

Riverside City College
Academic Year 2020-21 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 AB705, the Office of Institutional Effectiveness analyzed the enrollment in English and Math for first-time college students and the 2020-21 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 while AB705 was being implemented, 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. The Fall 2020 first-time student cohort saw a large decrease in the number of students who pass transfer-level English (-36.6% from Fall 2019 cohort). Potentially, this decrease might be caused by the significantly lower number of first-time college students in Fall 2020 (-24.5% from Fall 2019 cohort). Considering the unusual circumstances and uncertainty surrounding 2020-21, a decrease in throughput rate was expected (English: -16.0%); however, the throughput rate is still higher than that in the Fall 2017 cohort (the first cohort with full MMAP implementation). Compared to the Fall 2019 cohort, the larger decreases in throughput rate were in African American (-5.3 percentage points), Asian (-6.2 percentage points), and Hispanic (-8.5 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 2017		Fall 2018		Fall 2019		Fall 2020	
	Cohort	Throughput Rate	Cohort	Throughput Rate	Cohort	Throughput Rate	Cohort	Throughput Rate
African American	311	21.5%	327	19.9%	306	27.1%	220	21.8%
American Indian	15	13.3%	18	22.2%	22	22.7%	7	28.6%
Asian	173	37.0%	165	49.1%	198	50.5%	149	44.3%
Hispanic	2,640	27.3%	2,991	33.3%	2,957	37.6%	2,259	29.1%
International*	82	23.2%	55	25.5%	55	21.8%	13	53.8%
Pacific Islander	28	14.3%	18	44.4%	31	16.1%	17	29.4%
Two or More	2	0%	12	33.3%	56	21.4%	134	35.8%
Undeclared	11	0%	11	27.3%	64	12.5%	85	27.1%
White	712	32.7%	719	39.9%	710	40.4%	439	39.4%
Total	3,974	27.9%	4,316	33.9%	4,399	36.9%	3,323	31.0%
<i>Year over year change in throughput volume</i>	61.3%		31.7%		11.1%		-36.6%	
<i>Year over year change in throughput rate</i>	52.5%		21.5%		8.8%		-16.0%	
<i># Passed Transfer-Level</i>	1,110		1,462		1,624		1,029	

*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 2020 first-time student cohort (-12.5% from Fall 2019 cohort), but that could largely be due to the decrease in cohort size. The overall throughput rate continued to increase for the Fall 2020 cohort (16.0%) with large jumps seen for African American (2.4 percentage points), Hispanic (2.1 percentage points), International (18.7 percentage points), and White (7.4 percentage points) students.

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) at Riverside City College.

Race/Ethnicity	Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Cohort	Throughput Rate	Cohort	Throughput Rate	Cohort	Throughput Rate	Cohort	Throughput Rate
African American	311	6.4%	327	5.8%	306	8.5%	220	10.9%
American Indian	15	13.3%	18	5.6%	22	13.6%	7	0%
Asian	173	30.6%	165	30.9%	198	38.9%	149	38.3%
Hispanic	2,640	13.0%	2,991	12.4%	2,957	15.6%	2,259	17.7%
International*	82	30.5%	55	38.2%	55	58.2%	13	76.9%
Pacific Islander	28	7.1%	18	16.7%	31	19.4%	17	5.9%
Two or More	2	0%	12	16.7%	56	8.9%	134	23.1%
Undeclared	11	0%	11	18.2%	64	4.7%	85	17.6%
White	712	19.1%	719	19.5%	710	18.3%	439	25.7%
Total	3,974	14.6%	4,316	14.2%	4,399	16.9%	3,323	19.6%
<i>Year over year change in throughput volume</i>	122.1%		5.0%		21.6%		-12.5%	
<i>Year over year change in throughput rate</i>	108.6%		-2.7%		19.0%		16.0%	
<i># Passed Transfer-Level</i>	582		611		743		650	

*F1/J1 Visa

In order for RCC to increase the percentage of students who pass transfer-level English and Math in their first year, the first step is increasing the percentage of students who enroll in these transfer-level courses in their first term. 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 2017, there have been steady increases in the overall percentage of students enrolling in transfer-level English in their first term. The overall enrollment rate increased another 4.6 percentage points over the past year. The enrollment rate for Hispanic students has continued to increase and is 1.6 percentage points higher than the overall rate.

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 2017		Fall 2018		Fall 2019		Fall 2020	
	# FTCS	Enroll Rate	# FTCS	Enroll Rate	# FTCS	Enroll Rate	# FTCS	Enroll Rate
African American	311	15.8%	327	26.0%	306	41.0%	220	40.0%
American Indian	15	6.7%	18	27.8%	22	18.2%	7	14.3%
Asian	173	27.2%	165	44.8%	198	43.9%	149	45.0%
Hispanic	2,640	25.0%	2,991	35.2%	2,957	43.7%	2,259	47.9%
International*	82	7.3%	55	16.4%	55	18.2%	13	38.5%
Pacific Islander	28	10.7%	18	27.8%	31	30.0%	17	35.3%
Two or More	2	0%	12	25.0%	56	20.0%	134	46.3%
Undeclared	11	9.1%	11	18.2%	64	10.4%	85	31.8%
White	712	25.0%	719	35.3%	710	41.0%	439	45.3%
Total	3,974	23.8%	4,316	34.5%	4,399	41.7%	3,323	46.3%

*F1/J1 Visa

Similar to English, there have been significant increases in the percentage of first-time college students enrolling in transfer-level Math in their first term with a 5.0 percentage point increase over the past year. During that period there were large increases in enrollment rate for African American (3.1 percentage points), Hispanic (5.8 percentage points), and White (3.7 percentage points) students.

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 2017		Fall 2018		Fall 2019		Fall 2020	
	# FTCS	Enroll Rate	# FTCS	Enroll Rate	# FTCS	Enroll Rate	# FTCS	Enroll Rate
African American	311	9.3%	327	19.3%	306	16.4%	220	19.5%
American Indian	15	13.3%	18	16.7%	22	13.6%	7	14.3%
Asian	173	0.3%	165	39.4%	198	39.4%	149	37.6%
Hispanic	2,640	21.7%	2,991	22.7%	2,957	22.5%	2,259	28.3%
International*	82	14.6%	55	32.7%	55	56.4%	13	61.5%
Pacific Islander	28	14.3%	18	22.2%	31	26.7%	17	41.2%
Two or More	2	0%	12	33.3%	56	18.2%	134	32.8%
Undeclared	11	0%	11	18.2%	64	4.5%	85	17.6%
White	712	22.5%	719	23.4%	710	22.7%	439	26.4%
Total	3,974	19.7%	4,316	23.3%	4,399	23.0%	3,323	28.0%

*F1/J1 Visa

Although it is important to increase the percentage of students who are enrolling (and subsequently passing) transfer-level English and Math, it is also important to ensure that RCC's implementation of AB705 has not created or widened equity gaps. One method for determining disproportionately impacted group is the Proportionality Index (PI). This methodology assumes that a given group should make up the same percentage of the overall population and outcome group. For instance, if a group makes up 5% of the overall population, it is expected that group also makes up 5% of the outcome group. A PI value of 1.0 indicates that the group makes up the same percentage of students in the overall population and the outcome group. Groups with a PI value less than 0.8 are disproportionately impacted, values of 0.8-0.9 are warning groups, and values of 0.9 and higher have no warning. The following tables will look at the PI for students enrolling in the transfer-level course, as well as PI for the success of students in transfer-level courses. The combination of these factors is important because students do not just need better access to transfer-level courses, but also need to be successful in them.

Of the four groups that have PI values for each cohort (these groups have larger sample sizes), the PI value for enrollment in transfer-level English in their first year remained fairly constant except for African American students. The PI value has increased from the Fall 2017 cohort, meaning that over recent years, African American students have had more access to transfer-level English courses within their first year.

Table 6. The Proportionality Index scores comparing the proportion of first-time college students enrolling in transfer-level English in their first year to the proportion of first-time college students in the given term disaggregated by ethnicity. Student groups with fewer than 25 first-time college students were excluded from table.

Race/Ethnicity	Fall 2017	Fall 2018	Fall 2019	Fall 2020
African American	0.72	0.83	0.92	0.87
American Indian	-	-	-	-
Asian	1.14	1.25	1.06	1.10
Hispanic	1.04	1.01	1.05	1.01
International*	0.71	0.77	0.54	-
Pacific Islander	0.52	-	0.90	-
Two or More	-	-	0.70	1.05
Undeclared	-	-	0.26	0.74
White	1.03	1.02	0.96	1.00

*F1/J1 Visa

Since the Fall 2017, the PI values for passing transfer-level English in their first year have remained fairly consistent across race/ethnicity groups, including African American students. This means that while a higher proportion of African American students are enrolling in transfer-level English within their first year, the same proportion are passing the course.

Table 7. The Proportionality Index scores comparing the proportion of first-time college students passing transfer-level English in their first year to the proportion of first-time college students in the given term disaggregated by ethnicity. Student groups with fewer than 25 first-time college students were excluded from table.

Race/Ethnicity	Fall 2017	Fall 2018	Fall 2019	Fall 2020
African American	0.77	0.59	0.73	0.70
American Indian	-	-	-	-
Asian	1.32	1.45	1.37	1.43
Hispanic	0.98	0.98	1.02	0.94
International*	0.83	0.75	0.59	-
Pacific Islander	0.51	-	0.44	-
Two or More	-	-	0.58	1.16
Undeclared	-	-	0.34	0.87
White	1.17	1.18	1.09	1.27

*F1/J1 Visa

Enrollment in transfer-level Math followed the same pattern seen in enrollment in transfer-level English. The PI values for Asian, Hispanic, and White students remained consistent and were all around or above 1.0. African American students saw an increase in their PI value meaning that a higher proportion of students were enrolling in transfer-level Math within their first year.

Table 8. Displays the Proportionality Index scores when comparing the proportion of first-time college students enrolling transfer-level Math in their first year to the proportion of first-time college students in the given term disaggregated by ethnicity. Student groups with fewer than 25 first-time college students were excluded from table.

Race/Ethnicity	Fall 2017	Fall 2018	Fall 2019	Fall 2020
African American	0.61	0.78	0.71	0.72
American Indian	-	-	-	-
Asian	1.50	1.64	1.56	1.35
Hispanic	0.99	0.97	1.01	1.02
International*	1.21	1.56	1.81	-
Pacific Islander	0.55	-	0.74	-
Two or More	-	-	0.73	1.04
Undeclared	-	-	0.24	0.66
White	1.10	1.05	0.97	0.96

*F1/J1 Visa

Similar trends were seen in the PI value for passing transfer-level Math in their first year as was seen in enrollment. This suggests that the AB705 work has not only helped increase access to transfer-level math courses for African American students, but the teaching and support they are receiving in these courses has helped them be successful and are now starting to close the equity gap. Additional work needs to be done before this group is no longer categorized as disproportionately impacted, but there has been fairly steady progress so far.

Table 9. Displays the Proportionality Index scores when comparing the proportion of first-time college students passing transfer-level Math in their first year to the proportion of first-time college students in the given term disaggregated by ethnicity. Student groups with fewer than 25 first-time college students were excluded from table.

Race/Ethnicity	Fall 2017	Fall 2018	Fall 2019	Fall 2020
African American	0.44	0.41	0.50	0.56
American Indian	-	-	-	-
Asian	2.09	2.18	2.30	1.96
Hispanic	0.89	0.88	0.92	0.90
International*	2.08	2.70	3.44	-
Pacific Islander	0.49	-	1.15	-
Two or More	-	-	0.53	1.18
Undeclared	-	-	0.28	0.90
White	1.30	1.38	1.08	1.32

*F1/J1 Visa

Riverside City College continues to implement programs to help increase student success in transfer-level English and Math. The inaugural Math Summer Institute was offered in Summer 2021 to provide 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. A Data Coaching program was instituted that 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 program hopes 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.