



**COSUMNES
RIVER COLLEGE**

OFFICE OF RESEARCH & EQUITY

Math AB705 Report, Fall 2020

Reported in Fall 2021

Author(s):

Paul Meinz, IT Business/Tech Analyst

Brandon Muranaka, Faculty Researcher

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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 PeopleSoft 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 college-wide 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 percentage 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 2020, a total of 51.2% of new students at CRC placed into transfer-level BSTEM (*Table 1*). This represents a slight increase over Fall 2019 and a very large increase over Fall 2018 – where 32.7% of students placed into transfer-level (in both the BSTEM and SLAM pathways combined).
2. Equity gaps in transfer-level BSTEM placement remained relatively unchanged in Fall 2020 – with slightly smaller gaps for African American and White students (*Table 2*).
3. Gaps grew slightly for first generation students and more notably for Foster Youth and Veteran students (*Table 2*). Cohort sizes are very small for Veteran and Foster youth students, and therefore, gaps/rates will tend to be more volatile.

Enrollment

1. The transfer-level enrollment rate for new students dropped slightly relative to Fall 2019 – from 29.1% to 27.3% in Fall 2020¹ (*Table 2*).
2. Equity gaps in transfer-level enrollment increased for African American, Latinx students, Foster Youth, and Veteran students (*Table 2*). White students also exhibited an equity gap in transfer-level math enrollment in Fall 2020. The equity gap for First Generation students shrank slightly.
3. New student representation in courses below MATH 120 (MATH 100, 30, and 20) remained low in Fall 2020 relative to Fall 2018 (prior to implementation of AB705; *Table 8*).

¹ All math courses were offered online in Fall 2020 due to the Covid-19 pandemic. This may explain changes in enrollment and success.

4. New student representation in MATH 300 and STAT 300 in Fall 2020 remained high relative to Fall 2018 (*Table 8*). The number of enrollments for new students increased notably in MATH 300 – from 145 in Fall 2019 to 240 in Fall 2020 – even though representation remained constant.
5. The percentage of new students in MATH 400 increased, from 33.0% in Fall 2019 to 47.3% in Fall 2020 (*Table 8*)

Throughput

1. Despite slightly lower enrollment in transfer-level mathematics in Fall 2020, the first-term throughput rate increased slightly when compared to Fall 2019 – from 14.1% to 14.7% (*Table 3*)
2. Equity gaps in throughput increased slightly for African American and Latinx students. This increase may have also been affected by lower enrollment rates. Gaps also increased for Native American, Veteran, and Foster Youth students.
3. On the other hand, equity gaps decreased for first generation students.

Course Success in General Education (SLAM) Mathematics

1. The course success rate for new students in transfer-level SLAM Mathematics (MATH 300, MATH 310, STAT 300, HONOR 393, and STAT 480) increased notably from 52.1% to 62.1% in Fall 2020 (*Table 4*). This increase in success may explain the slight improvement in throughput.
2. Among new students, equity gaps in course success were reduced for African American, Latinx, Foster Youth, and First Generation students.
3. The increase in SLAM success appears to be driven by increased new student enrollment in MATH 300 *and* a notable increase in the STAT 300 success rate – from 42.5% in Fall 2019 to 50% in Fall 2020 (*Table 6*). There was also a decline in the withdraw rate for STAT 300 (*Table 7*).

Course success in Business and STEM (BSTEM) Mathematics

1. The course success rate for new students in transfer-level BSTEM Mathematics (MATH 335, 341, 355, 370, 400, 343, 350, 351, and 356) declined slightly from 32.2% in Fall 2019 to 28.4% (*Table 5*). On the other hand, the success rate for non-new students increased from 36.4% to 44.7%.
2. Among new students, equity gaps in course success shrank for African American and Latinx students. An equity gap emerged for First Generation students relative to Fall 2019 (*Table 5*).
3. There were no notable changes in course success for new students in high enrollment BSTEM courses (e.g. MATH 335). As such, it is difficult to pinpoint the source of the course success decline for new students. The decline in course success may be partly explained by an increase in enrollment in MATH 400 with a slight decline in success (*Table 6*).
 - a. It is important to note that despite the decline in course success for new students in MATH 400, this group had higher success rates than non-new students.

Conclusions and Recommendations

First term math throughput can be thought of as the product of three high level factors – placement, enrollment, and success after enrollment. Improvement in any one area could result in improvements in throughput. In Fall 2020, new student enrollment in transfer-level mathematics declined, but the increase in enrollment in MATH 300, and the improved success in STAT 300, resulted in slightly increased throughput. Additionally, equity gaps – particularly for African American and Latinx students – were reduced with regards to transfer-level course success. However, success rates for new students in



BSTEM mathematics remained low. With these key findings in mind, the Office of Research and Equity makes the following recommendations:

1. Reflect on the improvements in STAT 300 for new students and work to implement these improvements in the STEM pathway.
2. Continue outreach to African American, Latinx, Foster Youth, and Veteran students to ensure they are enrolling in math early in their academic careers.
3. Continue to monitor student enrollment behavior to ensure that students are enrolling in the course appropriate to their major.
4. Seek out and implement best practices for promoting student success in MATH 335 and MATH 120.

Data Tables

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 and beyond therefore depict transfer-level placement in STEM alone. 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 bottom level of math.

Demographic	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Overall	10.5% (2617)	4.2% (2587)	32.7% (2574)	47.8% (2743)	51.2% (2871)
African American	1.3% (299) -9.2%	1.4% (278) -2.8%	16.8% (274) -15.9%	35.5% (231) -12.3%	40.8% (228) -10.4%
Asian/Pacific Islander	17.6% (680) 7.1%	7.5% (720) 3.3%	42.3% (742) 9.6%	58% (814) 10.2%	60.8% (845) 9.6%
Hispanic/Latinx	6.1% (855) -4.4%	2.2% (830) -2%	28.2% (815) -4.5%	43.3% (880) -4.5%	45.1% (917) -6.1%
Native American	0% (10) -10.5%	0% (10) -4.2%	10% (10) -22.7%	42.9% (14) -5%	45.5% (11) -5.8%
Unknown/Other Ethnicity	11.3% (231) 0.7%	6.4% (236) 2.1%	32.2% (214) -0.5%	48.1% (310) 0.2%	53.5% (256) 2.3%
White	13.5% (542) 3%	3.5% (513) -0.7%	35.1% (519) 2.4%	44.9% (494) -2.9%	50.2% (614) -1.1%
Female	8% (1288) -2.5%	3.1% (1243) -1.1%	35% (1293) 2.3%	47.1% (1328) -0.7%	50.8% (1532) -0.4%
Male	13.1% (1261) 2.6%	5.4% (1308) 1.1%	30.4% (1244) -2.3%	48.7% (1367) 0.9%	51.6% (1319) 0.4%
Unknown Gender	10.3% (68) -0.2%	0% (36) -4.2%	29.7% (37) -3%	41.7% (48) -6.2%	55% (20) 3.8%



Demographic	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Foster Youth	0% (82) -10.5%	1.2% (85) -3%	9.6% (73) -23.1%	32.3% (65) -15.5%	31.3% (67) -19.9%
Not Foster Youth	10.8% (2535) 0.3%	4.3% (2502) 0.1%	33.4% (2501) 0.7%	48.2% (2678) 0.4%	51.7% (2804) 0.5%
Not Veteran	10.7% (2574) 0.2%	4.2% (2545) 0%	32.8% (2548) 0.1%	47.9% (2721) 0%	51.4% (2854) 0.2%
Veteran	0% (43) -10.5%	7.1% (42) 2.9%	26.9% (26) -5.8%	45.5% (22) -2.4%	23.5% (17) -27.7%
First Generation	6.5% (782) -4%	3.6% (750) -0.6%	27.2% (787) -5.5%	41.8% (740) -6.1%	43.2% (775) -8%
Not First Generation	12.2% (1835) 1.7%	4.5% (1837) 0.3%	35.1% (1787) 2.4%	50.1% (2003) 2.2%	54.2% (2096) 3%
0 - 2.29 GPA	2.3% (86) -8.2%	1.2% (81) -3%	0.4% (268) -32.3%	18.1% (382) -29.8%	18.8% (314) -32.4%
2.3 - 2.99 GPA	6.3% (222) -4.2%	0.5% (217) -3.8%	6.9% (726) -25.8%	44% (823) -3.8%	41.5% (728) -9.8%
3.0+ GPA	14.1% (355) 3.6%	5.3% (318) 1.1%	64.9% (1203) 32.2%	67.8% (1224) 20%	69.9% (1537) 18.6%
No GPA	10.7% (1954) 0.2%	4.6% (1971) 0.4%	2.7% (377) -30.1%	16.2% (314) -31.6%	12.3% (292) -38.9%

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, in fall 2020, API students were 8.2% above the overall group rate of 27.3%. These rates include statistics courses offered outside the math department (e.g., PSYC 330, ECON 310, and POLS 382).

Demographic	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Overall	8.6% (2617)	6.9% (2587)	14.7% (2574)	29.1% (2743)	27.3% (2871)
African American	1.3% (299) -7.2%	1.8% (278) -5.1%	9.1% (274) -5.6%	22.5% (231) -6.5%	17.5% (228) -9.8%
Asian/Pacific Islander	14.7% (680) 6.1%	12.4% (720) 5.5%	20.2% (742) 5.5%	33.9% (814) 4.9%	35.5% (845) 8.2%



Demographic	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Hispanic/Latinx	4.8% (855) -3.8%	3.9% (830) -3%	12.8% (815) -2%	28.4% (880) -0.6%	25.1% (917) -2.3%
Native American	0% (10) -8.6%	10% (10) 3.1%	0% (10) -14.7%	14.3% (14) -14.8%	18.2% (11) -9.2%
Unknown/Other Ethnicity	8.7% (231) 0.1%	8.9% (236) 2%	15.9% (214) 1.2%	24.2% (310) -4.9%	28.5% (256) 1.2%
White	10.9% (542) 2.3%	5.8% (513) -1%	12.7% (519) -2%	28.7% (494) -0.3%	22.8% (614) -4.5%
Female	6.5% (1288) -2%	5.2% (1243) -1.7%	14.6% (1293) -0.1%	28.6% (1328) -0.4%	25.8% (1532) -1.5%
Male	10.6% (1261) 2.1%	8.5% (1308) 1.6%	14.8% (1244) 0.1%	29.3% (1367) 0.3%	29% (1319) 1.6%
Unknown Gender	8.8% (68) 0.3%	5.6% (36) -1.3%	16.2% (37) 1.5%	33.3% (48) 4.3%	35% (20) 7.7%
Foster Youth	0% (82) -8.6%	1.2% (85) -5.7%	2.7% (73) -12%	15.4% (65) -13.7%	11.9% (67) -15.4%
Not Foster Youth	8.8% (2535) 0.3%	7.1% (2502) 0.2%	15.1% (2501) 0.3%	29.4% (2678) 0.3%	27.7% (2804) 0.4%
Not Veteran	8.7% (2574) 0.1%	6.9% (2545) 0%	14.8% (2548) 0.1%	29.2% (2721) 0.1%	27.5% (2854) 0.2%
Veteran	0% (43) -8.6%	7.1% (42) 0.3%	3.8% (26) -10.9%	13.6% (22) -15.4%	0% (17) -27.3%
First Generation	4.5% (782) -4.1%	5.2% (750) -1.7%	12.5% (787) -2.3%	24.6% (740) -4.5%	24.6% (775) -2.7%
Not First Generation	10.3% (1835) 1.7%	7.6% (1837) 0.7%	15.7% (1787) 1%	30.7% (2003) 1.6%	28.3% (2096) 1%
0 - 2.29 GPA	3.5% (86) -5.1%	1.2% (81) -5.6%	1.5% (268) -13.2%	14.9% (382) -14.1%	17.2% (314) -10.1%
2.3 - 2.99 GPA	4.5% (222) -4.1%	0.9% (217) -6%	3.3% (726) -11.4%	28.1% (823) -1%	22.3% (728) -5.1%
3.0+ GPA	9.6% (355) 1%	6.3% (318) -0.6%	28.6% (1203) 13.9%	40.1% (1224) 11.1%	35.5% (1537) 8.2%
No GPA	9.1% (1954) 0.5%	7.9% (1971) 1%	1.9% (377) -12.9%	5.7% (314) -23.3%	7.9% (292) -19.5%

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. These rates include statistics courses offered outside the math department (e.g., PSYC 330, ECON 310, and POLS 382).

Demographic	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Overall	5.3% (2617)	4.1% (2587)	10% (2574)	14.1% (2743)	14.7% (2871)
African American	1.3% (299) -4%	0% (278) -4.1%	6.6% (274) -3.5%	9.1% (231) -5.1%	8.3% (228) -6.4%
Asian/Pacific Islander	9.9% (680) 4.5%	8.6% (720) 4.5%	14% (742) 4%	17% (814) 2.8%	20.4% (845) 5.7%
Hispanic/Latinx	2.5% (855) -2.9%	1.7% (830) -2.4%	8.7% (815) -1.3%	11.9% (880) -2.2%	12% (917) -2.7%
Native American	0% (10) -5.3%	0% (10) -4.1%	0% (10) -10%	14.3% (14) 0.1%	9.1% (11) -5.6%
Unknown/Other Ethnicity	5.2% (231) -0.2%	4.2% (236) 0.1%	9.8% (214) -0.2%	11.3% (310) -2.9%	16% (256) 1.3%
White	6.6% (542) 1.3%	4.1% (513) 0%	8.5% (519) -1.5%	17.6% (494) 3.5%	12.9% (614) -1.8%
Female	4.2% (1288) -1.2%	3.5% (1243) -0.6%	10.2% (1293) 0.2%	15.4% (1328) 1.3%	15.3% (1532) 0.6%
Male	6.4% (1261) 1.1%	4.8% (1308) 0.7%	9.9% (1244) -0.1%	12.7% (1367) -1.4%	14% (1319) -0.7%
Unknown Gender	7.4% (68) 2%	0% (36) -4.1%	8.1% (37) -1.9%	18.8% (48) 4.6%	15% (20) 0.3%
Foster Youth	0% (82) -5.3%	0% (85) -4.1%	1.4% (73) -8.7%	3.1% (65) -11.1%	7.5% (67) -7.2%
Not Foster Youth	5.5% (2535) 0.2%	4.3% (2502) 0.1%	10.3% (2501) 0.3%	14.4% (2678) 0.3%	14.9% (2804) 0.2%
Not Veteran	5.4% (2574) 0.1%	4.2% (2545) 0.1%	10.1% (2548) 0.1%	14.2% (2721) 0.1%	14.8% (2854) 0.1%



Demographic	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Veteran	0% (43) -5.3%	0% (42) -4.1%	3.8% (26) -6.2%	4.5% (22) -9.6%	0% (17) -14.7%
First Generation	3.3% (782) -2%	3.2% (750) -0.9%	7.6% (787) -2.4%	9.6% (740) -4.6%	11% (775) -3.7%
Not First Generation	6.2% (1835) 0.9%	4.5% (1837) 0.4%	11.1% (1787) 1.1%	15.8% (2003) 1.7%	16.1% (2096) 1.4%
0 - 2.29 GPA	0% (86) -5.3%	0% (81) -4.1%	0.4% (268) -9.7%	2.4% (382) -11.8%	7.6% (314) -7.1%
2.3 - 2.99 GPA	0.9% (222) -4.4%	0.5% (217) -3.7%	2.1% (726) -8%	10.8% (823) -3.3%	8.2% (728) -6.5%
3.0+ GPA	4.5% (355) -0.8%	2.8% (318) -1.3%	19.6% (1203) 9.6%	22.8% (1224) 8.6%	21% (1537) 6.3%
No GPA	6.2% (1954) 0.9%	4.9% (1971) 0.8%	1.6% (377) -8.4%	3.5% (314) -10.6%	5.1% (292) -9.6%

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, STAT 480, HONOR 393, 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 a large portion 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 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Overall	62.5% (608)	58.1% (639)	60.9% (777)	58.6% (1122)	58% (1059)
New	65.1% (63) 2.6%	54.7% (64) -3.4%	66.1% (189) 5.3%	52.1% (514) -6.5%	62.1% (493) 4.1%
Not New	62.2% (545) -0.3%	58.4% (575) 0.4%	59.2% (588) -1.7%	64.1% (608) 5.5%	54.4% (566) -3.6%
Disaggregated Success for New Students					



Demographic	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
African American	100% (2) 34.9%	0% (3) -54.7%	80% (15) 13.9%	41.2% (34) -11%	53.3% (30) -8.7%
Asian/Pacific Islander	70.8% (24) 5.8%	55.2% (29) 0.5%	68.4% (57) 2.3%	52.3% (151) 0.2%	68.2% (157) 6.1%
Hispanic/Latinx	40% (10) -25.1%	35.7% (14) -19%	64.7% (68) -1.4%	44.9% (176) -7.3%	55.2% (163) -6.9%
Native American				100% (1) 47.9%	50% (2) -12.1%
Unknown/Other Ethnicity	75% (8) 9.9%	60% (5) 5.3%	60% (15) -6.1%	52.7% (55) 0.6%	64.7% (51) 2.6%
White	63.2% (19) -1.9%	84.6% (13) 29.9%	61.8% (34) -4.4%	68% (97) 15.9%	65.6% (90) 3.5%
Female	66.7% (39) 1.6%	60% (35) 5.3%	63.7% (113) -2.4%	55.8% (265) 3.7%	66.8% (265) 4.7%
Male	65.2% (23) 0.1%	48.3% (29) -6.4%	70.3% (74) 4.1%	47.9% (240) -4.2%	57% (223) -5.1%
Unknown Gender	0% (1) -65.1%		50% (2) -16.1%	55.6% (9) 3.4%	40% (5) -22.1%
Foster Youth		0% (1) -54.7%	100% (1) 33.9%	14.3% (7) -37.9%	66.7% (6) 4.6%
Not Foster Youth	65.1% (63) 0%	55.6% (63) 0.9%	66% (188) -0.2%	52.7% (507) 0.5%	62% (487) -0.1%
Not Veteran	65.1% (63) 0%	55.6% (63) 0.9%	66.1% (189) 0%	52% (513) -0.1%	62.1% (493) 0%
Veteran		0% (1) -54.7%		100% (1) 47.9%	
First Generation	81.8% (11) 16.7%	43.8% (16) -10.9%	60.3% (58) -5.8%	38.3% (115) -13.9%	52.1% (121) -10%
Not First Generation	61.5% (52) -3.5%	58.3% (48) 3.6%	68.7% (131) 2.6%	56.1% (399) 4%	65.3% (372) 3.3%
0 - 2.29 GPA				18.4% (49) -33.8%	46.8% (47) -15.3%
2.3 - 2.99 GPA	0% (3) -65.1%	100% (1) 45.3%	63.6% (11) -2.5%	42.5% (174) -9.6%	44.5% (119) -17.5%



Demographic	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
3.0+ GPA	42.9% (7) -22.2%	53.8% (13) -0.8%	66.3% (178) 0.2%	63.5% (288) 11.4%	71.2% (316) 9.1%
No GPA	71.7% (53) 6.6%	54% (50) -0.7%		66.7% (3) 14.5%	54.5% (11) -7.5%

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 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Overall	49.3% (499)	56.1% (437)	51.1% (521)	35.4% (616)	40.5% (582)
New	58.1% (93) 8.8%	64.2% (81) 8.1%	64.2% (134) 13.1%	32.2% (143) -3.2%	28.4% (148) -12.2%
Not New	47.3% (406) -2%	54.2% (356) -1.9%	46.5% (387) -4.5%	36.4% (473) 1%	44.7% (434) 4.2%
Disaggregated Success for New Students					
African American	100% (2) 41.9%	0% (2) -64.2%	66.7% (6) 2.5%	14.3% (7) -17.9%	16.7% (6) -11.7%
Asian/Pacific Islander	66.7% (39) 8.6%	76.2% (42) 12%	63.5% (63) -0.7%	43.5% (62) 11.4%	29.2% (72) 0.8%
Hispanic/Latinx	47.1% (17) -11%	50% (16) -14.2%	69% (29) 4.8%	21.1% (38) -11.1%	23.5% (34) -4.8%
Unknown/Other Ethnicity	54.5% (11) -3.5%	45.5% (11) -18.7%	69.2% (13) 5.1%	20% (10) -12.2%	46.2% (13) 17.8%
White	50% (24) -8.1%	70% (10) 5.8%	56.5% (23) -7.7%	30.8% (26) -1.4%	26.1% (23) -2.3%



Demographic	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Female	57.7% (26) -0.4%	79.2% (24) 15%	65% (60) 0.8%	42.3% (52) 10.1%	31.8% (66) 3.4%
Male	58.5% (65) 0.4%	60% (55) -4.2%	62.5% (72) -1.7%	27% (89) -5.2%	25% (80) -3.4%
Unknown Gender	50% (2) -8.1%	0% (2) -64.2%	100% (2) 35.8%	0% (2) -32.2%	50% (2) 21.6%
Foster Youth			0% (1) -64.2%	0% (1) -32.2%	50% (2) 21.6%
Not Foster Youth	58.1% (93) 0%	64.2% (81) 0%	64.7% (133) 0.5%	32.4% (142) 0.2%	28.1% (146) -0.3%
Not Veteran	58.1% (93) 0%	65% (80) 0.8%	64.2% (134) 0%	32.6% (141) 0.5%	28.4% (148) 0%
Veteran		0% (1) -64.2%		0% (2) -32.2%	
First Generation	66.7% (18) 8.6%	73.3% (15) 9.1%	58.6% (29) -5.6%	34.2% (38) 2%	25% (44) -3.4%
Not First Generation	56% (75) -2.1%	62.1% (66) -2.1%	65.7% (105) 1.5%	31.4% (105) -0.7%	29.8% (104) 1.4%
0 - 2.59 GPA	0% (2) -58.1%	0% (1) -64.2%	75% (4) 10.8%	11.1% (9) -21.1%	0% (7) -28.4%
2.6 - 3.39 GPA	40% (15) -18.1%	0% (4) -64.2%	48.8% (41) -15.4%	20.9% (67) -11.3%	11.3% (62) -17.1%
3.4+ GPA	40% (5) -18.1%	50% (2) -14.2%	70.2% (84) 6.1%	43.9% (57) 11.7%	40.8% (71) 12.5%
No GPA	64.8% (71) 6.7%	68.9% (74) 4.7%	80% (5) 15.8%	60% (10) 27.8%	75% (8) 46.6%

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 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ECON 310	New	0% (2)		42.9% (7)	13.8% (29)	32.5% (40)
ECON 310	Not New	25% (36)	28.9% (38)	37% (54)	28.4% (74)	54% (124)
HONOR 393	New					50% (6)
HONOR 393	Not New					80% (5)
MATH 100	New	51.6% (370)	43.3% (270)	42.6% (244)	30.8% (39)	27.3% (22)
MATH 100	Not New	55.5% (330)	42.1% (454)	50.6% (340)	36.9% (203)	40.5% (148)
MATH 101	New	50% (34)	61.5% (13)			
MATH 101	Not New	58% (50)	42.1% (57)			
MATH 102	New	58.8% (51)	100% (3)			
MATH 102	Not New	54.5% (33)	46.9% (32)			
MATH 110	New	50% (6)	61.1% (18)	35% (20)	8.3% (12)	33.3% (15)
MATH 110	Not New	52.4% (63)	67.3% (49)	49% (51)	56.1% (57)	51.3% (39)
MATH 120	New	52.4% (233)	52.8% (479)	41.2% (449)	25.6% (242)	24.9% (253)
MATH 120	Not New	48.6% (630)	43.3% (531)	45.1% (677)	45.7% (387)	39.2% (400)
MATH 125	New	56.7% (30)	62.7% (67)	46.5% (99)		
MATH 125	Not New	46.4% (110)	48.5% (97)	45.2% (126)		
MATH 144	New		0% (6)	55.6% (9)	100% (1)	33.3% (3)
MATH 144	Not New	92.3% (13)	66.7% (18)	95.7% (23)	57.1% (35)	52.2% (23)
MATH 20	New	45.5% (55)	53.6% (97)	38.1% (42)	41.2% (17)	46.2% (13)
MATH 20	Not New	62.9% (97)	53.8% (93)	62.3% (61)	54.2% (48)	53.3% (45)
MATH 30	New	43.8% (121)	56.8% (118)	37.4% (99)	57.1% (7)	25% (16)
MATH 30	Not New	49.3% (203)	54.6% (229)	44.4% (189)	70.8% (113)	40% (80)
MATH 300	New	50% (2)	85.7% (7)	64.3% (42)	73.8% (145)	73.8% (240)
MATH 300	Not New	88.2% (76)	74.8% (107)	77.6% (76)	81.4% (113)	65.5% (171)
MATH 310	New	100% (5)	50% (2)	100% (2)	71.4% (14)	
MATH 310	Not New	80% (25)	54.5% (22)	94.1% (17)	100% (21)	
MATH 335	New	69% (29)	65.6% (61)	63.4% (112)	26.4% (110)	26.1% (119)



Course	Status	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
MATH 335	Not New	45.2% (186)	37.4% (131)	49.2% (181)	35.9% (220)	34.9% (212)
MATH 341	New			50% (6)	33.3% (12)	58.3% (12)
MATH 341	Not New			36.4% (77)	34.8% (112)	65.8% (114)
MATH 343	New		100% (2)			
MATH 343	Not New	62.6% (91)	86.2% (80)			
MATH 350	New	70% (10)	100% (1)			
MATH 350	Not New	77.8% (27)	63% (27)			
MATH 355	New			80% (5)	57.1% (7)	0% (3)
MATH 355	Not New			55.6% (9)	27.8% (18)	42.9% (28)
MATH 356	Not New				71.4% (7)	
MATH 370	New	50% (54)	52.9% (17)	72.7% (11)	64.3% (14)	28.6% (14)
MATH 370	Not New	29.4% (102)	49.2% (118)	48.3% (120)	37.9% (116)	41.2% (80)
MATH 400	New	54.9% (51)	68.4% (19)	77.3% (22)	44.3% (61)	40.6% (69)
MATH 400	Not New	40.4% (114)	31.5% (130)	35.6% (101)	43.5% (124)	32.5% (77)
MATH 401	New	100% (11)	50% (8)	66.7% (9)	60% (10)	66.7% (9)
MATH 401	Not New	45% (80)	48.2% (85)	45.7% (94)	40.9% (93)	33.9% (56)
MATH 402	New	100% (2)	66.7% (3)	72.7% (11)	80% (5)	83.3% (6)
MATH 402	Not New	42.9% (42)	59.6% (52)	59.2% (49)	61.2% (49)	48.7% (39)
MATH 410	New		50% (2)		0% (2)	
MATH 410	Not New	33.3% (30)	54.3% (35)	58.1% (31)	44.9% (49)	44.8% (29)
MATH 420	New	100% (1)	50% (2)		50% (2)	
MATH 420	Not New	45.2% (42)	55.3% (38)	67.6% (37)	63.2% (57)	40.7% (27)
PSYC 330	New	100% (3)	25% (4)	77.8% (9)	57.8% (45)	50% (32)
PSYC 330	Not New	78.8% (66)	67.4% (95)	71.5% (123)	63% (165)	58.1% (86)
STAT 100	New				57.1% (35)	66.7% (9)
STAT 100	Not New				75.3% (73)	70.8% (48)
STAT 300	New	62.5% (56)	50.9% (55)	66.2% (145)	42.5% (355)	50% (238)



Course	Status	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
STAT 300	Not New	56.8% (444)	54.7% (446)	55.2% (495)	58.4% (474)	49.1% (387)
STAT 480	New					77.8% (9)
STAT 480	Not New					66.7% (3)

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 and EW grades) 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 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ECON 310	New	100% (2)		14.3% (7)	55.2% (29)	35% (40)
ECON 310	Not New	41.7% (36)	39.5% (38)	27.8% (54)	45.9% (74)	26.6% (124)
HONOR 393	New					0% (6)
HONOR 393	Not New					20% (5)
MATH 100	New	12.2% (370)	23.3% (270)	20.1% (244)	48.7% (39)	40.9% (22)
MATH 100	Not New	16.1% (330)	30.6% (454)	20.9% (340)	30.5% (203)	29.1% (148)
MATH 101	New	17.6% (34)	15.4% (13)			
MATH 101	Not New	18% (50)	24.6% (57)			
MATH 102	New	17.6% (51)	0% (3)			
MATH 102	Not New	9.1% (33)	18.8% (32)			
MATH 110	New	33.3% (6)	16.7% (18)	25% (20)	50% (12)	20% (15)
MATH 110	Not New	27% (63)	16.3% (49)	9.8% (51)	17.5% (57)	23.1% (39)
MATH 120	New	16.7% (233)	23.6% (479)	28.5% (449)	42.1% (242)	41.1% (253)
MATH 120	Not New	21.7% (630)	28.1% (531)	28.1% (677)	35.1% (387)	35.8% (400)
MATH 125	New	26.7% (30)	9% (67)	22.2% (99)		
MATH 125	Not New	27.3% (110)	24.7% (97)	27% (126)		
MATH 144	New		50% (6)	0% (9)	0% (1)	33.3% (3)
MATH 144	Not New	7.7% (13)	16.7% (18)	4.3% (23)	14.3% (35)	34.8% (23)



Course	Status	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
MATH 20	New	20% (55)	10.3% (97)	11.9% (42)	47.1% (17)	23.1% (13)
MATH 20	Not New	20.6% (97)	15.1% (93)	14.8% (61)	35.4% (48)	20% (45)
MATH 30	New	21.5% (121)	14.4% (118)	12.1% (99)	28.6% (7)	37.5% (16)
MATH 30	Not New	15.8% (203)	13.1% (229)	18.5% (189)	8% (113)	28.7% (80)
MATH 300	New	0% (2)	0% (7)	9.5% (42)	11.7% (145)	11.2% (240)
MATH 300	Not New	6.6% (76)	7.5% (107)	7.9% (76)	13.3% (113)	17% (171)
MATH 310	New	0% (5)	0% (2)	0% (2)	0% (14)	
MATH 310	Not New	16% (25)	13.6% (22)	5.9% (17)	0% (21)	
MATH 335	New	24.1% (29)	14.8% (61)	19.6% (112)	49.1% (110)	38.7% (119)
MATH 335	Not New	32.8% (186)	42% (131)	29.8% (181)	42.3% (220)	43.9% (212)
MATH 341	New			33.3% (6)	50% (12)	16.7% (12)
MATH 341	Not New			41.6% (77)	45.5% (112)	19.3% (114)
MATH 343	New		0% (2)			
MATH 343	Not New	27.5% (91)	10% (80)			
MATH 350	New	10% (10)	0% (1)			
MATH 350	Not New	14.8% (27)	11.1% (27)			
MATH 355	New			20% (5)	42.9% (7)	33.3% (3)
MATH 355	Not New			33.3% (9)	50% (18)	35.7% (28)
MATH 356	Not New				14.3% (7)	
MATH 370	New	22.2% (54)	17.6% (17)	0% (11)	21.4% (14)	28.6% (14)
MATH 370	Not New	36.3% (102)	18.6% (118)	25.8% (120)	41.4% (116)	36.2% (80)
MATH 400	New	33.3% (51)	15.8% (19)	4.5% (22)	42.6% (61)	42% (69)
MATH 400	Not New	39.5% (114)	36.9% (130)	32.7% (101)	35.5% (124)	44.2% (77)
MATH 401	New	0% (11)	0% (8)	11.1% (9)	30% (10)	11.1% (9)
MATH 401	Not New	31.2% (80)	34.1% (85)	33% (94)	43% (93)	37.5% (56)
MATH 402	New	0% (2)	33.3% (3)	0% (11)	0% (5)	16.7% (6)
MATH 402	Not New	42.9% (42)	23.1% (52)	24.5% (49)	24.5% (49)	38.5% (39)



Course	Status	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
MATH 410	New		50% (2)		100% (2)	
MATH 410	Not New	30% (30)	28.6% (35)	19.4% (31)	36.7% (49)	48.3% (29)
MATH 420	New	0% (1)	50% (2)		50% (2)	
MATH 420	Not New	47.6% (42)	36.8% (38)	18.9% (37)	24.6% (57)	33.3% (27)
PSYC 330	New	0% (3)	50% (4)	11.1% (9)	22.2% (45)	31.2% (32)
PSYC 330	Not New	10.6% (66)	15.8% (95)	15.4% (123)	16.4% (165)	16.3% (86)
STAT 100	New				22.9% (35)	0% (9)
STAT 100	Not New				12.3% (73)	12.5% (48)
STAT 300	New	12.5% (56)	18.2% (55)	10.3% (145)	36.1% (355)	33.2% (238)
STAT 300	Not New	22.5% (444)	19.3% (446)	20.8% (495)	23.6% (474)	32% (387)
STAT 480	New					0% (9)
STAT 480	Not New					0% (3)

Table 8. 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 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ECON 310	5.3% (38)	0% (38)	11.5% (61)	28.2% (103)	24.4% (164)
HONOR 393					54.5% (11)
MATH 100	52.9% (700)	37.3% (724)	41.8% (584)	16.1% (242)	12.9% (170)
MATH 101	40.5% (84)	18.6% (70)			
MATH 102	60.7% (84)	8.6% (35)			
MATH 110	8.7% (69)	26.9% (67)	28.2% (71)	17.4% (69)	27.8% (54)
MATH 120	27% (863)	47.4% (1010)	39.9% (1126)	38.5% (629)	38.7% (653)
MATH 125	21.4% (140)	40.9% (164)	44% (225)		
MATH 144	0% (13)	25% (24)	28.1% (32)	2.8% (36)	11.5% (26)
MATH 20	36.2% (152)	51.1% (190)	40.8% (103)	26.2% (65)	22.4% (58)
MATH 30	37.3% (324)	34% (347)	34.4% (288)	5.8% (120)	16.7% (96)



Course	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
MATH 300	2.6% (78)	6.1% (114)	35.6% (118)	56.2% (258)	58.4% (411)
MATH 310	16.7% (30)	8.3% (24)	10.5% (19)	40% (35)	
MATH 335	13.5% (215)	31.8% (192)	38.2% (293)	33.3% (330)	36% (331)
MATH 341			7.2% (83)	9.7% (124)	9.5% (126)
MATH 343	0% (91)	2.4% (82)			
MATH 350	27% (37)	3.6% (28)			
MATH 355			35.7% (14)	28% (25)	9.7% (31)
MATH 356				0% (7)	
MATH 370	34.6% (156)	12.6% (135)	8.4% (131)	10.8% (130)	14.9% (94)
MATH 400	30.9% (165)	12.8% (149)	17.9% (123)	33% (185)	47.3% (146)
MATH 401	12.1% (91)	8.6% (93)	8.7% (103)	9.7% (103)	13.8% (65)
MATH 402	4.5% (44)	5.5% (55)	18.3% (60)	9.3% (54)	13.3% (45)
MATH 410	0% (30)	5.4% (37)	0% (31)	3.9% (51)	0% (29)
MATH 420	2.3% (43)	5% (40)	0% (37)	3.4% (59)	0% (27)
PSYC 330	4.3% (69)	4% (99)	6.8% (132)	21.4% (210)	27.1% (118)
STAT 100				32.4% (108)	15.8% (57)
STAT 300	11.2% (500)	11% (501)	22.7% (640)	42.8% (829)	38.1% (625)
STAT 480					75% (12)

Table 9. New Student Enrollment by Class and BSTEM Placement Level (Fall 2020)

The table below presents data on where new-to-college students enrolled with a given BSTEM placement in fall 2020. 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 14.6% 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 39 students enrolled in MATH 335.

Course	BSTEM_1	BSTEM_2	BSTEM_3	BSTEM_4	BSTEM_5	No Assess
MATH 100	1.2% (14)	1% (7)	0.2% (1)			



Course	BSTEM_1	BSTEM_2	BSTEM_3	BSTEM_4	BSTEM_5	No Assess
MATH 110	0.8% (9)	0.7% (5)	0.2% (1)			
MATH 120	15.5% (179)	6.8% (46)	4.5% (22)	12.5% (2)	0.7% (2)	0.8% (2)
MATH 20	0.5% (6)				0.3% (1)	2.5% (6)
MATH 30	0.7% (8)	0.3% (2)	1% (5)			0.4% (1)
MATH 335	0.3% (4)	5.8% (39)	14.6% (72)	6.2% (1)	1% (3)	
MATH 341			2.2% (11)		0.3% (1)	
MATH 355					1% (3)	
MATH 370		0.3% (2)	0.8% (4)		2.8% (8)	
MATH 400					23.8% (68)	0.4% (1)
MATH 401	0.1% (1)		0.4% (2)		2.1% (6)	
MATH 402					1.7% (5)	0.4% (1)
No Math	63% (728)	59.3% (400)	53.2% (263)	75% (12)	47.9% (137)	91% (222)
Out of Path	18.6% (215)	26.4% (178)	23.5% (116)	6.2% (1)	19.2% (55)	4.9% (12)

Table 10. New Student Enrollment by Class and SLAM Placement Level (Fall 2020)

The table below presents data on where new-to-college students enrolled with a given SLAM placement in fall 2020. 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 9.4% 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 223 students enrolled in MATH 120.

Course	No Assess	SLAM_1	SLAM_2
ECON 310	0.3% (1)	2.2% (4)	1.5% (35)
HONOR 393			0.3% (6)
MATH 100		1.1% (2)	0.8% (20)
MATH 110		0.5% (1)	0.6% (14)
MATH 120	4.6% (14)	8.6% (16)	9.4% (223)
MATH 144			0.1% (3)
MATH 20	1.6% (5)	0.5% (1)	0.3% (7)



Course	No Assess	SLAM_1	SLAM_2
MATH 30	1% (3)	0.5% (1)	0.5% (12)
MATH 300	2% (6)	2.7% (5)	9.6% (229)
No Math	85.9% (262)	81.1% (150)	56.7% (1350)
Out of Path	3.6% (11)	0.5% (1)	9.2% (220)
PSYC 330			1.3% (32)
STAT 100		1.1% (2)	0.3% (7)
STAT 300	1.3% (4)	1.1% (2)	9.7% (232)
STAT 480			0.4% (9)

Table 11. New Student Success by Class and BSTEM Placement Level (Fall 2020)

The success rate for new-to-college students by placement level and course of enrollment in fall 2020. 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 100	35.7% (14)	14.3% (7)	0% (1)			
MATH 110	0% (9)	100% (5)	0% (1)			
MATH 120	21.8% (179)	21.7% (46)	54.5% (22)	0% (2)	100% (2)	0% (2)
MATH 20	16.7% (6)				100% (1)	66.7% (6)
MATH 30	25% (8)	0% (2)	40% (5)			0% (1)
MATH 335	0% (4)	12.8% (39)	34.7% (72)	0% (1)	33.3% (3)	
MATH 341			54.5% (11)		100% (1)	
MATH 355					0% (3)	
MATH 370		0% (2)	50% (4)		25% (8)	
MATH 400					41.2% (68)	0% (1)
MATH 401	0% (1)		50% (2)		83.3% (6)	
MATH 402					80% (5)	100% (1)
Out of Path	52.6% (215)	51.7% (178)	71.6% (116)	100% (1)	83.6% (55)	58.3% (12)

Table 12. New Student Success by Class and SLAM Placement Level (Fall 2020)

The success rate for new-to-college students by placement level and course of enrollment in fall 2020. 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
ECON 310	0% (1)	25% (4)	34.3% (35)
HONOR 393			50% (6)
MATH 100		50% (2)	25% (20)
MATH 110		0% (1)	35.7% (14)
MATH 120	50% (14)	31.2% (16)	22.9% (223)
MATH 144			33.3% (3)
MATH 20	60% (5)	0% (1)	42.9% (7)
MATH 30	66.7% (3)	0% (1)	16.7% (12)
MATH 300	50% (6)	20% (5)	75.5% (229)
Out of Path	72.7% (11)	0% (1)	33.2% (220)
PSYC 330			50% (32)
STAT 100		100% (2)	57.1% (7)
STAT 300	75% (4)	50% (2)	49.6% (232)
STAT 480			77.8% (9)