



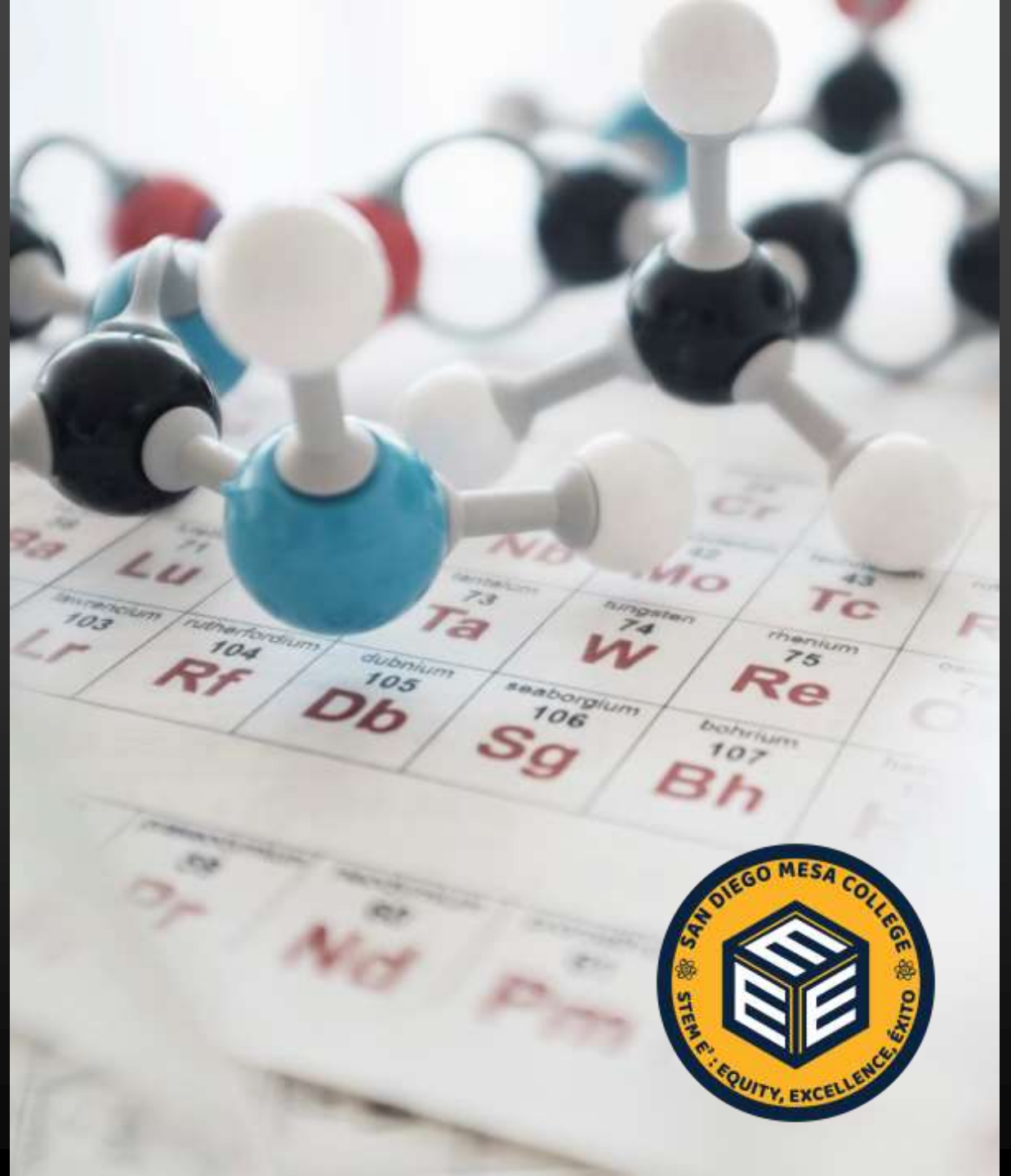
HSI Title III • STEM E³: Equity, Excellence, & Exito

Dr. Donna Budzynski

Dr. Paula Gustin

Dr. Amanda Hernandez

Dr. Irena Stojimirovic



Free Online Homework Being Developed

- Wrote free online HW for Chem 152 (Introduction to General Chemistry) and Chem 20 (Introduction to General Chemistry Refresher)
 - Three semesters of Chem 152
 - Two semesters of Chem 20
- How much money does it save students?
 - Online HW costs ~\$65 per student
 - There are 48 students per section and ~17 sections per year
- Chem 152 Homework
 - Wrote questions for 10 chapters
 - ~20 questions per chapter (200 questions)



Free Online HW for Chem 152

Link to Homework found on
Homepage of Canvas and found
imbedded in the Modules

Homework for Exam 1	Homework for Exam 2
• Ch. 2 due 9/5	• Ch. 6 due 9/28
• Ch. 3 due 9/12	• Ch. 9 due 10/5
• Ch. 4 due 9/14	• Ch. 5 due

Ch. 2 HW

Homework questions from Chapter 2

- Significant Figures
- Calculations with Significant Figures
- Density
- Dimensional Analysis

✓ 20 points possible.

Start



Free Online HW

Each HW assignment has built in support for each question. Including:

- Written Example
- Answers
- Detailed Solutions
- Links to Resources
- Message Instructor

Ch. 2 HW

Score: 0/20 1/20 answered

Question 1

0/1 pt 3 28 i

Express 12000 in scientific notation to two significant figures. Use * for the multiplication symbol.

Question Help: [Written Example](#) [Message instructor](#)

Submit Question

Jump to Answer

Question 2

0/1 pt 3 29 i

Express 0.0087 in scientific notation to two significant figures. Use * for the multiplication symbol.

Question Help: [Written Example](#) [Message instructor](#)

Submit Question

Jump to Answer

Question 3

0/1 pt 3 29 i

Express $4.8 \cdot 10^3$ in regular notation.

Question Help: [Message instructor](#)

Free Online HW

Written Example: A similar question with an explanation of how to approach the problem

Written Example of a similar problem

Express 4500000 in scientific notation to two significant figures. Use * for the multiplication symbol.

- Scientific Notation:
 - Remember that 4500000 has an implied decimal at the end.
 - When converting to scientific notation you want the coefficient between 1 and 10.
 - This means that you want to move the decimal between the 4 and 5
 - The number of places you have to move it is equal to the exponent.
 - You had to move it 6 places therefore the exponent is equal to 6

$$4500000 = 4.5 \times 10^6$$

Diagram illustrating the conversion of 4500000 to scientific notation. The number 4500000 is shown with a decimal point at the end. A bracket under the last six zeros indicates they are moved to the right of the decimal, resulting in a coefficient of 4.5 and an exponent of 6. The coefficient is labeled 'Coefficient', the base 10 is labeled 'Base', and the exponent 6 is labeled 'Exponent'.

Ch. 2 HW

Score: 0/20 1/20 answered

Question 1

0/1 pt 3 28 i

Express 12000 in scientific notation to two significant figures. Use * for the multiplication symbol.

Question Help: [Written Example](#) [Message instructor](#)

Question

Jump to Answer

0/1 pt 3 29 i

Express 87 in scientific notation to two significant figures. Use * for the multiplication symbol.

Question Help: [Written Example](#) [Message instructor](#)

Question

Jump to Answer

0/1 pt 3 29 i

Express $4.8 \cdot 10^3$ in regular notation.

Question Help: [Message instructor](#)

Free Online HW

Answer plus a detailed solution

LTI ▾ Assessment

Ch. 2 HW

Score: 0/20 2/20 answered

Question 1

✓ 0/1 pt ↺ 28 ⓘ

Score on last try: **0 of 1 pts.** See Details for more.

↺ Get a similar question You can retry this question below

Express 12000 in scientific notation to two significant figures. Use * for the multiplication symbol.

♂ $1.2 \cdot 10^4$

Show Detailed Solution

Question Help: ⓘ Written Example ⓘ Message instructor

● Question 2

✓ 0/1 pt ↺ 3 ↺ 29 ⓘ

Express 0.0087 in scientific notation to two significant figures. Use * for the multiplication symbol.

Question Help: ⓘ Written Example ⓘ Message instructor

Submit Question

Jump to Answer

● Question 3

✓ 0/1 pt ↺ 3 ↺ 29 ⓘ

Express $4.8 \cdot 10^3$ in regular notation.

Free Online HW

Detailed Solution Explains How to Solve their Question

- They get a similar question with new variables
- Each new variation has the detailed solution available with the details from the question

Determine the mass of iron(II) hydroxide that is produced when 8.05 g of iron(II) chloride is reacted with 8.75 g lithium hydroxide. Answer each part for this double replacement reaction:

- Write the balanced chemical equation (do not include state symbols)



Show Detailed Solution

This is an example of a stoichiometry problem.

Write a balanced chemical equation (do not include state symbols)

- Write the chemical formula of iron(II) chloride: FeCl_2
- Write the chemical formula of lithium hydroxide: LiOH
- Predict the products of the double replacement reaction: $\text{LiOH} + \text{FeCl}_2 \rightarrow \text{LiCl} + \text{Fe(OH)}_2$
- Balance the chemical equation: $2 \text{LiOH} + \text{FeCl}_2 \rightarrow 2 \text{LiCl} + \text{Fe(OH)}_2$

Determine the limiting reactant:

- Convert mass of each reactant to moles using molar mass
 - $8.05 \text{ g FeCl}_2 \times \frac{1 \text{ mol FeCl}_2}{126.75 \text{ g FeCl}_2} = 0.06351 \text{ mol FeCl}_2$
 - $8.75 \text{ g LiOH} \times \frac{1 \text{ mol LiOH}}{23.951 \text{ g LiOH}} = 0.3653 \text{ mol LiOH}$
- Determine the limiting reactant by dividing the moles of each reactant by its coefficient. The limiting reactant is the one with the smallest number
 - $\frac{0.06351 \text{ mol FeCl}_2}{1} = 0.06351$
 - $\frac{0.3653 \text{ mol LiOH}}{2} = 0.1827$
 - Limiting reactant = FeCl_2

Determine the mass of iron(II) hydroxide produced:

$$0.06351 \text{ mol FeCl}_2 \times \frac{1 \text{ mol Fe(OH)}_2}{1 \text{ mol FeCl}_2} \times \frac{89.870 \text{ g Fe(OH)}_2}{1 \text{ mol Fe(OH)}_2} = 5.71 \text{ g Fe(OH)}_2$$

The Code behind the HW

```

4 $metal =
  array("calcium","magnesium","barium","copper(II)","iron(II)","iron(III)","aluminum","cobalt(III)","chromium(II)","chromium(III)"
5 $ncharge = array(2,2,2,2,2,3,3,3,2,3)
6 $smass = array(40.08,24.31,137.33,63.55,55.85,55.85,26.98,58.93,52.00,52.00)
7 $msym = array("Ca","Mg","Ba","Cu","Fe","Fe","Al","Co","Cr","Cr")
8
9 $alk = array("sodium","potassium","lithium")
10 $alkm = array(22.99,39.10,6.941)
11 $alks = array("Na","K","Li")
12
13 $nsymbol = array("Cl","I","Br")
14 $nmass = array(35.45,126.90,79.90)
15 $nname = array("chloride","iodide","bromide")
16
17 $aln,$alm,$als = jointrandfrom($alk,$alkm,$alks)
18
19 $nm,$nc,$nm,$ms = jointrandfrom($metal,$ncharge,$smass,$msym)
20
21 $nn,$nn,$ns = jointrandfrom($nname,$nmass,$nsymbol)
22 $p = "OH"
23
24 $amn = rand(8,15,0.01)
25 $am = prettysigfig($amn,3)
26 $amOH = rand(1,9,.01)
27 $amOH = prettysigfig($amOH,3)
28
29 $malOH = $alm+17.01
30 $malOH = prettysigfig($malOH,5)
31
32 $mmn = ($nn*$nc)+$nm
33 $mmn = prettysigfig($mmn,5)
34
35 $mp = $nm+(17.01*$nc)
36 $mp = prettysigfig($mp,5)
37
38 $answerformat[0] = "reaction"
39 $answer[0] = "$c $als$p + $ns$ns _$nc -> $c $als$ns + $ms($p) _$nc"
40 $answerboxsize[0] = 30
41
42 $s2nn = $amn/$mmn
43 $s2nn = prettysigfig($s2nn,4)
44 $s2nOH = $amOH/$malOH
45 $s2nOH = prettysigfig($s2nOH,4)
46
47 $s3nn = $s2nn
48 $s3nOH = $s2nOH/$nc
49 $s3nOH = prettysigfig($s3nOH,4)
50
51 $anf = "$ms$ns<sub>$nc</sub>"
52
53 if ($s2nn > $s2nOH / $nc) {
54   $choices[1] = array("$als$p", "$anf")
55   $mol = $s2nn
56   $comp = "$als$p"
57   $co = $nc
58   $sub = ""
59 } else{
60   $choices[1] = array("$anf", "$als$p")
61   $mol = $s2nn
62   $comp = "$ms$ns"
63   $co = 1
64   $sub = $nc

```

``
`<p>///</p>`
``
`Determine the mass of mn hydroxide produced.
 [AB2]`
``
`<p>
</p>`
`<p>
</p>`

Detailed Solution:[+][-] [Toggle Editor](#) [Save](#) [Quick Save and Preview](#)

- ☒ Uses random variables from the question, or question is not randomized.
- ☒ Use this as a "written example" help button
- ☒ Display with the "Show Answer"

Edit • Insert • Formats • **B** / U x_i x² A - [] [] <>

Write a balanced chemical equation (do not include state symbols)

- Write the chemical formula of \$mn\$: \$ms\$ns\$_{smc}\$
- Write the chemical formula of \$aln\$ hydroxide: \$als\$sp
- Predict the products of the double replacement reaction: \$als\$sp + \$ms\$ns\$_{smc}\$ → \$als\$ns + \$ms(\$p\$)\$_{smc}\$
- Balance the chemical equation: \$mc\$ \$als\$sp + \$ms\$ns\$_{smc}\$ → \$mc\$ \$als\$ns + \$ms(\$p\$)\$_{smc}\$

Determine the limiting reactant:

- Convert mass of each reactant to moles using molar mass
 - \$amn\$ g \$ms\$ns\$_{smc}\$ × $\frac{1 \text{ mol } \$ms\$ns_{smc}}{\$mmmn \text{ } \$ms\$ns_{smc}}$ = \$s2mn\$ mol \$ms\$ns\$_{smc}\$
 - \$amOH\$ g \$als\$sp × $\frac{1 \text{ mol } \$als\$p}{\$mmaI\text{OH} \text{ } \$als\$p}$ = \$s2mOH\$ mol \$als\$sp
- Determine the limiting reactant by dividing the moles of each reactant by its coefficient. The limiting reactant is the one with the smallest number
 - $\frac{\$s2mn \text{ mol } \$ms\$ns_{smc}}{1} = \$s3mn$
 - $\frac{\$s2mOH \text{ mol } \$als\$p}{\$mc} = \$s3mOH$
- Limiting reactant = \$comp\$_{sub}

Determine the mass of \$mn\$ hydroxide produced:

- \$mol\$ mol \$comp\$_{sub} × $\frac{1 \text{ mol } \$ms(\text{OH})_{smc}}{\$co \text{ mol } \$comp_{sub}}$ × $\frac{\$mmp \text{ g } \$ma(\text{OH})_{smc}}{1 \text{ mol } \$ms(\text{OH})_{smc}}$ = \$s4\$ g \$ms(\$p\$)\$_{smc}\$

Image file: [Choose File](#) No file chosen assign to variable: _____ Description: _____

Help button: Type: Video URL: _____ Description: _____

[Save](#) [Quick Save and Preview](#)



Curriculum Work Group

*Interdisciplinary collaboration
towards improving equitable student success*

- Paula Gustin (Faculty Lead)
- Biology: Anar Brahmbhatt & Paige Hu
- Chemistry: Donna Budzynski, Fatemeh Chadegani, Synthia Chang, Amanda Fusco, Danica Moore, Jess Sardo
- Counseling: Patricia Rodriguez
- Engineering: Morteza Mohssenzadeh
- Math: Sandra Belew, Juan Bernal, Shane Briggs, Alison Damoose, Christina Huynh, Ken Kuniyuki, Katherine Naimark, Phyllis Meckstroth
- Physics: James Hinton, Whitney Ryan, Irena Stojimirovic
- Institutional Effectiveness: Kyung Ae Jun (IE)
- Past Members: Nancy Cortes (IE), Tasha Frankie (CISC)



Projects:

Mail - Paula Gustin - Outlook | Excel | Microsoft Teams Classic | PCab_10032023.pptx

teams.microsoft.com/_/#/apps/1c256a65-83a6-4b5c-9ccf-78f8afb6f1e8/sections/MyNotebook

Search

HSI Curriculum Work Group Progress Spreadsheet

File Home Insert Draw Page Layout Formulas Data Review View Automate Help

Comments Catch up Editing Share Close

Calibri (Body) 11 B

In progress

A	B	C	D
Tasks	People	Progress by Dec. 2022	Target Date for completion
1 Biology ADT	Patty R. Anar B., Jen Carmichael, Anne H.	Group analyzed ADT for any discrepancies or inconsistencies	Spring 2023
2 Biology Maps	Patty R. Anar B., Jamie H., Danica M.	Group is analyzing the maps to assist students/Requested Bubble Data	Spring 2023
3 Accelerated Chemistry Program	Donna B.	First Group in Pilot Program Started/Chem 200 if Math Level 141+ and Chem 20/Unit Reduction (4 units)	Implemented & Expanding
4 Physics 19	Irena S.	Entered into Curriculum	Complete Curriculum process by Spring
5 Biology & Chemistry	Amanda FH & Anar B.	Laboratory on Intermolecular Forces for Preparation for Bio 210A	Completed
6 Calculus & Physics	Sandy/Juan/Irena/Jamie	Development of Canvas Shell with Physics/Calculus Assignments	Fall 2023
7 Revision of Math 254	Sandy & Juan	Hidden Prerequisite: Prerequisite/Co-requisite change identified	Complete Curriculum process by Spring
8 Revision of Math 255	Sandy & Juan	Discussions with SDSU Faculty regarding course. Changes to courses identified.	Complete Curriculum process by Spring
9 Engineering 101	Monteza & Irena	Unit reduction of .5/ Change from 1.5 lecture units to 1.0 lab units	Complete Curriculum process by Spring
10 Chemistry 152	Donna and Paula	Addition of Math advisories (Data driven)	Completed
11 Data Analysis	N. Cortes	Bubble Data Provided: What courses do students take together and Success Rates	Completed
12 Quasi Experiment Study	N. Cortes & Donna B.	Success Rates of students in Accelerated Chemistry Program	End of Grant
13 Data Analysis	N. Cortes	Update Student Success in Chemistry with Math level	Completed
14 STEM Curriculum Summit	Jennifer C, Danica M, Jamie H, & Paula G.	Curriculum Meeting for Faculty during School Meeting/Planning format & Date	Jan 2023 during FLEX
15 Engineering Courses Articulation	Monteza & Irena	Meeting with UCSD Faculty/Identification of courses newly articulated	Spring 2023
16 Marketing of ENG& Program	Monteza, Irena, Danica, Ikuko.	Creation of Flyer and Poster	Completed
17 AB 1705 Impact	Group	Information gathering/Research of courses	Expedite
18 STEM Core Data Analysis	Group	Analysis to aid in implementation of AB 1705 Impact	Expedite
19 CISC	T. Frankie, P. Gustin	Invitation to join committee/Information gathering about Computer Science course that doesn't articulate	Spring 2023
20 Physics Majors to UCSD	Irena S, Anne H.	Discussion with Irena S & Anne H regarding the fact that our Physics courses do not transfer to UCSD/A	Fall 2023
21 Chem 200 Statewide Prerequisite	Paula, Donna, Danica	Data driven decision regarding Math prerequisite on Chem 200	Fall 2023
22 Chemistry 152 Prerequisites	Donna and Paula	Discuss with District Instructional Services the barrier of enrolling in Chem 152 which is that students c	Completed
23 CSC, Physics, and Calculus Co	Tasha, Irena, and ?	Curriculum development/project that includes programming assignments infused in physics and calc	In progress
24 Biology B-STEM Pathways	Anar, Paula, Jamie, Amanda, Patty	Developed three possible pathways for B-STEM students (primary, alternative, and part-time student tra	Fall 2023
25 STEM Canvas Shell	Summer Work Group & Main Group	Develop a Canvas Shell for Content Sharing among STEM Faculty	In progress
26 Curriculum Alignment Project	All	Analysis of Course Objectives in Math & Identify skills needed in science	Completed
27 STEM Theme Month	Jamie & Paula	Identify a theme such as energy and have each floor of building participate in content	Spring 2023
28 Data Analysis of Accelerated Ch	Donna & Ryoung Ae	Report out on success rates	Spring 2023
29 Impacts of AB 1705 on Science	All	Discuss curriculum approaches to legislation	Ongoing
30 Allied Health Curriculum Collab	Danica, Jess, Paige Hu, Amanda Johnston	Collaboration among A-STEM faculty for pathways & curriculum content	Fall 2024

Sheet1

Calculation Mode: Automatic Workbook Statistics

Give Feedback to Microsoft 70%

68°F Mostly cloudy

Search

12:58 PM 9/29/2023

STEM Faculty are Problem Solvers!

- Curriculum changes for unit reductions for STEM majors
- Updated pathways/maps for top majors
 - Biology STEM (B-STEM)
 - Engineering STEM (E-STEM)
 - Allied Health STEM (A-STEM)
- Bubble Data Analysis & Counseling



- Math to science courses
- Science to science

Identify impacts of AB 1705 on science majors & recommend solutions

[illegible]

STEM Faculty are Problem Solvers!

STEM Canvas for Faculty

Enhanced faculty communication
regarding course content

The screenshot displays the 'Welcome to STEM Canvas!' page. The left sidebar contains a navigation menu with icons and labels for Home, Announcements, Assignments, Discussions, Grades, People, Pages, Files, Syllabus, Outcomes, Rubrics, Quizzes, Modules, Collaborations, Google Drive, Attendance, New Analytics, Portfolio, MT2C Online & in Person Tutoring, Commons, Studio, Help, and Student Support. The main content area features a welcome message, a goal statement, and top pathways. Below this, there are two columns of course resources. The left column, titled 'Math Resources and Science Applications of Math', lists courses for the B-STEM team (Chem: 152, 200, 200L, 201, 201L, 231, 231L, 233, 233L; Physics: 180A/180B or Phys 125/126; Math: 114, 119, 121, 122; Biology: 210A/B, Bio 200) and provides links for B-STEM resources and student education plans. The right column, titled 'STEM Curriculum Alignment Project', explains the project's purpose and provides links for course content alignment, math faculty recommendations, and course outlines. A bottom section lists resources for the E-STEM team (Chem: 152/200; Physics: 195, 196, 197 IUC) and the A-STEM team (Chemistry: 100, 130, 103, 160; Math: 114, 118, 119 or any math above 100).

Home
Announcements
Assignments
Discussions
Grades
People
Pages
Files
Syllabus
Outcomes
Rubrics
Quizzes
Modules
Collaborations
Google Drive
Attendance
New Analytics
Portfolio
MT2C Online & in Person Tutoring
Commons
Studio
Help
Student Support

Welcome to STEM Canvas!

Goal: To work collaboratively among STEM faculty sharing course content in order to better prepare students for the subsequent courses that are on their academic pathways. To improve retention, success, and reduce equity gaps. This Canvas shell is for Faculty. [Click here for project background.](#)

Top Pathways: Biology STEM (B-Stem), Engineering STEM (E-STEM) and Allied Health STEM (A-STEM).

Math Resources and Science Applications of Math	STEM Curriculum Alignment Project
<p>If you teach these courses, you are on the B-STEM team:</p> <ul style="list-style-type: none">• Chem: 152, 200, 200L, 201, 201L, 231, 231L, 233, 233L• Physics: 180A/180B or Phys 125/126• Math: 114, 119, 121, 122• Biology: 210A/B, Bio 200 <p>CLICK HERE for Biology-STEM (B-STEM) Resources</p> <p>B-STEM Student Education Plans/Recommended Maps</p> <p>B-STEM Faculty Lead: James Hinton jhinton@sdccd.edu</p>	<p>These documents are an analysis of course outlines of record to determine which math topics are needed for physics, chemistry, engineering, and biology courses.</p> <p>Course Content Alignment Spreadsheet</p> <p>Recommendations for Math Faculty</p> <p>Course Outlines of Record for Courses</p>
<p>If you teach these courses, you are on the E-STEM team:</p> <ul style="list-style-type: none">• Chem: 152/200• Physics: 195, 196, 197 IUC	<p>If you teach these courses, you are on A-STEM team:</p> <ul style="list-style-type: none">• Chemistry: 100, 130, 103, 160• Math: 114, 118, 119 or any math above 100

STEM Canvas

The screenshot shows the 'Biology - B-STEM' course page. The left sidebar contains navigation links: Home, Account, Dashboard, Courses, Calendar, Inbox, History, Commons, Studio, Help, Student Support, and New Analytics. The main content area has a 'View All Pages' button and a 'Published' status. Below this, the title 'Biology - B-STEM' is displayed. A section titled 'Math Resources FOR SCIENCE FACULTY' contains five buttons: Algebra, Log & Ln, Graphing, Trig, and Vectors. Another section titled 'Science Applications FOR MATH FACULTY' contains three buttons: Applications in Chemistry, Applications in Physics, and Applications in Biology. At the bottom, there are 'Previous' and 'Next' navigation buttons.

The screenshot shows the 'Applications in Chemistry (B-STEM)' course page. The left sidebar contains navigation links: Home, Account, Dashboard, Courses, Calendar, Inbox, History, Commons, Studio, Help, Student Support, and New Analytics. The main content area has a 'View All Pages' button and a 'Published' status. Below this, the title 'Applications in Chemistry (B-STEM)' is displayed. A section titled 'Algebra' contains a list of links: Sample Problems (152), Review of algebra, Operations with Scientific Notation, and Dimensional Analysis. Another section titled 'Log and Natural Log' contains a list of links: Sample Problems (152), Sample Problems (200 & 200L), Sample Problems (201 & 201L), Use of Quadratic Equation in Equilibrium Problems, and Worksheets. A section titled 'Graphing and Slopes' contains a list of links: Sample Problems (152), Sample Problems (200 & 200L), and Graphing Exercise Example.docx. At the bottom, there are 'Previous' and 'Next' navigation buttons.

Accelerated Chem 200

- Chem 200 is General Chemistry I Lecture (3 units)
 - Chem 200L coreq (2 unit lab)
 - Chem 152/L prereq (3 + 1 = 4 units) or pass Challenge Exam
 - Required for many STEM majors: Chem, Biol, Phys, Enge, Kinesiology
- Accelerated Chem 200
 - Students who have passed Math 121 or higher can skip Chem 152/L
 - Chem 20 support class coreq (0.5 units) and Chem 200L coreq
 - Saves them 3.5 units
- Fall 22 + Spring 23:
 - One section each semester; mixed class with non-Acc students
 - Total 36 Acc Chem 200 students; approximately half Enge majors, a quarter Biol majors.
 - Success rate 75% (Average overall Chem 200 success rate is 70%)
 - Acc Chem 200 Demographics: 31% Asian, 19% Latinx, 39% White
 - Overall Chem 200: 15% Asian, 36% Latinx, 31% White
- Fall 23: one section; 24 Acc students
- Spring 24: two sections



STEM Peer Mentoring Program

- Piloted in the Fall 2018 to support students in the STEM classes with low success rates.
- Currently 19 mentors (Mesa STEM students).
- Distinct hiring (in collaboration with faculty), training (subject + no ED 100) and delivery (collaborative work).
- We provide academic support and mentorship for STEM college success.
- Serving 700/305 unique STEM students in the Spring 2023/Fall 2022.
- Student surveys reflect need for more mentors and high satisfaction with program.

- **BIOL 210A & BIOL210B**
- **CHEM 200 & CHEM 201 & CHEM 231**
- **ENGE 200 & ENGE 250**
- **MATH 150, MATH 151 & MATH 252**
- **PHYS 195 & PHYS 196 & PHYS180A**

Select Academic Year(s)

2022/23

Select Term(s)

(All)

Select Characteristic

Overall

Select Outcome

Course Success Rate

Including EW Grades

← Select outcome metric here

Select View

☐ Total

☐ By Course

☒ By Number of Visits

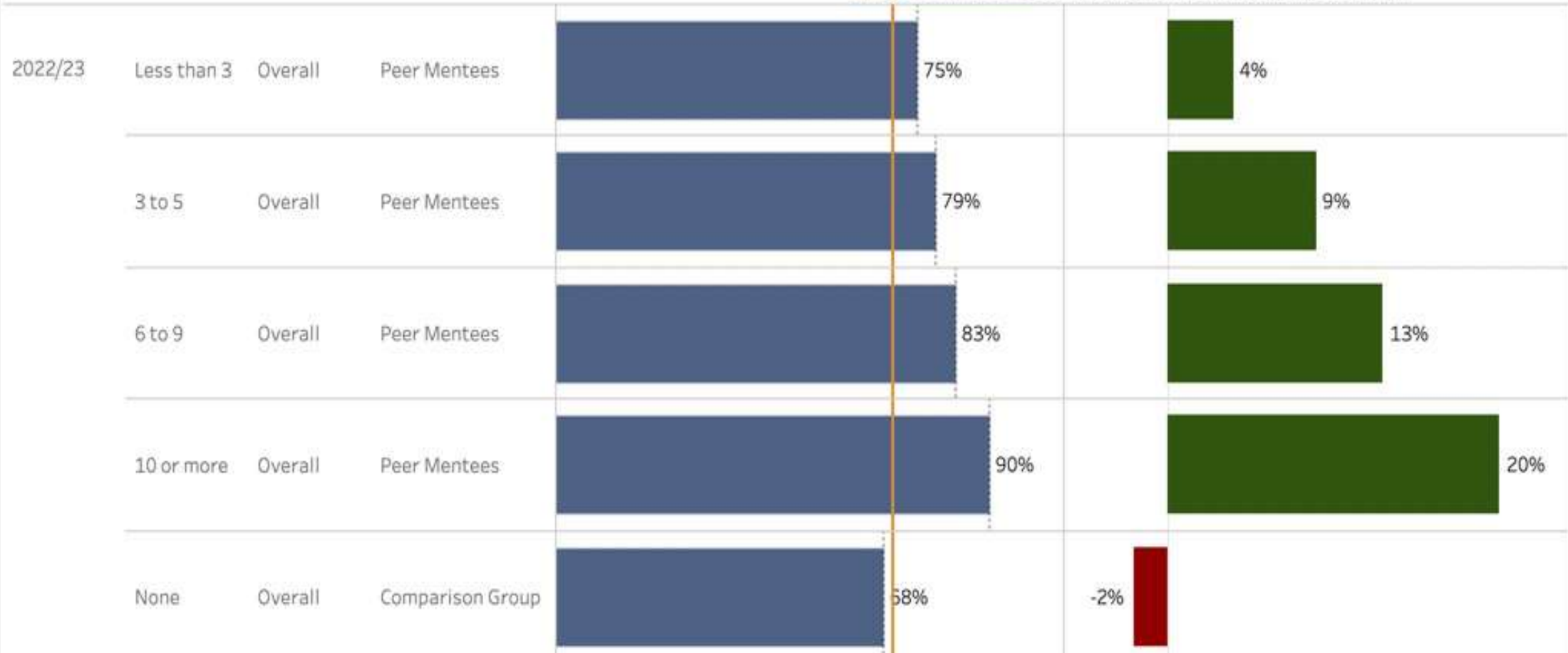
Course Success Rate by Overall

☒ Annual

☐ Term

View: By Number of Visits | Academic Year(s): 2022/23 | Term(s): All | Course(s): All

Orange Reference Line: Overall outcome for all enrollments on display.



Select Course(s)

☒ (All)

☒ BIOL210A

☒ BIOL210B

☒ CHEM200

☒ CHEM201

☒ CHEM231

☒ ENGE200

☒ ENGE250

☒ MATH104

☒ MATH116

☒ MATH150

☒ MATH151

☒ MATH252

☒ PHYS180A

☒ PHYS180B

☒ PHYS195

☒ PHYS196

☒ PHYS197

Select Academic Year(s)

2022/23

Select Term(s)

(All)

Select Characteristic

Ethnicity

Select Outcome

Course Success Rate

Including EW Grades

← Select outcome metric here

Select View

☐ Total

☐ By Course

☒ By Number of Visits

Course Success Rate by Ethnicity

View: By Number of Visits | Academic Year(s): 2022/23 | Term(s): All | Course(s): All

☒ Annual

☐ Term

Orange Reference Line: Overall outcome for all enrollments on display.

2022/23	Less than 3	African American	Peer Mentees	61%	-9%
		Asian	Peer Mentees		
		Latinx	Peer Mentees	72%	2%
		White	Peer Mentees	82%	12%
		Other	Peer Mentees		
3 to 5		Asian	Peer Mentees	90%	20%
		Latinx	Peer Mentees	83%	13%
		White	Peer Mentees		
6 to 9		Asian	Peer Mentees	87%	17%
		Latinx	Peer Mentees	82%	12%
		White	Peer Mentees		
10 or more		Asian	Peer Mentees	90%	20%
		Latinx	Peer Mentees	88%	18%
		White	Peer Mentees		
		Other	Peer Mentees	90%	20%
None		African American	Comparison Group	58%	-2%
		Asian	Comparison Group		
		Latinx	Comparison Group	56%	-14%
		White	Comparison Group	78%	8%
		Other	Comparison Group		
		Unknown	Comparison Group		

Select Course(s)

☒ (All)

☒ BIOL210A

☒ BIOL210B

☒ CHEM200

☒ CHEM201

☒ CHEM231

☒ ENGE200

☒ ENGE250

☒ MATH104

☒ MATH116

☒ MATH150

☒ MATH151

☒ MATH252

☒ PHYS180A

☒ PHYS180B

☒ PHYS195

☒ PHYS196

☒ PHYS197

Select Academic Year(s)

2022/23

Select Term(s)

(All)

Select Characteristic

Ethnicity

Select Outcome

Course Success Rate

Including EW Grades

← Select outcome metric here

Select View

☐ Total☐ By Course☒ By Number of Visits

Course Success Rate by Ethnicity

☒ Annual☐ Term

View: By Number of Visits | Academic Year(s): 2022/23 | Term(s): All | Course(s): MATH150, MATH151, PHYS195

Orange Reference Line: Overall outcome for all enrollments on display.

2022/23	Less than 3	Asian	Peer Mentees	55%	-19%
		Latinx	Peer Mentees	73%	0%
		White	Peer Mentees	62%	-11%
3 to 5		Asian	Peer Mentees	85%	12%
		Latinx	Peer Mentees	71%	-2%
		White	Peer Mentees	63%	-11%
6 to 9		White	Peer Mentees	86%	13%
10 or more		Latinx	Peer Mentees	88%	15%
		White	Peer Mentees	94%	21%
None		African American	Comparison Group	74%	1%
		Asian	Comparison Group	71%	-2%
		Latinx	Comparison Group	62%	-11%
		White	Comparison Group	81%	8%
		Other	Comparison Group	80%	7%
		Unknown	Comparison Group	80%	7%

Select Course(s)

☐ (All)☐ BIOL210A☐ BIOL210B☐ CHEM200☐ CHEM201☐ CHEM231☐ ENGE200☐ ENGE250☐ MATH104☐ MATH116☒ MATH150☒ MATH151☐ MATH252☐ PHYS180A☐ PHYS180B☒ PHYS195☐ PHYS196☐ PHYS197



Thank You

