

EVERGREEN VALLEY COLLEGE

Mathematics Program Review 2009

*...a place where learning
is everyone's responsibility*

**EVERGREEN VALLEY COLLEGE
PROGRAM REVIEW SELF-STUDY DOCUMENT
*(INTERIM CRITERIA FOR 2008-2009)***

DEPARTMENT/PROGRAM NAME: Mathematics

CURRENT YEAR: 2008-2009

AREA DEAN: Dr. Wei Zhou

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I. EVC Mission

A. Evergreen Valley College's Mission:

With student learning as our primary focus, Evergreen Valley College's mission is to empower students to expand their human potential and to succeed in a global, multicultural society. We prepare students of all ages and backgrounds for balanced and productive lives, so they can ultimately improve the workforce and quality of life in our communities.

B. Evergreen Valley College Commitments to Action

See appendix A – Evergreen Valley College Commitments to Action (CTA).

II. Executive Summary

Mathematics courses are part of the core cognitive knowledge that all students, whether transfer or vocational, need to complete their academic programs. Evergreen Valley College has offered a comprehensive Mathematics program since the college opened in 1975. The course list includes Basic Mathematics, Pre-algebra, Elementary Algebra, Intermediate Algebra, and Geometry at the developmental level; Precalculus Algebra, Trigonometry, Mathematics for General Education, Mathematics for Elementary Education, Finite Mathematics, Elementary Statistics, Calculus I, Calculus II, Multivariable Calculus, Linear Algebra, and Differential Equations at the transfer level.

Guided by the College's Commitments to Action focusing on Student Centeredness, Community Engagement, and Organizational Transformation, the Mathematics Department is committed to providing student-centered education, focusing on student need and success, in all levels of Mathematics to students of all ages and backgrounds, preparing them to succeed in a global, multicultural society. Specifically, the department is focusing on improving access through collaboration with other programs and regional high schools, developing new Associate degree programs, up-to-date curricula and alternate pathways for developmental and first transfer level Mathematics students, faculty/staff development and appreciation, and future teacher preparation.

The Mathematics Department serves a diverse student body of various ages, with Asian / Pacific Islander (43%) and Latino (35%) being the two biggest ethnic groups. The majority of the students are enrolled in developmental level Mathematics courses. The student success rates in developmental level Mathematics courses (around 60%) are significantly lower than the ones in transfer level Mathematics courses (over 70%). Students in their early 20's have the lowest success rates compared to students under -eighteen or in their late 20's or older. African American, Latino and certain subgroups of Asian students have lower success rates.

To enhance student success in Mathematics courses, especially in developmental level Mathematics courses, the department has implemented innovative pedagogies, such as technology innovation, honors project, cultural relevancy, and partnerships with ENLACE, AFFIRM, ASPIRE and other student support programs. The Mathematics and Science Resource Center (MSRC) provides tutoring, books, computers for online and web enhanced instruction, and individual and group study space for students. The centralized Learning Resource Center under development will provide additional support to enhance student learning. Moreover, the department is working with the college-wide Equity Scorecard and Benchmarking Process to address the disparity in student success.

To further enhance student learning, the Mathematics Department plans to have additional highly qualified and dedicated full-time faculty to provide positive student learning experiences, access to more computer labs to expand technology-assisted student learning, more faculty and staff professional development opportunities, and more extracurricular student activities, such as Mathematics contests.

III. SUMMARY OF THE DEPARTMENT/PROGRAM

Provide a brief summary of the department/program including brief history (impetus for department/program initiation if applicable, years of existence, progress made or not made over time, any other major factors that affected the program and current status)

Evergreen Valley College has offered Mathematics courses since the College opened in 1975. Mathematics courses are part of the core cognitive knowledge that all students, whether transfer or vocational, need to complete their academic programs. The College offers both developmental and transfer level mathematics courses, from Basic Mathematics to Differential Equations.

PART A: Overview of Program

1. Identify EVC's Commitments To Action (CTA) for this year.

Our college's CTAs are organized as follows:

A. Student Centered

1. Improve Access
2. Curriculum & Program Development
3. Services

B. Organizational Transformation

1. Build Community
2. Employee Development
3. Transparent Infrastructure

C. Community Engagement

1. Increase Visibility
2. Develop Strategic Partnerships
3. Bring the College to the Community

See appendix A – EVC's CTAs for more details.

2. Identify your program/department's CTAs for this year.

Mathematics program's CTAs for this year are:

A. Student Centered

1. Improve Access
 - Coordinate Mathematics classes with other programs to reduce course conflict.
2. Curriculum & Program Development
 - Introduce alternate pathways for developmental and pre-calculus Mathematics students.
3. Services
 - Implement Mathematics workshops.

B. Organizational Transformation

1. Build Community
 - Schedule a designated department meeting hour.
2. Employee Development
 - Create a faculty recognition program.
3. Transparent Infrastructure
 - Work closely and communicate more with the counseling department.

C. Community Engagement

1. Increase Visibility
 - Participate in High School visits promoting EVC Mathematics & Science.
2. Develop Strategic Partnerships
 - Create partnerships with local elementary and middle schools for teacher development.

3. Bring the College to the Community
 - Create “Mathematics in the Workplace” workshops in conjunction with local industry.

See appendix B – Mathematics CTAs 2008-2009 for more details.

3. **How did your program/department meet the overall CTA of the College?
Describe how your program/department met the overall CTA of the College.
Describe areas where your program/department needs improvement to meet the overall CTA of the College. Describe specific plan to achieve this goal.**

Each of our department’s CTAs was created to help reach a goal set forth by the CTA of the college. Student Centeredness, Organizational Transformation and Community Engagement have been at the core of all our CTAs and each one relates to a desired area of focus for the College. As outlined above (#2), there is no area that has not been addressed by our department. In order to reach our goals we have discussed metrics and timetables for each CTA and have assigned appropriate individuals to serve as leaders.

See appendix B – Mathematics CTAs 2008 - 2009 for more details.

4. **Identify**

- **Analysis of unmet goals**

While creating our goals and timetables, we knew that certain tasks would require more than one year to complete. We have fulfilled part of these goals but continue to work on them with a goal to complete in June 2009.

See appendix C – Mathematics CTAs 2007 - 2008 for more details.

- **5 accomplishments**

1. Updated our courses.
2. Offered Mathematics 25 (combined Mathematics 21 and Math22) as an accelerated track to prepare students for Calculus course series.
3. Established partnerships with local elementary and middle schools.
4. Added additional tutoring hours and tutors in the MSRC.
5. Created a speaker series.

See appendix C – Mathematics CTAs 2007 - 2008 for more accomplishments.

- **3 new initiatives**

1. Create a department website to increase our program’s visibility and access to students.
2. Participate in the Equity Scorecard and Benchmarking Process to identify the gaps in student success rates in developmental Mathematics and use data to provide recommendations on how to improve developmental Mathematics student success.
3. Conduct Mathematics workshops for Finite Mathematics and Statistics.

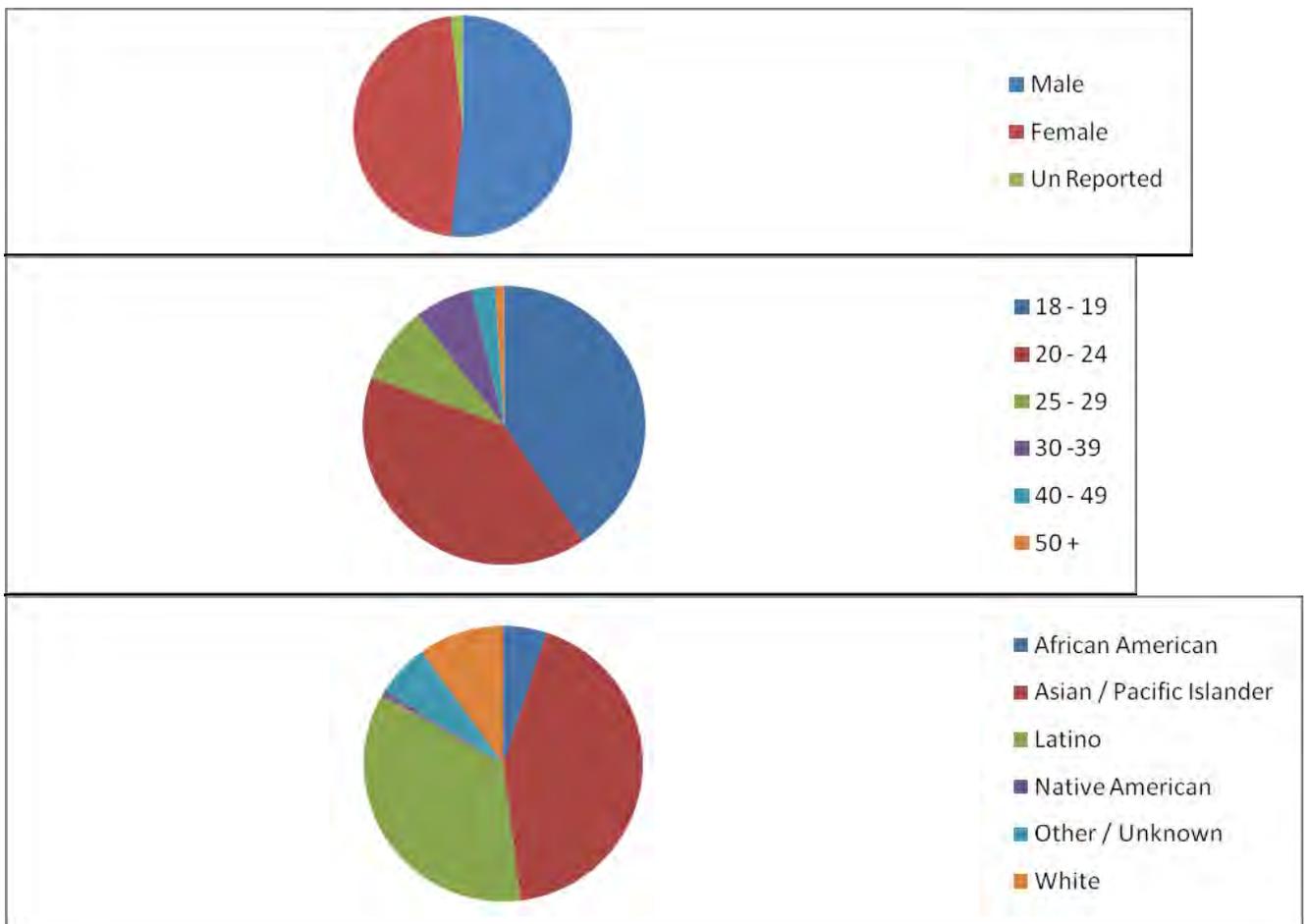
See appendix B – Mathematics CTAs 2008 - 2009 for more new initiatives.

5. State the goals and focus of this department/program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.

Our goal is to provide student-centered education, focusing on student need and success, in all levels of mathematics to students of all ages and backgrounds, which is consistent with the EVC's mission of preparing our students to succeed in a global, multicultural society. We offer a comprehensive list of Mathematics courses ranging from developmental mathematics beginning with basic skills Pre-Algebra (3-levels below transferable) all the way up to CSU and UC transferable courses such as Differential Equations and Linear Algebra. Each course is taught in conjunction with EVC's focus on student learning and personal development.

6. Identify current student demographics. If there are changes in student demographics, state how the program is addressing these changes.

Using Spring 2008 as the most recent semester in which we have data, the Mathematics department served approximately 2,740 students of various ages and ethnicities. The numbers for Fall 2007 are approximately the same, so we can safely assume that we serve about 5,000 students per academic year. 40% of our students are between 18 and 19, and 30% are between ages 20 and 22. 43% of our students are Asian / Pacific Islander and about 35% of our students are Latino. Below are some snapshots of the demographics for Spring 2008 by gender, age, and ethnicity.



See appendix D for more student demographics in terms of age, gender, and ethnicity organized by Mathematics subject.

7. Identify enrollment patterns of the department/program in the last 6 years and analyze the pattern.

- Mathematics 11A – Beginning Algebra (5670 students), Mathematics 13 – Intermediate Algebra (7120), and Mathematics 63 – Statistics (5487) have had the highest enrollments.
- Mathematics 71, 72, 73 – Calculus Series (2837 total) and Mathematics 78 – Differential Equations (228) have had the lowest enrollments per semester over the past 6 years.
- Not counting Math 63 (Statistics), 70% of our students have been at the developmental level.

See appendix D for detailed information on enrollment patterns per course of the last 6 years.

8. Identify department/program productivity.

- Weekly Student Contact Hours (WSCH) for Summer/Fall 2008 was 18,124 – the highest in 6 years, and up 10% from the previous year.
- Full Time Equivalent Faculty (FTEF) for Summer/Fall 2008 was 28.270 (up 9% from the previous year) with a Full Time Faculty FTE of 10.133.
- WSCH per FTEF for Summer/Fall 2008 was 641.10, which has been consistent over the last 6 years.
- Intersession / Spring of 2008 had a WSCH per FTEF of 575.26, also consistent over the last 6 years.
- Fall semester is consistently more productive than Spring semester, by about 11% WSCH per FTEF each year.

On average, the department productivity is around 600 WSCH per FTEF, which is considered to be highly productive. For more information, see appendix E Mathematics Enrollment Patterns.

9. Identify student success rate and patterns within the department/program.

- The following courses have the highest success rates: Mathematics 78 – Differential Equations (71%), Mathematics 63 – Statistics (69%), and Mathematics 22 – Trigonometry (66%).
- The following courses have the lowest success rates: Math11R – Beginning Algebra Review (44%), Mathematics 310 – Basic Mathematics (53%), and Mathematics 11A – Beginning Algebra (54%).
- Gender appears to be insignificant in terms of retention and success rates.
- Our under-eighteen students perform well, but our students in their 20's have lower success rates. From then on, the older the students get, the higher the success rate.
- African American, Latino and certain subgroups of Asian students are consistently underrepresented in our successful student population, regardless of course difficulty.
- Summer session has significantly higher success rates than Fall and Spring every year.

Based on these patterns, the Mathematics department is better able to focus its efforts where they are needed most: with our developmental student population. Our students need help in reaching transfer level. Our high success rates at the upper levels of Mathematics speak to our students' capabilities and readiness for the UC or CSU level.

See appendix D for detailed information on success and retention rates per course.

10. If the program utilizes advisory boards and/or professional organizations, describe their roles.

N/A

PART B: Curriculum

- 1. Identify all courses offered in the program and describe how the courses offered in the program meet the needs of the students and the relevant discipline(s).**

<u>Developmental Mathematics</u>	<u>Last Revised</u>
Mathematics 300 – Basic Mathematics Skills	2009
Mathematics 310 – Basic Mathematics	2008
Mathematics 311 – Pre-Algebra	2003
Mathematics 11A – Elementary Algebra	2006
Mathematics 11R – Review of Introductory Algebra	2008
Mathematics 13 – Intermediate Algebra	2004
Mathematics 14 – Geometry	2004
<u>College-level Mathematics</u>	
Mathematics 21 – Precalculus Algebra	2008
Mathematics 22 – Trigonometry	2008
Mathematics 25 – Precalculus Algebra & Trigonometry	2008
Mathematics 51 – Mathematics for General Education	2006
Mathematics 52 – Mathematics for Elementary Education	2002
Mathematics 61 – Finite Mathematics	2007
Mathematics 63 – Elementary Statistics	2005
Mathematics 71 – Calculus I with Analytic Geometry	2007
Mathematics 72 – Calculus II with Analytic Geometry	2007
Mathematics 73 – Multivariable Calculus	2007
Mathematics 78 – Differential Equations	2007
Mathematics 79 – Linear Algebra	2007

Many of the students who attend Evergreen Valley College are in need of remediation in Mathematics. As a result, the College offers (per the Fall 2008 schedule), seven sections of Basic Mathematics, four sections of Pre-algebra, 16 sections of Elementary Algebra, two sections of Review of Introductory Algebra, 16 sections of Intermediate Algebra, and two sections of Geometry.

Students must successfully complete a college-level course in mathematics to earn an Associate in Arts degree. This requirement is typically met by completing one of the following: Precalculus Algebra and/or Trigonometry, Mathematics for General Education, Mathematics for Elementary Education, Finite Mathematics, or Elementary Statistics. In particular, the College offers five sections of Finite Mathematics each semester mainly for the benefit of students majoring in Business Administration who plan to transfer to an accredited university. The College also offers 10 to 12 sections of Elementary Statistics each semester for students who are planning to major in areas that include Business Administration, Economics, Nursing, and Psychology.

The College also offers, each semester, five sections of Precalculus Algebra, three sections of Trigonometry, four sections of Calculus I, two sections of Calculus II, and one section of Multivariable Calculus. Linear Algebra and Differential Equations are offered in alternate semesters. These courses meet the needs of students majoring in Mathematics and act as service courses for students majoring in areas that include Business Administration, Chemistry, Computer Science, Economics, Engineering, and Physics.

2. State how the program has remained current in the discipline(s).

The Mathematics faculty is continually involved in staff development activities, including coursework, and attendance and participation at professional conferences. Several of our faculty members have played leadership roles in professional associations. Many of us have worked to incorporate technology into our courses, including hybrid and on-line courses. Indeed, the department currently offers online courses in Intermediate Algebra, Precalculus Algebra & Trigonometry, Finite Mathematics, and Elementary Statistics. The department is also planning to increase our offerings to include online courses in Calculus and Analytic Geometry. (For more detail, see section 4, below).

3. All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list the courses and present a plan for completing the process. (curriculum recency)

As is evident from the listing in 1 above, every course in our curriculum, except Mathematics 52 - Mathematics for Elementary Education, has been updated within the last six years. The department is in the process of updating this course.

4. Identify and describe innovative pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?

In order to maximize student learning and success, many instructors in the Mathematics Department at EVC have developed a wide range of innovative pedagogies to suit different learning styles and needs. Some of the innovative practices are listed in the following.

Technological Innovation

1. Incorporation of web-based course management systems, such as MyMathLab or Enhanced WebAssign. These systems provide an interactive homework component with pre-worked examples, step-by-step interactive problems, selected videos, text references, direct e-mail to the instructor with reference to a particular problem, as well as quizzes. In addition, students using MyMathLab are eligible for free phone tutoring in the evening. Instructors using this approach have found that students working diligently with these systems tend to achieve mastery at a greater rate than those using traditional paper-and-pencil based homework.
2. Development of online courses and web mediated courses that enable students to listen to video lessons created by the instructor as well as those created by the authors of the online textbooks used. These courses make use of electronic texts, which cost a fraction of the cost of traditional texts, contain an incredibly robust assortment of resources and offer excellent course management systems. These courses also enable students to work and finish courses before the scheduled completion date by providing personalized course content flexibility.
3. Development of a series of Podcasts (actually Vodcasts) using the IPOD and other video MP3 players. Students will be able to download these short videos onto their IPODs or their desktop computers. Guest lecturers will also be featured in these videos.
4. Student exploration and discovery of calculus concepts are encouraged using EXCEL and WINPLOT. These programs are also used in statistics classes for computer projects that include simulation and the checking of empirical data with theory.

Honors Projects

Directing of students' honor projects related to calculus, differential equations, and linear algebra courses. These projects are related to the course material but go much deeper than the regular course. When a student's work is particularly good, the student has the opportunity to present his/her results in a student session of a mathematics conference jointly sponsored by the Mathematical Association of America and Sonoma State University for college students in Northern California and Southern Oregon.

Mathematics Education Courses

Development of the Mathematics and Science Future Teacher Seminar (funded by Symantec, Inc.) for Mathematics and science majors considering a teaching career. Students in this seminar can complete 50 hours of Service Learning as classroom assistants in an elementary or middle school, earn 3 CSU/UC transferable units, and receive a \$650 scholarship. They meet twice a week in a seminar on teaching Mathematics and science, assessment, methodology and the school environment, and they also meet with their EVC instructor, mentor teacher and fellow students and their mentors for a monthly reflection on their classroom experience. This seminar is designed to prepare students for a seamless transfer into a Bachelor's Degree/Secondary Credential Program at a CSU or UC campus.

In addition to this seminar, the department offers a Mathematics for Elementary Education course for future elementary school teachers. In this class, students are trained to use Mathematics manipulables and give oral teaching presentations. A Service Learning portion that enables students to get credit for tutoring Mathematics in local elementary schools has been incorporated into this course.

Enlace Courses

Enlace Mathematics courses have a lecture/lab format that offers hands-on learning in a collaborative, bilingual and multicultural setting. Group work, cultural relevance, and a mastery approach are some of the features of these classes. Some use of the graphing calculator is required of students in Mathematics 13 (TI-86), and more specifically of students in Mathematics 63 (TI-83).

5. Discuss plans for future curricular development and/or program (degrees & certificates included) modification. Use the Curriculum Mapping form to lay out your plan.

The Mathematics department has been offering Precalculus Algebra and Trigonometry as separate three unit courses. In response to student demand, the faculty decided to offer, beginning in Spring 2009, three sections of a new five-unit course entitled Precalculus Algebra & Trigonometry. The hope is that this new course will expedite students' entry into the calculus sequence. The department is also researching on developing a two-semester sequence for Elementary Algebra and Intermediate Algebra. Compared to the one-semester track, the two-semester, less intensive track will benefit students who need additional time allocated to succeed in these courses. The goal of providing both one-semester and two-semester tracks at Elementary, Intermediate, and Precalculus Algebra and Trigonometry levels is to enhance student success for students with diverse needs.

The department is also planning to offer an Associate in Arts Degree in Mathematics, and an Associate in Science Degree in Mathematics. The required courses in these degrees will be

transferrable to the California State University and the University of California. Following is the proposed degree plans.

Associate in Arts Degree in Mathematics.

Upon completion of the AA degree in Mathematics, a student will be prepared to transfer to a four-year college or university and complete a BA or BS degree in Mathematics. Students must complete all major requirements with a “C” grade or better.

Major Requirements	Units
MATH-072 Calculus II with Analytic Geometry	5.0
MATH-073 Multivariable Calculus	5.0
COMSC-072 Discrete Mathematics	4.0
COMSC-075 Computer Science I	4.0
PHYS-004B General Physics	5.0
Total Major Requirements	23.0

General Education Requirements (Recommended)	Units
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Area A: English Communication

Oral Communication	3.0
ENGL-001A English Composition	3.0
ENGL-001C Critical Thinking/Composition	3.0

Area B: Physical and Biological Science

MATH-071 Calculus I with Analytic	5.0
PHYS-004A General Physics	5.0
Life Forms	3.0

Area C: Arts and Humanities

Fine Arts	3.0
Humanities/Cultural Pluralism	6.0

Area D: Social and Behavioral Science

HIST-001 and POLSC-001 or HIST-017A and HIST-017B	6.0
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Area E: Lifelong Understanding and Self Development

PSYCH-060 Personal Growth and Adjustment	3.0
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Physical Education

1.0

Major Requirements	23.0
General Education Units	41.0
Total Units	64.0

Associate in Science Degree in Mathematics.

Upon completion of the AS degree in Mathematics, a student will be prepared to transfer to a four-year college or university and complete a BA or BS Degree in Mathematics or Applied Mathematics. Students must complete all major requirements with a “C” grade or better.

Major Requirements	Units
MATH-071 Calculus I with Analytic Geometry	5.0
MATH-072 Calculus II with Analytic Geometry	5.0
MATH-073 Multivariable Calculus	5.0
MATH-078 Differential Equations	3.0
MATH-079 Linear Algebra	3.0
COMSC-072 Discrete Mathematics	4.0
COMSC-075 Computer Science I	4.0
PHYS-004B General Physics	5.0
Total Major Requirements	34.0

General Education Requirements (Recommended) Units

Area A: English Communication

Oral Communication	3.0
ENGL-001A English Composition	3.0
ENGL-001C Critical Thinking/Composition	3.0

Area B: Physical and Biological Science

PHYS-004A General Physics	5.0
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Area C: Arts and Humanities

Fine Arts	3.0
Humanities/Cultural Pluralism	3.0

Area D: Social and Behavioral Science

HIST-001 and POLSC-001 or HIST-017A and HIST-017B	6.0
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Area E: Lifelong Understanding and Self Development

PSYCH-060 Personal Growth and Adjustment	3.0
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Physical Education

1.0

Major Requirements	34.0
General Education Units	30.0
Total Units	64.0

6. Describe how your program is articulated with the High School Districts, CCOC (if applicable), and/or other four year institutions. (Include articulation agreements, common course numbering etc.)

Students who attend middle schools and high schools that feed the San José/Evergreen Community College District can take courses in Elementary Algebra, Intermediate Algebra, Geometry, Precalculus Algebra and/or Trigonometry, and Elementary Statistics, and receive high school credit for Algebra I, Algebra II, HS Geometry, Precalculus Algebra & Trigonometry, and Elementary Statistics, respectively.

Precalculus Algebra, Precalculus Algebra & Trigonometry, Finite Mathematics, Elementary Statistics, Calculus with Analytic Geometry I, Calculus with Analytic Geometry II, and Multivariable Calculus are transferrable to the California State University and the University of California.

Some of the University of California campuses combine Differential Equations with Linear Algebra and give credit to the student only if they have taken both. Otherwise, these courses transfer to the UC. Some of the CSU campuses offer Differential Equations and/or Linear Algebra as upper division courses and will give students content credit only, for comparable lower division course taken at Evergreen Valley College. Otherwise these courses are also transferrable to the CSU.

Articulation agreements are available at the college articulation office.

7. If external accreditation or certification is required, please state the certifying agency and status of the program

This is not applicable to our department as we are not a vocational program.

PART C: Student Outcomes

1. **On the course level,**
 - A. **list all the courses that have current student learning outcomes (included in the course outline) and**
 - B. **provide link to the course outlines for review purpose.**
 - C. **Provide a plan and timeline to include student outcomes for the courses that do not have one.**

The following courses have current student learning outcomes:

Mathematics 11A – Elementary Algebra	2006
Mathematics 11R – Review of Introductory Algebra	2008
Mathematics 13 – Intermediate Algebra	2004
Mathematics 14 – Geometry	2004
Mathematics 21 – Precalculus Algebra	2008
Mathematics 22 – Trigonometry	2008
Mathematics 25 – Precalculus Algebra & Trigonometry	2008
Mathematics 51 – Mathematics for General Education	2006
Mathematics 52 – Mathematics for Elementary Education	2002
Mathematics 61 – Finite Mathematics	2007
Mathematics 63 – Elementary Statistics	2005
Mathematics 71 – Calculus I with Analytic Geometry	2007
Mathematics 72 – Calculus II with Analytic Geometry	2007
Mathematics 73 – Multivariable Calculus	2007
Mathematics 78 – Differential Equations	2007
Mathematics 79 – Linear Algebra	2007
Mathematics 300 – Basic Mathematics Skills	2009
Mathematics 310 – Basic Mathematics	2008
Mathematics 311 – Pre-Algebra	2003

Course outlines and student learning objectives for all of these courses can be found at the following link:

[\\Do_data_whse\R&P\Curriculum\Course Outlines\6 - Final](#)

2. **On the program level,**
 - A. **list all programs (and degrees) that have current student learning outcomes and**
 - B. **provide the culture of evidence.**

The Mathematics department does not currently offer a degree, but the department is developing an Associate in Arts Degree in Mathematics, and an Associate in Science Degree in Mathematics. The required courses in these degree programs should facilitate the student's transfer to the California State University and the University of California, respectively.

The student learning outcomes for these degree programs should be completed by the Spring 2009. Through the assistance from the Office of Research and Institutional Effectiveness, end-of-course student retention and success, semester-to-semester retention, program completion rate and other data will be tracked.

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success

I. Staff

Marks, Sawanii
Nguyen, Nguyet
Pham, Duyen (Bryan)
Vallin, Jorge

II. Full Time Faculty

Burnham, Cynthia
Carroll, Bruce
Cong-Huyen, Laimi
Estrada, Henry
Ho, Chungwu
Kachuck, Iris
Knight, Rob
Ky, Teck
Lombard, Bob
Matusow, Steve
McCandless, Kevin

III. Adjunct Faculty

Acampora, Charles
Banerjee, Alpona
Bronson, Robert
Butterworth, Yvette
Carlson, Tim
Cortez, Robert
Donald, Lee
Fischer, Ronald
Fischer, Virginia
Fuller, Gary
Jackson, Lisa
Juarez, Bill
Kim, Don
Mailhot, James
Marinas, Marina
Munding, Tania
Qureshi, Hussam
Saleem, Mohammad
Stamp, Melody
Tabrizi, Abdie (Full time in Engineering)
Van Buskirk, George
Wolff, Lenny
Yu, Zhanjing John (Full time in Engineering)

I. Staff

A. Areas of Expertise, How Their Positions Contribute to the Program Success, and Their Major Professional Development Activities

Marks, Sawanii,

Ms. Marks is a Mathematics Instructional Support Assistant. She provides students and student tutors with guidance, support, and tutoring assistance. Her area of expertise is in the interrelationship between the tutors and students. She strives to develop a relationship that builds mutual respect and confidence to handle math. For many students, the most difficult problem is to overcome “Mathematics anxiety.” Mutual respect between staff and students is crucial for a successful MSRC that gets the students on a solid footing in their academic development. As for her professional developments, she was trained and worked with MyMathLab, and she participated in EdFund’s Training Workshop, “Creating Outstanding Customer Service Success.”

Nguyen, Nguyet

Ms. Nguyen is a Mathematics Instructional Support Assistant. She provides students and student tutors with guidance, support and tutoring assistance. In the future, she plans to attend workshops offered by the School District to improve her skills for working with students.

Pham, Duyen (Bryan)

Mr. Pham is a Mathematics Instructional Support Assistant–Lab Lead. He coordinates the daily operations of the EVC Mathematics and Science Resource Center (MSRC), working closely with the Tutoring Program Coordinator on the hiring, mentoring, and evaluating of all MSRC student tutors, as well as providing students and student tutors with guidance, support and tutoring assistance. Mr. Pham also works closely with Mathematics faculty on textbook adoptions and coordinates Mathematics textbook requisitions with the campus bookstore every semester. Obtaining desk copies and instructional supplements for all Mathematics courses is also his responsibility. For his professional development activities, he received training on Mathematics programs such as MyMathLab and Enhanced WebAssign as well as training as a Building Marshall in response to campus emergencies. Also, within the last 6 years he worked with the previous Tutoring Program Coordinator on both the Accreditation Report and the Program Review on the tutoring aspect of Student Services. In the future, he would like to receive training on BlackBoard to better assist students, and be more involved with campus committees.

Vallin, Jorge

Mr. Vallin is a Mathematics Instructional Support Assistant. He provides students and student tutors with guidance, support and tutoring assistance.

B. Summary of Staff Activities and Their Significance

In addition to their normal tutoring service, the staff members have been providing excellent support to the teaching staff. They order the textbooks for faculty and students and maintain the computer lab. Since so many faculty members in the department have begun using MyMathLab, the staff members have also trained themselves to use MyMathLab. They have taken courses offered by the *@One Institute* and participated in PDD training sessions to keep themselves up to date in helping the school to carry out its mission.

C. The Departmental Orientation and Mentoring Process for Tutors

Paid tutors are hired by the Campus Tutoring Center and then placed under the guidance of the MSRC staff. New tutors are required to attend an orientation and a DSP Training meeting every semester. New tutors also need to complete a 1-unit Tutor Training II90 course within their first semester of tutoring. Tutors who get assigned to the MSRC will further be given orientation on matters specific to the MSRC by MSRC staff. The MSRC has approximately 30 student tutors each semester, including regular paid tutors, volunteer tutors through Service Learning, and Federal Work Study tutors through the Financial Aid office.

II. Full-Time Faculty

A. Areas of Expertise, How Their Positions Contribute to the Program Success, Major Professional Development Activities Completed and Proposed.

Burnham, Cynthia

Area of Expertise: Mathematics

How Does My Position Contribute to Program Success: I have taught most of the mathematics courses offered in the district, as well as computer programming, discrete mathematics and data structures. I am currently teaching Enlace classes with an emphasis on group work and mastery in a bilingual and multicultural setting.

Professional Development in the Past Six Years: During my sabbatical leave in 2005, I earned 45 graduate units in Mathematics Education. I have also attended several SACNAS conferences, an International Education conference (CCIE), a Latino Leadership Workshop, as well as CMC³.

Proposed Professional Development Activities and Reason for Such Activities: I am working with the Enlace Coordinating Committee to expand and enhance Enlace mathematics courses.

Carroll, Bruce

Area of Expertise: In the last few years I have been teaching Mathematics 11A, Mathematics 13, with a few sections of Mathematics 21 and a Mathematics 72 section in the Summer Session.

How Does My Position Contribute to Program Success: I have a Science and Engineering educational background and experience in academic advising. I feel I have an understanding of what mathematical problem-solving skills are needed to be successful in areas of science and engineering and other technological fields. Previous to coming to Evergreen Valley College I was the only full-time Mathematics faculty member at Colorado Mountain College and one year also taught Engineering Physics. I also developed a curriculum for Computer Science.

Professional Development in the Past Six Years:

1. I attended several CMC³ meetings in Monterey.
2. I served as the liaison to the State committee concerned with increasing the number of students majoring in mathematics and the quality of their preparation.
3. I gave lectures on mathematical topics that served to enrich the curriculum.

Proposed Professional Development Activities and Reason for Such Activities:

1. I plan to continue to offer lectures on topics to enrich the curriculum and to encourage other faculty to do the same.
2. I hope to propose a weekly teaching calendar that will allow time for such enrichment activities.

Cong-Huyen, Laimi

Area of Expertise: Mathematics.

How Does My Position Contribute to Program Success: I have been teaching calculus and finite math. For finite math, I worked with other faculty from EVC and SJCC to update the course outline. I have also conducted several workshops for this course to increase student success rates.

Professional Development in the Past Six Years: Participated in several workshops on WebCT, Academic Fridays, Mathematics Program such as WebAssign, and the use of different technologies for classes.

Proposed Professional Development Activities and Reason for Such Activities:

I plan to attend CMC³ Mathematics Conference every year to increase interactions professionally and socially with other faculty members at other colleges. I would also like to participate in training in the area of using computer technologies to improve my skills for different teaching techniques and to integrate them in my classes.

Estrada, Henry

Area of Expertise: My areas of instructional expertise include Precalculus Algebra & Trigonometry, Finite Mathematics, Differential Equations, Discrete Mathematics, and Computer Science. I serve on the Academic Senate and have been a project Director and Principal Investigator on several federally funded grants.

Professional Development in the Past Six Years: I was Director of the NSF and U.S. Department of Labor funded Advanced Information Technology Project at Evergreen Valley College from 1997 through 2004. I joined the Mathematics faculty in 2005, and have just recently completed 18 units of Upper Division and Graduate level Mathematics courses in Vector Calculus, Advanced Linear Algebra, Probability Theory, Mathematical Statistics, Mathematical Modeling and Graph Theory. I am currently doing research in the areas of renewable energy, smart grids, and associated mathematical modeling, and am looking forward to working with faculty in Physics and Engineering to develop a new curriculum in renewable energy.

Ho, Chungwu

Area of Expertise: Upper level mathematics, applications of mathematics, working with individual honor students on research projects.

How Does My Position Contribute to Program Success: Coordinated with faculty members from EVC and SJCC to update Mathematics 073, Mathematics 078, and Mathematics 079, and helped update the course, Mathematics 014.

I have also been directing students' honor projects related to my calculus, differential equations, and linear algebra courses. These projects are related to the course material but go much deeper than can be covered in the regular course. When a student's work is particularly good, I send the student to present his/her results in a student conference, which is jointly sponsored by the *Mathematical Association of America* and *Sonoma State University* for college students in Northern California and Southern Oregon. To date, 13 students have completed honor's projects under my direction and 4 students have presented their results at the conference. In addition, 4 students are currently working on their projects.

Professional Development in the Past Six Years: Gave two invited talks at CMC³ conference. Participated in several workshops on MSOffice, Blackboard, Photoshop, and Digital Camera. I have been a member on the Advisory Board of the EVC Honors Program for the past three years. I am also a member of the American Mathematical Society and the Mathematical Association, and a former associate member of the American Society of Poets.

Proposed Professional Development Activities and Reason for Such Activities: Continue my efforts in searching for research topics for honor students and keeping my course material up to date.

Kachuck, Iris

Area of Expertise: Mathematics Education, Instructional Technology, Developmental Mathematics

How Does My Position Contribute to Program Success: Given that the majority of students enrolling in CC mathematics classes enter at the developmental level, my expertise working with precollege level Mathematics students aids in the success of our course offerings.

Professional Development in the Past Six Years: Attended CMC³ conference annually and participated in several trainings and workshops in the areas of basic skills instruction and online learning.

Proposed Professional Development Activities and Reason for Such Activities:

I would like to continue training in the areas of successful basic skills instruction given the current focus of the state academic senate.

I also plan to continue attending training in the area of online instruction since more and more of our students are asking to receive instruction in this modality.

Knight, Rob

Area of Expertise: Use of technology in teaching mathematics with an emphasis on developmental courses.

How Does My Position Contribute to Program Success: Have helped develop many new online courses, and helped initiate other faculty members in teaching online courses. The use of technology in course presentation has been shown to enhance retention and success.

Professional Development in the Past Six Years: I have given numerous talks and presentations on the use of different technologies both here at EVC as well as on the State and national level.

Proposed Professional Development Activities and Reason for Such Activities: I have a sabbatical proposal which I am „defending“ on November 25th that would allow me to produce several instructional videos explaining how to use the technologies that I have pioneered and which would be available to my colleagues.

Ky, Teck

Area of Expertise: My area of expertise in mathematics is in Statistics. I received my Master's Degree in Statistics and a Bachelor's Degree in Mathematics. My Master's Degree in Statistics has given me a background in advanced statistics and mathematics. This has afforded me the knowledge to develop effective courses in statistics and mathematics for community college students. My knowledge will also expand our student's insight and understanding of the role

statistics and mathematics has in their careers in business, medicine, social sciences and all their future studies.

How Does My Position Contribute to Program Success: As a faculty member, my major contribution to the success of our program is to maintain a high retention rate for students taking Intermediate Algebra and Statistics courses. My interaction with high school students during summer school has been enjoyable. I have had the opportunity to work with students from the EXCEL PROGRAM in Intermediate Algebra. In less than two years, I have experienced some of these students taking Mathematics 71, Mathematics 72 and Mathematics 63.

I would like to assist in expanding our statistics program to meet the demands of our Universities, Corporations, businesses and community.

Professional Development in the Past Six Years: In the last six years, I have been a part of the coordinating committee for the ASPIRE Program at EVC. This program focuses on the culturally specific needs of Asian, Pacific Islander and East Indian students. I have assisted in the hiring process of two new faculty members for the Mathematics department. I've written solution manuals with Professor Soler from De Anza College for one of the elementary statistics textbooks.

Proposed Professional Development Activities and Reason for Such Activities I would like to serve on hiring committees in our department in the future. I believe that my tenure at Evergreen since 1995 has afforded me the opportunity to know and understand the diversity and complexity of our student population. This understanding has allowed me to develop different teaching styles and integrate cultural differences and similarities that relate to the students we serve. I believe that my experience will be an asset in hiring the right professor for our students.

I will continue to provide workshops for Nursing Department students to improve their TEAS scores in the quantitative section. The workshop will assist nursing students in passing the TEAS. I am a member of PI MU EPSILON and the AMERICAN STATISTICAL ASSOCIATION. I'm an avid reader of these journals and find useful examples to use in the classroom. This continues to help to make my lecture more interesting in the classrooms.

Lombard, Bob

Area of Expertise: Developmental mathematics (Mathematics 300, Mathematics 310, Mathematics 311, Mathematics 11A/R, Mathematics 13, Mathematics 14), differential equations (Mathematics 78), and Mathematics education (Mathematics 52).

How Does My Position Contribute to Program Success: In developmental mathematics, I am considered to be one of the lead instructors to consult regarding questions regarding curriculum in developmental Mathematics for our department (I am the lead instructor to consult regarding any question regarding curriculum, in Mathematics 310 & Mathematics 311). I am asked on a regular basis to evaluate adjunct faculty in developmental (and non developmental) Mathematics courses. I have updated numerous course outlines in developmental (and non developmental) Mathematics courses over the last eight and a half years. I am one of the few full time instructors in our department who teaches Mathematics 310 and Mathematics 311 on a consistent basis each semester. Regarding differential equations, I have taken an extensive number of courses in differential equations and concentrated on applications in this area in my graduate study. In many instances in the past eight and a half years, Bryan in the MSRC has referred students who were taking Mathematics 78 to me for consultation and tutoring assistance during my office hours in the Mathematics lab. If a need arises in the future for additional full time Mathematics faculty to

teach Mathematics 78, I am willing and available to teach this course. I also possess a modest background in Mathematics education and can teach Mathematics 52 if the need arises.

Professional Development in the Past Six Years: I have regularly attended the CMC³ (California Mathematics Council for Community Colleges) conference every year for the last six years. In addition, I occasionally attended the AMATYC (American Mathematical Association of Two Year Colleges) conferences, when they roughly occur within a 1000 mile radius of our area, and I hold current memberships in both of these professional Mathematics organizations

Proposed Professional Development Activities and Reason for Such Activities: To continue membership in the two professional organizations (listed in the previous paragraph) and to continue attending conferences (mentioned in the previous paragraph) so as to keep updated and stay current in my field regarding curriculum and pedagogy techniques in mathematics and mathematics education

Matusow, Steve

Area of Expertise: Mathematics Education.

How Does My Position Contribute to Program Success: I have, working with the UC/Cal Teach Science and Mathematics Initiative, developed two courses for EVC students interested in teaching mathematics or science at the secondary school level: EDUC 012MS and 013MS, Mathematics and Science Future Teacher Seminar I and II. I have also, working with Dean Zhou, developed an AA Degree in Mathematics for Secondary School Teaching. The degree is in its final review before Board and State approval.

Professional Development in the Past Six Years: *CMC³ Conference* each of the past 6 years. *Silicon Valley Educational Foundation Algebra for All* conference, October 2008, *Pearson Mathematics Conference with Focus on Technology*, San Antonio, Spring, 2008. *McGraw Hill seminar on Precalculus*, Teton Village, 2006.

Proposed Professional Development Activities and Reason for Such Activities: *Texas Instruments T3 International Conference*, February/March, 2009 with focus on TI-NSpire calculator, the “latest” in graphing calculator technology with powerful interactive potential.

McCandless, Kevin

Area of Expertise: Developmental Mathematics and using technology in the classroom.

How Does My Position Contribute to Program Success: I have helped my colleagues to install their courses on Blackboard and MyMathLab. I am also part of the EVC Evidence Team that analyzes student demographics in terms of success rates and placement which will be used to help develop our basic Mathematics programs at EVC. I will also bring innovative technologies and teaching techniques to the classroom to motivate our students and improve success rates.

Professional Development in the Past Six Years: Training in MyMathLab, WebCT, WebAssign, and Blackboard. Attendance at CMC³ and participation in a two year training program for new full time Mathematics instructors called Project ACCESS sponsored by AMATYC.

Proposed Professional Development Activities and Reason for Such Activities: I plan to take a Spanish course in the Spring because EVC is a Latino oriented campus. I also plan to participate in an @One Winter Institute to get trained in Moodle, which could possibly replace Blackboard on our campus.

B. List major professional development activities completed by faculty and staff in this department/program in the last six years and state proposed development and reasoning by faculty in this program

1. Summary of Faculty Activities and How These Activities Contribute to the School Mission.

In addition to their regular teaching and committee work, faculty members have engaged in a variety of activities that enhance their teaching and service to the students.

a. Activities that Enhance Faculty's Knowledge

The quality of a teacher's teaching depends directly on the depth and the scope of the teacher's knowledge. A few full time and adjunct faculty members in the Department of Mathematics hold doctoral degrees. Many other faculty members have taken additional graduate level courses or have been attending various workshops by *@One Institute* or elsewhere.

b. Keeping Abreast with New Technologies and Current Educational Findings

To keep abreast of new developments and educational findings, the faculty members have been actively participating in many professional conferences such as the ones offered by *CMC³*, *AMATYC*, *SACNAS*, as well as *International Educational Conference*, and *Conference on Basic Skills*. They have attended workshops offered by the District or elsewhere such as the ones on *Blackboard*, *WebAssign*, *MyMathLab*, and *PhotoShop*. A few faculty members are also very active on committees devoted to teaching both in the school (such as *Academics Fridays*) and outside the school (such as *Project Access*).

c. Activities that Help Serve the Students

Many faculty members have actively been participating in various student programs such as *ENLACE*, *EXCEL*, *ASPIRE* and the *EVC Honors Program*. They have helped nursing students to improve their *TEAS* scores, and coached students to present their research results at student conferences. One faculty member has also served as the liaison to the State committee concerned with increasing the number of students majoring in mathematics and the quality of their preparation.

C. Identify current schedule for tenure review, regular faculty evaluation, adjunct faculty evaluation, and classified staff evaluation

1. Evaluation of Adjunct Faculty

Adjunct faculty have been evaluated according to the procedure as spelled out in Article 19 of the *Faculty Association Collective Bargaining Agreement (FACBA)*. An evaluation committee is formed, which usually consists of the Dean of the Division and two peer faculty members. At least one, and usually all, of the committee members observe the performance of the adjunct faculty member. During the observation, student evaluations are conducted and collected by the committee member. The adjunct faculty member is given a written summary of these evaluations and a post evaluation conference is held with the adjunct faculty and the evaluation committee.

2. Evaluation and Tenure Schedule of Non-Tenured Faculty.

Non-tenured faculty members in the past six years have been evaluated by following very closely the procedure described in Article 20 of the *FACBA*. During the first year of employment with the District, a non-tenured faculty member will have a tenured member as his/her mentor, who shall assist the new non-tenured member to successful performance of his/her assignment. At the beginning of the non-tenured member's first semester a Tenure Review Committee (TRC) is formed according to the selection procedure delineated in section 20.2.2 of the *FACBA*.

In the first three years of service for non-tenured faculty, a Pre-evaluation Conference is convened by the end of the ninth week of the non-tenured faculty member's first semester, and by the end of the fifth week of the non-tenured member's third and fifth semesters. The faculty member's classes are then visited and student evaluations are conducted and collected by the TRC members. The non-tenured faculty member also designs a *Growth and Development Plan* according to *FACBA* 20.8.2. A Progress Review Conference is convened by the end of the fourteenth week of the non-tenured faculty member's first, third and fifth semesters to review the information from the TRC members, student evaluations and the faculty's *Growth and Development Plan*. A Post-Evaluation Conference is convened by the fourth week of the non-tenured faculty member's second, fourth, and sixth semesters to review and finalize the non-tenured faculty member's *Growth and Development Plan*.

In the fourth year, the Pre-Evaluation, Progress Review Evaluation, and the Post-Evaluation Conferences are all completed by the end of the non-tenured faculty member's seventh semester. At the fourth year, the TRC chair drafts a *Summary Evaluation Report* based on the classroom observations, administrator and student evaluations, job description and the non-tenured faculty member's *Growth and Development Plan* and a tenure recommendation is submitted to the College President.

3. Evaluation of Tenured Faculty Members

The department tries to evaluate tenured faculty members in the spirit of *FACBA*. Each term the Dean sends an email to all the tenured faculty members and urges them to have at least one of their classes visited by another faculty member who will collect the student evaluations. The student evaluations are then summarized and kept on file in the dean's office. If the dean detects a problem, a conference will then be convened by the dean with the faculty member. If the dean does not detect any problems, a regular conference with the faculty member and the dean will still take place at least once every three years to go over the student evaluations and to discuss issues and concerns related to the faculty members' teaching.

4. Classified Staff Evaluation

Classified Evaluations

Classified staff are periodically evaluated in accordance with the schedule set forth in Article 16.2 of the CSEA contract, as follows:

Probationary New-Hire Classified Employees

Probationary new-hire classified employees are evaluated three times during the first year (twelve months) of employment. The first two evaluations take place after the third and sixth months of employment, and a final evaluation after eleven months, using the full progress report form.

Probationary Promotional Classified Employees

Classified employees promoted to a higher classification (pursuant to Article 15.4 of the CSEA contract) serve a probationary period of at least six months. Probationary promotional classified employees are evaluated at the end of the third and fifth months of employment in the new classification.

Permanent Classified Employees

After the probationary period, all classified employees are evaluated annually, on the employee's anniversary date of hire.

D. Describe the departmental orientation process (or mentoring) for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).

1. The Departmental Orientation Process for New Faculty

In addition to the orientation process given by the school, the department also has a mentor program. In the past six years, four faculty members have been added to the Department. For each of the new faculty members, in his/her first semester of service, the Department appoints a tenured faculty member as the mentor for the new faculty member. The mentor serves as a guide and supporting person, assisting the new member in the school environment and answering questions related both to students (such as admission and registration procedures, adding and dropping classes, etc.) and faculty (such as tenure procedure, teaching assignments, and committee work).

2. The Departmental Orientation Process for Adjunct Faculty

Most of our adjunct faculty members have been teaching for us for years. For new adjunct faculty, when he or she is hired to teach a particular class, we provide the learning objectives for the class and the syllabus used by our current faculty members, and describe in detail how our classes are conducted, together with student matters such as adding and dropping students, attendance policy, etc.

3. The Departmental Orientation Process for Staff (including student workers such as tutors and aides)

New Instructional Assistants are introduced to the MSRC vision, mission and culture by the Dean. The Lab Lead at MSRC then goes over the procedures with the new person.

New tutors are required to attend an orientation and a DSP Training meeting every semester. New tutors also need to complete a 1-unit Tutor Training II90 course within their first semester of tutoring. Tutors who get assigned to the MSRC will further be given orientation on matters specific to the MSRC by MSRC staff. The MSRC has approximately 30 student tutors each semester, including regular paid tutors, volunteer tutors through Service Learning, and Federal Work Study tutors through the Financial Aid office.

PART E: Facilities, Equipment, Materials and Maintenance

- 1. Identify facilities allocated to the program (including the facilities often used by the department/program)
Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program.
(faculty and staff can use the Instructional Equipment request form and process here as part of the information)
Identify facility needs and its rationale.**

The Mathematics Department at Evergreen Valley College primarily uses the classrooms in the Acacia building. However, the Mathematics Department also uses classroom space in the Cedro building, the Sequoia Building and the Library and Technology Building.

The quality and accessibility of the facilities found in the various buildings used by the Mathematics Department vary greatly. Some of the classrooms used by the Mathematics Department are state-of-the-art in terms of the technology available. On the other hand, other classrooms have little or no technology available at all. With an ever-increasing number of faculty demonstrating an interest in or in fact adopting computerized electronic textbooks and course management systems, the need for “smart classrooms” has increased to the point where there is a need for at least one faculty computer, data projector and sound system in every classroom. In some classrooms which meet these criteria the technological facilities are poorly planned or awkwardly placed.

The MSRC is located in the Acacia building in room AD-141, and is surrounded by Mathematics classrooms and Mathematics instructors’ offices, as it should be. The MSRC provides tutoring and other resource services to all students taking Mathematics and Science classes at EVC. The center has a 70-seat capacity. Currently there are 14 student computers and a printer for Mathematics and science students to use for their EVC Mathematics or Science class-related assignments. Many students use the center’s computers to do their Mathematics and Chemistry assignments through programs such as MyMathLab and WebAssign. Mathematics and Science textbooks are available for students to check out for use in the center, along with other resources such as reference textbooks, informational handouts, and study supplies. Student enrollment and positive attendance is kept by our campus-wide TimeKeeper System.

Maintenance and Needs:

- Currently at peak times, the MSRC is overcrowded and could use an expansion to become more student centered and a better tutoring/learning environment. The centralized Learning Resource Center under development may provide additional support to extend capacity and service time.
- As the demand of students using computers to work on their class assignments grows, the MSRC will need more student computers.
- Window blinds will be needed for the upper glass windows of the front side to block the afternoon sun.

2. Describe the use and currency of technology used to enhance the department/program. Identify projected needs and rationale.

Currently technology is being used by the Mathematics Department in the form of course management systems such as MyMathLab. As veteran faculty retire and are replaced by new faculty who are more comfortable with the use of technology, it is anticipated that there will be an ever-increasing need for the use of technology to support such systems. There is currently only one classroom which contains a computer for every student that is continually available to the Mathematics and Science departments. This classroom, AD-143, has experienced an increase in popularity among newer faculty in Mathematics and Science. Therefore, the department recommends to include at least one other such classroom containing 40 to 50 computers in planning for the revision or introduction of new classroom technology. Additionally, the department recommends that all classrooms used by the Mathematics Department be brought up to the technology standard which would include at least one well-placed instructor computer, a state-of-the-art data projector and a sound system which would enable the faculty member to use a clip-on microphone if he or she so chooses.

3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

N/A

PART F: Future Needs

1. What faculty positions will be needed in the next six years in order to maintain or build the department?

In order to maintain our Mathematics Department, we definitely need two additional (growth) full-time Mathematics faculty in the next six years.

The current Mathematics Department full-time to part-time ratio is 11:24. That means more than 50% of the classes are taught by adjunct faculty, which is a percentage more than twice higher than the state recommendation of no more than 25% taught by adjunct faculty.

The Mathematics Department generates the second largest departmental student enrollment and is one of the most productive departments at EVC. With an average WSCH per FTEF of 600, the individual class enrollment of the department is at its negotiated size limit. Additional class sections are needed to accommodate the over 2,000 waitlisted students every year (see appendix E). If we add these additional classes, we will need more faculty for them.

Secondly, one of our full-time faculty will retire this year (June 2009). This faculty plays a very important role in this department. With his MAT degree, he teaches many courses and conducts a number of seminars that help students who want to have a teaching career in the future. Therefore, replacing his position right after his retirement is significantly needed and necessary.

2. What staff positions will be needed in the next six years in order to maintain or build the department? (staff, facilities, equipment and/or supplies) will be needed in the next six years? Provide rationale.

Within the MSRC, the Lab Lead needs to be provided with a longer than 10 month working schedule so that he/she will be able to better prepare the center and to run the center more effectively.

Currently, many Mathematics faculty are using online homework programs and they hold their classes in the computer classroom, AD-143. It is necessary to have an instructional assistant for this computer classroom since many students have questions about their online homework or problems using the new technologies; it is difficult for an instructor alone to respond effectively to the needs of 40+ students in one class period.

3. Identify budget allocated for the department/program through the division budget (fund 10). Discuss its adequacy and needs if applicable along with rationale. Identify any external (fund 17) funding the department/program receives and describe its primary use.

The budget for the department/program is Fund 10.

The department is committed to offering more programs and services to meet student needs, to ensure student success, and to enhance student learning.

We need to implement an early alert system, especially for developmental Mathematics courses, to address student needs before they drop out of the classes.

We need to have counselors and instructional assistants visit Mathematics courses, especially at developmental level, early in the semester to provide information on study skills and learning resources availability.

We need to have workshops to train our Mathematics students (as most other colleges do) for the various Mathematics contests held throughout the academic year in order to ensure not merely a good turnout for the contests but also our students becoming successful participants. Currently, we have a large number of students participating in the *AMATYC* Mathematics Contest, but not many of them achieve high scores because of their lack of understanding about the types of problems on the tests.

For students who like to be challenged, having extracurricular activities will help them connect with each other and learn to be successful. If the budget is available, a small contest every month with a small prize such as a graphing calculator or a good book or an amazon.com gift certificate for a student with the top performance would encourage and engage students' interest.

Faculty and staff go to different a number of different Mathematics Conferences annually for their professional development. Previously, each faculty had a significant budget per year for his/her traveling expenses, especially for out-of-state conferences. Now such funding is no longer available and most faculty cannot afford that kind of money for out-of-state conferences. Therefore, we need to maintain this fund, and make it available for faculty and staff, who like to participate in these conferences for updating their knowledge as well as learning new technologies to improve their teaching skills in order to serve students better.

4. What equipment will be needed in the next six years in order to maintain or build the department? Provide specific purpose and rationale.

First, having different Mathematics software available for students to use in the MSRC such as Mathematica, MyMathLab, WebAssign, Matlab and Maple is important. It is nice for students who are not required to use MyMathLab or WebAssign in their classes, especially Mathematics 11A, and Mathematics 13 to have chance to use it. More importantly, with the software, students in Mathematics 61, 71, 72, 73, 78, and 79 can make more meaningful applications of the material covered in class.

It would be beneficial to have one or two Smartboards and sufficient numbers of TI calculators for our Pre-Calculus and Calculus students to use.

As the utilization of online Mathematics homework programs such as MyMathLab, WebAssign, etc. increases, so does the number of students who come to use the MSRC computers for these programs, along with other classroom-related usages. Thus more student computers will be needed. Currently students have to wait to use our computers during peak times.

The MSRC needs a student copier for our students to take advantage of the center's available resources, as well as for the MSRC to become more student-centered. Currently, students need to walk all the way to the Library on the other end of campus to make copies.

5. What facilities will be needed in the next six years in order to maintain or build the department? Provide specific purpose and rationale.

As mentioned above, many Mathematics faculty are including more internet usage for online Mathematics homework programs and hybrids in their courses. Currently, they have to take their

students to the computer lab in the Library. Therefore, the second computer classroom with 50 computers (some classes have a seat cap of 47 students) will be needed.

PART G: Additional Information

- 1. Describe any other pertinent information about the program that these questions did not address?**

The Mathematics Department has expressed a commitment to developing a high quality online mathematics curriculum and program. One of the key components of an online program is a Testing Center. Therefore, a need that has not been addressed by the San Jose/Evergreen Community College District is the implementation and staffing of such a campus-wide Testing Center.

IV. PART H: Annual Assessment

(Program Faculty and PR Committee)

1. What are the results of the data gathered.
2. What are the outcomes and did you meet the goals established
3. Conclusions and recommendations

Appendix A

Evergreen Valley College

Commitments to Action

Student Centered

Vision	Area of Focus	Success Metrics* <small>* All success metrics to be completed by Spring '08.</small>	Commitments to Action	Status
<i>Provide access to quality and efficient programs and services to ensure student success.</i>	Access	<ul style="list-style-type: none"> Grow enrollment by 5% 	<ul style="list-style-type: none"> Aggressively market/outreach to prospective students. Strengthen high school collaboration by articulating & developing programs to support students educational goals. Collect data on students from immigrant, low-income, and other underrepresented groups by August, 2007. 	<ul style="list-style-type: none"> Completed In Progress In Progress
	Curriculum and Programs	<ul style="list-style-type: none"> Expand curriculum & programs by 10%. Increase certificate/degree distance ed. courses by 25% Develop non-credit/community ed. programs 	<ul style="list-style-type: none"> Review established timeline and conduct comprehensive program reviews in every academic discipline and student services area according to the prescribed timeline. Streamline curriculum committee process by incorporating more electronic procedures, proactive workshops & training on course outline development, and state regulations. Create plan to develop additional vocational /workforce programs, seek grants to support programs (i.e. SB 70) Analyze and clearly define existing mini-certificate programs and link with student success. Assess current distance education courses leading to a full certificate/degree program. Develop plans for expansion. Review and revise campus technology plans and train faculty in distance education technology such as WebCT 	<ul style="list-style-type: none"> In Progress In Progress Completed In Progress In Progress In Progress
	Services	<ul style="list-style-type: none"> Increase degree completion /transfers by 5% Increase retention /completion rate 10% Decrease students on probation by 10%) 	<ul style="list-style-type: none"> Provide students with opportunities to engage in a vibrant and active campus life. Improve current and develop new intervention programs designed to help students succeed. Develop comprehensive Learning Resource Center to assist student needs. Create 1 new transfer agreement and launch promotional campaign on transfer agreements Ensure faculty and staff have accessible data tracking tools. 	<ul style="list-style-type: none"> In Progress In Progress Completed In Progress In Progress

Organizational Transformation

Vision	Area of Focus	Success Metric	Commitment to Action	Status
<p><i>Create a trusting environment where everyone is valued and empowered.</i></p>	<p>Build Community</p>	<p>Increase employee participation in college-wide activities 50%</p> <p>Increase successful resolution of complaints 50%</p> <p>Communication outlets will increase by 50%</p>	<ul style="list-style-type: none"> • Provide an annual employee survey to measure satisfaction, needs, and climate in order to have a baseline and measure progress. • Expand schedule of events during work hours including multicultural & community building events. • Create regular employee/family campus event. • Identify options to support employees resolving issues before grievance & formal complaints (example: Campus Conciliation Team). • Develop communications tools to increase outlets, such as student newspaper, website, IM, employee/student portal, handbooks/manuals. • Adopt Diversity Action Council guidelines as Campus Communications Guidelines and introduce them to all campus organizations, employees, and students. 	<ul style="list-style-type: none"> • No Progress • In Progress • In Progress • No Progress • In Progress • In Progress
	<p>Employee Development</p>	<p>Increase employee participation 50%</p> <p>Increase opportunities for employee professional growth & recognition 50%</p>	<ul style="list-style-type: none"> • Establish employee participation/opportunity baseline • Continue offering ongoing training and evaluate and initiate new training. • Secure & allocate staff development funding within the college budget. • Provide incentives and access to employees to participate in staff development opportunities. • Expand employee recognition program to include professional and community awards. • Implement a leadership program open to all employees who wish to participate. 	<ul style="list-style-type: none"> • No Progress • In Progress • In Progress • In Progress • Completed • No Progress
	<p>Transparent Infrastructure</p>	<p>Increase access to clearly written policies & procedures 25% (Employee survey)</p>	<ul style="list-style-type: none"> • Conduct audit of policies and procedures to evaluate and prioritize areas for development. • College wide communication at all points of decision making process. • Implement open resource allocation process. 	<ul style="list-style-type: none"> • In Progress • In Progress • Completed

Community Engagement

Vision	Area of Focus	Success Metrics	Commitments to Action	Status
<p><i>Transform college image and enhance Partnerships with community, business, and educational institutions.</i></p>	<p>Increase Visibility</p>	<p>Increase community participation by 25%.</p>	<ul style="list-style-type: none"> • Establish baseline data for community participation. • Conduct faculty & staff survey to assess degree of community involvement. • Develop and support a comprehensive and fully integrated marketing plan. • Hire and provide support to a full time webmaster. • Create an EVC information section in the <u>Evergreen Times</u>, The Villager & local high school newspapers. • Increase community participation in (regularly scheduled) campus events and advisory boards 	<ul style="list-style-type: none"> • No Progress • No Progress • Completed • Completed • Completed • Completed
	<p>Develop Strategic Partnerships</p>	<p>Create 8-10 new joint partnerships</p>	<ul style="list-style-type: none"> • Expand strategic partnerships with major industry clusters, Economic Development Agencies and the region's Small Business Development Center. • Initiate 3 new K-12 vocational ed. partnerships • Identify partners for University Center at EVC • Partner with religious & community organizations to develop offsite educational programs and services. • Negotiate with VTA regarding adequate/improved bus service and direct routes for EVC students . 	<ul style="list-style-type: none"> • In Progress • In Progress • In Progress • In Progress • In Progress/No Progress
	<p>Bring College to the Community</p>	<p>Establish 3-5 new off-site services & programs <i>(2-3 targeted to immigrant population)</i></p>	<ul style="list-style-type: none"> • Conduct community needs assessment survey by population segments to include senior homes, churches, 40+, immigrant groups, lifelong learners. • Launch offsite classes - credit/no credit offerings (@senior centers, high schools, community centers, churches, etc.) and establish locations to offer offsite registration and college services. 	<ul style="list-style-type: none"> • No Progress • In Progress

Appendix B

Mathematics Department

Commitments to Action

2008-2009



**Evergreen
Valley
College**

2008-09 Individual Commitments to Action

Name:

Department: Mathematics

Initiative

Area of Focus

Student Centered

1. Access

2. Curriculum and Programs

3. Services

**Area
of
Focus**

Individual Commitments to Action

Metrics

**Time
Frame**

1 •Offer Math courses in a coordinated way with other programs.

•Reduced course conflict.

•June 2009

2 •Introduce alternate pathways for students in developmental and pre-calculus mathematics.

•Developed new course sequences in beginning and intermediate algebra.

•June 2009

3 •Conduct math workshops for finite math and statistics.

•Number of workshops conducted.

•June 2009



2008-09 Individual Commitments to Action

Name:

Department: Mathematics

Initiative

Area of Focus

**Organizational
Transformation**

1.

Build Community

2.

Employee Development

3.

Transparency and Communication

**Area
of
Focus**

Individual Commitments to Action

Metrics

**Time
Frame**

1

- Schedule a designated department meeting hour when no one is taking or teaching classes.
- Need a better process for handling division issues that rise up among our diverse staff.
- Math department take the lead in working with all the divisions in the college to develop an A.S. degree program in which all the courses are online.

- Developed schedule.
- Process developed.
- Online A.S. in Math developed.

- June 2009
- June 2009
- June 2010

2

- Develop a better way for college to recognize faculty and staff who are excellent at what they do. Could include teaching, research paper (that are refereed), campus involvement etc.
- Create a visible presence in libraries to assist residents in our service area that have math educational needs.

- Procedure developed.
- Initiated communication among faculty, staff and outreach staff.

- June 2009
- June 2009

3

- Periodically inform the campus of the activities, issues and success of the math department.
- Closely work with the counseling department to make sure our students are effectively served.

- Number of documents shared.
- Number of communications or meetings conducted.

- June 2009
- June 2009



2008-09 Individual Commitments to Action

Name:

Department: Mathematics

Initiative

Area of Focus

Community Engagement

- | | |
|-----------|------------------------------------|
| 1. | Increase Visibility |
| 2. | Develop Strategic Partnerships |
| 3. | Bring the College to the Community |

Area of Focus	Individual Commitments to Action	Metrics	Time Frame
1	<ul style="list-style-type: none"> •Participate in high school visits and inform students of the programs and services available at EVC. •Create a department website that informs the community about our faculty accomplishments and new directions. •Create a guideline for assessment and placement for the counseling department. 	<ul style="list-style-type: none"> •Number of high schools visited. •Web site created. •A guideline was created. 	<ul style="list-style-type: none"> •June 2009 •June 2009 •June 2009
2	<ul style="list-style-type: none"> •High school speaker series, enrichment topics. 	<ul style="list-style-type: none"> •Speaker series created. 	<ul style="list-style-type: none"> •June 2009
3	<ul style="list-style-type: none"> •Establish partnerships with local industry to conduct classes or workshops in "Math in the Workplace". 	<ul style="list-style-type: none"> •Feasibility studies conducted and recommendations made. 	<ul style="list-style-type: none"> •June 2009

Appendix C

Mathematics Department

Commitments to Action

2007-2008



2007-08 Individual Commitments to Action

Name:

Department: Mathematics

Initiative

Area of Focus

Student Centered

- 1.**
- 2.**
- 3.**

Access
Curriculum and Programs
Services

Area of Focus	Individual Commitments to Action	Point Person	Metrics	Time Frame
1	<ul style="list-style-type: none"> •Set up intervention programs to increase completion rates in precalculus and trigonometry. •Offer precalc & trig at high schools during summer and evenings. •Consider changing 7:45 offerings to 8:00 a.m. 	<ul style="list-style-type: none"> •Estrada •Knight •Carroll 	<ul style="list-style-type: none"> •Increased student success. •1 more high school campus added. •Discussed at the department and the school level and recommendations made. 	<ul style="list-style-type: none"> •Oct 2007 •June 2008 •Jan 2008
2	<ul style="list-style-type: none"> •Working with the ACCC, consider revising criteria for online courses to facilitate their development especially for courses beyond developmental math. •Offer Math courses in a coordinated way with other programs. •Working with the Nursing and Counseling departments, study the feasibility of a math course for Nursing. •Conduct math workshops for finite math and statistics. 	<ul style="list-style-type: none"> •Matusow •Carroll •Burnham •Cong-Huyen 	<ul style="list-style-type: none"> •Approved revised online supplement. •Reduced course conflict. •Course approved by ACCC. •Workshops conducted. 	<ul style="list-style-type: none"> •June 2008 •Jan 2008 •June 2008 •June 2008
3	<ul style="list-style-type: none"> •Create new transfer agreements for math students. •Add additional tutoring hours and tutors. •Transfer curriculum coordination with UC campuses 	<ul style="list-style-type: none"> •Matusow •Kachuck •Carroll 	<ul style="list-style-type: none"> •1 agreement established. •Increased hours of tutoring service. •Coordination plan established. 	<ul style="list-style-type: none"> •June 2008 •Sep 2008 •Sep 2008



2007-08 Individual Commitments to Action

Name:

Department: Mathematics

Initiative

Area of Focus

Organizational Transformation

- | | |
|-----------|--------------------------------|
| 1. | Build Community |
| 2. | Employee Development |
| 3. | Transparency and Communication |

Area of Focus	Individual Commitments to Action	Point Person	Metrics	Time Frame
1	<ul style="list-style-type: none"> •Schedule a shared governance hour when no one is taking or teaching classes. •Issue picture ID for faculty. •Division Meetings and governance meetings scheduled on same days. •Division Staff Lounge/conference room. •Need a better process for handling division issues that rise up among our diverse staff. 	<ul style="list-style-type: none"> •Estrada •Done •Done •Carroll •Ho 	<ul style="list-style-type: none"> •Developed schedule. •ID cards issued. •Developed schedule. •Plans created. •Process developed. 	<ul style="list-style-type: none"> •----- •----- •----- •----- •-----
2	<ul style="list-style-type: none"> •Develop a better way for college to recognize faculty and staff who are excellent at what they do. Could include teaching, research paper (that are refereed), campus involvement etc. •Create a visible presence in libraries to assist residents in our service area that have math educational needs. 	<ul style="list-style-type: none"> •McCandless •Carroll 	<ul style="list-style-type: none"> •Procedure developed. •Initiated communication among faculty, staff and outreach staff. 	<ul style="list-style-type: none"> •----- •-----
3	<ul style="list-style-type: none"> •Periodically inform the campus of the activities, issues and success of the math department. •Closely work with the counseling department to make sure our students are effectively served. 	<ul style="list-style-type: none"> •Lombard •Ky 	<ul style="list-style-type: none"> •2 documents shared. •2 communications or meetings conducted. 	<ul style="list-style-type: none"> •June 2008 •June 2008



2007-08 Individual Commitments to Action

Name:

Department: Mathematics

Initiative

Area of Focus

Community Engagement

- | | |
|-----------|------------------------------------|
| 1. | Increase Visibility |
| 2. | Develop Strategic Partnerships |
| 3. | Bring the College to the Community |

Area of Focus	Individual Commitments to Action	Point Person	Metrics	Time Frame
1	<ul style="list-style-type: none"> •Participate in high school visits and inform students of the programs and services available at EVC. •Create a department website. •Create a guideline for assessment and placement for the counseling department. 	<ul style="list-style-type: none"> •Matusow & Ky •Estrada & Cong-Huyen •Ky & McCandless 	<ul style="list-style-type: none"> •4 high schools visited. •Web site created. •A guideline was created. 	<ul style="list-style-type: none"> •June 2008 •June 2008 •Jan 2008
2	<ul style="list-style-type: none"> •Establish partnership with local elementary and middle schools to provide internship opportunities for our students in EDUC12MS. •High school speaker series, enrichment topics. 	<ul style="list-style-type: none"> •Matusow •Carroll 	<ul style="list-style-type: none"> •1 partnerships established. •Speaker series created. 	<ul style="list-style-type: none"> •Jan 2008 •June 2008
3	<ul style="list-style-type: none"> •Establish partnerships with local industry to conduct classes or workshops in "Math in the Workplace" 	<ul style="list-style-type: none"> •Estrada & Tabrizi 	<ul style="list-style-type: none"> •Feasibility studies conducted and recommendations made. 	<ul style="list-style-type: none"> •June 2008

Appendix D

Mathematics Department

Student Success and Retention by Course

2002-2008

Math 11A Student Success and Retention

All students

	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Total
# Students		96	386	335	44	352	367	36	426	388	97	505	425	91	543	409	126	583	461	5670
# Retention		83	284	249	41	267	261	30	331	311	82	387	312	90	436	301	116	469	363	4413
% Retention		86%	74%	74%	93%	76%	71%	83%	78%	80%	85%	77%	73%	99%	80%	74%	92%	80%	79%	78%
# Success		65	199	176	36	182	192	21	232	214	67	272	200	78	301	216	94	283	255	3083
% Success		68%	52%	53%	82%	52%	52%	58%	54%	55%	69%	54%	47%	86%	55%	53%	75%	49%	55%	54%

By Gender

Gender	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Total
Female	# Students	64	230	207	30	212	202	20	248	231	56	311	248	53	288	229	79	297	244	3249
	# Retention	55	171	163	27	165	150	15	196	187	46	239	184	52	236	182	72	238	200	2578
	% Retention	86%	74%	79%	90%	78%	74%	75%	79%	81%	82%	77%	74%	98%	82%	79%	91%	80%	82%	79%
	# Success	44	121	124	23	117	116	10	146	133	37	169	124	47	164	141	58	149	145	1868
	% Success	69%	53%	60%	77%	55%	57%	50%	59%	58%	66%	54%	50%	89%	57%	62%	73%	50%	59%	57%
Male	# Students	32	145	113	11	124	144	14	168	145	37	184	169	33	248	177	43	271	203	2261
	# Retention	28	106	74	11	91	99	13	125	114	33	139	123	33	194	118	40	220	153	1714
	% Retention	88%	73%	65%	100%	73%	69%	93%	74%	79%	89%	76%	73%	100%	78%	67%	93%	81%	75%	76%
	# Success	21	73	47	11	60	69	9	81	72	27	96	71	26	133	74	32	130	103	1135
	% Success	66%	50%	42%	100%	48%	48%	64%	48%	50%	73%	52%	42%	79%	54%	42%	74%	48%	51%	50%
Unreported	# Students		11	15	3	16	21	2	10	12	4	10	8	5	7	3	4	15	14	160
	# Retention		7	12	3	11	12	2	10	10	3	9	5	5	6	1	4	11	10	121
	% Retention		64%	80%	100%	69%	57%	100%	100%	83%	75%	90%	63%	100%	86%	33%	100%	73%	71%	76%
	# Success		5	5	2	5	7	2	5	9	3	7	5	5	4	1	4	4	7	80
	% Success		45%	33%	67%	31%	33%	100%	50%	75%	75%	70%	63%	100%	57%	33%	100%	27%	50%	50%

Math 11A Student Success and Retention

By Age

Age Group	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Total
Grp 1: Under 18	# Students	36	30	9	3	34	9	5	38	8	20	42	9	28	43	5	30	65	7	421
	# Retention	33	26	8	3	21	8	5	33	6	19	36	6	28	39	3	30	56	6	366
	% Retention	92%	87%	89%	100%	62%	89%	100%	87%	75%	95%	86%	67%	100%	91%	60%	100%	86%	86%	87%
	# Success	27	22	5	3	14	5	5	23	6	16	23	5	28	30	1	26	38	4	281
	% Success	75%	73%	56%	100%	41%	56%	100%	61%	75%	80%	55%	56%	100%	70%	20%	87%	58%	57%	67%
Grp 2: 18-19	# Students	25	156	146	13	144	148	9	172	160	29	232	195	18	276	208	32	293	226	2482
	# Retention	22	121	114	12	117	104	6	134	129	25	184	139	18	222	151	29	241	178	1946
	% Retention	88%	78%	78%	92%	81%	70%	67%	78%	81%	86%	79%	71%	100%	80%	73%	91%	82%	79%	78%
	# Success	18	80	73	10	71	74	3	92	84	21	129	81	16	145	104	23	137	116	1277
	% Success	72%	51%	50%	77%	49%	50%	33%	53%	53%	72%	56%	42%	89%	53%	50%	72%	47%	51%	51%
Grp 3: 20-22	# Students	14	98	101	9	83	116	8	109	92	19	108	104	18	108	94	24	129	107	1341
	# Retention	11	61	66	9	60	75	7	78	76	16	80	74	18	85	66	22	96	85	985
	% Retention	79%	62%	65%	100%	72%	65%	88%	72%	83%	84%	74%	71%	100%	79%	70%	92%	74%	79%	73%
	# Success	8	38	49	7	41	51	4	49	47	12	57	47	13	56	48	15	56	59	657
	% Success	57%	39%	49%	78%	49%	44%	50%	45%	51%	63%	53%	45%	72%	52%	51%	63%	43%	55%	49%
Grp 4: 23-24	# Students	7	26	25	4	25	25	5	30	23	10	34	32	10	39	26	10	27	25	383
	# Retention	5	19	20	4	16	19	5	26	18	8	25	28	10	29	20	9	24	15	300
	% Retention	71%	73%	80%	100%	64%	76%	100%	87%	78%	80%	74%	88%	100%	74%	77%	90%	89%	60%	78%
	# Success	2	14	15	3	12	16	4	20	10	6	16	19	7	21	12	9	11	13	210
	% Success	29%	54%	60%	75%	48%	64%	80%	67%	43%	60%	47%	59%	70%	54%	46%	90%	41%	52%	55%
Grp 5: 25-29	# Students	6	31	20	6	26	19	4	33	37	5	29	32	8	38	25	14	26	32	391
	# Retention	4	22	15	4	19	15	3	21	30	5	22	26	8	29	22	12	17	28	302
	% Retention	67%	71%	75%	67%	73%	79%	75%	64%	81%	100%	76%	81%	100%	76%	88%	86%	65%	88%	77%
	# Success	2	15	11	4	17	12	1	18	23	5	16	17	8	25	19	10	11	24	238
	% Success	33%	48%	55%	67%	65%	63%	25%	55%	62%	100%	55%	53%	100%	66%	76%	71%	42%	75%	61%
Grp 6: 30-39	# Students	4	26	21	5	22	30	5	28	35	12	32	32	7	27	25	7	24	40	382
	# Retention	4	21	17	5	19	24	4	25	24	7	21	23	7	22	20	6	20	32	301
	% Retention	100%	81%	81%	100%	86%	80%	80%	89%	69%	58%	66%	72%	100%	81%	80%	86%	83%	80%	79%
	# Success	4	18	15	5	15	19	4	20	23	6	15	17	5	16	17	5	18	21	243
	% Success	100%	69%	71%	100%	68%	63%	80%	71%	66%	50%	47%	53%	71%	59%	68%	71%	75%	53%	64%
Grp 7: 40-49	# Students	2	15	12	3	12	15		10	29	1	15	12	2	8	16	5	12	16	185
	# Retention	2	11	9	3	10	12		9	24	1	10	7	1	7	13	5	10	11	145
	% Retention	100%	73%	75%	100%	83%	80%		90%	83%	100%	67%	58%	50%	88%	81%	100%	83%	69%	78%
	# Success	2	9	8	3	8	11		7	18	1	9	7	1	6	10	4	7	10	121
	% Success	100%	60%	67%	100%	67%	73%		70%	62%	100%	60%	58%	50%	75%	63%	80%	58%	63%	65%
Grp 8: 50+	# Students	2	4	1	1	6	5		6	4	1	13	9		4	10	4	7	8	85
	# Retention	2	3	0	1	5	4		5	4	1	9	9		3	6	3	5	8	68
	% Retention	100%	75%	0%	100%	83%	80%		83%	100%	100%	69%	100%		75%	60%	75%	71%	100%	80%
	# Success	2	3	0	1	4	4		3	3	0	7	7		2	5	2	5	8	56
	% Success	100%	75%	0%	100%	67%	80%		50%	75%	0%	54%	78%		50%	50%	50%	71%	100%	66%

Math 11A Student Success and Retention

By Ethnicity

Ethnic Benchmark	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Total
African American	# Students	8	19	25	2	32	25	6	32	36	7	28	27	8	35	26	7	40	31	394
	# Retention	8	14	22	1	20	21	3	26	21	7	15	20	8	22	15	7	29	26	285
	% Retention	100%	74%	88%	50%	63%	84%	50%	81%	58%	100%	54%	74%	100%	63%	58%	100%	73%	84%	72%
	# Success	6	6	14	1	11	14	1	18	12	4	12	15	7	11	11	6	18	18	185
	% Success	75%	32%	56%	50%	34%	56%	17%	56%	33%	57%	43%	56%	88%	31%	42%	86%	45%	58%	47%
Asian (All Other)	# Students	11	24	18	3	15	15	2	17	13	4	16	13	5	16	13	3	23	26	237
	# Retention	9	21	13	3	14	9	2	17	11	4	14	11	5	16	9	3	22	22	205
	% Retention	82%	88%	72%	100%	93%	60%	100%	100%	85%	100%	88%	85%	100%	100%	69%	100%	96%	85%	86%
	# Success	9	16	10	3	10	6	2	15	9	1	10	10	4	13	7	2	12	16	155
	% Success	82%	67%	56%	100%	67%	40%	100%	88%	69%	25%	63%	77%	80%	81%	54%	67%	52%	62%	65%
Asian/Cambodian	# Students		8	4		5	8		5	10	2	12	8		17	5	1	11	8	104
	# Retention		6	2		4	5		4	8	2	12	7		14	2	1	9	6	82
	% Retention		75%	50%		80%	63%		80%	80%	100%	100%	88%		82%	40%	100%	82%	75%	79%
	# Success		5	1		4	3		2	5	2	10	4		12	2	1	8	3	62
	% Success		63%	25%		80%	38%		40%	50%	100%	83%	50%		71%	40%	100%	73%	38%	60%
Asian/Chinese	# Students	5	4	5		6	1	1	4	2		10	5	3	6	1		6	8	67
	# Retention	5	4	4		4	1	1	3	2		10	4	3	5	1		3	6	56
	% Retention	100%	100%	80%		67%	100%	100%	75%	100%		100%	80%	100%	83%	100%		50%	75%	84%
	# Success	5	4	4		4	1	1	2	2		9	2	2	3	1		2	4	46
	% Success	100%	100%	80%		67%	100%	100%	50%	100%		90%	40%	67%	50%	100%		33%	50%	69%
Asian/Indian	# Students	1	2	4	1	6	6		7	7	2	10	4	6	13	8	4	13	6	100
	# Retention	1	2	3	1	3	6		7	6	2	8	3	6	11	6	4	12	5	86
	% Retention	100%	100%	75%	100%	50%	100%		100%	86%	100%	80%	75%	100%	85%	75%	100%	92%	83%	86%
	# Success	1	1	3	1	2	6		7	6	2	7	3	6	11	6	3	8	5	78
	% Success	100%	50%	75%	100%	33%	100%		100%	86%	100%	70%	75%	100%	85%	75%	75%	62%	83%	78%
Asian/Vietnamese	# Students	13	52	38	10	30	50	1	43	54	16	46	38	17	53	41	18	64	42	626
	# Retention	8	44	35	10	26	43	1	37	47	15	36	34	17	48	29	17	55	32	534
	% Retention	62%	85%	92%	100%	87%	86%	100%	86%	87%	94%	78%	89%	100%	91%	71%	94%	86%	76%	85%
	# Success	8	32	30	8	21	39	1	27	28	13	24	28	15	39	24	17	39	27	420
	% Success	62%	62%	79%	80%	70%	78%	100%	63%	52%	81%	52%	74%	88%	74%	59%	94%	61%	64%	67%
Filipino	# Students	9	37	44	5	37	29	4	49	37	5	68	57	8	61	45	6	60	36	597
	# Retention	6	28	33	4	24	22	3	37	31	5	58	40	8	40	35	6	53	28	461
	% Retention	67%	76%	75%	80%	65%	76%	75%	76%	84%	100%	85%	70%	100%	66%	78%	100%	88%	78%	77%
	# Success	4	22	21	4	20	12	2	24	18	5	37	25	8	29	28	4	30	20	313
	% Success	44%	59%	48%	80%	54%	41%	50%	49%	49%	100%	54%	44%	100%	48%	62%	67%	50%	56%	52%
Latino/a	# Students	36	166	148	17	159	169	15	198	158	42	227	189	29	239	200	65	274	213	2544
	# Retention	35	113	106	16	132	113	13	143	124	31	169	133	28	201	149	57	216	169	1948
	% Retention	97%	68%	72%	94%	83%	67%	87%	72%	78%	74%	74%	70%	97%	84%	75%	88%	79%	79%	77%
	# Success	22	77	73	15	81	79	8	94	85	27	114	78	22	134	92	45	116	111	1273
	% Success	61%	46%	49%	88%	51%	47%	53%	47%	54%	64%	50%	41%	76%	56%	46%	69%	42%	52%	50%

Math 11A Student Success and Retention

Native American	# Students	1	5	3		4	3	1	3	4	2	3	6		3			3	2	43
	# Retention	1	4	1		4	1	1	2	4	2	3	4		2			2	2	33
	% Retention	100%	80%	33%		100%	33%	100%	67%	100%	100%	100%	67%		67%			67%	100%	77%
	# Success	1	2	0		3	1	1	2	4	1	3	2		1			1	2	24
	% Success	100%	40%	0%		75%	33%	100%	67%	100%	50%	100%	33%		33%			33%	100%	56%
Other/ Unknown	# Students	6	32	15	2	20	20	2	21	25	9	30	31	6	31	30	12	30	38	360
	# Retention	5	18	10	2	14	15	2	15	19	7	23	21	6	23	24	12	21	31	268
	% Retention	83%	56%	67%	100%	70%	75%	100%	71%	76%	78%	77%	68%	100%	74%	80%	100%	70%	82%	74%
	# Success	5	14	7	1	10	12	1	13	16	6	20	12	6	18	20	9	16	24	210
	% Success	83%	44%	47%	50%	50%	60%	50%	62%	64%	67%	67%	39%	100%	58%	67%	75%	53%	63%	58%
Pacific Islander	# Students	1	7	3		5	7		3	4	1	7	5	1	10	4	4	5	8	75
	# Retention	1	7	3		2	4		2	4	0	4	3	1	8	2	4	5	6	56
	% Retention	100%	100%	100%		40%	57%		67%	100%	0%	57%	60%	100%	80%	50%	100%	100%	75%	75%
	# Success	0	4	0		1	2		2	3	0	1	2	0	1	1	3	2	4	26
	% Success	0%	57%	0%		20%	29%		67%	75%	0%	14%	40%	0%	10%	25%	75%	40%	50%	35%
White	# Students	5	30	28	4	33	34	4	44	38	7	48	42	8	59	36	6	54	43	523
	# Retention	4	23	17	4	20	21	4	38	34	7	35	32	8	46	29	5	42	30	399
	% Retention	80%	77%	61%	100%	61%	62%	100%	86%	89%	100%	73%	76%	100%	78%	81%	83%	78%	70%	76%
	# Success	4	16	13	3	15	17	4	26	26	6	25	19	8	29	24	4	31	21	291
	% Success	80%	53%	46%	75%	45%	50%	100%	59%	68%	86%	52%	45%	100%	49%	67%	67%	57%	49%	56%

Math 11R Student Success and Retention

All students

	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	Grand Total
# Students		75	167	180	44	175	178	30	167	182	70	56	68	61	68	61	1582
# Retention		64	132	116	42	139	127	25	132	122	39	32	51	31	49	29	1130
% Retention		85%	79%	64%	95%	79%	71%	83%	79%	67%	56%	57%	75%	51%	72%	48%	71%
# Success		50	91	80	36	78	71	14	75	80	19	18	27	9	29	16	693
% Success		67%	54%	44%	82%	45%	40%	47%	45%	44%	27%	32%	40%	15%	43%	26%	44%

By Gender

Gender	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	Grand Total
Female	# Students	35	90	93	23	104	92	19	91	112	46	33	37	33	32	28	868
	# Retention	30	74	57	22	84	71	14	75	75	26	20	28	18	21	16	631
	% Retention	86%	82%	61%	96%	81%	77%	74%	82%	67%	57%	61%	76%	55%	66%	57%	73%
	# Success	23	53	45	18	54	40	8	40	48	12	10	14	5	12	10	392
	% Success	66%	59%	48%	78%	52%	43%	42%	44%	43%	26%	30%	38%	15%	38%	36%	45%
Male	# Students	36	72	80	20	63	80	11	70	69	24	23	31	26	34	32	671
	# Retention	31	54	54	19	48	51	11	53	46	13	12	23	12	26	13	466
	% Retention	86%	75%	68%	95%	76%	64%	100%	76%	67%	54%	52%	74%	46%	76%	41%	69%
	# Success	25	35	32	17	23	28	6	32	31	7	8	13	3	16	6	282
	% Success	69%	49%	40%	85%	37%	35%	55%	46%	45%	29%	35%	42%	12%	47%	19%	42%
Unreported	# Students	4	5	7	1	8	6		6	1				2	2	1	43
	# Retention	3	4	5	1	7	5		4	1				1	2	0	33
	% Retention	75%	80%	71%	100%	88%	83%		67%	100%				50%	100%	0%	77%
	# Success	2	3	3	1	1	3		3	1				1	1	0	19
	% Success	50%	60%	43%	100%	13%	50%		50%	100%				50%	50%	0%	44%

Math 11R Student Success and Retention

By Age

Age Group		Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	Grand Total
Grp 1: Under 18	# Students	27	11	2	6	17	7	5	10	2	8		7	2	2	1		107
	# Retention	21	11	2	6	14	4	5	9	2	6		6	1	1	1		89
	% Retention	78%	100%	100%	100%	82%	57%	100%	90%	100%	75%		86%	50%	50%	100%		83%
	# Success	12	8	1	4	9	4	4	3	2	1		4	0	0	0		52
	% Success	44%	73%	50%	67%	53%	57%	80%	30%	100%	13%		57%	0%	0%	0%		49%
Grp 2: 18-19	# Students	12	70	69	10	84	73	3	85	63	38	30	39	34	35	24		669
	# Retention	11	53	39	9	65	50	3	64	48	22	17	30	16	29	13		469
	% Retention	92%	76%	57%	90%	77%	68%	100%	75%	76%	58%	57%	77%	47%	83%	54%		70%
	# Success	10	28	25	8	32	22	2	35	24	8	6	12	4	16	4		236
	% Success	83%	40%	36%	80%	38%	30%	67%	41%	38%	21%	20%	31%	12%	46%	17%		35%
Grp 3: 20-22	# Students	19	43	47	10	30	53	13	35	54	11	12	15	14	12	18		386
	# Retention	17	33	30	10	25	37	8	26	34	2	6	9	8	7	7		259
	% Retention	89%	77%	64%	100%	83%	70%	62%	74%	63%	18%	50%	60%	57%	58%	39%		67%
	# Success	15	25	20	9	12	19	4	14	22	1	5	6	3	2	5		162
	% Success	79%	58%	43%	90%	40%	36%	31%	40%	41%	9%	42%	40%	21%	17%	28%		42%
Grp 4: 23-24	# Students	3	6	13	3	11	13	4	7	16	7	6	4	4	7	7		111
	# Retention	3	3	7	3	7	11	4	7	8	4	4	4	2	5	3		75
	% Retention	100%	50%	54%	100%	64%	85%	100%	100%	50%	57%	67%	100%	50%	71%	43%		68%
	# Success	3	2	3	3	5	7	2	4	6	4	2	3	1	5	2		52
	% Success	100%	33%	23%	100%	45%	54%	50%	57%	38%	57%	33%	75%	25%	71%	29%		47%
Grp 5: 25-29	# Students	2	15	17	6	17	14	1	16	18	1	5		4	6	5		127
	# Retention	2	13	13	5	16	11	1	13	12	1	4		2	5	3		101
	% Retention	100%	87%	76%	83%	94%	79%	100%	81%	67%	100%	80%		50%	83%	60%		80%
	# Success	1	10	8	5	10	7	1	10	9	1	4		1	5	3		75
	% Success	50%	67%	47%	83%	59%	50%	100%	63%	50%	100%	80%		25%	83%	60%		59%
Grp 6: 30-39	# Students	5	12	15	6	9	12	4	8	18	4	1	1	1	3	3		102
	# Retention	4	9	12	6	6	9	4	7	13	3	0	1	1	1	1		77
	% Retention	80%	75%	80%	100%	67%	75%	100%	88%	72%	75%	0%	100%	100%	33%	33%		75%
	# Success	3	8	12	6	6	8	1	7	12	3	0	1	0	0	1		68
	% Success	60%	67%	80%	100%	67%	67%	25%	88%	67%	75%	0%	100%	0%	0%	33%		67%
Grp 7: 40-49	# Students	7	7	13	3	7	5		5	8		2	2	1	3	2		65
	# Retention	6	7	11	3	6	4		5	4		1	1	0	1	1		50
	% Retention	86%	100%	85%	100%	86%	80%		100%	50%		50%	50%	0%	33%	50%		77%
	# Success	6	7	9	1	4	3		2	4		1	1	0	1	1		40
	% Success	86%	100%	69%	33%	57%	60%		40%	50%		50%	50%	0%	33%	50%		62%
Grp 8: 50+	# Students		3	4			1		1	3	1			1		1		15
	# Retention		3	2			1		1	1	1			1		0		10
	% Retention		100%	50%			100%		100%	33%	100%			100%		0%		67%
	# Success		3	2			1		0	1	1			0		0		8
	% Success		100%	50%			100%		0%	33%	100%			0%		0%		53%

Math 11R Student Success and Retention

By Ethnicity

Ethnic Benchmark	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	Grand Total
African American	# Students	19	12	15	2	5	9	5	4	9	4	3	4	4	3	3	101
	# Retention	13	8	7	2	4	6	5	3	4	3	1	2	3	2	1	64
	% Retention	68%	67%	47%	100%	80%	67%	100%	75%	44%	75%	33%	50%	75%	67%	33%	63%
	# Success	6	5	4	1	1	3	2	1	3	2	0	1	1	1	1	32
	% Success	32%	42%	27%	50%	20%	33%	40%	25%	33%	50%	0%	25%	25%	33%	33%	32%
Asian (All Other)	# Students	4	10	10	2	12	5		7	12	6	4	4	1	4	4	85
	# Retention	4	7	8	2	9	4		7	8	4	2	4	0	4	2	65
	% Retention	100%	70%	80%	100%	75%	80%		100%	67%	67%	50%	100%	0%	100%	50%	76%
	# Success	3	4	5	2	7	2		2	4	1	2	3	0	2	2	39
	% Success	75%	40%	50%	100%	58%	40%		29%	33%	17%	50%	75%	0%	50%	50%	46%
Asian/Cambodian	# Students		1	5	2	2	4		7	3	2	1	3	2	2		34
	# Retention		1	2	2	0	2		5	1	0	1	2	0	2		18
	% Retention		100%	40%	100%	0%	50%		71%	33%	0%	100%	67%	0%	100%		53%
	# Success		1	0	2	0	1		2	1	0	1	2	0	1		11
	% Success		100%	0%	100%	0%	25%		29%	33%	0%	100%	67%	0%	50%		32%
Asian/Chinese	# Students		4	1	1	2	1	2	3	1				2	2	1	20
	# Retention		4	1	1	2	0	1	3	1				1	2	0	16
	% Retention		100%	100%	100%	100%	0%	50%	100%	100%				50%	100%	0%	80%
	# Success		2	0	1	2	0	1	1	1				1	2	0	11
	% Success		50%	0%	100%	100%	0%	50%	33%	100%				50%	100%	0%	55%
Asian/Indian	# Students	1	1	3		2	5	1	5	4	2	1			2	1	28
	# Retention	1	1	1		2	4	1	5	4	1	1			1	0	22
	% Retention	100%	100%	33%		100%	80%	100%	100%	100%	50%	100%			50%	0%	79%
	# Success	1	1	1		2	3	1	5	4	0	0			0	0	18
	% Success	100%	100%	33%		100%	60%	100%	100%	100%	0%	0%			0%	0%	64%
Asian/Vietnamese	# Students	7	36	21	2	29	27	3	19	18	4	6	10	4	4	8	198
	# Retention	6	30	12	2	24	22	1	16	14	2	3	8	1	3	5	149
	% Retention	86%	83%	57%	100%	83%	81%	33%	84%	78%	50%	50%	80%	25%	75%	63%	75%
	# Success	6	25	11	1	14	13	0	10	10	1	2	5	0	2	2	102
	% Success	86%	69%	52%	50%	48%	48%	0%	53%	56%	25%	33%	50%	0%	50%	25%	52%
Filipino	# Students	6	23	26	8	30	27	7	38	29	9	13	7	12	6	13	254
	# Retention	6	19	19	8	24	22	6	29	25	7	3	5	4	4	6	187
	% Retention	100%	83%	73%	100%	80%	81%	86%	76%	86%	78%	23%	71%	33%	67%	46%	74%
	# Success	6	14	17	8	12	15	3	23	14	5	1	3	1	2	4	128
	% Success	100%	61%	65%	100%	40%	56%	43%	61%	48%	56%	8%	43%	8%	33%	31%	50%
Latino/a	# Students	27	55	51	22	49	64	5	52	67	32	19	26	28	33	25	555
	# Retention	26	43	27	20	38	41	4	37	40	16	15	20	17	21	11	376
	% Retention	96%	78%	53%	91%	78%	64%	80%	71%	60%	50%	79%	77%	61%	64%	44%	68%
	# Success	20	25	15	17	17	20	3	15	24	7	7	7	6	15	3	201
	% Success	74%	45%	29%	77%	35%	31%	60%	29%	36%	22%	37%	27%	21%	45%	12%	36%

Math 11R Student Success and Retention

Native American	# Students		1	2			3										6
	# Retention		0	0			3										3
	% Retention		0%	0%			100%										50%
	# Success		0	0			2										2
	% Success		0%	0%			67%										33%
Other/ Unknown	# Students	8	8	16	1	12	14	4	12	11	4	2	8	5	3	2	110
	# Retention	5	7	13	1	9	8	4	10	8	3	1	5	4	2	0	80
	% Retention	63%	88%	81%	100%	75%	57%	100%	83%	73%	75%	50%	63%	80%	67%	0%	73%
	# Success	5	6	8	1	4	2	1	6	4	1	1	3	0	0	0	42
	% Success	63%	75%	50%	100%	33%	14%	25%	50%	36%	25%	50%	38%	0%	0%	0%	38%
Pacific Islander	# Students		5	1		3	3		2	3		1	1		2		21
	# Retention		3	1		3	3		2	2		1	1		1		17
	% Retention		60%	100%		100%	100%		100%	67%		100%	100%		50%		81%
	# Success		2	1		0	1		1	2		1	0		1		9
	% Success		40%	100%		0%	33%		50%	67%		100%	0%		50%		43%
White	# Students	3	11	29	4	29	16	3	18	25	7	6	5	3	7	4	170
	# Retention	3	9	25	4	24	12	3	15	15	3	4	4	1	7	4	133
	% Retention	100%	82%	86%	100%	83%	75%	100%	83%	60%	43%	67%	80%	33%	100%	100%	78%
	# Success	3	6	18	3	19	9	3	9	13	2	3	3	0	3	4	98
	% Success	100%	55%	62%	75%	66%	56%	100%	50%	52%	29%	50%	60%	0%	43%	100%	58%

Math 13 Student Success and Retention

All students

	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Total
# Students		172	499	408	147	491	430	127	521	398	147	531	502	171	563	551	188	679	595	7120
# Retention		151	380	295	128	376	328	108	424	277	136	440	401	147	455	418	167	533	466	5630
% Retention		88%	76%	72%	87%	77%	76%	85%	81%	70%	93%	83%	80%	86%	81%	76%	89%	78%	78%	79%
# Success		121	272	227	93	280	248	78	298	195	120	311	249	119	297	276	110	344	319	3957
% Success		70%	55%	56%	63%	57%	58%	61%	57%	49%	82%	59%	50%	70%	53%	50%	59%	51%	54%	56%

By Gender

Gender	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Total
Female	# Students	89	266	231	88	254	248	65	298	225	89	284	279	110	324	303	110	364	321	3948
	# Retention	81	199	173	79	195	186	55	238	161	82	234	231	92	274	229	97	287	257	3150
	% Retention	91%	75%	75%	90%	77%	75%	85%	80%	72%	92%	82%	83%	84%	85%	76%	88%	79%	80%	80%
	# Success	68	151	135	57	145	144	39	172	119	75	175	151	80	188	160	68	196	190	2313
	% Success	76%	57%	58%	65%	57%	58%	60%	58%	53%	84%	62%	54%	73%	58%	53%	62%	54%	59%	59%
Male	# Students	82	215	169	50	222	169	59	209	163	51	233	218	58	231	238	70	298	266	3001
	# Retention	69	165	115	42	166	132	50	173	108	47	193	166	53	174	180	63	233	203	2332
	% Retention	84%	77%	68%	84%	75%	78%	85%	83%	66%	92%	83%	76%	91%	75%	76%	90%	78%	76%	78%
	# Success	52	109	87	30	127	98	37	116	71	41	128	95	37	106	112	38	141	126	1551
	% Success	63%	51%	51%	60%	57%	58%	63%	56%	44%	80%	55%	44%	64%	46%	47%	54%	47%	47%	52%
Unreported	# Students	1	18	8	9	15	13	3	14	10	7	14	5	3	8	10	8	17	8	171
	# Retention	1	16	7	7	15	10	3	13	8	7	13	4	2	7	9	7	13	6	148
	% Retention	100%	89%	88%	78%	100%	77%	100%	93%	80%	100%	93%	80%	67%	88%	90%	88%	76%	75%	87%
	# Success	1	12	5	6	8	6	2	10	5	4	8	3	2	3	4	4	7	3	93
	% Success	100%	67%	63%	67%	53%	46%	67%	71%	50%	57%	57%	60%	67%	38%	40%	50%	41%	38%	54%

Math 13 Student Success and Retention

By Age

Age Group	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Total
Grp 1: Under 18	# Students	85	48	17	40	48	17	38	48	13	61	59	23	71	42	17	53	66	19	765
	# Retention	78	42	14	39	41	16	33	43	12	58	51	22	63	38	16	49	59	18	692
	% Retention	92%	88%	82%	98%	85%	94%	87%	90%	92%	95%	86%	96%	89%	90%	94%	92%	89%	95%	90%
	# Success	62	33	8	29	32	10	28	29	9	52	39	19	52	30	10	37	39	9	527
	% Success	73%	69%	47%	73%	67%	59%	74%	60%	69%	85%	66%	83%	73%	71%	59%	70%	59%	47%	69%
Grp 2: 18-19	# Students	32	210	169	30	205	163	33	205	169	31	222	225	33	247	242	52	309	273	2850
	# Retention	28	158	128	28	160	125	29	165	113	28	179	178	31	196	181	48	243	215	2233
	% Retention	88%	75%	76%	93%	78%	77%	88%	80%	67%	90%	81%	79%	94%	79%	75%	92%	79%	79%	78%
	# Success	22	108	98	18	114	98	24	113	78	23	120	102	27	129	113	25	155	130	1497
	% Success	69%	51%	58%	60%	56%	60%	73%	55%	46%	74%	54%	45%	82%	52%	47%	48%	50%	48%	53%
Grp 3: 20-22	# Students	25	130	124	46	126	136	36	135	115	25	130	131	29	146	138	36	187	161	1856
	# Retention	18	97	83	34	93	105	30	109	76	23	108	102	26	116	107	30	139	121	1417
	% Retention	72%	75%	67%	74%	74%	77%	83%	81%	66%	92%	83%	78%	90%	79%	78%	83%	74%	75%	76%
	# Success	13	69	59	24	66	76	16	67	52	21	69	68	19	61	60	20	81	90	931
	% Success	52%	53%	48%	52%	52%	56%	44%	50%	45%	84%	53%	52%	66%	42%	43%	56%	43%	56%	50%
Grp 4: 23-24	# Students	13	37	34	6	39	37	9	44	40	8	36	42	17	42	52	11	41	48	556
	# Retention	13	24	21	5	29	24	6	33	28	7	31	34	14	35	37	9	31	36	417
	% Retention	100%	65%	62%	83%	74%	65%	67%	75%	70%	88%	86%	81%	82%	83%	71%	82%	76%	75%	75%
	# Success	12	15	16	3	23	18	3	21	19	5	26	14	11	25	27	8	22	26	294
	% Success	92%	41%	47%	50%	59%	49%	33%	48%	48%	63%	72%	33%	65%	60%	52%	73%	54%	54%	53%
Grp 5: 25-29	# Students	10	31	26	14	34	34	4	37	30	8	37	38	9	48	45	21	40	42	508
	# Retention	9	23	19	13	22	26	4	28	22	7	33	29	5	39	30	19	32	36	396
	% Retention	90%	74%	73%	93%	65%	76%	100%	76%	73%	88%	89%	76%	56%	81%	67%	90%	80%	86%	78%
	# Success	8	16	17	11	17	21	2	27	15	7	26	20	4	28	22	12	26	28	307
	% Success	80%	52%	65%	79%	50%	62%	50%	73%	50%	88%	70%	53%	44%	58%	49%	57%	65%	67%	60%
Grp 6: 30-39	# Students	3	25	16	7	27	30	6	31	20	10	25	28	8	21	36	12	20	27	352
	# Retention	2	21	11	6	23	21	5	28	17	9	21	23	6	17	31	9	17	21	288
	% Retention	67%	84%	69%	86%	85%	70%	83%	90%	85%	90%	84%	82%	75%	81%	86%	75%	85%	78%	82%
	# Success	1	18	10	6	21	16	4	26	15	8	14	17	5	14	28	7	11	19	240
	% Success	33%	72%	63%	86%	78%	53%	67%	84%	75%	80%	56%	61%	63%	67%	78%	58%	55%	70%	68%
Grp 7: 40-49	# Students	3	14	14	4	10	10	1	17	5	3	18	11	4	12	14	3	12	15	170
	# Retention	2	12	12	3	7	8	1	15	4	3	14	9	2	10	10	3	9	12	136
	% Retention	67%	86%	86%	75%	70%	80%	100%	88%	80%	100%	78%	82%	50%	83%	71%	100%	75%	80%	80%
	# Success	2	10	12	2	6	6	1	14	3	3	14	6	1	7	10	1	7	10	115
	% Success	67%	71%	86%	50%	60%	60%	100%	82%	60%	100%	78%	55%	25%	58%	71%	33%	58%	67%	68%
Grp 8: 50+	# Students	1	4	8		2	3		4	6	1	4	4		5	7		4	10	63
	# Retention	1	3	7		1	3		3	5	1	3	4		4	6		3	7	51
	% Retention	100%	75%	88%		50%	100%		75%	83%	100%	75%	100%		80%	86%		75%	70%	81%
	# Success	1	3	7		1	3		1	4	1	3	3		3	6		3	7	46
	% Success	100%	75%	88%		50%	100%		25%	67%	100%	75%	75%		60%	86%		75%	70%	73%

Math 13 Student Success and Retention

By Ethnicity

Ethnic Benchmark	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Total
African American	# Students	5	25	19	3	26	21	5	27	18	8	30	25	3	34	30	4	38	26	347
	# Retention	4	17	12	3	21	16	4	22	11	7	19	19	1	21	19	3	28	21	248
	% Retention	80%	68%	63%	100%	81%	76%	80%	81%	61%	88%	63%	76%	33%	62%	63%	75%	74%	81%	71%
	# Success	2	12	7	1	14	9	2	10	9	6	10	12	0	13	8	2	13	10	140
	% Success	40%	48%	37%	33%	54%	43%	40%	37%	50%	75%	33%	48%	0%	38%	27%	50%	34%	38%	40%
Asian (All Other)	# Students	16	42	33	13	31	29	6	26	16	11	15	28	18	24	22	23	42	27	422
	# Retention	14	32	20	12	27	25	6	19	10	10	13	26	16	18	18	20	34	25	345
	% Retention	88%	76%	61%	92%	87%	86%	100%	73%	63%	91%	87%	93%	89%	75%	82%	87%	81%	93%	82%
	# Success	11	21	18	8	22	23	4	15	8	10	9	19	12	11	11	15	27	23	267
	% Success	69%	50%	55%	62%	71%	79%	67%	58%	50%	91%	60%	68%	67%	46%	50%	65%	64%	85%	63%
Asian/Cambodian	# Students	3	6	4	1	6	7	1	6	5		13	9	3	15	15	3	18	23	138
	# Retention	3	4	2	1	6	6	1	4	2		13	8	3	9	13	1	13	16	105
	% Retention	100%	67%	50%	100%	100%	86%	100%	67%	40%		100%	89%	100%	60%	87%	33%	72%	70%	76%
	# Success	3	4	2	1	5	6	0	3	2		8	4	3	6	6	1	8	13	75
	% Success	100%	67%	50%	100%	83%	86%	0%	50%	40%		62%	44%	100%	40%	40%	33%	44%	57%	54%
Asian/Chinese	# Students	10	9	5	2	8	11	6	12	5	8	14	9	8	16	5	6	13	10	157
	# Retention	9	8	5	2	5	9	6	10	4	8	14	6	8	15	4	6	13	8	140
	% Retention	90%	89%	100%	100%	63%	82%	100%	83%	80%	100%	100%	67%	100%	94%	80%	100%	100%	80%	89%
	# Success	8	6	3	2	4	7	6	8	4	8	10	4	6	13	3	5	9	5	111
	% Success	80%	67%	60%	100%	50%	64%	100%	67%	80%	100%	71%	44%	75%	81%	60%	83%	69%	50%	71%
Asian/Indian	# Students	12	5	8	8	9	4	6	7	14	13	11	12	13	19	13	4	21	15	194
	# Retention	11	3	7	8	7	4	4	5	10	13	10	11	13	14	5	4	15	11	155
	% Retention	92%	60%	88%	100%	78%	100%	67%	71%	71%	100%	91%	92%	100%	74%	38%	100%	71%	73%	80%
	# Success	9	2	5	7	5	4	2	4	7	11	10	8	12	8	4	1	11	7	117
	% Success	75%	40%	63%	88%	56%	100%	33%	57%	50%	85%	91%	67%	92%	42%	31%	25%	52%	47%	60%
Asian/Vietnamese	# Students	35	74	80	40	76	61	26	76	53	42	83	69	38	83	87	37	86	93	1139
	# Retention	31	66	64	36	63	49	21	67	40	37	75	59	34	67	77	35	75	80	976
	% Retention	89%	89%	80%	90%	83%	80%	81%	88%	75%	88%	90%	86%	89%	81%	89%	95%	87%	86%	86%
	# Success	27	47	52	28	53	34	16	47	25	32	57	39	32	45	60	27	56	57	734
	% Success	77%	64%	65%	70%	70%	56%	62%	62%	47%	76%	69%	57%	84%	54%	69%	73%	65%	61%	64%
Filipino	# Students	23	56	32	16	57	53	21	78	58	16	72	69	23	76	63	22	70	59	864
	# Retention	19	45	23	16	45	39	18	65	40	15	60	58	20	65	51	19	57	48	703
	% Retention	83%	80%	72%	100%	79%	74%	86%	83%	69%	94%	83%	84%	87%	86%	81%	86%	81%	81%	81%
	# Success	14	35	19	13	34	30	12	44	31	14	42	39	14	46	31	15	36	35	504
	% Success	61%	63%	59%	81%	60%	57%	57%	56%	53%	88%	58%	57%	61%	61%	49%	68%	51%	59%	58%
Latino/a	# Students	33	184	149	40	186	152	36	188	147	25	199	190	39	185	212	50	258	225	2498
	# Retention	28	137	107	29	140	111	30	151	106	24	157	147	30	150	158	45	198	168	1916
	% Retention	85%	74%	72%	73%	75%	73%	83%	80%	72%	96%	79%	77%	77%	81%	75%	90%	77%	75%	77%
	# Success	22	92	81	20	97	76	21	102	70	22	106	83	22	88	100	21	116	107	1246
	% Success	67%	50%	54%	50%	52%	50%	58%	54%	48%	88%	53%	44%	56%	48%	47%	42%	45%	48%	50%

Math 13 Student Success and Retention

Native American	# Students		3	1		2	2	1	3	5	1	2	5	1	2	5		2	4	39
	# Retention		2	1		2	2	1	2	4	1	2	4	0	2	3		1	4	31
	% Retention		67%	100%		100%	100%	100%	67%	80%	100%	100%	80%	0%	100%	60%		50%	100%	79%
	# Success		2	1		0	2	1	1	3	0	2	3	0	1	2		1	3	22
	% Success		67%	100%		0%	100%	100%	33%	60%	0%	100%	60%	0%	50%	40%		50%	75%	56%
Other/ Unknown	# Students	13	31	30	11	27	28	3	30	28	15	38	40	11	39	38	15	52	39	488
	# Retention	12	24	22	11	20	22	3	27	18	14	32	30	9	36	25	11	39	27	382
	% Retention	92%	77%	73%	100%	74%	79%	100%	90%	64%	93%	84%	75%	82%	92%	66%	73%	75%	69%	78%
	# Success	9	19	14	9	16	22	3	20	14	11	21	18	6	26	20	8	25	16	277
	% Success	69%	61%	47%	82%	59%	79%	100%	67%	50%	73%	55%	45%	55%	67%	53%	53%	48%	41%	57%
Pacific Islander	# Students	6	2	7		3	4	1	6	3	1	6	4	1	4	6	1	11	7	73
	# Retention	5	1	4		2	1	1	5	0	1	4	4	1	3	2	1	7	5	47
	% Retention	83%	50%	57%		67%	25%	100%	83%	0%	100%	67%	100%	100%	75%	33%	100%	64%	71%	64%
	# Success	3	0	4		1	1	1	5	0	1	3	3	0	3	2	1	5	5	38
	% Success	50%	0%	57%		33%	25%	100%	83%	0%	100%	50%	75%	0%	75%	33%	100%	45%	71%	52%
White	# Students	16	62	40	13	60	58	15	62	46	7	48	42	13	66	55	23	68	67	761
	# Retention	15	41	28	10	38	44	13	47	32	6	41	29	12	55	43	22	53	53	582
	% Retention	94%	66%	70%	77%	63%	76%	87%	76%	70%	86%	85%	69%	92%	83%	78%	96%	78%	79%	76%
	# Success	13	32	21	4	29	34	10	39	22	5	33	17	12	37	29	14	37	38	426
	% Success	81%	52%	53%	31%	48%	59%	67%	63%	48%	71%	69%	40%	92%	56%	53%	61%	54%	57%	56%

Math 14 Student Success and Retention

All students

	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Total
# Students		125	73	78	42	70	61	49	71	64	75	41	74	83	73	74	85	64	75	1277
# Retention		98	58	64	41	64	49	43	57	52	67	36	56	79	66	62	78	47	63	1080
% Retention		78%	79%	82%	98%	91%	80%	88%	80%	81%	89%	88%	76%	95%	90%	84%	92%	73%	84%	85%
# Success		63	47	43	32	54	32	35	50	37	57	30	45	54	56	54	58	25	44	816
% Success		50%	64%	55%	76%	77%	52%	71%	70%	58%	76%	73%	61%	65%	77%	73%	68%	39%	59%	64%

By Gender

Gender	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Total
Female	# Students	63	37	32	15	34	27	29	34	29	35	23	33	38	26	30	48	26	29	588
	# Retention	53	30	26	15	30	21	24	27	26	32	20	26	37	24	27	45	20	25	508
	% Retention	84%	81%	81%	100%	88%	78%	83%	79%	90%	91%	87%	79%	97%	92%	90%	94%	77%	86%	86%
	# Success	36	21	18	12	24	10	20	24	17	28	17	17	25	22	23	34	14	17	379
	% Success	57%	57%	56%	80%	71%	37%	69%	71%	59%	80%	74%	52%	66%	85%	77%	71%	54%	59%	64%
Male	# Students	60	35	45	23	34	29	16	34	34	37	18	39	38	45	43	34	37	43	644
	# Retention	44	27	37	22	32	23	15	28	26	32	16	28	35	40	34	30	27	36	532
	% Retention	73%	77%	82%	96%	94%	79%	94%	82%	76%	86%	89%	72%	92%	89%	79%	88%	73%	84%	83%
	# Success	26	25	25	16	28	18	11	24	20	26	13	26	24	32	30	21	11	25	401
	% Success	43%	71%	56%	70%	82%	62%	69%	71%	59%	70%	72%	67%	63%	71%	70%	62%	30%	58%	62%
Unreported	# Students	2	1	1	4	2	5	4	3	1	3		2	7	2	1	3	1	3	45
	# Retention	1	1	1	4	2	5	4	2	0	3		2	7	2	1	3	0	2	40
	% Retention	50%	100%	100%	100%	100%	100%	100%	67%	0%	100%		100%	100%	100%	100%	100%	0%	67%	89%
	# Success	1	1	0	4	2	4	4	2	0	3		2	5	2	1	3	0	2	36
	% Success	50%	100%	0%	100%	100%	80%	100%	67%	0%	100%		100%	71%	100%	100%	100%	0%	67%	80%

Math 14 Student Success and Retention

By Age

Age Group		Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Total
Grp 1: Under 18	# Students	96	9	11	22	5	8	25	4	5	59	2	5	61	4	3	52	10	4	385	
	# Retention	80	6	9	22	5	7	24	4	4	56	2	4	60	4	3	50	9	4	353	
	% Retention	83%	67%	82%	100%	100%	88%	96%	100%	80%	95%	100%	80%	98%	100%	100%	96%	90%	100%	92%	
	# Success	50	5	5	16	4	5	20	3	1	47	1	2	43	3	3	38	4	2	252	
	% Success	52%	56%	45%	73%	80%	63%	80%	75%	20%	80%	50%	40%	70%	75%	100%	73%	40%	50%	65%	
Grp 2: 18-19	# Students	6	15	20	5	20	19	9	22	19	4	16	23	4	29	37	20	25	36	329	
	# Retention	4	11	16	5	20	15	9	18	15	3	13	19	4	26	29	18	18	31	274	
	% Retention	67%	73%	80%	100%	100%	79%	100%	82%	79%	75%	81%	83%	100%	90%	78%	90%	72%	86%	83%	
	# Success	3	9	9	4	18	8	7	17	11	3	10	12	2	18	24	13	8	21	197	
	% Success	50%	60%	45%	80%	90%	42%	78%	77%	58%	75%	63%	52%	50%	62%	65%	65%	32%	58%	60%	
Grp 3: 20-22	# Students	6	21	28	6	25	22	8	23	23	6	14	23	11	14	18	4	19	20	291	
	# Retention	3	18	23	6	20	18	7	18	17	3	13	14	9	13	17	3	12	17	231	
	% Retention	50%	86%	82%	100%	80%	82%	88%	78%	74%	50%	93%	61%	82%	93%	94%	75%	63%	85%	79%	
	# Success	2	13	15	5	17	11	5	15	11	2	12	12	5	12	15	2	6	12	172	
	% Success	33%	62%	54%	83%	68%	50%	63%	65%	48%	33%	86%	52%	45%	86%	83%	50%	32%	60%	59%	
Grp 4: 23-24	# Students	4	8	5		8	6	2	8	6	3	3	8	1	11	9	3	3	3	91	
	# Retention	3	7	3		8	5	2	6	5	3	3	5	1	9	7	3	2	2	74	
	% Retention	75%	88%	60%		100%	83%	100%	75%	83%	100%	100%	63%	100%	82%	78%	100%	67%	67%	81%	
	# Success	2	5	2		8	4	2	5	4	3	2	5	1	9	7	1	2	1	63	
	% Success	50%	63%	40%		100%	67%	100%	63%	67%	100%	67%	63%	100%	82%	78%	33%	67%	33%	69%	
Grp 5: 25-29	# Students	9	7	8	4	5	2		4	1		3	5	2	10	6	5		6	77	
	# Retention	6	5	8	4	5	1		3	1		2	4	2	9	5	4		5	64	
	% Retention	67%	71%	100%	100%	100%	50%		75%	100%		67%	80%	100%	90%	83%	80%		83%	83%	
	# Success	4	4	7	4	3	1		3	1		2	4	1	9	4	4		5	56	
	% Success	44%	57%	88%	100%	60%	50%		75%	100%		67%	80%	50%	90%	67%	80%		83%	73%	
Grp 6: 30-39	# Students	1	6	3	4	5	1	4	5	6	2	1	3	3	2	1		3	5	55	
	# Retention	0	5	3	3	4	0	1	5	6	1	1	3	3	2	1		2	3	43	
	% Retention	0%	83%	100%	75%	80%	0%	25%	100%	100%	50%	100%	100%	100%	100%	100%		67%	60%	78%	
	# Success	0	5	3	2	2	0	1	5	5	1	1	3	2	2	1		1	2	36	
	% Success	0%	83%	100%	50%	40%	0%	25%	100%	83%	50%	100%	100%	67%	100%	100%		33%	40%	65%	
Grp 7: 40-49	# Students	1	3	2	1	2	2	1	3	1	1	2	6	1	2		1	3		32	
	# Retention	0	2	1	1	2	2	0	2	1	1	2	6	0	2		0	3		25	
	% Retention	0%	67%	50%	100%	100%	100%	0%	67%	100%	100%	100%	100%	0%	100%		0%	100%		78%	
	# Success	0	2	1	1	2	2	0	2	1	1	2	6	0	2		0	3		25	
	% Success	0%	67%	50%	100%	100%	100%	0%	67%	100%	100%	100%	100%	0%	100%		0%	100%		78%	
Grp 8: 50+	# Students	2	4	1			1		2	3			1		1			1	1	17	
	# Retention	2	4	1			1		1	3			1		1			1	1	16	
	% Retention	100%	100%	100%			100%		50%	100%			100%		100%			100%	100%	94%	
	# Success	2	4	1			1		0	3			1		1			1	1	15	
	% Success	100%	100%	100%			100%		0%	100%			100%		100%			100%	100%	88%	

Math 14 Student Success and Retention

By Ethnicity

Ethnic Benchmark		Term																		Grand Total
		2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	
African American	# Students	16	1	4	7	1		5	6	6	4	2	2	7	4	4	6	3	3	81
	# Retention	14	1	3	6	1		2	6	4	3	1	1	5	2	2	6	2	2	61
	% Retention	88%	100%	75%	86%	100%		40%	100%	67%	75%	50%	50%	71%	50%	50%	100%	67%	67%	75%
	# Success	6	0	0	3	0		1	4	3	2	0	1	5	2	1	4	0	0	32
	% Success	38%	0%	0%	43%	0%		20%	67%	50%	50%	0%	50%	71%	50%	25%	67%	0%	0%	40%
Asian (All Other)	# Students	9	7	7	4	8	5	5	7	5	9	2	7	10	5	2	8	5	8	113
	# Retention	7	5	5	4	8	3	5	6	5	9	2	5	10	5	2	8	3	8	100
	% Retention	78%	71%	71%	100%	100%	60%	100%	86%	100%	100%	100%	71%	100%	100%	100%	100%	60%	100%	88%
	# Success	5	4	3	3	7	2	3	5	3	8	1	5	6	4	2	5	2	4	72
	% Success	56%	57%	43%	75%	88%	40%	60%	71%	60%	89%	50%	71%	60%	80%	100%	63%	40%	50%	64%
Asian/Cambodian	# Students		1	1		1	2	1	1	2	1		1	1	1		2	1	3	19
	# Retention		1	1		1	2	1	1	1	0		1	1	1		2	0	3	16
	% Retention		100%	100%		100%	100%	100%	100%	50%	0%		100%	100%	100%		100%	0%	100%	84%
	# Success		1	1		1	1	1	1	1	0		1	0	1		2	0	1	12
	% Success		100%	100%		100%	50%	100%	100%	50%	0%		100%	0%	100%		100%	0%	33%	63%
Asian/Chinese	# Students	8		1	3	1		3	1	2	6		2	12	2	4	8	3		56
	# Retention	7		1	3	1		3	0	2	6		2	12	2	4	8	3		54
	% Retention	88%		100%	100%	100%		100%	0%	100%	100%		100%	100%	100%	100%	100%	100%		96%
	# Success	6		0	2	1		3	0	2	5		1	9	2	4	7	1		43
	% Success	75%		0%	67%	100%		100%	0%	100%	83%		50%	75%	100%	100%	88%	33%		77%
Asian/Indian	# Students	9	4		2		1	1	6	1	7		1	9	1	3	4	2	5	56
	# Retention	9	3		2		1	1	5	0	7		0	9	1	3	3	2	5	51
	% Retention	100%	75%		100%		100%	100%	83%	0%	100%		0%	100%	100%	100%	75%	100%	100%	91%
	# Success	7	3		2		1	1	5	0	7		0	8	1	2	3	0	3	43
	% Success	78%	75%		100%		100%	100%	83%	0%	100%		0%	89%	100%	67%	75%	0%	60%	77%
Asian/Vietnamese	# Students	37	6	22	11	11	16	10	4	14	21	4	14	16	20	16	24	14	13	273
	# Retention	26	3	19	11	10	12	10	2	11	20	3	12	16	18	13	22	8	10	226
	% Retention	70%	50%	86%	100%	91%	75%	100%	50%	79%	95%	75%	86%	100%	90%	81%	92%	57%	77%	83%
	# Success	20	3	12	10	9	9	10	1	9	17	3	8	13	15	12	16	8	8	183
	% Success	54%	50%	55%	91%	82%	56%	100%	25%	64%	81%	75%	57%	81%	75%	75%	67%	57%	62%	67%
Filipino	# Students	11	5	10	2	6	5	5	6	7	4	3	10	6	10	12	6	5	9	122
	# Retention	8	5	8	2	6	3	4	5	7	4	3	6	6	9	9	5	4	7	101
	% Retention	73%	100%	80%	100%	100%	60%	80%	83%	100%	100%	100%	60%	100%	90%	75%	83%	80%	78%	83%
	# Success	3	3	4	1	5	2	3	5	4	3	3	5	3	8	9	3	1	6	71
	% Success	27%	60%	40%	50%	83%	40%	60%	83%	57%	75%	100%	50%	50%	80%	75%	50%	20%	67%	58%
Latino/a	# Students	20	29	23	8	28	18	11	25	15	12	20	19	15	17	21	13	15	17	326
	# Retention	13	23	17	8	24	15	9	18	12	9	19	15	14	17	19	12	10	13	267
	% Retention	65%	79%	74%	100%	86%	83%	82%	72%	80%	75%	95%	79%	93%	100%	90%	92%	67%	76%	82%
	# Success	6	16	14	7	18	9	6	16	8	7	16	11	9	13	14	9	4	9	192
	% Success	30%	55%	61%	88%	64%	50%	55%	64%	53%	58%	80%	58%	60%	76%	67%	69%	27%	53%	59%

Math 14 Student Success and Retention

Native American	# Students				1		1		1							1	1			5
	# Retention				1		1		1							1	1			5
	% Retention				100%		100%		100%							100%	100%			100%
	# Success				1		0		1							1	0			3
	% Success				100%		0%		100%							100%	0%			60%
Other/ Unknown	# Students	7	9	5	2	5	3	4	3	6	7	2	9	4	6	4	4	7	6	93
	# Retention	6	8	5	2	5	3	4	2	6	6	0	7	3	5	3	4	7	6	82
	% Retention	86%	89%	100%	100%	100%	100%	100%	67%	100%	86%	0%	78%	75%	83%	75%	100%	100%	100%	88%
	# Success	4	8	4	2	5	3	3	2	4	6	0	6	1	4	3	3	4	4	66
	% Success	57%	89%	80%	100%	100%	100%	75%	67%	67%	86%	0%	67%	25%	67%	75%	75%	57%	67%	71%
Pacific Islander	# Students	1	1		1		1				1		2				1		1	9
	# Retention	1	1		1		0				1		2				1		1	8
	% Retention	100%	100%		100%		0%				100%		100%				100%		100%	89%
	# Success	1	1		0		0				1		2				1		1	7
	% Success	100%	100%		0%		0%				100%		100%				100%		100%	78%
White	# Students	7	10	5	1	9	9	4	11	6	3	8	7	3	7	7	8	9	10	124
	# Retention	7	8	5	1	8	9	4	11	4	2	8	5	3	6	6	6	8	8	109
	% Retention	100%	80%	100%	100%	89%	100%	100%	100%	67%	67%	100%	71%	100%	86%	86%	75%	89%	80%	88%
	# Success	5	8	5	1	8	5	4	10	3	1	7	5	0	6	6	5	5	8	92
	% Success	71%	80%	100%	100%	89%	56%	100%	91%	50%	33%	88%	71%	0%	86%	86%	63%	56%	80%	74%

Math 21 Student Success and Retention

All students

	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Total
# Students		213	191	158	142	181	142	137	158	127	172	93	101	198	97	109	172	149	101	2641
# Retention		176	141	102	131	113	81	125	119	87	167	70	83	187	70	82	159	109	81	2083
% Retention		83%	74%	65%	92%	62%	57%	91%	75%	69%	97%	75%	82%	94%	72%	75%	92%	73%	80%	79%
# Success		135	117	68	106	70	54	102	78	54	142	47	47	173	55	64	138	88	59	1597
% Success		63%	61%	43%	75%	39%	38%	74%	49%	43%	83%	51%	47%	87%	57%	59%	80%	59%	58%	60%

By Gender

Gender	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Total
Female	# Students	101	76	67	61	68	53	61	51	49	79	37	46	88	35	45	92	55	39	1103
	# Retention	86	59	42	55	46	31	55	42	39	78	29	34	82	23	35	81	45	35	897
	% Retention	85%	78%	63%	90%	68%	58%	90%	82%	80%	99%	78%	74%	93%	66%	78%	88%	82%	90%	81%
	# Success	64	50	30	48	34	23	43	27	25	71	20	22	73	20	27	68	39	29	713
	% Success	63%	66%	45%	79%	50%	43%	70%	53%	51%	90%	54%	48%	83%	57%	60%	74%	71%	74%	65%
Male	# Students	109	109	85	72	100	81	69	102	75	83	51	51	103	60	64	76	89	58	1437
	# Retention	87	77	54	67	61	45	63	74	46	79	36	46	98	45	47	74	62	44	1105
	% Retention	80%	71%	64%	93%	61%	56%	91%	73%	61%	95%	71%	90%	95%	75%	73%	97%	70%	76%	77%
	# Success	68	63	34	50	33	29	52	50	27	63	24	23	93	34	37	66	48	30	824
	% Success	62%	58%	40%	69%	33%	36%	75%	49%	36%	76%	47%	45%	90%	57%	58%	87%	54%	52%	57%
Unreported	# Students	3	6	6	9	13	8	7	5	3	10	5	4	7	2		4	5	4	101
	# Retention	3	5	6	9	6	5	7	3	2	10	5	3	7	2		4	2	2	81
	% Retention	100%	83%	100%	100%	46%	63%	100%	60%	67%	100%	100%	75%	100%	100%		100%	40%	50%	80%
	# Success	3	4	4	8	3	2	7	1	2	8	3	2	7	1		4	1	0	60
	% Success	100%	67%	67%	89%	23%	25%	100%	20%	67%	80%	60%	50%	100%	50%		100%	20%	0%	59%

Math 21 Student Success and Retention

By Age

Age Group	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Total
Grp 1: Under 18	# Students	144	21	15	87	27	10	85	18	16	137	9	11	167	13	11	152	12	10	945
	# Retention	131	20	12	82	16	9	81	15	14	134	7	11	162	10	11	143	9	9	876
	% Retention	91%	95%	80%	94%	59%	90%	95%	83%	88%	98%	78%	100%	97%	77%	100%	94%	75%	90%	93%
	# Success	110	19	11	70	13	7	74	11	10	121	4	8	154	9	8	128	9	8	774
	% Success	76%	90%	73%	80%	48%	70%	87%	61%	63%	88%	44%	73%	92%	69%	73%	84%	75%	80%	82%
Grp 2: 18-19	# Students	27	70	64	26	80	59	26	70	43	20	43	27	17	43	40	10	64	40	769
	# Retention	17	56	42	22	52	35	23	53	25	20	34	24	15	36	25	7	52	31	569
	% Retention	63%	80%	66%	85%	65%	59%	88%	76%	58%	100%	79%	89%	88%	84%	63%	70%	81%	78%	74%
	# Success	10	45	23	18	27	22	13	37	14	14	20	11	12	29	20	4	43	21	383
	% Success	37%	64%	36%	69%	34%	37%	50%	53%	33%	70%	47%	41%	71%	67%	50%	40%	67%	53%	50%
Grp 3: 20-22	# Students	23	52	45	16	45	38	18	40	34	10	28	39	11	29	33	8	37	31	537
	# Retention	16	40	26	14	28	19	14	30	22	9	19	27	9	16	23	7	24	26	369
	% Retention	70%	77%	58%	88%	62%	50%	78%	75%	65%	90%	68%	69%	82%	55%	70%	88%	65%	84%	69%
	# Success	9	29	15	8	17	14	11	15	11	5	14	13	6	11	16	4	15	18	231
	% Success	39%	56%	33%	50%	38%	37%	61%	38%	32%	50%	50%	33%	55%	38%	48%	50%	41%	58%	43%
Grp 4: 23-24	# Students	8	19	12	5	7	9	4	15	10		5	8	1	7	7	1	16	8	142
	# Retention	6	10	6	5	3	4	4	9	7		3	7	1	4	5	1	11	6	92
	% Retention	75%	53%	50%	100%	43%	44%	100%	60%	70%		60%	88%	100%	57%	71%	100%	69%	75%	65%
	# Success	3	10	5	5	2	1	2	7	4		2	6	1	3	3	1	11	3	69
	% Success	38%	53%	42%	100%	29%	11%	50%	47%	40%		40%	75%	100%	43%	43%	100%	69%	38%	49%
Grp 5: 25-29	# Students	6	14	11	4	12	18	3	10	14	3	7	8	2	3	9	1	14	7	146
	# Retention	2	7	7	4	7	10	2	9	10	3	7	6	0	2	9	1	10	4	100
	% Retention	33%	50%	64%	100%	58%	56%	67%	90%	71%	100%	100%	75%	0%	67%	100%	100%	71%	57%	68%
	# Success	1	7	5	3	4	7	1	6	7	1	7	3	0	1	8	1	7	4	73
	% Success	17%	50%	45%	75%	33%	39%	33%	60%	50%	33%	100%	38%	0%	33%	89%	100%	50%	57%	50%
Grp 6: 30-39	# Students	4	8	6	4	7	6	1	3	6	1		5		1	3		5	4	64
	# Retention	4	6	5	4	5	3	1	1	5	0		5		1	3		2	4	49
	% Retention	100%	75%	83%	100%	71%	50%	100%	33%	83%	0%		100%		100%	100%		40%	100%	77%
	# Success	2	5	5	2	5	2	1	0	5	0		4		1	3		2	4	41
	% Success	50%	63%	83%	50%	71%	33%	100%	0%	83%	0%		80%		100%	100%		40%	100%	64%
Grp 7: 40-49	# Students		4	2		3	2		2	4	1		1		1	4		1	1	26
	# Retention		1	1		2	1		2	4	1		1		1	4		1	1	20
	% Retention		25%	50%		67%	50%		100%	100%	100%		100%		100%	100%		100%	100%	77%
	# Success		1	1		2	1		2	3	1		1		1	4		1	1	19
	% Success		25%	50%		67%	50%		100%	75%	100%		100%		100%	100%		100%	100%	73%
Grp 8: 50+	# Students	1	3	3								1	2			2				12
	# Retention	0	1	3								0	2			2				8
	% Retention	0%	33%	100%								0%	100%			100%				67%
	# Success	0	1	3								0	1			2				7
	% Success	0%	33%	100%								0%	50%			100%				58%

Math 21 Student Success and Retention

By Ethnicity

Ethnic Benchmark	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Total
African American	# Students	10	12	10	9	4	2	7	7	8	3	3	3	6	2	3	4	5	2	100
	# Retention	3	9	6	8	2	2	5	5	4	3	3	3	5	2	3	4	5	2	74
	% Retention	30%	75%	60%	89%	50%	100%	71%	71%	50%	100%	100%	100%	83%	100%	100%	100%	100%	100%	74%
	# Success	1	7	3	7	0	0	4	1	2	2	0	0	3	1	1	3	4	2	41
	% Success	10%	58%	30%	78%	0%	0%	57%	14%	25%	67%	0%	0%	50%	50%	33%	75%	80%	100%	41%
Asian (All Other)	# Students	26	25	21	14	23	12	13	14	17	18	10	12	16	4	11	16	11	8	271
	# Retention	22	13	14	13	13	7	13	10	13	18	5	9	15	4	8	15	10	8	210
	% Retention	85%	52%	67%	93%	57%	58%	100%	71%	76%	100%	50%	75%	94%	100%	73%	94%	91%	100%	77%
	# Success	16	10	11	12	8	5	12	7	8	17	3	6	14	3	8	14	8	5	167
	% Success	62%	40%	52%	86%	35%	42%	92%	50%	47%	94%	30%	50%	88%	75%	73%	88%	73%	63%	62%
Asian/Cambodian	# Students	1	3	2	2	2	2	3	6	2	2	4		3	2		1	2		37
	# Retention	1	2	2	2	1	2	3	4	2	2	3		3	2		1	1		31
	% Retention	100%	67%	100%	100%	50%	100%	100%	67%	100%	100%	75%		100%	100%		100%	50%		84%
	# Success	1	1	2	2	1	1	2	4	1	2	1		3	0		1	1		23
	% Success	100%	33%	100%	100%	50%	50%	67%	67%	50%	100%	25%		100%	0%		100%	50%		62%
Asian/Chinese	# Students	22	6	1	11	4	5	14	4	4	25	6	2	38	3	4	27	4	7	187
	# Retention	22	5	1	10	3	3	13	3	4	25	5	2	38	1	3	26	4	6	174
	% Retention	100%	83%	100%	91%	75%	60%	93%	75%	100%	100%	83%	100%	100%	33%	75%	96%	100%	86%	93%
	# Success	18	5	1	8	0	2	13	2	4	22	3	0	38	1	3	25	2	5	152
	% Success	82%	83%	100%	73%	0%	40%	93%	50%	100%	88%	50%	0%	100%	33%	75%	93%	50%	71%	81%
Asian/Indian	# Students	22	8	3	12	6	6	14	4	9	16	10	6	19	5	5	16	3	4	168
	# Retention	16	6	2	12	5	4	13	4	7	16	6	6	17	5	5	15	1	2	142
	% Retention	73%	75%	67%	100%	83%	67%	93%	100%	78%	100%	60%	100%	89%	100%	100%	94%	33%	50%	85%
	# Success	16	6	2	7	4	1	9	3	4	14	5	4	16	4	3	13	1	1	113
	% Success	73%	75%	67%	58%	67%	17%	64%	75%	44%	88%	50%	67%	84%	80%	60%	81%	33%	25%	67%
Asian/Vietnamese	# Students	68	49	33	48	48	37	48	40	22	63	23	30	59	26	32	66	44	24	760
	# Retention	61	43	20	42	37	22	43	34	16	60	20	26	56	21	27	64	35	22	649
	% Retention	90%	88%	61%	88%	77%	59%	90%	85%	73%	95%	87%	87%	95%	81%	84%	97%	80%	92%	85%
	# Success	45	40	15	35	26	17	36	24	11	52	14	18	53	18	24	57	28	18	531
	% Success	66%	82%	45%	73%	54%	46%	75%	60%	50%	83%	61%	60%	90%	69%	75%	86%	64%	75%	70%
Filipino	# Students	17	10	17	11	12	15	14	23	11	14	8	5	16	11	10	13	17	6	230
	# Retention	12	7	6	11	5	6	13	14	4	14	4	3	15	8	5	11	9	5	152
	% Retention	71%	70%	35%	100%	42%	40%	93%	61%	36%	100%	50%	60%	94%	73%	50%	85%	53%	83%	66%
	# Success	12	3	5	9	4	3	9	9	3	10	4	2	15	6	3	10	8	4	119
	% Success	71%	30%	29%	82%	33%	20%	64%	39%	27%	71%	50%	40%	94%	55%	30%	77%	47%	67%	52%
Latino/a	# Students	32	44	45	13	45	37	12	30	34	18	16	25	19	23	23	12	35	32	495
	# Retention	26	33	32	11	26	17	11	20	24	17	14	17	17	14	14	9	26	23	351
	% Retention	81%	75%	71%	85%	58%	46%	92%	67%	71%	94%	88%	68%	89%	61%	61%	75%	74%	72%	71%
	# Success	17	26	13	7	14	16	7	10	11	15	10	7	12	11	8	6	21	13	224
	% Success	53%	59%	29%	54%	31%	43%	58%	33%	32%	83%	63%	28%	63%	48%	35%	50%	60%	41%	45%

Math 21 Student Success and Retention

Native American	# Students	1	1			3			1	2		1			1			2		12	
	# Retention	1	0			2			0	1		1			0			1		6	
	% Retention	100%	0%			67%			0%	50%		100%			0%			50%		50%	
	# Success	1	0			1			0	0		1			0			1		4	
	% Success	100%	0%			33%			0%	0%		100%			0%			50%		33%	
Other/ Unknown	# Students	5	13	11	7	13	13	8	9	6	5	7	6	7	8	8	7	11	11	155	
	# Retention	4	10	9	7	6	10	8	9	5	4	5	6	6	4	6	6	6	6	117	
	% Retention	80%	77%	82%	100%	46%	77%	100%	100%	83%	80%	71%	100%	86%	50%	75%	86%	55%	55%	75%	
	# Success	4	8	8	6	4	4	7	7	5	3	4	5	6	4	6	4	4	4	5	94
	% Success	80%	62%	73%	86%	31%	31%	88%	78%	83%	60%	57%	83%	86%	50%	75%	57%	36%	45%	61%	
Pacific Islander	# Students	4	2	1	2	1				2				1	3		1	3	1	21	
	# Retention	4	1	1	2	1				1				1	1		1	3	1	17	
	% Retention	100%	50%	100%	100%	100%				50%				100%	33%		100%	100%	100%	81%	
	# Success	2	0	1	2	1				0				1	1		0	3	0	11	
	% Success	50%	0%	100%	100%	100%				0%				100%	33%		0%	100%	0%	52%	
White	# Students	5	18	14	13	20	13	4	20	10	8	5	12	14	9	13	9	12	6	205	
	# Retention	4	12	9	13	12	8	3	16	6	8	4	11	14	8	11	7	8	6	160	
	% Retention	80%	67%	64%	100%	60%	62%	75%	80%	60%	100%	80%	92%	100%	89%	85%	78%	67%	100%	78%	
	# Success	2	11	7	11	7	5	3	11	5	5	2	5	12	6	8	5	7	6	118	
	% Success	40%	61%	50%	85%	35%	38%	75%	55%	50%	63%	40%	42%	86%	67%	62%	56%	58%	100%	58%	

Math 22 Student Success and Retention

All students

	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Tot.
# Students		200	110	96	108	116	52	134	96	76	172	67	49	174	52	56	183	85	96	1922
# Retention		174	78	62	91	96	21	114	76	40	164	48	44	168	44	31	167	71	73	1562
% Retention		87%	71%	65%	84%	83%	40%	85%	79%	53%	95%	72%	90%	97%	85%	55%	91%	84%	76%	81%
# Success		141	60	42	72	67	14	94	57	28	143	42	31	151	31	24	149	58	58	1262
% Success		71%	55%	44%	67%	58%	27%	70%	59%	37%	83%	63%	63%	87%	60%	43%	81%	68%	60%	66%

By Gender

Gender	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Tot.
Female	# Students	98	46	40	47	40	18	63	35	25	85	21	18	80	22	19	95	27	38	817
	# Retention	84	36	25	40	33	9	49	28	12	84	16	17	79	18	11	82	24	30	677
	% Retention	86%	78%	63%	85%	83%	50%	78%	80%	48%	99%	76%	94%	99%	82%	58%	86%	89%	79%	83%
	# Success	71	26	17	32	28	8	40	23	10	73	13	13	72	13	9	72	21	21	562
	% Success	72%	57%	43%	68%	70%	44%	63%	66%	40%	86%	62%	72%	90%	59%	47%	76%	78%	55%	69%
Male	# Students	98	63	54	54	70	30	64	59	49	79	44	30	88	30	35	82	58	57	1044
	# Retention	86	41	35	46	59	11	58	46	27	72	30	26	83	26	20	79	47	42	834
	% Retention	88%	65%	65%	85%	84%	37%	91%	78%	55%	91%	68%	87%	94%	87%	57%	96%	81%	74%	80%
	# Success	66	34	23	36	38	5	49	32	18	62	27	17	73	18	15	71	37	36	657
	% Success	67%	54%	43%	67%	54%	17%	77%	54%	37%	78%	61%	57%	83%	60%	43%	87%	64%	63%	63%
Unreported	# Students	4	1	2	7	6	4	7	2	2	8	2	1	6		2	6		1	61
	# Retention	4	1	2	5	4	1	7	2	1	8	2	1	6		0	6		1	51
	% Retention	100%	100%	100%	71%	67%	25%	100%	100%	50%	100%	100%	100%	100%		0%	100%		100%	84%
	# Success	4	0	2	4	1	1	5	2	0	8	2	1	6		0	6		1	43
	% Success	100%	0%	100%	57%	17%	25%	71%	100%	0%	100%	100%	100%	100%		0%	100%		100%	70%

Math 22 Student Success and Retention

By Age

Age Group		Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Total
Grp 1: Under 18	# Students	153	8	17	74	7	1	80	18	4	141	5	3	158	10	2	154	8	10	853	
	# Retention	137	6	15	71	7	1	72	17	1	137	5	3	155	9	2	143	8	9	798	
	% Retention	90%	75%	88%	96%	100%	100%	90%	94%	25%	97%	100%	100%	98%	90%	100%	93%	100%	90%	94%	
	# Success	113	5	10	62	6	0	64	15	1	125	4	0	139	8	1	127	6	9	695	
	% Success	74%	63%	59%	84%	86%	0%	80%	83%	25%	89%	80%	0%	88%	80%	50%	82%	75%	90%	81%	
Grp 2: 18-19	# Students	24	40	35	15	44	20	27	28	26	12	19	17	7	14	21	13	31	35	428	
	# Retention	19	32	21	9	39	8	22	23	15	12	13	15	7	13	14	11	24	25	322	
	% Retention	79%	80%	60%	60%	89%	40%	81%	82%	58%	100%	68%	88%	100%	93%	67%	85%	77%	71%	75%	
	# Success	13	19	15	4	26	6	17	14	8	9	12	11	7	9	10	10	21	17	228	
	% Success	54%	48%	43%	27%	59%	30%	63%	50%	31%	75%	63%	65%	100%	64%	48%	77%	68%	49%	53%	
Grp 3: 20-22	# Students	12	34	26	10	31	19	17	24	29	11	21	19	9	18	14	10	25	27	356	
	# Retention	8	21	14	5	22	6	11	19	10	9	13	16	6	14	6	7	23	22	232	
	% Retention	67%	62%	54%	50%	71%	32%	65%	79%	34%	82%	62%	84%	67%	78%	43%	70%	92%	81%	65%	
	# Success	6	19	6	3	11	4	7	14	7	6	12	13	5	10	4	6	18	17	168	
	% Success	50%	56%	23%	30%	35%	21%	41%	58%	24%	55%	57%	68%	56%	56%	29%	60%	72%	63%	47%	
Grp 4: 23-24	# Students	2	5	6	2	13	2	3	11	4		5	4		2	4	4	10	12	89	
	# Retention	2	3	5	1	10	1	3	8	4		1	4		1	2	4	7	9	65	
	% Retention	100%	60%	83%	50%	77%	50%	100%	73%	100%		20%	100%		50%	50%	100%	70%	75%	73%	
	# Success	2	3	5	1	8	1	1	7	4		0	3		1	2	4	7	8	57	
	% Success	100%	60%	83%	50%	62%	50%	33%	64%	100%		0%	75%		50%	50%	100%	70%	67%	64%	
Grp 5: 25-29	# Students	4	8	5	4	10	6	5	10	6	5	8	4		6	8	1	7	8	105	
	# Retention	4	7	4	3	8	3	4	6	3	5	7	4		5	2	1	5	6	77	
	% Retention	100%	88%	80%	75%	80%	50%	80%	60%	50%	100%	88%	100%		83%	25%	100%	71%	75%	73%	
	# Success	3	7	4	1	6	3	3	5	2	2	5	3		2	2	1	3	5	57	
	% Success	75%	88%	80%	25%	60%	50%	60%	50%	33%	40%	63%	75%		33%	25%	100%	43%	63%	54%	
Grp 6: 30-39	# Students	3	9	3	3	5	2	2	4	6	3	6				2		3	2	53	
	# Retention	2	4	2	2	5	0	2	3	6	1	6				1		3	1	38	
	% Retention	67%	44%	67%	67%	100%	0%	100%	75%	100%	33%	100%				50%		100%	50%	72%	
	# Success	2	3	2	1	5	0	2	2	5	1	6				1		2	1	33	
	% Success	67%	33%	67%	33%	100%	0%	100%	50%	83%	33%	100%				50%		67%	50%	62%	
Grp 7: 40-49	# Students		5	3		2	1		1	1		1	2		2	5	1	1	1	26	
	# Retention		4	1		1	1		0	1		1	2		2	4	1	1	1	20	
	% Retention		80%	33%		50%	100%		0%	100%		100%	100%		100%	80%	100%	100%	100%	77%	
	# Success		3	0		1	0		0	1		1	1		1	4	1	1	1	15	
	% Success		60%	0%		50%	0%		0%	100%		100%	50%		50%	80%	100%	100%	100%	58%	
Grp 8: 50+	# Students	2	1	1		4	1					2							1	12	
	# Retention	2	1	0		4	1					2							0	10	
	% Retention	100%	100%	0%		100%	100%					100%							0%	83%	
	# Success	2	1	0		4	0					2							0	9	
	% Success	100%	100%	0%		100%	0%					100%							0%	75%	

Math 22 Student Success and Retention

By Ethnicity

Ethnic Benchmark		Term	2002		2003		2004		2005		2006		2007		2008		Grand Total			
		SUR	FAR	SPR	SUR	FAR	SPR	SUR	FAR	SPR	SUR	FAR	SPR	SUR	FAR	SPR				
African American	# Students	11	6	4	6	3	4	5	3	2	4	3	2	4	1	1	4	2	3	68
	# Retention	8	3	3	6	2	0	4	2	2	4	2	2	3	0	0	4	2	1	48
	% Retention	73%	50%	75%	100%	67%	0%	80%	67%	100%	100%	67%	100%	75%	0%	0%	100%	100%	33%	71%
	# Success	6	2	1	5	2	0	3	2	0	3	1	2	2	0	0	4	2	0	35
	% Success	55%	33%	25%	83%	67%	0%	60%	67%	0%	75%	33%	100%	50%	0%	0%	100%	100%	0%	51%
Asian (All Other)	# Students	24	10	12	14	12	4	10	13	9	18	8	5	13	5	3	21	5	6	192
	# Retention	23	8	7	12	9	0	10	9	6	18	7	5	12	4	0	20	5	6	161
	% Retention	96%	80%	58%	86%	75%	0%	100%	69%	67%	100%	88%	100%	92%	80%	0%	95%	100%	100%	84%
	# Success	18	8	5	8	7	0	8	7	5	16	7	3	11	2	0	19	4	5	133
	% Success	75%	80%	42%	57%	58%	0%	80%	54%	56%	89%	88%	60%	85%	40%	0%	90%	80%	83%	69%
Asian/Cambodian	# Students	2	1	1	1		1	1	1	1	2	1	2	1	1	3	1	1		21
	# Retention	2	0	1	1		1	1	1	1	2	0	2	1	1	1	1	1		17
	% Retention	100%	0%	100%	100%		100%	100%	100%	100%	100%	0%	100%	100%	100%	33%	100%	100%		81%
	# Success	2	0	1	1		0	1	1	1	2	0	1	1	0	1	1	1		14
	% Success	100%	0%	100%	100%		0%	100%	100%	100%	100%	0%	50%	100%	0%	33%	100%	100%		67%
Asian/Chinese	# Students	20	5	5	5	3		14	1	1	29	1	5	37	1	3	30	5	4	169
	# Retention	19	5	5	4	3		12	1	1	28	0	5	37	0	3	28	5	3	159
	% Retention	95%	100%	100%	80%	100%		86%	100%	100%	97%	0%	100%	100%	0%	100%	93%	100%	75%	94%
	# Success	18	4	5	4	3		11	1	1	25	0	4	37	0	3	26	3	3	148
	% Success	90%	80%	100%	80%	100%		79%	100%	100%	86%	0%	80%	100%	0%	100%	87%	60%	75%	88%
Asian/Indian	# Students	15	3	6	7	6	6	11	6	4	16	4	2	20	2	4	18	1	1	132
	# Retention	14	2	5	7	6	4	9	6	1	16	3	2	19	2	3	17	1	1	118
	% Retention	93%	67%	83%	100%	100%	67%	82%	100%	25%	100%	75%	100%	95%	100%	75%	94%	100%	100%	89%
	# Success	13	2	3	5	2	4	8	4	1	14	3	2	17	2	2	16	1	1	100
	% Success	87%	67%	50%	71%	33%	67%	73%	67%	25%	88%	75%	100%	85%	100%	50%	89%	100%	100%	76%
Asian/Vietnamese	# Students	59	22	20	37	39	8	48	20	20	57	22	8	56	15	16	67	24	27	565
	# Retention	51	21	12	34	33	3	41	18	11	55	18	7	55	14	11	64	21	22	491
	% Retention	86%	95%	60%	92%	85%	38%	85%	90%	55%	96%	82%	88%	98%	93%	69%	96%	88%	81%	87%
	# Success	44	18	8	28	25	3	34	13	8	49	17	7	49	12	8	58	18	16	415
	% Success	75%	82%	40%	76%	64%	38%	71%	65%	40%	86%	77%	88%	88%	80%	50%	87%	75%	59%	73%
Filipino	# Students	19	18	6	6	9	5	15	9	10	7	10	6	16	5	7	12	10	9	179
	# Retention	16	12	5	4	6	3	12	7	5	7	5	6	15	5	3	9	8	2	130
	% Retention	84%	67%	83%	67%	67%	60%	80%	78%	50%	100%	50%	100%	94%	100%	43%	75%	80%	22%	73%
	# Success	9	9	3	4	3	1	9	4	4	6	4	4	14	5	2	9	5	2	97
	% Success	47%	50%	50%	67%	33%	20%	60%	44%	40%	86%	40%	67%	88%	100%	29%	75%	50%	22%	54%
Latino/a	# Students	26	23	30	13	19	14	17	21	15	25	8	13	10	10	16	15	28	313	
	# Retention	22	14	16	5	13	3	13	18	6	22	5	10	10	9	3	14	13	23	219
	% Retention	85%	61%	53%	38%	68%	21%	76%	86%	40%	88%	63%	77%	100%	90%	30%	88%	87%	82%	70%
	# Success	17	5	12	1	9	1	8	15	5	19	3	5	8	4	2	9	11	17	151
	% Success	65%	22%	40%	8%	47%	7%	47%	71%	33%	76%	38%	38%	80%	40%	20%	56%	73%	61%	48%

Math 22 Student Success and Retention

Native American	# Students						1			1	1							1	1	5
	# Retention						1			1	1							1	0	4
	% Retention						100%			100%	100%							100%	0%	80%
	# Success						1			1	0							1	0	3
	% Success						100%			100%	0%							100%	0%	60%
Other/Unknown	# Students	8	10	5	5	13	5	8	10	7	3	3	3	8	2	2	7	10	6	115
	# Retention	6	6	2	5	13	3	7	7	3	3	3	2	7	1	1	6	7	6	88
	% Retention	75%	60%	40%	100%	100%	60%	88%	70%	43%	100%	100%	67%	88%	50%	50%	86%	70%	100%	77%
	# Success	6	6	1	4	8	3	7	6	2	3	2	1	6	0	1	5	6	6	73
	% Success	75%	60%	20%	80%	62%	60%	88%	60%	29%	100%	67%	33%	75%	0%	50%	71%	60%	100%	63%
Pacific Islander	# Students	3			1	2	1							1	2	2	1	2	1	16
	# Retention	3			1	2	1							1	2	2	1	2	1	16
	% Retention	100%			100%	100%	100%							100%	100%	100%	100%	100%	100%	100%
	# Success	2			1	1	0							1	0	2	0	2	1	10
	% Success	67%			100%	50%	0%							100%	0%	100%	0%	100%	100%	63%
White	# Students	13	12	7	13	10	3	5	12	6	10	7	3	8	8	5	6	9	10	147
	# Retention	10	7	6	12	9	2	5	7	3	8	5	3	8	6	4	3	5	8	111
	% Retention	77%	58%	86%	92%	90%	67%	100%	58%	50%	80%	71%	100%	100%	75%	80%	50%	56%	80%	76%
	# Success	6	6	3	11	7	1	5	4	0	6	5	2	5	6	3	2	4	7	83
	% Success	46%	50%	43%	85%	70%	33%	100%	33%	0%	60%	71%	67%	63%	75%	60%	33%	44%	70%	56%

Math 51 Student Success and Retention

All students

	Term 2003FAR	2004FAR	2005FAR	2006FAR	2007FAR	Grand Total
# Students	17	8	24	13	16	78
# Retention	16	7	21	13	15	72
% Retention	94%	88%	88%	100%	94%	92%
# Success	13	4	17	11	12	57
% Success	76%	50%	71%	85%	75%	73%

By Gender

Gender	Term 2003FAR	2004FAR	2005FAR	2006FAR	2007FAR	Grand Total	
Female	# Students	4	7	12	6	9	38
	# Retention	4	6	11	6	8	35
	% Retention	100%	86%	92%	100%	89%	92%
	# Success	4	4	9	5	7	29
	% Success	100%	57%	75%	83%	78%	76%
Male	# Students	13	1	11	7	7	39
	# Retention	12	1	9	7	7	36
	% Retention	92%	100%	82%	100%	100%	92%
	# Success	9	0	7	6	5	27
	% Success	69%	0%	64%	86%	71%	69%
Unreported	# Students			1			1
	# Retention			1			1
	% Retention			100%			100%
	# Success			1			1
	% Success			100%			100%

Math 51 Student Success and Retention

By Age

Age Group		Term 2003FAR	2004FAR	2005FAR	2006FAR	2007FAR	Grand Total
Grp 1: Under 18	# Students			2			2
	# Retention			2			2
	% Retention			100%			100%
	# Success			1			1
	% Success			50%			50%
Grp 2: 18-19	# Students	6	2	3	3	1	15
	# Retention	6	1	2	3	1	13
	% Retention	100%	50%	67%	100%	100%	87%
	# Success	5	0	1	2	1	9
	% Success	83%	0%	33%	67%	100%	60%
Grp 3: 20-22	# Students	6	2	12	7	4	31
	# Retention	6	2	11	7	3	29
	% Retention	100%	100%	92%	100%	75%	94%
	# Success	5	2	9	6	2	24
	% Success	83%	100%	75%	86%	50%	77%
Grp 4: 23-24	# Students		1	2	2	8	13
	# Retention		1	2	2	8	13
	% Retention		100%	100%	100%	100%	100%
	# Success		1	2	2	8	13
	% Success		100%	100%	100%	100%	100%
Grp 5: 25-29	# Students	4	2	4	1	3	14
	# Retention	3	2	3	1	3	12
	% Retention	75%	100%	75%	100%	100%	86%
	# Success	2	0	3	1	1	7
	% Success	50%	0%	75%	100%	33%	50%
Grp 6: 30-39	# Students		1				1
	# Retention		1				1
	% Retention		100%				100%
	# Success		1				1
	% Success		100%				100%
Grp 7: 40-49	# Students	1					1
	# Retention	1					1
	% Retention	100%					100%
	# Success	1					1
	% Success	100%					100%
Grp 8: 50+	# Students			1			1
	# Retention			1			1
	% Retention			100%			100%
	# Success			1			1
	% Success			100%			100%

Math 51 Student Success and Retention

By Ethnicity

Ethnic Benchmark		Term 2003FAR	2004FAR	2005FAR	2006FAR	2007FAR	Grand Total
African American	# Students			1		1	2
	# Retention			1		1	2
	% Retention			100%		100%	100%
	# Success			1		1	2
	% Success			100%		100%	100%
Asian (All Other)	# Students		1		1		2
	# Retention		1		1		2
	% Retention		100%		100%		100%
	# Success		1		1		2
	% Success		100%		100%		100%
Asian/Cambodian	# Students						
	# Retention						
	% Retention						
	# Success						
	% Success						
Asian/Chinese	# Students	1	1				2
	# Retention	1	1				2
	% Retention	100%	100%				100%
	# Success	1	1				2
	% Success	100%	100%				100%
Asian/Indian	# Students						
	# Retention						
	% Retention						
	# Success						
	% Success						
Asian/Vietnamese	# Students	3		3		1	7
	# Retention	3		3		1	7
	% Retention	100%		100%		100%	100%
	# Success	2		2		0	4
	% Success	67%		67%		0%	57%
Filipino	# Students	7		4	1		12
	# Retention	6		4	1		11
	% Retention	86%		100%	100%		92%
	# Success	4		4	1		9
	% Success	57%		100%	100%		75%
Latino/a	# Students	3	4	7	3	8	25
	# Retention	3	3	5	3	8	22
	% Retention	100%	75%	71%	100%	100%	88%
	# Success	3	1	5	2	7	18
	% Success	100%	25%	71%	67%	88%	72%

Math 51 Student Success and Retention

Native American	# Students			1			1
	# Retention			1			1
	% Retention			100%			100%
	# Success			0			0
	% Success			0%			0%
Other/ Unknown	# Students	1	2	2	3	1	9
	# Retention	1	2	2	3	1	9
	% Retention	100%	100%	100%	100%	100%	100%
	# Success	1	1	1	3	0	6
	% Success	100%	50%	50%	100%	0%	67%
Pacific Islander	# Students						
	# Retention						
	% Retention						
	# Success						
	% Success						
White	# Students	2		6	5	5	18
	# Retention	2		5	5	4	16
	% Retention	100%		83%	100%	80%	89%
	# Success	2		4	4	4	14
	% Success	100%		67%	80%	80%	78%

Math 52 Student Success and Retention

All students

	Term	2002FAR	2003SPR	2003FAR	2004SPR	2004FAR	2006SPR	2007SPR	2008SPR	Grand Total
# Students	23	26	19	19	17	15	23	26	168	
# Retention	22	24	15	18	16	14	21	26	156	
% Retention	96%	92%	79%	95%	94%	93%	91%	100%	93%	
# Success	19	21	12	18	14	13	19	24	140	
% Success	83%	81%	63%	95%	82%	87%	83%	92%	83%	

By Gender

Gender	Term	2002FAR	2003SPR	2003FAR	2004SPR	2004FAR	2006SPR	2007SPR	2008SPR	Grand Total
Female	# Students	21	18	14	17	9	11	17	19	126
	# Retention	20	16	10	16	8	10	17	19	116
	% Retention	95%	89%	71%	94%	89%	91%	100%	100%	92%
	# Success	17	13	9	16	7	10	15	18	105
	% Success	81%	72%	64%	94%	78%	91%	88%	95%	83%
Male	# Students	2	7	4	2	8	3	6	7	39
	# Retention	2	7	4	2	8	3	4	7	37
	% Retention	100%	100%	100%	100%	100%	100%	67%	100%	95%
	# Success	2	7	2	2	7	2	4	6	32
	% Success	100%	100%	50%	100%	88%	67%	67%	86%	82%
Unreported	# Students		1	1			1			3
	# Retention		1	1			1			3
	% Retention		100%	100%			100%			100%
	# Success		1	1			1			3
	% Success		100%	100%			100%			100%

Math 52 Student Success and Retention

By Age

Age Group		Term 2002FAR	2003SPR	2003FAR	2004SPR	2004FAR	2006SPR	2007SPR	2008SPR	Grand Total
Grp 1: Under 18	# Students					1	1			2
	# Retention					1	1			2
	% Retention					100%	100%			100%
	# Success					0	1			1
	% Success					0%	100%			50%
Grp 2: 18-19	# Students	5	7	1	1	1	1	8	6	30
	# Retention	5	7	0	1	1	1	7	6	28
	% Retention	100%	100%	0%	100%	100%	100%	88%	100%	93%
	# Success	5	7	0	1	1	1	7	6	28
	% Success	100%	100%	0%	100%	100%	100%	88%	100%	93%
Grp 3: 20-22	# Students	9	7	5	9	8	7	10	8	63
	# Retention	9	7	5	9	7	6	9	8	60
	% Retention	100%	100%	100%	100%	88%	86%	90%	100%	95%
	# Success	7	6	4	9	7	5	9	7	54
	% Success	78%	86%	80%	100%	88%	71%	90%	88%	86%
Grp 4: 23-24	# Students	3	2	2	5	4		4	5	25
	# Retention	2	2	1	4	4		4	5	22
	% Retention	67%	100%	50%	80%	100%		100%	100%	88%
	# Success	1	1	0	4	3		2	4	15
	% Success	33%	50%	0%	80%	75%		50%	80%	60%
Grp 5: 25-29	# Students	3	3	4	1	1	2		5	19
	# Retention	3	2	3	1	1	2		5	17
	% Retention	100%	67%	75%	100%	100%	100%		100%	89%
	# Success	3	1	3	1	1	2		5	16
	% Success	100%	33%	75%	100%	100%	100%		100%	84%
Grp 6: 30-39	# Students	1	3	4	2	1			1	12
	# Retention	1	3	3	2	1			1	11
	% Retention	100%	100%	75%	100%	100%			100%	92%
	# Success	1	3	2	2	1			1	10
	% Success	100%	100%	50%	100%	100%			100%	83%
Grp 7: 40-49	# Students	1	3	2	1		3	1	1	12
	# Retention	1	3	2	1		3	1	1	12
	% Retention	100%	100%	100%	100%		100%	100%	100%	100%
	# Success	1	3	2	1		3	1	1	12
	% Success	100%	100%	100%	100%		100%	100%	100%	100%
Grp 8: 50+	# Students	1	1	1		1	1			5
	# Retention	1	0	1		1	1			4
	% Retention	100%	0%	100%		100%	100%			80%
	# Success	1	0	1		1	1			4
	% Success	100%	0%	100%		100%	100%			80%

Math 52 Student Success and Retention

By Ethnicity

Ethnic Benchmark		Term 2002FAR	2003SPR	2003FAR	2004SPR	2004FAR	2006SPR	2007SPR	2008SPR	Grand Total
African American	# Students		1	1	1				1	4
	# Retention		1	1	1				1	4
	% Retention		100%	100%	100%				100%	100%
	# Success		1	0	1				1	3
	% Success		100%	0%	100%				100%	75%
Asian (All Other)	# Students	1	2	1	1	3			3	11
	# Retention	1	2	1	1	3			3	11
	% Retention	100%	100%	100%	100%	100%			100%	100%
	# Success	0	1	1	1	3			3	9
	% Success	0%	50%	100%	100%	100%			100%	82%
Asian/Cambodian	# Students			1					1	2
	# Retention			1					1	2
	% Retention			100%					100%	100%
	# Success			1					1	2
	% Success			100%					100%	100%
Asian/Chinese	# Students	1						1		2
	# Retention	1						1		2
	% Retention	100%						100%		100%
	# Success	1						1		2
	% Success	100%						100%		100%
Asian/Indian	# Students	1			1			1		3
	# Retention	1			1			1		3
	% Retention	100%			100%			100%		100%
	# Success	1			1			1		3
	% Success	100%			100%			100%		100%
Asian/Vietnamese	# Students	4	4	3		8	1	2	3	25
	# Retention	4	4	3		8	1	2	3	25
	% Retention	100%	100%	100%		100%	100%	100%	100%	100%
	# Success	4	4	3		7	1	1	3	23
	% Success	100%	100%	100%		88%	100%	50%	100%	92%
Filipino	# Students	3	2	3	1	3	2	3		17
	# Retention	3	2	2	1	3	2	3		16
	% Retention	100%	100%	67%	100%	100%	100%	100%		94%
	# Success	3	2	1	1	3	2	3		15
	% Success	100%	100%	33%	100%	100%	100%	100%		88%
Latino/a	# Students	7	8	4	8	2	5	10	11	55
	# Retention	6	8	3	7	1	5	8	11	49
	% Retention	86%	100%	75%	88%	50%	100%	80%	100%	89%
	# Success	4	7	2	7	0	5	7	9	41
	% Success	57%	88%	50%	88%	0%	100%	70%	82%	75%

Math 52 Student Success and Retention

Native American	# Students							1		1
	# Retention							1		1
	% Retention							100%		100%
	# Success							1		1
	% Success							100%		100%
Other/Unknown	# Students	3		1	5	1	2	2	2	16
	# Retention	3		0	5	1	2	2	2	15
	% Retention	100%		0%	100%	100%	100%	100%	100%	94%
	# Success	3		0	5	1	1	2	2	14
	% Success	100%		0%	100%	100%	50%	100%	100%	88%
Pacific Islander	# Students		1					1	1	3
	# Retention		1					1	1	3
	% Retention		100%					100%	100%	100%
	# Success		0					1	1	2
	% Success		0%					100%	100%	67%
White	# Students	3	8	5	2		5	2	4	29
	# Retention	3	6	4	2		4	2	4	25
	% Retention	100%	75%	80%	100%		80%	100%	100%	86%
	# Success	3	6	4	2		4	2	4	25
	% Success	100%	75%	80%	100%		80%	100%	100%	86%

Math 61 Student Success and Retention

All students

	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Total
# Students		82	185	220	69	165	188	70	161	170	60	161	160	65	165	162	64	161	187	2495
# Retention		63	147	167	57	114	149	59	131	144	50	130	123	56	142	129	56	134	153	2004
% Retention		77%	79%	76%	83%	69%	79%	84%	81%	85%	83%	81%	77%	86%	86%	80%	88%	83%	82%	80%
# Success		46	116	129	48	91	106	46	104	129	35	93	88	39	101	104	43	91	136	1545
% Success		56%	63%	59%	70%	55%	56%	66%	65%	76%	58%	58%	55%	60%	61%	64%	67%	57%	73%	62%

By Gender

Gender	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Total
Female	# Students	51	109	108	35	78	86	33	84	92	29	73	92	30	77	74	33	76	99	1259
	# Retention	39	89	80	28	56	70	27	72	80	27	64	74	26	68	61	28	59	83	1031
	% Retention	76%	82%	74%	80%	72%	81%	82%	86%	87%	93%	88%	80%	87%	88%	82%	85%	78%	84%	82%
	# Success	28	73	67	23	42	47	19	55	71	22	49	56	21	47	50	25	39	77	811
	% Success	55%	67%	62%	66%	54%	55%	58%	65%	77%	76%	67%	61%	70%	61%	68%	76%	51%	78%	64%
Male	# Students	30	72	104	32	83	99	35	75	76	31	84	67	33	88	85	29	83	88	1194
	# Retention	23	55	79	27	55	76	30	58	63	23	62	48	28	74	65	26	73	70	935
	% Retention	77%	76%	76%	84%	66%	77%	86%	77%	83%	74%	74%	72%	85%	84%	76%	90%	88%	80%	78%
	# Success	17	40	56	23	46	58	26	48	57	13	41	31	18	54	51	17	51	59	706
	% Success	57%	56%	54%	72%	55%	59%	74%	64%	75%	42%	49%	46%	55%	61%	60%	59%	61%	67%	59%
Unreported	# Students	1	4	8	2	4	3	2	2	2		4	1	2		3	2	2		42
	# Retention	1	3	8	2	3	3	2	1	1		4	1	2		3	2	2		38
	% Retention	100%	75%	100%	100%	75%	100%	100%	50%	50%		100%	100%	100%		100%	100%	100%		90%
	# Success	1	3	6	2	3	1	1	1	1		3	1	0		3	1	1		28
	% Success	100%	75%	75%	100%	75%	33%	50%	50%	50%		75%	100%	0%		100%	50%	50%		67%

Math 61 Student Success and Retention

By Ethnicity

Ethnic Benchmark		Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Total
African American	# Students	4	8	13	5	9	6		10	9	2	7	10	4	9	7	6	7	7	7	123
	# Retention	4	8	9	3	4	6		4	8	2	7	8	3	8	4	5	5	7	7	95
	% Retention	100%	100%	69%	60%	44%	100%		40%	89%	100%	100%	80%	75%	89%	57%	83%	71%	100%	100%	77%
	# Success	3	3	7	2	2	3		3	8	1	4	3	1	5	2	2	1	6	6	56
	% Success	75%	38%	54%	40%	22%	50%		30%	89%	50%	57%	30%	25%	56%	29%	33%	14%	86%	86%	46%
Asian (All Other)	# Students	9	40	46	7	28	26	8	19	23	6	22	25	3	21	14	4	12	14	14	327
	# Retention	5	32	34	6	19	19	7	15	19	5	17	22	2	17	11	4	8	11	11	253
	% Retention	56%	80%	74%	86%	68%	73%	88%	79%	83%	83%	77%	88%	67%	81%	79%	100%	67%	79%	79%	77%
	# Success	4	25	23	5	16	12	5	14	17	3	12	16	1	15	11	3	6	10	10	198
	% Success	44%	63%	50%	71%	57%	46%	63%	74%	74%	50%	55%	64%	33%	71%	79%	75%	50%	71%	71%	61%
Asian/Cambodian	# Students		2	3	2		6	2	4	1	2	2	1	2	3	4		2	5	5	41
	# Retention		0	3	2		5	2	4	1	2	2	1	2	3	3		2	5	5	37
	% Retention		0%	100%	100%		83%	100%	100%	100%	100%	100%	100%	100%	100%	75%		100%	100%	100%	90%
	# Success		0	3	2		2	2	3	1	2	2	1	2	2	2		0	5	5	29
	% Success		0%	100%	100%		33%	100%	75%	100%	100%	100%	100%	100%	67%	50%		0%	100%	100%	71%
Asian/Chinese	# Students	5	6	5	4	5	3	3	4	7	5	4	4	4	4	3	5	4	7	7	82
	# Retention	3	5	5	4	4	2	3	3	7	5	4	3	4	4	3	5	3	6	6	73
	% Retention	60%	83%	100%	100%	80%	67%	100%	75%	100%	100%	100%	75%	100%	100%	100%	100%	75%	86%	86%	89%
	# Success	2	5	5	4	2	2	3	3	7	3	3	3	4	3	3	5	3	5	5	65
	% Success	40%	83%	100%	100%	40%	67%	100%	75%	100%	60%	75%	75%	100%	75%	100%	100%	75%	71%	71%	79%
Asian/Indian	# Students	4	3	4		7	8	5	5	2	3	7	5	2	10	3	5	10	8	8	91
	# Retention	3	2	2		4	6	4	5	2	3	2	3	1	9	3	5	8	7	7	69
	% Retention	75%	67%	50%		57%	75%	80%	100%	100%	100%	29%	60%	50%	90%	100%	100%	80%	88%	88%	76%
	# Success	2	2	2		2	5	3	4	2	3	2	2	0	6	3	4	6	6	6	54
	% Success	50%	67%	50%		29%	63%	60%	80%	100%	100%	29%	40%	0%	60%	100%	80%	60%	75%	75%	59%
Asian/Vietnamese	# Students	30	51	56	20	41	46	20	47	50	16	52	45	17	48	49	21	43	57	57	709
	# Retention	27	48	44	16	33	39	17	40	45	12	48	36	17	46	43	18	42	49	49	620
	% Retention	90%	94%	79%	80%	80%	85%	85%	85%	90%	75%	92%	80%	100%	96%	88%	86%	98%	86%	86%	87%
	# Success	23	40	40	14	25	34	12	33	41	10	35	26	11	36	35	15	29	47	47	506
	% Success	77%	78%	71%	70%	61%	74%	60%	70%	82%	63%	67%	58%	65%	75%	71%	71%	67%	82%	82%	71%
Filipino	# Students	8	20	22	12	17	21	6	15	15	2	14	11	14	22	22	6	12	15	15	254
	# Retention	8	14	19	9	10	16	5	12	12	1	11	7	11	14	13	6	8	10	10	186
	% Retention	100%	70%	86%	75%	59%	76%	83%	80%	80%	50%	79%	64%	79%	64%	59%	100%	67%	67%	67%	73%
	# Success	5	12	11	7	10	8	4	8	11	0	7	4	7	10	9	4	6	10	10	133
	% Success	63%	60%	50%	58%	59%	38%	67%	53%	73%	0%	50%	36%	50%	45%	41%	67%	50%	67%	67%	52%
Latino/a	# Students	10	30	44	8	38	41	12	31	36	11	34	32	12	26	37	11	37	46	46	496
	# Retention	6	18	33	7	24	31	10	26	29	9	24	21	9	21	30	9	31	36	36	374
	% Retention	60%	60%	75%	88%	63%	76%	83%	84%	81%	82%	71%	66%	75%	81%	81%	82%	84%	78%	78%	75%
	# Success	4	12	26	6	19	22	7	20	24	4	17	16	8	13	21	6	20	28	28	273
	% Success	40%	40%	59%	75%	50%	54%	58%	65%	67%	36%	50%	50%	67%	50%	57%	55%	54%	61%	61%	55%

Math 61 Student Success and Retention

Native American	# Students									3			2		1	1			2	9
	# Retention									3			2		1	1			2	9
	% Retention									100%			100%		100%	100%			100%	100%
	# Success									2			2		0	0			1	5
	% Success									67%			100%		0%	0%			50%	56%
Other/Unknown	# Students	4	18	14	7	8	8	8	9	9	7	12	9	4	12	9	5	17	8	168
	# Retention	0	14	8	6	8	6	6	8	6	6	9	5	4	10	8	3	15	4	126
	% Retention	0%	78%	57%	86%	100%	75%	75%	89%	67%	86%	75%	56%	100%	83%	89%	60%	88%	50%	75%
	# Success	0	12	3	5	7	4	5	5	4	5	8	3	3	4	8	3	13	4	96
	% Success	0%	67%	21%	71%	88%	50%	63%	56%	44%	71%	67%	33%	75%	33%	89%	60%	76%	50%	57%
Pacific Islander	# Students	1	1			3	2		3	3	1	3	1	1	1			1		21
	# Retention	1	1			2	2		2	2	1	3	1	1	1			1		18
	% Retention	100%	100%			67%	100%		67%	67%	100%	100%	100%	100%	100%			100%		86%
	# Success	1	1			2	1		1	2	1	1	1	0	1			1		13
	% Success	100%	100%			67%	50%		33%	67%	100%	33%	100%	0%	100%			100%		62%
White	# Students	7	6	13	4	9	21	6	14	12	5	4	15	2	8	13	1	16	18	174
	# Retention	6	5	10	4	6	17	5	12	10	4	3	14	2	8	10	1	11	16	144
	% Retention	86%	83%	77%	100%	67%	81%	83%	86%	83%	80%	75%	93%	100%	100%	77%	100%	69%	89%	83%
	# Success	2	4	9	3	6	13	5	10	10	3	2	11	2	6	10	1	6	14	117
	% Success	29%	67%	69%	75%	67%	62%	83%	71%	83%	60%	50%	73%	100%	75%	77%	100%	38%	78%	67%

Math 63 Student Success and Retention

All students

	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Tot.
# Students		224	258	289	138	297	450	196	299	474	179	279	479	153	311	429	195	376	461	5487
# Retention		195	207	252	130	251	385	187	263	399	169	231	377	128	220	352	183	309	375	4613
% Retention		87%	80%	87%	94%	85%	86%	95%	88%	84%	94%	83%	79%	84%	71%	82%	94%	82%	81%	84%
# Success		179	170	221	122	220	317	159	212	322	152	171	287	113	177	287	136	238	312	3795
% Success		80%	66%	76%	88%	74%	70%	81%	71%	68%	85%	61%	60%	74%	57%	67%	70%	63%	68%	69%

By Gender

Gender	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Tot.
Female	# Students	152	174	196	93	210	274	121	192	283	119	153	308	87	194	269	121	219	289	3454
	# Retention	130	141	173	89	176	234	115	172	238	113	130	243	67	144	227	112	178	238	2920
	% Retention	86%	81%	88%	96%	84%	85%	95%	90%	84%	95%	85%	79%	77%	74%	84%	93%	81%	82%	85%
	# Success	117	119	152	84	160	201	99	137	193	101	100	193	58	113	188	87	141	201	2444
	% Success	77%	68%	78%	90%	76%	73%	82%	71%	68%	85%	65%	63%	67%	58%	70%	72%	64%	70%	71%
Male	# Students	70	81	88	42	80	155	72	100	179	59	117	158	64	112	153	68	153	168	1919
	# Retention	63	63	76	38	68	131	69	85	150	55	93	123	60	72	119	65	127	133	1590
	% Retention	90%	78%	86%	90%	85%	85%	96%	85%	84%	93%	79%	78%	94%	64%	78%	96%	83%	79%	83%
	# Success	60	50	66	36	57	100	58	70	119	50	65	86	54	60	94	44	94	107	1270
	% Success	86%	62%	75%	86%	71%	65%	81%	70%	66%	85%	56%	54%	84%	54%	61%	65%	61%	64%	66%
Unreported	# Students	2	3	5	3	7	21	3	7	12	1	9	13	2	5	7	6	4	4	114
	# Retention	2	3	3	3	7	20	3	6	11	1	8	11	1	4	6	6	4	4	103
	% Retention	100%	100%	60%	100%	100%	95%	100%	86%	92%	100%	89%	85%	50%	80%	86%	100%	100%	100%	90%
	# Success	2	1	3	2	3	16	2	5	10	1	6	8	1	4	5	5	3	4	81
	% Success	100%	33%	60%	67%	43%	76%	67%	71%	83%	100%	67%	62%	50%	80%	71%	83%	75%	100%	71%

Math 63 Student Success and Retention

By Age

Age Group		Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Tot.
Grp 1: Under 18	# Students	18	13	4	7	7	6	15	20	33	29	27	16	16	24	13	25	19	7	299	
	# Retention	16	10	4	6	7	5	15	15	30	29	26	15	15	18	13	24	19	7	274	
	% Retention	89%	77%	100%	86%	100%	83%	100%	75%	91%	100%	96%	94%	94%	75%	100%	96%	100%	100%	100%	92%
	# Success	15	10	3	6	7	4	14	14	26	25	21	13	15	17	12	24	16	6	248	
	% Success	83%	77%	75%	86%	100%	67%	93%	70%	79%	86%	78%	81%	94%	71%	92%	96%	84%	86%	86%	83%
Grp 2: 18-19	# Students	66	49	77	34	70	119	51	79	123	54	73	115	25	90	116	50	102	148	1441	
	# Retention	58	39	66	30	61	107	50	72	113	52	63	95	20	66	91	48	84	125	1240	
	% Retention	88%	80%	86%	88%	87%	90%	98%	91%	92%	96%	86%	83%	80%	73%	78%	96%	82%	84%	86%	86%
	# Success	54	32	52	29	56	83	45	55	91	49	41	72	20	53	70	34	71	105	1012	
	% Success	82%	65%	68%	85%	80%	70%	88%	70%	74%	91%	56%	63%	80%	59%	60%	68%	70%	71%	70%	
Grp 3: 20-22	# Students	80	110	105	60	113	172	72	117	161	50	89	172	62	104	151	55	143	163	1979	
	# Retention	70	84	93	58	93	147	69	105	128	47	76	128	52	71	122	54	112	120	1629	
	% Retention	88%	76%	89%	97%	82%	85%	96%	90%	80%	94%	85%	74%	84%	68%	81%	98%	78%	74%	82%	
	# Success	65	70	83	53	75	121	62	88	100	37	50	94	40	56	94	36	77	92	1293	
	% Success	81%	64%	79%	88%	66%	70%	86%	75%	62%	74%	56%	55%	65%	54%	62%	65%	54%	56%	65%	
Grp 4: 23-24	# Students	28	32	40	17	38	50	18	23	62	16	30	76	17	33	46	27	35	61	649	
	# Retention	25	28	31	17	34	41	17	18	51	14	20	56	14	22	37	24	31	51	531	
	% Retention	89%	88%	78%	100%	89%	82%	94%	78%	82%	88%	67%	74%	82%	67%	80%	89%	89%	84%	82%	
	# Success	22	18	29	16	30	35	12	13	41	14	17	39	13	15	34	16	23	45	432	
	% Success	79%	56%	73%	94%	79%	70%	67%	57%	66%	88%	57%	51%	76%	45%	74%	59%	66%	74%	67%	
Grp 5: 25-29	# Students	17	24	25	5	25	53	24	30	53	17	28	53	15	27	56	23	45	49	569	
	# Retention	15	21	24	5	22	42	20	26	44	16	23	43	13	19	50	21	38	43	485	
	% Retention	88%	88%	96%	100%	88%	79%	83%	87%	83%	94%	82%	81%	87%	70%	89%	91%	84%	88%	85%	
	# Success	14	18	21	5	19	34	14	18	34	16	20	34	13	14	44	15	29	39	401	
	% Success	82%	75%	84%	100%	76%	64%	58%	60%	64%	94%	71%	64%	87%	52%	79%	65%	64%	80%	70%	
Grp 6: 30-39	# Students	9	17	21	8	26	30	14	20	28	9	25	25	11	25	37	12	23	28	368	
	# Retention	8	13	20	7	18	28	14	19	21	8	19	22	8	19	30	10	18	24	306	
	% Retention	89%	76%	95%	88%	69%	93%	100%	95%	75%	89%	76%	88%	73%	76%	81%	83%	78%	86%	83%	
	# Success	7	11	19	7	18	26	10	16	19	8	19	20	6	17	25	9	16	20	273	
	% Success	78%	65%	90%	88%	69%	87%	71%	80%	68%	89%	76%	80%	55%	68%	68%	75%	70%	71%	74%	
Grp 7: 40-49	# Students	4	10	13	4	12	16	1	9	8	2	6	18	6	6	8	2	7	5	137	
	# Retention	2	9	11	4	10	12	1	7	7	2	3	15	6	3	7	1	6	5	111	
	% Retention	50%	90%	85%	100%	83%	75%	100%	78%	88%	100%	50%	83%	100%	50%	88%	50%	86%	100%	81%	
	# Success	1	8	11	4	10	11	1	7	6	2	2	12	6	3	6	1	5	5	101	
	% Success	25%	80%	85%	100%	83%	69%	100%	78%	75%	100%	33%	67%	100%	50%	75%	50%	71%	100%	74%	
Grp 8: 50+	# Students	2	3	4	3	6	4	1	1	6	2	1	4	1	2	2	1	2		45	
	# Retention	1	3	3	3	6	3	1	1	5	1	1	3	0	2	2	1	1		37	
	% Retention	50%	100%	75%	100%	100%	75%	100%	100%	83%	50%	100%	75%	0%	100%	100%	100%	50%		82%	
	# Success	1	3	3	2	5	3	1	1	5	1	1	3	0	2	2	1	1		35	
	% Success	50%	100%	75%	67%	83%	75%	100%	100%	83%	50%	100%	75%	0%	100%	100%	100%	50%		78%	

Math 63 Student Success and Retention

By Ethnicity

Ethnic Benchmark		Term	2002		2003		2004		2005		2006		2007		2008		Grand Total			
		2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2006FAR	2006SPR	2006SUR	2007FAR	2007SPR		2007SUR	2008FAR	2008SPR
African American	# Students	23	18	15	8	18	17	17	18	21	10	8	27	10	16	19	9	18	19	291
	# Retention	18	17	12	7	16	13	15	17	18	8	6	22	7	11	14	7	14	14	236
	% Retention	78%	94%	80%	88%	89%	76%	88%	94%	86%	80%	75%	81%	70%	69%	74%	78%	78%	74%	81%
	# Success	14	10	10	5	11	9	11	13	13	6	5	16	6	9	10	5	9	12	174
	% Success	61%	56%	67%	63%	61%	53%	65%	72%	62%	60%	63%	59%	60%	56%	53%	56%	50%	63%	60%
Asian (All Other)	# Students	35	27	34	15	25	35	18	26	40	14	23	25	15	15	29	16	19	27	438
	# Retention	29	19	30	15	20	30	18	25	35	13	19	19	13	10	23	15	14	20	367
	% Retention	83%	70%	88%	100%	80%	86%	100%	96%	88%	93%	83%	76%	87%	67%	79%	94%	74%	74%	84%
	# Success	27	18	26	15	20	25	15	21	28	12	16	17	13	10	22	10	9	18	322
	% Success	77%	67%	76%	100%	80%	71%	83%	81%	70%	86%	70%	68%	87%	67%	76%	63%	47%	67%	74%
Asian/Cambodian	# Students	1	2	5	4	1	8	4	1	6	2	2	8	2	2	5	4	6	12	75
	# Retention	0	0	4	2	0	6	4	1	5	2	2	7	2	2	4	4	4	7	56
	% Retention	0%	0%	80%	50%	0%	75%	100%	100%	83%	100%	100%	88%	100%	100%	80%	100%	67%	58%	75%
	# Success	0	0	3	2	0	5	4	1	4	2	1	4	2	0	4	4	2	5	43
	% Success	0%	0%	60%	50%	0%	63%	100%	100%	67%	100%	50%	50%	100%	0%	80%	100%	33%	42%	57%
Asian/Chinese	# Students	7	6	4	3	6	8	5	8	18	11	10	15	9	12	11	10	8	13	164
	# Retention	6	5	4	3	6	8	5	7	16	11	10	15	9	9	9	9	8	12	152
	% Retention	86%	83%	100%	100%	100%	100%	100%	88%	89%	100%	100%	100%	100%	75%	82%	90%	100%	92%	93%
	# Success	6	4	4	3	6	7	5	7	16	11	8	12	8	9	8	8	6	12	140
	% Success	86%	67%	100%	100%	100%	88%	100%	88%	89%	100%	80%	80%	89%	75%	73%	80%	75%	92%	85%
Asian/Indian	# Students	10	6	9	7	5	18	4	10	17	10	12	27	11	13	22	18	17	16	232
	# Retention	9	4	7	7	4	17	4	9	15	8	10	22	9	10	18	18	16	12	199
	% Retention	90%	67%	78%	100%	80%	94%	100%	90%	88%	80%	83%	81%	82%	77%	82%	100%	94%	75%	86%
	# Success	8	2	7	7	3	13	3	9	11	6	10	16	7	7	14	14	14	12	163
	% Success	80%	33%	78%	100%	60%	72%	75%	90%	65%	60%	83%	59%	64%	54%	64%	78%	82%	75%	70%
Asian/Vietnamese	# Students	38	29	59	33	47	94	54	56	98	52	52	90	23	45	64	51	73	94	1052
	# Retention	36	21	53	29	43	85	53	44	85	52	48	82	19	33	54	50	59	81	927
	% Retention	95%	72%	90%	88%	91%	90%	98%	79%	87%	100%	92%	91%	83%	73%	84%	98%	81%	86%	88%
	# Success	35	17	47	27	38	78	49	35	70	49	34	72	15	26	48	39	52	74	805
	% Success	92%	59%	80%	82%	81%	83%	91%	63%	71%	94%	65%	80%	65%	58%	75%	76%	71%	79%	77%
Filipino	# Students	22	39	25	13	34	58	20	45	50	16	42	58	25	47	51	16	45	62	668
	# Retention	20	33	23	13	29	48	20	42	46	16	33	44	19	34	42	15	39	54	570
	% Retention	91%	85%	92%	100%	85%	83%	100%	93%	92%	100%	79%	76%	76%	72%	82%	94%	87%	87%	85%
	# Success	18	30	14	12	26	39	18	36	40	16	28	30	19	26	35	10	32	38	467
	% Success	82%	77%	56%	92%	76%	67%	90%	80%	80%	100%	67%	52%	76%	55%	69%	63%	71%	61%	70%
Latino/a	# Students	49	76	77	34	97	135	52	85	134	34	75	140	31	100	142	45	123	138	1567
	# Retention	44	58	67	33	77	116	48	76	100	30	58	97	25	65	118	40	99	111	1262
	% Retention	90%	76%	87%	97%	79%	86%	92%	89%	75%	88%	77%	69%	81%	65%	83%	89%	80%	80%	81%
	# Success	40	48	60	31	66	90	35	53	74	25	40	71	20	53	90	27	68	88	979
	% Success	82%	63%	78%	91%	68%	67%	67%	62%	55%	74%	53%	51%	65%	53%	63%	60%	55%	64%	62%

Math 63 Student Success and Retention

Native American	# Students			2		1	3		1	3		2	4	1	1	4	1	1	2	26
	# Retention			2		1	1		1	2		1	3	1	1	3	1	1	1	19
	% Retention			100%		100%	33%		100%	67%		50%	75%	100%	100%	75%	100%	100%	50%	73%
	# Success			2		1	1		0	2		1	3	1	1	2	1	1	1	17
	% Success			100%		100%	33%		0%	67%		50%	75%	100%	100%	50%	100%	100%	50%	65%
Other/ Unknown	# Students	20	26	27	11	31	35	14	19	32	13	24	40	13	26	37	11	19	24	422
	# Retention	16	23	24	11	26	28	14	16	29	12	20	35	13	18	29	10	16	18	358
	% Retention	80%	88%	89%	100%	84%	80%	100%	84%	91%	92%	83%	88%	100%	69%	78%	91%	84%	75%	85%
	# Success	16	16	22	10	22	21	13	14	24	9	13	25	12	15	24	8	12	16	292
	% Success	80%	62%	81%	91%	71%	60%	93%	74%	75%	69%	54%	63%	92%	58%	65%	73%	63%	67%	69%
Pacific Islander	# Students	1	3	4		1	3		4	4	1	2	3	2	2	2	2	2	5	41
	# Retention	1	3	3		1	2		3	4	1	2	1	2	2	2	2	2	5	36
	% Retention	100%	100%	75%		100%	67%		75%	100%	100%	100%	33%	100%	100%	100%	100%	100%	100%	88%
	# Success	0	2	3		1	2		3	3	1	1	1	2	2	1	2	2	4	30
	% Success	0%	67%	75%		100%	67%		75%	75%	100%	50%	33%	100%	100%	50%	100%	100%	80%	73%
White	# Students	18	26	28	10	31	36	8	26	51	16	27	42	11	32	43	12	45	49	511
	# Retention	16	24	23	10	28	31	6	22	44	16	22	30	9	25	36	12	37	40	431
	% Retention	89%	92%	82%	100%	90%	86%	75%	85%	86%	100%	81%	71%	82%	78%	84%	100%	82%	82%	84%
	# Success	15	23	23	10	26	27	6	20	37	15	14	20	8	19	29	8	31	32	363
	% Success	83%	88%	82%	100%	84%	75%	75%	77%	73%	94%	52%	48%	73%	59%	67%	67%	69%	65%	71%

Math 71 Student Success and Retention

All students

	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Total
# Students		89	153	101	43	124	112	28	118	102	35	113	88	40	106	96	48	100	114	1610
# Retention		71	110	74	20	86	81	13	105	67	26	96	69	36	70	88	46	90	96	1244
% Retention		80%	72%	73%	47%	69%	72%	46%	89%	66%	74%	85%	78%	90%	66%	92%	96%	90%	84%	77%
# Success		51	95	64	6	67	68	1	78	53	6	75	60	5	45	69	36	74	83	936
% Success		57%	62%	63%	14%	54%	61%	4%	66%	52%	17%	66%	68%	13%	42%	72%	75%	74%	73%	58%

By Gender

Gender	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Total
Female	# Students	47	53	37	19	50	44	19	47	45	15	42	40	25	41	34	21	38	36	653
	# Retention	38	43	26	11	34	30	7	41	33	11	34	34	23	25	32	21	34	30	507
	% Retention	81%	81%	70%	58%	68%	68%	37%	87%	73%	73%	81%	85%	92%	61%	94%	100%	89%	83%	78%
	# Success	29	41	24	5	30	25	0	32	28	2	27	31	4	19	25	17	30	28	397
	% Success	62%	77%	65%	26%	60%	57%	0%	68%	62%	13%	64%	78%	16%	46%	74%	81%	79%	78%	61%
Male	# Students	40	94	61	20	70	65	8	64	54	19	66	44	14	62	61	23	60	74	899
	# Retention	32	63	47	8	49	49	6	57	33	14	58	31	12	44	55	21	54	64	697
	% Retention	80%	67%	77%	40%	70%	75%	75%	89%	61%	74%	88%	70%	86%	71%	90%	91%	90%	86%	78%
	# Success	22	53	39	1	34	41	1	41	25	3	44	25	1	25	43	15	43	54	510
	% Success	55%	56%	64%	5%	49%	63%	13%	64%	46%	16%	67%	57%	7%	40%	70%	65%	72%	73%	57%
Unreported	# Students	2	6	3	4	4	3	1	7	3	1	5	4	1	3	1	4	2	4	58
	# Retention	1	4	1	1	3	2	0	7	1	1	4	4	1	1	1	4	2	2	40
	% Retention	50%	67%	33%	25%	75%	67%	0%	100%	33%	100%	80%	100%	100%	33%	100%	100%	100%	50%	69%
	# Success	0	1	1	0	3	2	0	5	0	1	4	4	0	1	1	4	1	1	29
	% Success	0%	17%	33%	0%	75%	67%	0%	71%	0%	100%	80%	100%	0%	33%	100%	100%	50%	25%	50%

Math 71 Student Success and Retention

By Age

Age Group	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006SUR	2006FAR	2007SPR	2007SUR	2007FAR	2008SPR	Grand Total
Grp 1: Under 18	# Students	47	26	11	14	19	14	15	22	21	25	24	14	27	16	9	30	27	13	374
	# Retention	39	14	10	6	12	13	8	22	18	22	23	13	24	14	8	30	24	11	311
	% Retention	83%	54%	91%	43%	63%	93%	53%	100%	86%	88%	96%	93%	89%	88%	89%	100%	89%	85%	83%
	# Success	32	12	10	3	11	12	1	16	17	5	18	12	4	12	7	23	20	10	225
	% Success	68%	46%	91%	21%	58%	86%	7%	73%	81%	20%	75%	86%	15%	75%	78%	77%	74%	77%	60%
Grp 2: 18-19	# Students	22	45	32	13	45	32	3	32	33	3	33	31	7	41	36	8	29	45	490
	# Retention	17	37	20	5	38	24	3	29	22	1	29	25	7	29	35	7	29	38	395
	% Retention	77%	82%	63%	38%	84%	75%	100%	91%	67%	33%	88%	81%	100%	71%	97%	88%	100%	84%	81%
	# Success	11	31	18	1	32	19	0	22	15	0	24	21	0	18	26	6	25	31	300
	% Success	50%	69%	56%	8%	71%	59%	0%	69%	45%	0%	73%	68%	0%	44%	72%	75%	86%	69%	61%
Grp 3: 20-22	# Students	10	43	34	11	29	41	6	33	29	4	31	25	4	27	35	7	23	31	423
	# Retention	8	27	27	6	17	29	0	30	18	1	24	18	4	14	30	7	17	29	306
	% Retention	80%	63%	79%	55%	59%	71%	0%	91%	62%	25%	77%	72%	100%	52%	86%	100%	74%	94%	72%
	# Success	4	24	24	0	13	24	0	22	14	0	19	17	1	6	24	5	14	27	238
	% Success	40%	56%	71%	0%	45%	59%	0%	67%	48%	0%	61%	68%	25%	22%	69%	71%	61%	87%	56%
Grp 4: 23-24	# Students	5	14	6	4	12	6	2	8	6	1	11	6	1	9	9		9	12	121
	# Retention	4	10	6	2	4	5	1	4	3	1	9	4	1	4	8		9	9	84
	% Retention	80%	71%	100%	50%	33%	83%	50%	50%	50%	100%	82%	67%	100%	44%	89%		100%	75%	69%
	# Success	2	8	3	1	3	5	0	3	2	1	3	2	0	3	6		8	8	58
	% Success	40%	57%	50%	25%	25%	83%	0%	38%	33%	100%	27%	33%	0%	33%	67%		89%	67%	48%
Grp 5: 25-29	# Students	3	13	10		12	11	1	15	11	2	8	5		6	4	1	6	8	116
	# Retention	2	11	7		8	4	0	12	6	1	5	3		4	4	0	5	5	77
	% Retention	67%	85%	70%		67%	36%	0%	80%	55%	50%	63%	60%		67%	100%	0%	83%	63%	66%
	# Success	1	10	5		4	3	0	8	5	0	5	3		3	4	0	3	4	58
	% Success	33%	77%	50%		33%	27%	0%	53%	45%	0%	63%	60%		50%	100%	0%	50%	50%	50%
Grp 6: 30-39	# Students	2	11	6	1	5	6		5	2		5	6	1	2	3	1	2	3	61
	# Retention	1	10	3	1	5	4		5	0		5	5	0	1	3	1	2	3	49
	% Retention	50%	91%	50%	100%	100%	67%		100%	0%		100%	83%	0%	50%	100%	100%	100%	100%	80%
	# Success	1	9	3	1	3	4		4	0		5	5	0	0	2	1	1	2	41
	% Success	50%	82%	50%	100%	60%	67%		80%	0%		100%	83%	0%	0%	67%	100%	50%	67%	67%
Grp 7: 40-49	# Students			2		1			2			1	1		5		1	4	1	18
	# Retention			1		1			2			1	1		4		1	4	1	16
	% Retention			50%		100%			100%			100%	100%		80%		100%	100%	100%	89%
	# Success			1		1			2			1	0		3		1	3	1	13
	% Success			50%		100%			100%			100%	0%		60%		100%	75%	100%	72%
Grp 8: 50+	# Students		1			1	2	1	1										1	7
	# Retention		1			1	2	1	1										0	6
	% Retention		100%			100%	100%	100%	100%										0%	86%
	# Success		1			0	1	0	1										0	3
	% Success		100%			0%	50%	0%	100%										0%	43%

Math 71 Student Success and Retention

By Ethnicity

Ethnic Benchmark		Term	2002		2003		2004		2005		2006		2007		2008		Grand Total			
			SUR	FAR	SPR	SUR	FAR		SPR											
African American	# Students	1	6	5	1	7	2		3	2		3	4	1	7	4	1	1	4	52
	# Retention	1	5	4	1	3	0		3	1		1	3	1	6	3	0	1	4	37
	% Retention	100%	83%	80%	100%	43%	0%		100%	50%		33%	75%	100%	86%	75%	0%	100%	100%	71%
	# Success	1	4	3	0	3	0		2	0		0	3	0	3	3	0	1	3	26
	% Success	100%	67%	60%	0%	43%	0%		67%	0%		0%	75%	0%	43%	75%	0%	100%	75%	50%
Asian (All Other)	# Students	17	34	16	2	13	10	2	9	9	5	16	7	4	12	13	6	5	9	189
	# Retention	12	24	13	1	8	9	1	6	6	3	15	5	4	8	12	5	4	6	142
	% Retention	71%	71%	81%	50%	62%	90%	50%	67%	67%	60%	94%	71%	100%	67%	92%	83%	80%	67%	75%
	# Success	10	20	11	0	5	4	0	5	5	1	9	3	0	4	10	2	4	6	99
% Success	59%	59%	69%	0%	38%	40%	0%	56%	56%	20%	56%	43%	0%	33%	77%	33%	80%	67%	52%	
Asian/Cambodian	# Students	1	3	2	1	2	1		1	3		1	2	1	1	2		2		23
	# Retention	1	2	2	1	1	0		0	2		1	1	1	1	2		2		17
	% Retention	100%	67%	100%	100%	50%	0%		0%	67%		100%	50%	100%	100%	100%		100%		74%
	# Success	1	2	1	0	0	0		0	2		0	1	1	0	2		2		12
% Success	100%	67%	50%	0%	0%	0%		0%	67%		0%	50%	100%	0%	100%		100%		52%	
Asian/Chinese	# Students	9	7	4	1	7	4	3	8	5	3	7	6	1	4	6	7	4	4	90
	# Retention	6	6	3	0	6	3	1	8	5	2	3	6	1	4	6	7	3	4	74
	% Retention	67%	86%	75%	0%	86%	75%	33%	100%	100%	67%	43%	100%	100%	100%	100%	100%	75%	100%	82%
	# Success	5	5	3	0	6	3	0	5	4	0	3	6	0	0	5	6	3	3	57
% Success	56%	71%	75%	0%	86%	75%	0%	63%	80%	0%	43%	100%	0%	0%	83%	86%	75%	75%	63%	
Asian/Indian	# Students	4	6	5	6	7	9	1	6	5	4	9	9	5	14	10	3	10	6	119
	# Retention	4	3	3	5	5	8	1	6	2	4	8	8	3	13	9	3	10	5	100
	% Retention	100%	50%	60%	83%	71%	89%	100%	100%	40%	100%	89%	89%	60%	93%	90%	100%	100%	83%	84%
	# Success	4	2	3	2	4	7	0	4	1	1	6	7	0	9	7	3	8	5	73
% Success	100%	33%	60%	33%	57%	78%	0%	67%	20%	25%	67%	78%	0%	64%	70%	100%	80%	83%	61%	
Asian/Vietnamese	# Students	34	49	33	19	44	47	13	50	41	15	40	29	13	35	32	16	37	40	587
	# Retention	28	36	21	8	32	35	5	46	32	12	38	26	13	25	28	16	32	37	470
	% Retention	82%	73%	64%	42%	73%	74%	38%	92%	78%	80%	95%	90%	100%	71%	88%	100%	86%	93%	80%
	# Success	18	31	19	2	27	32	1	37	25	2	33	25	3	22	22	13	26	34	372
% Success	53%	63%	58%	11%	61%	68%	8%	74%	61%	13%	83%	86%	23%	63%	69%	81%	70%	85%	63%	
Filipino	# Students	7	8	7	3	5	10	4	8	8	4	6	3	7	7	7	3	7	10	114
	# Retention	5	6	6	1	5	9	3	7	5	3	4	2	7	3	6	3	6	8	89
	% Retention	71%	75%	86%	33%	100%	90%	75%	88%	63%	75%	67%	67%	100%	43%	86%	100%	86%	80%	78%
	# Success	4	5	4	0	4	8	0	4	5	1	3	2	0	2	6	3	3	8	62
% Success	57%	63%	57%	0%	80%	80%	0%	50%	63%	25%	50%	67%	0%	29%	86%	100%	43%	80%	54%	
Latino/a	# Students	10	14	13	5	16	12	3	14	14	2	14	18	4	14	14	5	11	22	205
	# Retention	9	8	10	0	8	5	0	11	6	0	10	9	3	3	14	5	10	15	126
	% Retention	90%	57%	77%	0%	50%	42%	0%	79%	43%	0%	71%	50%	75%	21%	100%	100%	91%	68%	61%
	# Success	4	8	9	0	4	4	0	7	4	0	7	5	0	2	8	4	8	12	86
% Success	40%	57%	69%	0%	25%	33%	0%	50%	29%	0%	50%	28%	0%	14%	57%	80%	73%	55%	42%	

Math 71 Student Success and Retention

Native American	# Students		1						1										2	4
	# Retention		1						1										2	4
	% Retention		100%						100%										100%	100%
	# Success		1						1										1	3
	% Success		100%						100%										50%	75%
Other/Unknown	# Students	1	10	9	3	10	8		7	4	2	5	3	2	4	2	4	6	6	86
	# Retention	1	9	8	1	7	7		6	0	2	5	3	2	3	2	4	5	4	69
	% Retention	100%	90%	89%	33%	70%	88%		86%	0%	100%	100%	100%	100%	75%	100%	100%	83%	67%	80%
	# Success	1	9	8	0	4	6		5	0	1	3	3	1	1	1	3	3	4	53
	% Success	100%	90%	89%	0%	40%	75%		71%	0%	50%	60%	100%	50%	25%	50%	75%	50%	67%	62%
Pacific Islander	# Students		3				2	1		1								2	2	11
	# Retention		1				1	1		1								2	2	8
	% Retention		33%				50%	100%		100%								100%	100%	73%
	# Success		1				1	0		1								1	2	6
	% Success		33%				50%	0%		100%								50%	100%	55%
White	# Students	5	12	7	2	13	7	1	11	10		12	7	2	8	6	3	15	9	130
	# Retention	4	9	4	2	11	4	1	11	7		11	6	1	4	6	3	15	9	108
	% Retention	80%	75%	57%	100%	85%	57%	100%	100%	70%		92%	86%	50%	50%	100%	100%	100%	100%	83%
	# Success	3	7	3	2	10	3	0	8	6		11	5	0	2	5	2	15	5	87
	% Success	60%	58%	43%	100%	77%	43%	0%	73%	60%		92%	71%	0%	25%	83%	67%	100%	56%	67%

Math 72 Student Success and Retention

All students

	Term	2002SUR	2002FAR	2003SPR	2003FAR	2004SPR	2004FAR	2005SPR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	Grand Total
# Students		37	83	86	72	39	71	52	53	60	36	61	73	75	798
# Retention		15	67	63	59	28	61	50	47	40	30	42	58	60	620
% Retention		41%	81%	73%	82%	72%	86%	96%	89%	67%	83%	69%	79%	80%	78%
# Success		5	51	51	52	21	52	45	43	36	27	35	51	47	516
% Success		14%	61%	59%	72%	54%	73%	87%	81%	60%	75%	57%	70%	63%	65%

By Gender

Gender	Term	2002SUR	2002FAR	2003SPR	2003FAR	2004SPR	2004FAR	2005SPR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	Grand Total
Female	# Students	17	22	29	20	13	24	22	17	16	14	25	20	28	267
	# Retention	9	20	20	18	9	22	20	16	10	11	18	18	23	214
	% Retention	53%	91%	69%	90%	69%	92%	91%	94%	63%	79%	72%	90%	82%	80%
	# Success	4	18	18	15	9	21	19	15	10	11	15	16	18	189
	% Success	24%	82%	62%	75%	69%	88%	86%	88%	63%	79%	60%	80%	64%	71%
Male	# Students	18	58	57	52	24	44	29	34	42	21	34	50	46	509
	# Retention	6	44	43	41	17	37	29	29	29	18	23	38	36	390
	% Retention	33%	76%	75%	79%	71%	84%	100%	85%	69%	86%	68%	76%	78%	77%
	# Success	1	30	33	37	11	29	25	27	25	15	19	33	28	313
	% Success	6%	52%	58%	71%	46%	66%	86%	79%	60%	71%	56%	66%	61%	61%
Unreported	# Students	2	3			2	3	1	2	2	1	2	3	1	22
	# Retention	0	3			2	2	1	2	1	1	1	2	1	16
	% Retention	0%	100%			100%	67%	100%	100%	50%	100%	50%	67%	100%	73%
	# Success	0	3			1	2	1	1	1	1	1	2	1	14
	% Success	0%	100%			50%	67%	100%	50%	50%	100%	50%	67%	100%	64%

Math 72 Student Success and Retention

By Age

Age Group	Term	2002SUR	2002FAR	2003SPR	2003FAR	2004SPR	2004FAR	2005SPR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	Grand Total
Grp 1: Under 18	# Students	8	4	2	10		9	5	12	7	3	7	6	11	84
	# Retention	4	2	1	8		7	5	12	5	3	6	6	9	68
	% Retention	50%	50%	50%	80%		78%	100%	100%	71%	100%	86%	100%	82%	81%
	# Success	0	1	1	7		6	4	11	5	3	6	5	6	55
	% Success	0%	25%	50%	70%		67%	80%	92%	71%	100%	86%	83%	55%	65%
Grp 2: 18-19	# Students	19	21	19	17	15	21	16	14	26	11	18	27	26	250
	# Retention	9	17	17	15	14	19	15	14	19	8	15	23	22	207
	% Retention	47%	81%	89%	88%	93%	90%	94%	100%	73%	73%	83%	85%	85%	83%
	# Success	3	16	13	15	12	17	15	11	18	8	10	19	16	173
	% Success	16%	76%	68%	88%	80%	81%	94%	79%	69%	73%	56%	70%	62%	69%
Grp 3: 20-22	# Students	3	30	31	26	15	25	18	11	13	15	19	29	26	261
	# Retention	0	23	22	19	8	21	18	9	7	13	9	22	20	191
	% Retention	0%	77%	71%	73%	53%	84%	100%	82%	54%	87%	47%	76%	77%	73%
	# Success	0	17	17	18	5	18	16	9	5	11	7	21	17	161
	% Success	0%	57%	55%	69%	33%	72%	89%	82%	38%	73%	37%	72%	65%	62%
Grp 4: 23-24	# Students	2	11	11	12	3	6	3	6	2	2	7	4	8	77
	# Retention	0	9	6	11	2	6	3	4	2	2	5	3	7	60
	% Retention	0%	82%	55%	92%	67%	100%	100%	67%	100%	100%	71%	75%	88%	78%
	# Success	0	7	4	7	1	5	3	4	2	1	5	2	6	47
	% Success	0%	64%	36%	58%	33%	83%	100%	67%	100%	50%	71%	50%	75%	61%
Grp 5: 25-29	# Students	1	6	8	3	2	5	6	6	6	4	5	4	3	59
	# Retention	0	6	4	2	2	5	6	4	4	3	4	2	2	44
	% Retention	0%	100%	50%	67%	100%	100%	100%	67%	67%	75%	80%	50%	67%	75%
	# Success	0	4	4	2	2	4	4	4	3	3	4	2	2	38
	% Success	0%	67%	50%	67%	100%	80%	67%	67%	50%	75%	80%	50%	67%	64%
Grp 6: 30-39	# Students	4	10	13	4	4	3	2	3	3	1	2	2	1	52
	# Retention	2	9	11	4	2	2	2	3	1	1	1	1	0	39
	% Retention	50%	90%	85%	100%	50%	67%	100%	100%	33%	100%	50%	50%	0%	75%
	# Success	2	5	10	3	1	1	2	3	1	1	1	1	0	31
	% Success	50%	50%	77%	75%	25%	33%	100%	100%	33%	100%	50%	50%	0%	60%
Grp 7: 40-49	# Students		1	1			1	2	1	3		1	1		11
	# Retention		1	1			0	1	1	2		1	1		8
	% Retention		100%	100%			0%	50%	100%	67%		100%	100%		73%
	# Success		1	1			0	1	1	2		1	1		8
	% Success		100%	100%			0%	50%	100%	67%		100%	100%		73%
Grp 8: 50+	# Students			1			1					2			4
	# Retention			1			1					1			3
	% Retention			100%			100%					50%			75%
	# Success			1			1					1			3
	% Success			100%			100%					50%			75%

Math 72 Student Success and Retention

By Ethnicity

Ethnic Benchmark		Term 2002SUR	2002FAR	2003SPR	2003FAR	2004SPR	2004FAR	2005SPR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	Grand Total
African American	# Students	2	2	6	2	5	2		1		3	3	2	1	29
	# Retention	1	2	4	1	4	2		1		2	1	2	0	20
	% Retention	50%	100%	67%	50%	80%	100%		100%		67%	33%	100%	0%	69%
	# Success	0	1	3	0	0	2		1		2	1	2	0	12
	% Success	0%	50%	50%	0%	0%	100%		100%		67%	33%	100%	0%	41%
Asian (All Other)	# Students	7	21	28	11	7	6	7	5	7	3	8	9	7	126
	# Retention	2	16	19	9	4	3	6	5	4	3	5	7	4	87
	% Retention	29%	76%	68%	82%	57%	50%	86%	100%	57%	100%	63%	78%	57%	69%
	# Success	0	12	16	7	4	3	5	3	4	2	5	6	3	70
	% Success	0%	57%	57%	64%	57%	50%	71%	60%	57%	67%	63%	67%	43%	56%
Asian/Cambodian	# Students		1	1	1				2	1	1			1	8
	# Retention		1	1	1				2	1	0			1	7
	% Retention		100%	100%	100%				100%	100%	0%			100%	88%
	# Success		1	0	1				1	0	0			1	4
	% Success		100%	0%	100%				50%	0%	0%			100%	50%
Asian/Chinese	# Students	5	2	1	3	2	3	2	4	4			3	4	33
	# Retention	4	2	1	3	2	2	2	4	4			3	4	31
	% Retention	80%	100%	100%	100%	100%	67%	100%	100%	100%			100%	100%	94%
	# Success	3	2	1	3	2	2	1	3	4			2	3	26
	% Success	60%	100%	100%	100%	100%	67%	50%	75%	100%			67%	75%	79%
Asian/Indian	# Students	2	3	1	4	1	4	3	2	3	4	8	6	10	51
	# Retention	1	2	1	3	0	2	3	2	1	3	6	5	10	39
	% Retention	50%	67%	100%	75%	0%	50%	100%	100%	33%	75%	75%	83%	100%	76%
	# Success	0	1	1	3	0	2	3	2	1	3	3	4	9	32
	% Success	0%	33%	100%	75%	0%	50%	100%	100%	33%	75%	38%	67%	90%	63%
Asian/Vietnamese	# Students	12	30	24	22	11	34	26	20	19	11	31	32	24	296
	# Retention	5	26	19	20	8	33	25	19	14	9	25	28	17	248
	% Retention	42%	87%	79%	91%	73%	97%	96%	95%	74%	82%	81%	88%	71%	84%
	# Success	1	20	15	20	7	29	23	19	13	8	21	25	13	214
	% Success	8%	67%	63%	91%	64%	85%	88%	95%	68%	73%	68%	78%	54%	72%
Filipino	# Students	3	7	6	4	1	4	1	3	4	2	3	9	7	54
	# Retention	1	5	5	3	1	4	1	2	2	2	2	4	6	38
	% Retention	33%	71%	83%	75%	100%	100%	100%	67%	50%	100%	67%	44%	86%	70%
	# Success	0	3	4	3	1	2	1	2	2	2	2	4	4	30
	% Success	0%	43%	67%	75%	100%	50%	100%	67%	50%	100%	67%	44%	57%	56%
Latino/a	# Students	1	4	9	11	3	7	6	6	8	2	2	8	8	75
	# Retention	0	3	6	8	2	6	6	4	5	2	0	5	6	53
	% Retention	0%	75%	67%	73%	67%	86%	100%	67%	63%	100%	0%	63%	75%	71%
	# Success	0	2	4	4	1	3	5	4	5	2	0	5	4	39
	% Success	0%	50%	44%	36%	33%	43%	83%	67%	63%	100%	0%	63%	50%	52%

Math 72 Student Success and Retention

Native American	# Students				1			1							2
	# Retention				1			1							2
	% Retention				100%			100%							100%
	# Success				1			1							2
	% Success				100%			100%							100%
Other/Unknown	# Students	4	4	5	5	4	4	4	3	3	3	2	1	3	45
	# Retention	0	3	3	4	4	4	4	2	1	3	1	1	3	33
	% Retention	0%	75%	60%	80%	100%	100%	100%	67%	33%	100%	50%	100%	100%	73%
	# Success	0	2	3	4	4	4	4	2	1	2	1	1	2	30
	% Success	0%	50%	60%	80%	100%	100%	100%	67%	33%	67%	50%	100%	67%	67%
Pacific Islander	# Students		1	1	1		1							1	5
	# Retention		0	1	1		1							1	4
	% Retention		0%	100%	100%		100%							100%	80%
	# Success		0	1	1		1							0	3
	% Success		0%	100%	100%		100%							0%	60%
White	# Students	1	8	4	7	5	6	2	7	11	7	4	3	9	74
	# Retention	1	7	3	5	3	4	2	6	8	6	2	3	8	58
	% Retention	100%	88%	75%	71%	60%	67%	100%	86%	73%	86%	50%	100%	89%	78%
	# Success	1	7	3	5	2	4	2	6	6	6	2	2	8	54
	% Success	100%	88%	75%	71%	40%	67%	100%	86%	55%	86%	50%	67%	89%	73%

Math 73 Student Success and Retention

All students

	Term	2002FAR	2003SPR	2003FAR	2004SPR	2004FAR	2005SPR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	Grand Total
# Students	66	29	34	36	36	30	35	27	30	26	31	49	429	
# Retention	59	17	27	30	31	23	28	22	24	20	25	48	354	
% Retention	89%	59%	79%	83%	86%	77%	80%	81%	80%	77%	81%	98%	83%	
# Success	52	13	12	18	23	18	20	17	19	16	22	44	274	
% Success	79%	45%	35%	50%	64%	60%	57%	63%	63%	62%	71%	90%	64%	

By Gender

Gender	Term	2002FAR	2003SPR	2003FAR	2004SPR	2004FAR	2005SPR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	Grand Total
Female	# Students	19	6	10	5	15	4	13	5	9	6	15	15	122
	# Retention	16	5	7	3	12	3	11	5	9	5	12	15	103
	% Retention	84%	83%	70%	60%	80%	75%	85%	100%	100%	83%	80%	100%	84%
	# Success	16	4	4	2	11	3	8	4	7	4	12	14	89
	% Success	84%	67%	40%	40%	73%	75%	62%	80%	78%	67%	80%	93%	73%
Male	# Students	45	21	24	31	21	24	20	21	21	18	16	34	296
	# Retention	41	11	20	27	19	18	16	17	15	14	13	33	244
	% Retention	91%	52%	83%	87%	90%	75%	80%	81%	71%	78%	81%	97%	82%
	# Success	35	8	8	16	12	14	11	13	12	11	10	30	180
	% Success	78%	38%	33%	52%	57%	58%	55%	62%	57%	61%	63%	88%	61%
Unreported	# Students	2	2				2	2	1		2			11
	# Retention	2	1				2	1	0		1			7
	% Retention	100%	50%				100%	50%	0%		50%			64%
	# Success	1	1				1	1	0		1			5
	% Success	50%	50%				50%	50%	0%		50%			45%

Math 73 Student Success and Retention

By Ethnicity

Ethnic Benchmark		Term												Grand Total
		2002FAR	2003SPR	2003FAR	2004SPR	2004FAR	2005SPR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	
African American	# Students	2		3	3	1	4		2		1	1	1	18
	# Retention	2		2	1	0	3		2		0	1	1	12
	% Retention	100%		67%	33%	0%	75%		100%		0%	100%	100%	67%
	# Success	1		1	0	0	1		2		0	0	1	6
	% Success	50%		33%	0%	0%	25%		100%		0%	0%	100%	33%
Asian (All Other)	# Students	19	5	6	3	9	2	5	3	2	2	5	5	66
	# Retention	17	3	3	2	8	1	5	2	1	2	5	5	54
	% Retention	89%	60%	50%	67%	89%	50%	100%	67%	50%	100%	100%	100%	82%
	# Success	16	3	2	1	7	0	2	1	1	2	4	5	44
	% Success	84%	60%	33%	33%	78%	0%	40%	33%	50%	100%	80%	100%	67%
Asian/Cambodian	# Students		2	1	1	1			1	1				7
	# Retention		0	1	1	1			0	1				4
	% Retention		0%	100%	100%	100%			0%	100%				57%
	# Success		0	0	0	1			0	1				2
	% Success		0%	0%	0%	100%			0%	100%				29%
Asian/Chinese	# Students	3	1		2	1		2	2			3	2	16
	# Retention	3	1		1	1		1	2			3	2	14
	% Retention	100%	100%		50%	100%		50%	100%			100%	100%	88%
	# Success	3	1		1	1		1	2			3	1	13
	% Success	100%	100%		50%	100%		50%	100%			100%	50%	81%
Asian/Indian	# Students	5	1		2	2	2	1	1	1	4	2	4	25
	# Retention	5	0		1	2	1	1	1	1	3	2	4	21
	% Retention	100%	0%		50%	100%	50%	100%	100%	100%	75%	100%	100%	84%
	# Success	4	0		0	2	1	1	1	1	2	1	4	17
	% Success	80%	0%		0%	100%	50%	100%	100%	100%	50%	50%	100%	68%
Asian/Vietnamese	# Students	20	6	10	8	13	12	15	7	14	7	14	25	151
	# Retention	18	3	8	8	11	11	13	6	12	6	8	24	128
	% Retention	90%	50%	80%	100%	85%	92%	87%	86%	86%	86%	57%	96%	85%
	# Success	18	2	6	6	8	11	12	6	10	6	8	23	116
	% Success	90%	33%	60%	75%	62%	92%	80%	86%	71%	86%	57%	92%	77%
Filipino	# Students	6	2	5	3	1	3	1	2	1	1	1	6	32
	# Retention	5	1	5	3	0	2	0	2	1	1	1	6	27
	% Retention	83%	50%	100%	100%	0%	67%	0%	100%	100%	100%	100%	100%	84%
	# Success	3	0	1	2	0	2	0	1	1	1	1	5	17
	% Success	50%	0%	20%	67%	0%	67%	0%	50%	100%	100%	100%	83%	53%
Latino/a	# Students	3	6	2	6	3	2	5	2	5	5	1	5	45
	# Retention	1	3	2	5	3	1	3	2	2	3	1	5	31
	% Retention	33%	50%	100%	83%	100%	50%	60%	100%	40%	60%	100%	100%	69%
	# Success	1	2	0	4	2	1	1	2	2	1	1	4	21
	% Success	33%	33%	0%	67%	67%	50%	20%	100%	40%	20%	100%	80%	47%

Math 73 Student Success and Retention

Native American	# Students													
	# Retention													
	% Retention													
	# Success													
	% Success													
Other/ Unknown	# Students	7		2	2	1	3	3	3	2	1	2		26
	# Retention	7		2	2	1	2	3	2	2	1	2		24
	% Retention	100%		100%	100%	100%	67%	100%	67%	100%	100%	100%		92%
	# Success	5		1	0	0	1	3	0	0	1	2		13
	% Success	71%		50%	0%	0%	33%	100%	0%	0%	100%	100%		50%
Pacific Islander	# Students			1										1
	# Retention			0										0
	% Retention			0%										0%
	# Success			0										0
	% Success			0%										0%
White	# Students	1	6	4	6	4	2	3	4	4	5	2	1	42
	# Retention	1	6	4	6	4	2	2	3	4	4	2	1	39
	% Retention	100%	100%	100%	100%	100%	100%	67%	75%	100%	80%	100%	100%	93%
	# Success	1	5	1	4	2	1	0	2	3	3	2	1	25
	% Success	100%	83%	25%	67%	50%	50%	0%	50%	75%	60%	100%	100%	60%

Math 78 Student Success and Retention

All students

	Term	2002FAR	2003SPR	2003FAR	2004SPR	2004FAR	2005SPR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	Grand Total
# Students	24	35	18	29	22	12	10	15	14	17	13	19	228	
# Retention	23	32	17	24	17	11	8	11	11	10	12	15	191	
% Retention	96%	91%	94%	83%	77%	92%	80%	73%	79%	59%	92%	79%	84%	
# Success	17	28	11	24	15	10	7	9	10	8	10	14	163	
% Success	71%	80%	61%	83%	68%	83%	70%	60%	71%	47%	77%	74%	71%	

By Gender

Gender	Term	2002FAR	2003SPR	2003FAR	2004SPR	2004FAR	2005SPR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	Grand Total
Female	# Students	5	6	2	7	4	4	1	7	2	4	1	5	48
	# Retention	4	6	2	6	4	4	1	5	2	2	1	5	42
	% Retention	80%	100%	100%	86%	100%	100%	100%	71%	100%	50%	100%	100%	88%
	# Success	3	6	2	6	4	3	1	4	1	1	0	5	36
	% Success	60%	100%	100%	86%	100%	75%	100%	57%	50%	25%	0%	100%	75%
Male	# Students	17	29	15	21	18	8	8	8	12	12	12	14	174
	# Retention	17	26	15	17	13	7	7	6	9	8	11	10	146
	% Retention	100%	90%	100%	81%	72%	88%	88%	75%	75%	67%	92%	71%	84%
	# Success	12	22	9	17	11	7	6	5	9	7	10	9	124
	% Success	71%	76%	60%	81%	61%	88%	75%	63%	75%	58%	83%	64%	71%
Unreported	# Students	2		1	1			1			1			6
	# Retention	2		0	1			0			0			3
	% Retention	100%		0%	100%			0%			0%			50%
	# Success	2		0	1			0			0			3
	% Success	100%		0%	100%			0%			0%			50%

Math 78 Student Success and Retention

By Age

Age Group	Term	2002FAR	2003SPR	2003FAR	2004SPR	2004FAR	2005SPR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	Grand Total
Grp 1: Under 18	# Students		2		2	1	1	1	5				3	15
	# Retention		2		2	1	1	1	3				3	13
	% Retention		100%		100%	100%	100%	100%	60%				100%	87%
	# Success		2		2	1	1	1	2				3	12
	% Success		100%		100%	100%	100%	100%	40%				100%	80%
Grp 2: 18-19	# Students	2	2	1	5	4	4	1		4	2	2	2	29
	# Retention	2	2	0	5	4	4	1		4	1	1	2	26
	% Retention	100%	100%	0%	100%	100%	100%	100%		100%	50%	50%	100%	90%
	# Success	1	2	0	5	4	4	1		3	1	1	2	24
	% Success	50%	100%	0%	100%	100%	100%	100%		75%	50%	50%	100%	83%
Grp 3: 20-22	# Students	5	11	7	10	7	3	3	5	4	7	6	7	75
	# Retention	4	11	7	9	4	3	3	5	2	5	6	6	65
	% Retention	80%	100%	100%	90%	57%	100%	100%	100%	50%	71%	100%	86%	87%
	# Success	3	8	4	9	3	2	2	5	2	4	5	6	53
	% Success	60%	73%	57%	90%	43%	67%	67%	100%	50%	57%	83%	86%	71%
Grp 4: 23-24	# Students	3	4	2	3	3	1	3		2	4	1	2	28
	# Retention	3	3	2	2	2	0	2		2	2	1	1	20
	% Retention	100%	75%	100%	67%	67%	0%	67%		100%	50%	100%	50%	71%
	# Success	1	2	2	2	2	0	2		2	2	1	0	16
	% Success	33%	50%	100%	67%	67%	0%	67%		100%	50%	100%	0%	57%
Grp 5: 25-29	# Students	5	9	4	5	4	1	1	3	2	1	2	3	40
	# Retention	5	9	4	3	3	1	1	2	1	1	2	2	34
	% Retention	100%	100%	100%	60%	75%	100%	100%	67%	50%	100%	100%	67%	85%
	# Success	3	9	1	3	3	1	1	1	1	0	1	2	26
	% Success	60%	100%	25%	60%	75%	100%	100%	33%	50%	0%	50%	67%	65%
Grp 6: 30-39	# Students	8	4	2	2	3	2	1	2	1	1	2	2	30
	# Retention	8	3	2	1	3	2	0	1	1	1	2	1	25
	% Retention	100%	75%	100%	50%	100%	100%	0%	50%	100%	100%	100%	50%	83%
	# Success	8	3	2	1	2	2	0	1	1	1	2	1	24
	% Success	100%	75%	100%	50%	67%	100%	0%	50%	100%	100%	100%	50%	80%
Grp 7: 40-49	# Students	1	2	2	2					1	1			9
	# Retention	1	1	2	2					1	0			7
	% Retention	100%	50%	100%	100%					100%	0%			78%
	# Success	1	1	2	2					1	0			7
	% Success	100%	50%	100%	100%					100%	0%			78%
Grp 8: 50+	# Students		1								1			2
	# Retention		1								0			1
	% Retention		100%								0%			50%
	# Success		1								0			1
	% Success		100%								0%			50%

Math 78 Student Success and Retention

By Ethnicity

Ethnic Benchmark		Term												Grand Total
		2002FAR	2003SPR	2003FAR	2004SPR	2004FAR	2005SPR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	
African American	# Students	1					1		1	2	1	1	3	10
	# Retention	0					1		1	2	1	1	2	8
	% Retention	0%					100%		100%	100%	100%	100%	67%	80%
	# Success	0					1		0	2	1	1	2	7
	% Success	0%					100%		0%	100%	100%	100%	67%	70%
Asian (All Other)	# Students	6	13	5	6	3	1	3	1	1		3	1	43
	# Retention	6	13	5	5	2	1	2	1	1		3	0	39
	% Retention	100%	100%	100%	83%	67%	100%	67%	100%	100%		100%	0%	91%
	# Success	5	12	4	5	1	1	2	1	1		3	0	35
	% Success	83%	92%	80%	83%	33%	100%	67%	100%	100%		100%	0%	81%
Asian/Cambodian	# Students		1		1				1					3
	# Retention		1		0				1					2
	% Retention		100%		0%				100%					67%
	# Success		0		0				0					0
	% Success		0%		0%				0%					0%
Asian/Chinese	# Students	3	1	1					1				3	9
	# Retention	3	1	1					1				3	9
	% Retention	100%	100%	100%					100%				100%	100%
	# Success	2	1	0					1				3	7
	% Success	67%	100%	0%					100%				100%	78%
Asian/Indian	# Students		2	2	1	1	3						2	11
	# Retention		2	2	1	1	3						2	11
	% Retention		100%	100%	100%	100%	100%						100%	100%
	# Success		1	1	1	1	2						2	8
	% Success		50%	50%	100%	100%	67%						100%	73%
Asian/Vietnamese	# Students	5	7	3	5	9	3	4	8	5	5	2	4	60
	# Retention	5	7	3	5	7	2	4	4	5	3	1	4	50
	% Retention	100%	100%	100%	100%	78%	67%	100%	50%	100%	60%	50%	100%	83%
	# Success	3	6	3	5	7	2	4	4	5	3	1	4	47
	% Success	60%	86%	100%	100%	78%	67%	100%	50%	100%	60%	50%	100%	78%
Filipino	# Students	1	2	1	2	2	1						2	11
	# Retention	1	2	1	2	2	1						1	10
	% Retention	100%	100%	100%	100%	100%	100%						50%	91%
	# Success	1	2	1	2	1	1						1	9
	% Success	100%	100%	100%	100%	50%	100%						50%	82%
Latino/a	# Students	3	1	2	2	3			1	2	7	3	1	25
	# Retention	3	1	1	1	3			1	2	4	3	0	19
	% Retention	100%	100%	50%	50%	100%			100%	100%	57%	100%	0%	76%
	# Success	2	1	0	1	3			1	1	2	2	0	13
	% Success	67%	100%	0%	50%	100%			100%	50%	29%	67%	0%	52%

Math 78 Student Success and Retention

Native American	# Students													
	# Retention													
	% Retention													
	# Success													
	% Success													
Other/ Unknown	# Students	4	3	2	7	2	1	1	3		3	2	2	1
	# Retention	4	1	2	6	1	1	0	3		2	2	2	1
	% Retention	100%	33%	100%	86%	50%	100%	0%	100%		67%	100%	100%	100%
	# Success	3	1	1	6	1	1	0	2		2	1	2	1
	% Success	75%	33%	50%	86%	50%	100%	0%	67%		67%	50%	100%	100%
Pacific Islander	# Students		1											25
	# Retention		1											18
	% Retention		100%											72%
	# Success		1											16
	% Success		100%											64%
White	# Students	1	4	2	5	2	2	1		4	1	2	1	25
	# Retention	1	3	2	4	1	2	1		1	0	2	1	18
	% Retention	100%	75%	100%	80%	50%	100%	100%		25%	0%	100%	100%	72%
	# Success	1	3	1	4	1	2	1		1	0	2	0	16
	% Success	100%	75%	50%	80%	50%	100%	100%		25%	0%	100%	0%	64%

Math 79 Student Success and Retention

All students

	Term	2003SPR	2004SPR	2005SPR	2006SPR	2007SPR	2008SPR	Grand Total
# Students	25	16	17	10	17	23	108	
# Retention	17	7	16	9	13	18	80	
% Retention	68%	44%	94%	90%	76%	78%	74%	
# Success	13	4	15	9	12	15	68	
% Success	52%	25%	88%	90%	71%	65%	63%	

By Gender

Gender	Term	2003SPR	2004SPR	2005SPR	2006SPR	2007SPR	2008SPR	Grand Total
Female	# Students	6	5	2	4	1	3	21
	# Retention	6	2	2	4	1	3	18
	% Retention	100%	40%	100%	100%	100%	100%	86%
	# Success	5	2	2	4	1	3	17
	% Success	83%	40%	100%	100%	100%	100%	81%
Male	# Students	18	11	14	6	16	20	85
	# Retention	10	5	13	5	12	15	60
	% Retention	56%	45%	93%	83%	75%	75%	71%
	# Success	7	2	12	5	11	12	49
	% Success	39%	18%	86%	83%	69%	60%	58%
Unreported	# Students	1		1				2
	# Retention	1		1				2
	% Retention	100%		100%				100%
	# Success	1		1				2
	% Success	100%		100%				100%

Math 79 Student Success and Retention

By Age

Age Group		Term 2003SPR	2004SPR	2005SPR	2006SPR	2007SPR	2008SPR	Grand Total
Grp 1: Under 18	# Students			2			2	4
	# Retention			2			2	4
	% Retention			100%			100%	100%
	# Success			2			2	4
	% Success			100%			100%	100%
Grp 2: 18-19	# Students	1	2	2		5	2	12
	# Retention	1	2	2		5	2	12
	% Retention	100%	100%	100%		100%	100%	100%
	# Success	1	1	2		5	2	11
	% Success	100%	50%	100%		100%	100%	92%
Grp 3: 20-22	# Students	11	5	7	6	8	6	43
	# Retention	7	2	7	6	7	6	35
	% Retention	64%	40%	100%	100%	88%	100%	81%
	# Success	5	1	6	6	6	6	30
	% Success	45%	20%	86%	100%	75%	100%	70%
Grp 4: 23-24	# Students	4	2	2	2	2	5	17
	# Retention	3	0	2	1	1	3	10
	% Retention	75%	0%	100%	50%	50%	60%	59%
	# Success	2	0	2	1	1	2	8
	% Success	50%	0%	100%	50%	50%	40%	47%
Grp 5: 25-29	# Students	6	1	1	1	2	4	15
	# Retention	4	0	1	1	0	1	7
	% Retention	67%	0%	100%	100%	0%	25%	47%
	# Success	4	0	1	1	0	0	6
	% Success	67%	0%	100%	100%	0%	0%	40%
Grp 6: 30-39	# Students	3	5	3	1		3	15
	# Retention	2	3	2	1		3	11
	% Retention	67%	60%	67%	100%		100%	73%
	# Success	1	2	2	1		2	8
	% Success	33%	40%	67%	100%		67%	53%
Grp 7: 40-49	# Students						1	1
	# Retention						1	1
	% Retention						100%	100%
	# Success						1	1
	% Success						100%	100%
Grp 8: 50+	# Students		1					1
	# Retention		0					0
	% Retention		0%					0%
	# Success		0					0
	% Success		0%					0%

Math 79 Student Success and Retention

By Ethnicity

Ethnic Benchmark		Term 2003SPR	2004SPR	2005SPR	2006SPR	2007SPR	2008SPR	Grand Total
African American	# Students		1	2	1	4	2	10
	# Retention		0	2	0	3	1	6
	% Retention		0%	100%	0%	75%	50%	60%
	# Success		0	1	0	3	1	5
	% Success		0%	50%	0%	75%	50%	50%
Asian (All Other)	# Students	7	1	3		1	5	17
	# Retention	3	0	3		0	2	8
	% Retention	43%	0%	100%		0%	40%	47%
	# Success	3	0	3		0	2	8
	% Success	43%	0%	100%		0%	40%	47%
Asian/Cambodian	# Students	1						1
	# Retention	0						0
	% Retention	0%						0%
	# Success	0						0
	% Success	0%						0%
Asian/Chinese	# Students	4				1		5
	# Retention	4				1		5
	% Retention	100%				100%		100%
	# Success	3				1		4
	% Success	75%				100%		80%
Asian/Indian	# Students	1	2	1	1	1	3	9
	# Retention	1	0	1	1	1	3	7
	% Retention	100%	0%	100%	100%	100%	100%	78%
	# Success	0	0	1	1	1	3	6
	% Success	0%	0%	100%	100%	100%	100%	67%
Asian/Vietnamese	# Students	1	3	4	5	4	6	23
	# Retention	1	2	4	5	4	5	21
	% Retention	100%	67%	100%	100%	100%	83%	91%
	# Success	1	1	4	5	3	5	19
	% Success	100%	33%	100%	100%	75%	83%	83%
Filipino	# Students			2		1	2	5
	# Retention			2		0	2	4
	% Retention			100%		0%	100%	80%
	# Success			2		0	1	3
	% Success			100%		0%	50%	60%
Latino/a	# Students	4	4	2	1	2	2	15
	# Retention	2	2	2	1	2	2	11
	% Retention	50%	50%	100%	100%	100%	100%	73%
	# Success	2	1	2	1	2	2	10
	% Success	50%	25%	100%	100%	100%	100%	67%

Math 79 Student Success and Retention

Native American	# Students			1				
	# Retention			0				
	% Retention			0%				
	# Success			0				
	% Success			0%				
Other/ Unknown	# Students	2	1	1		1	1	1
	# Retention	2	0	1		1	1	1
	% Retention	100%	0%	100%		100%	100%	100%
	# Success	2	0	1		1	0	0
	% Success	100%	0%	100%		100%	0%	0%
Pacific Islander	# Students	1						15
	# Retention	1						12
	% Retention	100%						80%
	# Success	0						9
	% Success	0%						60%
White	# Students	4	4	1	2	2	2	15
	# Retention	3	3	1	2	1	2	12
	% Retention	75%	75%	100%	100%	50%	100%	80%
	# Success	2	2	1	2	1	1	9
	% Success	50%	50%	100%	100%	50%	50%	60%

Math 310 Student Success and Retention

All students

	Term	2002SUR	2002FAR	2003SPR	2003FAR	2004SPR	2004FAR	2005SPR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	Grand Total
# Students	47	296	246	302	250	293	243	245	236	301	187	249	204	3099	
# Retention	44	248	208	271	200	253	215	214	207	259	162	218	164	2663	
% Retention	94%	84%	85%	90%	80%	86%	88%	87%	88%	86%	87%	88%	80%	86%	
# Success	30	162	130	178	130	167	112	115	121	169	76	136	107	1633	
% Success	64%	55%	53%	59%	52%	57%	46%	47%	51%	56%	41%	55%	52%	53%	

By Gender

Gender	Term	2002SUR	2002FAR	2003SPR	2003FAR	2004SPR	2004FAR	2005SPR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	Grand Total
Female	# Students	28	178	152	178	152	182	156	151	140	172	104	153	112	1858
	# Retention	25	154	128	159	124	156	138	130	124	151	93	133	92	1607
	% Retention	89%	87%	84%	89%	82%	86%	88%	86%	89%	88%	89%	87%	82%	86%
	# Success	16	111	88	103	81	103	73	68	72	99	47	89	65	1015
	% Success	57%	62%	58%	58%	53%	57%	47%	45%	51%	58%	45%	58%	58%	55%
Male	# Students	17	110	76	105	83	105	85	88	95	126	81	91	88	1150
	# Retention	17	88	63	95	64	92	75	78	83	105	67	80	69	976
	% Retention	100%	80%	83%	90%	77%	88%	88%	89%	87%	83%	83%	88%	78%	85%
	# Success	13	46	32	64	41	60	38	43	49	69	27	42	40	564
	% Success	76%	42%	42%	61%	49%	57%	45%	49%	52%	55%	33%	46%	45%	49%
Unreported	# Students	2	8	18	19	15	6	2	6	1	3	2	5	4	91
	# Retention	2	6	17	17	12	5	2	6	0	3	2	5	3	80
	% Retention	100%	75%	94%	89%	80%	83%	100%	100%	0%	100%	100%	100%	75%	88%
	# Success	1	5	10	11	8	4	1	4	0	1	2	5	2	54
	% Success	50%	63%	56%	58%	53%	67%	50%	67%	0%	33%	100%	100%	50%	59%

Math 310 Student Success and Retention

By Age

Age Group	Term	2002SUR	2002FAR	2003SPR	2003FAR	2004SPR	2004FAR	2005SPR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	Grand Total
Grp 1: Under 18	# Students	1	14	7	12	1	8		9	5	21		16		94
	# Retention	1	13	6	9	1	7		7	4	20		16		84
	% Retention	100%	93%	86%	75%	100%	88%		78%	80%	95%		100%		89%
	# Success	1	11	5	4	1	7		5	4	15		12		65
	% Success	100%	79%	71%	33%	100%	88%		56%	80%	71%		75%		69%
Grp 2: 18-19	# Students	12	96	69	104	81	116	88	80	72	120	70	93	63	1064
	# Retention	10	80	60	94	64	102	83	70	61	103	60	82	50	919
	% Retention	83%	83%	87%	90%	79%	88%	94%	88%	85%	86%	86%	88%	79%	86%
	# Success	8	44	32	58	34	60	39	32	36	67	22	55	34	521
	% Success	67%	46%	46%	56%	42%	52%	44%	40%	50%	56%	31%	59%	54%	49%
Grp 3: 20-22	# Students	8	76	58	73	69	74	58	60	58	77	47	54	53	765
	# Retention	8	61	51	65	56	64	49	51	53	64	43	50	42	657
	% Retention	100%	80%	88%	89%	81%	86%	84%	85%	91%	83%	91%	93%	79%	86%
	# Success	4	39	31	38	34	41	25	30	23	40	16	18	18	357
	% Success	50%	51%	53%	52%	49%	55%	43%	50%	40%	52%	34%	33%	34%	47%
Grp 4: 23-24	# Students	8	22	21	21	25	15	27	20	18	12	14	15	15	233
	# Retention	8	19	17	18	18	11	20	19	14	11	12	12	12	191
	% Retention	100%	86%	81%	86%	72%	73%	74%	95%	78%	92%	86%	80%	80%	82%
	# Success	6	10	9	13	11	7	11	12	10	7	9	7	8	120
	% Success	75%	45%	43%	62%	44%	47%	41%	60%	56%	58%	64%	47%	53%	52%
Grp 5: 25-29	# Students	5	36	29	31	28	26	27	31	31	19	16	20	21	320
	# Retention	4	31	19	27	22	22	26	29	28	15	16	16	17	272
	% Retention	80%	86%	66%	87%	79%	85%	96%	94%	90%	79%	100%	80%	81%	85%
	# Success	3	23	11	19	17	14	16	15	16	9	10	11	11	175
	% Success	60%	64%	38%	61%	61%	54%	59%	48%	52%	47%	63%	55%	52%	55%
Grp 6: 30-39	# Students	8	24	34	37	24	29	23	23	36	24	24	26	17	329
	# Retention	8	22	27	35	19	26	21	17	32	21	18	22	13	281
	% Retention	100%	92%	79%	95%	79%	90%	91%	74%	89%	88%	75%	85%	76%	85%
	# Success	5	16	20	29	15	21	10	8	21	12	11	19	9	196
	% Success	63%	67%	59%	78%	63%	72%	43%	35%	58%	50%	46%	73%	53%	60%
Grp 7: 40-49	# Students	3	20	18	20	15	21	15	16	14	19	13	17	21	212
	# Retention	3	16	18	19	13	18	11	15	13	16	11	13	17	183
	% Retention	100%	80%	100%	95%	87%	86%	73%	94%	93%	84%	85%	76%	81%	86%
	# Success	2	13	14	13	11	14	7	10	10	14	7	8	15	138
	% Success	67%	65%	78%	65%	73%	67%	47%	63%	71%	74%	54%	47%	71%	65%
Grp 8: 50+	# Students	2	8	10	4	7	4	5	6	2	9	3	8	14	82
	# Retention	2	6	10	4	7	3	5	6	2	9	2	7	13	76
	% Retention	100%	75%	100%	100%	100%	75%	100%	100%	100%	100%	67%	88%	93%	93%
	# Success	1	6	8	4	7	3	4	3	1	5	1	6	12	61
	% Success	50%	75%	80%	100%	100%	75%	80%	50%	50%	56%	33%	75%	86%	74%

Math 310 Student Success and Retention

By Ethnicity

Ethnic Benchmark	Term	2002SUR	2002FAR	2003SPR	2003FAR	2004SPR	2004FAR	2005SPR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	Grand Total
African American	# Students	4	28	21	27	14	30	27	24	19	18	11	19	17	259
	# Retention	4	24	20	25	10	22	26	20	19	16	9	19	13	227
	% Retention	100%	86%	95%	93%	71%	73%	96%	83%	100%	89%	82%	100%	76%	88%
	# Success	4	14	7	10	9	12	9	10	9	8	4	10	7	113
	% Success	100%	50%	33%	37%	64%	40%	33%	42%	47%	44%	36%	53%	41%	44%
Asian (All Other)	# Students	3	14	14	12	5	7	7	6	6	9	7	13	13	116
	# Retention	3	14	12	12	4	7	5	6	5	7	7	12	13	107
	% Retention	100%	100%	86%	100%	80%	100%	71%	100%	83%	78%	100%	92%	100%	92%
	# Success	2	6	8	8	3	5	4	2	5	6	5	9	11	74
	% Success	67%	43%	57%	67%	60%	71%	57%	33%	83%	67%	71%	69%	85%	64%
Asian/Cambodian	# Students	1	2	2	6	4	10	4	5	4	6	3	6	2	55
	# Retention	1	2	1	4	2	10	4	4	3	5	3	6	2	47
	% Retention	100%	100%	50%	67%	50%	100%	100%	80%	75%	83%	100%	100%	100%	85%
	# Success	0	0	0	4	2	5	2	4	1	4	1	2	1	26
	% Success	0%	0%	0%	67%	50%	50%	50%	80%	25%	67%	33%	33%	50%	47%
Asian/Chinese	# Students		3	2	1	2		2	3	1			2	1	17
	# Retention		3	2	1	2		2	3	1			2	1	17
	% Retention		100%	100%	100%	100%		100%	100%	100%			100%	100%	100%
	# Success		3	1	1	2		2	2	0			2	0	13
	% Success		100%	50%	100%	100%		100%	67%	0%			100%	0%	76%
Asian/Indian	# Students	1	4	4	11	4	3	2	3	1	4	4	4	3	48
	# Retention	0	4	4	11	2	3	2	3	1	3	4	4	3	44
	% Retention	0%	100%	100%	100%	50%	100%	100%	100%	100%	75%	100%	100%	100%	92%
	# Success	0	3	2	10	2	2	1	1	1	2	2	2	2	30
	% Success	0%	75%	50%	91%	50%	67%	50%	33%	100%	50%	50%	50%	67%	63%
Asian/Vietnamese	# Students	5	23	28	24	27	21	16	14	24	26	20	16	27	271
	# Retention	5	21	27	22	23	20	16	12	24	23	19	13	20	245
	% Retention	100%	91%	96%	92%	85%	95%	100%	86%	100%	88%	95%	81%	74%	90%
	# Success	5	17	23	16	18	17	10	9	15	18	13	12	19	192
	% Success	100%	74%	82%	67%	67%	81%	63%	64%	63%	69%	65%	75%	70%	71%
Filipino	# Students	4	34	13	21	22	33	14	19	14	29	14	13	15	245
	# Retention	4	29	10	20	21	30	13	17	12	27	12	11	13	219
	% Retention	100%	85%	77%	95%	95%	91%	93%	89%	86%	93%	86%	85%	87%	89%
	# Success	3	16	4	14	18	24	10	7	9	18	5	5	10	143
	% Success	75%	47%	31%	67%	82%	73%	71%	37%	64%	62%	36%	38%	67%	58%
Latino/a	# Students	23	136	123	154	124	137	142	117	116	158	95	143	88	1556
	# Retention	22	104	99	136	95	113	121	96	99	136	78	122	68	1289
	% Retention	96%	76%	80%	88%	77%	82%	85%	82%	85%	86%	82%	85%	77%	83%
	# Success	13	74	63	89	51	69	59	44	55	86	28	76	41	748
	% Success	57%	54%	51%	58%	41%	50%	42%	38%	47%	54%	29%	53%	47%	48%

Math 310 Student Success and Retention

Native American	# Students	1	3	1	1	2	2		1	6	3	1	3		24
	# Retention	1	2	1	0	0	2		1	5	3	1	3		19
	% Retention	100%	67%	100%	0%	0%	100%		100%	83%	100%	100%	100%		79%
	# Success	1	1	1	0	0	1		0	3	0	0	2		9
	% Success	100%	33%	100%	0%	0%	50%		0%	50%	0%	0%	67%		38%
Other/Unknown	# Students	1	13	18	14	15	21	14	21	18	25	12	14	16	202
	# Retention	1	12	16	12	13	19	14	20	16	20	12	12	14	181
	% Retention	100%	92%	89%	86%	87%	90%	100%	95%	89%	80%	100%	86%	88%	90%
	# Success	0	6	11	10	9	12	10	15	8	14	6	7	8	116
	% Success	0%	46%	61%	71%	60%	57%	71%	71%	44%	56%	50%	50%	50%	57%
Pacific Islander	# Students		4	1	2	2	2	3	4	7	3	2	1	3	34
	# Retention		3	1	2	1	2	3	4	5	3	1	1	2	28
	% Retention		75%	100%	100%	50%	100%	100%	100%	71%	100%	50%	100%	67%	82%
	# Success		2	1	2	1	2	1	2	2	2	1	0	1	17
	% Success		50%	100%	100%	50%	100%	33%	50%	29%	67%	50%	0%	33%	50%
White	# Students	4	32	19	29	29	27	12	28	20	20	18	15	19	272
	# Retention	3	30	15	26	27	25	9	28	17	16	16	13	15	240
	% Retention	75%	94%	79%	90%	93%	93%	75%	100%	85%	80%	89%	87%	79%	88%
	# Success	2	20	9	14	15	18	4	19	13	11	11	9	7	152
	% Success	50%	63%	47%	48%	52%	67%	33%	68%	65%	55%	61%	60%	37%	56%

Math 311 Student Success and Retention

All students

	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	Grand Total
# Students		35	176	185	34	198	150	23	152	155	17	167	136	167	158	158	177	2088
# Retention		31	159	157	27	177	124	20	125	133	16	145	106	137	131	148	158	1794
% Retention		89%	90%	85%	79%	89%	83%	87%	82%	86%	94%	87%	78%	82%	83%	94%	89%	86%
# Success		13	111	116	17	137	81	10	82	97	12	92	66	97	86	112	107	1236
% Success		37%	63%	63%	50%	69%	54%	43%	54%	63%	71%	55%	49%	58%	54%	71%	60%	59%

By Gender

Gender	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	Grand Total
Female	# Students	17	111	116	24	120	90	16	93	90	15	87	77	111	84	98	105	1254
	# Retention	14	99	100	19	107	76	13	79	79	14	75	60	92	72	93	92	1084
	% Retention	82%	89%	86%	79%	89%	84%	81%	85%	88%	93%	86%	78%	83%	86%	95%	88%	86%
	# Success	5	73	82	14	88	51	5	53	59	11	61	37	68	44	69	68	788
	% Success	29%	66%	71%	58%	73%	57%	31%	57%	66%	73%	70%	48%	61%	52%	70%	65%	63%
Male	# Students	15	59	58	9	64	56	6	56	62	2	79	55	52	72	55	68	768
	# Retention	14	54	48	7	58	45	6	43	51	2	69	44	41	57	50	62	651
	% Retention	93%	92%	83%	78%	91%	80%	100%	77%	82%	100%	87%	80%	79%	79%	91%	91%	85%
	# Success	5	33	29	2	39	29	4	27	35	1	30	28	26	41	39	36	404
	% Success	33%	56%	50%	22%	61%	52%	67%	48%	56%	50%	38%	51%	50%	57%	71%	53%	53%
Unreported	# Students	3	6	11	1	14	4	1	3	3		1	4	4	2	5	4	66
	# Retention	3	6	9	1	12	3	1	3	3		1	2	4	2	5	4	59
	% Retention	100%	100%	82%	100%	86%	75%	100%	100%	100%		100%	50%	100%	100%	100%	100%	89%
	# Success	3	5	5	1	10	1	1	2	3		1	1	3	1	4	3	44
	% Success	100%	83%	45%	100%	71%	25%	100%	67%	100%		100%	25%	75%	50%	80%	75%	67%

Math 311 Student Success and Retention

By Age

Age Group	Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	Grand Total
Grp 1: Under 18	# Students	8	11	4	8	12	2		6		1	12		21		11	2	98
	# Retention	8	11	2	7	11	2		5		1	9		19		11	2	88
	% Retention	100%	100%	50%	88%	92%	100%		83%		100%	75%		90%		100%	100%	90%
	# Success	2	10	2	5	5	2		3		1	5		15		9	2	61
	% Success	25%	91%	50%	63%	42%	100%		50%		100%	42%		71%		82%	100%	62%
Grp 2: 18-19	# Students	9	62	70	6	73	55	9	53	60	3	74	59	66	80	62	69	810
	# Retention	9	58	64	6	65	45	9	46	51	3	66	48	53	64	58	59	704
	% Retention	100%	94%	91%	100%	89%	82%	100%	87%	85%	100%	89%	81%	80%	80%	94%	86%	87%
	# Success	3	40	39	1	47	22	4	24	36	1	36	27	29	35	40	36	420
	% Success	33%	65%	56%	17%	64%	40%	44%	45%	60%	33%	49%	46%	44%	44%	65%	52%	52%
Grp 3: 20-22	# Students	9	52	46	3	52	39	5	37	39	4	37	30	34	42	30	43	502
	# Retention	6	49	40	3	44	34	4	28	35	4	29	19	24	34	28	39	420
	% Retention	67%	94%	87%	100%	85%	87%	80%	76%	90%	100%	78%	63%	71%	81%	93%	91%	84%
	# Success	3	36	29	1	32	23	3	17	22	3	21	12	17	22	22	25	288
	% Success	33%	69%	63%	33%	62%	59%	60%	46%	56%	75%	57%	40%	50%	52%	73%	58%	57%
Grp 4: 23-24	# Students	1	15	15	3	13	15		14	15	3	8	14	8	7	13	14	158
	# Retention	1	11	13	1	10	12		9	12	2	6	12	8	6	13	13	129
	% Retention	100%	73%	87%	33%	77%	80%		64%	80%	67%	75%	86%	100%	86%	100%	93%	82%
	# Success	1	5	12	0	10	7		6	9	2	3	6	5	6	9	11	92
	% Success	100%	33%	80%	0%	77%	47%		43%	60%	67%	38%	43%	63%	86%	69%	79%	58%
Grp 5: 25-29	# Students	5	17	18	5	18	8	4	14	17	4	12	13	14	12	18	21	200
	# Retention	4	15	14	4	18	4	4	12	12	4	12	12	12	12	16	20	175
	% Retention	80%	88%	78%	80%	100%	50%	100%	86%	71%	100%	100%	92%	86%	100%	89%	95%	88%
	# Success	2	9	10	4	16	4	2	9	12	3	9	10	11	8	12	14	135
	% Success	40%	53%	56%	80%	89%	50%	50%	64%	71%	75%	75%	77%	79%	67%	67%	67%	68%
Grp 6: 30-39	# Students	2	11	15	4	16	18	3	16	9	2	14	12	11	11	14	15	173
	# Retention	2	8	11	3	15	17	2	14	9	2	14	8	9	11	13	14	152
	% Retention	100%	73%	73%	75%	94%	94%	67%	88%	100%	100%	100%	67%	82%	100%	93%	93%	88%
	# Success	1	6	11	3	14	14	0	13	7	2	11	7	8	11	12	8	128
	% Success	50%	55%	73%	75%	88%	78%	0%	81%	78%	100%	79%	58%	73%	100%	86%	53%	74%
Grp 7: 40-49	# Students		6	10	2	7	10	2	6	6		8	7	7	4	7	7	89
	# Retention		6	8	1	7	9	1	5	6		7	6	7	2	7	7	79
	% Retention		100%	80%	50%	100%	90%	50%	83%	100%		88%	86%	100%	50%	100%	100%	89%
	# Success		5	8	1	6	8	1	5	5		5	3	7	2	6	7	69
	% Success		83%	80%	50%	86%	80%	50%	83%	83%		63%	43%	100%	50%	86%	100%	78%
Grp 8: 50+	# Students	1	2	7	3	7	3		6	9		2	1	6	2	3	6	58
	# Retention	1	1	5	2	7	1		6	8		2	1	5	2	2	4	47
	% Retention	100%	50%	71%	67%	100%	33%		100%	89%		100%	100%	83%	100%	67%	67%	81%
	# Success	1	0	5	2	7	1		5	6		2	1	5	2	2	4	43
	% Success	100%	0%	71%	67%	100%	33%		83%	67%		100%	100%	83%	100%	67%	67%	74%

Math 311 Student Success and Retention

By Ethnicity

Ethnic Benchmark		Term	2002SUR	2002FAR	2003SPR	2003SUR	2003FAR	2004SPR	2004SUR	2004FAR	2005SPR	2005SUR	2005FAR	2006SPR	2006FAR	2007SPR	2007FAR	2008SPR	Grand Total
African American	# Students	1	10	8	9	10	12	4	8	13	3	9	9	12	5	7	14	134	
	# Retention	1	9	6	6	9	10	4	7	10	3	6	7	9	4	6	10	107	
	% Retention	100%	90%	75%	67%	90%	83%	100%	88%	77%	100%	67%	78%	75%	80%	86%	71%	80%	
	# Success	1	6	3	4	7	5	2	3	8	1	2	3	7	3	2	3	60	
	% Success	100%	60%	38%	44%	70%	42%	50%	38%	62%	33%	22%	33%	58%	60%	29%	21%	45%	
Asian (All Other)	# Students	1	9	7	1	9	10		7	5		5	3	6	5	8	4	80	
	# Retention	1	7	7	1	8	8		7	5		4	2	5	5	8	4	72	
	% Retention	100%	78%	100%	100%	89%	80%		100%	100%		80%	67%	83%	100%	100%	100%	90%	
	# Success	1	7	4	1	7	4		5	3		2	1	4	3	6	4	52	
	% Success	100%	78%	57%	100%	78%	40%		71%	60%		40%	33%	67%	60%	75%	100%	65%	
Asian/Cambodian	# Students	2	4	1		6	5	2	3	7		3	3	3	2	3	4	48	
	# Retention	2	4	1		3	5	2	2	7		3	3	3	1	3	4	43	
	% Retention	100%	100%	100%		50%	100%	100%	67%	100%		100%	100%	100%	50%	100%	100%	90%	
	# Success	1	4	1		3	2	0	2	6		3	3	2	1	1	3	32	
	% Success	50%	100%	100%		50%	40%	0%	67%	86%		100%	100%	67%	50%	33%	75%	67%	
Asian/Chinese	# Students		4	2			1			1		1	1	2	4	1	4	21	
	# Retention		4	1			1			1		1	1	2	4	1	4	20	
	% Retention		100%	50%			100%			100%		100%	100%	100%	100%	100%	100%	95%	
	# Success		4	1			0			1		0	0	0	2	1	3	12	
	% Success		100%	50%			0%			100%		0%	0%	0%	50%	100%	75%	57%	
Asian/Indian	# Students	4	5	3		5	4		4			2	2	1	1	1	2	34	
	# Retention	4	4	2		4	3		4			1	2	1	1	1	2	29	
	% Retention	100%	80%	67%		80%	75%		100%			50%	100%	100%	100%	100%	100%	85%	
	# Success	0	3	2		4	2		4			1	2	1	0	1	2	22	
	% Success	0%	60%	67%		80%	50%		100%			50%	100%	100%	0%	100%	100%	65%	
Asian/Vietnamese	# Students	9	15	19	9	26	13	2	20	7	2	16	8	7	11	12	20	196	
	# Retention	8	15	18	7	23	11	2	17	5	2	16	7	6	9	12	19	177	
	% Retention	89%	100%	95%	78%	88%	85%	100%	85%	71%	100%	100%	88%	86%	82%	100%	95%	90%	
	# Success	4	10	11	6	19	9	2	13	4	2	10	5	5	8	11	15	134	
	% Success	44%	67%	58%	67%	73%	69%	100%	65%	57%	100%	63%	63%	71%	73%	92%	75%	68%	
Filipino	# Students	4	16	24	1	8	5	3	12	19	2	22	17	16	12	13	10	184	
	# Retention	4	13	20	1	7	5	3	11	16	1	20	13	15	11	13	10	163	
	% Retention	100%	81%	83%	100%	88%	100%	100%	92%	84%	50%	91%	76%	94%	92%	100%	100%	89%	
	# Success	2	11	17	1	6	4	2	6	11	1	16	9	13	8	12	7	126	
	% Success	50%	69%	71%	100%	75%	80%	67%	50%	58%	50%	73%	53%	81%	67%	92%	70%	68%	
Latino/a	# Students	9	83	93	11	106	72	10	69	77	8	86	69	87	97	76	96	1049	
	# Retention	8	77	79	10	97	56	7	54	68	8	75	53	68	79	71	85	895	
	% Retention	89%	93%	85%	91%	92%	78%	70%	78%	88%	100%	87%	77%	78%	81%	93%	89%	85%	
	# Success	2	42	58	5	70	35	3	37	48	6	46	32	47	46	51	52	580	
	% Success	22%	51%	62%	45%	66%	49%	30%	54%	62%	75%	53%	46%	54%	47%	67%	54%	55%	

Math 311 Student Success and Retention

Native American	# Students		1	1		1	1			1		1	1			1	4	12
	# Retention		1	1		1	1			1		1	0			1	3	10
	% Retention		100%	100%		100%	100%			100%		100%	0%			100%	75%	83%
	# Success		1	0		0	0			0		0	0			1	3	5
	% Success		100%	0%		0%	0%			0%		0%	0%			100%	75%	42%
Other/ Unknown	# Students	1	13	9	1	6	7	1	13	11		9	9	11	11	15	4	121
	# Retention	0	10	8	1	6	6	1	11	9		8	8	11	9	14	4	106
	% Retention	0%	77%	89%	100%	100%	86%	100%	85%	82%		89%	89%	100%	82%	93%	100%	88%
	# Success	0	9	7	0	6	5	0	8	6		7	3	8	7	12	2	80
	% Success	0%	69%	78%	0%	100%	71%	0%	62%	55%		78%	33%	73%	64%	80%	50%	66%
Pacific Islander	# Students		1	2		3	4		3	1		1	1	4	1	3		24
	# Retention		1	0		2	3		3	1		1	1	4	1	2		19
	% Retention		100%	0%		67%	75%		100%	100%		100%	100%	100%	100%	67%		79%
	# Success		1	0		1	1		0	1		0	1	2	1	2		10
	% Success		100%	0%		33%	25%		0%	100%		0%	100%	50%	100%	67%		42%
White	# Students	4	15	16	2	18	16	1	13	13	2	12	13	18	9	18	15	185
	# Retention	3	14	14	1	17	15	1	9	10	2	9	9	13	7	16	13	153
	% Retention	75%	93%	88%	50%	94%	94%	100%	69%	77%	100%	75%	69%	72%	78%	89%	87%	83%
	# Success	2	13	12	0	14	14	1	4	9	2	5	7	8	7	12	13	123
	% Success	50%	87%	75%	0%	78%	88%	100%	31%	69%	100%	42%	54%	44%	78%	67%	87%	66%

Appendix E

Mathematics Department

Enrollment Patterns and Program Productivity

2004-2008

Mathematics Enrollment Patterns, Fall 2004-Fall 2008

Summer/Fall 2004

	Hours Lecture per Week	# of Sections	FT Faculty FTE	Adjunct Faculty FTE	Total Faculty FTE	# of Waitlisted Students	Census Seat Count	WSCH	WSCH per FTEF
3.0 unit	3.0	56	/	/	/	/	2178	6534	/
4.0 unit	4.0	1	/	/	/	/	36	144	/
5.0 unit	5.0	34	/	/	/	/	1371	6855	/
TOTALS		91	8.663	13.764	22.427	Unknown	3585	13533	603.42

Intersession/Spring 2005

	Hours Lecture per Week	# of Sections	FT Faculty FTE	Adjunct Faculty FTE	Total Faculty FTE	# of Waitlisted Students	Census Seat Count	WSCH	WSCH per FTEF
3.0 unit	3.0	41	/	/	/	/	1557	4671	/
4.0 unit	4.0	1	/	/	/	/	31	124	/
5.0 unit	5.0	27	/	/	/	/	1007	5035	/
TOTALS		69	7.196	9.929	17.125	Unknown	2595	9830	574.01

Summer/Fall 2005

	Hours Lecture per Week	# of Sections	FT Faculty FTE	Adjunct Faculty FTE	Total Faculty FTE	# of Waitlisted Students	Census Seat Count	WSCH	WSCH per FTEF
3.0 unit	3.0	49	/	/	/	/	1922	5766	/
4.0 unit	4.0	1	/	/	/	/	36	144	/
5.0 unit	5.0	37	/	/	/	/	1558	7790	/
TOTALS		87	8.862	13.197	22.059	Unknown	3516	13700	621.06

Intersession/Spring 2006

	Hours Lecture per Week	# of Sections	FT Faculty FTE	Adjunct Faculty FTE	Total Faculty FTE	# of Waitlisted Students	Census Seat Count	WSCH	WSCH per FTEF
3.0 unit	3.0	41	/	/	/	/	1336	4008	/
4.0 unit	4.0	1	/	/	/	/	29	116	/
5.0 unit	5.0	29	/	/	/	/	1085	5425	/
TOTALS		71	7.729	9.930	17.659	Unknown	2450	9549	540.74

Summer/Fall 2006

	Hours Lecture per Week	# of Sections	FT Faculty FTE	Adjunct Faculty FTE	Total Faculty FTE	# of Waitlisted Students*	Census Seat Count	WSCH	WSCH per FTEF
3.0 unit	3.0	52	/	/	/	/	2049	6147	/
4.0 unit	4.0	1	/	/	/	/	35	140	/
5.0 unit	5.0	38	/	/	/	/	1633	8165	/
TOTALS		91	10.262	12.734	22.996	814	3717	14452	628.46

* Fall only, data unavailable for Summer

Interession/Spring 2007

	Hours Lecture per Week	# of Sections	FT Faculty FTE	Adjunct Faculty FTE	Total Faculty FTE	# of Waitlisted Students	Census Seat Count	WSCH	WSCH per FTEF
3.0 unit	3.0	38	/	/	/	/	1331	3993	/
4.0 unit	4.0	1	/	/	/	/	28	112	/
5.0 unit	5.0	29	/	/	/	/	1161	5805	/
TOTALS		68	10.059	7.132	17.191	824	2520	9910	576.46

Summer/Fall 2007

	Hours Lecture per Week	# of Sections	FT Faculty FTE	Adjunct Faculty FTE	Total Faculty FTE	# of Waitlisted Students	Census Seat Count	WSCH	WSCH per FTEF
3.0 unit	3.0	55	/	/	/	/	2193	6579	/
4.0 unit	4.0	1	/	/	/	/	35	140	/
5.0 unit	5.0	45	/	/	/	/	1951	9755	/
TOTALS		101	10.529	15.392	25.921	1237	4179	16474	635.55

Interession/Spring 2008

	Hours Lecture per Week	# of Sections	FT Faculty FTE	Adjunct Faculty FTE	Total Faculty FTE	# of Waitlisted Students	Census Seat Count	WSCH	WSCH per FTEF
3.0 unit	3.0	43	/	/	/	/	1445	4335	/
4.0 unit	4.0	0	/	/	/	/	0	0	/
5.0 unit	5.0	33	/	/	/	/	1365	6825	/
TOTALS		76	9.933	9.467	19.400	687	2810	11160	575.26

Summer/Fall 2008

	Hours Lecture per Week	# of Sections	FT Faculty FTE	Adjunct Faculty FTE	Total Faculty FTE	# of Waitlisted Students	Census Seat Count	WSCH	WSCH per FTEF
3.0 unit	3.0	58	/	/	/	/	2328	6984	/
4.0 unit	4.0	0	/	/	/	/	0	0	/
5.0 unit	5.0	50	/	/	/	/	2228	11140	/
TOTALS		108	10.133	18.137	28.270	1223	4556	18124	641.10