



## *FAST FACTS – Retention and Persistence of New Students Who Take Math their First Semester*

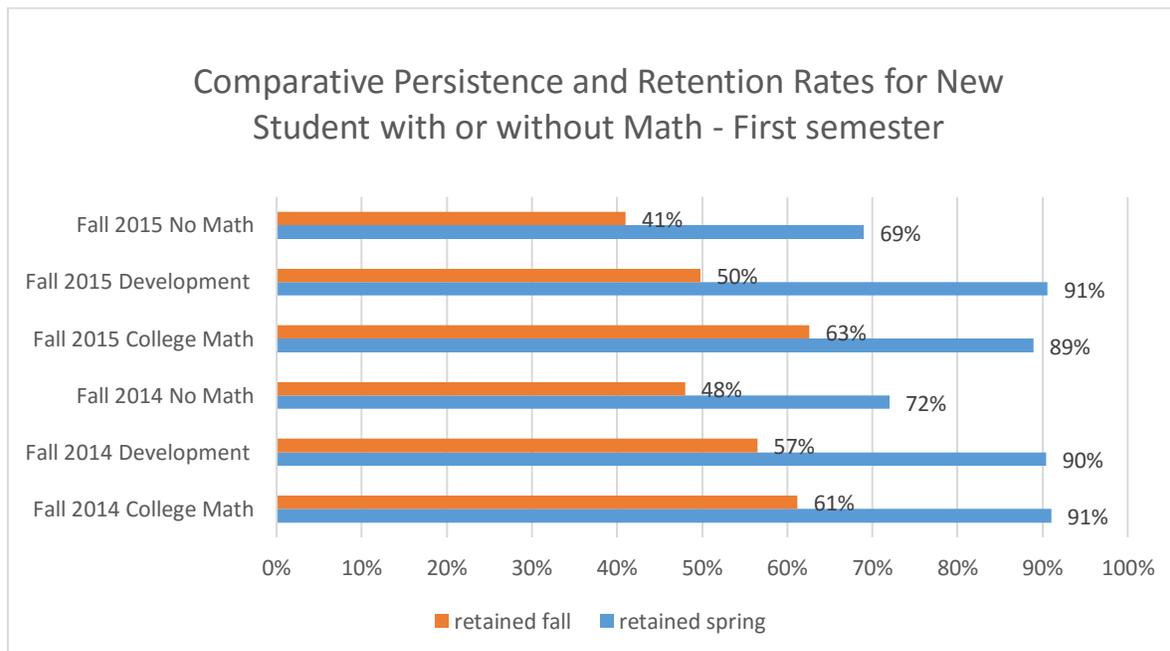
The fall 2014, 2015, and 2016 cohort of new students were examined for retention and persistence rates who took any math course during their first semester.

The fall 2014 cohort who took either developmental or college level math *and passed* were retained at rates above 90% for the subsequent spring. Cohort students who did not take a math course in fall 2014 were retained for spring at 72%. The following fall 2015, one year later, students who took any math their first semester as a new student in fall 2014, whether they passed or failed the course, were still retained at a higher rate than the new students who did not take math their first semester. Fall to fall retention rates were between 57% and 61% who took math their first semester compared to the 49% retained for those students who did not. (See chart below).

The fall 2015 cohort of new students mirrored the same results. Students who took any math whether college level or not, and passed were retained between 89% and 91% for the subsequent spring. Whether this cohort passed math their first semester or not, these students who took math had a higher fall to fall retention rate between 50% and 63%. The students who didn't take math their first semester were retained at 41%.

The fall to fall retention rate for the fall 2016 cohort will be available after the freeze date in fall 2017, but those new students who took math and passed in fall 2016 were retained between 87% and 90.4%. In the subsequent spring semester these new students who did not take math in the fall were retained at 74% in spring 2017.

NOTE: Passing grades in this report are defined as a grade of C or better.



All cohort information is statistically significant at p-values of .09 or less. Please call Jan Schaeffler, Director, for more detailed information at X25220