Mathematics Pathways
Pathway to Transfer Level Math Courses

Math 203 Intermediate Algebra

- Math 13 Introduction to Statistics
- Math 50 Trigonometry
- Math 1 Precalculus
- Math 18 Real Number Systems
Traditional Pathway to Statistics

Math 250 Arithmetic
Math 253 Prealgebra
Math 201 Elementary Algebra
Math 203 Intermediate Algebra
Math 13 Introduction to Statistics

Accelerated Pathway to Statistics

Math 250 Arithmetic
Math 253 Prealgebra
Math 206 Algebra for Statistics
Math 13 Introduction to Statistics
Accelerated Pathway to Math 3A Calculus I (3 terms)

Math 203 Intermediate Algebra
  - Math 202 Geometry
  - Math 50 Trigonometry
  - Math 1 Precalculus
  - Math 3A Calculus I

Traditional Pathway to Math 3A Calculus I (4 terms)

Math 203 Intermediate Algebra
  - Math 202 Geometry
  - Math 50 Trigonometry
  - Math 2 Precalculus with Analytic Geometry
  - Math 3A Calculus I
2014-2015 Average Math Enrollment

- White Non Hispanic: 24%
- Asian: 19%
- Black/African American: 18%
- Hispanic/Latino: 17%
- Multiple: 15%
- Filipino: 3%
- Other Non white: 0%
- Pacific Islander: 1%
- Unknown/Non Respondent: 3%
- American Indian/Alaskan Native: 0%
Definitions

• A **Foundational** course is any math course below transfer level. (Math 250, 253, 201, 202, 203, or 206).

• A **General Education Transfer** course is any transfer level math course that is not a required course for the AS-T in mathematics. (Math 1, 2, 13, 16A, 16B, 18, or 50)

• An **AS-T** course is any math course required for the Associates of Science degree in mathematics. (Math 3A, 3B, 3C, 3E, or 3F).
Enrollment by Course Level
Fall 2014 & Spring 2015

AS-T Math 20% (904 students)

Foundational Math 43% (1,917 students)

GE Transfer Math 37% (1,666 students)
A disproportionately impacted group in the above table is one whose percentage breakdown of Foundational, General Education Transfer, and AS-T math enrollment within the group does not match the total campus enrollment breakdown.

In particular, it is one whose Foundational math portion is higher than 42.7% of its stacked bar graph.
Observations

• African Americans appear to be the most disproportionately impacted group with 528 out of 785, or 67.3%, of the population enrolling in a Foundational math course (as opposed to a transfer level course).

• Hispanic/Latino students appear to be the second most disproportionately impacted group with 427 out of 747, or 57.2%, of the population enrolling in a Foundational math course.

• These two groups combined make up 35% of the total math population at BCC.

• What are their success rates?
Success Rates

• A success rate for a course is the percentage of all students enrolled after Census who successfully complete the course with a grade of A, B, or C.

• Students who take an Incomplete or receive a D, F, or W grade are included in the total population of students enrolled in a course.
Success Rates Foundational Math
Fall 2014 & Spring 2015

- Filipino: 63.89%
- White Non Hispanic: 60.66%
- Asian: 59.88%
- American Indian/Alaskan Native: 50.00%
- Other Non White: 50.00%
- Multiple: 48.16%
- Pacific Islander: 45.45%
- Unknown/Non Respondent: 43.40%
- Hispanic: 43.16%
- Black African American: 35.81%
- All: 46.97%
Success Rates General Education Transfer Math
Fall 2014 & Spring 2015

- American Indian/Alaskan Native: 80.00%
- Asian: 67.14%
- White Non-Hispanic: 60.04%
- Pacific Islander: 60.00%
- Unknown/Non-Respondent: 52.38%
- Multiple: 46.95%
- Hispanic: 44.40%
- Filipino: 40.00%
- Black/African American: 35.41%
- All: 54.18%
Success Rates AS-T Math Courses
Fall 2014 & Spring 2015

- Pacific Islander: 100.00%
- Asian: 83.75%
- Filipino: 76.92%
- White Non Hispanic: 76.60%
- Multiple: 75.28%
- Other Non white: 66.67%
- Black/African American: 59.09%
- Hispanic: 58.44%
- Unknown/Non Respondent: 58.06%
- All: 77.28%