ETIC FALL	COLLODE	CHARA	CTEDICTICS

FULLERTON DATA	Fall 201	5 Cohort	Fall 201	6 Cohort	Fall 201	7 Cohort	Fall 201	8 Cohort	Fall 2019	9 Cohort
FOLLER/ON DATA	N	%	N	%	N	%	N	%	N	%
Total Enrolled	4401	100%	4426	100%	4437	100%	4408	100%	4778	100%
Placed in college-level math/QR courses or GE satisfied	3468	79%	3311	75%	3370	76%				
Placed in pre-baccalaureate math/QR courses	933	21%	1115	25%	1067	24%				
College-ready in math/QR							3968	90%	4414	92%
College-ready with support in math/QR							440	10%	364	8%
Placed in college-level written communication courses or GE satisfied	3499	80%	3679	83%	3846	87%				
Placed in pre-baccalaureate written communication courses	902	20%	747	17%	591	13%				
College-ready in written communication courses							4264	97%	4692	98%
College-ready with support in written communication courses							144	3%	86	2%
Female	2465	56%	2594	59%	2741	62%	2516	57%	2838	59%
Male	1936	44%	1832	41%	1696	38%	1892	43%	1940	41%
Pell Recipient	2030	46%	2082	47%	2316	52%	2068	47%	2226	47%
Non-Pell Recipient	2371	54%	2344	53%	2121	48%	2340	53%	2552	53%
African American	99	2%	99	2%	71	2%	67	2%	103	2%
Hispanic	2015	46%	2155	49%	2268	51%	2087	47%	2534	53%
White	704	16%	636	14%	567	13%	575	13%	602	13%
Asian American	986	22%	880	20%	976	22%	1151	26%	1041	22%
Other	597	14%	656	15%	555	12%	528	12%	498	10%
Numerator = student characteristic (i.e. female). Denominator = All FTIC fall students. For exam	ole, if in 2018, there a	re 1200 FTIC stude	nts who began in t	ne fall, and 650 are	female, then cell H	15 is 1200, H14 is 6	50, and I14 is 54%	(650/1200).	-	·

FTIC fall cohort who attempted and completed written communication (A2) or mathematics/quantitative reasoning (B4) general education course in the first year Note: This table should be duplicated for each course that was offered in 2018-19.

Course	: ENGL101											
		Fall 201	5 Cohort	Fall 201	6 Cohort	Fall 201	7 Cohort	Fall 201	8 Cohort	Fall 2019		AY 15 - 18 report on first year completion,
		N	%	N	%	N	%	N	%	N	%	only one term available for AY 19-20 (Fall
	Total Completed	3075	94%	3053	94%	3098	93%	3011	93%	1669	95%	19).
	Placed in college-level courses or GE satisified	2458	94%	2586	94%	2709	94%					
	Placed in pre-baccalaureate courses	617	93%	467	94%	389	91%					
	College-ready *							2960	93%	1669	95%	
	College-ready with support **							51	82%	0		
	Female	1732	96%	1771	95%	1916	94%	1755	94%	973	96%	
Completed General	Male	1343	92%	1282	92%	1182	91%	1256	90%	696	93%	
Education Course	Pell Grant Eligible	1491	94%	1517	94%	1701	93%	1512	92%	805	93%	
	Not Pell Eligible	1584	94%	1536	94%	1397	93%	1499	93%	864	96%	
	African American	66	90%	66	89%	53	91%	53	93%	38	93%	
	Hispanic	1455	93%	1557	94%	1641	93%	1509	92%	899	94%	
	White	454	96%	389	93%	345	94%	357	91%	184	96%]
	Asian American	704	96%	609	95%	699	96%	814	95%	368	96%	1
ĺ	Other	396	92%	432	95%	360	91%	278	92%	180	95%	1

Course	: ENGL100 (co-requisite: ENGL100W)										
		Fall 201	5 Cohort	Fall 201	6 Cohort	Fall 201	7 Cohort	Fall 201	8 Cohort	Fall 2019	9 Cohort
		N	%	N	%	N	%	N	%	N	%
	Total Completed	86	99%	90	100%	78	99%	6	100%	5	100%
	Placed in college-level courses or GE satisified	0		1	100%	73	99%				
	Placed in pre-baccalaureate courses	86	99%	89	100%	5	100%				
	College-ready *							3	100%	5	100%
	College-ready with support **							3	100%	0	
	Female	34	100%	52	100%	45	100%	3	100%	1	100%
Completed General	Male	52	98%	38	100%	33	97%	3	100%	4	100%
Education Course	Pell Grant Eligible	55	100%	54	100%	49	100%	3	100%	1	100%
	Not Pell Eligible	31	97%	36	100%	29	97%	3	100%	4	100%
	African American	3	100%	1	100%	0		0			
	Hispanic	44	100%	55	100%	55	98%	5	100%	2	100%
	White	8	100%	5	100%	4	100%	0			
	Asian American	23	100%	16	100%	10	100%	0		2	100%
	Other	8	89%	13	100%	9	100%	1	100%	1	100%

Numerator = students in particular group (i.e. female) who attempted and completed the course. Denominator = number of students in that group (e.g. female) that attempted the course. For example, suppose there are 1200 first-year studen 2018 cohort, 1000 students enrolled in the course, and 700 enrolled and completed the written communication course. In 1's 700, and 17 is 70% (700/1000). Suppose there are 650 female students in the 2018 cohort, 600 of the female students the written communication course. and \$50 of female students completed the course. 1218 s 450 and 1212 is 75% (4500/1000). Suppose there are 650 female students in the 2018 cohort, 600 of the female students the written communication course. and \$50 of female students completed the course. 1218 s 50 and 1212 is 75% (4500/1000). Suppose there are 650 female students in the 2018 cohort, 600 of the female students when the written communication course and \$50 of female students in the 2018 cohort, 600 of the female students when the written communication course and \$50 of female students in the 2018 cohort, 600 of the female students when the written communication course are 650 female students in the 2018 cohort, 600 of the female students when the written communication course are 650 female students in the 2018 cohort, 600 of the female students when the written communication course are 650 female students in the 2018 cohort, 600 of the female students when the 2018 cohort, 600 of the female students when the 2018 cohort, 600 of the female students when the 2018 cohort, 600 of the female students when the 2018 cohort, 600 of the female students when the 2018 cohort, 600 of the female students when the 2018 cohort, 600 of the female students when the 2018 cohort female students when the 2018

^{*} category 1 and 2 written comm.

**category 3 and 4 written comm.

*** includes Early Start version of the course

FTIC fall cohort who attempted and completed written communication (A2) or mathematics/quantitative reasoning (B4) general education courséan the first year Note: This table should be duplicated for each course that was offered in 2018-19.

course	: MATH 110/ESM 110											AV AF AN according to the constant of the
		Fall 201	5 Cohort	Fall 201	6 Cohort	Fall 201	7 Cohort	Fall 2018	3 Cohort	Fall 2019	Cohort	AY 15 - 18 report on first year completion
		N	%	N	%	N	%	N	%	N	%	only one term available for AY 19-20 (Fa
	Total Completed	894	88%	769	82%	822	87%	615	75%	297	86%	19).
	Placed in college-level courses or GE satisified	652	90%	526	87%	614	92%					
	Placed in pre-baccalaureate courses	242	83%	243	74%	208	75%					** Numerator = completes, denominator
	College-ready*							528	77%	275	89%	= attempts
	College-ready with support**							87	65%	22	59%	
	Female	642	90%	577	84%	611	86%	439	75%	218	61%	*** Percentage indicates % of that
Completed General	Male	252	84%	192	76%	211	91%	176	75%	79	88%	student group that successfully
Education Course	Pell Grant Eligible	393	87%	371	79%	410	87%	313	75%	159	86%	completed course
	Not Pell Eligible	501	89%	398	85%	412	87%	302	74%	138	85%	
	African American	19	76%	21	84%	10	77%	11	55%	7	64%	****Preliminary Pell information
	Hispanic	424	87%	390	79%	442	85%	333	72%	189	88%	provided for Fall 19
	White	199	92%	139	86%	147	92%	105	80%	36	86%	
	Asian American	146	92%	124	89%	132	92%	104	83%	41	91%	
	Other	106	88%	95	83%	91	81%	62	72%	24	73%	***** Template does not show trends for

completes

numeratur = subsens in particular group (i.e. inetaley timo autenipee and completed in course, benominator = numero is subsens in rule group (e.g. inetaley timo autenipee and completed and completed and completed the written communication course. It's 1700, and 17 is 70% (700/1000). Suppose there are 650 female students in the 2018 cohort, 600 of the female students et the written communication course. and 450 of female students completed the course, 112 is 450, and 112 is 75% (450/600).

1 Students who have completed the general education course have satisfied the A2 general education requirement for written communication or the B4 general education requirement for mathematics/quantitative reasoning.

Course :	MATH 115, MATH115A/ESM 115A										
		Fall 201	5 Cohort	Fall 201	6 Cohort	Fall 201	7 Cohort	Fall 201	8 Cohort	Fall 2019	9 Cohort
		N	%	N	%	N	%	N	%	N	%
	Total Completed	1053	82%	993	78%	1029	82%	1012	79%	820	79%
	Placed in college-level courses or GE satisified	893	87%	820	83%	816	87%				
	Placed in pre-baccalaureate courses	160	63%	173	60%	213	67%				
	College-ready*							870	82%	745	81%
	College-ready with support**							142	62%	75	63%
	Female	631	82%	588	76%	654	81%	602	81%	478	80%
Completed General	Male	422	82%	405	80%	375	83%	410	75%	342	77%
Education Course	Pell Grant Eligible	453	78%	495	76%	536	81%	454	84%	372	75%
	Not Pell Eligible	600	85%	498	80%	493	83%	558	79%	448	82%
	African American	24	77%	25	81%	13	54%	17	77%	20	67%
	Hispanic	483	78%	454	72%	535	78%	488	77%	415	74%
	White	151	82%	148	84%	136	88%	131	82%	116	89%
	Asian American	240	90%	227	88%	239	92%	262	88%	174	87%
	Other	155	85%	139	77%	106	82%	114	66%	95	81%

FTIC fall cohort who attempted and completed written communication (A2) or mathematics/quantitative reasoning (B4) general education course in the first year Note: This table should be duplicated for each course that was offered in 2018-19.

Course :	: MATH120/ ESM 120										
		Fall 201	5 Cohort	Fall 2016	6 Cohort	Fall 201	7 Cohort	Fall 201	8 Cohort	Fall 201	9 Cohort
		N	%	N	%	N	%	N	%	N	%
	Total Completed	313	83%	346	80%	416	79%	447	82%	173	90%
	Placed in college-level courses or GE satisified	258	86%	286	83%	359	84%				
	Placed in pre-baccalaureate courses	55	70%	60	67%	57	59%				
	College-ready*							433	83%	165	90%
	College-ready with support**							14	58%	8	80%
	Female	218	83%	280	81%	344	80%	325	76%	144	91%
Completed General	Male	95	81%	66	73%	72	77%	102	85%	29	85%
Education Course	Pell Grant Eligible	131	76%	149	75%	233	77%	212	80%	90	89%
	Not Pell Eligible	182	88%	197	83%	183	82%	235	84%	83	90%
	African American	3	60%	7	100%	5	63%	8	89%	2	67%
	Hispanic	167	80%	175	74%	196	75%	219	75%	102	91%
	White	58	89%	53	84%	57	89%	63	90%	12	80%
	Asian American	54	84%	79	91%	111	85%	123	90%	44	96%
	Other	31	89%	32	74%	47	78%	34	85%	13	76%

Numerator = students in particular group (i.e. female) who attempted and completed the course. Denominator = number of students in that group (e.g. female) that attempted the course. For example, suppose there are 1200 first-year students 2018 cohort, 1000 students enrolled in the course, and 700 enrolled and completed the written communication course. It is 700, and 17 is 70% (700/1000). Suppose there are 650 female students in the 2018 cohort, 600 of the female students enrolled in the course, and 450 of female students completed the course. 112 is 450, and 112 is 450, and 112 is 450, female students enrolled in the course. 100 students enrolled in the course. 100 students enrolled in the course. 112 is 450, and 112 is 450, female students enrolled in the course. 100 students

Course	: MATH 125										
		Fall 201!	5 Cohort	Fall 201	5 Cohort	Fall 201	7 Cohort	Fall 201	8 Cohort	Fall 201	9 Cohort
		N	%	N	%	N	%	N	%	N	%
	Total Completed	421	71%	400	67%	478	83%	445	74%	342	66%
	Placed in college-level courses or GE satisified	384	76%	365	74%	432	86%			•	
	Placed in pre-baccalaureate courses	37	43%	35	33%	46	62%				
	College-ready*							437	75%	336	67%
	College-ready with support**							8	44%	6	38%
	Female	134	72%	139	65%	184	89%	164	73%	101	64%
Completed General	Male	287	71%	261	68%	294	79%	281	75%	241	67%
Education Course	Pell Grant Eligible	220	72%	184	65%	274	81%	220	73%	181	67%
	Not Pell Eligible	201	71%	216	68%	204	85%	225	75%	161	66%
	African American	7	70%	6	50%	5	71%	7	100%	9	53%
	Hispanic	179	69%	178	61%	219	79%	202	70%	180	63%
	White	73	83%	57	76%	59	91%	49	72%	30	75%
	Asian American	118	78%	96	77%	148	92%	129	82%	80	75%
	Other	44	54%	63	66%	47	69%	58	73%	43	66%

* category 1 and 2

FTIC fall cohort who attempted and completed written communication (A2) or mathematics/quantitative reasoning (B4) general education course in the first year Note: This table should be duplicated for each course that was offered in 2018-19.

Course :	: MATH 130										
		Fall 201	5 Cohort	Fall 201	5 Cohort	Fall 201	7 Cohort	Fall 201	8 Cohort	Fall 2019	Cohort
		N	%	N	%	N	%	N	%	N	%
	Total Completed	126	78%	142	89%	149	79%	227	86%	118	74%
	Placed in college-level courses or GE satisified	117	79%	130	92%	134	83%				
	Placed in pre-baccalaureate courses	9	69%	12	67%	15	54%				
	College-ready*							224	86%	114	75%
	College-ready with support**							3	75%	4	57%
	Female	91	78%	103	89%	113	81%	149	88%	85	71%
Completed General	Male	65	80%	39	91%	36	73%	78	82%	33	83%
Education Course	Pell Grant Eligible	56	74%	60	90%	81	76%	96	82%	51	73%
	Not Pell Eligible	70	82%	82	89%	68	82%	131	89%	67	74%
	African American	3	60%	1	50%	NA	NA	9	100%	0	0%
	Hispanic	56	74%	54	84%	76	73%	86	77%	48	68%
	White	15	79%	20	100%	19	95%	27	93%	18	75%
	Asian American	40	89%	45	92%	44	85%	88	92%	40	87%
	Other	12	75%	22	92%	10	77%	17	89%	12	71%

Numerator = students in particular group (i.e. female) who attempted and completed the course. Denominator = number of students in that group (e.g. female) that attempted the course. For example, suppose there are 1200 first-year students 2018 cohort, 1000 students enrolled in the course, and 700 enrolled and completed the written communication course. If is 700, and 17 is 70% (700/1000). Suppose there are 650 female students in the 2018 cohort, 600 of the female students enrolled in the course, and 450 of female students completed the course. 112 is 450, and 112 is 450, and 112 is 450, female students enrolled in the course in the 2018 cohort, 1000 students enrolled in the course. 112 is 450, and 112 is 450, female students enrolled in the course in the 2018 cohort, 1000 students enrolled in the course. 112 is 450, and 112 is 450, female students enrolled in the course. 112 is 450, and 112 is 450, female students enrolled in the course. 112 is 450, and 112 is 450, female students enrolled in the course. 112 is 450, and 112 is 450, female students enrolled in the course. 112 is 450, and 112 is 450, female students enrolled in the course. 112 is 450, and 112 is 450, female students enrolled in the course. 112 is 450, female students enrolled in the course. 112 is 450, female students enrolled in the course. 112 is 450, female students enrolled in the course. 112 is 450, female students enrolled in the course. 112 is 450, female students enrolled in the course. 112 is 450, female students enrolled in the course. 112 is 450, female students enrolled in the course. 112 is 450, female students enrolled in the course. 112 is 450, female students enrolled in the course. 112 is 450, female students enrolled in the course. 112 is 450, female students enrolled in the course. 112 is 450, female students enrolled in the course. 112 is 450, female students enrolled in the course. 112 is 450, female students enrolled in the course enroll enrolled in the course. 112 is 450, female students enrolled in the course enrolled in t

Course	: MATH 135										
		Fall 201	5 Cohort	Fall 201	6 Cohort	Fall 201	7 Cohort	Fall 201	8 Cohort	Fall 2019	Cohort
		N	%	N	%	N	%	N	%	N	%
	Total Completed	424	85%	375	87%	360	78%	370	81%	259	79%
	Placed in college-level courses or GE satisified	393	85%	356	87%	325	79%			-	
	Placed in pre-baccalaureate courses	31	79%	19	83%	35	70%				
	College-ready*							366	81%	255	80%
	College-ready with support**							4	57%	122	79%
	Female	226	88%	180	90%	207	84%	198	84%	137	79%
Completed General	Male	198	81%	195	85%	153	71%	172	77%	122	79%
Education Course	Pell Grant Eligible	163	84%	160	87%	165	77%	137	74%	110	84%
	Not Pell Eligible	261	86%	215	87%	195	79%	233	86%	149	76%
	African American	4	67%	7	58%	3	100%	6	100%	1	50%
	Hispanic	144	80%	140	89%	146	74%	131	72%	104	75%
	White	61	80%	61	87%	49	75%	44	81%	31	84%
	Asian American	150	93%	101	89%	108	84%	141	88%	100	85%
	Other	65	86%	66	86%	54	81%	48	86%	23	72%

* category 1 and 2

FTIC fall cohort who attempted and completed written communication (A2) or mathematics/quantitative reasoning (B4) general education course in the first year Note: This table should be duplicated for each course that was offered in 2018-19.

Course :	MATH 150A										
		Fall 201	5 Cohort	Fall 201	5 Cohort	Fall 201	7 Cohort	Fall 201	8 Cohort	Fall 201	9 Cohort
		N	%	N	%	N	%	N	%	N	%
	Total Completed	473	79%	397	77%	403	73%	455	76%	234	67%
	Placed in college-level courses or GE satisified	458	80%	378	78%	385	73%				
	Placed in pre-baccalaureate courses	15	71%	19	61%	18	67%				
	College-ready*							426	76%	233	68%
	College-ready with support**							29	71%	1	25%
	Female	142	81%	122	80%	127	74%	109	77%	62	69%
Completed General	Male	331	78%	275	76%	276	72%	346	75%	172	67%
Education Course	Pell Grant Eligible	241	79%	170	72%	213	71%	214	74%	88	58%
	Not Pell Eligible	232	79%	227	82%	190	75%	241	77%	146	74%
	African American	9	82%	1	100%	4	67%	3	60%	3	50%
	Hispanic	190	79%	175	73%	184	68%	162	71%	93	61%
	White	83	82%	51	82%	43	77%	45	74%	43	84%
	Asian American	142	80%	111	82%	131	78%	160	81%	70	67%
	Other	49	74%	59	79%	41	77%	85	79%	25	74%

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49 74% 59 79% 41 77% 85 79%

Numerator = students in particular group (i.e. female) who attempted and completed the course. Denominator = number of students in that group (e.g. female) that attempted the course. For example, suppose there are 1200 first-year students 2018 cohort, 1000 students enrolled in the course, and 700 enrolled and completed the written communication course. 17 is 700, and 17 is 70% (700/1000). Suppose there are 650 female students in the 2018 cohort, 600 of the female students enthe written communication course. and 450 of female students completed the course. 112 is 450. and 112 is 75% (450/600).

Students who have completed the general education course have satisfied the A2 general education requirement for written communication or the B4 general education requirement for mathematics/quantitative reasoning.

^{**}category 3 and 4

COHORT SUCCESS	ompleted general education math/QR and written com	munication cou	reas in the first	vear								1
	, , , , , , , , , , , , , , , , , , , ,		5 Cohort		6 Cohort	Fall 201	7 Cohort	Fall 201	8 Cohort	Fall 2019	Cohort **	
		N	%	N	%	N	%	N	%	N	%	
	Total Completed	3194	85%	2919	80%	3121	84%	3091	80%	2236	77%	** Only one term of data vs full academ
	Placed in college-level courses or GE satisfied *	2690	87%	2399	84%	2594	88%					year
	Placed in pre-baccalaureate courses *	504	73%	520	65%	527	69%					
	College-ready *							2818	82%	2116	78%	
	College-ready with support *							273	65%	120	59%	
Completed general	Female	1846	86%	1749	81%	1962	84%	1797	80%	1221	79%	1
education math/QR	Male	1348	83%	1170	79%	1159	84%	1294	80%	1015	74%	
(B4)	Pell Grant Eligible	1451	82%	1372	78%	1637	83%	1449	79%	1046	75%	
(D4)	Not Pell Eligible	1743	86%	1547	83%	1484	86%	1642	81%	1190	78%	
	African American	60	75%	61	80%	36	68%	50	78%	42	59%	
	Hispanic	1453	82%	1370	76%	1571	81%	1420	76%	1124	73%	
	White	548	89%	441	85%	436	91%	408	84%	286	84%	1
	Asian American	747	89%	655	89%	747	91%	855	88%	549	83%	1
	Other	386	83%	392	79%	331	80%	358	76%	235	75%	1
												=
		Fall 201	5 Cohort	Fall 201	6 Cohort	Fall 201	7 Cohort	Fall 201	B Cohort	Fall 2019	9 Cohort	
		N	%	N	%	N	%	N	%	N	%	
	Total Completed	3160	94%	3143	94%	3175	93%	3017	93%	1674	95%	1
	Placed in college-level courses or GE satisfied *	2458	94%	2587	94%	2714	94%					
	Placed in pre-baccalaureate composition courses *	702	94%	556	95%	461	92%					
	College-ready *							2963	93%	1674	95%	
	College-ready with support *							54	83%	0		
Completed general	Female	1765	96%	1823	95%	1960	95%	1758	94%	974	96%	1
education written	Male	1395	92%	1320	92%	1215	91%	1259	90%	700	93%	1
communication (A2)	Pell Grant Eligible	1546	95%	1571	94%	1749	93%	1515	92%	806	93%	
communication (A2)	Not Pell Eligible	1614	94%	1572	94%	1426	93%	1502	93%	868	96%	
	African American	69	91%	67	89%	53	91%	53	93%	38	93%	1
	Hispanic	1499	94%	1612	94%	1695	93%	1514	92%	901	94%	1
	White	462	96%	394	93%	349	94%	357	91%	184	96%	1
	Asian American	727	96%	625	95%	709	96%	814	95%	370	96%	1
	Other	406	92%	445	94%	369	91%	279	92%	181	95%	
	<u> </u>											-
			5 Cohort		6 Cohort		7 Cohort	Fall 201			9 Cohort	
		N	%	N	%	N	%	N	%	N	%	**** College-ready with support implie
	Total Completed	2435	82%	2186	78%	2364	81%	2281	77%	890	74%	needing support in both Math and Engli
	Placed in college-level courses or GE satisfied *	2272	83%	2075	79%	2273	82%					otherwise, college-ready
	Placed in pre-baccalaureate courses *	163	66%	111	57%	91	53%					
	College-ready *							2256	77%	890	74%	
Completed both	College-ready with support *							25	68%	0	0%	
general education	Female	1376	83%	1284	79%	1457	81%	1325	77%	479	77%	
math/QR and college		1059	80%	902	76%	907	81%	956	77%	411	72%	
written	Pell Grant Eligible	1163	80%	1086	76%	1288	80%	1131	75%	416	72%	
communication (B4 &		1272	83%	1100	80%	1076	83%	1150	79%	474	77%	
A2)	African American	45	71%	47	78%	28	62%	42	76%	14	48%	

Numerator = students in particular group (e.g. female) who attempted and completed the course. Denominator = number of all students in the fall cohort in that group (e.g. female), for example, suppose there are 1200 first-year students in 2018, and 700 of all seducation written communication course. 121 is 700, 121 is 58% (700/1200). Suppose there are 650 female students in the 2018 cohort, and 550 of female students enrolled in and completed the course. 126 is 550, and 112 is 85% (50/650).

47 1078

293 488 280

45 1143

381 581 285

71% 79%

87% 87% 80%

78% 73%

86% 77%

28 1214

288 583 251

62% 77%

88%

89% 80%

42 1102

279 640 218

76% 73%

79% 84% 79%

14 452

48% 73%

73% 77% 73%

* See comment in Instructions for definition of placement

African American Hispanic White Asian American Other

PROGRESS											
		Fall 2015		Fall 2016 Cohort		Fall 2017 Cohort		Fall 2018 Cohort		Fall 201	9 Cohort
		N	%	N	%	N	%	N	%	N	%
	Total Persisting T1-T2	4238	96%	4295	97%	4304	97%	4231	96%	4584	96%
ĺ	Placed in college-level math/qr courses or GE satisified	3353	97%	3219	97%	3274	97%				
	Placed in pre-baccalaureate math/qr courses	889	95%	1076	97%	1030	97%				
	College-ready in math/qr*							3817	96%	4239	96%
	College-ready with support in math/qr**							414	94%	345	95%
	Placed in college-level written comm. courses or GE satisifier	3384	97%	3574	97%	3734	97%				
	Placed in pre-baccalaureate written comm. courses	854	95%	721	97%	570	96%				
	College-ready in written/comm.*							4095	96%	4500	96%
Persisted from term 1	College-ready with support in written/comm.**							136	94%	84	98%
to term 2	Female	2391	97%	2523	97%	2663	97%	2428	97%	2726	96%
	Male	1847	95%	1772	97%	1641	97%	1803	95%	1858	96%
	Pell Grant Eligible	1965	97%	2021	97%	2248	97%	1999	97%	2140	96%
	Not Pell Eligible	2273	96%	2274	97%	2056	97%	2232	95%	2444	96%
	African American	97	98%	96	97%	68	96%	65	97%	98	95%
	Hispanic	1935	96%	2085	97%	2192	97%	1998	96%	2425	96%
	White	671	95%	622	98%	549	97%	543	94%	571	95%
	Asian American	959	97%	854	97%	956	98%	1126	98%	1015	98%
	Other	576	96%	638	97%	539	97%	499	95%	475	95%

category 1 and 2

"category 3 and 4

"" pre-bac implies pre-bac in both English AND Mar

"" College-ready with support implies needing support in both M. Fall 2018 Cohort Fall 2016 Cohort Total Persisting T1-12
Placed in college-level math/qr courses or GE satisfied
Placed in pre-baccalaureate math/qr courses
College-ready in math/qr*
College-ready with support in math/qr**
Placed in college-level written comm. courses or GE satisfied
Placed in pre-baccalaureate written comm. courses
College-ready in written/comm.*
College-ready with support in written/comm.** 3114 3011 879 89% 82% 90% 82% 3540 344
 3136
 90%
 3233
 88%
 3390
 88%

 746
 83%
 597
 80%
 500
 85%
 3774 89% 76% ersisted from YEAR to YEAR 2 ollege-ready with support in written/comm.** 110 2264 1620 2208 1674 2284 1546 2439 1451 90% 86% Male
Pell Grant Eligible
Not Pell Eligible
African American
Hispanic
White
Asian American
Other 1764 2118 87 1727 625 914 529 1762 2068 78 1817 568 798 569 2018 1872 60 1953 510 899 468 87% 88% 85% 86% 90% 92% 84% 1854 2030 60 1812 501 1073 438 87% 89% 88% 86% 89% 85% 88% 79% 84% 89% 88% 88% 90% 87% 87%

		Fall 201	Cohort	Fall 2016 Cohort		Fall 2017 Cohort		Fall 2018 Cohort		Fall 2019	Ochort Cohort
		N	%	N	%	N	%	N	%	N	%
	Total earning 30+	910	21%	913	21%	1379	31%	1432	32%	X	X
	Placed in college-level math/qr courses or GE satisified	697	20%	688	21%	1070	32%				
	Placed in pre-baccalaureate math/qr courses	213	23%	225	20%	309	29%				
	College-ready in math/qr*							1337	34%		
	College-ready with support in math/qr**							95	22%		
	Placed in college-level written comm. courses or GE satisified	675	19%	743	20%	1188	31%				
	Placed in pre-baccalaureate written comm. courses	235	26%	110	23%	191	32%				
Earned 30+ college-	College-ready in written/comm.*							1402	33%		
level semester credits	College-ready with support in written/comm.**							30	21%		
(or equivalent) in one	Female	540	22%	585	23%	901	33%	890	35%		
year	Male	370	19%	328	18%	478	28%	542	29%		
	Pell Grant Eligible	385	19%	354	17%	619	27%	596	29%		

*** Based on preliminary Spring enrollment...

*** Need 2 terms of enrollment to hit 30 units....

Not Pell Eligible	525	22%	559	24%	760	36%	836	37%	
African American	26	26%	15	15%	21	30%	17	25%	
Hispanic	357	18%	379	18%	577	25%	548	26%	
White	191	27%	180	28%	260	46%	245	43%	
Asian American	233	24%	205	23%	372	38%	464	40%	
Other	103	17%	134	20%	149	27%	158	30%	

* Only one term of units vs full AY reported

		Fall 2015 Cohort		Fall 2016 Cohort		Fall 2017 Cohort		Fall 2018 Cohort		Fall 2019 Cohort	
		N	%	N	%	N	%	N	%	N	%
	Total Enrolled	23.9	93%	23.74	92%	24.79	92%	25.81	92%	13.3	94%
	Placed in college-level math/qr courses or GE satisified	24.8	93%	24.9	93%	25.9	94%				
	Placed in pre-baccalaureate math/qr courses	20.4	89%	20	88%	21.1	89%				
	College-ready in math/qr*							26.2	93%	13.4	94%
	College-ready with support in math/qr**							22.1	84%	12	88%
	Placed in college-level written comm. courses or GE satisified	24.81	93%	24.6	92%	25.43	93%				
	Placed in pre-baccalaureate written comm. courses	20.37	89%	19.49	88%	20.67	89%				
Percentage of	College-ready in written/comm.*							25.94	93%	13.3	94%
	College-ready with support in written/comm.**							21.79	80%	11.1	82%
ompleted in first year	Female	24.35	0.938	24.15	0.932	25.1	0.937	26.46	94%	13.4	95%
(completion ratio)	Male	23.33	91%	23.16	90%	24.3	90%	24.94	90%	13.2	92%
	Pell Grant Eligible	23.36	91%	23.15	91%	24.18	92%	25.62	92%	13.1	93%
	Not Pell Eligible	24.37	93%	24.27	93%	27.25	94%	25.98	92%	13.5	94%
	African American	24.22	92%	22.59	88%	22.7	86%	25.28	89%	12.8	90%
	Hispanic	23.08	91%	22.99	90%	23.94	91%	25.01	91%	12.9	92%
	White	25.4	94%	25.64	94%	27.13	95%	26.62	93%	13.9	96%
	Asian American	25.21	94%	25.39	94%	26.68	95%	27.38	95%	13.9	95%
	Other	22.69	92%	22.34	91%	22.87	90%	24.72	90%	13.2	93%

Numerator = Average number of college-level (i.e. non-developmental) semester credits earned with feel and spring, or average number of quarter credits paned earned with grade A-D- or Ris have the fall and spring, or average number of quarter credits paned earned with grade A-D- or Ris have the fall and spring, or average number of quarter credits paned earned with grade A-D- or Ris have the fall and spring, or average number of quarter credits paned earned with grade A-D- or Ris have the fall and spring, or average number of quarter credits paned earned with grade A-D- or Ris have the fall and spring, or average number of quarter credits paned earned with grade A-D- or Ris have the fall and spring, or average number of quarter credits paned earned with grade A-D- or Ris have the fall and spring, or average number of quarter credits paned earned with grade A-D- or Ris have the fall and spring, or average number of quarter credits paned earned with grade A-D- or Ris have the fall and spring, or average number of quarter credits paned earned with grade A-D- or Ris have the fall and spring, or average number of quarter credits paned earned with grade A-D- or Ris have the fall and spring, or average number of quarter credits paned earned with grade A-D- or Ris have the fall and spring, or average number of quarter credits paned earned with grade A-D- or Ris have the fall and spring, or average number of quarter credits paned earned with grade A-D- or Ris have the fall and spring or average number of quarter credits paned earned with grade A-D- or Ris have the fall and spring or average number of quarter credits paned earned with grade A-D- or Ris have the fall and spring or average number of quarter credits paned earned with grade A-D- or Ris have the fall and spring or average number of quarter credits paned earned with grade A-D- or Ris have the fall and spring or average number of quarter credits paned earned with grade A-D- or Ris have the fall and spring or average number of quarter credits paned earned with g