

C2. Math 65 Students' Completion Rates in Math 55

The ratio of students who successfully completed Math 55/55B/55Y within one year and a half of successfully completing Math 65/65B/65Y (Basic Skills)

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

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

| | Succeeded in Math 65 | Succeeded in Math 55 | Succeeded in Math 55 Rate | |
|---------------|----------------------|----------------------|---------------------------|-----------------------------|
| Gender | Cohort Count | Success Count | Success Rate | Percentage Point Gap |
| Female | 1,146 | 636 | 55.5% | 3 |
| Male | 977 | 483 | 49.4% | -3 |
| Unknown | ~ | ~ | ~ | ~ |
| Total | 2,140 | 1,129 | 52.8% | |

| | Succeeded in Math 65 | Succeeded in Math 55 | Succeeded in Math 55 Rate | |
|------------------|----------------------|----------------------|---------------------------|-----------------------------|
| Ethnicity | Cohort Count | Success Count | Success Rate | Percentage Point Gap |
| African-American | 85 | 39 | 45.9% | -7 |
| Asian | 156 | 98 | 62.8% | 10 |
| Filipino | 104 | 59 | 56.7% | 4 |
| Latino | 624 | 327 | 52.4% | 0 |
| Native American | ~ | ~ | ~ | ~ |
| Pacific Islander | 21 | 13 | 61.9% | 9 |
| White | 999 | 510 | 51.1% | -2 |
| Multi-Ethnic | 97 | 56 | 57.7% | 5 |
| Unknown | 44 | 22 | 50.0% | -3 |
| Total | 2,140 | 1,129 | 52.8% | |

| | Succeeded in Math 65 | Succeeded in Math 55 | Succeeded in Math 55 Rate | |
|--------------------------|----------------------|----------------------|---------------------------|-----------------------------|
| Disability Status | Cohort Count | Success Count | Success Rate | Percentage Point Gap |
| No Disability | 1,968 | 1,032 | 52.4% | 0 |
| Person w/ Disability | 172 | 97 | 56.4% | 4 |
| Total | 2,140 | 1,129 | 52.8% | |

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| | Succeeded in Math 65 | Succeeded in Math 55 | Succeeded in Math 55 Rate | |
|----------------------------|----------------------|----------------------|---------------------------|-----------------------------|
| Foster Youth Status | Cohort Count | Success Count | Success Rate | Percentage Point Gap |
| Not Foster Youth | 2,092 | 1,098 | 52.5% | 0 |
| Foster Youth | 48 | 31 | 64.6% | 12 |
| Total | 2,140 | 1,129 | 52.8% | |

| | Succeeded in Math 65 | Succeeded in Math 55 | Succeeded in Math 55 Rate | |
|--------------------------|----------------------|----------------------|---------------------------|-----------------------------|
| Low Income Status | Cohort Count | Success Count | Success Rate | Percentage Point Gap |
| Not Low Income | 1,211 | 643 | 53.1% | 0 |
| Low Income | 929 | 486 | 52.3% | 0 |
| Total | 2,140 | 1,129 | 52.8% | |

| | Succeeded in Math 65 | Succeeded in Math 55 | Succeeded in Math 55 Rate | |
|------------------------|----------------------|----------------------|---------------------------|-----------------------------|
| Veterans Status | Cohort Count | Success Count | Success Rate | Percentage Point Gap |
| Non-Veteran | 2,020 | 1,062 | 52.6% | 0 |
| Veteran | 120 | 67 | 55.8% | 3 |
| Total | 2,140 | 1,129 | 52.8% | |

Note: 'Math 55' includes data for MATH 55, 55B, and 55Y 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 65, 65B, or 65Y) in the fall or spring semester.

Outcome: Succeeded (grade of 'A', 'B', 'C', 'CR', or 'P') in Math 55 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 65 Students (All Cohorts) | # of AY Cohorts | Gap (decimal) | Multiply (X) | the average # of students who successfully completed MATH 65 during an AY | = | Annual Number of Students "Lost" |
|----------------|------------------|--------------------------------------|--------------------------------|-----------------|---------------|--------------|---|---|----------------------------------|
| | | <i>A</i> | <i>B</i> | <i>C</i> | <i>A</i> | <i>x</i> | <i>B/C</i> | = | <i>D</i> |
| Largest Gap | African-American | -7 | 85 | 5.5 | 0.07 | x | 15 | = | 1 |
| Second Largest | Male | -3 | 977 | 5.5 | 0.03 | x | 178 | = | 6 |
| Third Largest | White | -2 | 999 | 5.5 | 0.02 | x | 182 | = | 3 |

Notes: Students (column *B*) who succeeded in MATH 65/65B/65Y in all aggregated cohorts; column "*B/C*" is the average number of students per academic year (heacount / # of cohorts). The annual number of students lost (*D*) is the number of student which, if they successfully completed MATH 55/55B/55Y, would have closed the equity gap.