



Office of Research, Planning & Institutional Effectiveness
Key Performance Indicator (KPI) Dashboard

Goal 1 – Student Success

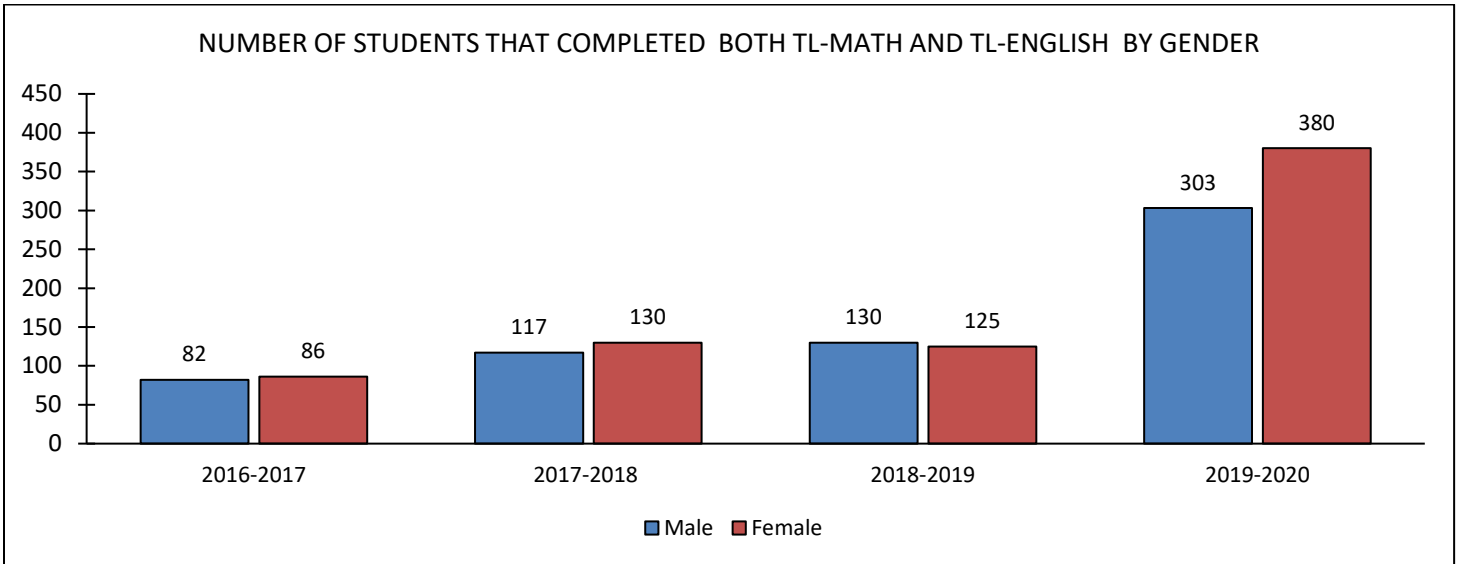
KPI I.D – Number of Students Completing transfer-level Math and English in the First Year

Objective: Increase student success while preserving access, enhancing quality, and reducing attainment gaps associated with income, race, ethnicity, age, and gender.

Definition: The total number of students who complete both transfer-level Math and English within the District in their first year.

Measurement Frequency: Annual

KPI I.D: # of Students Completing TL Math and English	2016-2017	2017-2018	2018-2019	2019-2020
Transfer Level English	666	759	785	1602
Transfer Level Math	304	464	489	926
Transfer Level Math and English	171	248	256	684

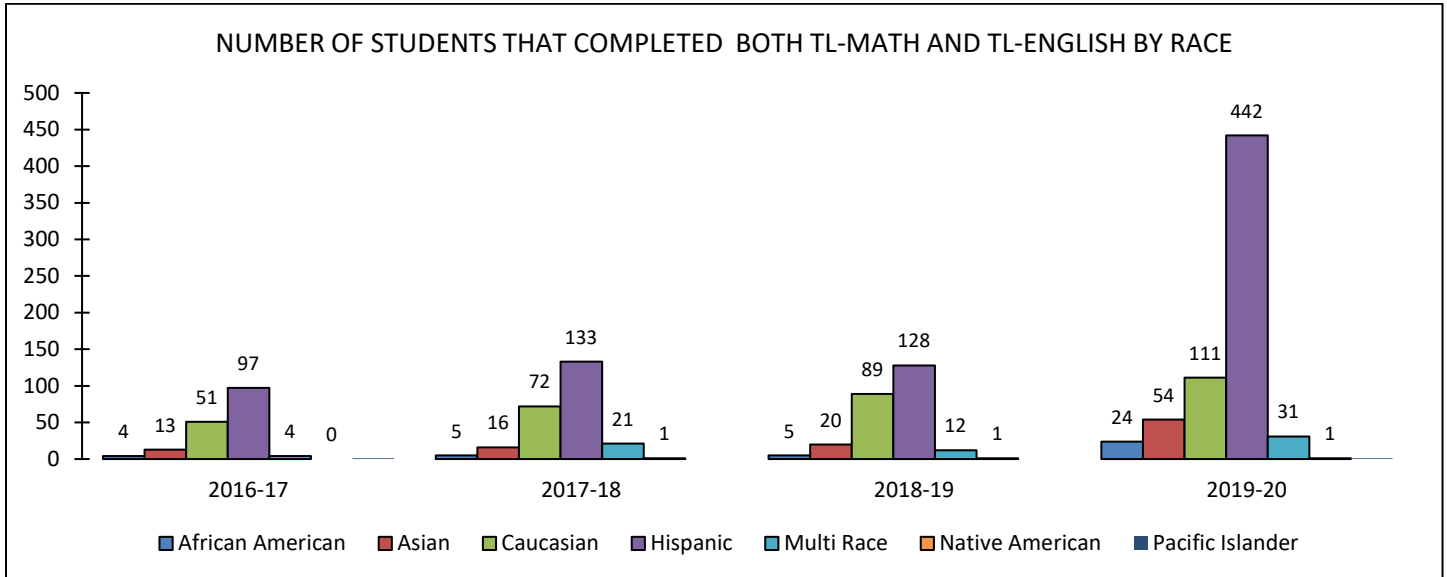


Note: Unknown gender students (6) were excluded from the bar graph but were included in SBCCD total in Table above.

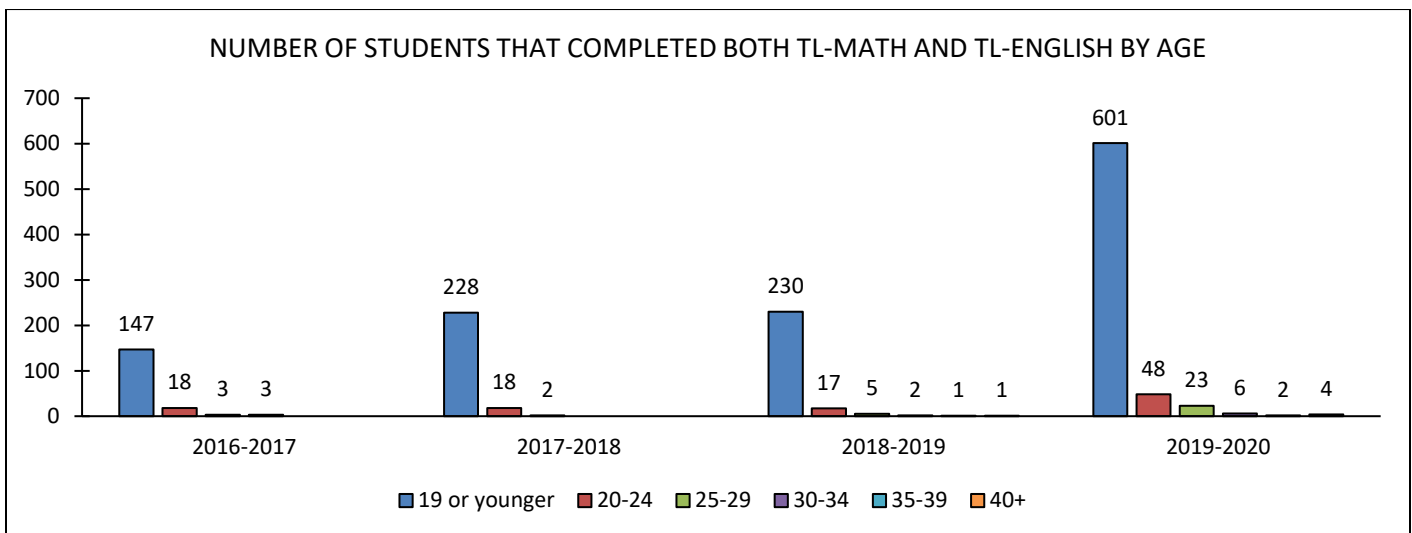
Overall and By Gender: The number of students who completed both transfer-level Math and English in their first year within the District increased by 300%, from 171 in 2016-17 to 684 in 2019-20, with a four-year average of 340. On average, more females completed TL-Math and English than males (four-year average of 180 and 158, respectively). The number of females and males completing transfer math and English in the first year increased by 341.9% and 269.5%, respectively.



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Analysis: On average, over this four-year period, **Hispanics** had **the highest number of students completing both transfer-level Math and English in their first year** (200 per year). The next highest was Caucasians (81), followed by Asians (26), Multi Race (17), African Americans (10), Native Americans (0.8), and Pacific Islander (0.5). Multi races, African Americans and Hispanics saw the greatest increase in number of students who completed TL-Math/English in their First Year over this four-year period (225% per year & 167% & 119%, respectively).



Analysis: On average, over this four-year period, **the 19 or younger age group** comprised approximately 89% (302 students per year) of all students who completed transfer Math and English. The next highest was the **20-24 age group** (25), followed by the 25-29 age group (8), the 30-34 age group (2.8), the 35-39 age group (0.8), and the age 40 or older group (1.3).