During the period, fall 2004 through fall 2007, the highest percentage of course sections categorized as developmental at SMC were in English and math. In fall 2007, nearly 49% of English sections and nearly 42% of math sections were categorized as developmental. Although the percentage of section offerings of math and English that were developmental education increased from fall 2004 (see Table 1), the overall percentage of developmental education offerings institution-wide has remained relatively stable since fall 2004 increasing 1.9% during the period (see Table 2).

**English**

Student success rates in developmental English have declined slightly from fall 2004. In fall 2004, the successful course completion rate for developmental English classes was 63.9% compared to 62.7% in fall 2007. Although success rates have declined slightly in English developmental education classes, the success rate in English developmental education classes is closer to the overall success rate college wide. In 2007-08, the overall successful course completion rate for students at SMC was 64.8% compared to 64.4% for all English course takers. In fall 2007, the overall success rate for all developmental English classes was 62.7% compared to 60.9% for C – level English takers and 61.5% for B – level English takers.

Developmental English course takers who are female perform better than male developmental English course takers (see Table 3). In fall 2007, the successful course completion rates for women in developmental English were nearly six points higher than for men (65.5% compared to 59.8% for men).

In fall 2007, African American developmental English course takers recorded the lowest successful course completion rates at 55.6% compared to 61.5% for Latino students, 68.4% for Asian students, and 71.6% for white students. While success rates for white and Asian students were above the overall success rates in developmental English courses and the success rates
overall for the college and all English courses, success rates for African American students were slightly more than seven points below the success rates for English developmental courses. Similarly, success rates in developmental English courses for Latino students were about one point below the success rate of all developmental English courses. It is important to note that together African American and Latino students made up approximately 42% of all English developmental education enrollments in fall 2007.

Math
Successful course completion rates in math increased slightly from fall 2004. In fall 2004, the success rate in developmental math classes was 45.1% compared to 46.0% in fall 2007. As is the case at other community college campuses, success rates in developmental math courses at SMC are significantly below the overall success rate in all college courses. The overall success rate in all college courses at SMC in 2007-08 was 64.8% compared to 46.0% in developmental math courses in fall 2007. In 2007-08, courses identified as pre-college math had the lowest success rates at 44.7% compared to 50.2% for AA degree level math courses, 51.9% for college level math, and 61.2% for higher level math courses.

As is the case with developmental English courses females outperformed males in developmental math courses. In fall 2007 the performance gap in developmental math courses between men and women was four points; the successful completion rate for women was 47.8% compared to 43.8% for men (see Table 4).

As was the case in English, white and Asian students had the highest successful course completion rates in math1 in fall 2007 (57.0% and 57.6%, respectively) while African American students had the lowest successful course completion rates at 30.5% and the successful completion rate for Latino students was 43.1% in fall 2007. The performance of African American students not only fell below the success rate for all developmental education math courses by 15.5 points but it was also nearly 27 points below white and Asian students in these courses. The performance gap for Latino students was three points below the overall success rate in math developmental education courses and nearly 14 points below that of white and Asian students. It is also important to note that together African American and Latino students make up approximately 69% of the total enrollments in developmental education math courses.

Recommendations
If one of the goals of BSI is to achieve improvements in student performance in BSI measures such as successful course completion rates, then it would make sense to design programs and services that target the areas of greatest need.

1 Filipino students had the highest successful completion rates in math, however there were a very small number of Filipino students (N=45) compared to the rest of the population.
There are at least two areas identified from these analyses that are worthy of further consideration, investment, and effort. First, the committee should give consideration to designing programs and services that target improving success rates in developmental math courses in general and African American and Latino student successful course completion rates in developmental education math courses in particular. Success rates in developmental math courses are considerably below those of the college overall and success rates for African American and Latino students are substantially below those of their white and Asian counterparts. Considerable effort should be expended and investments made by the district to ascertain the types of instructional strategies and support mechanisms that work best to improve course success for these students.

With regard to developmental English courses, considerable effort and investment should also be considered in order to improve the successful course completion rates of African American and Latino students who fall below the performance rates of their peers and below the overall successful completion rate for developmental English courses. Again, the district should ascertain the types of instructional strategies and support mechanisms that work best to improve the course success in these courses for these students.