

B. ESL 130A/131A Successful Course Completion Rates

Aggregated Data for Academic Years 2014-15, 2015-16 and 2016-17

*Highlighted student groups were disproportionately less likely to complete course.

Gender	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Female	271	195	72.0%	5
Male	137	79	57.7%	-9
Unknown	56	35	62.5%	-4
Total	464	309	66.6%	

Ethnicity	Cohort Count	Success Count	Success Rate	Percentage Point Gap
African-American	~	~	~	~
Asian	177	127	71.8%	5
Filipino	~	~	~	~
Latino	178	105	59.0%	-8
Native American	~	~	~	~
Pacific Islander	~	~	~	~
White	71	56	78.9%	12
Multi-Ethnic	~	~	~	~
Unknown	~	~	~	~
Total	464	309	66.6%	

Disability Status*	Cohort Count	Success Count	Success Rate	Percentage Point Gap
No Disability	626	404	64.5%	-2
<u>Person w/ Disability</u>	~	~	~	~
Acquired Brain Injury	~	~	~	~
Attention Deficit ADHD	~	~	~	~
Autism Spectrum	~	~	~	~
Hearing Impaired	~	~	~	~
Intellectual Disability	~	~	~	~
Learning Disabled	~	~	~	~
Mental Health Disability	~	~	~	~
Mobility Impaired	~	~	~	~
Other Disability	~	~	~	~
Speech/Language Impaired	~	~	~	~
Visually Impaired	~	~	~	~
Total	636	408	64.2%	

B. ESL 130A/131A Successful Course Completion Rates

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Foster Youth Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Not Foster Youth	446	299	67.0%	0
Foster Youth	~	~	~	~
Total	464	309	66.6%	

Low-Income Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Not Low Income	268	180	67.2%	1
Low Income	196	129	65.8%	-1
Total	464	309	66.6%	

Veterans Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Non-Veteran	464	309	66.6%	0
Veteran	~	~	~	~
Total	464	309	66.6%	

Note: *Four cohorts (2013-14, 2014-15, 2015-16, 2016-17) were used to calculate Disability Status.

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

Cohort: Students enrolled in the Fall and Spring semesters in academic years 2014-15, 2015-16, and 2016-17.

Outcome: Successful Course Completion Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', 'CR', or 'P') relative to all students receiving a grade.

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 (%)	Course enrollments (All Cohorts)	# of Cohorts	Gap (decimal)	Multiply (X)	the average # of courses students enrolled in & were present in on census day	=	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	Male	-9	137	3	0.09	x	46	=	4
Second Largest	Latino	-8	178	3	0.08	x	59	=	5
Third Largest	Low Income	-1	196	3	0.01	x	65	=	1

Notes: Column *B* is the enrollment count of all aggregated cohorts for each student group; column "*B/C*" is the average enrollments for one academic year (enrollment count/ # of cohorts), as of census day. The annual number of students lost (*D*) is the number of student enrollments which, if successfully completed, would have closed the equity gap.