



English AB705 Data Overview: Fall 2019

Office of Research & Equity

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Author:

Paul Meinz, Ph.D., IT Business/Tech Analyst

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Executive Summary

Overview

The data presented in this report provide an overview of English placement, enrollment, throughput, and course success for new-to-college students at Cosumnes River College (CRC) over the last five fall terms. *New-to-college* students are defined as students that were flagged as “New” in the Los Rios PeopleSoft Database who had no experience in the district prior to summer (aside from dual enrollment). This executive summary provides a high level overview of trends for new-to-college students, as well as, an overview of trends in equity gaps. For a particular metric (e.g., transfer-level placement rates), an *equity gap* is defined as the difference between the overall cohort rate and the rate for a specific demographic group (e.g., Foster Youth, Female, etc.). Additional definitions and data can be found later in the document. Note that not all data are described in this executive summary.

Placement

1. In fall 2019, a total of 87.5% of new-to-college students (out of 2743; *Table 1*) were qualified to take transfer-level English through the new placement system. This rate includes students who placed into ENGWR 300 with a co-requisite.
2. Equity gaps in transfer-level placement shrank for Foster Youth, African American, First Generation, and male students. Notably, the equity gap for new-to-college African American students shrank by nearly 20 points – from -19.7% in fall 2018 to -0.5% in fall 2019 (*Table 1*). The equity gap for Foster Youth students also shrank by a large amount – from -28.6% in fall 2018 to -7.5% in fall 2019.
3. The equity gap for Veteran students increased notably to -14.8% (*Table 1*). However, small sample sizes in this group may contribute to drastic shifts in placement rates.

Enrollment

1. Transfer-level enrollment rates for new-to-college students increased by 5.3%, from 40.7% in fall 2018 to 46% in fall 2019 (*Table 2*).
2. A total of 61.2% of students in ENGWR 300 were new-to-college in fall 2019. This rate has increased by 20.5 percentage points since fall 2015 (*Table 9*).
3. The equity gap for Foster Youth students in transfer-level enrollment shrank slightly, but it remained large at -19.9% (*Table 2*).
4. Equity gaps increased for African American students, Veteran students, and male students. Notably, the equity gap for new-to-college African American students increased to -10.1%. Thus, although equity gaps in placement shrank, African American students were still much less likely to enroll in transfer-level English (*Table 2*).
5. A total of 35.4% of students in the 1.9 to 2.59 range enrolled in transfer-level English. This rate was 10.6 percentage points below the overall rate – even though these students are qualified to take transfer-level with a co-requisite (*Table 2*).
6. Very few new-to-college students opted to enroll at a lower level than their English placement (*Table 10*). Of the students who placed into transfer-level (with no co-requisite),

only 10 opted to enroll in ENGWR 110 (0.6%), and only 76 opted to enroll in a co-requisite (4.4%).

Throughput

1. The percentage of new-to-college students completing transfer-level English by the end of their first fall term (*first term throughput rate; Table 3*) increased by 3.9% - from 29.3% in fall 2018 to 33.2% in fall 2019. Since fall 2015, the first term throughput rate for new-to-college students has nearly tripled – from 12.2% in fall 2015 to 33.2% in fall 2019.
2. The equity gap in throughput rate shrank for first generation students and male students (*Table 3*).
3. On the other hand, equity gaps increased for African American, Foster Youth, and Veteran students. This increase was notable for Veteran students (*Table 3*) - growing to -24.1% in fall 2019 from -4.3% in fall 2018. However, it is again important to note that this group is composed of a relatively small number of students, which could result in large changes year to year.

Course Success

1. The course success rate for new-to-college students enrolled in ENGWR 300 (no co-requisite) increased from 70.7% in fall 2018 to 71.6% in fall 2019 (*Table 3*).
2. Equity gaps shrank in ENGWR 300 (no co-requisite) for African American, First Generation, and male students. The equity gap for African American students shrank notably – from -12.9% in fall 2018 to -7.6% in fall 2019 (*Table 4*).
3. Students in the 2.6 to 2.99 GPA range in ENGWR 300 without the co-requisite had a course success rate of 64.5% - an 8.4% increase over fall 2018.
4. The course success rate for new-to-college students enrolled in ENGWR 300 *with* the co-requisite increased from 52.9% in fall 2018 to 60.6% in fall 2019 (*Table 5*).
5. The equity gap for male students in ENGWR 300 with the co-requisite shrank (*Table 5*).
6. The equity gap for African American students grew to -5.4% in ENGWR 300 with the co-requisite (*Table 5*).
7. Students in the 1.9-2.59 GPA range had a 53.4% success rate in fall 2019 – compared to a 43.1% success rate in fall 2018. This suggests that the co-requisite course more effectively supported these students in fall 2019.
8. The ENGWR 110 course had an overall course success rate of 35.7% (*Table 6*). This means that the maximum first year throughput rate for these students is 35.7% - presuming that all successful students enroll in and pass transfer-level English in spring.

Conclusions and Recommendations

Overall, in fall 2019 the increase in placement, transfer-level enrollment, and course success led to an increase in first term throughput for new-to-college students. Additionally, the co-requisite appears to have provided better support to students in the 1.9 to 2.59 GPA range. Nevertheless, equity gaps for several student groups persist. In light of these findings, the Research & Equity office makes the following recommendations:

- 1) Explore ways to improve transfer-level placement, enrollment, and course success for African American, Foster Youth, Veteran, and First Generation students.
- 2) There was only a slight equity gap in transfer-level placement for African American students. As such, it would be prudent to focus on transfer-level enrollment and course success for this group. Moreover, investigate the practices that have led to improved course success for African American students in ENGWR 300 (without the co-requisite).
- 3) In light of the low transfer-level enrollment rate for students in the 1.9 to 2.59 GPA range, consider offering more sections of ENGWR 300/108.
- 4) Students with a 2.6 to 2.99 GPA had a 64.5% success rate in ENGWR 300 without a co-requisite. This suggests that these students do not necessarily need a co-requisite to succeed, and they should not be required to take one.
- 5) The success rate for students in the 1.9 to 2.59 range improved in ENGWR 300 with a co-requisite. Investigate what factors may have led to this improvement. The research office at CRC is committed to supporting the English faculty in this investigation.
- 6) In light of the low success rate for ENGWR 110, investigate ways to further support students in ENGWR 110 (e.g., cohort models, additional supports, etc.) and ultimately increase throughput.

Table 1. Transfer-Level Placement Rates (New Students)

The table below presents transfer-level placement rates for new-to-college students over the last five fall terms. Total cohort sizes are presented in parentheses next to each placement rate. For example, in fall 2018, there were 274 new-to-college African American students. A total of 46% of these students placed into transfer-level. Additionally, equity gaps are presented below each rate. An *equity gap* is calculated by subtracting the overall rate from the rate for a particular group. For example, in fall 2019, API students placed 1.9% below the overall rate for their cohort of new-to-college students.

Only valid placements are counted for each term, e.g., placements that are less than two years old at the start of the fall term. In fall 2018, students who placed one level below could have enrolled in ENGWR 108/300 or ENGWR 101. These students were counted as “below transfer-level” - because many enrolled in ENGWR 101. Note that students who did not assess and/or provide GPA information are also counted as below-transfer. Without a placement, these students would technically only be able to enroll in the lowest level of English.

Demographic	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Overall	38.1% (2496)	44.3% (2617)	66.6% (2587)	65.7% (2574)	87.5% (2743)
African Am.	26.3% (289) -11.8%	31.4% (299) -12.8%	53.6% (278) -13%	46% (274) -19.7%	87% (231) -0.5%
API	31.6% (649) -6.5%	39.1% (680) -5.2%	68.8% (720) 2.1%	66.7% (742) 1%	85.6% (814) -1.9%
Hispanic/Latino	40.7% (813) 2.7%	44% (855) -0.3%	65.7% (830) -0.9%	67.5% (815) 1.8%	88.4% (880) 0.9%
Native Am.		30% (10) -14.3%	70% (10) 3.4%	70% (10) 4.3%	71.4% (14) -16.1%
Unknown/Other Eth.	46.1% (191) 8%	51.9% (231) 7.7%	64.8% (236) -1.8%	68.2% (214) 2.5%	91% (310) 3.5%
White	45.1% (554) 7.1%	55.4% (542) 11.1%	72.9% (513) 6.3%	70.7% (519) 5%	87.4% (494) 0%
Female	36.7% (1217) -1.3%	45.3% (1288) 1%	66.6% (1243) 0%	67.6% (1293) 1.9%	87.4% (1328) -0.1%
Male	39.6% (1226) 1.6%	43.6% (1261) -0.7%	66.9% (1308) 0.3%	63.6% (1244) -2.1%	87.5% (1367) 0%
Unknown Gender	32.1% (53) -6%	38.2% (68) -6.1%	55.6% (36) -11%	70.3% (37) 4.6%	89.6% (48) 2.1%

Demographic	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Foster Youth	23.8% (80) -14.3%	35% (80) -9.3%	57.8% (83) -8.8%	37.1% (70) -28.6%	80% (65) -7.5%
Not Foster Youth	38.5% (2416) 0.5%	44.6% (2537) 0.3%	66.9% (2504) 0.3%	66.5% (2504) 0.8%	87.7% (2678) 0.2%
Not Veteran	38.1% (2464) 0.1%	44.4% (2578) 0.1%	66.6% (2548) 0%	65.6% (2550) 0%	87.6% (2721) 0.1%
Veteran	31.2% (32) -6.8%	38.5% (39) -5.8%	69.2% (39) 2.6%	70.8% (24) 5.1%	72.7% (22) -14.8%
First Generation	30.3% (770) -7.8%	33.8% (782) -10.5%	60.8% (750) -5.8%	57.6% (787) -8.1%	82.3% (740) -5.2%
Not First Generation	41.5% (1726) 3.5%	48.8% (1835) 4.5%	69% (1837) 2.4%	69.3% (1787) 3.6%	89.4% (2003) 1.9%
0 - 1.89 GPA	10% (10) -28.1%	18.2% (11) -26.1%	50% (14) -16.6%	30.7% (75) -35%	7.1% (112) -80.4%
1.9 - 2.59 GPA	25.5% (98) -12.6%	40.5% (126) -3.8%	50.8% (120) -15.8%	38.4% (524) -27.3%	98.3% (590) 10.8%
2.6 - 2.99 GPA	46% (63) 8%	48.9% (88) 4.6%	64.8% (91) -1.8%	51.1% (427) -14.6%	99.4% (528) 11.9%
3.0+ GPA	46.9% (209) 8.8%	47% (236) 2.7%	72.6% (175) 6%	97.8% (1155) 32.1%	99.5% (1196) 12%
No GPA	37.7% (2116) -0.4%	44.2% (2156) -0.1%	67.2% (2187) 0.6%	30.3% (393) -35.4%	30.6% (317) -56.9%

Table 2. First Term Transfer-Level Enrollment Rates (New Students)

The table below presents transfer-level enrollment rates for new-to-college students in their first fall term. Cohort sizes are presented in parentheses. Additionally, equity gaps are presented below each rate. An *equity gap* is calculated by subtracting the overall rate from the rate for a particular group. For example, API students were 2.5% above the overall cohort rate of 46%.

Demographic	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Overall	18.2% (2496)	26.1% (2617)	34.6% (2587)	40.7% (2574)	46% (2743)
African Am.	8.7% (289) -9.5%	17.1% (299) -9.1%	16.9% (278) -17.7%	34.7% (274) -6%	35.9% (231) -10.1%
API	17.4% (649) -0.8%	24.7% (680) -1.4%	38.3% (720) 3.7%	42.3% (742) 1.6%	48.5% (814) 2.5%
Hispanic/Latino	18.8% (813) 0.6%	25.8% (855) -0.3%	34.7% (830) 0.1%	42.9% (815) 2.3%	46.2% (880) 0.2%
Native Am.		20% (10) -6.1%	40% (10) 5.4%	50% (10) 9.3%	21.4% (14) -24.6%
Unknown/Other Eth.	23.6% (191) 5.4%	28.1% (231) 2%	28.8% (236) -5.8%	38.3% (214) -2.4%	47.1% (310) 1.1%
White	21.3% (554) 3.1%	32.7% (542) 6.5%	41.3% (513) 6.7%	38.7% (519) -1.9%	46.4% (494) 0.3%
Female	18.2% (1217) 0%	26.3% (1288) 0.2%	35.3% (1243) 0.7%	43.2% (1293) 2.6%	49.1% (1328) 3.1%
Male	18.6% (1226) 0.4%	26.2% (1261) 0.1%	34.2% (1308) -0.4%	38.5% (1244) -2.2%	43.1% (1367) -3%
Unknown Gender	9.4% (53) -8.8%	20.6% (68) -5.5%	25% (36) -9.6%	24.3% (37) -16.4%	45.8% (48) -0.2%
Foster Youth	10% (80) -8.2%	18.8% (80) -7.4%	22.9% (83) -11.7%	18.6% (70) -22.1%	26.2% (65) -19.9%
Not Foster Youth	18.5% (2416) 0.3%	26.4% (2537) 0.2%	35% (2504) 0.4%	41.3% (2504) 0.6%	46.5% (2678) 0.5%
Not Veteran	18.3% (2464) 0.1%	26.4% (2578) 0.3%	34.7% (2548) 0.1%	40.7% (2550) 0.1%	46.2% (2721) 0.2%
Veteran	9.4% (32) -8.8%	7.7% (39) -18.4%	25.6% (39) -9%	33.3% (24) -7.3%	27.3% (22) -18.8%

Demographic	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
First Generation	15.2% (770) -3%	19.9% (782) -6.2%	29.3% (750) -5.3%	35.6% (787) -5.1%	40.3% (740) -5.8%
Not First Generation	19.5% (1726) 1.3%	28.8% (1835) 2.6%	36.7% (1837) 2.1%	42.9% (1787) 2.2%	48.2% (2003) 2.1%
0 - 1.89 GPA	0% (10) -18.2%	0% (11) -26.1%	14.3% (14) -20.3%	29.3% (75) -11.3%	1.8% (112) -44.3%
1.9 - 2.59 GPA	16.3% (98) -1.9%	22.2% (126) -3.9%	20% (120) -14.6%	29.4% (524) -11.3%	35.4% (590) -10.6%
2.6 - 2.99 GPA	14.3% (63) -3.9%	30.7% (88) 4.5%	26.4% (91) -8.2%	39.8% (427) -0.9%	56.6% (528) 10.6%
3.0+ GPA	21.5% (209) 3.3%	22.5% (236) -3.7%	30.9% (175) -3.7%	55.7% (1155) 15%	59.7% (1196) 13.7%
No GPA	18.1% (2116) 0%	26.7% (2156) 0.6%	36.2% (2187) 1.6%	14.8% (393) -25.9%	12.3% (317) -33.7%

Table 3. First Term Throughput for New Students

The table below presents the percentage of new-to-college students completing transfer-level ENGWR on or before their first fall term. This rate is referred to here as the *throughput*. Cohort sizes are presented in parentheses. Only students who complete a transfer-level ENGWR course with an A, B, C, or P are counted as successfully completing. Additionally, equity gaps are presented below each rate. An *equity gap* is calculated by subtracting the overall rate from the rate for a particular group.

Demographic	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Overall	12.2% (2496)	18.4% (2617)	24.5% (2587)	29.3% (2574)	33.2% (2743)
African Am.	4.8% (289) -7.3%	9.4% (299) -9.1%	8.3% (278) -16.3%	20.8% (274) -8.5%	23.4% (231) -9.8%
API	12.9% (649) 0.8%	18.7% (680) 0.3%	30.4% (720) 5.9%	32.6% (742) 3.3%	37.5% (814) 4.3%
Hispanic/Latino	11.8% (813) -0.4%	16.6% (855) -1.8%	21.1% (830) -3.5%	30.2% (815) 0.9%	32.4% (880) -0.8%
Native Am.		0% (10) -18.4%	30% (10) 5.5%	40% (10) 10.7%	14.3% (14) -18.9%
Unknown/Other Eth.	14.7% (191) 2.5%	20.8% (231) 2.4%	19.9% (236) -4.6%	25.7% (214) -3.6%	30.3% (310) -2.9%
White	14.8% (554) 2.6%	25.3% (542) 6.9%	32.7% (513) 8.2%	29.1% (519) -0.2%	34.4% (494) 1.2%
Female	13.1% (1217) 0.9%	20.9% (1288) 2.5%	25.6% (1243) 1%	34.2% (1293) 4.9%	36.1% (1328) 3%
Male	11.5% (1226) -0.7%	16.4% (1261) -2%	23.7% (1308) -0.8%	24.4% (1244) -4.9%	30.4% (1367) -2.8%
Unknown Gender	7.5% (53) -4.6%	8.8% (68) -9.6%	19.4% (36) -5.1%	24.3% (37) -5%	31.2% (48) -1.9%
Foster Youth	5% (80) -7.2%	10% (80) -8.4%	10.8% (83) -13.7%	7.1% (70) -22.2%	10.8% (65) -22.4%
Not Foster Youth	12.4% (2416) 0.2%	18.7% (2537) 0.3%	25% (2504) 0.5%	30% (2504) 0.6%	33.7% (2678) 0.5%
Not Veteran	12.3% (2464) 0.1%	18.6% (2578) 0.2%	24.6% (2548) 0.1%	29.4% (2550) 0%	33.4% (2721) 0.2%

Demographic	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Veteran	3.1% (32) -9.1%	5.1% (39) -13.3%	20.5% (39) -4%	25% (24) -4.3%	9.1% (22) -24.1%
First Generation	9.7% (770) -2.4%	14.5% (782) -4%	18.4% (750) -6.1%	23.9% (787) -5.4%	29.7% (740) -3.4%
Not First Generation	13.3% (1726) 1.1%	20.1% (1835) 1.7%	27.1% (1837) 2.5%	31.7% (1787) 2.4%	34.4% (2003) 1.3%
0 - 1.89 GPA	0% (10) -12.2%	0% (11) -18.4%	7.1% (14) -17.4%	1.3% (75) -28%	0.9% (112) -32.3%
1.9 - 2.59 GPA	4.1% (98) -8.1%	9.5% (126) -8.9%	11.7% (120) -12.9%	14.9% (524) -14.4%	18.6% (590) -14.5%
2.6 - 2.99 GPA	6.3% (63) -5.8%	12.5% (88) -5.9%	9.9% (91) -14.7%	23.7% (427) -5.7%	37.9% (528) 4.7%
3.0+ GPA	15.3% (209) 3.1%	14.4% (236) -4%	21.7% (175) -2.8%	46.8% (1155) 17.4%	47.5% (1196) 14.3%
No GPA	12.5% (2116) 0.3%	19.7% (2156) 1.3%	26.2% (2187) 1.7%	8.9% (393) -20.4%	9.8% (317) -23.4%

Table 4. ENGWR 300 Course Success for New Students (without ENGWR 108)

The table below presents success rates for new-to-college students in ENGWR 300 *without the corequisite*. A *success rate* is calculated by dividing the total number of successful grades (A, B, C, or P) by the total number of enrollments. Total number of new student enrollments can be found in parentheses next to each success rate. Additionally, new-to-college student success is disaggregated by various demographics. Equity gaps are presented below each rate. In this case, an *equity gap* is calculated by subtracting the overall new-to-college rate from the rate for a particular group.

Demographic	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Overall	62.3% (414)	67.5% (650)	68% (844)	70.7% (854)	71.6% (890)
African Am.	59.1% (22) -3.2%	55.1% (49) -12.4%	45.7% (46) -22.4%	57.8% (64) -12.9%	64% (50) -7.6%
API	68% (97) 5.7%	72.3% (159) 4.8%	75.1% (257) 7.1%	74.9% (267) 4.2%	73.9% (287) 2.3%
Hispanic/Latino	59.6% (146) -2.7%	60.9% (215) -6.6%	58.8% (279) -9.2%	68.6% (280) -2.2%	70.7% (283) -0.9%
Native Am.		0% (2) -67.5%	75% (4) 7%	50% (4) -20.7%	50% (2) -21.6%
Unknown/Other Eth.	51.2% (41) -11.1%	72.6% (62) 5%	68.8% (64) 0.7%	67.7% (62) -3%	66.3% (95) -5.3%
White	65.7% (108) 3.4%	74.2% (163) 6.7%	76.8% (194) 8.8%	74% (177) 3.3%	74.6% (173) 3%
Female	68.5% (200) 6.2%	76.1% (326) 8.5%	69.2% (413) 1.2%	78% (455) 7.3%	72.7% (488) 1.2%
Male	56.5% (209) -5.9%	59.7% (310) -7.9%	66.9% (423) -1.1%	62% (392) -8.7%	70.3% (384) -1.3%
Unknown Gender	60% (5) -2.3%	42.9% (14) -24.7%	62.5% (8) -5.5%	85.7% (7) 15%	66.7% (18) -4.9%
Foster Youth	50% (6) -12.3%	53.3% (15) -14.2%	44.4% (18) -23.6%	42.9% (7) -27.9%	50% (12) -21.6%
Not Foster Youth	62.5% (408) 0.2%	67.9% (635) 0.3%	68.5% (826) 0.5%	71% (847) 0.2%	71.9% (878) 0.3%
Not Veteran	62.6% (412) 0.3%	67.5% (647) 0%	67.9% (834) -0.1%	70.7% (847) 0%	71.9% (886) 0.3%

Demographic	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Veteran	0% (2) -62.3%	66.7% (3) -0.9%	80% (10) 12%	71.4% (7) 0.7%	0% (4) -71.6%
First Generation	60.7% (107) -1.6%	71.1% (149) 3.6%	59.6% (208) -8.4%	66.5% (218) -4.2%	72.4% (214) 0.9%
Not First Generation	62.9% (307) 0.5%	66.5% (501) -1.1%	70.8% (636) 2.7%	72.2% (636) 1.4%	71.3% (676) -0.3%
0 - 1.89 GPA			50% (2) -18%	5.6% (18) -65.2%	
1.9 - 2.59 GPA	26.7% (15) -35.7%	40.7% (27) -26.8%	54.2% (24) -13.8%	49% (98) -21.7%	28.6% (14) -43%
2.6 - 2.99 GPA	44.4% (9) -17.9%	40% (25) -27.5%	34.8% (23) -33.2%	56.1% (123) -14.6%	64.5% (245) -7.1%
3.0+ GPA	68.2% (44) 5.9%	58% (50) -9.5%	62.7% (51) -5.3%	80.8% (574) 10.1%	76.1% (598) 4.5%
No GPA	63.6% (346) 1.3%	71% (548) 3.4%	69.9% (744) 1.9%	53.7% (41) -17.1%	60.6% (33) -11%

Table 5. ENGWR 300 Course Success for New Students (with ENGWR 108)

The table below presents success rates for new-to-college students in ENGWR 300 *with the corequisite (ENGWR 108)*. A *success rate* is calculated by dividing the total number of successful grades (A, B, C, or P) by the total number of enrollments. Total number of new student enrollments can be found in parentheses next to each success rate. Additionally, new-to-college student success is disaggregated by various demographics. Equity gaps are presented below each rate. In this case, an *equity gap* is calculated by subtracting the overall new-to-college rate from the rate for a particular group.

Demographic	Fall 2018	Fall 2019
Overall	52.9% (136)	60.6% (279)
African Am.	51.9% (27) -1.1%	55.2% (29) -5.4%
API	60% (30) 7.1%	66.2% (77) 5.7%
Hispanic/Latino	55.6% (54) 2.6%	60.8% (97) 0.3%
Unknown/Other Eth.	45.5% (11) -7.5%	56.4% (39) -4.2%
White	35.7% (14) -17.2%	56.8% (37) -3.8%
Female	55.8% (77) 2.9%	63.6% (118) 3%
Male	48.3% (58) -4.7%	58.2% (158) -2.3%
Unknown Gender	100% (1) 47.1%	66.7% (3) 6.1%
Foster Youth	20% (5) -32.9%	20% (5) -40.6%
Not Foster Youth	54.2% (131) 1.3%	61.3% (274) 0.7%
Not Veteran	52.6% (135) -0.3%	60.3% (277) -0.3%
Veteran	100% (1) 47.1%	100% (2) 39.4%

Demographic	Fall 2018	Fall 2019
First Generation	54.9% (51) 2%	67.2% (64) 6.6%
Not First Generation	51.8% (85) -1.2%	58.6% (215) -2%
0 - 1.89 GPA	0% (4) -52.9%	100% (1) 39.4%
1.9 - 2.59 GPA	43.1% (51) -9.8%	53.4% (193) -7.2%
2.6 - 2.99 GPA	54.8% (42) 1.8%	75.7% (37) 15.1%
3.0+ GPA	83.3% (24) 30.4%	74.4% (43) 13.8%
No GPA	46.7% (15) -6.3%	100% (5) 39.4%

Table 6. Course Success of New Students Broken Down by Course (Fall 2019)

New-to-college student success rate by course is displayed in the table below. Total new student enrollments are presented in parentheses next to each rate. A success rate is calculated by dividing the number of successful grades (A, B, C, or P) by the total number of enrollments.

Course	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ENGWR 101	67.6% (225)	70.8% (336)	56.6% (242)	67.8% (118)	
ENGWR 108				59.6% (136)	70.6% (279)
ENGWR 110					35.7% (42)
ENGWR 299	100% (3)				
ENGWR 300	62.3% (414)	67.5% (650)	68% (844)	68.3% (990)	68.9% (1169)
ENGWR 301	90% (10)	71.4% (7)	100% (5)	85.7% (21)	75% (24)
ENGWR 302	78.3% (23)	50% (10)	78.8% (33)	87.5% (24)	71.4% (21)
ENGWR 341	85.7% (7)	100% (4)		75% (4)	44.4% (9)
ENGWR 42	65% (60)	52.3% (44)	43.8% (16)		
ENGWR 44			62.5% (8)	33.3% (9)	50% (14)
ENGWR 480		57.1% (14)	92.3% (13)	62.5% (8)	72.5% (40)
ENGWR 55			100% (2)	42.9% (7)	70% (10)
ENGWR 58	64.9% (114)	61.3% (111)	50% (58)	51.9% (54)	

Table 7. Withdraw Rate of New Students Broken Down by Course (Fall 2019)

Withdraw rate for new-to-college students by course is displayed in the table below. Total new student enrollments are presented in parentheses next to each rate. A withdraw rate is calculated by dividing the number of withdraws (W's) by the total number of enrollments.

Course	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ENGWR 101	10.2% (225)	11.3% (336)	23.1% (242)	16.9% (118)	
ENGWR 108				12.5% (136)	9% (279)
ENGWR 110					21.4% (42)
ENGWR 299	0% (3)				
ENGWR 300	16.7% (414)	14.6% (650)	15.9% (844)	11.2% (990)	12.2% (1169)
ENGWR 301	0% (10)	14.3% (7)	0% (5)	4.8% (21)	8.3% (24)
ENGWR 302	4.3% (23)	40% (10)	15.2% (33)	8.3% (24)	19% (21)
ENGWR 341	14.3% (7)	0% (4)		0% (4)	11.1% (9)
ENGWR 42	10% (60)	34.1% (44)	31.2% (16)		
ENGWR 44			0% (8)	33.3% (9)	28.6% (14)
ENGWR 480		42.9% (14)	7.7% (13)	25% (8)	10% (40)
ENGWR 55			0% (2)	14.3% (7)	0% (10)
ENGWR 58	18.4% (114)	14.4% (111)	19% (58)	22.2% (54)	

Table 8. New Student Pre-census Drops

Pre-census drop rate by course for new-to-college students is presented in the table below. Total number of pre-census enrollments for new students is displayed in parentheses next to each rate. Note that the number of enrollments will not match other tables because these data include students who dropped prior to census - whereas other tables do not.

Course	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ENGWR 42	7.7% (65)	10.2% (49)	0% (16)		
ENGWR 44			0% (8)	0% (9)	0% (14)
ENGWR 55			0% (2)	0% (7)	0% (10)
ENGWR 58	13% (131)	2.6% (114)	4.9% (61)	10% (60)	
ENGWR 101	6.6% (241)	3.4% (348)	7.3% (261)	6.3% (126)	
ENGWR 108				3.5% (141)	3.5% (289)
ENGWR 110					6.7% (45)
ENGWR 299	25% (4)				
ENGWR 300	5.7% (438)	5% (684)	6.3% (901)	4.3% (1035)	4.3% (1222)
ENGWR 301	16.7% (12)	0% (7)	28.6% (7)	4.5% (22)	14.3% (28)
ENGWR 302	28.1% (32)	33.3% (15)	0% (33)	7.7% (26)	12.5% (24)
ENGWR 341	12.5% (8)	0% (4)		0% (4)	0% (9)
ENGWR 480		12.5% (16)	0% (13)	11.1% (9)	2.4% (41)

Table 9. New Student Representation by Course

The table below displays the percentage of new-to-college students out of the total number of enrollments. Data are broken down by course.

Course	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ENGWR 42	53.1% (113)	48.9% (90)	25.8% (62)		
ENGWR 44			29.6% (27)	24.3% (37)	29.8% (47)
ENGWR 55			18.2% (11)	23.3% (30)	23.8% (42)
ENGWR 58	55.6% (205)	57.5% (193)	43.9% (132)	43.2% (125)	
ENGWR 101	39.9% (564)	50.4% (667)	45.5% (532)	64.8% (182)	
ENGWR 108				61.8% (220)	65% (429)
ENGWR 110					47.7% (88)
ENGWR 299	11.1% (27)				
ENGWR 300	40.7% (1018)	52.2% (1245)	58.2% (1449)	56.9% (1740)	61.2% (1909)
ENGWR 301	6.4% (157)	3.8% (184)	1.8% (279)	6.7% (314)	5.8% (411)
ENGWR 302	4.9% (471)	2.4% (422)	7.4% (445)	7.1% (336)	7.4% (284)
ENGWR 341	41.2% (17)	50% (8)		40% (10)	60% (15)
ENGWR 480		82.4% (17)	92.9% (14)	53.3% (15)	87% (46)
ENGWR 495	0% (1)	0% (1)			

Table 10. New Student Enrollment by Class and Placement Level (Fall 2019)

The table below presents data on where new-to-college students enrolled in fall 2019 with a given ENGWR placement. Rates can be interpreted as the percentage of students out of all students with the same placement. For example, of all the students with an ENGWR_5 placement 54.5% enrolled in ENGWR 300. Numbers in parentheses represent the total number of new students enrolling in a given level with a given placement. For example, of the students with an ENGWR_4 placement, a total of 201 students enrolled in ENGWR 108.

Course	ENGWR_3	ENGWR_4	ENGWR_5	No Assess
ENGWR 44	1.8% (2)	0.5% (3)	0.4% (7)	0.9% (2)
ENGWR 55	0.9% (1)	0.6% (4)	0.2% (4)	0.4% (1)
ENGWR 108	0.9% (1)	30.6% (201)	4.4% (76)	0.4% (1)
ENGWR 110	20.2% (23)	1.2% (8)	0.6% (10)	0.4% (1)
ENGWR 300	0.9% (1)	32.8% (215)	54.5% (951)	0.9% (2)
ENGWR 301		0.2% (1)	1.3% (22)	0.4% (1)
ENGWR 302		0.3% (2)	1.1% (19)	
ENGWR 341	0.9% (1)	0.2% (1)	0.4% (7)	
ENGWR 480			2.3% (40)	
No English	77.2% (88)	64.5% (423)	39.4% (688)	97.4% (223)

Table 11. New Student Success by Class and Placement Level (Fall 2019)

The success rate for new-to-college students by placement level and course of enrollment. Total number of new student enrollments are presented in parentheses. A success rate is calculated by dividing the number of A, B, C, or P grades by the total number of enrollments.

Course	ENGWR_3	ENGWR_4	ENGWR_5	No Assess
ENGWR 44	50% (2)	33.3% (3)	71.4% (7)	0% (2)
ENGWR 55	100% (1)	75% (4)	75% (4)	0% (1)
ENGWR 108	100% (1)	67.2% (201)	78.9% (76)	100% (1)
ENGWR 110	26.1% (23)	25% (8)	60% (10)	100% (1)
ENGWR 300	100% (1)	54% (215)	72.3% (951)	50% (2)
ENGWR 301		100% (1)	72.7% (22)	100% (1)
ENGWR 302		0% (2)	78.9% (19)	
ENGWR 341	0% (1)	0% (1)	57.1% (7)	
ENGWR 480			72.5% (40)	