

Riverside City College
Academic Year 2021-22 Transfer-Level English and Math Update

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As Riverside City College (RCC) continues to implement placement and assessment changes in alignment with AB 705, the Office of Institutional Effectiveness analyzed the enrollment in English and Math for first-time college students and the 2021-22 academic year throughput rates. Throughput rate is defined as the percentage of students who pass the transfer-level course (English or Math) within one year of their first enrollment at Riverside City College.

Over the past several years of AB 705 implementation, there has been a steady increase in the number of students who pass transfer-level English and Math within their first year of enrollment at Riverside City College. However, we did see a significant decrease in enrollment as a result of the COVID-19 pandemic and a shift to the online modality which impacted the total numbers in these classes. More in-person courses were offered during the 2021-22 academic year, but overall enrollment remained down. It is expected that the throughput volume would decrease over the past two years as a result of the decreased enrollment.

The Fall 2021 first-time student cohort saw a small decrease in the number of students who pass transfer-level English (-0.6% from Fall 2020 cohort), but there was an 8.1% increase in the English throughput rate. Compared to the Fall 2020 cohort, the larger increases in throughput rate were in American Indian (8.9 percentage points), African American (5.6 percentage points), and Hispanic (3.2 percentage points) students.

Table 1. The number of first-time college students in each Fall term and the one-year throughput rate in transfer-level English (ENG-1A, 1AH) at Riverside City College.

Race/Ethnicity	Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Cohort	Throughput Rate	Cohort	Throughput Rate	Cohort	Throughput Rate	Cohort	Throughput Rate
African American	327	19.9%	306	27.1%	220	21.8%	190	27.4%
American Indian	18	22.2%	22	22.7%	7	28.6%	8	37.5%
Asian	165	49.1%	198	50.5%	149	44.3%	154	45.5%
Hispanic	2,991	33.3%	2,957	37.6%	2,259	29.1%	2,164	32.3%
International*	55	25.5%	55	21.8%	13	53.8%	19	52.6%
Pacific Islander	18	44.4%	31	16.1%	17	29.4%	9	11.1%
White	719	39.9%	710	40.4%	439	39.4%	384	39.3%
Two or More	12	33.3%	56	21.4%	134	35.8%	106	31.1%
Undeclared	11	27.3%	64	12.5%	85	27.1%	19	26.3%
Total	4,316	33.9%	4,399	36.9%	3,323	31.0%	3,053	33.5%
<i>Year over year change in throughput volume</i>	31.7%		11.1%		-36.6%		-0.6%	
<i>Year over year change in throughput rate</i>	21.5%		8.8%		-16.0%		8.1%	
<i># Passed Transfer-Level</i>	1,462		1,624		1,029		1,023	

*F1/J1 Visa

Similar to English, there was a decrease in the number of students who passed transfer-level Math within their first year for the Fall 2021 first-time student cohort (-15.2% from Fall 2020 cohort), but that could largely be due to the decrease in cohort size. The overall throughput rate decreased for the Fall 2021 cohort (-8.2%); however, the overall percentage is still higher than the Fall 2018 cohort (3.8 percentage points higher). The throughput rate increased from the Fall 2020 cohort for African American students (2.3 percentage points), but decreased for nearly all other groups.

Table 2. The number of first-time college students in each Fall term and the one-year throughput rate in transfer-level Math (MAT-5, 10, 11, 12, 12H, 25, 36, 1A, PSY/SOC-48) at Riverside City College.

Race/Ethnicity	Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Cohort	Throughput Rate	Cohort	Throughput Rate	Cohort	Throughput Rate	Cohort	Throughput Rate
African American	327	5.8%	306	8.5%	220	10.9%	190	13.2%
American Indian	18	5.6%	22	13.6%	7	0%	8	0.0%
Asian	165	30.9%	198	38.9%	149	38.3%	154	33.1%
Hispanic	2,991	12.4%	2,957	15.6%	2,259	17.7%	2,164	16.0%
International*	55	38.2%	55	58.2%	13	76.9%	19	63.2%
Pacific Islander	18	16.7%	31	19.4%	17	5.9%	9	22.2%
White	719	19.5%	710	18.3%	439	25.7%	384	24.0%
Two or More	12	16.7%	56	8.9%	134	23.1%	106	17.9%
Undeclared	11	18.2%	64	4.7%	85	17.6%	19	21.1%
Total	4,316	14.2%	4,399	16.9%	3,323	19.6%	3,053	18.0%
<i>Year over year change in throughput volume</i>	5.0%		21.6%		-12.5%		-15.2%	
<i>Year over year change in throughput rate</i>	-2.7%		19.0%		16.0%		-8.2%	
<i># Passed Transfer-Level</i>	611		743		650		551	

*F1/J1 Visa

Many of our plans (e.g. Strategic Plan, Equity Plan) track the percentage of students who complete both transfer-level English and Math course in their first year.

Table 3. The number of first-time college students in each Fall term and the one-year throughput rate for completing transfer-level English and Math at Riverside City College.

Race/Ethnicity	Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Cohort	Throughput Rate	Cohort	Throughput Rate	Cohort	Throughput Rate	Cohort	Throughput Rate
African American	327	2.8%	306	5.6%	220	4.5%	190	8.4%
American Indian	18	5.6%	22	13.6%	7	0.0%	8	0.0%
Asian	165	21.2%	198	27.3%	149	23.5%	154	24.0%
Hispanic	2,991	8.6%	2,957	10.8%	2,259	11.2%	2,164	11.2%
International*	55	18.2%	55	16.4%	13	46.2%	19	31.6%
Pacific Islander	18	16.7%	31	6.5%	17	0.0%	9	11.1%
White	719	18.2%	710	3.1%	439	14.1%	384	17.2%
Two or More	12	13.5%	56	12.0%	134	17.3%	106	13.2%
Undeclared	11	16.7%	64	7.1%	85	17.2%	19	15.8%
Total	4,316	9.6%	4,399	11.2%	3,323	12.5%	3,053	12.6%
<i>Year over year change in throughput volume</i>	11.6%		19.0%		-15.8%		-7.2%	
<i>Year over year change in throughput rate</i>	2.1%		16.7%		11.6%		0.8%	
<i># Passed Transfer-Level</i>	415		494		416		386	

*F1/J1 Visa

There was an 8.1% decrease in first-time college students in Fall 2021. Therefore, even though the throughput volume decreased from Fall 2020, there were proportionally more students that completed transfer-level English and Math in their first year (since the throughput volume change was greater than the first-time college student change). The throughput rate for the Fall 21 cohort is 3.0 percentage points higher than the Fall 2018 cohort, with largest increases for African American (200%), International (73.6%), and Hispanic (30.2%).

Increasing the percentage of students enrolling in transfer-level English and Math in their first year will help increase the throughput rate. By enrolling in transfer-level English and Math in their first term, it allows the student multiple opportunities to pass the transfer-level course during their first year at RCC.

Since Fall 2018, there have been steady increases in the overall percentage of students enrolling in transfer-level English in their first term. The overall enrollment rate significantly increased over the past year (14.5 percentage points). The increase in enrollment rates were across the board with nearly all groups (all except Undeclared) seeing increased enrollment rates with American Indian (60.7 percentage points), International (24.7 percentage points), Asian (21.9 percentage points), White (15.6 percentage points), Two or More (15.0 percentage points), African American (14.2 percentage points), and Hispanic (13.2 percentage points) all experiencing double digit percentage point increases.

Table 4. The number of first-time college students and the percent of those students who enroll in transfer-level English in their first term.

Race/Ethnicity	Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	# FTCS	Enroll Rate	# FTCS	Enroll Rate	# FTCS	Enroll Rate	# FTCS	Enroll Rate
African American	327	26.0%	306	41.0%	220	40.0%	190	54.2%
American Indian	18	27.8%	22	18.2%	7	14.3%	8	75.0%
Asian	165	44.8%	198	43.9%	149	45.0%	154	66.9%
Hispanic	2,991	35.2%	2,957	43.7%	2,259	47.9%	2,164	61.1%
International*	55	16.4%	55	18.2%	13	38.5%	19	63.2%
Pacific Islander	18	27.8%	31	30.0%	17	35.3%	9	44.4%
White	719	35.3%	710	41.0%	439	45.3%	384	60.9%
Two or More	12	25.0%	56	20.0%	134	46.3%	106	61.3%
Undeclared	11	18.2%	64	10.4%	85	31.8%	19	31.6%
Total	4,316	34.5%	4,399	41.7%	3,323	46.3%	3,053	60.8%

*F1/J1 Visa

Similar to English, there were increases in the transfer-level Math enrollment rate nearly across the board, with an overall increase of 6.9 percentage points. The magnitude of the increases is lower than English's increase with only American Indian (23.2 percentage points), White (12.9 percentage points), and Asian (11.1 percentage points) students having double digit increases, and Undeclared (8.7 percentage points), International (6.9 percentage points), African American (5.8 percentage points), and Hispanic (5.4 percentage points) students with 5.0 – 9.9 percentage point increases.

Table 5. The number of first-time college students and the percent of those students who enroll in transfer-level Math in their first term.

Race/Ethnicity	Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	# FTCS	Enroll Rate	# FTCS	Enroll Rate	# FTCS	Enroll Rate	# FTCS	Enroll Rate
African American	327	19.3%	306	16.4%	220	19.5%	190	25.3%
American Indian	18	16.7%	22	13.6%	7	14.3%	8	37.5%
Asian	165	39.4%	198	39.4%	149	37.6%	154	48.7%
Hispanic	2,991	22.7%	2,957	22.5%	2,259	28.3%	2,164	33.7%
International*	55	32.7%	55	56.4%	13	61.5%	19	68.4%
Pacific Islander	18	22.2%	31	26.7%	17	41.2%	9	22.2%
White	719	23.4%	710	22.7%	439	26.4%	384	39.3%
Two or More	12	33.3%	56	18.2%	134	32.8%	106	34.9%
Undeclared	11	18.2%	64	4.5%	85	17.6%	19	26.3%
Total	4,316	23.3%	4,399	23.0%	3,323	28.0%	3,053	34.9%

*F1/J1 Visa

Although there were increases in enrollment rate for English and Math separately, there was a decrease in the percentage of students enrolling in both transfer-level English *and* Math (-1.8 percentage points), indicating that a decent number of students only take one of these courses in their first year.

Table 6. The number of first-time college students and the percent of those students who enroll in transfer-level English and Math in their first term.

Race/Ethnicity	Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	# FTCS	Enroll Rate	# FTCS	Enroll Rate	# FTCS	Enroll Rate	# FTCS	Enroll Rate
African American	327	18.0%	306	20.3%	220	17.7%	190	19.5%
American Indian	18	5.6%	22	22.7%	7	14.3%	8	37.5%
Asian	165	46.1%	198	43.9%	149	40.9%	154	39.6%
Hispanic	2,991	26.7%	2,957	29.2%	2,259	28.4%	2,164	25.7%
International*	55	34.5%	55	27.3%	13	61.5%	19	42.1%
Pacific Islander	18	22.2%	31	16.1%	17	29.4%	9	22.2%
White	719	18.2%	710	6.3%	439	24.7%	384	29.2%
Two or More	12	29.3%	56	26.8%	134	27.1%	106	25.5%
Undeclared	11	33.3%	64	17.9%	85	33.6%	19	21.1%
Total	4,316	27.2%	4,399	28.2%	3,323	28.3%	3,053	26.5%

*F1/J1 Visa

When AB 705 was initially rolled out, the focus was largely on eliminating the placement of students in below transfer-level English and Math courses (basic skills courses). Recently, the State Chancellor's Office (CCCCO) discovered that even when students are placed in transfer-level courses, they will enroll in basic skills courses when they are available. Therefore, the CCCCCO stated that colleges must eliminate offering any basic skills English or Math courses. In response, the Math department developed a new course, MAT-9, that would replace MAT-35. Fall 2022 is the first term the course has been offered and while we cannot analyze success in the course yet, we can take a preliminary look at who is enrolling in the course.

Table 7. The Fall 22 preliminary enrollment in MAT-9

Race/Ethnicity	MAT-9 Enrollment		Fall 22 Headcount*		PI
	n	%	n	%	
African American	6	5.7%	1,532	7.6%	0.76
American Indian	0	0.0%	37	0.2%	0.00
Asian	9	8.6%	1,376	6.8%	1.26
Hispanic	74	70.5%	13,269	65.5%	1.08
Pacific Islander	0	0.0%	77	0.4%	0.00
White	12	11.4%	2,848	14.1%	0.81
Two or More	4	3.8%	812	4.0%	0.95
Undeclared	0	0.0%	318	1.6%	0.00
Total	105		20,269		

*Fall 22 headcount is preliminary and is updated as of 10/11/22

Proportionality Index (PI) compares the percentage of students enrolling in MAT-9 to the overall RCC student population in Fall 22. The expectation is that both percentages are equal, indicating that MAT-9 enrollment is proportional to the RCC student population. The data demonstrate that proportionally more Asian (PI = 1.26) and Hispanic (PI = 1.08) students are enrolling in MAT-9. Given the course was first offered in Fall 22, further data collection is needed before drawing any conclusions; however, evaluation of MAT-9 will continue in the future.

Riverside City College has seen progress in the number of students enrolling and completing transfer-level English and Math; however, there is continued work in order to achieve the planning goals the college has established. The Math Summer Institute was offered again in Summer 2022 providing students with an opportunity to enroll in Math during the summer prior to their first fall term enrollment. While being able to focus solely on one course, the Institute also provided students with additional academic support. The second cohort of the Data Coaching program has started as well, which helps Faculty, Classified Professionals, and Administrators develop data literacy and communication skills in order to increase the college's capacity to hold data-informed conversations. The inaugural cohort in the Equity-Minded Learning Institute helps participants learn about the impact of race and racism on higher education and helps participants develop a portfolio of equity-minded practices they can implement immediately into their daily work. Both of these programs hope to encourage the sharing of best practices, which could be helpful when discussing what has led to improved student success in transfer-level English and Math courses.

Riverside City College's Office of Institutional Effectiveness will continue tracking and reporting on student success from initial placement to enrollment and tracking momentum points including passing transfer-level English and Math, unit accumulation, and successful degree, certificate, and transfer metrics, as well as the effect of English and Math support courses.

Please contact Brandon Owashi if you have any questions or would like additional information.