

El Camino College

Division of Mathematical Sciences

Flex Day Agenda – Spring 2016

January 14, 2016

- Start of Semester Prep
- Committee Updates
- Hiring Updates
- Grades and Documentation
- Calculators
- Start of Semester Prep
- Spring Evaluations
- Textbook Requisitions
- Protocol for Reporting Equipment Malfunctions
- AB 86 Adult Education
- Common Assessment Initiative
- Math 80 Challenge Exam
- Student Club Advisors
- Classroom Chair Formation Protocol
- Counselor Presentations
- Announcements
- SEP Data Activity

EL CAMINO COLLEGE
MATHEMATICAL SCIENCES DIVISION FLEX DAY MEETING
January 14, 2016

Present: Edwin Ambrosio, Eduardo Barajas, Michael Bateman, Lynn Beckett-Lemus, Susan Bickford, Carl Broderick, Susanne Bucher, Jeffrey Cohen, Jill Evensizer, Dominic Fanelli, Greg Fry, Milan Georgevich, Massoud Ghyam, Megan Granich, Hamza Hamza, Arturo Hernandez, Linda Ho, Anna Hockman, Judy Kasabian, Lars Kjeseth, Bob Lewis, Marta Maaza, Zach Marks, Art Martinez, Matthew Mata, Bonnie Mercado, Ashod Minasian, Benjamin Mitchell, Kaysa Moreno, Jasmine Ng, Catherine Schult-Roman, Aban Seyedin, Ambika Silva, Jacquelyn Sims, Satish Singhal, Ralph Taylor, Susan Taylor, Susan Tummers-Stocum, Lijun Wang, Paul Yun

INTRODUCTIONS

Linda Ternes is the new Associate Dean of Mathematics.

Edwin Ambrosio will be a temporary full-time instructor for Computer Science during the current semester.

Fareshta Nazif is the new student worker for the Math Division front office.

START OF SEMESTER PREP

Registration has been extended to midnight on 1/15/16. Recommendation to print out rosters after this date to ensure they are accurate and most up to date.

A list of open classes with five or more available seats was provided and will be posted throughout the building for students.

A few classes have been added to the schedule.

Two Math 73 hybrid courses were cancelled and replaced with one non-hybrid Math 73.

Instructors should distribute Add Codes as early as possible so students enroll before the deadline. Late add petitions are not generally approved.

Rosters should be reviewed on a regular basis to make sure students are using their Add Codes.

Most classes outside of large lectures and Computer Science labs have a capacity of 35 students, but no more than 40. For large lectures, maximum enrollment is 69 students.

COMMITTEE UPDATES

DLOACC - SLO reports are due by 2/5/16. Three are complete. Two PLO reports are incomplete and also due 2/5/16. S. Bucher will send out the TracDat training dates and a step-by-step process on how to enter reports. SLO coordinators should enter follow-ups on any action items. Course Coordinators should submit SLO questions by 2/5/16.

- Committee D – SLO 4
- CM 2 – SLO 1
- Engineering – SLO 1 and PLO 1
- CS 12, 30 and 40 – SLO 3

DCC – Python (CS 14) was approved as a new course. Instructors should be working on new course proposals during the spring semester in order to meet the curriculum calendar deadlines.

CM 1 and Committee D – Working on Program Review. Both committees have a meeting scheduled on 1/28/16 at 1pm.

CM 2 – Working on SLO 1. The first meeting is 2/4/16. The second CM 2 meeting will be scheduled to discuss Honors Statistics.

CM 3 – No updates.

Tutoring Committee – New tutor training will be on 1/22/16. The committee will be asking for volunteers.

HIRING UPDATES

The math hiring committee was formed. Applications are ready for review but the committee must first meet to discuss and approve interview questions before HR provides access to the applications.

The CS Department will put together a hiring committee.

Dean J. Sims recommends to have a math part-time hiring after the full-time screening is completed. The math part-time hiring committee is still considering when to post the position.

GRADES AND DOCUMENTATION

With the help of instructors who informed the division of students that were forecasted as passing but didn't, we discovered 75 students that were attempting to move on to next level of Math although they had not passed the prerequisite.

Instructors who have not submitted their grades should submit them to the Division Office ASAP.

CALCULATORS

The Division was awarded \$25,000 for classroom sets of calculators based on the recommendation of several committees. The calculators are in the Division Office. If instructors would like to check out a classroom set for the semester, contact the Division Office.

Copies of calculator loan forms were left in instructor mailboxes. Reminder to use the current version of the form otherwise the library will not accept it.

SPRING EVALUATIONS

Evaluation packets and assignments will be ready by the start of the second week.

TEXTBOOK REQUISITIONS

B. Mercado provided a reminder of what items are needed to complete a book requisition for the Bookstore:

- Publisher ISBN - this will help avoid ordering the wrong book
- Publisher contact representative information

Inform B. Mercado by week three if your committee is going to change book editions or request a new book.

New textbook adoptions are due by 3/4/16.

The Bookstore is requesting that requisition be entered in the system so students can view the required textbooks during the registration period.

The front office will discuss alternative timelines for instructors that do not use the Bookstore.

PROTOCOL FOR REPORTING EQUIPMENT MALFUNCTIONS

The Repair/Technical Issue Support form shows the questions the front office must answer when requesting equipment repair. Provide the front office with as much detail as possible when reporting an issue.

At some point the projectors bulbs will go out at the same time. Dean J. Sims will remind the VPs of this, although they have been informed.

Media Services tracks the hours of life each bulb has.

AB 86 ADULT EDUCATION

The goal of AB 86 Adult Education is to create a curriculum preparing adults for transfer to ECC.

Funding is available for those interested in helping revamp the Adult Education curriculum.

Jose Anaya will have a meeting with more information on this initiative. As of now, it is a work in progress.

COMMON ASSESSMENT INITIATIVE

L. Ternes is involved with the Common Assessment Initiative (CAI).

The assessment test that CAI is rolling has extreme importance. A timeline was developed after the legislation passed and the common assessment was supposed to be in full implementation this fall, however, field-testing has not occurred. Colleges will continue what they have been using until CCC Assess is in full implementation.

Based on research, multiple measures do not work for international, reentry or out-of-state students.

L. Ternes will be chairing the CAI Committee.

MATH 80 CHALLENGE EXAM

The Division Office is still receiving petitions for students who took Math 73 but changed to a STEM or Business major.

Dean J. Sims has been using multiple measures to assess the petitions.

There is a need for a Math 80 challenge exam. J. Forbes will lead this initiative. A draft of the exam was created and the next step is to do a norming to determine the cutoff score.

Math 73 students have been reminded of the differences between Math 73 and 80.

STUDENT CLUB ADVISORS

B. Mitchell is the advisor of the ECC Math Club geared towards math-oriented talks.

L. Kjeseth and J. Cohen are co-advisors for a Math Engagement Club. There was one talk last fall and there has been an interest in having talks/tutoring at various prisons.

S. Bucher is the Advisor for the Chess Club.

S. Singhal is the advisor for the Robotics Club. There are three competitions on campus.

CLASSROOM CHAIR FORMATION PROTOCOL

Half of the classrooms will continue how they have been (each instructor sets up room in their own preferred way). A listing was provided of the other half of classrooms that have formation specific designation for the chairs and desks. An instructor is still free to rearrange as they prefer, but when they leave the room, the room should be arranged as designated.

ANNOUNCEMENTS

Send B. Mercado office hours.

MESA will be accepting new student applications during the first two weeks of the semester.

SEP DATA ACTIVITY

The SEP Data activity is a set of questions requesting recommendations on what the Division can do to help students become successful.

Mathematical Sciences Division
Meeting Dates for Department and Committees - Spring 2016
 (Updated: December 9, 2015)

| 1:00 – 2:00 p.m. | Math Dept. (MBA 219) | CSCI Dept. (MBA 112) | Div Curr Cmte (DCC) (MBA 309) | Div LOACC (DLOACC) (MBA 112) | Division Council (MBA 112) |
|-------------------------|---|---|--|---|---------------------------------------|
| January 2016 | Thurs, 1/14 (Flex Day 10:30am-12pm) | Thurs, 1/28 | | Tues, 1/26 | Thurs, 1/21 |
| February 2016 | | | Tues, 2/2 | | Tues, 2/9 |
| March 2016 | Thurs, 3/3 | | Tues, 3/1 Tues, 3/29 | Tues, 3/22 | Thurs, 3/24 |
| April 2016 | Thurs, 4/21 | Thurs, 4/14 | | Tues, 4/26 | |
| May 2016 | | Fri, 5/20 (Advisory Board Meeting) <i>11:30am – 2:00 pm</i> | Tues, 5/3 | | |

El Camino College
Mathematics Department
Calculator Loan Program
SPRING 2016

(Student's Name) _____ is enrolled in section (Section Number) _____ of

Math (course) _____ and is approved to borrow a graphing calculator.

A deposit of \$20 and a valid El Camino College student identification card are required. If the calculator is returned, undamaged, by end of the term and no later than Wednesday, May 18, 2016, the deposit will be returned. If the calculator is returned late, is not returned, or is damaged, the deposit will not be returned AND an additional fee of \$100 will be charged to the student's El Camino College account. (Registration and access to records are blocked if the account is not paid.)

(Signature of Student)

(Date)

(Instructor's Name)

(Signature of Instructor)

(Date)

Take this signed form to the cashiers' office to pay the deposit*, and then to the library with the receipt. Once you receive the calculator, **you must keep your receipt and present it to receive your deposit back when you return the calculator.**

* Account #11-29602-00-000000-0000

El Camino College
Mathematics Sciences Division
Calculator Loan – Information

Any student enrolled in a mathematics course is eligible to check out a TI graphing calculator for the duration of the semester. The supply is limited, so availability is on a first-come, first-served basis.

- A deposit of \$20 and a valid El Camino College student identification card are required.
- If the calculator is returned within three days of the end of the term, the deposit will be returned.
- If the calculator is returned late, is not returned or is damaged, an additional fee of \$100 will be charged to the student's El Camino College account.
(Registration and access to records will be blocked if the account is not paid.).

To obtain a calculator, the student must get permission from his/her instructor and proceed as follows:

1. Get a signed Calculator Loan Form from the instructor,
2. Take the Calculator Loan Form to the Cashier's Office to pay the deposit (account#11-29602-00-000000-0000) and get a receipt, and
3. Take the receipt to the library to check out a calculator.

If you have more questions, contact your math instructor.

TEXTBOOK PROCEDURES

ADOPTING NEW TEXTBOOKS (DIVISION)

- LET BONNIE KNOW BY FRIDAY, FEBRUARY 5TH (WEEK 3) IF YOUR COMMITTEE IS POTENTIALLY UPDATING EDITION OR CHANGING TEXTBOOKS
- AFTER COMMITTEE REVIEW, THE FOLLOWING TEXTBOOK INFORMATION IS REQUIRED TO PROCEED WITH ORDERS:
 - o TITLE
 - o AUTHOR
 - o PUBLISHER
 - o EDITION
 - o ISBN *ISSUED BY PUBLISHER, NOT WHAT IS FOUND ONLINE
 - o PRICE QUOTE *ISSUED BY PUBLISHER, NOT WHAT IS FOUND ONLINE
 - o CONTACT INFO OF BOOK REP ASSISTING IN THE PROCESS
 - *HELPFUL FOR NEW PUBLISHING COMPANIES
- NEW TEXTBOOK ADOPTIONS DUE BY:
 - o FRIDAY, MARCH 4TH (WEEK 7)
 - REGISTRATION BEGINS APPROXIMATELY WEEK 10
 - BUILD ORDER FORMS FOR EACH SECTION (OFFICE)
- ❖ TEXTBOOK ADOPTIONS SUBMITTED SPRING SEMESTER 2016 WILL BE THE ASSIGNED TEXTBOOK CHOICES FOR FALL 2016 THROUGH SUMMER 2017. CHANGES WILL NOT BE AVAILABLE AFTER SPRING 2016.

Math 150 SP 2016 Textbook Requisition
 * Required

Instructor Information
 Last Name, First Name _____

Math 150 *
 Choose a section below. If more than one section, please submit another form.
 MATH-150-0681 Staff - MATH

Options
 Choose a section below. If more than one section, please submit another form.

| | Triola, Statistics 12 (California) ed. (Pearson) (978 125698986X) | Sullivan, Statistics 4ed. 2(09) (Pearson) (978 1259744825) | Johnson/Kuby Bundle, Elementary Statistics, 11th + Enhanced WebAssign (978 1133542435) | Larose, Discovering statistics, 2nd edition, by Larose (Freeman Publishing) (978 1- 919-00753-4) | Moore, Notz, Flinger, Basic Practice of Statistics, 7th edition (ISBN #: 1-978- 01384) |
|--|---|--|--|--|--|
| NEED A DESK COPY | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| REQUIRE TEXTBOOK ONLY | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| REQUIRE ONLINE HOMEWORK | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Different book from previous semester? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Is form above correct?
 Please re-submit another form if you made an error.
 Yes
 No

Never submit passwords through Google Forms. ©2016. You made it.

“Circled”

- Click on down arrow
- Will list all sections along with Instructor name

EQUIPMENT FAILURES OR MALFUNCTIONS

- ❖ PROJECTORS
- ❖ COMPUTERS
- ❖ DOCUMENT CAMERAS

CONTACT DIVISION OFFICE

- EMAIL PREFERABLE
 - o HELPS IN TRACKING

REQUIRED INFORMATION

- LOCATION (BUILDING AND ROOM NUMBER)
- EXTENSION
- EQUIPMENT BEING USED
- DESCRIPTION OF WHAT IS OCCURRING

COPY OF WORK ORDER FORM

| | |
|--|---|
| <h3>Repair / Technical Issue Support Form</h3> <p>ONE REQUEST PER FORM.</p> <p>THIS IS NOT THE FORM FOR EVENT SUPPORT OR EQUIPMENT REQUESTS.</p> <p>Media Services REPAIRS audio, video, media, and system control interface issues. This includes projectors, amplifiers, speakers, DVD/ VCR, Doc Cams, Utagogy, microphones, or selection/ switching and control systems.</p> <p>WE DO NOT FIX COMPUTERS or NETWORK ISSUES. For computer, monitor, printer, software, or networking issues contact ITS at the help desk by email at helodesk@elcamino.edu or by phone at ext. 6571.</p> <p>Items with an asterisk are required.</p> <p>* Required</p> <p>Name of person submitting request *</p> <p>Phone number *</p> <p>Extension</p> <p>Email *</p> <p>Division/ Department *</p> <p>Name of instructor or person encountering issue. *</p> <p>Enter the names of all affected users.</p> <p>Phone number or extension of person encountering issue. *</p> <p>Enter the extensions of all affected users.</p> <p>Enter the names of all affected users. *</p> <p>Enter the emails of all affected users.</p> | <p>Building *</p> <p>Where issue exists</p> <p>Room number *</p> <p>What were you trying to do? *</p> <p>Please accurately describe what you were doing or trying to do when you encountered the issue. For example: I played a DVD and I saw no Closed Captions.</p> <p>Issue (Symptoms) *</p> <p>Please accurately describe what did not happen, or what issue you encountered. For example: I heard no sound.</p> <p>Name all equipment. What were you using? *</p> <p>Was it a Projector and Computer, Doc Cam, DVD/VCR or Laptop? For example: I was using the DVD player, projector, speakers and amplifier.</p> <p>Would you like to meet with a member of the media support staff? *</p> <p>For personal assistance or training, please choose yes from the drop down menu. We will contact you to make an appointment.</p> <p>Never submit passwords through Google Forms.</p> |
|--|---|

**MATHEMATICAL SCIENCES
DESIGNATED CLASSROOMS FOR
ROWS/COLUMNS OR GROUP FORMATION**

| CLASSROOM | ROW/COLUMN OR GROUP |
|------------------|----------------------------|
| MBA 103 | GROUP |
| MBA 105 | ROW/COLUMN |
| MBA 111 | ROW/COLUMN |
| MBA 112 | ROW/COLUMN |
| MBA 118 | ROW/COLUMN |
| MBA 217 | ROW/COLUMN |
| MBA 218 | GROUP |
| MBA 307 | ROW/COLUMN |
| MBA 311 | ROW/COLUMN |
| MBA 312 | GROUP |
| MBA 313 | ROW/COLUMN |
| MBA 315 | ROW/COLUMN |
| MBA 317 | ROW/COLUMN |
| MBA 318 | GROUP |

(FOR ALL OTHER CLASSROOMS NOT LISTED HERE, ONE MAY SET UP THE ROOM
ACCORDING TO THEIR PREFERENCE)



EL CAMINO COMMUNITY COLLEGE DISTRICT

16007 Crenshaw Boulevard Torrance, California 90506-0001
Telephone (310) 532-3670 or 1-866-ELCAMINO

LET'S LEARN MORE ABOUT COUNSELING AND STUDENT SUCCESS: Academic, Career, and Transfer

El Camino College Career Center
Student Services Center – First Floor
310.660.3593, extension 6137
www.elcamino.edu/studentservices/co/careercenter/index.asp

January 4, 2016

Dear Faculty:

Welcome to the spring semester. We would like to arrange for a class presentation for your students highlighting the significance of supporting them in declaring a major, choosing a career, and transferring to a university. The emphasis of the presentation is to educate students on the process for each of these services. Counselors can provide an Educational Plan that outlines the major requirements, transfer requirements, and academic classes based on the students' goal.

Attached is a request form for a class presentation. We are available to provide a general or more detailed presentation based upon your request. Career materials related to your discipline can also be provided.

Please complete the form, mail it back to me, and I will begin scheduling visits to your class. Be sure to allow at least two weeks advance notice to eliminate scheduling conflicts. I will email you a confirmation of the presentation date, time, and counselor. Should you have any questions, please email or call me at extension 6545.

Thank you for your support and contribution to our students' success.

Sincerely,

Toni L. Newman, M.Ed.
Career Center Technician
tnewman@elcamino.edu

Dr. Yamonte Cooper
Career Center Coordinator/Career Counselor
ycooper@elcamino.edu

El Camino College Counseling and Student Success

Classroom Presentation Request Form

Spring 2016

Instructor: _____ Email: _____ Ext. _____

| Class | No. of Students | Time/Days | Room | Preferred Dates for Visit <i>Please allow two weeks for scheduling</i> |
|-------|-----------------|-----------|-------|---|
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |

Special requests, i.e., beginning or end of class time; general counseling information, career focus or transfer services.

Please return this form to **Toni Newman**, Counseling and Student Success.

Thank you.

El Camino College
Division of Mathematical Sciences

OPEN CLASSES - SPRING 2016

As of January 13, 2016

| CLASS | SECTION # | ROOM | INSTRUCTION METHOD | DAYS OFFERED | START TIME | END TIME | INSTRUCTOR |
|----------------|-----------|--|--------------------------|--------------|---|---|-------------------|
| CSCI 2 | 0118 | MBA 120 MBA 112 MBA 112 MBA 120 | LAB LEC LEC LAB | S | 8:00 AM 9:40 AM 12:15 PM 2:30 PM | 9:25 AM 11:45 AM 2:20 PM 3:55 PM | Nikjeh, Esmaail |
| CSCI 3 | 0124 | MBA 120 MBA 219 | LAB LEC | MW MW | 2:55 PM 4:30 PM | 4:20 PM 5:55 PM | Leon, Juan |
| CSCI 3 | 0125 | MBA 219 MBA 113 | LEC LAB | MW MW | 4:30 PM 6:05 PM | 5:55 PM 7:30 PM | Leon, Juan |
| CSCI 3 | 0129 | MBA 213 MBA 113 | LEC LAB | TTH TTH | 6:25 PM 8:00 PM | 7:50 PM 9:25 PM | Ambrosio, Edwin |
| CSCI 12-HYBRID | 4815 | MBA 118 MBA 120 | LEC LAB | S | 8:00 AM 11:00 AM | 10:20 AM 1:20 PM | Ghyam, Massoud |
| ENGR 9 | 0138 | MBA 309 | LEC | MW | 4:00 PM | 5:25 PM | Evensizer, Jill |
| MATH 23 | 0215 | MBBM 132 | LEC | TTH | 4:15 PM | 6:20 PM | Bauman, Robert |
| MATH 23 | 0218 | MBA 313 | LEC | MW | 5:30 PM | 7:35 PM | Valle, Gerson |
| MATH 40 | 0262 | MBA 219 | LEC | MWF | 8:00 AM | 9:15 AM | Meyer, Trudy |
| MATH 40 | 0264 | MBA 211 | LEC | S | 8:00 AM | 12:15 PM | Bojkov, Alexander |
| MATH 40 | 0274 | MBA 319 | LEC | MWF | 10:00 AM | 11:15 AM | Meyer, Trudy |
| MATH 40 | 0294 | MBA 209 | LEC | TTH | 3:00 PM | 5:05 PM | Saakian, Lernik |
| MATH 40 | 0296 | MBA 209 | LEC | MW | 4:00 PM | 6:05 PM | Dammena, Dimetros |
| MATH 40 | 0298 | MBA 209 | LEC | TTH | 5:15 PM | 7:20 PM | Gizaw, Astatke |
| MATH 40 | 0304 | MBA 219 | LEC | MW | 6:30 PM | 8:35 PM | Lee, Michael |
| MATH 67 | 0352 | MBA 218 MBA 220 | LEC LAB | MW TTH | 9:45 AM 9:45 AM | 11:10 AM 11:10 AM | Kjeseth, Lars |
| MATH 73 | 0381 | MBA 311 | LEC | MTWTH | 7:00 AM | 8:10 AM | Hamza, Hamza |
| MATH 73 | 0430 | MBA 319 | LEC | MW | 5:45 PM | 8:15 PM | Martinez, Steve |
| MATH 73 | 0432 | MBA 319 | LEC | TTH | 6:00 PM | 8:30 PM | Mata, Matthew |
| MATH 73 | 0434 | MBA 112 | LEC | MW | 6:30 PM | 9:00 PM | Cortez, Marilyn |
| MATH 73-HYBRID | 4828 | MBA 103 | LEC | T | 4:00 PM | 6:20 PM | Moreno, Kaysa |

| CLASS | SECTION # | ROOM | INSTRUCTION METHOD | DAYS OFFERED | START TIME | END TIME | INSTRUCTOR |
|--------------------------------|-----------|----------|--------------------|--------------|----------------------|----------------------|--------------------------|
| MATH 73-HYBRID | 4829 | MBA 103 | LEC | TH | 4:00 PM | 6:20 PM | Moreno, Kaysa |
| MATH 80 | 0516 | MBA 312 | LEC | TTH | 3:45 PM | 6:15 PM | Dammena, Zekarias |
| MATH 80 | 0520 | MBA 105 | LEC | TTH | 5:15 PM | 7:45 PM | Saakian, Lernik |
| MATH 80 | 0522 | MBA 313 | LEC | TTH | 5:30 PM | 8:00 PM | Ferguson, Timothy |
| MATH 80 | 0524 | MBA 209 | LEC | MW | 6:15 PM | 8:45 PM | Dammena, Dimetros |
| MATH 80 | 0530 | MBA 312 | LEC | MW | 6:30 PM | 9:00 PM | Barajas, Eduardo |
| MATH 115 | 0566 | MBA 209 | LEC LAB | T TH | 8:00 AM 8:00 AM | 10:05 AM 10:05 AM | Kasabian, Judy |
| MATH 116 | 0570 | MBA 103 | LEC LAB | T TH | 10:30 AM 10:30 AM | 12:35 PM 12:35 PM | Tummers Stocum, Susan |
| MATH 120 | 0580 | MBA 212 | LEC | TTH | 8:20 AM | 9:45 AM | Bayssa, Beyene |
| MATH 120 | 0584 | MBA 105 | LEC | TTH | 2:00 PM | 3:25 PM | Reece, Russell |
| MATH 130 | 0606 | MBA 217 | LEC | TTH | 7:15 AM | 8:40 AM | Shihabi, Azzam |
| MATH 130 | 0616 | MBA 217 | LEC | TTH | 11:15 AM | 12:40 PM | Georgevich, Milan |
| MATH 130 | 0620 | MBA 211 | LEC | MW | 11:15 AM | 12:40 PM | Georgevich, Milan |
| MATH 130 | 0622 | MBA 307 | LEC | MW | 1:00 PM | 2:25 PM | Ovanessian, Aida |
| MATH 130 | 0624 | MBA 211 | LEC | TTH | 2:15 PM | 3:40 PM | Ross, Kristin |
| MATH 130 | 0626 | MBA 307 | LEC | MW | 2:45 PM | 4:10 PM | Georgevich, Milan |
| MATH 130 | 0632 | MBA 315 | LEC | MW | 4:25 PM | 5:50 PM | Avakyan, Vage |
| MATH 130 | 0638 | MBA 211 | LEC | TTH | 7:15 PM | 8:40 PM | Zambrano, Ruth |
| MATH 130-HYBRID | 4833 | MBA 317 | LEC | W | 5:00 PM | 6:20 PM | Watson, Christina |
| MATH 150 | 0681 | MBA 213 | LEC | TTH | 9:05 AM | 11:10 AM | Ross, Kristin |
| MATH 150 | 0711 | MBBM 130 | LEC | TTH | 2:00 PM | 4:05 PM | Fogel, Charles |
| MATH 150 | 0724 | MBA 307 | LEC | MW | 5:30 PM | 7:35 PM | Hemmer, William |
| MATH 150-HYBRID | 4838 | MBA 120 | LEC | F | 9:00 AM | 10:55 AM | Manikandan, Thri |
| MATH 150-HYBRID | 4839 | MBA 120 | LEC | F | 11:15 AM | 1:10 PM | Manikandan, Thri |
| MATH 150-HYBRID | 4841 | MBA 213 | LEC | TH | 7:00 AM | 8:55 AM | Lackpour, Matin |
| MATH 161 | 0772 | MBA 105 | LEC | MW | 4:30 PM | 5:55 PM | O'Leary, Alice |
| MATH 165 | 0760 | MBA 217 | LEC | MW | 6:05 PM | 8:35 PM | O'Leary, Alice |
| MATH 170 – Gateways to Engr | 0786 | MBA 312 | LEC | TTH | 9:45 AM | 11:10 AM | Hockman, Anna |
| MATH 170 | 0802 | MBA 207 | LEC | W | 6:15 PM | 9:25 PM | Eleuteri, Robert |
| MATH 170 | 0806 | MBA 317 | LEC | TTH | 7:15 PM | 8:40 PM | Heng, Ramy |
| MATH 180 | 0823 | MBA 209 | LEC | MW | 8:30 AM | 11:00 AM | Hamza, Hamza |
| MATH 180 – Gateways to Engr | 0830 | MBA 312 | LEC | MTWTH | 11:30 AM | 12:40 PM | Taylor, Susan |
| MATH 190 | 0882 | MBA 111 | LEC | TTH | 5:00 PM | 7:30 PM | Taylor, Ralph |
| MATH 191 | 0900 | MBA 317 | LEC | MTWTH | 8:30 AM | 9:40 AM | Seyedin, Aban |
| MATH 191 | 0914 | MBA 307 | LEC | TTH | 2:15 PM | 4:45 PM | Georgevich, Milan |
| MATH 191 | 0920 | MBA 307 | LEC | TTH | 5:00 PM | 7:30 PM | Horvath, Robert |
| MATH 191 | 0922 | MBA 211 | LEC | MW | 6:30 PM | 9:00 PM | Avakyan, Vage |
| MATH 210 | 0926 | MBA 311 | LEC | TTH | 4:15 PM | 6:20 PM | Fry, Gregory |
| MATH 270 | 0952 | MBA 309 | LEC | MW | 6:30 PM | 9:00 PM | Evensizer, Jill |
| MATH 270 | 0954 | MBA 217 | LEC | TTH | 6:30 PM | 9:00 PM | Stein, James |

Spring 2016 Professional Development Day Student Equity Data Review Questions

The purpose of having this discussion is to identify and prepare to assist students who are not passing their courses. This activity is intended for faculty to brainstorm in efforts to produce innovative methods of intervention and assistance. When answering the questions below, please keep these questions in mind: What works for you? What would you like to try? What have you seen work elsewhere?

Please refer to the data sets provided.

The chart for "ALL Mathematical Sciences Departments" shows the gap between success rate of all students, and the success rates of different ethnic groups.

The average % not passed appears above the box, to the right (it's 45%).

The data in the box compares passing rates of different ethnic groups (African-Americans are not passing at a rate of 59%). The "Gap" compares the ethnic group to the average. Since African-American students are not passing at a rate of 59% and the Division average is 45%, there is an approximate 13% gap between the numbers. With such a large gap, and we have thousands of students in this category, we need an intervention to help this population succeed.

Next, look at the Latino group. Latinos didn't pass at a rate of 49%, only 4% less than the average. But look at the number of Latino students who are failing: 4,500 students. Even though the "gap" is small, we have a group of over 4000 students who are failing. An intervention is needed here as well because of the large number of students.

1. Based on the institutional data, which students are most at risk of not succeeding in our classes?
2. Have you observed ways students within these at-risk populations experience difficulty succeeding? If so, can you describe specific behaviors you've observed? For example: preparation levels (e.g., writing skills, computational skills), class attendance, involvement in class activities, engagement with students or instructor, completion of assignments, help-seeking behaviors. Give some examples why you think certain students are failing our classes.
3. What strategies or interventions do or can your **department** utilize to increase the success of at-risk students? For example, by collaborating with relevant campus support services to streamline the process for referring students or developing a new workshop or speakers series.
4. What strategies or interventions do or can **you** utilize to increase the success of at-risk students? For example, by incorporating relevant readings, resources or assignments, inviting guest speakers, requiring students to attend grade conferences.

El Camino College
Fall 2014 and Spring 2015

| Course by Division | # of enrollments | % of enrollment | # of D, F, NP, W | % of courses not passed | Gap (<-10% in red) |
|---|------------------|-----------------|------------------|-------------------------|--------------------|
| ALL DIVISIONS | 127,383 | | 40,194 | 32% | |
| African-American | 19,030 | 15% | 8,209 | 43% | -12% |
| Amer. Ind. or Alask. Native | 179 | 0% | 61 | 34% | -3% |
| Asian | 20,213 | 16% | 4,299 | 21% | 10% |
| Latino | 63,658 | 50% | 21,639 | 34% | -2% |
| Pacific Islander | 696 | 1% | 290 | 42% | -10% |
| Two or More | 5,857 | 5% | 1,766 | 30% | 1% |
| Unknown or Decline | 794 | 1% | 228 | 29% | 3% |
| White | 16,956 | 13% | 3,702 | 22% | 10% |
| Behavioral & Social Sciences | 27,792 | | 8,134 | 29% | |
| African-American | 4,104 | 15% | 1,660 | 40% | -11% |
| Amer. Ind. or Alask. Native | 28 | 0% | 9 | 32% | -3% |
| Asian | 4,066 | 15% | 695 | 17% | 12% |
| Latino | 14,492 | 52% | 4,591 | 32% | -2% |
| Pacific Islander | 137 | 0% | 62 | 45% | -16% |
| Two or More | 1,253 | 5% | 359 | 29% | 1% |
| Unknown or Decline | 146 | 1% | 36 | 25% | 5% |
| White | 3,566 | 13% | 722 | 20% | 9% |
| Business | 6,970 | | 2,563 | 37% | |
| African-American | 1,115 | 16% | 585 | 52% | -16% |
| Amer. Ind. or Alask. Native | 6 | 0% | 3 | 50% | -13% |
| Asian | 1,348 | 19% | 322 | 24% | 13% |
| Latino | 2,928 | 42% | 1,162 | 40% | -3% |
| Pacific Islander | 37 | 1% | 22 | 59% | -23% |
| Two or More | 327 | 5% | 126 | 39% | -2% |
| Unknown or Decline | 77 | 1% | 33 | 43% | -6% |
| White | 1,132 | 16% | 310 | 27% | 9% |
| Fine Arts | 16,902 | | 4,205 | 25% | |
| African-American | 2,851 | 17% | 1,045 | 37% | -12% |
| Amer. Ind. or Alask. Native | 28 | 0% | 7 | 25% | 0% |
| Asian | 2,603 | 15% | 418 | 16% | 9% |
| Latino | 7,915 | 47% | 2,078 | 26% | -1% |
| Pacific Islander | 89 | 1% | 36 | 40% | -16% |
| Two or More | 905 | 5% | 197 | 22% | 3% |
| Unknown or Decline | 93 | 1% | 25 | 27% | -2% |
| White | 2,418 | 14% | 399 | 17% | 8% |
| Health Sciences & Athletics | 14,415 | | 3,258 | 23% | |
| African-American | 2,841 | 20% | 935 | 33% | -10% |
| Amer. Ind. or Alask. Native | 38 | 0% | 7 | 18% | 4% |
| Asian | 2,024 | 14% | 242 | 12% | 11% |
| Latino | 6,692 | 46% | 1,601 | 24% | -1% |
| Pacific Islander | 115 | 1% | 35 | 30% | -8% |
| Two or More | 737 | 5% | 164 | 22% | 0% |
| Unknown or Decline | 157 | 1% | 27 | 17% | 5% |
| White | 1,811 | 13% | 247 | 14% | 9% |

El Camino College
Fall 2014 and Spring 2015

| Course by Division | # of enrollments | % of enrollment | # of D, F, NP, W | % of courses not passed | Gap (<-10% in red) |
|----------------------------------|------------------|-----------------|------------------|-------------------------|--------------------|
| Humanities | 23,095 | | 7,930 | 34% | |
| African-American | 3,488 | 15% | 1,660 | 48% | -13% |
| Amer. Ind. or Alask. Native | 26 | 0% | 8 | 31% | 4% |
| Asian | 3,745 | 16% | 874 | 23% | 11% |
| Latino | 12,343 | 53% | 4,407 | 36% | -1% |
| Pacific Islander | 124 | 1% | 52 | 42% | -8% |
| Two or More | 970 | 4% | 338 | 35% | -1% |
| Unknown or Decline | 77 | 0% | 37 | 48% | -14% |
| White | 2,322 | 10% | 554 | 24% | 10% |
| Industry & Technology | 9,496 | | 2,193 | 23% | |
| African-American | 1,206 | 13% | 456 | 38% | -15% |
| Amer. Ind. or Alask. Native | 14 | 0% | 5 | 36% | -13% |
| Asian | 1,142 | 12% | 158 | 14% | 9% |
| Latino | 4,820 | 51% | 1,188 | 25% | -2% |
| Pacific Islander | 40 | 0% | 10 | 25% | -2% |
| Two or More | 412 | 4% | 90 | 22% | 1% |
| Unknown or Decline | 81 | 1% | 15 | 19% | 5% |
| White | 1,781 | 19% | 271 | 15% | 8% |
| Mathematical Sciences | 17,346 | | 7,888 | 45% | |
| African-American | 2,210 | 13% | 1,295 | 59% | -13% |
| Amer. Ind. or Alask. Native | 23 | 0% | 12 | 52% | -7% |
| Asian | 2,954 | 17% | 946 | 32% | 13% |
| Latino | 9,125 | 53% | 4,500 | 49% | -4% |
| Pacific Islander | 105 | 1% | 49 | 47% | -1% |
| Two or More | 715 | 4% | 310 | 43% | 2% |
| Unknown or Decline | 75 | 0% | 28 | 37% | 8% |
| White | 2,139 | 12% | 748 | 35% | 11% |
| Natural Sciences | 10,850 | | 3,929 | 36% | |
| African-American | 1,132 | 10% | 553 | 49% | -13% |
| Amer. Ind. or Alask. Native | 16 | 0% | 10 | 63% | -26% |
| Asian | 2,259 | 21% | 631 | 28% | 8% |
| Latino | 5,124 | 47% | 2,080 | 41% | -4% |
| Pacific Islander | 48 | 0% | 24 | 50% | -14% |
| Two or More | 508 | 5% | 176 | 35% | 2% |
| Unknown or Decline | 79 | 1% | 27 | 34% | 2% |
| White | 1,684 | 16% | 428 | 25% | 11% |

ECC Mathematical Sciences
Fall 2014 and Spring 2015

| Course by Department | # of enrollments | % of enrollment | # of D, F, NP, W | % of courses not passed | Gap (<-10% in red) |
|--|------------------|-----------------|------------------|-------------------------|--------------------|
| ALL Mathematical Sciences Departments | 17,346 | | 7,888 | 45% | |
| African-American | 2,210 | 13% | 1,295 | 59% | -13% |
| Amer. Ind. or Alask. Native | 23 | 0% | 12 | 52% | -7% |
| Asian | 2,954 | 17% | 946 | 32% | 13% |
| Latino | 9,125 | 53% | 4,500 | 49% | -4% |
| Pacific Islander | 105 | 1% | 49 | 47% | -1% |
| Two or More | 715 | 4% | 310 | 43% | 2% |
| Unknown or Decline | 75 | 0% | 28 | 37% | 8% |
| White | 2,139 | 12% | 748 | 35% | 11% |
| CSCI | 691 | | 226 | 33% | |
| CSCI-1 (Prob Solvng/Prog Dsgn C++) | 383 | | 162 | 42% | |
| African-American | 27 | 7% | 17 | 63% | -21% |
| Asian | 122 | 32% | 43 | 35% | 7% |
| Latino | 147 | 38% | 72 | 49% | -7% |
| Pacific Islander | 4 | 1% | 2 | 50% | -8% |
| Two or More | 23 | 6% | 10 | 43% | -1% |
| Unknown or Decline | 3 | 1% | 1 | 33% | 9% |
| White | 57 | 15% | 17 | 30% | 12% |
| CSCI-16 (Assem Lan Prgrmg IBM PC) | 16 | | 5 | 31% | |
| African-American | 3 | 19% | 2 | 67% | -35% |
| Asian | 1 | 6% | - | 0% | 31% |
| Latino | 3 | 19% | - | 0% | 31% |
| Two or More | 2 | 13% | 2 | 100% | -69% |
| White | 7 | 44% | 1 | 14% | 17% |
| CSCI-2 (Intro to Data Structures) | 121 | | 33 | 27% | |
| African-American | 2 | 2% | 2 | 100% | -73% |
| Asian | 46 | 38% | 14 | 30% | -3% |
| Latino | 37 | 31% | 9 | 24% | 3% |
| Two or More | 4 | 3% | - | 0% | 27% |
| White | 32 | 26% | 8 | 0% | 27% |
| CSCI-3 (Computer Programming in Java) | 113 | | 22 | 19% | |
| African-American | 7 | 6% | - | 0% | 19% |
| Asian | 41 | 36% | 10 | 24% | -5% |
| Latino | 36 | 32% | 9 | 25% | -6% |
| Two or More | 8 | 7% | 1 | 13% | 7% |
| White | 21 | 19% | 2 | 10% | 10% |
| CSCI-30 (Advanced Programming in C++) | 40 | | 2 | 5% | |
| African-American | 5 | 13% | - | 0% | 5% |
| Asian | 9 | 23% | - | 0% | 5% |
| Latino | 9 | 23% | 1 | 11% | -6% |
| Two or More | 3 | 8% | - | 0% | 5% |
| White | 14 | 35% | 1 | 7% | -2% |

ECC Mathematical Sciences
Fall 2014 and Spring 2015

| Course by Department | # of enrollments | % of enrollment | # of D, F, NP, W | % of courses not passed | Gap (<-10% in red) |
|--|------------------|-----------------|------------------|-------------------------|--------------------|
| CSCI-40 (Intro UNIX/LINUX Operatg Sys) | 18 | | 2 | 11% | |
| African-American | 2 | 11% | 1 | 50% | -39% |
| Asian | 4 | 22% | - | 0% | 11% |
| Latino | 8 | 44% | 1 | 13% | -1% |
| Unknown or Decline | 1 | 6% | - | 0% | 11% |
| White | 3 | 17% | - | 0% | 11% |
| ENGR | 111 | | 22 | 20% | |
| ENGR-1 (Intro to Engineering) | 71 | | 14 | 20% | |
| African-American | 4 | 6% | 1 | 25% | -5% |
| Asian | 15 | 21% | - | 0% | 20% |
| Latino | 40 | 56% | 8 | 20% | 0% |
| Pacific Islander | 1 | 1% | - | 0% | 20% |
| White | 11 | 15% | 5 | 45% | -26% |
| ENGR-9 (Engr Mechanics - Statics) | 40 | | 8 | 20% | |
| African-American | 1 | 3% | - | 0% | 20% |
| Asian | 8 | 20% | 3 | 38% | -18% |
| Latino | 18 | 45% | 2 | 11% | 9% |
| Pacific Islander | 2 | 5% | 1 | 50% | -30% |
| Two or More | 1 | 3% | - | 0% | 20% |
| Unknown or Decline | 1 | 3% | - | 0% | 20% |
| White | 9 | 23% | 2 | 22% | -2% |
| MATH | 16,544 | | 7,640 | 46% | |
| MATH-110 (Structures/Concepts in Math) | 136 | | 39 | 29% | |
| African-American | 15 | 11% | 7 | 47% | -18% |
| Amer. Ind. or Alask. Native | 1 | 1% | - | 0% | 29% |
| Asian | 15 | 11% | 3 | 20% | 9% |
| Latino | 73 | 54% | 21 | 29% | 0% |
| Pacific Islander | 1 | 1% | - | 0% | 29% |
| Two or More | 3 | 2% | - | 0% | 29% |
| Unknown or Decline | 3 | 2% | 1 | 33% | -5% |
| White | 25 | 18% | 7 | 28% | 1% |
| MATH-115 (Prob/Stats-Elem School Tchrs) | 49 | | 11 | 22% | |
| African-American | 5 | 10% | 2 | 40% | -18% |
| Asian | 6 | 12% | 1 | 17% | 6% |
| Latino | 28 | 57% | 5 | 18% | 5% |
| Two or More | 2 | 4% | 1 | 50% | -28% |
| White | 8 | 16% | 2 | 25% | -3% |
| MATH-116 (Geom/Msurement-Elem Schl Tchrs) | 20 | | 4 | 20% | |
| African-American | 2 | 10% | 1 | 50% | -30% |
| Asian | 2 | 10% | 1 | 50% | -30% |
| Latino | 11 | 55% | 2 | 18% | 2% |
| White | 5 | 25% | - | 0% | 20% |

ECC Mathematical Sciences
Fall 2014 and Spring 2015

| Course by Department | # of enrollments | % of enrollment | # of D, F, NP, W | % of courses not passed | Gap (<-10% in red) |
|---|------------------|-----------------|------------------|-------------------------|--------------------|
| MATH-12 (Basic Arithmetic Skills) Basic Skills | 1,099 | | 570 | 52% | |
| African-American | 269 | 24% | 174 | 65% | -13% |
| Asian | 46 | 4% | 12 | 26% | 26% |
| Latino | 681 | 62% | 342 | 50% | 2% |
| Pacific Islander | 6 | 1% | 4 | 67% | -15% |
| Two or More | 26 | 2% | 14 | 54% | -2% |
| Unknown or Decline | 2 | 0% | 1 | 50% | 2% |
| White | 69 | 6% | 23 | 33% | 19% |
| MATH-120 (Nature of Mathematics) | 336 | | 124 | 37% | |
| African-American | 47 | 14% | 27 | 57% | -21% |
| Asian | 42 | 13% | 11 | 26% | 11% |
| Latino | 173 | 51% | 67 | 39% | -2% |
| Pacific Islander | 1 | 0% | - | 0% | 37% |
| Two or More | 11 | 3% | 4 | 36% | 1% |
| Unknown or Decline | 1 | 0% | 1 | 100% | -63% |
| White | 61 | 18% | 14 | 23% | 14% |
| MATH-130 (College Algebra) | 800 | | 326 | 41% | |
| African-American | 85 | 11% | 48 | 56% | -16% |
| Amer. Ind. or Alask. Native | 1 | 0% | 1 | 100% | -59% |
| Asian | 178 | 22% | 45 | 25% | 15% |
| Latino | 358 | 45% | 167 | 47% | -6% |
| Pacific Islander | 4 | 1% | - | 0% | 41% |
| Two or More | 46 | 6% | 23 | 50% | -9% |
| Unknown or Decline | 9 | 1% | 3 | 33% | 7% |
| White | 119 | 15% | 39 | 33% | 8% |
| MATH-140 (Finite Math Bus/Soc Sciences) | 44 | | 20 | 45% | |
| African-American | 3 | 7% | 2 | 67% | -21% |
| Asian | 15 | 34% | 5 | 33% | 12% |
| Latino | 10 | 23% | 8 | 80% | -35% |
| Pacific Islander | 2 | 5% | 1 | 50% | -5% |
| Two or More | 3 | 7% | 1 | 33% | 12% |
| White | 11 | 25% | 3 | 27% | 18% |
| MATH-150 (Elemntry Statistcs W/Probablty) | 2,083 | | 920 | 44% | |
| African-American | 241 | 12% | 148 | 61% | -17% |
| Amer. Ind. or Alask. Native | 2 | 0% | 1 | 50% | -6% |
| Asian | 450 | 22% | 119 | 26% | 18% |
| Latino | 1,003 | 48% | 517 | 52% | -7% |
| Pacific Islander | 10 | 0% | 4 | 40% | 4% |
| Two or More | 93 | 4% | 36 | 39% | 5% |
| Unknown or Decline | 8 | 0% | 1 | 13% | 32% |
| White | 276 | 13% | 94 | 34% | 10% |

ECC Mathematical Sciences
Fall 2014 and Spring 2015

| Course by Department | # of enrollments | % of enrollment | # of D, F, NP, W | % of courses not passed | Gap (<-10% in red) |
|--|------------------|-----------------|------------------|-------------------------|--------------------|
| MATH-160 (Calc I for Biol, Mgmt/Soc Sci) | 405 | | 205 | 51% | |
| African-American | 28 | 7% | 22 | 79% | -28% |
| Amer. Ind. or Alask. Native | 2 | 0% | 1 | 50% | 1% |
| Asian | 138 | 34% | 58 | 42% | 9% |
| Latino | 153 | 38% | 82 | 54% | -3% |
| Pacific Islander | 2 | 0% | 2 | 100% | -49% |
| Two or More | 21 | 5% | 11 | 52% | -2% |
| Unknown or Decline | 3 | 1% | 1 | 33% | 17% |
| White | 58 | 14% | 28 | 48% | 2% |
| MATH-161 (Calc II for Biol, Mgmt/Soc Sci) | 73 | | 22 | 30% | |
| African-American | 2 | 3% | 1 | 50% | -20% |
| Amer. Ind. or Alask. Native | 1 | 1% | - | 0% | 30% |
| Asian | 33 | 45% | 7 | 21% | 9% |
| Latino | 21 | 29% | 8 | 38% | -8% |
| Two or More | 5 | 7% | 1 | 20% | 10% |
| Unknown or Decline | 2 | 3% | 1 | 50% | -20% |
| White | 9 | 12% | 4 | 44% | -14% |
| MATH-170 (Trigonometry) | 820 | | 420 | 51% | |
| African-American | 66 | 8% | 36 | 55% | -3% |
| Amer. Ind. or Alask. Native | 1 | 0% | 1 | 100% | -49% |
| Asian | 159 | 19% | 67 | 42% | 9% |
| Latino | 454 | 55% | 267 | 59% | -8% |
| Pacific Islander | 5 | 1% | - | 0% | 51% |
| Two or More | 27 | 3% | 10 | 37% | 14% |
| Unknown or Decline | 3 | 0% | 1 | 33% | 18% |
| White | 105 | 13% | 38 | 36% | 15% |
| MATH-180 (Pre-Calculus) | 716 | | 321 | 45% | |
| African-American | 51 | 7% | 29 | 57% | -12% |
| Asian | 193 | 27% | 58 | 30% | 15% |
| Latino | 330 | 46% | 181 | 55% | -10% |
| Pacific Islander | 5 | 1% | 2 | 40% | 5% |
| Two or More | 33 | 5% | 12 | 36% | 8% |
| Unknown or Decline | 2 | 0% | 1 | 50% | -5% |
| White | 102 | 14% | 38 | 37% | 8% |
| MATH-190 (Sgl Var Calc/Anlyt Geometry I) | 686 | | 320 | 47% | |
| African-American | 36 | 5% | 16 | 44% | 2% |
| Asian | 245 | 36% | 99 | 40% | 6% |
| Latino | 264 | 38% | 145 | 55% | -8% |
| Pacific Islander | 1 | 0% | 1 | 100% | -53% |
| Two or More | 34 | 5% | 14 | 41% | 5% |
| Unknown or Decline | 3 | 0% | 2 | 67% | -20% |
| White | 103 | 15% | 43 | 42% | 5% |

ECC Mathematical Sciences
Fall 2014 and Spring 2015

| Course by Department | # of enrollments | % of enrollment | # of D, F, NP, W | % of courses not passed | Gap (<-10% in red) |
|--|------------------|-----------------|------------------|-------------------------|--------------------|
| MATH-191 (Sgl Var Calc/Anlyt Geometry II) | 532 | | 248 | 47% | |
| African-American | 30 | 6% | 17 | 57% | -10% |
| Asian | 198 | 37% | 80 | 40% | 6% |
| Latino | 197 | 37% | 101 | 51% | -5% |
| Pacific Islander | 4 | 1% | 3 | 75% | -28% |
| Two or More | 21 | 4% | 9 | 43% | 4% |
| Unknown or Decline | 2 | 0% | 1 | 50% | -3% |
| White | 80 | 15% | 37 | 46% | 0% |
| MATH-210 (Intro-Discrete Structures) | 74 | | 24 | 32% | |
| African-American | 5 | 7% | - | 0% | 32% |
| Asian | 33 | 45% | 13 | 39% | -7% |
| Latino | 21 | 28% | 8 | 38% | -6% |
| Two or More | 2 | 3% | 1 | 50% | -18% |
| White | 13 | 18% | 2 | 15% | 17% |
| MATH-220 (Multi-Variable Calculus) | 203 | | 54 | 27% | |
| African-American | 9 | 4% | 4 | 44% | -18% |
| Asian | 68 | 33% | 17 | 25% | 2% |
| Latino | 73 | 36% | 24 | 33% | -6% |
| Pacific Islander | 1 | 0% | - | 0% | 27% |
| Two or More | 14 | 7% | 2 | 14% | 12% |
| Unknown or Decline | 1 | 0% | 1 | 100% | -73% |
| White | 37 | 18% | 6 | 16% | 10% |
| MATH-23 (Pre-Algebra) Basic Skills | 1,045 | | 397 | 38% | |
| African-American | 187 | 18% | 91 | 49% | -11% |
| Amer. Ind. or Alask. Native | 1 | 0% | - | 0% | 38% |
| Asian | 55 | 5% | 17 | 31% | 7% |
| Latino | 693 | 66% | 252 | 36% | 2% |
| Pacific Islander | 3 | 0% | 2 | 67% | -29% |
| Two or More | 31 | 3% | 12 | 39% | -1% |
| Unknown or Decline | 2 | 0% | - | 0% | 38% |
| White | 73 | 7% | 23 | 32% | 6% |
| MATH-270 (Diffrentl Equatns Linear Algebra) | 185 | | 33 | 18% | |
| African-American | 4 | 2% | 1 | 25% | -7% |
| Asian | 64 | 35% | 7 | 11% | 7% |
| Latino | 65 | 35% | 15 | 23% | -5% |
| Pacific Islander | 2 | 1% | - | 0% | 18% |
| Two or More | 15 | 8% | 1 | 7% | 11% |
| Unknown or Decline | 2 | 1% | - | 0% | 18% |
| White | 33 | 18% | 9 | 27% | -9% |

ECC Mathematical Sciences
Fall 2014 and Spring 2015

| Course by Department | # of enrollments | % of enrollment | # of D, F, NP, W | % of courses not passed | Gap (<-10% in red) |
|--|------------------|-----------------|------------------|-------------------------|--------------------|
| MATH-37 (Basic Accelerated Mathematics) | 794 | | 386 | 49% | |
| African-American | 149 | 19% | 79 | 53% | -4% |
| Amer. Ind. or Alask. Native | 4 | 1% | 3 | 75% | -26% |
| Asian | 47 | 6% | 15 | 32% | 17% |
| Latino | 481 | 61% | 242 | 50% | -2% |
| Pacific Islander | 3 | 0% | 2 | 67% | -18% |
| Two or More | 29 | 4% | 16 | 55% | -7% |
| Unknown or Decline | 2 | 0% | 1 | 50% | -1% |
| White | 79 | 10% | 28 | 35% | 13% |
| MATH-40 (Elementary Algebra) | 1,475 | | 771 | 52% | |
| African-American | 268 | 18% | 172 | 64% | -12% |
| Amer. Ind. or Alask. Native | 2 | 0% | 2 | 100% | -48% |
| Asian | 114 | 8% | 33 | 29% | 23% |
| Latino | 886 | 60% | 473 | 53% | -1% |
| Pacific Islander | 9 | 1% | 4 | 44% | 8% |
| Two or More | 51 | 3% | 27 | 53% | -1% |
| Unknown or Decline | 6 | 0% | 4 | 67% | -14% |
| White | 139 | 9% | 56 | 40% | 12% |
| MATH-60 (Elementary Geometry) | 254 | | 104 | 41% | |
| African-American | 29 | 11% | 20 | 69% | -28% |
| Amer. Ind. or Alask. Native | 1 | 0% | - | 0% | 41% |
| Asian | 34 | 13% | 12 | 35% | 6% |
| Latino | 141 | 56% | 58 | 41% | 0% |
| Pacific Islander | 2 | 1% | 1 | 50% | -9% |
| Two or More | 11 | 4% | 5 | 45% | -5% |
| Unknown or Decline | 1 | 0% | - | 0% | 41% |
| White | 35 | 14% | 8 | 23% | 18% |
| MATH-67 (General Education Algebra) | 374 | | 179 | 48% | |
| African-American | 64 | 17% | 45 | 70% | -22% |
| Amer. Ind. or Alask. Native | 1 | 0% | 1 | 100% | -52% |
| Asian | 18 | 5% | 3 | 17% | 31% |
| Latino | 230 | 61% | 104 | 45% | 3% |
| Pacific Islander | 4 | 1% | 3 | 75% | -27% |
| Two or More | 8 | 2% | 4 | 50% | -2% |
| Unknown or Decline | 4 | 1% | 3 | 75% | -27% |
| White | 45 | 12% | 16 | 36% | 12% |

ECC Mathematical Sciences
Fall 2014 and Spring 2015

| Course by Department | # of enrollments | % of enrollment | # of D, F, NP, W | % of courses not passed | Gap (<-10% in red) |
|---|------------------|-----------------|------------------|-------------------------|--------------------|
| MATH-73 (Intermediate Algebra Gen Ed) | 2,009 | | 921 | 46% | |
| African-American | 321 | 16% | 177 | 55% | -9% |
| Amer. Ind. or Alask. Native | 2 | 0% | 1 | 50% | -4% |
| Asian | 204 | 10% | 63 | 31% | 15% |
| Latino | 1,151 | 57% | 551 | 48% | -2% |
| Pacific Islander | 12 | 1% | 6 | 50% | -4% |
| Two or More | 100 | 5% | 47 | 47% | -1% |
| Unknown or Decline | 8 | 0% | 3 | 38% | 8% |
| White | 211 | 11% | 73 | 35% | 11% |
| MATH-80 (Intermed Alg - Sci/Engr/Math) | 2,332 | | 1,221 | 52% | |
| African-American | 243 | 10% | 153 | 63% | -11% |
| Amer. Ind. or Alask. Native | 4 | 0% | 1 | 25% | 27% |
| Asian | 351 | 15% | 130 | 37% | 15% |
| Latino | 1,330 | 57% | 758 | 57% | -5% |
| Pacific Islander | 21 | 1% | 11 | 52% | 0% |
| Two or More | 88 | 4% | 46 | 52% | 0% |
| Unknown or Decline | 6 | 0% | 1 | 17% | 36% |
| White | 289 | 12% | 121 | 42% | 10% |