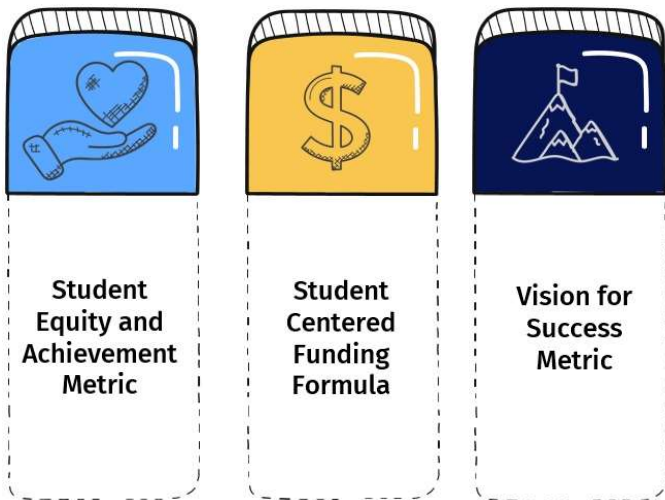


1.2 Completed Both Transfer-Level Math and English



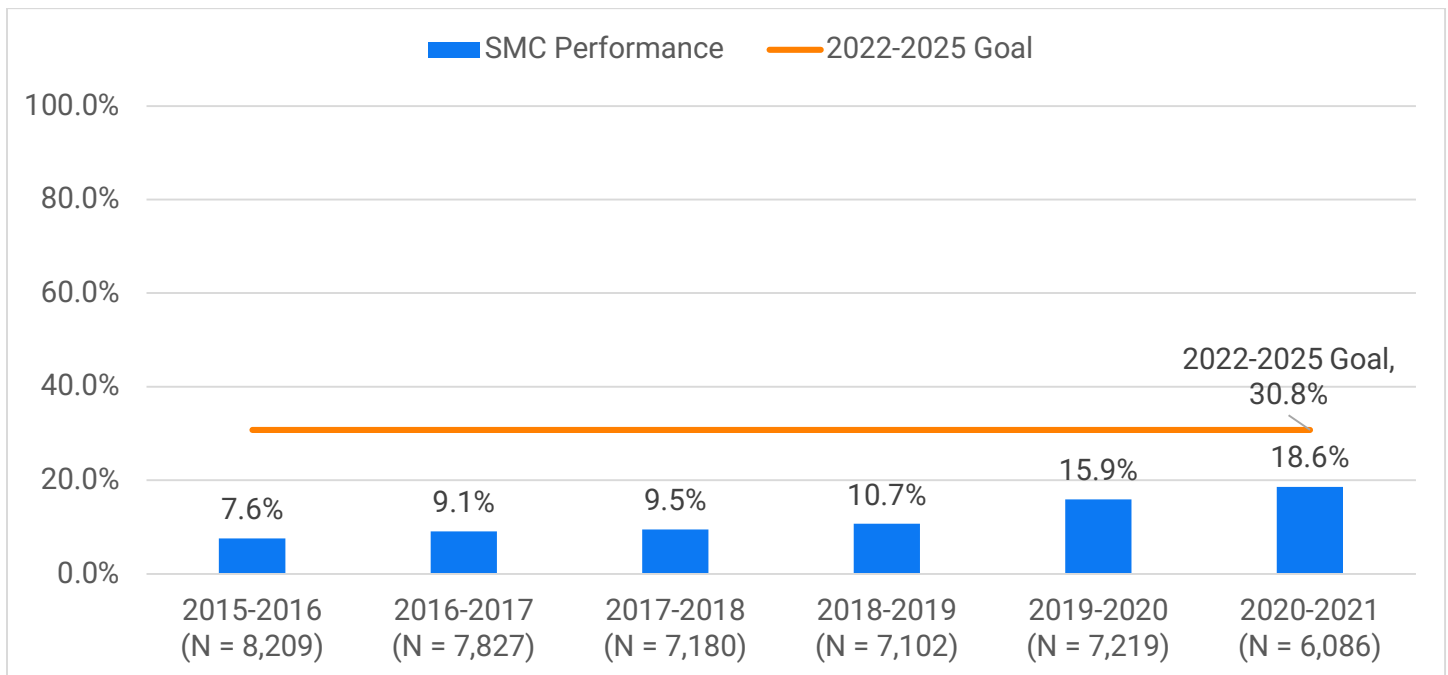
Description: Among first-time in college (FTIC) students, the proportion who completed both transfer-level math and English composition courses at SMC in the first year.

Source: [California Community College Chancellor's Office LaunchBoard Student Success Metrics \(SM 501 CX\)](#)

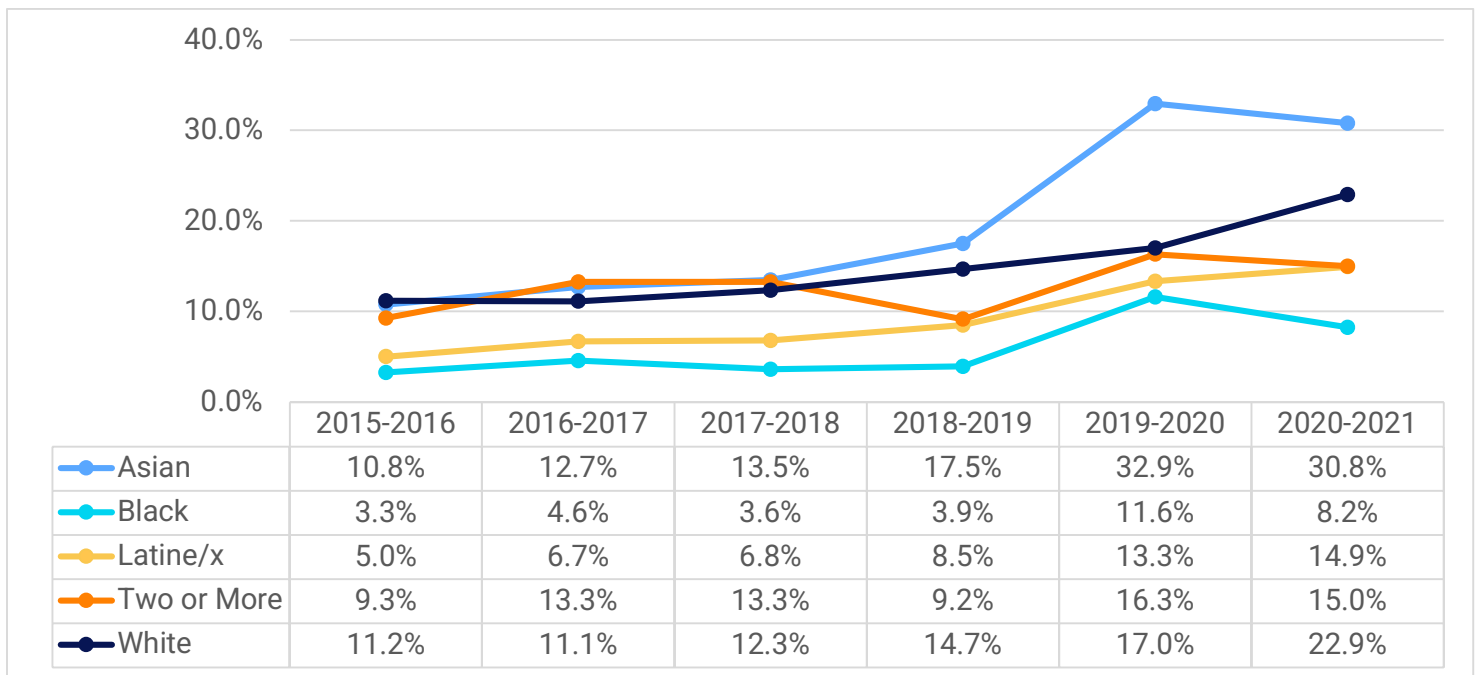
Trend Across Years (1.2 Completed Both Transfer-Level Math and English)

On average, the percentage of FTIC who completed both transfer-level math and English courses in their first year improved by 11% over the last six years, from 7.6% in 2015-2016, to 18.6% in 2020-2021.

The three-year goal (2022-2025), for this metric, 30.8%, was recommended by the Academic Senate Joint Institutional Effectiveness Committee (IEC). The goal represents the performance of the highest performing group (Asian) in the most recently reported year. In the 2020-2021 academic year, Santa Monica College (SMC) fell below its 2022-2025 goal by 12.2%.

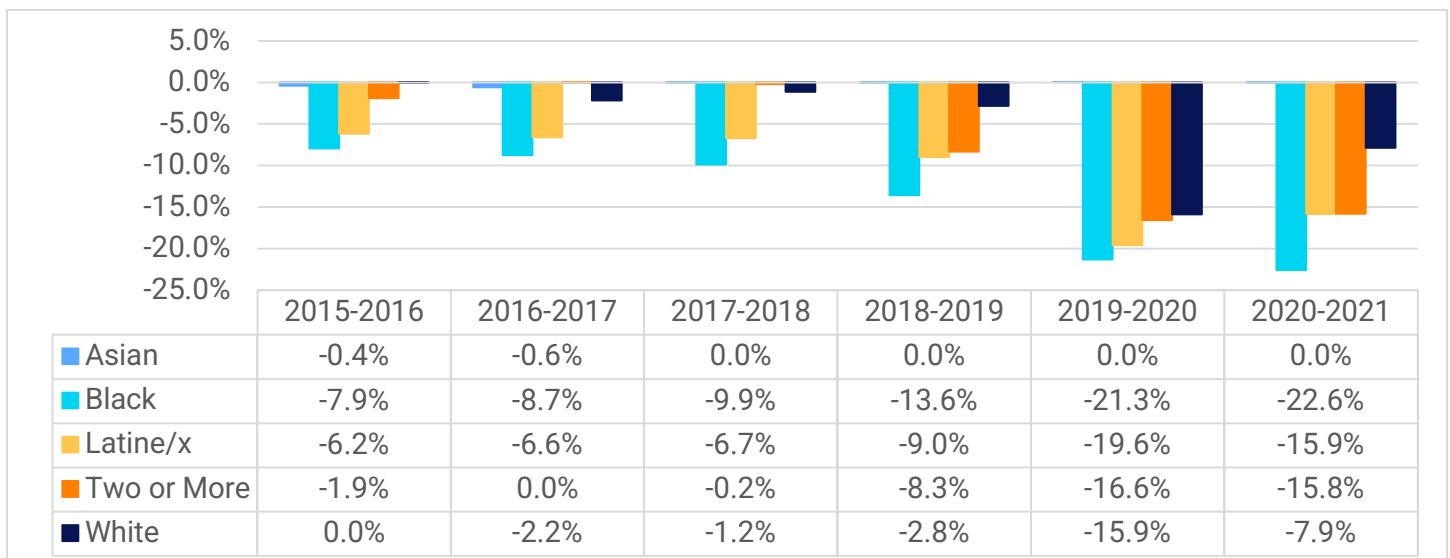


Disaggregated by Race/Ethnicity (1.2 Completed Both Transfer-Level Math and English)



While all racial/ethnic groups improved in terms of transfer-level math and English over the last six years, SMC continued to produce the largest equity gaps for Black and Latine/x students. In fact, the gaps produced for these two groups *widened* over the last six years. In the most recent year (2020-2021), Asian students completed transfer-level math and English at a rate of 30.8%, the highest when compared to other groups. Black students completed transfer-level math and English at a rate of 8.2%, producing a gap of 22.6%, and Latine/x students completed at a rate of 14.9% producing a gap of 15.9%. To achieve racial parity for this outcome, SMC needs to improve transfer-level math and English rates for all racial/ethnic groups to 30.8%.

Equity Gaps (Difference: Subgroup Rate – Highest Performing Rate)



Data Table (1.2 Completed Both Transfer-Level Math and English)

The table below provides the counts used to calculate the transfer-level math and English completion rates. The cohort is the FTIC cohort in the academic year. The outcome represents the number of students in the cohort who successfully achieved the outcome.

		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Asian	Cohort	154	166	142	103	170	133
	Outcome	1,428	1,308	1,053	589	516	432
	% Outcome	10.8%	12.7%	13.5%	17.5%	32.9%	30.8%
Black	Cohort	21	30	20	22	58	38
	Outcome	643	659	552	558	500	462
	% Outcome	3.3%	4.6%	3.6%	3.9%	11.6%	8.2%
Latine/x	Cohort	155	201	179	223	370	399
	Outcome	3,089	3,011	2,636	2,622	2,778	2,670
	% Outcome	5.0%	6.7%	6.8%	8.5%	13.3%	14.9%
Two or More	Cohort	27	41	41	27	49	46
	Outcome	291	309	309	295	300	307
	% Outcome	9.3%	13.3%	13.3%	9.2%	16.3%	15.0%
White	Cohort	240	225	239	253	263	359
	Outcome	2,149	2,022	1,936	1,724	1,547	1,567
	% Outcome	11.2%	11.1%	12.3%	14.7%	17.0%	22.9%
Total*	Cohort	8,209	7,827	7,180	7,102	7,219	6,086
	Outcome	622	710	682	758	1,148	1,130
	% Outcome	7.6%	9.1%	9.5%	10.7%	15.9%	18.6%

*Includes unreported/unknown and groups suppressed by the Chancellor's Office due to sample size

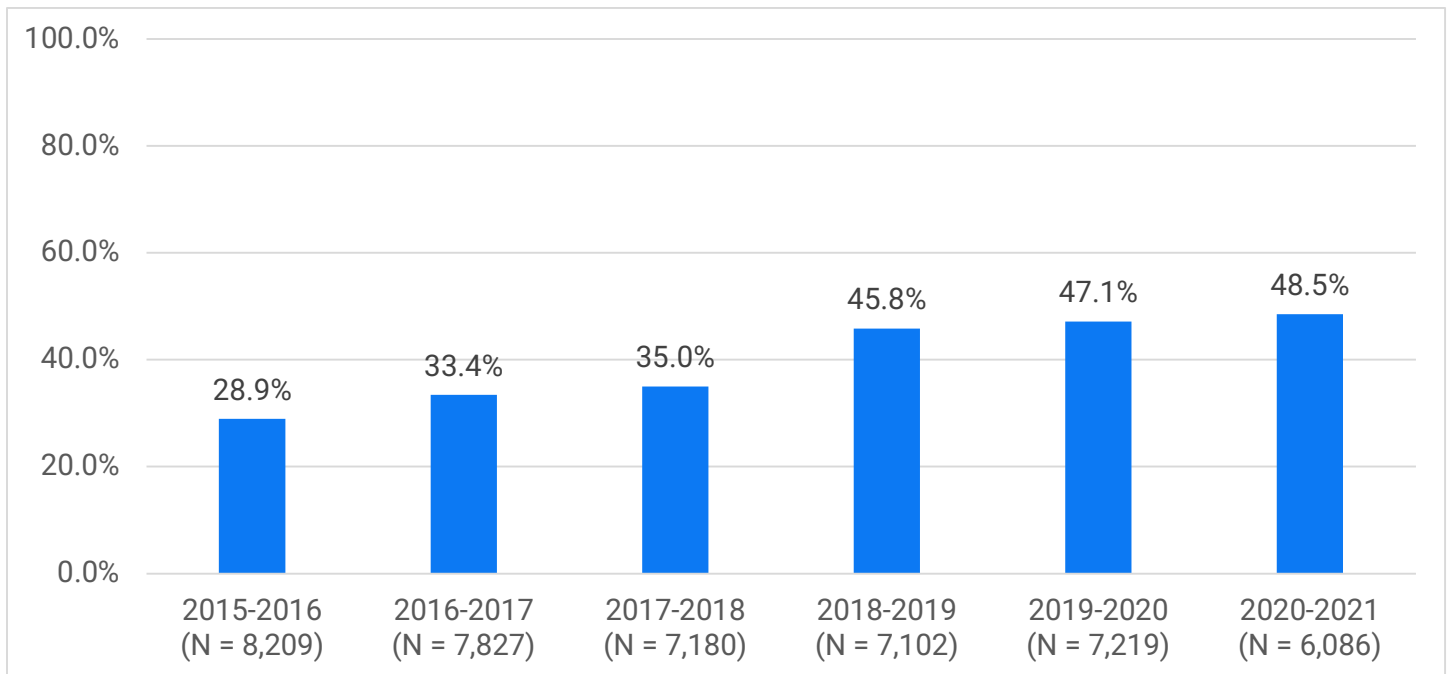
1.2a Completed Transfer-Level English Composition

Description: Among first-time in college (FTIC) students, the proportion who completed transfer-level English composition at SMC in the first year.

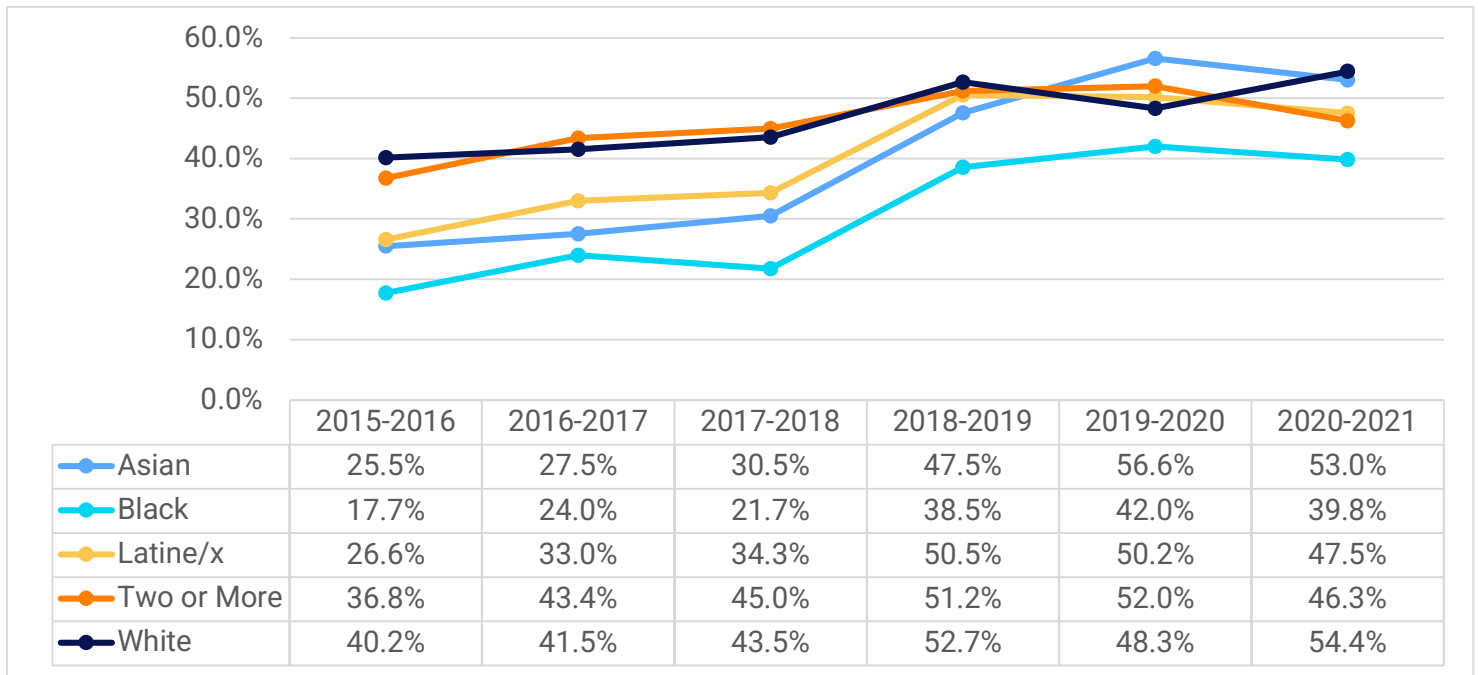
Source: [California Community College Chancellor's Office LaunchBoard Student Success Metrics \(503 CX\)](#)

Trend Across Years (1.2a Completed Transfer-Level English Composition)

On average, the percentage of FTIC who completed a transfer-level English course in their first year improved by 19.6% over the last six years, from 28.9% in 2015-2016 to 48.5% in 2020-2021. The largest gain in performance occurred in 2018-2019, when SMC piloted AB705 practices, including placing students directly into English 1 (Reading and Composition 1).



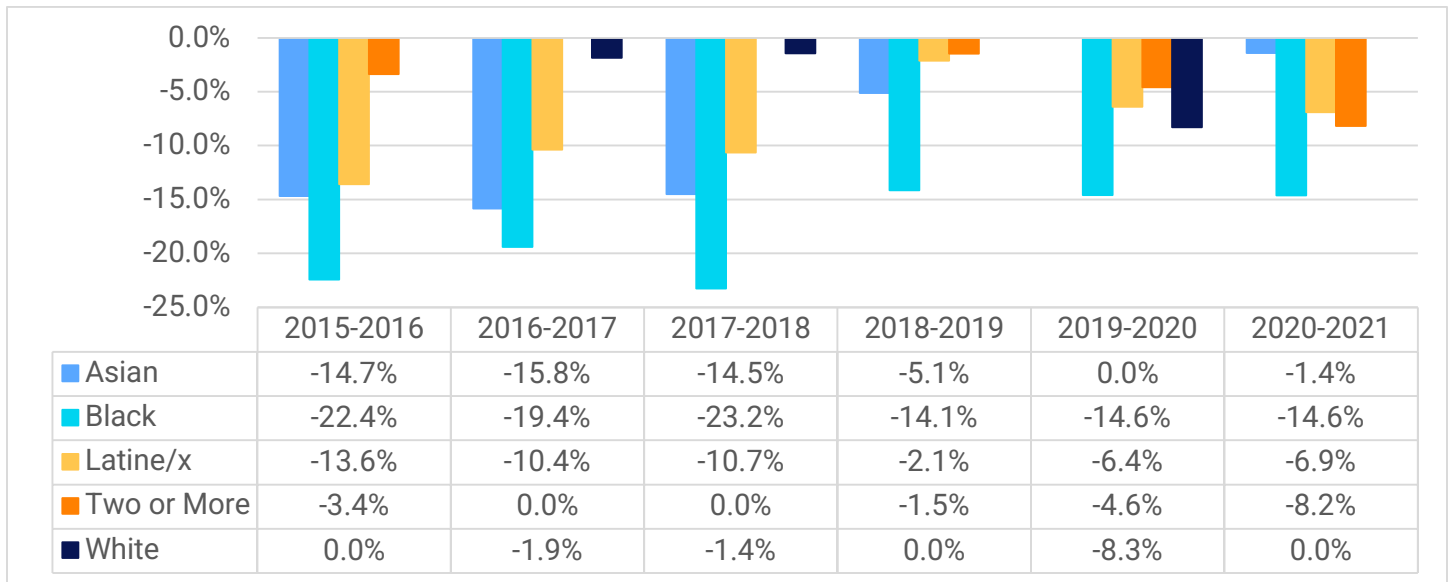
Disaggregated by Race/Ethnicity (1.2a Completed Transfer-Level English Composition)



Over the last six years, all racial/ethnic groups improved in terms of English composition completion in the first year. The equity gaps for Black students continued to persist, however, the gaps have narrowed over the last six years. Furthermore, SMC closed the equity gap produced for Asian students, who had the second largest equity gap in 2015-2016, by 2020-2021; Asian students are currently one of the highest performing groups on this metric.

In the most recent year (2020-2021), white students completed transfer-level English at a rate of 54.4%, the highest when compared to all other racial/ethnic groups. Black students completed transfer-level English at a rate of 39.8%, producing a gap of 14.6%. To achieve racial parity for this outcome, SMC needs to improve transfer-level English completion rates for all racial/ethnic groups to 54.4%.

Equity Gaps (Difference: Subgroup Rate – Highest Performing Rate)



Data Table (1.2a Completed Transfer-Level English Composition)

The table below provides the counts used to calculate the transfer-level English composition completion rates. The cohort is the FTIC cohort in the academic year. The outcome represents the number of students in the cohort who successfully achieved the outcome.

		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Asian	Cohort	364	360	321	280	292	229
	Outcome	1,428	1,308	1,053	589	516	432
	% Outcome	25.5%	27.5%	30.5%	47.5%	56.6%	53.0%
Black	Cohort	114	158	120	215	210	184
	Outcome	643	659	552	558	500	462
	% Outcome	17.7%	24.0%	21.7%	38.5%	42.0%	39.8%
Latine/x	Cohort	821	993	905	1,325	1,394	1,269
	Outcome	3,089	3,011	2,636	2,622	2,778	2,670
	% Outcome	26.6%	33.0%	34.3%	50.5%	50.2%	47.5%
Two or More	Cohort	107	134	139	151	156	142
	Outcome	291	309	309	295	300	307
	% Outcome	36.8%	43.4%	45.0%	51.2%	52.0%	46.3%
White	Cohort	863	839	843	908	747	853
	Outcome	2,149	2,022	1,936	1,724	1,547	1,567
	% Outcome	40.2%	41.5%	43.5%	52.7%	48.3%	54.4%
Total*	Cohort	2,369	2,618	2,512	3,250	3,399	2,951
	Outcome	8,209	7,827	7,180	7,102	7,219	6,086
	% Outcome	28.9%	33.4%	35.0%	45.8%	47.1%	48.5%

*Includes unreported/unknown and groups suppressed by the Chancellor's Office due to sample size

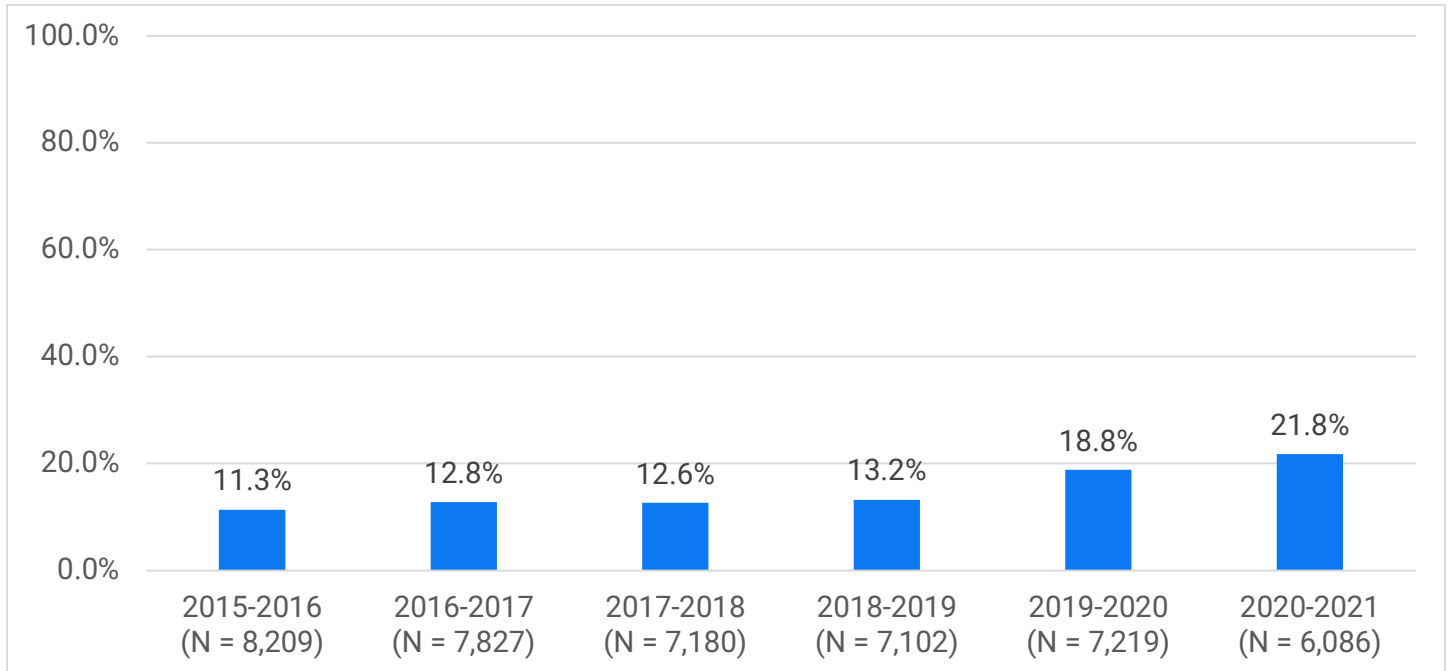
1.2b Completed Transfer-Level Math

Description: Among first-time in college (FTIC) students, the proportion who completed transfer-level math at SMC in the first year.

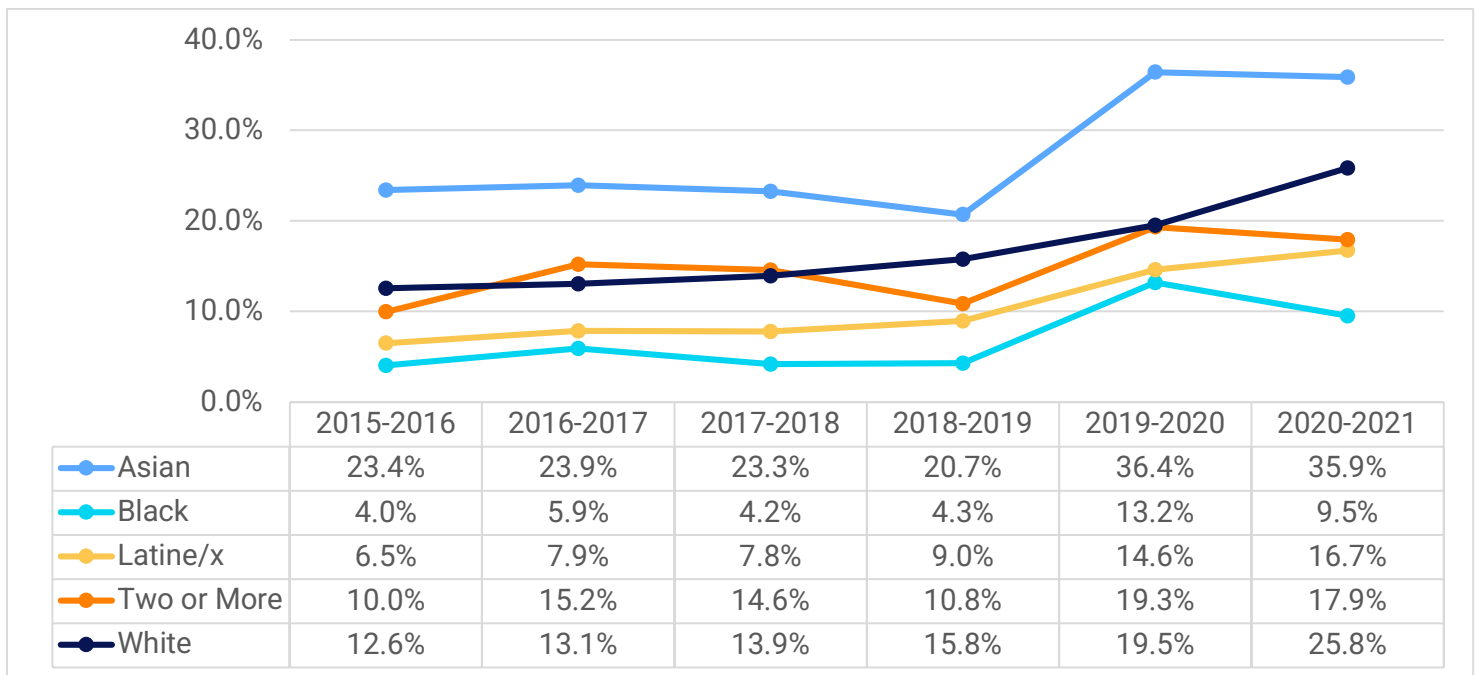
Source: [California Community College Chancellor's Office LaunchBoard Student Success Metrics \(502 CX\)](#)

Trend Across Years (1.2b Completed Transfer-Level Math)

On average, the percentage of FTIC who completed a transfer-level math course in their first year nearly doubled over the last six years, from 11.3% in 2015-2016 to 21.8% in 2020-2021. [AB 705](#) was implemented for math in Fall 2019, and more students than ever, began their math sequence of courses in a transferable course. Disproportionately fewer FTIC students completed transfer-level math in their first year (21.8% in 2020-2021) when compared to transfer-level English composition (48.5% in 2020-2021).

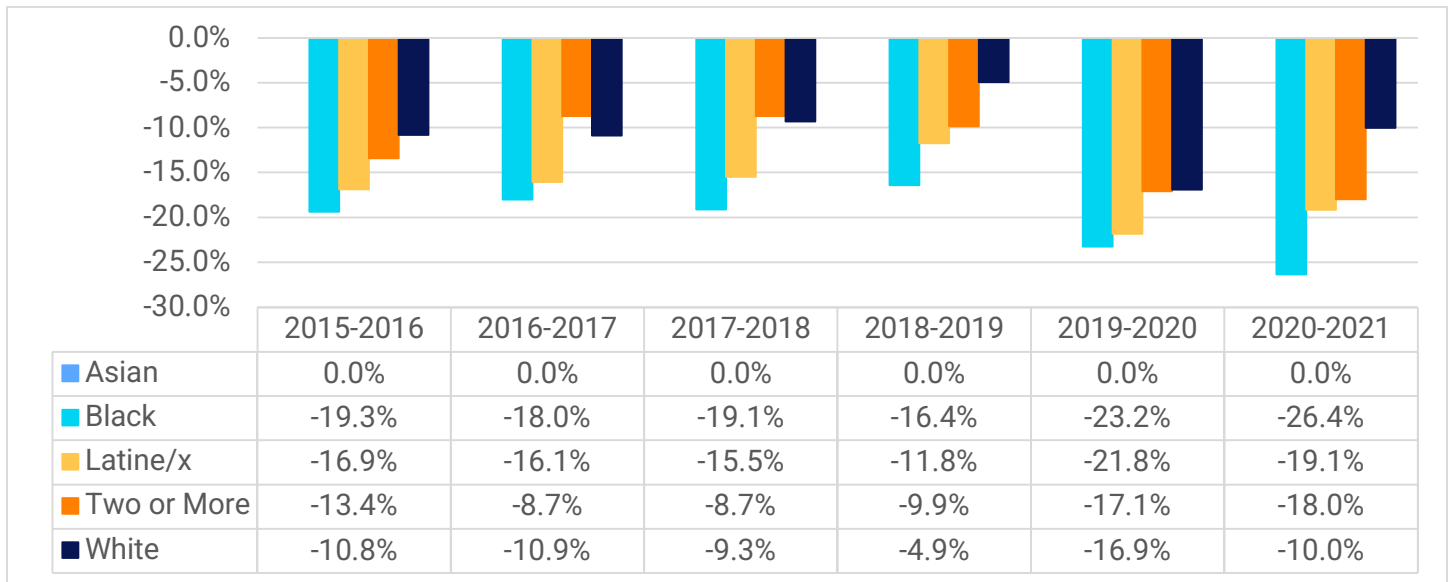


Disaggregated by Race/Ethnicity (1.2b Completed Transfer-Level Math)



Over the last six years, all racial/ethnic groups improved in terms of transfer-level math completion in the first year. However, the equity gaps produced for both Black and Latine/x students not only persisted throughout the last six years, but the gaps, when compared to the highest performing group (Asian), widened for both groups. In the most recent year (2020-2021), Asian students completed transfer-level math at a rate of 35.9%, the highest when compared to all other racial/ethnic groups. Black students completed transfer-level math at a rate of 9.5%, producing a gap of 26.4%, and Latine/x student completed at a rate of 16.7%, producing a gap of 19.1%. To achieve racial parity for this outcome, SMC needs to improve transfer-level math completion rates for all racial/ethnic groups to 35.9%.

Equity Gaps (Difference: Subgroup Rate – Highest Performing Rate)



Data Table (1.2b Completed Transfer-Level Math)

The table below provides the counts used to calculate the transfer-level math completion rates. The cohort is the FTIC cohort in the academic year. The outcome represents the number of students in the cohort who successfully achieved the outcome.

		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Asian	Cohort	334	313	245	122	188	155
	Outcome	1,428	1,308	1,053	589	516	432
	% Outcome	23.4%	23.9%	23.3%	20.7%	36.4%	35.9%
Black	Cohort	26	39	23	24	66	44
	Outcome	643	659	552	558	500	462
	% Outcome	4.0%	5.9%	4.2%	4.3%	13.2%	9.5%
Latine/x	Cohort	201	237	205	235	406	447
	Outcome	3,089	3,011	2,636	2,622	2,778	2,670
	% Outcome	6.5%	7.9%	7.8%	9.0%	14.6%	16.7%
Two or More	Cohort	29	47	45	32	58	55
	Outcome	291	309	309	295	300	307
	% Outcome	10.0%	15.2%	14.6%	10.8%	19.3%	17.9%
White	Cohort	270	264	270	272	302	405
	Outcome	2,149	2,022	1,936	1,724	1,547	1,567
	% Outcome	12.6%	13.1%	13.9%	15.8%	19.5%	25.8%
Total*	Cohort	931	999	907	938	1,358	1,325
	Outcome	8,209	7,827	7,180	7,102	7,219	6,086
	% Outcome	11.3%	12.8%	12.6%	13.2%	18.8%	21.8%

*Includes unreported/unknown and groups suppressed by the Chancellor's Office due to sample size