



## Migration through ENGLISH COMPOSITION courses: Fall 2003 Cohort \* Tracking through Higher Level Courses over 10 Semesters

Table 1. ENGL 801A Cohort and Migration to ENGL I or 1H

Ethnicity/ Race	1st Enroll ENGL 801A Fa 03	Successful in ENGL 801A		Enroll ENGL 801B	% of Orig. Cohort	Successful in ENGL 801B		Enroll ENGL 105	% of Orig. Cohort	Successful in ENGL 105		Enroll ENGL I or 1H	% of Orig. Cohort	Successful in ENGL I or 1H		% of E801A students who were able to complete E1 or 1H
		Count	%			Count	%			Count	%			Count	%	
African-American	128	86	67.2%	51	39.8%	40	78.4%	49	38.3%	34	69.4%	22	17.2%	15	68.2%	11.7%
Asian/PI	104	81	77.9%	51	49.0%	46	90.2%	56	53.8%	43	76.8%	32	30.8%	28	87.5%	26.9%
Filipino	32	24	75.0%	16	50.0%	14	87.5%	21	65.6%	17	81.0%	8	25.0%	4	50.0%	12.5%
Hispanic	241	196	81.3%	135	56.0%	109	78.4%	119	49.4%	94	79.0%	64	26.6%	40	62.5%	16.6%
White	69	53	76.8%	20	29.0%	15	75.0%	35	50.7%	30	85.7%	19	27.5%	14	73.7%	20.3%
Total	650	492	75.7%	296	45.5%	238	80.4%	306	47.1%	243	79.4%	165	25.4%	115	69.7%	17.7%

1st Enroll ENGL 801A Fa03: Students who began their sequence of English courses in ENGL 801A; their first ENGL 801A enrollment was in Fall 2003

1st Enroll ENGL 105 Fa03: Students who began their sequence of English courses in ENGL 105; their first ENGL 105 enrollment was in Fall 2003. Does not include ESL students.

Students were tracked Spring 2004 to Spring 2007, including summer terms for enrollment and successful completion (A, B, C, CR grades) in higher level courses.

Success rates include the BEST attempt in a course.

% Original cohort is the percentage of the cohort who enrolled in the subsequent courses.

Total in Table 1 includes Other, Native-American/Alaskan, and Unreported.

Total in Table 2 includes Other, Native-American/Alaskan, and Unreported.

Table 2. ENGL 105 Cohort and Migration to ENGL I or 1H

Ethnicity/ Race	1st Enroll ENGL 105 Fa 03	Successful in ENGL 105		Enroll ENGL I or 1H	% of Orig. Cohort	Successful in ENGL I or 1H		% of E105 students who were able to complete E1 or 1H
		Count	%			Count	%	
African-American	115	81	70.4%	56	48.7%	43	76.8%	37.4%
Asian/PI	113	86	76.1%	72	63.7%	53	73.6%	46.9%
Filipino	60	47	78.3%	36	60.0%	21	58.3%	35.0%
Hispanic	278	214	77.0%	171	61.5%	130	76.0%	46.8%
White	241	201	83.4%	160	66.4%	130	81.3%	53.9%
Total	937	723	77.2%	568	60.6%	436	76.8%	46.5%

Table 3. ESL 34 or 34X Cohort and Migration to ENGL 1 or 1H

Ethnicity/ Race	1st Enroll ESL 34 or 34X Fa 03	Successful in ESL 34 or 34X		Enroll ENGL 1 or 1H	% of Orig. Cohort	Successful in ENGL 1 or 1H		% of ESL34 students who were able to complete E1 or 1H
Asian/PI	47	40	85.1%	32	68.1%	27	84.4%	57.4%
Filipino	7	7	100%	4	57.1%	2	50.0%	28.6%
Hispanic	17	15	88.2%	13	76.5%	8	61.5%	47.1%
Total	77	68	88.3%	54	70.1%	42	77.8%	54.5%

1st Enroll ESL 34 or 34X Fa03: Students who began were enrolled in ESL 34 or 34X before enrolling in any READ course. Students first enrolled in ESL 34 or 34X in Fall 2003.

Students were tracked Spring 2004 to Spring 2007, including summer terms for enrollment and successful completion (A, B, C, CR grades) in higher level courses.

Success rates include the BEST attempt in a course.

% Original cohort is the percentage of the cohort who enrolled in the subsequent courses.

Total in Table 3 includes African-American, White, Other, Native-American/Alaskan, and Unreported.



## Migration through MATHEMATICS courses: Fall 2003 Cohort \* Tracking through Higher Level Courses over 10 Semesters

Table 1. MATH 805 Cohort and Migration to STAT1 or IH, MATH 37 or 37H, MATH 45, MATH 28, MATH 40

Ethnicity/ Race	1st Enroll MATH 805 Fa 03	Successful in MATH 805		Enroll MATH 815	% of Orig. Cohort	Successful in MATH 815		Enroll MATH 110 or 110A	% of Orig. Cohort	Successful in MATH 110 or 110A		Enroll MATH 130 or 130A	% of Orig. Cohort	Successful in MATH 130 or 130A		Enroll Trans- fer Math	% of Orig. Cohort	Successful in Transfer Math		% of M805 students who were able to complete Tr. Math
		Count	Percentage			Count	Percentage			Count	Percentage			Count	Percentage			Count	Percentage	
African-American	116	51	44.0%	48	41.4%	25	52.1%	28	24.1%	12	42.9%	2	1.7%	0	0.0%	0	0.0%	—	—	0.0%
Asian/PI	50	34	68.0%	29	58.0%	26	89.7%	18	36.0%	13	72.2%	3	6.0%	2	66.7%	1	2.0%	1	100%	2.0%
Hispanic	155	80	51.6%	73	47.1%	45	61.6%	44	28.4%	24	54.5%	13	8.4%	6	46.2%	4	2.6%	3	75.0%	1.9%
White	52	30	57.7%	25	48.1%	19	76.0%	15	28.8%	10	66.7%	4	7.7%	3	75.0%	1	1.9%	1	100%	1.9%
<b>Total</b>	<b>436</b>	<b>227</b>	<b>52.1%</b>	<b>198</b>	<b>45.4%</b>	<b>131</b>	<b>66.2%</b>	<b>119</b>	<b>27.3%</b>	<b>69</b>	<b>58.0%</b>	<b>29</b>	<b>6.7%</b>	<b>16</b>	<b>55.2%</b>	<b>9</b>	<b>2.1%</b>	<b>6</b>	<b>66.7%</b>	<b>1.4%</b>

1st Enroll MATH805 Fa03: Students who began their sequence of math courses in MATH805; their first MATH805 enrollment was in Fall 2003

1st Enroll MATH110 or 110A Fa03: Students who began their sequence of math courses in MATH110 or MATH110A; their first MATH110/MATH11A enrollment was in Fall 2003

Students were tracked Spring 2004 to Spring 2007, including summer terms for enrollment and successful completion (A, B, C, CR grades) in higher level courses.

Success rates include the BEST attempt in a course.

% Original cohort is the percentage of the cohort who enrolled in the subsequent courses.

Total in Table 1 includes Filipino, Other, Native-American/Alaskan, and Unreported.

Total in Table 2 includes Other, Native-American/Alaskan, and Unreported.

Table 2. MATH 110 or 110A Cohort and Migration to STAT1 or IH, MATH 37 or 37H, MATH 45, MATH 28, MATH 40

Ethnicity/ Race	1st Enroll MATH 110 or 110A Fa 03	Successful in MATH 110 or 110A		Enroll MATH 130 or 130A	% of Orig. Cohort	Successful in MATH 130 or 130A		Enroll Trans- fer Math	% of Orig. Cohort	Successful in Transfer Math		% of M110 or 110A students who were able to complete Tr. Math
		Count	Percentage			Count	Percentage			Count	Percentage	
African-American	116	52	44.8%	31	26.7%	20	64.5%	18	15.5%	11	61.1%	9.5%
Asian/PI	134	79	59.0%	57	42.5%	38	66.7%	30	22.4%	17	56.7%	12.7%
Filipino	53	33	62.3%	17	32.1%	10	58.8%	7	13.2%	5	71.4%	9.4%
Hispanic	290	181	62.4%	128	44.1%	74	57.8%	63	21.7%	45	71.4%	15.5%
White	163	102	62.6%	69	42.3%	44	63.8%	43	26.4%	35	81.4%	21.5%
<b>Total</b>	<b>829</b>	<b>478</b>	<b>57.7%</b>	<b>320</b>	<b>38.6%</b>	<b>196</b>	<b>61.3%</b>	<b>174</b>	<b>21.0%</b>	<b>123</b>	<b>70.7%</b>	<b>14.8%</b>



## Migration through READING courses: Fall 2003 Cohort \* Tracking through Higher Level Courses over 10 Semesters

Table 1. READ 880 Cohort and Migration to READ 82

Ethnicity/ Race	1st Enroll READ 880 Fa 03	Successful in READ 880		Enroll READ 881	% of Orig. Cohort	Successful in READ 881		Enroll READ 882	% of Orig. Cohort	Successful in READ 882		Enroll READ 883	% of Orig. Cohort	Successful in READ 883		Enroll READ 82	% of Orig. Cohort	Successful in READ 82		% of R880 students who were able to complete R82
		Count	Percentage			Count	Percentage			Count	Percentage			Count	Percentage			Count	Percentage	
African-American	19	9	47.4%	6	31.6%	3	50.0%	3	15.8%	3	100%	4	21.1%	1	25.0%	1	5.3%	1	100%	5.3%
Asian/PI	26	23	88.5%	12	46.2%	10	83.3%	13	50.0%	9	69.2%	7	26.9%	6	85.7%	6	23.1%	5	83.3%	19.2%
Filipino	11	8	72.7%	5	45.5%	4	80.0%	4	36.4%	4	100%	3	27.3%	3	100%	3	27.3%	1	33.3%	9.1%
Hispanic	31	22	71.0%	15	48.4%	13	86.7%	11	35.5%	9	81.8%	10	32.3%	8	80.0%	5	16.1%	3	60.0%	9.7%
<b>Total</b>	<b>104</b>	<b>69</b>	<b>66.3%</b>	<b>41</b>	<b>39.4%</b>	<b>32</b>	<b>78.0%</b>	<b>37</b>	<b>35.6%</b>	<b>29</b>	<b>78.4%</b>	<b>27</b>	<b>26.0%</b>	<b>21</b>	<b>77.8%</b>	<b>17</b>	<b>16.3%</b>	<b>11</b>	<b>64.7%</b>	<b>10.6%</b>

1st Enroll READ 880 Fa03: Students who began their sequence of reading courses in READ 880; their first READ 880 enrollment was in Fall 2003

1st Enroll READ 882 Fa03: Students who began their sequence of reading courses in READ 882; their first READ 882 enrollment was in Fall 2003. Does not include ESL students.

Students were tracked Spring 2004 to Spring 2007, including summer terms for enrollment and successful completion (A, B, C, CR grades) in higher level courses.

Success rates include the BEST attempt in a course.

% Original cohort is the percentage of the cohort who enrolled in the subsequent courses.

Total in Table 1 includes White, Other, Native-American/Alaskan, and Unreported.

Total in Table 2 includes Other, Native-American/Alaskan, and Unreported.

Table 2. READ 882 Cohort and Migration to READ 82

Ethnicity/ Race	1st Enroll READ 882 Fa 03	Successful in READ 882		Enroll READ 883	% of Orig. Cohort	Successful in READ 883		Enroll READ 82	% of Orig. Cohort	Successful in READ 82		% of R882 students who were able to complete R82
		Count	Percentage			Count	Percentage			Count	Percentage	
African-American	40	20	50.0%	19	47.5%	12	63.2%	7	17.5%	4	57.1%	10.0%
Asian/PI	39	24	61.5%	24	61.5%	21	87.5%	15	38.5%	13	86.7%	33.3%
Filipino	15	11	73.3%	11	73.3%	8	72.7%	7	46.7%	7	100%	46.7%
Hispanic	78	55	70.5%	34	43.6%	22	64.7%	16	20.5%	11	68.8%	14.1%
White	23	15	65.2%	6	26.1%	5	83.3%	7	30.4%	6	85.7%	26.1%
<b>Total</b>	<b>204</b>	<b>129</b>	<b>63.2%</b>	<b>96</b>	<b>47.1%</b>	<b>73</b>	<b>76.0%</b>	<b>54</b>	<b>26.5%</b>	<b>42</b>	<b>77.8%</b>	<b>20.6%</b>

Table 3. ESL 65 Cohort and Migration to READ 82

Ethnicity/ Race	1st Enroll ESL 65 Fa 03	Successful in ESL 65		Enroll READ 882	% of Orig. Cohort	Successful in READ 882		Enroll READ 883	% of Orig. Cohort	Successful in READ 883		Enroll READ 82	% of Orig. Cohort	Successful in READ 82		% of ESL65 students who were able to complete R82
Asian/PI	26	23	88.5%	11	42.3%	8	72.7%	11	42.3%	11	100%	11	42.3%	11	100%	42.3%
Filipino	8	7	87.5%	4	50.0%	4	100%	3	37.5%	3	100%	2	25.0%	2	100%	25.0%
Hispanic	48	32	66.7%	13	27.1%	8	61.5%	15	31.3%	12	80.0%	13	27.1%	8	61.5%	16.7%
Total	88	68	77.3%	29	33.0%	21	72.4%	33	37.5%	29	87.9%	28	31.8%	22	78.6%	25.0%

1st Enroll ESL 65 Fa03: Students who began were enrolled in ESL 63 and/or ESL 65 before enrolling in any READ course. Students first enrolled in ESL 65 in Fall 2003.

Students were tracked Spring 2004 to Spring 2007, including summer terms for enrollment and successful completion (A, B, C, CR grades) in higher level courses.

Success rates include the BEST attempt in a course.

% Original cohort is the percentage of the cohort who enrolled in the subsequent courses.

Total in Table 3 includes African-American, White, Other, Native-American/Alaskan, and Unreported.