



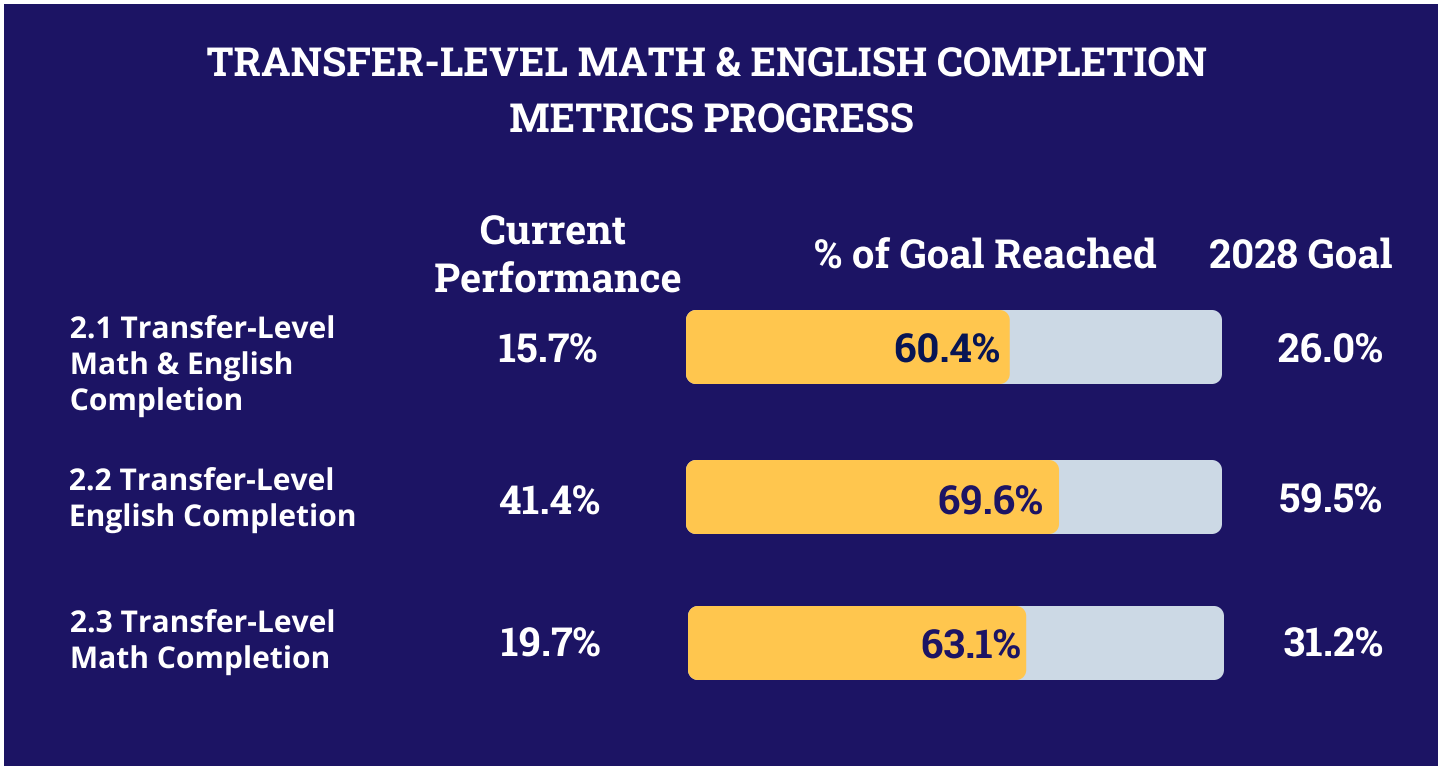
Metric Group 2: Transfer-Level Math & English Completion



Chapter 2: Transfer-Level Math & English Completion

This chapter focuses on three key metrics that track the percentage of first-time in college (FTIC) credit students who complete transfer-level math, transfer-level English, and both courses within their first year of enrollment in the district. These metrics serve as important indicators of early academic momentum and are central to statewide student success initiatives. Completion of both transfer-level math and English aligns with the Student Equity and Achievement (SEA) Program, the Student-Centered Funding Formula (SCFF), and Guided Pathways, while the individual math and English metrics align with Guided Pathways.

The chart below highlights SMC’s most recent performance on these metrics and tracks the College’s progress toward its 2028 target goals.



2.1 Transfer-Level Math & English Completion

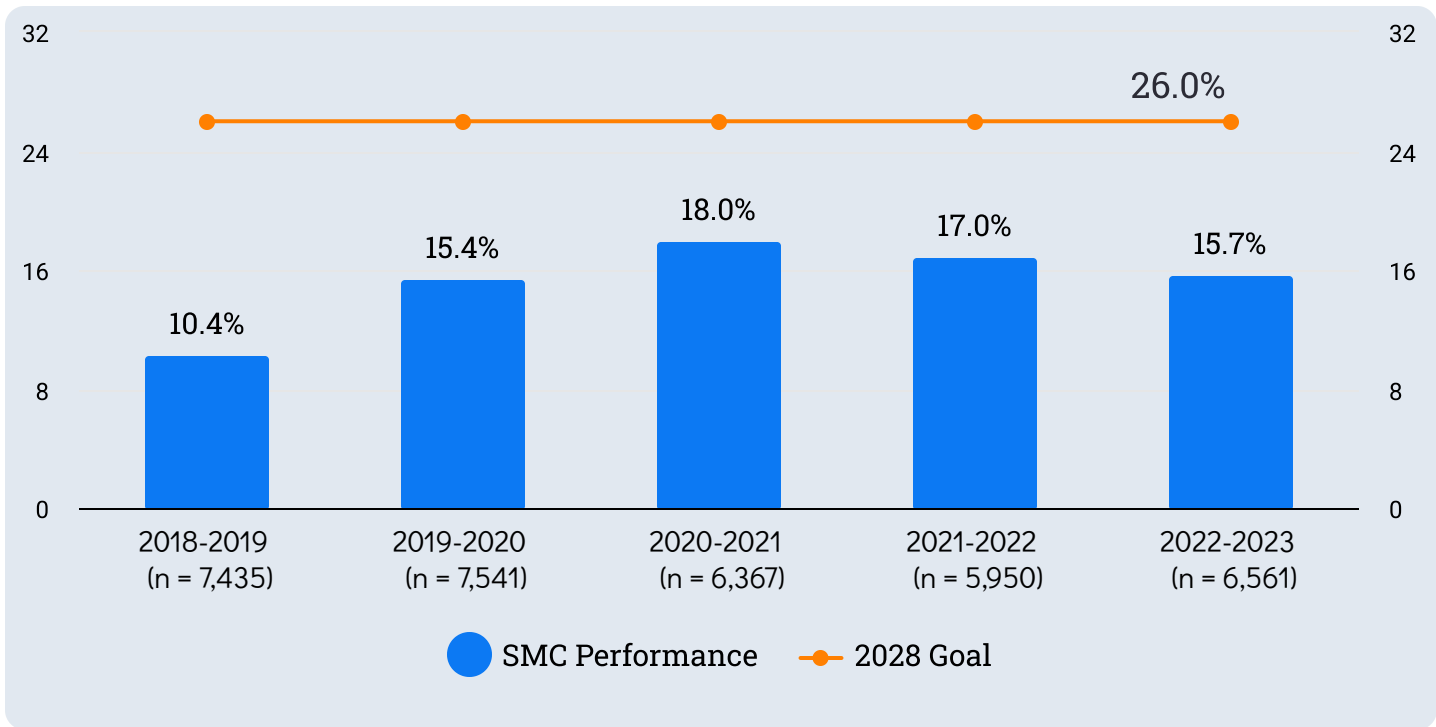


Description: The percentage of first-time in college (FTIC) credit students who successfully (with a C or pass or better grade) completed **both** transfer-level math **and** English courses in the district in the selected year.

Data Source: California Community College Chancellor's Office DataVista Metric 501C

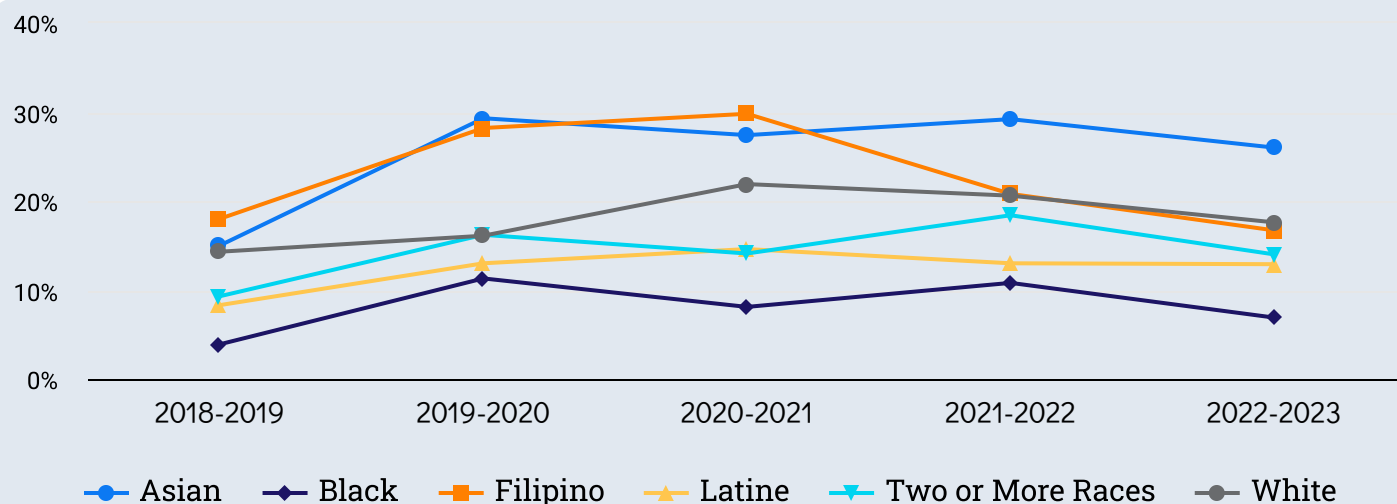
Pulled from DataVista in January 2025. As DataVista is periodically updated, data values may change in future pulls. The January 2025 dataset was used to ensure consistency with data reported in the 2025–2028 Student Equity Plan.

TRENDS ACROSS YEARS (2.1)



The chart shows the percentage of first-time in college (FTIC) students at SMC who completed transfer-level math and English within their first year of enrollment. While rates increased from 10.4% in 2018–2019 to a peak of 18.0% in 2020–2021, progress has since leveled off, with 15.7% of students reaching this milestone in 2022–2023. **The 2028 target goal of 26.0%** was established by the Institutional Effectiveness Committee and is based on the 2022–2023 performance of Asian FTIC students, the highest-performing group that year, setting an equity-focused benchmark for all student groups.

DATA DISAGGREGATED BY RACE/ETHNICITY (2.1)

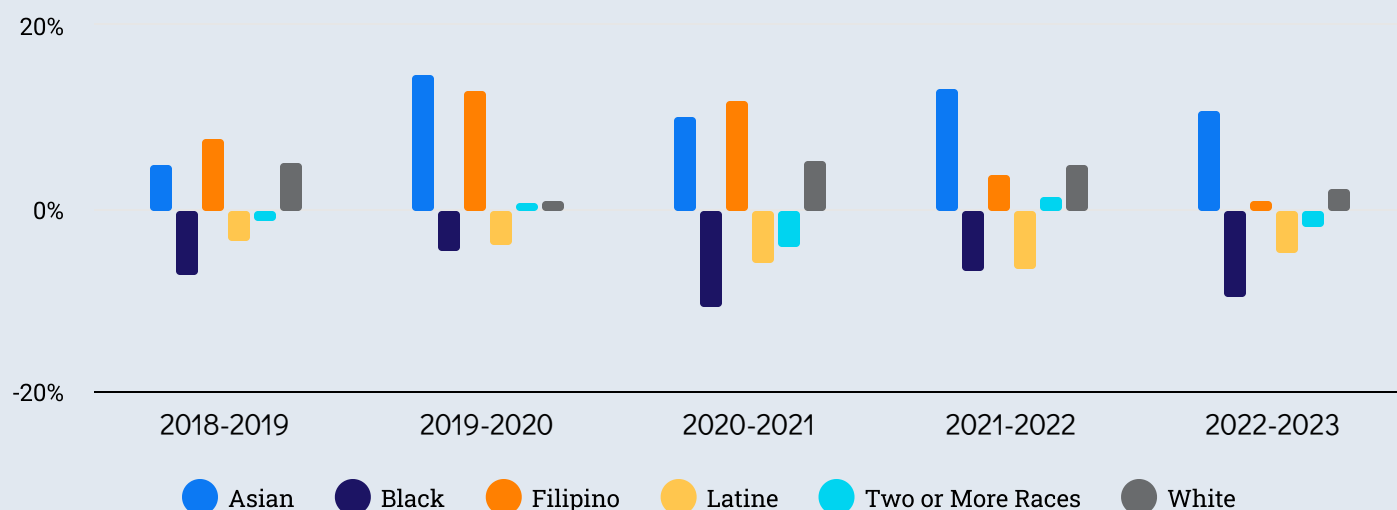


Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian	15.0% (n = 541)	29.3% (n = 482)	27.4% (n = 413)	29.2% (n = 418)	26.0% (n = 408)
Black/African American	3.9% (n = 569)	11.3% (n = 515)	8.1% (n = 470)	10.8% (n = 400)	6.9% (n = 465)
Filipino	18.0% (n = 122)	28.2% (n = 110)	29.8% (n = 84)	20.8% (n = 106)	16.7% (n = 84)
Latine (Hispanic)	8.3% (n = 2,761)	13.0% (n = 2,888)	14.6% (n = 2,766)	13.0% (n = 2,311)	12.9% (n = 2,500)
Two or More Races	9.3% (n = 311)	16.2% (n = 315)	14.1% (n = 326)	18.4% (n = 294)	14.0% (n = 299)
White	14.3% (n = 1,801)	16.1% (n = 1,642)	21.9% (n = 1,652)	20.6% (n = 1,511)	17.6% (n = 1,709)

The chart shows first-year transfer-level math and English completion rates among FIIIC students at SMC by race/ethnicity. Asian and Filipino students had the highest rates, with Asian students reaching 26.0% in 2022–2023. Black students consistently had the lowest rates, dropping to 6.9% in the most recent year. Latine, Two or More, and White students showed modest gains over time but remained below 18%. **The data reveal persistent equity gaps, particularly for Black students.**

EQUITY GAPS (PPG-1 VALUES) (2.1)



Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian	5.0% (n = 541)	14.8% (n = 482)	10.1% (n = 413)	13.2% (n = 418)	10.9% (n = 408)
Black/African American	-7.0% (n = 569)	-4.4% (n = 515)	-10.7% (n = 470)	-6.7% (n = 400)	-9.5% (n = 465)
Filipino	7.8% (n = 122)	13.0% (n = 110)	12.0% (n = 84)	3.9% (n = 106)	0.9% (n = 84)
Latine (Hispanic)	-3.3% (n = 2,761)	-3.9% (n = 2,888)	-5.9% (n = 2,766)	-6.5% (n = 2,311)	-4.6% (n = 2,500)
Two or More Races	-1.1% (n = 311)	0.8% (n = 315)	-4.0% (n = 326)	1.5% (n = 294)	-1.8% (n = 299)
White	5.2% (n = 1,801)	0.9% (n = 1,642)	5.3% (n = 1,652)	4.9% (n = 1,511)	2.4% (n = 1,709)

The PPG-1 (equity gap) data reveal persistent disparities in transfer-level math and English completion among FTIC students, with Black students experiencing the largest gaps, averaging -7.7% over the past five years, ranging from -4.4% in 2019–2020 to -10.7% in 2020–2021. Latine students also faced consistently negative gaps, averaging -4.8% during the same period, with the gap widening from -3.3% in 2018–2019 to -6.5% in 2021–2022.

For more information on how equity gaps are calculated using the PPG-1 method, refer to the guide "[CCCCO Percentage Point Gap Method Minus One](#)".

2.2 Transfer-Level English Completion

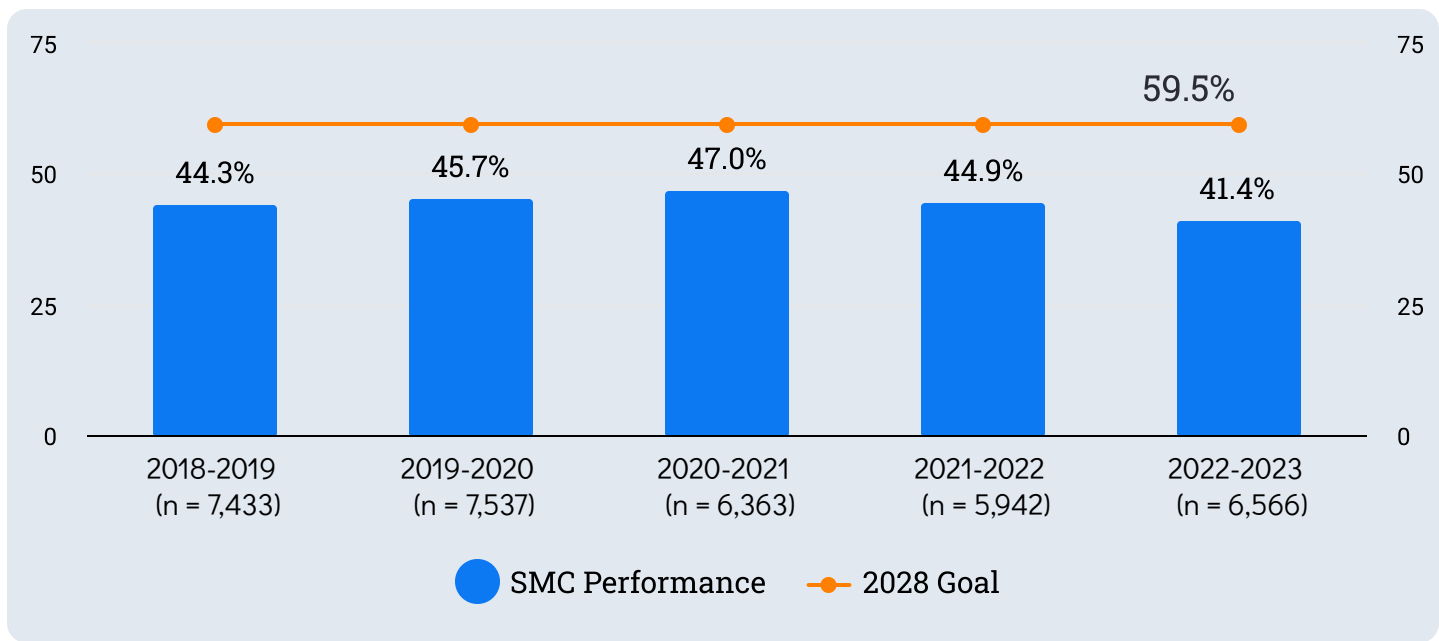


Description: The percentage of first-time in college (FTIC) credit students who successfully (with a C or pass or better grade) completed a transfer-level English course in the district in the selected year.

Data Source: California Community College Chancellor's Office DataVista Metric 503C

Pulled from DataVista in June 2025. As DataVista is periodically updated, data values may change in future pulls.

TRENDS ACROSS YEARS (2.2)



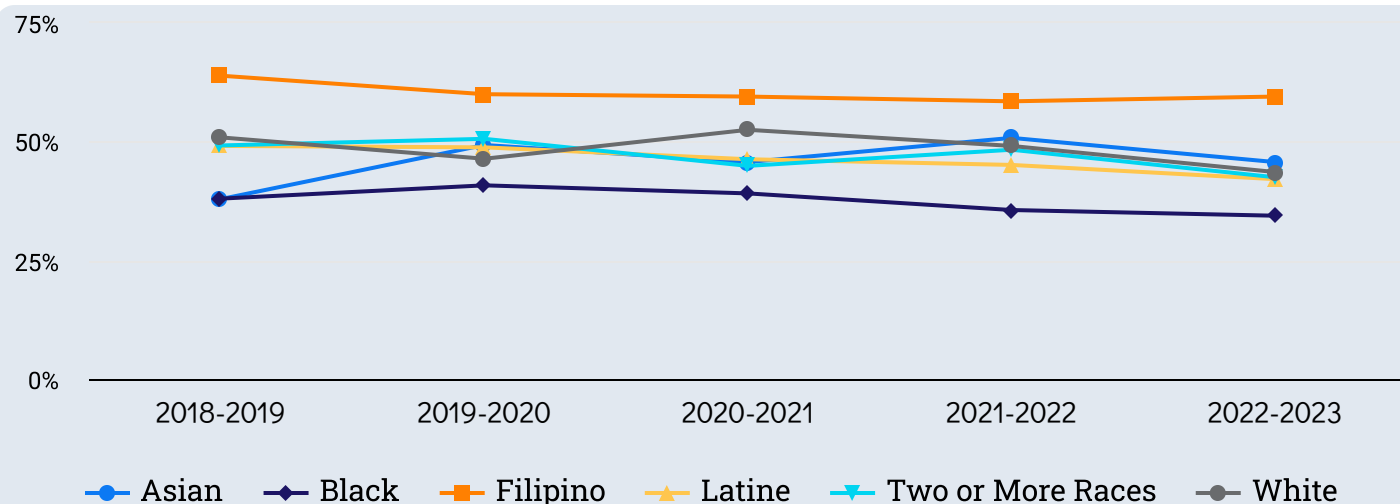
Approximately four in ten FTIC students at SMC completed transfer-level English course within their first year. While performance has remained relatively stable over the past five years, the rate declined to its lowest point in 2022–2023 at 41.4%.

SMC began implementing AB 705 reforms a year ahead of the statewide mandate, placing the vast majority of incoming students directly into transfer-level English, either with or without co-requisite support, starting in Fall 2018. These placements were determined using multiple measures or guided self-placement, in alignment with the intent of AB 705, which officially took effect statewide in Fall 2019.

The 2028 target goal of 59.5% was established by the IE Committee and is based on the 2022–2023 performance of Filipino FTIC students, the highest-performing group that year, setting an equity-focused benchmark for all student groups.



DATA DISAGGREGATED BY RACE/ETHNICITY (2.2)

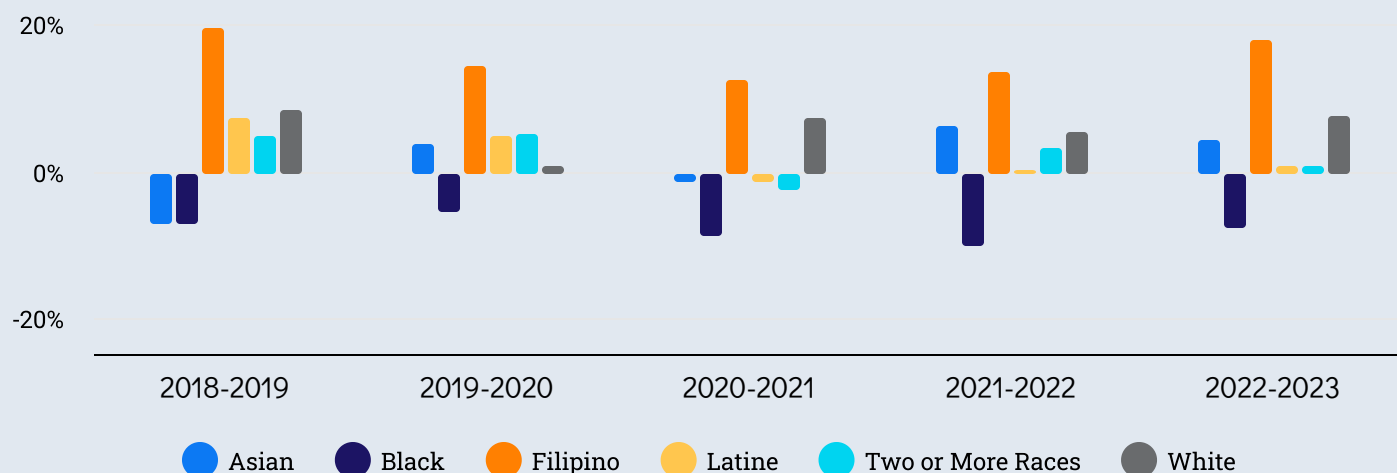


Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian	37.9% (n = 541)	49.3% (n = 481)	45.7% (n = 411)	50.8% (n = 417)	45.7% (n = 407)
Black/African American	38.0% (n = 569)	40.8% (n = 515)	39.1% (n = 470)	35.6% (n = 399)	34.4% (n = 465)
Filipino	63.9% (n = 122)	60.0% (n = 110)	59.5% (n = 84)	59.5% (n = 106)	59.5% (n = 84)
Latine (Hispanic)	49.1% (n = 2,760)	48.8% (n = 2,888)	46.3% (n = 2,765)	45.1% (n = 2,310)	42.1% (n = 2,499)
Two or More Races	49.2% (n = 311)	50.6% (n = 314)	44.9% (n = 325)	48.3% (n = 294)	42.5% (n = 299)
White	50.9% (n = 1,800)	46.4% (n = 1,640)	52.5% (n = 1,652)	49.1% (n = 1,506)	43.6% (n = 1,707)

The chart displays first-year transfer-level English completion rates among FTIC students at SMC, disaggregated by race/ethnicity from 2018–2019 to 2022–2023. Filipino students consistently had the highest completion rates, maintaining around 59–64% across all years. In contrast, Black students had the lowest rates, declining from 38.0% in 2018–2019 to 34.4% in 2022–2023. Asian, White, Latine, and students of Two or More Races had more moderate outcomes, generally ranging between 42% and 52%, though most groups saw a decline in the most recent year. **These trends highlight persistent equity gaps, particularly for Black students.**

EQUITY GAPS (PPG-1 VALUES) (2.2)



Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian	-7.0% (n = 541)	3.9% (n = 481)	-1.3% (n = 411)	6.4% (n = 417)	4.5% (n = 407)
Black/African American	-6.9% (n = 569)	-5.3% (n = 515)	-8.5% (n = 470)	-10.0% (n = 399)	-7.6% (n = 465)
Filipino	19.9% (n = 122)	14.5% (n = 110)	12.7% (n = 84)	13.8% (n = 106)	18.3% (n = 84)
Latine (Hispanic)	7.5% (n = 2,760)	5.0% (n = 2,888)	-1.2% (n = 2,765)	0.3% (n = 2,310)	1.0% (n = 2,499)
Two or More Races	5.1% (n = 311)	5.2% (n = 314)	-2.2% (n = 325)	3.5% (n = 294)	1.0% (n = 299)
White	8.7% (n = 1,800)	0.9% (n = 1,640)	7.5% (n = 1,652)	5.6% (n = 1,506)	2.8% (n = 1,707)

The PPG-1 data for transfer-level English completion reveal ongoing equity gaps among the students at SMC. Black students consistently experienced the largest negative gaps over the past five years, with the gap widening to -10.0% in 2021–2022 and remaining high at -7.6% in 2022–2023. Asian students also had negative gaps in some years but saw improvement in 2021–2022 (+6.4%) and 2022–2023 (+4.5%). In contrast, Filipino students had the most consistently positive gaps, averaging over +15% in recent years and reaching +18.3% in 2022–2023. **These patterns underscore the persistent and pronounced disparities in early English completion for Black students.**

For more information on how equity gaps are calculated using the PPG-1 method, refer to the guide "[CCCCO Percentage Point Gap Method Minus One](#)".



2.3 Transfer-Level Math Completion

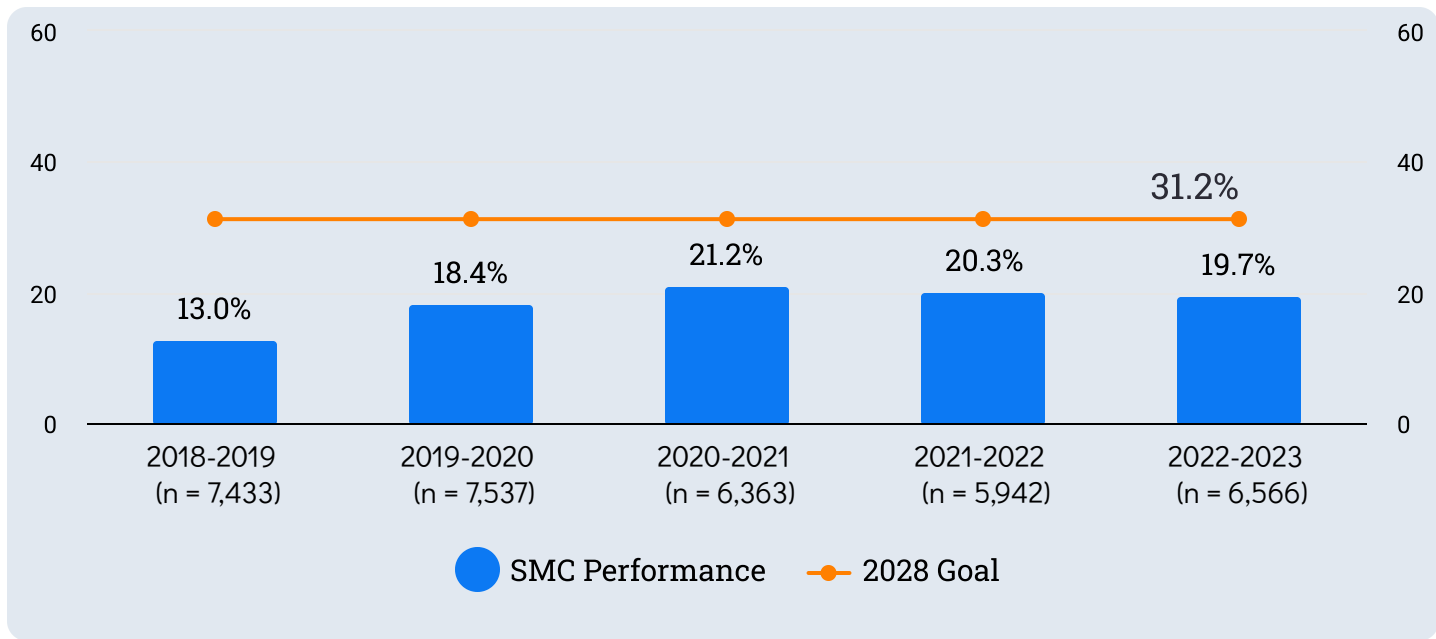


Description: The percentage of first-time in college (FTIC) credit students who successfully (with a C or pass or better grade) completed a transfer-level math course in the district in the selected year.

Data Source: California Community College Chancellor's Office DataVista Metric 502C

Pulled from DataVista in June 2025. As DataVista is periodically updated, data values may change in future pulls.

TRENDS ACROSS YEARS (2.3)



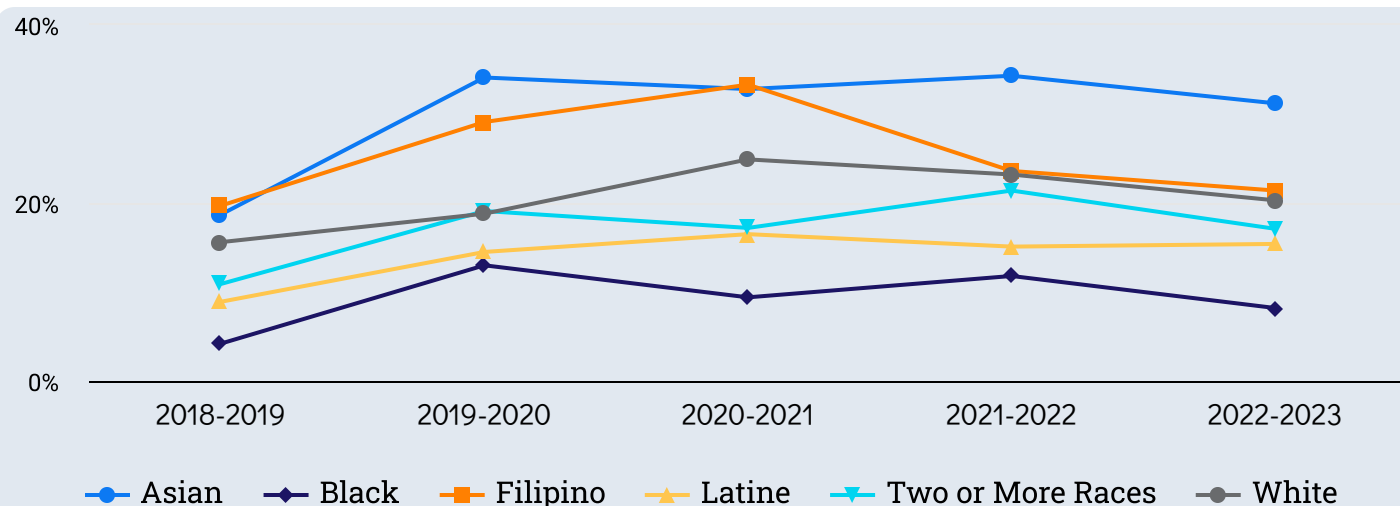
The chart shows first-year transfer-level math completion rates among FTIC students at SMC. While there was notable improvement from 13.0% in 2018–2019 to 21.2% in 2020–2021, progress has since plateaued, with a slight decline to 19.7% in 2022–2023. Current performance remains well below the 2028 target goal of 31.2%, indicating a need for strengthened support strategies to boost math completion within students’ first year.

SMC began implementing AB 705 for math in Fall 2019 and began placing a vast majority of incoming students directly into transfer-level math, with or without co-requisite support.

The 2028 target goal of 31.2% was established by the IE Committee and is based on the 2022–2023 performance of Asian FTIC students, the highest-performing group that year, setting an equity-focused benchmark for all student groups.



DATA DISAGGREGATED BY RACE/ETHNICITY (2.3)



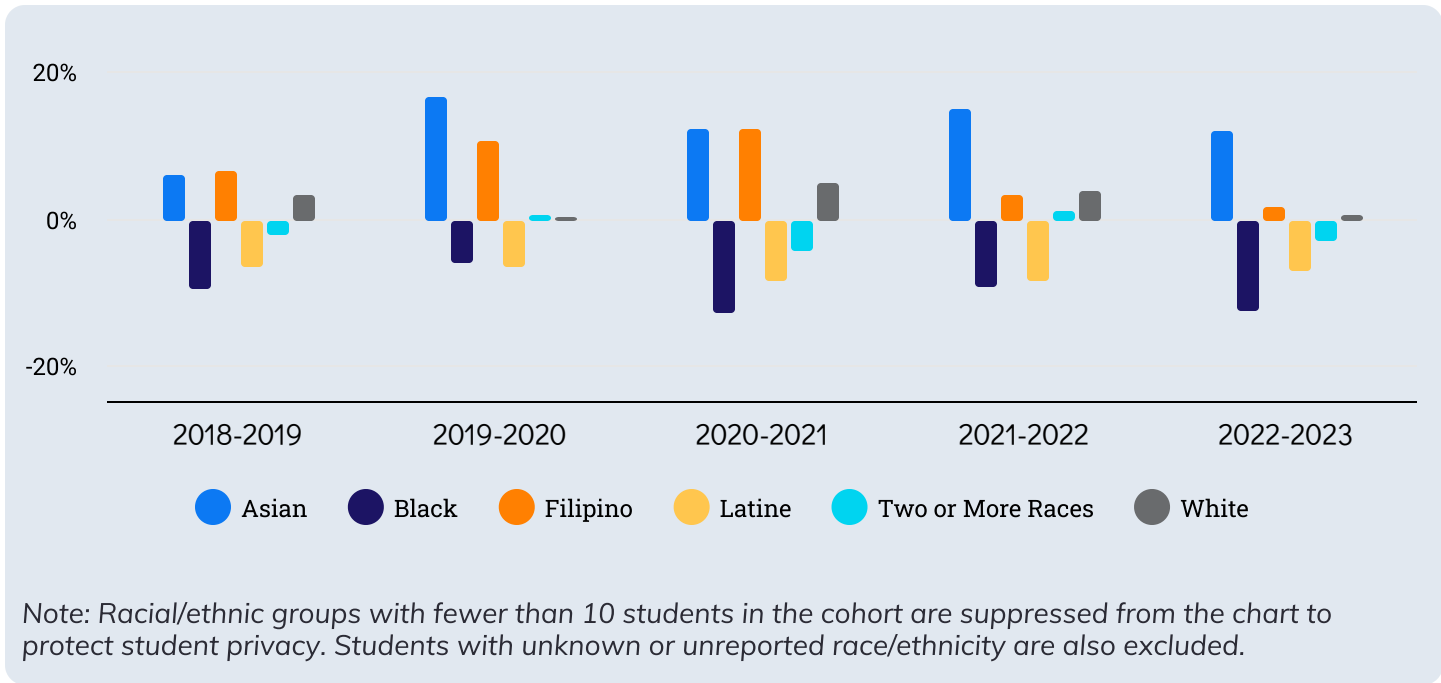
Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian	18.7% (n = 541)	34.1% (n = 481)	32.8% (n = 411)	34.3% (n = 417)	31.2% (n = 407)
Black/African American	4.2% (n = 569)	13.0% (n = 515)	9.4% (n = 470)	11.8% (n = 399)	8.2% (n = 465)
Filipino	19.7% (n = 122)	29.1% (n = 110)	33.3% (n = 84)	23.6% (n = 106)	21.4% (n = 84)
Latine (Hispanic)	8.9% (n = 2,760)	14.5% (n = 2,888)	16.5% (n = 2,765)	15.1% (n = 2,310)	15.4% (n = 2,499)
Two or More Races	10.9% (n = 311)	19.1% (n = 314)	17.2% (n = 325)	21.4% (n = 294)	17.1% (n = 299)
White	15.6% (n = 1,800)	18.8% (n = 1,640)	24.9% (n = 1,652)	23.2% (n = 1,506)	20.3% (n = 1,707)

Asian FTIC students had the highest transfer-level math completion rates on average, peaking at 34.3% in 2021–2022. In contrast, Black students consistently had the lowest rates, ranging from 4.2% in 2018–2019 to a high of 13.0% in 2019–2020, before declining to 8.2% in 2022–2023. Latine students showed moderate improvement over time but consistently held the second-lowest completion rates compared to other racial/ethnic groups. **These persistent disparities highlight the need for targeted, race-conscious interventions to support equitable access to and success in transfer-level math for disproportionately impacted student groups, particularly Black and Latine students, who complete transfer-level math at the lowest rates.**



EQUITY GAPS (PPG-1 VALUES) (2.3)



Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian	6.1% (n = 541)	16.7% (n = 481)	12.4% (n = 411)	15.1% (n = 417)	12.2% (n = 407)
Black/African American	-9.5% (n = 569)	-5.8% (n = 515)	-12.8% (n = 470)	-9.1% (n = 399)	-12.5% (n = 465)
Filipino	6.8% (n = 122)	10.8% (n = 110)	12.3% (n = 84)	3.4% (n = 106)	1.7% (n = 84)
Latine (Hispanic)	-6.4% (n = 2,760)	-6.4% (n = 2,888)	-8.4% (n = 2,765)	-8.4% (n = 2,310)	-7.1% (n = 2,499)
Two or More Races	-2.1% (n = 311)	0.7% (n = 314)	-4.2% (n = 325)	1.2% (n = 294)	-2.8% (n = 299)
White	3.4% (n = 1,800)	0.4% (n = 1,640)	5.0% (n = 1,652)	4.0% (n = 1,506)	0.8% (n = 1,707)

The PPG-1 chart for transfer-level math shows persistent equity gaps across racial/ethnic groups. Black students experienced the largest and most consistent negative gaps each year, averaging over -10% in the last two years. Latine students also faced consistently negative gaps, ranging from -6.4% to -8.4% across all five years. In contrast, Asian and Filipino students had the highest positive gaps, with Asian students peaking at +16.7% in 2019–2020. **These trends underscore persistent disparities, particularly for Black and Latine students in early math completion.**

For more information on how equity gaps are calculated using the PPG-1 method, refer to the guide ["CCCCO Percentage Point Gap Method Minus One"](#).