

**Math: One-Year Throughput  
Traditional vs. Accelerated Pathway**

Cuyamaca First-Time Underprepared* Students	Traditional Math Pathway (Fall 2015)		Accelerated Math Pathway (Fall 2016)	
	Cohort Throughput Rate	Cohort Size	Cohort Throughput Rate	Cohort Size
	%	#	%	#
Foster youth	0%	5	20%	5
Student with at least one disability	4%	23	43%	21
Veteran	20%	10	10%	10
Economically disadvantaged	10%	223	39%	185
Asian	14%	14	50%	16
Black non-Hispanic/Latino	5%	19	40%	25
Hispanic/Latino	7%	123	38%	144
White non-Hispanic/Latino	14%	153	43%	136
Two or more races/ethnicities	11%	28	27%	15
Unknown/other races/ethnicities	0%	3	33%	3
B-STEM	14%	235	36%	236
Not B-STEM	3%	105	50%	103
STEM	14%	232	32%	213
Not STEM	3%	108	54%	126
<b>Overall (all underprepared)</b>	<b>11%</b>	<b>340</b>	<b>40%</b>	<b>339</b>

\* Students are categorized as “underprepared” in math if their assessment test scores placed them in a transfer-level math course with concurrent support or into any math course below transfer level

- In 2016-17, one-year transfer-level math completion rates were greater for underprepared first-time students across most pathways, groups, and ethnicities than in the traditional remedial sequence from the previous year (the one-year throughput rate decreased for veterans).
  - **An increase of 20%** for foster youth students (from 0% to 20%)
  - **Ten times greater** for students with at least one disability (from 4% to 43%)
  - **Four times greater** for economically disadvantaged students (from 10% to 39%)
  - **Three and a half times greater** for Asian students (from 14% to 50%)
  - **Eight times greater** for Black students (from 5% to 40%)
  - **Five and a half times greater** for Hispanic/Latino students (from 7% to 38%)
  - **Three times greater** for White students (from 14% to 43%)
  - **Two and a half times greater** for students with multiple races/ethnicities (from 11% to 27%)
  - **An increase of 33%** for students with an unknown or other race/ethnicity (from 0% to 33%)
  - **Two and a half times greater** for students in the business and STEM pathway (from 14% to 36%)
  - **Two times greater** for students in the STEM pathway (from 14% to 32%)
  - **Almost seventeen times greater** for students in the statistics pathway (from 3% to 50%) [I’ve based this on the “Not B-STEM” group’s figures—this might be a little misleading because the Math-096 students were excluded for the Fall 2015 cohort]
  - **Four times greater** for all underprepared students (from 11% to 40%)

**English: One-Year Throughput  
Traditional vs. Accelerated Pathway**

Cuyamaca First-Time Underprepared* Students	Traditional English Pathway (Fall 2011)		Accelerated English Pathway (Fall 2016)	
	Cohort Throughput Rate	Cohort Size	Cohort Throughput Rate	Cohort Size
	%	#	%	#
Foster youth	0%	1	50%	2
Student with at least one disability	3%	30	39%	23
Veteran	9%	11	100%	2
Economically disadvantaged	9%	188	52%	191
Asian	0%	13	67%	18
Black non-Hispanic/Latino	0%	21	29%	21
Hispanic/Latino	13%	192	48%	159
White non-Hispanic/Latino	12%	126	58%	122
Two or more races/ethnicities	18%	28%	41%	17
Unknown/other races/ethnicities	14%	7	50%	2
<b>Overall (all underprepared)</b>	<b>12%</b>	<b>387</b>	<b>51%</b>	<b>339</b>

\*Students are categorized as “underprepared” in English if their assessment test scores placed them in a transfer-level English course with concurrent support or into any English course below transfer level.

- In 2016-17, one-year transfer-level English completion rates were greater for underprepared first-time students across all pathways, groups, and ethnicities than in the traditional remedial sequence in 2011-12.
  - **An increase of 50%** for foster youth students (from 0% to 50%)
  - **Thirteen times greater** for students with at least one disability (from 3% to 39%)
  - **Eleven times greater** for veterans (from 9% to 100%)
  - **Five and a half times greater** for economically disadvantaged students (from 9% to 52%)
  - **An increase of 67%** for Asian students (from 0% to 67%)
  - **An increase of 29%** for Black students (from 0% to 29%)
  - **Three and a half times greater** for Hispanic/Latino students (from 13% to 48%)
  - **Almost five times greater** for White students (from 12% to 58%)
  - **Two times greater** for students with multiple races/ethnicities (from 18% to 41%)
  - **Three and a half times greater** for students with an unknown or other race/ethnicity (from 14% to 50%)
  - **Four times greater** for all underprepared students (from 12% to 51%)