

C2. Math 107 Students' Completion Rates in Math 65

The ratio of students who successfully completed Math 65/65B/65Y within one year and a half of successfully completing Math 107/107B/107Y (Basic Skills)

Aggregated Data: Fall 2010 to Fall 2015 (11Cohorts)

*Highlighted student groups were disproportionately less likely to succeed in course.

	Succeeded in Math 107	Succeeded in Math 65	Succeeded in Math 65 Rate	
Gender	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Female	343	189	55.1%	3
Male	221	106	48.0%	-4
Unknown	~	~	~	~
Total	566	295	52.1%	

	Succeeded in Math 107	Succeeded in Math 65	Succeeded in Math 65 Rate	
Ethnicity	Cohort Count	Success Count	Success Rate	Percentage Point Gap
African-American	28	18	64.3%	12
Asian	39	19	48.7%	-3
Filipino	~	~	~	~
Latino	189	99	52.4%	0
Native American	~	~	~	~
Pacific Islander	~	~	~	~
White	256	129	50.4%	-2
Multi-Ethnic	24	15	62.5%	10
Unknown	~	~	~	~
Total	566	295	52.1%	

	Succeeded in Math 107	Succeeded in Math 65	Succeeded in Math 65 Rate	
Disability Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
No Disability	478	252	52.7%	1
Person w/ Disability	88	43	48.9%	-3
Total	566	295	52.1%	

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The ratio of students who successfully completed Math 65/65B/65Y within one year and a half of successfully completing Math 107/107B/107Y (Basic Skills)

	Succeeded in Math 107	Succeeded in Math 65	Succeeded in Math 65 Rate	
Foster Youth Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Not Foster Youth	548	286	52.2%	0
Foster Youth	~	~	~	~
Total	566	295	52.1%	

	Succeeded in Math 107	Succeeded in Math 65	Succeeded in Math 65 Rate	
Low Income Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Not Low Income	274	147	53.6%	2
Low Income	292	148	50.7%	-1
Total	566	295	52.1%	

	Succeeded in Math 107	Succeeded in Math 65	Succeeded in Math 65 Rate	
Veterans Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Non-Veteran	512	267	52.1%	0
Veteran	54	28	51.9%	0
Total	566	295	52.1%	

Note: 'Math 65' includes data for Math 65, 65B, and 65Y courses. 'More than one race' category was introduced to the IR Dataset in Fall 2011. Race-Ethnicity data does not include 'unknown' category.

~The minimum sample size is 20. Sample sizes fewer than 20 are not shown, but are included in the total.

Cohort: All degree-seeking students who succeeded in Basic Skills Math (MATH 107, 107B, 107Y) in the fall or spring semester.

Outcome: Succeeded (grade of 'A', 'B', 'C', 'CR', or 'P') in Math 65 within a year and a half.

Percentage Point Gap: The difference between the success rate of the disaggregated subgroup compared to the success rate of all students for a specific outcome. A '-6 percentage point gap or greater' suggests that the subgroup may be disproportionately impacted.

Number of Students Lost

Equity Gap	Student Group	Gap in comparison to the Average (%)	MATH 107 Students (All Cohorts)	# of AY Cohorts	Gap (decimal)	Multiply (X)	the average # of students who successfully completed MATH 107 during an AY	=	Annual Number of Students "Lost"
		<i>A</i>	<i>B</i>	<i>C</i>	<i>A</i>	<i>x</i>		=	<i>D</i>
Largest Gap	Male	-4	221	5.5	0.04	x	40	=	2
Second Largest	Asian	-3	39	5.5	0.03	x	7	=	0.2
Third Largest	Person w/ Disability	-3	88	5.5	0.03	x	16	=	0.5

Notes: Students (column *B*) who succeeded in MATH 107/107B/107Y in all aggregated cohorts; column "*B/C*" is the average number of students per academic year (headcount / # of cohorts). The annual number of students lost (*D*) is the number of student which, if they successfully completed MATH 65/65B/65Y, would have closed the equity gap.