

# **PREPARED FOR SUCCESS**

**2010 - 2011**

**A Study of the Success of Adult Upgrading Graduates in the First Semester of Postsecondary Programs**



**Prepared by  
College Sector Committee for Adult Upgrading**

**February 2012**

## BACKGROUND

The initial *Prepared for Success* study published in January 2001 was funded jointly by the National Literacy Secretariat and the Ministry of Training, Colleges and Universities. It examined the postsecondary outcomes of students who had moved on from upgrading programs to further education in the college system from the fall of 1995 to January 2000. This study has been ongoing for **sixteen** years. The report which follows is comprised primarily of bar graphs which compare results for the past **eight** years.

The initial study tracked fulltime students from postsecondary admission through to graduation documenting success in terms of retention and grade point average. “Students were tracked from the first semester of their studies to graduation, withdrawal or failure. Eighty three percent of these preparatory students graduated.” 23 % of students who withdrew did so primarily for financial reasons. Sixty three percent of the students who withdrew did so during the first semester of their postsecondary studies.

The subsequent annual studies have focused exclusively on first semester results. It was decided to focus on the first semester to simplify the collection of data. Furthermore the initial study demonstrated conclusively that there is a high correlation between first semester success and eventual graduation.

In addition to reporting on GPA and successful completion of the first semester as indicators of success, this report also provides data on the number of students who enrolled in second semester in the same and different programs. The stats conclusively demonstrate that individuals who have received prior training in college academic upgrading programs achieve high marks, have the necessary commitment to complete their training and make the correct program choices prior to enrolling in postsecondary.

The initial study examined enrollment in 6 program categories: Business, General Arts and Sciences, Health, Technology, Trades and Other. Subsequent studies separated Social Services programs from the Other category. The initial report is available at [www.collegeupgradingon.ca](http://www.collegeupgradingon.ca). Annual Reports.

This year 23 of 24 colleges were able to provide data. Unfortunately many colleges still have to rely on a manual examination of first semester results to provide the necessary information. This makes the process complicated and time consuming. Increasingly colleges are making the necessary arrangements to generate summaries through their college student information systems.

The CSC would like to thank all those managers and support staff who collected this data. It is not an easy task, but it is a task which must be done in order to demonstrate the positive influence which academic upgrading programs have on the success of college preparatory students in postsecondary programming.

## PARTICIPANT NUMBERS

The numbers of students identified as having moved on to postsecondary are very conservative.

- ? This report only provides information on students who have registered in fulltime postsecondary programs; it does not include students who are participating in postsecondary programming on a part time basis or through Continuing Education including Distance programming.
- ? Perhaps the most significant factor affecting a complete reflection of the numbers enrolling in postsecondary is the inability to track academic upgrading students who moved on to postsecondary programming at another college. It is not currently possible to track these students through either OCAS or individual college registration systems. This is especially significant in the GTA where there is considerable student movement to access postsecondary programming. There are individual studies by colleges across Ontario which indicate students frequently move to colleges outside their region for postsecondary. The CSC was part of the *Adult Student Pathways to Postsecondary* project led by Colleges Ontario. This project explored the possibility of developing a data collection process which would enable colleges to track the movement of upgrading students to other colleges for postsecondary. The CSC is continuing to explore with OCAS and CRALO strategies to collect this data.

The CSC is very pleased with a study and report prepared on behalf of the CSC by Sue Menard published in September 2010. Sue interviewed and gathered data from college upgrading and admissions staff as well as OCAS to streamline the postsecondary application process for upgrading students. Once these processes are in place it should also be much easier to get a more complete picture of movement from upgrading to postsecondary especially between colleges. The report, “College Admissions Policy and Processes for ACE Students” can be found at [www.collegeupgradingon.ca](http://www.collegeupgradingon.ca)

Capturing the results for all Academic Upgrading participants who have moved on to postsecondary programming is becoming more complex with the increasing participation of students in ACE Distance programming. These students are registered through Distance Education departments not College Upgrading. This year the CSC has begun collecting data on the success of students who prepared for postsecondary through ACE Distance programming. The results will be issued as a separate report.

## **2010-2011 Results**

### **PARTICIPATING COLLEGES (Charts 1-4)**

The results documented in this report are for Spring and Fall 2010, and Winter 2011 semesters. Student success both in terms of GPA and retention continues to be outstanding. Twenty three colleges provided data.

The number of students per college is detailed in charts four and five of this report. The number of students which colleges were able to track moving on to postsecondary increased from 3,372 for 2009-2010 to 3,654 for 2010-2011. This is an 8% increase. Chart 4A shows the percentage change for the past three years for all participating colleges. 12 colleges increased the number of students who moved on to postsecondary; 5 remained static; 6 reported a decline in numbers.

Once again Algonquin has reported on the largest number of students moving on to postsecondary at 607 or 17% of the provincial total. Cambrian is second with 413 students or 11% of the provincial total. (Chart 4 B). Colleges reporting significant gains are Centennial (for the second year in a row), Boreal, George Brown, Loyalist, Seneca and St Lawrence. Once again it is important to remember that, especially in the GTA, numbers may be adversely affected by the inability to collect data on transfers.

### **POSTSECONDARY PROGRAM SELECTION (Charts 6-8)**

Enrollment in postsecondary Health Sciences programs (29%) continues to be the most popular choice among adult upgrading students. Selection of a Technology Program is second (17%) and Business is third (16%). Selection of a Trades or Skills program (12%) has moved from the least popular choice to fourth place. General Arts and Science participation has declined from 12% to 6% during the past eight years. It is worth noting that the Health Sciences and Technology programs require the highest science and mathematics prerequisites for admission.

Enrollment in 1-2 semester programs dropped from 30% to 29%. Enrollment in 3 – 4 semester programs increased from 49% to 52%. Participation in programs of 5 to 8 semesters dropped from 21% to 17%. New this year is 2% participation in programs more than 8 semesters in duration. Clearly, the majority of adult upgrading graduates are prepared to make the necessary long term commitment of time to achieve their educational goals.

## **MEASURES OF SUCCESS**

### **First Semester Pass Rates (Charts 9 – 16)**

The overall pass rate for students in all programs is 81%; 9% of students withdrew principally because of financial reasons; 10% did not achieve the GPA required to continue in the postsecondary program of their choice. Charts 10 -16 provide pass rates for each of the six program categories. Health Sciences ranks first with 87%.

### **Grade Point Averages (Charts 17 – 23)**

The average GPA for successful students by program category varies from a low of 3.10 in Health Sciences to a high of 3.85 in Skills and Trades. All categories of postsecondary programs demonstrated a significant increase in average GPA last year with the exception of Health Sciences which returned to 2008-2009 levels.

### **Enrollment for Second Semester (Charts 24 – 30)**

In all program categories, more than 75% of students either graduated or had the necessary grades to enroll in second semester programming. The one exception was GAS where only 62% either graduated or had sufficient grades. 85% of Health Sciences students, 84% of Trades and 83% of Social Services students graduated or had the grades required to enroll in the second semester of their program.

### **Program Changes (Charts 24-30)**

Very few students change programs in second semester. Program changes ranged from 10% in Business and GAS to 2% for Social Services. Only 4% of students in Health Sciences changed programs.

### **Further Insights**

Colleges are required to report to MTCU the number of students in the Academic Upgrading program who move on to further training at the conclusion of their time in college upgrading. This year we compared the number of students **reported** to have been ready to move on with the **actual** number who did register in postsecondary programming. In 2009-2010, colleges reported that 4,549 were identified at exit as ready to move on to further training. The actual number participating in first semester programming is 3,654. The 20% (895 upgrading graduates) difference is either students who decided to “stop out” before moving on or students whom we were unable to track because they changed colleges, enrolled part time or are participating through a distance option. In addition, one college was unable to provide data on students.

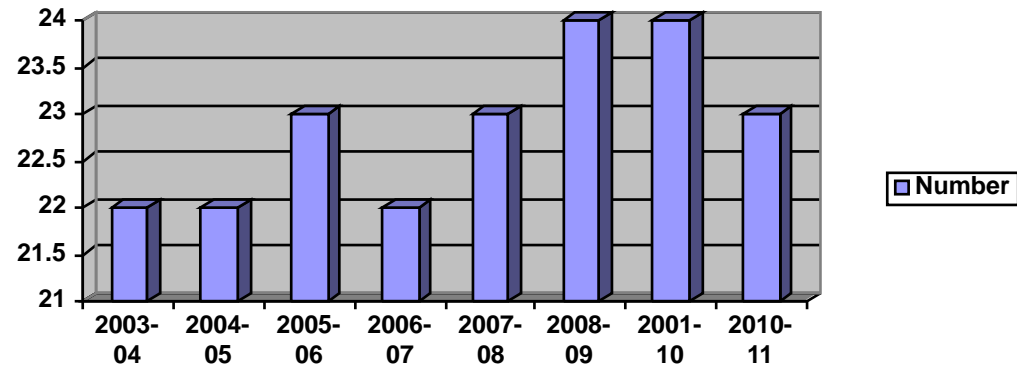
### **Conclusion**

In terms of retention and GPA, students from adult upgrading programs who move on to postsecondary programming continue to demonstrate they are well prepared both academically and personally to succeed. Furthermore, the low rate of program changes indicates adult upgrading programs have helped them make the appropriate program selections.

The College Sector Committee hopes that this study helps demonstrate to current and potential college upgrading students, college personnel, funders and the community that time spent in college upgrading programs is a guaranteed investment in the future.

# CHART 1

## NUMBER OF PARTICIPATING COLLEGES



Years	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Number of Colleges	22	23	22	23	24	24	23

**CHART 2**

**PARTICIPATING COLLEGES**

<b>College</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Algonquin</b>	✓	✓	✓	✓	✓	✓	✓
<b>Boreal</b>	✓	✓	✓	✓	✓	✓	✓
<b>Cambrian</b>	✓	✓	✓	✓	✓	✓	✓
<b>Canadore</b>	✓	✓	✓	✓	✓	✓	✓
<b>Centennial</b>	✓	✓	NA	✓	✓	✓	✓
<b>Conestoga</b>	✓	✓	✓	✓	✓	✓	✓
<b>Confederation</b>		✓	✓	✓	✓	✓	✓
<b>Durham</b>	✓	✓	✓	✓	✓	✓	✓
<b>Fanshawe</b>	✓	✓	✓	✓	✓	✓	✓
<b>Fleming</b>	✓	✓	✓	✓	✓	✓	✓
<b>George Brown</b>	✓	✓	✓	✓	✓	✓	✓
<b>Georgian</b>	✓	✓	✓	✓	✓	✓	✓
<b>Humber</b>	✓	✓	✓	✓	✓	✓	✓
<b>La Cite</b>	✓	✓	✓	✓	✓	✓	✓
<b>Lambton</b>	✓	✓	✓	✓	✓	✓	✓
<b>Loyalist</b>	✓	✓	✓	✓	✓	✓	✓
<b>Mohawk</b>	✓	✓	✓	✓	✓	✓	✓
<b>Niagara</b>	✓	✓	✓	✓	✓	✓	✓
<b>Northern</b>	✓	✓	✓	✓	✓	✓	✓
<b>Sault</b>	✓	✓	✓	✓	✓	✓	✓
<b>Seneca</b>	✓	✓	✓	✓	✓	✓	✓
<b>Sheridan</b>	✓	✓	✓	✓	✓	✓	✓
<b>St. Clair</b>	NA	NA	NA	NA	✓	✓	NA
<b>St. Lawrence</b>	✓	✓	✓	✓	✓	✓	✓

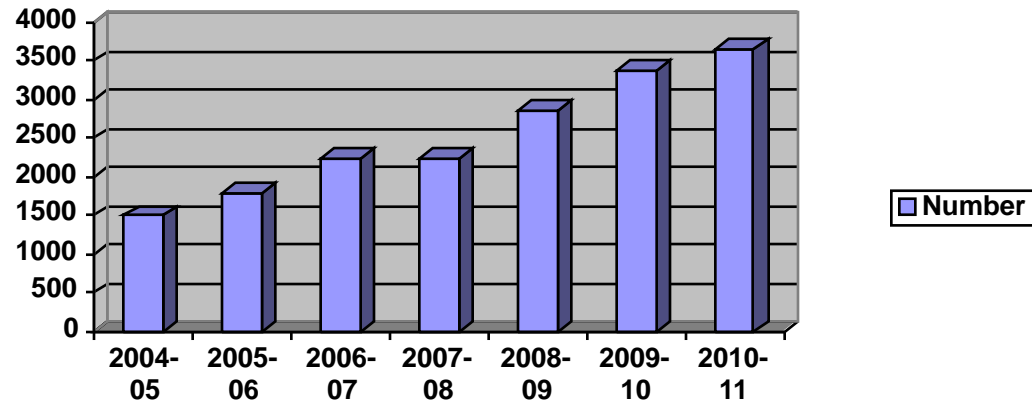
**CHART 3**

**NUMBER OF STUDENTS COMPARED**

<b>Years</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Number of students</b>	1498	1786	2227	2245	2858	3372	3654

**CHART 4 A**

**NUMBER OF STUDENTS BY COLLEGE**





**CHART 4 A Continued**

<b>College</b>	<b>2007-08</b>	<b>% Change</b>	<b>2008-09</b>	<b>% Change</b>	<b>2009-10</b>	<b>% Change</b>	<b>2010-11</b>	<b>% Change</b>
<b>Algonquin</b>	505	0	541	+7%	553	+2%	607	+10%
<b>Boreal</b>	79	- 8%	76	-4%	47	-62%	95	+102%
<b>Cambrian</b>	256	+3%	191	-25%	417	+119%	413	-1%
<b>Canadore</b>	27	+50%	31	+15%	35	+13%	16	-54%
<b>Centennial</b>	19	NA	37	+95%	88	+139%	204	+132%
<b>Conestoga</b>	142	+102%	140	-1%	196	+40%	270	+38%
<b>Confederati on</b>	68	-73%	75	+10%	85	+13%	101	+19%
<b>Durham</b>	58	-5%	37	-36%	81	+119%	78	-4%
<b>Fanshawe</b>	124	+139%	171	+38%	182	+6%	169	-7%
<b>Fleming</b>	154	-8%	166	+8%	246	+48%	202	-18%
<b>George Brown</b>	34	- 38%	40	+18%	51	+28%	88	+73%
<b>Georgian</b>	142	+27%	214	+51%	309	+44%	301	-3%
<b>Humber</b>	36	+16%	17	-53%	21	+24%	30	+43%
<b>La Cite</b>	51	+38%	49	-4%	47	-4%	45	-4%
<b>Lambton</b>	18	+12.5%	18	--	42	+133%	34	-19%
<b>Loyalist</b>	54	+20%	56	+4%	24	-57%	82	+242%
<b>Mohawk</b>	49	+6.5%	73	+49%	93	+27%	66	-29%
<b>Niagara</b>	17	-45%	41	+141%	63	+54%	18	-71%
<b>Northern</b>	64	+78%	397	+520%	285	-28%	114	-60%
<b>Sault</b>	22	-24%	59	+168%	101	+71%	115	+14%
<b>Seneca</b>	71	-12%	63	-11%	44	-30%	191	+334%
<b>Sheridan</b>	154	+8%	138	-10%	185	+34%	187	-1%
<b>St. Clair</b>	NA	NA	86	--	46	-47%		NA
<b>St. Lawrence</b>	98	-9%	142	+45%	131	-8%	228	+74%
<b>TOTAL</b>	<b>2245</b>	<b>+1%</b>	<b>2858</b>	<b>+27%</b>	<b>3372</b>	<b>+18%</b>	<b>3654</b>	<b>+8%</b>

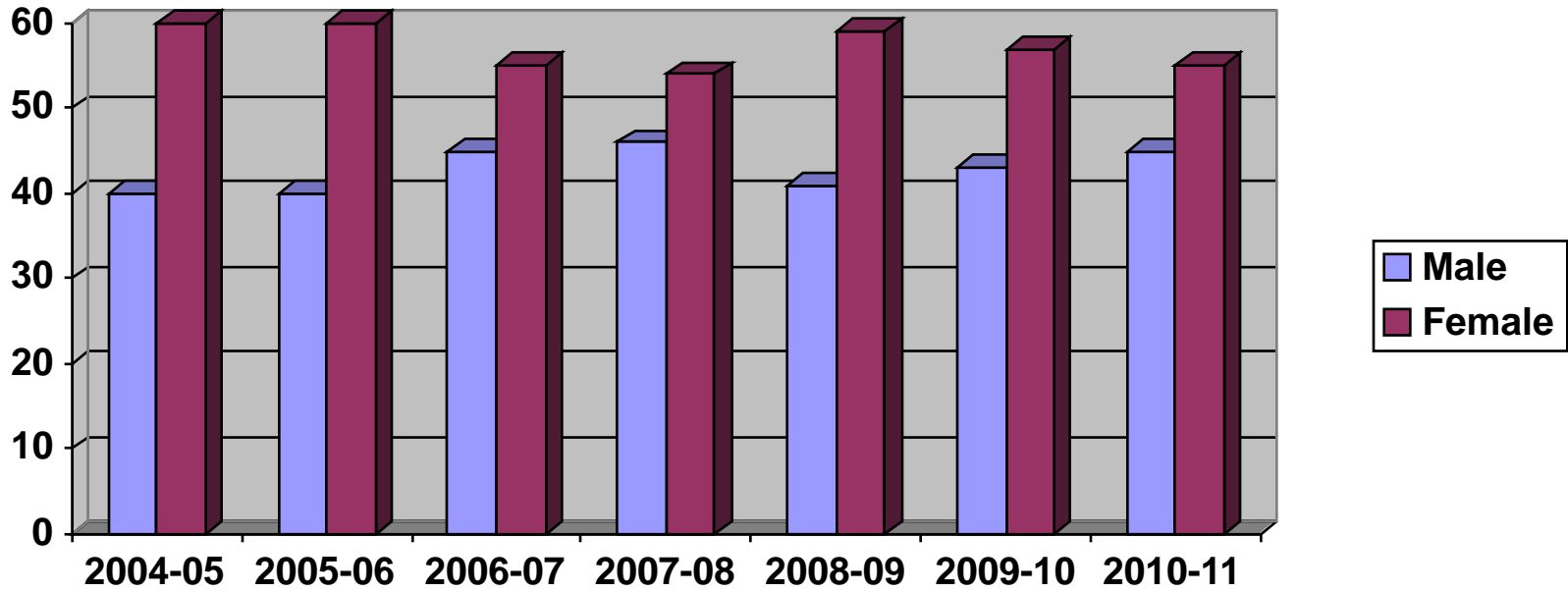
## CHART 4 B

### INDIVIDUAL COLLEGE PERCENTAGE SHARE OF THE PROVINCIAL TOTAL

<b>College</b>	<b>2010-11</b>	<b>% of Provincial Total</b>
<b>Algonquin</b>	607	17
<b>Boreal</b>	95	3
<b>Cambrian</b>	413	11
<b>Canadore</b>	16	0
<b>Centennial</b>	204	6
<b>Conestoga</b>	270	7
<b>Confederation</b>	101	3
<b>Durham</b>	78	2
<b>Fanshawe</b>	169	5
<b>Fleming</b>	202	6
<b>George Brown</b>	88	2
<b>Georgian</b>	301	8
<b>Humber</b>	30	1
<b>La Cite</b>	45	1
<b>Lambton</b>	34	1
<b>Loyalist</b>	82	2
<b>Mohawk</b>	66	2
<b>Niagara</b>	18	1
<b>Northern</b>	114	3
<b>Sault</b>	115	3
<b>Seneca</b>	191	5
<b>Sheridan</b>	187	5
<b>St. Clair</b>		0
<b>St. Lawrence</b>	228	6
<b>TOTAL</b>	<b>3654</b>	<b>100%</b>

**CHART 5**

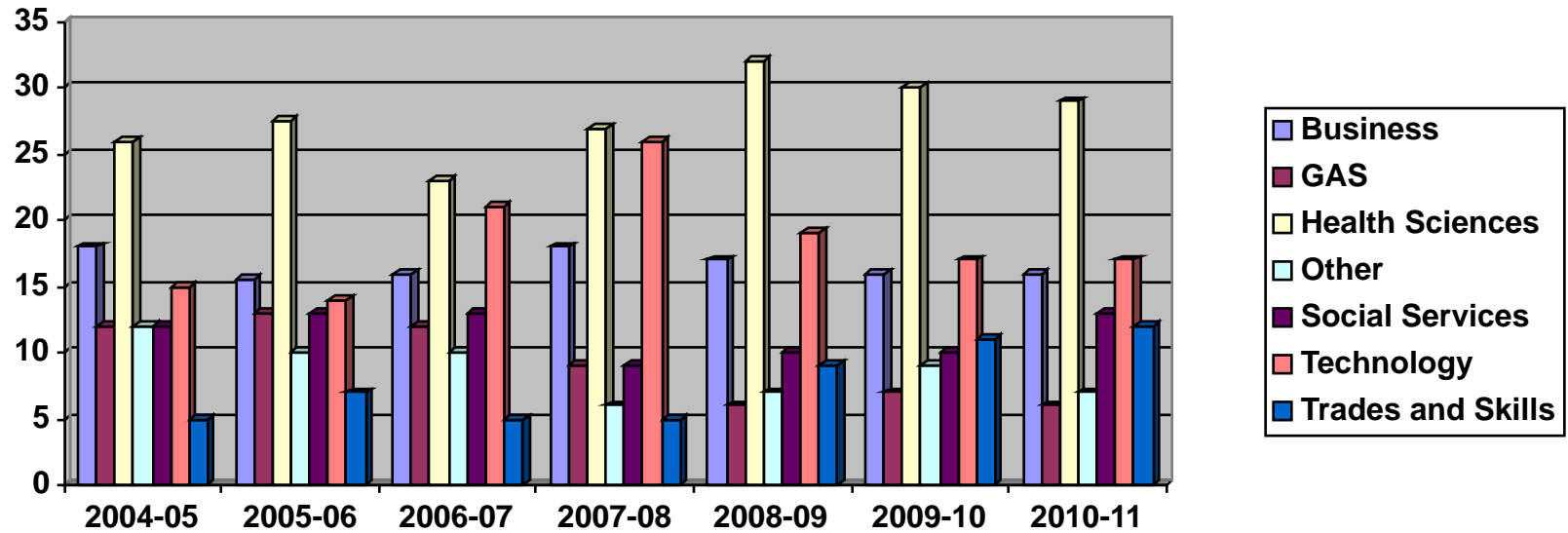
**MALE/FEMALE DISTRIBUTION**



Years	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Male	40%	40%	45%	46%	41%	43%	45%
Female	60%	60%	55%	54%	59%	57%	55%

**CHART 6**

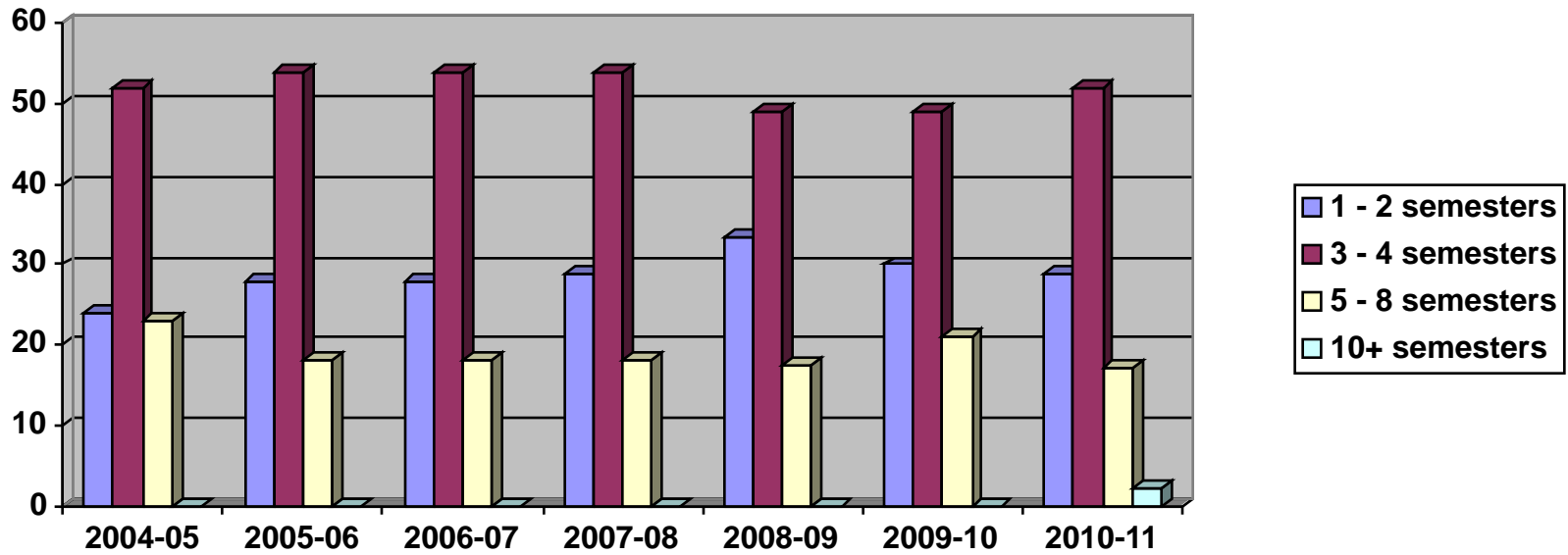
**PARTICIPATION BY PROGRAM CATEGORY**



<b>Program Category</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Business</b>	18%	15.5%	16%	18%	17%	16%	16%
<b>General Arts &amp; Sciences</b>	12%	13%	12%	9%	6%	7%	6%
<b>Health Sciences</b>	26%	27.5%	23%	27%	32%	30%	29%
<b>Other</b>	12%	10%	10%	6%	7%	9%	7%
<b>Social Services</b>	12%	13%	13%	9%	10%	10%	13%
<b>Technology</b>	15%	14%	21%	26%	19%	17%	17%
<b>Trades &amp; Skills</b>	5%	7%	5%	5%	9%	11%	12%

**CHART 7**

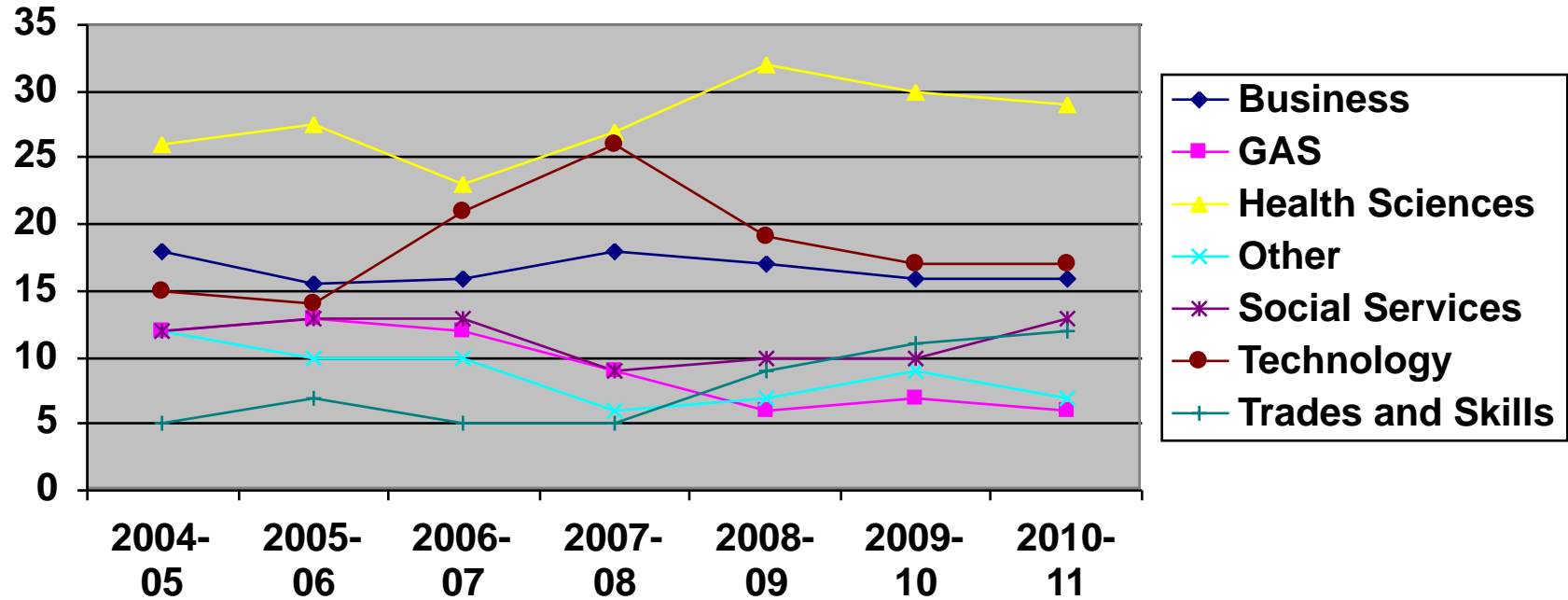
**PARTICIPATION BY PROGRAM DURATION**



	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
<b>1 – 2 semesters</b>	24%	28%	28%	29%	33.5%	30%	29%
<b>3 – 4 semesters</b>	52%	54%	54%	54%	49%	49%	52%
<b>5 – 8 semesters</b>	23%	18%	18%	18%	17.5%	21%	17%
<b>10+ semesters</b>	0%	0%	0%	0%	0%	0%	2%

**CHART 8**

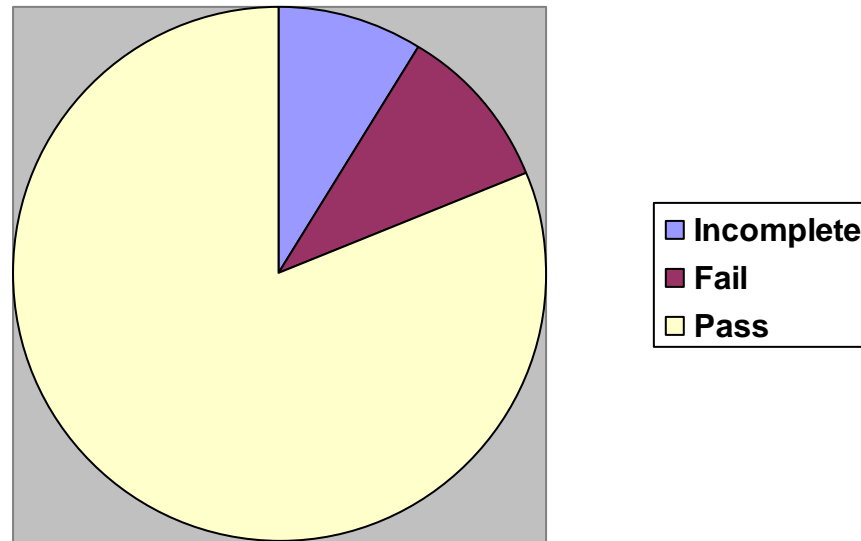
**PARTICIPATION BY PROGRAM CATEGORY**



Program Category	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
<b>Business</b>	18%	15.5%	16%	18%	17%	16%	16%
<b>General Arts &amp; Sciences</b>	12%	13%	12%	9%	6%	7%	6%
<b>Health Sciences</b>	26%	27.5%	23%	27%	32%	30%	29%
<b>Other</b>	12%	10%	10%	6%	7%	9%	7%
<b>Social Services</b>	12%	13%	13%	9%	10%	10%	13%
<b>Technology</b>	15%	14%	21%	26%	19%	17%	17%
<b>Trades &amp; Skills</b>	5%	7%	5%	5%	9%	11%	12%

**CHART 9**

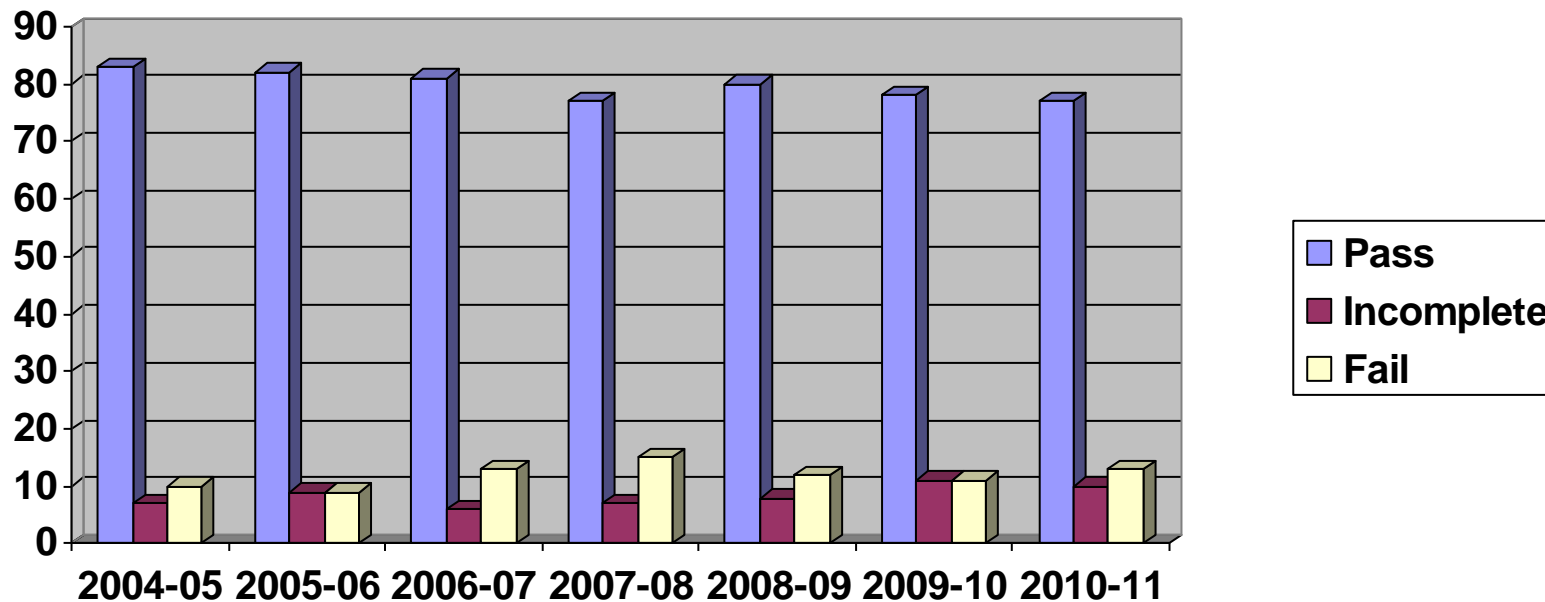
**FIRST SEMESTER RESULTS  
ALL PROGRAMS**



<b>Incomplete</b>	9%
<b>Fail</b>	10%
<b>Pass</b>	81%

**CHART 10**

**BUSINESS  
1<sup>ST</sup> SEMESTER RESULTS**

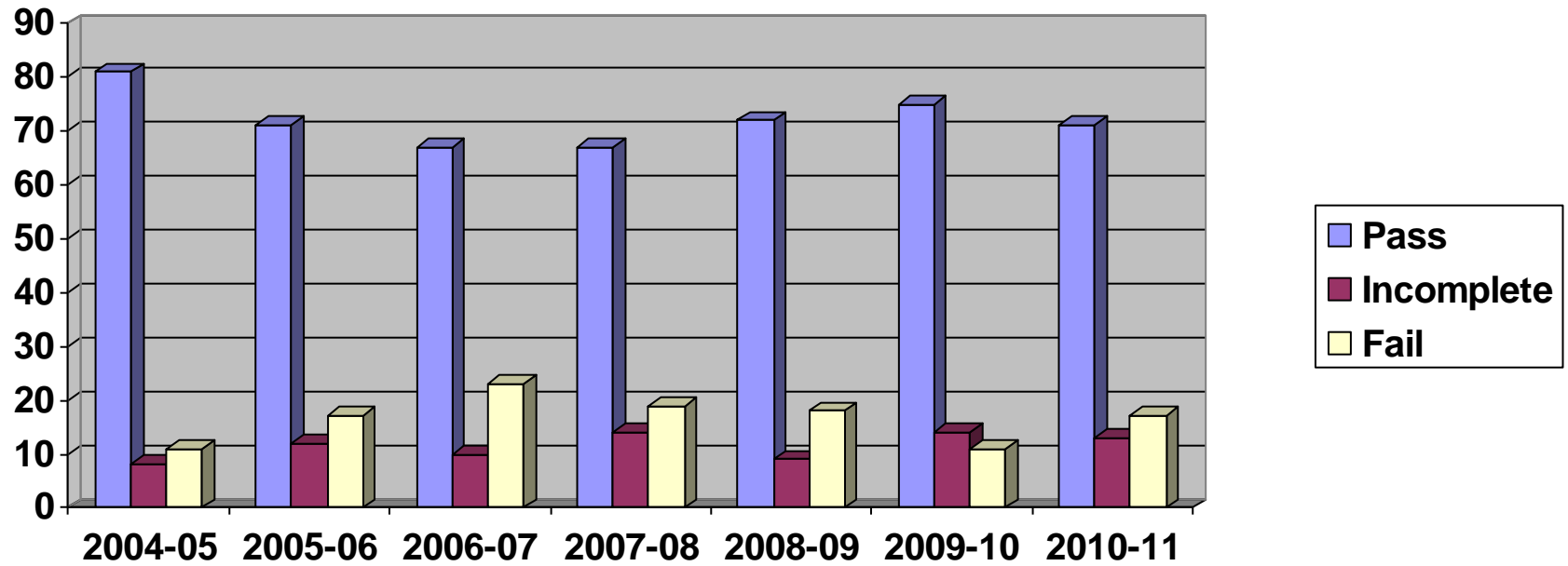


	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
<b>Pass</b>	83%	82%	81%	77%	80%	78%	77%
<b>Incomplete</b>	7%	9%	6%	7%	8%	11%	10%
<b>Fail</b>	10%	9%	13%	15%	12%	11%	13%



**CHART 11**

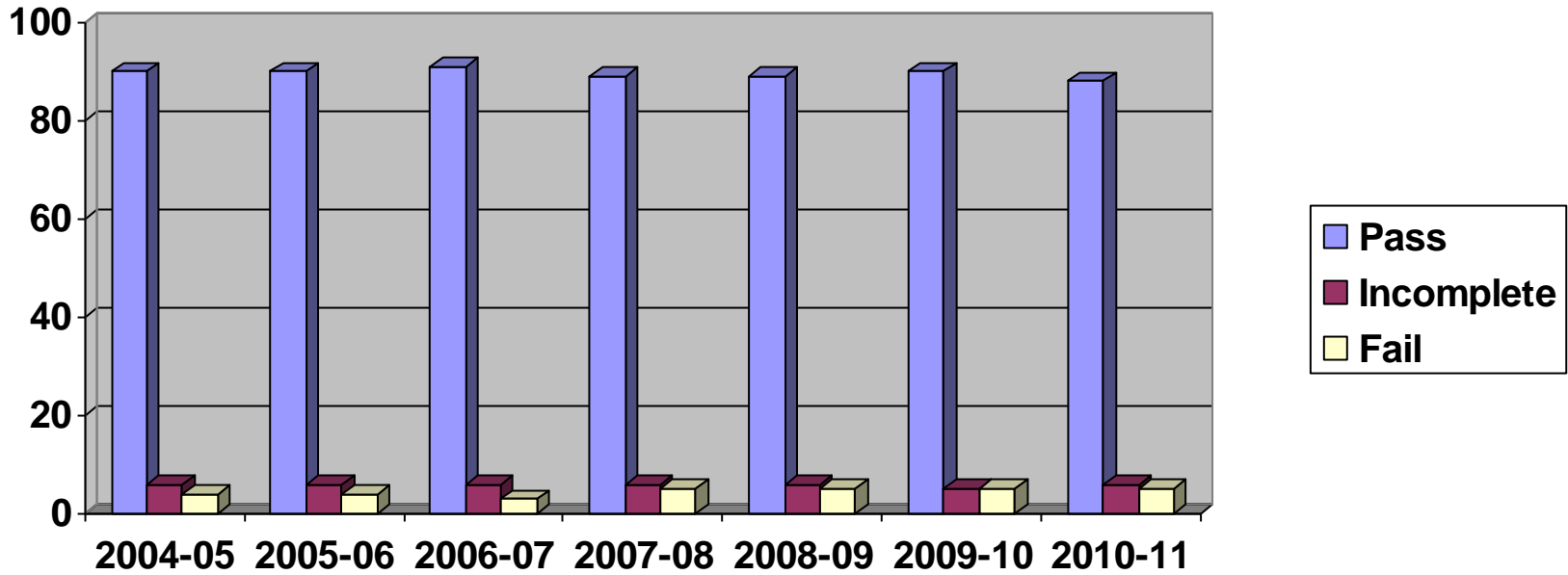
**GENERAL ARTS & SCIENCES  
1<sup>ST</sup> SEMESTER RESULTS**



	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
<b>Pass</b>	81%	71%	67%	67%	72%	75%	71%
<b>Incomplete</b>	8%	12%	10%	14%	9%	14%	13%
<b>Fail</b>	11%	17%	23%	19%	18%	11%	16%

**CHART 12**

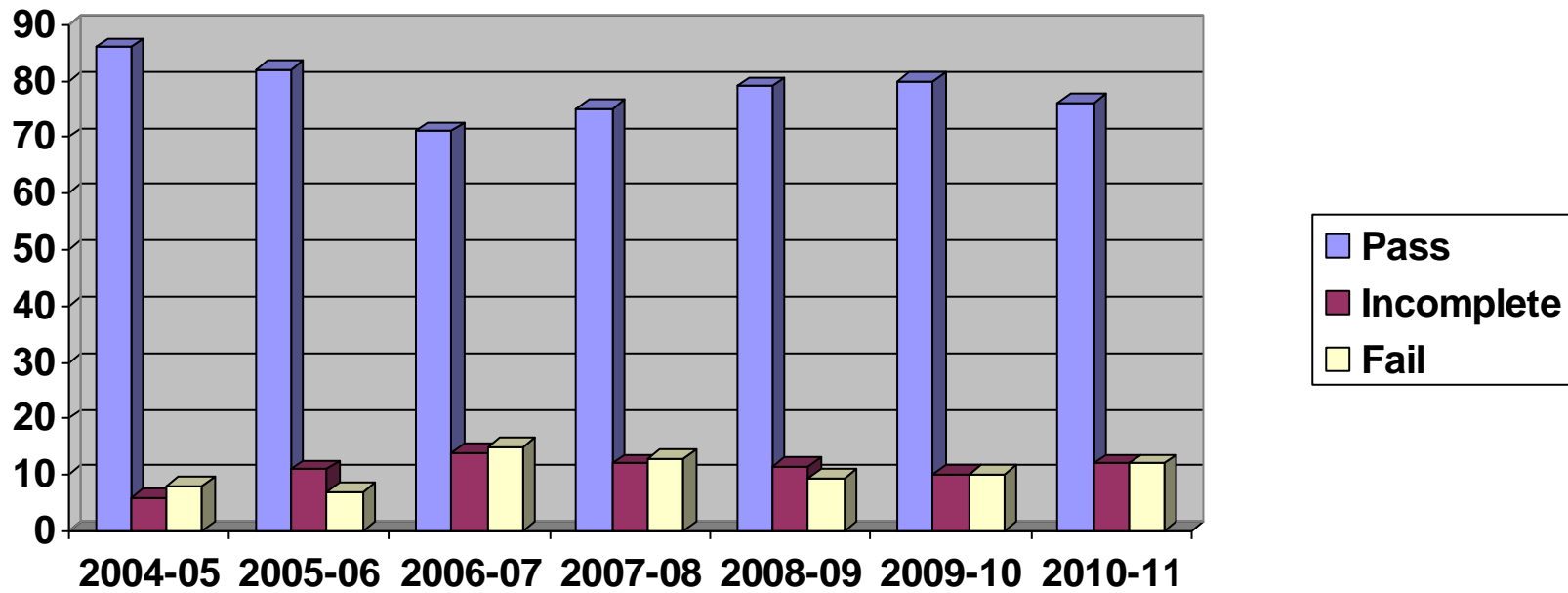
**HEALTH SCIENCES  
1<sup>ST</sup> SEMESTER RESULTS**



	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Pass</b>	90%	90%	91%	89%	89%	90%	87%
<b>Incomplete</b>	6%	6%	6%	6%	6%	5%	6%
<b>Fail</b>	4%	4%	3%	5%	5%	5%	5%

**CHART 13**

**OTHER  
1<sup>ST</sup> SEMESTER RESULTS**

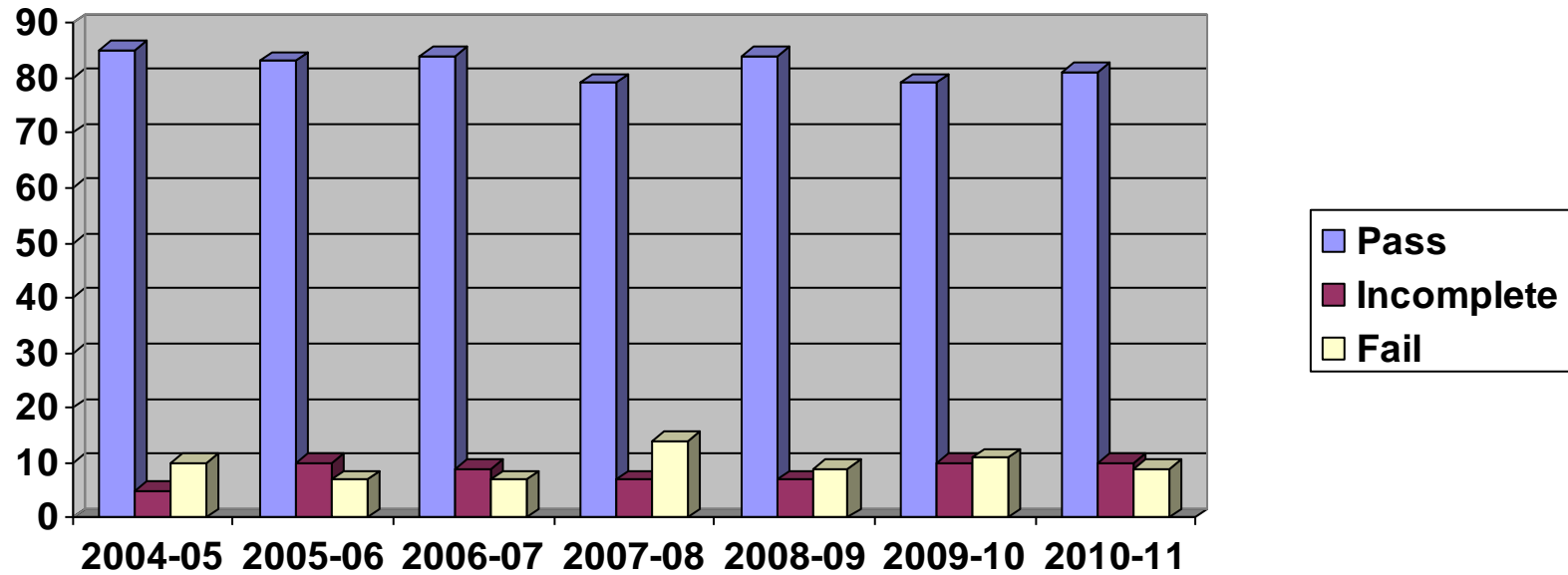


	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
<b>Pass</b>	86%	82%	71%	75%	79%	80%	76%
<b>Incomplete</b>	6%	11%	14%	12%	11.5%	10%	12%
<b>Fail</b>	8%	7%	15%	13%	9.5%	10%	12%

OTHER includes courses related to Culinary Studies, Fashion, Hospitality and Tourism, Media, Sports and Leisure Management

**CHART 14**

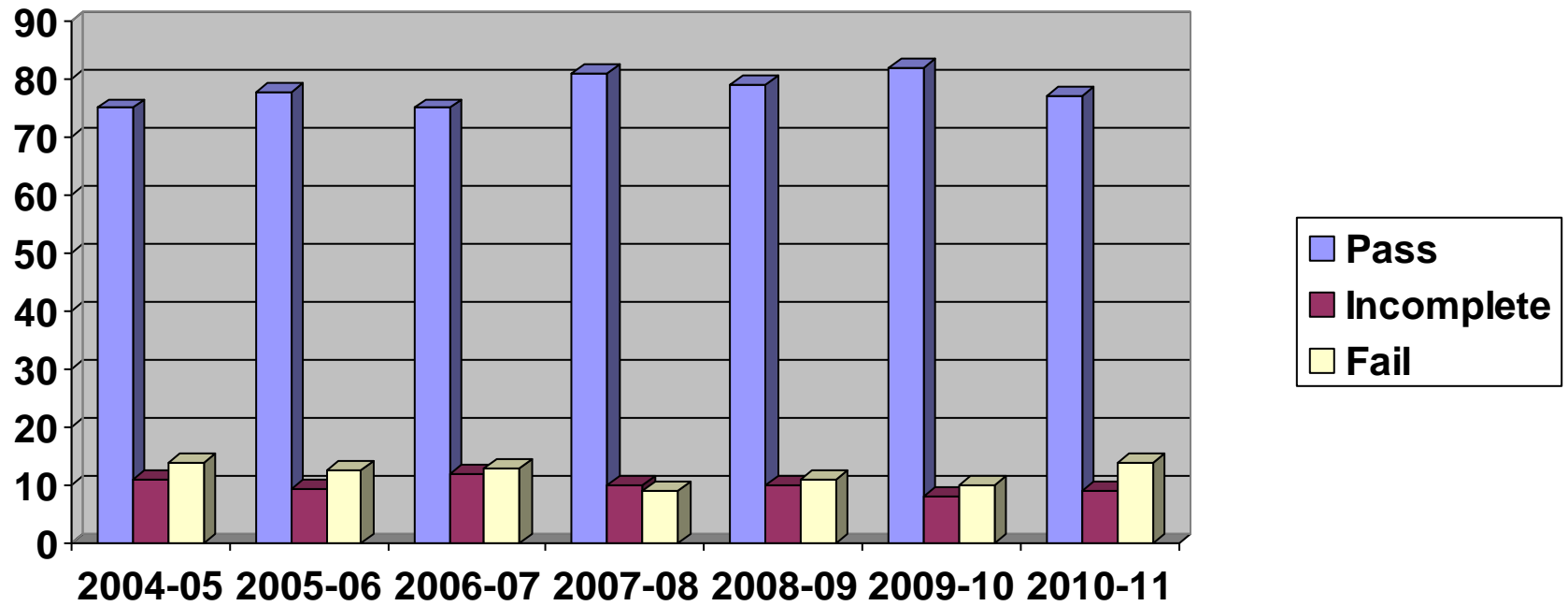
**SOCIAL SERVICES  
1<sup>ST</sup> SEMESTER RESULTS**



	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Pass</b>	85%	83%	84%	79%	84%	79%	81%
<b>Incomplete</b>	5%	10%	9%	7%	7%	10%	10%
<b>Fail</b>	10%	7%	7%	14%	9%	11%	9%

**CHART 15**

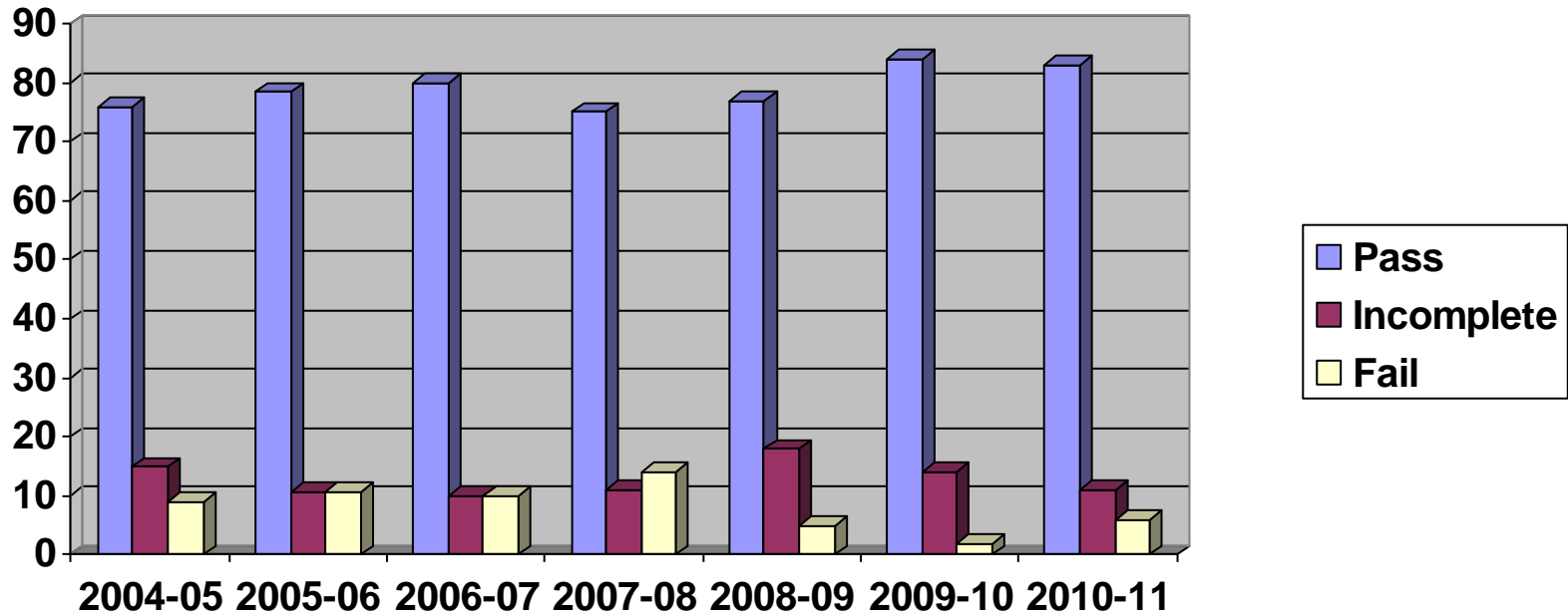
**TECHNOLOGY  
1<sup>ST</sup> SEMESTER RESULTS**



	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Pass</b>	75%	77.7%	75%	81%	79%	82%	77%
<b>Incomplete</b>	11%	9.5%	12%	10%	10%	8%	9%
<b>Fail</b>	14%	12.6%	13%	9%	11%	10%	14%

**CHART 16**

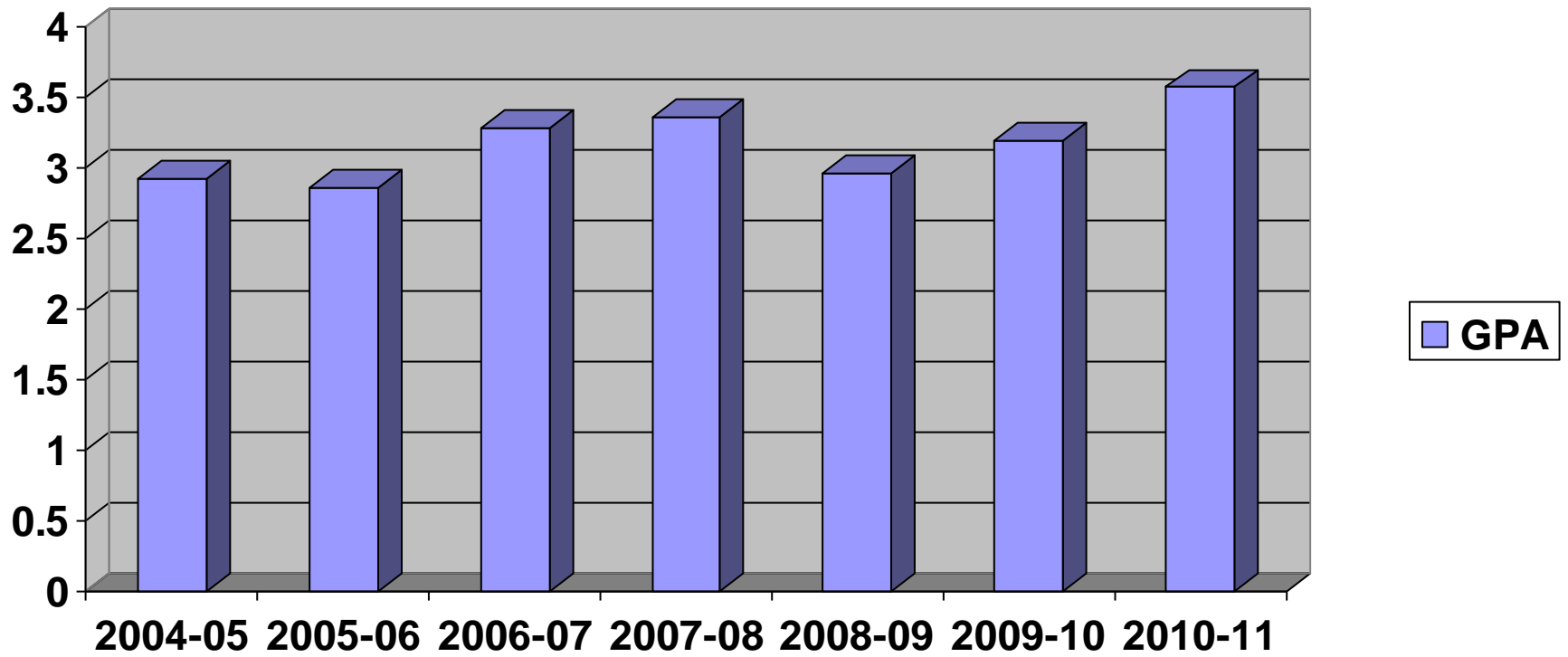
**TRADES & SKILLS  
1<sup>ST</sup> SEMESTER RESULTS**



	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Pass</b>	76%	78.5%	80%	75%	77%	84%	83%
<b>Incomplete</b>	15%	10.7%	10%	11%	18%	14%	11%
<b>Fail</b>	9%	10.7%	10%	14%	5%	2%	6%

**CHART 17**

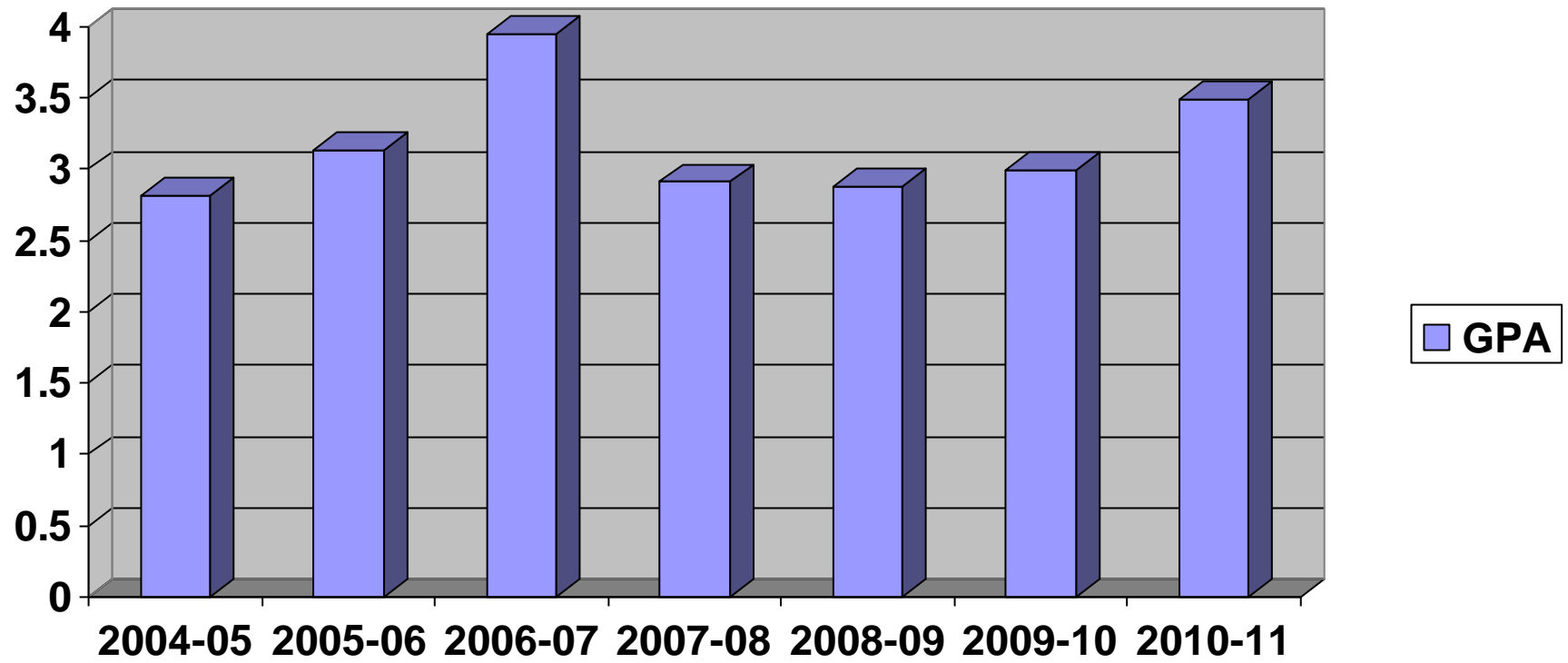
**BUSINESS  
GPA END OF FIRST SEMESTER**



	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
GPA	2.92	2.86	3.28	3.36	2.96	3.19	3.57

**CHART 18**

**GENERAL ARTS & SCIENCES  
GPA END OF FIRST SEMESTER**

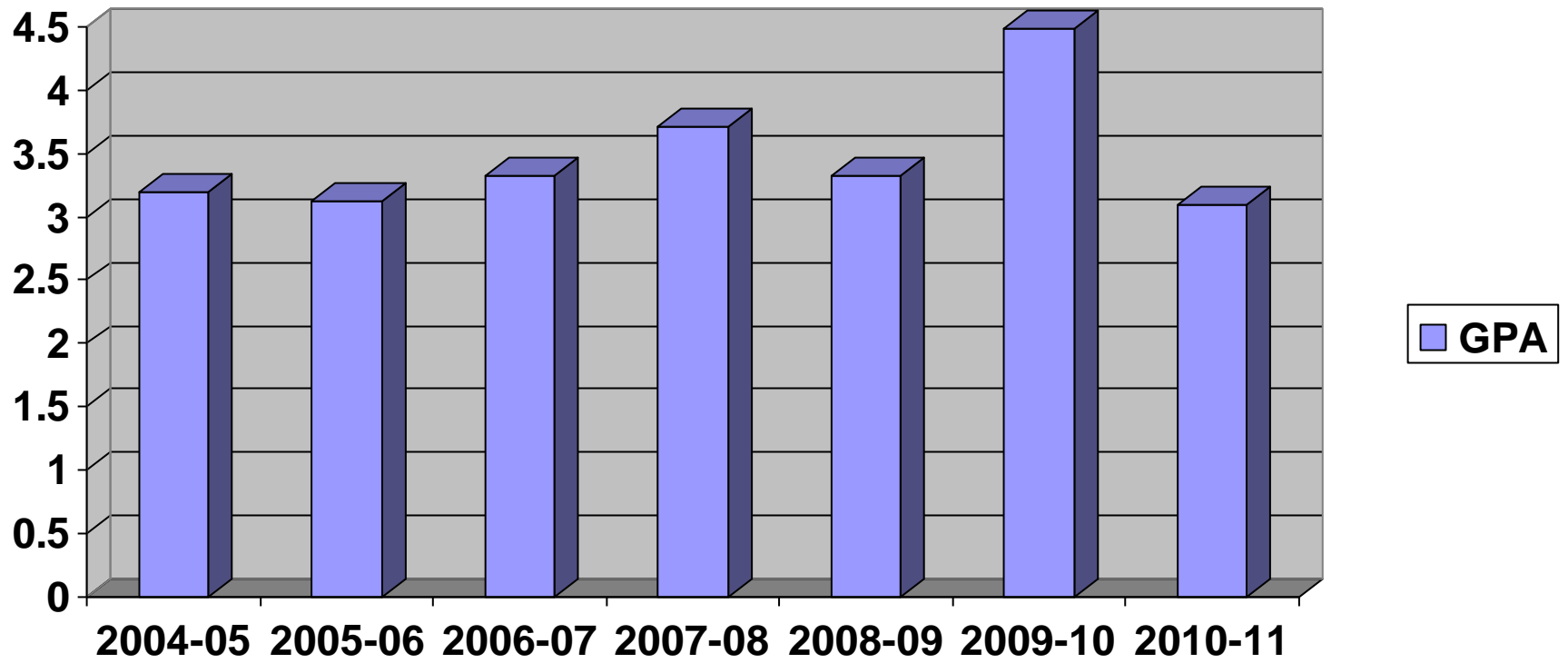


	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>GPA</b>	2.82	3.13	3.42	2.91	2.88	2.99	3.49



**CHART 19**

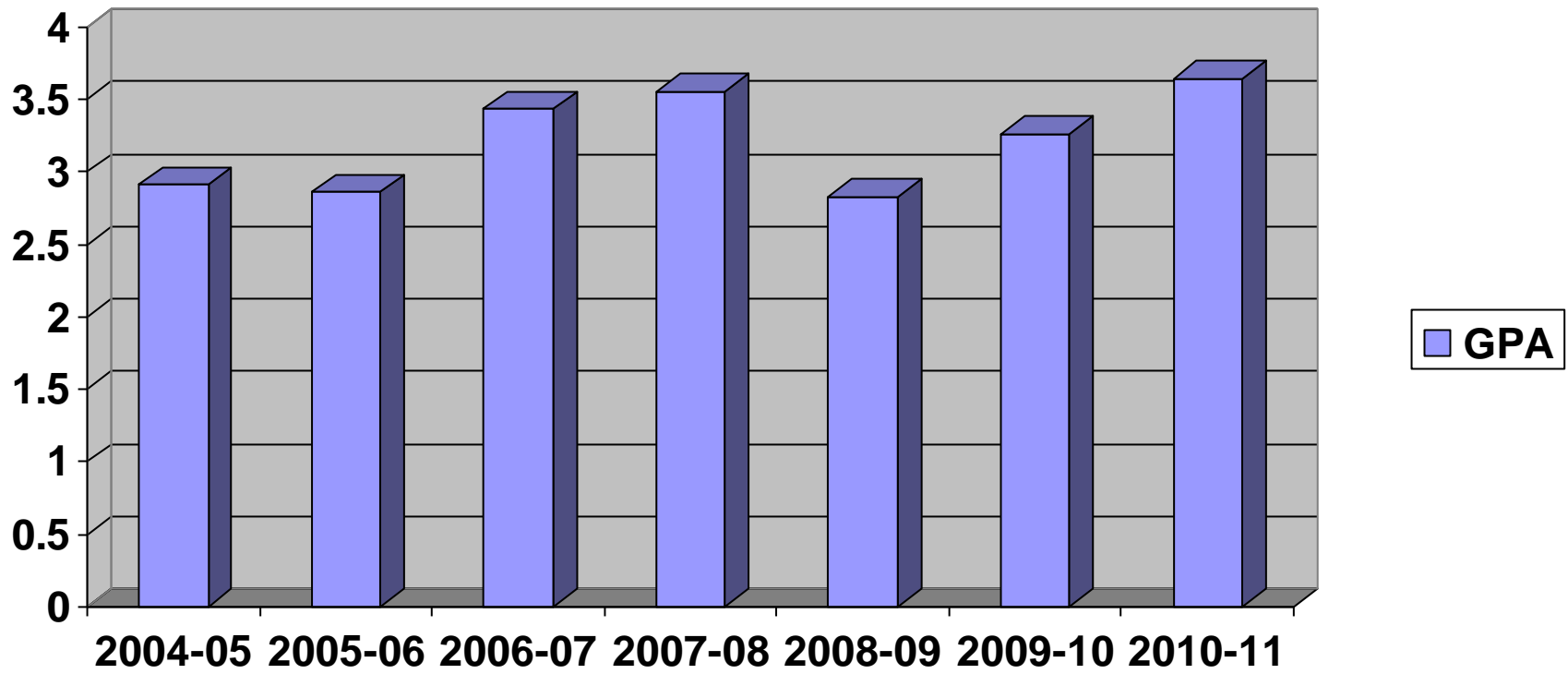
**HEALTH SCIENCES  
GPA END OF FIRST SEMESTER**



	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
GPA	3.20	3.13	3.32	3.71	3.33	4.48	3.10

**CHART 20**

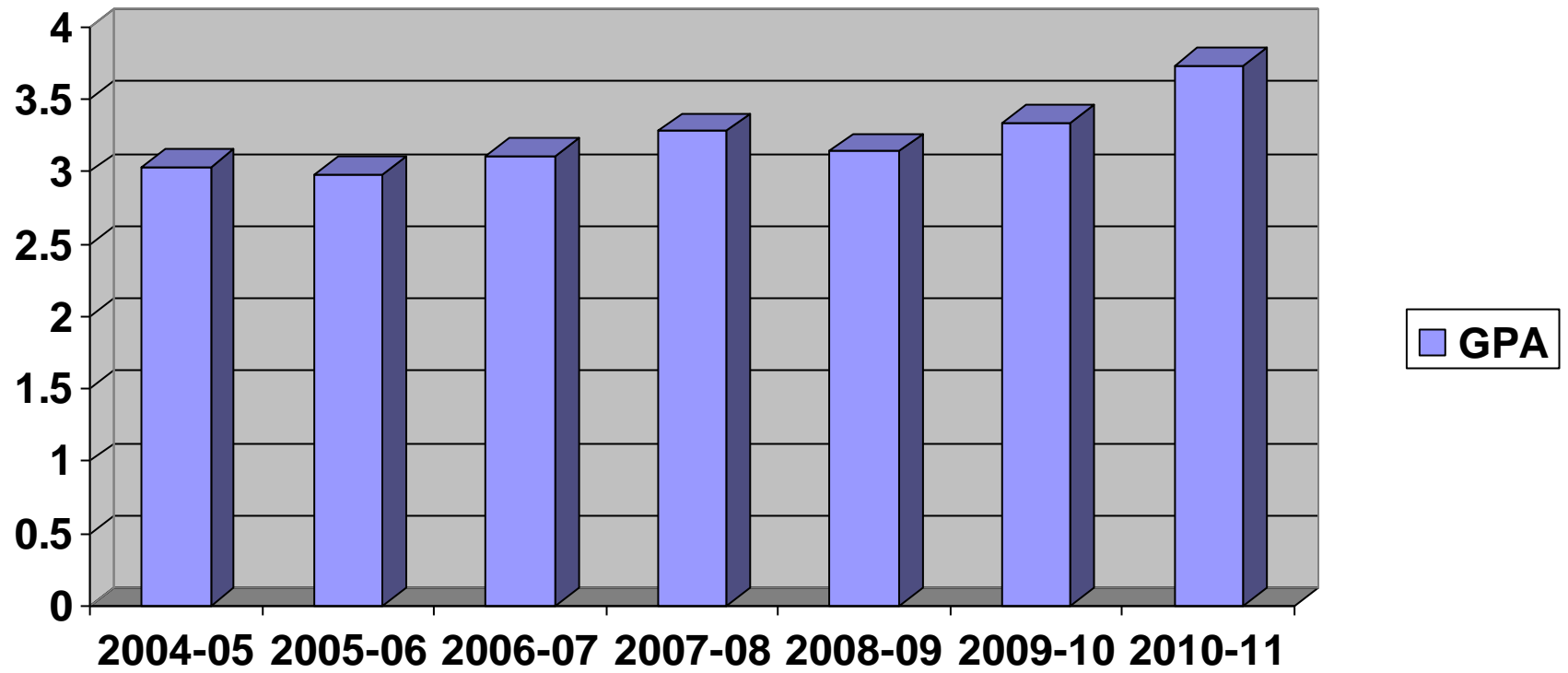
**OTHER  
GPA END OF FIRST SEMESTER**



	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
GPA	2.91	2.86	3.43	3.55	2.83	3.26	3.64

**CHART 21**

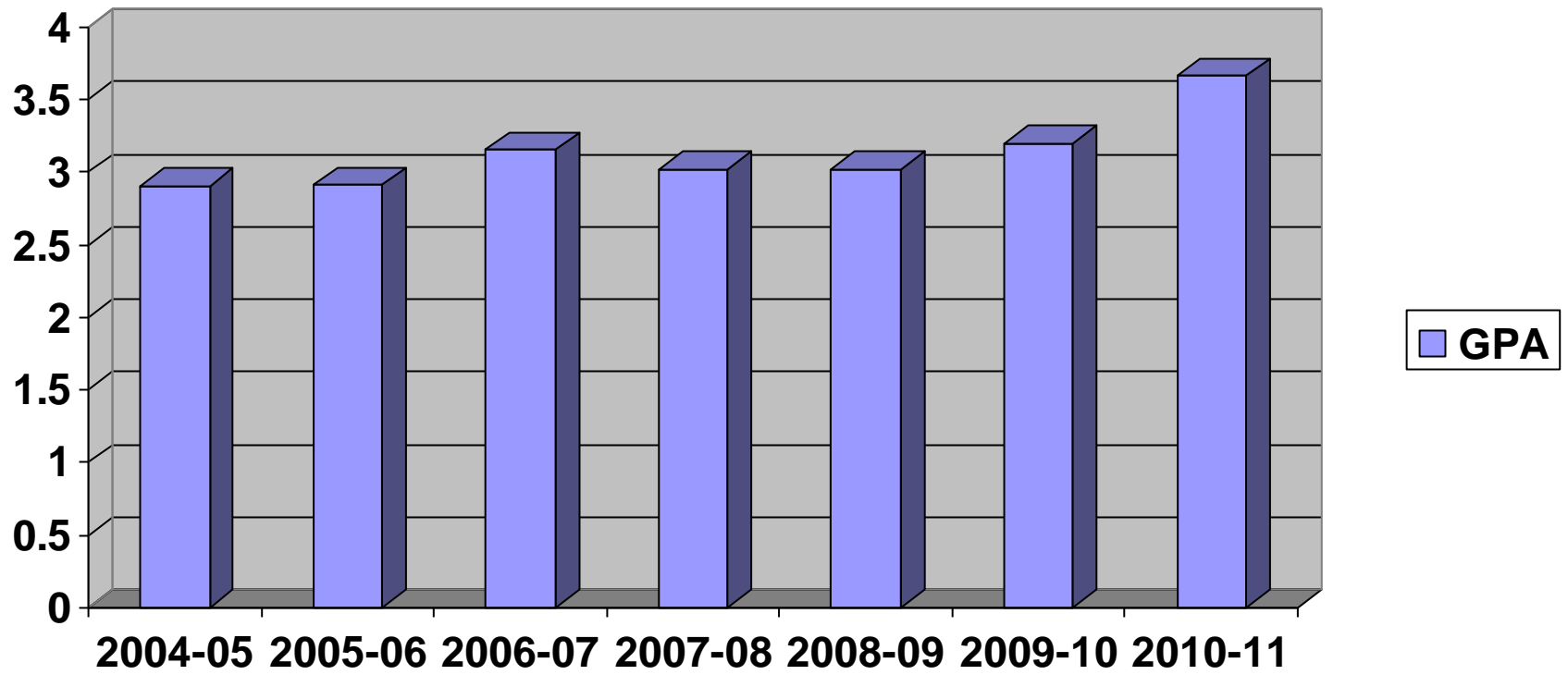
**SOCIAL SERVICES  
GPA END OF FIRST SEMESTER**



	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
GPA	3.03	2.98	3.11	3.28	3.14	3.34	3.73

**CHART 22**

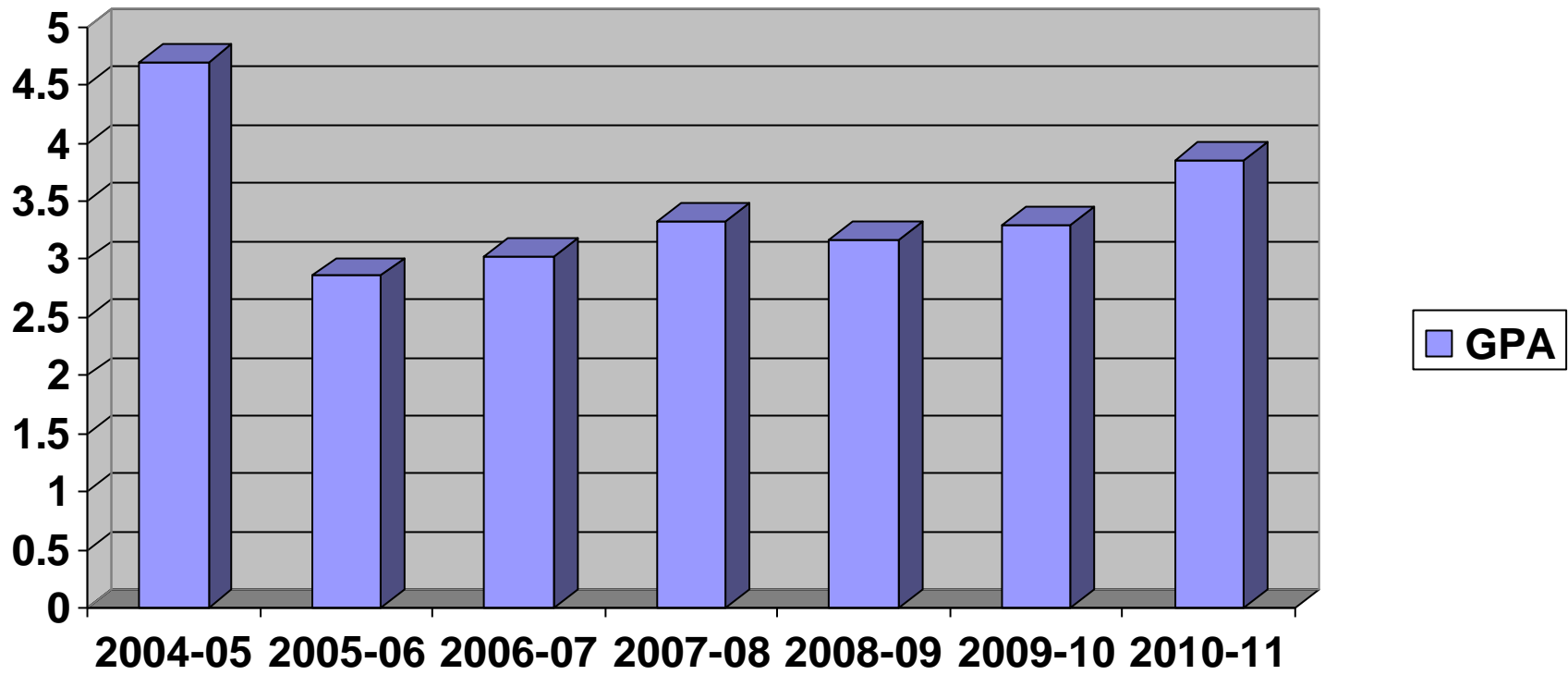
**TECHNOLOGY  
GPA END OF FIRST SEMESTER**



	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
GPA	2.90	2.91	3.17	3.02	3.02	3.20	3.66

**CHART 23**

**TRADES & SKILLS  
GPA END OF FIRST SEMESTER**

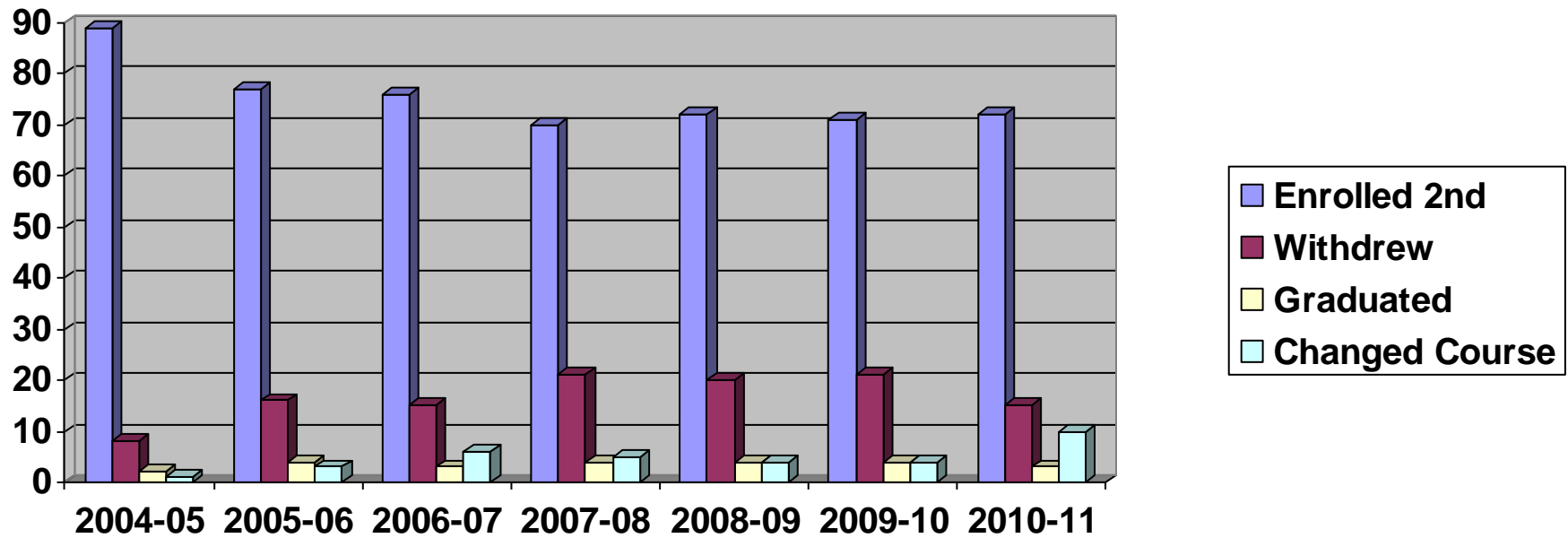


	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>GPA</b>	4.70	2.86	3.03	3.33	3.17	3.30	3.85

**CHART 24**

**BUSINESS**

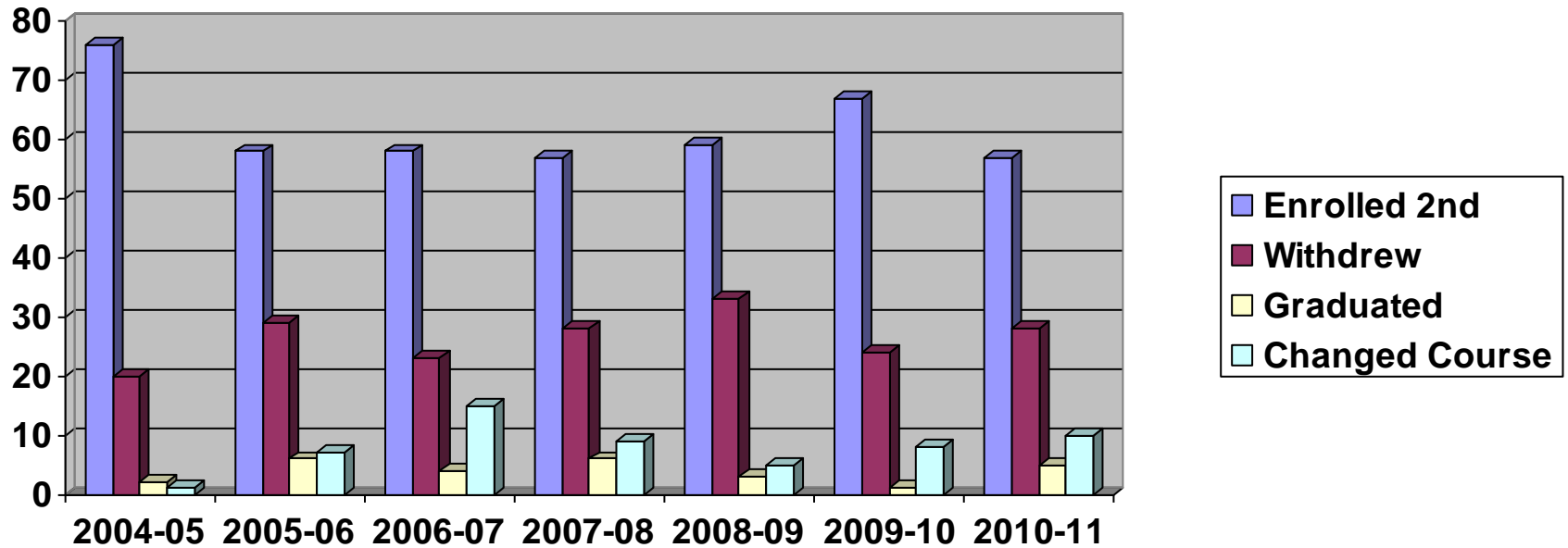
**ENROLMENT STATUS AT BEGINNING OF SECOND SEMESTER**



2nd Semester Status	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Enrolled 2nd Semester	89%	77%	76%	70%	72%	71%	72%
Withdrew	8%	16%	15%	21%	20%	21%	15%
Graduated	2%	4%	3%	4%	4%	4%	3%
Changed Course	1%	3%	6%	5%	4%	4%	10%

**CHART 25**

**GENERAL ARTS & SCIENCES  
ENROLMENT STATUS AT BEGINNING OF SECOND SEMESTER**

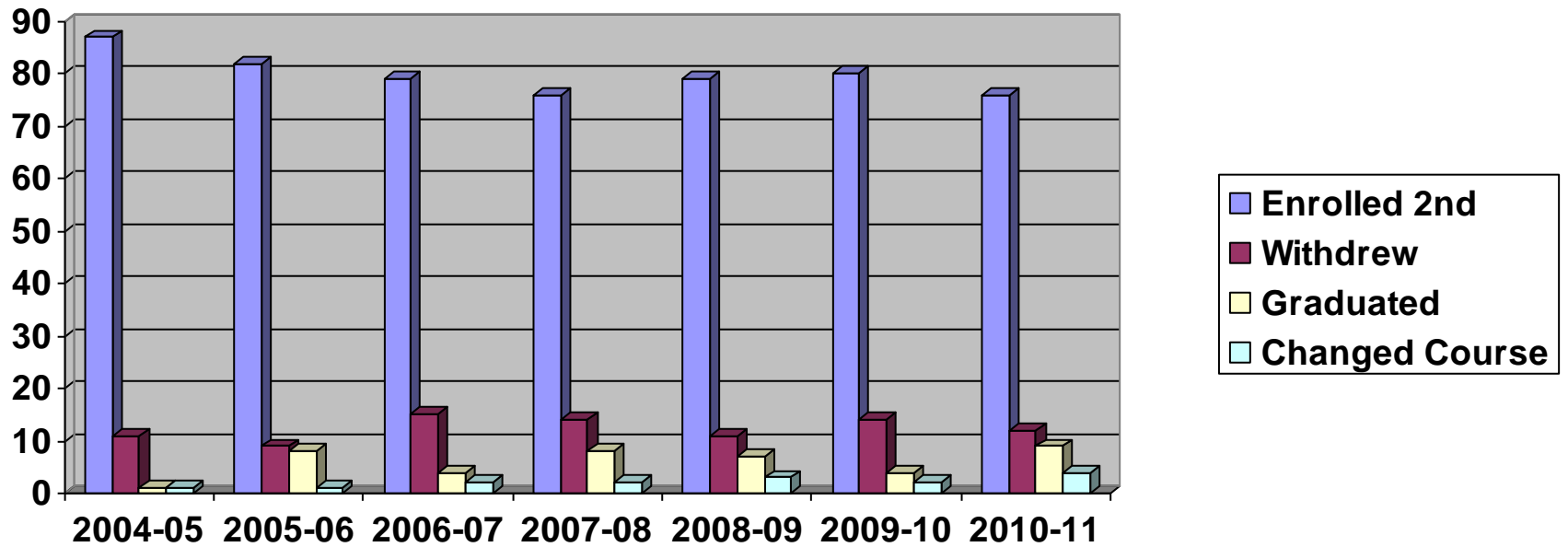


<b>2NS Semester Status</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Enrolled 2nd Semester</b>	76%	58%	58%	57%	59%	67%	57%
<b>Withdrew</b>	20%	29%	23%	28%	33%	24%	28%
<b>Graduated</b>	2%	6%	4%	6%	3%	1%	5%
<b>Changed Course</b>	1%	7%	15%	9%	5%	8%	10%

**CHART 26**

**HEALTH SCIENCES**

**ENROLMENT STATUS AT BEGINNING OF SECOND SEMESTER**



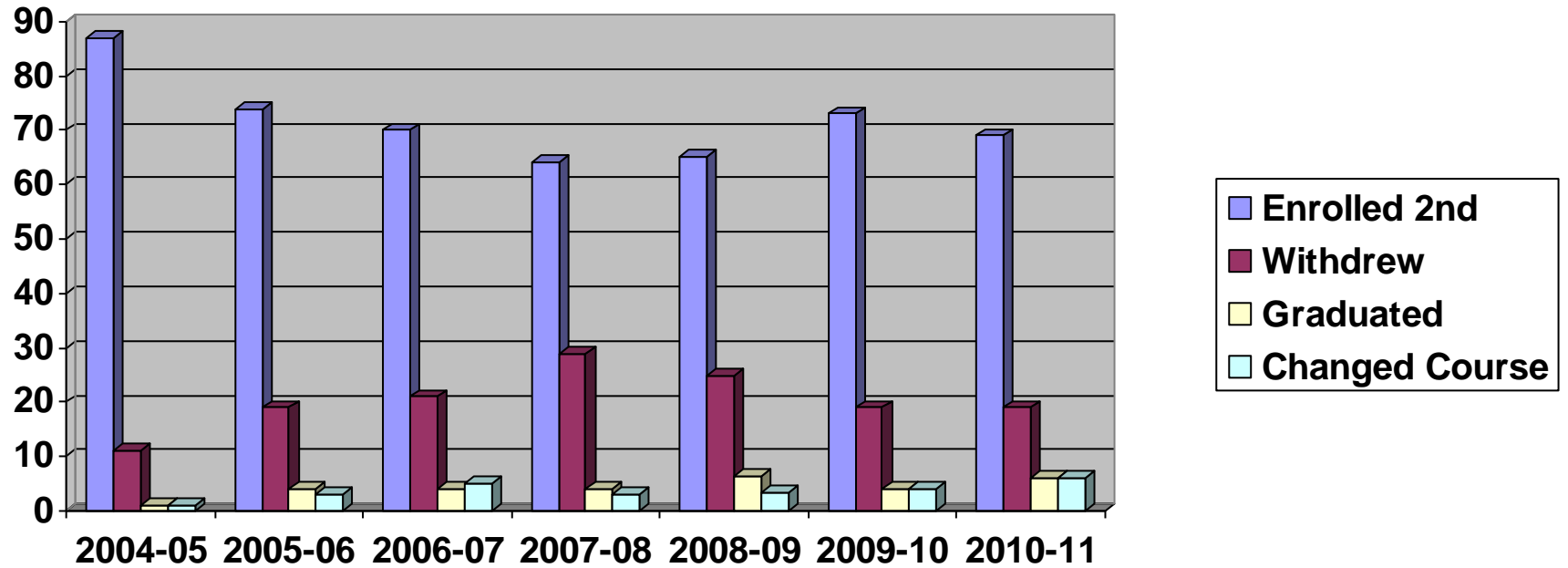
<b>2nd Semester Status</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Enrolled 2nd Semester</b>	87%	82%	79%	76%	79%	80%	76%
<b>Withdrew</b>	11%	9%	15%	14%	11%	14%	12%
<b>Graduated</b>	1%	8%	4%	8%	7%	4%	9%
<b>Changed Course</b>	1%	1%	2%	2%	3%	2%	4%



**CHART 27**

**OTHER**

**ENROLMENT STATUS AT BEGINNING OF SECOND SEMESTER**

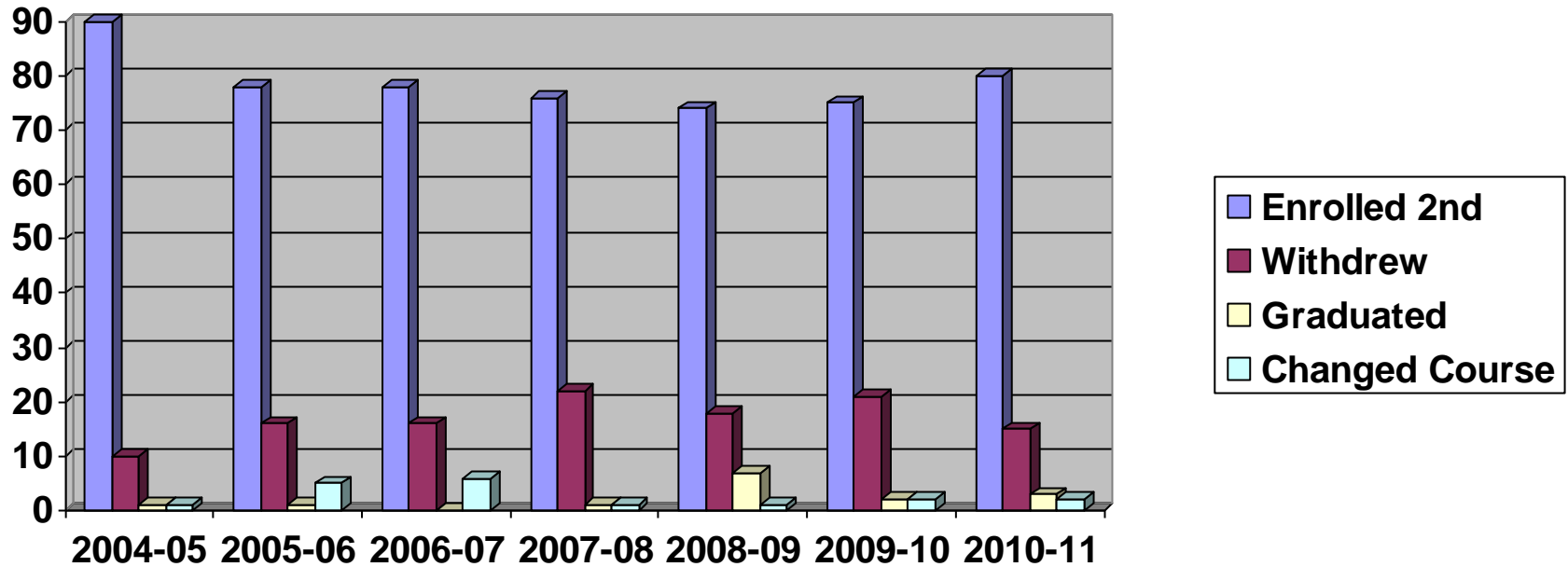


<b>2nd Semester Status</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Enrolled 2nd Semester</b>	87%	74%	70%	64%	65%	73%	69%
<b>Withdrew</b>	11%	19%	21%	29%	25%	19%	19%
<b>Graduated</b>	1%	4%	4%	4%	6.5%	4%	6%
<b>Changed Course</b>	1%	3%	5%	3%	3.5%	4%	6%

**CHART 28**

**SOCIAL SERVICES**

**ENROLMENT STATUS AT BEGINNING OF SECOND SEMESTER**

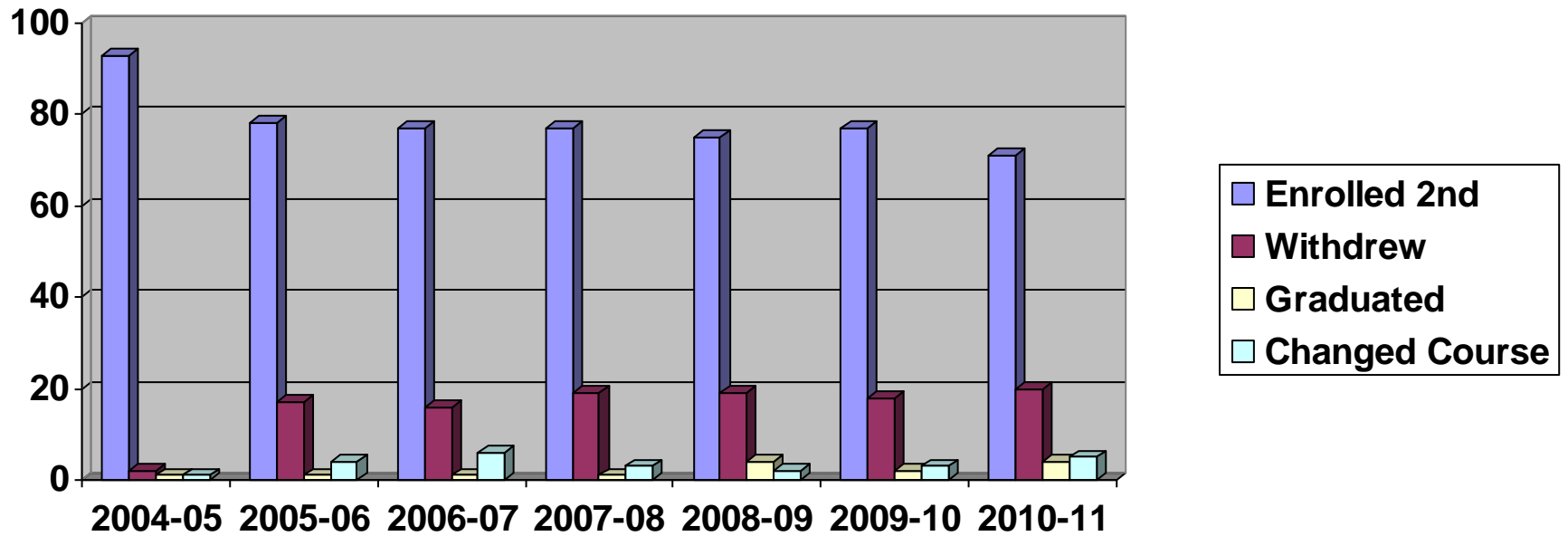


2nd Semester Status	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
<b>Enrolled 2nd Semester</b>	90%	78%	78%	76%	74%	75%	80%
<b>Withdrew</b>	10%	16%	16%	22%	18%	21%	15%
<b>Graduated</b>	1%	1%	0%	1%	7%	2%	3%
<b>Changed Course</b>	1%	5%	6%	1%	1%	2%	2%

**CHART 29**

**TECHNOLOGY**

**ENROLMENT STATUS AT BEGINNING OF SECOND SEMESTER**

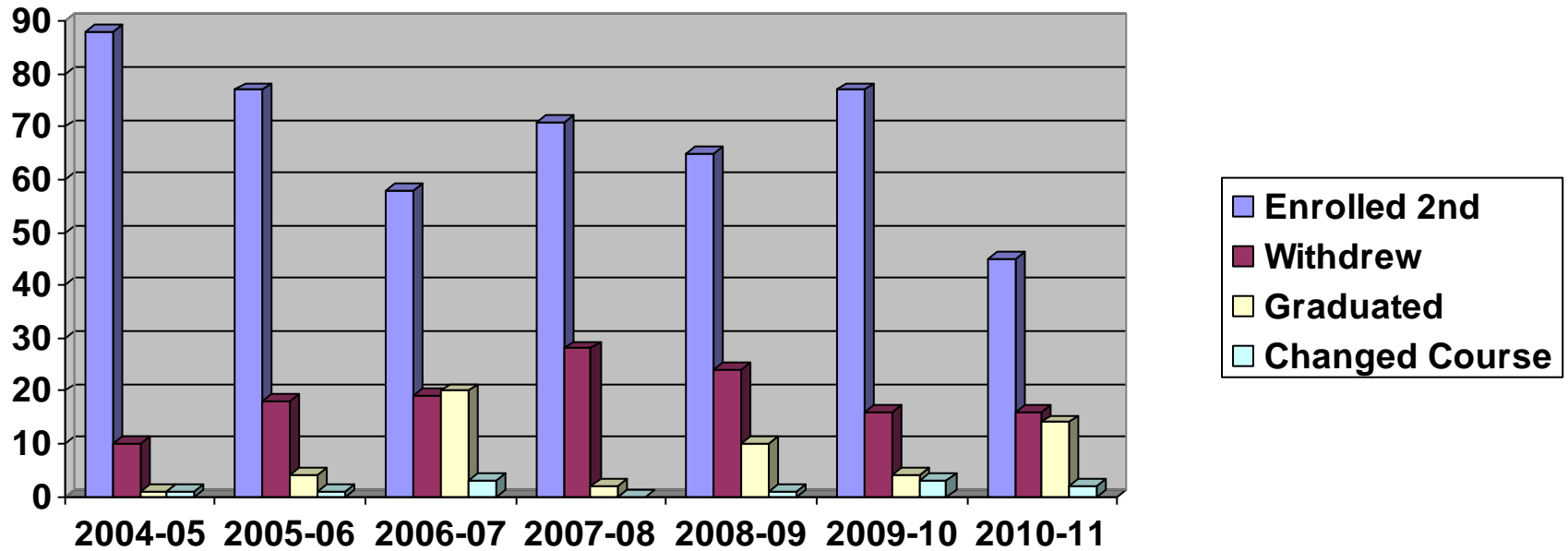


2nd Semester Status	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Enrolled 2nd Semester	93%	78%	77%	77%	75%	77%	71%
Withdrew	2%	17%	16%	19%	19%	18%	20%
Graduated	1%	1%	1%	1%	4%	2%	4%
Changed Course	1%	4%	6%	3%	2%	3%	5%

**CHART 30**

**TRADES & SKILLS**

**ENROLMENT STATUS AT BEGINNING OF SECOND SEMESTER**



<b>2nd Semester Status</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Enrolled 2nd Semester</b>	88%	77%	58%	71%	65%	77%	64%
<b>Withdrew</b>	10%	18%	19%	28%	24%	16%	14%
<b>Graduated</b>	1%	4%	20%	2%	10%	4%	20%
<b>Changed Course</b>	1%	1%	3%	0%	1%	3%	3%