

## 2016-18 CRI Outcomes Report

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### Introduction

San Diego Mesa College Course Redesign Institute (CRI) was held for three consecutive summers (2016-18), providing faculty with an opportunity to learn about enhanced tools and practices and to improve academic outcomes. This report evaluates the impact of this program by examining the outcomes of the redesigned courses before and after faculty members attended CRI. Additionally, outcomes of redesigned courses are compared to the outcomes of the same course taught by faculty members that did not attend any of the CRI sessions.

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## Definitions

**Course Retention Rate:** percentage of students who complete a course with a grade of A, B, C, D, F, P, NP, I or RD (any grade other than a W) divided by total official census enrollments (retention counts / enrollment).

**Course Success Rate:** percentage of students who complete a course with a passing grade (A, B, C, or P) divided by total official census enrollments (success counts / enrollment).

**Enrollment:** duplicated count of students; one record for each enrollment at Mesa College. Summer and intersession are excluded.

## Methodology

- Based on the roster provided by Professional Learning Coordinator, a total of 48 faculty members participated in the Course Redesign Institute (CRI) since it started in the Summer of 2016 (23 in CRI 2016, 16 in CRI 2017, and nine in CRI 2018), redesigning a total of 54 courses (duplicated). The list of attending faculty and their corresponding redesigned courses were used to identify the CRNs of sections taught by them for their respective redesigned courses. Flagged CRNs were merged with enrollment records.
- This report focuses on the courses taught by faculty at Mesa College before and after they attended CRI (the preceding fall and/or spring and the subsequent fall and/or spring; summer and intersession were excluded). This means that if a participating faculty did not teach the course both before and after their attendance to CRI, those sections are excluded from the analysis. A total of 42 courses (duplicated) redesigned by 38 faculty members met this criteria. However, because several faculty members redesigned the same course, the total count of trackable redesigned courses is 32 (unduplicated).
- Student outcomes were calculated based on all Mesa College enrollments for the 32 redesigned courses covering the period of 2015/16 through 2018/19 (summer and intersession excluded). These were grouped into the following mutually exclusive categories by flagging the CRNs that correspond to the courses redesigned by CRI attendees:
  - **Baseline:** enrollments of sections of faculty-redesigned courses before the faculty attended CRI (preceding fall and spring). For example, if a faculty member redesigned MATH101 in CRI 2016, the baseline would include Fall 2015 and Spring 2016 enrollments of MATH101 sections taught by the CRI-attending faculty. This category is also referred to as “**Pre-CRI**” in this report.
  - **Year 1:** enrollments of faculty redesigned course sections immediately after the faculty attended CRI (subsequent fall and spring). For example, if a faculty member redesigned MATH101 in CRI 2016, Year 1 would include Fall 2016 and Spring 2017 enrollments of MATH101 sections taught by the CRI-attending faculty.
  - **Year 2:** enrollments of faculty redesigned course sections one year after the faculty attended CRI. For example, if a faculty member redesigned MATH101 in CRI 2016, Year 2 would include Fall 2017 and Spring 2018 enrollments of MATH101 sections taught by the CRI-attending faculty.
  - **Year 3:** enrollments of faculty redesigned course sections two years after the faculty attended CRI. For example, if a faculty member redesigned MATH101 in CRI 2016, Year 3 would include Fall 2018 and Spring 2019 enrollments of MATH101 sections taught by the CRI-attending faculty.
  - **Non-CRI Sections:** all other enrollments of the 32 redesigned courses taught by Non-CRI-attending faculty from 2015/16 through 2018/19 (summer and intersession excluded).

- This report compares retention, success, and GPA before and after CRI participation (baseline vs. Year 1) and between CRI and Non-CRI sections (Year 1 vs. Non-CRI sections).

**Table 1. CRI Enrollment, Course, and Instructor Counts by CRI Session**

	Baseline Year				Year 1			
	Enrollments	Courses (duplicated)	Courses (undup)	Instructors	Enrollments	Courses (duplicated)	Courses (undup)	Instructors
<b>CRI 2016</b>	2,048	19	16	17	2,003	19	16	17
<b>CRI 2017</b>	1,591	14	10	13	1,460	14	10	13
<b>CRI 2018</b>	568	9	9	8	558	9	9	8
<b>Overall</b>	<b>4,207</b>	<b>42</b>	<b>32</b>	<b>38</b>	<b>4,021</b>	<b>42</b>	<b>32</b>	<b>38</b>
	Year 2				Year 3			
<b>CRI 2016</b>	1,562	18	15	16	1,356	15	13	13
<b>CRI 2017</b>	1,244	10	8	10				
<b>CRI 2018</b>								
<b>Overall</b>	<b>2,806</b>	<b>28</b>	<b>21</b>	<b>26</b>	<b>1,356</b>	<b>15</b>	<b>13</b>	<b>13</b>

### Highlights

- **Before v. After Redesign Comparison for Course Success (Within Faculty):** The overall success rate increased by 2.9 percentage points in the academic year that followed faculty’s CRI attendance (Year 1). However, success rates for redesigned courses varied widely when disaggregated by instructor (range: 32 percentage points), course (range: 42 percentage points), and ethnicity (range: 18 percentage points).
  - Sixty-three percent of the faculty who attended CRI improved success rates for their redesigned courses during Year 1.
  - The courses with the largest gains after CRI attendance were ARTF108, BIOL205, FREN102, GEOG101, and CISC181 (28, 17, 15, 15, 13 percentage points, respectively).
  - The ethnic groups with the largest gains were Pacific Islander, African American, Filipino, and Latinx (16, eight, seven, and four percentage points, respectively).
- **Redesigned v. Non-Redesigned Comparison for Course Success (Across Faculty):** The overall success rate for redesigned sections in Year 1 was 1.4 percentage points higher than for Non-CRI sections. However, success rates for redesigned courses varied widely when disaggregated by course (range: 60 percentage points) and ethnicity (range: 11 percentage points).
  - Redesigned sections achieved higher success rates in half of the 32 redesigned courses, with double digit gains in 11 of those courses. The courses with the largest gains for redesigned sections were FASH105, MATH141, GEOG101, ARTF107, and MATH119 (37, 35, 27, 25, 16 percentage points, respectively).
  - The ethnic groups with the largest gains were African American, Filipino, and Latinx (nine, three, and two percentage points, respectively).
- **Before Redesign v. Non-Redesigned Comparison for Course Success:** The overall success rate of redesigned courses taught by participating faculty before they attended CRI (Baseline) was 1.6 percentage points lower than the overall success rates of the same courses’ sections taught by non-attending faculty. This lower success rate for Pre-CRI sections obscures the impact of CRI when comparing redesigned sections (Year 1) to non-redesigned sections. However, when comparing redesigned course before and after CRI attendance, the improvement in the overall success rate is more visible.

Source: SDCCD DataMart

## Overall Outcomes

### Program Reach

- The CRI 2016 Session impacted the greatest number of students following faculty participation in CRI (Year 1). The average enrollments per instructor were 118 for CRI 2016, followed by 112 for CRI 2017, and 70 for CRI 2018. See Table 1.
- Redesigned courses include: ARTF107, ARTF108, ARTF109, ARTF161A, ASTR101, BIOL205, BLAS140A, CHEM100, CISC181, CISC190, COMS103, COMS135, ENGL047A, ENGL105, FASH105, FASH120, FREN101, FREN102, GEOG101, GEOG101L, GEOL100, HEAL101, MATH092, MATH119, MATH121, MATH141, MULT137, PHIL112, PHYN101, POLI102, PSYC101, and SPAN101.

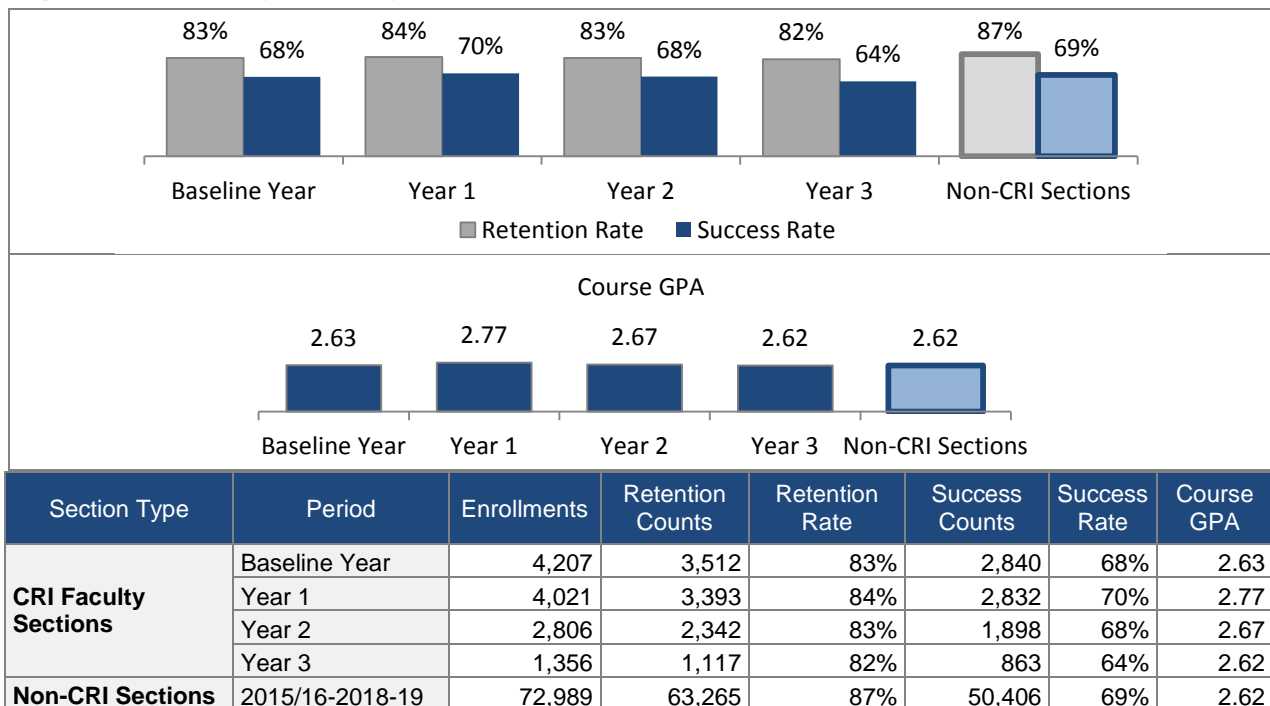
### Retention & Success

- Overall, Post-CRI (Year 1) course sections' retention and success rates were higher than Pre-CRI course sections (Baseline). See Table 3.
  - Retention rate for CRI (Year 1) sections was at 84%, compared to 83% for Pre-CRI sections. A binomial test indicated that the proportion of retention counts of 0.84 was higher than the expected 0.83,  $p=.010$  (1-sided).
  - Success rate for CRI (Year 1) sections was at 70%, compared to 68% for Pre-CRI sections. A binomial test indicated that the proportion of success counts of .70 was higher than the expected .68,  $p = .000$  (1-sided).
- Overall, Post-CRI (Year 1) course sections' success rate was higher than Non-CRI sections, but the opposite was true for retention rates. See Table 2.
  - Retention rate for CRI (Year 1) sections was at 84%, compared to 87% for Non-CRI courses. A binomial test indicated that the proportion of retention counts of 0.84 was lower than the expected 0.87,  $p=.000$  (1-sided).
  - Success rate for CRI (Year 1) sections was at 70%, compared to 69% for Non-CRI courses. A binomial test indicated that the proportion of success counts of .70 was higher than the expected .69,  $p = .026$  (1-sided).
- Overall, Pre-CRI (Baseline) course sections' retention and success rates are lower than Non-CRI courses. See Table 2.
  - Retention rate for Pre-CRI sections was at 83%, compared to 87% for Non-CRI sections. A binomial test indicated that the proportion of retention counts of 0.83 was lower than the expected 0.87,  $p=.000$  (1-sided).
  - Success rate for Pre-CRI sections was at 68%, compared to 69% for Non-CRI sections. A binomial test indicated that the proportion of success counts of .68 was lower than the expected .69,  $p = .019$  (1-sided).
- Overall, the higher retention and success rates for CRI sections are observed in Year 1 and declined to the baseline level by Year 2. See Figure 1.
- Overall, CRI 2018 was the session with the largest pre to post increase in retention rates (two percentage points) while CRI 2016 had the largest pre to post increase in success rates (four percentage points). However, the CRI 2017 session had the highest retention and success rates in absolute terms, both pre and post CRI attendance. See Table 3.
- Changes in retention and/or success varied widely when disaggregated by instructor, course, and other metrics. Please refer to the remaining sections of this report for a more in depth analysis.

## Course GPA

- Overall, the GPA for Post-CRI (Year 1) course sections was slightly higher than for Pre-CRI (Baseline) course sections (2.77 and 2.63, respectively).
- Overall, the GPA for Post-CRI (Year 1) course sections was slightly higher than for Non-CRI course sections (2.77 and 2.62, respectively).
- Overall, GPA's for Pre-CRI (Baseline) and Non-CRI course sections did not show a clear difference (2.63 and 2.62, respectively).
- Overall, the highest GPA for CRI sections was observed in Year 1 and declined close to the baseline level by Year 2. See Figure 1.
- Changes in GPA varied widely when disaggregated by instructor, course, and other metrics. Please refer to the remaining sections of this report for a more in depth analysis.

**Figure 1. Outcomes by Section Type (CRI vs. Non-CRI) and Time Period**



**Table 2. CRI vs. Non-CRI Comparison**

	Non-CRI	Pre-CRI (Baseline Year)	Delta (Pre-CRI v. Non-CRI)	Post-CRI (Year 1)	Delta (Post-CRI v. Non-CRI)
Enrollments	72,989	4,207		4,021	
Retention Counts	63,265	3,512		3,393	
Retention Rate	87%	83%	-3%	84%	-2%
Success Counts	50,406	2,840		2,832	
Success Rate	69%	68%	-2%	70%	1%
Course GPA	2.62	2.63	0.01	2.77	0.15

**Table 3. Pre/Post Outcomes Comparison by CRI Session and Overall**

		Pre-CRI (Baseline Year)	Post-CRI (Year 1)	Delta
<b>CRI 2016</b>	Enrollments	2,048	2,003	-45
	Retention Counts	1,657	1,640	-17
	Retention Rate	81%	82%	1%
	Success Counts	1,272	1,322	50
	Success Rate	62%	66%	4%
	Course GPA	2.49	2.69	0.2
<b>CRI 2017</b>	Enrollments	1,591	1,460	-131
	Retention Counts	1,385	1,282	-103
	Retention Rate	87%	88%	1%
	Success Counts	1,162	1,109	-53
	Success Rate	73%	76%	3%
	Course GPA	2.72	2.85	0.13
<b>CRI 2018</b>	Enrollments	568	558	-10
	Retention Counts	470	471	1
	Retention Rate	83%	84%	2%
	Success Counts	406	401	-5
	Success Rate	71%	72%	<0.5%
	Course GPA	2.96	2.88	-0.08
<b>Overall</b>	Enrollments	4,207	4,021	-186
	Retention Counts	3,512	3,393	-119
	Retention Rate	83%	84%	1%
	Success Counts	2,840	2,832	-8
	Success Rate	68%	70%	3%
	Course GPA	2.63	2.77	0.14

Note. Due to rounding, the difference between Pre and Post retention and success rates might appear different than the Delta value.

## Pre/Post CRI Analysis

### Outcomes by Instructor

- **Retention:** The differences between Pre-CRI (Baseline) and Post-CRI (Year 1) retention rates varied widely by instructor, ranging from an 11 percentage point decrease to a 15 percentage point increase. Out of 38 instructors, 53% saw improvements when comparing pre/post retention rates. See Table 4.
- **Success:** The differences between Pre-CRI and Post-CRI success rates varied widely by instructor, ranging from a 13 percentage point decrease to a 19 percentage point increase. Out of 38 instructors, 63% saw improvements when comparing pre/post success rates. See Table 5.
- **Course GPA:** The differences between Pre-CRI and Post-CRI GPAs varied by instructor, ranging from a 0.37 point decrease to a 0.48 point increase. Out of 38 instructors, 55% saw improvements when comparing pre/post GPAs. See Table 6.

### Outcomes by Course

- **Retention:** The differences between Pre-CRI (Baseline) and Post-CRI (Year 1) retention rates varied widely by course, ranging from an 11 percentage point decrease (FREN101 and HEAL101) to a 14 percentage point increase (ARTF108). Out of 32 courses (unduplicated), 53% saw improvements when comparing pre/post retention rates. See Table 7.
- **Success:** The differences between Pre-CRI and Post-CRI retention rates varied widely by course, ranging from a 13 percentage point decrease (PSYC101) to a 29 percentage point increase (ARTF108). Out of 32 courses (unduplicated), 66% saw improvements when comparing pre/post success rates. See Table 8.
- **Course GPA:** The differences between Pre-CRI and Post-CRI varied by course, ranging from a 0.40 point decrease (MULT137) to a 1.16 point increase (ARTF108). Out of 32 courses (unduplicated), 63% saw improvements when comparing pre/post GPAs. See Table 9.

### Outcomes by Ethnicity

- **Retention:** The differences between Pre-CRI (Baseline) and Post-CRI (Year 1) retention rates ranged by up to 6 percentage points across ethnicities. Latinx students saw the largest increase (2 percentage points), while Pacific Islanders saw the largest decrease (4 percentage points). Retention rates improved for all groups, except Asian, Pacific Islander, and Unreported (American Indian group is excluded from analysis due to low counts). See Table 10.
- **Success:** The differences between Pre-CRI and Post-CRI success rates ranged by up to 18 percentage points across ethnicities. Pacific Islander students saw the largest increase (16 percentage points), while Unreported saw the largest decrease (2 percentage points). Success rates improved for all groups, except Other and Unreported (American Indian group is excluded from analysis due to low counts). See Table 11.
- **Course GPA:** The GPAs of Pre-CRI and Post-CRI sections ranged by up to 0.89 points across ethnicities. Pacific Islander students saw the largest increase (0.86 points), while Other was the only student group that saw a decrease (0.03 points; American Indian group is excluded from analysis due to low counts). See Table 12.



## Outcomes by Gender

- **Retention:** The differences between Pre-CRI (Baseline) and Post-CRI (Year 1) retention rates across gender had a very small range (<0.5 percentage points). See Table 13.
- **Success:** The differences between Pre-CRI and Post-CRI success rates varied by 2 percentage points across gender. Male students saw the largest increase (four percentage points), while Female students saw a more moderate increase (two percentage points). See Table 14.
- **Course GPA:** The differences between Pre-CRI and Post-CRI GPAs across gender had a very small range (0.02 points). See Table 15.



## Pre/Post CRI Analysis Tables

Table 4. Retention by Instructor (Pre/Post)

		Baseline Year			Year 1			Delta (Retention Rate)	Year 2			Year 3		
		Enroll-ments	Retention Counts	Retention Rate	Enroll-ments	Retention Counts	Retention Rate		Enroll-ments	Retention Counts	Retention Rate	Enroll-ments	Retention Counts	Retention Rate
CRI 2016	Instructor 1	96	70	73%	87	73	84%	11%	29	27	93%	69	56	81%
	Instructor 2	98	86	88%	52	43	83%	-5%						
	Instructor 3	36	26	72%	72	54	75%	3%	20	16	80%	37	27	73%
	Instructor 4	125	118	94%	42	39	93%	-2%	116	106	91%	106	97	92%
	Instructor 5	74	63	85%	53	40	75%	-10%	24	20	83%	27	20	74%
	Instructor 8	117	86	74%	127	97	76%	3%	94	79	84%	136	106	78%
	Instructor 9	68	56	82%	120	94	78%	-4%	91	71	78%	106	89	84%
	Instructor 10	91	80	88%	97	75	77%	-11%	90	73	81%	97	82	85%
	Instructor 11	187	135	72%	91	69	76%	4%	130	105	81%	80	67	84%
	Instructor 13	180	142	79%	214	187	87%	8%	237	200	84%	282	238	84%
	Instructor 16	160	142	89%	89	73	82%	-7%	99	80	81%	99	79	80%
	Instructor 17	158	132	84%	163	121	74%	-9%	85	75	88%	92	77	84%
	Instructor 18	163	142	87%	175	162	93%	5%	119	110	92%	84	77	92%
	Instructor 19	22	21	95%	53	48	91%	-5%	26	26	100%			
	Instructor 20	49	48	98%	151	147	97%	-1%	55	55	100%			
Instructor 22	398	288	72%	364	276	76%	3%	300	224	75%	141	102	72%	
Instructor 23	26	22	85%	53	42	79%	-5%	47	39	83%				
CRI 2017	Instructor 26	---	---	---	18	18	100%	---						
	Instructor 27	94	75	80%	47	43	91%	12%	94	80	85%			
	Instructor 28	57	45	79%	95	73	77%	-2%	41	37	90%			
	Instructor 29	51	38	75%	80	72	90%	15%	47	43	91%			
	Instructor 30	251	226	90%	244	197	81%	-9%	185	118	64%			
	Instructor 31	121	103	85%	30	28	93%	8%						
	Instructor 32	61	46	75%	65	57	88%	12%	57	44	77%			
	Instructor 33	88	85	97%	84	79	94%	-3%	81	77	95%			
	Instructor 34	337	282	84%	240	198	83%	-1%	349	293	84%			
	Instructor 35	106	89	84%	130	118	91%	7%	139	106	76%			
	Instructor 36	329	309	94%	337	318	94%	<0.5%	186	181	97%			
	Instructor 37	62	57	92%	55	50	91%	-1%	65	57	88%			
Instructor 39	26	22	85%	35	31	89%	4%							

Source: SDCCD DataMart

  
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		Baseline Year			Year 1			Delta (Retention Rate)	Year 2			Year 3		
		Enrollments	Retention Counts	Retention Rate	Enrollments	Retention Counts	Retention Rate		Enrollments	Retention Counts	Retention Rate	Enrollments	Retention Counts	Retention Rate
<b>CRI 2018</b>	Instructor 40	76	62	82%	68	58	85%	4%						
	Instructor 41	107	103	96%	78	74	95%	-1%						
	Instructor 42	15	11	73%	32	27	84%	11%						
	Instructor 43	57	48	84%	49	43	88%	4%						
	Instructor 44	125	70	56%	116	69	59%	3%						
	Instructor 46	98	94	96%	127	116	91%	-5%						
	Instructor 47	18	15	83%	13	11	85%	1%						
	Instructor 48	72	67	93%	75	73	97%	4%						
<b>Overall Total</b>	<b>4,207</b>	<b>3,512</b>	<b>83%</b>	<b>4,021</b>	<b>3,393</b>	<b>84%</b>	<b>1%</b>	<b>2,806</b>	<b>2,342</b>	<b>83%</b>	<b>1,356</b>	<b>1,117</b>	<b>82%</b>	

Note. Counts and outcomes were suppressed for enrollment counts below 10.

**Table 5. Success by Instructor (Pre/Post)**

		Baseline Year			Year 1			Delta (Retention Rate)	Year 2			Year 3		
		Enrollments	Success Counts	Success Rate	Enrollments	Success Counts	Success Rate		Enrollments	Success Counts	Success Rate	Enrollments	Success Counts	Success Rate
<b>CRI 2016</b>	Instructor 1	96	49	51%	87	56	64%	13%	29	14	48%	69	40	58%
	Instructor 2	98	59	60%	52	31	60%	-1%						
	Instructor 3	36	18	50%	72	44	61%	11%						
	Instructor 4	125	104	83%	42	38	90%	7%	116	88	76%	106	91	86%
	Instructor 5	74	51	69%	53	30	57%	-12%	24	15	63%	27	18	67%
	Instructor 8	117	59	50%	127	79	62%	12%	94	63	67%	136	88	65%
	Instructor 9	68	48	71%	120	78	65%	-6%	91	63	69%	106	64	60%
	Instructor 10	91	59	65%	97	52	54%	-11%	90	49	54%	97	55	57%
	Instructor 11	187	90	48%	91	47	52%	4%	130	82	63%	80	34	43%
	Instructor 13	180	122	68%	214	160	75%	7%	237	162	68%	282	193	68%
	Instructor 16	160	109	68%	89	64	72%	4%	99	70	71%	99	67	68%
	Instructor 17	158	107	68%	163	89	55%	-13%	85	53	62%	92	53	58%
	Instructor 18	163	115	71%	175	149	85%	15%	119	97	82%	84	72	86%
	Instructor 19	22	18	82%	53	41	77%	-4%	26	24	92%			
	Instructor 20	49	41	84%	151	142	94%	10%	55	51	93%			
	Instructor 22	398	204	51%	364	185	51%	0%	300	157	52%	141	70	50%
Instructor 23	26	19	73%	53	37	70%	-3%	47	35	75%				

Source: SDCCD DataMart

Institutional Research

		Baseline Year			Year 1			Delta (Success Rate)	Year 2			Year 3		
		Enroll-ments	Success Counts	Success Rate	Enroll-ments	Success Counts	Success Rate		Enroll-ments	Success Counts	Success Rate	Enroll-ments	Success Counts	Success Rate
CRI 2017	Instructor 26	---	---	---	18	12	67%	---						
	Instructor 27	94	58	62%	47	37	79%	17%	94	61	65%			
	Instructor 28	57	44	77%	95	67	71%	-7%	41	33	80%			
	Instructor 29	51	28	55%	80	59	74%	19%	47	33	70%			
	Instructor 30	251	189	75%	244	170	70%	-6%	185	98	53%			
	Instructor 31	121	80	66%	30	22	73%	7%						
	Instructor 32	61	40	66%	65	51	78%	13%	57	39	68%			
	Instructor 33	88	75	85%	84	74	88%	3%	81	69	85%			
	Instructor 34	337	231	69%	240	153	64%	-5%	349	236	68%			
	Instructor 35	106	74	70%	130	106	82%	12%	139	82	59%			
	Instructor 36	329	275	84%	337	291	86%	3%	186	169	91%			
	Instructor 37	62	39	63%	55	38	69%	6%	65	46	71%			
	Instructor 39	26	21	81%	35	29	83%	2%						
CRI 2018	Instructor 40	76	44	58%	68	47	69%	11%						
	Instructor 41	107	99	93%	78	70	90%	-3%						
	Instructor 42	15	10	67%	32	23	72%	5%						
	Instructor 43	57	45	79%	49	40	82%	3%						
	Instructor 44	125	47	38%	116	44	38%	<0.5%						
	Instructor 46	98	90	92%	127	103	81%	-11%						
	Instructor 47	18	12	67%	13	10	77%	10%						
	Instructor 48	72	59	82%	75	64	85%	3%						
<b>Overall</b>	<b>Total</b>	<b>4,207</b>	<b>2,840</b>	<b>68%</b>	<b>4,021</b>	<b>2,832</b>	<b>70%</b>	<b>3%</b>	<b>2,806</b>	<b>1,898</b>	<b>68%</b>	<b>1,356</b>	<b>863</b>	<b>64%</b>

Note. Counts and outcomes were suppressed for enrollment counts below 10.

Table 6. GPA by Instructor (Pre/Post)

		Baseline Year		Year 1		Delta (GPA)	Year 2		Year 3	
		Enrollments	GPA	Enrollments	GPA		Enrollments	GPA	Enrollments	Course GPA
<b>CRI 2016</b>	Instructor 1	96	2.30	87	2.74	0.44	29	1.74	69	2.39
	Instructor 2	98	2.17	52	2.19	0.02				
	Instructor 3	36	2.38	72	2.64	0.26	20	1.94	37	2.35
	Instructor 4	125	3.07	42	2.85	-0.22	116	2.95	106	3.43
	Instructor 5	74	2.51	53	2.44	-0.07	24	2.55	27	2.90
	Instructor 8	117	2.28	127	2.57	0.29	94	2.54	136	2.66
	Instructor 9	68	2.69	120	2.62	-0.07	91	2.87	106	2.39
	Instructor 10	91	2.59	97	2.40	-0.19	90	2.25	97	2.24
	Instructor 11	187	1.89	91	1.99	0.1	130	2.4	80	1.65
	Instructor 13	180	2.77	214	3.02	0.25	237	2.67	282	2.72
	Instructor 16	160	2.59	89	3.07	0.48	99	3.05	99	2.97
	Instructor 17	158	2.42	163	2.36	-0.06	85	2.07	92	2.25
	Instructor 18	163	2.84	175	3.20	0.36	119	3.06	84	3.53
	Instructor 19	22	2.62	53	2.60	-0.02	26	2.88		
	Instructor 20	49	2.94	151	3.30	0.36	55	3.38		
	Instructor 22	398	2.19	364	2.00	-0.19	300	2.11	141	2.06
Instructor 23	26	2.91	53	3.10	0.19	47	3.23			
<b>CRI 2017</b>	Instructor 26	---	---	18	2.53	---				
	Instructor 27	94	2.52	47	2.81	0.29	94	2.49		
	Instructor 28	57	3.26	95	3.07	-0.19	41	2.89		
	Instructor 29	51	2.26	80	2.47	0.21	47	2.53		
	Instructor 30	251	2.70	244	2.72	0.02	185	2.51		
	Instructor 31	121	2.40	30	2.57	0.17				
	Instructor 32	61	2.54	65	2.79	0.25	57	2.68		
	Instructor 33	88	3.32	84	3.31	-0.01	81	3.16		
	Instructor 34	337	2.50	240	2.40	-0.1	349	2.65		
	Instructor 35	106	2.89	130	3.27	0.38	139	2.61		
	Instructor 36	329	2.89	337	3.01	0.12	186	3.00		
	Instructor 37	62	2.30	55	2.44	0.14	65	2.51		
Instructor 39	26	2.95	35	2.87	-0.08					

Source: SDCCD DataMart

  
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		Baseline Year		Year 1		Delta (GPA)	Year 2		Year 3	
		Enrollments	GPA	Enrollments	GPA		Enrollments	GPA	Enrollments	Course GPA
<b>CRI 2018</b>	Instructor 40	76	2.56	68	2.98	0.42				
	Instructor 41	107	3.02	78	3.07	0.05				
	Instructor 42	15	3.18	32	2.81	-0.37				
	Instructor 43	57	3.63	49	3.23	-0.4				
	Instructor 44	125	2.22	116	2.12	-0.1				
	Instructor 46	98	3.31	127	3.06	-0.25				
	Instructor 47	18	3.27	13	3.45	0.18				
	Instructor 48	72	3.22	75	3.12	-0.1				
<b>Overall</b>	<b>Total</b>	<b>4,207</b>	<b>2.63</b>	<b>4,021</b>	<b>2.77</b>	<b>0.14</b>	<b>2,806</b>	<b>2.67</b>	<b>1,356</b>	<b>2.62</b>

Note. Counts and outcomes were suppressed for enrollment counts below 10.

  
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Table 7. Retention by Course (Pre/Post)

	Baseline Year			Year 1			Delta (Retention Rate)	Year 2			Year 3		
	Enrollments	Retention Counts	Retention Rate	Enrollments	Retention Counts	Retention Rate		Enrollments	Retention Counts	Retention Rate	Enrollments	Retention Counts	Retention Rate
ARTF107	72	67	93%	75	73	97%	4%						
ARTF108	35	24	69%	35	29	83%	14%						
ARTF109	41	38	93%	33	29	88%	-5%						
ARTF161A	15	11	73%	32	27	84%	11%						
ASTR101	398	288	72%	364	276	76%	3%	300	224	75%	141	102	72%
BIOL205	94	75	80%	47	43	91%	12%	94	80	85%			
BLAS140A	125	118	94%	42	39	93%	-2%	116	106	91%	106	97	92%
CHEM100	187	135	72%	91	69	76%	4%	130	105	81%	80	67	84%
CISC181	96	70	73%	87	73	84%	11%	29	27	93%	69	56	81%
CISC190	231	159	69%	246	187	76%	7%	139	106	76%			
COMS103	121	103	85%	30	28	93%	8%						
COMS135	98	94	96%	127	116	91%	-5%						
ENGL047A	99	81	82%	186	162	87%	5%	120	108	90%			
ENGL105	36	26	72%	72	54	75%	3%	20	16	80%	37	27	73%
FASH105	112	83	74%	107	92	86%	12%	132	108	82%	124	100	81%
FASH120	68	59	87%	107	95	89%	2%	105	92	88%	158	138	87%
FREN101	106	94	89%	53	41	77%	-11%	67	56	84%	49	33	67%
FREN102	54	48	89%	36	32	89%	0%	32	24	75%	50	46	92%
GEOG101	163	142	87%	175	162	93%	5%	119	110	92%	84	77	92%
GEOG101L	107	103	96%	78	74	95%	-1%						
GEOL100	150	142	95%	139	129	93%	-2%	146	134	92%			
HEAL101	91	80	88%	97	75	77%	-11%	90	73	81%	97	82	85%
MATH092	209	181	87%	181	163	90%	3%	57	44	77%			
MATH119	458	422	92%	500	440	88%	-4%	371	299	81%			
MATH121	98	86	88%	52	43	83%	-5%						
MATH141	49	48	98%	151	147	97%	-1%	55	55	100%			
MULT137	57	48	84%	49	43	88%	4%						
PHIL112	18	15	83%	13	11	85%	1%						
PHYN101	---	---	---	18	18	100%	---						
POLI102	337	282	84%	240	198	83%	-1%	349	293	84%			
PSYC101	158	132	84%	163	121	74%	-9%	85	75	88%	92	77	84%
SPAN101	316	250	79%	395	304	77%	-2%	250	207	83%	269	215	80%
<b>Total</b>	<b>4207</b>	<b>3512</b>	<b>83%</b>	<b>4021</b>	<b>3393</b>	<b>84%</b>	<b>1%</b>	<b>2806</b>	<b>2342</b>	<b>83%</b>	<b>1356</b>	<b>1117</b>	<b>82%</b>

Note. Counts and outcomes were suppressed for enrollment counts below 10.

Source: SDCCD DataMart

  
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Table 8. Success by Course (Pre/Post)

	Baseline Year			Year 1			Delta (Success Rate)	Year 2			Year 3		
	Enrollments	Success Counts	Success Rate	Enrollments	Success Counts	Success Rate		Enrollments	Success Counts	Success Rate	Enrollments	Success Counts	Success Rate
ARTF107	72	59	82%	75	64	85%	3%						
ARTF108	35	13	37%	35	23	66%	29%						
ARTF109	41	31	76%	33	24	73%	-3%						
ARTF161A	15	10	67%	32	23	72%	5%						
ASTR101	398	204	51%	364	185	51%	0%	300	157	52%	141	70	50%
BIOL205	94	58	62%	47	37	79%	17%	94	61	65%			
BLAS140A	125	104	83%	42	38	90%	7%	116	88	76%	106	91	86%
CHEM100	187	90	48%	91	47	52%	4%	130	82	63%	80	34	43%
CISC181	96	49	51%	87	56	64%	13%	29	14	48%	69	40	58%
CISC190	231	121	52%	246	150	61%	9%	139	82	59%			
COMS103	121	80	66%	30	22	73%	7%						
COMS135	98	90	92%	127	103	81%	-11%						
ENGL047A	99	65	66%	186	137	74%	8%	120	92	77%			
ENGL105	36	18	50%	72	44	61%	11%	20	9	45%	37	18	49%
FASH105	112	74	66%	107	75	70%	4%	132	77	58%	124	77	62%
FASH120	68	48	71%	107	85	79%	9%	105	85	81%	158	116	73%
FREN101	106	72	68%	53	34	64%	-4%	67	50	75%	49	26	53%
FREN102	54	37	69%	36	30	83%	15%	32	20	63%	50	41	82%
GEOG101	163	115	71%	175	149	85%	15%	119	97	82%	84	72	86%
GEOG101L	107	99	93%	78	70	90%	-3%						
GEOL100	150	114	76%	139	112	81%	5%	146	115	79%			
HEAL101	91	59	65%	97	52	54%	-11%	90	49	54%	97	55	57%
MATH092	209	155	74%	181	146	81%	6%	57	39	68%			
MATH119	458	370	81%	500	395	79%	-2%	371	267	72%			
MATH121	98	59	60%	52	31	60%	-1%						
MATH141	49	41	84%	151	142	94%	10%	55	51	93%			
MULT137	57	45	79%	49	40	82%	3%						
PHIL112	18	12	67%	13	10	77%	10%						
PHYN101	---	---	---	18	12	67%	---						
POLI102	337	231	69%	240	153	64%	-5%	349	236	68%			
PSYC101	158	107	68%	163	89	55%	-13%	85	53	62%	92	53	58%
SPAN101	316	202	64%	395	254	64%	0%	250	174	70%	269	170	63%
<b>Total</b>	<b>4207</b>	<b>2840</b>	<b>68%</b>	<b>4021</b>	<b>2832</b>	<b>70%</b>	<b>3%</b>	<b>2806</b>	<b>1898</b>	<b>68%</b>	<b>1356</b>	<b>863</b>	<b>64%</b>

Note. Counts and outcomes were suppressed for enrollment counts below 10.

Source: SDCCD DataMart



  
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**Table 9. Course GPA by Course (Pre/Post)**

	Baseline Year		Year 1		Delta (GPA)	Year 2		Year 3	
	Enrollments	GPA	Enrollments	GPA		Enrollments	GPA	Enrollments	GPA
ARTF107	72	3.22	75	3.12	-0.10				
ARTF108	35	1.87	35	3.03	1.16				
ARTF109	41	2.97	33	2.93	-0.04				
ARTF161A	15	3.18	32	2.81	-0.37				
ASTR101	398	2.19	364	2.00	-0.19	300	2.11	141	2.06
BIOL205	94	2.52	47	2.81	0.29	94	2.49		
BLAS140A	125	3.07	42	2.85	-0.22	116	2.95	106	3.43
CHEM100	187	1.89	91	1.99	0.10	130	2.40	80	1.65
CISC181	96	2.30	87	2.74	0.44	29	1.74	69	2.39
CISC190	231	2.59	246	2.84	0.25	139	2.61		
COMS103	121	2.40	30	2.57	0.17				
COMS135	98	3.31	127	3.06	-0.25				
ENGL047A	99	2.53	186	2.67	0.14	120	2.87		
ENGL105	36	2.38	72	2.64	0.26	20	1.94	37	2.35
FASH105	112	2.87	107	2.73	-0.14	132	2.31	124	2.59
FASH120	68	2.64	107	3.31	0.67	105	3.08	158	2.82
FREN101	106	2.61	53	2.95	0.34	67	3.14	49	2.80
FREN102	54	2.54	36	3.22	0.68	32	2.83	50	3.09
GEOG101	163	2.84	175	3.20	0.36	119	3.06	84	3.53
GEOG101L	107	3.02	78	3.07	0.05				
GEOL100	150	2.91	139	2.97	0.06	146	2.88		
HEAL101	91	2.59	97	2.40	-0.19	90	2.25	97	2.24
MATH092	209	2.65	181	2.74	0.09	57	2.68		
MATH119	458	2.88	500	2.97	0.09	371	2.81		
MATH121	98	2.17	52	2.19	0.02				
MATH141	49	2.94	151	3.30	0.36	55	3.38		
MULT137	57	3.63	49	3.23	-0.40				
PHIL112	18	3.27	13	3.45	0.18				
PHYN101	---	---	18	2.53	---				
POLI102	337	2.50	240	2.40	-0.10	349	2.65		
PSYC101	158	2.42	163	2.36	-0.06	85	2.07	92	2.25
SPAN101	316	2.60	395	2.68	0.08	250	2.72	269	2.57
<b>Total</b>	<b>4,207</b>	<b>2.63</b>	<b>4,021</b>	<b>2.77</b>	<b>0.14</b>	<b>2,806</b>	<b>2.67</b>	<b>1,356</b>	<b>2.62</b>

Note. Counts and outcomes were suppressed for enrollment counts below 10.

Source: SDCCD DataMart

**Table 10. Retention by Ethnicity (Pre/Post)**

	Baseline Year			Year 1			Delta (Retention Rate)	Year 2			Year 3		
	Enrollments	Retention Counts	Retention Rate	Enrollments	Retention Counts	Retention Rate		Enrollments	Retention Counts	Retention Rate	Enrollments	Retention Counts	Retention Rate
African American	308	249	81%	321	264	82%	1%	237	189	80%	131	108	82%
American Indian	15	14	93%	---	---	---	---	---	---	---	---	---	---
Asian	387	337	87%	377	326	86%	-1%	247	217	88%	105	96	91%
Filipino	164	134	82%	168	138	82%	0%	102	88	86%	41	36	88%
Latinx	1498	1215	81%	1528	1269	83%	2%	1076	887	82%	530	436	82%
Pacific Islander	33	28	85%	31	25	81%	-4%	19	15	79%	---	---	---
White	1460	1238	85%	1263	1078	85%	1%	861	734	85%	404	322	80%
Other	285	244	86%	251	219	87%	2%	214	171	80%	106	88	83%
Unreported	57	53	93%	73	66	90%	-3%	43	34	79%	29	25	86%
<b>Total</b>	<b>4207</b>	<b>3512</b>	<b>83%</b>	<b>4021</b>	<b>3393</b>	<b>84%</b>	<b>1%</b>	<b>2806</b>	<b>2342</b>	<b>83%</b>	<b>1356</b>	<b>1117</b>	<b>82%</b>

Note. Counts and outcomes were suppressed for enrollment counts below 10.

**Table 11. Success by Ethnicity (Pre/Post)**

	Baseline Year			Year 1			Delta (Success Rate)	Year 2			Year 3		
	Enrollments	Success Counts	Success Rate	Enrollments	Success Counts	Success Rate		Enrollments	Success Counts	Success Rate	Enrollments	Success Counts	Success Rate
African American	308	181	59%	321	214	67%	8%	237	130	55%	131	85	65%
American Indian	15	13	87%	---	---	---	---	---	---	---	---	---	---
Asian	387	287	74%	377	286	76%	2%	247	190	77%	105	73	70%
Filipino	164	108	66%	168	123	73%	7%	102	68	67%	41	29	71%
Latinx	1498	942	63%	1528	1017	67%	4%	1076	692	64%	530	337	64%
Pacific Islander	33	17	52%	31	21	68%	16%	19	15	79%	---	---	---
White	1460	1046	72%	1263	934	74%	2%	861	629	73%	404	255	63%
Other	285	202	71%	251	174	69%	-2%	214	139	65%	106	61	58%
Unreported	57	44	77%	73	55	75%	-2%	43	31	72%	29	17	59%
<b>Total</b>	<b>4207</b>	<b>2840</b>	<b>68%</b>	<b>4021</b>	<b>2832</b>	<b>70%</b>	<b>3%</b>	<b>2806</b>	<b>1898</b>	<b>68%</b>	<b>1356</b>	<b>863</b>	<b>64%</b>

Note. Counts and outcomes were suppressed for enrollment counts below 10.

**Table 12. Course GPA by Ethnicity (Pre/Post)**

	Baseline Year		Year 1		Delta (GPA)	Year 2		Year 3	
	Enrollments	GPA	Enrollments	GPA		Enrollments	GPA	Enrollments	GPA
African American	308	2.21	321	2.49	0.28	237	2.15	131	2.44
American Indian	15	2.94	---	---	---	---	---	---	---
Asian	387	2.99	377	3.11	0.12	247	3.03	105	2.80
Filipino	164	2.60	168	2.89	0.29	102	2.64	41	2.71
Latinx	1498	2.43	1528	2.62	0.19	1076	2.48	530	2.57
Pacific Islander	33	1.98	31	2.84	0.86	19	3.02	---	---
White	1460	2.82	1263	2.93	0.11	861	2.90	404	2.76
Other	285	2.62	251	2.59	-0.03	214	2.60	106	2.38
Unreported	57	2.96	73	3	0.04	43	3.21	29	2.37
<b>Total</b>	<b>4,207</b>	<b>2.63</b>	<b>4,021</b>	<b>2.77</b>	<b>0.14</b>	<b>2,806</b>	<b>2.67</b>	<b>1,356</b>	<b>2.62</b>

Note. Counts and outcomes were suppressed for enrollment counts below 10.

**Table 13. Retention by Gender (Pre/Post)**

	Baseline Year			Year 1			Delta (Retention Rate)	Year 2			Year 3		
	Enrollments	Retention Counts	Retention Rate	Enrollments	Retention Counts	Retention Rate		Enrollments	Retention Counts	Retention Rate	Enrollments	Retention Counts	Retention Rate
Female	2148	1811	84%	2084	1772	85%	1%	1546	1308	85%	808	685	85%
Male	2059	1701	83%	1937	1621	84%	1%	1260	1034	82%	548	432	79%
<b>Total</b>	<b>4207</b>	<b>3512</b>	<b>83%</b>	<b>4021</b>	<b>3393</b>	<b>84%</b>	<b>1%</b>	<b>2806</b>	<b>2342</b>	<b>83%</b>	<b>1356</b>	<b>1117</b>	<b>82%</b>

**Table 14. Success by Gender (Pre/Post)**

	Baseline Year			Year 1			Delta (Success Rate)	Year 2			Year 3		
	Enrollments	Success Counts	Success Rate	Enrollments	Success Counts	Success Rate		Enrollments	Success Counts	Success Rate	Enrollments	Success Counts	Success Rate
Female	2148	1499	70%	2084	1490	72%	2%	1546	1093	71%	808	546	68%
Male	2059	1341	65%	1937	1342	69%	4%	1260	805	64%	548	317	58%
<b>Total</b>	<b>4207</b>	<b>2840</b>	<b>68%</b>	<b>4021</b>	<b>2832</b>	<b>70%</b>	<b>3%</b>	<b>2806</b>	<b>1898</b>	<b>68%</b>	<b>1356</b>	<b>863</b>	<b>64%</b>

**Table 15. Course GPA by Gender (Pre/Post)**

	Baseline Year		Year 1		Delta (GPA)	Year 2		Year 3	
	Enrollments	GPA	Enrollments	GPA		Enrollments	GPA	Enrollments	GPA
Female	2148	2.70	2084	2.83	0.13	1546	2.79	808	2.72
Male	2059	2.56	1937	2.71	0.15	1260	2.51	548	2.45
<b>Total</b>	<b>4,207</b>	<b>2.63</b>	<b>4,021</b>	<b>2.77</b>	<b>0.14</b>	<b>2,806</b>	<b>2.67</b>	<b>1,356</b>	<b>2.62</b>

Source: SDCCD DataMart

## CRI/Non-CRI Analysis

### Outcomes by Course

- **Retention:** The differences in retention rates for CRI (Year 1) and Non-CRI sections varied widely by course, with CRI rates ranging from 14 percentage points below Non-CRI sections (CHEM100) to 46 percentage points above Non-CRI sections (FASH105). Out of 32 courses (unduplicated), 50% saw higher rates among CRI sections. See Table 16.
- **Success:** The differences in success rates for CRI and Non-CRI sections varied widely by course, with CRI rates ranging from 22 percentage points below Non-CRI sections (POLI102) to 37 percentage points above Non-CRI sections (FASH105). Out of 32 courses (unduplicated), 50% saw higher rates among CRI sections. See Table 17.
- **Course GPA:** The differences in GPAs for CRI and Non-CRI sections varied widely by course, with CRI GPAs ranging from 0.95 points below Non-CRI sections (PHYN101) to 1.03 points above Non-CRI sections (FASH105). I am so happy someone is reading this. Out of 32 courses (unduplicated), 59% saw higher GPAs among CRI sections. See Table 18.

### Outcomes by Ethnicity

- **Retention:** The differences in retention rates for CRI (Year 1) and Non-CRI sections ranged by up to six percentage points across ethnicities. Unreported students in CRI sections saw the largest gain compared to Non-CRI sections (1.6 percentage points), while Pacific Islander students saw the largest deficit (4.6 percentage points). Only students in the Other and Unreported ethnic groups saw higher rates in CRI sections than in Non-CRI sections (American Indian group is excluded from analysis due to low counts). See Table 19.
- **Success:** The differences in success rates for CRI and Non-CRI sections ranged by up to 11 percentage points across ethnicities. African American students in CRI sections saw the largest gain compared to Non-CRI sections (nine percentage points), while Asian students saw the largest deficit (two percentage points). With the exception of Asian, Pacific Islander, and White, all student ethnic groups saw higher rates in CRI sections than in Non-CRI sections (American Indian group is excluded from analysis due to low counts). See Table 20.
- **Course GPA:** The differences in GPAs for CRI and Non-CRI sections ranged by up to 0.30 points across ethnicities. All ethnic groups saw higher GPAs in CRI sections than in Non-CRI sections, with African American students attaining the largest gain (0.31 points; American Indian group is excluded from analysis due to low counts). See Table 21.

### Outcomes by Gender

- **Retention:** The differences in success rates for CRI and Non-CRI sections across gender had a very small range (<1 percentage points). See Table 22.
- **Success:** The differences in success rates for CRI and Non-CRI sections ranged by 2.5 percentage points across gender. Male students saw the largest increase (three percentage points), while Female students saw a minimal increase (<0.5 percentage points). See Table 23.
- **Course GPA:** The differences in GPAs between CRI and Non-CRI sections across gender had very small range (0.07 points). See Table 24.

## CRI/Non-CRI Analysis Tables

Table 16. Retention by Course (CRI/Non-CRI)

	Non-CRI Sections			CRI Faculty Sections (Year 1)			Delta (Retention Rate)
	Enrollments	Retention Counts	Retention Rate	Enrollments	Retention Counts	Retention Rate	
ARTF107	576	462	80%	75	73	97%	17%
ARTF108	132	111	84%	35	29	83%	-1%
ARTF109	839	734	87%	33	29	88%	<0.5%
ARTF161A	57	49	86%	32	27	84%	-2%
ASTR101	1,425	1,235	87%	364	276	76%	-11%
BIOL205	1,110	1,031	93%	47	43	91%	-1%
BLAS140A	1,070	959	90%	42	39	93%	3%
CHEM100	1,644	1,482	90%	91	69	76%	-14%
CISC181	2,934	2,428	83%	87	73	84%	1%
CISC190	1,226	873	71%	246	187	76%	5%
COMS103	9,990	8,872	89%	30	28	93%	5%
COMS135	3,751	3,458	92%	127	116	91%	-1%
ENGL047A	3,526	3,121	89%	186	162	87%	-1%
ENGL105	2,351	1,946	83%	72	54	75%	-8%
FASH105	52	21	40%	107	92	86%	46%
FASH120	393	357	91%	107	95	89%	-2%
FREN101	842	658	78%	53	41	77%	-1%
FREN102	215	186	87%	36	32	89%	2%
GEOG101	2,099	1,728	82%	175	162	93%	10%
GEOG101L	677	590	87%	78	74	95%	8%
GEOL100	1,151	1,010	88%	139	129	93%	5%
HEAL101	6,670	5,935	89%	97	75	77%	-12%
MATH092	3,414	2,972	87%	181	163	90%	3%
MATH119	6,528	5,468	84%	500	440	88%	4%
MATH121	2,235	1,906	85%	52	43	83%	-3%
MATH141	2,548	2,061	81%	151	147	97%	16%
MULT137	105	97	92%	49	43	88%	-5%
PHIL112	25	21	84%	13	11	85%	1%
PHYN101	145	137	94%	18	18	100%	6%
POLI102	2,342	2,215	95%	240	198	83%	-12%
PSYC101	9,833	8,599	87%	163	121	74%	-13%
SPAN101	3,084	2,543	82%	395	304	77%	-6%
<b>Total</b>	<b>72,989</b>	<b>63,265</b>	<b>87%</b>	<b>4,021</b>	<b>3,393</b>	<b>84%</b>	<b>-2%</b>

Source: SDCCD DataMart

Table 17. Success by Course (CRI/Non-CRI)

	Non-CRI Sections			CRI Faculty Sections (Year 1)			Delta (Success Rate)
	Enrollments	Success Counts	Success Rate	Enrollments	Success Counts	Success Rate	
ARTF107	576	350	61%	75	64	85%	25%
ARTF108	132	89	67%	35	23	66%	-2%
ARTF109	839	596	71%	33	24	73%	2%
ARTF161A	57	47	82%	32	23	72%	-11%
ASTR101	1,425	871	61%	364	185	51%	-10%
BIOL205	1,110	934	84%	47	37	79%	-5%
BLAS140A	1,070	831	78%	42	38	90%	13%
CHEM100	1,644	1,180	72%	91	47	52%	-20%
CISC181	2,934	2,014	69%	87	56	64%	-4%
CISC190	1,226	618	50%	246	150	61%	11%
COMS103	9,990	7,663	77%	30	22	73%	-3%
COMS135	3,751	3,005	80%	127	103	81%	1%
ENGL047A	3,526	2,493	71%	186	137	74%	3%
ENGL105	2,351	1,507	64%	72	44	61%	-3%
FASH105	52	17	33%	107	75	70%	37%
FASH120	393	299	76%	107	85	79%	3%
FREN101	842	515	61%	53	34	64%	3%
FREN102	215	152	71%	36	30	83%	13%
GEOG101	2,099	1,222	58%	175	149	85%	27%
GEOG101L	677	499	74%	78	70	90%	16%
GEOL100	1,151	779	68%	139	112	81%	13%
HEAL101	6,670	4,662	70%	97	52	54%	-16%
MATH092	3,414	2,323	68%	181	146	81%	13%
MATH119	6,528	4,094	63%	500	395	79%	16%
MATH121	2,235	1,606	72%	52	31	60%	-12%
MATH141	2,548	1,511	59%	151	142	94%	35%
MULT137	105	91	87%	49	40	82%	-5%
PHIL112	25	20	80%	13	10	77%	-3%
PHYN101	145	126	87%	18	12	67%	-20%
POLI102	2,342	2,018	86%	240	153	64%	-22%
PSYC101	9,833	6,160	63%	163	89	55%	-8%
SPAN101	3,084	2,114	69%	395	254	64%	-4%
<b>Total</b>	<b>72,989</b>	<b>50,406</b>	<b>69%</b>	<b>4,021</b>	<b>2,832</b>	<b>70%</b>	<b>1%</b>

Source: SDCCD DataMart

  
**San Diego MESA COLLEGE**  
 Institutional Research

**Table 18. Course GPA by Course (CRI/Non-CRI)**

	Non-CRI Sections		CRI Faculty Sections (Year 1)		Delta (GPA)
	Enrollments	GPA	Enrollments	GPA	
ARTF107	576	2.61	75	3.12	0.51
ARTF108	132	3.02	35	3.03	0.01
ARTF109	839	2.92	33	2.93	0.01
ARTF161A	57	3.37	32	2.81	-0.56
ASTR101	1,425	2.20	364	2.00	-0.20
BIOL205	1,110	2.89	47	2.81	-0.08
BLAS140A	1,070	2.97	42	2.85	-0.12
CHEM100	1,644	2.39	91	1.99	-0.40
CISC181	2,934	2.84	87	2.74	-0.10
CISC190	1,226	2.46	246	2.84	0.38
COMS103	9,990	2.92	30	2.57	-0.35
COMS135	3,751	2.90	127	3.06	0.16
ENGL047A	3,526	2.64	186	2.67	0.03
ENGL105	2,351	2.60	72	2.64	0.04
FASH105	52	2.33	107	2.73	0.40
FASH120	393	2.76	107	3.31	0.55
FREN101	842	2.59	53	2.95	0.36
FREN102	215	2.64	36	3.22	0.58
GEOG101	2,099	2.17	175	3.20	1.03
GEOG101L	677	2.63	78	3.07	0.44
GEOL100	1,151	2.40	139	2.97	0.57
HEAL101	6,670	2.66	97	2.40	-0.26
MATH092	3,414	2.36	181	2.74	0.38
MATH119	6,528	2.46	500	2.97	0.51
MATH121	2,235	2.72	52	2.19	-0.53
MATH141	2,548	2.39	151	3.30	0.91
MULT137	105	3.40	49	3.23	-0.17
PHIL112	25	3.33	13	3.45	0.12
PHYN101	145	3.48	18	2.53	-0.95
POLI102	2,342	3.01	240	2.40	-0.61
PSYC101	9,833	2.33	163	2.36	0.03
SPAN101	3,084	2.76	395	2.68	-0.08
<b>Total</b>	<b>72,989</b>	<b>2.62</b>	<b>4,021</b>	<b>2.77</b>	<b>0.15</b>

Source: SDCCD DataMart



  
**San Diego  
Mesa College**  
 Institutional Research

**Table 19. Retention by Ethnicity (CRI/Non-CRI)**

	Non-CRI Sections			CRI Faculty Sections (Year 1)			Delta (Retention Rate)
	Enrollments	Retention Counts	Retention Rate	Enrollments	Retention Counts	Retention Rate	
African American	5598	4638	83%	321	264	82%	-1%
American Indian	199	179	90%	---	---	---	---
Asian	7198	6452	90%	377	326	86%	-3%
Filipino	3050	2634	86%	168	138	82%	-4%
Latinx	28,118	24,098	86%	1,528	1,269	83%	-3%
Pacific Islander	480	409	85%	31	25	81%	-5%
White	22,426	19686	88%	1,263	1,078	85%	-2%
Other	4,800	4,174	87%	251	219	87%	0%
Unreported	1,120	995	89%	73	66	90%	2%
<b>Total</b>	<b>72,989</b>	<b>63265</b>	<b>87%</b>	<b>4,021</b>	<b>3,393</b>	<b>84%</b>	<b>-2%</b>

Note. Counts and outcomes were suppressed for enrollment counts below 10.

**Table 20. Success by Ethnicity (CRI/Non-CRI)**

	Non-CRI Sections			CRI Faculty Sections (Year 1)			Delta (Success Rate)
	Enrollments	Success Counts	Success Rate	Enrollments	Success Counts	Success Rate	
African American	5598	3252	58%	321	214	67%	9%
American Indian	199	142	71%	---	---	---	---
Asian	7198	5616	78%	377	286	76%	-2%
Filipino	3050	2135	70%	168	123	73%	3%
Latinx	28,118	18,104	64%	1,528	1,017	67%	2%
Pacific Islander	480	327	68%	31	21	68%	> -0.5%
White	22,426	16742	75%	1,263	934	74%	-1%
Other	4,800	3,260	68%	251	174	69%	1%
Unreported	1,120	828	74%	73	55	75%	1%
<b>Total</b>	<b>72,989</b>	<b>50406</b>	<b>69%</b>	<b>4,021</b>	<b>2,832</b>	<b>70%</b>	<b>1%</b>

Note. Counts and outcomes were suppressed for enrollment counts below 10.

**Table 21. Course GPA by Ethnicity (CRI/Non-CRI)**

	Non-CRI Sections		CRI Faculty Sections (Year 1)		Delta (GPA)
	Enrollments	GPA	Enrollments	GPA	
African American	5,598	2.18	321	2.49	0.31
American Indian	199	2.51	---	---	---
Asian	7,198	2.99	377	3.11	0.12
Filipino	3050	2.69	168	2.89	0.20
Latinx	28118	2.40	1,528	2.62	0.22
Pacific Islander	480	2.57	31	2.84	0.27
White	22,426	2.87	1,263	2.93	0.06
Other	4,800	2.58	251	2.59	0.01
Unreported	1,120	2.82	73	3.00	0.18
<b>Total</b>	<b>72,989</b>	<b>2.62</b>	<b>4,021</b>	<b>2.77</b>	<b>0.15</b>

Note. Counts and outcomes were suppressed for enrollment counts below 10.

Source: SDCCD DataMart

**Table 22. Retention by Gender (CRI/Non-CRI)**

	Non-CRI Sections			CRI Faculty Sections (Year 1)			Delta (Retention Rate)
	Enrollments	Retention Counts	Retention Rate	Enrollments	Retention Counts	Retention Rate	
Female	37,827	33,169	88%	2,084	1,772	85%	-3%
Male	35,161	30,096	86%	1,937	1,621	84%	-2%
Unreported	---	---	---				
<b>Total</b>	<b>72,989</b>	<b>63,265</b>	<b>87%</b>	<b>4,021</b>	<b>3,393</b>	<b>84%</b>	<b>-2%</b>

Note. Counts and outcomes were suppressed for enrollment counts below 10.

**Table 23. Success by Gender (CRI/Non-CRI)**

	Non-CRI Sections			CRI Faculty Sections (Year 1)			Delta (Success Rate)
	Enrollments	Success Counts	Success Rate	Enrollments	Success Counts	Success Rate	
Female	37,827	26,974	71%	2,084	1,490	72%	0%
Male	35,161	23,432	67%	1,937	1,342	69%	3%
Unreported	---	---	---				
<b>Total</b>	<b>72,989</b>	<b>50,406</b>	<b>69%</b>	<b>4,021</b>	<b>2,832</b>	<b>70%</b>	<b>1%</b>

Note. Counts and outcomes were suppressed for enrollment counts below 10.

**Table 24. Course GPA by Gender (CRI/Non-CRI)**

	Non-CRI Sections		CRI Faculty Sections (Year 1)		Delta (GPA)
	Enrollments	GPA	Enrollments	GPA	
Female	37,827	2.71	2,084	2.83	0.12
Male	35,161	2.52	1,937	2.71	0.19
Unreported	---	---			
<b>Total</b>	<b>72,989</b>	<b>2.62</b>	<b>4,021</b>	<b>2.77</b>	<b>0.15</b>

Note. Counts and outcomes were suppressed for enrollment counts below 10.

### Further Inquiry

1. Course success rates varied widely at the course level. Are there any trends in the type of courses that show greater gains in terms of academic outcomes? If so, which ones? (See Table 8).
2. Is there evidence that CRI helped narrow equity gaps? If so, through what mechanism(s)? Can CRI's positive impacts be scaled up? (See Tables 10-15, and Tables 19-24).
3. From 2016 to 2018, the number of students impacted by the CRI program has steadily declined (See Table 1). What can be done to attract the faculty with the greater number of students?
4. Overall, course success rates and GPAs peaked on the year that immediately follows faculty CRI attendance (See Figure 1, Table 8, and Table 9). What can be done to keep the momentum going, or even build on it?
5. What, if any, policy and/or practice changes at the state or campus level, may have affected outcomes? How could future CRI cohorts adapt to respond to a changing landscape?