



Dallas County Community College District

***DCCCD PROGRESS REPORT
FOR Goal I, 2006-2007***

IN ACCORDANCE WITH

**THE BOARD OF TRUSTEES
SYSTEM-WIDE STRATEGIC PLAN, 2005-2008**

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Dallas County Community College District
Office of Institutional Research & Planning
EXECUTIVE SUMMARY
Goal I – Student Success
Board of Trustees' Strategic Plan 2005-2008

Goal 1 – Student Success

The success of our students is always the primary focus.

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**OBJECTIVE A: Access and Retention**

Our student body will reflect the diversity of the communities we serve and will progress academically.

Measures and Results:

1. Overall Enrollment – Enrollment was essentially flat in Fall 2007 compared to Fall 2006. Contact hours were up slightly. Enrollment was up more than 5% in Spring 2007 compared to Spring 2006. Contact hours were up almost 4%.
2. Comparison of the diversity of the student body to the Dallas County adult population – District enrollment approximates the Hispanic population in Dallas County. Enrollment over-represents the African-American and Asian populations, and under-represents the Anglo population. Over time enrollment of African-Americans and Hispanics has increased and enrollment of Anglos has decreased.
3. Comparison of the gender of the student body to the Dallas County adult population – District enrollment over-represents females in Dallas County and under-represents males. This trend shows slight improvement over the past two years.
4. Student retention – Course retention (with any grade) is reported. The rate of withdraws has remained fairly stable over time.
5. Student course completion - From 2000 to 2006 there has been a 5% increase in the rate of Fall students completing a course with any grade.

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OBJECTIVE B: College-Level Skills Attainment

Our students will master the mathematics, reading, and writing skills needed to participate successfully in college-level curricula.

Measures and Results:

1. Developmental course enrollments – Developmental math continues to have the highest number of enrollments, followed by developmental reading and developmental writing.
2. Developmental course retention – Developmental reading has the highest course retention rate, followed by developmental writing and developmental math.
3. Subsequent success (% A, B, C) after remediation in Math 1000 series and/or English 1301 - Students passing a higher level developmental math class Fall, 2005 and enrolled in a math 1000 level courses Spring, 2006 passed the higher level math course at the rate of 58%.
4. First-time-in-college developmental student graduation and transfer rates – All District colleges meet or exceed the state average for developmental student graduation or transfer.

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## **OBJECTIVE C: Graduation and Transfer**

Our students will obtain the skills needed to meet area workforce needs and/or be academically prepared to pursue a baccalaureate degree.

Measures and Results:

1. Core curriculum completions – The number of core completers has consistently risen from 2000 through 2006. At the close of 2005-2006, over 7,400 had successfully completed the required 48 hours in core courses.
2. Degree and certificate completions - The data shows an 11% increase in associate degrees from 2005 – 2006. During 2005-2006, almost 1,600 students received credit certificates.
3. Licensure examination success rates - The majority of DCCCD programs requiring or encouraging licensure in 2006 met or exceeded the state average pass rate for the comparable exam.
4. University and four-year college transfers - The number of students transferring to a university in Fall 2006 is a 13% increase compared to the number that transferred in Fall 2003.

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OBJECTIVE D: Adult Literacy

Our students will acquire basic literacy skills needed to live and function in our communities.

Measures and Results:

1. GED preparation course completions – Data from 2004-2005 is included. Data for 2005-2006 will be available January 2008.
2. ESL/ESOL enrollments – Data is reported for credit ESOL classes. Data for ESL (Continuing Education) will be available January 2008.
3. Developmental reading/writing course retention (% total grades other than “W”) – Developmental reading course retention remains stable from 2005–2006 at 87%. Developmental writing course retention remains stable at 83%.

Appendices for Goal I

Appendix A: Detail of Key Measures

Appendix B: Glossary of Terms

Appendix A: Key Measures – Goal I, Objective A
Detail of Key Measures, Access and Retention

GOAL I – STUDENT SUCCESS

The success of our students is always the primary focus.

OBJECTIVE A: Access and Retention

Our student body will reflect the diversity of the communities we serve and will progress academically.

Key Measures
<ul style="list-style-type: none">❑ Overall enrollment figures❑ Extent the student body reflects the Dallas County adult population❑ Extent the proportion of male and female students matches the gender distribution of the Dallas County adult population❑ Student retention to the end of a course❑ Student successful course completion (grades A, B, C)

Research Reports, Attached:

- 1. Facts Briefs/Students Statistics Reports, Fall 2006 and Spring 2007**
– Source: District Research

link: <http://www.dcccd.edu/pda/research/fbreps/fbnote.htm>

- 2. Facts Briefs/Percent Change Reports, Fall 2006 and Spring 2007**
– Source: District Research

link: <http://www.dcccd.edu/pda/research/fbreps/fbnote.htm>

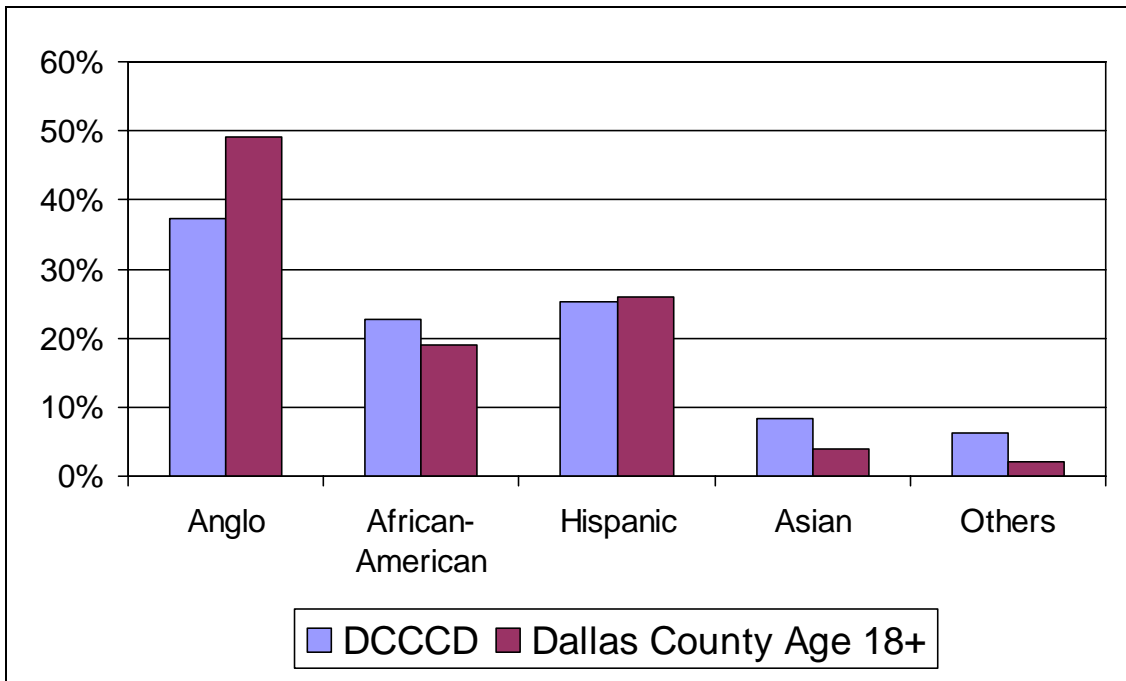
- 3. CE Academic Year Facts, 2006-2007 and 2005-2006 for comparison**
– Source: District Research

link: <http://www.dcccd.edu/pda/research/fbreps/ceacademic.htm>

District-Wide Access Information, Ethnicity Fall 2006 Compared to Dallas County

District enrollment approximates the Hispanic population in Dallas County. Enrollment over-represents the African-American and Asian populations, and under-represents the Anglo population. Over time enrollment of African-Americans and Hispanics has increased and enrollment of Anglos has decreased.

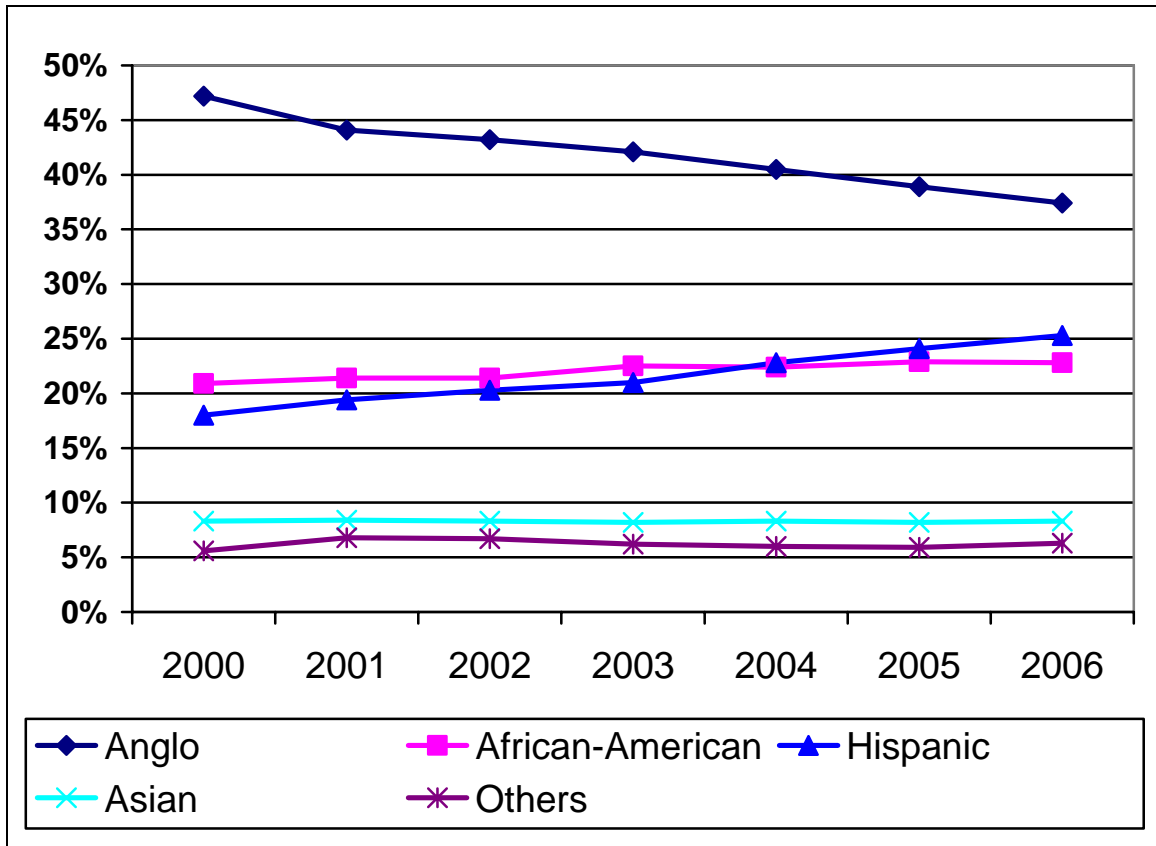
Fall, 2006 Credit Students	Anglo	African-American	Hispanic	Asian	Others
DCCCD	37.4%	22.8%	25.3%	8.3%	6.3%
Brookhaven	44.3%	13.8%	26.5%	13.3%	2.0%
Cedar Valley	28.4%	57.0%	12.8%	1.2%	0.7%
Eastfield	44.8%	22.6%	27.1%	4.6%	1.0%
El Centro	28.5%	34.5%	30.7%	4.3%	2.0%
Mt. View	19.3%	30.1%	46.2%	3.4%	0.9%
North Lake	41.7%	15.4%	23.3%	11.0%	8.6%
Richland	43.3%	20.1%	19.0%	13.3%	4.2%
Dallas County Age 18+	49%	19%	26%	4%	2%



Source: District Research

District-Wide Access Information, Ethnicity Fall 2000-2006

Fall Credit Students	Anglo	African-American	Hispanic	Asian	Others
2006	37.4%	22.8%	25.3%	8.3%	6.3%
2005	38.9%	22.9%	24.1%	8.2%	5.9%
2004	40.5%	22.4%	22.8%	8.3%	6.0%
2003	42.1%	22.5%	21.0%	8.2%	6.2%
2002	43.2%	21.4%	20.3%	8.3%	6.7%
2001	44.1%	21.4%	19.4%	8.4%	6.8%
2000	47.2%	20.9%	18.0%	8.3%	5.6%
Dallas County Age 18+	49%	19%	26%	4%	2%



Source: District Research

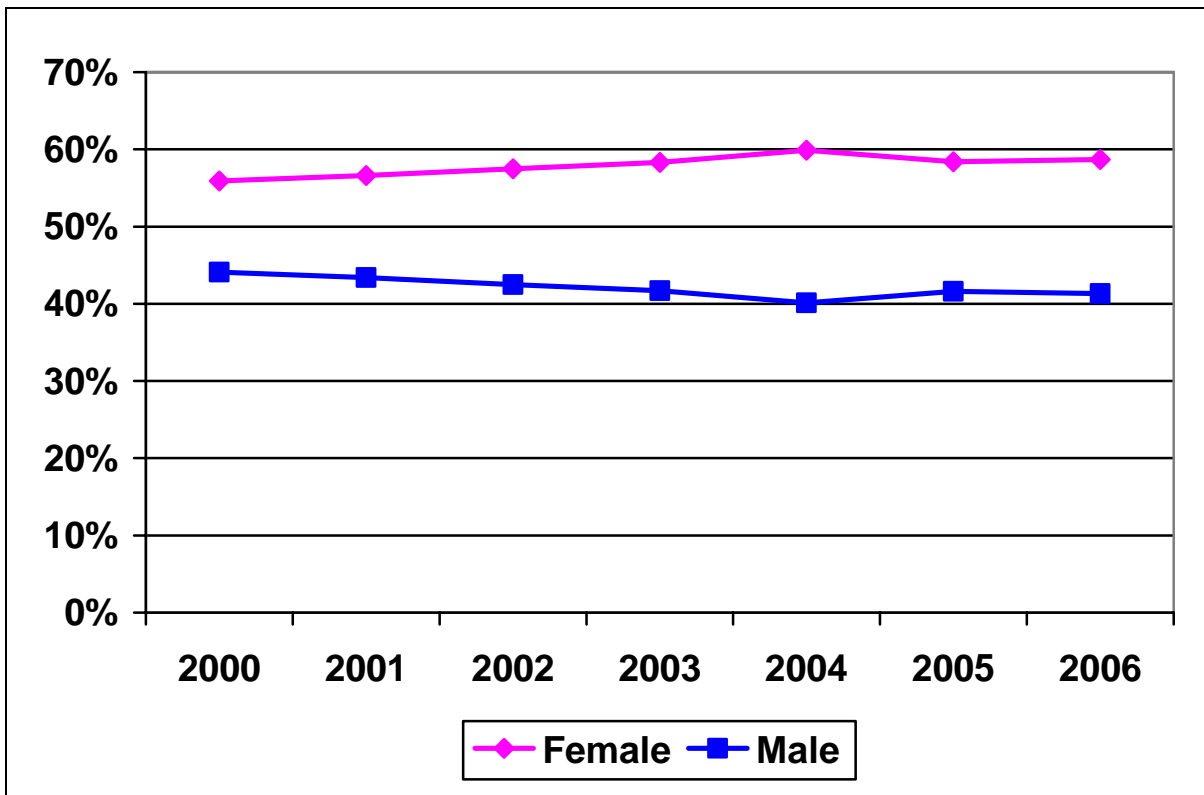
District-Wide Access Information, Gender Fall 2006 by College and Fall 2000-2006 by District

District enrollment over-represents females in Dallas County and under-represents males. This trend shows slight improvement over the past two years.

Fall Credit Students 2006	Female	Male
DCCCD	58.7%	41.3%
Brookhaven	57.6%	42.4%
Cedar Valley	62.2%	37.8%
Eastfield	59.2%	40.8%
El Centro	69.4%	30.6%
Mt. View	58.7%	41.3%
North Lake	53.2%	46.8%
Richland	55.0%	45.0%
*Dallas County	49.4%	50.6%

* Source: 2006 American Community Survey, US Census Bureau

Fall Credit Students 2000-2006	Female	Male
2006	58.7%	41.3%
2005	58.4%	41.6%
2004	59.9%	40.1%
2003	58.3%	41.7%
2002	57.5%	42.5%
2001	56.6%	43.4%
2000	55.9%	44.1%



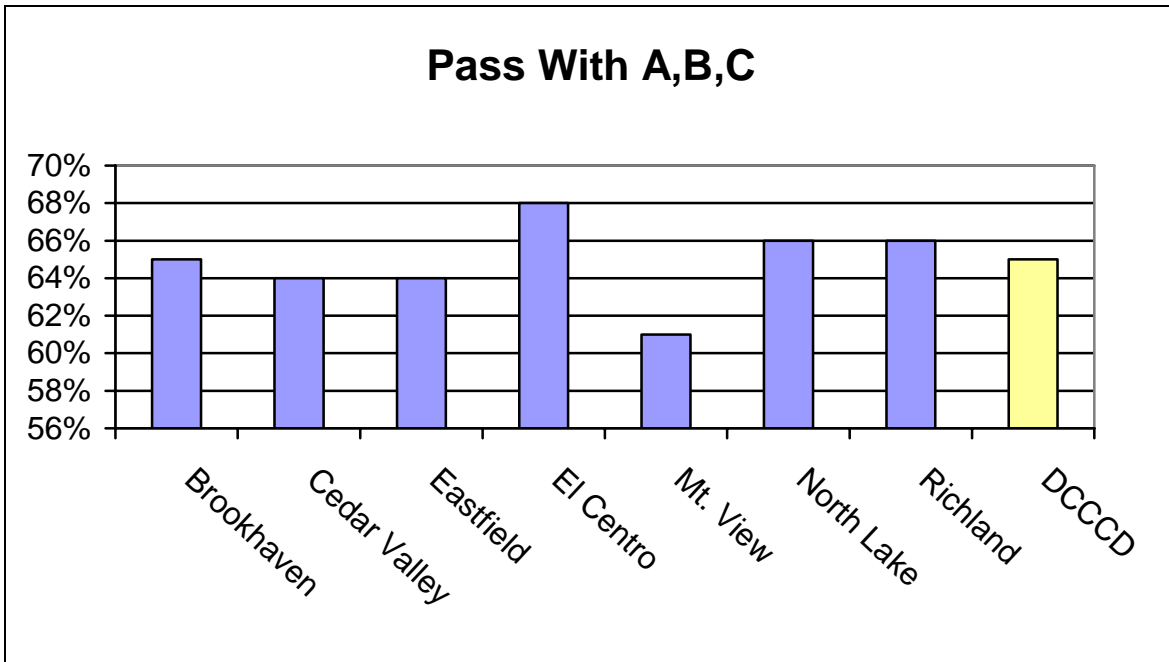
Source: District Research

District-Wide Retention and Success Information, Fall 2006

From 2000 to 2006 there has been a 5% increase in the rate of Fall students completing a course with any grade.

Fall Credit Students 2006	ABC pass	W withdraw	Other E, I, WX	Course completion
DCCCD	65.0%	17.0%	2.5%	83.0%
Brookhaven	65.0%	17.0%	1.5%	83.0%
Cedar Valley	64.0%	15.0%	2.9%	85.0%
Eastfield	64.0%	17.0%	3.1%	83.0%
El Centro	68.0%	15.0%	3.1%	85.0%
Mt. View	61.0%	18.0%	2.4%	82.0%
North Lake	66.0%	17.0%	2.5%	83.0%
Richland	66.0%	16.0%	2.6%	84.0%

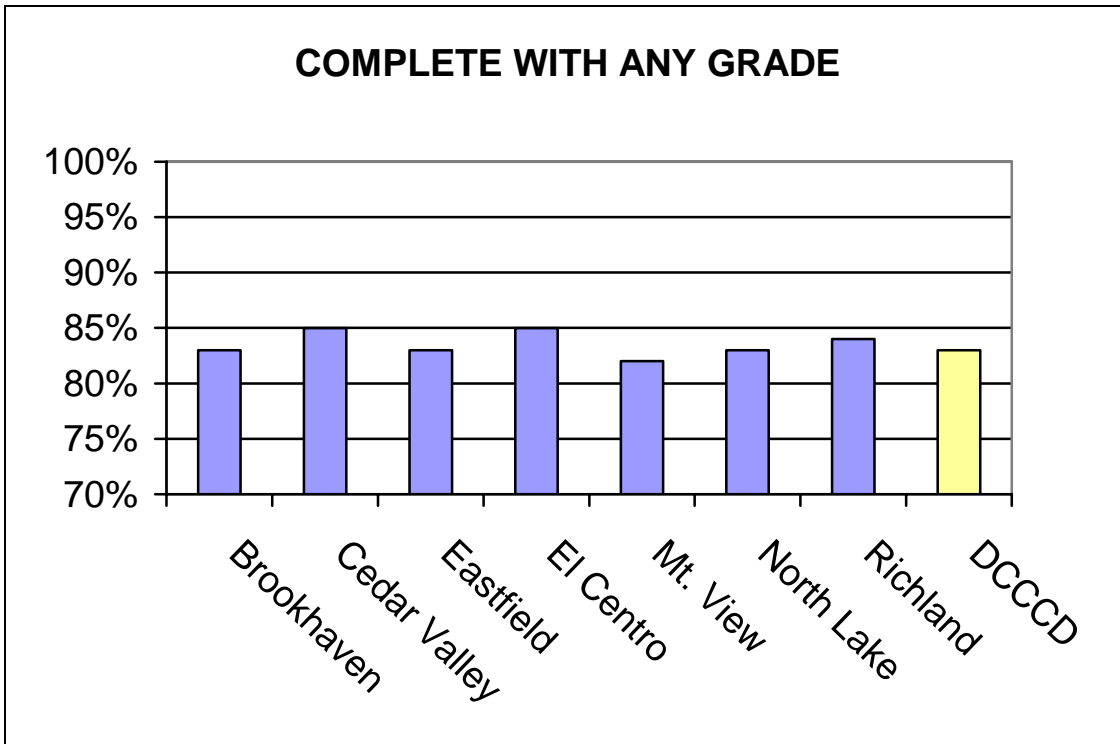
W = withdrew from a class
 Course completion = completed the class with any grade



Source: District Research

District-Wide Retention and Success Information, Fall 2006

Fall Credit Students 2006	ABC pass	W withdraw	Other E, I, WX	Course completion
DCCCD	65.0%	17.0%	2.5%	83.0%
Brookhaven	65.0%	17.0%	1.5%	83.0%
Cedar Valley	64.0%	15.0%	2.9%	85.0%
Eastfield	64.0%	17.0%	3.1%	83.0%
El Centro	68.0%	15.0%	3.1%	85.0%
Mt. View	61.0%	18.0%	2.4%	82.0%
North Lake	66.0%	17.0%	2.5%	83.0%
Richland	66.0%	16.0%	2.6%	84.0%

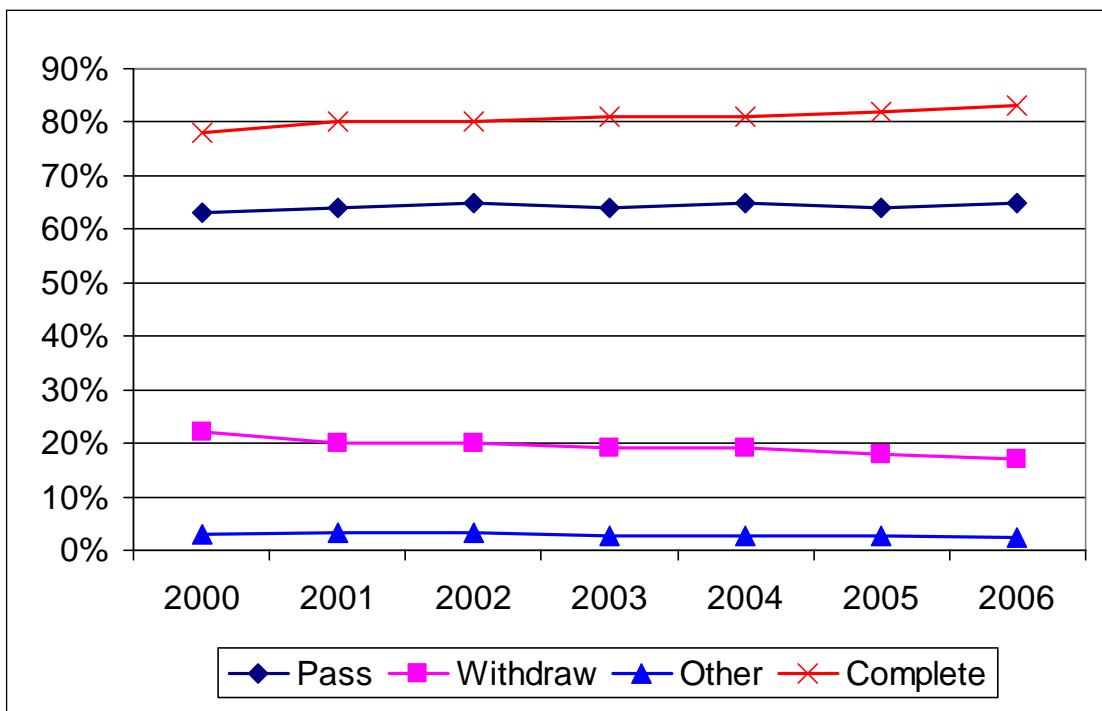


Source: District Research

District-Wide Retention and Success Information Fall 2000-2006

Fall Credit Students 2000-2006	ABC pass	W withdraw	Other E, I, WX	Course completion
2006	65.0%	17.0%	2.5%	83.0%
2005	64.0%	18.0%	2.7%	82.0%
2004	65.0%	19.0%	2.7%	81.0%
2003	64.0%	19.0%	2.8%	81.0%
2002	65.0%	20.0%	3.2%	80.0%
2001	64.0%	20.0%	3.2%	80.0%
2000	63.0%	22.0%	3.1%	78.0%

Source: District Research



District-Wide Retention & Success Information

Fall Semesters - Credit Grade Distributions District-Wide

	ABC				W ⁴				D		E ⁵		F		I ⁶		WX ⁷		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
1990	84,419	62%	29,481	22%	5,972	4%	n/a	n/a	14,677	11%	891	1%	n/a	n/a					135,440
1991	89,077	63%	29,592	21%	6,247	4%	n/a	n/a	15,001	11%	950	1%	n/a	n/a					140,867
1992	88,428	62%	34,846	24%	5,604	4%	n/a	n/a	12,934	9%	827	1%	n/a	n/a					142,639
1993	83,064	61%	34,534	25%	5,103	4%	n/a	n/a	12,403	9%	765	1%	n/a	n/a					135,869
1994	77,855	61%	32,467	25%	4,714	4%	n/a	n/a	12,359	10%	1,015	1%	n/a	n/a					128,410
1995	75,638	60%	31,856	25%	4,593	4%	n/a	n/a	12,681	10%	1,147	1%	n/a	n/a					125,915
1996	73,969	60%	29,799	24%	4,606	4%	1,301	1%	11,715	10%	940	1%	n/a	n/a					122,330
1997	73,957	61%	29,102	24%	4,427	4%	1,445	1%	11,895	10%	909	1%	n/a	n/a					121,735
1998	75,958	62%	28,880	23%	4,319	4%	2,664	2%	10,675	9%	862	1%	n/a	n/a					123,358
1999	82,575	61%	31,767	24%	4,811	4%	2,975	2%	12,059	9%	184	<1%	169	<1%					134,540
2000	85,818	63%	29,617	22%	4,605	3%	3,365	2%	12,234	9%	674	<1%	205	<1%					136,518
2001	93,207	64%	29,748	20%	4,779	3%	3,755	3%	12,976	9%	608	<1%	277	<1%					145,350
2002	103,328	65%	31,373	20%	5,119	3%	4,229	3%	14,290	9%	696	<1%	245	<1%					159,280
2003	103,847	64%	29,903	19%	5,374	3%	3,620	2%	17,593	11%	619	<1%	270	<1%					161,226
2004	105,699	65%	30,689	19%	5,556	3%	3,516	2%	17,064	10%	547	<1%	291	<1%					163,362
2005	104,450	64%	30,305	18%	5,922	4%	3,627	2%	18,969	12%	547	<1%	247	<1%					164,067
2006	107,124	65%	27,693	17%	6,073	4%	3,327	2%	20,447	12%	531	<1%	241	<1%					165,436

Note:

1. Due to reporting and timing differences, the total number of grades beginning Fall 1999 and forward do not compare to prior semesters. However, % of grades by category are comparable.
2. n/a - "WX" grades included with "W"
3. **Total** is not an actual count of all credit courses, since those with missing grades are not included.
4. "W" = Withdrawn (not computed in GPA)
5. "E" = Effort (used only with developmental studies courses; not computed in GPA)
6. "I" = Incomplete (not computed in GPA)
7. "WX" = Progress (not computed; re-enrollment required)

Source: District Research

Appendix A: Key Measures – Goal I, Objective B

Detail of Key Measures, College Level Skills Attainment

GOAL I – STUDENT SUCCESS

The success of our students is always the primary focus.

OBJECTIVE B: College-Level Skills Attainment

Our students will master the mathematics, reading, and writing skills needed to participate successfully in college-level curricula.

Key Measures
<ul style="list-style-type: none">❑ Developmental course enrollments: Math, Reading, Writing❑ Developmental course retention: Math, Reading, Writing❑ Continued success (% A, B, C) after remediation in Math 1000 series and in English 1301❑ First-time-in-college developmental student graduation and transfer rates

Fall 2005-Summer II 2006
Developmental Course Enrollments/Retention
By College and Aggregate

Developmental math has the highest number of enrollments, followed by developmental reading and developmental writing. Developmental reading has the highest course retention rate, followed by developmental writing and developmental math.

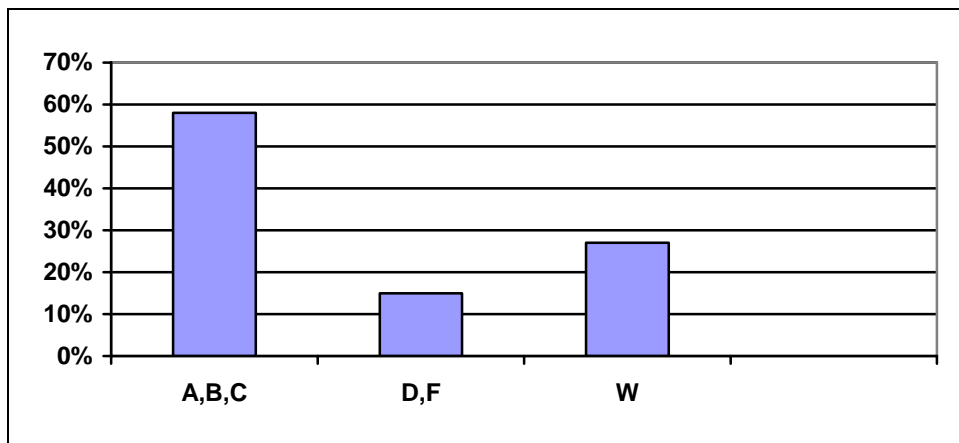
Fall 2005 - Summer II 2006 - Developmental Course Enrollments											
Dev Math	Totals	A	B	C	D	E	F	I	W	% Retained	% Success
Brookhaven	5,020	737	869	886	22	0	1,362	1	1,143	77%	50%
Cedar Valley	2,184	309	399	425	18	286	326	1	420	81%	65%
Eastfield	6,210	825	1,009	899	16	986	907	0	1,568	75%	60%
El Centro	3,337	412	549	519	150	259	672	3	773	77%	52%
Mountain View	3,965	560	782	763	102	368	718	0	672	83%	62%
North Lake	3,793	417	614	579	21	507	658	2	995	74%	56%
Richland	6,931	756	1,243	1,440	9	618	1,322	3	1,540	78%	59%
District Totals	31,440	4,016	5,465	5,511	338	3,024	5,965	10	7,111	77%	57%
Dev Reading	Totals	A	B	C	D	E	F	I	W	% Retained	% Success
Brookhaven	1,123	137	348	216	27	115	158	0	122	89%	73%
Cedar Valley	942	206	182	86	0	197	143	0	128	86%	71%
Eastfield	1,377	394	90	114	0	332	231	0	216	84%	68%
El Centro	1,222	171	182	82	18	335	298	0	136	89%	63%
Mountain View	1,366	143	185	163	67	346	275	0	187	86%	61%
North Lake	948	162	173	95	5	174	185	0	154	84%	64%
Richland	1,483	356	383	175	0	234	211	0	124	92%	77%
District Totals	8,461	1,569	1,543	931	117	1,733	1,501	0	1,067	87%	68%
Dev Writing	Totals	A	B	C	D	E	F	I	W	% Retained	% Success
Brookhaven	581	120	167	93	6	44	75	0	76	87%	73%
Cedar Valley	518	11	54	198	2	47	111	0	95	82%	60%
Eastfield	1,066	285	67	39	0	290	193	0	192	82%	64%
El Centro	662	50	40	28	4	227	184	0	129	81%	52%
Mountain View	765	128	140	120	33	96	128	0	120	84%	63%
North Lake	441	54	141	62	14	5	89	0	76	83%	59%
Richland	817	203	155	87	0	98	152	0	122	85%	66%
District Totals	4,850	851	764	627	59	807	932	0	810	83%	63%

Source: District Research

Students Passing a higher Level Developmental Math Class Fall, 2005 and Enrolled in a Math 1000 Level Course Spring, 2006

Students Passing a higher Level Developmental Math Class Fall, 2005 and Enrolled in a Math 1000 Level Course Spring, 2006 passed the higher level math course at the rate of 58%. They withdrew at a 27% rate, and failed at a 15% rate.

Grade	A,B,C	D,F	W
percentage	58%	15%	27%
# students	893	233	417



Source: District Research

Success of First-Time in College Full-Time Students Receiving Remediation

All District colleges meet or exceed the state average for developmental student graduation or transfer.

	BHC	CVC	EFC	ECC	MVC	NLC	RLC	State Average
Received a degree or transfer within 4 years	49%	50%	44%	50%	42%	51%	56%	42%

Source: Data Resources for Institutional Effectiveness Measures & Standards, THECB

Appendix A: Key Measures – Goal I, Objective C

Detail of Key Measures, Graduation and Transfer

GOAL I – STUDENT SUCCESS

The success of our students is always the primary focus.

OBJECTIVE C: Graduation and Transfer

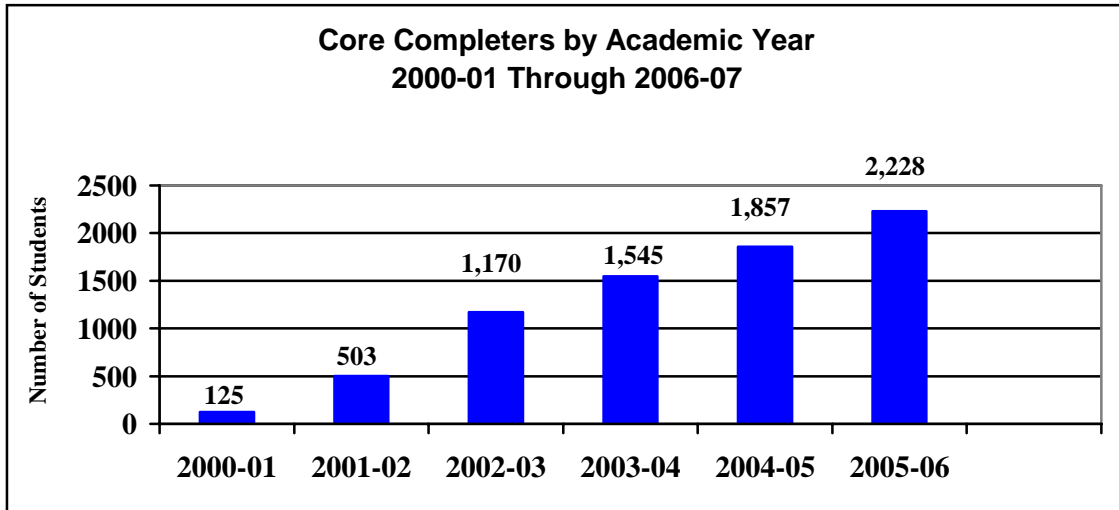
Our students will obtain the skills needed to meet area workforce needs and/or be academically prepared to pursue a baccalaureate degree.

Key Measures
<ul style="list-style-type: none">❑ Core Curriculum completers❑ Degree and Certificate completers❑ Licensure exam pass rates❑ University and four-year college transfers

Core Curriculum Completers

To complete the core curriculum of 48 hours at one Texas public college or university would be to the student's advantage, since the core courses transfer as a block of credit to the receiving institution. Completing the core curriculum and an additional 13 hours will earn the student an associate's degree in DCCCD.

The chart below illustrates the significant increase in core completers documented since 2000-2001. At the close of 2005-2006, over 7,400 had successfully completed the required 48 hours in core courses.



Note: numbers do not include core hours transferred into DCCCD by students
 Source: District Research

Core Curriculum Completers by College and Academic Year 2000 – 2001 through 2006 - 2007

Academic Year	BHC	CVC	EFC	ECC	MVC	NLC	RLC	Total
2000-01	18	2	29	1	17	14	44	125
2001-02	69	28	87	9	90	55	165	503
2002-03	167	65	185	33	208	165	347	1170
2003-04	206	106	248	60	216	195	514	1545
2004-05	273	147	261	65	249	245	617	1857
2005-06	295	168	327	84	289	322	743	2228
2006-07	302	137	297	88	269	240	685	2018

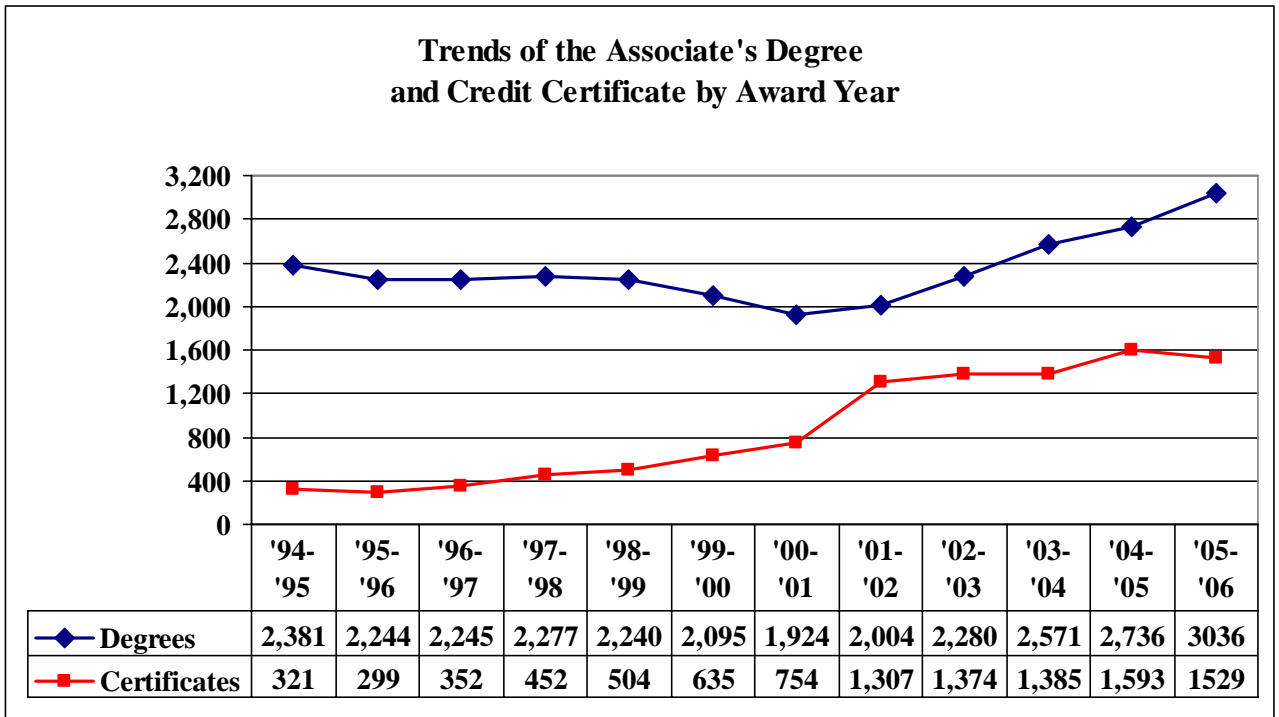
Source: District Research

The Associate Degree and Credit Certificate

The associate degree and credit certificate data are presented in breakdowns of ethnicity and data collection year. Data collected are degrees and certificates awarded to students by academic year.

The data shows an 11% increase in associate degrees from 2005 – 2006. During 2005-2006, almost 1,600 students received credit certificates.

Numbers are conservative because completers who did not file for graduation are excluded. Thus, students who complete all the curriculum requirements for receiving a degree or certificate but do not file for graduation are not reflected in these data. Additionally, students who file for degrees after the official reporting date are also excluded.



Source: District Research

**The Associate Degree and Credit Certificate
by College and Ethnicity
July 2005 – June 2006**

Associate Degree

College	Anglo	Afri-Am	Hispanic	Asian	Amer-Ind	Non-Resid	Unknown	Total
BHC	188	44	88	40	2	16	16	394
CVC	99	108	37	1	2	0	3	250
EFC	192	72	109	24	1	5	5	408
ECC	176	107	83	60	0	28	16	470
MVC	71	91	167	8	4	2	7	350
NLC	144	50	71	27	0	84	6	382
RLC	291	160	144	97	0	77	13	782
Total	1161	632	699	257	9	212	66	3036

Certificate

College	Anglo	Afri-Am	Hispanic	Asian	Amer-Ind	Non-Resid	Unknown	Total
BHC	47	17	32	15	0	9	4	124
CVC	161	159	70	6	4	0	8	408
EFC	118	51	71	14	0	1	1	256
ECC	66	44	24	6	1	6	3	150
MVC	43	47	55	2	1	0	1	149
NLC	61	26	28	16	0	15	1	147
RLC	123	59	49	29	1	26	8	295
Total	619	403	329	88	7	57	26	1529

Source: District Research

Licensure Examinations

Limited data available through the "THECB 2006 Statewide Licensure Report" revealed that the majority of DCCCD programs requiring or encouraging licensure in 2006 met or exceeded the state average pass rate for the comparable exam.

College	Results by Program (2005)	# Tested	# Passed	Pass Rate	State Average Pass Rate
DCCCD				%	%
BHC	Food Protection Mgr -Culinary	198	181	91%	77%
BHC	Emergency Med Tech Basic	85	65	76%	70%
BHC	Paramedic	54	43	80%	70%
BHC	Nurse, Registered	1	1	100%	85%
BHC	Nurse Aide	72	72	100%	98%
CVC	Food Protection Mgr -Culinary	68	67	99%	77%
CVC	Law Enforcement-Corrections	12	12	100%	67%
CVC	Law Enforcement-Peace Officer	60	53	88%	75%
CVC	Nurse Aide	45	45	100%	98%
CVC	Veterinary Technician-Texas	26	23	88%	97%
CVC	Veterinary Technician-National	29	25	86%	77%
EFC	Law Enforcement-Corrections	58	33	57%	67%
EFC	Law Enforcement-Peace Officer	87	69	79%	75%
ECC	Food Protection Mgr -Culinary	342	230	67%	77%
ECC	Medical Asst.	21	16	76%	64%
ECC	Nurse, Registered	170	161	95%	85%
ECC	Nurse, LVN	28	26	93%	90%
ECC	Nurse, Aide	134	120	92%	98%
ECC	Medical Radiologic Tech	34	28	82%	88%
MVC	Nurse Aide	38	38	100%	98%
RLC	Food Protection Mgr-Culinary	117	93	79%	77%
RLC	Massage Therapy	4	4	100%	84%
RLC	Medical Asst.	12	6	50 %	64%

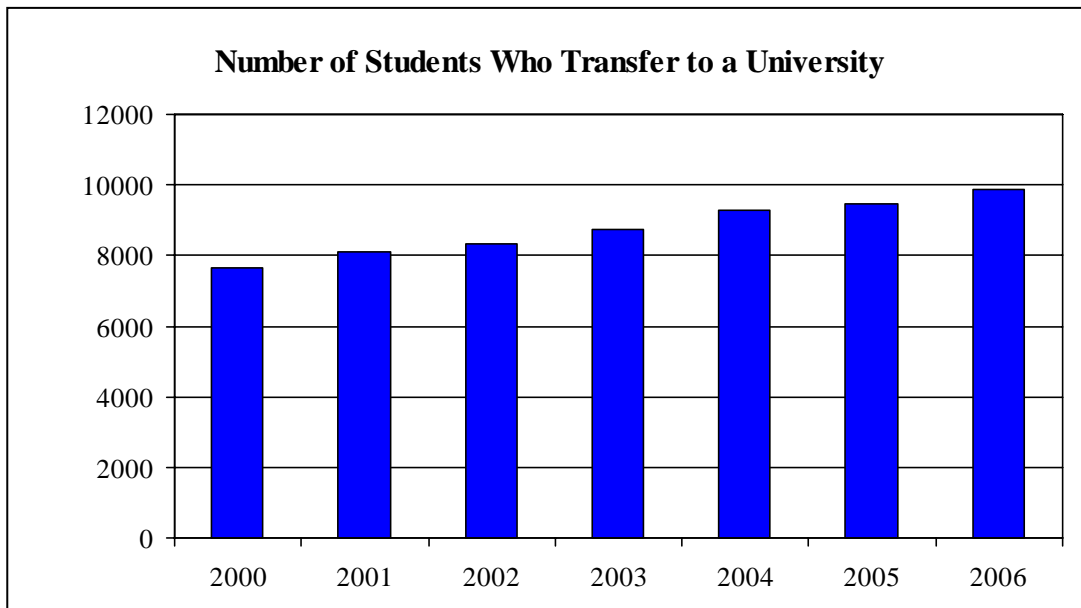
Source: THECB Licensure Report

University Transfers

Data provided by *Data Resources for the 2007 LBB Performance Measures Outcome 03* illustrates a steady growth in the number of students that were at a DCCCD college and then enrolled in a 4-year public institution, Fall 2003 through Fall 2006. The number of students transferring to a university in Fall 2006 is a 13% increase compared to the number that transferred in Fall 2003. The University of North Texas, University of Texas at Dallas, and University of Texas at Arlington are the most popular transfer universities.

Transfer Numbers by College

	2003	2004	2005	2006
Brookhaven	1424	1521	1597	1603
Cedar Valley	482	507	640	690
Eastfield	1419	1528	1583	1664
El Centro	304	354	358	410
Mt. View	859	975	933	991
North Lake	1431	1500	1509	1549
Richland	2820	2880	2856	2944
TOTALS	8739	9265	9476	9851



Source: 2005 THECB Data Resources

Appendix A: Key Measures – Goal I, Objective D

Detail of Key Measures, Adult Literacy

GOAL I – STUDENT SUCCESS

The success of our students is always the primary focus.

OBJECTIVE D: Adult Literacy

Our students will acquire basic literacy skills needed to live and function in our communities.

Key Measures
<ul style="list-style-type: none">❑ GED preparation course completers❑ ESL/ESOL enrollments❑ Developmental reading, writing, & math course retention (% total grades other than “W”)

GED Course Enrollments

GED enrollments for 2003-2004 are shown here. Updated GED enrollment data will be available in January of 2008.

GED Course Enrollments	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	6 YR TOTALS
Brookhaven	265	364	552	385	352	359	2,277
Cedar Valley	101	80	80	64	59	331	715
Eastfield	145	190	214	346	364	303	1,562
El Centro	543	523	498	605	328	235	2,732
Mountain View	549	733	603	345	327	322	2,879
North Lake	178	273	311	117	106	124	1,109
Richland*	na	82	118	119	178	164	661
District	1,781	2,245	2,376	1,981	1,714	1,838	11,935

Source: District Research

Credit ESOL

Credit ESOL enrollments and headcount are shown here. However, the majority of ESL/ESOL enrollments are in Continuing Education. Enrollment data for Continuing Education ESL will be available in January of 2008. Cedar Valley and Eastfield offer only Continuing Education ESL.

ESOL	Academic Year 2004 -2005		Academic Year 2005 - 2006	
	Enrollments	Headcount	Enrollments	Headcount
Brookhaven	4,939	1,022	5,067	1,092
Cedar Valley	0	0	0	0
Eastfield	0	0	0	0
El Centro	634	200	598	197
Mountain View	998	341	912	313
North Lake	1,014	411	1,557	577
Richland	7,518	1,569	5,955	1,520
District	16,505	3,544	14,089	3,699

Developmental Course Retention, 2005-2006

Developmental reading course retention remains stable from 2005–2006 at 87%. Developmental writing course retention remains stable at 83%.

Developmental Math	Totals	W	% Retained	% Success
Brookhaven	5,020	1,143	77%	50%
Cedar Valley	2,184	420	81%	65%
Eastfield	6,210	1,568	75%	60%
El Centro	3,337	773	77%	52%
Mountain View	3,965	672	83%	62%
North Lake	3,793	995	74%	56%
Richland	6,931	1,540	78%	59%
District Totals	31,440	7,111	77%	57%
Developmental Reading	Totals	W	% Retained	% Success
Brookhaven	1,123	122	89%	73%
Cedar Valley	942	128	86%	71%
Eastfield	1,377	216	84%	68%
El Centro	1,222	136	89%	63%
Mountain View	1,366	187	86%	61%
North Lake	948	154	84%	64%
Richland	1,483	124	92%	77%
District Totals	8,461	1,067	87%	68%
Developmental Writing	Totals	W	% Retained	% Success
Brookhaven	581	76	87%	73%
Cedar Valley	518	95	82%	60%
Eastfield	1,066	192	82%	64%
El Centro	662	129	81%	52%
Mountain View	765	120	84%	63%
North Lake	441	76	83%	59%
Richland	817	122	85%	66%
District Totals	4,850	810	83%	63%



Source: District Research

Appendix B: Glossary of Terms

Specialized Terms Associated with Measures of Progress

External Factors of Influence:

Environmental, demographic, educational, or legislative factors outside of the DCCCD that may influence movement of key measures.

Key Measure:

A trended and quantitative assessment of an activity, status, or condition that directly supports progress toward the desired objective or a narrative assessment or qualitative description (of the above).

Supporting Measure:

The assessment of a process, variable, or condition that indirectly supports progress toward the desired objective.

Trends of Key Measures:

Movements of key measures are summarized and trends identified. Evaluation is based on progress of measured data toward objective.

- + Data are improving or remain at desired levels
- ↔ Data remain constant
- ? Data changes are too early to trend
- Data remain below desired levels

Other Specialized Terms Used in This Report

Access

(Access to education) – “Accessibility of an education to a student, including access to appropriate educational institutions, materials, and personnel” (Thesaurus of ERIC Descriptors, 13th edition, 1995)

Basic Literacy Skills

The fundamental English language reading, writing, listening, and speaking skills preparing an individual to live more functionally in this community and to participate successfully in college-level curricula.

Completer – see also Graduate

A person successfully fulfilling all the requirements of a Coordinating Board approved credit certificate in technical education. Less formally, a person successfully fulfilling all the requirements of any defined training or certification program.

Contact Hour

50 minutes of direct instruction for each clock hour in an adult vocational course or in a credit transfer course. [Specifically for purposes of this

Report, employee training “contact hours” refer to the number of employees trained x the number of hours of training.]

Continuing Education/CE

Continuing Education provides a variety of educational opportunities to stimulate the mind, promote professional advancement, and encourage the pursuit of personal interests. DCCCD Continuing Education courses include a wide range of non-credit instruction at many community locations, including DCCCD colleges, area high schools, corporate/business sites, and nonprofit agencies. Non-credit classes offered through Continuing Education do not apply toward a degree, but workforce education CE courses may apply toward a technical/vocational program certificate or skills award.

Core Curriculum

The 48 prescribed hours of a 61-hour degree plan that a student must successfully complete in order to receive an Associate in Arts/Associate in Sciences Degree.

Credit Course

A course that awards academic credit and may apply toward a degree (as opposed to non-credit courses, which do not apply toward a degree and are usually offered through Continuing Education).

Developmental Studies Courses/Developmental Courses

Courses that develop pre-requisite skills in reading, writing and mathematics. Because of the nature of these courses, the credit earned will not count toward graduation requirements and may not be transferred to colleges outside the DCCCD.

ESL

English as a Second Language; courses designed for teaching English listening, speaking, reading, and writing skills to native speakers of other languages (designation may be used for either credit or non-credit instruction).

ESOL

English for Speakers of Other Languages; courses designed for teaching English listening, speaking, reading, and writing skills to native speakers of other languages (designation may be used for either credit or non-credit instruction); this term is viewed by some to be more neutral than the term “ESL.”

GED/General Educational Development Testing Service

Authorized by the American Council on Education, GED Tests measure the academic skills and knowledge expected of high school graduates in the United States or Canada. About one in seven high school diplomas issued in

the United States each year is based on passing the GED Tests. A program of the American Council on Education, the GED Testing Service has as its primary mission to provide a reliable vehicle, "the GED Tests," through which adults can certify that they possess the major and lasting outcomes of a traditional high school education. DCCCD colleges offer preparation courses for the GED Test in English and in Spanish; selected colleges are also authorized sites for GED Testing.

Full-Time Student

A student who is enrolled for at least 12 credit hours during a semester or for six credit hours during a summer session. The student may be enrolled in one or more colleges of the DCCCD, as long as the total number of hours meets the full-time requirement.

Grades

Final grades are reported for each student for every course according to the following grading system.

<u>Grade</u>	<u>Interpretation</u>	<u>Grade Point Value</u>
A	Excellent	4 points
B	Good	3 points
C	Average	2 points
D	Poor	1 point
E*	Effort	Not computed
F	Failing	0 points
I	Incomplete	Not computed
WX	Progress	Not computed; re-enrollment required
W	Withdrawn	Not computed
CR	Credit	Not computed

*Used only with developmental studies courses.

Graduate (Certificate and Degree) – also see Completer

A person successfully completing a Coordinating Board approved degree program.

Headcount (Duplicated and Unduplicated)

The number of individuals being counted – *Duplicated* headcount reflects the total number of times each individual is counted as a student, participant, employee, etc. (one individual could be counted several times); *Unduplicated* headcount reflects the total number of separate individuals, regardless of

Licensure Exams

Certification examinations for obtaining a license required for employment in certain medical and technical careers.

Remediation

Developmental skills instruction (especially in reading, writing, and mathematics) designed to prepare DCCCD students for success in college-level coursework.

Retention

Student continuation in instructional courses or programs, which may be considered in a number of ways:

- within a course

- from course to course

- Fall to Spring semesters

- Fall to Fall semesters

- continuation through graduation and/or transfer

Retention (opposite of turnover) may also refer to employee length of service in a particular position or in the organization generally.

Successful Completion

For purposes of this **Report**, fulfilling the requirements of a credit course with grades of A, B, or C (not D, F, I, W, or other “in progress” grades).

THECB

Texas Higher Education Coordinating Board.

Transfer Courses

Courses designed to transfer to other colleges and universities. Because a course will transfer does not always mean that it will apply toward a specific major or degree at a four-year college or university. DCCCD articulation agreements with four-year colleges and universities facilitate student planning for transferability of courses.

University Transfers

The number of students with at least 15 semester contact hours who are enrolled at a university the subsequent fall semester; these data are defined and tracked by the Texas Higher Education Coordinating Board and pertain only to in-state public universities. At this time, DCCCD does not consistently receive accurate transfer data from in-state public or private four-year colleges, from private in-state universities, or from out-of state public or private four-year colleges and universities.