2022-2023 C2 Pipeline Afterschool Program

Feedback Survey and Program Data Analysis Results

Submitted September 2023

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Overview

- During the spring (February through early May), the C2 Pipeline Evaluation Team (Eval Team) collected feedback from 379 C2 students from 21 sites. In a brief survey, students were asked about their:
  - Study habits;
  - Organization skills; and
  - Opinions and plans related to STEM and health careers.

- At the end of the year, the Eval Team downloaded and analyzed student data from the EZReports, considering:
  - Students drop rates;
  - Changes in GPAs between 2021-2022 and 2022-2023; and
  - Any relationships among variables in the data or to student survey responses.

Survey Highlights

379 students from 21 sites responded
to the survey.

Survey Highlights: Study Skills

- Reading over their notes was the most commonly reported study method (68%; n=257). Just under half reported reviewing study guides (48%; n=183) and reviewing homework (45%; n=169).

  – Over a tenth of survey participants reported they never study (13%; n=48).

- Respondents were asked how long they studied and prepared for a test:

  – Less than half (46%; n=172) studied for between 15-45 minutes per test;

  – About a fifth (22%; n=82) studies for about an hour or more; and

  – Roughly a third (32%; n=122) report they rarely study for any tests.

How do you usually study for tests?

	Number	Percent
I read over my notes.	257	68%
I review my study guides.	183	48%
I review my homework.	169	45%
I complete the study guide the teacher gave me for the test.	141	37%
I rewrite my notes.	95	25%
I reread the chapter(s) of the book.	66	17%
I make an outline from the book or from my notes.	50	13%
I write my own questions as examples and use them to study.	48	13%
I get Homework Help at afterschool programs.	47	12%
I make flash cards.	39	10%
I use C2 Virtual tutoring.	15	4%
I use the C2 Math hotline.	8	2%
I never study.	**48**	**13%**

Note: Student could select all study methods that applied.

How long do you study and prepare for a test?

|	Number	Percent
I rarely study for any tests.	122	32%
I study about 15 to 45 minutes per test.	172	46%
I study about 1 to 2 hours per test.	67	18%
I study more than 2 hours per test.	15	4%
Total	**376**	**100%**

Study Highlights: Organizational Skills

- Respondents were asked questions to gauge their organization skills.

  - Some results highlighted student organization:

    - Two thirds (67%; n=235) reported *never* or *rarely* losing their homework before they had to turn it in;

    - Nearly two thirds (63%; n=226) reported *never* or *rarely* forgetting to bring supplies to class; and

    - Just over half (52%; n=183) reported *never* or *rarely* forgetting to turn it in their homework.

  - Some results highlighted opportunities for increased organization:

    - Fewer than half (46%; n=163) reported *always* or *almost always* arranging notes and binders to find needed things;

    - Just over a third (34%; n=122) reported *always* or *almost always* finishing things early to allow for the unexpected; and

    - Less than a third (28%; n=101) reported *always* or *almost always* knowing how to break projects into smaller tasks;

Organizational Skills

	Never	Rarely	Occasionally	Sometimes	Almost Always	Always
I lose homework before I have to turn it in. (N=355)	35%	32%	12%	15%	5%	2%
I do my homework, but forget to turn it in. (N=354)	23%	29%	18%	18%	9%	3%
I try to finish things early so if something unexpected comes up I still finish on time. (N=355)	6%	15%	17%	27%	24%	10%
I know how to break projects into smaller tasks. (N=353)	8%	15%	22%	27%	18%	10%
I forget to bring my supplies to class. (N=355)	31%	32%	15%	14%	4%	3%
My notes and binders are arranged so that it's easy to find the things I need for each class. (N=355)	8%	12%	16%	18%	17%	29%

Organizational Skills

	Never	Rarely	Occasionally	Sometimes	Almost Always	Always
Lose homework (N=355)	35%	32%	12%	15%	5%	2%
Do homework, forget to turn in (N=354)	23%	29%	18%	18%	9%	3%
Try to finish things early (N=355)	6%	15%	17%	27%	24%	10%
Know how to break projects into smaller tasks. (N=353)	8%	15%	22%	27%	18%	10%
Forget supplies for class (N=355)	31%	32%	15%	14%	4%	3%
Arrange notes and binders so that it's easy to find things (N=355)	8%	12%	16%	18%	17%	29%
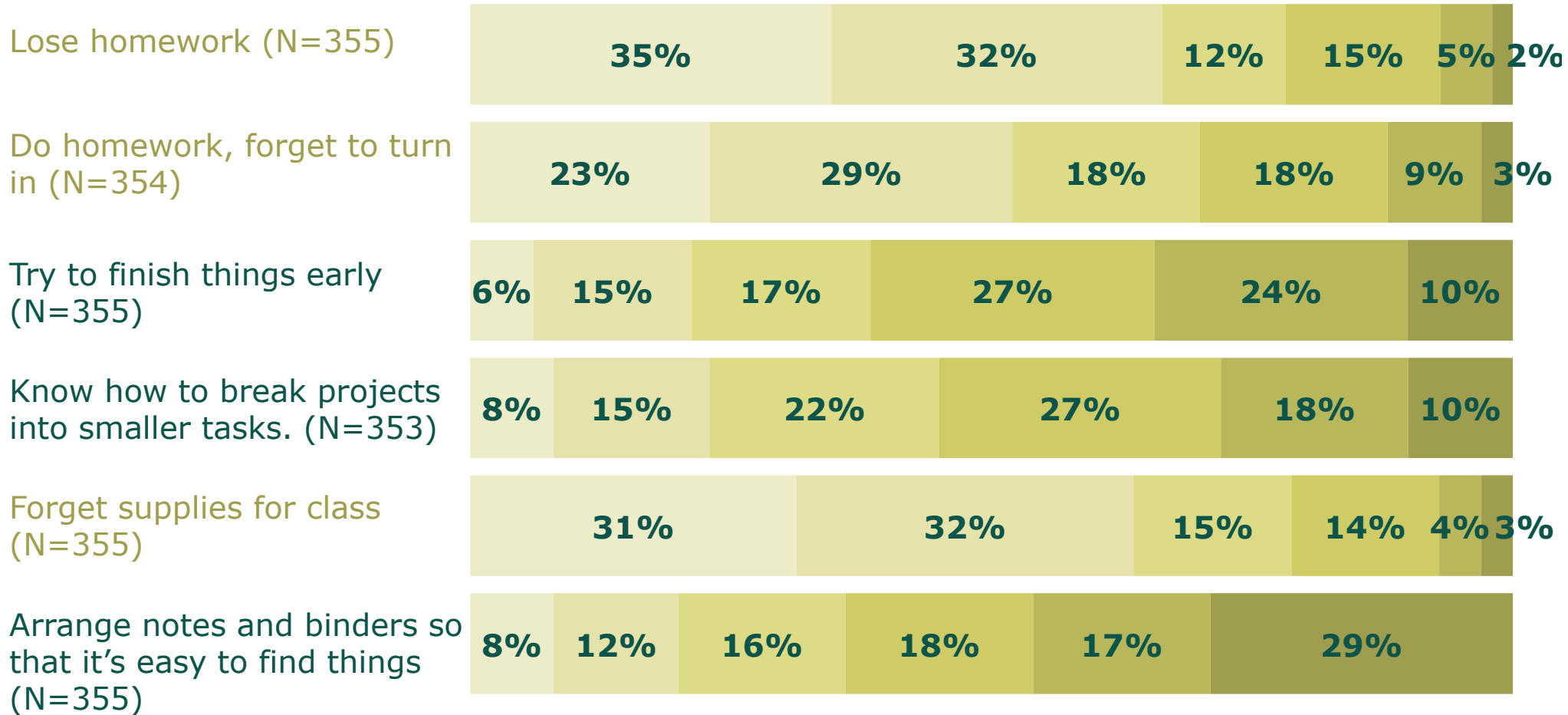
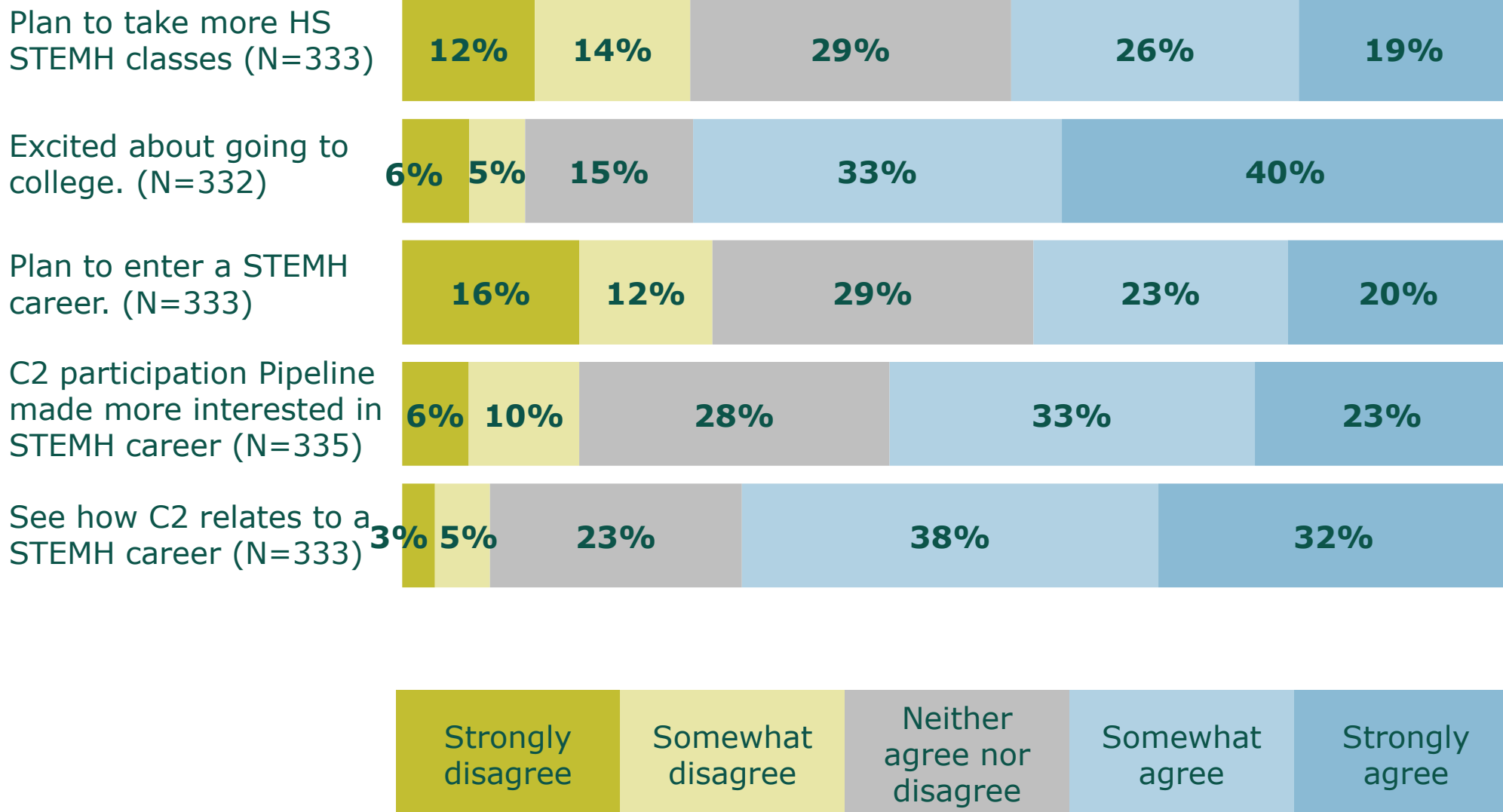Legend: Never | Rarely | Occasionally | Sometimes | Almost Always | Always

STEM/Health Related Plans and Opinions

- Respondents were asked about their plans and opinions on their future plans and STEMH.

  – Nearly three-quarters (73%; n=244) indicated they *strongly agreed* or *somewhat agreed* they were excited about going to college;

  – The majority (70%; n=231) indicated they *strongly agreed* or *somewhat agreed* they could see how C2 relates to a STEM or health career;

  – Most (56%; n=189) *strongly agreed* or *somewhat agreed* that C2 had made them more interested in a STEM or health career.

  – Under half reported future plans for STEMH:

    - 45% (n=148) *strongly agreed* or *somewhat agreed* that they planned to take more STEM or health classes in high school.

    - 43% (n=143) *strongly agreed* or *somewhat agreed* that they planned to enter a STEM or health career.

STEM/Health Related Plans and Opinions

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I plan to take more STEM or health classes in high school. (N=333)	12%	14%	29%	26%	19%
I am excited about going to college. (N=332)	6%	5%	15%	33%	40%
I plan to enter a STEM or health career. (N=333)	16%	12%	29%	23%	20%
My participation in C2 Pipeline has made me more interested in having a STEM or health career. (N=335)	6%	10%	28%	33%	23%
I can see how C2 Pipeline's activities and enrichments are related to a STEM or health career. (N=333)	3%	5%	23%	38%	32%

STEM/Health Related Plans and Opinions

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Plan to take more HS STEMH classes (N=333)	12%	14%	29%	26%	19%
Excited about going to college. (N=332)	6%	5%	15%	33%	40%
Plan to enter a STEMH career. (N=333)	16%	12%	29%	23%	20%
C2 participation Pipeline made more interested in STEMH career (N=335)	6%	10%	28%	33%	23%
See how C2 relates to a STEMH career (N=333)	3%	5%	23%	38%	32%

Additional Analyses

Additional Analyses

Demographics: C2 Participants and Survey Respondents

Highlights: C2 Participant Demographics

- There were 2,487 C2 participants across 24 sites with information in EZReports:

  - There were similar numbers of participants from each grade, with slightly more 9th (27%) and 10th (26%) graders, compared to 11th (22%) and 12th (24%) graders.

  - Participants were divided between female (53%) and male (46%) students, with about 1% indicating other for gender.

  - About two-thirds were Black or African American (67%), 20% White, and 8% Asian.

  - About 7% had Arab and 3% Hispanic/Latino ethnicities.

Comparing C2 Participants to Survey Respondents

- There were no statistically significant differences between **C2 participants** and **survey respondents**, in terms of age, grade, gender, race, or ethnicity.

  - Please note that this analysis could not include the 85 survey respondents (22% of all respondents) we were not able to match to their EZReports student records.

- The **survey respondents** did not reflect the **C2 participants'** sites. For example:

  - Warren Woods Tower students comprised 13% of survey respondents (n=39), but only 7% (n=164) of C2 participants.

  - Center Line students were 4% of survey respondents (n=11), but 8% (n=192) of C2 participants.

  - King students were 12% of survey respondents (n=35), but 8% (n=187) of C2 participants.

Additional Analyses

Drop Rates by Subgroup

Comparing C2 Participants' Drop Rates

- There were a few statistically significant differences between the drop rates of different subgroups. Overall, 348 students (14%) dropped.

  - Drop rates varied by site, ranging from 0 at three sites (Eastpointe, Fitzgerald, and Pontiac) to 39% at Clintondale.

  - The following student subgroups were all more likely to drop:

    - 12th grade students (18%; n=106);

    - Students 18 years old or older (18%; n=88);

    - Students of "some other race" (27%; n=17); and

    - Hispanic/Latino students (25%; n=16).

  - In contrast students whose with Arab ethnicity were less likely to drop (9%; n=15).

    Note: Subgroups with ≤10 students not considered in these analyses.

C2 Drop Rates by Site

Site	N	Dropped Count	%
Center Line	192	57	30%
Clintondale	118	46	39%
Michigan Collegiate	101	14	14%
Denby	53	2	4%
East English Village Preparatory Academy	82	1	1%
Eastpointe	112	0	0%
Fitzgerald	216	4	2%
Frontier International Academy	123	0	0%
King	187	53	28%
Lincoln	92	9	10%
Medicine & Community Health@Cody	63	3	5%

Site	N	Dropped Count	%
Oak Park	13	1	8%
Pershing	98	5	5%
Pontiac Academy of Excellence	28	0	0%
River Rouge	63	3	5%
South Lake	117	8	7%
Southfield Arts & Technology	174	46	26%
University	157	8	5%
Warren Mott	100	8	8%
Warren Woods Tower	164	47	29%
Waterford Kettering	137	1	1%
Waterford Mott	87	32	37%
All	**2,487**	**348**	**14%**

Note: Sites with ≤10 C2 participants are not shown above.

C2 Drop Rates by Grade and by Age

Overall, C2 participants had a 14% drop rate. Subgroups with a rate statistically significant difference from the overall rate are **highlighted**.

Grade	N	Dropped Count	%
9	669	94	14%
10	658	73	11%
11	559	75	13%
12	**597**	**106**	**18%**
All	**2,487**	**348**	**14%**

Grade	N	Dropped Count	%
14	162	21	13%
15	631	85	13%
16	610	80	13%
17	587	73	12%
18+	**491**	**88**	**18%**
All	**2,481**	**348**	14%

C2 Drop Rates by Race

Overall, C2 participants (with a reported race) had a 13% drop rate. Subgroups with a rate statistically significant difference from the overall rate are **highlighted**.

Grade	N	Dropped Count	%
Asian	185	20	11%
Black or African American	1,638	207	13%
White	477	74	16%
Some Other Race	**64**	**17**	**27%**
Two or More Races	75	9	12%
All	**2,439**	**327**	**13%**

C2 Drop Rates by Ethnicity

Overall, C2 participants had a 14% drop rate. Subgroups with a rate statistically significant difference from the overall rate are **highlighted**.

Hispanic/ Latino	N	Dropped Count	%
No	2,312	317	14%
Yes	63	16	25%
Total	2,375	333	14%

Arab	N	Dropped Count	%
No	2,313	333	14%
Yes	174	15	9%
Total	2,487	348	14%

Additional Analyses

Activity Participation

C2 Participants by Activity Participation

- Collectively 1,963 C2 participants attended 86,583 days of programming in 2022-2023, averaging 44.11 days per participant.

Day Category	Number of Students	Days Total	Days Mean	Days Std. dev.
2022-2023 School Year	1,963	86,583	44.11	36.9
Academic Enrichment	1,596	62,507	39.16	33.3
Well Rounded	1,692	54,610	32.28	29.9
STEM	1,460	21,119	14.47	16.1
Healthy	1,200	9,615	8.01	11.6
Career	728	8,208	11.27	23.2
Literary	32	130	4.06	4.6
Other	1,081	47,942	44.35	35.2

Activity Participation by Site

Site	Students with Activity		Collective Days	
	Count	%	Count	%
Center Line	130	7%	6,010	7%
Clintondale	72	4%	3,818	4%
Michigan Collegiate	87	4%	4,170	5%
Denby	50	3%	4,586	5%
East English Village Preparatory Academy	78	4%	4,022	5%
Fitzgerald	209	11%	5,371	6%
Frontier International Academy	119	6%	3,862	4%
King	134	7%	6,161	7%
Lincoln	81	4%	5,561	6%
Medicine & Community Health @ Cody	60	3%	4124	5%

Activity Participation by Site *(cont.)*

Site	Students with Activity		Collective Days	
	Count	%	Count	%
Pershing	89	5%	3,787	4%
Pontiac Academy of Excellence	28	1%	873	1%
River Rouge	60	3%	2,299	3%
South Lake	104	5%	3,562	4%
Southfield Arts & Technology	122	6%	3,747	4%
University	149	8%	11,790	14%
Warren Mott	89	5%	2,802	3%
Warren Woods Tower	116	6%	6,434	7%
Waterford Kettering	134	7%	2,109	2%
Waterford Mott	52	3%	1,495	2%
Total	**1,963**	**100%**	**86,583**	**100%**

Additional Analyses

Survey items and GPA changes

GPAs, Organizational Skills, and Study Habits

- We attempted to identify any relationships between organizational skills, study habits, and half grade change in GPAs, using Pearson Chi Squared test. We found that:

  - There were no statistically significant differences between rates of half letter grade changes in GPA, based on student reports of their organizational skills or their STEMH opinions and future plans.

  - Two study habit items had statistically significant differences between rates of half letter grade changes in GPA:

    - *I never study.*
      - Those who indicated they never studied were more likely to increase their GPA by a half letter grade than those who did not (33%; n=6, compared to 11%; n=10).

    - *I review my homework.*
      - Those who indicated they reviewed their homework to study were less likely to increase their GPA by a half letter grade than those who did not (4%; n=2, compared to 23%; n=14).

GPA Changes and Study Habits

I never study.	N	≥1/2 grade decrease		< 1/2 grade change		≥1/2 grade increase	
Not selected	89	5	6%	74	83%	10	11%
Selected	18	3	17%	9	50%	6	33%
Overall	107	8	7%	83	78%	16	15%

I review my homework.	N	≥1/2 grade decrease		< 1/2 grade change		≥1/2 grade increase	
Not selected	61	4	7%	43	70%	14	23%
Selected	46	4	9%	40	87%	2	4%
Overall	107	8	7%	83	78%	16	15%

Survey Respondent Grade Point Averages

- There were 117 survey respondents with 2021-2022 GPAs recorded and 130 with 2022-2023 GPAs. GPAs for both years were available for 106 students:

Change in GPA?	N	%
Decreased	43	41%
No Change	6	6%
Increased	57	54%
Total	106	100%

Half Grade Change?	N	%
Half grade or more *decrease*	7	7%
Less than half grade change	83	78%
Half grade or more *increase*	16	15%
Total	106	100%

Survey Respondent Grade Point Averages

- There were 117 2021-2022 GPAs and 130 2022-2023 GPAs recorded for survey respondents. GPAs for both years were available for 106 students:

GPA Range	2021-2022		2022-2023	
	N	%	N	%
GPA <= 1.0	1	1%	1	1%
1.0 < GPA <=2.0	19	18%	11	10%
2.0 < GPA <=2.5	16	15%	18	17%
2.5 < GPA <=3.0	19	18%	23	22%
3.0 < GPA <=3.5	15	14%	18	17%
3.5 < GPA <=4.0	30	28%	29	27%
GPA > 4.0	6	6%	6	6%
Total	106	100%	106	100%

Additional Analyses

GPA Increases by Site

Increasing GPAs by Site

- Overall, 52% of C2 participants increased their GPAs between 2021-2022 and 2022-2023, with 19% increasing by a half grade or more. There were statistically significant differences by site:

  - Rates of increasing GPAs ranged from 38% of students at Waterford Mott increasing their GPAs to 66% at Waterford Kettering.

  - Rates of increasing by a half grade or more ranged from 3% at Waterford Mott to 29% at Lincoln.

GPA Increases, by Site

- There were statistically significant differences in GPA changes by site.

	N	Increase Count	Increase %	1/2 Grade Increase Count	1/2 Grade Increase %
Center Line	114	54	47%	22	19%
Clintondale	84	40	48%	21	25%
Michigan Collegiate	61	33	54%	17	28%
Eastpointe	35	22	63%	7	20%
Fitzgerald	147	83	56%	38	26%
Frontier International Academy	74	40	54%	14	19%
Lincoln	55	28	51%	16	29%
South Lake	77	36	47%	16	21%
University	101	44	44%	4	4%
Warren Mott	n/s	n/s	n/s	n/s	n/s
Warren Woods Tower	47	23	49%	11	23%
Waterford Kettering	98	65	66%	8	8%
Waterford Mott	37	14	38%	1	3%
Overall	**930**	**482**	**52%**	**175**	**19%**

Next Steps…

- Missing data continues to be an issue. In recent years there have been challenges collecting data in terms of low response rates (and uneven rates across sites). There are also issues with data such as student contact information and GPAs missing in EZReports.

- It would be helpful for the Eval Team to meet with C2 staff to better understand the current program's expected outcomes and priorities. This would hopefully craft evaluation tools that are both realistic given program constraints and aligned with program needs, in order to increase the utility of the evaluation.

Supplemental Tables

A note on the comparison group used for the survey respondents

We considered several: all C2 participants entered into EZReports, all "Active" participants, all participants with recorded participation. We elected to use all C2 participants as we noted that survey respondents included C2 participants who were Drop rather than Active and who had no participation days recorded.

Supplemental Tables

Overall C2 Participant Demographics

C2 Participants by Site

- There were 2,487 C2 participants across 24 sites.

	N	%		N	%
Center Line	192	8%	Medicine & Community Health @ Cody	63	3%
Clintondale	118	5%	Oak Park	13	1%
Michigan Collegiate	101	4%	Pershing	98	4%
Denby	53	2%	Pontiac Academy of Excellence	28	1%
Detroit Collegiate Prep @ Detroit Northwestern	6	<1%	River Rouge	63	3%
East English Village Preparatory Academy	82	3%	South Lake	117	5%
Eastpointe	112	5%	Southfield Arts & Technology	174	7%
Ecorse Community	4	<1%	University	157	6%
Fitzgerald	216	9%	Warren Mott	100	4%
Frontier International Academy	123	5%	Warren Woods Tower	164	7%
King	187	8%	Waterford Kettering	137	6%
Lincoln	92	4%	Waterford Mott	87	3%
			All	**2,487**	**100%**

C2 Participants by Grade Level and Age

- About three-quarters of C2 participants were between 15 and 17 years old (75%; n=1,828). They were roughly divided between the high school grades, with slightly more in 9th and 10th grades than in 11th and 12th.

Age	N	%
13	4	<1%
14	162	7%
15	631	25%
16	610	25%
17	587	24%
18	421	17%
19-26	70	3%
All	**2,485**	**100%**

Grade	N	%
8	4	<1%
9	669	27%
10	658	26%
11	559	22%
12	597	24%
All	**2,487**	**100%**

C2 Participants by Gender

Overall, C2 participants there was a greater percentage of female students (53%) than male (46%). About 1% indicated other for gender.

Gender	N	%
Female	1,327	53%
Male	1,144	46%
Other	16	1%
Total	**2,487**	**100%**

C2 Participants by Race and Ethnicity

About two-thirds of C2 participants were Black or African American (67%), 20% White, and 8% Asian. About 7% had Arab and 3% Hispanic/Latino ethnicities.

Race	N	%
American Indian or Native Alaskan	2	<1%
Asian	185	8%
Black or African American	1,638	67%
White	477	20%
Some Other Race	64	3%
Two or More Races	75	3%
All	**2,441**	**100%**

Hispanic/Latino	N	%
No	2,312	97%
Yes	63	3%
Total	**2,375**	**100%**

Arab	N	%
No	2,313	93%
Yes	174	7%
Total	**2,487**	**100%**

Demographic Tables

Comparisons

C2 Participant Demographics: Sites

Site	All		Active		Dropped	
	N	**%**	**N**	**%**	**N**	**%**
Center Line	192	8%	135	6%	57	16%
Clintondale	118	5%	72	3%	46	13%
Michigan Collegiate	101	4%	87	4%	14	4%
Denby	53	2%	51	2%	2	1%
Detroit Collegiate Prep@Detroit Northwestern	6	<1%	6	<1%	—	—
East English Village Preparatory Academy	82	3%	81	4%	1	<1%
Eastpointe	112	5%	112	5%	—	—
Ecorse Community	4	0%	4	0%	—	—
Fitzgerald	216	9%	212	10%	4	1%
Frontier International Academy	123	5%	123	6%	—	—
King	187	8%	134	6%	53	15%
Lincoln	92	4%	83	4%	9	3%

C2 Participant Demographics: Sites

Site	All		Active		Dropped	
	N	%	N	%	N	%
Medicine & Community Health@Cody	63	3%	60	3%	3	1%
Oak Park	13	1%	12	1%	1	<1%
Pershing	98	4%	93	4%	5	1%
Pontiac Academy of Excellence	28	1%	28	1%	—	—
River Rouge	63	3%	60	3%	3	1%
South Lake	117	5%	109	5%	8	2%
Southfield Arts & Technology	174	7%	128	6%	46	13%
University	157	6%	149	7%	8	2%
Warren Mott	100	4%	92	4%	8	2%
Warren Woods Tower	164	7%	117	5%	47	14%
Waterford Kettering	137	6%	136	6%	1	<1%
Waterford Mott	87	3%	55	3%	32	9%
All	2,487	100%	2,139	100%	348	100%

Participant Demographics: Sites

Site	All C2		Survey Respondents	
	N	**%**	**N**	**%**
Center Line	192	8%	11	4%
Clintondale	118	5%	7	2%
Michigan Collegiate	101	4%	16	5%
Denby	53	2%	6	2%
Detroit Collegiate Prep@Detroit Northwestern	6	<1%	—	—
East English Village Preparatory Academy	82	3%	8	3%
Eastpointe	112	5%	5	2%
Ecorse Community	4	<1%	—	—
Fitzgerald	216	9%	13	4%
Frontier International Academy	123	5%	17	6%
King	187	8%	35	12%
Lincoln	92	4%	15	5%

Participant Demographics: Sites

Site	All C2		Survey Respondents	
	N	%	N	%
Medicine & Community Health@Cody	63	3%	6	2%
Oak Park	13	1%	—	—
Pershing	98	4%	18	6%
Pontiac Academy of Excellence	28	1%	4	1%
River Rouge	63	3%	1	0%
South Lake	117	5%	22	7%
Southfield Arts & Technology	174	7%	24	8%
University	157	6%	18	6%
Warren Mott	100	4%	11	4%
Warren Woods Tower	164	7%	39	13%
Waterford Kettering	137	6%	5	2%
Waterford Mott	87	3%	13	4%
All	**2,487**	**100%**	**294**	**100%**

Participant Demographics: Grades

Grade	All		Active		Dropped		Survey Respondents	
	N	%	N	%	N	%	N	%
8	4	<1%	4	<1%	-	0%	1	<1%
9	669	27%	575	27%	94	27%	75	26%
10	658	26%	585	27%	73	21%	73	25%
11	559	22%	484	23%	75	22%	73	25%
12	597	24%	491	23%	106	30%	72	24%
All	2,487	100%	2,139	100%	348	100%	294	100%

Participant Demographics: Ages

Age	All N	All %	Active N	Active %	Dropped N	Dropped %	Survey Respondents N	Survey Respondents %
13	4	<1%	3	<1%	1	<1%	—	—
14	162	7%	141	7%	21	6%	26	9%
15	631	25%	546	26%	85	24%	71	24%
16	610	25%	530	25%	80	23%	62	21%
17	587	24%	514	24%	73	21%	79	27%
18	421	17%	347	16%	74	21%	47	16%
19-26	70	3%	56	3%	14	4%	9	3%
All	2,485	100%	2,137	100%	348	100%	294	100%

Participant Demographics: Race

Race	All		Active		Dropped		Survey Respondents	
	N	%	N	%	N	%	N	%
American Indian or Native Alaskan	2	<1%	1	<1%	1	<1%	—	—
Asian	185	8%	165	8%	20	6%	22	8%
Black or African American	1,638	67%	1,431	68%	207	63%	202	69%
White	477	20%	403	19%	74	23%	52	18%
Some Other Race	64	3%	47	2%	17	5%	7	2%
Two or More Races	75	3%	66	3%	9	3%	10	3%
All	**2,441**	**100%**	**2,113**	**100%**	**328**	**100%**	**293**	**100%**

Participant Demographics: Gender

Gender	All		Active		Dropped		Survey Respondents	
	N	%	N	%	N	%	N	%
Female	1,327	53%	1,142	53%	185	53%	171	58%
Male	1,144	46%	986	46%	158	45%	120	41%
Other	16	1%	11	1%	5	1%	3	1%
Total	2,487	100%	2,139	100%	348	100%	294	100%

Participant Demographics: Ethnicity

Hispanic/ Latinx	All		Active		Dropped		Survey Respondents	
	N	%	N	%	N	%	N	%
No	2,312	97%	1,995	98%	317	95%	276	97%
Yes	63	3%	47	2%	15	5%	10	3%
Total	2,375	100%	2,042	100%	332	100%	286	100%

Arabic	All		Active		Dropped		Survey Respondents	
	N	%	N	%	N	%	N	%
No	2,313	93%	1,980	93%	333	96%	271	92%
Yes	174	7%	159	7%	15	4%	23	8%
Total	2,487	100%	2,139	100%	348	100%	294	100%

Participant Demographics: Primary Language

Language	All N	All %	Active N	Active %	Dropped N	Dropped %	Survey Respondents N	Survey Respondents %
English	2,309	98%	1,973	98%	336	98%	275	97%
Arabic	36	2%	34	2%	2	1%	3	1%
Spanish	15	1%	11	1%	4	1%	3	1%
Others	5	<1%	5	<1%	—	—	2	1%
All	**2,365**	**100%**	**2,023**	**100%**	**342**	**100%**	**283**	**100%**

Demographic Tables

Overall C2 Participant GPAs

Participant Grade Point Averages

GPA Range	2021-2022		2022-2023	
	N	%	N	%
GPA <= 1.0	64	6%	68	6%
1.0 < GPA <=2.0	210	21%	220	20%
2.0 < GPA <=2.5	153	15%	168	15%
2.5 < GPA <=3.0	199	20%	224	20%
3.0 < GPA <=3.5	141	14%	162	14%
3.5 < GPA <=4.0	210	21%	226	20%
GPA > 4.0	36	4%	59	5%
Total	**1,013**	**100%**	**1,127**	**100%**

C2 Participants' Grade Point Averages

- There were 1,013 students with 2021-2022 GPAs recorded and 1,127 with 2022-2023 GPAs recorded. GPAs for both years were available for 938 students:

Change in GPA?	N	%
Decreased	401	43%
No Change	52	6%
Increased	485	52%
Total	938	100%

Magnitude of Change?	N	%
1/2 grade or more decrease	120	13%
Less than 1/2 grade change	643	69%
1/2 grade or more *increase*	175	19%
Total	938	100%

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