.7%
Fall 1999	19	18	94.7%	16	84.2%
Spring 2000	16	15	93.8%	12	75.0%
Summer 2000	2	2	100.0%	1	50.0%
Fall 2000	4	3	75.0%	2	50.0%
Winter 2001	1	1	100.0%	1	100.0%
Spring 2001	9	8	88.9%	5	55.6%
Summer 2001	7	6	85.7%	3	42.9%
Fall 2001	9	6	66.7%	5	55.6%
Winter 2002	1	1	100.0%	0	0.0%
Spring 2002	17	13	76.5%	9	52.9%
Summer 2002	9	7	77.8%	6	66.7%
Fall 2002	15	13	86.7%	10	66.7%
Spring 2003	8	6	75.0%	4	50.0%
Summer 2003	3	3	100.0%	3	100.0%
Fall 2003	17	16	94.1%	12	70.6%
Winter 2004	4	4	100.0%	3	75.0%
Spring 2004	19	18	94.7%	11	57.9%
<b>Overall</b>	<b>169</b>	<b>148</b>	<b>87.6%</b>	<b>109</b>	<b>64.5%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Caucasian**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	44	42	95.5%	37	84.1%
Fall 1999	152	142	93.4%	120	78.9%
Winter 2000	9	9	100.0%	9	100.0%
Spring 2000	160	138	86.3%	103	64.4%
Summer 2000	49	48	98.0%	31	63.3%
Fall 2000	91	78	85.7%	57	62.6%
Winter 2001	9	9	100.0%	7	77.8%
Spring 2001	102	80	78.4%	61	59.8%
Summer 2001	31	28	90.3%	23	74.2%
Fall 2001	102	87	85.3%	49	48.0%
Winter 2002	14	14	100.0%	12	85.7%
Spring 2002	119	98	82.4%	76	63.9%
Summer 2002	54	51	94.4%	43	79.6%
Fall 2002	171	149	87.1%	104	60.8%
Winter 2003	16	14	87.5%	13	81.3%
Spring 2003	107	85	79.4%	65	60.7%
Summer 2003	36	33	91.7%	31	86.1%
Fall 2003	135	117	86.7%	80	59.3%
Winter 2004	21	21	100.0%	18	85.7%
Spring 2004	87	71	81.6%	54	62.1%
<b>Overall</b>	<b>1,313</b>	<b>1,130</b>	<b>86.1%</b>	<b>836</b>	<b>63.7%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050A BY ETHNICITY 2000 – 2004**

**African American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 2000	22	19	86.4%	10	45.5%
Spring 2001	22	20	90.9%	11	50.0%
Fall 2001	21	15	71.4%	12	57.1%
Spring 2002	9	4	44.4%	0	0.0%
Fall 2002	17	15	88.2%	8	47.1%
Spring 2003	12	5	41.7%	3	25.0%
Fall 2003	16	15	93.8%	8	50.0%
Spring 2004	11	6	54.5%	3	27.3%
<b>Overall</b>	<b>130</b>	<b>99</b>	<b>76.2%</b>	<b>55</b>	<b>42.3%</b>

**Asian/Filipino/Pacific Islander**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 2000	2	2	100.0%	2	100.0%
Spring 2001	1	1	100.0%	0	0.0%
Spring 2004	1	1	100.0%	0	0.0%
<b>Overall</b>	<b>4</b>	<b>4</b>	<b>100.0%</b>	<b>2</b>	<b>50.0%</b>

**Hispanic**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 2000	12	12	100.0%	10	83.3%
Spring 2001	6	5	83.3%	3	50.0%
Fall 2001	11	10	90.9%	6	54.5%
Spring 2002	8	5	62.5%	5	62.5%
Fall 2002	11	8	72.7%	5	45.5%
Spring 2003	2	2	100.0%	1	50.0%
Fall 2003	4	4	100.0%	1	25.0%
Spring 2004	8	5	62.5%	4	50.0%
<b>Overall</b>	<b>62</b>	<b>51</b>	<b>82.3%</b>	<b>35</b>	<b>56.5%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050A BY ETHNICITY 2000 – 2004**  
**(Cont'd)**

**Native American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 2000	3	3	100.0%	2	66.7%
Fall 2002	1	0	0.0%	0	0.0%
Spring 2003	1	1	100.0%	0	0.0%
Fall 2003	1	1	100.0%	1	100.0%
<b>Overall</b>	<b>6</b>	<b>5</b>	<b>83.3%</b>	<b>3</b>	<b>50.0%</b>

**Other/Unknown**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 2000	3	3	100.0%	2	66.7%
Spring 2001	2	2	100.0%	2	100.0%
Spring 2002	1	0	0.0%	0	0.0%
Fall 2002	1	1	100.0%	1	100.0%
Spring 2004	2	2	100.0%	1	50.0%
<b>Overall</b>	<b>9</b>	<b>8</b>	<b>88.9%</b>	<b>6</b>	<b>66.7%</b>

**Caucasian**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 2000	26	24	92.3%	18	69.2%
Spring 2001	12	11	91.7%	5	41.7%
Fall 2001	10	9	90.0%	7	70.0%
Spring 2002	7	6	85.7%	4	57.1%
Fall 2002	21	18	85.7%	12	57.1%
Spring 2003	18	14	77.8%	8	44.4%
Fall 2003	8	8	100.0%	4	50.0%
Spring 2004	5	5	100.0%	2	40.0%
<b>Overall</b>	<b>107</b>	<b>95</b>	<b>88.8%</b>	<b>60</b>	<b>56.1%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050B BY ETHNICITY 2001-2004**

**African American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2001	3	1	33.3%	0	0.0%
Fall 2001	5	5	100.0%	2	40.0%
Spring 2002	8	7	87.5%	7	87.5%
Spring 2003	7	5	71.4%	4	57.1%
Spring 2004	4	3	75.0%	3	75.0%
<b>Overall</b>	<b>27</b>	<b>21</b>	<b>77.8%</b>	<b>16</b>	<b>59.3%</b>

**Asian/Filipino/Pacific Islander**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2001	1	1	100.0%	1	100.0%
Spring 2002	1	1	100.0%	1	100.0%
<b>Overall</b>	<b>2</b>	<b>2</b>	<b>100.0%</b>	<b>2</b>	<b>100.0%</b>

**Hispanic**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2001	1	1	100.0%	1	100.0%
Spring 2002	2	1	50.0%	1	50.0%
Spring 2003	3	2	66.7%	1	33.3%
Spring 2004	5	5	100.0%	2	40.0%
<b>Overall</b>	<b>11</b>	<b>9</b>	<b>81.8%</b>	<b>5</b>	<b>45.5%</b>

**Native American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2001	1	0	0.0%	0	0.0%
<b>Overall</b>	<b>1</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050B BY ETHNICITY 2001-2004**  
**(Cont'd)**

**Other/Unknown**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2001	1	1	100.0%	1	100.0%
Fall 2001	1	1	100.0%	1	100.0%
Spring 2002	1	1	100.0%	1	100.0%
Spring 2003	2	2	100.0%	2	100.0%
<b>Overall</b>	<b>5</b>	<b>5</b>	<b>100.0%</b>	<b>5</b>	<b>100.0%</b>

**Caucasian**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2001	9	8	88.9%	8	88.9%
Fall 2001	5	4	80.0%	0	0.0%
Spring 2002	5	5	100.0%	5	100.0%
Spring 2003	7	7	100.0%	6	85.7%
Spring 2004	5	5	100.0%	3	60.0%
<b>Overall</b>	<b>31</b>	<b>29</b>	<b>93.5%</b>	<b>22</b>	<b>71.0%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050 BY GENDER 1999-2004**

**Female**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	89	88	98.9%	71	79.8%
Fall 1999	259	242	93.4%	191	73.7%
Winter 2000	10	10	100.0%	9	90.0%
Spring 2000	277	250	90.3%	172	62.1%
Summer 2000	86	83	96.5%	51	59.3%
Fall 2000	194	166	85.6%	118	60.8%
Winter 2001	20	20	100.0%	15	75.0%
Spring 2001	164	142	86.6%	97	59.1%
Summer 2001	81	76	93.8%	56	69.1%
Fall 2001	178	151	84.8%	77	43.3%
Winter 2002	30	30	100.0%	22	73.3%
Spring 2002	243	191	78.6%	122	50.2%
Summer 2002	110	102	92.7%	84	76.4%
Fall 2002	298	260	87.2%	174	58.4%
Winter 2003	25	22	88.0%	18	72.0%
Spring 2003	223	179	80.3%	130	58.3%
Summer 2003	77	71	92.2%	56	72.7%
Fall 2003	269	234	87.0%	151	56.1%
Winter 2004	47	42	89.4%	32	68.1%
Spring 2004	236	186	78.8%	115	48.7%
<b>Overall</b>	<b>2,916</b>	<b>2,545</b>	<b>87.3%</b>	<b>1,761</b>	<b>60.4%</b>



**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050 BY GENDER 1999-2004 (Cont'd)**

**Male**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	40	35	87.5%	20	50.0%
Fall 1999	104	97	93.3%	66	63.5%
Winter 2000	11	11	100.0%	11	100.0%
Spring 2000	125	101	80.8%	68	54.4%
Summer 2000	43	41	95.3%	24	55.8%
Fall 2000	60	48	80.0%	26	43.3%
Winter 2001	9	8	88.9%	7	77.8%
Spring 2001	71	58	81.7%	34	47.9%
Summer 2001	28	27	96.4%	19	67.9%
Fall 2001	81	64	79.0%	29	35.8%
Winter 2002	10	9	90.0%	5	50.0%
Spring 2002	114	91	79.8%	45	39.5%
Summer 2002	46	41	89.1%	28	60.9%
Fall 2002	129	113	87.6%	60	46.5%
Winter 2003	9	9	100.0%	5	55.6%
Spring 2003	100	79	79.0%	52	52.0%
Summer 2003	36	32	88.9%	25	69.4%
Fall 2003	112	93	83.0%	49	43.8%
Winter 2004	19	17	89.5%	15	78.9%
Spring 2004	134	105	78.4%	63	47.0%
<b>Overall</b>	<b>1,281</b>	<b>1,079</b>	<b>84.2%</b>	<b>651</b>	<b>50.8%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050A BY GENDER 2000-2004**

**Female**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 2000	47	43	91.5%	32	68.1%
Spring 2001	30	26	86.7%	17	56.7%
Fall 2001	28	21	75.0%	16	57.1%
Spring 2002	14	7	50.0%	5	35.7%
Fall 2002	36	31	86.1%	21	58.3%
Spring 2003	20	12	60.0%	7	35.0%
Fall 2003	21	21	100.0%	10	47.6%
Spring 2004	24	18	75.0%	9	37.5%
<b>Overall</b>	<b>220</b>	<b>179</b>	<b>81.4%</b>	<b>117</b>	<b>53.2%</b>

**Male**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 2000	20	19	95.0%	11	55.0%
Spring 2001	13	13	100.0%	4	30.8%
Fall 2001	14	13	92.9%	9	64.3%
Spring 2002	11	8	72.7%	4	36.4%
Fall 2002	16	12	75.0%	6	37.5%
Spring 2003	13	10	76.9%	5	38.5%
Fall 2003	8	7	87.5%	4	50.0%
Spring 2004	3	1	33.3%	1	33.3%
<b>Overall</b>	<b>98</b>	<b>83</b>	<b>84.7%</b>	<b>44</b>	<b>44.9%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050B BY GENDER 2001-2004**

**Female**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2001	10	6	60.0%	5	50.0%
Fall 2001	9	8	88.9%	1	11.1%
Spring 2002	11	10	90.9%	10	90.9%
Spring 2003	15	14	93.3%	12	80.0%
Spring 2004	9	9	100.0%	5	55.6%
<b>Overall</b>	<b>54</b>	<b>47</b>	<b>87.0%</b>	<b>33</b>	<b>61.1%</b>

**Male**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2001	5	5	100.0%	5	100.0%
Fall 2001	2	2	100.0%	2	100.0%
Spring 2002	5	4	80.0%	4	80.0%
Spring 2003	5	3	60.0%	2	40.0%
Spring 2004	5	4	80.0%	3	60.0%
<b>Overall</b>	<b>22</b>	<b>18</b>	<b>81.8%</b>	<b>16</b>	<b>72.7%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050 BY DISABILITY 1999-2004**

**Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	11	11	100.0%	5	45.5%
Fall 1999	36	33	91.7%	24	66.7%
Winter 2000	2	2	100.0%	2	100.0%
Spring 2000	37	28	75.7%	22	59.5%
Summer 2000	11	10	90.9%	5	45.5%
Fall 2000	40	37	92.5%	19	47.5%
Winter 2001	3	3	100.0%	3	100.0%
Spring 2001	33	27	81.8%	15	45.5%
Summer 2001	5	4	80.0%	1	20.0%
Fall 2001	36	29	80.6%	13	36.1%
Winter 2002	5	5	100.0%	4	80.0%
Spring 2002	34	20	58.8%	8	23.5%
Summer 2002	15	15	100.0%	12	80.0%
Fall 2002	61	54	88.5%	24	39.3%
Winter 2003	0	0	0.0%	0	0.0%
Spring 2003	45	34	75.6%	18	40.0%
Summer 2003	10	9	90.0%	5	50.0%
Fall 2003	50	40	80.0%	16	32.0%
Winter 2004	4	4	100.0%	2	50.0%
Spring 2004	28	24	85.7%	13	46.4%
<b>Overall</b>	<b>466</b>	<b>389</b>	<b>83.5%</b>	<b>211</b>	<b>45.3%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050 BY DISABILITY 1999-2004**  
**(Cont'd)**

**Not Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	118	112	94.9%	86	72.9%
Fall 1999	327	306	93.6%	233	71.3%
Winter 2000	19	19	100.0%	18	94.7%
Spring 2000	365	323	88.5%	218	59.7%
Summer 2000	120	116	96.7%	72	60.0%
Fall 2000	215	178	82.8%	125	58.1%
Winter 2001	26	25	96.2%	19	73.1%
Spring 2001	204	174	85.3%	116	56.9%
Summer 2001	105	99	94.3%	74	70.5%
Fall 2001	224	186	83.0%	93	41.5%
Winter 2002	35	34	97.1%	23	65.7%
Spring 2002	217	264	121.7%	160	73.7%
Summer 2002	141	128	90.8%	100	70.9%
Fall 2002	372	325	87.4%	214	57.5%
Winter 2003	34	31	91.2%	23	67.6%
Spring 2003	281	227	80.8%	166	59.1%
Summer 2003	103	94	91.3%	76	73.8%
Fall 2003	333	288	86.5%	184	55.3%
Winter 2004	62	55	88.7%	45	72.6%
Spring 2004	344	269	78.2%	166	48.3%
<b>Overall</b>	<b>3,645</b>	<b>3,253</b>	<b>89.2%</b>	<b>2,211</b>	<b>60.7%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050A BY DISABILITY 2000-2004**

**Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 2000	22	19	86.4%	11	50.0%
Spring 2001	16	14	87.5%	5	31.3%
Fall 2001	16	13	81.3%	11	68.8%
Spring 2002	9	4	44.4%	3	33.3%
Fall 2002	23	17	73.9%	8	34.8%
Spring 2003	15	10	66.7%	3	20.0%
Fall 2003	14	13	92.9%	8	57.1%
Spring 2004	8	6	75.0%	3	37.5%
<b>Overall</b>	<b>123</b>	<b>96</b>	<b>78.0%</b>	<b>52</b>	<b>42.3%</b>

**Not Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 2000	46	44	95.7%	33	71.7%
Spring 2001	27	25	92.6%	16	59.3%
Fall 2001	26	21	80.8%	14	53.8%
Spring 2002	16	11	68.8%	6	37.5%
Fall 2002	29	26	89.7%	19	65.5%
Spring 2003	18	12	66.7%	9	50.0%
Fall 2003	15	15	100.0%	6	40.0%
Spring 2004	19	13	68.4%	7	36.8%
<b>Overall</b>	<b>196</b>	<b>167</b>	<b>85.2%</b>	<b>110</b>	<b>56.1%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050B BY DISABILITY 2001-2004**

**Disabled**

	<b>Total</b>	<b>Retention</b>		<b>Success</b>	
		Count	Percent	Count	Percent
Spring 2001	8	6	75.0%	5	62.5%
Fall 2001	5	4	80.0%	1	20.0%
Spring 2002	10	9	90.0%	9	90.0%
Spring 2003	8	8	100.0%	6	75.0%
Spring 2004	10	9	90.0%	5	50.0%
<b>Overall</b>	<b>41</b>	<b>36</b>	<b>87.8%</b>	<b>26</b>	<b>63.4%</b>

**Not Disabled**

	<b>Total</b>	<b>Retention</b>		<b>Success</b>	
		Count	Percent	Count	Percent
Spring 2001	8	6	75.0%	6	75.0%
Fall 2001	6	6	100.0%	2	33.3%
Spring 2002	7	6	85.7%	6	85.7%
Spring 2003	12	9	75.0%	8	66.7%
Spring 2004	4	4	100.0%	3	75.0%
<b>Overall</b>	<b>37</b>	<b>31</b>	<b>83.8%</b>	<b>25</b>	<b>67.6%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050 BY AGE 1999-2004**

**Less than 20 years**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	32	32	100.0%	21	65.6%
Fall 1999	145	136	93.8%	95	65.5%
Winter 2000	9	9	100.0%	8	88.9%
Spring 2000	113	100	88.5%	62	54.9%
Summer 2000	41	38	92.7%	17	41.5%
Fall 2000	112	97	86.6%	61	54.5%
Winter 2001	5	5	100.0%	2	40.0%
Spring 2001	53	40	75.5%	17	32.1%
Summer 2001	14	13	92.9%	11	78.6%
Fall 2001	117	95	81.2%	42	35.9%
Winter 2002	11	11	100.0%	6	54.5%
Spring 2002	90	79	87.8%	41	45.6%
Summer 2002	34	31	91.2%	27	79.4%
Fall 2002	185	162	87.6%	98	53.0%
Winter 2003	10	10	100.0%	6	60.0%
Spring 2003	79	68	86.1%	40	50.6%
Summer 2003	27	27	100.0%	24	88.9%
Fall 2003	170	147	86.5%	88	51.8%
Winter 2004	16	14	87.5%	9	56.3%
Spring 2004	91	72	79.1%	41	45.1%
<b>Overall</b>	<b>1,354</b>	<b>1,186</b>	<b>87.6%</b>	<b>716</b>	<b>52.9%</b>



**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050 BY AGE 1999-2004 (Cont'd)**

**20-24**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	31	27	87.1%	15	48.4%
Fall 1999	74	71	95.9%	53	71.6%
Winter 2000	2	2	100.0%	2	100.0%
Spring 2000	96	82	85.4%	51	53.1%
Summer 2000	24	24	100.0%	18	75.0%
Fall 2000	45	33	73.3%	21	46.7%
Winter 2001	7	7	100.0%	7	100.0%
Spring 2001	51	40	78.4%	19	37.3%
Summer 2001	29	27	93.1%	24	82.8%
Fall 2001	48	41	85.4%	14	29.2%
Winter 2002	9	9	100.0%	6	66.7%
Spring 2002	102	77	75.5%	40	39.2%
Summer 2002	30	26	86.7%	18	60.0%
Fall 2002	69	58	84.1%	35	50.7%
Winter 2003	4	4	100.0%	3	75.0%
Spring 2003	72	56	77.8%	38	52.8%
Summer 2003	28	24	85.7%	17	60.7%
Fall 2003	79	64	81.0%	38	48.1%
Winter 2004	17	16	94.1%	13	76.5%
Spring 2004	101	80	79.2%	35	34.7%
<b>Overall</b>	<b>918</b>	<b>768</b>	<b>83.7%</b>	<b>467</b>	<b>50.9%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050 BY AGE 1999-2004 (Cont'd)**

25-29

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	14	13	92.9%	11	78.6%
Fall 1999	29	27	93.1%	21	72.4%
Winter 2000	4	4	100.0%	4	100.0%
Spring 2000	47	40	85.1%	22	46.8%
Summer 2000	14	14	100.0%	9	64.3%
Fall 2000	31	27	87.1%	19	61.3%
Winter 2001	5	4	80.0%	3	60.0%
Spring 2001	30	27	90.0%	18	60.0%
Summer 2001	24	23	95.8%	17	70.8%
Fall 2001	20	17	85.0%	11	55.0%
Winter 2002	4	4	100.0%	3	75.0%
Spring 2002	46	35	76.1%	22	47.8%
Summer 2002	27	23	85.2%	20	74.1%
Fall 2002	49	41	83.7%	26	53.1%
Winter 2003	4	3	75.0%	3	75.0%
Spring 2003	59	45	76.3%	34	57.6%
Summer 2003	25	24	96.0%	21	84.0%
Fall 2003	34	32	94.1%	18	52.9%
Winter 2004	8	6	75.0%	5	62.5%
Spring 2004	37	28	75.7%	21	56.8%
<b>Overall</b>	<b>511</b>	<b>437</b>	<b>85.5%</b>	<b>308</b>	<b>60.3%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050 BY AGE 1999-2004 (Cont'd)**

**30-34**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	15	15	100.0%	13	86.7%
Fall 1999	32	29	90.6%	24	75.0%
Winter 2000	3	3	100.0%	3	100.0%
Spring 2000	36	28	77.8%	25	69.4%
Summer 2000	9	9	100.0%	7	77.8%
Fall 2000	16	13	81.3%	11	68.8%
Winter 2001	1	1	100.0%	1	100.0%
Spring 2001	25	23	92.0%	20	80.0%
Summer 2001	15	15	100.0%	8	53.3%
Fall 2001	19	14	73.7%	8	42.1%
Winter 2002	5	4	80.0%	4	80.0%
Spring 2002	27	19	70.4%	14	51.9%
Summer 2002	15	14	93.3%	10	66.7%
Fall 2002	36	32	88.9%	18	50.0%
Winter 2003	4	4	100.0%	3	75.0%
Spring 2003	31	23	74.2%	18	58.1%
Summer 2003	10	9	90.0%	5	50.0%
Fall 2003	35	27	77.1%	16	45.7%
Winter 2004	5	5	100.0%	5	100.0%
Spring 2004	45	35	77.8%	22	48.9%
<b>Overall</b>	<b>384</b>	<b>322</b>	<b>83.9%</b>	<b>235</b>	<b>61.2%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050 BY AGE 1999-2004 (Cont'd)**

**35-39**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	13	13	100.0%	10	76.9%
Fall 1999	31	26	83.9%	24	77.4%
Spring 2000	44	39	88.6%	30	68.2%
Summer 2000	16	15	93.8%	8	50.0%
Fall 2000	21	19	90.5%	12	57.1%
Winter 2001	2	2	100.0%	2	100.0%
Spring 2001	25	25	100.0%	21	84.0%
Summer 2001	12	11	91.7%	6	50.0%
Fall 2001	19	18	94.7%	13	68.4%
Winter 2002	7	7	100.0%	5	71.4%
Spring 2002	31	24	77.4%	14	45.2%
Summer 2002	18	18	100.0%	13	72.2%
Fall 2002	29	24	82.8%	18	62.1%
Winter 2003	5	3	60.0%	3	60.0%
Spring 2003	35	25	71.4%	23	65.7%
Summer 2003	12	12	100.0%	9	75.0%
Fall 2003	15	13	86.7%	11	73.3%
Winter 2004	7	6	85.7%	5	71.4%
Spring 2004	33	24	72.7%	19	57.6%
<b>Overall</b>	<b>375</b>	<b>324</b>	<b>86.4%</b>	<b>246</b>	<b>65.6%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050 BY AGE 1999-2004 (Cont'd)**

**40-49**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	19	18	94.7%	16	84.2%
Fall 1999	38	36	94.7%	26	68.4%
Winter 2000	3	3	100.0%	3	100.0%
Spring 2000	53	50	94.3%	39	73.6%
Summer 2000	17	16	94.1%	12	70.6%
Fall 2000	25	21	84.0%	16	64.0%
Winter 2001	6	6	100.0%	5	83.3%
Spring 2001	40	34	85.0%	27	67.5%
Summer 2001	14	13	92.9%	8	57.1%
Fall 2001	29	26	89.7%	16	55.2%
Winter 2002	4	4	100.0%	3	75.0%
Spring 2002	50	41	82.0%	30	60.0%
Summer 2002	25	24	96.0%	19	76.0%
Fall 2002	42	39	92.9%	28	66.7%
Winter 2003	6	6	100.0%	5	83.3%
Spring 2003	37	32	86.5%	23	62.2%
Summer 2003	9	7	77.8%	5	55.6%
Fall 2003	37	34	91.9%	21	56.8%
Winter 2004	11	11	100.0%	9	81.8%
Spring 2004	50	40	80.0%	29	58.0%
<b>Overall</b>	<b>515</b>	<b>461</b>	<b>89.5%</b>	<b>340</b>	<b>66.0%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050 BY AGE 1999-2004 (Cont'd)**

**50 or older**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	2	2	100.0%	2	100.0%
Fall 1999	9	9	100.0%	9	100.0%
Spring 2000	10	9	90.0%	9	90.0%
Summer 2000	5	5	100.0%	2	40.0%
Fall 2000	4	4	100.0%	3	75.0%
Winter 2001	3	3	100.0%	2	66.7%
Spring 2001	13	12	92.3%	9	69.2%
Summer 2001	2	2	100.0%	1	50.0%
Fall 2001	8	4	50.0%	2	25.0%
Spring 2002	15	9	60.0%	7	46.7%
Summer 2002	7	7	100.0%	5	71.4%
Fall 2002	23	23	100.0%	15	65.2%
Winter 2003	1	1	100.0%	0	0.0%
Spring 2003	13	12	92.3%	8	61.5%
Summer 2003	2	0	0.0%	0	0.0%
Fall 2003	12	11	91.7%	8	66.7%
Winter 2004	2	1	50.0%	1	50.0%
Spring 2004	15	14	93.3%	12	80.0%
<b>Overall</b>	<b>146</b>	<b>128</b>	<b>87.7%</b>	<b>95</b>	<b>65.1%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050A BY AGE 2000-2004**

**Less than 20 years**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 2000	24	21	87.5%	17	70.8%
Spring 2001	11	10	90.9%	3	27.3%
Fall 2001	17	16	94.1%	11	64.7%
Spring 2002	7	7	100.0%	4	57.1%
Fall 2002	21	18	85.7%	8	38.1%
Spring 2003	7	6	85.7%	2	28.6%
Fall 2003	12	12	100.0%	5	41.7%
Spring 2004	3	3	100.0%	2	66.7%
<b>Overall</b>	<b>102</b>	<b>93</b>	<b>91.2%</b>	<b>52</b>	<b>51.0%</b>

**20-24**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 2000	11	11	100.0%	6	54.5%
Spring 2001	12	11	91.7%	5	41.7%
Fall 2001	10	8	80.0%	6	60.0%
Spring 2002	5	2	40.0%	1	20.0%
Fall 2002	7	5	71.4%	2	28.6%
Spring 2003	5	2	40.0%	1	20.0%
Fall 2003	3	3	100.0%	0	0.0%
Spring 2004	6	5	83.3%	2	33.3%
<b>Overall</b>	<b>59</b>	<b>47</b>	<b>79.7%</b>	<b>23</b>	<b>39.0%</b>

**25-29**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 2000	8	7	87.5%	5	62.5%
Spring 2001	5	3	60.0%	3	60.0%
Fall 2001	4	4	100.0%	2	50.0%
Spring 2002	1	1	100.0%	0	0.0%
Fall 2002	6	4	66.7%	4	66.7%
Spring 2003	5	2	40.0%	2	40.0%
Fall 2003	1	1	100.0%	0	0.0%
Spring 2004	7	4	57.1%	2	28.6%
<b>Overall</b>	<b>37</b>	<b>26</b>	<b>70.3%</b>	<b>18</b>	<b>48.6%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050A BY AGE 2000-2004 (Cont'd)**

**30-34**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 2000	6	6	100.0%	2	33.3%
Spring 2001	2	2	100.0%	0	0.0%
Fall 2001	1	1	100.0%	1	100.0%
Spring 2002	3	2	66.7%	2	66.7%
Fall 2002	6	6	100.0%	5	83.3%
Spring 2003	5	4	80.0%	2	40.0%
Fall 2003	2	2	100.0%	2	100.0%
Spring 2004	4	2	50.0%	1	25.0%
<b>Overall</b>	<b>29</b>	<b>25</b>	<b>86.2%</b>	<b>15</b>	<b>51.7%</b>

**35-39**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 2000	10	10	100.0%	8	80.0%
Spring 2001	5	5	100.0%	4	80.0%
Fall 2001	2	2	100.0%	2	100.0%
Spring 2002	4	2	50.0%	1	25.0%
Fall 2002	3	3	100.0%	2	66.7%
Spring 2003	5	2	40.0%	2	40.0%
Fall 2003	1	1	100.0%	0	0.0%
Spring 2004	1	1	100.0%	1	100.0%
<b>Overall</b>	<b>31</b>	<b>26</b>	<b>83.9%</b>	<b>20</b>	<b>64.5%</b>

**40-49**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 2000	6	6	100.0%	6	100.0%
Spring 2001	6	6	100.0%	4	66.7%
Fall 2001	7	2	28.6%	2	28.6%
Spring 2002	2	0	0.0%	0	0.0%
Fall 2002	6	4	66.7%	3	50.0%
Spring 2003	5	5	100.0%	2	40.0%
Fall 2003	9	8	88.9%	6	66.7%
Spring 2004	4	2	50.0%	1	25.0%
<b>Overall</b>	<b>45</b>	<b>33</b>	<b>73.3%</b>	<b>24</b>	<b>53.3%</b>



**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050A BY AGE 2000-2004 (Cont'd)**

**50 or older**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 2000	3	2	66.7%	0	0.0%
Spring 2001	2	2	100.0%	2	100.0%
Fall 2001	1	1	100.0%	1	100.0%
Spring 2002	3	1	33.3%	1	33.3%
Fall 2002	3	3	100.0%	3	100.0%
Spring 2003	1	1	100.0%	1	100.0%
Fall 2003	1	1	100.0%	1	100.0%
Spring 2004	2	2	100.0%	1	50.0%
<b>Overall</b>	<b>16</b>	<b>13</b>	<b>81.3%</b>	<b>10</b>	<b>62.5%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050B BY AGE 2001-2004**

**Less than 20 years**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2001	7	6	85.7%	6	85.7%
Fall 2001	1	1	100.0%	1	100.0%
Spring 2002	4	3	75.0%	3	75.0%
Spring 2003	8	6	75.0%	5	62.5%
Spring 2004	4	4	100.0%	1	25.0%
<b>Overall</b>	<b>24</b>	<b>20</b>	<b>83.3%</b>	<b>16</b>	<b>66.7%</b>

**20-24**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2001	4	3	75.0%	2	50.0%
Fall 2001	4	3	75.0%	1	25.0%
Spring 2002	6	5	83.3%	5	83.3%
Spring 2003	1	1	100.0%	0	0.0%
Spring 2004	2	2	100.0%	1	50.0%
<b>Overall</b>	<b>17</b>	<b>14</b>	<b>82.4%</b>	<b>9</b>	<b>52.9%</b>

**25-29**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2001	1	0	0.0%	0	0.0%
Fall 2001	1	1	100.0%	0	0.0%
Spring 2002	2	2	100.0%	2	100.0%
Spring 2003	3	3	100.0%	2	66.7%
Spring 2004	1	1	100.0%	1	100.0%
<b>Overall</b>	<b>8</b>	<b>7</b>	<b>87.5%</b>	<b>5</b>	<b>62.5%</b>

**30-34**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 2001	1	1	100.0%	0	0.0%
Spring 2002	2	2	100.0%	2	100.0%
Spring 2003	1	1	100.0%	1	100.0%
Spring 2004	2	2	100.0%	2	100.0%
<b>Overall</b>	<b>6</b>	<b>6</b>	<b>100.0%</b>	<b>5</b>	<b>83.3%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 050B BY AGE 2001-2004 (Cont'd)**

**35-39**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2001	2	2	100.0%	2	100.0%
Fall 2001	2	2	100.0%	0	0.0%
Spring 2002	2	2	100.0%	2	100.0%
Spring 2003	1	1	100.0%	1	100.0%
Spring 2004	1	1	100.0%	0	0.0%
<b>Overall</b>	<b>8</b>	<b>8</b>	<b>100.0%</b>	<b>5</b>	<b>62.5%</b>

**40-49**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2001	2	1	50.0%	1	50.0%
Fall 2001	1	1	100.0%	0	0.0%
Spring 2002	1	1	100.0%	1	100.0%
Spring 2003	3	3	100.0%	3	100.0%
Spring 2004	3	2	66.7%	2	66.7%
<b>Overall</b>	<b>10</b>	<b>8</b>	<b>80.0%</b>	<b>7</b>	<b>70.0%</b>

**50 or older**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 2001	1	1	100.0%	1	100.0%
Spring 2003	3	2	66.7%	2	66.7%
Spring 2004	1	1	100.0%	1	100.0%
<b>Overall</b>	<b>5</b>	<b>4</b>	<b>80.0%</b>	<b>4</b>	<b>80.0%</b>

**MATH 050, 50A, and 50B**

Math 50 has two formats that this report is analyzing. Math 050 is remedial math, and is either taught in a semester long format or in two semesters called 50A and 50B. The data indicates overall that Math 50 has a higher retention and success rate than Math 50A and Math 50B. It must be noted that Math 50A and 50B have very few students, even when looking at the overall five-year span. In Math 50 and 50A, females are more successful than males; in Math 50B, males are more successful than females. In relation to ethnicity, African-Americans have the lowest success, with Caucasians having the highest success rate. No matter what format of Math 50, students between the ages of 20-24 are the least successful of any age group. Students who are not disabled are more successful than students who are disabled, regardless of format.

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100 BY ETHNICITY 1999-2004**

**African American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	32	23	71.9%	10	31.3%
Fall 1999	93	79	84.9%	40	43.0%
Spring 2000	111	86	77.5%	50	45.0%
Summer 2000	35	29	82.9%	6	17.1%
Fall 2000	62	40	64.5%	21	33.9%
Winter 2001	8	8	100.0%	5	62.5%
Spring 2001	111	66	59.5%	30	27.0%
Summer 2001	40	33	82.5%	12	30.0%
Fall 2001	76	50	65.8%	28	36.8%
Winter 2002	13	9	69.2%	8	61.5%
Spring 2002	135	86	63.7%	29	21.5%
Summer 2002	74	68	91.9%	39	52.7%
Fall 2002	134	98	73.1%	43	32.1%
Winter 2003	13	8	61.5%	4	30.8%
Spring 2003	101	69	68.3%	30	29.7%
Summer 2003	47	35	74.5%	25	53.2%
Fall 2003	116	75	64.7%	32	27.6%
Winter 2004	28	21	75.0%	14	50.0%
Spring 2004	130	85	65.4%	33	25.4%
<b>Overall</b>	<b>1,359</b>	<b>968</b>	<b>71.2%</b>	<b>459</b>	<b>33.8%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Asian/Filipino/Pacific Islander**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	17	16	94.1%	14	82.4%
Fall 1999	41	35	85.4%	16	39.0%
Spring 2000	40	30	75.0%	20	50.0%
Summer 2000	9	9	100.0%	4	44.4%
Fall 2000	27	23	85.2%	12	44.4%
Winter 2001	3	3	100.0%	2	66.7%
Spring 2001	29	23	79.3%	13	44.8%
Summer 2001	15	15	100.0%	11	73.3%
Fall 2001	39	34	87.2%	20	51.3%
Winter 2002	2	2	100.0%	1	50.0%
Spring 2002	36	24	66.7%	18	50.0%
Summer 2002	16	14	87.5%	10	62.5%
Fall 2002	36	31	86.1%	22	61.1%
Winter 2003	7	7	100.0%	3	42.9%
Spring 2003	23	16	69.6%	11	47.8%
Summer 2003	10	9	90.0%	7	70.0%
Fall 2003	42	34	81.0%	23	54.8%
Winter 2004	7	7	100.0%	7	100.0%
Spring 2004	29	22	75.9%	12	41.4%
<b>Overall</b>	<b>428</b>	<b>354</b>	<b>82.7%</b>	<b>226</b>	<b>52.8%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Hispanic**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	42	37	88.1%	27	64.3%
Fall 1999	191	153	80.1%	84	44.0%
Spring 2000	179	155	86.6%	81	45.3%
Summer 2000	63	52	82.5%	29	46.0%
Fall 2000	121	86	71.1%	59	48.8%
Winter 2001	10	8	80.0%	6	60.0%
Spring 2001	148	110	74.3%	65	43.9%
Summer 2001	46	40	87.0%	26	56.5%
Fall 2001	151	113	74.8%	59	39.1%
Winter 2002	14	14	100.0%	10	71.4%
Spring 2002	189	135	71.4%	83	43.9%
Summer 2002	67	56	83.6%	31	46.3%
Fall 2002	192	148	77.1%	87	45.3%
Winter 2003	18	17	94.4%	9	50.0%
Spring 2003	147	106	72.1%	66	44.9%
Summer 2003	65	49	75.4%	41	63.1%
Fall 2003	203	162	79.8%	89	43.8%
Winter 2004	38	33	86.8%	21	55.3%
Spring 2004	207	167	80.7%	94	45.4%
<b>Overall</b>	<b>2,091</b>	<b>1,641</b>	<b>78.5%</b>	<b>967</b>	<b>46.2%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Native American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	1	0	0.0%	0	0.0%
Fall 1999	10	8	80.0%	2	20.0%
Spring 2000	7	6	85.7%	2	28.6%
Summer 2000	6	5	83.3%	4	66.7%
Fall 2000	3	3	100.0%	1	33.3%
Spring 2001	3	3	100.0%	3	100.0%
Summer 2001	1	1	100.0%	1	100.0%
Fall 2001	5	2	40.0%	2	40.0%
Spring 2002	7	6	85.7%	5	71.4%
Summer 2002	1	1	100.0%	0	0.0%
Fall 2002	7	5	71.4%	4	57.1%
Spring 2003	4	2	50.0%	2	50.0%
Summer 2003	3	3	100.0%	3	100.0%
Fall 2003	4	3	75.0%	2	50.0%
Winter 2004	1	1	100.0%	1	100.0%
Spring 2004	6	4	66.7%	2	33.3%
<b>Overall</b>	<b>69</b>	<b>53</b>	<b>76.8%</b>	<b>34</b>	<b>49.3%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Other/Unknown**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	8	6	75.0%	5	62.5%
Fall 1999	28	26	92.9%	19	67.9%
Spring 2000	36	28	77.8%	16	44.4%
Summer 2000	5	3	60.0%	1	20.0%
Fall 2000	15	12	80.0%	9	60.0%
Winter 2001	1	0	0.0%	0	0.0%
Spring 2001	26	19	73.1%	11	42.3%
Summer 2001	16	14	87.5%	13	81.3%
Fall 2001	25	22	88.0%	13	52.0%
Spring 2002	23	14	60.9%	13	56.5%
Summer 2002	13	12	92.3%	8	61.5%
Fall 2002	30	25	83.3%	14	46.7%
Winter 2003	5	5	100.0%	1	20.0%
Spring 2003	32	24	75.0%	15	46.9%
Summer 2003	9	8	88.9%	5	55.6%
Fall 2003	35	23	65.7%	11	31.4%
Winter 2004	4	1	25.0%	1	25.0%
Spring 2004	34	26	76.5%	16	47.1%
<b>Overall</b>	<b>345</b>	<b>268</b>	<b>77.7%</b>	<b>171</b>	<b>49.6%</b>



**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Caucasian**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	94	87	92.6%	64	68.1%
Fall 1999	353	286	81.0%	194	55.0%
Spring 2000	325	261	80.3%	161	49.5%
Summer 2000	85	78	91.8%	51	60.0%
Fall 2000	236	186	78.8%	127	53.8%
Winter 2001	12	11	91.7%	9	75.0%
Spring 2001	241	184	76.3%	123	51.0%
Summer 2001	83	73	88.0%	45	54.2%
Fall 2001	278	205	73.7%	137	49.3%
Winter 2002	23	19	82.6%	16	69.6%
Spring 2002	275	203	73.8%	139	50.5%
Summer 2002	93	74	79.6%	54	58.1%
Fall 2002	352	270	76.7%	182	51.7%
Winter 2003	28	25	89.3%	17	60.7%
Spring 2003	275	212	77.1%	140	50.9%
Summer 2003	59	47	79.7%	34	57.6%
Fall 2003	289	226	78.2%	151	52.2%
Winter 2004	38	30	78.9%	29	76.3%
Spring 2004	272	216	79.4%	147	54.0%
<b>Overall</b>	<b>3,411</b>	<b>2,693</b>	<b>79.0%</b>	<b>1,820</b>	<b>53.4%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100 BY GENDER 1999-2004**

**Female**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	124	106	85.5%	79	63.7%
Fall 1999	501	413	82.4%	269	53.7%
Spring 2000	464	384	82.8%	238	51.3%
Summer 2000	139	119	85.6%	74	53.2%
Fall 2000	332	250	75.3%	172	51.8%
Winter 2001	27	24	88.9%	18	66.7%
Spring 2001	369	267	72.4%	169	45.8%
Summer 2001	125	109	87.2%	68	54.4%
Fall 2001	389	285	73.3%	185	47.6%
Winter 2002	40	34	85.0%	28	70.0%
Spring 2002	435	307	70.6%	193	44.4%
Summer 2002	166	138	83.1%	88	53.0%
Fall 2002	495	379	76.6%	236	47.7%
Winter 2003	46	39	84.8%	25	54.3%
Spring 2003	397	290	73.0%	178	44.8%
Summer 2003	131	108	82.4%	83	63.4%
Fall 2003	490	364	74.3%	217	44.3%
Winter 2004	76	60	78.9%	46	60.5%
Spring 2004	435	347	79.8%	208	47.8%
<b>Overall</b>	<b>5,181</b>	<b>4,023</b>	<b>77.6%</b>	<b>2,574</b>	<b>49.7%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100 BY GENDER 1999-2004 (Cont'd)**

**Male**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	70	63	90.0%	41	58.6%
Fall 1999	216	175	81.0%	86	39.8%
Spring 2000	234	182	77.8%	92	39.3%
Summer 2000	64	57	89.1%	21	32.8%
Fall 2000	133	100	75.2%	56	42.1%
Winter 2001	7	6	85.7%	4	57.1%
Spring 2001	188	137	72.9%	76	40.4%
Summer 2001	76	67	88.2%	40	52.6%
Fall 2001	185	140	75.7%	73	39.5%
Winter 2002	11	9	81.8%	6	54.5%
Spring 2002	225	157	69.8%	92	40.9%
Summer 2002	96	85	88.5%	51	53.1%
Fall 2002	256	198	77.3%	116	45.3%
Winter 2003	26	24	92.3%	10	38.5%
Spring 2003	181	136	75.1%	83	45.9%
Summer 2003	62	43	69.4%	31	50.0%
Fall 2003	198	156	78.8%	90	45.5%
Winter 2004	40	33	82.5%	27	67.5%
Spring 2004	244	175	71.7%	97	39.8%
<b>Overall</b>	<b>2,512</b>	<b>1,943</b>	<b>77.3%</b>	<b>1,092</b>	<b>43.5%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100 BY DISABILITY 1999-2004**

**Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	9	8	88.9%	5	55.6%
Fall 1999	53	40	75.5%	23	43.4%
Spring 2000	45	36	80.0%	28	62.2%
Summer 2000	6	5	83.3%	3	50.0%
Fall 2000	24	16	66.7%	10	41.7%
Winter 2001	5	3	60.0%	2	40.0%
Spring 2001	30	17	56.7%	11	36.7%
Summer 2001	15	13	86.7%	7	46.7%
Fall 2001	25	16	64.0%	11	44.0%
Winter 2002	1	1	100.0%	0	0.0%
Spring 2002	41	18	43.9%	12	29.3%
Summer 2002	14	11	78.6%	5	35.7%
Fall 2002	42	33	78.6%	20	47.6%
Winter 2003	0	0	0.0%	0	0.0%
Spring 2003	29	19	65.5%	9	31.0%
Summer 2003	14	12	85.7%	9	64.3%
Fall 2003	32	20	62.5%	11	34.4%
Winter 2004	5	3	60.0%	2	40.0%
Spring 2004	25	14	56.0%	9	36.0%
<b>Overall</b>	<b>415</b>	<b>285</b>	<b>68.7%</b>	<b>177</b>	<b>42.7%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100 BY DISABILITY 1999-2004**  
**(Cont'd)**

**Not Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	185	161	87.0%	115	62.2%
Fall 1999	665	549	82.6%	333	50.1%
Spring 2000	653	530	81.2%	302	46.2%
Summer 2000	197	171	86.8%	92	46.7%
Fall 2000	442	335	75.8%	219	49.5%
Winter 2001	29	27	93.1%	20	69.0%
Spring 2001	528	388	73.5%	234	44.3%
Summer 2001	186	163	87.6%	101	54.3%
Fall 2001	550	410	74.5%	248	45.1%
Winter 2002	51	43	84.3%	35	68.6%
Spring 2002	624	450	72.1%	275	44.1%
Summer 2002	251	215	85.7%	137	54.6%
Fall 2002	711	546	76.8%	333	46.8%
Winter 2003	72	63	87.5%	35	48.6%
Spring 2003	553	410	74.1%	255	46.1%
Summer 2003	180	140	77.8%	106	58.9%
Fall 2003	662	506	76.4%	299	45.2%
Winter 2004	112	91	81.3%	72	64.3%
Spring 2004	655	508	77.6%	296	45.2%
<b>Overall</b>	<b>7,306</b>	<b>5,706</b>	<b>78.1%</b>	<b>3,507</b>	<b>48.0%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100 BY AGE 1999-2004**

**Less than 20 years**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	81	75	92.6%	52	64.2%
Fall 1999	376	316	84.0%	179	47.6%
Spring 2000	266	214	80.5%	104	39.1%
Summer 2000	105	95	90.5%	46	43.8%
Fall 2000	222	184	82.9%	123	55.4%
Winter 2001	7	6	85.7%	3	42.9%
Spring 2001	207	152	73.4%	79	38.2%
Summer 2001	87	78	89.7%	46	52.9%
Fall 2001	314	252	80.3%	144	45.9%
Winter 2002	16	15	93.8%	13	81.3%
Spring 2002	234	169	72.2%	95	40.6%
Summer 2002	101	92	91.1%	60	59.4%
Fall 2002	378	310	82.0%	186	49.2%
Winter 2003	29	27	93.1%	11	37.9%
Spring 2003	198	150	75.8%	85	42.9%
Summer 2003	59	48	81.4%	37	62.7%
Fall 2003	350	288	82.3%	171	48.9%
Winter 2004	37	34	91.9%	23	62.2%
Spring 2004	255	198	77.6%	106	41.6%
<b>Overall</b>	<b>3,322</b>	<b>2,703</b>	<b>81.4%</b>	<b>1,563</b>	<b>47.0%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100 BY AGE 1999-2004 (Cont'd)**

20-24

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	31	26	83.9%	19	61.3%
Fall 1999	116	95	81.9%	49	42.2%
Spring 2000	170	139	81.8%	68	40.0%
Summer 2000	35	30	85.7%	16	45.7%
Fall 2000	109	81	74.3%	45	41.3%
Winter 2001	9	7	77.8%	4	44.4%
Spring 2001	153	113	73.9%	66	43.1%
Summer 2001	43	38	88.4%	22	51.2%
Fall 2001	100	72	72.0%	40	40.0%
Winter 2002	8	8	100.0%	6	75.0%
Spring 2002	181	133	73.5%	75	41.4%
Summer 2002	64	55	85.9%	30	46.9%
Fall 2002	128	95	74.2%	47	36.7%
Winter 2003	10	9	90.0%	5	50.0%
Spring 2003	159	118	74.2%	68	42.8%
Summer 2003	41	29	70.7%	20	48.8%
Fall 2003	161	118	73.3%	60	37.3%
Winter 2004	33	23	69.7%	20	60.6%
Spring 2004	188	149	79.3%	73	38.8%
<b>Overall</b>	<b>1,739</b>	<b>1,338</b>	<b>76.9%</b>	<b>733</b>	<b>42.2%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100 BY AGE 1999-2004 (Cont'd)**

25-29

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	25	19	76.0%	11	44.0%
Fall 1999	43	38	88.4%	26	60.5%
Spring 2000	59	47	79.7%	31	52.5%
Summer 2000	15	14	93.3%	9	60.0%
Fall 2000	34	24	70.6%	17	50.0%
Winter 2001	2	2	100.0%	2	100.0%
Spring 2001	55	36	65.5%	22	40.0%
Summer 2001	17	14	82.4%	7	41.2%
Fall 2001	40	28	70.0%	19	47.5%
Winter 2002	8	7	87.5%	6	75.0%
Spring 2002	67	48	71.6%	31	46.3%
Summer 2002	32	26	81.3%	15	46.9%
Fall 2002	73	56	76.7%	36	49.3%
Winter 2003	4	4	100.0%	3	75.0%
Spring 2003	69	48	69.6%	30	43.5%
Summer 2003	36	32	88.9%	24	66.7%
Fall 2003	64	45	70.3%	28	43.8%
Winter 2004	19	17	89.5%	14	73.7%
Spring 2004	76	56	73.7%	36	47.4%
<b>Overall</b>	<b>738</b>	<b>561</b>	<b>76.0%</b>	<b>367</b>	<b>49.7%</b>



**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100 BY AGE 1999-2004 (Cont'd)**

**30-34**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	11	8	72.7%	6	54.5%
Fall 1999	35	26	74.3%	20	57.1%
Spring 2000	47	39	83.0%	27	57.4%
Summer 2000	10	8	80.0%	8	80.0%
Fall 2000	23	16	69.6%	9	39.1%
Winter 2001	4	4	100.0%	4	100.0%
Spring 2001	32	23	71.9%	18	56.3%
Summer 2001	17	16	94.1%	10	58.8%
Fall 2001	22	12	54.5%	9	40.9%
Winter 2002	8	5	62.5%	4	50.0%
Spring 2002	42	27	64.3%	18	42.9%
Summer 2002	11	6	54.5%	2	18.2%
Fall 2002	50	35	70.0%	25	50.0%
Winter 2003	11	9	81.8%	6	54.5%
Spring 2003	42	31	73.8%	23	54.8%
Summer 2003	15	11	73.3%	10	66.7%
Fall 2003	33	25	75.8%	12	36.4%
Winter 2004	7	7	100.0%	7	100.0%
Spring 2004	46	31	67.4%	22	47.8%
<b>Overall</b>	<b>466</b>	<b>339</b>	<b>72.7%</b>	<b>240</b>	<b>51.5%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100 BY AGE 1999-2004 (Cont'd)**

35-39

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	16	15	93.8%	12	75.0%
Fall 1999	49	39	79.6%	28	57.1%
Spring 2000	61	52	85.2%	40	65.6%
Summer 2000	13	10	76.9%	6	46.2%
Fall 2000	25	16	64.0%	10	40.0%
Winter 2001	3	2	66.7%	1	33.3%
Spring 2001	42	32	76.2%	25	59.5%
Summer 2001	12	10	83.3%	8	66.7%
Fall 2001	37	24	64.9%	15	40.5%
Winter 2002	5	3	60.0%	3	60.0%
Spring 2002	48	30	62.5%	21	43.8%
Summer 2002	20	18	90.0%	12	60.0%
Fall 2002	53	39	73.6%	26	49.1%
Winter 2003	8	7	87.5%	7	87.5%
Spring 2003	38	24	63.2%	16	42.1%
Summer 2003	15	10	66.7%	7	46.7%
Fall 2003	33	17	51.5%	11	33.3%
Winter 2004	9	7	77.8%	6	66.7%
Spring 2004	38	28	73.7%	21	55.3%
<b>Overall</b>	<b>525</b>	<b>383</b>	<b>73.0%</b>	<b>275</b>	<b>52.4%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100 BY AGE 1999-2004 (Cont'd)**

40-49

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	24	21	87.5%	17	70.8%
Fall 1999	76	56	73.7%	42	55.3%
Spring 2000	82	63	76.8%	50	61.0%
Summer 2000	20	15	75.0%	9	45.0%
Fall 2000	47	28	59.6%	23	48.9%
Winter 2001	8	8	100.0%	7	87.5%
Spring 2001	58	41	70.7%	30	51.7%
Summer 2001	18	14	77.8%	9	50.0%
Fall 2001	49	30	61.2%	26	53.1%
Winter 2002	6	5	83.3%	2	33.3%
Spring 2002	80	53	66.3%	42	52.5%
Summer 2002	27	21	77.8%	16	59.3%
Fall 2002	56	35	62.5%	28	50.0%
Winter 2003	9	6	66.7%	3	33.3%
Spring 2003	57	45	78.9%	34	59.6%
Summer 2003	19	17	89.5%	13	68.4%
Fall 2003	43	29	67.4%	25	58.1%
Winter 2004	8	5	62.5%	3	37.5%
Spring 2004	61	47	77.0%	35	57.4%
<b>Overall</b>	<b>748</b>	<b>539</b>	<b>72.1%</b>	<b>414</b>	<b>55.3%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100 BY AGE 1999-2004 (Cont'd)**

**50 or older**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	4	3	75.0%	1	25.0%
Fall 1999	19	16	84.2%	10	52.6%
Spring 2000	11	10	90.9%	8	72.7%
Summer 2000	4	3	75.0%	1	25.0%
Fall 2000	6	2	33.3%	2	33.3%
Winter 2001	1	1	100.0%	1	100.0%
Spring 2001	10	8	80.0%	5	50.0%
Summer 2001	2	2	100.0%	2	100.0%
Fall 2001	13	8	61.5%	6	46.2%
Winter 2002	1	1	100.0%	1	100.0%
Spring 2002	13	8	61.5%	5	38.5%
Summer 2002	10	8	80.0%	7	70.0%
Fall 2002	15	9	60.0%	5	33.3%
Winter 2003	1	1	100.0%	0	0.0%
Spring 2003	16	10	62.5%	5	31.3%
Summer 2003	9	5	55.6%	4	44.4%
Fall 2003	10	4	40.0%	3	30.0%
Winter 2004	4	1	25.0%	1	25.0%
Spring 2004	16	13	81.3%	12	75.0%
<b>Overall</b>	<b>165</b>	<b>113</b>	<b>68.5%</b>	<b>79</b>	<b>47.9%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100A BY ETHNICITY 1999-2004**

**African American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	20	16	80.0%	13	65.0%
Spring 2000	13	8	61.5%	6	46.2%
Fall 2000	47	39	83.0%	10	21.3%
Spring 2001	34	24	70.6%	11	32.4%
Fall 2001	37	33	89.2%	19	51.4%
Winter 2002	3	3	100.0%	2	66.7%
Spring 2002	22	16	72.7%	4	18.2%
Fall 2002	38	33	86.8%	15	39.5%
Spring 2003	22	17	77.3%	5	22.7%
Fall 2003	42	28	66.7%	17	40.5%
Spring 2004	22	19	86.4%	7	31.8%
<b>Overall</b>	<b>300</b>	<b>236</b>	<b>78.7%</b>	<b>109</b>	<b>36.3%</b>

**Asian/Filipino/Pacific Islander**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	2	2	100.0%	2	100.0%
Fall 2000	6	5	83.3%	3	50.0%
Spring 2001	4	3	75.0%	3	75.0%
Fall 2001	4	3	75.0%	1	25.0%
Spring 2002	5	5	100.0%	2	40.0%
Fall 2002	3	3	100.0%	1	33.3%
Spring 2003	1	1	100.0%	0	0.0%
Fall 2003	4	4	100.0%	2	50.0%
<b>Overall</b>	<b>29</b>	<b>26</b>	<b>89.7%</b>	<b>14</b>	<b>48.3%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100A BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Hispanic**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	30	27	90.0%	21	70.0%
Spring 2000	20	18	90.0%	9	45.0%
Fall 2000	62	46	74.2%	26	41.9%
Spring 2001	31	21	67.7%	10	32.3%
Fall 2001	48	41	85.4%	29	60.4%
Winter 2002	2	2	100.0%	1	50.0%
Spring 2002	26	22	84.6%	15	57.7%
Fall 2002	42	36	85.7%	23	54.8%
Spring 2003	23	20	87.0%	12	52.2%
Fall 2003	36	34	94.4%	26	72.2%
Spring 2004	23	20	87.0%	9	39.1%
<b>Overall</b>	<b>343</b>	<b>287</b>	<b>83.7%</b>	<b>181</b>	<b>52.8%</b>

**Native American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	6	6	100.0%	6	100.0%
Spring 2000	1	1	100.0%	1	100.0%
Fall 2000	2	2	100.0%	2	100.0%
Spring 2001	1	1	100.0%	0	0.0%
Fall 2001	4	3	75.0%	2	50.0%
Fall 2002	4	1	25.0%	0	0.0%
Spring 2003	2	2	100.0%	2	100.0%
Fall 2003	1	1	100.0%	1	100.0%
Spring 2004	1	1	100.0%	1	100.0%
<b>Overall</b>	<b>22</b>	<b>18</b>	<b>81.8%</b>	<b>15</b>	<b>68.2%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100A BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Other/Unknown**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	6	5	83.3%	2	33.3%
Spring 2000	1	0	0.0%	0	0.0%
Fall 2000	5	5	100.0%	5	100.0%
Spring 2001	4	4	100.0%	2	50.0%
Fall 2001	8	8	100.0%	6	75.0%
Winter 2002	2	2	100.0%	2	100.0%
Spring 2002	5	5	100.0%	3	60.0%
Fall 2002	9	9	100.0%	8	88.9%
Spring 2003	9	6	66.7%	4	44.4%
Fall 2003	3	3	100.0%	3	100.0%
Spring 2004	2	2	100.0%	2	100.0%
<b>Overall</b>	<b>54</b>	<b>49</b>	<b>90.7%</b>	<b>37</b>	<b>68.5%</b>

**Caucasian**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	79	66	83.5%	55	69.6%
Spring 2000	21	18	85.7%	15	71.4%
Fall 2000	102	91	89.2%	63	61.8%
Spring 2001	50	43	86.0%	31	62.0%
Fall 2001	71	60	84.5%	52	73.2%
Winter 2002	4	4	100.0%	3	75.0%
Spring 2002	35	29	82.9%	17	48.6%
Fall 2002	75	67	89.3%	51	68.0%
Spring 2003	36	32	88.9%	19	52.8%
Fall 2003	58	50	86.2%	41	70.7%
Spring 2004	51	40	78.4%	31	60.8%
<b>Overall</b>	<b>582</b>	<b>500</b>	<b>85.9%</b>	<b>378</b>	<b>64.9%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100A BY GENDER 1999-2004**

**Female**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	112	96	85.7%	80	71.4%
Spring 2000	46	36	78.3%	25	54.3%
Fall 2000	157	132	84.1%	80	51.0%
Spring 2001	84	66	78.6%	44	52.4%
Fall 2001	115	96	83.5%	81	70.4%
Winter 2002	7	7	100.0%	6	85.7%
Spring 2002	67	55	82.1%	31	46.3%
Fall 2002	109	95	87.2%	62	56.9%
Spring 2003	64	53	82.8%	29	45.3%
Fall 2003	106	90	84.9%	72	67.9%
Spring 2004	73	59	80.8%	40	54.8%
<b>Overall</b>	<b>940</b>	<b>785</b>	<b>83.5%</b>	<b>550</b>	<b>58.5%</b>

**Male**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	31	26	83.9%	19	61.3%
Spring 2000	10	9	90.0%	6	60.0%
Fall 2000	66	55	83.3%	27	40.9%
Spring 2001	40	30	75.0%	13	32.5%
Fall 2001	56	51	91.1%	27	48.2%
Winter 2002	4	4	100.0%	2	50.0%
Spring 2002	26	22	84.6%	10	38.5%
Fall 2002	59	52	88.1%	35	59.3%
Spring 2003	27	23	85.2%	13	48.1%
Fall 2003	38	30	78.9%	18	47.4%
Spring 2004	26	23	88.5%	10	38.5%
<b>Overall</b>	<b>383</b>	<b>325</b>	<b>84.9%</b>	<b>180</b>	<b>47.0%</b>



**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100A BY DISABILITY 1999-2004**

**Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	35	28	80.0%	22	62.9%
Spring 2000	7	7	100.0%	6	85.7%
Fall 2000	35	25	71.4%	14	40.0%
Spring 2001	27	20	74.1%	12	44.4%
Fall 2001	33	28	84.8%	20	60.6%
Winter 2002	1	1	100.0%	1	100.0%
Spring 2002	18	14	77.8%	3	16.7%
Fall 2002	36	30	83.3%	19	52.8%
Spring 2003	23	19	82.6%	11	47.8%
Fall 2003	23	16	69.6%	11	47.8%
Spring 2004	25	19	76.0%	12	48.0%
<b>Overall</b>	<b>263</b>	<b>207</b>	<b>78.7%</b>	<b>131</b>	<b>49.8%</b>

**Not Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	108	94	87.0%	77	71.3%
Spring 2000	49	38	77.6%	25	51.0%
Fall 2000	190	164	86.3%	95	50.0%
Spring 2001	97	76	78.4%	45	46.4%
Fall 2001	139	120	86.3%	89	64.0%
Winter 2002	10	10	100.0%	7	70.0%
Spring 2002	75	63	84.0%	38	50.7%
Fall 2002	135	119	88.1%	79	58.5%
Spring 2003	70	59	84.3%	31	44.3%
Fall 2003	121	104	86.0%	79	65.3%
Spring 2004	74	63	85.1%	38	51.4%
<b>Overall</b>	<b>1,068</b>	<b>910</b>	<b>85.2%</b>	<b>603</b>	<b>56.5%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100A BY AGE 1999-2004**

**Less than 20 years**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	28	24	85.7%	22	78.6%
Spring 2000	8	8	100.0%	6	75.0%
Fall 2000	68	65	95.6%	29	42.6%
Spring 2001	29	22	75.9%	7	24.1%
Fall 2001	46	41	89.1%	26	56.5%
Winter 2002	1	1	100.0%	1	100.0%
Spring 2002	19	17	89.5%	11	57.9%
Fall 2002	54	50	92.6%	37	68.5%
Spring 2003	22	21	95.5%	6	27.3%
Fall 2003	44	40	90.9%	27	61.4%
Spring 2004	17	16	94.1%	8	47.1%
<b>Overall</b>	<b>336</b>	<b>305</b>	<b>90.8%</b>	<b>180</b>	<b>53.6%</b>

**20-24**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	18	17	94.4%	10	55.6%
Spring 2000	12	10	83.3%	4	33.3%
Fall 2000	33	25	75.8%	13	39.4%
Spring 2001	18	16	88.9%	6	33.3%
Fall 2001	35	31	88.6%	18	51.4%
Winter 2002	2	2	100.0%	2	100.0%
Spring 2002	26	24	92.3%	7	26.9%
Fall 2002	34	28	82.4%	16	47.1%
Spring 2003	22	20	90.9%	12	54.5%
Fall 2003	30	27	90.0%	22	73.3%
Spring 2004	30	28	93.3%	18	60.0%
<b>Overall</b>	<b>260</b>	<b>228</b>	<b>87.7%</b>	<b>128</b>	<b>49.2%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100A BY AGE 1999-2004 (Cont'd)**

**25-29**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	15	11	73.3%	8	53.3%
Spring 2000	7	6	85.7%	4	57.1%
Fall 2000	18	16	88.9%	6	33.3%
Spring 2001	14	10	71.4%	6	42.9%
Fall 2001	18	15	83.3%	9	50.0%
Winter 2002	3	3	100.0%	2	66.7%
Spring 2002	8	6	75.0%	6	75.0%
Fall 2002	13	11	84.6%	8	61.5%
Spring 2003	11	8	72.7%	5	45.5%
Fall 2003	12	10	83.3%	6	50.0%
Spring 2004	5	5	100.0%	0	0.0%
<b>Overall</b>	<b>124</b>	<b>101</b>	<b>81.5%</b>	<b>60</b>	<b>48.4%</b>

**30-34**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	11	10	90.9%	8	72.7%
Spring 2000	8	6	75.0%	4	50.0%
Fall 2000	17	15	88.2%	11	64.7%
Spring 2001	15	12	80.0%	10	66.7%
Fall 2001	9	9	100.0%	9	100.0%
Winter 2002	1	1	100.0%	0	0.0%
Spring 2002	9	7	77.8%	5	55.6%
Fall 2002	16	14	87.5%	7	43.8%
Spring 2003	8	7	87.5%	4	50.0%
Fall 2003	10	7	70.0%	5	50.0%
Spring 2004	11	9	81.8%	7	63.6%
<b>Overall</b>	<b>115</b>	<b>97</b>	<b>84.3%</b>	<b>70</b>	<b>60.9%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100A BY AGE 1999-2004 (Cont'd)**

**35-39**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	24	20	83.3%	19	79.2%
Spring 2000	5	5	100.0%	3	60.0%
Fall 2000	25	20	80.0%	15	60.0%
Spring 2001	16	11	68.8%	10	62.5%
Fall 2001	21	15	71.4%	13	61.9%
Winter 2002	2	2	100.0%	2	100.0%
Spring 2002	11	10	90.9%	6	54.5%
Fall 2002	15	13	86.7%	9	60.0%
Spring 2003	9	6	66.7%	4	44.4%
Fall 2003	13	12	92.3%	12	92.3%
Spring 2004	8	4	50.0%	4	50.0%
<b>Overall</b>	<b>149</b>	<b>118</b>	<b>79.2%</b>	<b>97</b>	<b>65.1%</b>

**40-49**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	35	29	82.9%	24	68.6%
Spring 2000	14	9	64.3%	9	64.3%
Fall 2000	47	35	74.5%	23	48.9%
Spring 2001	25	19	76.0%	14	56.0%
Fall 2001	35	30	85.7%	29	82.9%
Winter 2002	1	1	100.0%	1	100.0%
Spring 2002	15	10	66.7%	5	33.3%
Fall 2002	25	22	88.0%	14	56.0%
Spring 2003	13	9	69.2%	7	53.8%
Fall 2003	29	20	69.0%	15	51.7%
Spring 2004	22	15	68.2%	10	45.5%
<b>Overall</b>	<b>261</b>	<b>199</b>	<b>76.2%</b>	<b>151</b>	<b>57.9%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100A BY AGE 1999-2004 (Cont'd)**

**50 or older**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	12	11	91.7%	8	66.7%
Spring 2000	2	1	50.0%	1	50.0%
Fall 2000	16	13	81.3%	12	75.0%
Spring 2001	5	4	80.0%	2	40.0%
Fall 2001	8	7	87.5%	5	62.5%
Winter 2002	1	1	100.0%	0	0.0%
Spring 2002	5	3	60.0%	1	20.0%
Fall 2002	13	10	76.9%	6	46.2%
Spring 2003	8	7	87.5%	4	50.0%
Fall 2003	6	4	66.7%	3	50.0%
Spring 2004	6	5	83.3%	3	50.0%
<b>Overall</b>	<b>82</b>	<b>66</b>	<b>80.5%</b>	<b>45</b>	<b>54.9%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100B BY ETHNICITY 2000-2004**

**African American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	12	10	83.3%	8	66.7%
Fall 2000	4	4	100.0%	2	50.0%
Spring 2001	14	13	92.9%	10	71.4%
Fall 2001	9	8	88.9%	5	55.6%
Spring 2002	17	12	70.6%	8	47.1%
Fall 2002	5	5	100.0%	2	40.0%
Spring 2003	13	12	92.3%	11	84.6%
Fall 2003	8	5	62.5%	4	50.0%
Spring 2004	17	15	88.2%	11	64.7%
<b>Overall</b>	<b>99</b>	<b>84</b>	<b>84.8%</b>	<b>61</b>	<b>61.6%</b>

**Asian/Filipino/Pacific Islander**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	1	1	100.0%	1	100.0%
Spring 2001	4	3	75.0%	3	75.0%
Fall 2001	1	1	100.0%	1	100.0%
Fall 2002	1	1	100.0%	1	100.0%
Spring 2003	1	1	100.0%	1	100.0%
Spring 2004	1	1	100.0%	1	100.0%
<b>Overall</b>	<b>9</b>	<b>8</b>	<b>88.9%</b>	<b>8</b>	<b>88.9%</b>

**Hispanic**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	20	17	85.0%	14	70.0%
Fall 2000	5	4	80.0%	2	40.0%
Spring 2001	22	16	72.7%	9	40.9%
Fall 2001	8	8	100.0%	5	62.5%
Spring 2002	26	24	92.3%	22	84.6%
Fall 2002	11	11	100.0%	9	81.8%
Spring 2003	23	21	91.3%	17	73.9%
Fall 2003	6	6	100.0%	4	66.7%
Spring 2004	22	18	81.8%	10	45.5%
<b>Overall</b>	<b>143</b>	<b>125</b>	<b>87.4%</b>	<b>92</b>	<b>64.3%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100B BY ETHNICITY 2000-2004**  
**(Cont'd)**

**Native American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	5	4	80.0%	3	60.0%
Spring 2001	3	3	100.0%	3	100.0%
Spring 2002	2	2	100.0%	1	50.0%
Fall 2003	2	1	50.0%	1	50.0%
Spring 2004	1	1	100.0%	1	100.0%
<b>Overall</b>	<b>13</b>	<b>11</b>	<b>84.6%</b>	<b>9</b>	<b>69.2%</b>

**Other/Unknown**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	3	2	66.7%	1	33.3%
Spring 2001	6	5	83.3%	4	66.7%
Fall 2001	3	3	100.0%	2	66.7%
Spring 2002	6	6	100.0%	3	50.0%
Fall 2002	2	2	100.0%	2	100.0%
Spring 2003	7	6	85.7%	5	71.4%
Fall 2003	2	2	100.0%	2	100.0%
Spring 2004	2	0	0.0%	0	0.0%
<b>Overall</b>	<b>31</b>	<b>26</b>	<b>83.9%</b>	<b>19</b>	<b>61.3%</b>

**Caucasian**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	54	42	77.8%	37	68.5%
Fall 2000	12	10	83.3%	7	58.3%
Spring 2001	50	40	80.0%	29	58.0%
Fall 2001	18	15	83.3%	12	66.7%
Spring 2002	37	27	73.0%	24	64.9%
Fall 2002	10	8	80.0%	6	60.0%
Spring 2003	41	36	87.8%	34	82.9%
Fall 2003	21	19	90.5%	14	66.7%
Spring 2004	31	28	90.3%	24	77.4%
<b>Overall</b>	<b>274</b>	<b>225</b>	<b>82.1%</b>	<b>187</b>	<b>68.2%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100B BY GENDER 2000-2004**

**Female**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	73	59	80.8%	52	71.2%
Fall 2000	16	13	81.3%	8	50.0%
Spring 2001	73	61	83.6%	45	61.6%
Fall 2001	29	25	86.2%	19	65.5%
Spring 2002	67	56	83.6%	45	67.2%
Fall 2002	23	22	95.7%	15	65.2%
Spring 2003	61	57	93.4%	54	88.5%
Fall 2003	26	22	84.6%	16	61.5%
Spring 2004	60	52	86.7%	38	63.3%
<b>Overall</b>	<b>428</b>	<b>367</b>	<b>85.7%</b>	<b>292</b>	<b>68.2%</b>

**Male**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	22	17	77.3%	12	54.5%
Fall 2000	5	5	100.0%	3	60.0%
Spring 2001	24	18	75.0%	12	50.0%
Fall 2001	10	10	100.0%	6	60.0%
Spring 2002	20	14	70.0%	12	60.0%
Fall 2002	6	5	83.3%	5	83.3%
Spring 2003	24	19	79.2%	14	58.3%
Fall 2003	13	11	84.6%	9	69.2%
Spring 2004	13	10	76.9%	9	69.2%
<b>Overall</b>	<b>137</b>	<b>109</b>	<b>79.6%</b>	<b>82</b>	<b>59.9%</b>



**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100B BY DISABILITY 2000-2004**

**Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	20	16	80.0%	13	65.0%
Fall 2000	5	4	80.0%	3	60.0%
Spring 2001	14	13	92.9%	7	50.0%
Fall 2001	10	9	90.0%	6	60.0%
Spring 2002	18	15	83.3%	13	72.2%
Fall 2002	4	4	100.0%	1	25.0%
Spring 2003	15	14	93.3%	11	73.3%
Fall 2003	13	12	92.3%	6	46.2%
Spring 2004	7	5	71.4%	5	71.4%
<b>Overall</b>	<b>106</b>	<b>92</b>	<b>86.8%</b>	<b>65</b>	<b>61.3%</b>

**Not Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	75	60	80.0%	51	68.0%
Fall 2000	16	14	87.5%	8	50.0%
Spring 2001	85	67	78.8%	51	60.0%
Fall 2001	29	26	89.7%	19	65.5%
Spring 2002	70	56	80.0%	45	64.3%
Fall 2002	25	23	92.0%	19	76.0%
Spring 2003	70	62	88.6%	57	81.4%
Fall 2003	26	21	80.8%	19	73.1%
Spring 2004	67	58	86.6%	42	62.7%
<b>Overall</b>	<b>463</b>	<b>387</b>	<b>83.6%</b>	<b>311</b>	<b>67.2%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100B BY AGE 2000-2004**

**Less than 20 years**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	12	8	66.7%	7	58.3%
Fall 2000	2	1	50.0%	0	0.0%
Spring 2001	28	19	67.9%	12	42.9%
Fall 2001	2	1	50.0%	0	0.0%
Spring 2002	13	9	69.2%	7	53.8%
Fall 2002	6	6	100.0%	5	83.3%
Spring 2003	18	13	72.2%	10	55.6%
Fall 2003	3	3	100.0%	1	33.3%
Spring 2004	18	13	72.2%	7	38.9%
<b>Overall</b>	<b>102</b>	<b>73</b>	<b>71.6%</b>	<b>49</b>	<b>48.0%</b>

**20-24**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	19	16	84.2%	11	57.9%
Fall 2000	3	3	100.0%	2	66.7%
Spring 2001	15	13	86.7%	9	60.0%
Fall 2001	6	6	100.0%	5	83.3%
Spring 2002	15	13	86.7%	10	66.7%
Fall 2002	5	5	100.0%	5	100.0%
Spring 2003	19	17	89.5%	16	84.2%
Fall 2003	12	10	83.3%	7	58.3%
Spring 2004	20	19	95.0%	13	65.0%
<b>Overall</b>	<b>114</b>	<b>102</b>	<b>89.5%</b>	<b>78</b>	<b>68.4%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100B BY AGE 2000-2004 (Cont'd)**

**25-29**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	9	8	88.9%	6	66.7%
Fall 2000	5	4	80.0%	2	40.0%
Spring 2001	9	7	77.8%	6	66.7%
Fall 2001	4	4	100.0%	3	75.0%
Spring 2002	6	6	100.0%	5	83.3%
Fall 2002	3	3	100.0%	2	66.7%
Spring 2003	9	9	100.0%	8	88.9%
Fall 2003	3	3	100.0%	3	100.0%
Spring 2004	5	4	80.0%	3	60.0%
<b>Overall</b>	<b>53</b>	<b>48</b>	<b>90.6%</b>	<b>38</b>	<b>71.7%</b>

**30-34**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	8	5	62.5%	4	50.0%
Fall 2000	3	3	100.0%	2	66.7%
Spring 2001	7	5	71.4%	4	57.1%
Fall 2001	6	5	83.3%	3	50.0%
Spring 2002	7	4	57.1%	4	57.1%
Fall 2002	5	4	80.0%	1	20.0%
Spring 2003	8	8	100.0%	7	87.5%
Fall 2003	8	6	75.0%	3	37.5%
Spring 2004	4	3	75.0%	2	50.0%
<b>Overall</b>	<b>56</b>	<b>43</b>	<b>76.8%</b>	<b>30</b>	<b>53.6%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100B BY AGE 2000-2004 (Cont'd)**

**35-39**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	19	15	78.9%	13	68.4%
Fall 2000	1	1	100.0%	1	100.0%
Spring 2001	11	9	81.8%	6	54.5%
Fall 2001	11	9	81.8%	7	63.6%
Spring 2002	17	16	94.1%	14	82.4%
Fall 2002	5	5	100.0%	5	100.0%
Spring 2003	9	9	100.0%	9	100.0%
Fall 2003	4	3	75.0%	3	75.0%
Spring 2004	10	8	80.0%	8	80.0%
<b>Overall</b>	<b>87</b>	<b>75</b>	<b>86.2%</b>	<b>66</b>	<b>75.9%</b>

**40-49**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	23	19	82.6%	18	78.3%
Fall 2000	5	5	100.0%	3	60.0%
Spring 2001	21	20	95.2%	15	71.4%
Fall 2001	9	9	100.0%	7	77.8%
Spring 2002	22	15	68.2%	13	59.1%
Fall 2002	3	2	66.7%	1	33.3%
Spring 2003	17	16	94.1%	14	82.4%
Fall 2003	8	7	87.5%	7	87.5%
Spring 2004	12	11	91.7%	9	75.0%
<b>Overall</b>	<b>120</b>	<b>104</b>	<b>86.7%</b>	<b>87</b>	<b>72.5%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 100B BY AGE 2000-2004 (Cont'd)**

**50 or older**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	5	5	100.0%	5	100.0%
Fall 2000	2	1	50.0%	1	50.0%
Spring 2001	8	7	87.5%	6	75.0%
Fall 2001	1	1	100.0%	0	0.0%
Spring 2002	8	8	100.0%	5	62.5%
Fall 2002	2	2	100.0%	1	50.0%
Spring 2003	5	4	80.0%	4	80.0%
Fall 2003	1	1	100.0%	1	100.0%
Spring 2004	5	5	100.0%	5	100.0%
<b>Overall</b>	<b>37</b>	<b>34</b>	<b>91.9%</b>	<b>28</b>	<b>75.7%</b>

**MATH 100, 100A and 100B**

Math 100 has the same format options as Math 50. However, the data supports a different pattern of retention and success than Math 50. Although there are fewer students who enroll in Math 100A and 100B than in the format of Math 100 being taught in one semester, the retention is 84% for the A and B format compared to the retention of Math 100, which is at 77.5% over the five-year span. In addition, the five year overall success rate is higher in Math 100B (67.5%) and Math 100A (56%) than it is for Math 100 (47.6%). Females succeed at a higher rate than males in Math 100 and Math 100A, but males perform stronger academically than females in Math 100B. In relation to ethnicity, African-American students are not as successful as other ethnic groups.

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 101 BY ETHNICITY 1999-2004**

**African American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	2	2	100.0%	0	0.0%
Fall 1999	2	1	50.0%	0	0.0%
Spring 2000	5	3	60.0%	3	60.0%
Summer 2000	13	13	100.0%	7	53.8%
Fall 2000	3	2	66.7%	1	33.3%
Spring 2001	1	1	100.0%	1	100.0%
Summer 2001	5	4	80.0%	3	60.0%
Fall 2001	6	4	66.7%	3	50.0%
Spring 2002	10	6	60.0%	2	20.0%
Summer 2002	3	2	66.7%	1	33.3%
Fall 2002	7	4	57.1%	1	14.3%
Winter 2003	5	2	40.0%	0	0.0%
Spring 2003	10	7	70.0%	2	20.0%
Summer 2003	2	2	100.0%	1	50.0%
Fall 2003	8	5	62.5%	1	12.5%
Winter 2004	1	1	100.0%	1	100.0%
Spring 2004	9	7	77.8%	1	11.1%
<b>Overall</b>	<b>92</b>	<b>66</b>	<b>71.7%</b>	<b>28</b>	<b>30.4%</b>

**Asian/Filipino/Pacific Islander**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	15	15	100.0%	10	66.7%
Fall 1999	4	4	100.0%	4	100.0%
Spring 2000	5	5	100.0%	2	40.0%
Summer 2000	10	10	100.0%	9	90.0%
Fall 2000	6	3	50.0%	2	33.3%
Spring 2001	8	5	62.5%	4	50.0%
Summer 2001	5	5	100.0%	4	80.0%
Fall 2001	1	1	100.0%	1	100.0%
Spring 2002	5	3	60.0%	3	60.0%
Summer 2002	3	3	100.0%	3	100.0%
Fall 2002	6	5	83.3%	4	66.7%
Winter 2003	1	1	100.0%	1	100.0%
Spring 2003	3	3	100.0%	2	66.7%
Fall 2003	1	1	100.0%	1	100.0%
Spring 2004	5	4	80.0%	1	20.0%
<b>Overall</b>	<b>78</b>	<b>68</b>	<b>87.2%</b>	<b>51</b>	<b>65.4%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 101 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Hispanic**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	16	14	87.5%	5	31.3%
Fall 1999	12	11	91.7%	7	58.3%
Spring 2000	21	19	90.5%	9	42.9%
Summer 2000	19	17	89.5%	7	36.8%
Fall 2000	12	12	100.0%	7	58.3%
Spring 2001	13	9	69.2%	7	53.8%
Summer 2001	12	10	83.3%	8	66.7%
Fall 2001	22	21	95.5%	8	36.4%
Spring 2002	20	10	50.0%	5	25.0%
Summer 2002	13	10	76.9%	9	69.2%
Fall 2002	16	12	75.0%	6	37.5%
Winter 2003	10	5	50.0%	1	10.0%
Spring 2003	24	17	70.8%	9	37.5%
Summer 2003	3	3	100.0%	1	33.3%
Fall 2003	19	14	73.7%	6	31.6%
Winter 2004	8	6	75.0%	4	50.0%
Spring 2004	16	10	62.5%	5	31.3%
<b>Overall</b>	<b>256</b>	<b>200</b>	<b>78.1%</b>	<b>104</b>	<b>40.6%</b>

**Native American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	1	1	100.0%	0	0.0%
Fall 1999	3	2	66.7%	2	66.7%
Summer 2002	1	0	0.0%	0	0.0%
Fall 2002	1	1	100.0%	0	0.0%
Fall 2003	1	1	100.0%	1	100.0%
Spring 2004	1	1	100.0%	0	0.0%
<b>Overall</b>	<b>8</b>	<b>6</b>	<b>75.0%</b>	<b>3</b>	<b>37.5%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 101 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Other/Unknown**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	2	2	100.0%	2	100.0%
Fall 1999	3	2	66.7%	2	66.7%
Spring 2000	2	2	100.0%	2	100.0%
Summer 2000	4	3	75.0%	3	75.0%
Fall 2000	2	2	100.0%	2	100.0%
Spring 2001	8	6	75.0%	4	50.0%
Summer 2001	1	1	100.0%	0	0.0%
Fall 2001	2	2	100.0%	1	50.0%
Spring 2002	6	6	100.0%	2	33.3%
Summer 2002	2	2	100.0%	2	100.0%
Fall 2002	7	5	71.4%	5	71.4%
Spring 2003	6	6	100.0%	3	50.0%
Fall 2003	9	6	66.7%	4	44.4%
Spring 2004	1	1	100.0%	0	0.0%
<b>Overall</b>	<b>55</b>	<b>46</b>	<b>83.6%</b>	<b>32</b>	<b>58.2%</b>

**Caucasian**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	32	28	87.5%	22	68.8%
Fall 1999	48	40	83.3%	30	62.5%
Spring 2000	37	32	86.5%	24	64.9%
Summer 2000	29	29	100.0%	20	69.0%
Fall 2000	38	34	89.5%	25	65.8%
Spring 2001	25	21	84.0%	15	60.0%
Summer 2001	13	12	92.3%	10	76.9%
Fall 2001	41	34	82.9%	20	48.8%
Spring 2002	35	30	85.7%	22	62.9%
Summer 2002	13	10	76.9%	10	76.9%
Fall 2002	36	30	83.3%	22	61.1%
Winter 2003	8	8	100.0%	7	87.5%
Spring 2003	32	28	87.5%	18	56.3%
Summer 2003	9	7	77.8%	3	33.3%
Fall 2003	26	18	69.2%	6	23.1%
Winter 2004	3	3	100.0%	2	66.7%
Spring 2004	23	19	82.6%	14	60.9%
<b>Overall</b>	<b>448</b>	<b>383</b>	<b>85.5%</b>	<b>270</b>	<b>60.3%</b>



**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 101 BY GENDER 1999-2004**

**Female**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	43	39	90.7%	23	53.5%
Fall 1999	40	30	75.0%	23	57.5%
Spring 2000	44	38	86.4%	25	56.8%
Summer 2000	36	35	97.2%	25	69.4%
Fall 2000	36	31	86.1%	22	61.1%
Spring 2001	28	22	78.6%	15	53.6%
Summer 2001	19	17	89.5%	16	84.2%
Fall 2001	38	33	86.8%	20	52.6%
Spring 2002	39	30	76.9%	18	46.2%
Summer 2002	16	13	81.3%	11	68.8%
Fall 2002	41	33	80.5%	21	51.2%
Winter 2003	11	6	54.5%	4	36.4%
Spring 2003	38	30	78.9%	16	42.1%
Summer 2003	9	8	88.9%	4	44.4%
Fall 2003	26	15	57.7%	8	30.8%
Winter 2004	5	4	80.0%	4	80.0%
Spring 2004	28	23	82.1%	12	42.9%
<b>Overall</b>	<b>497</b>	<b>407</b>	<b>81.9%</b>	<b>267</b>	<b>53.7%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 101 BY GENDER 1999-2004 (Cont'd)**

**Male**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	25	23	92.0%	16	64.0%
Fall 1999	32	30	93.8%	22	68.8%
Spring 2000	26	23	88.5%	15	57.7%
Summer 2000	39	37	94.9%	21	53.8%
Fall 2000	25	22	88.0%	15	60.0%
Spring 2001	27	20	74.1%	16	59.3%
Summer 2001	17	15	88.2%	9	52.9%
Fall 2001	34	29	85.3%	13	38.2%
Spring 2002	37	25	67.6%	16	43.2%
Summer 2002	19	14	73.7%	14	73.7%
Fall 2002	33	25	75.8%	18	54.5%
Winter 2003	13	10	76.9%	5	38.5%
Spring 2003	37	31	83.8%	18	48.6%
Summer 2003	4	3	75.0%	1	25.0%
Fall 2003	37	29	78.4%	10	27.0%
Winter 2004	7	6	85.7%	3	42.9%
Spring 2004	28	19	67.9%	9	32.1%
<b>Overall</b>	<b>440</b>	<b>361</b>	<b>82.0%</b>	<b>221</b>	<b>50.2%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 101 BY DISABILITY 1999-2004**

**Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	1	0	0.0%	0	0.0%
Fall 1999	7	6	85.7%	5	71.4%
Spring 2000	1	1	100.0%	1	100.0%
Summer 2000	2	2	100.0%	1	50.0%
Fall 2000	5	4	80.0%	3	60.0%
Spring 2001	4	2	50.0%	2	50.0%
Summer 2001	2	1	50.0%	1	50.0%
Fall 2001	5	5	100.0%	3	60.0%
Spring 2002	1	0	0.0%	0	0.0%
Summer 2002	3	2	66.7%	1	33.3%
Fall 2002	2	0	0.0%	0	0.0%
Winter 2003	0	0	0.0%	0	0.0%
Spring 2003	3	2	66.7%	1	33.3%
Summer 2003	0	0	0.0%	0	0.0%
Fall 2003	2	2	100.0%	1	50.0%
Winter 2004	0	0	0.0%	0	0.0%
Spring 2004	0	0	0.0%	0	0.0%
<b>Overall</b>	<b>38</b>	<b>27</b>	<b>71.1%</b>	<b>19</b>	<b>50.0%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 101 BY DISABILITY 1999-2004**  
**(Cont'd)**

**Not Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	67	62	92.5%	39	58.2%
Fall 1999	65	54	83.1%	40	61.5%
Spring 2000	69	60	87.0%	39	56.5%
Summer 2000	73	70	95.9%	45	61.6%
Fall 2000	56	49	87.5%	34	60.7%
Spring 2001	51	40	78.4%	29	56.9%
Summer 2001	34	31	91.2%	24	70.6%
Fall 2001	67	57	85.1%	30	44.8%
Spring 2002	75	55	73.3%	34	45.3%
Summer 2002	32	25	78.1%	24	75.0%
Fall 2002	72	58	80.6%	39	54.2%
Winter 2003	24	16	66.7%	9	37.5%
Spring 2003	72	59	81.9%	33	45.8%
Summer 2003	14	12	85.7%	5	35.7%
Fall 2003	62	43	69.4%	18	29.0%
Winter 2004	12	10	83.3%	7	58.3%
Spring 2004	56	42	75.0%	21	37.5%
<b>Overall</b>	<b>901</b>	<b>743</b>	<b>82.5%</b>	<b>470</b>	<b>52.2%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 101 BY AGE 1999-2004**

**Less than 20 years**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	53	50	94.3%	27	50.9%
Fall 1999	26	25	96.2%	16	61.5%
Spring 2000	36	34	94.4%	21	58.3%
Summer 2000	61	58	95.1%	34	55.7%
Fall 2000	35	31	88.6%	19	54.3%
Spring 2001	24	19	79.2%	15	62.5%
Summer 2001	20	18	90.0%	13	65.0%
Fall 2001	32	29	90.6%	13	40.6%
Spring 2002	39	28	71.8%	16	41.0%
Summer 2002	21	16	76.2%	15	71.4%
Fall 2002	49	38	77.6%	24	49.0%
Winter 2003	12	8	66.7%	4	33.3%
Spring 2003	35	29	82.9%	13	37.1%
Summer 2003	5	5	100.0%	0	0.0%
Fall 2003	36	25	69.4%	6	16.7%
Winter 2004	4	3	75.0%	2	50.0%
Spring 2004	22	16	72.7%	4	18.2%
<b>Overall</b>	<b>510</b>	<b>432</b>	<b>84.7%</b>	<b>242</b>	<b>47.5%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 101 BY AGE 1999-2004 (Cont'd)**

20-24

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	5	5	100.0%	5	100.0%
Fall 1999	13	11	84.6%	8	61.5%
Spring 2000	13	8	61.5%	3	23.1%
Summer 2000	3	3	100.0%	2	66.7%
Fall 2000	15	14	93.3%	11	73.3%
Spring 2001	21	16	76.2%	9	42.9%
Summer 2001	6	5	83.3%	3	50.0%
Fall 2001	18	14	77.8%	7	38.9%
Spring 2002	19	12	63.2%	6	31.6%
Summer 2002	2	2	100.0%	2	100.0%
Fall 2002	18	14	77.8%	9	50.0%
Winter 2003	6	4	66.7%	3	50.0%
Spring 2003	23	20	87.0%	12	52.2%
Summer 2003	5	5	100.0%	4	80.0%
Fall 2003	8	5	62.5%	2	25.0%
Winter 2004	2	2	100.0%	1	50.0%
Spring 2004	20	14	70.0%	9	45.0%
<b>Overall</b>	<b>197</b>	<b>154</b>	<b>78.2%</b>	<b>96</b>	<b>48.7%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 101 BY AGE 1999-2004 (Cont'd)**

25-29

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	4	2	50.0%	2	50.0%
Fall 1999	4	3	75.0%	2	50.0%
Spring 2000	1	1	100.0%	1	100.0%
Summer 2000	3	3	100.0%	3	100.0%
Fall 2000	3	2	66.7%	1	33.3%
Spring 2001	1	1	100.0%	1	100.0%
Summer 2001	2	1	50.0%	1	50.0%
Fall 2001	10	9	90.0%	6	60.0%
Spring 2002	6	5	83.3%	2	33.3%
Summer 2002	2	2	100.0%	2	100.0%
Fall 2002	2	2	100.0%	2	100.0%
Winter 2003	1	1	100.0%	0	0.0%
Spring 2003	2	1	50.0%	0	0.0%
Summer 2003	1	1	100.0%	0	0.0%
Fall 2003	6	4	66.7%	4	66.7%
Winter 2004	4	4	100.0%	3	75.0%
Spring 2004	6	5	83.3%	4	66.7%
<b>Overall</b>	<b>58</b>	<b>47</b>	<b>81.0%</b>	<b>34</b>	<b>58.6%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 101 BY AGE 1999-2004 (Cont'd)**

**30-34**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	7	6	85.7%	5	71.4%
Spring 2000	1	1	100.0%	1	100.0%
Summer 2000	3	3	100.0%	3	100.0%
Fall 2000	5	4	80.0%	4	80.0%
Spring 2002	4	4	100.0%	4	100.0%
Summer 2002	3	1	33.3%	1	33.3%
Fall 2002	2	2	100.0%	2	100.0%
Spring 2003	3	3	100.0%	3	100.0%
Fall 2003	5	4	80.0%	2	40.0%
Spring 2004	1	1	100.0%	0	0.0%
<b>Overall</b>	<b>34</b>	<b>29</b>	<b>85.3%</b>	<b>25</b>	<b>73.5%</b>

**35-39**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	1	1	100.0%	1	100.0%
Fall 1999	6	4	66.7%	4	66.7%
Spring 2000	8	8	100.0%	6	75.0%
Summer 2000	1	1	100.0%	1	100.0%
Fall 2000	1	1	100.0%	1	100.0%
Summer 2001	3	3	100.0%	3	100.0%
Fall 2001	2	1	50.0%	1	50.0%
Spring 2002	3	3	100.0%	3	100.0%
Spring 2003	5	2	40.0%	1	20.0%
Summer 2003	1	0	0.0%	0	0.0%
Fall 2003	4	3	75.0%	3	75.0%
<b>Overall</b>	<b>35</b>	<b>27</b>	<b>77.1%</b>	<b>24</b>	<b>68.6%</b>



**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 101 BY AGE 1999-2004 (Cont'd)**

**40-49**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	4	3	75.0%	3	75.0%
Fall 1999	14	10	71.4%	9	64.3%
Spring 2000	8	7	87.5%	6	75.0%
Summer 2000	3	3	100.0%	3	100.0%
Fall 2000	2	1	50.0%	1	50.0%
Spring 2001	7	5	71.4%	5	71.4%
Summer 2001	3	3	100.0%	3	100.0%
Fall 2001	7	6	85.7%	4	57.1%
Spring 2002	3	2	66.7%	2	66.7%
Summer 2002	5	4	80.0%	4	80.0%
Fall 2002	3	2	66.7%	2	66.7%
Winter 2003	4	2	50.0%	2	50.0%
Spring 2003	6	5	83.3%	4	66.7%
Summer 2003	2	1	50.0%	1	50.0%
Fall 2003	5	4	80.0%	2	40.0%
Winter 2004	2	1	50.0%	1	50.0%
Spring 2004	5	4	80.0%	2	40.0%
<b>Overall</b>	<b>83</b>	<b>63</b>	<b>75.9%</b>	<b>54</b>	<b>65.1%</b>

**50 or older**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	1	0	0.0%	0	0.0%
Spring 2000	3	2	66.7%	2	66.7%
Summer 2000	1	1	100.0%	0	0.0%
Spring 2001	2	1	50.0%	1	50.0%
Summer 2001	1	1	100.0%	1	100.0%
Fall 2001	1	1	100.0%	1	100.0%
Spring 2002	2	1	50.0%	1	50.0%
Summer 2002	1	1	100.0%	0	0.0%
Winter 2003	1	1	100.0%	0	0.0%
Spring 2003	1	1	100.0%	1	100.0%
Spring 2004	1	1	100.0%	1	100.0%
<b>Overall</b>	<b>15</b>	<b>11</b>	<b>73.3%</b>	<b>8</b>	<b>53.3%</b>

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**CAMPUS BASED RESEARCH**

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**MATH 101**

Although there is a small number of students who take Math 101, the data indicates the retention rate is 82% and the success rate is 52% over the five-year span. The student ages of 30-34 have the highest retention and success rate of all age groups. Students under the ages of 24 have the lowest success rate. The success rate of students who are disabled have about the same success rate (50%) compared to students who are not disabled (52.5%). Female students succeed slightly better than males, and African-Americans students do not perform as well as other ethnic groups.

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102 BY ETHNICITY 1999-2004**

**African American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	22	16	72.7%	13	59.1%
Fall 1999	57	39	68.4%	22	38.6%
Spring 2000	72	53	73.6%	21	29.2%
Summer 2000	21	19	90.5%	10	47.6%
Fall 2000	59	44	74.6%	19	32.2%
Spring 2001	59	43	72.9%	22	37.3%
Summer 2001	24	18	75.0%	11	45.8%
Fall 2001	47	34	72.3%	16	34.0%
Spring 2002	36	17	47.2%	6	16.7%
Summer 2002	21	17	81.0%	14	66.7%
Fall 2002	46	30	65.2%	15	32.6%
Winter 2003	4	3	75.0%	2	50.0%
Spring 2003	47	27	57.4%	9	19.1%
Summer 2003	20	11	55.0%	6	30.0%
Fall 2003	43	28	65.1%	15	34.9%
Winter 2004	14	13	92.9%	5	35.7%
Spring 2004	49	35	71.4%	12	24.5%
<b>Overall</b>	<b>641</b>	<b>447</b>	<b>69.7%</b>	<b>218</b>	<b>34.0%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Asian/Filipino/Pacific Islander**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	21	19	90.5%	18	85.7%
Fall 1999	32	23	71.9%	19	59.4%
Spring 2000	36	33	91.7%	22	61.1%
Summer 2000	25	24	96.0%	21	84.0%
Fall 2000	30	22	73.3%	13	43.3%
Spring 2001	29	23	79.3%	14	48.3%
Summer 2001	11	10	90.9%	8	72.7%
Fall 2001	26	19	73.1%	15	57.7%
Spring 2002	23	20	87.0%	10	43.5%
Summer 2002	10	10	100.0%	8	80.0%
Fall 2002	34	29	85.3%	15	44.1%
Spring 2003	21	14	66.7%	7	33.3%
Summer 2003	12	9	75.0%	5	41.7%
Fall 2003	32	26	81.3%	13	40.6%
Winter 2004	3	3	100.0%	3	100.0%
Spring 2004	22	16	72.7%	8	36.4%
<b>Overall</b>	<b>367</b>	<b>300</b>	<b>81.7%</b>	<b>199</b>	<b>54.2%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Hispanic**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	25	20	80.0%	15	60.0%
Fall 1999	95	76	80.0%	58	61.1%
Spring 2000	110	85	77.3%	50	45.5%
Summer 2000	37	35	94.6%	25	67.6%
Fall 2000	112	76	67.9%	34	30.4%
Spring 2001	112	84	75.0%	47	42.0%
Summer 2001	30	29	96.7%	19	63.3%
Fall 2001	102	78	76.5%	49	48.0%
Spring 2002	96	70	72.9%	40	41.7%
Summer 2002	23	18	78.3%	15	65.2%
Fall 2002	129	98	76.0%	52	40.3%
Winter 2003	10	5	50.0%	1	10.0%
Spring 2003	84	59	70.2%	34	40.5%
Summer 2003	24	18	75.0%	12	50.0%
Fall 2003	111	81	73.0%	34	30.6%
Winter 2004	28	20	71.4%	12	42.9%
Spring 2004	95	71	74.7%	46	48.4%
<b>Overall</b>	<b>1,223</b>	<b>923</b>	<b>75.5%</b>	<b>543</b>	<b>44.4%</b>

**Native American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	1	1	100.0%	1	100.0%
Fall 1999	6	4	66.7%	4	66.7%
Spring 2000	6	5	83.3%	4	66.7%
Summer 2000	2	2	100.0%	2	100.0%
Fall 2000	9	7	77.8%	6	66.7%
Spring 2001	3	2	66.7%	1	33.3%
Fall 2001	7	5	71.4%	1	14.3%
Spring 2002	4	1	25.0%	1	25.0%
Fall 2002	5	5	100.0%	4	80.0%
Spring 2003	1	1	100.0%	0	0.0%
Fall 2003	3	2	66.7%	1	33.3%
Spring 2004	3	1	33.3%	0	0.0%
<b>Overall</b>	<b>50</b>	<b>36</b>	<b>72.0%</b>	<b>25</b>	<b>50.0%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Other/Unknown**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	6	6	100.0%	6	100.0%
Fall 1999	18	13	72.2%	8	44.4%
Spring 2000	20	13	65.0%	7	35.0%
Summer 2000	11	10	90.9%	6	54.5%
Fall 2000	23	17	73.9%	7	30.4%
Spring 2001	21	16	76.2%	9	42.9%
Summer 2001	7	6	85.7%	3	42.9%
Fall 2001	25	18	72.0%	16	64.0%
Spring 2002	21	11	52.4%	8	38.1%
Summer 2002	6	5	83.3%	5	83.3%
Fall 2002	29	24	82.8%	16	55.2%
Winter 2003	1	0	0.0%	0	0.0%
Spring 2003	14	13	92.9%	4	28.6%
Summer 2003	2	2	100.0%	1	50.0%
Fall 2003	18	10	55.6%	5	27.8%
Winter 2004	5	4	80.0%	3	60.0%
Spring 2004	13	11	84.6%	8	61.5%
<b>Overall</b>	<b>240</b>	<b>179</b>	<b>74.6%</b>	<b>112</b>	<b>46.7%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102 BY ETHNICITY 1999-2004**  
**(Cont'd)**

**Caucasian**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	57	53	93.0%	49	86.0%
Fall 1999	276	220	79.7%	165	59.8%
Spring 2000	281	223	79.4%	143	50.9%
Summer 2000	70	65	92.9%	55	78.6%
Fall 2000	249	192	77.1%	119	47.8%
Spring 2001	202	148	73.3%	103	51.0%
Summer 2001	54	48	88.9%	43	79.6%
Fall 2001	249	207	83.1%	143	57.4%
Spring 2002	186	132	71.0%	85	45.7%
Summer 2002	33	27	81.8%	21	63.6%
Fall 2002	224	174	77.7%	104	46.4%
Winter 2003	13	9	69.2%	4	30.8%
Spring 2003	152	110	72.4%	73	48.0%
Summer 2003	34	26	76.5%	19	55.9%
Fall 2003	181	135	74.6%	81	44.8%
Winter 2004	24	22	91.7%	14	58.3%
Spring 2004	148	116	78.4%	77	52.0%
<b>Overall</b>	<b>2,433</b>	<b>1,907</b>	<b>78.4%</b>	<b>1,298</b>	<b>53.3%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102 BY GENDER 1999-2004**

**Female**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	75	64	85.3%	56	74.7%
Fall 1999	313	241	77.0%	187	59.7%
Spring 2000	341	270	79.2%	172	50.4%
Summer 2000	109	104	95.4%	81	74.3%
Fall 2000	302	218	72.2%	130	43.0%
Spring 2001	263	195	74.1%	126	47.9%
Summer 2001	75	67	89.3%	53	70.7%
Fall 2001	258	204	79.1%	143	55.4%
Spring 2002	212	149	70.3%	95	44.8%
Summer 2002	59	49	83.1%	43	72.9%
Fall 2002	273	213	78.0%	129	47.3%
Winter 2003	20	11	55.0%	3	15.0%
Spring 2003	180	124	68.9%	76	42.2%
Summer 2003	57	40	70.2%	26	45.6%
Fall 2003	230	162	70.4%	86	37.4%
Winter 2004	43	38	88.4%	21	48.8%
Spring 2004	208	164	78.8%	104	50.0%
<b>Overall</b>	<b>3,018</b>	<b>2,313</b>	<b>76.6%</b>	<b>1,531</b>	<b>50.7%</b>

**Male**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	57	51	89.5%	46	80.7%
Fall 1999	172	135	78.5%	90	52.3%
Spring 2000	184	142	77.2%	75	40.8%
Summer 2000	57	51	89.5%	38	66.7%
Fall 2000	175	135	77.1%	66	37.7%
Spring 2001	163	120	73.6%	70	42.9%
Summer 2001	50	43	86.0%	31	62.0%
Fall 2001	196	155	79.1%	95	48.5%
Spring 2002	153	101	66.0%	54	35.3%
Summer 2002	34	28	82.4%	20	58.8%
Fall 2002	191	145	75.9%	75	39.3%
Winter 2003	10	6	60.0%	4	40.0%
Spring 2003	138	99	71.7%	54	39.1%
Summer 2003	35	26	74.3%	17	48.6%
Fall 2003	157	119	75.8%	62	39.5%
Winter 2004	30	23	76.7%	15	50.0%
Spring 2004	123	86	69.9%	45	36.6%
<b>Overall</b>	<b>1,925</b>	<b>1,465</b>	<b>76.1%</b>	<b>857</b>	<b>44.5%</b>



**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102 BY DISABILITY 1999-2004**

**Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	6	4	66.7%	3	50.0%
Fall 1999	19	12	63.2%	7	36.8%
Spring 2000	20	14	70.0%	10	50.0%
Summer 2000	5	5	100.0%	3	60.0%
Fall 2000	19	11	57.9%	6	31.6%
Spring 2001	21	14	66.7%	11	52.4%
Summer 2001	3	2	66.7%	2	66.7%
Fall 2001	25	20	80.0%	10	40.0%
Spring 2002	15	7	46.7%	4	26.7%
Summer 2002	4	4	100.0%	4	100.0%
Fall 2002	11	8	72.7%	8	72.7%
Winter 2003	1	1	100.0%	0	0.0%
Spring 2003	14	11	78.6%	5	35.7%
Summer 2003	3	1	33.3%	1	33.3%
Fall 2003	13	9	69.2%	3	23.1%
Winter 2004	3	3	100.0%	1	33.3%
Spring 2004	10	9	90.0%	7	70.0%
<b>Overall</b>	<b>192</b>	<b>135</b>	<b>70.3%</b>	<b>85</b>	<b>44.3%</b>

**Not Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	126	111	88.1%	99	78.6%
Fall 1999	466	364	78.1%	270	57.9%
Spring 2000	505	398	78.8%	237	46.9%
Summer 2000	161	150	93.2%	116	72.0%
Fall 2000	463	347	74.9%	192	41.5%
Spring 2001	406	302	74.4%	185	45.6%
Summer 2001	123	109	88.6%	82	66.7%
Fall 2001	433	342	79.0%	230	53.1%
Spring 2002	351	244	69.5%	146	41.6%
Summer 2002	89	73	82.0%	59	66.3%
Fall 2002	456	352	77.2%	198	43.4%
Winter 2003	29	16	55.2%	7	24.1%
Spring 2003	309	217	70.2%	126	40.8%
Summer 2003	89	65	73.0%	42	47.2%
Fall 2003	375	273	72.8%	146	38.9%
Winter 2004	71	59	83.1%	36	50.7%
Spring 2004	323	243	75.2%	144	44.6%
<b>Overall</b>	<b>4,775</b>	<b>3,665</b>	<b>76.8%</b>	<b>2,315</b>	<b>48.5%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102 BY AGE 1999-2004**

**Less than 20 years**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	72	64	88.9%	61	84.7%
Fall 1999	259	216	83.4%	167	64.5%
Spring 2000	230	181	78.7%	107	46.5%
Summer 2000	108	100	92.6%	75	69.4%
Fall 2000	288	232	80.6%	127	44.1%
Spring 2001	203	143	70.4%	79	38.9%
Summer 2001	60	55	91.7%	40	66.7%
Fall 2001	237	181	76.4%	111	46.8%
Spring 2002	184	130	70.7%	74	40.2%
Summer 2002	41	35	85.4%	30	73.2%
Fall 2002	266	211	79.3%	120	45.1%
Winter 2003	17	12	70.6%	4	23.5%
Spring 2003	142	105	73.9%	57	40.1%
Summer 2003	38	28	73.7%	17	44.7%
Fall 2003	222	163	73.4%	86	38.7%
Winter 2004	42	37	88.1%	19	45.2%
Spring 2004	153	125	81.7%	71	46.4%
<b>Overall</b>	<b>2,562</b>	<b>2,018</b>	<b>78.8%</b>	<b>1,245</b>	<b>48.6%</b>

**20-24**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	33	29	87.9%	21	63.6%
Fall 1999	106	74	69.8%	40	37.7%
Spring 2000	148	119	80.4%	57	38.5%
Summer 2000	27	26	96.3%	21	77.8%
Fall 2000	103	69	67.0%	34	33.0%
Spring 2001	130	100	76.9%	62	47.7%
Summer 2001	29	22	75.9%	16	55.2%
Fall 2001	123	96	78.0%	60	48.8%
Spring 2002	113	71	62.8%	39	34.5%
Summer 2002	25	21	84.0%	15	60.0%
Fall 2002	115	81	70.4%	39	33.9%
Winter 2003	7	5	71.4%	3	42.9%
Spring 2003	114	70	61.4%	38	33.3%
Summer 2003	34	24	70.6%	16	47.1%
Fall 2003	101	72	71.3%	29	28.7%
Winter 2004	19	15	78.9%	9	47.4%
Spring 2004	119	80	67.2%	50	42.0%
<b>Overall</b>	<b>1,346</b>	<b>974</b>	<b>72.4%</b>	<b>549</b>	<b>40.8%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102 BY AGE 1999-2004 (Cont'd)**

**25-29**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	8	6	75.0%	6	75.0%
Fall 1999	36	28	77.8%	20	55.6%
Spring 2000	35	27	77.1%	17	48.6%
Summer 2000	8	8	100.0%	6	75.0%
Fall 2000	27	20	74.1%	10	37.0%
Spring 2001	33	24	72.7%	17	51.5%
Summer 2001	13	12	92.3%	9	69.2%
Fall 2001	22	17	77.3%	14	63.6%
Spring 2002	20	14	70.0%	11	55.0%
Summer 2002	12	10	83.3%	9	75.0%
Fall 2002	22	17	77.3%	8	36.4%
Winter 2003	3	0	0.0%	0	0.0%
Spring 2003	17	13	76.5%	7	41.2%
Summer 2003	3	3	100.0%	3	100.0%
Fall 2003	26	19	73.1%	12	46.2%
Winter 2004	6	5	83.3%	4	66.7%
Spring 2004	24	16	66.7%	8	33.3%
<b>Overall</b>	<b>315</b>	<b>239</b>	<b>75.9%</b>	<b>161</b>	<b>51.1%</b>

**30-34**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	4	3	75.0%	3	75.0%
Fall 1999	19	13	68.4%	12	63.2%
Spring 2000	27	22	81.5%	16	59.3%
Summer 2000	4	4	100.0%	3	75.0%
Fall 2000	19	14	73.7%	10	52.6%
Spring 2001	17	14	82.4%	9	52.9%
Summer 2001	6	5	83.3%	4	66.7%
Fall 2001	19	17	89.5%	12	63.2%
Spring 2002	12	9	75.0%	8	66.7%
Summer 2002	4	3	75.0%	2	50.0%
Fall 2002	19	15	78.9%	10	52.6%
Winter 2003	1	0	0.0%	0	0.0%
Spring 2003	10	9	90.0%	7	70.0%
Summer 2003	5	3	60.0%	1	20.0%
Fall 2003	12	10	83.3%	6	50.0%
Winter 2004	3	2	66.7%	2	66.7%
Spring 2004	12	10	83.3%	7	58.3%
<b>Overall</b>	<b>193</b>	<b>153</b>	<b>79.3%</b>	<b>112</b>	<b>58.0%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102 BY AGE 1999-2004 (Cont'd)**

**35-39**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	7	7	100.0%	6	85.7%
Fall 1999	24	19	79.2%	15	62.5%
Spring 2000	34	29	85.3%	22	64.7%
Summer 2000	7	6	85.7%	4	57.1%
Fall 2000	22	11	50.0%	7	31.8%
Spring 2001	18	13	72.2%	11	61.1%
Summer 2001	9	9	100.0%	8	88.9%
Fall 2001	22	20	90.9%	16	72.7%
Spring 2002	13	8	61.5%	7	53.8%
Summer 2002	5	3	60.0%	2	40.0%
Fall 2002	15	12	80.0%	9	60.0%
Winter 2003	1	0	0.0%	0	0.0%
Spring 2003	17	12	70.6%	8	47.1%
Summer 2003	4	2	50.0%	2	50.0%
Fall 2003	9	6	66.7%	6	66.7%
Winter 2004	2	1	50.0%	1	50.0%
Spring 2004	10	9	90.0%	6	60.0%
<b>Overall</b>	<b>219</b>	<b>167</b>	<b>76.3%</b>	<b>130</b>	<b>59.4%</b>

**40-49**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	7	5	71.4%	4	57.1%
Fall 1999	34	22	64.7%	19	55.9%
Spring 2000	42	28	66.7%	24	57.1%
Summer 2000	8	7	87.5%	6	75.0%
Fall 2000	22	12	54.5%	10	45.5%
Spring 2001	22	20	90.9%	16	72.7%
Summer 2001	9	8	88.9%	7	77.8%
Fall 2001	29	26	89.7%	23	79.3%
Spring 2002	21	16	76.2%	9	42.9%
Summer 2002	5	4	80.0%	4	80.0%
Fall 2002	23	19	82.6%	15	65.2%
Winter 2003	1	0	0.0%	0	0.0%
Spring 2003	21	18	85.7%	13	61.9%
Summer 2003	6	5	83.3%	3	50.0%
Fall 2003	16	10	62.5%	8	50.0%
Winter 2004	2	2	100.0%	2	100.0%
Spring 2004	12	9	75.0%	7	58.3%
<b>Overall</b>	<b>280</b>	<b>211</b>	<b>75.4%</b>	<b>170</b>	<b>60.7%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102 BY AGE 1999-2004 (Cont'd)**

**50 or older**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Summer 1999	1	1	100.0%	1	100.0%
Fall 1999	6	3	50.0%	3	50.0%
Spring 2000	9	6	66.7%	4	44.4%
Summer 2000	3	3	100.0%	3	100.0%
Fall 2000	1	0	0.0%	0	0.0%
Spring 2001	4	2	50.0%	2	50.0%
Fall 2001	5	4	80.0%	4	80.0%
Spring 2002	2	2	100.0%	1	50.0%
Summer 2002	1	1	100.0%	1	100.0%
Fall 2002	7	5	71.4%	5	71.4%
Spring 2003	2	1	50.0%	1	50.0%
Summer 2003	2	1	50.0%	1	50.0%
Spring 2004	3	3	100.0%	2	66.7%
<b>Overall</b>	<b>46</b>	<b>32</b>	<b>69.6%</b>	<b>28</b>	<b>60.9%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102A BY ETHNICITY 1999-2003**

**African American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	7	6	85.7%	6	85.7%
Fall 2000	13	9	69.2%	6	46.2%
Fall 2002	8	8	100.0%	3	37.5%
Fall 2003	13	9	69.2%	3	23.1%
<b>Overall</b>	<b>41</b>	<b>32</b>	<b>78.0%</b>	<b>18</b>	<b>43.9%</b>

**Asian/Filipino/Pacific Islander**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	4	2	50.0%	1	25.0%
Fall 2000	3	2	66.7%	1	33.3%
Fall 2001	1	1	100.0%	1	100.0%
Fall 2003	2	2	100.0%	2	100.0%
<b>Overall</b>	<b>10</b>	<b>7</b>	<b>70.0%</b>	<b>5</b>	<b>50.0%</b>

**Hispanic**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	3	1	33.3%	1	33.3%
Fall 2000	16	13	81.3%	11	68.8%
Fall 2001	4	4	100.0%	4	100.0%
Fall 2002	21	19	90.5%	14	66.7%
Fall 2003	6	6	100.0%	5	83.3%
<b>Overall</b>	<b>50</b>	<b>43</b>	<b>86.0%</b>	<b>35</b>	<b>70.0%</b>

**Native American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 2000	2	0	0.0%	0	0.0%
Fall 2001	1	1	100.0%	0	0.0%
Fall 2002	1	1	100.0%	1	100.0%
<b>Overall</b>	<b>4</b>	<b>2</b>	<b>50.0%</b>	<b>1</b>	<b>25.0%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102A BY ETHNICITY 1999-2003 (Cont'd)**

**Other/Unknown**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	1	1	100.0%	1	100.0%
Fall 2000	5	5	100.0%	5	100.0%
Fall 2001	1	1	100.0%	1	100.0%
Fall 2002	5	5	100.0%	5	100.0%
Fall 2003	1	1	100.0%	1	100.0%
<b>Overall</b>	<b>13</b>	<b>13</b>	<b>100.0%</b>	<b>13</b>	<b>100.0%</b>

**Caucasian**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	29	23	79.3%	16	55.2%
Fall 2000	55	44	80.0%	38	69.1%
Fall 2001	9	7	77.8%	3	33.3%
Fall 2002	24	22	91.7%	15	62.5%
Fall 2003	32	25	78.1%	22	68.8%
<b>Overall</b>	<b>149</b>	<b>121</b>	<b>81.2%</b>	<b>94</b>	<b>63.1%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102A BY GENDER 1999-2003**

**Female**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	39	29	74.4%	21	53.8%
Fall 2000	75	62	82.7%	52	69.3%
Fall 2001	13	11	84.6%	7	53.8%
Fall 2002	41	39	95.1%	26	63.4%
Fall 2003	37	30	81.1%	23	62.2%
<b>Overall</b>	<b>205</b>	<b>171</b>	<b>83.4%</b>	<b>129</b>	<b>62.9%</b>

**Male**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	5	4	80.0%	4	80.0%
Fall 2000	19	11	57.9%	9	47.4%
Fall 2001	3	3	100.0%	2	66.7%
Fall 2002	17	15	88.2%	11	64.7%
Fall 2003	17	13	76.5%	10	58.8%
<b>Overall</b>	<b>61</b>	<b>46</b>	<b>75.4%</b>	<b>36</b>	<b>59.0%</b>



**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102A BY DISABILITY 1999-2003**

**Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	14	12	85.7%	9	64.3%
Fall 2000	21	17	81.0%	14	66.7%
Fall 2001	6	4	66.7%	2	33.3%
Fall 2002	12	9	75.0%	8	66.7%
Fall 2003	9	7	77.8%	7	77.8%
<b>Overall</b>	<b>62</b>	<b>49</b>	<b>79.0%</b>	<b>40</b>	<b>64.5%</b>

**Not Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	30	21	70.0%	16	53.3%
Fall 2000	73	56	76.7%	47	64.4%
Fall 2001	10	10	100.0%	7	70.0%
Fall 2002	47	46	97.9%	30	63.8%
Fall 2003	45	36	80.0%	26	57.8%
<b>Overall</b>	<b>205</b>	<b>169</b>	<b>82.4%</b>	<b>126</b>	<b>61.5%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102A BY AGE 1999-2003**

**Less than 20 years**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	7	5	71.4%	2	28.6%
Fall 2000	21	16	76.2%	13	61.9%
Fall 2001	6	6	100.0%	3	50.0%
Fall 2002	11	10	90.9%	4	36.4%
Fall 2003	19	15	78.9%	13	68.4%
<b>Overall</b>	<b>64</b>	<b>52</b>	<b>81.3%</b>	<b>35</b>	<b>54.7%</b>

**20-24**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	8	4	50.0%	3	37.5%
Fall 2000	18	13	72.2%	7	38.9%
Fall 2001	2	1	50.0%	1	50.0%
Fall 2002	16	15	93.8%	10	62.5%
Fall 2003	11	9	81.8%	6	54.5%
<b>Overall</b>	<b>55</b>	<b>42</b>	<b>76.4%</b>	<b>27</b>	<b>49.1%</b>

**25-29**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	4	3	75.0%	2	50.0%
Fall 2000	8	6	75.0%	6	75.0%
Fall 2002	7	7	100.0%	5	71.4%
Fall 2003	4	3	75.0%	2	50.0%
<b>Overall</b>	<b>23</b>	<b>19</b>	<b>82.6%</b>	<b>15</b>	<b>65.2%</b>

**30-34**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	4	3	75.0%	3	75.0%
Fall 2000	4	4	100.0%	4	100.0%
Fall 2002	5	4	80.0%	2	40.0%
Fall 2003	1	1	100.0%	1	100.0%
<b>Overall</b>	<b>14</b>	<b>12</b>	<b>85.7%</b>	<b>10</b>	<b>71.4%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102A BY AGE 1999-2003 (Cont'd)**

**35-39**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	8	7	87.5%	7	87.5%
Fall 2000	12	10	83.3%	9	75.0%
Fall 2001	4	3	75.0%	2	50.0%
Fall 2002	5	4	80.0%	3	60.0%
Fall 2003	5	3	60.0%	2	40.0%
<b>Overall</b>	<b>34</b>	<b>27</b>	<b>79.4%</b>	<b>23</b>	<b>67.6%</b>

**40-49**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	10	8	80.0%	6	60.0%
Fall 2000	23	18	78.3%	16	69.6%
Fall 2001	2	2	100.0%	2	100.0%
Fall 2002	12	12	100.0%	11	91.7%
Fall 2003	11	9	81.8%	8	72.7%
<b>Overall</b>	<b>58</b>	<b>49</b>	<b>84.5%</b>	<b>43</b>	<b>74.1%</b>

**50 or older**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Fall 1999	3	3	100.0%	2	66.7%
Fall 2000	8	6	75.0%	6	75.0%
Fall 2001	2	2	100.0%	1	50.0%
Fall 2002	3	3	100.0%	3	100.0%
Fall 2003	3	3	100.0%	1	33.3%
<b>Overall</b>	<b>19</b>	<b>17</b>	<b>89.5%</b>	<b>13</b>	<b>68.4%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102B BY ETHNICITY 2000-2004**

**African American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	4	2	50.0%	1	25.0%
Spring 2001	7	6	85.7%	4	57.1%
Spring 2003	3	3	100.0%	1	33.3%
Spring 2004	3	3	100.0%	2	66.7%
<b>Overall</b>	<b>17</b>	<b>14</b>	<b>82.4%</b>	<b>8</b>	<b>47.1%</b>

**Asian/Filipino/Pacific Islander**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	2	2	100.0%	1	50.0%
Spring 2001	1	1	100.0%	1	100.0%
Spring 2004	1	1	100.0%	1	100.0%
<b>Overall</b>	<b>4</b>	<b>4</b>	<b>100.0%</b>	<b>3</b>	<b>75.0%</b>

**Hispanic**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2001	13	12	92.3%	8	61.5%
Spring 2002	4	4	100.0%	4	100.0%
Spring 2003	14	13	92.9%	12	85.7%
Spring 2004	4	4	100.0%	2	50.0%
<b>Overall</b>	<b>35</b>	<b>33</b>	<b>94.3%</b>	<b>26</b>	<b>74.3%</b>

**Native American**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2003	1	1	100.0%	1	100.0%
<b>Overall</b>	<b>1</b>	<b>1</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102B BY ETHNICITY 2000-2004**

**Other/Unknown**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2001	5	5	100.0%	5	100.0%
Spring 2002	1	1	100.0%	1	100.0%
Spring 2003	4	4	100.0%	4	100.0%
Spring 2004	1	0	0.0%	0	0.0%
<b>Overall</b>	<b>11</b>	<b>10</b>	<b>90.9%</b>	<b>10</b>	<b>90.9%</b>

**Caucasian**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	17	16	94.1%	11	64.7%
Spring 2001	38	34	89.5%	26	68.4%
Spring 2002	3	1	33.3%	1	33.3%
Spring 2003	14	12	85.7%	9	64.3%
Spring 2004	11	10	90.9%	4	36.4%
<b>Overall</b>	<b>83</b>	<b>73</b>	<b>88.0%</b>	<b>51</b>	<b>61.4%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102B BY GENDER 2000-2004**

**Female**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	21	18	85.7%	12	57.1%
Spring 2001	53	48	90.6%	35	66.0%
Spring 2002	7	5	71.4%	5	71.4%
Spring 2003	26	24	92.3%	21	80.8%
Spring 2004	16	15	93.8%	7	43.8%
<b>Overall</b>	<b>123</b>	<b>110</b>	<b>89.4%</b>	<b>80</b>	<b>65.0%</b>

**Male**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	2	2	100.0%	1	50.0%
Spring 2001	11	10	90.9%	9	81.8%
Spring 2002	1	1	100.0%	1	100.0%
Spring 2003	9	8	88.9%	6	66.7%
Spring 2004	4	3	75.0%	2	50.0%
<b>Overall</b>	<b>27</b>	<b>24</b>	<b>88.9%</b>	<b>19</b>	<b>70.4%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102B BY DISABILITY 2000-2004**

**Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	7	7	100.0%	4	57.1%
Spring 2001	16	13	81.3%	9	56.3%
Spring 2002	1	1	100.0%	1	100.0%
Spring 2003	7	7	100.0%	5	71.4%
Spring 2004	6	6	100.0%	1	16.7%
<b>Overall</b>	<b>37</b>	<b>34</b>	<b>91.9%</b>	<b>20</b>	<b>54.1%</b>

**Not Disabled**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	16	13	81.3%	9	56.3%
Spring 2001	48	45	93.8%	35	72.9%
Spring 2002	7	5	71.4%	5	71.4%
Spring 2003	29	26	89.7%	22	75.9%
Spring 2004	14	12	85.7%	8	57.1%
<b>Overall</b>	<b>114</b>	<b>101</b>	<b>88.6%</b>	<b>79</b>	<b>69.3%</b>

**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102B BY AGE 2000-2004**

**Less than 20 years**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	3	3	100.0%	1	33.3%
Spring 2001	11	10	90.9%	7	63.6%
Spring 2002	3	2	66.7%	2	66.7%
Spring 2003	4	3	75.0%	3	75.0%
Spring 2004	6	5	83.3%	3	50.0%
<b>Overall</b>	<b>27</b>	<b>23</b>	<b>85.2%</b>	<b>16</b>	<b>59.3%</b>

**20-24**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	4	3	75.0%	2	50.0%
Spring 2001	11	10	90.9%	6	54.5%
Spring 2002	1	1	100.0%	1	100.0%
Spring 2003	10	9	90.0%	8	80.0%
Spring 2004	5	5	100.0%	2	40.0%
<b>Overall</b>	<b>31</b>	<b>28</b>	<b>90.3%</b>	<b>19</b>	<b>61.3%</b>

**25-29**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	2	2	100.0%	1	50.0%
Spring 2001	5	5	100.0%	4	80.0%
Spring 2003	4	4	100.0%	2	50.0%
Spring 2004	1	1	100.0%	0	0.0%
<b>Overall</b>	<b>12</b>	<b>12</b>	<b>100.0%</b>	<b>7</b>	<b>58.3%</b>

**30-34**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	3	3	100.0%	2	66.7%
Spring 2001	3	1	33.3%	1	33.3%
Spring 2003	1	1	100.0%	1	100.0%
<b>Overall</b>	<b>7</b>	<b>5</b>	<b>71.4%</b>	<b>4</b>	<b>57.1%</b>



**CAMPUS BASED RESEARCH**

**RETENTION AND SUCCESS RATES FOR MATH 102B BY AGE 2000-2004**

**35-39**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	5	3	60.0%	2	40.0%
Spring 2001	10	10	100.0%	9	90.0%
Spring 2002	2	2	100.0%	2	100.0%
Spring 2003	3	2	66.7%	2	66.7%
Spring 2004	1	1	100.0%	1	100.0%
<b>Overall</b>	<b>21</b>	<b>18</b>	<b>85.7%</b>	<b>16</b>	<b>76.2%</b>

**40-49**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	4	4	100.0%	3	75.0%
Spring 2001	18	16	88.9%	13	72.2%
Spring 2002	2	1	50.0%	1	50.0%
Spring 2003	12	12	100.0%	10	83.3%
Spring 2004	6	5	83.3%	2	33.3%
<b>Overall</b>	<b>42</b>	<b>38</b>	<b>90.5%</b>	<b>29</b>	<b>69.0%</b>

**50 or older**

	Total	Retention		Success	
		Count	Percent	Count	Percent
Spring 2000	2	2	100.0%	2	100.0%
Spring 2001	6	6	100.0%	4	66.7%
Spring 2003	2	2	100.0%	1	50.0%
Spring 2004	1	1	100.0%	1	100.0%
<b>Overall</b>	<b>11</b>	<b>11</b>	<b>100.0%</b>	<b>8</b>	<b>72.7%</b>

**CAMPUS BASED RESEARCH**

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**MATH 102, 102A, 102B**

Over the five-year span, students in Math 102 have a retention rate of 76.5% and a success rate of 47.3%. Math 102A students have a higher retention rate (81.6%) and a higher success rate (62.1%), and students in Math 102B have an even higher retention rate of 89.4% and success rate of 65.5%. Students with disabilities who take Math 102 have a lower retention and success rate than non-disabled students. Again the numbers for Math 102A and 102B are very small, but disabled students who take Math 102A have a slightly lower retention rate but a slightly higher success rate than non-disabled students. Disabled students in Math 102B have a higher retention rate but a lower success rate than their non -disabled counterparts. Student ages 20-24 have the lowest success rate of all age groups and the 50+ have the highest success rate. An interesting note is that the students age 50+ have the lowest retention rate of all groups, but the students who do stay in the class, succeed.

The pattern of success holds true in Math 102A for the 20-24 year olds, who have the lowest success rates. In Math 102B, the older students are retained better and are more successful, although all age groups percentages are closer in Math 102B. Students age 20-24 seem to do much better in this class than in the other formats. Females do better than males in Math 102 and Math 102A, but males do better than females in Math 102B. Females are retained at a slightly higher rate than males in Math 102, although the difference in percentages is greater, favoring females in Math 102A and Math 102B. The data indicates that Native American and African-American students are not retained, nor do they do as well academically as other ethnic groups

**CAMPUS BASED RESEARCH**

**4. Degree and Certificate Completion**

**DEGREE AND CERTIFICATES AWARDED BY ETHNICITY 1999-2004**

	Total Awards		Degrees		Certificates	
	Count	Percent	Count	Percent	Count	Percent
<b>All Years</b>						
African American	639	13.4%	490	13.7%	149	12.7%
Asian/Filipino/Pacific Islander	255	5.4%	187	5.2%	68	5.8%
Hispanic	889	18.7%	649	18.1%	240	20.5%
Native American	62	1.3%	48	1.3%	14	1.2%
White	2,715	57.1%	2,060	57.5%	655	55.9%
Other/Unknown	195	4.1%	150	4.2%	45	3.8%
<b>Total</b>	<b>4,755</b>		<b>3,584</b>		<b>1,171</b>	

**DEGREE AND CERTIFICATES AWARDED BY GENDER 1999-2004**

	Total Awards		Degrees		Certificates	
	Count	Percent	Count	Percent	Count	Percent
<b>All Years</b>						
Female	3,179	66.9%	2,533	70.7%	646	55.2%
Male	1,569	33.0%	1,045	29.2%	524	44.7%
Unknown	7	0.1%	6	0.2%	1	0.1%
<b>Total</b>	<b>4,755</b>		<b>3,584</b>		<b>1,171</b>	

**DEGREE AND CERTIFICATES AWARDED BY AGE 1999-2004**

<b>All Years</b>						
Less than 20	8	0.2%	6	0.2%	2	0.2%
20-24	1,212	25.5%	1,077	30.1%	135	11.5%
25-29	1,113	23.4%	887	24.7%	226	19.3%
30-34	533	11.2%	392	10.9%	141	12.0%
35-39	421	8.9%	299	8.3%	122	10.4%
40-49	999	21.0%	652	18.2%	347	29.6%
50 or older	467	9.8%	269	7.5%	198	16.9%
Unknown	2	0.0%	2	0.1%	0	0.0%
<b>Total</b>	<b>4,755</b>		<b>3,584</b>		<b>1,171</b>	

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## CAMPUS BASED RESEARCH

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### **Summary of Findings**

Each year, AVC awards more degrees and certificates. Up until last year, 2003-2004 there were about 100 more degrees than the year before. 2003-2004 saw the smallest increase of only 30 more degrees awarded. The number of certificates also increases each year by about 20 students.

In reviewing the data of the awards that AVC has granted over the past five years, the percentage by ethnicity for degrees and certificates has been constant, except for a significant increase the number of Hispanic students receiving their degree or certificates. Hispanic students had the greatest change in completers from 1999-2000, with only 14.7 % to 21.9% in 2003-2004.

There has been a shift over the five-year span of completers by age group. In 1999 – 2000 and 2000-2001, 25-29 year olds had the highest number of degrees and certificates completed. In 2001-2002, 2002-2003, and 2003-2004, the shift moved to 20-24 having the highest completion rate.

Over the five-year span, female students completed their degree at 70.7% and their certificates at 55%, while males completed their degrees at 33% and their certificates at 44.7%.

In addition, over the five-year span, we have awarded degrees and certificates very near to the same percentages as our student population as it relates to ethnicity and gender.

**CAMPUS BASED RESEARCH**

**5. Transfer**

**TRANSFER RATES 1999-2004**

**Ethnicity**

	Transferred Students		Total Cohort
	Rate	Count	
African American	35.3%	361	1,024
Asian/Filipino/Pacific Islander	34.3%	208	606
Hispanic	30.0%	560	1,865
Native American	33.0%	32	97
White	34.2%	1,755	5,134
Other/Unknown	31.6%	137	434
<b>Total</b>	<b>33.3%</b>	<b>3,053</b>	<b>9,160</b>

**Gender**

	Transferred Students		Total Cohort
	Rate	Count	
Female	33.7%	1,974	5,866
Male	33.0%	1,074	3,259
Unknown	14.3%	5	35
<b>Total</b>	<b>33.3%</b>	<b>3,053</b>	<b>9,160</b>

**CAMPUS BASED RESEARCH**

**Age**

	Transferred Students		Total
	Rate	Count	Cohort
Less than 20	22.6%	372	1,645
20 - 24	38.0%	1,608	4,237
25 - 29	34.4%	319	928
30 - 34	31.1%	181	582
35 - 39	33.8%	165	488
40 - 49	33.3%	330	991
50 or older	27.1%	78	288
Unknown	0.0%	0	1
<b>Total</b>	<b>33.3%</b>	<b>3,053</b>	<b>9,160</b>

The data supports that over the five-year span, 33.3% of the total population who completed at least 12 degree-applicable units and successfully completed Math 115 or English 101 transferred. An interesting note is that of all ethnic groups, African-American students had the highest rate of transfer (35.3%), even higher than Caucasian students at 34.2%. But, by ethnic percentage of total enrollment of those students who transfer over the five-year span, Caucasian and Asian Pacific students transfer at higher rate than those enrolled in the population, and Hispanic students and African-American students did not transfer at the same rate as those the total population.

Ethnicity	% of Total Population Enrolled	% of Total Population Who Transfer
African-American	16.8%	11.1%
Native American/Other	1%	5.7%
Asian Pacific	6%	6.6%
Hispanic	22.8%	20.3%
Caucasian	48.4%	56.0%

Female students transfer at a slightly higher percentage rate than female students in the total AVC population, (transfer 64%, population 61%).

Not surprisingly, students ages 20-24 transfer at a significantly higher rate than any other age group (38%), although student ages 25-49 also transfer at about 33% per group.

District: Antelope Valley College: Antelope Valley

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**GOALS AND ACTIVITIES**

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**GOALS AND ACTIVITIES**

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**STUDENT SUCCESS INDICATOR OF ACCESS**

**GOAL: Increase the Enrollment of Hispanic Students**

**ACTIVITY:** Develop and Implement Different Strategies to Expand the Outreach Activities to Attract Hispanic Students

**MEASURE OF SUCCESS:**

**BASELINE (current status):** Currently AVC serves 25% Hispanic students.

**INITIAL TARGET (time period and metric/quality):** Increase our enrollment to meet the community population of 28% by the end of Spring 2006.

**FINAL TARGET (time period and metric/quality):** Meet or surpass the community percentage of Hispanic students who attend AVC by Spring 2008.

TACTICS	ACCOUNTABILITY	RESOURCES AND DEPENDENCIES	BUDGET	TIME FRAME / STATUS	
Provide more material related to enrollment and financial aid in Spanish.	Director of Student Activities and Community Outreach Director of Counseling and Admission and Records Director of Financial Aid	Hire a translator. Create documents.	\$8,000	Spring 2005	Spring 2006
Attract more bi-lingual (Spanish), full and part time staff and student assistants.	All of Student Services Deans, Directors	Hiring committees and student worker supervisors.	None	As positions become available	On going
Continue to strengthen our relationships with the Hispanic Chamber of Commerce and the AVC Latino Advisory Committee.	Director of Student Activities and Community Outreach Administrative Council Members College Superintendent/President		None		
Advertise our programs and services in Hispanic-serving newspapers and on the radio.	Director of Student Activities and Community Outreach Director of PR and Governmental Relations	Create the advertisement. Purchase ad space and time.	\$10,000 annually	Summer 2005	Spring 2008
Expand activities and programs that support cultural diversity such as Hispanic Heritage Month, Cinco de Mayo, and World Cultures Expo Days.	Director of Student Activities and Community Outreach Interested Faculty ASO, Clubs		\$10,000 annually	Spring 2005	Spring 2008



**STUDENT SUCCESS INDICATOR OF ACCESS**

<b>TACTICS</b>	<b>ACCOUNTABILITY</b>	<b>RESOURCES AND DEPENDENCIES</b>	<b>BUDGET</b>	<b>TIME FRAME / STATUS</b>	
Increase communication of AVC programs, services, and grants to area high schools with high Hispanic student populations.	Director of Student Activities and Community Outreach Director of Financial Aid	Additional staff. Printed Materials.	\$25,000 annually	Spring 2005	Spring 2008
Fully implement the pilot ESL Study Center program.	ESL Learning Center Faculty ESL Faculty				
Translate the English Web pages into Spanish.	WEB Page Developer	Hire the Web Developer or hire an hourly person.			
Submit an additional Title V Collaborative Grant request.	Title V PI and Committee	Approval of grant.			

**STUDENT SUCCESS INDICATOR OF ACCESS**

**GOAL:** Increase the Number of Male Students

**ACTIVITY:** Develop and Implement Strategies to Expand Outreach Activities and college Services to Attract Male Students

**MEASURE OF SUCCESS:**

**BASELINE (current status):** Currently AVC serves 38% male students.

**INITIAL TARGET (time period and metric/quality):** Increase the percentage of male students who attend AVC to 40% by Spring 2006.

**FINAL TARGET (time period and metric/quality):** Increase the percentage of male students who attend AVC to meet the AV community percentage by Spring 2008.

TACTICS	ACCOUNTABILITY	RESOURCES AND DEPENDENCIES	BUDGET	TIME FRAME / STATUS	
Review the schedule of classes and offer more courses in the evenings and on weekends to attract working males.	Vice President for Academic Affairs Academic Deans				
Increase our outreach efforts to all new residents of the Antelope Valley.	Director of Student Activities and Community Outreach Director of PR and Governmental Relations	Advertise in real estate-related publications and office and in the new housing tracts.	\$10,000 Annually	Spring 2005	Spring 2008
Expand our advertising to include local "park and ride" lots and other locations.	Enrollment Management Marketing Committee		\$10,000 annually	Spring 2005	Spring 2008
Provide expanded evening and weekend services.	All Student Services Deans and Directors	Staffing needs.	\$30,000 annually	Spring 2005	Spring 2008
Provide more on-line classes and other alternative methods of instruction.	Vice President for Academic Affairs Academic Deans	Training faculty in designing and implementing on-line classes.			
Create additional marketing strategies to attract students.	Director of PR and Governmental Relations Director of Student Activities & Community Outreach Enrollment Management Marketing Task Committee				

**STUDENT SUCCESS INDICATOR OF ACCESS**

TACTICS	ACCOUNTABILITY	RESOURCES AND DEPENDENCIES	BUDGET	TIME FRAME / STATUS	
Review our curriculum to offer more certificates and short-term training programs that offer more school to career options.	Vice President for Academic Affairs Academic Deans Departmental faculty AP&P	Creation of programs Approval from AP&P Approval from Chancellor's Office			
Better marketing of AVC programs and services to the community via on-line measures.	Web Communications Director of Counseling and Admissions and Records Director of Student Activities and Community Outreach	Funds to print <i>e-AVC</i> brochure	\$3,000 annually	Spring 2005	Spring 2008
Expand our partnerships to increase access to higher education.	Director of Student Activities and Community Outreach AV Higher Education Consortium				

**STUDENT SUCCESS INDICATOR OF ACCESS**

**GOAL:** Continue to Provide Access to our Under-Represented Population

**ACTIVITY:** Develop and Implement Strategies to Expand Outreach Activities to Attract Students from Under-Represented Groups

**MEASURE OF SUCCESS:**

**BASELINE (current status):** Currently 55% of AVC students are from under-represented groups.

**INITIAL TARGET (time period and metric/quality):** Increase the percentage of under-represented students who attend AVC by 5% by Spring 2006.

**FINAL TARGET (time period and metric/quality):** Increase the percentage of under-represented students who attend AVC by 10% by Spring 2008.

TACTICS	ACCOUNTABILITY	RESOURCES AND DEPENDENCIES	BUDGET	TIME FRAME / STATUS	
Reinstate the New Majority Mentorship Program.					
Re-establish the EEO Committee.	Vice President of Human Resources	Representatives from constitute groups			March 2005
Relocation of the EOPS Office to better serve students.	EOPS faculty and staff	Physical Plant personnel			Fall 2004
Provide information about services and programs at the South Valley Site and at area social services office in Palmdale.	South Valley Administrator Part-time South Valley staff Director of CalWORKs staff				
Promote the Pathways Program to support Math, Science Teacher Preparation Grant.	Pathway Administrator Director of Student Activities and Community Outreach	Grant funding to create materials			
Collaborate with CSUB to submit a Robert Noyes Mathematics Teacher NSF program.	Dean, Math/Science Math Faculty CSUB Personnel	Approvals of Grant			
Explore Gear Up Grant and other similar grant proposals to increase the retention of underrepresented students at the college.	Director of Student Activities and Community Outreach Counseling AV Higher Education Consortium	Approval of Grant			

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**STUDENT SUCCESS INDICATOR OF ACCESS**

<b>TACTICS</b>	<b>ACCOUNTABILITY</b>	<b>RESOURCES AND DEPENDENCIES</b>	<b>BUDGET</b>	<b>TIME FRAME / STATUS</b>	
Advertise at public elementary, Head Start, and State Pre-School sites.	Director of Student Activities and Community Outreach Director of PR and Governmental Relations				
Partner with the Antelope Valley Transit Authority (AVTA) to provide more bus routes to and from AVC.	Dean of Student Services in Student Development and College Activities Office	Maintain relationship with AVTA			

**STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION**

**GOAL:** Increase Student Retention and Academic Performance Success by Increasing Tutoring Options

**ACTIVITY:** Develop and Implement Strategies to Increase the Retention of Students

**MEASURE OF SUCCESS:**

**BASELINE (current status):** Gain baseline data for special program populations who use SI tutoring.  
Gain baseline data for students who use the Reading Lab.

**INITIAL TARGET (time period and metric/quality):** Increase the number of minority students served by 15% in three years.

**FINAL TARGET (time period and metric/quality):** Increase the overall success rate of students receiving SI and Reading tutoring by 5% within three years.

TACTICS	ACCOUNTABILITY	RESOURCES AND DEPENDENCIES	BUDGET	TIME FRAME / STATUS	
Offer more courses that provide SI tutoring by increasing the SI tutoring budget.		SPBC	\$10,000 Annually		
Collect data on retention and success of student users of the SI tutoring by age, gender, and special program population (EOPS, DSS, S.T.A.R., CalWORKs, Veteran's).	Institutional Research Office	Learning Center faculty and staff Special Population program personnel			
Increase funding for tutoring in the Reading Lab.	Learning Center faculty and staff	Approval from SPBC			
Collect baseline data on retention and success of student users of the Reading Lab by ethnicity, age, gender, and special program population.	Institutional Research Office	Learning Center faculty and staff			
Create a marketing plan to increase the number of underrepresented qualified tutors for SI classes and Reading Lab.	Learning Center faculty and staff Director of PR and Governmental Relations				
Promote "Reading Across the Curriculum" to the faculty.	Reading Specialist Staff	AP&P Academic Senate			
Increase tutoring during evening and weekends in all learning labs.	Learning Center faculty and staff	Title V Grant			

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**STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION**

<b>TACTICS</b>	<b>ACCOUNTABILITY</b>	<b>RESOURCES AND DEPENDENCIES</b>	<b>BUDGET</b>	<b>TIME FRAME / STATUS</b>	
Promote and encourage faculty to integrate cultural diversity into course content.	Academic Senate AP&P Committee Interested Faculty				
Advertise to attract more Hispanic students to serve as SI and general tutors.	Learning Center personnel	Job Placement Center			

**STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION**

**GOAL:** Increase Retention for all Population Groups by Creating an “Early Alert” System and an “At-Risk” Program

**ACTIVITY:** Develop and Implement Strategies to Increase the Retention of Students

**MEASURE OF SUCCESS:**

**BASELINE (current status):** Collect baseline data for all population groups.

**INITIAL TARGET (time period and metric/quality):** Retain at least 20% of the students referred to the Academic Skills Program through the Early Alert System.

**FINAL TARGET (time period and metric/quality):**

TACTICS	ACCOUNTABILITY	RESOURCES AND DEPENDENCIES	BUDGET	TIME FRAME / STATUS	
Develop and disseminate information to the faculty, staff, and students about the Early Alert system and At Risk program.	Learning Center Faculty Director of Counseling and Admission and Records				
Present updated status reports of the Early Alert and At Risk Program to the Student Success Committee	Early Alert System Faculty At Risk Program personnel	Student Success Committee of Matriculation		Each semester from Spring 2005	Spring 2008
Develop an on-line form for faculty to refer students to the Early Alert System.	Academic Skills Faculty	Faculty			
Reinstate the New Minority Mentorship program.					
Hire and train 2 peer mentors to assist in contacting students identified as needing intervention, and make appointments with the faculty learning specialist.	Learning Center Faculty	Job Placement Center	\$10,000 annually	Spring 2005	Spring 2008
Develop data collection methods by population group for monitoring student retention and student success.	Institutional Research Office				
Redesign the Banner System to identify students who are on probation or who are dismissed, due to lack of academic progress.	Director of Counseling and Admission and Records ITS Programming Staff	Matriculation Committee Student Banner			



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**STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION**

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Early Alert System encourages faculty to identify students who need assistance within the first four weeks of the semester.  
At Risk Program identifies students who are enrolled in 6 units or more and working 20 hours or more and enrolled in English as a Second Language.

**STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION**

**GOAL: Increase Retention and Success Rates of Under-Represented Students**

**ACTIVITY:** Develop and Implement Strategies to Retain Students from Under-Represented Populations

**MEASURE OF SUCCESS:**

**BASELINE (current status): Create baseline data on student success in classes that have pre-requisites and follow-up on students who do not meet the pre-requisites.**

**INITIAL TARGET (time period and metric/quality): Increase the percentage of students who complete courses.**

**Increase the percentage of students who participate in co-curriculum activities by 10%**

**FINAL TARGET (time period and metric/quality):**

TACTICS	ACCOUNTABILITY	RESOURCES AND DEPENDENCIES	BUDGET	TIME FRAME / STATUS	
Monitor the pre-requisite placement of students in Math and English.	Director of Counseling and Admission and Records Assessment Committee Math and English Faculty Institutional Research Office				
Monitor Nursing pre-requisite requirements on Nursing student retention.	Nursing Faculty Institutional Research Office				
Create more class scheduling options for students to meet their educational objectives, such as short-term classes, weekend classes, and expanded times to meet child care needs.	Vice President of Academic Affairs Academic Deans				
Utilize self-reported student data from COMPASS on support services for students.	Assessment Center staff Director of Counseling and Admission and Records Assessment Committee All Student Services Dean and Directors				

**STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION**

TACTICS	ACCOUNTABILITY	RESOURCES AND DEPENDENCIES	BUDGET	TIME FRAME / STATUS	
Review course offerings and formats to determine student retention and success, such as Math A & B sections compared to single course; Spanish & German course revisions to two 3-unit course vs. one 6-unit course; Learning Communities format vs. traditional subject format; computerized instruction vs. traditional classroom format.	Vice President for Academic Affairs Academic Deans Institutional Research Office				
Create a larger support network for co-curriculum activities that support the academic programs, i.e., Francophone Music Festival, Intramural Speech Tournament, Model UN Club, World Cultures Expo Days, Hispanic Heritage Month, Black History Month, and Women’s History Month.	Dean of Student Services in Student Development & College Activities Office Director of Student Activities and Community Outreach Interested Faculty				
Create better communication systems to inform students of college activities, services, and deadlines, i.e., student e-mail, or more effective automatic phone system.	Student Services Deans and Directors ITS Staff	Luminous Project			
Expand methodology for teaching effectiveness, specifically for non-traditional groups through workshops on learning styles	Faculty Academy FLEX Vice President – Academic Affairs				
Expand the Outreach Office and budget	Dean of Student Services in Student Development & College Activities Office Director of Student Activities &Community Outreach	Vice President – Student Services SPBC			
Encourage innovation in serving students by providing funding via the Senate & Foundation Grant proposal processes.	Foundation Office Academic Senate Faculty and staff				

**STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS**

**GOAL:** Improve the Success Rate of Students in Basic Skills

**ACTIVITY:** Develop and Implement Strategies to Improve the Success Rate of Students in Basic Skills

**MEASURE OF SUCCESS:**

**BASELINE (current status):** Review base line data

**INITIAL TARGET (time period and metric/quality):** Increase Student Success by 5% by Spring 2007.

**FINAL TARGET (time period and metric/quality):** Increase Student Services by 10% by Spring 2009

TACTICS	ACCOUNTABILITY	RESOURCES AND DEPENDENCIES	BUDGET	TIME FRAME / STATUS	
ESL faculty will continue to maintain the excellent program and monitor retention and success rates.	ESL Faculty			Ongoing	
Encourage more ESL students to complete the ESL Sequence assessment through Compass English placement	ESL Faculty English Faculty Assessment Center Staff			Ongoing	
Increase the grant funding and support for the ESL Study Center	ESL and Writing Center Faculty	Grant Approval		Fall 05	
Expand the ESL Study Center.	ESL and Writing Center Faculty				
Continue to have intentional discussions about the findings related to student success in basic skills.	Dean of Math/Science Dean of Arts and Letters Faculty			Ongoing	
Explore teaching techniques of Math basic skills for African American and other under represented students	Math Faculty	Attend Conference funded by Staff Development Funds		Summer 05	

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# **BUDGET**

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## SOURCES OF FUNDING

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### **Sources of Funding**

The source of funding for the operational plans identified in this report come from internal and external funds. Members from the campus community reviewed the data and made recommendations within their areas through their deans and vice presidents in accordance with the funding request process of SPBC. In addition to the recommendations made by individual departments, the whole Student Equity Plan was presented to the council for funding consideration.

In addition, through this document collaborative funding sources were identified (Title V Grant, Title III TRIO Student Support Service Grant, Verizon Grant, and Advancement Office). AVC has a number of established partnerships with whom this data will be shared and additional funding agreements will be developed.

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# **EVALUATION SCHEDULE AND PROCESS**

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## **EVALUATION SCHEDULE AND PROCESS**

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### **Evaluation Schedule and Process**

AVC has a commitment to students and the concepts and values of the Student Equity Plan. Through the success of obtaining the necessary data for this report, the college has established a standing Student Equity Plan Committee whose purpose will be to update the data for longitudinal study and monitor changes, review operational plans, and look for additional opportunities to continue to serve our students.



District: Antelope Valley College: Antelope Valley

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# **ATTACHMENTS**

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District: Antelope Valley College: Antelope Valley

**ATTACHMENTS**

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**Attachments**



**ANTELOPE VALLEY  
COMMUNITY COLLEGE DISTRICT**

**BOARD OF TRUSTEES**

Mr. Jack Seefus, President  
Mr. Steve Buffalo, Vice President  
Mr. Earl J. Wilson, Clerk  
Mr. Michael R. Adams, Member  
Mrs. Betty J. Wienke, Member  
Ms. Alexa Vaughn, Student Trustee

**NON-DISCRIMINATION POLICY**

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (a) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.



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