SBVC Fall 2000-08 Fill, Retention, Pass, and Success Rates


CHC Fall 2000-08 Fill, Retention, Pass, and Success Rates


CHC and SBVC WSCH per Faculty Load, Fall 2000-08


Total CHC and SBVC FTES, 2003-04 through 2008-09


ARCC College-Level Indicators for SBVC and CHC (Latest Available Period)

| ARCC College-Level Indicator | SBVC | Peer Mean | Difference | CHC | Peer Mean | Differenct |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| A. Student Progress and Achievement Rate, 2002-03 to 2007-08 | 41.6\% | 47.4\% | -5.8\% | 51.3\% | 58.8\% | -7.5\% |
| B. Percent of Students Who Earned at Least 30 Units, 2002-03 to 2007-08 | 65.1\% | 71.1\% | -6.0\% | 70.6\% | 69.6\% | 1.0\% |
| C. Persistence Rate, Fall 2006-Fall 2007 | 61.7\% | 60.2\% | 1.5\% | 66.9\% | 67.6\% | -0.7\% |
| D. Successful Course Completion Rate, Credit Vocational, 2007-08 | 74.8\% | 75.7\% | -0.9\% | 78.0\% | 74.5\% | 3.5\% |
| E. Successful Course Completion Rate, Credit Basic Skills, 2007-08 | 51.9\% | 56.0\% | -4.1\% | 55.4\% | 56.0\% | -0.6\% |
| F. Improvement Rate for Credit Basic Skills, 2005-06 to 2007-08 | 52.0\% | 52.6\% | -0.6\% | 59.5\% | 52.6\% | 6.9\% |
| G. Improvement Rate for ESL, 2005-06 to 2007-08 | 44.9\% | 41.3\% | 3.6\% | NA | NA | N $\uparrow$ |
| Annual Unduplicated Headcount, 2007-08 | 9,857 |  |  | 4,246 |  |  |
|  |  |  |  |  |  |  |
| Percent by Ethnicity, 2007-08: |  |  |  |  |  |  |
| African American | 19.8\% |  |  | 4.1\% |  |  |
| American Indian/Alaskan Native | 0.9\% |  |  | 1.4\% |  |  |
| Asian | 4.7\% |  |  | 3.8\% |  |  |
| Filipino | 1.8\% |  |  | 1.8\% |  |  |
| Hispanic | 42.2\% |  |  | 25.4\% |  |  |
| Other Non-White | 1.1\% |  |  | 1.1\% |  |  |
| Pacific Islander | 0.7\% |  |  | 0.6\% |  |  |
| Unknown/Non-Respondent | 4.4\% |  |  | 6.0\% |  |  |
| White Non-Hispanic | 24.4\% |  |  | 55.8\% |  |  |
|  |  |  |  |  |  |  |
| Percent by Gender, 2007-08: |  |  |  |  |  |  |
| Female | 55.6\% |  |  | 50.1\% |  |  |
| Male | 43.7\% |  |  | 48.1\% |  |  |
| Unknown | 0.7\% |  |  | 1.8\% |  |  |
|  |  |  |  |  |  |  |

