

**C2. Math 55 Students' Completion Rates in Math 40\***

The ratio of students who successfully completed Math 40 within one year and a half of successfully completing Math 55/55B/55Y

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

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

	Succeeded in Math 55	Succeeded in Math 40	Succeeded in Math 40 Rate	
<b>Gender</b>	<b>Cohort Count</b>	<b>Success Count</b>	<b>Success Rate</b>	<b>Percentage Point Gap</b>
Female	1,480	658	44.5%	4
Male	1,327	462	34.8%	-5
Unknown	26	13	50.0%	10
<b>Total</b>	<b>2,833</b>	<b>1,133</b>	<b>40.0%</b>	

	Succeeded in Math 55	Succeeded in Math 40	Succeeded in Math 40 Rate	
<b>Ethnicity</b>	<b>Cohort Count</b>	<b>Success Count</b>	<b>Success Rate</b>	<b>Percentage Point Gap</b>
African-American	78	27	34.6%	-5
Asian	305	126	41.3%	1
Filipino	148	63	42.6%	3
Latino	786	331	42.1%	2
Native American	~	~	~	~
Pacific Islander	24	7	29.2%	-11
White	1,279	484	37.8%	-2
Multi-Ethnic	150	65	43.3%	3
Unknown	59	29	49.2%	9
<b>Total</b>	<b>2,833</b>	<b>1,133</b>	<b>40.0%</b>	

	Succeeded in Math 55	Succeeded in Math 40	Succeeded in Math 40 Rate	
<b>Disability Status</b>	<b>Cohort Count</b>	<b>Success Count</b>	<b>Success Rate</b>	<b>Percentage Point Gap</b>
No Disability	2,634	1,047	39.7%	0
Person w/ Disability	199	86	43.2%	3
<b>Total</b>	<b>2,833</b>	<b>1,133</b>	<b>40.0%</b>	

**C2. Math 55 Students' Completion Rates in Math 40\***

The ratio of students who successfully completed Math 40 within one year and a half of successfully completing Math 55/55B/55Y

	Succeeded in Math 55	Succeeded in Math 40	Succeeded in Math 40 Rate	
<b>Foster Youth Status</b>	<b>Cohort Count</b>	<b>Success Count</b>	<b>Success Rate</b>	<b>Percentage Point Gap</b>
Not Foster Youth	2,776	1,108	39.9%	0
Foster Youth	57	25	43.9%	4
<b>Total</b>	<b>2,833</b>	<b>1,133</b>	<b>40.0%</b>	

	Succeeded in Math 55	Succeeded in Math 40	Succeeded in Math 40 Rate	
<b>Low Income Status</b>	<b>Cohort Count</b>	<b>Success Count</b>	<b>Success Rate</b>	<b>Percentage Point Gap</b>
Not Low Income	1,714	679	39.6%	0
Low Income	1,119	454	40.6%	1
<b>Total</b>	<b>2,833</b>	<b>1,133</b>	<b>40.0%</b>	

	Succeeded in Math 55	Succeeded in Math 40	Succeeded in Math 40 Rate	
<b>Veterans Status</b>	<b>Cohort Count</b>	<b>Success Count</b>	<b>Success Rate</b>	<b>Percentage Point Gap</b>
Non-Veteran	2,711	1,099	40.5%	1
Veteran	122	34	27.9%	-12
<b>Total</b>	<b>2,833</b>	<b>1,133</b>	<b>40.0%</b>	

**Note:** \*'Math 40' includes data for Math 40, 42, 42A, and 44 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 transfer-seeking students who succeeded in Intermediate Algebra (Math 55, 55B, or 55Y) in the fall or spring semester.

**Outcome:** Succeeded (grade of 'A', 'B', 'C', 'CR', or 'P') in Math 40, 42, 42A, 44 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 55 Students (All Cohorts)	# of AY Cohorts	Gap (decimal)	Multiply (X)	the average # of students who successfully completed MATH 55 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	Veteran	-12	122	5.5	0.12	x	22	=	<b>3</b>
Second Largest	Pacific Islander	-11	24	5.5	0.11	x	4	=	<b>0.5</b>
Third Largest	African-American	-5	78	5.5	0.05	x	14	=	<b>0.8</b>

Notes: Students (column *B*) who succeeded in MATH 55/55B/55Y 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 40/42/42A/44, would have closed the equity gap.