Math AB705 Data Overview: Fall 2019

Office of Research & Equity

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Executive Summary

Overview

The data presented in this report provide an overview of math placement, enrollment, throughput, and course success at Cosumnes River College for the last five fall terms. For the most part, this report focuses on new-to-college students, although in some places new-to-college students are compared to non-new students (continuing, transfer, and returning) for additional context. This is because new-to-college students are expected to be the most impacted by changes in placement/curriculum, whereas non-new students are expected to be less impacted. *New-to-college* students are defined as students that were flagged as "New" in the Los Rios Peoplsoft Database who had no experience in the district prior to summer (aside from dual enrollment). Evaluation of placement rates for new-to-college students takes into account changes to assessment made in Fall 2019. New students at CRC are now provided with two placements – one for general education math (the *SLAM* placement) and one for STEM math (the *BSTEM* placement).

This executive summary provides a high level overview of trends in collegewide metrics, as well as, an overview of trends in equity gaps. For a particular metric (e.g., transfer-level placement rates), an *equity gap* is defined as the difference between the overall cohort rate and the rate for a specific demographic group (e.g., Foster Youth, Female, etc.). Additional definitions can be found with corresponding tables in later sections. Note that not all data are described in this executive summary.

Placement

1. In fall 2019, all new-to-college students were placed into transfer-level in the general education pathway (MATH 300 and STAT 300). A total of 47.8% of new-to-college students placed into transfer-level in the STEM pathway (*Table 1*). These rates represent a notable increase in transfer-level placement when compared to fall 2018 where 32.7% of students placed into *any* transfer-level class.
2. Several student groups exhibited equity gaps in STEM transfer-level placement (*Table 1*): African American (-12.3%), Hispanic/Latino (-4.5%), Foster Youth (-15.5%), and Veteran students (-2.4%). These equity gaps aren't comparable to previous years given the change in assessment from one overall math placement to two placements into SLAM/BSTEM.

Enrollment

1. In fall 2019, new-to-college students enrolled in transfer-level math at a rate of 26.6%. This rate is nearly double that of fall 2018 (14.1%; *Table 2*).
2. Equity gaps in transfer-level enrollment shrank for new-to-collage Hispanic/Latino and Veteran students (*Table 2*).
3. On the other hand, equity gaps in transfer-level enrollment increased for African American and Foster Youth students (*Table 2*). The equity gaps for these two groups have grown over the last three fall terms.

4. New student representation increased notably in MATH 300, MATH 400, and STAT 300 (*Table 9*). With regards to MATH 300, a total of 56.2% of enrolled students were new – an increase of 20.6 percentage points over fall 2018 (35.6%). Representation in MATH 400 increased from 17.9% to 33% and from 22.7% to 42.8% in STAT 300.
5. New student representation in MATH 335 and MATH 120 declined slightly (*Table 9*).

Throughput

1. The percentage of new-to-college students completing transfer-level math by the end of their first fall term increased from 10% in fall 2018 to 14.1% in fall 2019 (*Table 3*).
2. Although throughput increased for all student groups, equity gaps grew for African American, Hispanic/Latino, Foster Youth, and Veteran students (*Table 3*). This increase was smaller for Hispanic/Latino students (an increase of -.9%).

Course Success – General Education Transfer Level

1. Overall course success in transfer-level general education math (MATH 300, 310, and STAT 300) declined slightly in fall 2019 – from 60.9% in fall 2018 to 58.6% in fall 2019 (*Table 4*). This decline was driven by a decline in success for new-to-college students from 66.1% in fall 2018 to 52.1% in fall 2019. Non-new (continuing, transfer, and returning) students did not see a dip in course success rate.
   a. The decline in new-to-college course success occurred primarily in STAT 300 – where new student success rates dropped from 66.2% in fall 2018 to 42.5% in fall 2019 (*Table 6*). This decline in success rate corresponded with a 25.8 percentage point increase in the withdraw rate for new-to-college students in STAT 300 (*Table 7*).
   b. MATH 300 course success rates remained high for new-to-college students at 73.8% (*Table 6*).
2. With regards to new-to-college students, equity gaps increased in general education transfer-level for Hispanic/Latino, African American, and First Generation students (*Table 4*). Sample sizes were too small to evaluate equity gaps for Veteran and Foster Youth Students.

Course Success – STEM Transfer Level

1. Overall course success in transfer-level STEM courses (MATH 335, 341, 355, 370, 400, 343, 350, 351, and 356) declined notably in Fall 2019 – from 51.1% in fall 2018 to 35.4% in fall 2019. Unlike transfer-level general education, this decline in success was driven by both new-to-college and non-new students – although it was much more notable for new-to-college students. Course success declined by 32 percentage points for new-to-college students compared to 10.1 percentage points for non-new students (*Table 5*).
   a. The decline in new-to-college student success in transfer-level STEM occurred primarily in MATH 335 and MATH 400. Notably, new-to-college student success declined in MATH 335 from 63.4% in fall 2018 to 26.4% in fall 2019 (*Table 6*).
   b. The decline in non-new student success occurred in MATH 335 and MATH 370 – with a 13.3 and 10.4 percentage point decline, respectively (*Table 6*).
   c. Withdraw rates increased notably for non-new and new-to-college students in MATH 335 – from 19.6% to 49.1% for new-to-college students and from 29.8% to

42.3% for non-new students. Withdraw rates also increased for non-new students in MATH 370 (*Table 7*).
2. Equity gaps in course success for new-to-college students in transfer-level STEM math increased for Hispanic/Latino and male students (*Table 5*).

Other Data Points

1. Course success declined for new-to-college students in MATH 120 – from 41.2% in fall 2018 to 25.6% in fall 2019 (*Table 6*). This decline corresponded with a 13.2 percentage point increase in the withdraw rate for new-to-college students (*Table 7*).
2. Pre-census drops increased in MATH 335 for all students. Pre-census drops increased in MATH 120, MATH 300, and STAT 300 primarily for new-to-college students (*Table 8*).

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Conclusions and Recommendations

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Overall, first term throughput for new-to-college students in fall 2019 increased. This improvement is attributed to a large increase in transfer-level placement and enrollment. On the other hand, course success declined – particularly for new-to-college students – and equity gaps persist for some student groups. The decline in course success may be attributed to increased access to transfer-level courses. Specifically, more students who have difficulty in math and/or who have little confidence in math can now enroll in higher levels. Some of the decline must, however, be attributed to other factors – particularly in the STEM pathway where non-new student success also declined. With these findings in mind, the Research and Equity Office makes the following recommendations (for math, counseling, and student services):

1) Conduct outreach to African American and Foster Youth students to ensure that they are enrolling in math.
2) Improve throughput by working with more new students to enroll in the appropriate math class and continue to explore ways to support student success in transfer-level math.
3) Continue to evaluate and improve programs designed to support student success in math (the STAT 300/MATH 300 lab, Supplemental Instruction, and Math Boot Camp). The research office is committed to working with math faculty to help improve these services.
4) Build additional supports for students in the BSTEM pathway – particularly in MATH 120 and MATH 335. These courses saw the greatest decline in success for new students.
5) Pre-census drops and withdraw rates may have been related to confusion about course requirements. Work to ensure that new students enroll in the class appropriate with their major.

Table 1. Transfer-Level Placement Rates (New Students)

The table below presents transfer-level placement rates for new-to-college students over the last five fall terms. Total cohort sizes are presented in parentheses next to the placement rate. For example in fall 2018, there were 274 new-to-college African American students. A total of 16.8% of these students placed into transfer-level. Additionally, equity gaps are presented below each rate. An *equity gap* is calculated by subtracting the overall rate from the rate for a cohort. For example, in fall 2019, White students placed 2.9% below the overall rate for their cohort of new-to-college students.

Only valid placements are counted for each term, e.g., placements that are less than two years old at the start of the fall term. In Fall 2019, 100% of students were qualified to take transfer-level math or statistics for general education (e.g., STAT 300, MATH 300, and MATH 310). The placement rates presented for the fall 2019 cohort therefore depict transfer-level placement in STEM alone (MATH 335, MATH 341, MATH 355, MATH 370, MATH 400, MATH 343, MATH 350, MATH 351, and MATH 356). Note that students who did not assess and/or provide GPA information are counted as below-transfer placements. Without a placement, these students would technically only be able to enroll in the lowest level of math.

Demographic	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Overall	10.8% (2496)	10.5% (2617)	4.2% (2587)	32.7% (2574)	47.8% (2743)
African Am.	2.4% (289) -8.4%	1.3% (299) -9.2%	1.4% (278) -2.8%	16.8% (274) -15.9%	35.5% (231) -12.3%
API	18.3% (649) 7.5%	17.6% (680) 7.1%	7.5% (720) 3.3%	42.3% (742) 9.6%	58% (814) 10.2%
Hispanic/Latino	7% (813) -3.8%	6.1% (855) -4.4%	2.2% (830) -2%	28.2% (815) -4.5%	43.3% (880) -4.5%
Native Am.		0% (10) -10.5%	0% (10) -4.2%	10% (10) -22.7%	42.9% (14) -5%
Unknown/Other Eth.	15.7% (191) 4.9%	11.3% (231) 0.7%	6.4% (236) 2.1%	32.2% (214) -0.5%	48.1% (310) 0.2%
White	10.3% (554) -0.5%	13.5% (542) 3%	3.5% (513) -0.7%	35.1% (519) 2.4%	44.9% (494) -2.9%
Female	8.4% (1217) -2.4%	8% (1288) -2.5%	3.1% (1243) -1.1%	35% (1293) 2.3%	47.1% (1328) -0.7%
Male	13.3% (1226) 2.5%	13.1% (1261) 2.6%	5.4% (1308) 1.1%	30.4% (1244) -2.3%	48.7% (1367) 0.9%

Demographic	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Unknown Gender	9.4% (53) -1.4%	10.3% (68) -0.2%	0% (36) -4.2%	29.7% (37) -3%	41.7% (48) -6.2%
Foster Youth	2.5% (80) -8.3%	0% (80) -10.5%	1.2% (83) -3%	10% (70) -22.7%	32.3% (65) -15.5%
Not Foster Youth	11.1% (2416) 0.3%	10.8% (2537) 0.3%	4.3% (2504) 0.1%	33.3% (2504) 0.6%	48.2% (2678) 0.4%
Not Veteran	10.9% (2464) 0.1%	10.7% (2578) 0.2%	4.2% (2548) -0.1%	32.7% (2550) 0%	47.9% (2721) 0%
Veteran	3.1% (32) -7.7%	0% (39) -10.5%	7.7% (39) 3.5%	29.2% (24) -3.5%	45.5% (22) -2.4%
First Generation	8.4% (770) -2.4%	6.5% (782) -4%	3.6% (750) -0.6%	27.2% (787) -5.5%	41.8% (740) -6.1%
Not First Generation	11.9% (1726) 1.1%	12.2% (1835) 1.7%	4.5% (1837) 0.3%	35.1% (1787) 2.4%	50.1% (2003) 2.2%
0 - 2.29 GPA	1.5% (65) -9.3%	0% (68) -10.5%	1.5% (68) -2.7%	0.3% (290) -32.4%	18.7% (401) -29.1%
2.3 - 2.99 GPA	4.7% (106) -6.1%	6.4% (157) -4.1%	0.6% (157) -3.6%	7.2% (736) -25.5%	44.4% (829) -3.4%
3.0+ GPA	14.8% (209) 4%	10.2% (236) -0.3%	5.7% (175) 1.5%	67.4% (1155) 34.6%	68.4% (1196) 20.6%
No GPA	11% (2116) 0.2%	11.2% (2156) 0.7%	4.4% (2187) 0.2%	2.5% (393) -30.2%	16.1% (317) -31.7%

Table 2. Transfer-Level Enrollment Rates (New Students)

The table below presents transfer-level enrollment rates for new-to-college students in their first fall term. Cohort sizes are presented in parentheses. Additionally, equity gaps are presented below each rate. An *equity gap* is calculated by subtracting the overall rate from the rate for a cohort. For example, API students were 5.2% above the overall group rate of 26.6%.

Demographic	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Overall	8.3% (2496)	8.4% (2617)	6.7% (2587)	14.1% (2574)	26.6% (2743)
African Am.	0.7% (289) -7.6%	1.3% (299) -7%	1.8% (278) -4.9%	8.4% (274) -5.7%	18.2% (231) -8.4%
API	15.7% (649) 7.4%	14.7% (680) 6.3%	12.2% (720) 5.5%	19.4% (742) 5.3%	31.8% (814) 5.2%
Hispanic/Latino	5.2% (813) -3.2%	4.6% (855) -3.8%	3.7% (830) -3%	12.4% (815) -1.7%	25.3% (880) -1.3%
Native Am.		0% (10) -8.4%	0% (10) -6.7%	0% (10) -14.1%	7.1% (14) -19.5%
Unknown/Other Eth.	11.5% (191) 3.2%	8.2% (231) -0.1%	8.9% (236) 2.2%	15% (214) 0.9%	22.9% (310) -3.7%
White	7.2% (554) -1.1%	10.5% (542) 2.1%	5.7% (513) -1.1%	12.1% (519) -2%	27.1% (494) 0.5%
Female	6% (1217) -2.3%	6.4% (1288) -1.9%	5.1% (1243) -1.6%	14% (1293) -0.1%	26% (1328) -0.6%
Male	10.7% (1226) 2.4%	10.3% (1261) 1.9%	8.3% (1308) 1.5%	14.1% (1244) 0%	27.1% (1367) 0.5%
Unknown Gender	7.5% (53) -0.8%	8.8% (68) 0.5%	5.6% (36) -1.2%	16.2% (37) 2.1%	29.2% (48) 2.6%
Foster Youth	1.2% (80) -7.1%	0% (80) -8.4%	1.2% (83) -5.5%	2.9% (70) -11.2%	12.3% (65) -14.3%
Not Foster Youth	8.6% (2416) 0.2%	8.6% (2537) 0.3%	6.9% (2504) 0.2%	14.4% (2504) 0.3%	27% (2678) 0.3%
Not Veteran	8.4% (2464) 0.1%	8.5% (2578) 0.1%	6.7% (2548) 0%	14.2% (2550) 0.1%	26.7% (2721) 0.1%
Veteran	3.1% (32) -5.2%	0% (39) -8.4%	7.7% (39) 1%	0% (24) -14.1%	13.6% (22) -13%

Demographic	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
First Generation	7.4% (770) -0.9%	4.5% (782) -3.9%	5.2% (750) -1.5%	12.2% (787) -1.9%	22.2% (740) -4.5%
Not First Generation	8.7% (1726) 0.4%	10% (1835) 1.7%	7.3% (1837) 0.6%	14.9% (1787) 0.8%	28.3% (2003) 1.6%
0 - 2.29 GPA	1.5% (65) -6.8%	0% (68) -8.4%	1.5% (68) -5.3%	0.3% (290) -13.8%	13.5% (401) -13.1%
2.3 - 2.99 GPA	2.8% (106) -5.5%	4.5% (157) -3.9%	0.6% (157) -6.1%	3.3% (736) -10.8%	25.9% (829) -0.7%
3.0+ GPA	13.4% (209) 5.1%	6.4% (236) -2%	6.9% (175) 0.1%	28.7% (1155) 14.6%	37.2% (1196) 10.6%
No GPA	8.3% (2116) 0%	9.1% (2156) 0.8%	7.3% (2187) 0.6%	1.5% (393) -12.6%	5% (317) -21.6%

Table 3. First Term Throughput for New Students

The table below presents the percentage of new-to-college students who complete transfer-level math or statistics on or before their first fall term. This rate is referred to here as the *throughput*. Only students who complete a transfer-level math or statistics course with an A, B, C, or P are counted as successfully completing. Cohort sizes are presented in parentheses. Additionally, equity gaps are presented below each rate. An *equity gap* is calculated by subtracting the overall rate from the rate for a cohort.

Demographic	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Overall	**5% (2496)**	**5.3% (2617)**	**4.1% (2587)**	**10% (2574)**	**14.1% (2743)**
African Am.	0% (289) -5%	1.3% (299) -4%	0% (278) -4.1%	6.6% (274) -3.5%	9.1% (231) -5.1%
API	10.6% (649) 5.7%	9.9% (680) 4.5%	8.6% (720) 4.5%	14% (742) 4%	17% (814) 2.8%
Hispanic/Latino	2.5% (813) -2.5%	2.5% (855) -2.9%	1.7% (830) -2.4%	8.7% (815) -1.3%	11.9% (880) -2.2%
Native Am.		0% (10) -5.3%	0% (10) -4.1%	0% (10) -10%	14.3% (14) 0.1%
Unknown/Other Eth.	4.7% (191) -0.3%	5.2% (231) -0.2%	4.2% (236) 0.1%	9.8% (214) -0.2%	11.3% (310) -2.9%
White	4.7% (554) -0.3%	6.6% (542) 1.3%	4.1% (513) 0%	8.5% (519) -1.5%	17.6% (494) 3.5%
Female	3.6% (1217) -1.4%	4.2% (1288) -1.2%	3.5% (1243) -0.6%	10.2% (1293) 0.2%	15.4% (1328) 1.3%
Male	6.4% (1226) 1.4%	6.4% (1261) 1.1%	4.8% (1308) 0.7%	9.9% (1244) -0.1%	12.7% (1367) -1.4%
Unknown Gender	3.8% (53) -1.2%	7.4% (68) 2%	0% (36) -4.1%	8.1% (37) -1.9%	18.8% (48) 4.6%
Foster Youth	1.2% (80) -3.7%	0% (80) -5.3%	0% (83) -4.1%	1.4% (70) -8.6%	3.1% (65) -11.1%
Not Foster Youth	5.1% (2416) 0.1%	5.5% (2537) 0.2%	4.3% (2504) 0.1%	10.3% (2504) 0.2%	14.4% (2678) 0.3%
Not Veteran	5% (2464) 0%	5.4% (2578) 0.1%	4.2% (2548) 0.1%	10.1% (2550) 0.1%	14.2% (2721) 0.1%

Demographic	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Veteran	3.1% (32) -1.8%	0% (39) -5.3%	0% (39) -4.1%	4.2% (24) -5.9%	4.5% (22) -9.6%
First Generation	4.5% (770) -0.4%	3.3% (782) -2%	3.2% (750) -0.9%	7.6% (787) -2.4%	9.6% (740) -4.6%
Not First Generation	5.2% (1726) 0.2%	6.2% (1835) 0.9%	4.5% (1837) 0.4%	11.1% (1787) 1.1%	15.8% (2003) 1.7%
0 - 2.29 GPA	0% (65) -5%	0% (68) -5.3%	0% (68) -4.1%	0.3% (290) -9.7%	2.2% (401) -11.9%
2.3 - 2.99 GPA	0.9% (106) -4%	0.6% (157) -4.7%	0% (157) -4.1%	2% (736) -8%	11.2% (829) -2.9%
3.0+ GPA	5.7% (209) 0.8%	2.5% (236) -2.8%	3.4% (175) -0.7%	20.4% (1155) 10.4%	23% (1196) 8.8%
No GPA	5.2% (2116) 0.3%	6.2% (2156) 0.8%	4.6% (2187) 0.5%	1.5% (393) -8.5%	3.5% (317) -10.7%

Table 4. SLAM Transfer-Level Course Success

The table below presents success rates for transfer-level courses in the SLAM pathway: STAT 300, MATH 300, and MATH 310. A *success rate* is calculated by dividing the total number of successful grades (A, B, C, or P) by the total number of enrollments. Total number of new student enrollments can be found in parentheses next to each success rate. Success rates for non-New students are also provided for additional context. Non-new students are defined as transfer, returning, or continuing students. Continuing students make up the vast majority of this group.

Additionally, new-to-college student success is disaggregated by various demographics. Equity gaps are presented below each rate. In this case, an equity gap is calculated by subtracting the overall new-to-college rate from the rate for a particular group.

Demographic	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Overall	**54.2% (627)**	**62.5% (608)**	**58.1% (639)**	**60.9% (777)**	**58.6% (1122)**
New	55.9% (68) 1.7%	65.1% (63) 2.6%	54.7% (64) -3.4%	66.1% (189) 5.3%	52.1% (514) -6.5%
Not New	54% (559) -0.2%	62.2% (545) -0.3%	58.4% (575) 0.4%	59.2% (588) -1.7%	64.1% (608) 5.5%
Disaggregated Success for New Students					
African Am.		100% (2) 34.9%	0% (3) -54.7%	80% (15) 13.9%	41.2% (34) -11%
API	63.6% (22) 7.8%	70.8% (24) 5.8%	55.2% (29) 0.5%	68.4% (57) 2.3%	52.3% (151) 0.2%
Hispanic/Latino	50% (26) -5.9%	40% (10) -25.1%	35.7% (14) -19%	64.7% (68) -1.4%	44.9% (176) -7.3%
Native Am.					100% (1) 47.9%
Unknown/Other Eth.	50% (4) -5.9%	75% (8) 9.9%	60% (5) 5.3%	60% (15) -6.1%	52.7% (55) 0.6%
White	56.2% (16) 0.4%	63.2% (19) -1.9%	84.6% (13) 29.9%	61.8% (34) -4.4%	68% (97) 15.9%
Female	54.8% (31) -1%	66.7% (39) 1.6%	60% (35) 5.3%	63.7% (113) -2.4%	55.8% (265) 3.7%
Male	58.8% (34) 2.9%	65.2% (23) 0.1%	48.3% (29) -6.4%	70.3% (74) 4.1%	47.9% (240) -4.2%

Demographic	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Unknown Gender	33.3% (3) -22.5%	0% (1) -65.1%		50% (2) -16.1%	55.6% (9) 3.4%
Foster Youth	100% (1) 44.1%		0% (1) -54.7%	100% (1) 33.9%	14.3% (7) -37.9%
Not Foster Youth	55.2% (67) -0.7%	65.1% (63) 0%	55.6% (63) 0.9%	66% (188) -0.2%	52.7% (507) 0.5%
Not Veteran	55.9% (68) 0%	65.1% (63) 0%	55.6% (63) 0.9%	66.1% (189) 0%	52% (513) -0.1%
Veteran			0% (1) -54.7%		100% (1) 47.9%
First Generation	36.4% (11) -19.5%	81.8% (11) 16.7%	43.8% (16) -10.9%	60.3% (58) -5.8%	38.3% (115) -13.9%
Not First Generation	59.6% (57) 3.8%	61.5% (52) -3.5%	58.3% (48) 3.6%	68.7% (131) 2.6%	56.1% (399) 4%
0 - 2.29 GPA	0% (1) -55.9%				17.3% (52) -34.8%
2.3 - 2.99 GPA	50% (2) -5.9%	0% (3) -65.1%		58.3% (12) -7.8%	43.8% (178) -8.3%
3.0+ GPA	33.3% (9) -22.5%	66.7% (3) 1.6%	62.5% (8) 7.8%	66.7% (177) 0.5%	63.7% (281) 11.6%
No GPA	60.7% (56) 4.8%	68.4% (57) 3.3%	53.6% (56) -1.1%		66.7% (3) 14.5%

Table 5. BSTEM Transfer-Level Course Success

The table below presents success rates for transfer-level courses in the BSTEM pathway: MATH 335, MATH 341, MATH 355, MATH 370, MATH 400, MATH 343, MATH 350, MATH 351, and MATH 356. A *success rate* is calculated by dividing the total number of successful grades (A, B, C, or P) by the total number of enrollments. Total number of new student enrollments can be found in parentheses next to each success rate. Success rates for non-new students are also provided for additional context. Non-new students are defined as transfer, returning, or continuing students. Continuing students make up the vast majority of this group.

Additionally, new-to-college student success is disaggregated by various demographics. Equity gaps are presented below each rate. In this case, an *equity gap* is calculated by subtracting the overall new-to-college rate from the rate for a particular group.

Demographic	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Overall	41.5% (467)	49.3% (499)	56.1% (437)	51.1% (521)	35.4% (616)
New	50% (92) 8.5%	58.1% (93) 8.8%	64.2% (81) 8.1%	64.2% (134) 13.1%	32.2% (143) -3.2%
Not New	39.5% (375) -2.1%	47.3% (406) -2%	54.2% (356) -1.9%	46.5% (387) -4.5%	36.4% (473) 1%
Disaggregated Success for New Students					
African Am.	0% (1) -50%	100% (2) 41.9%	0% (2) -64.2%	66.7% (6) 2.5%	14.3% (7) -17.9%
API	62.2% (45) 12.2%	66.7% (39) 8.6%	76.2% (42) 12%	63.5% (63) -0.7%	43.5% (62) 11.4%
Hispanic/Latino	33.3% (15) -16.7%	47.1% (17) -11%	50% (16) -14.2%	69% (29) 4.8%	21.1% (38) -11.1%
Unknown/Other Eth.	28.6% (14) -21.4%	54.5% (11) -3.5%	45.5% (11) -18.7%	69.2% (13) 5.1%	20% (10) -12.2%
White	52.9% (17) 2.9%	50% (24) -8.1%	70% (10) 5.8%	56.5% (23) -7.7%	30.8% (26) -1.4%
Female	51.6% (31) 1.6%	57.7% (26) -0.4%	79.2% (24) 15%	65% (60) 0.8%	42.3% (52) 10.1%
Male	49.2% (61) -0.8%	58.5% (65) 0.4%	60% (55) -4.2%	62.5% (72) -1.7%	27% (89) -5.2%
Unknown Gender		50% (2) -8.1%	0% (2) -64.2%	100% (2) 35.8%	0% (2) -32.2%

Demographic	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Foster Youth				0% (1) -64.2%	0% (1) -32.2%
Not Foster Youth	50% (92) 0%	58.1% (93) 0%	64.2% (81) 0%	64.7% (133) 0.5%	32.4% (142) 0.2%
Not Veteran	49.5% (91) -0.5%	58.1% (93) 0%	65% (80) 0.8%	64.2% (134) 0%	32.6% (141) 0.5%
Veteran	100% (1) 50%		0% (1) -64.2%		0% (2) -32.2%
First Generation	56% (25) 6%	66.7% (18) 8.6%	73.3% (15) 9.1%	58.6% (29) -5.6%	34.2% (38) 2%
Not First Generation	47.8% (67) -2.2%	56% (75) -2.1%	62.1% (66) -2.1%	65.7% (105) 1.5%	31.4% (105) -0.7%
0 - 2.59 GPA			0% (1) -64.2%	75% (4) 10.8%	10% (10) -22.2%
2.6 - 3.39 GPA	33.3% (3) -16.7%	12.5% (8) -45.6%	0% (3) -64.2%	48.8% (41) -15.4%	21.5% (65) -10.6%
3.4+ GPA	25% (8) -25%	33.3% (3) -24.7%	50% (2) -14.2%	70.2% (84) 6.1%	43.9% (57) 11.7%
No GPA	53.1% (81) 3.1%	63.4% (82) 5.4%	68% (75) 3.8%	80% (5) 15.8%	54.5% (11) 22.4%

Table 6. Course Success by Course

Success rate by course is displayed in the table below. Enrollments are presented in parentheses next to each rate. A success rate is calculated by dividing the number of successful grades (A, B, C, or P) by the total number of enrollments. The data is broken down by new and not new students for context. Non-new students are defined as transfer, returning, or continuing students. Continuing students make up the vast majority of this group.

Course	Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
MATH 20	New	46.9% (49)	45.5% (55)	53.6% (97)	38.1% (42)	41.2% (17)
MATH 20	Not New	77.3% (110)	62.9% (97)	53.8% (93)	62.3% (61)	54.2% (48)
MATH 30	New	43.8% (128)	43.8% (121)	56.8% (118)	37.4% (99)	57.1% (7)
MATH 30	Not New	41.5% (217)	49.3% (203)	54.6% (229)	44.4% (189)	70.8% (113)
MATH 100	New	50% (268)	51.6% (370)	43.3% (270)	42.6% (244)	30.8% (39)
MATH 100	Not New	48.7% (345)	55.5% (330)	42.1% (454)	50.6% (340)	36.9% (203)
MATH 101	New	40% (5)	50% (34)	61.5% (13)		
MATH 101	Not New	38.2% (34)	58% (50)	42.1% (57)		
MATH 102	New	88% (50)	58.8% (51)	100% (3)		
MATH 102	Not New	48.8% (43)	54.5% (33)	46.9% (32)		
MATH 110	New	71.4% (7)	50% (6)	61.1% (18)	35% (20)	8.3% (12)
MATH 110	Not New	65.6% (61)	52.4% (63)	67.3% (49)	49% (51)	56.1% (57)
MATH 120	New	62.1% (169)	52.4% (233)	52.8% (479)	41.2% (449)	25.6% (242)
MATH 120	Not New	45.3% (607)	48.6% (630)	43.3% (531)	45.1% (677)	45.7% (387)
MATH 125	New	66.7% (39)	56.7% (30)	62.7% (67)	46.5% (99)	
MATH 125	Not New	49.3% (73)	46.4% (110)	48.5% (97)	45.2% (126)	
MATH 144	New	75% (4)		0% (6)	55.6% (9)	100% (1)
MATH 144	Not New	76.9% (13)	92.3% (13)	66.7% (18)	95.7% (23)	57.1% (35)
MATH 299	New	40% (20)				
MATH 299	Not New	27.9% (43)				
MATH 300	New	77.8% (9)	50% (2)	85.7% (7)	64.3% (42)	73.8% (145)

Course	Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
MATH 300	Not New	66.7% (63)	88.2% (76)	74.8% (107)	77.6% (76)	81.4% (113)
MATH 310	New	100% (3)	100% (5)	50% (2)	100% (2)	71.4% (14)
MATH 310	Not New	90.9% (11)	80% (25)	54.5% (22)	94.1% (17)	100% (21)
MATH 335	New	62.1% (29)	69% (29)	65.6% (61)	63.4% (112)	26.4% (110)
MATH 335	Not New	42.2% (166)	45.2% (186)	37.4% (131)	49.2% (181)	35.9% (220)
MATH 341	New				50% (6)	33.3% (12)
MATH 341	Not New				36.4% (77)	34.8% (112)
MATH 343	New	100% (1)		100% (2)		
MATH 343	Not New	44.3% (88)	62.6% (91)	86.2% (80)		
MATH 350	New	25% (8)	70% (10)	100% (1)		
MATH 350	Not New	41.7% (24)	77.8% (27)	63% (27)		
MATH 351	Not New	77.8% (9)				
MATH 355	New				80% (5)	57.1% (7)
MATH 355	Not New				55.6% (9)	27.8% (18)
MATH 356	Not New					71.4% (7)
MATH 370	New	46.3% (54)	50% (54)	52.9% (17)	72.7% (11)	64.3% (14)
MATH 370	Not New	25% (88)	29.4% (102)	49.2% (118)	48.3% (120)	37.9% (116)
MATH 400	New	63.2% (38)	54.9% (51)	68.4% (19)	77.3% (22)	44.3% (61)
MATH 400	Not New	43.6% (101)	40.4% (114)	31.5% (130)	35.6% (101)	43.5% (124)
MATH 401	New	77.8% (9)	100% (11)	50% (8)	66.7% (9)	60% (10)
MATH 401	Not New	41.3% (92)	45% (80)	48.2% (85)	45.7% (94)	40.9% (93)
MATH 402	New	100% (5)	100% (2)	66.7% (3)	72.7% (11)	80% (5)
MATH 402	Not New	49% (49)	42.9% (42)	59.6% (52)	59.2% (49)	61.2% (49)
MATH 410	New			50% (2)		0% (2)
MATH 410	Not New	48.6% (37)	33.3% (30)	54.3% (35)	58.1% (31)	44.9% (49)
MATH 420	New		100% (1)	50% (2)		50% (2)
MATH 420	Not New	50.9% (55)	45.2% (42)	55.3% (38)	67.6% (37)	63.2% (57)

Course	Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
STAT 100	New					57.1% (35)
STAT 100	Not New					75.3% (73)
STAT 300	New	50% (56)	62.5% (56)	50.9% (55)	66.2% (145)	42.5% (355)
STAT 300	Not New	51.5% (485)	56.8% (444)	54.7% (446)	55.2% (495)	58.4% (474)

Table 7. Withdraw Rate by Course

Withdraw rate by course is displayed in the table below. Enrollments are presented in parentheses next to each rate. A withdraw rate is calculated by dividing the number of withdraws (W's) by the total number of enrollments. The data is broken down by new and not new students for context. Non-new students are defined as transfer, returning, or continuing students. Continuing students make up the vast majority of this group.

Course	Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
MATH 20	New	10.2% (49)	20% (55)	10.3% (97)	11.9% (42)	47.1% (17)
MATH 20	Not New	10.9% (110)	20.6% (97)	15.1% (93)	14.8% (61)	35.4% (48)
MATH 30	New	13.3% (128)	21.5% (121)	14.4% (118)	12.1% (99)	28.6% (7)
MATH 30	Not New	26.7% (217)	15.8% (203)	13.1% (229)	18.5% (189)	8% (113)
MATH 100	New	15.3% (268)	12.2% (370)	23.3% (270)	19.7% (244)	46.2% (39)
MATH 100	Not New	25.8% (345)	16.1% (330)	30.6% (454)	20.9% (340)	30.5% (203)
MATH 101	New	40% (5)	17.6% (34)	15.4% (13)		
MATH 101	Not New	23.5% (34)	18% (50)	24.6% (57)		
MATH 102	New	4% (50)	17.6% (51)	0% (3)		
MATH 102	Not New	27.9% (43)	9.1% (33)	18.8% (32)		
MATH 110	New	28.6% (7)	33.3% (6)	16.7% (18)	25% (20)	50% (12)
MATH 110	Not New	14.8% (61)	27% (63)	16.3% (49)	7.8% (51)	17.5% (57)
MATH 120	New	9.5% (169)	16.7% (233)	23.6% (479)	28.5% (449)	41.7% (242)
MATH 120	Not New	29.2% (607)	21.7% (630)	28.1% (531)	27.8% (677)	35.1% (387)
MATH 125	New	17.9% (39)	26.7% (30)	9% (67)	22.2% (99)	
MATH 125	Not New	31.5% (73)	27.3% (110)	24.7% (97)	27% (126)	
MATH 144	New	25% (4)		50% (6)	0% (9)	0% (1)
MATH 144	Not New	7.7% (13)	7.7% (13)	16.7% (18)	4.3% (23)	14.3% (35)
MATH 299	New	0% (20)				
MATH 299	Not New	11.6% (43)				
MATH 300	New	11.1% (9)	0% (2)	0% (7)	7.1% (42)	11.7% (145)
MATH 300	Not New	23.8% (63)	6.6% (76)	7.5% (107)	7.9% (76)	12.4% (113)

Course	Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
MATH 310	New	0% (3)	0% (5)	0% (2)	0% (2)	0% (14)
MATH 310	Not New	9.1% (11)	16% (25)	13.6% (22)	5.9% (17)	0% (21)
MATH 335	New	10.3% (29)	24.1% (29)	14.8% (61)	19.6% (112)	49.1% (110)
MATH 335	Not New	28.3% (166)	32.8% (186)	42% (131)	29.8% (181)	42.3% (220)
MATH 341	New				33.3% (6)	50% (12)
MATH 341	Not New				40.3% (77)	45.5% (112)
MATH 343	New	0% (1)		0% (2)		
MATH 343	Not New	38.6% (88)	27.5% (91)	10% (80)		
MATH 350	New	37.5% (8)	10% (10)	0% (1)		
MATH 350	Not New	25% (24)	14.8% (27)	11.1% (27)		
MATH 351	Not New	11.1% (9)				
MATH 355	New				20% (5)	42.9% (7)
MATH 355	Not New				33.3% (9)	50% (18)
MATH 356	Not New					14.3% (7)
MATH 370	New	22.2% (54)	22.2% (54)	17.6% (17)	0% (11)	21.4% (14)
MATH 370	Not New	46.6% (88)	36.3% (102)	18.6% (118)	25.8% (120)	41.4% (116)
MATH 400	New	10.5% (38)	33.3% (51)	15.8% (19)	0% (22)	42.6% (61)
MATH 400	Not New	32.7% (101)	39.5% (114)	36.9% (130)	32.7% (101)	35.5% (124)
MATH 401	New	0% (9)	0% (11)	0% (8)	11.1% (9)	30% (10)
MATH 401	Not New	27.2% (92)	31.2% (80)	34.1% (85)	33% (94)	43% (93)
MATH 402	New	0% (5)	0% (2)	33.3% (3)	0% (11)	0% (5)
MATH 402	Not New	36.7% (49)	42.9% (42)	23.1% (52)	24.5% (49)	24.5% (49)
MATH 410	New			50% (2)		100% (2)
MATH 410	Not New	21.6% (37)	30% (30)	28.6% (35)	19.4% (31)	36.7% (49)
MATH 420	New		0% (1)	50% (2)		50% (2)
MATH 420	Not New	34.5% (55)	47.6% (42)	36.8% (38)	18.9% (37)	24.6% (57)
STAT 100	New					22.9% (35)

Course	Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
STAT 100	Not New					12.3% (73)
STAT 300	New	19.6% (56)	12.5% (56)	18.2% (55)	10.3% (145)	36.1% (355)
STAT 300	Not New	34% (485)	22.5% (444)	19.3% (446)	20.8% (495)	23.4% (474)

Table 8. Pre-census Drops by Course

Pre-census drop rate by course is presented in the table below. Total number of pre-census enrollments is displayed in parentheses next to each rate. Note that the number of enrollments will not match other tables because these data include students who dropped prior to census. The data is broken down by new and not new students for context. Non-new students are defined as transfer, returning, or continuing students. Continuing students make up the vast majority of this group.

Course	Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
MATH 20	New	10.9% (55)	15.4% (65)	4.9% (102)	14.3% (49)	10.5% (19)
MATH 20	Not New	9.8% (122)	9.3% (107)	9.7% (103)	19.7% (76)	20% (60)
MATH 30	New	7.9% (139)	6.9% (130)	4.1% (123)	4.8% (104)	0% (7)
MATH 30	Not New	8.1% (236)	8.6% (222)	11.6% (259)	6% (201)	12.4% (129)
MATH 100	New	3.6% (278)	4.6% (388)	5.3% (284)	5.8% (259)	4.9% (41)
MATH 100	Not New	7.8% (374)	9.3% (364)	11% (510)	9.6% (376)	15.8% (241)
MATH 101	New	16.7% (6)	0% (34)	23.5% (17)		
MATH 101	Not New	12.8% (39)	5.7% (53)	12.3% (65)		
MATH 102	New	0% (50)	10.5% (57)	0% (3)		
MATH 102	Not New	8.5% (47)	17.5% (40)	15.8% (38)		
MATH 110	New	22.2% (9)	25% (8)	18.2% (22)	16.7% (24)	25% (16)
MATH 110	Not New	15.3% (72)	12.5% (72)	7.5% (53)	3.8% (53)	10.9% (64)
MATH 120	New	2.9% (174)	6.8% (250)	3.8% (498)	5.1% (473)	11.4% (273)
MATH 120	Not New	10.9% (681)	7.5% (681)	10.8% (595)	12% (769)	14.8% (454)
MATH 125	New	17% (47)	18.9% (37)	2.9% (69)	13.9% (115)	
MATH 125	Not New	16.1% (87)	16% (131)	11.8% (110)	19.7% (157)	
MATH 144	New	0% (4)		14.3% (7)	0% (9)	0% (1)
MATH 144	Not New	0% (13)	0% (13)	5.3% (19)	4.2% (24)	10.3% (39)
MATH 299	New	0% (12)				
MATH 299	Not New	3.7% (27)				
MATH 300	New	0% (9)	0% (2)	12.5% (8)	8.7% (46)	6.5% (155)
MATH 300	Not New	16% (75)	8.4% (83)	12.3% (122)	9.5% (84)	4.2% (118)

Course	Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
MATH 310	New	25% (4)	16.7% (6)	0% (2)	33.3% (3)	6.7% (15)
MATH 310	Not New	15.4% (13)	3.8% (26)	0% (22)	5.6% (18)	12.5% (24)
MATH 335	New	3.3% (30)	6.5% (31)	1.6% (62)	4.3% (117)	12.7% (126)
MATH 335	Not New	5.7% (176)	7% (200)	7.1% (141)	6.7% (194)	14.4% (257)
MATH 341	New				0% (6)	7.7% (13)
MATH 341	Not New				12.5% (88)	7.4% (121)
MATH 343	New	0% (1)		0% (2)		
MATH 343	Not New	10.2% (98)	12.5% (104)	9.1% (88)		
MATH 350	New	20% (10)	0% (10)	0% (1)		
MATH 350	Not New	14.3% (28)	3.6% (28)	10% (30)		
MATH 351	Not New	10% (10)				
MATH 355	New				0% (5)	12.5% (8)
MATH 355	Not New				18.2% (11)	5.3% (19)
MATH 356	Not New					0% (7)
MATH 370	New	12.9% (62)	14.3% (63)	0% (17)	8.3% (12)	17.6% (17)
MATH 370	Not New	12.9% (101)	8.1% (111)	8.5% (129)	8.4% (131)	6.5% (124)
MATH 400	New	9.5% (42)	10.5% (57)	24% (25)	4.3% (23)	16.4% (73)
MATH 400	Not New	9.8% (112)	11.7% (128)	9.7% (144)	12.9% (116)	12.1% (141)
MATH 401	New	10% (10)	8.3% (12)	20% (10)	0% (9)	0% (10)
MATH 401	Not New	8.9% (101)	10.1% (89)	12.4% (97)	6.9% (101)	8.8% (102)
MATH 402	New	0% (5)	0% (2)	0% (3)	0% (11)	0% (5)
MATH 402	Not New	7.5% (53)	10.6% (47)	5.5% (55)	2% (50)	5.8% (52)
MATH 410	New			0% (2)		0% (2)
MATH 410	Not New	2.6% (38)	9.1% (33)	5.4% (37)	8.8% (34)	2% (50)
MATH 420	New		0% (1)	0% (2)		0% (2)
MATH 420	Not New	11.3% (62)	12.5% (48)	30.9% (55)	2.6% (38)	5% (60)
STAT 100	New					22.2% (45)

Course	Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
STAT 100	Not New					26.3% (99)
STAT 300	New	8.2% (61)	12.5% (64)	1.8% (56)	6.5% (155)	9.7% (393)
STAT 300	Not New	11.4% (546)	11% (499)	11.9% (506)	11.6% (560)	7.6% (513)

Table 9. New Student Representation by Course

The table below displays the percentage of new-to-college students out of the total number of enrollments. Data are broken down by course.

Course	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
MATH 20	30.8% (159)	36.2% (152)	51.1% (190)	40.8% (103)	26.2% (65)
MATH 30	37.1% (345)	37.3% (324)	34% (347)	34.4% (288)	5.8% (120)
MATH 100	43.7% (613)	52.9% (700)	37.3% (724)	41.8% (584)	16.1% (242)
MATH 101	12.8% (39)	40.5% (84)	18.6% (70)		
MATH 102	53.8% (93)	60.7% (84)	8.6% (35)		
MATH 110	10.3% (68)	8.7% (69)	26.9% (67)	28.2% (71)	17.4% (69)
MATH 120	21.8% (776)	27% (863)	47.4% (1010)	39.9% (1126)	38.5% (629)
MATH 125	34.8% (112)	21.4% (140)	40.9% (164)	44% (225)	
MATH 144	23.5% (17)	0% (13)	25% (24)	28.1% (32)	2.8% (36)
MATH 299	31.7% (63)				
MATH 300	12.5% (72)	2.6% (78)	6.1% (114)	35.6% (118)	56.2% (258)
MATH 310	21.4% (14)	16.7% (30)	8.3% (24)	10.5% (19)	40% (35)
MATH 335	14.9% (195)	13.5% (215)	31.8% (192)	38.2% (293)	33.3% (330)
MATH 341				7.2% (83)	9.7% (124)
MATH 343	1.1% (89)	0% (91)	2.4% (82)		
MATH 350	25% (32)	27% (37)	3.6% (28)		
MATH 351	0% (9)				
MATH 355				35.7% (14)	28% (25)
MATH 356					0% (7)
MATH 370	38% (142)	34.6% (156)	12.6% (135)	8.4% (131)	10.8% (130)
MATH 400	27.3% (139)	30.9% (165)	12.8% (149)	17.9% (123)	33% (185)
MATH 401	8.9% (101)	12.1% (91)	8.6% (93)	8.7% (103)	9.7% (103)
MATH 402	9.3% (54)	4.5% (44)	5.5% (55)	18.3% (60)	9.3% (54)
MATH 410	0% (37)	0% (30)	5.4% (37)	0% (31)	3.9% (51)

Course	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
MATH 420	0% (55)	2.3% (43)	5% (40)	0% (37)	3.4% (59)
STAT 100					32.4% (108)
STAT 300	10.4% (541)	11.2% (500)	11% (501)	22.7% (640)	42.8% (829)

Table 10. New Student Enrollment by Class and BSTEM Placement Level (Fall 2019)

The table below presents data on where new-to-college students enrolled with a given BSTEM placement in fall 2019. Rates can be interpreted as the percentage of students out of all students with the same placement. For example, of all the students with a BSTEM_3 placement 14.5% enrolled in MATH 335. Numbers in parentheses represent the total number of new students enrolling in a given level with a given placement. For example, of the students with a BSTEM_2 placement, a total of 36 students enrolled in MATH 335.

Course	BSTEM_1	BSTEM_2	BSTEM_3	BSTEM_4	BSTEM_5	No Assess
MATH 20	0.9% (11)					2.5% (6)
MATH 30	0.4% (5)	0.1% (1)				0.4% (1)
MATH 100	1.9% (22)	1.5% (10)	1.2% (5)			0.8% (2)
MATH 110	0.4% (5)	0.9% (6)				0.4% (1)
MATH 120	16.9% (201)	4% (27)	2.2% (9)		0.5% (1)	1.6% (4)
MATH 335	0.8% (10)	5.3% (36)	14.5% (60)	11.1% (1)	0.9% (2)	0.4% (1)
MATH 341		0.1% (1)	2.4% (10)		0.5% (1)	
MATH 355				11.1% (1)	2.8% (6)	
MATH 370		0.4% (3)	0.5% (2)	11.1% (1)	3.3% (7)	0.4% (1)
MATH 400	0.1% (1)		0.7% (3)		26.5% (57)	
MATH 401			0.5% (2)		3.7% (8)	
MATH 402			0.2% (1)		1.4% (3)	0.4% (1)
MATH 410						0.8% (2)
MATH 420					0.9% (2)	
No Math	60.9% (723)	59.1% (398)	54.3% (225)	55.6% (5)	43.7% (94)	90.6% (221)
Out of Path	18% (214)	28.6% (193)	23.7% (98)	11.1% (1)	17.7% (38)	2.5% (6)

Table 11. New Student Enrollment by Class and SLAM Placement Level (Fall 2019)

The table below presents data on where new-to-college students enrolled with a given SLAM placement in fall 2019. Rates can be interpreted as the percentage of students out of all students with the same placement. For example, of all the students with a SLAM_2 placement 9.6% enrolled in MATH 120. Numbers in parentheses represent the total number of new students enrolling in a given level with a given placement. For example, of the students with a SLAM_2 placement, a total of 222 students enrolled in MATH 120.

Course	No Assess	SLAM_1	SLAM_2
MATH 20	2.5% (8)		0.4% (9)
MATH 30	0.9% (3)		0.2% (4)
MATH 100	1.6% (5)		1.5% (34)
MATH 110	0.9% (3)		0.4% (9)
MATH 120	2.5% (8)	10.3% (12)	9.6% (222)
MATH 144			0% (1)
MATH 300			6.3% (145)
MATH 310			0.6% (14)
STAT 100	0.3% (1)	6.8% (8)	1.1% (26)
STAT 300	0.3% (1)	0.9% (1)	15.3% (353)
No Math	87.2% (279)	81.2% (95)	56% (1292)
Out of Path	4.4% (14)	1.7% (2)	9% (207)

***Table 12*. New Student Success by Class and BSTEM Placement Level (Fall 2019)**

The success rate for new-to-college students by placement level and course of enrollment in fall 2019. Total number of new student enrollments are presented in parentheses. A success rate is calculated by dividing the number of A, B, C, or P grades by the total number of enrollments.

Course	BSTEM_1	BSTEM_2	BSTEM_3	BSTEM_4	BSTEM_5	No Assess
MATH 20	45.5% (11)					33.3% (6)
MATH 30	60% (5)	0% (1)				100% (1)
MATH 100	18.2% (22)	50% (10)	60% (5)			0% (2)
MATH 110	0% (5)	16.7% (6)				0% (1)
MATH 120	23.4% (201)	22.2% (27)	55.6% (9)		100% (1)	75% (4)
MATH 335	20% (10)	11.1% (36)	35% (60)	0% (1)	100% (2)	0% (1)
MATH 341		0% (1)	30% (10)		100% (1)	
MATH 355				0% (1)	66.7% (6)	
MATH 370		0% (3)	100% (2)	100% (1)	71.4% (7)	100% (1)
MATH 400	0% (1)		66.7% (3)		43.9% (57)	
MATH 401			50% (2)		62.5% (8)	
MATH 402			100% (1)		66.7% (3)	100% (1)
MATH 410						0% (2)
MATH 420					50% (2)	

Table 13. **New Student Success by Class and SLAM Placement Level (Fall 2019)**

The success rate for new-to-college students by placement level and course of enrollment in fall 2019. Total number of new student enrollments are presented in parentheses. A success rate is calculated by dividing the number of A, B, C, or P grades by the total number of enrollments.

Course	No Assess	SLAM_1	SLAM_2
MATH 20	37.5% (8)		44.4% (9)
MATH 30	66.7% (3)		50% (4)
MATH 100	40% (5)		29.4% (34)
MATH 110	0% (3)		11.1% (9)
MATH 120	75% (8)	16.7% (12)	24.3% (222)
MATH 144			100% (1)
MATH 300			73.8% (145)
MATH 310			71.4% (14)
STAT 100	100% (1)	50% (8)	57.7% (26)
STAT 300	100% (1)	0% (1)	42.5% (353)
Out of Path	50% (14)	50% (2)	36.7% (207)