



SBVC ACADEMIC SENATE
Agenda
Wednesday, April 17, 2019
 3:00-4:30 PM AD/SS 207

- | | |
|---|---------|
| 1. Call to Order and Roll Call (Sign-In) | 3:00 pm |
| 2. Public Comments | 3:00 pm |
| 3. Academic Senate President's Report | 3:05 pm |
| 4. SBVC President's Report | 3:10 pm |
| 5. Committee Reports | 3:15 pm |
| a. Personnel Policy – Joe Notarangelo - Update | |
| b. Student Services – Ailsa Aguilar-Kitibutr - Update | |
| c. CTE - Kenny Melancon EEO – Rania Hamdy | |
| d. Professional Development – Rania Hamdy | |
| e. Elections – Davena Burns-Peters | |
| f. Curriculum – Mary Copeland | |
| g. Program Review – Paula Ferri-Milligan - Update | |
| h. Accreditation & SLOs – Celia Huston – Update | |
| i. Non-Credit – Anthony Ababat | |
| j. Ed. Policy – None | |
| k. Legislative - None | |
| l. Financial Policy - None | |
| | 3:20 pm |
| 6. Additional Reports | |
| a. SBCCD-CTA – Amy Avelar | |
| b. District Assembly - | |
| 7. Consent Agenda | 3:25 pm |
| a. Minutes 4-3-19 | |
| 8. Old Business | 3:30 pm |
| a. ASCCC Spring Plenary Resolutions | |
| b. CTE Online Pathways Grant | |
| 9. New Business | 3:40 pm |
| a. Election of Vice President & Secretary | |
| b. Institution Set-Standards | |
| c. BP/AP 3570 Smoking Policy | |
| d. Student Equity Plan – Update | |
| 10. Announcements | 4:25 pm |
| 11. Adjournment | 4:30 pm |

Commonly known as the "Ten Plus One," (as articulated in Title 5 of the Administrative Code of California, Sections 53200) the following define "Academic and Professional matters."

1. Curriculum including establishing prerequisites and places courses within disciplines 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. District and college governance structures, as related to faculty roles	7. Faculty roles and involvement in accreditation processes, including self-study and annual reports 8. Policies for faculty professional development activities 9. Processes for program review 10. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon between the governing board and the senate
---	---

Academic Senate Meeting Dates Spring 2019: ~~1/16/19, 1/30/19~~, 2/6/19, 2/20/19, 3/6/19, 3/20/19, 4/3/19, 4/17/19, 5/1/19, 5/15/19



Academic Senate

Sign-In Sheet

April 17, 2019

	SENATOR	INITIAL
A	Ababat, Anthony	
	Aguilar-Kitibutr, Ailsa	
	Allen, Tammy	
	Avelar, Amy	
B	Banola, John	
	Bernardo, Yecica	
	Bjerke, Jennifer	
	Burns-Peters, Davena	
C	Castro, Anthony	
	Copeland, Mary	
D	Demsky, Jeffrey [Adam Pave, proxy]	
F	Ferri-Milligan, Paula	
	Fozouni, Daihim	
G	Gregory, Leslie	
H	Hallex, Alicia	
	Hamdy, Rania	
	Huston, Celia	
J	Jacobo, Magdalena	
	Jones, Carol	
	Jones, EJ	
	Jones, Patricia	
K	Kafela, Kathy	
L	Lawler, Kenneth	
	Lopez, Leonard	
M	Melancon, Kenny	
	Milligan, Joshua	

	SENATOR	INITIAL
M	Moeung, Botra	
N	Notarangelo, Joseph	
S	Smith, David	
	Sobhanian, Soha	
T	Tasaka, Bethany	
V	Valdez, Maria	
	Vasquez, Tatiana	
W	Wall, Patti	
	Worsley, Margaret	
	FREQUENT VISITORS	INITIAL
B	Burnham, Lorrie	
H	Humble, Dina	
J	Johnson, Wally	
L	Lewis, Stephanie	
M	Maniaol, Albert	
Q	Quach, Patty	
R	Rodriguez, Diana	
S	Smith, James	
T	Thayer, Scott	
W	Weiss, Kay	
	VISITORS	INITIAL
	(please print your name)	
	Tahira Simpson	

See reverse side for additional spaces.



To: Academic Senate, 4/17/19

Re: Comments regarding funding requests for AB705, the Writing Center, and SI programs

From: Joe Notarangelo, Associate Professor, English

I have recently sat in on several discussions regarding funding requests for three programs that currently have oversight provided by the English Department: AB705, the Writing Center, and an SI program. What I realized in these meetings is that there is a misperception that these programs solely aid English students. My comments today have three goals: clear up this misperception, warn that reduced funding for these programs will likely result in a reciprocal reduction in state funding, and urge stakeholders in these programs to advocate for them when in budget discussions.

While AB705 funding requests made by the English Department *are* specifically for English students, the Writing Center and SI programs aid students across the curriculum. For instance, the SI program overseen by Dirkson Lee supports students in ASL, Anthropology, Arabic, Art, Automotive, Child Development, Communications, Economics, Geography, Geology, Human Services, Music, Oceanography, Political Science, Psychology, Sociology, and Spanish—in other words, over 60 different courses outside of English. Not funding SI requests will directly reduce student access to these resources, and I believe that this will directly affect success rates—and by extension, state funding.

And I also want to emphasize that the Writing Center is open to help *any* student in *any* class. Over 1,600 students spent over 3,500 hours in the Writing Center during 2017-18 (excluding summer), and instructors outside of English who encouraged their students to go to the Writing Center enjoyed enormous increases in their student success rates. Here are a few examples: success rates for BIO261 students who attended the Writing Center were 9% higher than those who didn't. BIO250 students who went to the Writing Center enjoyed a 28% increase in success

rates: 92%/64%. And in eight different history courses, Writing Center students experienced a 25% increase in success rates compared with those who didn't: 91%/66%.

I understand how tight money is on campus, and I understand how AB705 implementation has made English Dept. funding requests a heavy campus burden. But the Writing Center and SI are campuswide programs, and not funding these programs as robustly as possible is not a wise cost-savings solution. The above information shows that fully funding requests for these programs will cost campus less than what they initially seem because of increased state funding based on increased success rates, and *not* fully funding these programs will save a lot *less* money than it may seem because of reduced state funding from reduced success rates.

I ask all of you who are involved in these funding discussions to please keep this in mind and advocate as appropriate where budgets and funding are being discussed.

Respectfully,

Joe Notarangelo

Senator, Arts & Humanities



SBVC ACADEMIC SENATE
President's Report
April 17, 2019

Spring Plenary News

Four new or revised ASCCC Papers were adopted. *Noncredit Instruction: Opportunity and Challenge, The Role of Library Faculty in the California Community College, Effective Practices for Online Tutoring, and Work-Based Learning in California Community Colleges.*

The ASCCC CTE Leadership Committee led a breakout session on *Equivalency to the Associates Degree*. The Committee has been working on the Strong Workforce Recommendation to "Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices". They presented a model for GE Equivalency entitled *Career Education Minimum Qualifications Toolkit*. The concepts presented in the Toolkit are worthy of exploration and could be adopted locally to increase our pool of CTE faculty. ASCCC may have a Regional Meeting in our area on the Toolkit in May 2019.

John Stankas, SBVC, was reelected as ASCCC President and Delores Davidson, Foothill College, was reelected as ASCCC Vice President. LaTonya Parker, Moreno Valley College, was elected Area D Representative and Sam Foster, Fullerton College, was elected as South Representative.

Keynote Presentations were made on Collegiality and Leadership, and Faculty Diversification. Keynote Speakers on Faculty Diversification shared that at the November 2018 Board of Governors meeting, the BOG requested that the Chancellor's Office create a taskforce (separate from the Statewide EEO and Diversity Advisory) to provide the Board with recommendations on the utility of adding a 7th statewide goal related to system-wide diversity.

The February and April editions of the *Senate Rostrum* are available and contain valuable information on the Student Centered Funding Formula, Noncredit, Guided Pathways, Diversification, DE, Professional Development and more! Pick one up today.

Save the Dates:

- Career and Noncredit Education Institute, April 25-27, 2019 – San Diego (Mary, Magda, Celia, Ginny)
- ACCJC Partnership for Excellence, April 30 - May 3, 2019 - Bay Area (Celia, Terry H.)
- Faculty Leadership Institute, June 13 - 15, 2019 – Sacramento (Bethany, Jennifer)
- Curriculum Institute, July 10-13, 2019 – Bay Area (Mary)
- Fall Plenary, November 7-9, 2019 - Newport Beach (Celia)

2019/2020 Academic Senate Meetings

Fall 2019	Spring 2020
August 21, 2019	January 15, 2020
September 4, 2019	January 29, 2020
September 18, 2019	February 5, 2020
October 2, 2019	February 19, 2020
October 16, 2019	March 4, 2020
October 30, 2019*	April 1, 2020
November 6, 2019	April 15, 2020
November 20, 2019	April 29, 2020*
December 4, 2019	May 6, 2020

*5th Wednesdays are reserved for Special Topics



San Bernardino
Valley College

Academic Senate

April 27, 2019

FROM: Joe Notarangelo, Personnel Policy Chair

RE: Advancement in Rank

The Academic Senate Advancement in Rank ad hoc committee met on April 5, 2019 to consider candidates for advancement in rank.

After due consideration of the nomination letters in accordance with AP 7210, the committee is pleased to recommend the following advancements in rank:

Associate Professor

Virginia Evans-Perry

Kristin Hauge

Denise Knight

Yolanda Simental

Professor

Joe Notarangelo

Patti Wall

Professor Emeritus

Marie Mestas

The AIR Committee was composed of the following faculty: Davena Burns-Peters, Todd Heibel, Melissa King, Marianne Klingstrand, Joel Lamore, Kenneth Lawler.

AGE

Metric	Denominator and Numerator	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
<i>Access: Successful Enrollment</i>	30-34 1583/5109 35-37 817/3129 40-54 1177/4425 55+ 327/1143	37%	30-34 = 307 studnets 35-37= 340 students 40-54 = 460 students 55+ = 95 students	
<i>Retention: Fall to Spring</i>	25-29 1365/1959 30-34 741/1064 40-54 649/980	73%	25-29 = 66 students 30-34 = 36 students 30-34 = 66 students	
<i>Transfer to a four-year institution</i>	19 and less 100/3,826 35-39 39/1,038 40-54 66/1,563 55+ 8/386	5.64%	19 and less = 66 students 35-39 = 20 students 40-54 = 22 students 55+ = 14 students	
<i>Completion of transfer level math and English</i>	35-39 0/34 40-54 0/102 50+ 0/54	2.5%	35-39 2 students 40-54 3 students 50+ 1 student	
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i>	19 and less = 76/3,826	6.15%	19 and less = 160 more students	

ECONOMICALLY DISADVANTAGED

Metric	Denominator and Numerator	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal		
<i>Access: Successful Enrollment</i>	No data	37%	No – DI			
<i>Retention: Fall to Spring</i>	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="text-align: center; width: 50%;">$\frac{7,644}{10,307}$</td> <td style="text-align: center; width: 50%;">$\frac{950}{1,479}$</td> </tr> </table>	$\frac{7,644}{10,307}$	$\frac{950}{1,479}$	73%	No – DI	
$\frac{7,644}{10,307}$	$\frac{950}{1,479}$					
<i>Transfer to a four-year institution</i>	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="text-align: center; width: 50%;">$\frac{890}{15,341}$</td> <td style="text-align: center; width: 50%;">$\frac{141}{2,926}$</td> </tr> </table>	$\frac{890}{15,341}$	$\frac{141}{2,926}$	5.64%	No-DI	
$\frac{890}{15,341}$	$\frac{141}{2,926}$					
<i>Completion of transfer level math and English</i>	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="text-align: center; width: 50%;">$\frac{15}{622}$</td> <td style="text-align: center; width: 50%;">$\frac{56}{2,215}$</td> </tr> </table>	$\frac{15}{622}$	$\frac{56}{2,215}$	2.5%	No – DI	
$\frac{15}{622}$	$\frac{56}{2,215}$					
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i>	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="text-align: center; width: 50%;">$\frac{1,029}{15,341}$</td> <td style="text-align: center; width: 50%;">$\frac{95}{2,926}$</td> </tr> </table>	$\frac{1,029}{15,341}$	$\frac{95}{2,926}$	6.15%	No – DI	
$\frac{1,029}{15,341}$	$\frac{95}{2,926}$					

Ethnicity

Metric	Denominator and Numerator	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
<i>Access: Successful Enrollment</i>	<i>PI 69/269</i> <i>Black 2955/7446</i> <i>Unknown 141/492</i>	37%	<i>28 students</i> <i>535 students</i> <i>40 students</i>	
<i>Retention: Fall to Spring</i>	<i>White 1042/1492</i> <i>Two or more 258/381</i> <i>Black 958/1398</i>	73%	<i>45 students</i> <i>20 students</i> <i>62 students</i>	
<i>Transfer to a four-year institution</i>		5.64%	<i>No – DI</i>	
<i>Completion of transfer level math and English</i>	<i>Two or more 2/84</i>	2.5%	<i>2 students</i>	
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i>		6.15%	<i>No -- DI</i>	

FIRST GENERATION

Metric	Denominator and Numerator	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal						
<i>Access: Successful Enrollment</i>	No data	37%								
<i>Retention: Fall to Spring</i>	<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; border-right: 1px solid black;">3,311</td> <td style="text-align: center;">5,283</td> </tr> <tr> <td style="text-align: center; border-right: 1px solid black;">-----</td> <td style="text-align: center;">-----</td> </tr> <tr> <td style="text-align: center; border-right: 1px solid black;">4,584</td> <td style="text-align: center;">7,200</td> </tr> </table>	3,311	5,283	-----	-----	4,584	7,200	73%	No – DI	
3,311	5,283									
-----	-----									
4,584	7,200									
<i>Transfer to a four-year institution</i>	<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; border-right: 1px solid black;">40</td> <td style="text-align: center;">31</td> </tr> <tr> <td style="text-align: center; border-right: 1px solid black;">-----</td> <td style="text-align: center;">-----</td> </tr> <tr> <td style="text-align: center; border-right: 1px solid black;">1,675</td> <td style="text-align: center;">1,162</td> </tr> </table>	40	31	-----	-----	1,675	1,162	5.64%	No – DI	
40	31									
-----	-----									
1,675	1,162									
<i>Completion of transfer level math and English</i>	<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; border-right: 1px solid black;">679</td> <td style="text-align: center;">445</td> </tr> <tr> <td style="text-align: center; border-right: 1px solid black;">-----</td> <td style="text-align: center;">-----</td> </tr> <tr> <td style="text-align: center; border-right: 1px solid black;">10,895</td> <td style="text-align: center;">7,372</td> </tr> </table>	679	445	-----	-----	10,895	7,372	2.5%	No – DI	
679	445									
-----	-----									
10,895	7,372									
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i>	<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; border-right: 1px solid black;">679</td> <td style="text-align: center;">445</td> </tr> <tr> <td style="text-align: center; border-right: 1px solid black;">-----</td> <td style="text-align: center;">-----</td> </tr> <tr> <td style="text-align: center; border-right: 1px solid black;">10,895</td> <td style="text-align: center;">7,372</td> </tr> </table>	679	445	-----	-----	10,895	7,372	6.15%	No – DI	
679	445									
-----	-----									
10,895	7,372									

Goal 1: Achieve equity and eliminate the education gaps in student access (participation)

Initiatives	Activities in each program that contribute to achieving metrics of success.			
	SSSP	Student Equity	BSI	Other
Access to Early College Credit	<ul style="list-style-type: none"> • Outreach 	<ul style="list-style-type: none"> • Persist to College • Get Focused Stay Focused 	<ul style="list-style-type: none"> • Articulate in basic skills 	<ul style="list-style-type: none"> • Articulation in CTE • Dual enrollment
Access to transfer level English/Math courses	<ul style="list-style-type: none"> • Implement multiple measure to provide credit for previous academic exp. • Writing Sample 	<ul style="list-style-type: none"> • Embedded tutoring in basic skills courses • Learning Communities 	<ul style="list-style-type: none"> • Basic skills curriculum redesign 	
Access to majors, w/ emphasis on majors that require prerequisites	<ul style="list-style-type: none"> • SEPs • Faculty advising 	<ul style="list-style-type: none"> • Embedded tutoring in major introductory Courses 	<ul style="list-style-type: none"> • Embedded tutoring in entry level GE courses 	<ul style="list-style-type: none"> • Boot camps in sciences

Metrics of success:

- Increase xxx student participation in programs by 20%.
- Increase the number of students who complete a Student Educational Plan within their second semester at ~~BCC~~ by 25%.
- Increase the persistence of xxx students by 5%.

Goal 1: Achieve equity and eliminate the education gaps in student access (participation)

Initiatives	Activities in each program that contribute to achieving metrics of success.			
	SSSP	Student Equity	BSI	Other
Access to Early College Credit	•	•	•	•
Access to transfer level English/Math courses	•	•	•	
Access to majors, w/ emphasis on majors that require prerequisites	•	•	•	•

Metrics of success:

- Increase xxx student participation in programs by 20%.
- Increase the number of students who complete a Student Educational Plan within their second semester at BCC by 25%.
- Increase the persistence of xxx students by 5%.

FOSTER YOUTH

Metric	Denominator and Numerator	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal		
<i>Access: Successful Enrollment</i>	<table style="border-collapse: collapse; margin: auto;"> <tr> <td style="border-right: 1px solid black; padding: 5px;"> $\frac{495}{1,727}$ </td> <td style="padding: 5px;"> $\frac{17,880}{48,390}$ </td> </tr> </table>	$\frac{495}{1,727}$	$\frac{17,880}{48,390}$	37%	DI Increase = 143	
$\frac{495}{1,727}$	$\frac{17,880}{48,390}$					
<i>Retention: Fall to Spring</i>	<table style="border-collapse: collapse; margin: auto;"> <tr> <td style="border-right: 1px solid black; padding: 5px;"> $\frac{88}{157}$ </td> <td style="padding: 5px;"> $\frac{8506}{11629}$ </td> </tr> </table>	$\frac{88}{157}$	$\frac{8506}{11629}$	73%	25 students	
$\frac{88}{157}$	$\frac{8506}{11629}$					
<i>Transfer to a four-year institution</i>	<table style="border-collapse: collapse; margin: auto;"> <tr> <td style="border-right: 1px solid black; padding: 5px;"> $\frac{11}{251}$ </td> <td style="padding: 5px;"> $\frac{1020}{18016}$ </td> </tr> </table>	$\frac{11}{251}$	$\frac{1020}{18016}$	5.64%	5 students	
$\frac{11}{251}$	$\frac{1020}{18016}$					
<i>Completion of transfer level math and English</i>	<table style="border-collapse: collapse; margin: auto;"> <tr> <td style="border-right: 1px solid black; padding: 5px;"> $\frac{0}{43}$ </td> <td style="padding: 5px;"> $\frac{71}{2794}$ </td> </tr> </table>	$\frac{0}{43}$	$\frac{71}{2794}$	2.5%	1 student	
$\frac{0}{43}$	$\frac{71}{2794}$					
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i>	<table style="border-collapse: collapse; margin: auto;"> <tr> <td style="border-right: 1px solid black; padding: 5px;"> $\frac{12}{251}$ </td> <td style="padding: 5px;"> $\frac{1112}{18016}$ </td> </tr> </table>	$\frac{12}{251}$	$\frac{1112}{18016}$	6.15%	5 students	
$\frac{12}{251}$	$\frac{1112}{18016}$					

LGBTQ

Metric	Denominator and Numerator	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal				
<i>Access: Successful Enrollment</i>	<table border="0"> <tr> <td style="text-align: center;">619</td> <td style="border-left: 1px solid black; text-align: center;">17,756</td> </tr> <tr> <td style="border-top: 1px solid black; text-align: center;">1,814</td> <td style="border-top: 1px solid black; border-left: 1px solid black; text-align: center;">48,303</td> </tr> </table>	619	17,756	1,814	48,303	37%	<i>Increase = 52 students</i>	
619	17,756							
1,814	48,303							
<i>Retention: Fall to Spring</i>	<table border="0"> <tr> <td style="text-align: center;">191</td> <td style="border-left: 1px solid black; text-align: center;">8,405</td> </tr> <tr> <td style="border-top: 1px solid black; text-align: center;">290</td> <td style="border-top: 1px solid black; border-left: 1px solid black; text-align: center;">11,496</td> </tr> </table>	191	8,405	290	11,496	73%	<i>Increase = 20 students</i>	
191	8,405							
290	11,496							
<i>Transfer to a four-year institution</i>	<table border="0"> <tr> <td style="text-align: center;">22</td> <td style="border-left: 1px solid black; text-align: center;">1,009</td> </tr> <tr> <td style="border-top: 1px solid black; text-align: center;">520</td> <td style="border-top: 1px solid black; border-left: 1px solid black; text-align: center;">48,303</td> </tr> </table>	22	1,009	520	48,303	5.64%	<i>No – DI</i>	
22	1,009							
520	48,303							
<i>Completion of transfer level math and English</i>	<table border="0"> <tr> <td style="text-align: center;">3</td> <td style="border-left: 1px solid black; text-align: center;">89</td> </tr> <tr> <td style="border-top: 1px solid black; text-align: center;">68</td> <td style="border-top: 1px solid black; border-left: 1px solid black; text-align: center;">2,748</td> </tr> </table>	3	89	68	2,748	2.5%	<i>No -- DI</i>	
3	89							
68	2,748							
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i>	<table border="0"> <tr> <td style="text-align: center;">14</td> <td style="border-left: 1px solid black; text-align: center;">520</td> </tr> <tr> <td style="border-top: 1px solid black; text-align: center;">1,110</td> <td style="border-top: 1px solid black; border-left: 1px solid black; text-align: center;">17,747</td> </tr> </table>	14	520	1,110	17,747	6.15%	<i>Increase = 1 student</i>	
14	520							
1,110	17,747							

VETERANS

Metric	Denominator and Numerator	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal				
<i>Access: Successful Enrollment</i>	<table style="border-collapse: collapse; margin: auto;"> <tr> <td style="border-right: 1px solid black; padding: 5px; text-align: center;">284</td> <td style="padding: 5px; text-align: center;">18,091</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px; text-align: center;">680</td> <td style="padding: 5px; text-align: center;">49,437</td> </tr> </table>	284	18,091	680	49,437	37%	<i>No – DI</i>	
284	18,091							
680	49,437							
<i>Retention: Fall to Spring</i>	<table style="border-collapse: collapse; margin: auto;"> <tr> <td style="border-right: 1px solid black; padding: 5px; text-align: center;">336</td> <td style="padding: 5px; text-align: center;">8,258</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px; text-align: center;">466</td> <td style="padding: 5px; text-align: center;">11,320</td> </tr> </table>	336	8,258	466	11,320	73%	<i>No – DI</i>	
336	8,258							
466	11,320							
<i>Transfer to a four-year institution</i>	<table style="border-collapse: collapse; margin: auto;"> <tr> <td style="border-right: 1px solid black; padding: 5px; text-align: center;">32</td> <td style="padding: 5px; text-align: center;">999</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px; text-align: center;">717</td> <td style="padding: 5px; text-align: center;">17,550</td> </tr> </table>	32	999	717	17,550	5.64%	<i>Increase = 8 DI</i>	
32	999							
717	17,550							
<i>Completion of transfer level math and English</i>	<table style="border-collapse: collapse; margin: auto;"> <tr> <td style="border-right: 1px solid black; padding: 5px; text-align: center;">2</td> <td style="padding: 5px; text-align: center;">44</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px; text-align: center;">69</td> <td style="padding: 5px; text-align: center;">2,793</td> </tr> </table>	2	44	69	2,793	2.5%	<i>No -- DI</i>	
2	44							
69	2,793							
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i>	<table style="border-collapse: collapse; margin: auto;"> <tr> <td style="border-right: 1px solid black; padding: 5px; text-align: center;">53</td> <td style="padding: 5px; text-align: center;">717</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px; text-align: center;">1071</td> <td style="padding: 5px; text-align: center;">17550</td> </tr> </table>	53	717	1071	17550	6.15%	<i>No -- DI</i>	
53	717							
1071	17550							