

El Camino College

Summer Enrollment Trends (2013 – 2015)



Executive Summary

This report details the summer session enrollment rates and course performance for students at El Camino College. Although the report focuses on data for the Summer 2015 sessions, information from the 2013 and 2014 summer sessions is also presented. It is important to note there were no winter intersessions in each of the academic years prior to the Summer 2014 and Summer 2015 sessions, as this may further contextualize the analyses in the present report.

In general, academic performance during the summer tends to be higher than performance in the rest of the academic year. For Summer 2015, the first six-week session yielded the highest success rates, and the eight-week session yielded the lowest, although the rates between the six-week sessions are fairly comparable. Local students comprise the majority of the summer session enrollment, but they tend to perform somewhat lower than the students transferring from 4-year universities or concurrently enrolling in high school education. Compared to previous years, 2015 shows the most improvement in course performance for these summer sessions, and overall summer enrollment during this time period has been increasing as well.

Summer Enrollment and Performance Overview

El Camino College (ECC) regularly offers courses during the summer in three distinct sessions: the first six-week session beginning in early June, the second six-week session beginning in early July, and an eight-week session that typically spans from June to August. This report details enrollment and student outcomes for these summer sessions. Course completion rates are presented for all credit courses during these sessions (i.e., transfer-level, degree-applicable, and credited basic skills courses).

The summer sessions are also examined according to participation from three distinct cohorts of students: local students (those who were already enrolled at ECC), 4-year students (those who transfer from a 4-year university to take summer courses at ECC), and high school students (those who concurrently enroll in summer courses while still attending high school). Although no comparative analyses or statistical tests are conducted for the purposes of this report, differences in student outcomes between session types and cohorts are discussed.

Overall Course Completion and Enrollment (2015)

Students' course performance during the summer sessions is typically higher than the course performance of students during the general academic year. This is also the case for the 2015 summer sessions, which had an overall success rate of 78% and a retention rate of 89%, compared to the 2014-15 academic year's success rate of 69% and retention rate of 82%. This

may be explained by the fact some students who take classes during the summer are altogether different than the student population enrolling during the fall and spring semesters. Courses offered during the summer are also limited in number and type, and this may result in a narrower variation in students' instructional needs that must be met by the institution. In order to more closely examine different factors of student enrollment and performance during the summer, this report details data for the various sessions of classes and cohorts of students. A detailed analysis of student enrollment and academic performance for the individual courses offered during the summer sessions is provided in the Appendix.

Table 1 presents success rates for the different types of credit courses during the three summer sessions. Successful course completion, also called the success rate, is calculated as the number of students who received a grade of A, B, C, or P in relation to all of the students enrolled in the course. For transfer-level courses, the second six-week session yielded the highest success rates, followed closely by the first six-week session. For degree-applicable courses, there was a much wider gap in success rates, with the first six-week session yielding the highest rates (and incidentally, the lowest enrollment). The second six-week session yielded the lowest success rates, and while the eight-week session yielded the highest enrollment, rates were comparable to the second six-week session. Success rates for basic skills courses were fairly comparable between the six-week sessions, but the first six-week session yielded higher rates than the second six-week session. Nevertheless, the success rates during these summer sessions were higher than the success rates for transfer-level, degree-applicable, and basic skills courses during the 2014-15 academic year (rates of 70%, 61%, and 61% respectively).

Table 1 – 2015 Successful Course Completion by Session (Credit Courses)

Session	Transfer-level Courses			Degree Courses			Basic Skills Courses		
	Total Enrolled	Successful N	%	Total Enrolled	Successful N	%	Total Enrolled	Successful N	%
First 6-Wk	5,588	4,585	82.1%	239	189	79.1%	88	64	72.7%
Second 6-Wk	4,386	3,648	83.1%	355	227	63.9%	234	167	71.4%
8-Week	3,880	2,805	72.3%	798	520	65.2%	154	103	66.9%
Overall	13,854	11,038	79.7%	1,392	936	67.2%	476	334	70.2%

Note: This table represents enrollment as grades rather than students, and headcounts may be duplicated.

A detailed listing of each course according to its credit type and the session in which it was offered is provided in the Appendix. During both six-week sessions, humanities and social science courses (e.g., POLI-1, COMS-1, HIST-101, and PSYC-5) yielded the highest course enrollment among all students. However, English courses as a combined discipline yielded higher enrollment than any other during these sessions. Transfer-level English courses (i.e., ENGL-1A and ENGL-1C) were much more popular during the first six-week session, while the degree and basic skills English courses (i.e., ENGL-A, ENGL-82, ENGL-84) were more popular during the second six-week session. During the eight-week session, Math courses yielded undeniably higher enrollment than any other discipline (e.g., the top four courses were all Math courses). In fact, six of the top ten courses (by enrollment) were Math courses, while the other four courses were humanities or social sciences (i.e., PSYC-5, CH-1, SOCI-101, and POLI-1).

These patterns of enrollment were typically true for the local students, although they tended to enroll in English courses at a higher rate than humanities and social sciences during the six-week sessions. Transfers from 4-year universities also followed similar patterns of enrollment, although they tended to enroll in humanities and social sciences more than English during the six-week sessions, and there was greater variation among the humanities and science courses they enrolled in during the eight-week session.

Enrollment among high school students was too low to classify any course as having high enrollment during the first six-week session, but high school students enrolled in History, Art, and social sciences (i.e., POLI-1 and PSYC-5) the most during the second six-week session. High school student enrollment was also relatively low during the eight-week session, but students tended to enroll in foreign language courses (e.g., JAPA-1, SPAN-1) the most.

Courses offered during the eight-week session may in fact be more rigorous or demanding for students to complete successfully in comparison to the shorter sessions, but students enrolling in transfer-level (rather than basic skills or degree-applicable) courses seemed to fare better during the longer eight-week session. To further examine these differences in the patterns of data, variation in the types of students and their associated instructional needs and goals should also be taken into consideration.

Course Performance by Cohort (2015)

Table 2 presents the success and retention rates for the different cohorts of students enrolling during the summer sessions. Success rates are calculated as aforementioned, and retention rates represent the number of students who remained enrolled in a given course throughout the session regardless of the grade they received (i.e., any students who did not withdraw from the course).

Table 2 – 2015 Summer Success and Retention Rates by Cohort and Session

Cohort	1 st 6-Week Session			2 nd 6-Week Session			8-Week Session		
	N	Success	Reten.	N	Success	Reten.	N	Success	Reten.
Local Students	4,342	80.6%	90.1%	3,312	78.9%	88.0%	3,449	70.0%	85.0%
4-Year Transfers	1,311	86.2%	93.5%	1,181	85.1%	92.3%	1,115	72.9%	87.3%
High School Students	26	92.3%	96.2%	317	94.3%	98.4%	114	78.1%	97.4%
Total	5,915	81.8%	90.9%	4,975	81.2%	89.6%	4,832	70.9%	85.7%

Note. "N" refers to number of grades per session. Totals include all grades for the given session, which may exceed the listed cohorts.

Generally, the 4-year transfer and high school students outperformed the local students during these sessions, although these rates are closer to equalizing during the eight-week session. There is also much higher enrollment among the local students, which may introduce more variation in student performance and abilities related to the courses offered. The success and retention rates for any given cohort during these sessions are higher than the rates for the 2014-15 academic year, although local students (the largest cohort) still perform at or slightly below the combined rates for these cohorts.

For local students and 4-year transfers, there seems to be a similar trend in success rates such that the first six-week session yields the highest rates, followed by the second six-week session, and the eight-week session yields the lowest. For high school students, the eight-week session yields the lowest success rates, and relatively higher success is reported during the six-week sessions (with the second six-week session yielding the highest rates). Due to the concentrated high school student enrollment during the second six-week session, success as a function of when the summer sessions are offered in relation to the academic schedule for high school may be a meaningful consideration for the high school student cohort.

Three-Year Trends (2013-2015)

Table 3 details the success and retention rates for summer sessions offered during 2013, 2014, and 2015. Performance in previous years is similar to Summer 2015 in that success rates during each summer session is higher than the success rates for each respective academic year (i.e., 70% in 2012-13, 69% in 2013-14, and 69% in 2014-15). Course performance and enrollment has generally improved when comparing 2015 to previous years, although enrollment in the first six-week session has slightly declined (after a sharp decrease from 2013 to 2014). Enrollment in the second six-week session has increased slightly, as has the enrollment for the eight-week session (after a decrease from 2013 to 2014). Apart from the improvement seen in 2015, rates appear relatively comparable across this three-year period, as depicted in Figure 1.

Table 3 – Success and Retention Trends by Session (2013-2015)

Session	2013			2014			2015		
	N	Success	Reten.	N	Success	Reten.	N	Success	Reten.
1st 6-Week	10,202	78.9%	89.2%	6,102	79.0%	88.2%	5,915	81.8%	90.9%
2nd 6-Week	--	--	--	4,836	80.0%	90.0%	4,975	81.2%	89.6%
8-Week	4,716	68.2%	83.6%	4,210	68.2%	82.8%	4,832	70.9%	85.7%
Overall	14,918	75.5%	87.4%	15,148	76.3%	87.3%	15,722	78.3%	88.9%

Source: MIS. Note. Overall rates are combined rates for all three sessions, not an average. There was only one 6-Week session offered during 2013.

Figure 1 – Success Rates by Session (2013-2015)

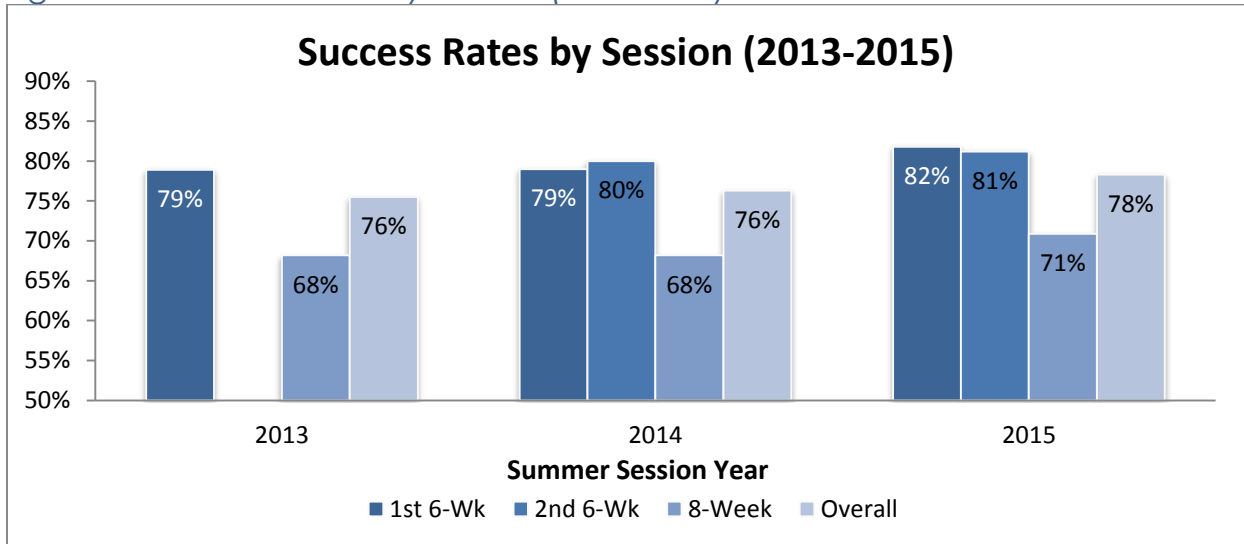


Table 4 details the overall success and retention rates for the three cohorts enrolling in 2013, 2014, and 2015 summer sessions. Similar to the three-year trends in success rates for the summer sessions, the three-year trends in success rates for each cohort have generally improved when comparing 2015 to previous years. One exception is the cohort of 4-year transfers, whose rates during this three-year period are fairly comparable but highest during the 2014 summer sessions. Local student rates saw a decrease in 2014 followed by an increase in 2015, whereas high school student rates have been steadily increasing across this three-year period. Enrollment rates for 4-year transfers saw a large increase in 2014 followed by a large decrease in 2015, whereas enrollment among local students and high school students exhibits the opposite pattern of a large decrease in 2014 followed by a large increase in 2015.

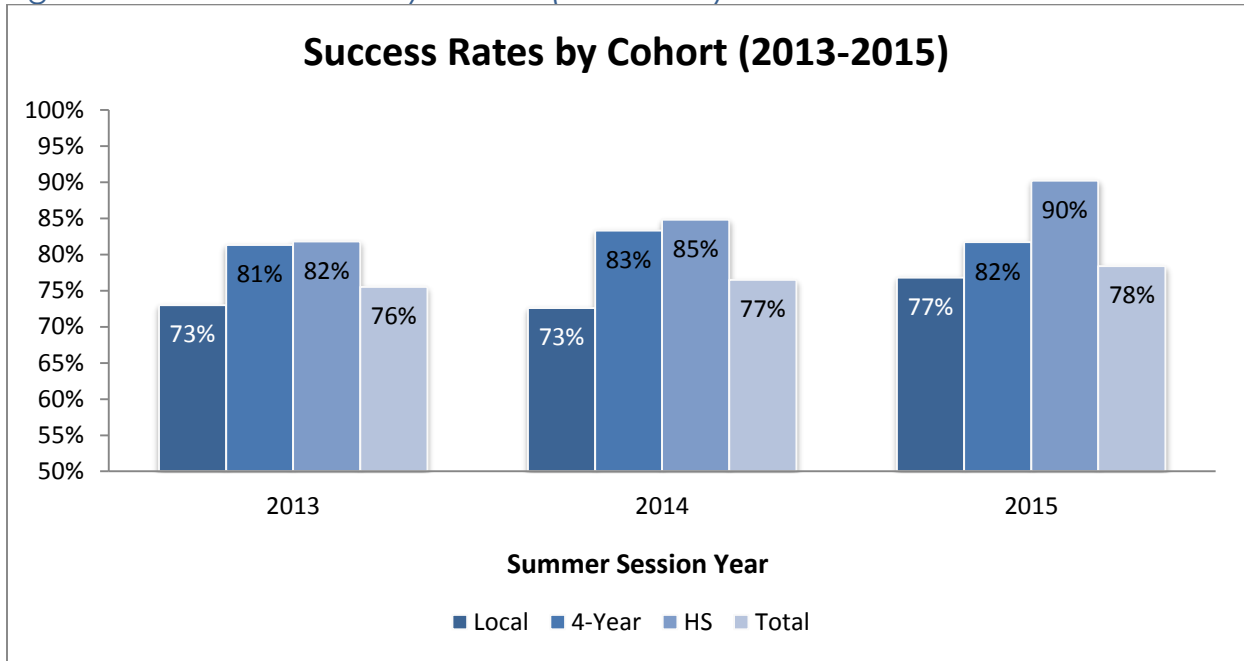
Table 4 – Success and Retention Trends by Cohort (2013-2015)

Session	2013			2014			2015		
	N	Success	Reten.	N	Success	Reten.	N	Success	Reten.
Local Students	10,298	73.0%	86.1%	9,345	72.6%	85.3%	11,103	76.8%	87.9%
4-Year Transfers	4,308	81.3%	90.3%	5,170	83.3%	90.8%	3,607	81.7%	91.2%
High School Students	422	81.8%	91.5%	388	84.8%	94.1%	457	90.2%	98.0%
Total	14,882	75.5%	87.4%	14,769	76.5%	87.4%	15,167	78.4%	89.0%

Sources: MIS and National Student Clearinghouse. Note. Overall rates are combined rates for all three sessions, not an average.

Cohort success and retention rates from previous years follow a pattern similar to the results for 2015, such that 4-year transfers and high school students tend to outperform local students during the summer. However, local students appear to be closing the success rate gap between 4-year transfers, and high school students appear to be widening their success rate gap with the other cohorts, as depicted in Figure 2.

Figure 2 – Success Rates by Cohort (2013-2015)



Conclusion

Academic performance during the summer sessions is markedly different than the rest of the academic year (i.e., fall and spring semesters). Success and retention rates are typically higher for any given summer session than they are for the academic year, although this may be partly due to the limited course offerings and reduced enrollment. For Summer 2015, the first six-week session yielded the highest success rates, and the eight-week session yielded the lowest, although the rates between the six-week sessions are fairly comparable. Local students comprise the majority of the summer session enrollment, but they tend to perform somewhat lower than the students transferring from 4-year universities or concurrently enrolling in high school education. Compared to previous years, 2015 shows the most improvement in course performance for these summer sessions, and summer enrollment during this time period has been increasing as well. However, the different patterns of success and enrollment among the cohorts and session offerings should be taken into consideration.

Appendix – Course Information by Summer Session (2015)

Table 5 – 1st 6-Week Session Individual Course Data

Course	Total				Success		Retention		Course Type
	Enrolled	Local	4Year	HS	N	%	N	%	
ACR-20	21	18	2	0	18	86%	18	86%	Transfer
ACR-32	20	17	3	0	19	95%	19	95%	Transfer
AJ-100	37	29	5	0	22	59%	32	86%	Transfer
ANAT-30	33	30	2	0	22	67%	24	73%	Transfer
ANAT-32	38	27	8	0	24	63%	24	63%	Transfer
ANTH-1	92	63	24	1	79	86%	85	92%	Transfer
ANTH-2	29	17	11	0	24	83%	26	90%	Transfer
APHY-34A	17	7	9	0	17	100%	17	100%	Transfer
ART-101	92	70	21	1	70	76%	87	95%	Transfer
ART-102A	39	29	7	1	36	92%	36	92%	Transfer
ART-110	23	15	7	1	20	87%	23	100%	Transfer
ART-130	13	9	2	0	12	92%	13	100%	Transfer
ART-141	15	8	6	0	15	100%	15	100%	Transfer
ART-150	18	17	1	0	18	100%	18	100%	Transfer
ART-195	39	34	3	2	29	74%	31	79%	Transfer
ASTR-25	43	27	15	0	37	86%	40	93%	Transfer
ATEC-81	13	11	1	0	10	77%	13	100%	Transfer
BIOL-10	124	86	34	2	111	90%	122	98%	Transfer
BUS-11	17	13	3	0	13	76%	14	82%	Degree
BUS-1A	69	43	25	0	53	77%	61	88%	Transfer
BUS-1B	42	21	21	0	34	81%	37	88%	Transfer
BUS-25	30	24	5	1	24	80%	24	80%	Transfer
CDEV-103	48	39	6	0	44	92%	46	96%	Transfer
CDEV-107	30	18	9	0	26	87%	29	97%	Transfer
CH-1	118	91	19	0	96	81%	111	94%	Transfer
CHEM-20	33	26	6	0	32	97%	33	100%	Transfer
CHEM-21A	22	14	6	0	10	45%	16	73%	Transfer
CHEM-4	59	54	4	0	38	64%	46	78%	Transfer
CIS-13	75	62	10	0	65	87%	72	96%	Transfer
COMS-1	266	200	53	0	235	88%	244	92%	Transfer
COMS-12	36	30	4	0	35	97%	35	97%	Transfer
COMS-3	92	78	7	0	90	98%	91	99%	Transfer

Course	Total				Success		Retention		Course Type
	Enrolled	Local	4Year	HS	N	%	N	%	
COMS-5	30	21	8	0	24	80%	30	100%	Transfer
CSCI-3	18	13	5	0	13	72%	14	78%	Transfer
CTEC-221	25	21	4	0	18	72%	18	72%	Transfer
DANC-101	31	24	5	0	27	87%	29	94%	Transfer
ECON-1	125	78	40	2	105	84%	119	95%	Transfer
ECON-2	58	33	23	0	55	95%	56	97%	Transfer
ENGL-15B	31	18	12	0	27	87%	29	94%	Transfer
ENGL-1A	221	173	38	1	169	76%	199	90%	Transfer
ENGL-1B	54	32	20	0	42	78%	44	81%	Transfer
ENGL-1C	257	207	46	1	211	82%	224	87%	Transfer
ENGL-82	60	56	1	1	41	68%	52	87%	Basic Skills
ENGL-84	113	103	4	1	89	79%	109	96%	Degree
ENGL-A	109	94	9	1	87	80%	101	93%	Degree
ENGL-B	28	26	0	1	23	82%	26	93%	Basic Skills
ESL-53B	39	37	1	0	31	79%	33	85%	Transfer
ESL-53C	50	48	1	0	50	100%	50	100%	Transfer
ESTU-1	43	33	7	0	35	81%	40	93%	Transfer
FAID-1	73	55	14	0	61	84%	67	92%	Transfer
FASH-1	16	13	3	0	8	50%	10	63%	Transfer
FASH-10	14	13	1	0	14	100%	14	100%	Transfer
FILM-110	90	67	19	0	74	82%	79	88%	Transfer
FREN-1	18	12	3	0	12	67%	15	83%	Transfer
GEOL-1	64	42	18	0	51	80%	55	86%	Transfer
GEOL-3	18	12	6	0	18	100%	18	100%	Transfer
HIST-101	233	180	40	3	207	89%	222	95%	Transfer
HIST-102	162	109	47	0	151	93%	157	97%	Transfer
HIST-112	49	34	10	0	46	94%	49	100%	Transfer
HUMA-1	33	13	19	0	25	76%	26	79%	Transfer
JAPA-1	32	25	6	0	29	91%	30	94%	Transfer
JOUR-12	20	9	8	0	8	40%	12	60%	Transfer
JOUR-96	1	0	1	0	1	100%	1	100%	Transfer
LAW-4	35	16	18	0	33	94%	33	94%	Transfer
MATH-120	34	19	13	0	22	65%	28	82%	Transfer
MATH-130	69	48	20	1	44	64%	60	87%	Transfer
MATH-150	70	44	25	0	48	69%	60	86%	Transfer

Course	Total				Success		Retention		Course Type
	Enrolled	Local	4Year	HS	N	%	N	%	
MATH-170	163	124	31	1	104	64%	136	83%	Transfer
MUSI-101	30	18	10	0	22	73%	26	87%	Transfer
MUSI-111	70	50	18	0	63	90%	67	96%	Transfer
MUSI-120	11	6	4	0	10	91%	11	100%	Transfer
MUSI-131A	24	19	5	0	20	83%	20	83%	Transfer
MUSI-220	2	1	1	0	2	100%	2	100%	Transfer
NFOO-11	53	40	11	0	43	81%	50	94%	Transfer
PE-10	32	26	5	0	27	84%	28	88%	Transfer
PE-135	17	14	3	0	17	100%	17	100%	Transfer
PE-18	47	36	6	0	37	79%	42	89%	Transfer
PE-2	33	24	8	0	30	91%	32	97%	Transfer
PE-240	56	44	10	0	46	82%	49	88%	Transfer
PE-251	12	11	0	0	11	92%	11	92%	Transfer
PE-253	22	19	2	0	17	77%	18	82%	Transfer
PE-254	20	16	3	0	16	80%	16	80%	Transfer
PE-257	79	51	21	0	62	78%	68	86%	Transfer
PE-3	65	52	9	0	57	88%	62	95%	Transfer
PE-54	52	40	10	0	45	87%	49	94%	Transfer
PE-74	27	17	5	0	26	96%	26	96%	Transfer
PHIL-2	51	30	19	0	47	92%	50	98%	Transfer
PHIL-3	33	18	13	0	30	91%	32	97%	Transfer
PHOT-101	18	13	5	0	16	89%	18	100%	Transfer
PHOT-150	41	34	6	1	40	98%	40	98%	Transfer
PHYO-31	38	22	16	0	29	76%	35	92%	Transfer
PHYS-11	32	22	8	0	27	84%	28	88%	Transfer
PHYS-2A	44	31	11	0	34	77%	43	98%	Transfer
POLI-1	281	180	94	2	207	74%	248	88%	Transfer
POLI-2	24	19	4	0	19	79%	23	96%	Transfer
PSYC-15	30	16	13	0	21	70%	26	87%	Transfer
PSYC-16	30	21	8	0	29	97%	29	97%	Transfer
PSYC-3	27	18	9	0	23	85%	27	100%	Transfer
PSYC-5	159	115	41	0	127	80%	149	94%	Transfer
PSYC-7	51	42	7	0	22	43%	34	67%	Transfer
PSYC-9A	25	23	2	0	20	80%	23	92%	Transfer
SOCI-101	128	95	24	0	112	88%	121	95%	Transfer

Course	Total Enrolled	Local	4Year	HS	Success		Retention		Course Type
					N	%	N	%	
SOCI-102	37	29	6	1	34	92%	34	92%	Transfer
SOCI-107	21	14	5	0	18	86%	19	90%	Transfer
SPAN-1	64	37	24	0	51	80%	54	84%	Transfer

Note: In some instances, total enrollment may be greater than the sum of the listed cohorts. The calculated rates may be slightly underestimated in these cases because students outside of the cohorts were not listed in the data. This information is also available on the [IRP Success and Retention webpage](#).

Table 6 – 2nd 6-Week Session Individual Course Data

Course	Total				Success		Retention		Course Type
	Enrolled	Local	4Year	HS	N	%	N	%	
ACR-34	31	28	3	0	23	74%	26	84%	Transfer
ANAT-30	14	6	6	2	9	64%	11	79%	Transfer
ANAT-32	62	38	20	1	32	52%	40	65%	Transfer
ANTH-1	90	62	24	4	52	58%	81	90%	Transfer
ANTH-2	83	50	29	2	66	80%	78	94%	Transfer
ART-101	84	33	20	29	69	82%	76	90%	Transfer
ART-110	34	14	10	9	27	79%	31	91%	Transfer
ART-150	28	17	7	4	26	93%	28	100%	Transfer
ASTR-20	73	49	14	8	57	78%	62	85%	Transfer
ATEC-1	19	15	3	0	13	68%	14	74%	Transfer
BIOL-10	95	57	29	5	81	85%	83	87%	Transfer
BUS-17	36	28	7	0	26	72%	32	89%	Transfer
BUS-1A	67	32	32	3	47	70%	57	85%	Transfer
BUS-1B	28	6	19	0	18	64%	26	93%	Transfer
BUS-20	17	13	4	0	14	82%	14	82%	Transfer
CDEV-103	95	69	18	4	85	89%	93	98%	Transfer
CDEV-104	48	39	7	0	45	94%	45	94%	Transfer
CHEM-20	28	23	4	0	22	79%	23	82%	Transfer
CHEM-21A	18	10	6	2	7	39%	13	72%	Transfer
CHEM-4	42	31	10	1	26	62%	30	71%	Transfer
CHIN-1	27	12	8	7	22	81%	25	93%	Transfer
CIS-13	77	51	22	1	59	77%	64	83%	Transfer
COMS-1	298	212	70	10	266	89%	280	94%	Transfer
COMS-12	31	24	5	0	26	84%	29	94%	Transfer
COMS-3	53	44	6	1	51	96%	52	98%	Transfer
COMS-4	50	35	11	1	44	88%	45	90%	Transfer
CTEC-220	17	15	2	0	13	76%	13	76%	Transfer
DANC-101	38	29	7	1	27	71%	34	89%	Transfer
ECON-1	44	23	11	7	37	84%	40	91%	Transfer
ECON-2	21	15	5	0	18	86%	19	90%	Transfer
ENGL-1A	170	117	30	15	128	75%	149	88%	Transfer
ENGL-1B	53	25	25	0	45	85%	48	91%	Transfer
ENGL-1C	105	71	29	1	83	79%	95	90%	Transfer
ENGL-82	97	89	1	3	74	76%	90	93%	Basic Skills

Course	Total				Success		Retention		Course Type
	Enrolled	Local	4Year	HS	N	%	N	%	
ENGL-84	120	108	7	2	82	68%	105	88%	Degree
ENGL-A	127	108	10	4	87	69%	102	80%	Degree
ENGL-B	21	18	1	2	16	76%	16	76%	Basic Skills
ESTU-1	28	13	13	2	25	89%	25	89%	Transfer
FILM-110	84	55	25	2	75	89%	76	90%	Transfer
FTEC-1	26	21	5	0	23	88%	23	88%	Transfer
GEOG-1	72	48	21	1	57	79%	63	88%	Transfer
GEOL-6	24	14	6	2	23	96%	23	96%	Transfer
HIST-101	79	47	20	8	72	91%	78	99%	Transfer
HIST-102	181	75	31	74	164	91%	167	92%	Transfer
HIST-112	33	27	5	0	29	88%	33	100%	Transfer
HIST-128	27	21	5	1	24	89%	24	89%	Transfer
HIST-140	37	12	22	3	35	95%	35	95%	Transfer
JAPA-2	23	14	4	5	22	96%	22	96%	Transfer
LAW-4	13	9	4	0	12	92%	13	100%	Transfer
LAW-5	29	17	10	2	21	72%	26	90%	Transfer
MATH-12	52	48	3	0	32	62%	44	85%	Basic Skills
MATH-120	36	23	13	0	33	92%	35	97%	Transfer
MATH-130	67	40	23	1	49	73%	61	91%	Transfer
MATH-150	142	93	45	1	127	89%	136	96%	Transfer
MATH-160	39	27	9	0	38	97%	38	97%	Transfer
MATH-170	60	40	13	4	50	83%	55	92%	Transfer
MATH-23	64	56	6	0	45	70%	55	86%	Basic Skills
MATH-40	71	67	1	1	41	58%	56	79%	Degree
MATH-73	37	28	6	0	17	46%	30	81%	Degree
MUSI-111	57	28	23	5	40	70%	47	82%	Transfer
PE-10	34	23	8	0	29	85%	31	91%	Transfer
PE-106ABC	14	10	4	0	13	93%	13	93%	Transfer
PE-135ABC	49	41	6	1	47	96%	47	96%	Transfer
PE-16ABC	16	10	6	0	9	56%	10	63%	Transfer
PE-21ABC	23	22	1	0	21	91%	21	91%	Transfer
PE-240	51	35	14	0	46	90%	47	92%	Transfer
PE-257	31	25	5	0	25	81%	26	84%	Transfer
PE-259	27	22	4	0	20	74%	21	78%	Transfer
PE-3	21	19	2	0	19	90%	19	90%	Transfer

Course	Total Enrolled	Local	4Year	HS	Success		Retention		Course Type
					N	%	N	%	
PE-3	21	19	2	0	19	90%	19	90%	Transfer
PE-61ABC	30	26	4	0	28	93%	28	93%	Transfer
PE-7	20	17	2	0	16	80%	16	80%	Transfer
PE-71ABC	35	28	3	1	31	89%	31	89%	Transfer
PHIL-2	34	11	19	3	23	68%	26	76%	Transfer
PHIL-3	45	18	23	2	41	91%	44	98%	Transfer
PHIL-8	39	13	23	2	31	79%	34	87%	Transfer
PHOT-150	26	14	8	2	25	96%	26	100%	Transfer
PHYS-11	23	15	4	3	13	57%	15	65%	Transfer
PHYS-2A	44	36	6	0	29	66%	30	68%	Transfer
POLI-1	145	79	32	26	129	89%	141	97%	Transfer
POLI-10	21	9	12	0	16	76%	17	81%	Transfer
POLI-7	31	20	9	1	26	84%	27	87%	Transfer
PSYC-12	24	16	7	0	16	67%	17	71%	Transfer
PSYC-2	40	28	6	2	36	90%	36	90%	Transfer
PSYC-3	47	26	15	0	44	94%	47	100%	Transfer
PSYC-5	194	123	37	24	176	91%	186	96%	Transfer
PSYC-9B	45	30	14	0	38	84%	41	91%	Transfer
SOCI-101	100	67	25	7	86	86%	90	90%	Transfer
SOCI-104	37	23	11	0	36	97%	36	97%	Transfer
SPAN-2	48	19	28	1	41	85%	43	90%	Transfer
THEA-103	32	24	6	1	31	97%	32	100%	Transfer
WELD-15	23	20	2	0	21	91%	21	91%	Transfer
WELD-99	4	4	0	0	3	75%	3	75%	Transfer

Note: In some instances, total enrollment may be greater than the sum of the listed cohorts. The calculated rates may be slightly underestimated in these cases because students outside of the cohorts were not listed in the data. This information is also available on the [IRP Success and Retention webpage](#).

Table 7 – 8-Week Session Individual Course Data

Course	Total Enrolled				Success		Retention		Course Type
	Local	4Year	HS	N	%	N	%		
ACRP-4B	19	18	0	0	13	68%	17	89%	Transfer
AJ-103	42	30	9	0	38	90%	42	100%	Transfer
ANTH-1	90	64	22	2	60	67%	77	86%	Transfer
ANTH-2	78	46	29	1	48	62%	63	81%	Transfer
ARCH-121	18	16	1	0	18	100%	18	100%	Transfer
ART-101	49	37	9	2	38	78%	45	92%	Transfer
ART-102A	55	44	8	1	35	64%	47	85%	Transfer
ATEC-23	12	8	2	0	10	83%	11	92%	Transfer
CDEV-103	62	50	11	0	51	82%	61	98%	Transfer
CDEV-112	46	36	9	0	37	80%	40	87%	Transfer
CDEV-150	44	33	8	0	40	91%	42	95%	Transfer
CH-1	144	103	36	1	102	71%	117	81%	Transfer
CHEM-1A	26	21	3	0	16	62%	22	85%	Transfer
CHEM-1B	31	18	12	0	28	90%	28	90%	Transfer
CHEM-4	25	21	3	0	22	88%	24	96%	Transfer
CHEM-7A	20	4	15	0	14	70%	17	85%	Transfer
COSM-16	16	13	2	0	13	81%	13	81%	Transfer
COSM-3	39	34	3	0	39	100%	39	100%	Degree
CSCI-1	72	42	20	8	51	71%	66	92%	Transfer
CTEC-100	15	12	2	0	12	80%	13	87%	Transfer
DANC-101	93	76	12	2	76	82%	91	98%	Transfer
DANC-120A	14	7	7	0	9	64%	10	71%	Transfer
DANC-120B	4	3	1	0	4	100%	4	100%	Transfer
DANC-130A	8	4	3	1	4	50%	5	63%	Transfer
DANC-130B	6	5	1	0	4	67%	4	67%	Transfer
ECHT-11	15	13	2	0	13	87%	15	100%	Transfer
ECHT-191	16	14	1	0	16	100%	16	100%	Transfer
ECON-1	85	53	26	4	66	78%	77	91%	Transfer
ECON-2	87	54	29	0	70	80%	78	90%	Transfer
ENGL-1A	77	56	15	1	39	51%	59	77%	Transfer
ENGL-1C	91	80	8	1	60	66%	71	78%	Transfer
ENGL-84	32	26	5	0	19	59%	22	69%	Degree
FTEC-144	37	23	11	0	30	81%	32	86%	Transfer
HIST-101	83	63	15	1	75	90%	80	96%	Transfer

Course	Total Enrolled				Success		Retention		Course Type
	Local	4Year	HS	N	%	N	%		
HIST-102	77	52	20	5	56	73%	66	86%	Transfer
HUMA-1	37	27	8	0	26	70%	29	78%	Transfer
JAPA-1	26	4	6	16	18	69%	25	96%	Transfer
MATH-12	62	55	6	0	37	60%	46	74%	Basic Skills
MATH-150	210	139	63	2	124	59%	171	81%	Transfer
MATH-160	36	20	15	0	18	50%	27	75%	Transfer
MATH-180	157	121	25	5	86	55%	120	76%	Transfer
MATH-190	150	80	62	7	105	70%	130	87%	Transfer
MATH-191	113	58	50	0	56	50%	85	75%	Transfer
MATH-220	62	25	33	1	54	87%	55	89%	Transfer
MATH-23	92	87	2	1	66	72%	82	89%	Basic Skills
MATH-40	122	109	4	0	56	46%	78	64%	Degree
MATH-60	34	31	0	2	21	62%	32	94%	Degree
MATH-67	70	64	1	0	58	83%	61	87%	Degree
MATH-73	148	114	25	4	86	58%	131	89%	Degree
MATH-80	280	235	34	3	173	62%	223	80%	Degree
MICR-33	37	18	19	0	28	76%	30	81%	Transfer
MTT-101	22	10	6	6	19	86%	21	95%	Transfer
MTT-10J	11	9	1	0	10	91%	10	91%	Transfer
MUSI-111	103	76	19	5	65	63%	74	72%	Transfer
NFOO-11	95	60	29	1	68	72%	73	77%	Transfer
NURS-145	37	25	9	0	35	95%	36	97%	Transfer
NURS-210	45	32	12	0	40	89%	40	89%	Transfer
NURS-48	28	17	6	0	22	79%	24	86%	Transfer
OCEA-10	34	26	5	2	28	82%	30	88%	Transfer
PE-277	61	40	20	0	41	67%	58	95%	Transfer
PE-400	31	30	0	0	31	100%	31	100%	Transfer
PE-402	22	20	2	0	17	77%	20	91%	Transfer
PHIL-2	43	26	16	1	24	56%	35	81%	Transfer
PHIL-3	45	28	17	0	26	58%	35	78%	Transfer
PHIL-8	45	24	19	0	28	62%	37	82%	Transfer
PHYS-1A	32	21	10	0	18	56%	25	78%	Transfer
PHYS-1B	38	22	15	0	23	61%	34	89%	Transfer
POLI-1	122	81	34	5	90	74%	115	94%	Transfer
PSYC-15	53	32	19	2	46	87%	48	91%	Transfer

Course	Total Enrolled				Success		Retention		Course Type
	Local	4Year	HS	N	%	N	%		
PSYC-16	95	64	29	0	82	86%	91	96%	Transfer
PSYC-5	149	104	36	6	106	71%	138	93%	Transfer
RC-170	17	15	1	0	12	71%	14	82%	Degree
RC-176	17	15	2	0	17	100%	17	100%	Degree
RC-284	11	9	2	0	11	100%	11	100%	Degree
RC-294	11	9	2	0	11	100%	11	100%	Degree
RC-295	17	15	2	0	17	100%	17	100%	Degree
RTEC-104	19	14	5	0	19	100%	19	100%	Transfer
RTEC-109	19	14	5	0	19	100%	19	100%	Transfer
RTEC-216	18	18	0	0	18	100%	18	100%	Transfer
RTEC-220	18	18	0	0	18	100%	18	100%	Transfer
SLAN-120	23	17	5	1	22	96%	23	100%	Transfer
SOCI-101	141	109	27	1	96	68%	108	77%	Transfer
SOCI-102	41	27	14	0	33	80%	39	95%	Transfer
SOCI-104	33	19	14	0	23	70%	31	94%	Transfer
SOCI-112	37	23	10	1	29	78%	32	86%	Transfer
SPAN-1	35	14	9	12	26	74%	31	89%	Transfer

Note: In some instances, total enrollment may be greater than the sum of the listed cohorts. The calculated rates may be slightly underestimated in these cases because students outside of the cohorts were not listed in the data. This information is also available on the [IRP Success and Retention webpage](#).