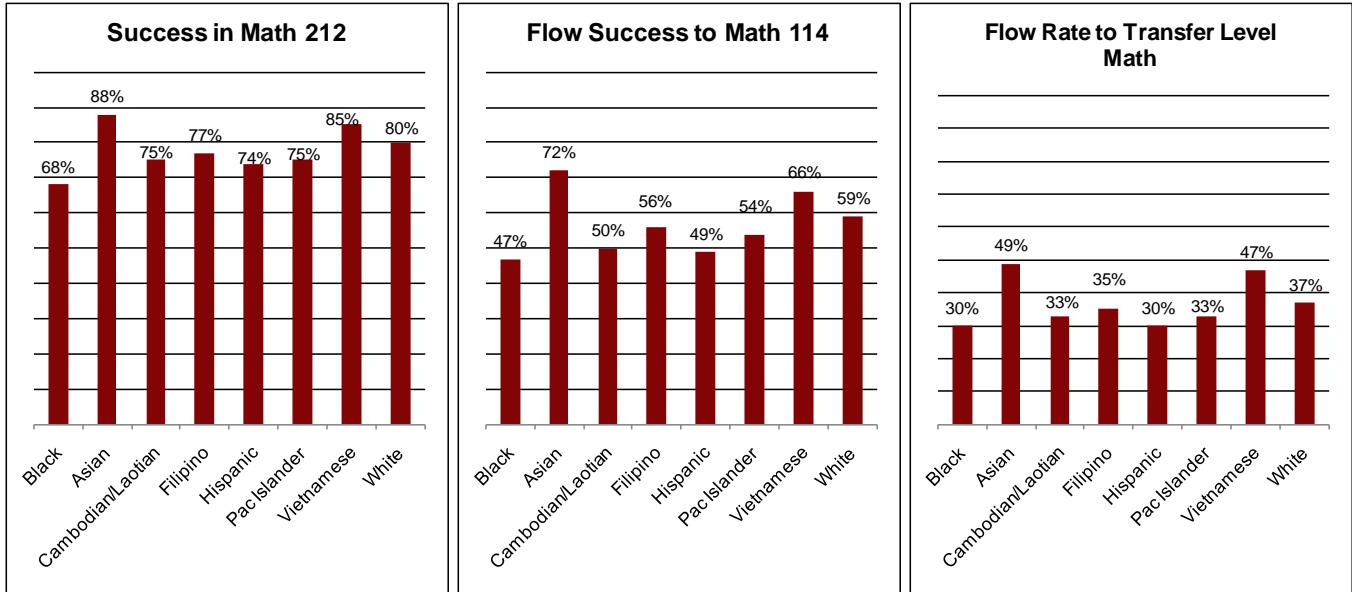


# De Anza College Office of Research and Planning

## Percentage Flow Success Rates of the 2006-07 Cohort of First-time College Students in the Basic Skills Math 212 Course Sequence By Ethnicity



\*Unknown category not graphed

## Flow Counts and Flow Success Rates of the 2006-07 Cohort of First-time College Students in the Basic Skills Math 212 Course Sequence by Ethnicity

	First Course - Math 212			Second Course - Math 114				Third Course - Transfer Level Math			
	Attempted	Successful	Success Rate	Attempted	Successful	Success Rate Math 114	Flow Success Rate	Attempted	Successful	Success in Transfer Level	Flow Success Rate
Black	53	36	68%	36	25	69%	47%	24	16	67%	30%
Asian	176	155	88%	150	127	85%	72%	110	86	78%	49%
Filipino	107	82	77%	81	60	74%	56%	53	37	70%	35%
Hispanic	242	178	74%	151	118	78%	49%	96	73	76%	30%
Pac Islander	24	18	75%	15	13	87%	54%	11	8	73%	33%
Cambodian & Laotian	12	9	75%	7	6	86%	50%	5	4	80%	33%
Unknown	147	108	73%	99	84	85%	57%	62	48	77%	33%
Vietnamese	131	112	85%	106	87	82%	66%	80	61	76%	47%
White	310	248	80%	221	182	82%	59%	147	116	79%	37%
<b>Total</b>	<b>1,190</b>	<b>946</b>	<b>79%</b>	<b>860</b>	<b>702</b>	<b>81%</b>	<b>59%</b>	<b>586</b>	<b>447</b>	<b>76%</b>	<b>38%</b>

1. Cohorts are defined as students new to the college for any term (Sum, Fall, Wtr, Spr) of the specified cohort year;
2. Counts are unduplicated; students may have attempted and/or succeeded in a course more than once; each attempt and each success is counted only once.
3. Cohorts are followed for 16 terms (including summers), i.e. for four years.
4. Transfer Level Math courses are defined as Math 1A-1D, 2A-2D, 10, 11, 12, 22, 44, 49A, 49B, and 51.
5. Special admit students are excluded from the cohorts.
6. Cambodian and Laotian counts were too small to report separately.