SAN DIEGO MESA COLLEGE

Institutional Research

**Enrollment Patterns and Outcomes of Students Enrolled in Social Sciences Courses
(Fall 2017)**

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Project Overview

The present study was conducted to examine the course taking behaviors and outcomes of students enrolled in courses in any of the four social sciences programs at Mesa College: geography, history, philosophy, and political science. Of interest were enrollment patterns prior to completing social science courses, with particular attention paid to basic skills course completion, total unit completion, previous social science coursework, and online course completion within the social sciences. The study centered on the following questions:

- What are the characteristics of students enrolled in any social science courses in 2015-16, 2016-17, and Fall 2017?
- How much prior college-level coursework have students in social sciences courses completed within the district and overall?
- Have students enrolled in social sciences courses previously taken online courses in the same discipline?
  - Have students who are enrolled in online social sciences courses taken online courses in the same discipline?
  - If so, have they only taken online courses in the discipline, or do they take social sciences courses through various modalities?
- Are students who successfully complete basic skills coursework prior to completing a social sciences course as likely to retain and be successful as those who are not successful in basic skills courses or students who have taken no basic skills courses?
- Are students who successfully complete other social sciences coursework prior to completing another social sciences course (in the same discipline) as likely to retain and be successful as those who are not successful in prior social sciences courses or students who have taken no previous social sciences courses?
  - If students are retaking a course, what are their retention and success rates based on prior grade (D/F/NP or I/I*/RD/W)?

Methodology

Enrollment, grade and demographic data were obtained from the San Diego Community College District (SDCCD) information system. To examine the first question, the unduplicated headcount of students enrolled in at least one course in each of the four social sciences programs during 2015-16, 2016-17, and fall 2017 were disaggregated by ethnicity, gender, ethnicity and gender, enrollment status, first generation status, and educational objective. If a student dropped the course before the census deadline they were not included in the data. The students from the 2016-17 academic year data were also included to address the second research question, in which the credits earned within SDCCD and total college credits earned were averaged.

To investigate whether students have taken online courses within the same discipline, students were included if they were enrolled in a social sciences course at Mesa College in 2016-17 and had taken an online course in the same discipline within the SDCCD from summer 2004 to spring 2016. To determine how many students in an online social sciences course at Mesa College in 2016-17 had previously successfully completed an online course in the same discipline, the same methodology was applied, except students had to be enrolled in an online social sciences course in 2016-17. These same students were used to examine how many only took online courses in the discipline, rather than a combination of online and in-person.

For the fourth research question, student data were examined if they had taken any basic skills course (see Table 1 for a course listing) from summer 2004 to spring 2015 and were enrolled in a social sciences course in 2015-16, or if they had taken any basic skills course from summer 2004 to spring 2016 and were enrolled in a social sciences course in 2016-17. Enrollments by basic skills courses were provided by social science program. Additionally, retention and success rates in social sciences courses were compared if students had successfully completed any basic skills course or had not successfully completed a basic skills course prior to enrolling in a social sciences course. If a student had taken more than one basic skills course across disciplines (ESOL, ENGL, and MATH) and had successfully completed at least one, they were classified as "successful." However, if no basic skills courses were successfully completed they were grouped as "not successful" (see Basic Skills in Appendix A). The same logic applied when examining retention and success rates in social sciences courses for students who had taken courses disaggregated by basic skills discipline (ESOL, ENGL, MATH examined separately). If a student had taken more than one basic skills course in the same discipline and had successfully completed at least one course they were grouped as "successful." However, if a student had taken more than one basic skills course within the same discipline and had not successfully completed any, they were classified as "not successful" (see Basic Skills in Appendix A). If students had not taken any basic skills courses prior to enrollment in a social sciences course they were grouped as such.

Table 1. Basic Skills Courses Included in Analysis

Course List
ENGL 42: College Reading and Study Skills I
ENGL 43: English Review
ENGL 47A: Accelerated Reading, Writing and Reasoning
ENGL 48: College Reading and Study Skills II
ENGL 49: Basic Composition
ESOL 19/19A: Transitional English for ESOL Students
ESOL 20: Writing for Non-native Speakers of English I
ESOL 21: Reading for Non-native Speakers of English I
ESOL 22: Listening and Speaking for Non-native Speakers of English I
ESOL 30: Writing for Non-native Speakers of English II
ESOL 31: Reading for Non-native Speakers of English II
ESOL 32: Listening and Speaking for Non-native Speakers of English II
ESOL 40: Reading and Writing for Non-native Speakers of English III
ESOL 45: Accelerated Reading, Writing, and Grammar for Non-native Speakers of English
MATH 32/34A: Basic Mathematics and Study Skills
MATH 35/38: Pre-Algebra and Study Skills
MATH 46: Elementary Algebra and Geometry

To assess prior coursework within each social science field, students were included in the analysis if they had taken any coursework within the particular program (geography, history, philosophy, or political science) from summer 2004 to spring 2015 and were enrolled in a social sciences course in 2015-16, or if they had taken any social sciences course in each program from summer 2004 to spring 2016 and were enrolled in a social sciences course in the same program in 2016-17. Prior enrollment numbers were provided for each previous course taken in each program for those enrolled the same program courses across 2015-16 and 2016-17. Students were then classified into one of three groups for each academic year examined. If students had taken social sciences courses in the same program and were successful in at least one prior to enrolling in 2015-16 or 2016-17 they were classified as "successful," whereas those who did not successfully complete any courses prior to enrolling in the target academic year were

classified as "not successful" (see Program Courses in Appendix A). The final group of students included those who did not enroll in any previous program courses and were labeled as such.

Retakes of courses were examined for students enrolled in the 2016-17 academic year who were retaking courses in the particular program in which they were enrolled in the 2016-17 academic year. Students were grouped based on previous grade in the course, such that those who had received a "D," "F," or "NP" were grouped and those who had received a grade of "I," "I*," "RD," or "W" were combined. If a student had taken the same course and received a grade in both of the groups they were automatically placed into the D/F/NP group.

It is important to note that students who were enrolled in Accelerated College Program (ACP) sections of political science courses were either disaggregated in or excluded from the results. When ACP students were excluded a notation detailing this follows. The results of the study are summarized below.

Key Findings

- Across the four social sciences programs, students enrolled in those courses had already accumulated 32 to 38 college-level credits within the district, supporting the finding that most students identified as continuing SDCCD students.

- Proportions of students completing online courses was relatively small; however, students had limited online or hybrid options when selecting courses in the social sciences programs. The small number of courses being offered in an online/hybrid modality also helps explain why few students complete only online courses within a program.

- With one exception in the examined academic years, students who attempted but did not successfully complete any basic skills course prior to enrolling in a social science course tended to have lower retention and success rates than students who had taken no basic skills or had successfully completed basic skills courses. Interestingly, with a few exceptions, the same was found for students who had not successfully completed any social science courses within the same program. Taken together, these findings indicate that students who have a pattern of not successfully completing courses are less likely to complete future courses, within or outside the same program.

- Students who were retaking courses in the social sciences programs who received a failing grade (D/F/NP) outperformed students who received other non-passing grades (I/I*/W/RD) in some programs and not in others. Thus, there appears to be no clear relationship between course retake success and prior course grade based on the two categories examined.

Results

Student Characteristics
The headcount across terms and programs ranged from 359 to 4,232 students, with History enrolling the largest number of students and Political Science (ACP) the smallest (see Figure 1). Across all terms and non-ACP programs, the largest proportion of students identified as Latino/a (31-38%) or White (34-39%), followed by Asian/Pacific Islander (7-10%) and African American (5-10%; see Appendix A). The majority of students across terms and programs were female (51-59%). A similar pattern was found among Political Science – ACP students, with the majority identifying as female (53-54%), and 45-52% identifying as White, 23% as Latino/a, and 10-15% as Asian/Pacific Islander. Demographics in the non-ACP programs mirror what is reported at the college overall, with most students identifying as Latino/a (36% in 2016-17), followed by White (32%), Asian/Pacific Islander (11%), and African American (7%), and most students identify as female (54%).

The majority of students across terms and programs were continuing students (64-80%), followed by first time transfer students (9-16%) and first time students (7-13%). Additionally, 73 to 77% of the students were not first generation and most were seeking a bachelor's degree (61-72%), a concurrent university student (9-14%), or were undecided about their educational goal (9-12%). Students enrolled in Political Science – ACP courses differed slightly, with almost all indicating they were current high school students and the largest proportion reported being undecided about their educational goal (41-43%). About one fourth to one third, depending on the term, indicated an educational goal of a bachelor's degree. The majority of those enrolled in Political Science – ACP courses were also not first generation students (86-87%). The enrollment status, educational objectives, and first generation status of students in the social sciences programs closely aligned with what students reported at Mesa, with most being continuing students (69% in 2016-17), having the objective of a bachelor's degree (53%), and not being first generation college students (72%). The one difference noted between students college-wide and those in the social sciences programs is that in 2016-17 about 15% of students at Mesa reported a career/vocational educational objective compared to 5-9% across years and social sciences programs.

Figure 1. Annual Program Student Headcount
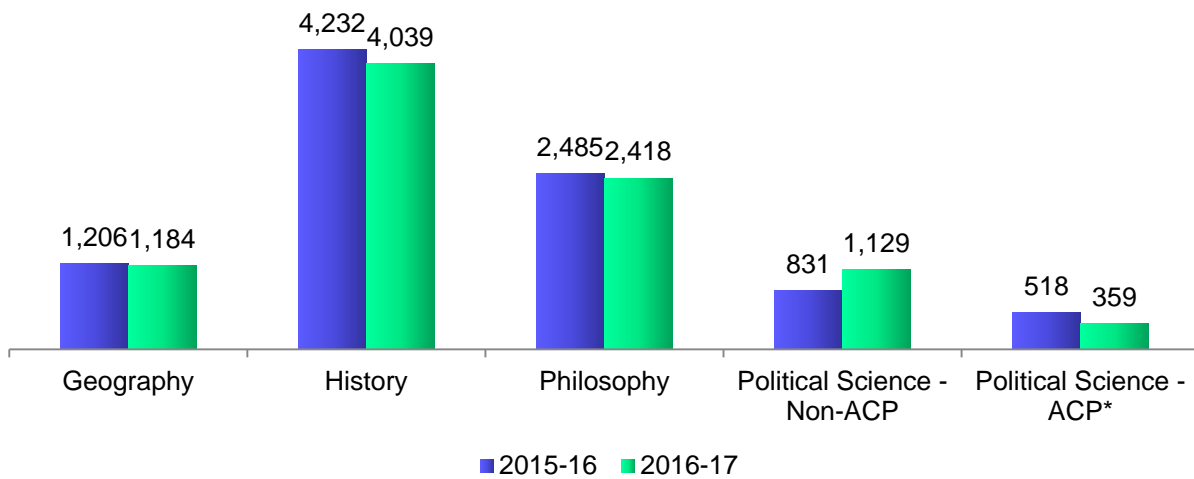
Credits Earned
Across programs students who were enrolled in 2016-17 social science courses earned an average 32 to 38 credits within SDCCD (see Figure 2). When examining higher education credits taken both inside and outside the district, the average ranged from 43 to 48 credits earned among students enrolled in social sciences courses at Mesa. This finding aligns with the proportion of students who indicated being continuing or transfer students.

**Figure 2. Average of SDCCD and Total Higher Education
Credits Earned by Program - 2016-17**
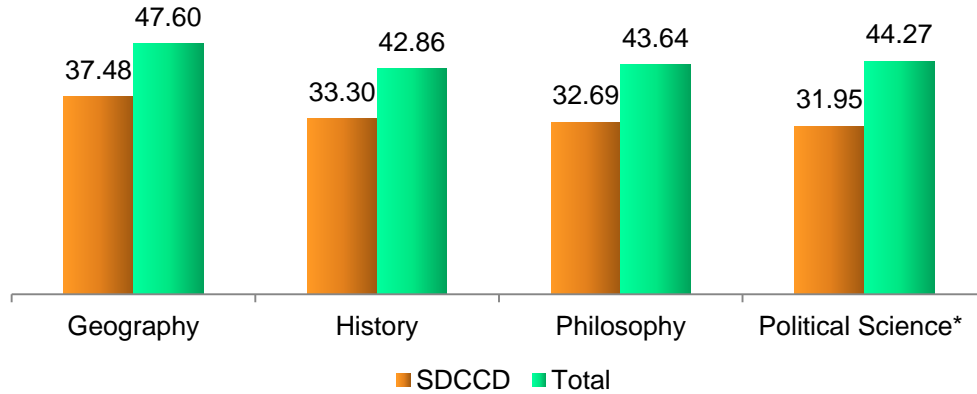
Online Courses

Most students in each of the four social sciences program courses completed in person classes within the district prior to enrolling in their courses in 2016-17, as opposed to those offered online (see Figure 3). However, only a small proportion of courses were offered in an online or hybrid format in each program. About 14% of History classes were offered in an online/hybrid modality from summer 2004 to spring 2016, compared to 5% in Geography, 2% in Philosophy, and 11% in Political Science.

Most students who were enrolled in an online section of a social sciences program in 2016-17 had previously taken no online courses within the same program (86-98%; see Appendix A). The program with the most students in an online course in 2016-17 who only enroll in online courses is History, with 10% of students doing so. However, this is not surprising considering that History offers more online course sections than any of the other four social sciences programs. Five percent of Philosophy course students enrolled in an online section in 2016-17 only enrolled in online courses, followed by 3% in Geography, and 2% in Political Science.

**Figure 3. Percent of Students who Completed Online Courses
in each Program - 2016-17**
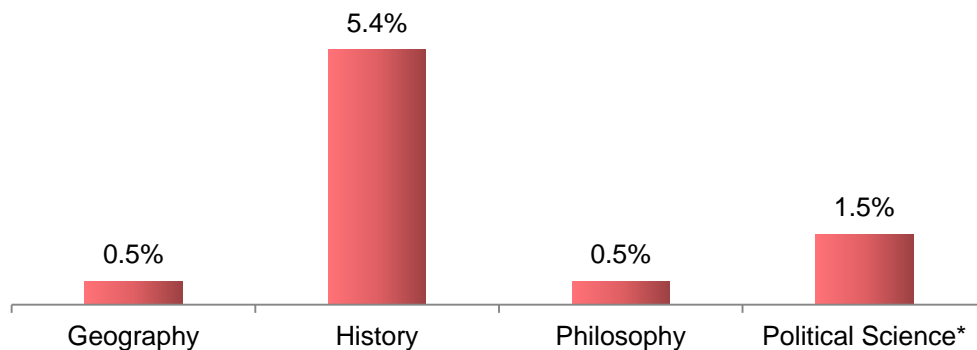
*Note: Political Science headcount does not include ACP students.

Basic Skills
Across programs, retention and success rates were similar whether a student had successfully completed a basic skills course prior to completing a course in one of the social sciences programs or had not taken a basic skills course in the past. Students who did not receive a passing grade in a previous basic skills course tended to have lower retention and success rates than students who successfully completed one or had never taken a basic skills course.

For Geography, across both years, students who did not take basic skills courses prior to completing Geography courses had slightly higher retention rates than those who successfully completed basic skills courses (see Figure 4). The same pattern held true for success rates, with the exception of 2015-16 in which those who did not complete a basic skills course and those who did so successfully had the same success rates. Students who did not receive a passing grade in a basic skills course had lower retention and success rates than the other two groups, with the exception of the 2016-17 retention rates, in which they had a higher retention rate than the other students.

Figure 4. Retention and Success Rates in Geography by Prior Basic Skills Enrollment and Success
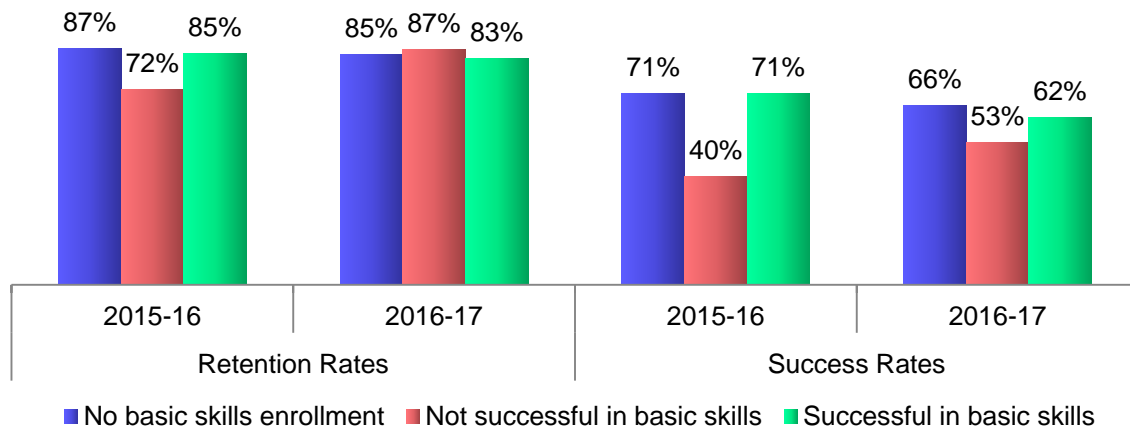
In History courses, those who successfully completed a basic skills course prior to completing a history course had slightly higher retention and success rates than students who took no basic skills courses (see Figure 5). Students who did not receive a passing grade in a basic skills course consistently had lower retention and success rates than those in the other groups.

Figure 5. Retention and Success Rates in History by Prior Basic Skills Enrollment and Success
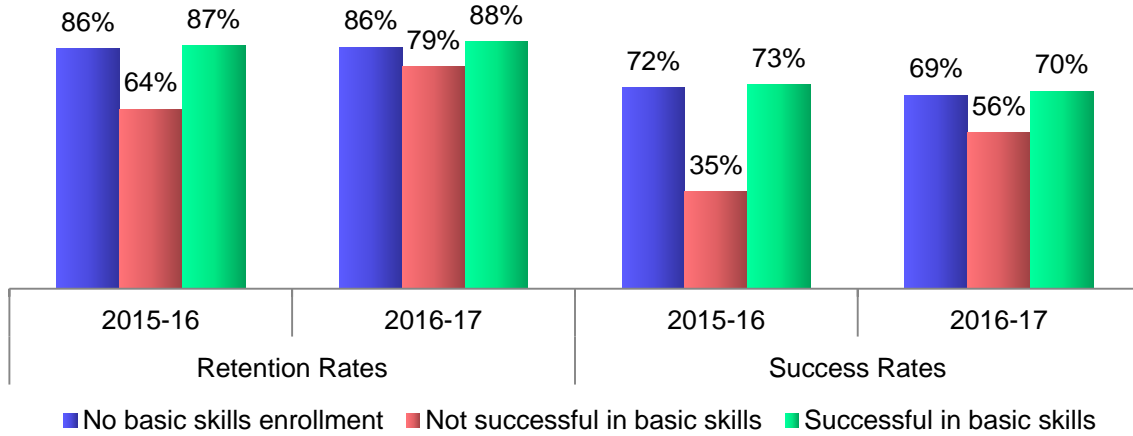
Outcomes for students in philosophy courses tended to differ depending on the year (see Figure 6). For students enrolled in 2015-16, those who successfully completed a basic skills course prior to the philosophy course had slightly higher retention and success rates than those who took no basic skills courses. However, the reverse was true for students enrolled in philosophy courses in 2016-17. Similar to history, students who did not receive a passing grade in a basic skills course had lower retention and success rates than students in the other two groups across both years.

Figure 6. Retention and Success Rates in Philosophy by Prior Basic Skills Enrollment and Success
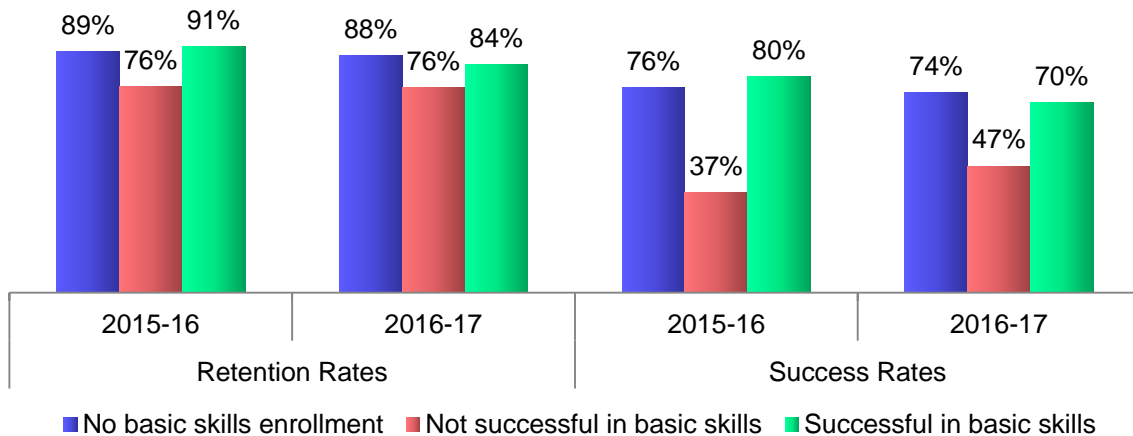
For students enrolled in non-ACP political science, those who completed a basic skills course with a passing grade had slightly higher retention and success rates than those who did not take a basic skills course in the past, with the exception of the 2016-17 retention rates (see Figure 7). Again, those who did not successfully complete a basic skills course had lower retention and success rates than the other groups of students.

Figure 7. Retention and Success Rates in Political Science by Prior Basic Skills Enrollment and Success

	Retention Rates		Success Rates	
	2015-16	2016-17	2015-16	2016-17

- No basic skills enrollment
- Not successful in basic skills
- Successful in basic skills
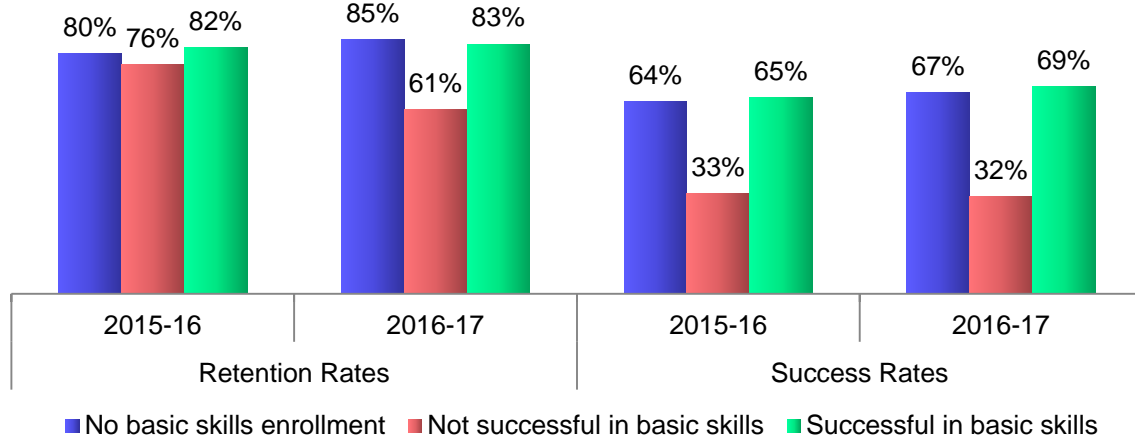
Program Courses

Patterns in retention and success rates by successful completion of a previous course in the same program varied depending on the program of interest. For students enrolled in a geography course, students who had previously successfully completed another geography course were most likely to retain to the end of the semester, followed by students who did not successfully pass a prior geography course and those with no previous geography enrollment (see Figure 8). Students who had successfully completed a geography course before taking another also had substantially higher success rates than students in the other groups. However, those who had no previous geography enrollment had slightly higher success rates than those who did not successfully complete a previous geography course.

Figure 8. Retention and Success Rates in Geography by Prior Geography Enrollment and Success

	Retention Rates		Success Rates	
	2015-16	2016-17	2015-16	2016-17

- No prior GEOG enrollment
- Not successful in prior GEOG
- Successful in prior GEOG
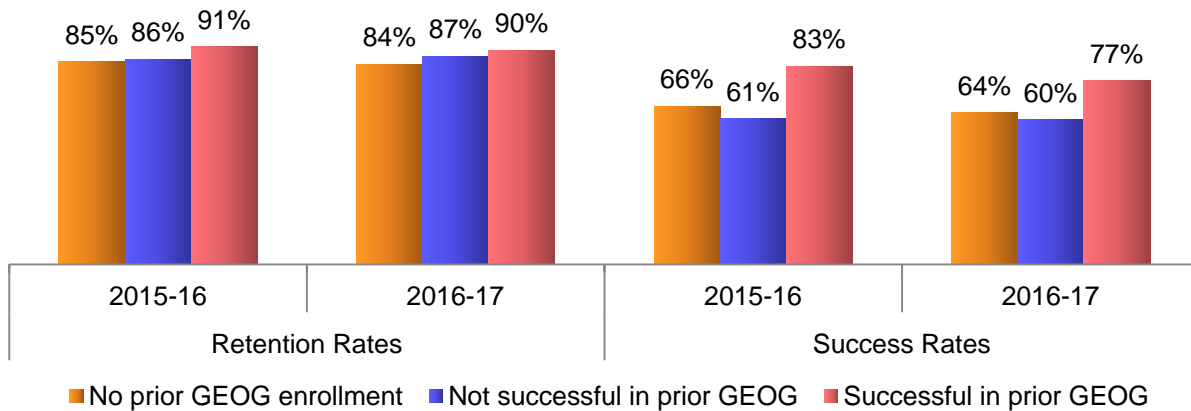
As with geography, students who successfully completed a history course before taking another in 2015-16 or 2016-17 had higher retention and success rates than students who did not successfully complete one or did not previously take one at all (see Figure 9). Unlike geography, students who were unsuccessful in a previous history course also had lower retention and success rates than students who had not taken a history class before the academic years shown.

Figure 9. Retention and Success Rates in History by Prior History Enrollment and Success

	Retention Rates		Success Rates	
	2015-16	2016-17	2015-16	2016-17

- No prior HIST enrollment
- Not successful in prior HIST
- Successful in prior HIST
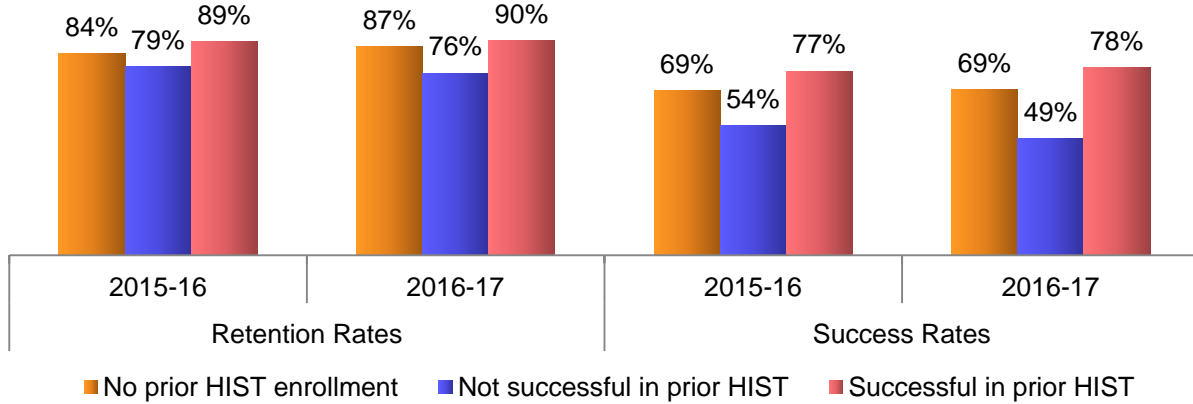
Student retention and success rates in philosophy followed the same pattern as those in history. Students who successfully completed a previous philosophy course had the highest retention and success rates, followed by those who had never taken a philosophy course (see Figure 10). Students who unsuccessfully completed a previous philosophy class were the least likely to be successful and retain.

Figure 10. Retention and Success Rates in Philosophy by Prior Philosophy Enrollment and Success

	Retention Rates		Success Rates	
	2015-16	2016-17	2015-16	2016-17

- No prior PHIL enrollment
- Not successful in prior PHIL
- Successful in prior PHIL
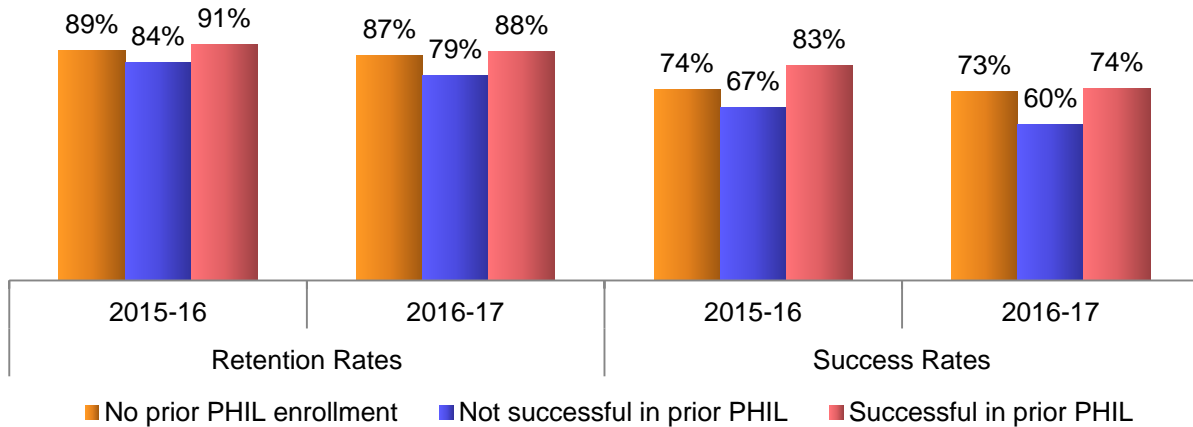
The pattern of findings differed for students enrolled in political science courses by academic year. Students who successfully completed a previous political science course were the most likely to retain and be successful in another political science course (see Figure 11). However, in 2015-16 students who had a prior unsuccessful grade in a political science course had slightly higher retention and success rates than those who had not taken a political science course before. The reverse was true among those

two groups in 2016-17.

**Figure 11. Retention and Success Rates in Political Science by Prior Political
Science Enrollment and Success**
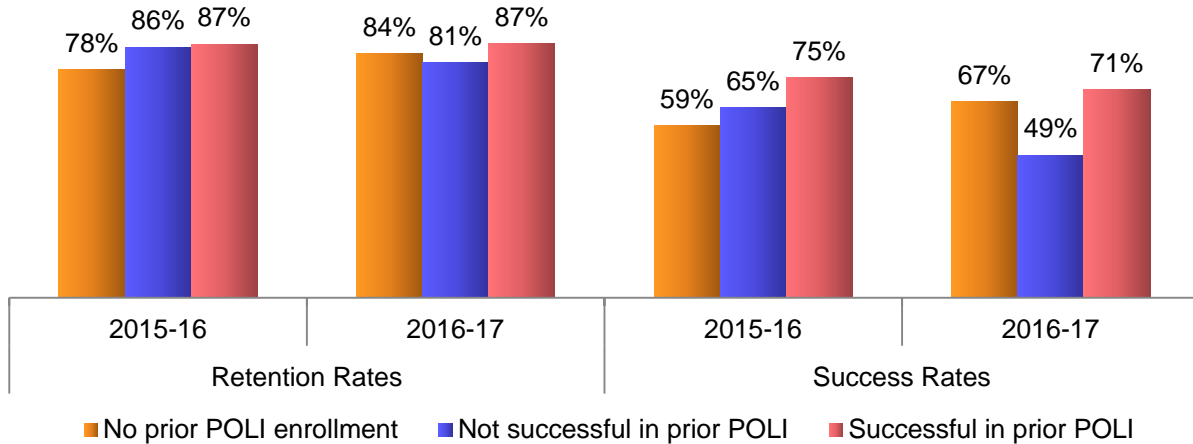
Course Retakes
Across programs, the retention rates of students who were retaking the same course in 2016-17 were relatively high (69-92%), with those in geography courses being the most likely to retain to the end of the semester. Students who received a D/F/NP tended to have slightly higher retention than those with a grade of I/I*/RD/W, with the exception of students retaking philosophy courses.

Students enrolled in geography or history courses tended to have higher success rates if they previously received a D/F/NP grade rather than I/I*/RD/W. However, the opposite was true for students enrolled in philosophy or political science courses, indicating no clear pattern depending on if a student receives a not passing grade or withdraws.

**Figure 12. Retention and Success Rates in Social Sciences Courses by
Grade from Prior Attempt**
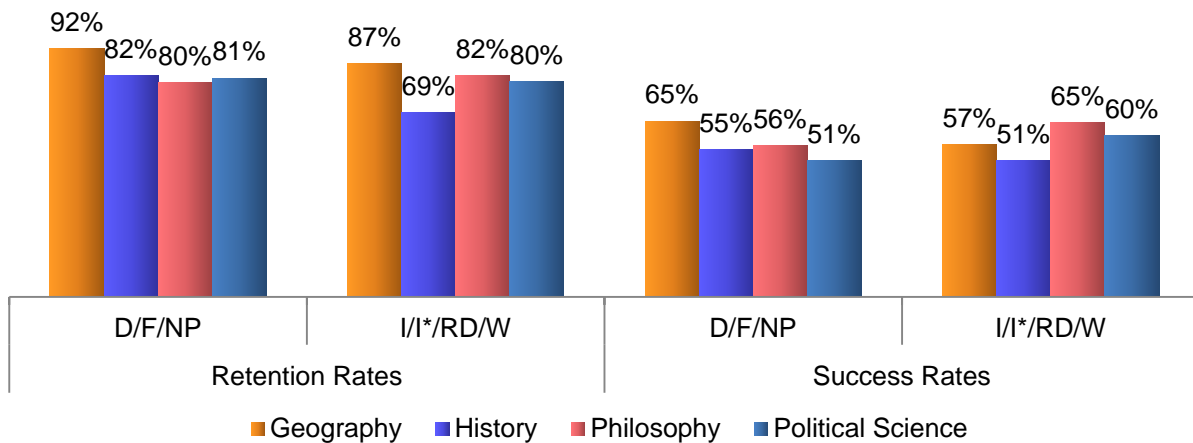
Summary and Recommendations

Student characteristics were similar across programs, with most students identifying as Latino or White and female. Additionally, most students were continuing students, not first generation, and had the goal of obtaining a bachelor's degree. ACP students were similar on all characteristics with the exception of the largest proportion indicating an undecided educational goal. Students who enrolled in the four social sciences programs (non-ACP) in 2016-17 had an average of about 32 to 38 credits earned with the district, and an average of roughly 43 to 48 total higher education credits. The vast majority of students enrolled in these programs had taken in-person courses in these same programs previously, with 2% to 10% of students in online classes having taken only online classes within each program. However, this is to be expected considering that most courses in the programs are only taught in-person.

Retention and success rates tended to be similar between students who had not taken a basic skills course and those who had successfully completed a basic skills course prior to enrolling in a social science course across both programs and years. However, students who did not receive a passing grade in a basic skills course tended to have the lowest retention and success rates. When examining previous courses in the same program, students who had successfully completed one prior to another course had the highest retention and success rates. Students who had enrolled in a program course but did not successfully complete it tended to have the lowest retention and success rates, although this varied slightly across program. Finally, the relationship between failing a course or withdrawing from a course and the outcomes in retaking the same course is not clear. Students who received a failing grade in a retaken course tended to be more likely to retain, but this was not true across all programs or for success rates.

In examining the findings, it is recommended to increase the number of courses offered online or in a hybrid format to increase the number of students taking courses in this manner. Additionally, basic skills prerequisites may not be appropriate for most courses in the social sciences programs, as students tended to do as well whether they successfully completed one or had not taken one. Further research is recommended for including prerequisites within the program courses.

Institutional Research

Appendix A. Tables

Student Characteristics

Table 1. Annual Program Student Headcount

Program	2015-16	2016-17	Fall 2017
Geography	1,206	1,184	525
History	4,232	4,039	1,897
Philosophy	2,485	2,418	1,145
Political Science - Non-ACP	831	1,129	481
Political Science - ACP*	518	359	5

Note: Headcount for 2015-16 and 2016-17 include the summer, fall, and spring terms. Fall 2017 only includes the fall term.

*If students were enrolled in an ACP course in one term and in a non-ACP course in another term within the same year, they were still included in the ACP count for the academic year. Thus, aggregating the headcount for ACP and non-ACP may include duplicate students.

Geography

Table 2. Geography Student Headcount by Ethnicity

Ethnicity	2015-16		2016-17		Fall 2017	
African American	70	6%	80	7%	50	10%
American Indian	7	1%	5	0%	1	0%
Asian/Pacific Islander	82	7%	112	9%	43	8%
Filipino	42	3%	38	3%	11	2%
Latino	436	36%	414	35%	187	36%
White	473	39%	433	37%	193	37%
Other	73	6%	82	7%	30	6%
Unreported	23	2%	20	2%	10	2%
Total	*1,206*	*100%*	*1,184*	*100%*	*525*	*100%*

Table 3. Geography Student Headcount by Gender

Gender	2015-16		2016-17		Fall 2017	
Female	534	44%	556	47%	256	49%
Male	672	56%	628	53%	269	51%
Total	*1,206*	*100%*	*1,184*	*100%*	*525*	*100%*

Table 4. Geography Student Headcount by Ethnicity and Gender

Ethnicity	Female						Male					
	2015-16		2016-17		Fall 2017		2015-16		2016-17		Fall 2017	
African American	24	4%	33	6%	18	7%	46	7%	47	7%	32	12%
American Indian	1	0%	2	0%	0	0%	6	1%	3	0%	1	0%
Asian/Pacific Islander	32	6%	51	9%	22	9%	50	7%	61	10%	21	8%
Filipino	21	4%	15	3%	5	2%	21	3%	23	4%	6	2%
Latino	213	40%	218	39%	105	41%	223	33%	196	31%	82	30%
White	193	36%	186	33%	85	33%	280	42%	247	39%	108	40%
Other	43	8%	39	7%	17	7%	30	4%	43	7%	13	5%
Unreported	7	1%	12	2%	4	2%	16	2%	8	1%	6	2%
Total	*534*	*100%*	*556*	*100%*	*256*	*100%*	*672*	*100%*	*628*	*100%*	*269*	*100%*

Table 5. Geography Student Headcount by Enrollment Status

Enrollment Status	2015-16		2016-17		Fall 2017	
Continuing Student	915	76%	942	80%	399	76%
Current High School Student	13	1%	9	1%	2	0%
First-Time Student	103	9%	86	7%	50	10%
First-Time Transfer Student	132	11%	106	9%	53	10%
Returning Student	28	2%	28	2%	16	3%
Returning Transfer Student	13	1%	12	1%	4	1%
Unreported	2	0%	1	0%	1	0%
Total	*1,206*	*100%*	*1,184*	*100%*	*525*	*100%*

Table 6. Geography Student Headcount by First Generation Status

First Generation Status	2015-16		2016-17		Fall 2017	
First Generation	314	26%	298	25%	133	25%
Not First Generation	892	74%	886	75%	392	75%
Total	*1,206*	*100%*	*1,184*	*100%*	*525*	*100%*

Table 7. Geography Student Headcount by Educational Objective

Educational Objective	2015-16		2016-17		Fall 2017	
Bachelor's Degree	829	69%	798	67%	351	67%
Associate's Degree	45	4%	38	3%	25	5%
Career/Vocational	65	5%	90	8%	30	6%
Basic Skills/Ed. Development	8	1%	20	2%	4	1%
Concurrent University Student	135	11%	119	10%	50	10%
Undecided/Unreported	124	10%	119	10%	65	12%
Total	*1,206*	*100%*	*1,184*	*100%*	*525*	*100%*

History

Table 8. History Student Headcount by Ethnicity

Ethnicity	2015-16		2016-17		Fall 2017	
African American	203	5%	185	5%	100	5%
American Indian	17	0%	15	0%	7	0%
Asian/Pacific Islander	453	11%	391	10%	172	9%
Filipino	190	4%	182	5%	80	4%
Latino	1,332	31%	1,354	34%	663	35%
White	1,659	39%	1,581	39%	691	36%
Other	308	7%	273	7%	143	8%
Unreported	70	2%	58	1%	41	2%
Total	*4,232*	*100%*	*4,039*	*100%*	*1,897*	*100%*

Table 9. History Student Headcount by Gender

Gender	2015-16		2016-17		Fall 2017	
Female	1,967	46%	1,910	47%	886	47%
Male	2,265	54%	2,129	53%	1,011	53%
Total	*4,232*	*100%*	*4,039*	*100%*	*1,897*	*100%*

Table 10. History Student Headcount by Ethnicity and Gender

Ethnicity	Female						Male					
	2015-16		2016-17		Fall 2017		2015-16		2016-17		Fall 2017	
African American	96	5%	81	4%	35	4%	107	5%	104	5%	65	6%
American Indian	12	1%	8	0%	2	0%	5	0%	7	0%	5	0%
Asian/Pacific Islander	200	10%	184	10%	87	10%	253	11%	207	10%	85	8%
Filipino	93	5%	89	5%	40	5%	97	4%	93	4%	40	4%
Latino	643	33%	687	36%	345	39%	689	30%	667	31%	318	31%
White	755	38%	720	38%	300	34%	904	40%	861	40%	391	39%
Other	142	7%	120	6%	60	7%	166	7%	153	7%	83	8%
Unreported	26	1%	21	1%	17	2%	44	2%	37	2%	24	2%
Total	*1,967*	*100%*	*1,910*	*100%*	*886*	*100%*	*2,265*	*100%*	*2,129*	*100%*	*1,011*	*100%*

Table 11. History Student Headcount by Enrollment Status

Enrollment Status	2015-16		2016-17		Fall 2017	
Continuing Student	3,155	75%	3,020	75%	1,368	72%
Current High School Student	57	1%	57	1%	11	1%
First-Time Student	357	8%	322	8%	222	12%
First-Time Transfer Student	455	11%	450	11%	201	11%
Returning Student	133	3%	130	3%	67	4%
Returning Transfer Student	68	2%	56	1%	26	1%
Unreported	7	0%	4	0%	2	0%
Total	*4,232*	*100%*	*4,039*	*100%*	*1,897*	*100%*

Table 12. History Student Headcount by First Generation Status

First Generation Status	2015-16		2016-17		Fall 2017	
First Generation	1,020	24%	1,037	26%	492	26%
Not First Generation	3,211	76%	3,001	74%	1,404	74%
Unreported	1	0%	1	0%	1	0%
Total	*4,232*	*100%*	*4,039*	*100%*	*1,897*	*100%*

Table 13. History Student Headcount by Educational Objective

Educational Objective	2015-16		2016-17		Fall 2017	
Bachelor's Degree	2,627	62%	2,588	64%	1,163	61%
Associate's Degree	243	6%	250	6%	115	6%
Career/Vocational	321	8%	314	8%	165	9%
Basic Skills/Ed. Development	79	2%	66	2%	42	2%
Concurrent University Student	529	13%	398	10%	179	9%
Undecided/Unreported	433	10%	423	10%	233	12%
Total	*4,232*	*100%*	*4,039*	*100%*	*1,897*	*100%*

Philosophy

Table 14. Philosophy Student Headcount by Ethnicity

Ethnicity	2015-16		2016-17		Fall 2017	
African American	145	6%	154	6%	83	7%
American Indian	10	0%	8	0%	2	0%
Asian/Pacific Islander	243	10%	209	9%	112	10%
Filipino	99	4%	92	4%	51	4%
Latino	844	34%	862	36%	391	34%
White	904	36%	873	36%	389	34%
Other	199	8%	187	8%	93	8%
Unreported	41	2%	33	1%	24	2%
Total	*2,485*	*100%*	*2,418*	*100%*	*1,145*	*100%*

Table 15. Philosophy Student Headcount by Gender

Gender	2015-16		2016-17		Fall 2017	
Female	1,104	44%	1,098	45%	538	47%
Male	1,381	56%	1,320	55%	607	53%
Total	*2,485*	*100%*	*2,418*	*100%*	*1,145*	*100%*

Table 16. Philosophy Student Headcount by Ethnicity and Gender

Ethnicity	Female						Male					
	2015-16		2016-17		Fall 2017		2015-16		2016-17		Fall 2017	
African American	66	6%	67	6%	33	6%	79	6%	87	7%	50	8%
American Indian	2	0%	5	0%	0	0%	8	1%	3	0%	2	0%
Asian/Pacific Islander	97	9%	96	9%	54	10%	146	11%	113	9%	58	10%
Filipino	52	5%	37	3%	25	5%	47	3%	55	4%	26	4%
Latino	414	38%	431	39%	201	37%	430	31%	431	33%	190	31%
White	376	34%	353	32%	162	30%	528	38%	520	39%	227	37%
Other	82	7%	91	8%	49	9%	117	8%	96	7%	44	7%
Unreported	15	1%	18	2%	14	3%	26	2%	15	1%	10	2%
Total	*1,104*	*100%*	*1,098*	*100%*	*538*	*100%*	*1,381*	*100%*	*1,320*	*100%*	*607*	*100%*

Table 17. Philosophy Student Headcount by Enrollment Status

Enrollment Status	2015-16		2016-17		Fall 2017	
Continuing Student	1,821	73%	1,860	77%	853	74%
Current High School Student	20	1%	13	1%	10	1%
First-Time Student	215	9%	169	7%	113	10%
First-Time Transfer Student	305	12%	285	12%	112	10%
Returning Student	84	3%	57	2%	41	4%
Returning Transfer Student	37	1%	32	1%	16	1%
Unreported	3	0%	2	0%	0	0%
Total	*2,485*	*100%*	*2,418*	*100%*	*1,145*	*100%*

Table 18. Philosophy Student Headcount by First Generation Status

First Generation Status	2015-16		2016-17		Fall 2017	
First Generation	572	23%	617	26%	290	25%
Not First Generation	1,913	77%	1,801	74%	855	75%
Total	*2,485*	*100%*	*2,418*	*100%*	*1,145*	*100%*

Table 19. Philosophy Student Headcount by Educational Objective

Educational Objective	2015-16		2016-17		Fall 2017	
Bachelor's Degree	1,594	64%	1,565	65%	729	64%
Associate's Degree	81	3%	95	4%	39	3%
Career/Vocational	158	6%	162	7%	101	9%
Basic Skills/Ed. Development	63	3%	44	2%	28	2%
Concurrent University Student	330	13%	320	13%	123	11%
Undecided/Unreported	259	10%	232	10%	125	11%
Total	*2,485*	*100%*	*2,418*	*100%*	*1,145*	*100%*

Political Science

Table 20. Political Science Student Headcount by Ethnicity

Ethnicity	2015-16		2016-17		Fall 2017	
African American	55	7%	68	6%	29	6%
American Indian	2	0%	4	0%	3	1%
Asian/Pacific Islander	59	7%	83	7%	34	7%
Filipino	29	3%	30	3%	15	3%
Latino	308	37%	424	38%	184	38%
White	315	38%	417	37%	168	35%
Other	54	6%	84	7%	41	9%
Unreported	9	1%	19	2%	7	1%
Total	*831*	*100%*	*1,129*	*100%*	*481*	*100%*

Note: Headcounts include students enrolled only in non-ACP courses.

Table 21. Political Science Student Headcount by Gender

Gender	2015-16		2016-17		Fall 2017	
Female	343	41%	525	47%	235	49%
Male	488	59%	604	53%	246	51%
Total	*831*	*100%*	*1,129*	*100%*	*481*	*100%*

Note: Headcounts include students enrolled only in non-ACP courses.

Table 22. Political Science Student Headcount by Ethnicity & Gender

Ethnicity	Female						Male					
	2015-16		2016-17		Fall 2017		2015-16		2016-17		Fall 2017	
African American	26	8%	32	6%	10	4%	29	6%	36	6%	19	8%
American Indian	1	0%	1	0%	1	0%	1	0%	3	0%	2	1%
Asian/Pacific Islander	30	9%	43	8%	16	7%	29	6%	40	7%	18	7%
Filipino	12	3%	20	4%	5	2%	17	3%	10	2%	10	4%
Latino	140	41%	208	40%	100	43%	168	34%	216	36%	84	34%
White	115	34%	179	34%	78	33%	200	41%	238	39%	90	37%
Other	17	5%	34	6%	19	8%	37	8%	50	8%	22	9%
Unreported	2	1%	8	2%	6	3%	7	1%	11	2%	1	0%
Total	*343*	*100%*	*525*	*100%*	*235*	*100%*	*488*	*100%*	*604*	*100%*	*246*	*100%*

Note: Headcounts include students enrolled only in non-ACP courses.

Table 23. Political Science Student Headcount by Enrollment Status

Enrollment Status	2015-16		2016-17		Fall 2017	
Continuing Student	559	67%	791	70%	307	64%
Current High School Student	4	0%	39	3%	4	1%
First-Time Student	95	11%	90	8%	63	13%
First-Time Transfer Student	125	15%	152	13%	75	16%
Returning Student	25	3%	35	3%	18	4%
Returning Transfer Student	22	3%	22	2%	13	3%
Total	*830*	*100%*	*1,129*	*100%*	*480*	*100%*

Note: Headcounts include students enrolled only in non-ACP courses.

Table 24. Political Science Student Headcount by First Generation Status

First Generation Status	2015-16		2016-17		Fall 2017	
First Generation	216	26%	310	27%	111	23%
Not First Generation	615	74%	819	73%	370	77%
Total	*831*	*100%*	*1,129*	*100%*	*481*	*100%*

Note: Headcounts include students enrolled only in non-ACP courses.

Table 25. Political Science Student Headcount by Educational Objective

Educational Objective	2015-16		2016-17		Fall 2017	
Bachelor's Degree	532	64%	753	67%	348	72%
Associate's Degree	32	4%	43	4%	7	1%
Career/Vocational	46	6%	72	6%	27	6%
Basic Skills/Ed. Development	22	3%	20	2%	6	1%
Concurrent University Student	120	14%	135	12%	51	11%
Undecided/Unreported	79	10%	106	9%	42	9%
Total	*831*	*100%*	*1,129*	*100%*	*481*	*100%*

Note: Headcounts include students enrolled only in non-ACP courses.

Table 26. Political Science Student Headcount by Ethnicity - ACP

Ethnicity	2015-16		2016-17	
African American	12	2%	9	3%
Asian/Pacific Islander	77	15%	36	10%
Filipino	22	4%	10	3%
Latino	117	23%	81	23%
White	232	45%	186	52%
Other	42	8%	34	9%
Unreported	16	3%	3	1%
Total	*518*	*100%*	*359*	*100%*

Note: Students were included in the headcount if they were enrolled in an ACP course in at least one term within an academic year. Fall 2017 was excluded due to a total sample size <10.

Table 27 Political Science Student Headcount by Gender - ACP

Gender	2015-16		2016-17	
Female	281	54%	189	53%
Male	237	46%	170	47%
Total	*518*	*100%*	*359*	*100%*

Note: Students were included in the headcount if they were enrolled in an ACP course in at least one term within an academic year. Fall 2017 was excluded due to a total sample size <10.

Table 28. Political Science Student Headcount by Ethnicity & Gender - ACP

Ethnicity	Female				Male			
	2015-16		2016-17		2015-16		2016-17	
African American	9	3%	8	4%	3	1%	1	1%
Asian/Pacific Islander	40	14%	12	6%	37	16%	24	14%
Filipino	14	5%	7	4%	8	3%	3	2%
Latino	71	25%	42	22%	46	19%	39	23%
White	112	40%	98	52%	120	51%	88	52%
Other	26	9%	20	11%	16	7%	14	8%
Unreported	9	3%	2	1%	7	3%	1	1%
Total	*281*	*100%*	*189*	*100%*	*237*	*100%*	*170*	*100%*

Note: Students were included in the headcount if they were enrolled in an ACP course in at least one term within an academic year. Fall 2017 was excluded due to a total sample size <10.

Table 29. Political Science Student Headcount by Enrollment Status - ACP

Enrollment Status	2015-16		2016-17	
Continuing Student	1	0%	0	0%
Current High School Student	515	99%	359	100%
First-Time Student	2	0%	0	0%
Total	*518*	*100%*	*359*	*100%*

Note: Students were included in the headcount if they were enrolled in an ACP course in at least one term within an academic year. Fall 2017 was excluded due to a total sample size <10.

Table 30. Political Science Student Headcount by First Generation Status - ACP

First Generation Status	2015-16		2016-17	
First Generation	65	13%	49	14%
Not First Generation	453	87%	310	86%
Total	*518*	*100%*	*359*	*100%*

Note: Students were included in the headcount if they were enrolled in an ACP course in at least one term within an academic year. Fall 2017 was excluded due to a total sample size <10.

Table 31. Political Science Student Headcount by Educational Objective - ACP

Educational Objective	2015-16		2016-17	
Bachelor's Degree	132	25%	106	30%
Associate's Degree	1	0%	0	0%
Career/Vocational	28	5%	14	4%
Basic Skills/Ed. Development	88	17%	30	8%
Concurrent University Student	59	11%	55	15%
Undecided/Unreported	210	41%	154	43%
Total	*518*	*100%*	*359*	*100%*

Note: Students were included in the headcount if they were enrolled in an ACP course in at least one term within an academic year. Fall 2017 was excluded due to a total sample size <10.

Credits Earned

Table 32. Average SDCCD Credits and Average Total Higher Education Credits Earned by Program

Program	Headcount	Average SDCCD Credits	Average Total Credits
Geography	1,184	37.48	47.60
History	4,039	33.30	42.86
Philosophy	2,418	32.69	43.64
Political Science - ACP	359	9.14	8.97
Political Science*	1,095	31.95	44.27

*ACP students are excluded, including students who were enrolled in an ACP course in one term and a non-ACP course in another within 2016-17.

Online Courses

Table 33. Percent of Students who have Completed Online Courses within the Program

Program	2016/17 Headcount	Online Student Headcount in Program	Percent
Geography	1,184	6	0.5%
History	4,039	217	5.4%
Philosophy	2,418	13	0.5%
Political Science*	1,095	16	1.5%

*Note: 359 students in Political Science courses were in ACP courses in 2016-17 and were excluded from the headcount as there are no online ACP courses.

Table 34. Percent of Students Enrolled in an Online Course who Successfully Completed Previous Online Courses - 2016-17

Number of Previous Online Courses	Headcount	Percent
No Previous Online Courses	114	97%
Completed 0 Online Courses*	2	2%
Completed 1 Online Course	1	1%
Total	*117*	*100%*

*Students attempted but did not successfully complete previous online courses in Geography.

Table 35. Percent of Students who Only Enroll in Online Courses

Only Online	Headcount	Percent
No Previous Online Courses	114	97%
Only Online	3	3%
Total	*117*	*100%*

Table 36. Percent of Students Enrolled in an Online Course who
Successfully Completed Previous Online Courses - 2016-17

Number of Previous Online Courses	Headcount	Percent
No Previous Online Courses	828	86%
Completed 0 Online Courses*	58	6%
Completed 1 Online Course	68	7%
Completed 2 Online Courses	14	1%
Total	*968*	*100%*

*Students attempted but did not successfully complete previous online courses in History.

Table 37. Percent of Students who Only Enroll in Online Courses

Only Online	Headcount	Percent
No Previous Online Courses	828	86%
Some Online	47	5%
Only Online	93	10%
Total	*968*	*100%*

Table 38. Percent of Students Enrolled in an Online Course who
Successfully Completed Previous Online Courses - 2016-17

Number of Previous Online Courses	Headcount	Percent
No Previous Online Courses	328	98%
Completed 0 Online Courses*	2	1%
Completed 1 Online Course	2	1%
Completed 2 Online Courses	1	0%
Total	*333*	*100%*

*Students attempted but did not successfully complete previous online courses in Philosophy.

Table 39. Percent of Students who Only Enroll in Online Courses

Only Online	Headcount	Percent
No Previous Online Courses	328	98%
Only Online	5	2%
Total	*333*	*100%*

Table 40. Percent of Students Enrolled in an Online Course who
Successfully Completed Previous Online Courses - 2016-17

Number of Previous Online Courses	Headcount	Percent
No Previous Online Courses	311	97%
Completed 0 Online Courses*	6	2%
Completed 1 Online Course	5	2%
Total	*249*	*100%*

*Students attempted but did not successfully complete previous online courses in Political Science.

Table 41. Percent of Students who Only Enroll in Online Courses

Only Online	Headcount	Percent
No Previous Online Courses	311	97%
Some Online	3	1%
Only Online	8	2%
Total	*249*	*100%*

Basic Skills

Geography

Table 42. Enrollments in Basic Skills
Courses Prior to Enrollment in Geography
among 2015-16 & 2016-17 Cohorts

Basic Skills Courses	Enrollments
ESOL 19	8
ESOL 20	15
ESOL 21	16
ESOL 22	16
ESOL 30	17
ESOL 31	16
ESOL 32	17
ESOL 45	3
ENGL 42	84
ENGL 43	138
ENGL 47A	113
ENGL 48	227
ENGL 49	461
MATH 32	4
MATH 34A	20
MATH 35	20
MATH 38	278
MATH 46	379

Table 43. Retention and Success Rates in Geography Courses by Prior Basic Skills Success

Year	Previous Basic Skills Success	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate
2015/16	No previous basic skills enrollment	794	692	87.2%	560	70.5%
	Not successful in any basic skills course	25	18	72.0%	10	40.0%
	Successful in any basic skills course	396	338	85.4%	280	70.7%
2016/17	No previous basic skills enrollment	915	777	84.9%	606	66.2%
	Not successful in any basic skills course	38	33	86.8%	20	52.6%
	Successful in any basic skills course	457	381	83.4%	282	61.7%

Table 44. Retention and Success Rates in Geography Courses by Prior ESOL Success

Year	Previous Basic Skills Success	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate
2015/16	No previous ESOL enrollment	1,209	1,042	86.2%	846	70.0%
	Not successful in any ESOL course	2	2	100.0%	0	0.0%
	Successful in any ESOL course	4	4	100.0%	4	100.0%
2016/17	No previous ESOL enrollment	1,391	1,178	84.7%	900	64.7%
	Successful in any ESOL course	19	13	68.4%	8	42.1%

Table 45. Retention and Success Rates in Geography Courses by Prior English Success

Year	Previous Basic Skills Success	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate
2015/16	No ENGL basic skills enrollment	907	790	87.1%	645	71.1%
	Not successful in any ENGL basic skills course	13	11	84.6%	6	46.2%
	Successful in any ENGL basic skills course	295	247	83.7%	199	67.5%
2016/17	No ENGL basic skills enrollment	1030	874	84.9%	681	66.1%
	Not successful in any ENGL basic skills course	26	20	76.9%	7	26.9%
	Successful in any ENGL basic skills course	354	297	83.9%	220	62.1%

Table 46. Retention and Success Rates in Geography Courses by Prior Math Success

Year	Previous Basic Skills Success	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate
2015/16	No Math basic skills enrollment	947	831	87.8%	672	71.0%
	Not successful in any Math basic skills course	30	18	60.0%	10	33.3%
	Successful in any Math basic skills course	238	199	83.6%	168	70.6%
2016/17	No Math basic skills enrollment	1,099	933	84.9%	720	65.5%
	Not successful in any Math basic skills course	52	42	80.8%	29	55.8%
	Successful in any Math basic skills course	259	216	83.4%	159	61.4%

History

Table 47. Enrollments in Basic Skills Courses Prior to Enrollment in History among 2015-16 & 2016-17 Cohorts

Basic Skills Courses	Enrollments
ESOL 19	38
ESOL 20	64
ESOL 21	59
ESOL 22	60
ESOL 30	102
ESOL 31	102
ESOL 32	102
ESOL 45	2
ENGL 42	281
ENGL 43	444
ENGL 47A	338
ENGL 48	806
ENGL 49	1520
MATH 32	9
MATH 34A	73
MATH 35	62
MATH 38	854
MATH 46	1186

Table 48. Retention and Success Rates in History Courses by Prior Basic Skills Success

Year	Previous Basic Skills Success	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate
2015/16	No previous basic skills enrollment	2,665	2,280	85.6%	1,911	71.7%
	Not successful in any basic skills course	75	48	64.0%	26	34.7%
	Successful in any basic skills course	1,394	1,208	86.7%	1,013	72.7%
2016/17	No previous basic skills enrollment	3,173	2,732	86.1%	2,189	69.0%
	Not successful in any basic skills course	81	64	79.0%	45	55.6%
	Successful in any basic skills course	1,313	1,155	88.0%	925	70.4%

Table 49. Retention and Success Rates in History Courses by Prior ESOL Success

Year	Previous Basic Skills Success	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate
2015/16	No previous ESOL enrollment	4,069	3,479	85.5%	2,903	71.3%
	Not successful in any ESOL course	1	1	100.0%	0	0.0%
	Successful in any ESOL course	64	56	87.5%	47	73.4%
2016/17	No previous ESOL enrollment	4,504	3,898	86.5%	3,112	69.1%
	Not successful in any ESOL course	1	0	0.0%	0	0.0%
	Successful in any ESOL course	62	53	85.5%	47	75.8%

Table 50. Retention and Success Rates in History Courses by Prior English Basic Skills Success

Year	Previous Basic Skills Success	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate
2015/16	No ENGL basic skills enrollment	3,006	2,576	85.7%	2,159	71.8%
	Not successful in any ENGL basic skills course	41	24	58.5%	12	29.3%
	Successful in any ENGL basic skills course	1,087	936	86.1%	779	71.7%
2016/17	No ENGL basic skills enrollment	3,468	2,998	86.4%	2,406	69.4%
	Not successful in any ENGL basic skills course	63	46	73.0%	30	47.6%
	Successful in any ENGL basic skills course	1,036	907	87.5%	723	69.8%

Table 51. Retention and Success Rates in History Courses by Prior Math Basic Skills Success

Year	Previous Basic Skills Success	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate
2015/16	No Math basic skills enrollment	3,242	2,770	85.4%	2,321	71.6%
	Not successful in any Math basic skills course	97	69	71.1%	43	44.3%
	Successful in any Math basic skills course	795	697	87.7%	586	73.7%
2016/17	No Math basic skills enrollment	3,689	3,178	86.1%	2,552	69.2%
	Not successful in any Math basic skills course	110	95	86.4%	62	56.4%
	Successful in any Math basic skills course	768	678	88.3%	545	71.0%

Philosophy

Table 52. Enrollments in Basic Skills
Courses Prior to Enrollment in Philosophy
among 2015-16 & 2016-17 Cohorts

Basic Skills Courses	Enrollments
ESOL 19	7
ESOL 20	14
ESOL 21	17
ESOL 22	14
ESOL 30	33
ESOL 31	28
ESOL 32	26
ENGL 42	131
ENGL 43	201
ENGL 47A	183
ENGL 48	362
ENGL 49	771
MATH 32	3
MATH 34A	33
MATH 35	26
MATH 38	399
MATH 46	554

Table 53. Retention and Success Rates in Philosophy Courses by Prior Basic Skills Success

Year	Previous Basic Skills Success	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate
2015/16	No previous basic skills enrollment	1,521	1,354	89.0%	1,152	75.7%
	Not successful in any basic skills course	46	35	76.1%	17	37.0%
	Successful in any basic skills course	761	691	90.8%	607	79.8%
2016/17	No previous basic skills enrollment	1,849	1,619	87.6%	1,366	73.9%
	Not successful in any basic skills course	62	47	75.8%	29	46.8%
	Successful in any basic skills course	662	557	84.1%	465	70.2%

Table 54. Retention and Success Rates in Philosophy Courses by Prior ESOL Success

Year	Previous Basic Skills Success	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate
2015/16	No previous ESOL enrollment	2,313	2,068	89.4%	1766	76.4%
	Successful in any ESOL course	15	12	80.0%	10	66.7%
2016/17	No previous ESOL enrollment	2,547	2,201	86.4%	1838	72.2%
	Not successful in any ESOL course	1	1	100.0%	1	100.0%
	Successful in any ESOL course	25	21	84.0%	21	84.0%

Table 55. Retention and Success Rates in Philosophy Courses by Prior English Success

Year	Previous Basic Skills Success	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate
2015/16	No ENGL basic skills enrollment	1,710	1,523	89.1%	1,300	76.0%
	Not successful in any ENGL basic skills course	27	20	74.1%	6	22.2%
	Successful in any ENGL basic skills course	591	537	90.9%	470	79.5%
2016/17	No ENGL basic skills enrollment	2,022	1,756	86.8%	1,493	73.8%
	Not successful in any ENGL basic skills course	40	30	75.0%	14	35.0%
	Successful in any ENGL basic skills course	511	437	85.5%	353	69.1%

Table 56. Retention and Success Rates in Philosophy Courses by Prior Math Success

Year	Previous Basic Skills Success	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate
2015/16	No Math basic skills enrollment	1,867	1,672	89.6%	1,430	76.6%
	Not successful in any Math basic skills course	55	44	80.0%	28	50.9%
	Successful in any Math basic skills course	406	364	89.7%	318	78.3%
2016/17	No Math basic skills enrollment	2,156	1,876	87.0%	1,573	73.0%
	Not successful in any Math basic skills course	72	59	81.9%	41	56.9%
	Successful in any Math basic skills course	345	288	83.5%	246	71.3%

Political Science

Table 57. Enrollments in Basic Skills Courses Prior to Enrollment in Political Science among 2015-16 & 2016-17 Cohorts

Basic Skills Courses	Enrollments
ESOL 19	1
ESOL 20	1
ESOL 21	1
ESOL 22	2
ESOL 30	1
ESOL 31	1
ESOL 32	1
ENGL 42	41
ENGL 43	52
ENGL 47A	61
ENGL 48	103
ENGL 49	234
MATH 32	1
MATH 34A	9
MATH 35	9
MATH 38	155
MATH 46	207

Table 58. Retention and Success Rates in Political Science Courses by Prior Basic Skills Success

Year		Previous Basic Skills Success	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate
2015/16	ACP	No previous basic skills enrollment	939	927	98.7%	894	95.2%
	Not ACP	No previous basic skills enrollment	573	457	79.8%	366	63.9%
		Not successful in any basic skills course	21	16	76.2%	7	33.3%
		Successful in any basic skills course	204	167	81.9%	133	65.2%
2016/17	ACP	No previous basic skills enrollment	631	615	97.5%	596	94.5%
	Not ACP	No previous basic skills enrollment	944	798	84.5%	631	66.8%
		Not successful in any basic skills course	31	19	61.3%	10	32.3%
		Successful in any basic skills course	247	205	83.0%	170	68.8%

Table 59. Retention and Success Rates in Political Science Courses by Prior ESOL Success*

Year	Previous Basic Skills Success	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate
2015/16	No previous ESOL enrollment	797	640	80.3%	506	63.5%
	Successful in any ESOL course	1	0	0.0%	0	0.0%
2016/17	No previous ESOL enrollment	1,221	1,022	83.7%	811	66.4%
	Successful in any ESOL course	1	0	0.0%	0	0.0%

*Students in the ACP program were not included as none had prior enrollments in ESOL courses.

Table 60. Retention and Success Rates in Political Science Courses by Prior English Success*

Year	Previous Basic Skills Success	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate
2015/16	No ENGL basic skills enrollment	645	520	80.6%	419	65.0%
	Not successful in any ENGL basic skills course	5	4	80.0%	1	20.0%
	Successful in any ENGL basic skills course	148	116	78.4%	86	58.1%
2016/17	No ENGL basic skills enrollment	1,017	856	84.2%	678	66.7%
	Not successful in any ENGL basic skills course	22	11	50.0%	3	13.6%
	Successful in any ENGL basic skills course	183	155	84.7%	130	71.0%

*Students in the ACP program were not included as none had prior enrollments in pre-transfer English courses.

Table 61. Retention and Success Rates in Political Science Courses by Prior Math Success*

Year	Previous Basic Skills Success	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate
2015/16	No Math basic skills enrollment	642	513	79.9%	406	63.2%
	Not successful in any Math basic skills course	25	17	68.0%	9	36.0%
	Successful in any Math basic skills course	131	110	84.0%	91	69.5%
2016/17	No Math basic skills enrollment	1,040	876	84.2%	694	66.7%
	Not successful in any Math basic skills course	30	21	70.0%	13	43.3%
	Successful in any Math basic skills course	152	125	82.2%	104	68.4%

*Students in the ACP program were not included as none had prior enrollments in pre-transfer Math courses.

Program Courses

Geography

Table 62. Previous Geography Courses Successfully Completed by Students Enrolled in Geography Courses in 2016-17

Previously Taken Geography Courses
GEOG 101: Physical Geography
GEOG 101L: Physical Geography Laboratory
GEOG 102: Cultural Geography
GEOG 104: World Regional Geography
GEOG 154: Introduction to Urban Geography

Table 63. Retention and Success Rates of Students Enrolled in Geography Classes in 2015-16 or 2016-17 by Success in Previous Geography Courses

Year	Previous Geography Success	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate
2015/16	Did not enroll in any previous GEOG courses	1,217	1,033	84.9%	806	66.2%
	Did not successfully complete at least one previous GEOG course	113	97	85.8%	69	61.1%
	Successfully completed at least one previous GEOG course	123	112	91.1%	102	82.9%
2016/17	Did not enroll in any previous GEOG courses	1,162	973	83.7%	739	63.6%
	Did not successfully complete at least one previous GEOG course	139	121	87.1%	84	60.4%
	Successfully completed at least one previous GEOG course	134	120	89.6%	103	76.9%

History

Table 64. Previous History Courses Successfully Completed by Students
Enrolled in History Courses in 2015-16 or 2016-17

Previously Taken History Courses
HIST 100: World History I
HIST 101: World History II
HIST 105: Introduction to Western Civilization I
HIST 106: Introduction to Western Civilization II
HIST 109: History of the United States I
HIST 110: History of the United States II
HIST 115A: History of the Americas I
HIST 115B: History of the Americas II
HIST 120: Introduction to Asian Civilizations
HIST 121: Asian Civilizations in Modern Times
HIST 123: U.S. History from the Asian Pacific American Perspective
HIST 130: The Modern Middle East
HIST 131: Latin America Before Independence
HIST 132: Latin America Since Independence
HIST 141: Women in United States History I
HIST 142: Women in United States History II
HIST 150: Native Americans in United States History
HIST 151: Native Americans in United States History
HIST 154: Ancient Egypt
HIST 171: Twentieth Century America on Film
HIST 175: California History

Table 65. Retention and Success Rates of Students Enrolled in History Classes in 2015-16 or 2016-17 by Success in Previous History Courses

Year	Previous History Success	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate
2015/16	Did not enroll in any previous HIST courses	3,530	2,979	84.4%	2,425	68.7%
	Did not successfully complete at least one previous HIST course	443	350	79.0%	240	54.2%
	Successfully completed at least one previous HIST course	989	883	89.3%	762	77.0%
2016/17	Did not enroll in any previous HIST courses	3,412	2,973	87.1%	2,358	69.1%
	Did not successfully complete at least one previous HIST course	444	338	76.1%	217	48.9%
	Successfully completed at least one previous HIST course	876	787	89.8%	687	78.4%

Philosophy

Table 66. Previous Philosophy Courses Successfully Completed by Students Enrolled in Philosophy Courses in 2015-16 or 2016-17

Previously Taken Philosophy Courses
PHIL 100: Logic and Critical Thinking
PHIL 101: Symbolic Logic
PHIL 102A: Introduction to Philosophy: Reality and Knowledge
PHIL 102B: Introduction to Philosophy: Values
PHIL 104A: History of Western Philosophy
PHIL 104B: History of Western Philosophy
PHIL 106: Asian Philosophy
PHIL 107: Reflections on Human Nature
PHIL 108: Perspectives on Human Nature and Society
PHIL 109: Issues in Social Philosophy
PHIL 110: Philosophy of Religion
PHIL 111: Philosophy in Literature
PHIL 112: Philosophy of Science
PHIL 125: Philosophy of Women
PHIL 126: Introduction to Philosophy of Contemporary Gender Issues
PHIL 130: Philosophy of Art and Music
PHIL 205: Critical Thinking and Writing in Philosophy

Table 67. Retention and Success Rates of Students Enrolled in Philosophy Classes in 2015-16 or 2016-17 by Success in Previous Philosophy Courses

Year	Previous Philosophy Success	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate
2015/16	Did not enroll in any previous PHIL courses	2,236	1,985	88.8%	1,648	73.7%
	Did not successfully complete at least one previous PHIL course	165	139	84.2%	110	66.7%
	Successfully completed at least one previous PHIL course	293	267	91.1%	243	82.9%
2016/17	Did not enroll in any previous PHIL courses	2,192	1,900	86.7%	1,599	72.9%
	Did not successfully complete at least one previous PHIL course	158	125	79.1%	95	60.1%
	Successfully completed at least one previous PHIL course	258	228	88.4%	191	74.0%

Political Science

Table 68. Enrollments in Previous Political Science Courses Successfully Completed by Students Enrolled in Political Science Courses in 2015-16 or 2016-17

Previously Taken Political Science Courses
POLI 101: Introduction to Political Science
POLI 102: The American Political System
POLI 103: Comparative Politics
POLI 140: Contemporary International Politics

Table 69. Retention and Success Rates of Students Enrolled in Political Science Classes in 2015-16 or 2016-17 by Success in Previous Political Science Courses

Year	ACP	Previous Political Science Success	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate
2015/16	ACP	Did not enroll in any previous POLI courses	938	926	98.7%	893	95.2%
		Successfully completed at least one previous POLI course	1	1	100.0%	1	100.0%
	Not ACP	Did not enroll in any previous POLI courses	740	577	78.0%	436	58.9%
		Did not successfully complete at least one previous POLI course	77	66	85.7%	50	64.9%
		Successfully completed at least one previous POLI course	105	91	86.7%	79	75.2%
2016/17	ACP	Did not enroll in any previous POLI courses	629	613	97.5%	594	94.4%
		Successfully completed at least one previous POLI course	2	2	100.0%	2	100.0%
	Not ACP	Did not enroll in any previous POLI courses	1,051	879	83.6%	704	67.0%
		Did not successfully complete at least one previous POLI course	82	66	80.5%	40	48.8%
		Successfully completed at least one previous POLI course	108	94	87.0%	77	71.3%

Retakes

Table 70. Retention and Success Rates of Students Enrolled in Social Science Classes in 2016-17 by Retakes of Previous Program Courses

Program	Prior Grade	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate
Geography	D/F/NP	78	72	92.3%	51	65.4%
Geography	I/I*/NP/RD/W	30	26	86.7%	17	56.7%
History	D/F/NP	247	203	82.2%	135	54.7%
History	I/I*/NP/RD/W	118	81	68.6%	60	50.8%
Philosophy	D/F/NP	103	82	79.6%	58	56.3%
Philosophy	I/I*/NP/RD/W	34	28	82.4%	22	64.7%
Political Science	D/F/NP	59	48	81.4%	30	50.8%
Political Science	I/I*/NP/RD/W	25	20	80.0%	15	60.0%

*Note: If a student had taken the same course multiple times before 2016-17 and received a grade in either grouping, they were placed into the D/F/NP group.