Achieving the Dream Student Success Elements

1) Successful Completion of Developmental Instruction (and coming later Advancement to College Courses)

This element uses a sub-cohort of the ATD cohort (1st time students), which includes just students who place in remedial coursework. The percent of those that successfully complete the developmental sequence is shown below. Students placing in any remedial level are tracked to determine whether they successfully complete the last course in the sequence. Successful completion (grade ‘C’ or better) can be attained by multiple attempts within the three-year time period. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results.

<table>
<thead>
<tr>
<th>English</th>
<th>2008-09 Cohort</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placed in Developmental English</td>
<td>2,735 19.1%</td>
<td>2,581 21.8%</td>
<td>2,395 20.9%</td>
<td>7,711 20.6%</td>
</tr>
</tbody>
</table>

Results by Demographic Component

<table>
<thead>
<tr>
<th>Referred to Lowest Level Remedial*</th>
<th>153 2.6%</th>
<th>173 1.7%</th>
<th>183 1.6%</th>
<th>509 2.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred to Mid-Level 1 Remedial*</td>
<td>1,235 9.5%</td>
<td>1,255 12.4%</td>
<td>1,236 12.3%</td>
<td>3,726 11.4%</td>
</tr>
<tr>
<td>Referred to Mid-Level 2 Remedial*</td>
<td>486 19.3%</td>
<td>350 29.4%</td>
<td>241 30.7%</td>
<td>1,077 25.2%</td>
</tr>
<tr>
<td>Referred to Highest Level Remedial*</td>
<td>861 35.8%</td>
<td>803 37.6%</td>
<td>735 36.9%</td>
<td>2,399 36.7%</td>
</tr>
<tr>
<td>Female</td>
<td>1,417 23.1%</td>
<td>1,321 25.7%</td>
<td>1,222 25.7%</td>
<td>3,960 24.8%</td>
</tr>
<tr>
<td>Male</td>
<td>1,317 14.9%</td>
<td>1,260 17.7%</td>
<td>1,154 16.0%</td>
<td>3,731 16.2%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>2,087 21.1%</td>
<td>1,933 25.6%</td>
<td>1,776 24.7%</td>
<td>5,796 23.7%</td>
</tr>
<tr>
<td>20 - 29</td>
<td>489 13.7%</td>
<td>486 11.1%</td>
<td>434 10.1%</td>
<td>1,409 11.7%</td>
</tr>
<tr>
<td>30 or Older</td>
<td>159 10.1%</td>
<td>162 9.3%</td>
<td>185 9.7%</td>
<td>506 9.7%</td>
</tr>
<tr>
<td>African American</td>
<td>252 6.3%</td>
<td>242 7.4%</td>
<td>238 8.8%</td>
<td>732 7.5%</td>
</tr>
<tr>
<td>American Indian</td>
<td>26 11.5%</td>
<td>24 4.2%</td>
<td>23 26.1%</td>
<td>73 13.7%</td>
</tr>
<tr>
<td>Asian/ Filipino/ Pacific Islander</td>
<td>98 30.6%</td>
<td>131 27.5%</td>
<td>88 18.2%</td>
<td>317 25.9%</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>1,606 17.7%</td>
<td>1,550 22.3%</td>
<td>1,472 21.3%</td>
<td>4,628 20.4%</td>
</tr>
<tr>
<td>White</td>
<td>670 26.6%</td>
<td>552 26.8%</td>
<td>484 26.2%</td>
<td>1,706 26.6%</td>
</tr>
<tr>
<td>Full-time</td>
<td>1,056 27.7%</td>
<td>986 30.5%</td>
<td>973 28.2%</td>
<td>3,015 28.8%</td>
</tr>
<tr>
<td>Part-time</td>
<td>1,679 13.7%</td>
<td>1,595 16.4%</td>
<td>1,422 15.9%</td>
<td>4,696 15.3%</td>
</tr>
<tr>
<td>No Financial Aid</td>
<td>922 23.6%</td>
<td>639 28.2%</td>
<td>543 28.7%</td>
<td>2,104 26.3%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>1,813 16.8%</td>
<td>1,942 19.7%</td>
<td>1,852 18.6%</td>
<td>5,607 18.4%</td>
</tr>
</tbody>
</table>

* Lowest Level Remedial Course = ACDVB201B; Mid-Level 1 = LNRCB515 or ACDVB68; Mid-Level 2 = ENGLB60; Highest Level = ENGLB50 or ENGLB53 or ENGLB1

Discussion Points:

At what level(s) are most students placing within the Developmental Sequence?

How do the rates of successful completion differ between the levels of developmental placement?

Which student groups have the best and/or worst rates of completing the developmental sequence? Are the rates changing over time?

Are there categories where small numbers make the information less meaningful? Does it help to combine the three cohorts?

Does the unit load students take affect their rates of completing the developmental sequence?

If a student receives financial aid, are they more or less likely to complete their developmental sequence?

What other data is missing that should be added to gain a better understanding of this information?

What other categories of disaggregated data would help provide a better understanding of successful developmental course completion?
Achieving the Dream Student Success Elements

1) Successful Completion of Developmental Instruction (and coming later Advancement to College Courses)

This element uses a sub-cohort of the ATD cohort (1st time students), which includes just students who place in remedial coursework. The percent of those that successfully complete the developmental sequence is shown below. Students placing in any remedial level are tracked to determine whether they successfully complete the last course in the sequence. Successful completion (grade 'C' or better) can be attained by multiple attempts within the three-year time period. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results.

<table>
<thead>
<tr>
<th>BC Rate of Developmental Course Sequence Completion within 3 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Placed in Developmental Math</td>
</tr>
<tr>
<td>Results by Demographic Component</td>
</tr>
<tr>
<td>Referred to Lowest Level Remedial*</td>
</tr>
<tr>
<td>Referred to Mid-Level Remedial*</td>
</tr>
<tr>
<td>Referred to Highest Level Remedial*</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>19 or Younger</td>
</tr>
<tr>
<td>20 - 29</td>
</tr>
<tr>
<td>30 or Older</td>
</tr>
<tr>
<td>African American</td>
</tr>
<tr>
<td>American Indian</td>
</tr>
<tr>
<td>Asian/ Filipino/ Pacific Islander</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Full-time</td>
</tr>
<tr>
<td>Part-time</td>
</tr>
<tr>
<td>No Financial Aid</td>
</tr>
<tr>
<td>Financial Aid</td>
</tr>
</tbody>
</table>

* Lowest Level Remedial Course = LRNCB516 or LRNCB504 or ACDVB78; Mid-Level = MATHB50 or LRNCB504; Highest Level = MATHB60 (BA)

Discussion Points:
At what level(s) are most students placing within the Developmental Sequence?
How do the rates of successful completion differ between the levels of developmental placement?
Which student groups have the best and/or worst rates of completing the developmental sequence? Are the rates changing over time?
Are there categories where small numbers make the information less meaningful? Does it help to combine the three cohorts?
Does the unit load students take affect their rates of completing the developmental sequence?
If a student receives financial aid, are they more or less likely to complete their developmental sequence?
What other data is missing that should be added to gain a better understanding of this information?
What other categories of disaggregated data would help provide a better understanding of successful developmental course completion?
Achieving the Dream Student Success Elements

2) Enrollment in and Successful Completion of the Initial College-level or Gateway Courses in Math and English

In this element, gateway courses are defined as the first college-level course in the Math and English sequences. This element uses a sub-cohort of the ATD cohort (1st time students), which only includes students who place in or below the gateway course since students placing above this level are not required to take the course. The percent of those who successfully complete the Gateway course are shown below. Students are tracked to determine whether they successfully complete the Gateway course. Successful completion (grade 'C' or better) can be attained by multiple attempts within the three-year time period. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results.

<table>
<thead>
<tr>
<th>Sub-Cohort</th>
<th>2008-09 Cohort</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Sub-Cohort Students</td>
<td>3,803</td>
<td>3,533</td>
<td>3,417</td>
<td>10,753</td>
</tr>
<tr>
<td>Results by Demographic Component</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>1,968</td>
<td>1,811</td>
<td>1,731</td>
<td>5,510</td>
</tr>
<tr>
<td>Male</td>
<td>1,821</td>
<td>1,721</td>
<td>1,661</td>
<td>5,203</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>2,471</td>
<td>2,357</td>
<td>2,298</td>
<td>7,126</td>
</tr>
<tr>
<td>20 - 29</td>
<td>899</td>
<td>788</td>
<td>731</td>
<td>2,418</td>
</tr>
<tr>
<td>30 or Older</td>
<td>433</td>
<td>388</td>
<td>388</td>
<td>1,209</td>
</tr>
<tr>
<td>African American</td>
<td>334</td>
<td>309</td>
<td>313</td>
<td>956</td>
</tr>
<tr>
<td>American Indian</td>
<td>39</td>
<td>29</td>
<td>28</td>
<td>96</td>
</tr>
<tr>
<td>Asian/ Filipino/ Pacific Isl.</td>
<td>125</td>
<td>151</td>
<td>103</td>
<td>379</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>2,123</td>
<td>1,934</td>
<td>1,959</td>
<td>6,016</td>
</tr>
<tr>
<td>White</td>
<td>1,000</td>
<td>995</td>
<td>874</td>
<td>2,869</td>
</tr>
<tr>
<td>Full-time</td>
<td>1,222</td>
<td>1,235</td>
<td>1,227</td>
<td>3,684</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,581</td>
<td>2,298</td>
<td>2,190</td>
<td>7,069</td>
</tr>
<tr>
<td>No Financial Aid</td>
<td>1,539</td>
<td>1,100</td>
<td>1,013</td>
<td>3,652</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>2,264</td>
<td>2,433</td>
<td>2,404</td>
<td>7,101</td>
</tr>
</tbody>
</table>

Discussion Points:
- Are there trends over time in either the percentage of students who enrolled in the gateway course or the successful completion rates?
- Which student groups have the best and/or worst rates of 1) enrolling in, and 2) successfully completing, the gateway course?
- Are there categories where small numbers make the information less meaningful? Does it help to combine the three cohorts?
- Does the unit load students take affect their rates of completing the gateway course?
- If a student receives financial aid, are they more or less likely to enroll in and successfully complete their gateway course?
- What other data is missing that should be added to gain a better understanding of this information?
- What other categories of disaggregated data should be added to help gain a better understanding of successful gateway course completion?
Achieving the Dream Student Success Elements

2) Enrollment in and Successful Completion of the Initial College-level or Gateway Courses in Math and English

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<table>
<thead>
<tr>
<th>Sub-Cohort</th>
<th>Gateway Course Enrollment and Successful Completion Rates within Three Years</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-09 Cohort</td>
<td>2009-10 Cohort</td>
</tr>
<tr>
<td>All Sub-Cohort Students</td>
<td>4,565</td>
<td>17.7%</td>
</tr>
<tr>
<td>Results by Demographic Component</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2,362</td>
<td>20.2%</td>
</tr>
<tr>
<td>Male</td>
<td>2,189</td>
<td>15.0%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>3,181</td>
<td>22.5%</td>
</tr>
<tr>
<td>20 - 29</td>
<td>948</td>
<td>7.5%</td>
</tr>
<tr>
<td>30 or Older</td>
<td>436</td>
<td>4.4%</td>
</tr>
<tr>
<td>African American</td>
<td>362</td>
<td>6.6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>41</td>
<td>12.2%</td>
</tr>
<tr>
<td>Asian/ Filipino/ Pacific Isl.</td>
<td>181</td>
<td>22.7%</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>2,453</td>
<td>14.4%</td>
</tr>
<tr>
<td>White</td>
<td>1,314</td>
<td>26.6%</td>
</tr>
<tr>
<td>Full-time</td>
<td>1,690</td>
<td>29.6%</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,875</td>
<td>10.6%</td>
</tr>
<tr>
<td>No Financial Aid</td>
<td>1,952</td>
<td>21.3%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>2,613</td>
<td>15.0%</td>
</tr>
</tbody>
</table>

**Discussion Points:**
- Are there trends over time in either the percentage of students who enrolled in the gateway course or the successful completion rates?
- Which student groups have the best and/or worst rates of 1) enrolling in, and 2) successfully completing, the gateway course?
- Are there categories where small numbers make the information less meaningful? Does it help to combine the three cohorts?
- Does the unit load students take affect their rates of completing the gateway course?
- If a student receives financial aid, are they more or less likely to enroll in and successfully complete their gateway course?
- What other data is missing that should be added to gain a better understanding of this information?
- What other categories of disaggregated data should be added to help gain a better understanding of successful gateway course completion?
Achieving the Dream Student Success Elements

3) Successful Course Completion (Completion with a Grade of "C" or Better)

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

<table>
<thead>
<tr>
<th>All Coursework</th>
<th>2008-09 Cohort</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>2012-13 Cohort</th>
<th>5 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort</td>
<td>Success Rate</td>
<td>Cohort</td>
<td>Success Rate</td>
<td>Cohort</td>
<td>Success Rate</td>
</tr>
<tr>
<td>All ATD Cohort Students</td>
<td>4,565</td>
<td>58.7%</td>
<td>4,202</td>
<td>59.6%</td>
<td>4,013</td>
<td>59.5%</td>
</tr>
<tr>
<td>Results by Demographic Component</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2,362</td>
<td>59.6%</td>
<td>2,117</td>
<td>60.8%</td>
<td>2,002</td>
<td>61.4%</td>
</tr>
<tr>
<td>Male</td>
<td>2,189</td>
<td>57.6%</td>
<td>2,084</td>
<td>58.3%</td>
<td>1,980</td>
<td>57.4%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>3,181</td>
<td>58.6%</td>
<td>2,985</td>
<td>61.3%</td>
<td>2,833</td>
<td>61.8%</td>
</tr>
<tr>
<td>20 - 29</td>
<td>948</td>
<td>57.5%</td>
<td>826</td>
<td>50.8%</td>
<td>789</td>
<td>49.2%</td>
</tr>
<tr>
<td>30 or Older</td>
<td>436</td>
<td>63.1%</td>
<td>391</td>
<td>59.4%</td>
<td>391</td>
<td>54.6%</td>
</tr>
<tr>
<td>African American</td>
<td>362</td>
<td>39.8%</td>
<td>322</td>
<td>38.5%</td>
<td>330</td>
<td>37.8%</td>
</tr>
<tr>
<td>American Indian</td>
<td>41</td>
<td>60.1%</td>
<td>34</td>
<td>47.9%</td>
<td>30</td>
<td>51.0%</td>
</tr>
<tr>
<td>Asian/ Filipino/ Pacific Isl.</td>
<td>181</td>
<td>70.6%</td>
<td>206</td>
<td>70.4%</td>
<td>159</td>
<td>71.6%</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>2,453</td>
<td>57.0%</td>
<td>2,254</td>
<td>58.9%</td>
<td>2,246</td>
<td>58.6%</td>
</tr>
<tr>
<td>White</td>
<td>1,314</td>
<td>64.6%</td>
<td>1,243</td>
<td>65.3%</td>
<td>1,080</td>
<td>66.1%</td>
</tr>
<tr>
<td>Full-time</td>
<td>1,690</td>
<td>64.5%</td>
<td>1,641</td>
<td>66.8%</td>
<td>1,596</td>
<td>65.9%</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,875</td>
<td>52.6%</td>
<td>2,561</td>
<td>51.7%</td>
<td>2,417</td>
<td>52.0%</td>
</tr>
<tr>
<td>No Financial Aid</td>
<td>1,952</td>
<td>65.2%</td>
<td>1,434</td>
<td>68.6%</td>
<td>1,274</td>
<td>70.5%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>2,613</td>
<td>54.6%</td>
<td>2,768</td>
<td>55.6%</td>
<td>2,739</td>
<td>55.2%</td>
</tr>
</tbody>
</table>

Discussion Points:
Do successful course completion rates improve or worsen over time?
Which student groups have the best and/or worst successful course completion rates? Are the rates changing over time?
Are there categories where small numbers make the information less meaningful? Does it help to combine the three cohorts?
How does unit load affect successful course completion rates?
Are successful course completion rates different for students who receive financial aid?
What other data is missing that should be added to gain a better understanding of this information?
Are there other categories of disaggregated data that should be added to help gain a better understanding of successful course completion rates?
### Achieving the Dream Student Success Elements

#### 4) Persistence from One Term to the Next

Students in the ATD cohort are tracked to the next term to determine if they persist. Persistence is measured in two time-periods: persistence from the first fall to the following spring and persistence from the first fall to the subsequent fall. A student is counted as persisting if they are enrolled in at least one course leading to a grade. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results.

<table>
<thead>
<tr>
<th>Persistence Rate from Term to Term</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort</td>
<td>Persistence Rate</td>
<td>Cohort</td>
<td>Persistence Rate</td>
</tr>
<tr>
<td>All ATD Cohort Students</td>
<td>4,202</td>
<td>71.9% 55.9%</td>
<td>4,013</td>
<td>72.4% 54.7%</td>
</tr>
<tr>
<td>Results by Demographic Component</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2,117</td>
<td>75.7% 60.2%</td>
<td>2,002</td>
<td>76.2% 60.3%</td>
</tr>
<tr>
<td>Male</td>
<td>2,084</td>
<td>68.1% 51.6%</td>
<td>1,980</td>
<td>68.7% 49.0%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>2,985</td>
<td>79.8% 64.8%</td>
<td>2,833</td>
<td>81.0% 64.2%</td>
</tr>
<tr>
<td>20 - 29</td>
<td>826</td>
<td>53.6% 33.5%</td>
<td>789</td>
<td>53.5% 29.4%</td>
</tr>
<tr>
<td>30 or Older</td>
<td>391</td>
<td>50.9% 35.0%</td>
<td>391</td>
<td>48.6% 36.8%</td>
</tr>
<tr>
<td>African American</td>
<td>322</td>
<td>64.6% 42.5%</td>
<td>330</td>
<td>60.9% 37.6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>34</td>
<td>58.8% 32.4%</td>
<td>30</td>
<td>70.0% 56.7%</td>
</tr>
<tr>
<td>Asian/ Filipino/ Pacific Isl.</td>
<td>206</td>
<td>74.8% 62.1%</td>
<td>159</td>
<td>80.5% 62.3%</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>2,254</td>
<td>74.4% 59.0%</td>
<td>2,246</td>
<td>75.1% 58.3%</td>
</tr>
<tr>
<td>White</td>
<td>1,243</td>
<td>70.2% 54.1%</td>
<td>1,080</td>
<td>71.2% 53.2%</td>
</tr>
<tr>
<td>Full-time</td>
<td>1,641</td>
<td>87.0% 68.9%</td>
<td>1,596</td>
<td>86.7% 67.9%</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,561</td>
<td>62.3% 47.6%</td>
<td>2,417</td>
<td>63.0% 46.0%</td>
</tr>
<tr>
<td>No Financial Aid</td>
<td>1,434</td>
<td>64.2% 51.3%</td>
<td>1,274</td>
<td>64.1% 52.0%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>2,768</td>
<td>75.9% 58.3%</td>
<td>2,739</td>
<td>76.3% 55.9%</td>
</tr>
</tbody>
</table>

### Discussion Points:

- How do persistence rates differ between fall-to-fall and fall-to-spring? Do the rates increase or decrease over time?
- Which student groups have the lowest and highest persistence rates? Are the rates changing over time?
- Are there categories where small numbers make the information less meaningful? Does it help to combine the three cohorts?
- How does unit load affect persistence rates? Are the rates changing over time?
- Are persistence rates different for students who receive financial aid?
- What other data is missing that should be added to gain a better understanding of this information?
- Are there other categories of disaggregated data that should be added to help gain a better understanding of persistence rates?
Achieving the Dream Student Success Elements

5) Attain a Certificate, Degree, and/or Transfer (with Details for Each)

Students in the ATD cohort are tracked for 3 years to see if they receive some type of an award and/or if they transfer to a four-year institution. Awards are tracked in two categories: degrees and certificates. Certificates include both certificates of achievement and job skills certificates. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results.

<table>
<thead>
<tr>
<th>Completion</th>
<th>2007-08 Cohort</th>
<th>2008-09 Cohort</th>
<th>2009-10 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cert</td>
<td>Degree</td>
<td>Transfer</td>
<td>Cert</td>
</tr>
<tr>
<td>All ATD Cohort Students</td>
<td>4,071</td>
<td>3.0%</td>
<td>2.8%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Female</td>
<td>2,024</td>
<td>3.3%</td>
<td>3.3%</td>
<td>11.5%</td>
</tr>
<tr>
<td>Male</td>
<td>2,022</td>
<td>2.8%</td>
<td>2.4%</td>
<td>8.6%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>2,861</td>
<td>3.3%</td>
<td>3.5%</td>
<td>12.7%</td>
</tr>
<tr>
<td>20 - 29</td>
<td>767</td>
<td>2.6%</td>
<td>1.3%</td>
<td>4.7%</td>
</tr>
<tr>
<td>30 or Older</td>
<td>443</td>
<td>2.0%</td>
<td>1.1%</td>
<td>2.3%</td>
</tr>
<tr>
<td>African American</td>
<td>287</td>
<td>0.7%</td>
<td>1.4%</td>
<td>10.8%</td>
</tr>
<tr>
<td>American Indian</td>
<td>43</td>
<td>11.6%</td>
<td>0.0%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Asian/ Filipino/ Pacific Isl.</td>
<td>209</td>
<td>3.3%</td>
<td>1.4%</td>
<td>14.4%</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>2,002</td>
<td>3.2%</td>
<td>2.2%</td>
<td>6.6%</td>
</tr>
<tr>
<td>White</td>
<td>1,286</td>
<td>2.6%</td>
<td>4.6%</td>
<td>14.8%</td>
</tr>
<tr>
<td>Full-time</td>
<td>1,420</td>
<td>4.6%</td>
<td>6.8%</td>
<td>17.3%</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,651</td>
<td>2.1%</td>
<td>0.8%</td>
<td>6.2%</td>
</tr>
<tr>
<td>No Financial Aid</td>
<td>1,902</td>
<td>2.4%</td>
<td>3.5%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>2,169</td>
<td>3.6%</td>
<td>2.3%</td>
<td>9.3%</td>
</tr>
</tbody>
</table>

Discussion Points:
- How do the completion rates differ between awards (by type) and transfers? Do the rates increase or decrease over time?
- Which student groups have the lowest and highest completion rates? Are the rates changing over time?
- Are there categories where small numbers make the information less meaningful? Does it help to combine the three cohorts?
- How does unit load affect completion rates? Are the rates changing over time?
- Are completion rates different for students who receive financial aid?
- What other data is missing that should be added to gain a better understanding of this information?
- Are there other categories of disaggregated data that should be added to help gain a better understanding of completion rates?
Achieving the Dream Student Success Elements

5) Attain a Certificate, Degree, and/or Transfer (Combined and Unduplicated)

Students in the ATD cohort are tracked for 3 years to see if they receive some type of an award and/or if they transfer to a four-year institution. Awards are tracked in two categories: degrees and certificates. Certificates include both certificates of achievement and job skills certificates. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results.

<table>
<thead>
<tr>
<th>Completion</th>
<th>2007-08 Cohort</th>
<th>2008-09 Cohort</th>
<th>2009-10 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort Completion Rate</td>
<td>Cohort Completion Rate</td>
<td>Cohort Completion Rate</td>
<td>Cohort Completion Rate</td>
</tr>
<tr>
<td>Total</td>
<td>4,071 13.0%</td>
<td>4,565 14.6%</td>
<td>4,202 15.8%</td>
<td>12,838 14.5%</td>
</tr>
<tr>
<td>Results by Demographic Component</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2,024 14.9%</td>
<td>2,362 16.5%</td>
<td>2,117 17.5%</td>
<td>6,503 16.3%</td>
</tr>
<tr>
<td>Male</td>
<td>2,022 11.2%</td>
<td>2,189 12.7%</td>
<td>2,084 14.1%</td>
<td>6,295 12.7%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>2,861 15.9%</td>
<td>3,181 18.0%</td>
<td>2,985 19.8%</td>
<td>9,027 17.9%</td>
</tr>
<tr>
<td>20 - 29</td>
<td>767 7.2%</td>
<td>948 7.6%</td>
<td>826 6.8%</td>
<td>2,541 7.2%</td>
</tr>
<tr>
<td>30 or Older</td>
<td>443 5.0%</td>
<td>436 5.3%</td>
<td>391 4.9%</td>
<td>1,270 5.0%</td>
</tr>
<tr>
<td>African American</td>
<td>287 11.1%</td>
<td>362 12.7%</td>
<td>322 10.9%</td>
<td>971 11.6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>43 14.0%</td>
<td>41 14.6%</td>
<td>34 14.7%</td>
<td>118 14.4%</td>
</tr>
<tr>
<td>Asian/ Filipino/ Pacific Isl.</td>
<td>209 16.3%</td>
<td>181 25.4%</td>
<td>206 18.0%</td>
<td>596 19.6%</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>2,002 9.9%</td>
<td>2,453 11.5%</td>
<td>2,254 13.5%</td>
<td>6,709 11.7%</td>
</tr>
<tr>
<td>White</td>
<td>1,286 17.7%</td>
<td>1,314 19.9%</td>
<td>1,243 20.9%</td>
<td>3,843 19.5%</td>
</tr>
<tr>
<td>Full-time</td>
<td>1,420 21.8%</td>
<td>1,690 22.8%</td>
<td>1,641 25.4%</td>
<td>4,751 23.4%</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,651 8.4%</td>
<td>2,875 9.8%</td>
<td>2,561 9.7%</td>
<td>8,087 9.3%</td>
</tr>
<tr>
<td>No Financial Aid</td>
<td>1,902 13.5%</td>
<td>1,952 17.1%</td>
<td>1,434 18.8%</td>
<td>5,288 16.2%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>2,169 12.7%</td>
<td>2,613 17.8%</td>
<td>2,768 14.3%</td>
<td>7,550 13.3%</td>
</tr>
</tbody>
</table>

Discussion Points:
Do the completion rates increase or decrease over time? Should the cohort time period be longer?
Which student groups have the lowest and highest completion rates? Are the rates changing over time?
Are there categories where small numbers make the information less meaningful? Does it help to combine the three cohorts?
How does unit load affect completion rates? Are the rates changing over time?
Are completion rates different for students who receive financial aid?
What other data is missing that should be added to gain a better understanding of this information?
Are there other categories of disaggregated data that should be added to help gain a better understanding of completion rates?
Achieving the Dream Student Success Elements

1) Successful Completion of Developmental Instruction (and coming later Advancement to College Courses)

This element uses a sub-cohort of the ATD cohort (1st time students), which includes just students who place in remedial coursework. The number of those that successfully complete the developmental sequence is shown below. Students placing in any remedial level are tracked to determine whether they successfully complete the last course in the sequence. Successful completion (grade 'C' or better) can be attained by multiple attempts within the three-year time period. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results.

### BC Developmental Course Sequence Completion within 3 Years

<table>
<thead>
<tr>
<th>English</th>
<th>2008-09 Cohort</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort</td>
<td>Number Successful</td>
<td>Cohort</td>
<td>Number Successful</td>
</tr>
<tr>
<td>Placed in Developmental English</td>
<td>2,735</td>
<td>523</td>
<td>2,581</td>
<td>563</td>
</tr>
<tr>
<td><strong>Results by Demographic Component</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referred to Lowest Level Remedial*</td>
<td>153</td>
<td>4</td>
<td>173</td>
<td>3</td>
</tr>
<tr>
<td>Referred to Mid-Level 1 Remedial*</td>
<td>1,235</td>
<td>117</td>
<td>1,255</td>
<td>155</td>
</tr>
<tr>
<td>Referred to Mid-Level 2 Remedial*</td>
<td>486</td>
<td>94</td>
<td>350</td>
<td>103</td>
</tr>
<tr>
<td>Referred to Highest Level Remedial*</td>
<td>861</td>
<td>308</td>
<td>803</td>
<td>302</td>
</tr>
<tr>
<td>Female</td>
<td>1,417</td>
<td>327</td>
<td>1,321</td>
<td>340</td>
</tr>
<tr>
<td>Male</td>
<td>1,317</td>
<td>196</td>
<td>1,260</td>
<td>223</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>2,087</td>
<td>440</td>
<td>1,933</td>
<td>494</td>
</tr>
<tr>
<td>20 - 29</td>
<td>489</td>
<td>67</td>
<td>486</td>
<td>54</td>
</tr>
<tr>
<td>30 or Older</td>
<td>159</td>
<td>16</td>
<td>162</td>
<td>15</td>
</tr>
<tr>
<td>African American</td>
<td>252</td>
<td>16</td>
<td>242</td>
<td>18</td>
</tr>
<tr>
<td>American Indian</td>
<td>26</td>
<td>3</td>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td>Asian/ Filipino/ Pacific Islander</td>
<td>98</td>
<td>30</td>
<td>131</td>
<td>36</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>1,606</td>
<td>284</td>
<td>1,550</td>
<td>346</td>
</tr>
<tr>
<td>White</td>
<td>670</td>
<td>178</td>
<td>552</td>
<td>148</td>
</tr>
<tr>
<td>Full-time</td>
<td>1,056</td>
<td>293</td>
<td>986</td>
<td>301</td>
</tr>
<tr>
<td>Part-time</td>
<td>1,679</td>
<td>230</td>
<td>1,595</td>
<td>262</td>
</tr>
<tr>
<td>No Financial Aid</td>
<td>922</td>
<td>218</td>
<td>639</td>
<td>180</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>1,813</td>
<td>305</td>
<td>1,942</td>
<td>383</td>
</tr>
</tbody>
</table>

* Lowest Level Remedial Course = ACDVB201B; Mid-Level 1 = LNRCB515 or ACDVB68; Mid-Level 2 = ENGLB60; Highest Level = ENGLB50 or ENGLB53 or ENGLB1
**Achieving the Dream Student Success Elements**

### 1) Successful Completion of Developmental Instruction (and coming later Advancement to College Courses)

This element uses a sub-cohort of the ATD cohort (1st time students), which includes just students who place in remedial coursework. The number of those that successfully complete the developmental sequence is shown below. Students placing in any remedial level are tracked to determine whether they successfully complete the last course in the sequence. Successful completion (grade ‘C’ or better) can be attained by multiple attempts within the three-year time period. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results.

<table>
<thead>
<tr>
<th>BC Developmental Course Sequence Completion within 3 Years</th>
<th>2008-09 Cohort</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placed in Developmental Math</td>
<td>2,622</td>
<td>462</td>
<td>2,495</td>
<td>472</td>
</tr>
<tr>
<td>Results by Demographic Component</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referred to Lowest Level Remedial*</td>
<td>800</td>
<td>32</td>
<td>772</td>
<td>31</td>
</tr>
<tr>
<td>Referred to Mid-Level Remedial*</td>
<td>627</td>
<td>83</td>
<td>621</td>
<td>70</td>
</tr>
<tr>
<td>Referred to Highest Level Remedial*</td>
<td>1,195</td>
<td>347</td>
<td>1,102</td>
<td>371</td>
</tr>
<tr>
<td>Female</td>
<td>1,422</td>
<td>293</td>
<td>1,321</td>
<td>287</td>
</tr>
<tr>
<td>Male</td>
<td>1,199</td>
<td>169</td>
<td>1,174</td>
<td>185</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>1,858</td>
<td>366</td>
<td>1,747</td>
<td>381</td>
</tr>
<tr>
<td>20 - 29</td>
<td>561</td>
<td>67</td>
<td>539</td>
<td>72</td>
</tr>
<tr>
<td>30 or Older</td>
<td>203</td>
<td>29</td>
<td>209</td>
<td>19</td>
</tr>
<tr>
<td>African American</td>
<td>245</td>
<td>16</td>
<td>247</td>
<td>20</td>
</tr>
<tr>
<td>American Indian</td>
<td>27</td>
<td>4</td>
<td>23</td>
<td>1</td>
</tr>
<tr>
<td>Asian/ Filipino/ Pacific Islander</td>
<td>85</td>
<td>20</td>
<td>89</td>
<td>19</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>1,531</td>
<td>276</td>
<td>1,431</td>
<td>293</td>
</tr>
<tr>
<td>White</td>
<td>654</td>
<td>133</td>
<td>629</td>
<td>132</td>
</tr>
<tr>
<td>Full-time</td>
<td>916</td>
<td>222</td>
<td>913</td>
<td>269</td>
</tr>
<tr>
<td>Part-time</td>
<td>1,706</td>
<td>240</td>
<td>1,582</td>
<td>203</td>
</tr>
<tr>
<td>No Financial Aid</td>
<td>846</td>
<td>139</td>
<td>601</td>
<td>125</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>1,776</td>
<td>323</td>
<td>1,894</td>
<td>347</td>
</tr>
</tbody>
</table>

* Lowest Level Remedial Course = LRNCB516 or LRNCB504 or ACDVB78; Mid-Level = MATHB50 or LRNCB504; Highest Level = MATHB60 (BA)
Achieving the Dream Student Success Elements

2) Enrollment in and Successful Completion of the Initial College-level or Gateway Courses in Math and English

In this element, gateway courses are defined as the first college-level course in the Math and English sequences. This element uses a sub-cohort of the ATD cohort (1st time students), which only includes students who place in or below the gateway course since students placing above this level are not required to take the course. The number of those who successfully complete the Gateway course are shown below. Students are tracked to determine whether they successfully complete the Gateway course. Successful completion (grade ‘C’ or better) or better) can be attained by multiple attempts within the three-year time period. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results.

![BC Gateway Course Enrollments and Successful Completions within Three Years](chart)

Results by Demographic Component

<table>
<thead>
<tr>
<th>Math</th>
<th>2008-09 Cohort</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sub-Cohort</td>
<td>Gateway</td>
<td>Sub-Cohort</td>
<td>Gateway</td>
</tr>
<tr>
<td>All Sub-Cohort Students</td>
<td>3,803</td>
<td>642</td>
<td>394</td>
<td>3,533</td>
</tr>
<tr>
<td>Female</td>
<td>1,968</td>
<td>381</td>
<td>233</td>
<td>1,811</td>
</tr>
<tr>
<td>Male</td>
<td>1,821</td>
<td>261</td>
<td>161</td>
<td>1,721</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>2,471</td>
<td>567</td>
<td>338</td>
<td>2,357</td>
</tr>
<tr>
<td>20 - 29</td>
<td>899</td>
<td>56</td>
<td>42</td>
<td>788</td>
</tr>
<tr>
<td>30 or Older</td>
<td>433</td>
<td>19</td>
<td>14</td>
<td>388</td>
</tr>
<tr>
<td>African American</td>
<td>334</td>
<td>21</td>
<td>13</td>
<td>309</td>
</tr>
<tr>
<td>American Indian</td>
<td>39</td>
<td>6</td>
<td>3</td>
<td>29</td>
</tr>
<tr>
<td>Asian/ Filipino/ Pacific Isl.</td>
<td>125</td>
<td>26</td>
<td>22</td>
<td>151</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>2,123</td>
<td>387</td>
<td>230</td>
<td>1,934</td>
</tr>
<tr>
<td>White</td>
<td>1,000</td>
<td>181</td>
<td>115</td>
<td>995</td>
</tr>
<tr>
<td>Full-time</td>
<td>1,222</td>
<td>326</td>
<td>197</td>
<td>1,235</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,581</td>
<td>316</td>
<td>197</td>
<td>2,298</td>
</tr>
<tr>
<td>No Financial Aid</td>
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<td>242</td>
<td>149</td>
<td>1,100</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>2,264</td>
<td>400</td>
<td>245</td>
<td>2,433</td>
</tr>
</tbody>
</table>
## Achieving the Dream Student Success Elements

### Supplemental Information (Numeric Values Only)

#### 2) Enrollment in and Successful Completion of the Initial College-level or Gateway Courses in Math and English

In this element, gateway courses are defined as the first college-level course in the Math and English sequences. This element uses a sub-cohort of the ATD cohort (1st time students), which only includes students who place in or below the gateway course since students placing above this level are not required to take the course. The number of those who successfully complete the Gateway course are shown below. Students are tracked to determine whether they successfully complete the Gateway course. Successful completion (grade 'C' or better) or better) can be attained by multiple attempts within the three-year time period. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results.

### BC Gateway Course Enrollments and Successful Completions within Three Years

<table>
<thead>
<tr>
<th></th>
<th>2008-09 Cohort</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sub-Cohort #</td>
<td>Gateway Sub-Cohort #</td>
<td>Sub-Cohort #</td>
<td>Gateway Sub-Cohort #</td>
</tr>
<tr>
<td>All Sub-Cohort Students</td>
<td>4,565</td>
<td>806</td>
<td>573</td>
<td>4,202</td>
</tr>
<tr>
<td>Results by Demographic Component</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2,362</td>
<td>477</td>
<td>341</td>
<td>2,117</td>
</tr>
<tr>
<td>Male</td>
<td>2,189</td>
<td>329</td>
<td>232</td>
<td>2,084</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>3,181</td>
<td>716</td>
<td>509</td>
<td>2,985</td>
</tr>
<tr>
<td>20 - 29</td>
<td>948</td>
<td>71</td>
<td>48</td>
<td>826</td>
</tr>
<tr>
<td>30 or Older</td>
<td>436</td>
<td>19</td>
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<td>391</td>
</tr>
<tr>
<td>African American</td>
<td>362</td>
<td>24</td>
<td>12</td>
<td>322</td>
</tr>
<tr>
<td>American Indian</td>
<td>41</td>
<td>5</td>
<td>4</td>
<td>34</td>
</tr>
<tr>
<td>Asian/ Filipino/ Pacific Isl.</td>
<td>181</td>
<td>41</td>
<td>35</td>
<td>206</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>2,453</td>
<td>354</td>
<td>241</td>
<td>2,254</td>
</tr>
<tr>
<td>White</td>
<td>1,314</td>
<td>349</td>
<td>260</td>
<td>1,243</td>
</tr>
<tr>
<td>Full-time</td>
<td>1,690</td>
<td>500</td>
<td>375</td>
<td>1,641</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,875</td>
<td>306</td>
<td>198</td>
<td>2,561</td>
</tr>
<tr>
<td>No Financial Aid</td>
<td>1,952</td>
<td>415</td>
<td>313</td>
<td>1,434</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>2,613</td>
<td>391</td>
<td>260</td>
<td>2,768</td>
</tr>
</tbody>
</table>
### Achieving the Dream Student Success Elements

#### 3) Successful Course Completion (Completion with a Grade of "C" or Better)

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

<table>
<thead>
<tr>
<th>BC Successful Course Completion (Grade of 'C' or Better)</th>
<th>2008-09 Cohort</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>2012-13 Cohort</th>
<th>5 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>All ATD Cohort Students</td>
<td>4,565</td>
<td>16,325</td>
<td>4,202</td>
<td>16,047</td>
<td>4,013</td>
<td>15,007</td>
</tr>
<tr>
<td>Female</td>
<td>2,362</td>
<td>8,822</td>
<td>2,117</td>
<td>8,499</td>
<td>2,002</td>
<td>8,293</td>
</tr>
<tr>
<td>Male</td>
<td>2,189</td>
<td>7,472</td>
<td>2,084</td>
<td>7,546</td>
<td>1,980</td>
<td>7,116</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>3,181</td>
<td>12,982</td>
<td>2,985</td>
<td>12,926</td>
<td>2,833</td>
<td>12,660</td>
</tr>
<tr>
<td>20 - 29</td>
<td>948</td>
<td>2,339</td>
<td>826</td>
<td>2,071</td>
<td>789</td>
<td>1,836</td>
</tr>
<tr>
<td>30 or Older</td>
<td>436</td>
<td>1,004</td>
<td>391</td>
<td>1,050</td>
<td>391</td>
<td>1,020</td>
</tr>
<tr>
<td>African American</td>
<td>362</td>
<td>853</td>
<td>322</td>
<td>782</td>
<td>330</td>
<td>804</td>
</tr>
<tr>
<td>American Indian</td>
<td>41</td>
<td>158</td>
<td>34</td>
<td>92</td>
<td>30</td>
<td>104</td>
</tr>
<tr>
<td>Asian/ Filipino/ Pacific Isl.</td>
<td>181</td>
<td>852</td>
<td>206</td>
<td>964</td>
<td>159</td>
<td>821</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>2,453</td>
<td>8,300</td>
<td>2,254</td>
<td>8,461</td>
<td>2,246</td>
<td>8,456</td>
</tr>
<tr>
<td>White</td>
<td>1,314</td>
<td>5,486</td>
<td>1,243</td>
<td>5,259</td>
<td>1,080</td>
<td>4,729</td>
</tr>
<tr>
<td>Full-time</td>
<td>1,690</td>
<td>9,241</td>
<td>1,641</td>
<td>9,361</td>
<td>1,596</td>
<td>9,216</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,875</td>
<td>7,084</td>
<td>2,561</td>
<td>6,686</td>
<td>2,417</td>
<td>6,300</td>
</tr>
<tr>
<td>No Financial Aid</td>
<td>1,952</td>
<td>7,001</td>
<td>1,434</td>
<td>5,675</td>
<td>1,274</td>
<td>5,131</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>2,613</td>
<td>9,324</td>
<td>2,768</td>
<td>10,372</td>
<td>2,739</td>
<td>10,385</td>
</tr>
</tbody>
</table>
Achieving the Dream Student Success Elements

4) Persistence from One Term to the Next

Students in the ATD cohort are tracked to the next term to determine if they persist. Persistence is measured in two time-periods: persistence from the first fall to the following spring and persistence from the first fall to the subsequent fall. A student is counted as persisting if they are enrolled in at least one course leading to a grade. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results.

<table>
<thead>
<tr>
<th>BC Term to Term Persisters</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persisters</td>
<td>Persisters</td>
<td>Persisters</td>
<td>Persisters</td>
<td>Persisters</td>
</tr>
<tr>
<td>All ATD Cohort Students</td>
<td>4202</td>
<td>3023</td>
<td>2349</td>
<td>3313</td>
</tr>
<tr>
<td>Female</td>
<td>2117</td>
<td>1603</td>
<td>1274</td>
<td>1758</td>
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<tr>
<td>Male</td>
<td>2084</td>
<td>1420</td>
<td>1075</td>
<td>1532</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>2985</td>
<td>2381</td>
<td>1935</td>
<td>2454</td>
</tr>
<tr>
<td>20 - 29</td>
<td>826</td>
<td>443</td>
<td>277</td>
<td>601</td>
</tr>
<tr>
<td>30 or Older</td>
<td>391</td>
<td>199</td>
<td>157</td>
<td>258</td>
</tr>
<tr>
<td>African American</td>
<td>322</td>
<td>208</td>
<td>137</td>
<td>247</td>
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<tr>
<td>American Indian</td>
<td>34</td>
<td>20</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>Asian/ Filipino/ Pacific Isl.</td>
<td>206</td>
<td>154</td>
<td>128</td>
<td>155</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>2254</td>
<td>1677</td>
<td>1329</td>
<td>1904</td>
</tr>
<tr>
<td>White</td>
<td>1243</td>
<td>872</td>
<td>673</td>
<td>833</td>
</tr>
<tr>
<td>Full-time</td>
<td>1641</td>
<td>1427</td>
<td>1131</td>
<td>1184</td>
</tr>
<tr>
<td>Part-time</td>
<td>2561</td>
<td>1596</td>
<td>1218</td>
<td>2129</td>
</tr>
<tr>
<td>No Financial Aid</td>
<td>1434</td>
<td>921</td>
<td>736</td>
<td>939</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>2768</td>
<td>2102</td>
<td>1613</td>
<td>2374</td>
</tr>
</tbody>
</table>

Source: ATD Databases created from ODS Extracts
5) Attain a Certificate, Degree, and/or Transfer (with Details for Each)

Students in the ATD cohort are tracked for 3 years to see if they receive some type of an award and/or if they transfer to a four-year institution. Awards are tracked in two categories: degrees and certificates. Certificates include both certificates of achievement and job skills certificates. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results.

| BC Students who Attain an Award and/or Transfer to a 4-year Institution within 3 Years |
|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|
|                                                | 2007-08 Cohort                               | 2008-09 Cohort                               | 2009-10 Cohort                               |
|                                                | Cohort Cert Degree                           | Cohort Cert Degree                           | Cohort Cert Degree                           |
| All ATD Cohort Students                        | 4,071 122 116 410                            | 4,565 108 191 530                            | 4,202 105 147 546                            |
| Results by Demographic Component              |                                                |                                                |                                                |
| Female                                         | 2,024 66 67 233                               | 2,362 59 116 313                               | 2,117 69 87 295                               |
| Male                                           | 2,022 56 49 174                               | 2,189 49 75 217                               | 2,084 36 60 251                               |
| 19 or Younger                                  | 2,861 93 101 364                               | 3,181 70 178 479                               | 2,985 78 138 500                               |
| 20 - 29                                        | 767 20 10 36                                  | 948 21 10 47                                  | 826 18 8 35                                   |
| 30 or Older                                    | 443 9 5 10                                    | 436 17 3 4                                    | 391 9 1 11                                    |
| African American                               | 287 2 4 31                                    | 362 2 6 43                                    | 322 7 3 27                                    |
| American Indian                                | 43 5 0 2                                     | 41 1 2 4                                     | 34 0 0 5                                     |
| Asian/ Filipino/ Pacific Isl.                  | 209 7 3 30                                   | 181 10 11 37                                  | 206 5 12 29                                   |
| Hispanic/ Latino                               | 2,002 65 44 132                               | 2,453 60 79 211                               | 2,254 60 61 244                               |
| White                                          | 1,286 34 59 190                               | 1,314 32 87 214                               | 1,243 33 66 218                               |
| Full-time                                      | 1,420 66 96 245                               | 1,690 47 147 316                               | 1,641 54 120 346                               |
| Part-time                                      | 2,651 56 20 165                               | 2,875 61 44 214                               | 2,561 51 27 200                               |
| No Financial Aid                               | 1,902 45 67 209                               | 1,952 44 106 272                               | 1,434 26 71 230                               |
| Financial Aid                                  | 2,169 77 49 201                               | 2,613 64 85 258                               | 2,768 79 76 316                               |
| 3 Cohorts Combined                             |                                                |                                                |                                                |
| Cohort Cert Degree                             | 6,503 194 270 841                             | 6,295 141 184 642                             | 9,027 241 417 1,343                            |
| Female                                         |                                                |                                                |                                                |
| Male                                           |                                                |                                                |                                                |
| 19 or Younger                                  |                                                |                                                |                                                |
| 20 - 29                                        |                                                |                                                |                                                |
| 30 or Older                                    |                                                |                                                |                                                |
| African American                               |                                                |                                                |                                                |
| American Indian                                |                                                |                                                |                                                |
| Asian/ Filipino/ Pacific Isl.                  |                                                |                                                |                                                |
| Hispanic/ Latino                               |                                                |                                                |                                                |
| White                                          |                                                |                                                |                                                |
| Full-time                                      |                                                |                                                |                                                |
| Part-time                                      |                                                |                                                |                                                |
| No Financial Aid                               |                                                |                                                |                                                |
| Financial Aid                                  |                                                |                                                |                                                |
Achieving the Dream Student Success Elements

5) Attain a Certificate, Degree, and/or Transfer (Combined and Unduplicated)

Students in the ATD cohort are tracked for 3 years to see if they receive some type of an award and/or if they transfer to a four-year institution. Awards are tracked in two categories: degrees and certificates. Certificates include both certificates of achievement and job skills certificates. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results.

<table>
<thead>
<tr>
<th>Completion</th>
<th>2007-08 Cohort</th>
<th>2008-09 Cohort</th>
<th>2009-10 Cohort</th>
<th>3 Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort</td>
<td>Number of Completers</td>
<td>Cohort</td>
<td>Number of Completers</td>
</tr>
<tr>
<td>Total</td>
<td>4,071</td>
<td>531</td>
<td>4,565</td>
<td>668</td>
</tr>
<tr>
<td>Results by Demographic Component</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2,024</td>
<td>301</td>
<td>2,362</td>
<td>390</td>
</tr>
<tr>
<td>Male</td>
<td>2,022</td>
<td>227</td>
<td>2,189</td>
<td>278</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>2,861</td>
<td>454</td>
<td>3,181</td>
<td>573</td>
</tr>
<tr>
<td>20 - 29</td>
<td>767</td>
<td>55</td>
<td>948</td>
<td>72</td>
</tr>
<tr>
<td>30 or Older</td>
<td>443</td>
<td>22</td>
<td>436</td>
<td>23</td>
</tr>
<tr>
<td>African American</td>
<td>287</td>
<td>32</td>
<td>362</td>
<td>46</td>
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<tr>
<td>American Indian</td>
<td>43</td>
<td>6</td>
<td>41</td>
<td>6</td>
</tr>
<tr>
<td>Asian/Filipino/Pacific Isl.</td>
<td>209</td>
<td>34</td>
<td>181</td>
<td>46</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2,002</td>
<td>198</td>
<td>2,453</td>
<td>283</td>
</tr>
<tr>
<td>White</td>
<td>1,286</td>
<td>228</td>
<td>1,314</td>
<td>262</td>
</tr>
<tr>
<td>Full-time</td>
<td>1,420</td>
<td>309</td>
<td>1,690</td>
<td>385</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,651</td>
<td>222</td>
<td>2,875</td>
<td>283</td>
</tr>
<tr>
<td>No Financial Aid</td>
<td>1,902</td>
<td>256</td>
<td>1,952</td>
<td>333</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>2,169</td>
<td>275</td>
<td>2,613</td>
<td>335</td>
</tr>
</tbody>
</table>

Source: ATD Databases created from ODS Extracts