

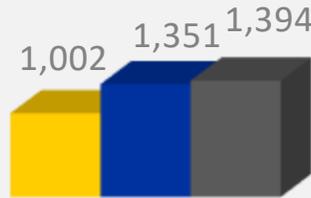


Equitable Placement Outcomes: Transfer-Level English

As they relate to enrollment, success, withdrawals, drops and transfer-level course completion for **first time credit degree/transfer-seeking students**.

Overall Enrollment Gains

Enrollment in transfer-level English increased **10%** overall between 2017-18 and 2019-20



■ 2017-2018 ■ 2018-19 ■ 2019-2020

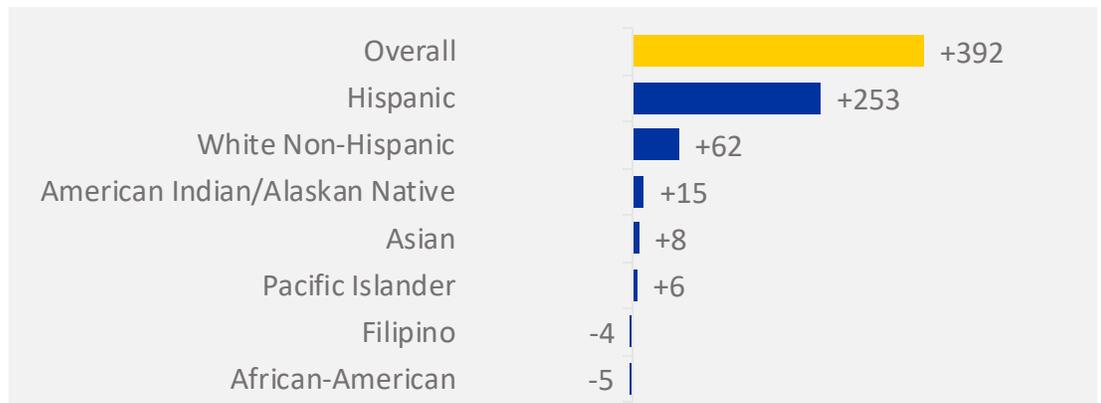
Enrollment in **Transfer-English** increased by **392** students in 2019-2020 compared to 2017-18

Transfer-level English Change in Enrollment Count 2017-18 to 2019-20



Enrollment by Ethnicity

Enrollment in transfer-level English increased for all ethnic groups between 2017-18 and 2019-20

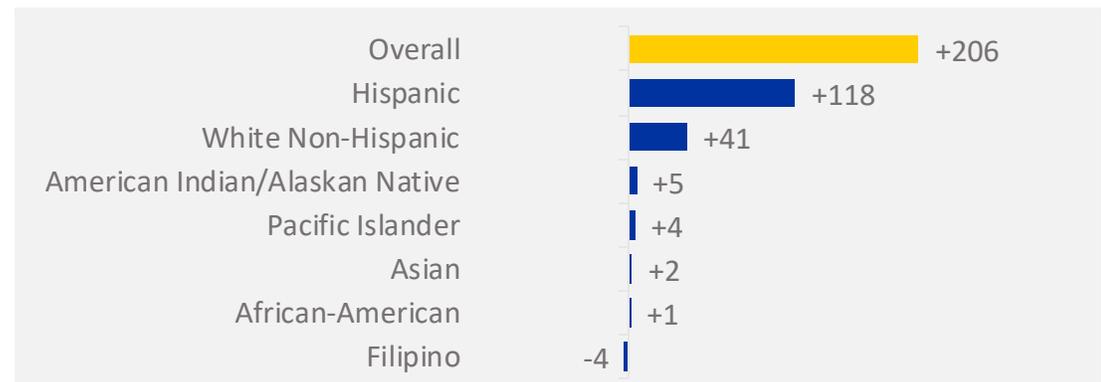


Transfer-level English Change in Successful Completions 2017-18 to 2018-19



Successful Course Completion by Ethnicity

Successful completions in transfer-level English increased for all ethnic groups between 2017-18 and 2019-20



Gains in Transfer-Level Completion

Completion rates in transfer-level English increased

10% overall

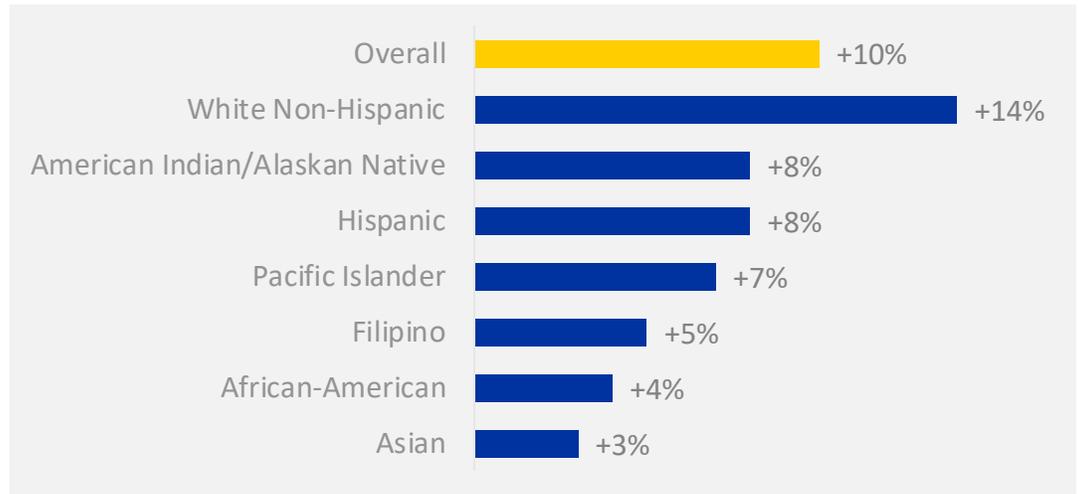
between 2017-18 and 2018-19

Success rates increased for **all** groups

Withdrawals increased **8%** from 2017-18 to 2019-20

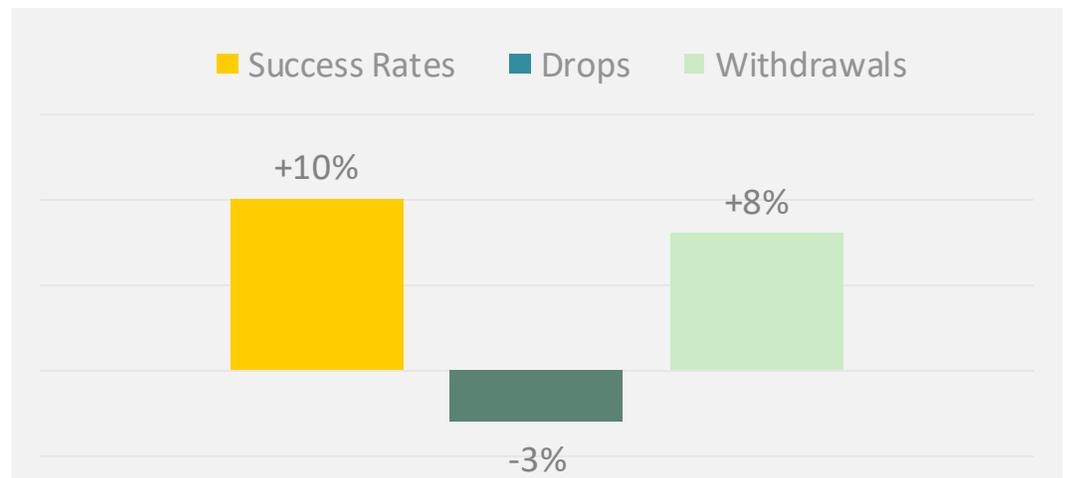
Transfer-Level Course Completion Rates

Transfer-Level course completion for English increased for all ethnic groups between 2017-18 and 2019-20



Success Rates, Drops, and Withdrawals

Success rates for transfer-level English increased 10% between 2017-18 and 2019-2020, while drops decreased 3% and withdrawals increased 8%



Background Information

In fall 2019, the English department changed the way they placed students in compliance with equitable placement. Students with a 2.6 high school GPA or higher were placed directly into transfer-level English. Students with a 1.9 to 2.6 HSGPA were placed in English 101 with an optional corequisite. In fall 2021, students below a 1.9 HSGPA were required to take English 101 with a corequisite.

Ethnicity	Transfer English Enrollment	
	2017-18	2019-20
Total	1,002	1,394
African-American	44	39
Asian	12	20
Filipino	35	31
Hispanic	464	717
American Indian/Native Alaskan	20	35
Pacific Islander	9	15
White Non-Hispanic	416	478



Equitable Placement Outcomes: Transfer-Level Statistics

As they relate to enrollment, success, withdrawals, drops and transfer-level course completion for **first time credit degree/transfer-seeking students**.

Overall Enrollment Gains

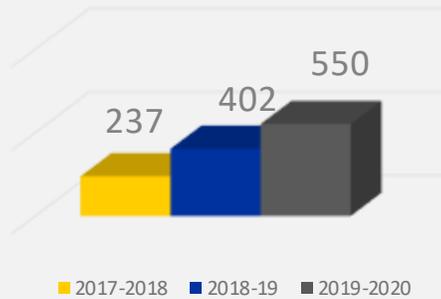
Enrollment in Statistics increased **15%** overall between 2017-18 and 2019-20

Statistics Change in Enrollment Count 2017-18 to 2019-20

+313
Enrollments

Statistics Change in Successful Completions 2017-18 to 2019-20

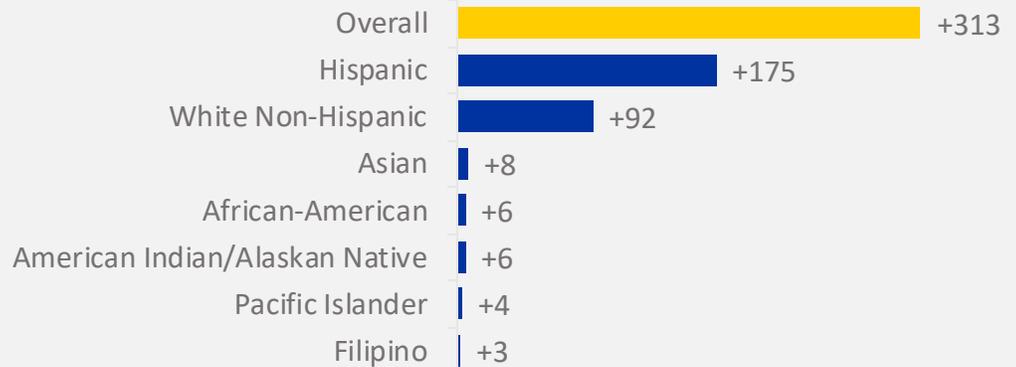
+168
Successful Completions



Enrollment in **Statistics** increased by **313** students in 2019-20 compared to 2017-18

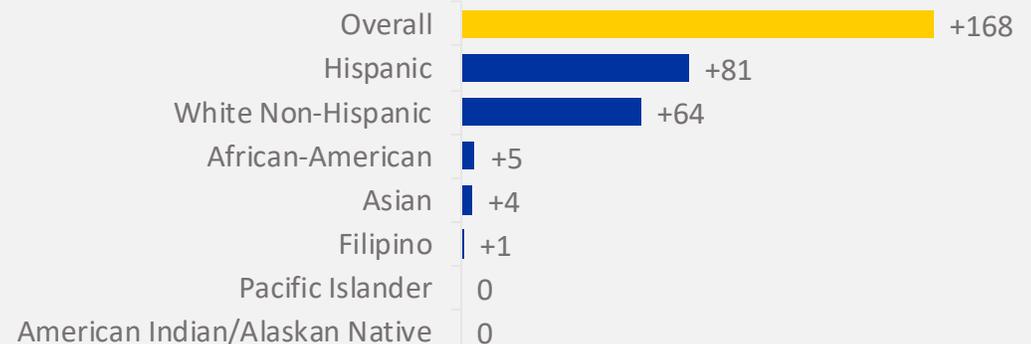
Enrollment by Ethnicity

Enrollment in Statistics increased for all ethnic groups between 2017-18 and 2019-20



Successful Course Completion by Ethnicity

Successful completions in Statistics increased for all ethnic groups between 2017-18 and 2019-20



Gains in Transfer-Level Completion

Completion rates in Statistics increased

15% overall

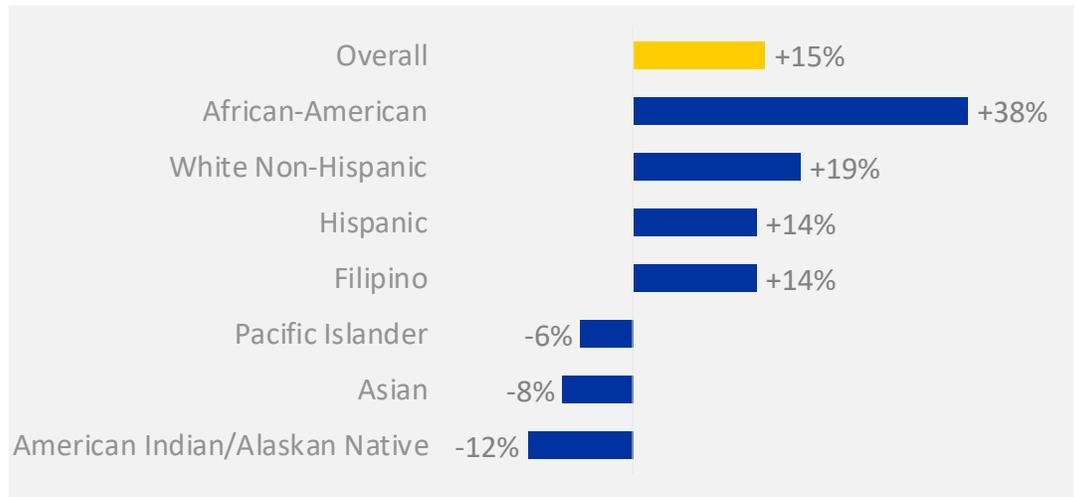
between 2017-18 and 2019-20

Success rates increased for
4 out of
7 groups

Withdrawals increased for
13% from
2017-18 to
2019-2020

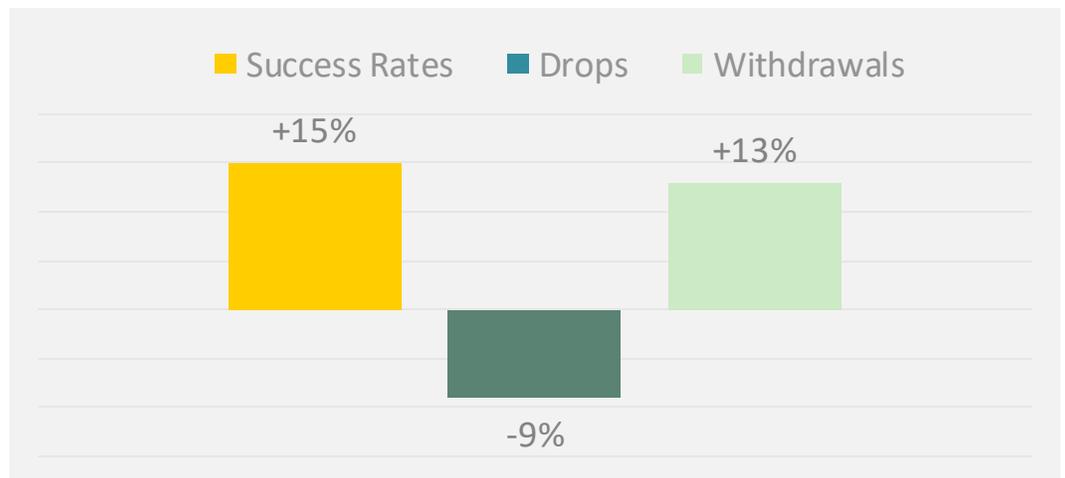
Transfer-Level Course Completion Rates

Transfer-Level course completion for Statistics increased for all ethnic groups between 2017-18 and 2019-20



Success Rates, Drops, and Withdrawals

Success rates for Statistics increased 15% between 2017-18 and 2019-20, while drops decreased 9% and withdrawals increased 13%.



Background Information

In fall 2019, the Math department changed the way they placed students in compliance with equitable placement. Students with a GPA of 3.0 or higher can take Statistics, students with a GPA of 2.9 or lower have concurrent support strongly recommended (2.9 to 2.3) or required (less than 2.3).

Ethnicity	Statistics Enrollment	
	2017-18	2018-19
Total	237	550
African-American	3	9
Asian	2	10
Filipino	13	16
Hispanic	103	278
American Indian/Native Alaskan	7	13
Pacific Islander	2	6
White Non-Hispanic	107	199



Equitable Placement Outcomes: Transfer-Level B-STEM

As they relate to enrollment, success, withdrawals, drops and transfer-level course completion for **first time credit degree/transfer-seeking students**.

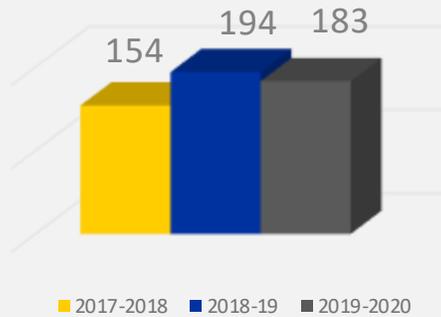
Overall Enrollment Gains

Enrollment in B-STEM increased **18%** overall between 2017-18 and 2019-20

B-STEM Change in Enrollment Count 2017-18 to 2019-20



B-STEM Change in Successful Completions 2017-18 to 2019-20

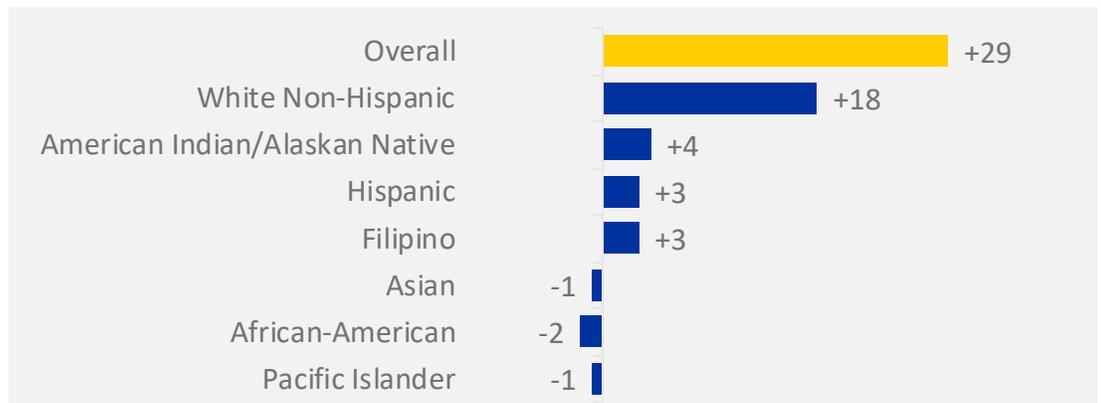


Enrollment in B-STEM

increased by **29** students in 2019-20 compared to 2017-18

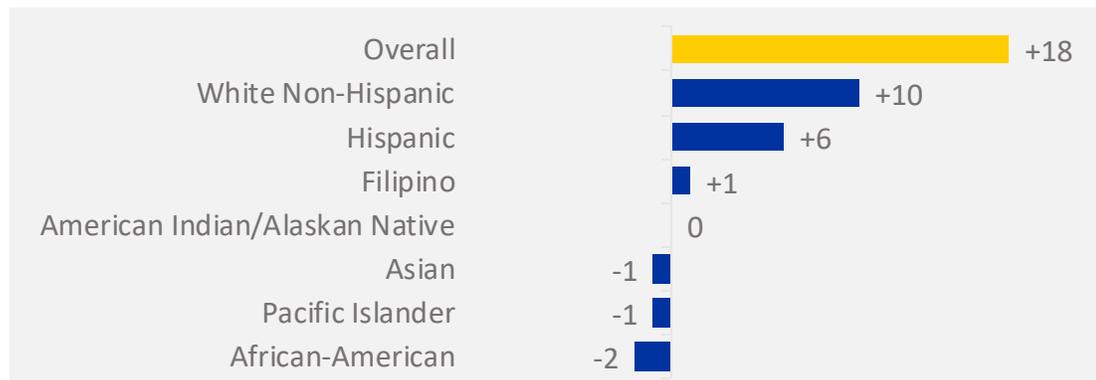
Enrollment by Ethnicity

Enrollment in B-STEM increased for all ethnic groups between 2017-18 and 2019-20



Successful Course Completion by Ethnicity

Successful completions in B-STEM increased for all ethnic groups between 2017-18 and 2019-20



Gains in Transfer-Level Completion

Completion rates in B-STEM increased

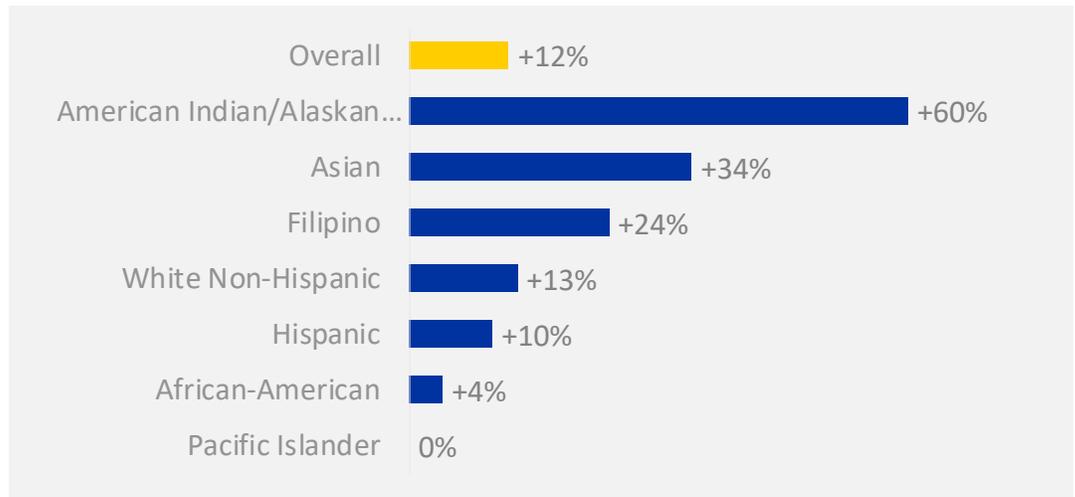
12% overall
between 2017-18
and 2019-20

Success rates increased for
6 out of
7 groups

Withdrawals increased for
10% from
2017-18 to
2019-2020

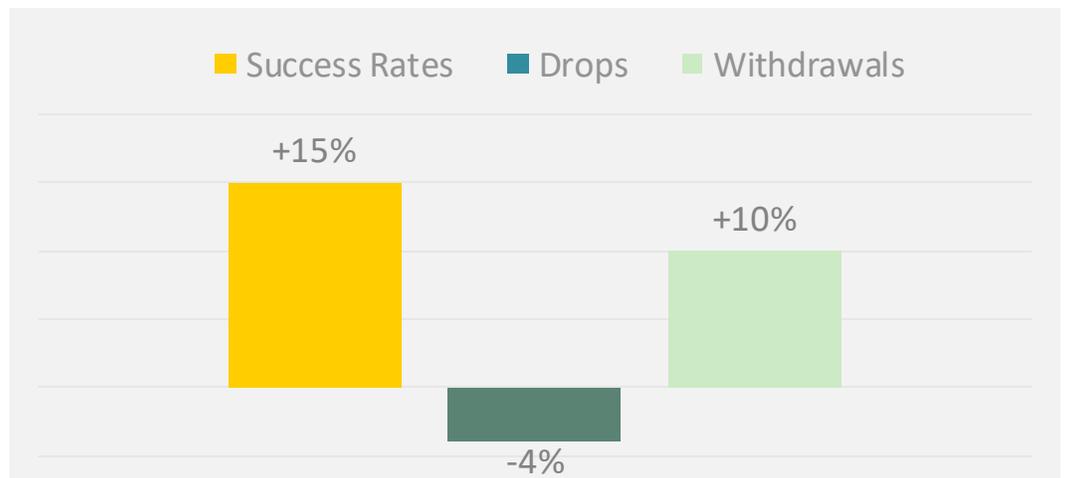
Transfer-Level Course Completion Rates

Transfer-Level course completion for B-STEM increased for all ethnic groups between 2017-18 and 2019-20



Success Rates, Drops, and Withdrawals

Success rates for B-STEM increased 12% between 2017-18 and 2019-20, while drops increased % and withdrawals decreased %



Background Information

In fall 2019, the Math department changed the way they placed students in compliance with equitable placement. For students in the B-STEM pathway, high school GPA and grades in high school course work determine placement.

Ethnicity	B-STEM Enrollment	
	2017-18	2018-19
Total	154	183
African-American	5	3
Asian	4	3
Filipino	3	6
Hispanic	76	79
American Indian/Native Alaskan	1	5
Pacific Islander	1	0
White Non-Hispanic	64	82