

FTIC FALL COHORT CHARACTERISTICS

FULLERTON DATA	Fall 2015 Cohort		Fall 2016 Cohort		Fall 2017 Cohort		Fall 2018 Cohort		Fall 2019 Cohort	
	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 example, if in 2018, there are 1200 FTIC students who began in the fall, and 650 are female, then cell H5 is 1200, H14 is 650, and I14 is 54% (650/1200).

**COURSE COMPLETION**

FTIC fall cohort who attempted and completed written communication (A2) or mathematics/quantitative reasoning (B4) general education courses in the first year

Note: This table should be duplicated for each course that was offered in 2018-19.

Course : ENGL101		Fall 2015 Cohort		Fall 2016 Cohort		Fall 2017 Cohort		Fall 2018 Cohort		Fall 2019 Cohort		AY 15 - 18 report on first year completion, only one term available for AY 19-20 (Fall 19).
		N	%	N	%	N	%	N	%	N	%	
Completed General Education Course	Total Completed	3075	94%	3053	94%	3098	93%	3011	93%	1669	95%	
	Placed in college-level courses or GE satisfied	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%	
	Male	1343	92%	1282	92%	1182	91%	1256	90%	696	93%	
	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%	
	Other	396	92%	432	95%	360	91%	278	92%	180	95%	

Course : ENGL100 (co-requisite: ENGL100W)		Fall 2015 Cohort		Fall 2016 Cohort		Fall 2017 Cohort		Fall 2018 Cohort		Fall 2019 Cohort	
		N	%	N	%	N	%	N	%	N	%
Completed General Education Course	Total Completed	86	99%	90	100%	78	99%	6	100%	5	100%
	Placed in college-level courses or GE satisfied	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%
	Male	52	98%	38	100%	33	97%	3	100%	4	100%
	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 students in 2018 cohort, 1000 students enrolled in the course, and 700 enrolled and completed the written communication course. 17 is 70% (700/1000). Suppose there are 650 female students in the 2018 cohort, 600 of the female students enrolled in the written communication course, and 450 of female students completed the course. 112 is 45% (450/600), 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 1 and 2 written comm.

\*\* category 3 and 4 written comm.

\*\*\* includes Early Start version of the course

**COURSE COMPLETION**

FTIC fall cohort who attempted and completed written communication (A2) or mathematics/quantitative reasoning (B4) general education courses in the first year

Note: This table should be duplicated for each course that was offered in 2018-19.

Course : MATH 110/ESM 110		Fall 2015 Cohort		Fall 2016 Cohort		Fall 2017 Cohort		Fall 2018 Cohort		Fall 2019 Cohort		AY 15 - 18 report on first year completion only one term available for AY 19-20 (Fall 19).
		N	%	N	%	N	%	N	%	N	%	
Completed General Education Course	Total Completed	894	88%	769	82%	822	87%	615	75%	297	86%	
	Placed in college-level courses or GE satisfied	652	90%	526	87%	614	92%					
	Placed in pre-baccalaureate courses	242	83%	243	74%	208	75%					** Numerator = completes, denominator = attempts
	College-ready*							528	77%	275	89%	
	College-ready with support**							87	65%	22	59%	
	Female	642	90%	577	84%	611	86%	439	75%	218	61%	*** Percentage indicates % of that student group that successfully completed course
	Male	252	84%	192	76%	211	91%	176	75%	79	88%	
	Pell Grant Eligible	393	87%	371	79%	410	87%	313	75%	159	86%	****Preliminary Pell information provided for Fall 19
	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%	***** Template does not show trends for more students ATTEMPTING courses, only completes
	Hispanic	424	87%	390	79%	442	85%	333	72%	189	88%	
	White	199	92%	139	86%	147	92%	105	80%	36	86%	
	Asian American	146	88%	95	83%	91	81%	104	83%	41	91%	
	Other	106	88%	95	83%	91	81%	62	72%	24	73%	

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 in 2018 cohort, 1000 students enrolled in the course, and 700 enrolled and completed the written communication course. 17 is 70%, and 17 is 70% (700/1000). Suppose there are 650 female students in the 2018 cohort, 600 of the female students attempted the written communication course, and 450 of female students completed the course. 112 is 45%, 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.

Course : MATH 115, MATH115A/ESM 115A		Fall 2015 Cohort		Fall 2016 Cohort		Fall 2017 Cohort		Fall 2018 Cohort		Fall 2019 Cohort	
		N	%	N	%	N	%	N	%	N	%
Completed General Education Course	Total Completed	1053	82%	993	78%	1029	82%	1012	79%	820	79%
	Placed in college-level courses or GE satisfied	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%
	Male	422	82%	405	80%	375	83%	410	75%	342	77%
	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%

\* category 1 and 2  
\*\*category 3 and 4

**COURSE COMPLETION**

FTIC fall cohort who attempted and completed written communication (A2) or mathematics/quantitative reasoning (B4) general education courses in the first year

Note: This table should be duplicated for each course that was offered in 2018-19.

Course : MATH120/ ESM 120		Fall 2015 Cohort		Fall 2016 Cohort		Fall 2017 Cohort		Fall 2018 Cohort		Fall 2019 Cohort	
		N	%	N	%	N	%	N	%	N	%
Completed General Education Course	Total Completed	313	83%	346	80%	416	79%	447	82%	173	90%
	Placed in college-level courses or GE satisfied	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%
	Male	95	81%	66	73%	72	77%	102	85%	29	85%
	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 in the 2018 cohort, 1000 students enrolled in the course, and 700 enrolled and completed the written communication course. 17 is 70%, and 17 is 70% (700/1000). Suppose there are 650 female students in the 2018 cohort, 600 of the female students of the 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.

Course : MATH 125		Fall 2015 Cohort		Fall 2016 Cohort		Fall 2017 Cohort		Fall 2018 Cohort		Fall 2019 Cohort	
		N	%	N	%	N	%	N	%	N	%
Completed General Education Course	Total Completed	421	71%	400	67%	478	83%	445	74%	342	66%
	Placed in college-level courses or GE satisfied	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%
	Male	287	71%	261	68%	294	79%	281	75%	241	67%
	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

\*\*category 3 and 4

**COURSE COMPLETION**

FTIC fall cohort who attempted and completed written communication (A2) or mathematics/quantitative reasoning (B4) general education courses in the first year

Note: This table should be duplicated for each course that was offered in 2018-19.

Course : MATH 130		Fall 2015 Cohort		Fall 2016 Cohort		Fall 2017 Cohort		Fall 2018 Cohort		Fall 2019 Cohort	
		N	%	N	%	N	%	N	%	N	%
Completed General Education Course	Total Completed	126	78%	142	89%	149	79%	227	86%	118	74%
	Placed in college-level courses or GE satisfied	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%
	Male	65	80%	39	91%	36	73%	78	82%	33	83%
	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 in 2018 cohort, 1000 students enrolled in the course, and 700 enrolled and completed the written communication course. 17 is 70%, and 17 is 70% (700/1000). Suppose there are 650 female students in the 2018 cohort, 600 of the female students of the written communication course, and 450 of female students completed the course. 112 is 45%, 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.

Course : MATH 135		Fall 2015 Cohort		Fall 2016 Cohort		Fall 2017 Cohort		Fall 2018 Cohort		Fall 2019 Cohort	
		N	%	N	%	N	%	N	%	N	%
Completed General Education Course	Total Completed	424	85%	375	87%	360	78%	370	81%	259	79%
	Placed in college-level courses or GE satisfied	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%
	Male	198	81%	195	85%	153	71%	172	77%	122	79%
	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

\*\*category 3 and 4

**COURSE COMPLETION**

FTIC fall cohort who attempted and completed written communication (A2) or mathematics/quantitative reasoning (B4) general education courses in the first year

Note: This table should be duplicated for each course that was offered in 2018-19.

Course : MATH 150A		Fall 2015 Cohort		Fall 2016 Cohort		Fall 2017 Cohort		Fall 2018 Cohort		Fall 2019 Cohort	
		N	%	N	%	N	%	N	%	N	%
Completed General Education Course	Total Completed	473	79%	397	77%	403	73%	455	76%	234	67%
	Placed in college-level courses or GE satisfied	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%
	Male	331	78%	275	76%	276	72%	346	75%	172	67%
	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%	

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 in the 2018 cohort, 1000 students enrolled in the course, and 700 enrolled and completed the written communication course. 17 is 70% (700/1000). Suppose there are 650 female students in the 2018 cohort, 600 of the female students of the 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 1 and 2

\*\*category 3 and 4



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%		

	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%	* Only one term of units vs full AY reported
Placed in college-level math/qr courses or GE satisfied	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%	** Units passed / units attempted
College-ready with support in math/qr**							22.1	84%	12	88%	
Placed in college-level written comm. courses or GE satisfied	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%					
College-ready in written/comm.*							25.94	93%	13.3	94%	
College-ready with support in written/comm.**							21.79	80%	11.1	82%	
Female	24.35	0.938	24.15	0.932	25.1	0.937	26.46	94%	13.4	95%	
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-development) semester credits earned with grade A-D- or CR in the fall and spring; or average number of quarter credits earned with grade A-D- or CR in the fall and winter. Denominator = Total number of students in the cohort. It will may be helpful for campuses to know how students placed into different courses with similar or different placements for mathematics/qr and written communication perform on these three progress indicators. In 2018, for example, some students were placed into college-level math/qr courses but did not pass the course.

\* category 1 and 2

\*\* category 3 and 4