



Institutional Effectiveness, Research & Planning

ACCESS TO TRANSFER-LEVEL MATH AND ENGLISH: FALL 2018 - SPRING 2020

January 2020

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Access to Transfer-Level Math and English

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Executive Summary

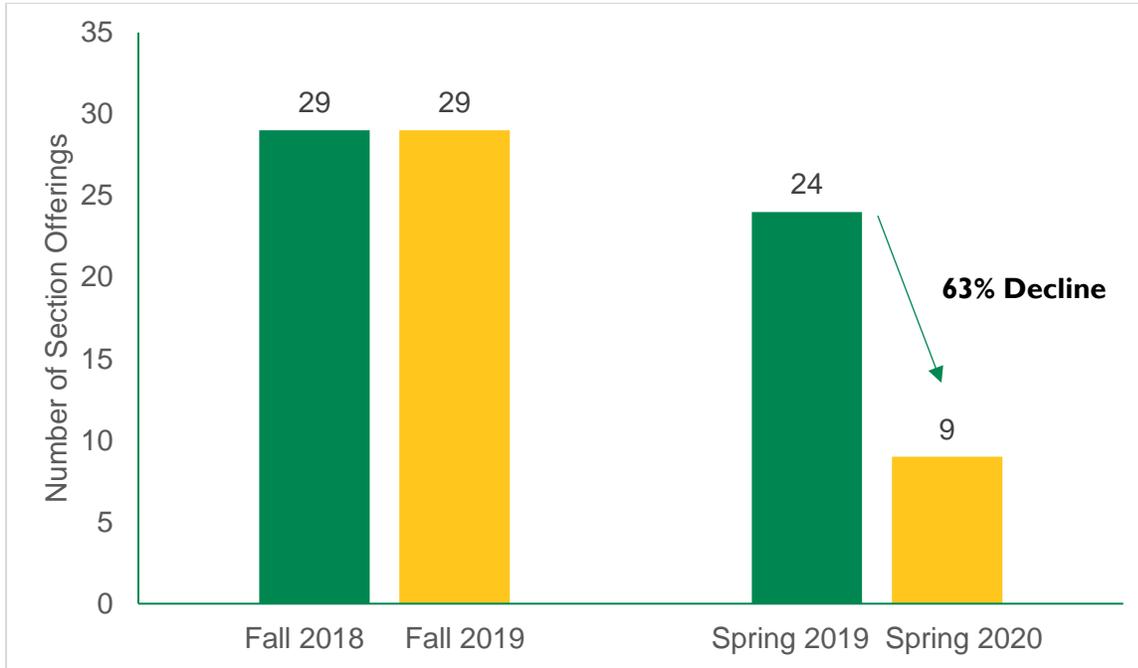
The findings in this report are focused on three substantive areas related to Crafton Hills College's AB 705 efforts: (a) The number of transfer-level course sections offered in math and English, (b) the number of enrollments observed in transfer-level math and English, and (c) the number of students successfully completing transfer-level math and English.

The findings show that the college has increased its transfer-level course section offerings in English by at least 30% since Fall 2018, and by over 60% in math since Fall 2017. Those increases have been coupled by corresponding decreases in the number of non-transfer-level offerings in both disciplines. Similarly, the number of student enrollments in transfer-level English course sections has increased by 36% since Fall 2018. Finally, a greater number of students are now completing transfer-level coursework; in fact, 31% more students completed transfer-level English in Fall 2019 than did in Fall 2018, and 82% more students completed transfer-level math in Fall 2019 than did in Fall 2017. Thus, while the overall success rates have not increased over that period, the volume of students now fulfilling a critical requirement in their educational journeys has increased significantly.

Course Section Offerings by Transfer-Level Status

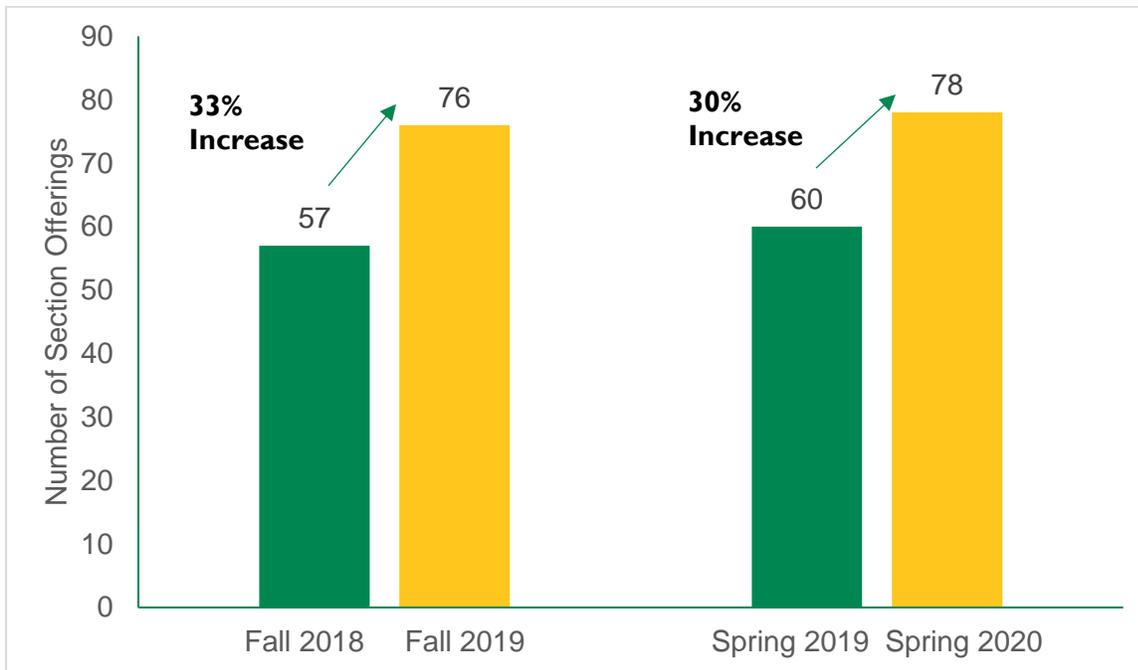
English Non-Transfer-Level Course Sections by Term

The number of non-transfer-level English course sections has declined since Fall 2018. From Spring 2019 to Spring 2020, the number of sections declined from 24 to 9, a 63% decline from year-to-year.



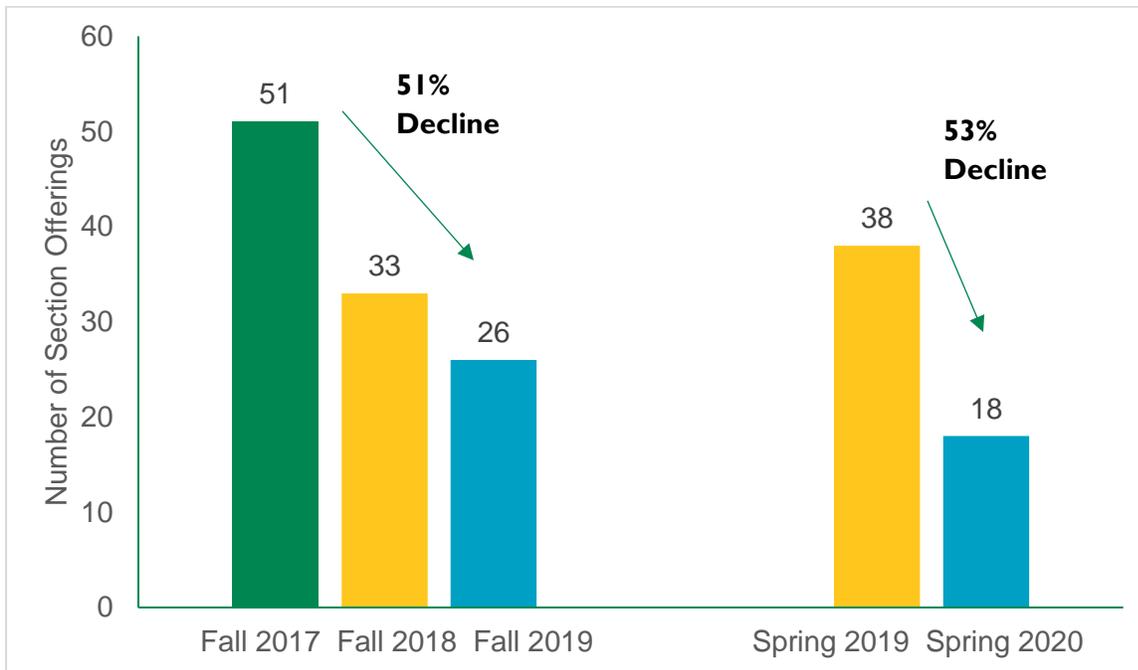
English Transfer-Level Course Sections by Term

The number of transfer-level English course sections has increased since Fall 2018. Specifically, the number of offerings has increased by 33% between Fall 2018 and Fall 2019, and by 30% between Spring 2019 and Spring 2020.



Math Non-Transfer-Level Course Sections by Term

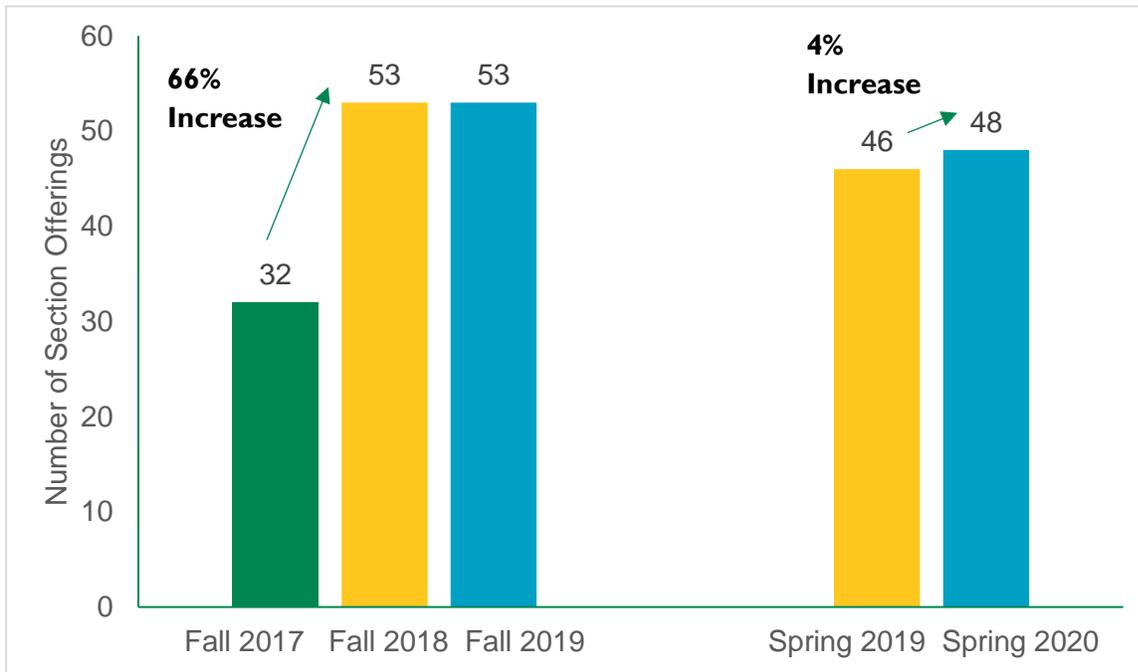
The number of non-transfer-level math course sections has declined since Fall 2017¹. The Fall 2017 to Fall 2019 offerings have declined by 51%, and the Spring 2019 to Spring 2020 offerings have declined by 53%.



¹ The math department began the work of aligning its placement to AB 705 regulations in Fall 2018; therefore, Fall 2017 data are included to depict a time point prior to AB 705 implementation.

Math Transfer-Level Course Sections by Term

The number of transfer-level math course sections in math has increased since Fall 2017². Specifically, 32 transfer-level math course sections were offered in that term compared to the 53 offered in Fall 2018, a 66% increase.



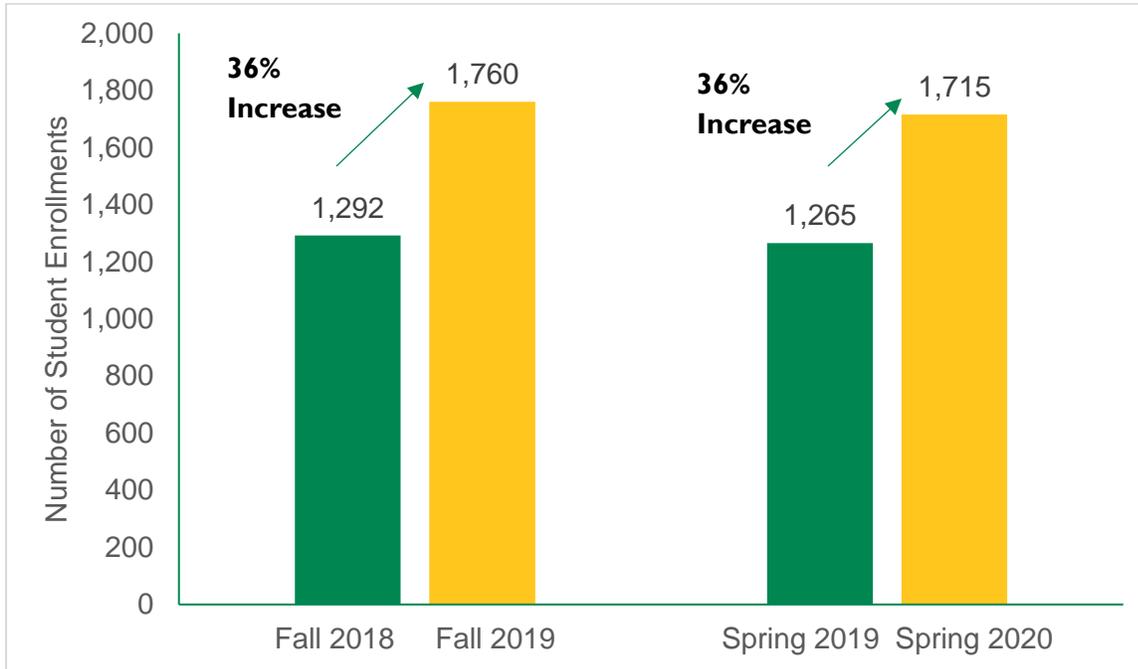
² The math department began the work of aligning its placement to AB 705 regulations in Fall 2018; therefore, Fall 2017 data are included to depict a time point prior to AB 705 implementation.

Student Enrollments in Transfer-Level Course Sections

Enrollments in Transfer-Level Course Sections

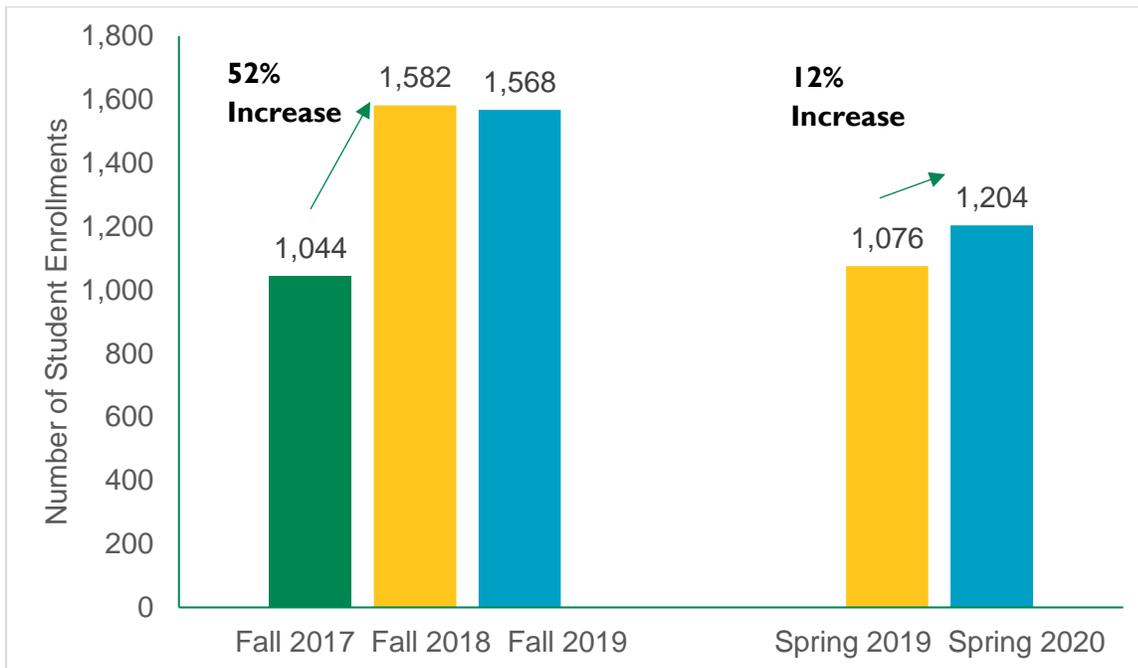
English

The number of enrollments in transfer-level English have increased since Fall 2018. From Fall 2018 to Fall 2019, the number of sections increased from 1,292 to 1,760 (36% increase). Similarly, from Spring 2019 to Spring 2020, they increased from 1,265 to 1,715 (36% increase).



Math

The number of enrollments in transfer-level math increased between Fall 2017³ and Fall 2018. Specifically, the enrollments increased from 1,044 in Fall 2017 to 1,582 in Fall 2018 (52% increase). The number of enrollments increased between Spring 2019 and Spring 2020 from 1,076 to 1,204, respectively (12% increase).

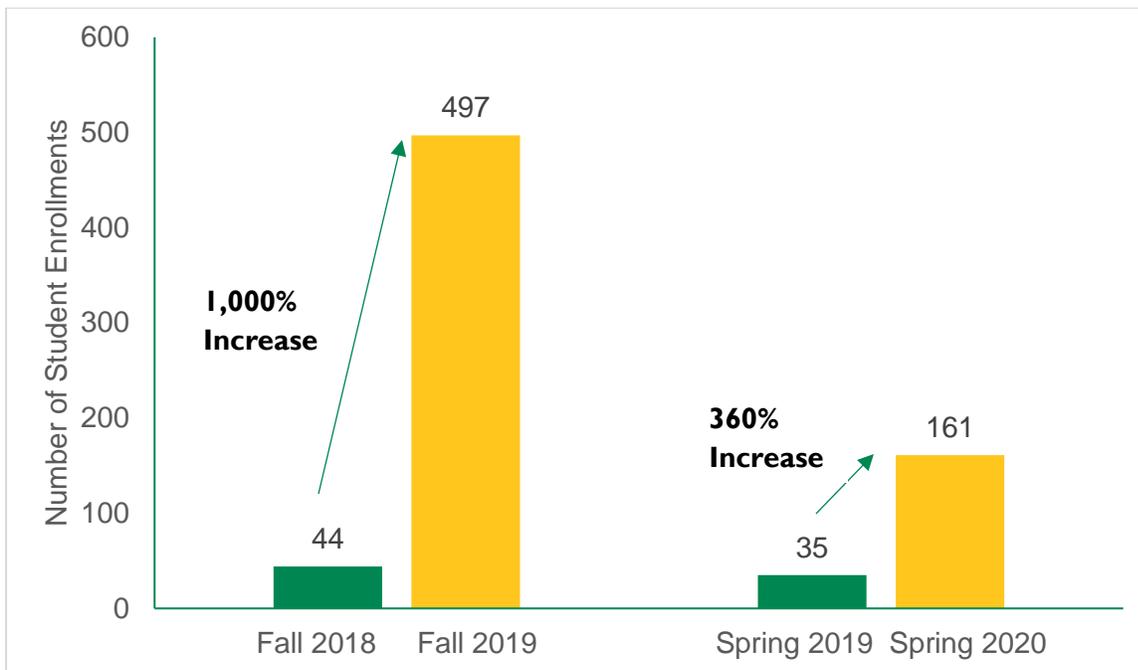


³ The math department began the work of aligning its placement to AB 705 regulations in Fall 2018; therefore, Fall 2017 data are included to depict a time point prior to AB 705 implementation.

Enrollments in Transfer-Level Course Sections with Co-requisite Courses

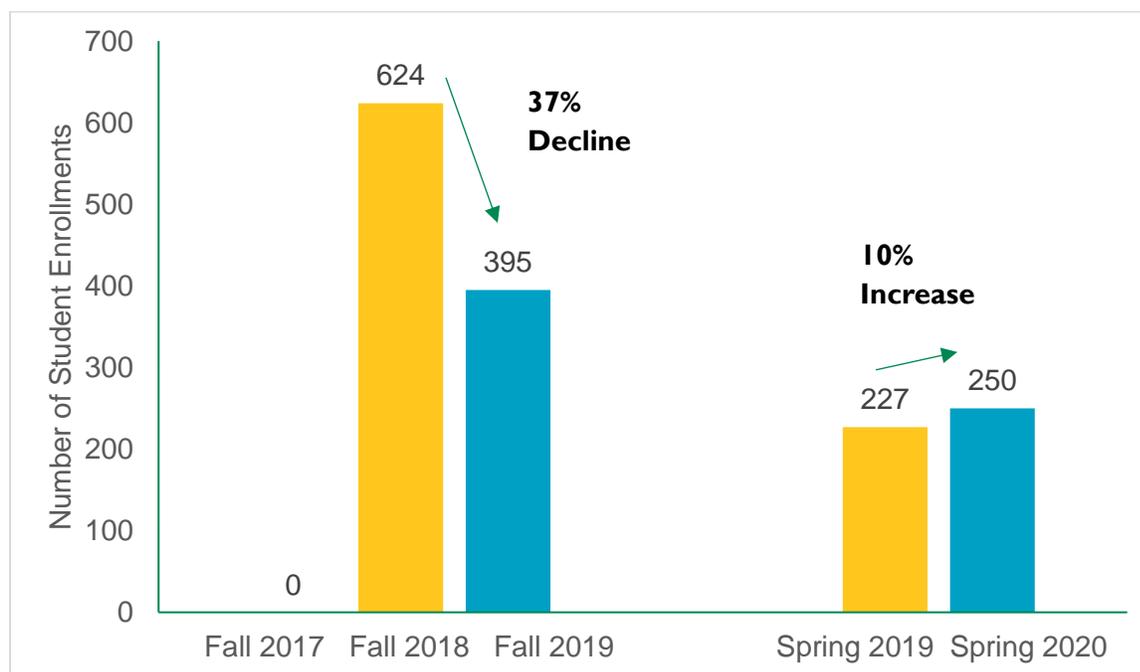
English

Below are the number of enrollments in transfer-level English course sections that required concurrent enrollment in a corequisite support course. The number of enrollments between Fall 2018 and Fall 2019 increased by more than 10 times, from 44 to 497. Similarly, the number of enrollments increased by almost five times between Spring 2019 and Spring 2020, from 35 to 161.



Math

Below are the number of enrollments in transfer-level math course sections that required concurrent enrollment in a corequisite support course. The college did not offer any such sections in Fall 2017⁴, and as such, zero enrollments were recorded. However, that increased to 624 enrollments in Fall 2018 and then declined to 395 in Fall 2019 (37% decline). The number of enrollments increased from Spring 2019 to Spring 2020, from 227 to 250 (10% increase).

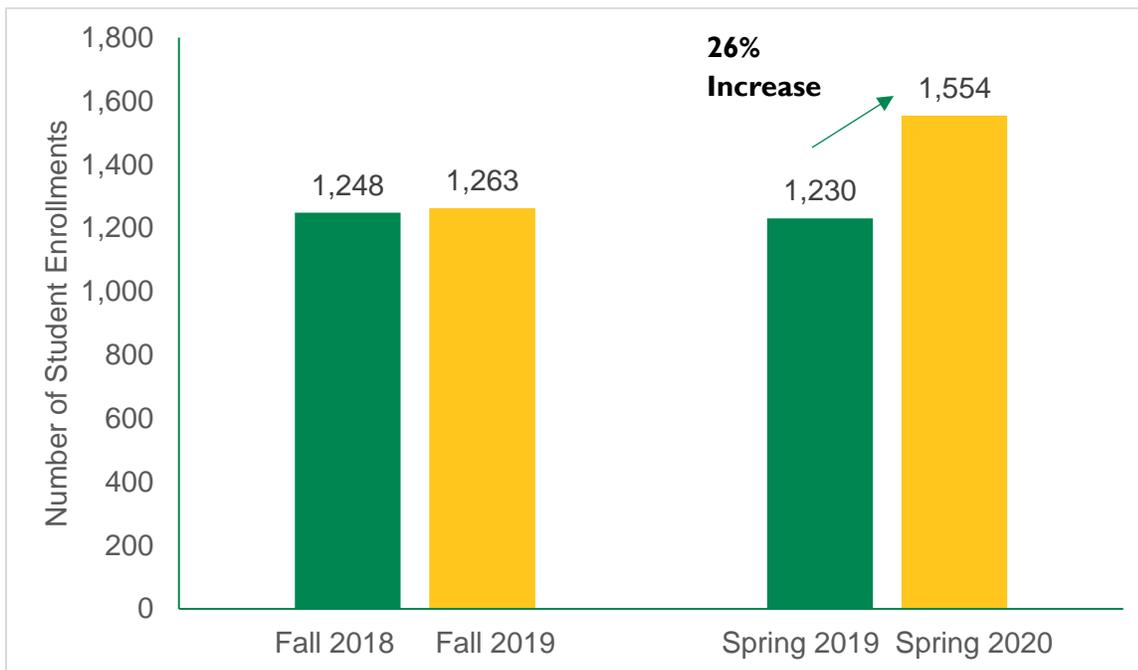


⁴ The math department began the work of aligning its placement to AB 705 regulations in Fall 2018; therefore, Fall 2017 data are included to depict a time point prior to AB 705 implementation.

Enrollments in Transfer-Level Course Sections without Co-requisite Courses

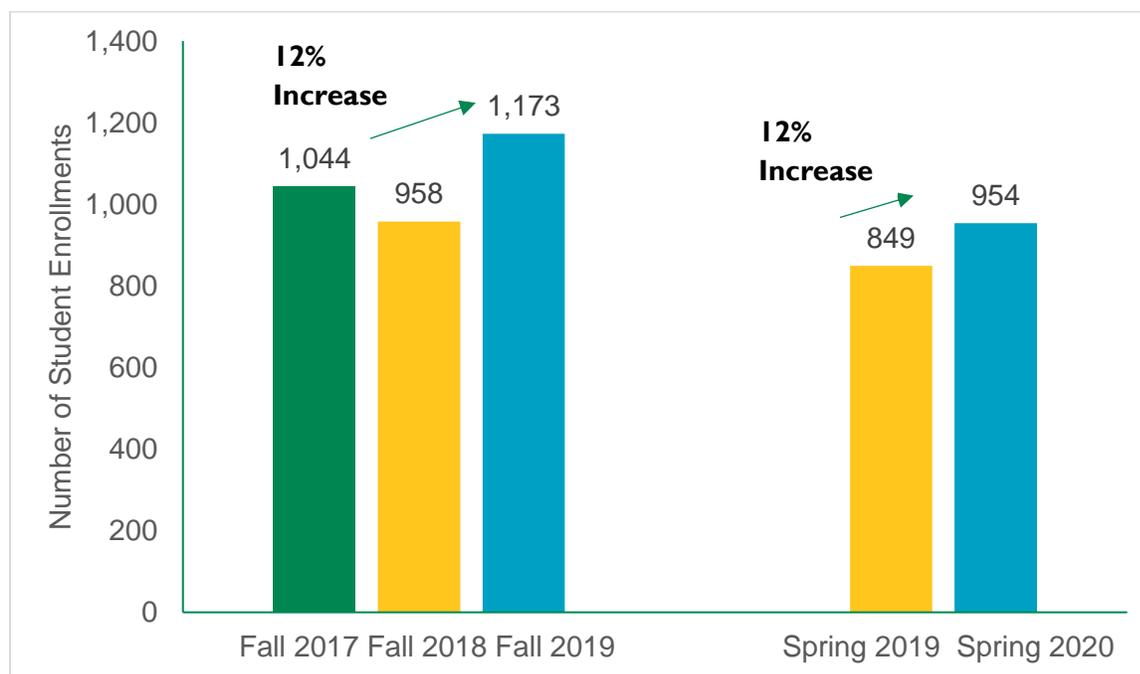
English

Below are the number of enrollments in transfer-level English course sections that **did not** require concurrent enrollment in a corequisite support course. The number of enrollments in such sections has increased by 25% since Fall 2018. The specific term-to-term comparisons show that only slight increase between Fall 2018 and Fall 2019 (1% increase); however, they point to a gain between Spring 2019 and Spring 2020 (26% increase).



Math

Below are the number of enrollments in transfer-level math course sections that **did not** require concurrent enrollment in a corequisite support course. The number of enrollments in such sections declined between Fall 2017⁵ and Fall 2018 by 9%, and then increased between Fall 2018 and Fall 2019 by 22% (12% net increase between Fall 2017 and Fall 2019). Enrollments also increased between Spring 2019 and Spring 2020 (12% increase).



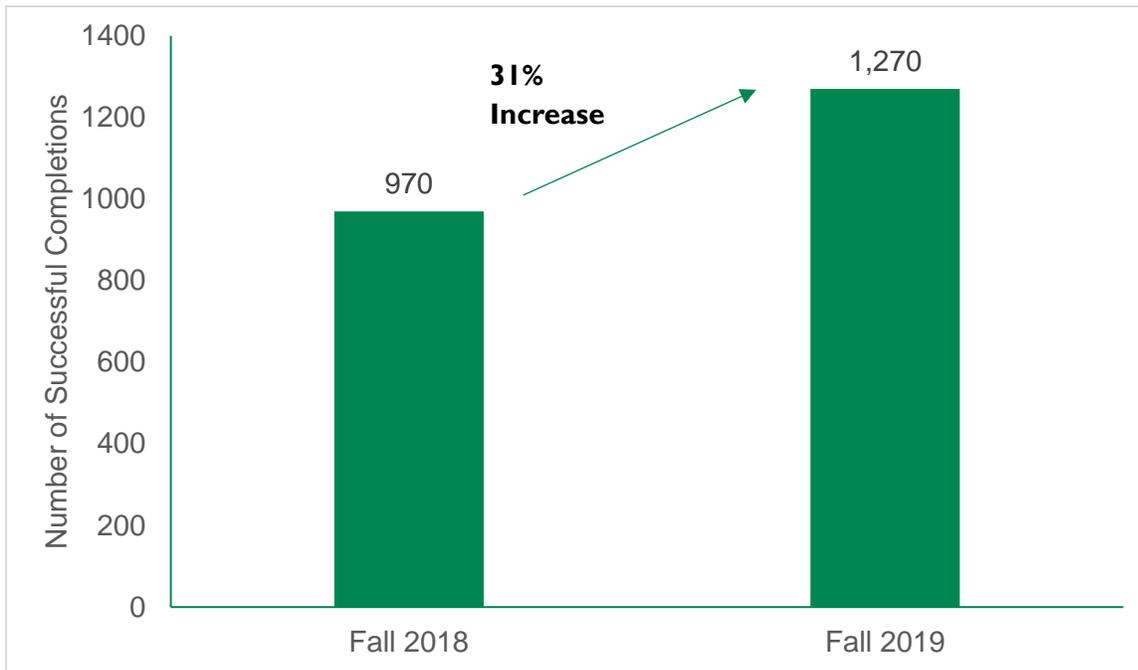
⁵ The math department began the work of aligning its placement to AB 705 regulations in Fall 2018; therefore, Fall 2017 data are included to depict a time point prior to AB 705 implementation.

Student Performance in Transfer-Level Coursework

Number of Students Completing Transfer-Level Coursework

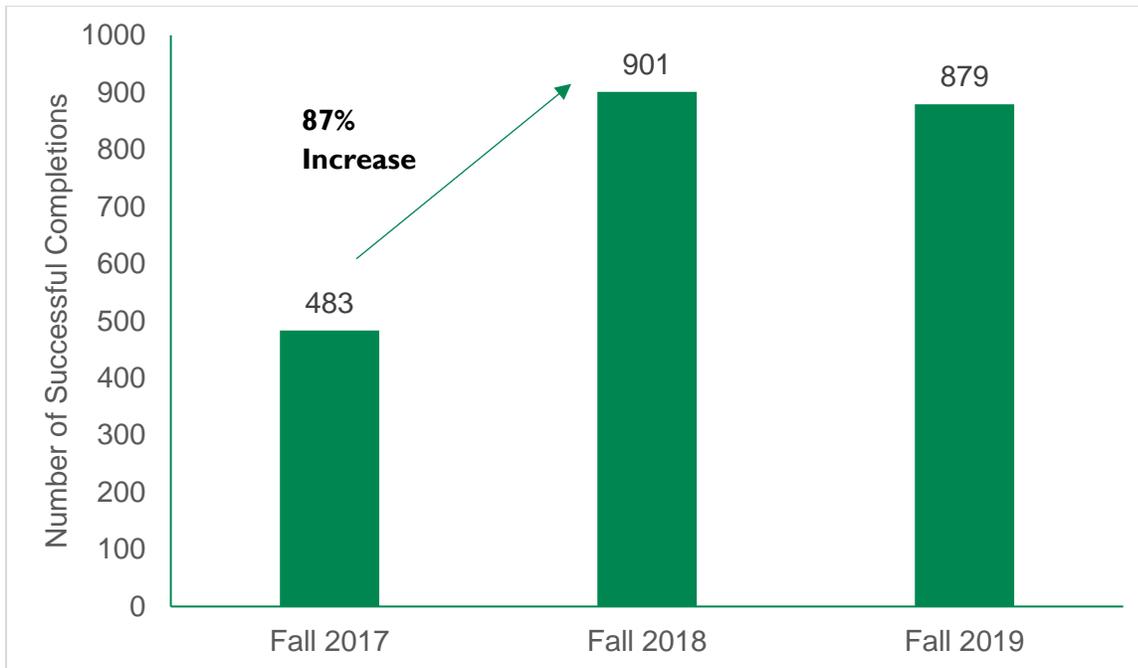
English

Below are the number of successful grade earners (i.e., grades of “C” or better) in transfer-level English course sections in Fall 2018 and Fall 2019. That number climbed from 970 in Fall 2018 to 1,270 in Fall 2019 (31% increase). Thus, a greater number of students are completing transfer-level English.



Math

Below are the number of successful grade earners (i.e., grades of “C” or better) in transfer-level math course sections in Fall 2017⁶, Fall 2018, and Fall 2019. That number increased by 87% between Fall 2017 and Fall 2018, from 483 students to 901 students.

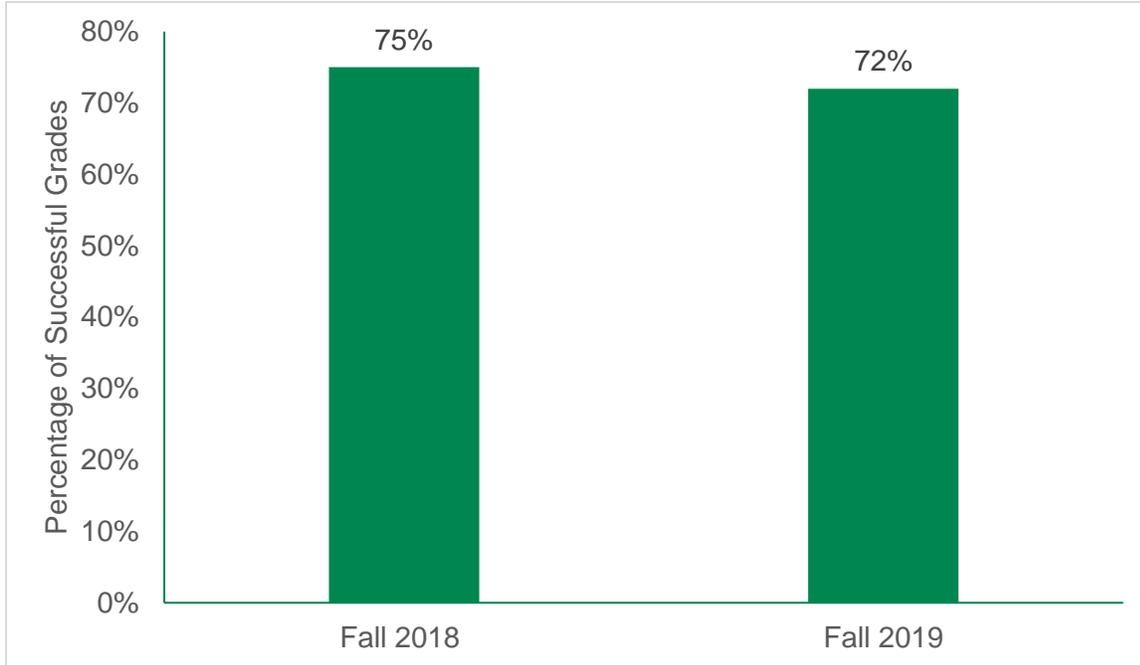


⁶ The math department began the work of aligning its placement to AB 705 regulations in Fall 2018; therefore, Fall 2017 data are included to depict a time point prior to AB 705 implementation.

Success Rates in Transfer-Level Coursework

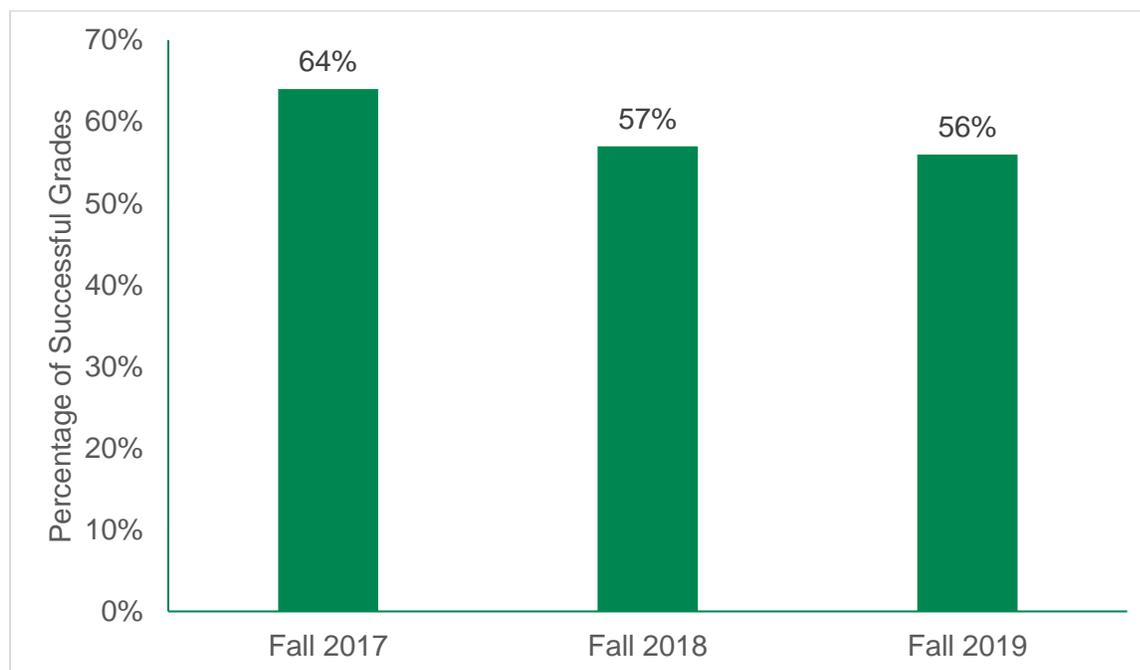
English

Below are the success rates observed in English transfer-level course sections (i.e., percentage of grades of “C” or better) in Fall 2018 and Fall 2019. That percentage has declined from 75% in Fall 2018 to 72% in Fall 2019.



Math

Below are the success rates observed in math transfer-level course sections (i.e., percentage of grades of “C” or better) in Fall 2018 and Fall 2019. That percentage has declined from 64% in Fall 2017⁷ to 56% in Fall 2019; however, as noted earlier, an additional 418 students successfully completed transfer-level math in Fall 2018 as compared Fall 2017.

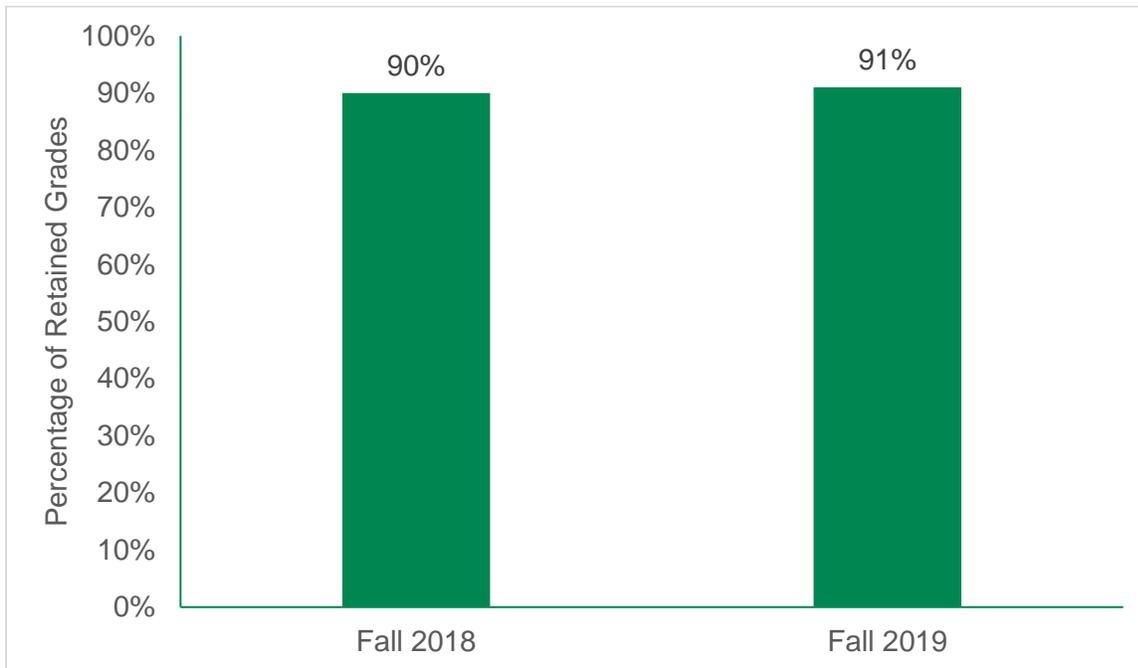


⁷ The math department began the work of aligning its placement to AB 705 regulations in Fall 2018; therefore, Fall 2017 data are included to depict a time point prior to AB 705 implementation.

Retention Rates (Completion Rates) in Transfer-Level Coursework

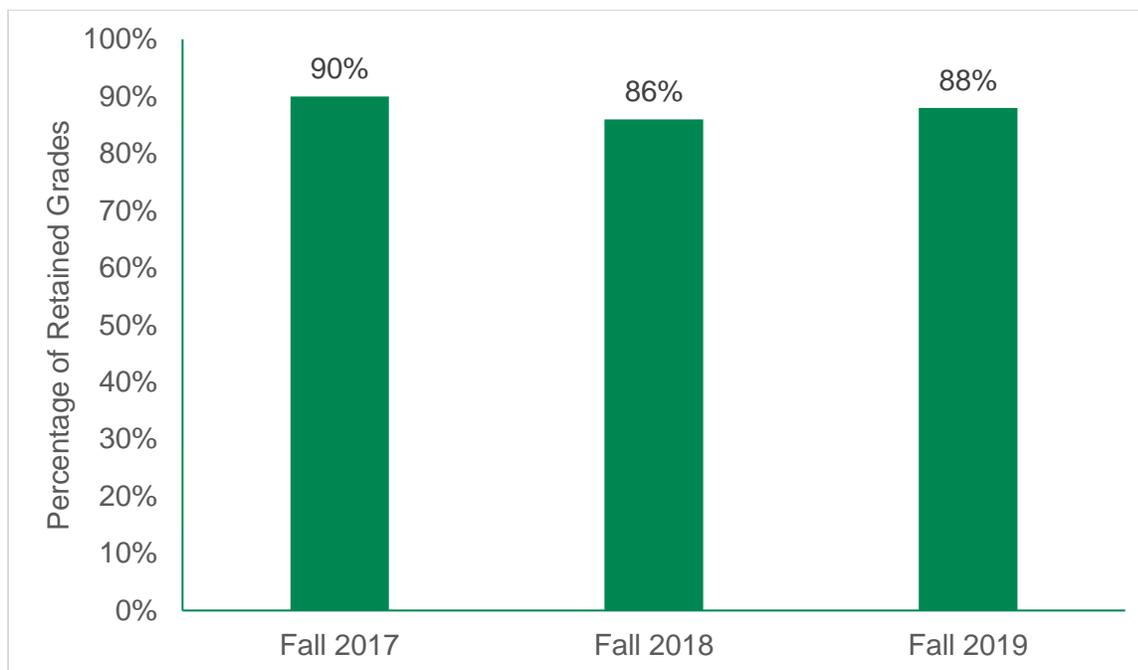
English

Below are the retention rates observed in English transfer-level course sections (i.e., percentage of grades that were Not “Withdrawal”) in Fall 2018 and Fall 2019. That percentage increased from 90% to 91% between the two terms, indicating that students were less likely to withdraw from their transfer-level English courses in Fall 2019 than in Fall 2018.



Math

Below are the retention rates observed in math transfer-level course sections (i.e., percentage of grades that were Not “Withdrawal”) in Fall 2017⁸, Fall 2018, and Fall 2019. While the percentage declined from 90% in Fall 2017 to 86% in Fall 2018, it has climbed to 88% as of Fall 2019.



⁸ The math department began the work of aligning its placement to AB 705 regulations in Fall 2018; therefore, Fall 2017 data are included to depict a time point prior to AB 705 implementation.