Fall 2019 Snapshot:

Impact of AB 705 on English and Math Enrollment & Success

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Introduction

In 2017, the governor signed into law Assembly Bill 705 which requires that by fall of 2019, all California community colleges have processes and courses in place to ensure that the probability of students entering and successfully completing transfer-level English and math courses within one year is maximized. The intent of the law is to reduce the amount of time students take to complete their educational goal by allowing students to directly enroll in transfer-level English and math coursework without remediation.

Santa Monica College (SMC) complied with AB 705 by eliminating the course placement through examination process (students are now able to enroll directly in transferable courses based on high school grades/coursework and grades), reducing the number of remedial level course offerings, and implementing new transfer-level courses with required co-requisite courses for students who need additional support to successfully complete the course. SMC fully implemented AB 705 for English in Fall 2018 and for math in Fall 2019. This report shoares some preliminary findings assessing the impact of AB 705 on English and math course enrollment, success, throughput, and racial equity indicators.

The following analyses are included in the report:
- The percentage of introductory English and math sections that are transfer-level
- The percentage of first-time in college students who enroll in a introductory transfer-level English or math course in their initial term
- The percentage of first-time in college students who complete an introductory transfer-level English or math course in their initial term (throughput)
- The course success rates in introductory transfer-level English and math courses pre- and post-AB 705
- A comparison of course success in introductory transfer-level English and math courses between sections offering co-requisite support and those without support

Transfer-Level Introductory Sections

As the goal of AB 705 is to maximize the probability that a student will enroll and complete transfer-level English and math courses, a metric monitoring the progress of implementation of the law is the percentage of transfer-level introductory sections offered at the college. In their study, the Campaign for College Opportunity (The Campaign) defines institutions offering at least 90 percent of their introductory English and math offerings as "strong implementers". The chart below describes the percentage of introductory sections that are transfer-level by discipline over three fall semesters. Introductory courses are those that allow students to enroll directly through placement assessment, guided self-placement, and/or high school coursework and performance. For a list of introductory courses, refer to Appendix A.

Figure 1. % of Introductory Sections that are Transfer-Level
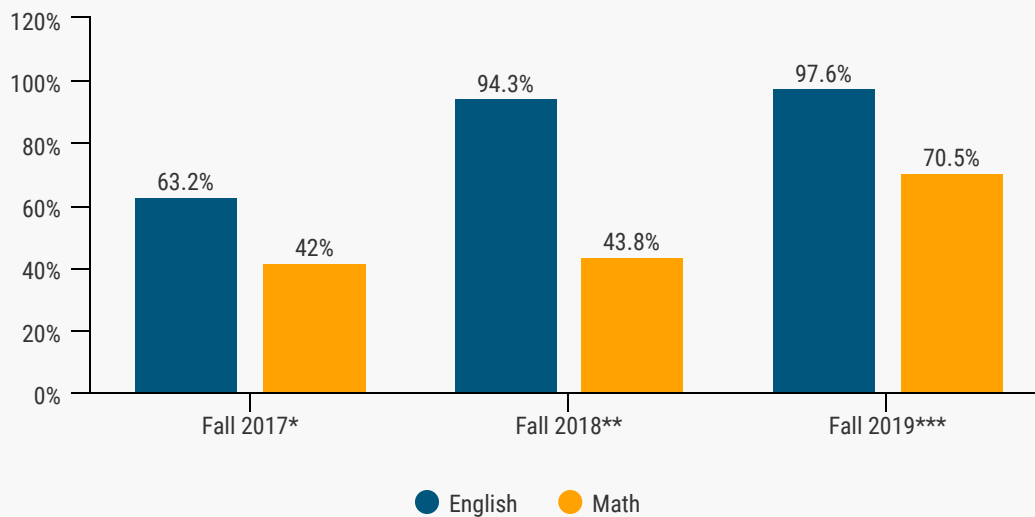
*Pre-AB 705 for English and math
***First year of English AB 705 implementation; pre-AB 705 for math*
***Second year of English AB 705 implementation; first year of math AB 705 implementation

Pre-AB 705 implementation (Fall 2017), over 63% of introductory English course offerings were transfer-level. By Fall 2018, in the first year of English AB 705 implementation, almost 95% of introductory English offerings were transfer-level. Before implementing the law requirements for math, approximately 43% of math course offerings were transfer-level. In Fall 2019, the percentage of transfer-level offerings grew by over 27% to 71% when compared to pre-AB 705 years. The data suggest that a large majority of introductory sections in English and math are transferable in the most recent fall semester; however, only English meets the 90% threshold described by The Campaign as an indicator of strong implementation of AB 705.

Freshmen Enrollment in Transfer-Level English and Math Courses

The following figure describes the percentage of first-time in college (FTIC) freshmen who enrolled in an introductory transfer-level English or math course in the initial fall semester. The metric describes the extent to which incoming freshmen are getting access to transfer-level English and math courses early in their pathway.

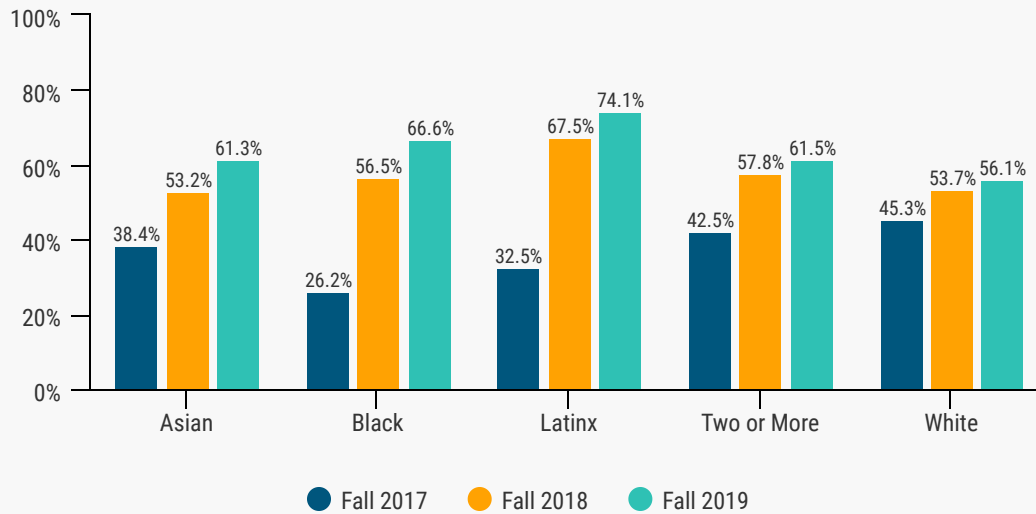**Figure 2. % of FTIC* Freshmen Enrolled in Introductory Transfer Courses in First Term****
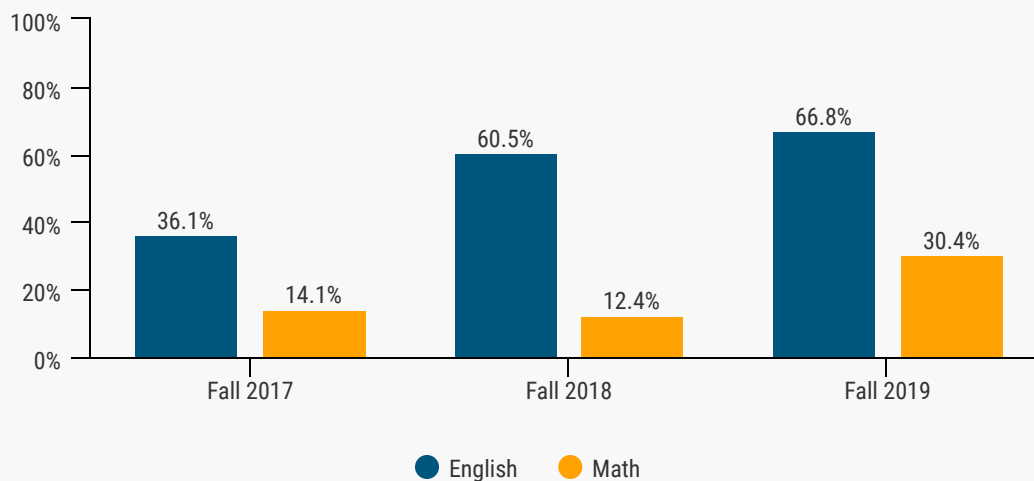
*For English only, excludes international students
**Includes enrollment in preceding summer term

Pre-AB 705, 36% of FTIC students enrolled in an introductory transfer-level English course, and 14% enrolled in an introductory transfer-level math course in their initial term. By Fall 2019, the percentage of students who enrolled in a transfer-level course in the initial term nearly doubled to 67% for English and more than doubled to 30% for math which suggests that AB 705 has positively impacted access to transfer-level math and English courses.

Freshmen Enrollment in Transfer-Level English and Math Courses by Ethnicity/Race
There is evidence to suggest that AB 705 has more positively improved access to English 1 (the introductory transfer-level course) for Black and Latinx students than other groups. Prior to AB 705 in Fall 2017, 26% and 33% of FTIC Black and Latinx students, respectively, enrolled in English 1 during their first term. The percentage more than doubled in Fall 2019 to 67% for Black and 74% for Latinx students. Pre-AB 705, these two groups had the lowest percentage of students who enrolled in English 1 in the initial term when compared with other ethnic/race groups; however, post-AB 705, these two groups experienced the highest rates of students who enrolled in English 1 (see Figure 3).
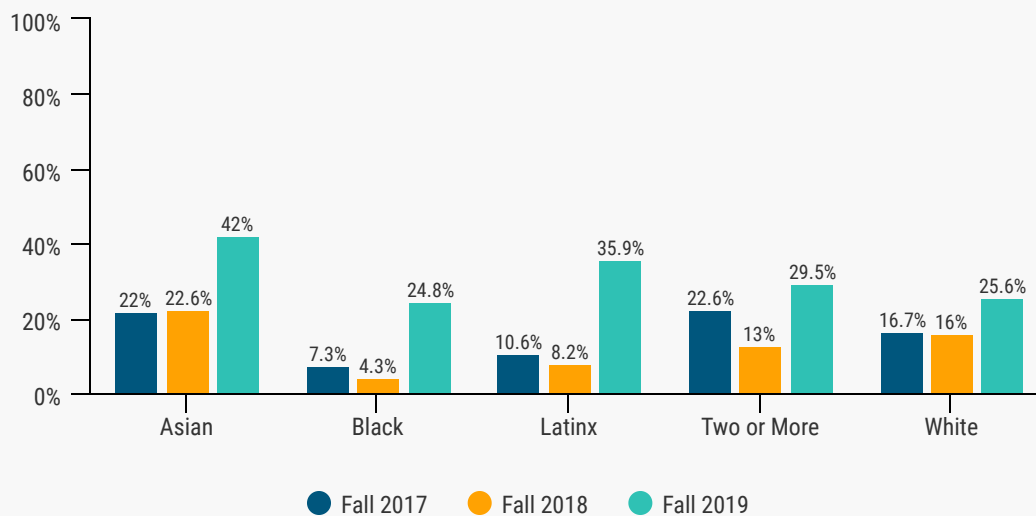
Figure 3. % of FTIC* Enrolled in English 1 in First Term** by Ethnicity/Race

● Fall 2017   ● Fall 2018   ● Fall 2019

Note: Data for ethnic/racial groups with fewer than 10 students each term are suppressed and not included in the chart
*Excludes international students
**Includes enrollment in preceding summer term

The trend for math is similar to English; AB 705 implementation improved enrollment in introductory transfer-level courses for all ethnicity/race FTIC student groups, with the largest proportional gains experienced by Black and Latinx students who saw more than two times the percentage of students who enrolled in transfer-level math in the initial term (see Figure 4) when compared to pre-AB 705 levels. Even with the improvement to access, fewer than 50% of all FTIC students in Fall 2019 enrolled in an introductory transfer-level math course in their initial term.

Figure 4. % of FTIC Enrolled in Transfer-Level Math in First Term* by Ethnicity/Race

● Fall 2017   ● Fall 2018   ● Fall 2019

Note: Data for ethnic/racial groups with fewer than 10 students each term are suppressed and not included in the chart
*Includes enrollment in preceding summer term

The tables below describe the number of additional FTIC students who enrolled in an introductory transfer-level English or math course in Fall 2019 over the numbers observed in the pre-AB 705 period (Fall 2017). As a result of AB 705, an additional 183 Black and 1,178 Latinx FTIC students enrolled in English 1 and an additional 79 Black and 695 Latinx FTIC students enrolled in an introductory transfer-level math course in their first term (Fall 2019) when compared to FTIC students in Fall 2017.

Table 5. Number of Additional FTIC* Students Enrolled in English 1 in First Term** by Ethnicity/Race (Fall 2017 Pre-AB 705 vs. Fall 2019 Post-AB 705)

English	Fall 2017	Fall 2019	Increase
Asian	148	241	+93
Black	118	301	+183
Latinx	782	1960	+1,178
Two or More	99	155	+56
White	590	638	+48
Total	1755	3495	+1,740

Note: Data for ethnic/racial groups with fewer than 10 students each term are suppressed and not included in the table
*Excludes international students
**Includes enrollment in preceding summer term

Table 6. Number of Additional FTIC Students Enrolled in Introductory Transfer-Level Math in First Term* by Ethnicity/Race (Fall 2017 Pre-AB 705 vs. Fall 2019 Post-AB 705)

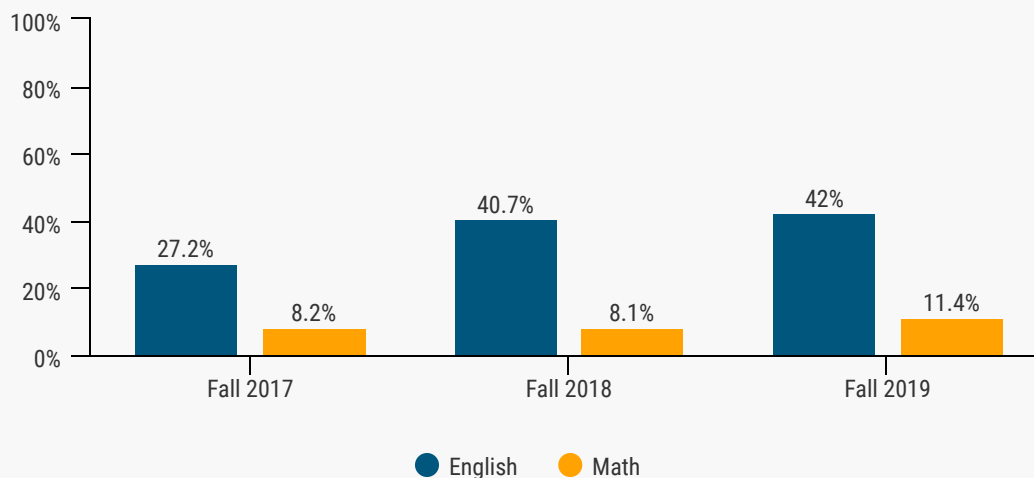| Math	Fall 2017	Fall 2019	Increase
Asian	148	172	+24
Black	33	112	+79
Latinx	256	951	+695
Two or More	53	75	+22
White	234	294	+60
Total	778	1793	+1015

Note: Data for ethnic/racial groups with fewer than 10 students each term are suppressed and not included in the table
*Includes enrollment in preceding summer term

First-Term Throughput in Transfer-Level English and Math Courses

The following figure describes first-term throughput or the percentage of FTIC freshmen who enrolled and successfully completed an introductory transfer-level English or math course in the initial fall semester. Successful completion of a course is defined as a A, B, C, or pass grade. This metric is an early indicator of the first-year throughput which is the ultimate goal of AB 705.

Figure 7. % of FTIC* Freshmen Successful in Introductory Transfer Courses in First Term** (First-Term Throughput)

Fall 2017: English 27.2%, Math 8.2%
Fall 2018: English 40.7%, Math 8.1%
Fall 2019: English 42%, Math 11.4%

● English ● Math

*For English only, excludes international students
**Includes enrollment in preceding summer term

Pre-AB 705, the English first-term throughput rate for FTIC students was 27% (Fall 2017). The rate improved by 15% to 42% in Fall 2019 when compared to Fall 2017. The math throughput rate improved by over 3% from 8% in Fall 2017 to 11% in Fall 2019. The data indicate that even with AB 705 in place, only one in ten FTIC freshmen complete transfer-math in their initial term.

Freshmen Throughput in Transfer-Level English and Math Courses by Ethnicity/Race
For all ethnicity/race groups, the percentage of FTIC students who completed English 1 in their first term has increased since the implementation of AB 705. The Black and Latinx students experienced the biggest improvements. The first-term throughput for Black students in Fall 2019 was 34% an improvement of 19% over Fall 2017. Latinx students also experienced a 19% increase in first-term throughput, from 23% in Fall 2017 to 42% in Fall 2019. Prior to AB 705, Black and Latinx students experienced equity gaps (23% and 15%, respectively) in terms of first-term English 1 throughput; however, post-AB705, the gaps

decreased by 11% and 15%, respectively, when compared to the rate of the highest-performing group or Asian students (see Figure 8).

Overall, the first-term throughput for transfer-level math for FTIC improved for all ethnic/racial groups with Asian students experiencing the biggest gains (+9% from Fall 2017 to Fall 2019). Pre-AB 705, Black and Latinx students experienced the largest equity gaps for math throughput (14% and 11%, respectively); post-AB 705, the gaps experienced for these groups widened to 19% for Black students and 17% for Latinx students.

Figure 8. % of FTIC* Successful in English 1 in First-Term by Ethnicity/Race**
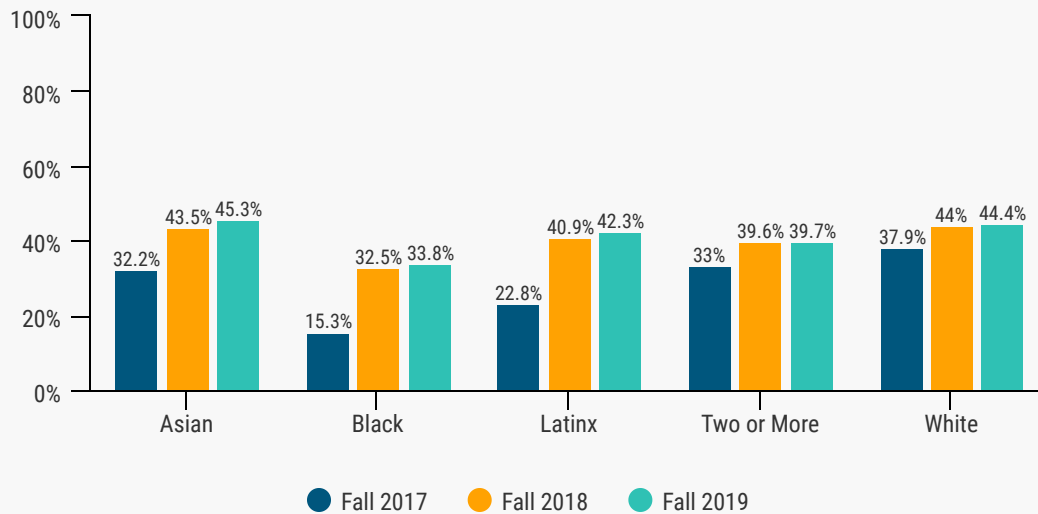
Note: Data for ethnic/racial groups with fewer than 10 students each term are suppressed and not included in the chart
*Excludes international students
**Includes enrollment in preceding summer term

Figure 9. % of FTIC Successful in Transfer-Level Math in First Term* by Ethnicity/Race
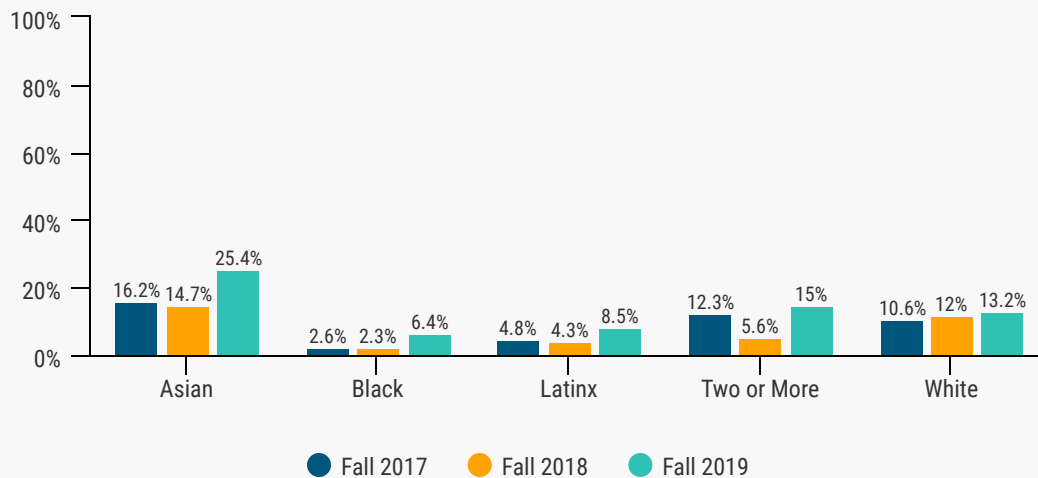
Note: Data for ethnic/racial groups with fewer than 10 students each term are suppressed and not included in the chart
*Includes enrollment in preceding summer term

As a result of AB 705, an additional 84 Black and 570 Latinx FTIC students completed English 1 and an additional 17 Black and 107 Latinx FTIC students completed an introductory transfer-level math course in their first term (Fall 2019) when compared to FTIC students in Fall 2017. Five fewer Asian students completed transfer-level math in their first term post-AB 705. The decrease may be attributed to the fact that Asians represented a smaller share of credit FTIC students in Fall 2019 (6%) when compared to Fall 2017 (12%). The share of Black and Latinx students between the two terms were relatively stable.

Table 10. Number of Additional FTIC* Students Successful in English 1 in First Term** by Ethnicity/Race (Fall 2017 Pre-AB 705 vs. Fall 2019 Post-AB 705)

English	Fall 2017	Fall 2019	Increase
Asian	124	178	+54
Black	69	153	+84
Latinx	549	1,119	+570
Two or More	77	100	+23
White	494	505	+11
Total	1,323	2,199	+876

Note: Data for ethnic/racial groups with fewer than 10 students each term are suppressed and not included in the table
*Excludes international students
**Includes enrollment in preceding summer term

Table 11. Number of Additional FTIC Students Successful in Introductory Transfer-Level Math in First Term* by Ethnicity/Race (Fall 2017 Pre-AB 705 vs. Fall 2019 Post-AB 705)

Math	Fall 2017	Fall 2019	Increase
Asian	109	104	-5
Black	12	29	+17
Latinx	117	224	+107
Two or More	29	38	+9
White	148	152	+4
Total	454	672	+218

Note: Data for ethnic/racial groups with fewer than 10 students each term are suppressed and not included in the table
*Includes enrollment in preceding summer term

Overall Course Success Rates

The overall success rates (the percentage C or better grades) in English 1 and introductory transfer-level math courses decreased post-AB 705. The rates include all students regardless of enrollment or residence status and include both traditional and co-requisite supported versions of courses.

In the first year of AB 705 implementation for English in Fall 2018, the English 1 course success rate was 64.3%, a decrease of 4.2% over the prior year. In the second year of AB 705, the English 1 course success rate decreased by 1.4% when compared to year one of AB 705. Even with the decrease in course success, a large majority of students enrolled in English 1 in Fall 2019 successfully completed the course.

The course success rates in the introductory transfer-level math courses was approximately 51% in Fall 2017 and 2018 (pre-AB 705). In Fall 2019, the course success rates decreased by nearly 7% to 44%. Refer to Appendix B, Table 7 for a breakdown of the success rates in introductory transfer-level courses by math course.

Figure 12. Introductory Transfer-level Math and English Course Success Rates in Fall
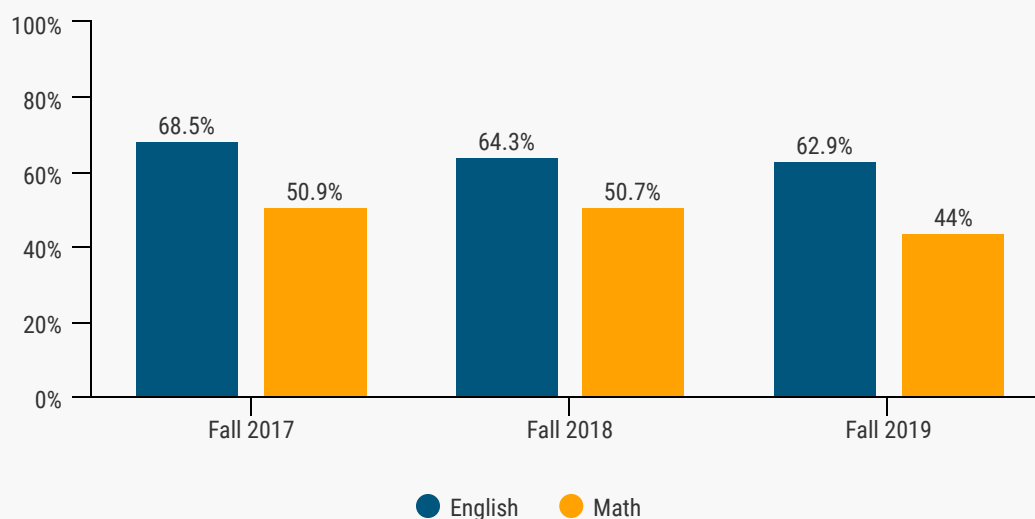
Course Success Rates by Ethnicity/Race

Figures 13 and 14 describe the course success rates in English 1 and the racial equity gaps (calculated by subtracting the rate of the subgroup from the rate of the highest performing group) . While most racial/ethnic groups experienced a steady decrease in English 1 course success rate over the last three fall semesters, Black, Latinx, and multi-racial students experienced the largest decline in success rates during the period.

White students successfully completed English 1 at the highest rate in Fall 2017 and Fall 2019. When compared to the performance of White students, the equity gaps experienced by Black, Latinx, and multi-racial students widened post-AB 705. The data suggest that AB 705 has not reduced racial equity gaps for overall English 1 course success.

Figure 13. English 1 Course Success Rate by Ethnicity/Race in Fall Terms

Figure 14. English 1 Course Success Racial Equity Gaps - Fall 2017 vs. Fall 2019

Note: Data for ethnic/racial groups with fewer than 10 students each term are suppressed and not included in the chart

Figures 15 and 16 describe the course success rates in all introductory transfer-level math courses and racial equity gaps for the metric. The math course success rates for Asian, Black, and Latinx students have steadily declined by approximately 7% for each group over the last three fall semesters. Black and Latinx students experienced the largest equity gaps when compared to the highest-performing group (Asian students) both pre- and post-AB 705. The size of equity gaps for Black and Latinx students has remained relatively stable pre- and post-AB 705, with Black students experiencing a gap of 26-27% and Latinx students experiencing a gap of 22-23%. Refer to Appendix B, Table 9 for success rates disaggregated by ethnicity/race and math course.

Figure 15. Intro Transfer-Level Math Success Rate by Ethnicity/Race in Fall Terms

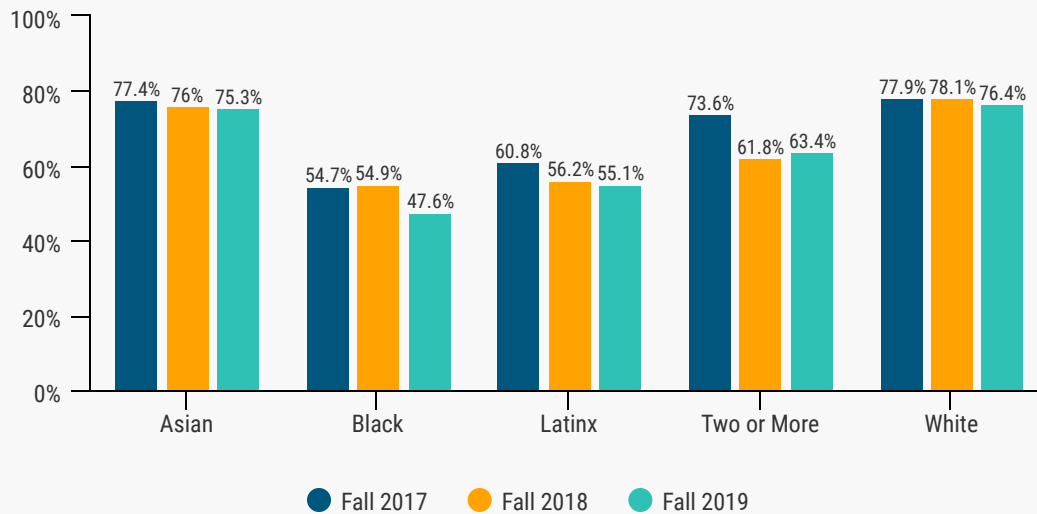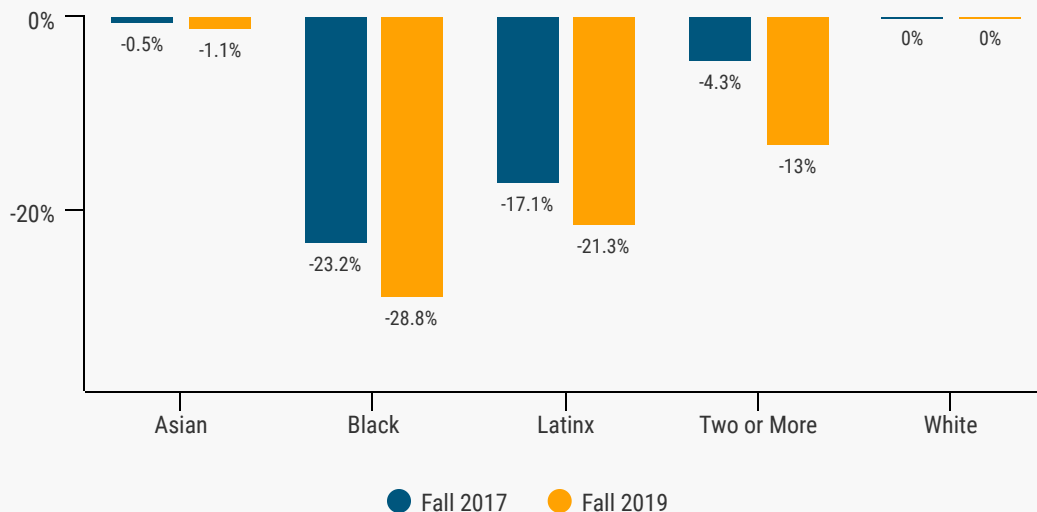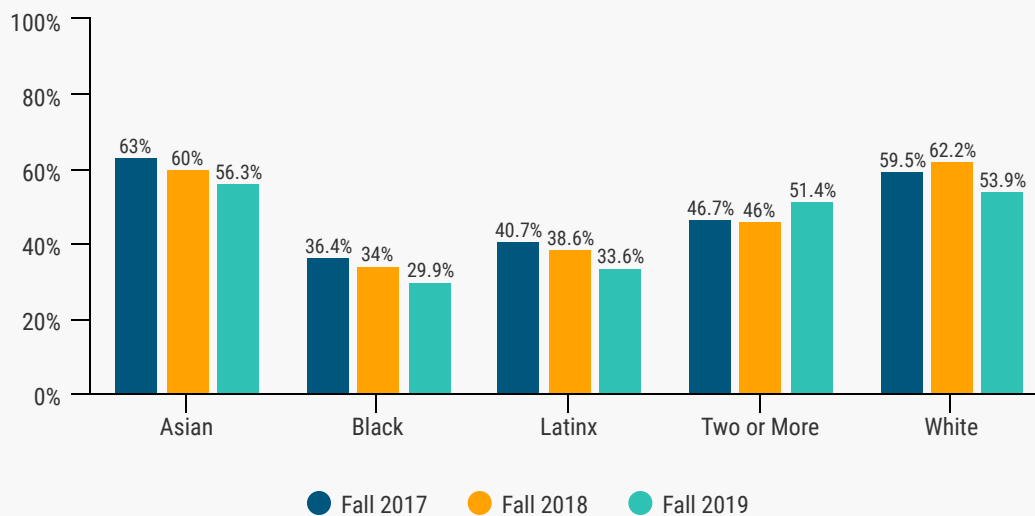**Figure 16. Intro Transfer-Level Math Course Success Racial Equity Gaps - Fall 2017 vs. Fall 2019**
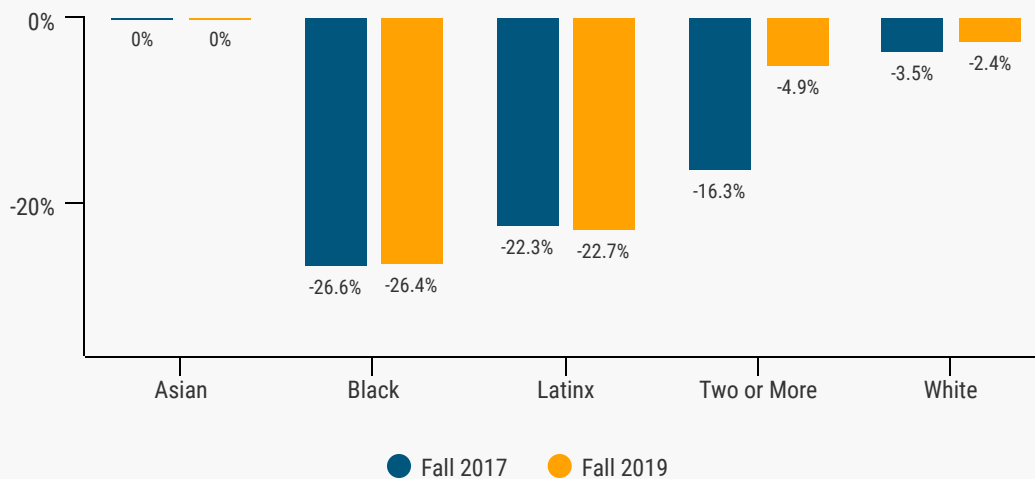
Note: Data for ethnic/racial groups with fewer than 10 students each term are suppressed and not included in the chart

Comparison of Course Success - Traditional vs. Co-Requisite Supported Course

As an alternate to developmental or pre-transfer courses, Santa Monica College (SMC) offers transfer-level courses with required concurrent support for English 1, Math 2, Math 21, Math 26, and Math 54. These courses enable students to enroll directly into transfer-level courses while also receiving support to be successful in them. The co-requisite supported courses are designed for students who are assessed as needing the extra support (through multiple measures) or those who self-place into them.

In addition to the co-requisite support sections, SMC continues to offer the traditional introductory transfer-level courses in math and English.

English 1 vs. English 1+28

The co-requisite supported course for English 1 is called English 1+28. Figure 17 below compares the overall course success rates (percentage of C/pass or better grades) of English 1 and English 1+28 for the last two fall semesters. The data reveal that students who enrolled in the co-requisite supported English 1 course passed their classes at lower rates than those enrolled in the standalone English 1 course; about half pass English 1+28 and over two-thirds pass English 1. The course success rates in English 1+28 decreased by 5% in Fall 2019 when compared to the prior fall semester.

Figure 17. Comparison English 1 Course Success Rates - With vs. Without Co-Requisite Formats
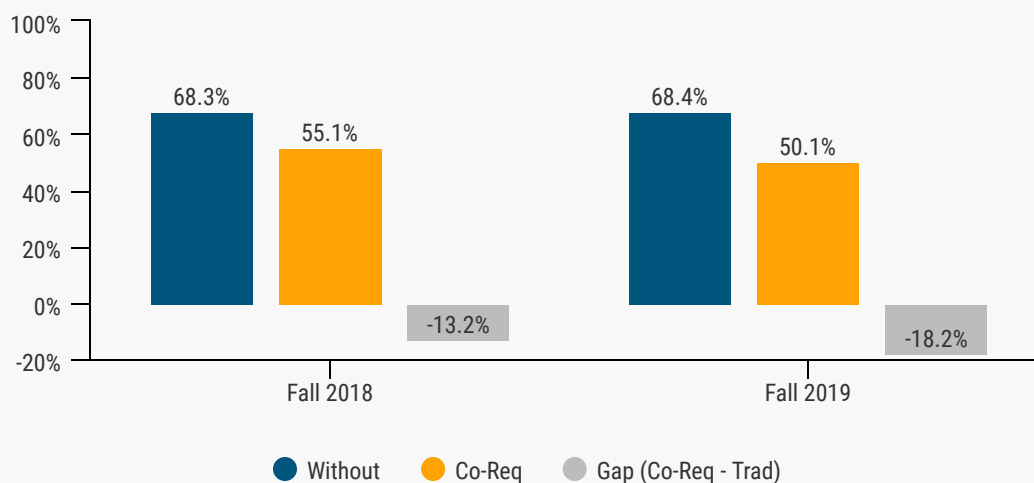
For all ethnicity/race groups, students enrolled in English 1+28 successfully passed their courses at lower rates than their counterparts enrolled in English 1 alone in Fall 2019. The largest gap between English 1+28 and English 1 performance was experienced by the multi-racial and Asian groups (-17% and -16%, respectively). The smallest difference in performance between the two English 1 versions were for the Black (-8%) and White (-10%) students.

Figure 18. Fall 2019 Comparison Course Success, English 1 vs. English 1+28, by Ethnicity/Race
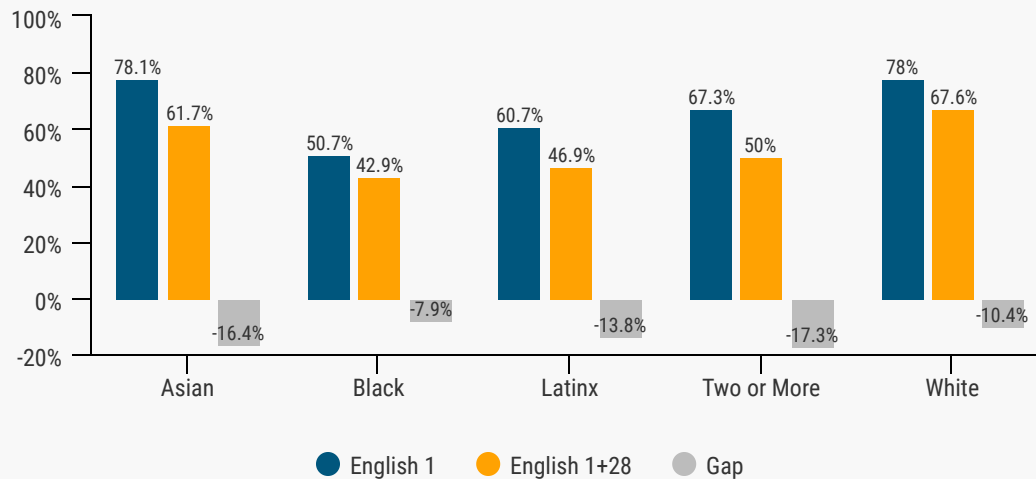
Note: Data for ethnic/racial groups with fewer than 10 students each term are suppressed and not included in the chart

Math 2, 21, 26, and 54 vs. Math 2+C, 21+C, 26+C, and 54+C
As of Fall 2019, four transfer-level math courses are offered with co-requisite support: Math 2, Math 21, Math 26, and Math 54 (designated with a "C"). Overall, the data suggest that students enrolled in the co-requisite supported math courses successfully completed the courses at lower rates (average 37.6%) when compared to those enrolled in the traditional transfer-level courses (average 47.5%).

The gap or difference between performance in the co-requisite course and the traditional transfer-level math course is largest for Math 21 (Finite Mathematics; difference of 31%) and smallest for Math 54 (Statistics; difference of 4%).

Figure 19. Fall 2019 Comparison Intro Math Course Success Rates - With vs. Without Co-Requisite
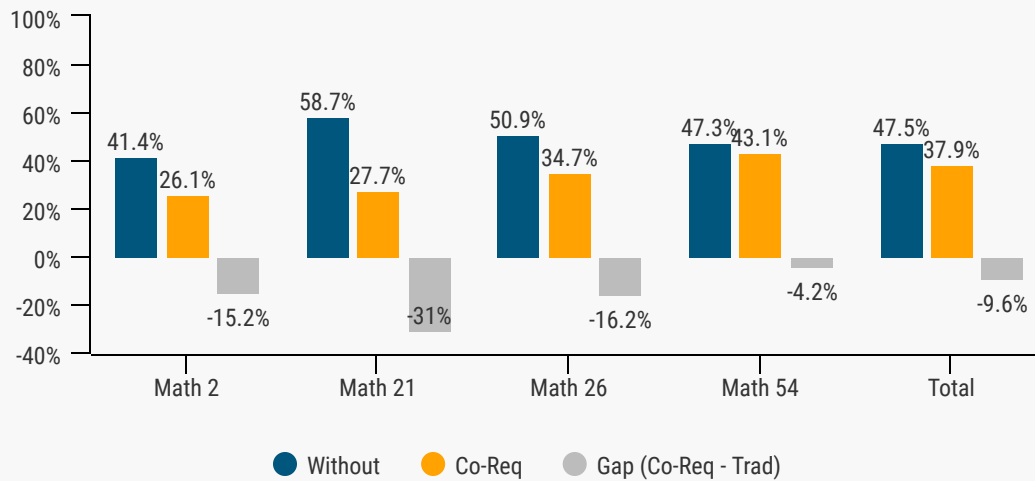
Overall, Black and Latinx students performed at the lowest rates in both the introductory transfer-level math courses with and without co-requisite support. However, Black students do better in the co-requisite supported math courses than in the traditional courses, while the difference between success rates in the traditional and co-requisite supported courses is smallest for Latinx students. For success rate comparison data by course and ethnicity/race, refer to Appendix B, Table 11.

Figure 20. Fall 2019 Comparison Transfer-Level Math Course Success, With and Without Co-Requisite, by Ethnicity/Race
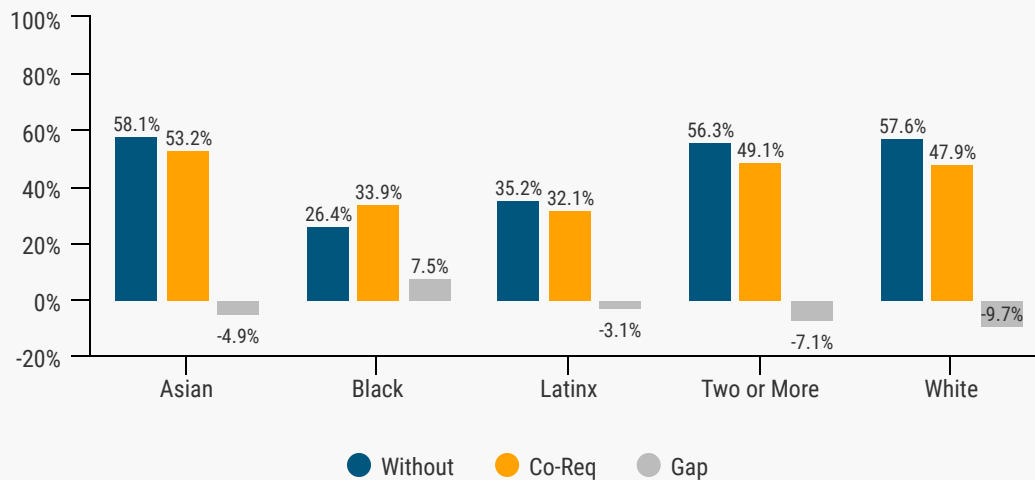
*Note: Data for ethnic/racial groups with fewer than 10 students each term are suppressed and not included in the chart*

Summary and Conclusions

SMC has made great strides to comply with AB 705. The early data suggest that more students have access to and successfully complete transfer-level math and English courses than ever before. However, the addition of co-requisite supported courses has led to an overall decrease in overall course success rates for introductory transfer-level math and English courses. The impact of AB 705 on racial equity has been mixed as implementation of the law has reduced racial equity gaps for some metrics (enrollment in transfer-level English, first-term English throughput) and widened gaps for others (first-term math throughput, transfer-level English and math course success). Overall, the data indicate a need for SMC to review and revise practices related to the co-requisite support versions of the transfer-level math and English courses as students successfully completed the transferable courses without co-requisite support at higher rates than those enrolled in the courses with co-requisite support.

The following points provide a summary of the preliminary findings related to the impact of AB 705 on transfer-level math and English enrollment, throughput, course success, and racial equity.

- In an analyses of introductory course section offerings, we found that English meets the "strong implementer" criteria defined by the Campaign for College Opportunity as almost 98% of introductory class sections are transferable. While the percentage of transfer-level introductory section offerings have improved by over 26%, from 43.8% in fall of 2018 (pre-AB 705 implementation) to 70.5% in fall of 2019 (post-AB implementation), the College does not meet the "strong implementer" threshold of 90% for math.

- Pre-AB 705, about one-third of FTIC freshmen enrolled in English 1 by the end of their initial term. However, the percentage nearly doubled once AB 705 was implemented. In Fall 2019, two-thirds of FTIC enrolled in English 1 in their first term. The trend is similar for math; AB 705 improved the rate of FTIC students who enrolled in introductory transfer-level math courses from 12.4% in Fall 2018 (pre-AB 705) to 30.4% in Fall 2019 (post-AB 705). Even with the increase, only one in three FTIC enrolled in transfer-level math classes in their initial term. The College has opportunity to improve enrollment in transfer-level math for FTIC students.

- The implementation of AB 705 eliminated the racial equity gaps previously experienced Black and Latinx students in terms of first-term enrollment in English 1. By Fall 2018, the rates of FTIC Black and Latinx students who enrolled in English 1 in the first term were higher than the rates for Asian and White students. AB 705 closed the equity gap experienced by Latinx students in terms of enrollment in transfer-level math courses. While the rate of Black FTIC students more than tripled over the last three fall semesters, this group continued to experience the lowest rate of FTIC students enrolled in transfer-level math in the first term (25%) when compared with other ethnic/racial groups.

- AB 705 has positively impacted English 1 throughput, improving the rate by 13.5%, from 27.2% in Fall 2017 (pre-AB 705) to 40.7% in Fall 2018 (pre-AB 705). The throughput rate continued to see improvement in the most recent Fall semester (2019) to 42.0%. The equity gaps previously experienced by Black and Latinx students for first-term throughput decreased by 11% and 15%, respectively.

- AB 705 had a small but positive effect on first-term throughput for transfer-level math courses. The rate improved by 3.3%, from 8.1% in Fall 2018 (pre-AB 705) to 11.4% in Fall 2019. While the College saw overall improvements in first-term throughput, AB 705 negatively impacted Black and Latinx students as the gaps they experienced widened for this metric by 5% and 6%, respectively, when comparing the gaps in Fall 2018 vs. Fall 2019. Still, even with the larger racial gaps, more Black and Latinx students (in terms of numbers) were able to successfully complete an introductory transfer-level math course in the first term than ever before (an additional 17 Black and 107 Latinx students).

- Overall the course success rate in English 1 decreased by 4.2% post-AB 705, from 68.5% in Fall 2017 to 64.3% in Fall 2018. The rate continued to decrease in Fall 2019 with 62.9% of all students enrolled in English 1 (including those in the co-requisite supported English 1) successfully completing the course. The equity gaps experienced by Black, Latinx, and multi-racial students widened post-AB 705 for this metric.

- Overall course success rates in introductory transfer-level math courses also worsened post-AB 705, from 50.7% in Fall 2018 to 44.0% in Fall 2019. The course success data, disaggregated by ethnicity/race, reveal that AB 705 has not impacted the existing racial equity gaps. The size of equity gaps experienced by Black and Latinx students has remained relatively stable pre- and post-AB 705. However, the equity gaps experienced by these two groups are large (26-27% for Black and 22-23% for Latinx students when compared to the highest-performing group).

- The course success rate in English 1 in the first year of AB 705 (Fall 2018) was lower in sections with co-requisite support than the standalone sections. In Fall 2019, the difference widened by 5%, with students enrolled in English 1 with the co-requisite support successfully completing at a rate of 50.1% and those enrolled in just English 1 completing at a rate of 68.4%.

- The difference in success between the co-requisite and traditional English 1 course is largest for students who report being multi-racial (difference of 13.8%) and Asian students (difference of 16.4%).

- For the four transfer-level math courses offering co-requisite course options (Math 2, 21, 26, and 54), the course success rate for the co-requisite supported sections are lower (38%) when compared to the sections without co-requisite support (48%).

- Black and Latinx students performed at the lowest rates in both the transfer-level math courses with and without co-requisite support. However, Black students did better in the co-requisite supported math courses in comparison to their counterparts in the traditional transfer-level courses. This pattern is unique to Black students and is not observed for other racial/ethnic groups.

The early AB 705 data suggest that SMC has made progress in improving students' chances of enrolling in and successfully completing transfer-level math and English. Despite the progress, there is room to refine and strengthen our policies and practices, particularly for math enrollment and throughput, success in the co-requisited support courses for both math and English, and racial equity.

Appendix A: List of Introductory Courses

ENGLISH

Pre-Transfer:

- English 20
- English 21A
- English 85

Transfer-Level:

- English 1
- English 1 + English 28 (co-requisite required)

MATH

Pre-Transfer:

- Math 1
- Math 18
- Math 20
- Math 31
- Math 32
- Math 50
- Math 81
- Math 84
- Math 85

Transfer-Level:

- Math 2
- Math 2 + Math 2C (co-requisite required)
- Math 3
- Math 4
- Math 7
- Math 21
- Math 21 + Math 21C (co-requisite required)
- Math 26
- Math 26 + Math 26C (co-requisite required)
- Math 28
- Math 41
- Math 54
- Math 54 + Math 54C (co-requisite required)

Appendix B: Data Tables

Table 1a. % of Introductory Sections That Are Transfer-Level - English

English	Fall 2017	Fall 2018	Fall 2019
Transfer-Level	132	198	202
	63.2%	94.3%	97.6%
Pre-Transfer	77	12	5
	36.8%	5.7%	2.4%
Total	209	210	207
	100%	100%	100%

Table 1b. % of Introductory Sections That Are Transfer-Level - Math

Math	Fall 2017	Fall 2018	Fall 2019
Transfer-Level	95	95	136
	63.2%	43.8%	70.5%
Pre-Transfer	131	122	57
	58.0%	56.2%	29.5%
Total	226	217	193
	100%	100%	100%

Table 2. % of FTIC Students Enrolled in Introductory Transfer-Level English Course in Initial Term (Including Preceding Summer) by Ethnicity/Race

	Fall 2017			Fall 2018			Fall 2019		
	FTIC	Enrolled	%	FTIC	Enrolled	%	FTIC	Enrolled	%
Asian	385	148	38.4%	421	224	53.2%	393	241	61.3%
Black	451	118	26.2%	483	273	56.5%	452	301	66.6%
Latinx	2408	782	32.5%	2504	1691	67.5%	2645	1960	74.1%
Native Am	7	3	42.9%	6	2	33.3%	9	4	44.4%
Pac Islander	11	4	36.4%	2	1	50.0%	11	7	63.6%
Two or More	233	99	42.5%	268	155	57.8%	252	155	61.5%
Unreported	67	11	16.4%	60	11	18.3%	332	189	56.9%
White	1303	590	45.3%	1367	734	53.7%	1138	638	56.1%
Total*	4865	1755	36.1%	5111	3091	60.5%	5232	3495	66.8%

Excludes F1 international students

Table 3. % of FTIC Students Enrolled in Introductory Transfer-Level Math Course in Initial Term (Including Preceding Summer) by Ethnicity/Race

	Fall 2017			Fall 2018			Fall 2019		
	FTIC	Enrolled	%	FTIC	Enrolled	%	FTIC	Enrolled	%
Asian	673	148	22.0%	455	103	22.6%	410	172	42.0%
Black	453	33	7.3%	485	21	4.3%	452	112	24.8%
Latinx	2421	256	10.6%	2506	206	8.2%	2648	951	35.9%
Native Am	7	0	0.0%	6	0	0.0%	9	3	33.3%
Pac Islander	13	3	23.1%	2	0	0.0%	11	2	18.2%
Two or More	235	53	22.6%	270	35	13.0%	254	75	29.5%
Unreported	330	51	15.5%	644	125	19.4%	961	184	19.1%
White	1401	234	16.7%	1378	220	16.0%	1148	294	25.6%
Total	5533	778	14.1%	5746	710	12.4%	5893	1793	30.4%

Table 4. % of FTIC Students Successful in Introductory Transfer-Level English Course in Initial Term (Including Preceding Summer) by Ethnicity/Race (Throughput)

	Fall 2017			Fall 2018			Fall 2019		
	FTIC	Enrolled	%	FTIC	Enrolled	%	FTIC	Enrolled	%
Asian	385	124	32.2%	421	183	43.5%	393	178	45.3%
Black	451	69	15.3%	483	157	32.5%	452	153	33.8%
Latinx	2408	549	22.8%	2504	1024	40.9%	2645	1119	42.3%
Native Am	7		0.0%	6	1	16.7%	9	2	22.2%
Pac Islander	11	4	36.4%	2	1	50.0%	11	4	36.4%
Two or More	233	77	33.0%	268	106	39.6%	252	100	39.7%
Unreported	67	6	9.0%	60	8	13.3%	332	138	41.6%
White	1303	494	37.9%	1367	601	44.0%	1138	505	44.4%
Total*	4865	1323	27.2%	5111	2081	40.7%	5232	2199	42.0%

*Excludes F1 international students

Table 5. % of FTIC Students Successful in Introductory Transfer-Level Math Course in Initial Term (Including Preceding Summer) by Ethnicity/Race (Throughput)

	Fall 2017			Fall 2018			Fall 2019		
	FTIC	Enrolled	%	FTIC	Enrolled	%	FTIC	Enrolled	%
Asian	673	109	16.2%	455	67	14.7%	410	104	25.4%
Black	453	12	2.6%	485	11	2.3%	452	29	6.4%
Latinx	2421	117	4.8%	2506	108	4.3%	2648	224	8.5%
Native Am	7	0	0.0%	6	0	0.0%	9	2	22.2%
Pac Islander	13	1	7.7%	2	0	0.0%	11	0	0.0%
Two or More	235	29	12.3%	270	15	5.6%	254	38	15.0%
Unreported	330	38	11.5%	644	98	15.2%	961	123	12.8%
White	1401	148	10.6%	1378	166	12.0%	1148	152	13.2%
Total	5533	454	8.2%	5746	465	8.1%	5893	672	11.4%

Table 6. Overall Course Successs Rate in English 1 (Including English 1 + 28)

	Fall 2017	Fall 2018	Fall 2019
Enrollments	3561	5268	5133
Successful Grades	2438	3386	3229
% Course Success	68.5%	64.3%	62.9%

Table 7. Overall Course Success Rates in Introductory Transfer-Level Math (Including Sections with Co-Requisite)

	Fall 2017			Fall 2018			Fall 2019		
	# Enroll	# Success	% Success	# Enroll	# Success	% Success	# Enroll	# Success	% Success
Math 2	819	390	47.6%	672	313	46.6%	879	322	36.6%
Math 3	0	0	NA	31	10	32.3%	155	49	31.6%
Math 4	0	0	NA	76	29	38.2%	238	99	41.6%
Math 7	589	280	47.5%	530	244	46.0%	510	218	42.7%
Math 21	364	198	54.4%	327	211	64.5%	465	227	48.8%
Math 26	237	81	34.2%	227	99	43.6%	214	93	43.5%
Math 28	124	78	62.9%	137	91	66.4%	111	85	76.6%
Math 41	13	10	76.9%	28	18	64.3%	0	0	NA
Math 54	1452	793	54.6%	1649	848	51.4%	2349	1071	45.6%
Total	3598	1830	50.9%	3677	1863	50.7%	4921	2164	44.0%

Table 9a. Overall Course Success Rates in Introductory Transfer-Level Math Courses by Ethnicity/Race

	Ethnicity/Race	Fall 2017			Fall 2018			Fall 2019		
		# Enroll	# Success	% Success	# Enroll	# Success	% Success	# Enroll	# Success	% Success
Math 2	Asian	176	107	60.8%	140	80	57.1%	139	64	46.0%
	Black	34	9	26.5%	28	9	32.1%	27	4	14.8%
	Latinx	307	105	34.2%	232	63	27.2%	346	79	22.8%
	Two or More	40	14	35.0%	28	12	42.9%	36	16	44.4%
	Unreported	73	48	65.8%	88	66	75.0%	148	91	61.5%
	White	187	106	56.7%	155	83	53.5%	177	67	37.9%
	Total	819	390	47.6%	672	313	46.6%	879	322	36.6%
Math 3	Asian				2	1	50.0%	9	4	44.4%
	Black				3	0	0.0%	13	3	23.1%
	Latinx				16	3	18.8%	91	23	25.3%
	Two or More				1	1	100.0%	7	2	28.6%
	Unreported				1	0	0.0%	13	10	76.9%
	White				8	5	62.5%	22	7	31.8%
	Total				31	10	32.3%	155	49	31.6%
Math 4	Asian				5	1	20.0%	19	9	47.4%
	Black				2	1	50.0%	21	4	19.0%
	Latinx				45	14	31.1%	119	40	33.6%
	Two or More				1	0	0.0%	8	4	50.0%
	Unreported				2	0	0.0%	29	19	65.5%
	White				21	13	61.9%	41	23	56.1%
	Total				76	29	38.2%	238	99	41.6%
Math 7	Asian	160	88	55.0%	123	68	55.3%	101	54	53.5%
	Black	31	9	29.0%	19	4	21.1%	17	4	23.5%
	Latinx	176	58	33.0%	163	42	25.8%	172	46	26.7%
	Two or More	20	7	35.0%	22	10	45.5%	20	7	35.0%
	Unreported	54	29	53.7%	70	51	72.9%	96	60	62.5%
	White	147	88	59.9%	132	69	52.3%	104	47	45.2%
	Total	589	280	47.5%	530	244	46.0%	510	218	42.7%

*Total includes Native American and Pacific Islander students; Math 41 was excluded from the table because enrollments disaggregated by ethnicity/race produced small numbers (average <10 per subgroup)

Table 9b. Overall Course Success Rates in Introductory Transfer-Level Math Courses by Ethnicity/Race (Continued)

		Fall 2017			Fall 2018			Fall 2019		
	Ethnicity/Race	# Enroll	# Success	% Success	# Enroll	# Success	% Success	# Enroll	# Success	% Success
Math 21	Asian	48	34	70.8%	34	28	82.4%	36	25	69.4%
	Black	29	10	34.5%	14	5	35.7%	38	9	23.7%
	Latinx	150	70	46.7%	131	72	55.0%	222	83	37.4%
	Two or More	23	11	47.8%	13	6	46.2%	16	12	75.0%
	Unreported	21	16	76.2%	51	43	84.3%	61	47	77.0%
	White	91	56	61.5%	84	57	67.9%	91	51	56.0%
	Total	364	198	54.4%	327	211	64.5%	465	227	48.8%
Math 26	Asian	46	20	43.5%	37	14	37.8%	14	8	57.1%
	Black	10	3	30.0%	13	3	23.1%	21	9	42.9%
	Latinx	86	24	27.9%	75	28	37.3%	86	27	31.4%
	Two or More	14	6	42.9%	10	5	50.0%	5	3	60.0%
	Unreported	11	4	36.4%	21	7	33.3%	33	18	54.5%
	White	69	23	33.3%	71	42	59.2%	54	28	51.9%
	Total	237	81	34.2%	227	99	43.6%	214	93	43.5%
Math 28	Asian	20	13	65.0%	22	17	77.3%	16	13	81.3%
	Black	2	1	50.0%	10	4	40.0%	8	6	75.0%
	Latinx	47	28	59.6%	45	24	53.3%	39	29	74.4%
	Two or More	6	3	50.0%	4	3	75.0%	6	4	66.7%
	Unreported	10	8	80.0%	12	9	75.0%	14	11	78.6%
	White	38	25	65.8%	44	34	77.3%	28	22	78.6%
	Total	124	78	62.9%	137	91	66.4%	111	85	76.6%
Math 54	Asian	213	155	72.8%	212	135	63.7%	185	115	62.2%
	Black	100	41	41.0%	104	39	37.5%	166	54	32.5%
	Latinx	684	303	44.3%	783	326	41.6%	1273	463	36.4%
	Two or More	61	35	57.4%	59	26	44.1%	112	60	53.6%
	Unreported	47	34	72.3%	80	51	63.8%	142	93	65.5%
	White	343	223	65.0%	407	270	66.3%	463	283	61.1%
	Total	1452	793	54.6%	1649	848	51.4%	2349	1071	45.6%

*Total includes Native American and Pacific Islander students; Math 41 was excluded from the table because enrollments disaggregated by ethnicity/race produced small numbers (average <10 per subgroup)

Table 10. Comparison Overall Course Success Rates (English 1 vs. English 1 + 28) by Ethnicity/Race

Ethnicity/Race	Course Type	Fall 2018			Fall 2019		
		# Enroll	# Success	% Success	# Enroll	# Success	% Success
Asian	English 1	395	301	76.2%	301	235	78.1%
	English 1 + 28	80	60	75.0%	60	37	61.7%
Black	English 1	298	157	52.7%	270	137	50.7%
	English 1 + 28	194	113	58.2%	175	75	42.9%
Latinx	English 1	1551	944	60.9%	1510	917	60.7%
	English 1 + 28	1081	536	49.6%	1032	484	46.9%
Native Am	English 1	3	3	100.0%	4	2	50.0%
	English 1 + 28	1	0	0.0%	2	1	50.0%
Pac Is	English 1	13	7	53.8%	5	3	60.0%
	English 1 + 28	1	0	0.0%	3	1	33.3%
Two or More	English 1	176	113	64.2%	168	113	67.3%
	English 1 + 28	57	31	54.4%	48	24	50.0%
Unreported	English 1	300	251	83.7%	583	462	79.2%
	English 1 + 28	9	4	44.4%	74	52	70.3%
White	English 1	919	722	78.6%	759	592	78.0%
	English 1 + 28	190	144	75.8%	139	94	67.6%
Total	English 1	3655	2498	68.3%	3600	2461	68.4%
	English 1 + 28	1613	888	55.1%	1533	768	50.1%

Table 11. Comparison Overall Course Success Rates (Math with Co-Requisites vs. without) by Ethnicity/Race - Fall 2019 Only

		Traditional			With Co-Req		
		# Enroll	# Success	% Success	# Enroll	# Success	% Success
Math 2	Asian	97	50	51.5%	42	14	33.3%
	Black	16	2	12.5%	11	2	18.2%
	Latinx	209	52	24.9%	137	27	19.7%
	Two+	26	11	42.3%	10	5	50.0%
	Unreported	127	79	62.2%	24	12	50.0%
	White	131	56	42.7%	46	11	23.9%
	Total	607	251	41.4%	272	71	26.1%
Math 21	Asian	30	23	76.7%	6	2	33.3%
	Black	20	6	30.0%	18	3	16.7%
	Latinx	137	62	45.3%	85	21	24.7%
	Two+	13	10	76.9%	3	2	66.7%
	Unreported	47	39	83.0%	14	8	57.1%
	White	70	46	65.7%	21	5	23.8%
	Total	317	186	58.7%	148	41	27.7%
Math 26	Asian	11	6	54.5%	3	2	66.7%
	Black	9	6	66.7%	12	3	25.0%
	Latinx	47	17	36.2%	39	10	25.6%
	Two+	2	1	50.0%	3	2	66.7%
	Unreported	19	12	63.2%	14	6	42.9%
	White	27	17	63.0%	27	11	40.7%
	Total	116	59	50.9%	98	34	34.7%
Math 54	Asian	127	75	59.1%	58	40	69.0%
	Black	80	19	23.8%	86	35	40.7%
	Latinx	683	248	36.3%	590	215	36.4%
	Two+	71	41	57.7%	41	19	46.3%
	Unreported	107	77	72.0%	35	16	45.7%
	White	315	194	61.6%	148	89	60.1%
	Total	1387	656	47.3%	962	415	43.1%
Total	Asian	265	154	58.1%	109	58	53.2%
	Black	127	33	26.0%	127	43	33.9%
	Latinx	1076	379	35.2%	851	273	32.1%
	Two+	112	63	56.3%	57	28	49.1%
	Unreported	297	207	69.7%	87	42	48.3%
	White	543	313	57.6%	242	116	47.9%
	Total	2427	1152	47.5%	1480	561	37.9%

*Total includes Native American and Pacific Islander students