

Data to bring to the session:

Co-Requisite Math: Strategies to address the math completion equity gap

In order to actively engage with the materials presented in the session, please bring the following data for your institution:

- Course sequence data:
 - Please bring the following data for the 2016-2017 academic year (if available, otherwise bring data from a different AY) for a **course sequence** that includes two levels of pre-college math followed by a college-level course (e.g. Math 090, Math 095, Math&107):
 - Selected course sequence:

| Disaggregation categories: | Total students | Non-Veteran Students | Veteran Students |
|--|----------------|----------------------|------------------|
| (a) Number of students placed into first course | | | |
| (b) Number of students from (a) who enrolled in the first course within two years | | | |
| (c) Number of students from (b) who passed the first course within two years | | | |
| (d) Number of students from (c) who enrolled in the second course within two years | | | |
| (e) Number of students from (d) who passed the second course within two years | | | |
| (f) Number of students from (e) who enrolled in the third course within two years | | | |
| (g) Number of students from (f) who passed the third course within two years | | | |

- Course success data:
 - Please bring the following data for the Fall 2017 term (if available, otherwise bring data from a different term) for your choice of **initial college-level course** (e.g. Math&107, Math&146, Math&151, etc.):
 - Selected course:

| Disaggregation categories: | Total students | Male students* | Female Students |
|---|----------------|----------------|-----------------|
| (a) Number of students who enrolled in the course during the Fall 2017 term | | | |
| (b) Number of students from (a) who passed the course within one year | | | |

*If other gender categories are recorded at your institution, include those as well