

The Effect of Initial Student Placement in English and Math on Student Success (April 2021)

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Introduction

Over the past 18 months both the way the College places first-term students into remedial, co-requisite and College level courses and the way we instruct these students has changed. CUNY's Proficiency Index (PI) now determines our students' initial placements instead of the basic skills testing and COVID 19 has turned in-person instruction into remote learning.

This analysis examines the placement of first-term students, both full-time and part-time, and their performance in their first Math and/or English course for three semesters, Fall 2019, Spring 2020 and Fall 2020 and will address the following issues:

- How does the student's placement level, remedial, co-requisite or College correlate with their course performance? (Not every student enrolls in the course they placed into.)
- Are first-term students disproportionately affected by remote learning? Using Fall 2019 as a control, pass rates of first-term students in their first English and Math course are compared to all other non-first-term students taking the same course in the same term
- How effective are the new Proficiency Index's in placing students at the proper level?
- What effect on one-term retention does passing or failing a student's first English or Math course have?

All of these factors are entwined in the enrollment, retention and academic performance matrix. As you will see, student performance is related to proper placement, mode of instruction is critically important to first-time student performance and retention is function of student performance.

Data Sources

First-term students are derived for the CUNY Census for each term. Specific course enrollment and grades come from the CUNY First Term Enrollment Table.

The report is divided into four major areas with similar charts for both English and Math in each area, except for one-term retention where English and Math are combined.

Report Highlights

1. Enrollment and Academic Outcomes Based On Initial Placement

The process of placing student into remedial or College level English or Math is similar, their placement into Co-Requisite courses differs. English has a distinct placement and PI cut-off score for Co-Requisite placement (ENA/C101). Math is different as students, are placed into three different level; College Level, High Remedial (MAT096) and Low Remedial (MAT095. Students placed at the 096 level can take the Math Co-Requisite course (MAT117, 119, 123) or until recently, enroll in the purely remedial MAT096. For this reason, the analysis presented in chart 1M groups all MAT096 students together. In most cases the failure and withdrawal rate is combined as failing, but in these tables I felt it was important to see both rates and possibly shed light on the effect of remote learning has on these courses.

Table 1E (English)

The vast majority of students placed into College Level English took the proper course.

Students placed into Co-Req English enroll in English courses other than Co-Req at close to 20% rate.

The pass rate for all levels except ESL has dropped since Fall 2019. The withdrawal rates have risen since Fall 2019 (with the exception of ESL).

Overall, there is an increase in the percentage of first-term students withdrawing from their first English class.

ESL students pass rates have risen slightly since Fall 2019. In Fall 2020, for students placed into Co-Req and taking either ENA101 or ENC101 the pass rate was 42%, compared to 74% in Fall 2019.

1st Term English Enrollment and Outcomes - First Time Students English In First Term (in Percent)																
Initial College Placement Level	Level of First English Course Taken in 1st Term	Fall 2019					Spring 2020					Fall 2020				
						% Passed of Completers					% Passed of Completers					% Passed of Completers
		Students	% Pass	% W Grade	% Fail		Students	% Pass	% W Grade	% Fail		Students	% Pass	% W Grade	% Fail	
COLLEGE	COLLEGE	1749	69.8%	8.2%	22.0%	76.0%	380	65.0%	11.8%	23.2%	73.7%	1711	58.6%	11.7%	29.7%	66.4%
COLLEGE	CO-REQ	2	50.0%		50.0%	50.0%	3	66.7%		33.3%	66.7%	3	66.7%		33.3%	66.7%
COLLEGE	REMED	0					0					3	66.7%		33.3%	66.7%
COLLEGE	ESL	0					2	50.0%		50.0%	50.0%	0				
		1751	69.8%	8.2%	22.0%	76.0%	385	64.9%	11.7%	23.4%	73.5%	1717	58.6%	11.6%	29.7%	66.4%
COLLEGE	No English Ta	189					31					156				
CO-REQ	COLLEGE	25	64.0%	8.0%	28.0%	69.6%	20	55.0%	10.0%	35.0%	61.1%	46	54.3%	19.6%	26.1%	67.6%
CO-REQ	CO-REQ	287	74.2%	7.3%	18.5%	80.1%	109	55.0%	9.2%	35.8%	60.6%	292	42.1%	18.2%	39.7%	51.5%
CO-REQ	REMED	48	52.1%	22.9%	25.0%	67.6%	11	63.6%	9.1%	27.3%	70.0%	33	51.5%	15.2%	33.3%	60.7%
CO-REQ	ESL	1			100.0%	0.0%	0					2	0.0%		100.0%	0.0%
		361	70.4%	9.4%	20.2%	77.7%	140	55.7%	9.3%	35.0%	61.4%	373	44.2%	18.0%	37.8%	53.9%
CO-REQ	No English Ta	57										63				
REMED	COLLEGE	8	87.5%	0.0%	12.5%	87.5%	96	43.8%	14.6%	41.7%	51.2%	17	82.4%	5.9%	11.8%	87.5%
REMED	CO-REQ	0					42	69.0%	7.1%	23.8%	74.4%	16		6.3%	18.8%	80.0%
REMED	REMED	58	74.1%	8.6%	17.2%	81.1%	48	58.3%	8.3%	33.3%	63.6%	58	41.4%	22.4%	36.2%	53.3%
REMED	ESL	0					0					0				
		66	75.8%	7.6%	16.7%	82.0%	186	53.2%	11.3%	35.5%	60.0%	91	54.9%	16.5%	28.6%	65.8%
REMED	No English Ta	21					13					21				
ESL	COLLEGE	10	80.0%	10.0%	10.0%	88.9%	2		0.0%	0.0%		2	100.0%		0.0%	100.0%
ESL	CO-REQ	1	0.0%	0.0%	100.0%	0.0%	4		25.0%	50.0%	33.3%	3			33.3%	66.7%
ESL	REMED	3	66.7%	33.3%	0.0%	100.0%	2	50.0%	0.0%	50.0%	50.0%	2			0.0%	100.0%
ESL	ESL	363	76.3%	7.4%	16.3%	82.4%	192	71.4%	5.2%	23.4%	75.3%	169	79.3%	3.6%	17.2%	82.2%
		377	76.1%	7.7%	16.2%	82.5%	200	70.5%	5.5%	24.0%	74.6%	176	79.5%	3.4%	17.0%	82.4%
ESL	No English Ta	23					3									
Passed CS	COLLEGE	21	71.4%	9.5%	19.0%	78.9%	85	56.5%	3.5%	40.0%	58.5%	15	33.3%	6.7%	60.0%	35.7%
Passed CS	CO-REQ	0					0					0				
Passed CS	REMED	0					0					0				
Passed CS	ESL	0					0					0				
		21	71.4%	9.5%	19.0%	78.9%	85	56.5%	3.5%	40.0%	58.5%	15	33.3%	6.7%	60.0%	35.7%
Passed US\	COLLEGE	12	83.3%		16.7%	83.3%	5	60.0%		40.0%	60.0%	24	58.3%	12.5%	29.2%	66.7%
Passed US\	CO-REQ	6	33.3%	33.3%	33.3%	50.0%	5	20.0%	20.0%	60.0%	25.0%	18	33.3%	16.7%	50.0%	40.0%
Passed US\	REMED	4	50.0%	25.0%	25.0%	66.7%	3	33.3%		66.7%	33.3%	1	0.0%		100.0%	0.0%
Passed US\	ESL	0					0					0				
		22	63.6%	13.6%	22.7%	73.7%	13	38.5%	7.7%	53.8%	41.7%	43	46.5%	14.0%	39.5%	54.1%
All First Term English		2598	70.9%	8.3%	20.8%	77.3%	1009	61.5%	9.3%	29.1%	67.9%	2415	57.4%	12.2%	30.4%	65.4%

Table 1M (Math)

The vast majority of students placed into College Level Math took the proper course. Students placed into the Math 096 level enroll in Math courses other than the Math 096 level at about 15% rate. The pass rate for all levels remained stable or risen slightly since Fall 2019

Students that previously enrolled and passed Math Start do as well in College Level Math as students placed directly into College Level Math. Students that previously enrolled and passed USIP Math (USM96) do as well in College Level Math as students placed directly into College Level Math.

Overall, there is an increase in the percentage of first-term students withdrawing from their first Math class.

1st Term Math Enrollment and Outcomes - First Time Students Math In First Term																
		Fall 2019					Spring 2020					Fall 2020				
Initial College Placement Level	Level of First English Course Taken in 1st Term	Students	% Passed (Of All Enrolled)	% W Grade	% Fail	% Passed of Completers	Students	% Passed (Of All Enrolled)	% W Grade	% Fail	% Passed of Completers	Students	% Passed (Of All Enrolled)	% W Grade	% Fail	% Passed of Completers
COLLEGE	COLLEGE	1458	55.9%	9.4%	34.7%	61.7%	370	56.8%	12.7%	30.5%	65.0%	1378	56.7%	13.8%	29.5%	65.8%
COLLEGE	MAT096	9	55.6%	0.0%	44.4%	55.6%	5	60.0%		20.0%	75.0%	21	61.9%	23.8%	14.3%	81.3%
COLLEGE	MAT095	3	0.0%	33.3%	66.7%	0.0%	0					6	50.0%	26.7%	33.3%	60.0%
		1470	55.8%	9.4%	34.8%	61.6%	375	56.8%	12.8%	30.4%	65.1%	1405	56.8%	14.0%	29.3%	66.0%
COLLEGE	No Math Take	375					109					265				
MAT096	COLLEGE	27	55.6%	18.5%	25.9%	68.2%	6	66.7%	0.0%	33.3%	66.7%	16	75.0%	6.3%	18.8%	80.0%
MAT096	MAT096	152	43.4%	13.8%	42.8%	50.4%	66	63.6%	10.6%	25.8%	71.2%	174	46.6%	14.4%	39.1%	54.4%
MAT096	MAT095	6	50.0%	0.0%	50.0%	50.0%	2	50.0%	0.0%	50.0%	50.0%	11	45.5%	18.2%	36.4%	55.6%
		185	45.4%	14.1%	40.5%	52.8%	74	63.5%	9.5%	27.0%	70.1%	201	48.8%	13.9%	37.3%	56.6%
Mat 096	No Math Take	96					24					36				
MAT095	COLLEGE	29	48.3%	20.7%	31.0%	60.9%	22	31.8%	13.6%	54.5%	36.8%	35	51.4%	8.6%	40.0%	56.3%
MAT095	MAT096	49	32.7%	20.4%	46.9%	41.0%	23	43.5%	13.0%	43.5%	50.0%	14	35.7%	7.1%	57.1%	38.5%
MAT095	MAT095	384	37.0%	12.8%	50.3%	42.4%	122	53.3%	12.3%	34.4%	60.7%	282	47.2%	19.5%	33.3%	58.6%
		462	37.2%	14.1%	48.7%	43.3%	167	49.1%	12.6%	38.3%	56.2%	331	47.1%	17.8%	35.0%	57.4%
MAT095	No Math Take	96					44					47				
Passed CS Math	COLLEGE	18	44.4%	22.2%	33.3%	57.1%	43	44.2%	7.0%	48.8%	47.5%	12	50.0%	16.7%	33.3%	60.0%
Passed CS Math	MAT096	0					0					0				
Passed CS Math	MAT095	0					0					0				
		18	44.4%	22.2%	33.3%	57.1%	43	44.2%	7.0%	48.8%	47.5%	12	50.0%	16.7%	33.3%	60.0%
Passed MS Math	COLLEGE	53	28.3%	22.6%	49.1%	36.6%	38	50.0%	5.3%	44.7%	52.8%	20	60.0%	25.0%	15.0%	80.0%
Passed MS Math	MAT096	0					0					0				
Passed MS Math	MAT095	1					0					0				
		54	29.6%	22.2%	48.1%	38.1%	38	50.0%	5.3%	44.7%	52.8%	20	60.0%	25.0%	15.0%	80.0%
Passed USM96	COLLEGE	85	51.8%	11.8%	36.5%	58.7%	26	69.2%	7.7%	23.1%	75.0%	57	66.7%	7.0%	26.3%	71.7%
Passed USM96	MAT096	10	20.0%	30.0%	50.0%	28.6%	2	50.0%	0.0%	50.0%	50.0%	4	75.0%	0.0%	25.0%	75.0%
Passed USM96	MAT095	2	100.0%	0.0%	0.0%	100.0%	3	33.3%	0.0%	66.7%	33.3%	1	0.0%	0.0%	100.0%	0.0%
		97	49.5%	13.4%	37.1%	57.1%	31	64.5%	6.5%	29.0%	69.0%	62	66.1%	6.5%	27.4%	70.7%
Passed USM95	COLLEGE	22	54.5%	9.1%	36.4%	60.0%	2	50.0%	0.0%	50.0%	50.0%	0				
Passed USM95	MAT096	37	48.6%	10.8%	40.5%	54.5%	0					0				
Passed USM95	MAT095	7	57.1%	0.0%	42.9%	57.1%	0					0				
		66	51.5%	9.1%	39.4%	56.7%	2	50.0%	50.0%	50.0%	100.0%	0				
No Placement Info	COLLEGE						18	33.3%	16.7%	50.0%	40.0%	26	53.8%	23.1%	23.1%	70.0%
No Placement Info	MAT096						39	38.5%	15.4%	20.5%	45.5%	88	50.0%	13.6%	36.4%	57.9%
No Placement Info	MAT095						32	53.1%	9.4%	37.5%	58.6%	127	44.1%	21.3%	34.6%	56.0%
							89	42.7%	13.5%	32.6%	49.4%	241	47.3%	18.7%	34.0%	58.2%
All First Term Math		2352	50.3%	11.2%	38.5%	56.6%	819	53.6%	11.7%	33.6%	60.7%	2272	53.9%	14.9%	31.2%	63.4%

2. Comparison of first-term students to all others students taking the same course in the same term.

In an attempt to isolate the effect of remote learning on first-term students, their pass, fail and withdrawal rates are compared to non first- term students taking the same course.

Table 2E (English)

For College Level students, the pass rate dropped for both first-term and other between Fall 19 and Fall 20. The difference in the pass rate between the two groups increased from 4.9% in Fall 2019 to 10% in Fall 2020.

For students taking Co-Req English the pass rate dropped dramatically for both groups between Fall 2019 and Fall 2020. In Fall 2019, the pass rate for both groups was in the low 70%. In Fall 2020 the pass rate for non first termers was 60.7% and for first-terms students 43.7%. The withdrawal rate for Co-Req English in Fall 2020 was 18.7% for non first-term students and 17.2% for first-term students, up significantly from Fall 2019. English Co-Req students appeared to have suffered the most in the move to remote learning.

For remedial students (ENG099) the pass rate dropped for first-time students from 63.2% in Fall 2019 to 46.9% in Fall 2020. The pass rate for non-first-time students remained stable.

Comparison of First-Term Students and All Others Taking ENG101, ENA/C 101 and ENG099													
Course	Course in 1st semester	Fall 19				Spring 20				Fall 20			
		Enr.	% Passed (of All Enrolled)	% W, WN, WD Grade	% Pass of Completer	Enr.	% Passed (of All Enrolled)	% W, WN, WD Grade	% Pass of Complete	Enr.	% Passed (of All Enrolled)	% W, WN, WD Grade	% Pass of Complete
ENG101	Yes	1828	69.9%	8.2%	76.1%	585	60.0%	10.9%	67.4%	1825	58.5%	11.7%	66.3%
ENG101	No	1582	74.8%	10.7%	83.7%	1654	66.9%	12.4%	76.3%	1558	68.5%	12.4%	78.2%
ENA/C101	Yes	297	73.1%	7.8%	79.2%	163	57.1%	9.2%	62.8%	332	43.7%	17.2%	52.7%
ENA/C101	No	164	72.6%	11.6%	82.0%	174	64.9%	12.1%	73.9%	150	60.7%	18.7%	74.6%
ENG099	Yes	114	63.2%	15.8%	75.0%	64	57.8%	7.8%	62.7%	98	46.9%	18.4%	57.5%
ENG099	No	102	71.6%	3.9%	74.5%	92	67.4%	9.8%	74.7%	77	72.7%	7.8%	78.9%

For 1st Term Students:

ENG 101: The Withdrawal rate and Failure rates increased in between Fall 19 and Spring 20 and the Pass Rate of completers dropped. Between Spring20 and Fall 20 rates

ENA 101: The Withdrawal rates increased between Fall and Spring 20 and increased again in Fall 20. Pass rates for completers dropped in both Spring 20 and Fall 20

ENG 099 The Withdrawal rate increased between Fall 19 and Spring 20 and then dropped in Fall 20. Pass rates of completers has risen slightly.

For All Other Students

ENG101: Withdrawal rate increased between Fall 19 and Spring 20 then remained stable. Pass rate for both all enrolled and completers dropped Fall 19 to Spring 20 then

ENA101: Withdrawal rate rose both Spring 20 and Fall 20 while pass rate of completes dropped dropped and then stabilized

ENG099: Withdrawal rate rose and has stabilized Fall 19 and Fall overall pass rate similar and pass rates for completed has risen

Table 2M (Math)

Math has four College Level courses, three Co-Requisite courses, two courses offered at the MAT095 level or MAT096. Table 2M identifies each course and summarizes each level.

First-term College level Math students' pass rates, while lower than the 'other' group, rose slightly, between Fall 2019 and Fall 2020. Co-Requisite first-term Math students pass rates while behind 'other students' remained stable between Fall 2019 and Fall 2020.

MAT096 and MAT095 are being phased out, but first-term students taking MAT099, which is MAT095 and MAT096 combined, showed an increase in their pass rates as did the other than first-term students taking MAT099.

First-term Math students did not show the same difficulties as first-term English students did with the advent of remote learning.

Comparison of First-Term Students and All Others Taking Math courses														
			Fall 2019				Spring 2020				Fall 2020			
		First Term	Enrolled	% Passed (of all)	% Withdrew	Pass Rate of Completers	Enrolled	% Passed (of all)	% Withdrew	Pass Rate of Completers	Enrolled	% Passed (of all)	% Withdrew	Pass Rate of Completers
College Level														
All		Yes	1695	54.5%	10.4%	60.8%	525	54.1%	11.4%	61.1%	1548	57.1%	13.8%	66.2%
All		No	3166	61.5%	13.2%	70.9%	3299	65.8%	13.6%	76.2%	2977	69.3%	12.4%	79.1%
Co-Req														
All		Yes	156	47.4%	13.5%	54.8%	103	52.4%	11.7%	59.3%	301	48.5%	14.3%	56.6%
All		No	224	51.8%	15.2%	61.1%	256	58.2%	14.1%	67.7%	265	58.1%	18.1%	71.0%
Mat 096														
MAT 096	✓	Yes	101	32.7%	16.8%	39.3%	32	53.1%	29.4%	63.0%	0			
MAT 096	✓	No	207	39.6%	14.0%	46.1%	136	54.4%	27.0%	63.8%	0			
Remedial														
All		Yes	404	37.6%	12.6%	43.1%	157	52.9%	21.7%	59.7%	426	46.2%	20.0%	57.8%
All		No	476	42.9%	17.6%	52.0%	322	55.6%	33.0%	68.1%	329	59.6%	14.0%	69.3%

3. Comparison of Proficiency Index Placements to Other Placements

In 2019 the CUNY instituted the use of a Proficiency Index (PI), a numerical value calculated by CUNY to determine student placement. Not all students are assigned a PI score as some students are considered exempt based prior courses or Regents exams. While PI scores were generated for Spring 2020 admits, the sample was too small to analyze, which is why only Fall 2020 is presented.

Table 3E (English)

Table 3E indicates that there is a direct correlation between their PI score and the passing rate of the course they were placed into. For students taking English 101 for their first course, the overall pass rate for students placed through their PI is 55% and for all other first-term freshman taking English 101 for passing rate is 59.5%. For students in placed into Co-Requisite or Remedial English the non-PI students did somewhat better. Within each band of PI scores, there is a correlation between PI score and pass rate.

English Course Enrollment For Matching English PI Placements						
			Fall 20			
PI Score	College Placement Level	Enrolled	% Pass (Of All Enrolled)	% Withdrew	% Fail	Pass Rate of Completers
90-99	COLLEGE	46	78.3%	4.3%	17.4%	81.8%
80-89	COLLEGE	118	65.3%	8.5%	26.3%	71.3%
70-79	COLLEGE	180	49.4%	13.3%	37.2%	57.1%
65-69	COLLEGE	129	48.1%	10.9%	41.1%	53.9%
Total		473	55.8%	10.6%	33.6%	62.4%
	All Other Freshmen Taking College Level English	1342	59.5%	12.2%	28.2%	67.8%
60-64	CO-REQ	76	47.4%	22.4%	30.3%	61.0%
55-59	CO-REQ	85	43.5%	12.9%	43.5%	50.0%
50-54	CO-REQ	77	36.4%	18.2%	45.5%	44.4%
45-49	CO-REQ	75	40.0%	18.7%	41.3%	49.2%
Total		313	41.9%	17.9%	40.3%	51.0%
	All Other Freshmen Taking Co-Req English	19	73.7%	21.0%	5.3%	77.8%
30-44	REMED	47	40.4%	23.4%	36.2%	52.8%
1 - 29	REMED	10	50.0%	10.0%	40.0%	55.6%
Total		57	42.1%	21.1%	36.8%	53.3%
	All Other Freshmen Taking Remedial English	40	53.5%	15.0%	32.5%	58.3%

Table 3M (Math)

Math Course Enrollment With Matching Math Proficiency Index Placements and Outcomes							
Fall 20							
LOW	HIGH	PLACEMENT	ENROLLED	Pass Rate (of all Enrolled)	Fail Rate	Withdrawal Rate	Pass Rate of Completers
90	99	COLLEGE	7	85.7%	14.3%	0.0%	85.7%
80	89	COLLEGE	44	79.5%	13.6%	6.8%	85.4%
70	79	COLLEGE	51	74.5%	17.6%	7.8%	80.9%
60	69	COLLEGE	77	64.9%	20.8%	14.3%	75.8%
Total			179	72.1%	17.9%	10.1%	80.1%
All Other Freshmen Taking College Level Math			1369	55.2%	30.5%	14.2%	64.4%
55	59	*Co-Req	32	56.3%	37.5%	6.3%	60.0%
50	54	Co-Req	38	44.7%	44.7%	10.5%	50.0%
45	49	Co-Req	43	55.8%	34.9%	9.3%	61.5%
40	44	Co-Req	61	39.3%	37.7%	23.0%	51.1%
Total			174	47.7%	38.5%	13.8%	55.3%
All Other Freshmen Taking Co-Req Math			127	49.6%	34.6%	16.8%	58.9%
1	39	**MAT095/099	270	46.7%	33.0%	20.4%	58.6%
All Other Freshmen Taking Math 099			156	45.6%	35.2%	19.2%	56.3%
*Students Placing in MAT096 level through their PI Math Scores were only placed into Co-Req Math. No MAT096 courses were offered in Fall 20							
**Students Placing in MAT095 level through their PI Math Scores were only placed into MAT099. No MAT095 courses were offered in Fall 20							

The PI score appears to be a good predictor of success in which ever Math the student is placed into. For students placing into College Math the PI students passed at a 72.1% rate, while student placing into College Math through other means only passed at a 55.2% rate. For Co-Requisite and MAT095 placement the pass rate for the PI students was extremely similar to those placed through other means. Within each band of PI scores there is a correlation between score and pass rate.

4. The Relationship Between Passing First-Term English and/or Math and Retention

Table 4 shows a direct relationship between passing first-term English and Math and retention. Students that pass return at significantly higher rates than those that don't. These number are consistent across both curricular area and over the past three terms.

One Semester Return Rates Based on Passing or Failing First English and/or Math Course In First Semester										
					English					
					FALL 2019		Spring 2020		Fall 2020	
First English Course In First Term	Passed	Students	Returned For Next Term	One-Term Return Rate	Students	Returned For Next Term	One-Term Return Rate	Students	Returned For Next Term	One-Term Return Rate
ENG101	Yes	1278	1167	91.3%	350	297	84.9%	1063	969	91.2%
ENG101	No	550	243	44.2%	233	97	41.6%	752	333	44.3%
CO-REQ	Yes	217	188	86.6%	93	77	82.8%	145	126	86.9%
CO-REQ	No	87	35	40.2%	70	17	24.3%	187	72	38.5%
REMED	Yes	72	61	84.7%	37	34	91.9%	45	35	77.8%
REMED	No	59	26	44.1%	27	9	33.3%	52	23	44.2%
ESL	Yes	277	235	84.8%	138	121	87.7%	134	115	85.8%
ESL	No	98	51	52.0%	56	13	23.2%	37	22	59.5%
					Math					
					Fall 2019		Spring 2020		Fall 2020	
First Math Course In First Term	Passed	Students	Returned For Next Term	One-Term Return Rate	Students	Returned For Next Term	One-Term Return Rate	Students	Returned For Next Term	One-Term Return Rate
COLLEGE	Yes	924	852	92.2%	283	251	88.7%	882	800	90.7%
COLLEGE	No	771	481	62.4%	241	104	43.2%	662	350	52.9%
MAT096/Co-Req	Yes	107	97	90.7%	71	63	88.7%	146	127	87.0%
MAT096/Co-Req	No	150	92	61.3%	64	24	37.5%	155	79	51.0%
MAT095	Yes	152	139	91.4%	83	71	85.5%	197	166	84.3%
MAT095	No	251	121	48.2%	74	32	43.2%	229	85	37.1%

Conclusion

Proper first-term placement in English and Math is not only important for student academic success in these courses but plays an important role in retaining students. Certain courses, ENA101 in particular, seem to be extremely difficult for students when taught remotely and every effort should be made to conduct these course in person.