



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

Goal I – Student Success

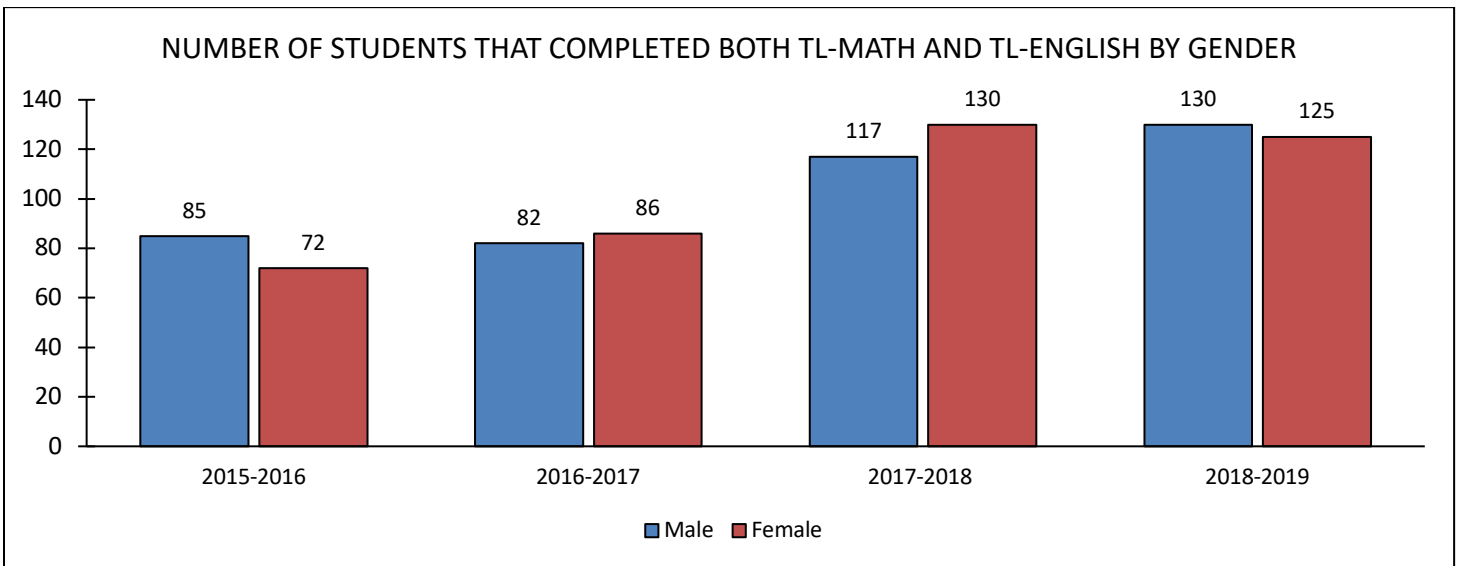
KPI I.D – Number of Students Completing Transfer-level Math and English in the First Year

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	2015-2016	2016-2017	2017-2018	2018-2019
Transfer Level English	641	666	759	785
Transfer Level Math	353	304	464	489
Transfer Level Math and English	157	171	248	256

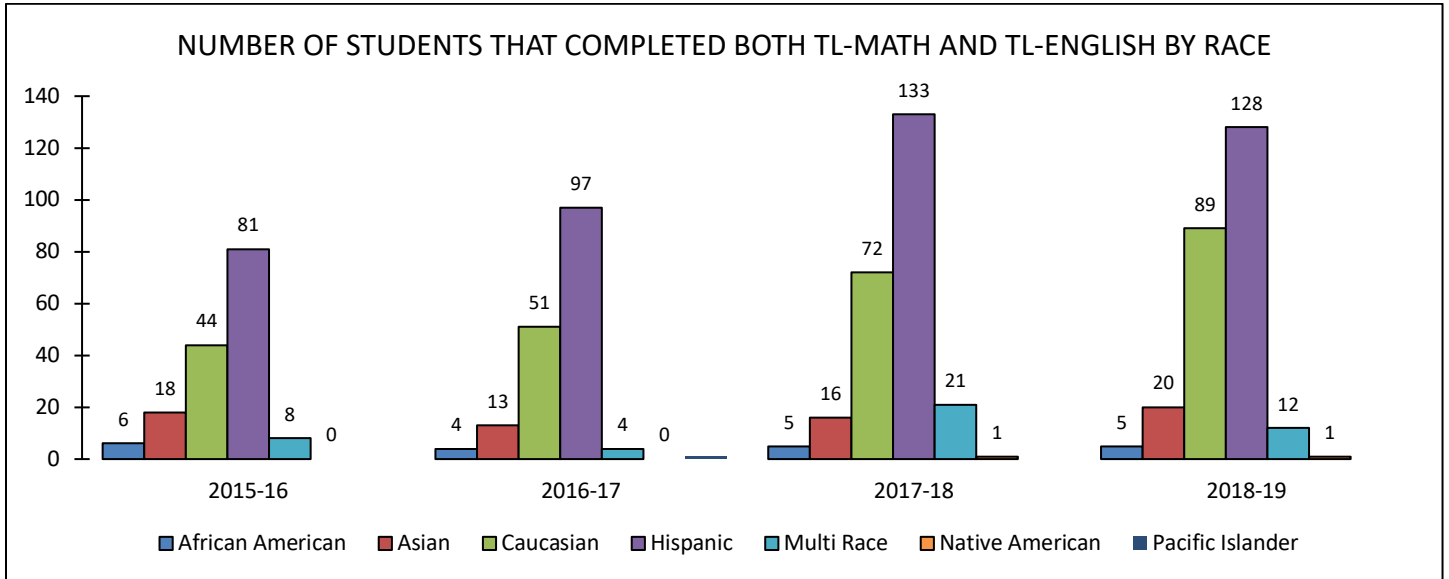


Note: Unknown gender students (5) were excluded from the bar graph but were included in SBCCD total in Table above.

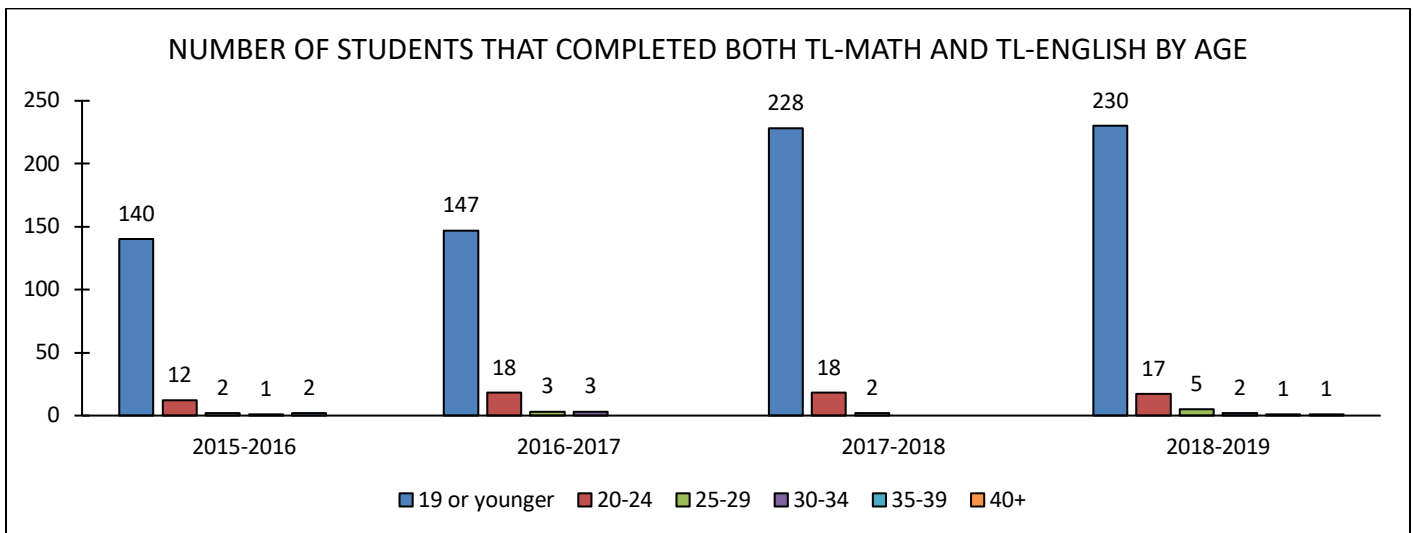
Analysis - Overall and By Gender: The number of students who completed both transfer-level Math and English in their first year within the District increased by 63.1%, from 157 in 2015-16 to 256 in 2018-19, with a four-year average of 208. On average, a slightly more males completed TL-Math and English than females (four-year average of 104 and 103, respectively). The number of females and males completing transfer math and English in the first year increased by 73.6% and 52.9%, 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 (110 per year). The next highest was Caucasians (64), followed by Asians (17), Multi Race (11), African Americans (5), Native Americans (0.5), and Pacific Islander (0.3). Caucasians saw a consistent increase in number of students who completed TL-Math/English in their First Year over this four-year period (34% per year).



Analysis: On average, over this four-year period, the 19 or younger age group comprised approximately 89.5% (186 students per year) of all students who completed transfer Math and English. The next highest was the 20-24 age group (16), followed by the 25-29 age group (3), the 30-34 age group (2), the 35-39 age group (0.8), and the age 40 or older group (0.3).