



Los Angeles Valley College

5800 Fulton Avenue

Valley Glen, California 91401-4096

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## Student Equity Plan 2013

### Taskforce

<b>Name</b>	<b>Title</b>	<b>Department</b>
Florentino Manzano	VP of Student Services	Student Services
Sheri Berger	Dean, Academic Affairs	Academic Affairs
Richard Brossman	Counselor	Counseling Dept.
Ashley Dunn	Registrar	Admissions and Records
Steve Castillo	Chair	Math Department
Michelle Fowles	Dean	Research and Planning
Chris Gibson	Analyst	Research and Planning
Alma Olivares-Luera	Counselor	EOP&S
Katherine Tejada-May	Counselor	SSD
Ron Mossler	Chair	Psychology Department
La Vergne Rosow	Academic Senate/AFT	Faculty
Raquel Sanchez	Assessment Coordinator	Matriculation
Joel Trudgeon	Outreach Coordinator	Outreach and Recruitment
Al Zucker	Chair	English Department



## Student Equity Plan 2013

### Executive Summary

As a public community college, Los Angeles Valley serves all members of the community who may benefit from our programs. We offer courses in general education, courses required of students preparing to transfer to four-year institutions, vocational and occupational programs for students entering the workforce, an extension program for working adults and general courses, events and activities for members of the community engaged in life-long learning.

Valley's goals focus on developing a college culture that will promote student success.

The majority of Valley students are ethnic minorities. During fall 2011, forty-one percent identified themselves as Hispanic while thirty-five percent identified themselves as White. Ten percent of students are primarily Spanish and Armenian speakers. Valley has responded to demographic shifts by creating or expanding programs and courses such as English, Puente classes, English as a Second Language (ESL), and ethnic studies. We add class sections as determined by assessment and enrollment demand. We also add late-start classes and short-term courses within the spring and fall semesters. The Advanced College Enrollment Program (ACE) provides advanced instruction for high school students. Many departments designate several class sections as honors classes to facilitate student transfer.

50 percent of fall 2006 Valley College students reside in the cities of North Hollywood, Van Nuys, Pacoima, Arleta, Valley Village, and Sherman Oaks. The surrounding community is forty-two percent Hispanic. The San Fernando Valley is still generally comprised of equal percentages of males and females. Los Angeles Valley College has found a decrease in the number of males attending college. In the fall of 2011, forty-three percent of males attended Valley, while fifty-seven percent of females were in

attendance. As of fall 2011, nine-teen percent of the population is above the age of 35 and approximately twenty-four percent are under the age of twenty.

The Student Equity Plan attempts to ensure that Los Angeles Valley College adequately serves all students. Los Angeles Valley College's mission is to serve as a leader in student success, with pathways for certificates, degrees, transfer and continuing education. We enable students to advance their education, personal development and quality of life, empowering them to be productive and engaged members of the global community. We offer transfer, vocational, general, transitional, and adult education programs in an atmosphere that fosters the free and respectful exchange of ideas. It is Los Angeles Valley College's further mission to provide educational programs and services, emphasizing critical thinking, cultural awareness, intellectual development, physical well-being, self-direction, and social responsibility in an attractive, accessible learning environment. Our vision is to inspire, educate and enrich our diverse community, developing critical and creative thinkers and life-long learners

Los Angeles Valley College's Student Equity Plan goals are directed toward aligning to the college's Educational Master Plan (EMP) goals:

- **EMP Goal 1:** Increase student retention, persistence and success
- **EMP Goal 2:** Increase student access
- **EMP Goal 3:** Enhance academic offerings to meet student and regional needs
- **EMP Goal 4:** Enhance institutional effectiveness

## **Student Equity Plan 2013**

Los Angeles Valley College seeks to create a plan that addresses student access, retention; success and institutional effectiveness, closing the achievement gap between White, Asian, African-American, Native-American and Latino students and maximize the effectiveness of existing programs by linking their coordination. The college plans to use the Equity Plan in establishing goals that will assist in the recruitment and retention of Latino and African-American males. To accomplish these goals, Academic Affairs, Student Services and a variety of specialized programs work in tandem.

### **Goals/ Strategies/Outcomes**

#### **Goals:**

1. Provide targeted recruitment at feeder high schools with emphasis on Latino and African American males.
2. Use existing program models to create pathways models to address retention of African-American and Latino males.
3. Align goals with Achieving the Dream/ PASS (Preparing All Students for Success) initiative with a focus on student equity.
4. Use diversity inventory for decision making and continue to share data and drill down in terms of ethnicity and gender.

#### ***Strategies:***

Los Angeles Valley College employs a variety of strategies to effectively address student equity.

#### **1. Strategy: *STUDENT SERVICES—MATRICULATION***

Student Services facilitates the access, retention, graduation and transfer by providing support services to aid students in educational success. Student services programs assist students in matriculation (admissions, assessment, orientation, counseling/ advisement and follow up) financial aid, and other related services.

At Los Angeles Valley College, matriculation enhances, promotes and sustains the efforts of students to be successful in their educational endeavors. It provides admissions, assessment, orientation, counseling and follow up services to all students. It assists in student access, retention, graduation and transfer by simplifying admission, evaluating student aptitudes and providing a transition to college. It assists students in setting and achieving academic goals and monitors their academic progress.

## **2. Strategy: *ACADEMIC AFFAIRS—EDUCATIONAL PROGRAMS***

Valley provides traditional curriculum and specialized programs to serve the many needs of students including non-native speakers, foreign, disabled, returning students, adult learners, veterans, high school and honor students.

In order to fulfill our mission and meet the demographic and economic needs of our diverse student population, Los Angeles Valley College offers a variety of educational programs. Transfer programs provide two years of general education and major preparation, enabling students to pursue upper division work at an accredited college or university. Students may take occupational programs with basic business, technical and professional courses leading to employment, job advancement, certification and associate degrees.

General education programs develop knowledge, skills and attitudes that enhance student's roles and prepare them to be productive members of the global community. Transitional education offers remedial and basic skills courses to prepare students for college-level work. LAVC's Job Training and Extension Programs facilitate personal and occupational competence for adult learners in the workforce.

In 2010-2011, Valley College awarded a total of 1,291 certificates and degrees.

- **Transfer Education.** A college program that enables students who complete two years of study to continue upper division (third year) work at accredited four-year colleges and universities through careful and continuous articulation with accredited collegiate institutions and high schools.

- **Occupational Education.** Occupational education programs offer students basic business, technical, and professional curricula to develop skills which can lead to employment, job advancement, certification, or an associate degree.
- **General Education.** General education is comprised of associate degree programs and other planned experiences which develop knowledge, skills, and attitudes necessary for students to be effective as a people, family members, workers, and citizens, thereby enhancing the quality of life for the individual and for the society-at-large.
- **Continuing Education Noncredit Programs.** A program of remedial and basic skills education for students needing preparation for community college level courses and programs; and English as a Second Language instruction for immigrants, foreign students and other students with limited English proficiency.
- **Service Learning Program.** Los Angeles Valley College's Service Learning Program links students as volunteers with volunteer opportunities . Through volunteer service, students gain valuable practical experience that can be related to any class. Many Valley College instructors incorporate Service Learning into their courses enhancing opportunities for learning, while allowing students to gain hands-on work experience in the community.
- **Math Accelerated Pathways to STEM (MAPS) .** Los Angeles Valley College was awarded a Title III Accelerated Pathways to STEM (Science, Technology, Engineering and Mathematics) and Articulation Grant from the U.S. Department of Education, for a total of \$ 4.35 million over five years (October 1, 2011 to September 30, 2016). The grant activities will be geared towards increasing the number of Hispanic and other low-income students obtaining degrees in the fields of science, technology, engineering and mathematics; decrease the amount of time in the mathematics pipeline; increase student interest, success and confidence in math and STEM-related fields; develop model articulation agreements with primary transfer institutions; and use

high quality, timely data to improve participation outcomes in order to increase enrollment, persistence and completion in STEM degrees and transfer to four-year institutions.

- **The Strategic Team for Advancement and Retention of Students (STARS).** STARS engages students, faculty, and staff in dialogue about teaching and learning. STARS workshops and events, provide strategies for students to be successful in college and offer faculty useful information and handouts they can use in their classes to help and motivate students. STARS also gives students a chance to hear faculty/staff perspectives while giving faculty/staff insight into the student point of view. Besides offering practical help, our sessions provide inspiration for the practice of teaching and learning.
- **Preparing all Students for Success (PASS)/Achieving the Dream.** In 2010, LAVC embarked on a new campus-wide approach to help strengthen the college’s strategies for improving student success called “Preparing All Students for Success” (PASS). The PASS approach was developed based on the work of Achieving the Dream (ATD), a national consortium focused on helping more community college students succeed. Using the strategies of ATD, LAVC will create a toolbox to assist the college in using data more effectively to help close achievement gaps and improve student outcomes.
  - **Global Cohort:** The Global Cohort is designed to support the success of new Los Angeles Valley College students in completing an associate degree and/or transfer to a four-year-college. As part of the Global Cohort students will enroll in a math and English class based on their individual assessment results. In addition to these two classes, students will also enroll in a Personal Development 1 class. Personal Development 1 is a student success class which provides information about LAVC, its services and programs, an overview of student success skills and assistance in educational and career planning. Students will complete all three classes together. Valley piloted the Global Cohort in spring 2013.

### 3. Strategy: *SPECIALIZED SERVICES*

In addition to services provided through Academic Affairs and Student Services, specialized services target underrepresented populations. They provide a host of support services including supplemental tutoring, counseling, job placement and childcare.

- **ACE (Advanced College Enrollment).** The ACE program provides opportunities for motivated high school students and establishes a college-going culture in traditionally under-served areas. Further, the program expands Valley College's reach into the community, strengthens the campus relationship with the partnership schools, and encourages more high school students and returning students from the community to matriculate to LAVC. The ACE program does exemplify the four campus goals to increase student retention, persistence and success; increase student access; enhance academic programs and services to meet student needs; and enhance institutional effectiveness.
- **Community Services.** A program of community services offered to meet the needs of the community for vocational and recreational courses, community and cultural events, and civic functions, completely financed by fees charged those in attendance.
- **SSD.** Services for Student with Disabilities (SSD) promote and provide equal access to educational programs and activities offered at the Los Angeles Valley College. SSD serves as an advocate for students who find that their disability is a barrier to achieving their educational goals. SSD provides information about campus and community resources as well as specialized support services. SSD's main objective is to integrate students with disabilities into the general campus educational process. The ability of each student to function independently in the educational environment is the ultimate goal.
- **EOPS.** Extended Opportunity Programs and Services (EOPS), is a state funded support program for low income and educationally disadvantaged students. EOPS students are given priority registration as well as tailored counseling, tutoring, childcare related grants and book services.

- **Cal/WORKs (California Work Responsibility for Kids).** The CalWORKs Program at LAVC is an educational, training, and job development program established for students who are currently receiving Temporary Assistance to Needy Families (TANF) benefits. Our goal is to provide an educational environment where students may develop the needed vocational skills leading to meaningful employment. In addition, students may select regular college courses leading to Occupational Certificate, Associate Degrees, and Transfer options. Services include counseling, child-care, tutoring, GED preparation and official GED Testing.
- **Transfer Alliance Program (TAP).** The Transfer Alliance Program (TAP) is designed primarily for students who plan on transferring to a four-year college or university. It consists of academically enriched general education courses in which both written expresses and the critical analysis of ideas are stressed.
- **Puente.** Puente is an award-winning program that has helped thousands of student's achieve college success. Puente's founders' goal was to increase the number of Mexican- American students transferring to four-year colleges or universities. Since then, Puente has expanded to 38 community colleges and 32 high schools. At LAVC Puente students work closely with the Puente counselor to explore both academic and career options. A detailed educational plan leading students to transfer is developed with each individual. Puente students are also required to take a Personal Development class taught by the Puente counselor in the fall. Students visit various university campuses and participate in an annual Puente Motivational Conference that takes place at a UC campus.
- **TRIO.** The TRiO Program is a support system designed for first generation, low income students. The support system consists of individual counseling, individual tutoring, academic workshops, cultural activities, transfer information, computer labs, a laptop loan program, and complimentary school supplies. All of these services are provided free of charge and exclusively to TRiO students.
- **UB/UBMS.** The TRIO/Upward Bound Programs' purpose is to increase the rate at which high school graduates pursue post-secondary education, as well as increase competency in core subjects; this

includes English, Mathematics, Science, Social Science, and Foreign Language. Upward Bound seeks to gain parental support in social, emotional, and academic growth of their children.

- **Associated Student Union.** The Associated Student Union (ASU) is an excellent way to become involved at Los Angeles Valley College. Students may join a club or develop valuable leadership skills by becoming an officer. The Associated Student Union consists of two branches: the Executive Council and the Interclub Council. Both councils work together to create a student-centered environment at Valley College.

**Goals:**

**1. Goal: ACCESS**

- a. Provide targeted recruitment at feeder high schools with emphasis on Latino and African-American males.

**Strategies:**

Los Angeles Valley College employs a variety of techniques to improve the effectiveness of existing programs, by creating early college awareness and parent education programs designed to get African-American and Latino males prepared to go to college.

**1. Strategy: *OUTREACH AND RECRUITMENT OFFICE***

- a. Outreach and Recruitment go out to high schools and identify Latino and African-American males that may benefit from our services.

**2. Strategy: *ADVANCED COLLEGE ENROLLMENT PROGRAM (ACE)***

- a. Outreach and Recruitment/ACE will work closely with the high school in identifying Latino and African-American males that may be interested in participating in ACE.

**3. Strategy: *COORDINATION OF TUTORIAL AND SUPPLEMENTAL INSTRUCTION SERVICES***

- a. The College will provide tutoring and supplemental instruction services to Latino and African American males.

**4. Strategy: *UPWARD BOUND***

- a. Upward Bound will actively recruit and interview Latino and African American males in high school who may benefit from their services.

5. **Strategy:** *PUENTE*

- a. Puente will actively recruit incoming Latino and African-American males who many benefit from their program.

6. **Strategy:** *STEM Grant*

- a. STEM will actively recruit Latino and African-American males who many benefit from the program.

**2. Goal: Retention**

- a. Use existing program models to create pathways models to address retention of African-American and Latino males.

**Strategies:**

Create mentorship program where Latino/African-American faculty engender relationships with students while they are still in high school. We plan to create pathways and extend our current LAVC programs into high schools (i.e., TRIO, STEM, PUENTE);

1. **Strategy:** *TRIO/SSS*

2. **Strategy:** *PUENTE*

3. **Strategy:** *STEM Grant*

4. **Strategy:** *Latino/African-American Male Cohort*-This Cohort may be modeled after PASS's Global Cohort, piloted for spring 2013. (See Global Cohort description.)

**3. Goal: Success**

- a. Align Student Equity goals with Achieving the Dream/ PASS (Preparing All Students for Success) initiative with a focus on student equity.

**Strategies:**

Student Equity goals will align with the college's **Achieving the Dream/PASS** (Preparing All Students for Success) student success goals and to Los Angeles Valley College's Educational Master Plan goals with an emphasis on equity:

**Achieving the Dream/PASS goals:**

- Successfully complete remedial or developmental instruction and advance to credit-bearing courses
- Enroll in and successfully complete the initial college-level or gatekeeper courses in subjects such as math and English
- Complete courses with a grade of C or better
- Persist from one term to the next
- Earn a certificate or associate degree

**4. Goal: Institutional Effectiveness**

- a. Use diversity inventory for decision-making and continue to share data and drill down in terms of ethnicity and gender.

**Strategies:**

Request data reports from our Office of Research and Planning in order to assist us in our decision-making. This will provide us with the necessary tools and information to continue providing equity to students.

Goal: Provide targeted recruitment at feeder high schools with emphasis on Latino and African American males.		
<b>Responsible Area</b>	<b>Recommendation</b>	<b>Timeline</b>
Outreach and Recruitment	Targeted high school Recruitment of Latino and African-American males.	Fall 2013
Specialized Programs	EOP&S, TriO, PUENTE programs will target recruitment of existing Latino and African-American males.	Fall 2013

Goal: Use existing program models to create pathways to address retention of African-American and Latino males.		
<b>Responsible Area</b>	<b>Recommendation</b>	<b>Timeline</b>
PASS/ATD and Student Success Committee	Develop a cohort modeled after PASS Global Cohort.	Spring 2014
Specialized Programs	By increasing the number of Latino and African-American males in existing programs like EOP&S, TRiO and Puente we will improve success and retention rates.	Spring 2014

Goal: Align Student Equity goals with Achieving the Dream (ATD) and PASS (Preparing All Students for Success) initiative with a focus on student equity.		
<b>Responsible Area</b>	<b>Recommendation</b>	<b>Timeline</b>
PASS/ATD; Student Success Committee; Valley Matriculation Advisory Committee	The Student Equity Plan will be examined and refined through shared governance process in order to approve the recommendations to successfully apply the goals to increase the persistence and retention of minority students.	Spring 2013

Goal: Use diversity inventory for decision-making and continue to share data and drill down in terms of ethnicity and gender.		
<b>Responsible Area</b>	<b>Recommendation</b>	<b>Timeline</b>
Office of Research and Planning	Provide data to the campus to see how and if faculty mirrors the diversity of our students.	Fall 2013
Hiring Prioritization Committee	Use the diversity inventory to prioritize hiring based on student population.	Fall 2013

## LAVC Community, Demographic Data and Trends

Gender Comparisons		
	Female	Male
LAVC Students	60%	40%
San Fernando Valley	51%	49%
Los Angeles County	50%	50%
California	50%	50%
United States	51%	49%

Age Comparisons					
	Under 20	20-24	25-34	35-54	55+
LAVC Students	25%	32%	23%	17%	4%
San Fernando Valley	28%	7%	14%	30%	22%
Los Angeles County	29%	7%	14%	29%	20%
California	29%	7%	14%	29%	21%
United States	27%	7%	13%	29%	24%

Ethnicity Comparison							
	American Indian/ Other Non-White	Asian/Pacific Islander	Black, African-American	Caucasian, White	Hispanic	Multiple Ethnicities	Some Other Race
LAVC Students	0%	9%	6%	32%	38%	7%	8%*
San Fernando Valley	0%	10%	4%	42%	42%	2%	0%
Los Angeles County	0%	13%	8%	29%	48%	2%	0%
California	0%	13%	6%	42%	37%	2%	0%
United States	1%	4%	12%	65%	15%	2%	0%

\*Note: LAVC 'Some Other Race' group includes students with Unknown Race/Ethnicity.

Hispanic Ethnicity Comparison			
	Not Hispanic	Hispanic*	Unknown
LAVC Students	40%	36%	24%
San Fernando Valley	58%	42%	0%
Los Angeles County	52%	48%	0%
California	63%	37%	0%
United States	85%	15%	0%

\*Note: Based on Hispanic flag variable. Not all respondents indicate a specific ethnic group and not all individuals with an ethnic group responded to Hispanic background question.

Educational Attainment (Age 25+)							
	8th Grade or Less	Some High School	High School Graduate	Some College	Associate's Degree	Bachelor's Degree	Graduate/ Professional Degree
San Fernando Valley	13%	9%	21%	19%	7%	21%	10%
Los Angeles County	14%	10%	21%	20%	7%	18%	10%

Source: Community data is from the Census Bureau's 2008 American Community Survey. LAVC data extracted from CEN\_RDB and DEC SIS database for Fall 2012 semester.

Top 25 Communities of LAVC Students Fall 2012					
City	Count	Percent	City	Count	Percent
North Hollywood	3696	21%	Northridge	358	2%
Van Nuys	3084	17%	Granada Hills	291	2%
Burbank	1034	6%	Sylmar	278	2%
Panorama City	995	6%	Studio City	264	1%
Sherman Oaks	878	5%	Canoga Park	241	1%
Los Angeles	853	5%	Encino	238	1%
Sun Valley	772	4%	Tarzana	199	1%
Arleta	566	3%	Woodland Hills	199	1%
North Hills	525	3%	Mission Hills	153	1%
Valley Village	411	2%	Winnetka	150	1%
Reseda	398	2%	San Fernando	127	1%
Glendale	396	2%	Valley Glen	106	1%
Pacoima	379	2%	All Other Cities	1409	8%

Source: Data extracted from CEN\_RDB database for fall 2012.

Income by Community			
Community	Total Households	Median Household Income	Mean Household Income
Calabasas - Agoura Hills	23,945	\$111,261	\$167,310
SW Valley	42,230	\$81,657	\$109,755
Canoga Park Area	25,560	\$52,003	\$60,647
Tarzana-Encino Area	31,705	\$72,209	\$129,389
Reseda - Van Nuys Area	59,325	\$45,576	\$61,168
Sherman Oaks-Studio City	56,010	\$70,608	\$101,366
North Hollywood Area	64,055	\$42,884	\$63,245
Burbank	42,340	\$62,259	\$79,713
South Glendale	46,740	\$40,742	\$54,446
North Glendale-La Canada	41,330	\$94,633	\$127,324
Sunland - Sun Valley Area	34,890	\$56,169	\$70,522
Panorama City-Arleta Area	23,435	\$44,836	\$54,070
Sylmar-San Fern. Valley Area	36,145	\$53,178	\$66,318
Granada Hills - Mission Hills	44,125	\$63,071	\$82,885
Chatsworth - Northridge Area	44,375	\$76,479	\$104,142
San Fernando Valley CCD Tracts	584,645	\$58,511	\$82,954
Los Angeles City	1,280,535	\$48,882	\$78,541
Los Angeles County	3,168,362	\$55,499	\$81,169
California	12,176,760	\$61,021	\$84,275
United States	113,101,329	\$52,029	\$71,498

Source: Census Bureau's 2008 American Community Survey.

Gender Trends												
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Female</b>	9,942	59%	11,022	60%	11,166	58%	11,488	58%	10,724	58%	10,260	57%
<b>Male</b>	6,792	41%	7,414	40%	8,039	42%	8,400	42%	7,847	42%	7,740	43%
<b>Total</b>	<b>16,734</b>	<b>100%</b>	<b>18,436</b>	<b>100%</b>	<b>19,205</b>	<b>100%</b>	<b>19,888</b>	<b>100%</b>	<b>18,571</b>	<b>100%</b>	<b>18,000</b>	<b>100%</b>

Age Trends												
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Under 20</b>	3,852	23%	4,551	25%	6,558	34%	8,014	40%	4,368	24%	5,801	32%
<b>20-24</b>	5,449	33%	5,886	32%	5,161	27%	4,631	23%	6,395	34%	5,351	30%
<b>25-34</b>	3,885	23%	4,214	23%	3,941	21%	3,798	19%	4,350	23%	3,685	20%
<b>35-54</b>	2,859	17%	3,088	17%	2,883	15%	2,792	14%	2,772	15%	2,524	14%
<b>55 and over</b>	689	4%	697	4%	662	3%	653	3%	686	4%	639	4%
<b>Total</b>	<b>16,734</b>	<b>100%</b>	<b>18,436</b>	<b>100%</b>	<b>19,205</b>	<b>100%</b>	<b>19,888</b>	<b>100%</b>	<b>18,571</b>	<b>100%</b>	<b>18,000</b>	<b>100%</b>

Ethnicity Trends												
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>African-American</b>	1,037	7%	1,152	7%	758	6%	1,176	7%	1,095	7%	1,066	6%
<b>Asian/Pacific Islander</b>	1,839	12%	2,008	12%	1,368	11%	1,940	11%	1,752	10%	1,644	10%
<b>Hispanic</b>	6,494	42%	7,248	43%	5,386	44%	7,255	41%	6,715	40%	6,863	41%
<b>Other Non-White</b>	890	6%	879	5%	634	5%	51	0%	37	0%	38	0%
<b>White</b>	5,311	34%	5,716	34%	4,018	33%	6,365	36%	5,875	35%	5,745	35%
<b>Multiple Ethnicities*</b>							896	5%	1,228	7%	1,256	8%
<b>Total</b>	<b>15,571</b>	<b>100%</b>	<b>17,003</b>	<b>100%</b>	<b>12,164</b>	<b>100%</b>	<b>17,683</b>	<b>100%</b>	<b>16,702</b>	<b>100%</b>	<b>18,000</b>	<b>100%</b>

Data excludes unknown respondents.

\*Students can indicate more than one ethnic group as of the 2010-2011 academic year. Students are coded as multiple ethnicities if they indicated ethnicities belonging to more than one of the groups above. Those who indicated multiple ethnicities within a group were recoded to that group.

Unit Load Trends												
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>12 or more</b>	3,692	22%	3,966	22%	4,411	23%	4,625	23%	4,393	24%	3,199	18%
<b>6 to 11.5 units</b>	6,197	37%	6,811	37%	6,998	36%	7,462	38%	6,755	36%	6,481	36%
<b>Fewer than 6</b>	6,845	41%	7,659	42%	7,796	41%	7,801	39%	7,423	40%	8,320	46%
<b>Total</b>	<b>16,734</b>	<b>100%</b>	<b>18,436</b>	<b>100%</b>	<b>19,205</b>	<b>100%</b>	<b>19,888</b>	<b>100%</b>	<b>18,571</b>	<b>100%</b>	<b>18,000</b>	<b>100%</b>

Educational Goal Trends												
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Associate Degree</b>	1,146	7%	1,213	7%	1,138	6%	1,255	7%	1,138	7%	1,130	7%
<b>Personal Development</b>	1,754	11%	1,933	11%	1,879	10%	1,801	10%	1,553	9%	1,403	8%
<b>Transfer</b>	6,353	39%	7,006	39%	7,334	41%	8,004	43%	8,263	48%	8,562	51%
<b>Undecided</b>	2,583	16%	2,944	16%	2,950	16%	2,942	16%	2,813	16%	2,765	16%
<b>Vocational/Job-Related</b>	4,579	28%	4,805	27%	4,786	26%	4,449	24%	3,482	20%	2,949	18%
<b>Total</b>	<b>16,415</b>	<b>100%</b>	<b>17,901</b>	<b>100%</b>	<b>18,087</b>	<b>100%</b>	<b>18,451</b>	<b>100%</b>	<b>17,249</b>	<b>100%</b>	<b>16,809</b>	<b>100%</b>

Primary Language Trends												
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>English</b>	10,680	64%	12,182	66%	13,114	68%	13,866	70%	13,052	70%	12,943	72%
<b>Armenian</b>	1,774	11%	1,880	10%	1,874	10%	1,987	10%	1,954	11%	1,857	10%
<b>Chinese</b>	35	0%	50	0%	46	0%	46	0%	38	0%	43	0%
<b>Farsi</b>	185	1%	185	1%	172	1%	242	1%	218	1%	229	1%
<b>Japanese</b>	44	0%	38	0%	37	0%	27	0%	24	0%	22	0%
<b>Korean</b>	84	1%	85	0%	81	0%	75	0%	67	0%	41	0%
<b>Russian</b>	445	3%	412	2%	421	2%	455	2%	442	2%	421	2%
<b>Spanish</b>	2,485	15%	2,584	14%	2,450	13%	2,222	11%	1,971	11%	1,710	10%
<b>Filipino</b>	223	1%	255	1%	242	1%	220	1%	207	1%	192	1%
<b>Vietnamese</b>	43	0%	66	0%	57	0%	55	0%	37	0%	43	0%
<b>Other</b>	622	4%	624	3%	656	3%	651	3%	529	3%	468	3%
<b>Total</b>	<b>16,620</b>	<b>100%</b>	<b>18,361</b>	<b>100%</b>	<b>19,205</b>	<b>100%</b>	<b>19,888</b>	<b>100%</b>	<b>18,539</b>	<b>100%</b>	<b>17,969</b>	<b>100%</b>

Incoming Student Status Trends												
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Continuing</b>	9,038	54%	10,284	56%	11,122	58%	12,386	62%	11,844	64%	11,751	65%
<b>New</b>	5,594	33%	5,759	31%	5,885	31%	5,628	28%	4,736	26%	5,109	28%
<b>Returning</b>	2,102	13%	2,393	13%	2,198	11%	1,874	9%	1,991	11%	1,140	6%
<b>Total</b>	<b>16,734</b>	<b>100%</b>	<b>18,436</b>	<b>100%</b>	<b>19,205</b>	<b>100%</b>	<b>19,888</b>	<b>100%</b>	<b>18,571</b>	<b>100%</b>	<b>18,000</b>	<b>100%</b>

First Generation College Students by Ethnicity							
	Asian	Black	Hispanic	White	American Indian & Other	Unknown/Decline to State	Total
<b>First Generation College Student</b>	22.1%	26.8%	61.3%	23.1%	36.6%	35.4%	39.7%
<b>One Parent At Least Some College</b>	20.4%	36.4%	22.3%	22.7%	21.1%	23.9%	23.3%
<b>Both Parents At Least Some College</b>	57.5%	36.8%	16.4%	54.2%	42.3%	40.7%	37.0%
<b>Total</b>	<b>421</b>	<b>269</b>	<b>1,515</b>	<b>1,244</b>	<b>71</b>	<b>209</b>	<b>3,729</b>

Source: Spring 2012 District Student Survey. LAVC respondents only.

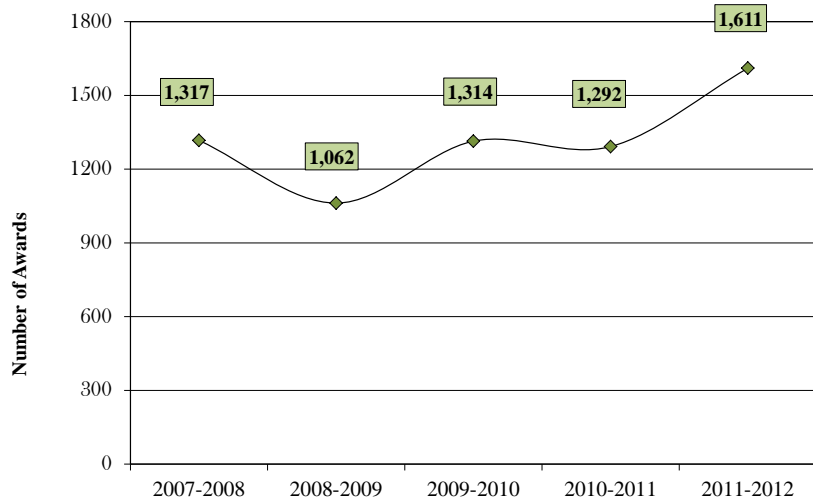
Prior Educational Status Trends												
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Special student currently enrolled in grade 12 or below	731	4%	814	4%	755	4%	548	3%	784	4%	464	3%
Passed the GED or received a certificate of H.S. equivalency	700	4%	803	4%	886	5%	962	5%	842	5%	864	5%
Not a High School graduate, currently enrolled in adult school	117	1%	159	1%	140	1%	135	1%	99	1%	102	1%
Not a High School graduate	498	3%	595	3%	582	3%	518	3%	484	3%	413	2%
Earned California High School Proficiency Certificate	235	1%	205	1%	260	1%	273	1%	294	2%	261	1%
Earned a U.S. High school diploma	10,309	62%	11,336	61%	12,143	63%	12,810	64%	12,119	65%	12,026	67%
Earned a Foreign Secondary diploma or certificate of graduation	1,860	11%	1,984	11%	1,934	10%	2116	11%	1,987	11%	2,061	11%
Earned a Bachelor's or higher degree	1,485	9%	1,691	9%	1,745	9%	1735	9%	1,363	7%	1,227	7%
Earned an Associate degree	785	5%	828	4%	744	4%	779	4%	591	3%	572	3%
<b>Total</b>	<b>16,734</b>	<b>100%</b>	<b>18,436</b>	<b>100%</b>	<b>19,189</b>	<b>100%</b>	<b>19876</b>	<b>100%</b>	<b>18,563</b>	<b>100%</b>	<b>17,990</b>	<b>100%</b>

Note: Unknown are excluded from analysis.

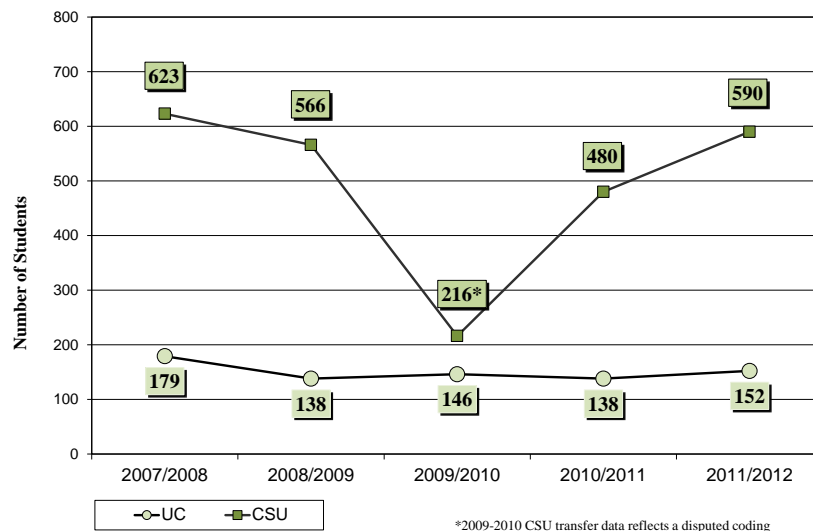
Fall-to-Fall Persistence for First Year Students					
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<b>Cohort Count</b>	2321	3227	3540	3517	3397
<b>Persistence to following Fall</b>	46%	42%	41%	46%	44%

Success and Retention Rates						
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
<b>Retained</b>	84%	84%	85%	87%	87%	87%
<b>Success</b>	62%	63%	64%	65%	66%	67%

**LAVC Degrees & Certificates Awarded  
2007/2008 – 2011/2012**



**LAVC Transfers to UC & CSU  
2007/2008 – 2011/2012**



**LAVC Transfers to In State Private & Out-of-State Four-Year**

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>In State Private</b>	245	219	279	306	242	280
<b>Out-of-State Four-Year</b>	126	96	118	135	136	169
<b>Total</b>	<b>371</b>	<b>315</b>	<b>397</b>	<b>441</b>	<b>378</b>	<b>449</b>

Source: Transfer data available from CCCCO:

<http://extranet.cccco.edu/Divisions/StudentServices/Transfer/TransferData.aspx>

Source: Compiled by the Office of Research & Planning. LAVC student demographic and performance data extracted from CEN\_RDB and DEC SIS databases. Fall Semester Student Profiles are available at: <http://www.lavc.edu/research/FB.html>

## Success and Retention Rates — Fall 2006 to Spring 2012

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Row Labels	Fall													
	2006		2007		2008		2009		2010		2011		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>F</b>	<b>31937</b>	<b>61%</b>	<b>31396</b>	<b>60%</b>	<b>36167</b>	<b>60%</b>	<b>38011</b>	<b>59%</b>	<b>39436</b>	<b>58%</b>	<b>36469</b>	<b>58%</b>	<b>35569</b>	<b>59.3%</b>
Retained	27844	87%	27461	87%	31421	87%	33984	89%	35265	89%	32660	90%	<b>31439</b>	<b>88.3%</b>
<b>M</b>	<b>20747</b>	<b>39%</b>	<b>21292</b>	<b>40%</b>	<b>23918</b>	<b>40%</b>	<b>26769</b>	<b>41%</b>	<b>28173</b>	<b>42%</b>	<b>26123</b>	<b>42%</b>	<b>24504</b>	<b>40.7%</b>
Retained	17472	84%	18189	85%	20513	86%	23607	88%	24854	88%	22886	88%	<b>21254</b>	<b>86.6%</b>
<b>Grand Total</b>	<b>52684</b>	<b>100%</b>	<b>52688</b>	<b>100%</b>	<b>60085</b>	<b>100%</b>	<b>64780</b>	<b>100%</b>	<b>67609</b>	<b>100%</b>	<b>62592</b>	<b>100%</b>	<b>60073</b>	<b>100.0%</b>

Source : DEC SIS data pulled on EXTRACTION DATE (11-7-12) and subject to changes thereafter.

Retention Definition: Student is retained in the course to end of term. A, B, C, D, F, CR, NC, W, I grade notations.

Retention Rate Formula: Number of students with A, B, C, D, F, CR, NC, I / Number of students with A, B, C, D, F, CR, NC, W, I.

Row Labels	Spring													
	2007		2008		2009		2010		2011		2012		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>F</b>	<b>30834</b>	<b>60%</b>	<b>33217</b>	<b>61%</b>	<b>36755</b>	<b>59%</b>	<b>36676</b>	<b>58%</b>	<b>36748</b>	<b>58%</b>	<b>35444</b>	<b>58%</b>	<b>34946</b>	<b>59.1%</b>
Retained	26610	86%	28962	87%	32692	89%	32733	89%	32869	89%	31856	90%	<b>30954</b>	<b>88.5%</b>
<b>M</b>	<b>20311</b>	<b>40%</b>	<b>21500</b>	<b>39%</b>	<b>25336</b>	<b>41%</b>	<b>26145</b>	<b>42%</b>	<b>26271</b>	<b>42%</b>	<b>25996</b>	<b>42%</b>	<b>24260</b>	<b>40.9%</b>
Retained	16839	83%	18459	86%	22070	87%	22943	88%	23064	88%	22763	88%	<b>21023</b>	<b>86.5%</b>
<b>Grand Total</b>	<b>51145</b>	<b>100%</b>	<b>54717</b>	<b>100%</b>	<b>62091</b>	<b>100%</b>	<b>62821</b>	<b>100%</b>	<b>63019</b>	<b>100%</b>	<b>61440</b>	<b>100%</b>	<b>59206</b>	<b>100.0%</b>

Source : DEC SIS data pulled on EXTRACTION DATE (11-7-12) and subject to changes thereafter.

Retention Definition: Student is retained in the course to end of term. A, B, C, D, F, CR, NC, W, I grade notations.

Retention Rate Formula: Number of students with A, B, C, D, F, CR, NC, I / Number of students with A, B, C, D, F, CR, NC, W, I.

Row Labels	Fall													
	2006		2007		2008		2009		2010		2011		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>American Indian/ Other Non-White</b>	<b>192</b>	<b>0%</b>	<b>200</b>	<b>0%</b>	<b>188</b>	<b>0%</b>	<b>178</b>	<b>0%</b>	<b>169</b>	<b>0%</b>	<b>91</b>	<b>0%</b>	<b>170</b>	<b>0.3%</b>
Retained	178	93%	169	85%	151	80%	147	83%	156	92%	83	91%	<b>147</b>	<b>87.3%</b>
<b>Asian/Pacific Islander</b>	<b>6882</b>	<b>15%</b>	<b>6407</b>	<b>14%</b>	<b>7233</b>	<b>14%</b>	<b>7384</b>	<b>13%</b>	<b>7404</b>	<b>12%</b>	<b>6535</b>	<b>12%</b>	<b>6974</b>	<b>13.1%</b>
Retained	6131	89%	5704	89%	6444	89%	6744	91%	6737	91%	5949	91%	<b>6285</b>	<b>90.1%</b>
<b>Black, African-American</b>	<b>3256</b>	<b>7%</b>	<b>3172</b>	<b>7%</b>	<b>3464</b>	<b>7%</b>	<b>3637</b>	<b>6%</b>	<b>3862</b>	<b>6%</b>	<b>3615</b>	<b>6%</b>	<b>3501</b>	<b>6.6%</b>
Retained	2751	84%	2700	85%	2905	84%	3127	86%	3339	86%	3097	86%	<b>2987</b>	<b>85.3%</b>
<b>Caucasian, White</b>	<b>17851</b>	<b>38%</b>	<b>17454</b>	<b>37%</b>	<b>18886</b>	<b>36%</b>	<b>20560</b>	<b>36%</b>	<b>22946</b>	<b>38%</b>	<b>22198</b>	<b>39%</b>	<b>19983</b>	<b>37.4%</b>
Retained	15695	88%	15442	88%	16586	88%	18543	90%	20878	91%	20120	91%	<b>17877</b>	<b>89.3%</b>
<b>Hispanic</b>	<b>18235</b>	<b>38%</b>	<b>18825</b>	<b>40%</b>	<b>21562</b>	<b>41%</b>	<b>22871</b>	<b>41%</b>	<b>23071</b>	<b>38%</b>	<b>21024</b>	<b>37%</b>	<b>20931</b>	<b>39.3%</b>
Retained	15254	84%	15947	85%	18246	85%	20025	88%	20013	87%	18285	87%	<b>17962</b>	<b>85.7%</b>
<b>Multiple Ethnicities</b>	<b>984</b>	<b>2%</b>	<b>1126</b>	<b>2%</b>	<b>1184</b>	<b>2%</b>	<b>1716</b>	<b>3%</b>	<b>2532</b>	<b>4%</b>	<b>3280</b>	<b>6%</b>	<b>1804</b>	<b>3.3%</b>
Retained	839	85%	935	83%	967	82%	1464	85%	2213	87%	2886	88%	<b>1551</b>	<b>85.1%</b>
<b>Grand Total</b>	<b>47400</b>	<b>100%</b>	<b>47184</b>	<b>100%</b>	<b>52517</b>	<b>100%</b>	<b>56346</b>	<b>100%</b>	<b>59984</b>	<b>100%</b>	<b>56743</b>	<b>100%</b>	<b>53362</b>	<b>100.0%</b>

Source : DEC SIS data pulled on EXTRACTION DATE (11-7-12) and subject to changes thereafter.

Retention Definition: Student is retained in the course to end of term. A, B, C, D, F, CR, NC, W, I grade notations.

Retention Rate Formula: Number of students with A, B, C, D, F, CR, NC, I / Number of students with A, B, C, D, F, CR, NC, W, I.

Row Labels	Spring													
	2007		2008		2009		2010		2011		2012		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>American Indian/ Other Non-White</b>	<b>152</b>	<b>0%</b>	<b>148</b>	<b>0%</b>	<b>181</b>	<b>0%</b>	<b>140</b>	<b>0%</b>	<b>146</b>	<b>0%</b>	<b>136</b>	<b>0%</b>	<b>151</b>	<b>0.3%</b>
Retained	136	89%	127	86%	144	80%	122	87%	131	90%	125	92%	<b>131</b>	<b>87.3%</b>
<b>Asian/Pacific Islander</b>	<b>6617</b>	<b>14%</b>	<b>6638</b>	<b>14%</b>	<b>7336</b>	<b>14%</b>	<b>7063</b>	<b>13%</b>	<b>6449</b>	<b>11%</b>	<b>6138</b>	<b>11%</b>	<b>6707</b>	<b>12.8%</b>
Retained	5793	88%	5940	89%	6555	89%	6418	91%	5813	90%	5488	89%	<b>6001</b>	<b>89.5%</b>
<b>Black, African-American</b>	<b>3077</b>	<b>7%</b>	<b>3314</b>	<b>7%</b>	<b>3552</b>	<b>7%</b>	<b>3584</b>	<b>7%</b>	<b>3662</b>	<b>6%</b>	<b>3729</b>	<b>7%</b>	<b>3486</b>	<b>6.6%</b>
Retained	2543	83%	2705	82%	3066	86%	3115	87%	3123	85%	3201	86%	<b>2959</b>	<b>84.8%</b>
<b>Caucasian, White</b>	<b>17446</b>	<b>38%</b>	<b>17647</b>	<b>36%</b>	<b>19587</b>	<b>36%</b>	<b>21035</b>	<b>38%</b>	<b>22410</b>	<b>40%</b>	<b>22037</b>	<b>39%</b>	<b>20027</b>	<b>38.0%</b>
Retained	15283	88%	15721	89%	17693	90%	18953	90%	20402	91%	20067	91%	<b>18020</b>	<b>89.9%</b>
<b>Hispanic</b>	<b>17521</b>	<b>38%</b>	<b>19737</b>	<b>41%</b>	<b>22243</b>	<b>41%</b>	<b>21219</b>	<b>39%</b>	<b>21061</b>	<b>37%</b>	<b>20334</b>	<b>36%</b>	<b>20353</b>	<b>38.8%</b>
Retained	14375	82%	16641	84%	19217	86%	18438	87%	18320	87%	17740	87%	<b>17455</b>	<b>85.6%</b>
<b>Multiple Ethnicities</b>	<b>1055</b>	<b>2%</b>	<b>1067</b>	<b>2%</b>	<b>1050</b>	<b>2%</b>	<b>1636</b>	<b>3%</b>	<b>2741</b>	<b>5%</b>	<b>3564</b>	<b>6%</b>	<b>1852</b>	<b>3.4%</b>
Retained	888	84%	912	85%	882	84%	1417	87%	2366	86%	3116	87%	<b>1597</b>	<b>85.7%</b>
<b>Grand Total</b>	<b>45868</b>	<b>100%</b>	<b>48551</b>	<b>100%</b>	<b>53949</b>	<b>100%</b>	<b>54677</b>	<b>100%</b>	<b>56469</b>	<b>100%</b>	<b>55938</b>	<b>100%</b>	<b>52575</b>	<b>100.0%</b>

Source : DEC SIS data pulled on EXTRACTION DATE (11-7-12) and subject to changes thereafter.

Retention Definition: Student is retained in the course to end of term. A, B, C, D, F, CR, NC, W, I grade notations.

Retention Rate Formula: Number of students with A, B, C, D, F, CR, NC, I / Number of students with A, B, C, D, F, CR, NC, W, I.

Row Labels	Fall													
	2006		2007		2008		2009		2010		2011		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Armenian</b>	<b>6497</b>	<b>12%</b>	<b>6181</b>	<b>12%</b>	<b>6602</b>	<b>11%</b>	<b>7607</b>	<b>12%</b>	<b>8927</b>	<b>13%</b>	<b>9351</b>	<b>15%</b>	<b>7528</b>	<b>12.5%</b>
Retained	5864	90%	5578	90%	5895	89%	6996	92%	8321	93%	8617	92%	<b>6879</b>	<b>91.2%</b>
<b>Chinese</b>	<b>117</b>	<b>0%</b>	<b>124</b>	<b>0%</b>	<b>202</b>	<b>0%</b>	<b>175</b>	<b>0%</b>	<b>147</b>	<b>0%</b>	<b>183</b>	<b>0%</b>	<b>158</b>	<b>0.3%</b>
Retained	107	91%	109	88%	191	95%	170	97%	139	95%	182	99%	<b>150</b>	<b>94.2%</b>
<b>English</b>	<b>32855</b>	<b>62%</b>	<b>33799</b>	<b>64%</b>	<b>39514</b>	<b>66%</b>	<b>42881</b>	<b>66%</b>	<b>44382</b>	<b>66%</b>	<b>40776</b>	<b>65%</b>	<b>39035</b>	<b>64.9%</b>
Retained	27754	84%	28769	85%	33633	85%	37652	88%	38842	88%	35740	88%	<b>33732</b>	<b>86.3%</b>
<b>Farsi</b>	<b>498</b>	<b>1%</b>	<b>518</b>	<b>1%</b>	<b>512</b>	<b>1%</b>	<b>595</b>	<b>1%</b>	<b>841</b>	<b>1%</b>	<b>649</b>	<b>1%</b>	<b>602</b>	<b>1.0%</b>
Retained	411	83%	473	91%	460	90%	553	93%	781	93%	567	87%	<b>541</b>	<b>89.5%</b>
<b>Filipino</b>	<b>1082</b>	<b>2%</b>	<b>956</b>	<b>2%</b>	<b>967</b>	<b>2%</b>	<b>1010</b>	<b>2%</b>	<b>987</b>	<b>1%</b>	<b>807</b>	<b>1%</b>	<b>968</b>	<b>1.6%</b>
Retained	1013	94%	903	94%	891	92%	924	91%	922	93%	735	91%	<b>898</b>	<b>92.7%</b>
<b>Japanese</b>	<b>160</b>	<b>0%</b>	<b>128</b>	<b>0%</b>	<b>157</b>	<b>0%</b>	<b>117</b>	<b>0%</b>	<b>97</b>	<b>0%</b>	<b>76</b>	<b>0%</b>	<b>123</b>	<b>0.2%</b>
Retained	154	96%	119	93%	156	99%	109	93%	87	90%	75	99%	<b>117</b>	<b>95.0%</b>
<b>Korean</b>	<b>367</b>	<b>1%</b>	<b>259</b>	<b>0%</b>	<b>336</b>	<b>1%</b>	<b>297</b>	<b>0%</b>	<b>355</b>	<b>1%</b>	<b>306</b>	<b>0%</b>	<b>320</b>	<b>0.5%</b>
Retained	315	86%	221	85%	282	84%	272	92%	337	95%	275	90%	<b>284</b>	<b>88.6%</b>
<b>Other</b>	<b>2205</b>	<b>4%</b>	<b>1923</b>	<b>4%</b>	<b>2259</b>	<b>4%</b>	<b>2506</b>	<b>4%</b>	<b>2328</b>	<b>3%</b>	<b>2038</b>	<b>3%</b>	<b>2210</b>	<b>3.7%</b>
Retained	2015	91%	1740	90%	2054	91%	2341	93%	2135	92%	1845	91%	<b>2022</b>	<b>91.4%</b>
<b>Russian</b>	<b>1779</b>	<b>3%</b>	<b>1851</b>	<b>4%</b>	<b>1721</b>	<b>3%</b>	<b>1790</b>	<b>3%</b>	<b>2327</b>	<b>3%</b>	<b>2264</b>	<b>4%</b>	<b>1955</b>	<b>3.3%</b>
Retained	1575	89%	1699	92%	1554	90%	1648	92%	2172	93%	2131	94%	<b>1797</b>	<b>91.7%</b>
<b>Spanish</b>	<b>6483</b>	<b>12%</b>	<b>6588</b>	<b>13%</b>	<b>7353</b>	<b>12%</b>	<b>7433</b>	<b>11%</b>	<b>6867</b>	<b>10%</b>	<b>5888</b>	<b>9%</b>	<b>6769</b>	<b>11.3%</b>
Retained	5548	86%	5710	87%	6399	87%	6581	89%	6071	88%	5144	87%	<b>5909</b>	<b>87.3%</b>
<b>Unknown</b>	<b>451</b>	<b>1%</b>	<b>204</b>	<b>0%</b>	<b>178</b>	<b>0%</b>	<b>138</b>	<b>0%</b>	<b>146</b>	<b>0%</b>	<b>101</b>	<b>0%</b>	<b>203</b>	<b>0.4%</b>
Retained	383	85%	182	89%	162	91%	128	93%	134	92%	87	86%	<b>179</b>	<b>89.3%</b>
<b>Vietnamese</b>	<b>190</b>	<b>0%</b>	<b>157</b>	<b>0%</b>	<b>284</b>	<b>0%</b>	<b>231</b>	<b>0%</b>	<b>205</b>	<b>0%</b>	<b>153</b>	<b>0%</b>	<b>203</b>	<b>0.3%</b>
Retained	177	93%	147	94%	257	90%	217	94%	178	87%	148	97%	<b>187</b>	<b>92.5%</b>
<b>Grand Total</b>	<b>52684</b>	<b>100%</b>	<b>52688</b>	<b>100%</b>	<b>60085</b>	<b>100%</b>	<b>64780</b>	<b>100%</b>	<b>67609</b>	<b>100%</b>	<b>62592</b>	<b>100%</b>	<b>60073</b>	<b>100.0%</b>

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Row Labels	Spring													
	2007		2008		2009		2010		2011		2012		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Armenian</b>	<b>6174</b>	<b>12%</b>	<b>6255</b>	<b>11%</b>	<b>7163</b>	<b>12%</b>	<b>8014</b>	<b>13%</b>	<b>9646</b>	<b>15%</b>	<b>9290</b>	<b>15%</b>	<b>7757</b>	<b>13.0%</b>
Retained	5453	88%	5725	92%	6570	92%	7342	92%	8828	92%	8662	93%	<b>7097</b>	<b>91.3%</b>
<b>Chinese</b>	<b>122</b>	<b>0%</b>	<b>194</b>	<b>0%</b>	<b>217</b>	<b>0%</b>	<b>218</b>	<b>0%</b>	<b>173</b>	<b>0%</b>	<b>230</b>	<b>0%</b>	<b>192</b>	<b>0.3%</b>
Retained	104	85%	177	91%	198	91%	208	95%	167	97%	218	95%	<b>179</b>	<b>92.4%</b>
<b>English</b>	<b>31950</b>	<b>62%</b>	<b>34908</b>	<b>64%</b>	<b>40250</b>	<b>65%</b>	<b>40860</b>	<b>65%</b>	<b>40111</b>	<b>64%</b>	<b>39782</b>	<b>65%</b>	<b>37977</b>	<b>64.1%</b>
Retained	26669	83%	29661	85%	34942	87%	35698	87%	35060	87%	34824	88%	<b>32809</b>	<b>86.3%</b>
<b>Farsi</b>	<b>570</b>	<b>1%</b>	<b>547</b>	<b>1%</b>	<b>521</b>	<b>1%</b>	<b>692</b>	<b>1%</b>	<b>698</b>	<b>1%</b>	<b>799</b>	<b>1%</b>	<b>638</b>	<b>1.1%</b>
Retained	497	87%	456	83%	475	91%	629	91%	654	94%	709	89%	<b>570</b>	<b>89.2%</b>
<b>Filipino</b>	<b>979</b>	<b>2%</b>	<b>982</b>	<b>2%</b>	<b>877</b>	<b>1%</b>	<b>821</b>	<b>1%</b>	<b>763</b>	<b>1%</b>	<b>742</b>	<b>1%</b>	<b>861</b>	<b>1.5%</b>
Retained	875	89%	905	92%	821	94%	761	93%	729	96%	663	89%	<b>792</b>	<b>92.1%</b>
<b>Japanese</b>	<b>142</b>	<b>0%</b>	<b>188</b>	<b>0%</b>	<b>152</b>	<b>0%</b>	<b>97</b>	<b>0%</b>	<b>86</b>	<b>0%</b>	<b>76</b>	<b>0%</b>	<b>124</b>	<b>0.2%</b>
Retained	138	97%	168	89%	144	95%	95	98%	85	99%	69	91%	<b>117</b>	<b>94.8%</b>
<b>Korean</b>	<b>396</b>	<b>1%</b>	<b>263</b>	<b>0%</b>	<b>303</b>	<b>0%</b>	<b>330</b>	<b>1%</b>	<b>286</b>	<b>0%</b>	<b>255</b>	<b>0%</b>	<b>306</b>	<b>0.5%</b>
Retained	344	87%	217	83%	276	91%	315	95%	269	94%	238	93%	<b>277</b>	<b>90.6%</b>
<b>Other</b>	<b>2223</b>	<b>4%</b>	<b>2202</b>	<b>4%</b>	<b>2367</b>	<b>4%</b>	<b>2556</b>	<b>4%</b>	<b>2144</b>	<b>3%</b>	<b>2263</b>	<b>4%</b>	<b>2293</b>	<b>3.9%</b>
Retained	1968	89%	2030	92%	2180	92%	2330	91%	1921	90%	2071	92%	<b>2083</b>	<b>90.8%</b>
<b>Russian</b>	<b>1877</b>	<b>4%</b>	<b>1806</b>	<b>3%</b>	<b>2078</b>	<b>3%</b>	<b>2152</b>	<b>3%</b>	<b>2329</b>	<b>4%</b>	<b>2261</b>	<b>4%</b>	<b>2084</b>	<b>3.5%</b>
Retained	1670	89%	1682	93%	1944	94%	1983	92%	2202	95%	2083	92%	<b>1927</b>	<b>92.4%</b>
<b>Spanish</b>	<b>6280</b>	<b>12%</b>	<b>6988</b>	<b>13%</b>	<b>7673</b>	<b>12%</b>	<b>6728</b>	<b>11%</b>	<b>6428</b>	<b>10%</b>	<b>5487</b>	<b>9%</b>	<b>6597</b>	<b>11.2%</b>
Retained	5355	85%	6060	87%	6762	88%	6012	89%	5696	89%	4853	88%	<b>5790</b>	<b>87.8%</b>
<b>Unknown</b>	<b>244</b>	<b>0%</b>	<b>183</b>	<b>0%</b>	<b>169</b>	<b>0%</b>	<b>121</b>	<b>0%</b>	<b>123</b>	<b>0%</b>	<b>84</b>	<b>0%</b>	<b>154</b>	<b>0.3%</b>
Retained	197	81%	154	84%	148	88%	105	87%	112	91%	70	83%	<b>131</b>	<b>85.6%</b>
<b>Vietnamese</b>	<b>188</b>	<b>0%</b>	<b>201</b>	<b>0%</b>	<b>321</b>	<b>1%</b>	<b>232</b>	<b>0%</b>	<b>232</b>	<b>0%</b>	<b>171</b>	<b>0%</b>	<b>224</b>	<b>0.4%</b>
Retained	179	95%	186	93%	302	94%	198	85%	210	91%	159	93%	<b>206</b>	<b>91.8%</b>
<b>Grand Total</b>	<b>51145</b>	<b>100%</b>	<b>54717</b>	<b>100%</b>	<b>62091</b>	<b>100%</b>	<b>62821</b>	<b>100%</b>	<b>63019</b>	<b>100%</b>	<b>61440</b>	<b>100%</b>	<b>59206</b>	<b>100.0%</b>

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Row Labels	Fall													
	2006		2007		2008		2009		2010		2011		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Distance</b>	<b>821</b>	<b>2%</b>	<b>1402</b>	<b>3%</b>	<b>2356</b>	<b>4%</b>	<b>3508</b>	<b>5%</b>	<b>4585</b>	<b>7%</b>	<b>4973</b>	<b>8%</b>	<b>2941</b>	<b>4.7%</b>
Retained	669	81%	1170	83%	1865	79%	2942	84%	3763	82%	4158	84%	<b>2428</b>	<b>82.3%</b>
<b>Non-Distance</b>	<b>51863</b>	<b>98%</b>	<b>51286</b>	<b>97%</b>	<b>57729</b>	<b>96%</b>	<b>61272</b>	<b>95%</b>	<b>63024</b>	<b>93%</b>	<b>57619</b>	<b>92%</b>	<b>57132</b>	<b>95.3%</b>
Retained	44647	86%	44480	87%	50069	87%	54649	89%	56356	89%	51388	89%	<b>50265</b>	<b>87.9%</b>
<b>Grand Total</b>	<b>52684</b>	<b>100%</b>	<b>52688</b>	<b>100%</b>	<b>60085</b>	<b>100%</b>	<b>64780</b>	<b>100%</b>	<b>67609</b>	<b>100%</b>	<b>62592</b>	<b>100%</b>	<b>60073</b>	<b>100.0%</b>

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Row Labels	Spring													
	2007		2008		2009		2010		2011		2012		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Distance</b>	<b>1213</b>	<b>2%</b>	<b>1793</b>	<b>3%</b>	<b>3051</b>	<b>5%</b>	<b>3695</b>	<b>6%</b>	<b>4829</b>	<b>8%</b>	<b>5145</b>	<b>8%</b>	<b>3288</b>	<b>5.4%</b>
Retained	977	81%	1433	80%	2538	83%	3073	83%	3960	82%	4269	83%	<b>2708</b>	<b>82.0%</b>
<b>Non-Distance</b>	<b>49932</b>	<b>98%</b>	<b>52924</b>	<b>97%</b>	<b>59040</b>	<b>95%</b>	<b>59126</b>	<b>94%</b>	<b>58190</b>	<b>92%</b>	<b>56295</b>	<b>92%</b>	<b>55918</b>	<b>94.6%</b>
Retained	42472	85%	45988	87%	52224	88%	52603	89%	51973	89%	50350	89%	<b>49268</b>	<b>88.0%</b>
<b>Grand Total</b>	<b>51145</b>	<b>100%</b>	<b>54717</b>	<b>100%</b>	<b>62091</b>	<b>100%</b>	<b>62821</b>	<b>100%</b>	<b>63019</b>	<b>100%</b>	<b>61440</b>	<b>100%</b>	<b>59206</b>	<b>100.0%</b>

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Row Labels	Fall													
	2006		2007		2008		2009		2010		2011		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>20-24</b>	<b>15815</b>	<b>30%</b>	<b>16270</b>	<b>31%</b>	<b>18922</b>	<b>31%</b>	<b>20268</b>	<b>31%</b>	<b>21340</b>	<b>32%</b>	<b>20952</b>	<b>33%</b>	<b>18928</b>	<b>31.5%</b>
Retained	13056	83%	13588	84%	15849	84%	17584	87%	18462	87%	18107	86%	<b>16108</b>	<b>84.9%</b>
<b>25-34</b>	<b>11456</b>	<b>22%</b>	<b>11189</b>	<b>21%</b>	<b>12851</b>	<b>21%</b>	<b>13600</b>	<b>21%</b>	<b>14930</b>	<b>22%</b>	<b>13617</b>	<b>22%</b>	<b>12941</b>	<b>21.5%</b>
Retained	10053	88%	9712	87%	11168	87%	12023	88%	13145	88%	12065	89%	<b>11361</b>	<b>87.8%</b>
<b>35-54</b>	<b>9260</b>	<b>18%</b>	<b>8519</b>	<b>16%</b>	<b>9778</b>	<b>16%</b>	<b>10598</b>	<b>16%</b>	<b>11116</b>	<b>16%</b>	<b>10556</b>	<b>17%</b>	<b>9971</b>	<b>16.6%</b>
Retained	8326	90%	7753	91%	8775	90%	9673	91%	10288	93%	9559	91%	<b>9062</b>	<b>90.8%</b>
<b>55 and over</b>	<b>1567</b>	<b>3%</b>	<b>1749</b>	<b>3%</b>	<b>1885</b>	<b>3%</b>	<b>2322</b>	<b>4%</b>	<b>2957</b>	<b>4%</b>	<b>2822</b>	<b>5%</b>	<b>2217</b>	<b>3.6%</b>
Retained	1416	90%	1583	91%	1703	90%	2116	91%	2733	92%	2664	94%	<b>2036</b>	<b>91.5%</b>
<b>Under 20</b>	<b>14586</b>	<b>28%</b>	<b>14961</b>	<b>28%</b>	<b>16649</b>	<b>28%</b>	<b>17992</b>	<b>28%</b>	<b>17266</b>	<b>26%</b>	<b>14645</b>	<b>23%</b>	<b>16017</b>	<b>26.7%</b>
Retained	12465	85%	13014	87%	14439	87%	16195	90%	15491	90%	13151	90%	<b>14126</b>	<b>88.1%</b>
<b>Grand Total</b>	<b>52684</b>	<b>100%</b>	<b>52688</b>	<b>100%</b>	<b>60085</b>	<b>100%</b>	<b>64780</b>	<b>100%</b>	<b>67609</b>	<b>100%</b>	<b>62592</b>	<b>100%</b>	<b>60073</b>	<b>100.0%</b>

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Row Labels	Spring													
	2007		2008		2009		2010		2011		2012		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>20-24</b>	<b>14939</b>	<b>29%</b>	<b>16082</b>	<b>29%</b>	<b>18019</b>	<b>29%</b>	<b>18228</b>	<b>29%</b>	<b>18574</b>	<b>29%</b>	<b>19145</b>	<b>31%</b>	<b>17498</b>	<b>29.5%</b>
Retained	12298	82%	13658	85%	15445	86%	15802	87%	16128	87%	16609	87%	<b>14990</b>	<b>85.5%</b>
<b>25-34</b>	<b>10435</b>	<b>20%</b>	<b>11219</b>	<b>21%</b>	<b>13267</b>	<b>21%</b>	<b>13174</b>	<b>21%</b>	<b>13010</b>	<b>21%</b>	<b>12873</b>	<b>21%</b>	<b>12330</b>	<b>20.8%</b>
Retained	9042	87%	9720	87%	11774	89%	11676	89%	11518	89%	11379	88%	<b>10852</b>	<b>87.9%</b>
<b>35-54</b>	<b>9026</b>	<b>18%</b>	<b>9204</b>	<b>17%</b>	<b>10773</b>	<b>17%</b>	<b>10545</b>	<b>17%</b>	<b>11107</b>	<b>18%</b>	<b>10309</b>	<b>17%</b>	<b>10161</b>	<b>17.2%</b>
Retained	8092	90%	8395	91%	9833	91%	9676	92%	10134	91%	9453	92%	<b>9264</b>	<b>91.1%</b>
<b>55 and over</b>	<b>1690</b>	<b>3%</b>	<b>1924</b>	<b>4%</b>	<b>2163</b>	<b>3%</b>	<b>2532</b>	<b>4%</b>	<b>2930</b>	<b>5%</b>	<b>3197</b>	<b>5%</b>	<b>2406</b>	<b>4.0%</b>
Retained	1524	90%	1740	90%	2006	93%	2367	93%	2686	92%	2983	93%	<b>2218</b>	<b>92.0%</b>
<b>Under 20</b>	<b>15055</b>	<b>29%</b>	<b>16288</b>	<b>30%</b>	<b>17869</b>	<b>29%</b>	<b>18342</b>	<b>29%</b>	<b>17398</b>	<b>28%</b>	<b>15916</b>	<b>26%</b>	<b>16811</b>	<b>28.4%</b>
Retained	12493	83%	13908	85%	15704	88%	16155	88%	15467	89%	14195	89%	<b>14654</b>	<b>87.1%</b>
<b>Grand Total</b>	<b>51145</b>	<b>100%</b>	<b>54717</b>	<b>100%</b>	<b>62091</b>	<b>100%</b>	<b>62821</b>	<b>100%</b>	<b>63019</b>	<b>100%</b>	<b>61440</b>	<b>100%</b>	<b>59206</b>	<b>100.0%</b>

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Retention Rate Formula: Number of students with A, B, C, D, F, CR, NC, I / Number of students with A, B, C, D, F, CR, NC, W, I.

Row Labels	Fall													
	2006		2007		2008		2009		2010		2011		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>American Indian/ Other</b>														
<b>Non-White</b>	192	0%	200	0%	188	0%	178	0%	169	0%	91	0%	170	0.3%
<b>F</b>	98	51%	70	35%	107	57%	95	53%	84	50%	37	41%	82	47.8%
Retained	94	96%	56	80%	91	85%	77	81%	76	90%	35	95%	72	87.8%
<b>M</b>	94	49%	130	65%	81	43%	83	47%	85	50%	54	59%	88	52.2%
Retained	84	89%	113	87%	60	74%	70	84%	80	94%	48	89%	76	86.3%
<b>Asian/Pacific Islander</b>	6882	15%	6407	14%	7233	14%	7384	13%	7404	12%	6535	12%	6974	13.1%
<b>F</b>	4035	59%	3726	58%	4189	58%	4497	61%	4325	58%	3682	56%	4076	58.4%
Retained	3639	90%	3330	89%	3793	91%	4193	93%	3958	92%	3380	92%	3716	91.1%
<b>M</b>	2847	41%	2681	42%	3044	42%	2887	39%	3079	42%	2853	44%	2899	41.6%
Retained	2492	88%	2374	89%	2651	87%	2551	88%	2779	90%	2569	90%	2569	88.6%
<b>Black, African-American</b>	3256	7%	3172	7%	3464	7%	3637	6%	3862	6%	3615	6%	3501	6.6%
<b>F</b>	1715	53%	1629	51%	1969	57%	1989	55%	2162	56%	2004	55%	1911	54.5%
Retained	1481	86%	1396	86%	1686	86%	1715	86%	1874	87%	1719	86%	1645	86.1%
<b>M</b>	1541	47%	1543	49%	1495	43%	1648	45%	1700	44%	1611	45%	1590	45.5%
Retained	1270	82%	1304	85%	1219	82%	1412	86%	1465	86%	1378	86%	1341	84.3%
<b>Caucasian, White</b>	17851	38%	17454	37%	18886	36%	20560	36%	22946	38%	22198	39%	19983	37.4%
<b>F</b>	11180	63%	10784	62%	11703	62%	12486	61%	13776	60%	13435	61%	12227	61.3%
Retained	9967	89%	9674	90%	10303	88%	11332	91%	12601	91%	12328	92%	11034	90.1%
<b>M</b>	6671	37%	6670	38%	7183	38%	8074	39%	9170	40%	8763	39%	7755	38.7%
Retained	5728	86%	5768	86%	6283	87%	7211	89%	8277	90%	7792	89%	6843	88.1%
<b>Hispanic</b>	18235	38%	18825	40%	21562	41%	22871	41%	23071	38%	21024	37%	20931	39.3%
<b>F</b>	10939	60%	11080	59%	13034	60%	13115	57%	13338	58%	11979	57%	12248	58.6%
Retained	9278	85%	9464	85%	11081	85%	11526	88%	11623	87%	10453	87%	10571	86.3%
<b>M</b>	7296	40%	7745	41%	8528	40%	9756	43%	9733	42%	9045	43%	8684	41.4%
Retained	5976	82%	6483	84%	7165	84%	8499	87%	8390	86%	7832	87%	7391	84.9%
<b>Multiple Ethnicities</b>	984	2%	1126	2%	1184	2%	1716	3%	2532	4%	3280	6%	1804	3.3%
<b>F</b>	635	65%	728	65%	831	70%	1030	60%	1383	55%	1858	57%	1078	61.8%
Retained	547	86%	596	82%	674	81%	856	83%	1194	86%	1673	90%	923	84.8%
<b>M</b>	349	35%	398	35%	353	30%	686	40%	1149	45%	1422	43%	726	38.2%
Retained	292	84%	339	85%	293	83%	608	89%	1019	89%	1213	85%	627	85.7%
<b>Grand Total</b>	47400	100%	47184	100%	52517	100%	56346	100%	59984	100%	56743	100%	53362	100.0%

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Retention Rate Formula: Number of students with A, B, C, D, F, CR, NC, I / Number of students with A, B, C, D, F, CR, NC, W, I.

Row Labels	Spring													
	2007		2008		2009		2010		2011		2012		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>American Indian/ Other</b>														
<b>Non-White</b>	<b>152</b>	<b>0%</b>	<b>148</b>	<b>0%</b>	<b>181</b>	<b>0%</b>	<b>140</b>	<b>0%</b>	<b>146</b>	<b>0%</b>	<b>136</b>	<b>0%</b>	<b>151</b>	<b>0.3%</b>
<b>F</b>	<b>52</b>	<b>34%</b>	<b>62</b>	<b>42%</b>	<b>88</b>	<b>49%</b>	<b>79</b>	<b>56%</b>	<b>70</b>	<b>48%</b>	<b>47</b>	<b>35%</b>	<b>66</b>	<b>43.9%</b>
Retained	46	88%	49	79%	64	73%	69	87%	64	91%	43	91%	56	85.1%
<b>M</b>	<b>100</b>	<b>66%</b>	<b>86</b>	<b>58%</b>	<b>93</b>	<b>51%</b>	<b>61</b>	<b>44%</b>	<b>76</b>	<b>52%</b>	<b>89</b>	<b>65%</b>	<b>84</b>	<b>56.1%</b>
Retained	90	90%	78	91%	80	86%	53	87%	67	88%	82	92%	75	89.0%
<b>Asian/Pacific Islander</b>	<b>6617</b>	<b>14%</b>	<b>6638</b>	<b>14%</b>	<b>7336</b>	<b>14%</b>	<b>7063</b>	<b>13%</b>	<b>6449</b>	<b>11%</b>	<b>6138</b>	<b>11%</b>	<b>6707</b>	<b>12.8%</b>
<b>F</b>	<b>3983</b>	<b>60%</b>	<b>3844</b>	<b>58%</b>	<b>4206</b>	<b>57%</b>	<b>4283</b>	<b>61%</b>	<b>3806</b>	<b>59%</b>	<b>3482</b>	<b>57%</b>	<b>3934</b>	<b>58.6%</b>
Retained	3547	89%	3459	90%	3818	91%	3954	92%	3482	91%	3180	91%	3573	90.8%
<b>M</b>	<b>2634</b>	<b>40%</b>	<b>2794</b>	<b>42%</b>	<b>3130</b>	<b>43%</b>	<b>2780</b>	<b>39%</b>	<b>2643</b>	<b>41%</b>	<b>2656</b>	<b>43%</b>	<b>2773</b>	<b>41.4%</b>
Retained	2246	85%	2481	89%	2737	87%	2464	89%	2331	88%	2308	87%	2428	87.5%
<b>Black, African-American</b>	<b>3077</b>	<b>7%</b>	<b>3314</b>	<b>7%</b>	<b>3552</b>	<b>7%</b>	<b>3584</b>	<b>7%</b>	<b>3662</b>	<b>6%</b>	<b>3729</b>	<b>7%</b>	<b>3486</b>	<b>6.6%</b>
<b>F</b>	<b>1606</b>	<b>52%</b>	<b>1884</b>	<b>57%</b>	<b>2061</b>	<b>58%</b>	<b>2003</b>	<b>56%</b>	<b>2039</b>	<b>56%</b>	<b>1949</b>	<b>52%</b>	<b>1924</b>	<b>55.2%</b>
Retained	1350	84%	1546	82%	1793	87%	1732	86%	1716	84%	1651	85%	1631	84.7%
<b>M</b>	<b>1471</b>	<b>48%</b>	<b>1430</b>	<b>43%</b>	<b>1491</b>	<b>42%</b>	<b>1581</b>	<b>44%</b>	<b>1623</b>	<b>44%</b>	<b>1780</b>	<b>48%</b>	<b>1563</b>	<b>44.8%</b>
Retained	1193	81%	1159	81%	1273	85%	1383	87%	1407	87%	1550	87%	1328	84.8%
<b>Caucasian, White</b>	<b>17446</b>	<b>38%</b>	<b>17647</b>	<b>36%</b>	<b>19587</b>	<b>36%</b>	<b>21035</b>	<b>38%</b>	<b>22410</b>	<b>40%</b>	<b>22037</b>	<b>39%</b>	<b>20027</b>	<b>38.0%</b>
<b>F</b>	<b>10899</b>	<b>62%</b>	<b>10863</b>	<b>62%</b>	<b>11986</b>	<b>61%</b>	<b>12913</b>	<b>61%</b>	<b>13562</b>	<b>61%</b>	<b>13360</b>	<b>61%</b>	<b>12264</b>	<b>61.3%</b>
Retained	9673	89%	9740	90%	10873	91%	11739	91%	12470	92%	12299	92%	11132	90.7%
<b>M</b>	<b>6547</b>	<b>38%</b>	<b>6784</b>	<b>38%</b>	<b>7601</b>	<b>39%</b>	<b>8122</b>	<b>39%</b>	<b>8848</b>	<b>39%</b>	<b>8677</b>	<b>39%</b>	<b>7763</b>	<b>38.7%</b>
Retained	5610	86%	5981	88%	6820	90%	7214	89%	7932	90%	7768	90%	6888	88.6%
<b>Hispanic</b>	<b>17521</b>	<b>38%</b>	<b>19737</b>	<b>41%</b>	<b>22243</b>	<b>41%</b>	<b>21219</b>	<b>39%</b>	<b>21061</b>	<b>37%</b>	<b>20334</b>	<b>36%</b>	<b>20353</b>	<b>38.8%</b>
<b>F</b>	<b>10384</b>	<b>59%</b>	<b>11963</b>	<b>61%</b>	<b>12985</b>	<b>58%</b>	<b>11884</b>	<b>56%</b>	<b>11864</b>	<b>56%</b>	<b>11289</b>	<b>56%</b>	<b>11728</b>	<b>57.7%</b>
Retained	8668	83%	10146	85%	11355	87%	10365	87%	10384	88%	9927	88%	10141	86.4%
<b>M</b>	<b>7137</b>	<b>41%</b>	<b>7774</b>	<b>39%</b>	<b>9258</b>	<b>42%</b>	<b>9335</b>	<b>44%</b>	<b>9197</b>	<b>44%</b>	<b>9045</b>	<b>44%</b>	<b>8624</b>	<b>42.3%</b>
Retained	5707	80%	6495	84%	7862	85%	8073	86%	7936	86%	7813	86%	7314	84.6%
<b>Multiple Ethnicities</b>	<b>1055</b>	<b>2%</b>	<b>1067</b>	<b>2%</b>	<b>1050</b>	<b>2%</b>	<b>1636</b>	<b>3%</b>	<b>2741</b>	<b>5%</b>	<b>3564</b>	<b>6%</b>	<b>1852</b>	<b>3.4%</b>
<b>F</b>	<b>655</b>	<b>62%</b>	<b>682</b>	<b>64%</b>	<b>723</b>	<b>69%</b>	<b>924</b>	<b>56%</b>	<b>1464</b>	<b>53%</b>	<b>2114</b>	<b>59%</b>	<b>1094</b>	<b>60.7%</b>
Retained	544	83%	576	84%	599	83%	790	85%	1268	87%	1877	89%	942	85.2%
<b>M</b>	<b>400</b>	<b>38%</b>	<b>385</b>	<b>36%</b>	<b>327</b>	<b>31%</b>	<b>712</b>	<b>44%</b>	<b>1277</b>	<b>47%</b>	<b>1450</b>	<b>41%</b>	<b>759</b>	<b>39.3%</b>
Retained	344	86%	336	87%	283	87%	627	88%	1098	86%	1239	85%	655	86.6%
<b>Grand Total</b>	<b>45868</b>	<b>100%</b>	<b>48551</b>	<b>100%</b>	<b>53949</b>	<b>100%</b>	<b>54677</b>	<b>100%</b>	<b>56469</b>	<b>100%</b>	<b>55938</b>	<b>100%</b>	<b>52575</b>	<b>100.0%</b>

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Row Labels	Fall													
	2006		2007		2008		2009		2010		2011		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>F</b>	<b>31937</b>	<b>61%</b>	<b>31396</b>	<b>60%</b>	<b>36167</b>	<b>60%</b>	<b>38011</b>	<b>59%</b>	<b>39436</b>	<b>58%</b>	<b>36469</b>	<b>58%</b>	<b>35569</b>	<b>59.3%</b>
Success	22259	70%	22011	70%	25231	70%	27160	71%	28770	73%	26905	74%	<b>25389</b>	<b>71.3%</b>
<b>M</b>	<b>20747</b>	<b>39%</b>	<b>21292</b>	<b>40%</b>	<b>23918</b>	<b>40%</b>	<b>26769</b>	<b>41%</b>	<b>28173</b>	<b>42%</b>	<b>26123</b>	<b>42%</b>	<b>24504</b>	<b>40.7%</b>
Success	13030	63%	13628	64%	15738	66%	18004	67%	19141	68%	17850	68%	<b>16232</b>	<b>66.0%</b>
<b>Grand Total</b>	<b>52684</b>	<b>100%</b>	<b>52688</b>	<b>100%</b>	<b>60085</b>	<b>100%</b>	<b>64780</b>	<b>100%</b>	<b>67609</b>	<b>100%</b>	<b>62592</b>	<b>100%</b>	<b>60073</b>	<b>100.0%</b>

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Success Definition: Student succeeds in the course. A, B, C, CR grade notations.

Success Rate Formula: Number of students with A, B, C, CR / Number of students with A, B, C, D, F, CR, NC, W, I.

Row Labels	Spring													
	2007		2008		2009		2010		2011		2012		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>F</b>	<b>30834</b>	<b>60%</b>	<b>33217</b>	<b>61%</b>	<b>36755</b>	<b>59%</b>	<b>36676</b>	<b>58%</b>	<b>36748</b>	<b>58%</b>	<b>35444</b>	<b>58%</b>	<b>34946</b>	<b>59.1%</b>
Success	21554	70%	23438	71%	25905	70%	26998	74%	27315	74%	26450	75%	<b>25277</b>	<b>72.3%</b>
<b>M</b>	<b>20311</b>	<b>40%</b>	<b>21500</b>	<b>39%</b>	<b>25336</b>	<b>41%</b>	<b>26145</b>	<b>42%</b>	<b>26271</b>	<b>42%</b>	<b>25996</b>	<b>42%</b>	<b>24260</b>	<b>40.9%</b>
Success	12768	63%	14141	66%	16603	66%	17691	68%	18346	70%	17921	69%	<b>16245</b>	<b>66.8%</b>
<b>Grand Total</b>	<b>51145</b>	<b>100%</b>	<b>54717</b>	<b>100%</b>	<b>62091</b>	<b>100%</b>	<b>62821</b>	<b>100%</b>	<b>63019</b>	<b>100%</b>	<b>61440</b>	<b>100%</b>	<b>59206</b>	<b>100.0%</b>

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Success Rate Formula: Number of students with A, B, C, CR / Number of students with A, B, C, D, F, CR, NC, W, I.

Row Labels	Fall													
	2006		2007		2008		2009		2010		2011		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>American Indian/ Other Non-White</b>	<b>192</b>	<b>0%</b>	<b>200</b>	<b>0%</b>	<b>188</b>	<b>0%</b>	<b>178</b>	<b>0%</b>	<b>169</b>	<b>0%</b>	<b>91</b>	<b>0%</b>	<b>170</b>	<b>0.3%</b>
Success	146	76%	115	58%	119	63%	111	62%	115	68%	65	71%	<b>112</b>	<b>66.4%</b>
<b>Asian/Pacific Islander</b>	<b>6882</b>	<b>15%</b>	<b>6407</b>	<b>14%</b>	<b>7233</b>	<b>14%</b>	<b>7384</b>	<b>13%</b>	<b>7404</b>	<b>12%</b>	<b>6535</b>	<b>12%</b>	<b>6974</b>	<b>13.1%</b>
Success	5142	75%	4851	76%	5511	76%	5766	78%	5801	78%	5155	79%	<b>5371</b>	<b>77.0%</b>
<b>Black, African-American</b>	<b>3256</b>	<b>7%</b>	<b>3172</b>	<b>7%</b>	<b>3464</b>	<b>7%</b>	<b>3637</b>	<b>6%</b>	<b>3862</b>	<b>6%</b>	<b>3615</b>	<b>6%</b>	<b>3501</b>	<b>6.6%</b>
Success	1898	58%	1878	59%	2057	59%	2202	61%	2325	60%	2089	58%	<b>2075</b>	<b>59.2%</b>
<b>Caucasian, White</b>	<b>17851</b>	<b>38%</b>	<b>17454</b>	<b>37%</b>	<b>18886</b>	<b>36%</b>	<b>20560</b>	<b>36%</b>	<b>22946</b>	<b>38%</b>	<b>22198</b>	<b>39%</b>	<b>19983</b>	<b>37.4%</b>
Success	13156	74%	12970	74%	13956	74%	15578	76%	17562	77%	17019	77%	<b>15040</b>	<b>75.1%</b>
<b>Hispanic</b>	<b>18235</b>	<b>38%</b>	<b>18825</b>	<b>40%</b>	<b>21562</b>	<b>41%</b>	<b>22871</b>	<b>41%</b>	<b>23071</b>	<b>38%</b>	<b>21024</b>	<b>37%</b>	<b>20931</b>	<b>39.3%</b>
Success	10901	60%	11348	60%	13292	62%	14460	63%	14937	65%	14016	67%	<b>13159</b>	<b>62.7%</b>
<b>Multiple Ethnicities</b>	<b>984</b>	<b>2%</b>	<b>1126</b>	<b>2%</b>	<b>1184</b>	<b>2%</b>	<b>1716</b>	<b>3%</b>	<b>2532</b>	<b>4%</b>	<b>3280</b>	<b>6%</b>	<b>1804</b>	<b>3.3%</b>
Success	640	65%	669	59%	692	58%	1082	63%	1672	66%	2288	70%	<b>1174</b>	<b>63.6%</b>
<b>Grand Total</b>	<b>47400</b>	<b>100%</b>	<b>47184</b>	<b>100%</b>	<b>52517</b>	<b>100%</b>	<b>56346</b>	<b>100%</b>	<b>59984</b>	<b>100%</b>	<b>56743</b>	<b>100%</b>	<b>53362</b>	<b>100.0%</b>

Source : DEC SIS data pulled on EXTRACTION DATE (11-7-12) and subject to changes thereafter.

Success Definition: Student succeeds in the course. A, B, C, CR grade notations.

Success Rate Formula: Number of students with A, B, C, CR / Number of students with A, B, C, D, F, CR, NC, W, I.

Row Labels	Spring													
	2007		2008		2009		2010		2011		2012		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>American Indian/ Other Non-White</b>	<b>152</b>	<b>0%</b>	<b>148</b>	<b>0%</b>	<b>181</b>	<b>0%</b>	<b>140</b>	<b>0%</b>	<b>146</b>	<b>0%</b>	<b>136</b>	<b>0%</b>	<b>151</b>	<b>0.3%</b>
Success	108	71%	107	72%	110	61%	97	69%	100	68%	84	62%	<b>101</b>	<b>67.3%</b>
<b>Asian/Pacific Islander</b>	<b>6617</b>	<b>14%</b>	<b>6638</b>	<b>14%</b>	<b>7336</b>	<b>14%</b>	<b>7063</b>	<b>13%</b>	<b>6449</b>	<b>11%</b>	<b>6138</b>	<b>11%</b>	<b>6707</b>	<b>12.8%</b>
Success	4900	74%	5082	77%	5754	78%	5588	79%	5062	78%	4681	76%	<b>5178</b>	<b>77.2%</b>
<b>Black, African-American</b>	<b>3077</b>	<b>7%</b>	<b>3314</b>	<b>7%</b>	<b>3552</b>	<b>7%</b>	<b>3584</b>	<b>7%</b>	<b>3662</b>	<b>6%</b>	<b>3729</b>	<b>7%</b>	<b>3486</b>	<b>6.6%</b>
Success	1789	58%	1999	60%	2110	59%	2210	62%	2187	60%	2330	62%	<b>2104</b>	<b>60.3%</b>
<b>Caucasian, White</b>	<b>17446</b>	<b>38%</b>	<b>17647</b>	<b>36%</b>	<b>19587</b>	<b>36%</b>	<b>21035</b>	<b>38%</b>	<b>22410</b>	<b>40%</b>	<b>22037</b>	<b>39%</b>	<b>20027</b>	<b>38.0%</b>
Success	13011	75%	13259	75%	14565	74%	16249	77%	17651	79%	17209	78%	<b>15324</b>	<b>76.4%</b>
<b>Hispanic</b>	<b>17521</b>	<b>38%</b>	<b>19737</b>	<b>41%</b>	<b>22243</b>	<b>41%</b>	<b>21219</b>	<b>39%</b>	<b>21061</b>	<b>37%</b>	<b>20334</b>	<b>36%</b>	<b>20353</b>	<b>38.8%</b>
Success	10310	59%	12110	61%	13513	61%	13661	64%	13997	66%	13600	67%	<b>12865</b>	<b>63.1%</b>
<b>Multiple Ethnicities</b>	<b>1055</b>	<b>2%</b>	<b>1067</b>	<b>2%</b>	<b>1050</b>	<b>2%</b>	<b>1636</b>	<b>3%</b>	<b>2741</b>	<b>5%</b>	<b>3564</b>	<b>6%</b>	<b>1852</b>	<b>3.4%</b>
Success	688	65%	737	69%	647	62%	1102	67%	1827	67%	2485	70%	<b>1248</b>	<b>66.6%</b>
<b>Grand Total</b>	<b>45868</b>	<b>100%</b>	<b>48551</b>	<b>100%</b>	<b>53949</b>	<b>100%</b>	<b>54677</b>	<b>100%</b>	<b>56469</b>	<b>100%</b>	<b>55938</b>	<b>100%</b>	<b>52575</b>	<b>100.0%</b>

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Success Definition: Student succeeds in the course. A, B, C, CR grade notations.

Success Rate Formula: Number of students with A, B, C, CR / Number of students with A, B, C, D, F, CR, NC, W, I.

Row Labels	Fall													
	2006		2007		2008		2009		2010		2011		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Armenian</b>	<b>6497</b>	<b>12%</b>	<b>6181</b>	<b>12%</b>	<b>6602</b>	<b>11%</b>	<b>7607</b>	<b>12%</b>	<b>8927</b>	<b>13%</b>	<b>9351</b>	<b>15%</b>	<b>7528</b>	<b>12.5%</b>
Success	4958	76%	4695	76%	4971	75%	5864	77%	7046	79%	7193	77%	<b>5788</b>	<b>76.8%</b>
<b>Chinese</b>	<b>117</b>	<b>0%</b>	<b>124</b>	<b>0%</b>	<b>202</b>	<b>0%</b>	<b>175</b>	<b>0%</b>	<b>147</b>	<b>0%</b>	<b>183</b>	<b>0%</b>	<b>158</b>	<b>0.3%</b>
Success	102	87%	102	82%	172	85%	153	87%	136	93%	167	91%	<b>139</b>	<b>87.6%</b>
<b>English</b>	<b>32855</b>	<b>62%</b>	<b>33799</b>	<b>64%</b>	<b>39514</b>	<b>66%</b>	<b>42881</b>	<b>66%</b>	<b>44382</b>	<b>66%</b>	<b>40776</b>	<b>65%</b>	<b>39035</b>	<b>64.9%</b>
Success	21068	64%	21817	65%	26008	66%	28785	67%	30212	68%	28128	69%	<b>26003</b>	<b>66.4%</b>
<b>Farsi</b>	<b>498</b>	<b>1%</b>	<b>518</b>	<b>1%</b>	<b>512</b>	<b>1%</b>	<b>595</b>	<b>1%</b>	<b>841</b>	<b>1%</b>	<b>649</b>	<b>1%</b>	<b>602</b>	<b>1.0%</b>
Success	332	67%	419	81%	372	73%	485	82%	679	81%	501	77%	<b>465</b>	<b>76.6%</b>
<b>Filipino</b>	<b>1082</b>	<b>2%</b>	<b>956</b>	<b>2%</b>	<b>967</b>	<b>2%</b>	<b>1010</b>	<b>2%</b>	<b>987</b>	<b>1%</b>	<b>807</b>	<b>1%</b>	<b>968</b>	<b>1.6%</b>
Success	887	82%	796	83%	795	82%	802	79%	807	82%	652	81%	<b>790</b>	<b>81.6%</b>
<b>Japanese</b>	<b>160</b>	<b>0%</b>	<b>128</b>	<b>0%</b>	<b>157</b>	<b>0%</b>	<b>117</b>	<b>0%</b>	<b>97</b>	<b>0%</b>	<b>76</b>	<b>0%</b>	<b>123</b>	<b>0.2%</b>
Success	119	74%	107	84%	142	90%	100	85%	82	85%	74	97%	<b>104</b>	<b>86.0%</b>
<b>Korean</b>	<b>367</b>	<b>1%</b>	<b>259</b>	<b>0%</b>	<b>336</b>	<b>1%</b>	<b>297</b>	<b>0%</b>	<b>355</b>	<b>1%</b>	<b>306</b>	<b>0%</b>	<b>320</b>	<b>0.5%</b>
Success	263	72%	174	67%	225	67%	252	85%	320	90%	251	82%	<b>248</b>	<b>77.1%</b>
<b>Other</b>	<b>2205</b>	<b>4%</b>	<b>1923</b>	<b>4%</b>	<b>2259</b>	<b>4%</b>	<b>2506</b>	<b>4%</b>	<b>2328</b>	<b>3%</b>	<b>2038</b>	<b>3%</b>	<b>2210</b>	<b>3.7%</b>
Success	1685	76%	1460	76%	1808	80%	1991	79%	1789	77%	1598	78%	<b>1722</b>	<b>77.8%</b>
<b>Russian</b>	<b>1779</b>	<b>3%</b>	<b>1851</b>	<b>4%</b>	<b>1721</b>	<b>3%</b>	<b>1790</b>	<b>3%</b>	<b>2327</b>	<b>3%</b>	<b>2264</b>	<b>4%</b>	<b>1955</b>	<b>3.3%</b>
Success	1355	76%	1500	81%	1349	78%	1473	82%	1836	79%	1919	85%	<b>1572</b>	<b>80.3%</b>
<b>Spanish</b>	<b>6483</b>	<b>12%</b>	<b>6588</b>	<b>13%</b>	<b>7353</b>	<b>12%</b>	<b>7433</b>	<b>11%</b>	<b>6867</b>	<b>10%</b>	<b>5888</b>	<b>9%</b>	<b>6769</b>	<b>11.3%</b>
Success	4131	64%	4281	65%	4747	65%	4945	67%	4726	69%	4047	69%	<b>4480</b>	<b>66.2%</b>
<b>Unknown</b>	<b>451</b>	<b>1%</b>	<b>204</b>	<b>0%</b>	<b>178</b>	<b>0%</b>	<b>138</b>	<b>0%</b>	<b>146</b>	<b>0%</b>	<b>101</b>	<b>0%</b>	<b>203</b>	<b>0.4%</b>
Success	248	55%	156	76%	130	73%	114	83%	118	81%	80	79%	<b>141</b>	<b>74.5%</b>
<b>Vietnamese</b>	<b>190</b>	<b>0%</b>	<b>157</b>	<b>0%</b>	<b>284</b>	<b>0%</b>	<b>231</b>	<b>0%</b>	<b>205</b>	<b>0%</b>	<b>153</b>	<b>0%</b>	<b>203</b>	<b>0.3%</b>
Success	141	74%	132	84%	250	88%	200	87%	160	78%	145	95%	<b>171</b>	<b>84.3%</b>
<b>Grand Total</b>	<b>52684</b>	<b>100%</b>	<b>52688</b>	<b>100%</b>	<b>60085</b>	<b>100%</b>	<b>64780</b>	<b>100%</b>	<b>67609</b>	<b>100%</b>	<b>62592</b>	<b>100%</b>	<b>60073</b>	<b>100.0%</b>

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Success Rate Formula: Number of students with A, B, C, CR / Number of students with A, B, C, D, F, CR, NC, W, I.

Row Labels	Spring													
	2007		2008		2009		2010		2011		2012		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Armenian</b>	<b>6174</b>	<b>12%</b>	<b>6255</b>	<b>11%</b>	<b>7163</b>	<b>12%</b>	<b>8014</b>	<b>13%</b>	<b>9646</b>	<b>15%</b>	<b>9290</b>	<b>15%</b>	<b>7757</b>	<b>13.0%</b>
Success	4611	75%	4814	77%	5444	76%	6292	79%	7665	79%	7372	79%	<b>6033</b>	<b>77.5%</b>
<b>Chinese</b>	<b>122</b>	<b>0%</b>	<b>194</b>	<b>0%</b>	<b>217</b>	<b>0%</b>	<b>218</b>	<b>0%</b>	<b>173</b>	<b>0%</b>	<b>230</b>	<b>0%</b>	<b>192</b>	<b>0.3%</b>
Success	98	80%	149	77%	193	89%	161	74%	153	88%	193	84%	<b>158</b>	<b>82.0%</b>
<b>English</b>	<b>31950</b>	<b>62%</b>	<b>34908</b>	<b>64%</b>	<b>40250</b>	<b>65%</b>	<b>40860</b>	<b>65%</b>	<b>40111</b>	<b>64%</b>	<b>39782</b>	<b>65%</b>	<b>37977</b>	<b>64.1%</b>
Success	20553	64%	22966	66%	26529	66%	28069	69%	28068	70%	27730	70%	<b>25653</b>	<b>67.4%</b>
<b>Farsi</b>	<b>570</b>	<b>1%</b>	<b>547</b>	<b>1%</b>	<b>521</b>	<b>1%</b>	<b>692</b>	<b>1%</b>	<b>698</b>	<b>1%</b>	<b>799</b>	<b>1%</b>	<b>638</b>	<b>1.1%</b>
Success	441	77%	375	69%	428	82%	544	79%	575	82%	580	73%	<b>491</b>	<b>76.9%</b>
<b>Filipino</b>	<b>979</b>	<b>2%</b>	<b>982</b>	<b>2%</b>	<b>877</b>	<b>1%</b>	<b>821</b>	<b>1%</b>	<b>763</b>	<b>1%</b>	<b>742</b>	<b>1%</b>	<b>861</b>	<b>1.5%</b>
Success	780	80%	823	84%	729	83%	680	83%	651	85%	560	75%	<b>704</b>	<b>81.7%</b>
<b>Japanese</b>	<b>142</b>	<b>0%</b>	<b>188</b>	<b>0%</b>	<b>152</b>	<b>0%</b>	<b>97</b>	<b>0%</b>	<b>86</b>	<b>0%</b>	<b>76</b>	<b>0%</b>	<b>124</b>	<b>0.2%</b>
Success	124	87%	161	86%	140	92%	86	89%	80	93%	61	80%	<b>109</b>	<b>87.8%</b>
<b>Korean</b>	<b>396</b>	<b>1%</b>	<b>263</b>	<b>0%</b>	<b>303</b>	<b>0%</b>	<b>330</b>	<b>1%</b>	<b>286</b>	<b>0%</b>	<b>255</b>	<b>0%</b>	<b>306</b>	<b>0.5%</b>
Success	281	71%	194	74%	259	85%	291	88%	253	88%	208	82%	<b>248</b>	<b>81.4%</b>
<b>Other</b>	<b>2223</b>	<b>4%</b>	<b>2202</b>	<b>4%</b>	<b>2367</b>	<b>4%</b>	<b>2556</b>	<b>4%</b>	<b>2144</b>	<b>3%</b>	<b>2263</b>	<b>4%</b>	<b>2293</b>	<b>3.9%</b>
Success	1662	75%	1695	77%	1856	78%	1974	77%	1632	76%	1797	79%	<b>1769</b>	<b>77.2%</b>
<b>Russian</b>	<b>1877</b>	<b>4%</b>	<b>1806</b>	<b>3%</b>	<b>2078</b>	<b>3%</b>	<b>2152</b>	<b>3%</b>	<b>2329</b>	<b>4%</b>	<b>2261</b>	<b>4%</b>	<b>2084</b>	<b>3.5%</b>
Success	1462	78%	1517	84%	1567	75%	1808	84%	1908	82%	1844	82%	<b>1684</b>	<b>80.8%</b>
<b>Spanish</b>	<b>6280</b>	<b>12%</b>	<b>6988</b>	<b>13%</b>	<b>7673</b>	<b>12%</b>	<b>6728</b>	<b>11%</b>	<b>6428</b>	<b>10%</b>	<b>5487</b>	<b>9%</b>	<b>6597</b>	<b>11.2%</b>
Success	3988	64%	4582	66%	4955	65%	4516	67%	4390	68%	3845	70%	<b>4379</b>	<b>66.5%</b>
<b>Unknown</b>	<b>244</b>	<b>0%</b>	<b>183</b>	<b>0%</b>	<b>169</b>	<b>0%</b>	<b>121</b>	<b>0%</b>	<b>123</b>	<b>0%</b>	<b>84</b>	<b>0%</b>	<b>154</b>	<b>0.3%</b>
Success	153	63%	130	71%	131	78%	87	72%	98	80%	58	69%	<b>110</b>	<b>72.0%</b>
<b>Vietnamese</b>	<b>188</b>	<b>0%</b>	<b>201</b>	<b>0%</b>	<b>321</b>	<b>1%</b>	<b>232</b>	<b>0%</b>	<b>232</b>	<b>0%</b>	<b>171</b>	<b>0%</b>	<b>224</b>	<b>0.4%</b>
Success	169	90%	173	86%	277	86%	181	78%	188	81%	123	72%	<b>185</b>	<b>82.2%</b>
<b>Grand Total</b>	<b>51145</b>	<b>100%</b>	<b>54717</b>	<b>100%</b>	<b>62091</b>	<b>100%</b>	<b>62821</b>	<b>100%</b>	<b>63019</b>	<b>100%</b>	<b>61440</b>	<b>100%</b>	<b>59206</b>	<b>100.0%</b>

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Success Rate Formula: Number of students with A, B, C, CR / Number of students with A, B, C, D, F, CR, NC, W, I.

Row Labels	Fall													
	2006		2007		2008		2009		2010		2011		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Distance</b>	<b>821</b>	<b>2%</b>	<b>1402</b>	<b>3%</b>	<b>2356</b>	<b>4%</b>	<b>3508</b>	<b>5%</b>	<b>4585</b>	<b>7%</b>	<b>4973</b>	<b>8%</b>	<b>2941</b>	<b>4.7%</b>
Success	480	58%	847	60%	1320	56%	2061	59%	2695	59%	2973	60%	<b>1729</b>	<b>58.7%</b>
<b>Non-Distance</b>	<b>51863</b>	<b>98%</b>	<b>51286</b>	<b>97%</b>	<b>57729</b>	<b>96%</b>	<b>61272</b>	<b>95%</b>	<b>63024</b>	<b>93%</b>	<b>57619</b>	<b>92%</b>	<b>57132</b>	<b>95.3%</b>
Success	34809	67%	34792	68%	39649	69%	43103	70%	45216	72%	41782	73%	<b>39892</b>	<b>69.7%</b>
<b>Grand Total</b>	<b>52684</b>	<b>100%</b>	<b>52688</b>	<b>100%</b>	<b>60085</b>	<b>100%</b>	<b>64780</b>	<b>100%</b>	<b>67609</b>	<b>100%</b>	<b>62592</b>	<b>100%</b>	<b>60073</b>	<b>100.0%</b>

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Success Definition: Student succeeds in the course. A, B, C, CR grade notations.

Success Rate Formula: Number of students with A, B, C, CR / Number of students with A, B, C, D, F, CR, NC, W, I.

Row Labels	Spring													
	2007		2008		2009		2010		2011		2012		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Distance</b>	<b>1213</b>	<b>2%</b>	<b>1793</b>	<b>3%</b>	<b>3051</b>	<b>5%</b>	<b>3695</b>	<b>6%</b>	<b>4829</b>	<b>8%</b>	<b>5145</b>	<b>8%</b>	<b>3288</b>	<b>5.4%</b>
Success	722	60%	1070	60%	1769	58%	2252	61%	2899	60%	3155	61%	<b>1978</b>	<b>59.9%</b>
<b>Non-Distance</b>	<b>49932</b>	<b>98%</b>	<b>52924</b>	<b>97%</b>	<b>59040</b>	<b>95%</b>	<b>59126</b>	<b>94%</b>	<b>58190</b>	<b>92%</b>	<b>56295</b>	<b>92%</b>	<b>55918</b>	<b>94.6%</b>
Success	33600	67%	36509	69%	40739	69%	42437	72%	42762	73%	41216	73%	<b>39544</b>	<b>70.6%</b>
<b>Grand Total</b>	<b>51145</b>	<b>100%</b>	<b>54717</b>	<b>100%</b>	<b>62091</b>	<b>100%</b>	<b>62821</b>	<b>100%</b>	<b>63019</b>	<b>100%</b>	<b>61440</b>	<b>100%</b>	<b>59206</b>	<b>100.0%</b>

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Success Rate Formula: Number of students with A, B, C, CR / Number of students with A, B, C, D, F, CR, NC, W, I.

Row Labels	Fall													
	2006		2007		2008		2009		2010		2011		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>20-24</b>	<b>15815</b>	<b>30%</b>	<b>16270</b>	<b>31%</b>	<b>18922</b>	<b>31%</b>	<b>20268</b>	<b>31%</b>	<b>21340</b>	<b>32%</b>	<b>20952</b>	<b>33%</b>	<b>18928</b>	<b>31.5%</b>
Success	9799	62%	10367	64%	12197	64%	13273	65%	14090	66%	13936	67%	<b>12277</b>	<b>64.7%</b>
<b>25-34</b>	<b>11456</b>	<b>22%</b>	<b>11189</b>	<b>21%</b>	<b>12851</b>	<b>21%</b>	<b>13600</b>	<b>21%</b>	<b>14930</b>	<b>22%</b>	<b>13617</b>	<b>22%</b>	<b>12941</b>	<b>21.5%</b>
Success	8503	74%	8121	73%	9265	72%	9929	73%	10955	73%	10094	74%	<b>9478</b>	<b>73.2%</b>
<b>35-54</b>	<b>9260</b>	<b>18%</b>	<b>8519</b>	<b>16%</b>	<b>9778</b>	<b>16%</b>	<b>10598</b>	<b>16%</b>	<b>11116</b>	<b>16%</b>	<b>10556</b>	<b>17%</b>	<b>9971</b>	<b>16.6%</b>
Success	7202	78%	6721	79%	7532	77%	8339	79%	8861	80%	8360	79%	<b>7836</b>	<b>78.5%</b>
<b>55 and over</b>	<b>1567</b>	<b>3%</b>	<b>1749</b>	<b>3%</b>	<b>1885</b>	<b>3%</b>	<b>2322</b>	<b>4%</b>	<b>2957</b>	<b>4%</b>	<b>2822</b>	<b>5%</b>	<b>2217</b>	<b>3.6%</b>
Success	1214	77%	1406	80%	1500	80%	1865	80%	2371	80%	2328	82%	<b>1781</b>	<b>80.1%</b>
<b>Under 20</b>	<b>14586</b>	<b>28%</b>	<b>14961</b>	<b>28%</b>	<b>16649</b>	<b>28%</b>	<b>17992</b>	<b>28%</b>	<b>17266</b>	<b>26%</b>	<b>14645</b>	<b>23%</b>	<b>16017</b>	<b>26.7%</b>
Success	8571	59%	9024	60%	10475	63%	11758	65%	11634	67%	10037	69%	<b>10250</b>	<b>63.9%</b>
<b>Grand Total</b>	<b>52684</b>	<b>100%</b>	<b>52688</b>	<b>100%</b>	<b>60085</b>	<b>100%</b>	<b>64780</b>	<b>100%</b>	<b>67609</b>	<b>100%</b>	<b>62592</b>	<b>100%</b>	<b>60073</b>	<b>100.0%</b>

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Row Labels	Spring													
	2007		2008		2009		2010		2011		2012		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>20-24</b>	<b>14939</b>	<b>29%</b>	<b>16082</b>	<b>29%</b>	<b>18019</b>	<b>29%</b>	<b>18228</b>	<b>29%</b>	<b>18574</b>	<b>29%</b>	<b>19145</b>	<b>31%</b>	<b>17498</b>	<b>29.5%</b>
Success	9499	64%	10557	66%	11759	65%	12443	68%	12740	69%	13004	68%	<b>11667</b>	<b>66.5%</b>
<b>25-34</b>	<b>10435</b>	<b>20%</b>	<b>11219</b>	<b>21%</b>	<b>13267</b>	<b>21%</b>	<b>13174</b>	<b>21%</b>	<b>13010</b>	<b>21%</b>	<b>12873</b>	<b>21%</b>	<b>12330</b>	<b>20.8%</b>
Success	7584	73%	8105	72%	9756	74%	9744	74%	9765	75%	9652	75%	<b>9101</b>	<b>73.7%</b>
<b>35-54</b>	<b>9026</b>	<b>18%</b>	<b>9204</b>	<b>17%</b>	<b>10773</b>	<b>17%</b>	<b>10545</b>	<b>17%</b>	<b>11107</b>	<b>18%</b>	<b>10309</b>	<b>17%</b>	<b>10161</b>	<b>17.2%</b>
Success	7009	78%	7391	80%	8404	78%	8535	81%	8901	80%	8302	81%	<b>8090</b>	<b>79.6%</b>
<b>55 and over</b>	<b>1690</b>	<b>3%</b>	<b>1924</b>	<b>4%</b>	<b>2163</b>	<b>3%</b>	<b>2532</b>	<b>4%</b>	<b>2930</b>	<b>5%</b>	<b>3197</b>	<b>5%</b>	<b>2406</b>	<b>4.0%</b>
Success	1326	78%	1517	79%	1712	79%	2122	84%	2314	79%	2633	82%	<b>1937</b>	<b>80.3%</b>
<b>Under 20</b>	<b>15055</b>	<b>29%</b>	<b>16288</b>	<b>30%</b>	<b>17869</b>	<b>29%</b>	<b>18342</b>	<b>29%</b>	<b>17398</b>	<b>28%</b>	<b>15916</b>	<b>26%</b>	<b>16811</b>	<b>28.4%</b>
Success	8904	59%	10009	61%	10877	61%	11845	65%	11941	69%	10780	68%	<b>10726</b>	<b>63.7%</b>
<b>Grand Total</b>	<b>51145</b>	<b>100%</b>	<b>54717</b>	<b>100%</b>	<b>62091</b>	<b>100%</b>	<b>62821</b>	<b>100%</b>	<b>63019</b>	<b>100%</b>	<b>61440</b>	<b>100%</b>	<b>59206</b>	<b>100.0%</b>

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	2006		2007		2008		2009		2010		2011		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>American Indian/ Other</b>														
<b>Non-White</b>	192	0%	200	0%	188	0%	178	0%	169	0%	91	0%	170	0.3%
<b>F</b>	98	51%	70	35%	107	57%	95	53%	84	50%	37	41%	82	47.8%
Success	78	80%	23	33%	67	63%	62	65%	62	74%	31	84%	54	66.3%
<b>M</b>	94	49%	130	65%	81	43%	83	47%	85	50%	54	59%	88	52.2%
Success	68	72%	92	71%	52	64%	49	59%	53	62%	34	63%	58	65.3%
<b>Asian/Pacific Islander</b>	6882	15%	6407	14%	7233	14%	7384	13%	7404	12%	6535	12%	6974	13.1%
<b>F</b>	4035	59%	3726	58%	4189	58%	4497	61%	4325	58%	3682	56%	4076	58.4%
Success	3124	77%	2885	77%	3333	80%	3637	81%	3472	80%	2986	81%	3240	79.4%
<b>M</b>	2847	41%	2681	42%	3044	42%	2887	39%	3079	42%	2853	44%	2899	41.6%
Success	2018	71%	1966	73%	2178	72%	2129	74%	2329	76%	2169	76%	2132	73.5%
<b>Black, African-American</b>	3256	7%	3172	7%	3464	7%	3637	6%	3862	6%	3615	6%	3501	6.6%
<b>F</b>	1715	53%	1629	51%	1969	57%	1989	55%	2162	56%	2004	55%	1911	54.5%
Success	1066	62%	1009	62%	1251	64%	1257	63%	1337	62%	1197	60%	1186	62.1%
<b>M</b>	1541	47%	1543	49%	1495	43%	1648	45%	1700	44%	1611	45%	1590	45.5%
Success	832	54%	869	56%	806	54%	945	57%	988	58%	892	55%	889	55.8%
<b>Caucasian, White</b>	17851	38%	17454	37%	18886	36%	20560	36%	22946	38%	22198	39%	19983	37.4%
<b>F</b>	11180	63%	10784	62%	11703	62%	12486	61%	13776	60%	13435	61%	12227	61.3%
Success	8579	77%	8383	78%	8769	75%	9667	77%	10891	79%	10633	79%	9487	77.5%
<b>M</b>	6671	37%	6670	38%	7183	38%	8074	39%	9170	40%	8763	39%	7755	38.7%
Success	4577	69%	4587	69%	5187	72%	5911	73%	6671	73%	6386	73%	5553	71.4%
<b>Hispanic</b>	18235	38%	18825	40%	21562	41%	22871	41%	23071	38%	21024	37%	20931	39.3%
<b>F</b>	10939	60%	11080	59%	13034	60%	13115	57%	13338	58%	11979	57%	12248	58.6%
Success	6771	62%	6882	62%	8224	63%	8493	65%	8810	66%	8194	68%	7896	64.4%
<b>M</b>	7296	40%	7745	41%	8528	40%	9756	43%	9733	42%	9045	43%	8684	41.4%
Success	4130	57%	4466	58%	5068	59%	5967	61%	6127	63%	5822	64%	5263	60.4%
<b>Multiple Ethnicities</b>	984	2%	1126	2%	1184	2%	1716	3%	2532	4%	3280	6%	1804	3.3%
<b>F</b>	635	65%	728	65%	831	70%	1030	60%	1383	55%	1858	57%	1078	61.8%
Success	424	67%	423	58%	486	58%	621	60%	889	64%	1342	72%	698	63.4%
<b>M</b>	349	35%	398	35%	353	30%	686	40%	1149	45%	1422	43%	726	38.2%
Success	216	62%	246	62%	206	58%	461	67%	783	68%	946	67%	476	64.0%
<b>Grand Total</b>	47400	100%	47184	100%	52517	100%	56346	100%	59984	100%	56743	100%	53362	100.0%

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Row Labels	Spring													
	2007		2008		2009		2010		2011		2012		Average	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>American Indian/ Other</b>														
<b>Non-White</b>	<b>152</b>	<b>0%</b>	<b>148</b>	<b>0%</b>	<b>181</b>	<b>0%</b>	<b>140</b>	<b>0%</b>	<b>146</b>	<b>0%</b>	<b>136</b>	<b>0%</b>	<b>151</b>	<b>0.3%</b>
<b>F</b>	<b>52</b>	<b>34%</b>	<b>62</b>	<b>42%</b>	<b>88</b>	<b>49%</b>	<b>79</b>	<b>56%</b>	<b>70</b>	<b>48%</b>	<b>47</b>	<b>35%</b>	<b>66</b>	<b>43.9%</b>
Success	38	73%	39	63%	51	58%	53	67%	49	70%	30	64%	<b>43</b>	<b>65.8%</b>
<b>M</b>	<b>100</b>	<b>66%</b>	<b>86</b>	<b>58%</b>	<b>93</b>	<b>51%</b>	<b>61</b>	<b>44%</b>	<b>76</b>	<b>52%</b>	<b>89</b>	<b>65%</b>	<b>84</b>	<b>56.1%</b>
Success	70	70%	68	79%	59	63%	44	72%	51	67%	54	61%	<b>58</b>	<b>68.7%</b>
<b>Asian/Pacific Islander</b>	<b>6617</b>	<b>14%</b>	<b>6638</b>	<b>14%</b>	<b>7336</b>	<b>14%</b>	<b>7063</b>	<b>13%</b>	<b>6449</b>	<b>11%</b>	<b>6138</b>	<b>11%</b>	<b>6707</b>	<b>12.8%</b>
<b>F</b>	<b>3983</b>	<b>60%</b>	<b>3844</b>	<b>58%</b>	<b>4206</b>	<b>57%</b>	<b>4283</b>	<b>61%</b>	<b>3806</b>	<b>59%</b>	<b>3482</b>	<b>57%</b>	<b>3934</b>	<b>58.6%</b>
Success	3042	76%	2996	78%	3424	81%	3518	82%	3081	81%	2748	79%	<b>3135</b>	<b>79.6%</b>
<b>M</b>	<b>2634</b>	<b>40%</b>	<b>2794</b>	<b>42%</b>	<b>3130</b>	<b>43%</b>	<b>2780</b>	<b>39%</b>	<b>2643</b>	<b>41%</b>	<b>2656</b>	<b>43%</b>	<b>2773</b>	<b>41.4%</b>
Success	1858	71%	2086	75%	2330	74%	2070	74%	1981	75%	1933	73%	<b>2043</b>	<b>73.6%</b>
<b>Black, African-American</b>	<b>3077</b>	<b>7%</b>	<b>3314</b>	<b>7%</b>	<b>3552</b>	<b>7%</b>	<b>3584</b>	<b>7%</b>	<b>3662</b>	<b>6%</b>	<b>3729</b>	<b>7%</b>	<b>3486</b>	<b>6.6%</b>
<b>F</b>	<b>1606</b>	<b>52%</b>	<b>1884</b>	<b>57%</b>	<b>2061</b>	<b>58%</b>	<b>2003</b>	<b>56%</b>	<b>2039</b>	<b>56%</b>	<b>1949</b>	<b>52%</b>	<b>1924</b>	<b>55.2%</b>
Success	960	60%	1171	62%	1278	62%	1248	62%	1217	60%	1203	62%	<b>1180</b>	<b>61.3%</b>
<b>M</b>	<b>1471</b>	<b>48%</b>	<b>1430</b>	<b>43%</b>	<b>1491</b>	<b>42%</b>	<b>1581</b>	<b>44%</b>	<b>1623</b>	<b>44%</b>	<b>1780</b>	<b>48%</b>	<b>1563</b>	<b>44.8%</b>
Success	829	56%	828	58%	832	56%	962	61%	970	60%	1127	63%	<b>925</b>	<b>59.0%</b>
<b>Caucasian, White</b>	<b>17446</b>	<b>38%</b>	<b>17647</b>	<b>36%</b>	<b>19587</b>	<b>36%</b>	<b>21035</b>	<b>38%</b>	<b>22410</b>	<b>40%</b>	<b>22037</b>	<b>39%</b>	<b>20027</b>	<b>38.0%</b>
<b>F</b>	<b>10899</b>	<b>62%</b>	<b>10863</b>	<b>62%</b>	<b>11986</b>	<b>61%</b>	<b>12913</b>	<b>61%</b>	<b>13562</b>	<b>61%</b>	<b>13360</b>	<b>61%</b>	<b>12264</b>	<b>61.3%</b>
Success	8443	77%	8467	78%	9161	76%	10317	80%	11008	81%	10743	80%	<b>9690</b>	<b>78.9%</b>
<b>M</b>	<b>6547</b>	<b>38%</b>	<b>6784</b>	<b>38%</b>	<b>7601</b>	<b>39%</b>	<b>8122</b>	<b>39%</b>	<b>8848</b>	<b>39%</b>	<b>8677</b>	<b>39%</b>	<b>7763</b>	<b>38.7%</b>
Success	4568	70%	4792	71%	5404	71%	5932	73%	6643	75%	6466	75%	<b>5634</b>	<b>72.4%</b>
<b>Hispanic</b>	<b>17521</b>	<b>38%</b>	<b>19737</b>	<b>41%</b>	<b>22243</b>	<b>41%</b>	<b>21219</b>	<b>39%</b>	<b>21061</b>	<b>37%</b>	<b>20334</b>	<b>36%</b>	<b>20353</b>	<b>38.8%</b>
<b>F</b>	<b>10384</b>	<b>59%</b>	<b>11963</b>	<b>61%</b>	<b>12985</b>	<b>58%</b>	<b>11884</b>	<b>56%</b>	<b>11864</b>	<b>56%</b>	<b>11289</b>	<b>56%</b>	<b>11728</b>	<b>57.7%</b>
Success	6382	61%	7503	63%	8140	63%	7808	66%	7984	67%	7792	69%	<b>7602</b>	<b>64.8%</b>
<b>M</b>	<b>7137</b>	<b>41%</b>	<b>7774</b>	<b>39%</b>	<b>9258</b>	<b>42%</b>	<b>9335</b>	<b>44%</b>	<b>9197</b>	<b>44%</b>	<b>9045</b>	<b>44%</b>	<b>8624</b>	<b>42.3%</b>
Success	3928	55%	4607	59%	5373	58%	5853	63%	6013	65%	5808	64%	<b>5264</b>	<b>60.8%</b>
<b>Multiple Ethnicities</b>	<b>1055</b>	<b>2%</b>	<b>1067</b>	<b>2%</b>	<b>1050</b>	<b>2%</b>	<b>1636</b>	<b>3%</b>	<b>2741</b>	<b>5%</b>	<b>3564</b>	<b>6%</b>	<b>1852</b>	<b>3.4%</b>
<b>F</b>	<b>655</b>	<b>62%</b>	<b>682</b>	<b>64%</b>	<b>723</b>	<b>69%</b>	<b>924</b>	<b>56%</b>	<b>1464</b>	<b>53%</b>	<b>2114</b>	<b>59%</b>	<b>1094</b>	<b>60.7%</b>
Success	446	68%	479	70%	437	60%	624	68%	1007	69%	1513	72%	<b>751</b>	<b>67.8%</b>
<b>M</b>	<b>400</b>	<b>38%</b>	<b>385</b>	<b>36%</b>	<b>327</b>	<b>31%</b>	<b>712</b>	<b>44%</b>	<b>1277</b>	<b>47%</b>	<b>1450</b>	<b>41%</b>	<b>759</b>	<b>39.3%</b>
Success	242	61%	258	67%	210	64%	478	67%	820	64%	972	67%	<b>497</b>	<b>65.0%</b>
<b>Grand Total</b>	<b>45868</b>	<b>100%</b>	<b>48551</b>	<b>100%</b>	<b>53949</b>	<b>100%</b>	<b>54677</b>	<b>100%</b>	<b>56469</b>	<b>100%</b>	<b>55938</b>	<b>100%</b>	<b>52575</b>	<b>100.0%</b>

Source : DEC SIS data pulled on EXTRACTION DATE (11-7-12) and subject to changes thereafter.

Success Definition: Student succeeds in the course. A, B, C, CR grade notations.

Success Rate Formula: Number of students with A, B, C, CR / Number of students with A, B, C, D, F, CR, NC, W, I.