

De Anza College Office of Institutional Research and Planning

To: AB 705 Committee

From: Mallory Newell, De Anza Researcher

Date: 1/13/2020

Subject: Analysis of Success, Withdraw and Drop Rates after AB705 Changes – Spring 2019

This analysis compares success, withdraw and drop rates in EWRT1A, LART250, MATH10 and MATH41 courses over the past 5 spring terms. Rates are disaggregated by modality (face to face, online, hybrid) and Math Performance Success (MPS) sections. Overall rates as well as those disaggregated by ethnicity, EOPS and DSPS status are included as well as distribution by letter grade and success rates by section over the past 5 spring terms.

Success include A, B, C, and P grades. Success rate are the number of A, B, C, P grades divided by total enrolled students in the course. Successful completions or volume of completions are a count of A, B, C, P grades this term compared to the comparison term. Withdraw are students who withdrew from the course after census through week 8 and received a W grade. Drops are students who dropped the course before census, drops are counted even if the student enrolled in a different section of the same course.

Summary of Results

Table 1. Summary of Access and Successful Completions

	Access via Enrollment			
	Spring 2018	Spring 2019	Difference	% Difference
EWRT1A	952	1,110	+158	+17%
MATH10	1,086	1,264	+178	+16%
MATH41	434	437	+3	0%
	Successful Completions			
	Spring 2018	Spring 2019	Difference	% Difference
EWRT1A	690	802	+112	+16%
MATH10	817	830	+13	+1%
MATH41	226	295	+69	+3%

Includes EWRT1A sections linked to LART250.

- EWRT1A resulted in +158 additional students having access to the course and enrolling compared to last spring for a 17% increase.
 - This resulted in +112 additional successful completions – from 690 to 802 successful completions for a 16% increase in successful completions.
- MATH10 resulted in +178 additional students having access to the course and enrolling compared to last spring for a 16% increase.
 - This resulted in +13 additional successful completions – from 817 to 830 successful completions for a 1% increase in successful completions.
- MATH41 resulted in +3 additional students enrolling in the course compared to last spring.

- This resulted in +69 additional successful completions – from 226 to 295 successful completions for a 3% increase in successful completions.

Table 2. Summary of Success, Drop and Withdraw Rates

	Change from prior year		
	Success Rate	Drop Rate	Withdraw Rate
EWRT1A	+1%	+3%	0%
MATH10	-9%	+4%	+4%
MATH41	16%	+1%	-7%

	Change from 5-year average		
	Success Rate	Drop Rate	Withdraw Rate
EWRT1A	-1%	+3%	0%
MATH10	-4%	+4%	+2%
MATH41	+10%	-1%	-4%

EWRT1A includes students simultaneously enrolled in LART250 sections.

- Spring success, drop and withdraw rates dropped 1% for EWRT1A, 4% for MATH10 and increased 10% for MATH41, when comparing to the average of the past 5 spring terms.
- Drop rates prior to census increased somewhat for EWRT1A and MATH10 between 3%-4%.

Table 3. Summary of Enrollment Volume, Success Rate and Success Volume – by Targeted Ethnic Groups

		Change from prior year		
		Enrollment Volume	Success Rate	Success Volume
EWRT1A	Af. American	+4	-11%	-1
	Filipinx	-14	-14%	-25
	Latinx	+43	+1%	+29
MATH10	Af. American	+17	+25%	+2
	Filipinx	+5	-6%	-10
	Latinx	+71	-16%	-11
MATH41	Af. American	-1	+4%	0
	Filipinx	+1	+22%	+10
	Latinx	+12	+18%	+26

- The overall trend for enrollment was an increase in access and enrollment for Latinx students at +43 in EWRT1A, +71 in MATH10 and +12 in MATH41.
- Successful completions by volume for Latinx students in EWRT1A was +29, for MATH 10 it decreased by -11 and MATH41 increased by +26.

Results

EWRT1A

Table 4. EWRT1A – Success, Drop, and Withdraw Rates

	Enrollment Count	Success Count	Success Rate	Drop Count	Drop Rate	Withdraw Count	Withdraw Rate
Spring 2015	1,257	957	76%	123	9%	146	12%
Spring 2016	1,140	882	77%	141	11%	118	10%
Spring 2017	1,114	823	74%	137	11%	135	12%
Spring 2018	952	690	72%	122	11%	112	12%
Spring 2019	1,037	759	73%	164	14%	121	12%
Average			74%		11%		12%

Excludes EWRT1A sections linked to LART250.

- When looking at the past 5 spring terms, there was not much variation in success and withdraw rates in spring 2019 than the past 5 spring terms, though drop rates increased somewhat for EWRT1A.
 - Enrollment in EWRT1A between spring 2018 and spring 2019 increased 17% from 952 to 1,110, including the EWRT + LART250 sections.
 - Success rates increased only 1%, drop rates increased slightly from 11% to 14% and withdraw rates remained flat at 12%.
 - Further, an additional +69 students successfully completed EWRT1A in spring 2019 compared to spring 2018 from 690 successful completions to 759 successful completions.

Table 5. EWRT1A + LART250 – Success Rates

Group	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
EWRT1A + LART250	43	59%	21	29%	9	12%	73	100%

Table 5 provides the success rates for students who were in the EWRT1A with the required corequisite course of LART250.

- Success rates in the EWRT1A section of students who were required to take the corequites course were 59%.

Table 6. EWRT1A + LART250 – Throughput Rates

Sequence Begin Course		Student Cohort	All EWRT1A Completion - Fall		All EWRT1A Completion - Winter		All EWRT1A Completion - Spring	
Fall 18	EWRT1A + LART250	97	69	71%	71	73%	74	76%
	All Basic Skills EWRT, READ, and LART	802	3	0%	271	34%	358	45%
Winter 19	EWRT1A + LART250	64	–	–	43	67%	44	69%
	All Basic Skills EWRT, READ, and LART	271	–	–	0	0%	82	30%
Spring 19	EWRT1A + LART250	43	–	–	–	–	23	53%
	All Basic Skills EWRT, READ, and LART	127	–	–	–	–	0	0%

Includes students whose first course of enrollment was at the level of sequence begin course.

Table 6 displays the throughput rates to successful completion of EWRT1A for students who started in either basic skills or directly in EWRT1A plus the co-requisite of LART250.

- Students who started directly in EWRT1A + LART250 are completing transfer-level English at a higher rate than students who started in basic skills courses.
 - One-year throughput (three terms) for students who started directly in EWRT1A + Lart250 in fall 2018 was 76% compared to 45% for students who started in a basic skills section.

Table 7. Distribution of Ethnic Groups by EWRT1A and EWRT1A + LART250

	EWRT1A Standalone		EWRT1A + LART250	
	N	%	N	%
African American	32	3%	3	4%
Asian	454	44%	22	30%
Filipinx	57	5%	3	4%
Latinx	325	31%	32	44%
Native American	3	0%	0	0%
Pacific Islander	4	0%	3	4%
White	144	14%	10	14%
Decline to State	18	2%	0	0%
Total	1037	100%	73	100%

Table 7 provides the distribution of enrollment by ethnicity in the standalone EWRT1A course and the EWRT1A with the required LART250 corequisite for spring 2019.

- There is a higher rate of African American, Latinx and Pacific Islander students and a lower rate of Asian students enrolled in EWRT1A with the required corequisite course than in the standalone course.
- There were no self-identified DSPS students in the corequisite section in spring 2019 and 2 students in the EOPS program.

Table 8. EWRT1A – Success, Drop and Withdraw Rates by Modality

Mode	Term	Enrollment	Success	Success	Drop	Drop	Withdraw	Withdraw
		Count	Count	Rate	Count	Rate	Count	Rate
Face to Face	Spring 2015	1,008	772	77%	89	8%	113	11%
	Spring 2016	940	755	80%	88	9%	87	9%
	Spring 2017	824	611	74%	98	11%	98	12%
	Spring 2018	718	514	72%	78	10%	94	13%
	Spring 2019	722	518	72%	106	13%	89	12%
Hybrid	Spring 2015	192	142	74%	23	11%	27	14%
	Spring 2016	139	92	66%	28	17%	15	11%
	Spring 2017	212	153	72%	26	11%	25	12%
	Spring 2018	86	69	80%	14	14%	6	7%
	Spring 2019	99	68	69%	28	22%	16	16%
Online	Spring 2015	57	43	75%	11	16%	6	11%
	Spring 2016	61	35	57%	25	29%	16	26%
	Spring 2017	78	59	76%	13	14%	12	15%
	Spring 2018	148	107	72%	30	17%	12	8%
	Spring 2019	216	173	80%	30	12%	17	8%

Excludes EWRT1A sections linked to LART250.

- Success rates for face to face remained stable while hybrid sections decreased from spring 2018 to spring 2019 from 80% to 69%, and online sections increased 8 percentage points from 72% to 80%.

Table 9. EWRT1A - Success Rates

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Spring 2015	957	76%	154	12%	146	12%	1,257	100%
Spring 2016	882	77%	140	12%	118	10%	1,140	100%
Spring 2017	823	74%	156	14%	135	12%	1,114	100%
Spring 2018	690	72%	150	16%	112	12%	952	100%
Spring 2019	759	73%	157	15%	121	12%	1,037	100%
Average		74%		14%		12%		100%

Excludes EWRT1A sections linked to LART250.

- Success, non success and withdraw rates were steady in spring 2019 when compared to the past 5 spring terms.
 - Success rates from spring 2018 to spring 2019 increased slightly to 73% while overall successful completions increased from 690 to 759. Non success rates decreased slightly at 15% and withdrawal rates remained at 12%.

Table 10. EWRT1A – Success and Withdraw Rates by Ethnicity

	Term	Enrollment Count	Success Count	Success Rate	Withdraw Count	Withdraw Rate
African American	Spring 2018	31	21	68%	3	10%
American	Spring 2019	32	20	63%	5	16%
Asian	Spring 2018	363	296	81%	33	9%
	Spring 2019	454	367	81%	47	10%
Filipinx	Spring 2018	84	60	72%	9	11%
	Spring 2019	57	34	60%	5	9%
Latinx	Spring 2018	314	195	62%	47	15%
	Spring 2019	325	208	64%	50	15%
Native American	Spring 2018	2	1	50%		
	Spring 2019	3				
Pacific Islander	Spring 2018	8	5	63%	1	13%
	Spring 2019	4	2	50%		
White	Spring 2018	138	103	75%	19	14%
	Spring 2019	144	114	79%	14	10%
Decline to State	Spring 2018	12	9	75%		
	Spring 2019	18	14	78%		

Excludes EWRT1A sections linked to LART250.

- Success rates within each ethnic group comparing spring 2018 to spring 2019 improved for Latinx, White and Decline to State, decreased for African American, Filipinx, and Pacific Islander and remained the same for Asian student groups. However, overall successful completions increased for Asian (+71), Latinx (+13), White (+11) and Decline to State (+5).

Table 11. EWRT1A – Success by EOPS Status

		Enrollment Count	Success Count	Success Rate
Spring 2015	EOPS	79	68	86%
	Non EOPS	1,178	889	75%
Spring 2016	EOPS	92	79	86%
	Non EOPS	1,048	803	77%
Spring 2017	EOPS	66	55	83%
	Non EOPS	1,048	768	73%
Spring 2018	EOPS	55	44	80%
	Non EOPS	897	646	72%
Spring 2019	EOPS	35	31	89%
	Non EOPS	1,002	728	73%

Excludes EWRT1A sections linked to LART250.

- When comparing EOPS students to non EOPS students in EWRT1A courses, EOPS students on average exhibit higher success rates than their counterparts. In spring 2019 this was also the case, 89% compared to 73% respectively.

Table 12. EWRT1A – Success by DSPS Status

		Enrollment	Success Count	% Success
Spring 2015	DSPS	34	25	74%
Spring 2015	Non DSPS	1,223	932	76%
Spring 2016	DSPS	31	25	81%
Spring 2016	Non DSPS	1,109	857	77%
Spring 2017	DSPS	30	21	70%
Spring 2017	Non DSPS	1,084	802	74%
Spring 2018	DSPS	30	25	83%
Spring 2018	Non DSPS	922	665	72%
Spring 2019	DSPS	21	15	71%
Spring 2019	Non DSPS	1,016	744	73%

Excludes EWRT1A sections linked to LART250.

- When comparing DSPS students to non DSPS students in EWRT1A courses, DSPS students on average have a higher success rate than their counterparts. In spring 2019, DSPS students had a two percentage point lower success rate, 71% compared to 73% respectively.

Table 13. EWRT1A – Success by High School GPA – Spring 2019

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
2.6 or Above	148	78%	23	12%	18	10%	189	100%
2.59 - 1.9	70	55%	33	26%	24	19%	127	100%
Less than 1.9	56	62%	21	23%	13	14%	90	100%
No GPA on File	485	77%	79	13%	67	11%	631	100%
Total	759	73%	156	15%	122	12%	1,037	100%

Includes only actual HSGPA from CalPass. Excludes EWRT1A sections linked to LART250.

Table 13 displays the success rates by GPA band for students enrolled in EWRT1A in spring 2019.

- Students with a HSGPA of 2.6 or above had a success rate of 78%
- Students with a HSGPA of 2.59 – 1.9 had a success rate of 55%
- Students with less than a 1.9 HSGPA had a success rate of 62%
- Students who we did not have HSGPA data for had a success rate of 77%

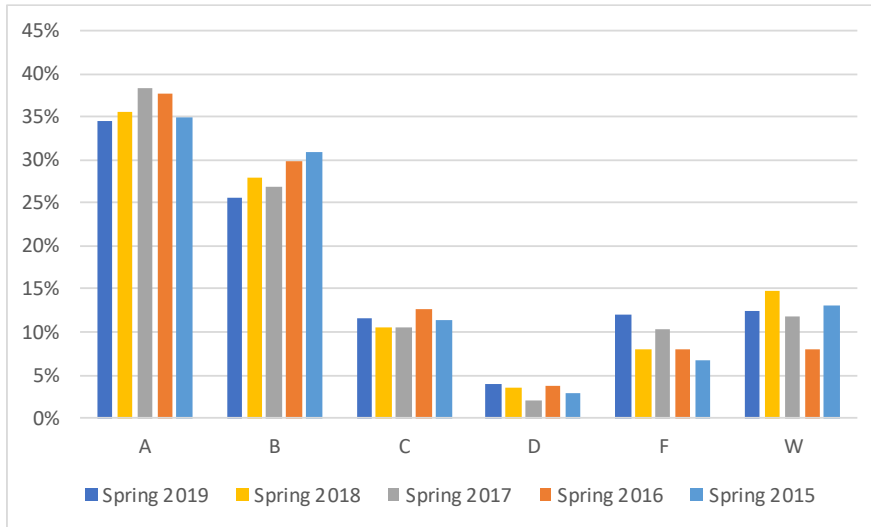
Table 14. EWRT1A + LART250 Required – Success by High School GPA – Spring 2019

GPA Band	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
2.6 or Above	6	67%	3	33%			9	100%
Less than 2.6 to 1.9	5	38%	5	38%	3	23%	13	100%
Less than 1.9	3	38%	2	25%	3	38%	8	100%
No GPA	29	67%	11	26%	3	7%	43	100%
Total	43	59%	21	29%	9	12%	73	100%

Table 14 displays the success rates by GPA band for students enrolled in EWRT1A which required the LART250 corequisite in spring 2019.

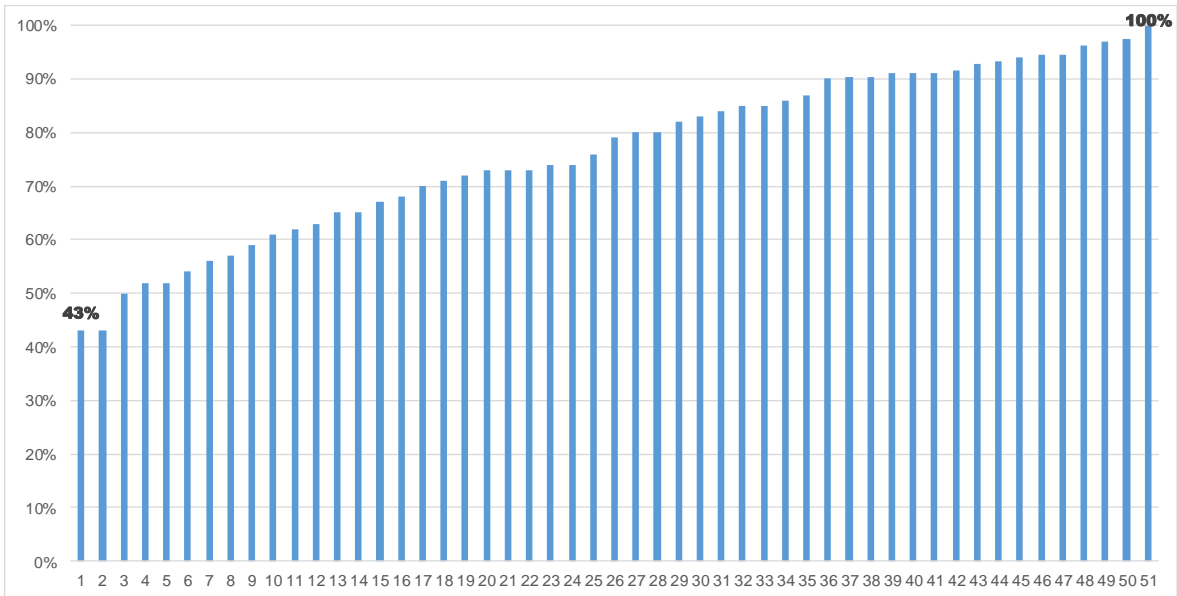
- Students with a HSGPA of 2.6 or above had a success rate of 67%
- Students with a HSGPA of 2.59 – 1.9 had a success rate of 38%
- Students with less than a 1.9 HSGPA had a success rate of 38%
- Students who we did not have HSGPA data for had a success rate of 67%

Graph 1. EWRT1A Grade Distribution by Term



Graph 1 shows a distribution of the percent of letter grades by term for all sections over the past 5 spring terms. The highest rate of grades given in EWRT1A are A grades ranging from 35% to 38% of all grades, followed by B grades which range from 26% to 31% of all grades, then C grades ranging from 10%-13%, and W grades ranging from 8% -13%. A, B and W grades have decreased over the past two terms while C, D and F grades have increased.

Graph 2. EWRT1A Distribution of Success by Section – Spring 2019



Graph 2 shows a distribution of course success by section for EWRT1A sections in spring 2019. Success rates ranged from 43% to 100%. Two sections had a success rate below 50%, seven sections between 50%-60%, eight sections between 61%-70%, eleven sections between 71%-80%, ten sections between 81-90% and thirteen sections between 91%-100%.

MATH10

Table 15. MATH10 - Success, Drop, and Withdraw Rates

	Enrollment Count	Success Count	Success Rate	Drop Count	Drop Rate	Withdraw Count	Withdraw Rate
Spring 2015	1,210	806	67%	150	11%	184	15%
Spring 2016	1,102	799	73%	168	13%	130	12%
Spring 2017	1,234	863	70%	198	14%	161	13%
Spring 2018	1,086	817	75%	175	14%	128	12%
Spring 2019	1,264	830	66%	280	18%	206	16%
Average			70%		14%		14%

- Success rates in spring 2019 were lower than success rates over the past 5 spring terms and drop and withdraw rates were higher in spring 2019 than prior terms.
 - Enrollment in MATH10 between spring 2018 and spring 2019 increased 16% from 1,086 to 1,264.
 - Successful completions of MATH10 increased by only +13, from 817 successful completions in spring 2018 to 830 successful completions in spring 2019.

Table 16. MATH10 - Drop and Withdraw Rates by Modality

Mode	Term	Enrollment Count	Success Count	Success Rate	Drop Count	Drop Rate	Withdraw Count	Withdraw Rate
Face to Face	Spring 2015	1,062	700	66%	992	48%	165	16%
	Spring 2016	965	699	72%	906	48%	116	12%
	Spring 2017	1052	733	70%	824	44%	141	13%
	Spring 2018	900	675	75%	718	44%	105	12%
	Spring 2019	945	626	66%	795	46%	148	16%
	Average		108		70%		46%	
MPS	Spring 2015	108	92	85%	208	68%	5	5%
	Spring 2016	100	83	84%	173	55%	6	6%
	Spring 2017	138	106	77%	212	78%	7	5%
	Spring 2018	137	119	87%	86	25%	8	6%
	Spring 2019	234	169	72%	99	30%	30	13%
	Average				81%		51%	
Online	Spring 2015	40	14	35%	57	17%	14	35%
	Spring 2016	37	17	46%	61	55%	8	22%
	Spring 2017	44	24	55%	78	80%	13	30%
	Spring 2018	49	23	47%	148	75%	15	31%
	Spring 2019	85	35	41%	216	72%	28	33%
	Average				45%		60%	

- Success rates for face to face sections decreased nine percentage points from spring 2018 to spring 2019 from 75% to 66% while success rates for MPS sections also decreased by 15 percentage points from 87% to 72% and online success rates dropped 6 percentage points from 47% to 41%.
- Drop rates for MATH10 increased for face to face and MPS but dropped for online sections. Withdraw rates increased for all modalities.
- For MPS sections, while success, drop and withdraw rates decreased from the prior spring term, success rates remained 6 percentage points higher than non-MPS face to face sections and 31 percentage points higher than non-MPS online sections, and drop and withdraw rates were much lower comparatively as well. In both spring 2018 and 2019, eight sections of MPS were offered.

Table 17. MATH10 - Success Rates

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Spring 2015	806	67%	220	18%	184	15%	1,210	100%
Spring 2016	799	73%	172	16%	130	12%	1,102	100%
Spring 2017	863	70%	210	17%	161	13%	1,234	100%
Spring 2018	817	75%	141	13%	128	12%	1,086	100%
Spring 2019	830	66%	228	18%	206	16%	1,264	100%
Average		70%		16%		14%		100%

- Success, non success and withdraw rates overall were rather consistent over the past 5 spring terms.
- Successful completions of MATH10 increased +13, from 817 successful completions in spring 2018 to 830 successful completions in spring 2019.

Table 18. MATH10 – Success and Withdraw Rates by Ethnicity

	Term	Enrollment Count	Success Count	Success Rate	Withdraw Count	Withdraw Rate
African	Spring 2018	37	25	68%	6	16%
American	Spring 2019	54	23	43%	14	26%
Asian	Spring 2018	450	364	81%	38	8%
	Spring 2019	542	423	78%	54	10%
Filipinx	Spring 2018	90	65	72%	11	12%
	Spring 2019	95	59	62%	21	22%
Latinx	Spring 2018	307	209	68%	47	15%
	Spring 2019	378	198	52%	89	24%
Native American	Spring 2018	7	5	71%	0	0%
	Spring 2019	5	1	20%	1	20%
Pacific Islander	Spring 2018	9	3	33%	6	67%
	Spring 2019	9	6	67%	1	11%
White	Spring 2018	170	132	78%	19	11%
	Spring 2019	163	106	65%	26	16%
Decline to State	Spring 2018	16	14	88%	1	6%
	Spring 2019	18	14	82%	0	0%

- Success rates within each ethnic group comparing spring 2018 to spring 2019 decreased for all ethnic groups except Pacific Islander students.
 - However, overall successful completions increased for: Asian students (+59) and Pacific Islander (+3) students.

Table 19. MATH10 – Success by EOPS Status

		Enrollment Count	Success Count	Success Rate
Spring	EOPS	45	31	69%
2015	Non EOPS	1,165	775	67%
Spring	EOPS	65	45	69%
2016	Non EOPS	1,036	754	73%
Spring	EOPS	57	42	74%
2017	Non EOPS	1,177	821	70%
Spring	EOPS	55	44	80%
2018	Non EOPS	1,031	773	75%
Spring	EOPS	45	29	64%
2019	Non EOPS	1,219	801	66%

- When comparing EOPS students to non-EOPS students in MATH10 courses, EOPS students overall exhibit higher success rates than their counterparts though in spring 2019, EOPS students had a success rate of 64% compared to their non-EOPS counterparts at 66% success.

Table 20. MATH10 – Success by DSPS Status – Not yet Available

		Enrollment	Success Count	% Success
Spring	DSPS	25	17	68%
2015	Non DSPS	1,185	789	67%
Spring	DSPS	30	23	77%
2016	Non DSPS	1,071	776	72%
Spring	DSPS	34	26	76%
2017	Non DSPS	1,200	837	70%
Spring	DSPS	35	29	83%
2018	Non DSPS	1,051	788	75%
Spring	DSPS	31	20	65%
2019	Non DSPS	1,233	810	66%

- When comparing DSPS students to non-DSPS students in MATH10 courses, DSPS students overall exhibit higher success rates than their counterparts on average. In spring 2019, success rates for DSPS students was one percentage point lower at 65% compared to their non-DSPS counterparts at 66% success.

Table 21. MATH10 – Success by High School GPA – Spring 2019

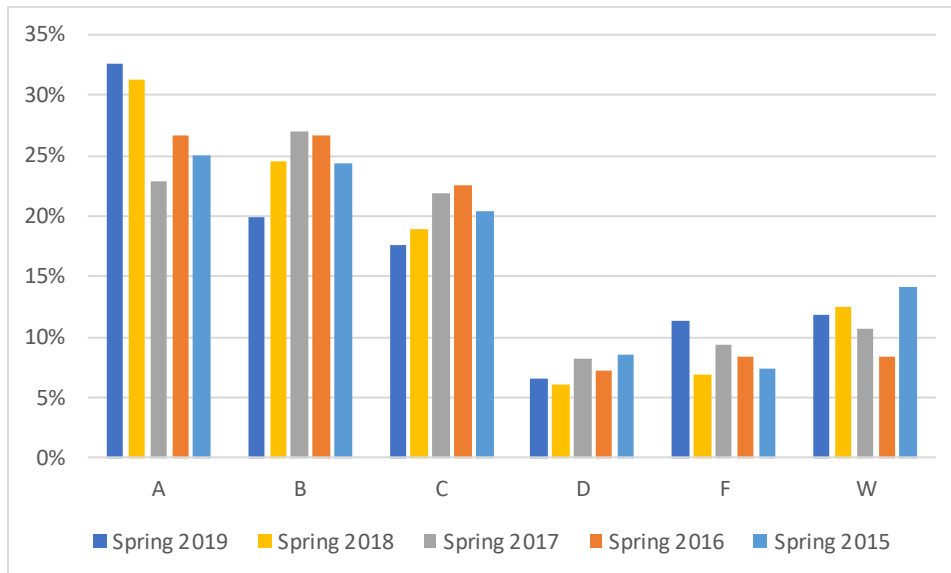
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
3.0 or higher	148	76%	25	13%	21	11%	194	100%
2.3-2.9	136	62%	40	18%	45	20%	221	100%
Less than 2.3	65	38%	53	33%	49	29%	167	100%
No GPA	481	71%	110	16%	91	13%	682	100%
Total	834	66%	231	18%	208	16%	1,264	100%

Includes only actual HSGPA from CalPass.

Table 21 displays the success rates by GPA band for students enrolled in MATH10 in spring 2019.

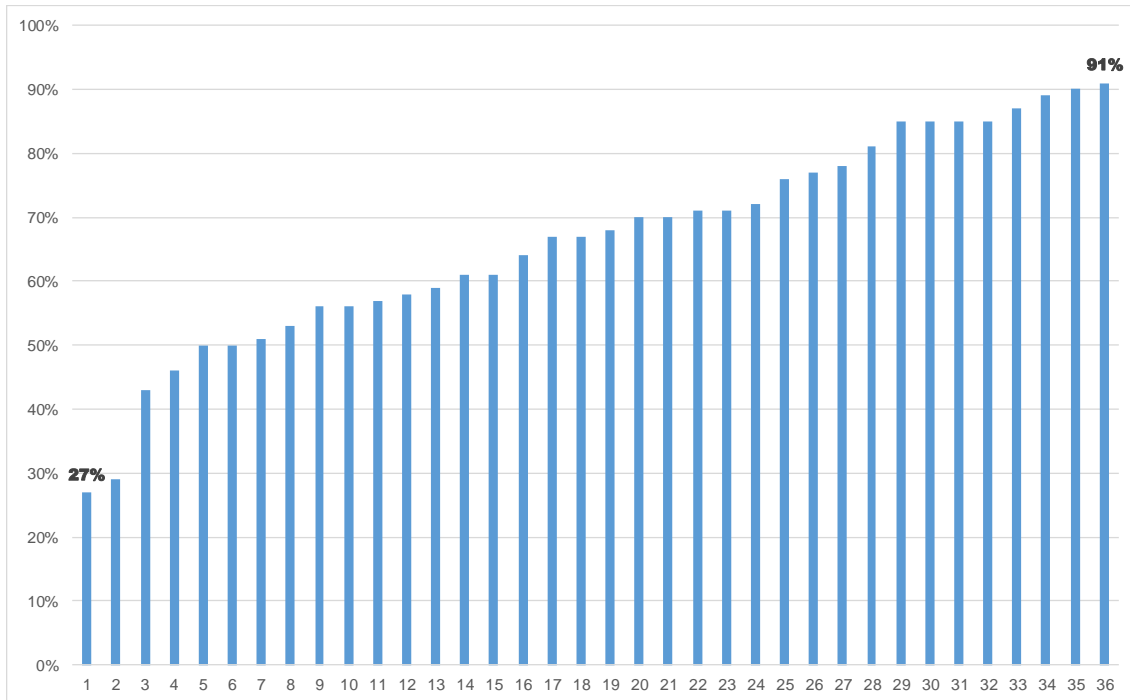
- Students with a HSGPA of 3.0 or higher had a success rate of 76%
- Students with a HSGPA of 2.3-2.9 had a success rate of 62%
- Students with less than a 2.3 HSGPA had a success rate of 38%
- Students who we did not have HSGPA data for had a success rate of 71%

Graph 3. MATH10 Grade Distribution by Term



Graph 3 shows a distribution of percent of letter grades by term for all sections of MATH10 offered over the past 5 spring terms. The highest awarded letter grade is A grades ranging from 23%-33% of all grades, followed by B grades ranging from 20%-27%, then C grades ranging from 18%-23% then W grades ranging from 8%-13%. A, D and F grades increased while B, C and W grades decreased from spring 2018 to spring 2019.

Graph 4. MATH10 Distribution of Success by Section – Spring 2019



Graph 4 shows a distribution of course success by section for MATH10 sections. Success rates ranged from 27% to 91%. Four sections had a success rate below 50%, nine sections between 50%-60%, eight sections between 61%-70%, six sections between 71%-80%, eight sections between 81-90% and one section at 91%.

MATH41

Table 22. MATH41 - Success, Drop, and Withdraw Rates

	Enrollment	Success Count	Success Rate	Drop Count	Drop Rate	Withdraw Count	Withdraw Rate
Spring 2015	570	324	57%	87	13%	118	21%
Spring 2016	538	295	55%	72	12%	97	18%
Spring 2017	483	274	57%	116	19%	102	21%
Spring 2018	434	226	52%	60	12%	100	23%
Spring 2019	437	295	68%	66	13%	72	16%
Average			58%		14%		20%

- Overall, there was not much variation in enrollment, success or drop rates when comparing fluctuations over the past 5 years, though withdraw rates decreased below past trends in spring 2019.
 - Enrollment in MATH41 between spring 2018 and spring 2019 remained vastly the same.
 - Success rates increased to 68% from 52% in spring 2019 while the percent of students who dropped the course increased only 1 percentage point from 12% to 13% and students who withdrew decreased 6 percentage points from 23% to 16%.

Table 23. MATH41 - Success Rates

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Spring 2015	324	57%	128	22%	118	21%	570	100%
Spring 2016	295	55%	146	27%	97	18%	538	100%
Spring 2017	274	57%	107	22%	102	21%	483	100%
Spring 2018	226	52%	108	25%	100	23%	434	100%
Spring 2019	295	68%	70	16%	72	16%	437	100%
Average		58%		22%		20%		100%

- Success, non success and withdraw rates overall were very consistent over the past 5 spring terms and improved between spring 2018 and spring 2019.

Table 24. MATH41 – Success and Withdraw Rates by Ethnicity

		Enrollment	Success	Success	Withdraw	Withdraw
		Count	Count	Rate	Count	Rate
African	Spring 2018	10	4	40%	2	20%
American	Spring 2019	9	4	44%	1	11%
Asian	Spring 2018	205	130	63%	34	17%
	Spring 2019	186	147	79%	21	11%
Filipinx	Spring 2018	42	19	45%	8	19%
	Spring 2019	43	29	67%	6	14%
Latinx	Spring 2018	110	37	34%	36	33%
	Spring 2019	122	63	52%	28	23%
Native	Spring 2018	1			1	100%
American	Spring 2019	2	2	100%	0	0%
Pacific	Spring 2018	3	2	67%	0	0%
Islander	Spring 2019	1			0	0%
White	Spring 2018	62	33	53%	19	31%
	Spring 2019	66	45	68%	15	23%
Decline to State	Spring 2018	1	1	100%	0	0%
	Spring 2019	8	5	63%	1	13%

- Success rates within each ethnic group comparing spring 2018 to spring 2019 improved for all ethnic groups, except Decline to State.
- Successful completions for students increased by: +17 for Asian students, +10 for Filipinx students, +26 for Latinx students, +12 for White students and +4 for Decline to State.

Table 25. MATH41 – Success by High School GPA – Spring 2019

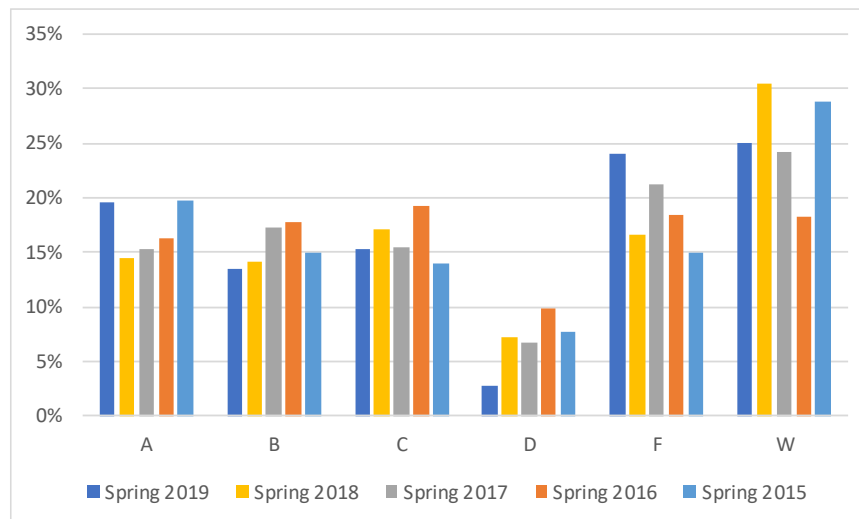
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
3.4 or higher	18	82%	1	5%	3	14%	22	100%
3.4-2.6 but no Calculus	54	66%	17	21%	11	13%	82	100%
2.6 or higher and Calculus	12	75%	1	6%	3	19%	16	100%
Less than 2.6	55	59%	20	21%	19	20%	94	100%
No GPA	154	69%	31	14%	38	17%	223	100%
Total	293	67%	70	16%	74	17%	437	100%

Includes only actual HSGPA from CalPass.

Table 25 displays the success rates by GPA band for students enrolled in MATH41 in spring 2019.

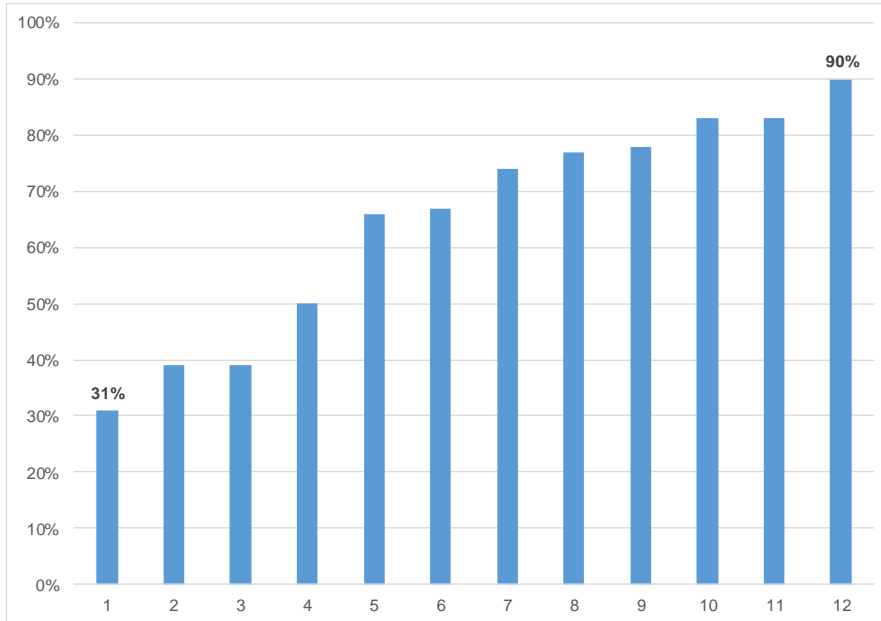
- Students with a HSGPA of 3.4 or higher had a success rate of 82%
- Students with a HSGPA of 3.4-2.6 but no Calculus in high school had a success rate of 66%
- Students with a 2.6 or higher HSGPA and enrolled in Calculus had a success rate of 75%
- Students with less than a 2.6 HSGPA had a 59% success rate
- Students who we did not have HSGPA data for had a success rate of 69%

Graph 5. MATH41 Grade Distribution by Term



Graph 5 shows a distribution of percent of letter grades by term for all sections of MATH41 offered over the past 5 spring terms. The highest awarded letter grade on average over the past 5 spring terms are W grades ranging from 18% to 31% of all grades, followed by F grades ranging from 15%-24%, then C grades ranging from 14%-19%, then A grades ranging from 14%-20%. A and F grades increased while all other grades decreased between spring 2018 and spring 2019.

Graph 6. MATH41 Distribution of Success by Section – Spring 2019



Graph 6 shows a distribution of course success by section for MATH41 sections in spring 2019. Success rates ranged from 31% to 90%. Three sections had a success rate below 50%, three sections between 50%-70%, three sections between 70%-80%, and three sections between 80%-90%.

Throughput Rates – as Baseline Comparison Moving Forward

EWRT and READ

Table 26. EWRT, READ and LART – Throughput Rates – All Starting Levels to Transfer-Level EWRT

Sequence Begin Course - EWRT, READ, or LART	First-time Students	All Transfer EWRT Completion - Fall		All Transfer EWRT Completion - Spring		All Transfer EWRT Completion - Spring	
Fall 2018 - All Starting Levels	1,457	741	51%	943	65%	1,018	70%
Fall 2017 - All Starting Levels	1,481	372	25%	717	48%	874	59%
Fall 2016 - All Starting Levels	1,598	400	25%	721	45%	913	57%
Fall 2015 - All Starting Levels	1,619	374	23%	720	44%	907	56%

Sequence begin course is the first course in which a student enrolled at any level in the fall term.

As displayed in Table 26 above, throughput rates for all first time students enrolled in an EWRT, READ and LART course as their first course of enrollment have increased each year with the greatest increase between fall 2017 and fall 2008 from 59% to 70%.

Table 27. EWRT, READ and LART – Throughput Rates by Starting Level to Transfer-Level EWRT

First Level Enrolled	First-time Student Cohort		Fall EWRT1A Completion		Winter EWRT1A Completion		Spring EWRT1A Completion	
	EWRT, READ, or LART 200	Fall 18	122	0	0%	27	22%	42
Fall 17		248	0	0%	3	1%	59	24%
Fall 16		269	0	0%	1	0%	68	25%
EWRT, READ, or LART 211	Fall 18	446	2	0%	151	34%	197	44%
	Fall 17	828	10	1%	349	42%	448	54%
	Fall 16	849	0	0%	309	36%	425	50%
EWRT 1A	Fall 18	862	716	83%	729	85%	744	86%
	Fall 17	433	379	88%	385	89%	388	90%
	Fall 16	427	355	83%	364	85%	373	87%

Throughput rates track first time students in each fall term and check to see if they successfully completed any transfer-level EWRT course over 3 quarters based on the level in which they started. The lowest level course in which the student starts is counted as the first course in the sequence. Students who start directly in EWRT1A are tracked for three terms to successful completion of EWRT1A.

- Throughput rates for students who started in any 200 level course or combination of courses range from 24%-34%
- Throughput rates for students who started in any 211 level course or combination of courses range from 44%-54%
- Throughput rates for EWRT1A range from 87%-90%

Table 28. EWRT & READ– Throughput Rates by Starting Level to EWRT2

First Level Enrolled	First-time Student Cohort	Fall EWRT2 Completion	Winter EWRT2 Completion	Spring EWRT2 Completion
EWRT, READ, or LART 200	Fall 18 122	0 0%	0 0%	15 12%
	Fall 17 248	0 0%	0 0%	2 1%
	Fall 16 269	0 0%	0 0%	0 0%
EWRT, READ, or LART 211	Fall 18 446	0 0%	0 0%	82 18%
	Fall 17 828	0 0%	1 0%	184 22%
	Fall 16 849	0 0%	0 0%	165 19%
EWRT 1A	Fall 18 862	0 0%	357 43%	460 53%
	Fall 17 433	0 0%	169 39%	224 52%
	Fall 16 427	0 0%	130 30%	167 39%
EWRT 2	Fall 18 14	12 86%	12 86%	12 86%
	Fall 17 13	11 85%	12 92%	12 92%
	Fall 16 8	8 100%	8 100%	8 100%

Throughput rates through EWRT2 track first time students in each fall term and check to see if they successfully completed EWRT2 over 3 quarters based on the level in which they started. The lowest level course in which the student starts is counted as the first course in the sequence. Students who start directly in EWRT2 are tracked for three terms to successful completion of EWRT2.

- Throughput rates for students who started in any 200 level course or combination of courses range from 0%-12%
- Throughput rates for students who started in any 211 level course or combination of courses range from 18%-22%
- Throughput rates for students who start in EWRT1A range from 39%-53%
- Throughput rates for students who start directly in EWRT2 range from 86%-100%

Math

Table 29. Transfer Level Math – Starting at All Levels – Throughput Rates

Sequence Begin Course - Any MATH Course	First-time Students	All Transfer MATH Completion - Fall		All Transfer MATH Completion - Winter		All Transfer MATH Completion - Spring	
Fall 2018 - All Starting Levels	1,384	642	46%	770	56%	857	62%
Fall 2017 - All Starting Levels	1,624	362	22%	502	31%	654	40%
Fall 2016 - All Starting Levels	1,815	374	21%	523	29%	667	37%
Fall 2015 - All Starting Levels	1,770	400	23%	534	30%	660	37%

As displayed in Table 29 above, throughput rates for all first time students enrolled in a Math course as their first course of enrollment increased between fall 2016 and fall 2017 from 37% to 40% and the greatest increase was between fall 2017 and fall 2008 from 40% to 62%.

Table 30. Transfer Level Math Including MATH10– Throughput Rates

First Level Enrolled	First-time Student Cohort	Fall Transfer-Level MATH Completion		Winter Transfer- Level MATH Completion		Spring Transfer- Level MATH Completion		
MATH 210	Fall 18	39	0	0%	1	3%	1	3%
	Fall 17	315	0	0%	0	0%	0	0%
	Fall 16	299	0	0%	0	0%	0	0%
MATH 212	Fall 18	102	0	0%	4	4%	25	25%
	Fall 17	578	0	0%	2	0%	101	17%
	Fall 16	606	0	0%	2	0%	88	15%
MATH 114	Fall 18	244	1	0%	75	31%	101	41%
	Fall 17	317	1	0%	124	39%	168	53%
	Fall 16	376	1	0%	112	30%	148	39%
MATH 10	Fall 18	498	275	55%	294	59%	311	62%
	Fall 17	102	81	79%	85	83%	90	88%
	Fall 16	93	67	72%	71	76%	72	77%

Throughput rates track first time students in each fall term and check to see if they successfully completed any transfer-level math course over 3 quarters. Students who start directly in MATH10 are tracked for three terms to successful completion of MATH10.

- Throughput rates for MATH210 range from 0%-3%
- Throughput rates for MATH212 range from 15%-25%
- Throughput rates for MATH114 range from 39%-53%
- Throughput rates for MATH10 range from 62%-88%

Table 31. Completion of MATH41– Throughput Rates

First Level Enrolled	First-time Student Cohort	Fall MATH41 Completion	Winter MATH41 Completion	Spring MATH41 Completion
MATH 210	Fall 18 39	0 0%	0 0%	0 0%
	Fall 17 315	0 0%	0 0%	0 0%
	Fall 16 299	0 0%	0 0%	0 0%
MATH 212	Fall 18 102	0 0%	0 0%	8 8%
	Fall 17 578	0 0%	1 0%	30 5%
	Fall 16 606	0 0%	2 0%	28 5%
MATH 114	Fall 18 244	0 0%	55 23%	69 28%
	Fall 17 317	0 0%	65 21%	86 27%
	Fall 16 376	0 0%	71 19%	94 25%
MATH 41	Fall 18 258	208 81%	219 85%	230 89%
	Fall 17 176	134 76%	140 80%	145 82%
	Fall 16 203	137 67%	154 76%	161 79%

Throughput rates track first time students in each fall term and check to see if they successfully completed MATH41 over 3 quarters. Students who start directly in MATH41 are tracked for three terms to successful completion of MATH41.

- No students who started in MATH210 successfully completed MATH41
- Throughput rates for MATH212 range between 5%-8%
- Throughput rates for MATH114 range from 25%-28%
- Throughput rates for MATH41 range from 79%-89%

Background Information

In fall 2018 the English and Math departments began to change the way they place students into courses in compliance with AB 705. Students were placed via high school transcripts. Students with a 2.6 or higher were placed directly into EWRT1A. All students were eligible to enroll in MATH10 (Statistics), and students with a 3.4 GPA or a 2.6 and had enrolled in Calculus in high school were eligible to enroll in Math41 (Pre-calculus).

Math Performance Success (MPS) is a learning community for students in MATH10 and now MATH41. It requires students to enroll in a 10-unit course opposed to a 5-unit course. Success rates have historically been high for this learning community and the numbers of sections offered continues to expand.

It should be noted that the overall number of placements in fall 2018 is significantly higher, this is due to students being re-assessed based on their high school transcripts going back one full year and that applying to their fall 2018 placement. Further, all students who applied in fall 2018 were automatically given a placement if high school transcript data was available.

In fall 2017 all students were required to take a placement test. In fall 2018, students were placed based on their high school transcript information but could choose to take a placement test. The highest placement is what is used in this analysis. Students without a high school transcript are required to take a placement test.