

# WHCL Data Review of Short-Term Section Analysis and Year One of AB705

Office of Accreditation, Institutional Research, Effectiveness, and Planning



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- Short-Term Section Analysis
  - First-9 vs Second-9 Weeks
  - 16 Weeks vs Full Term
  - Modality/Instructional Method
  - Equity Implications: Race & Ethnicity
- AB705 – First Implementation Year Check-in
  - Enrollment, Success, and EW's
  - What is Throughput anyways?
  - Nearly finalized First Year Throughput
  - Disaggregated Throughput: Race & Ethnicity, Disability

# Short-Term Section Analysis

- All WHC Lemoore primary term sections in the past three years (2017-18, 2018-19, 2019-20 and excluding spring 2020)
- All data available through customized links in the analysis document
  - [Link to dashboard](#)
- Note that there are confounding factors when viewing course success by length, subject, and modality including differences in courses (within a subject), differing instructors, and changes over time to student populations and teaching methods

# Course Success Rates for All Modalities by Short-Term Category

All Modalities	Section Count	Course Success Rate	Enrollments
3.9 weeks or less	31	93.5%	480
4 to 7.9 weeks	83	83.0%	1,241
8 to 9.9 weeks: Early Term Start ("First 9 weeks")	142	82.3%	3,545
8 to 9.9 weeks: Mid-Term Start ("Second 9 weeks")	302	69.5%	8,459
8 to 9.9 weeks: Other Start	3	74.2%	62
10 to 14.9 weeks	13	79.6%	357
15 to 17.9 weeks	136	69.1%	4,582
Full Term	1,573	72.1%	45,499

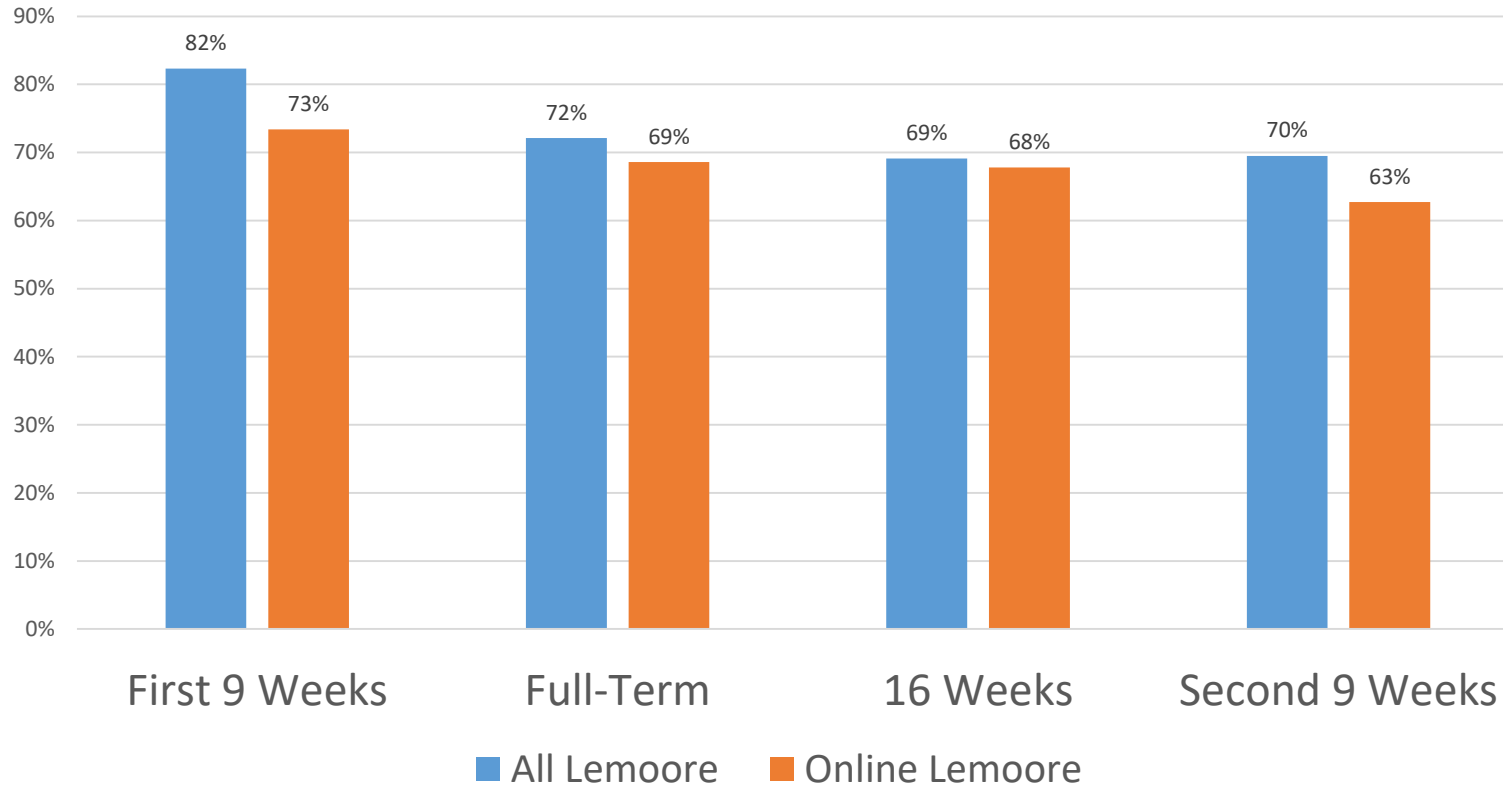
Higher →

# Course Success Rates for Online by Short-Term Category

Online Only Sections	Section Count	Success Rate	Enrollments
3.9 weeks or less	1	92.9%	14
4 to 7.9 weeks	14	79.5%	303
8 to 9.9 weeks: Early Term Start ("First 9 weeks")	25	73.4%	983
8 to 9.9 weeks: Mid-Term Start ("Second 9 weeks")	145	62.7%	5,407
8 to 9.9 weeks: Other Start	2	59.0%	39
10 to 14.9 weeks	4	72.8%	151
15 to 17.9 weeks	112	67.8%	4,125
Full Term	176	68.6%	6,897

Higher →

# Success Rates by Course Length and Start



**Higher Success**

Shorter

Earlier Start



**Lower Success**

Longer

Later Start

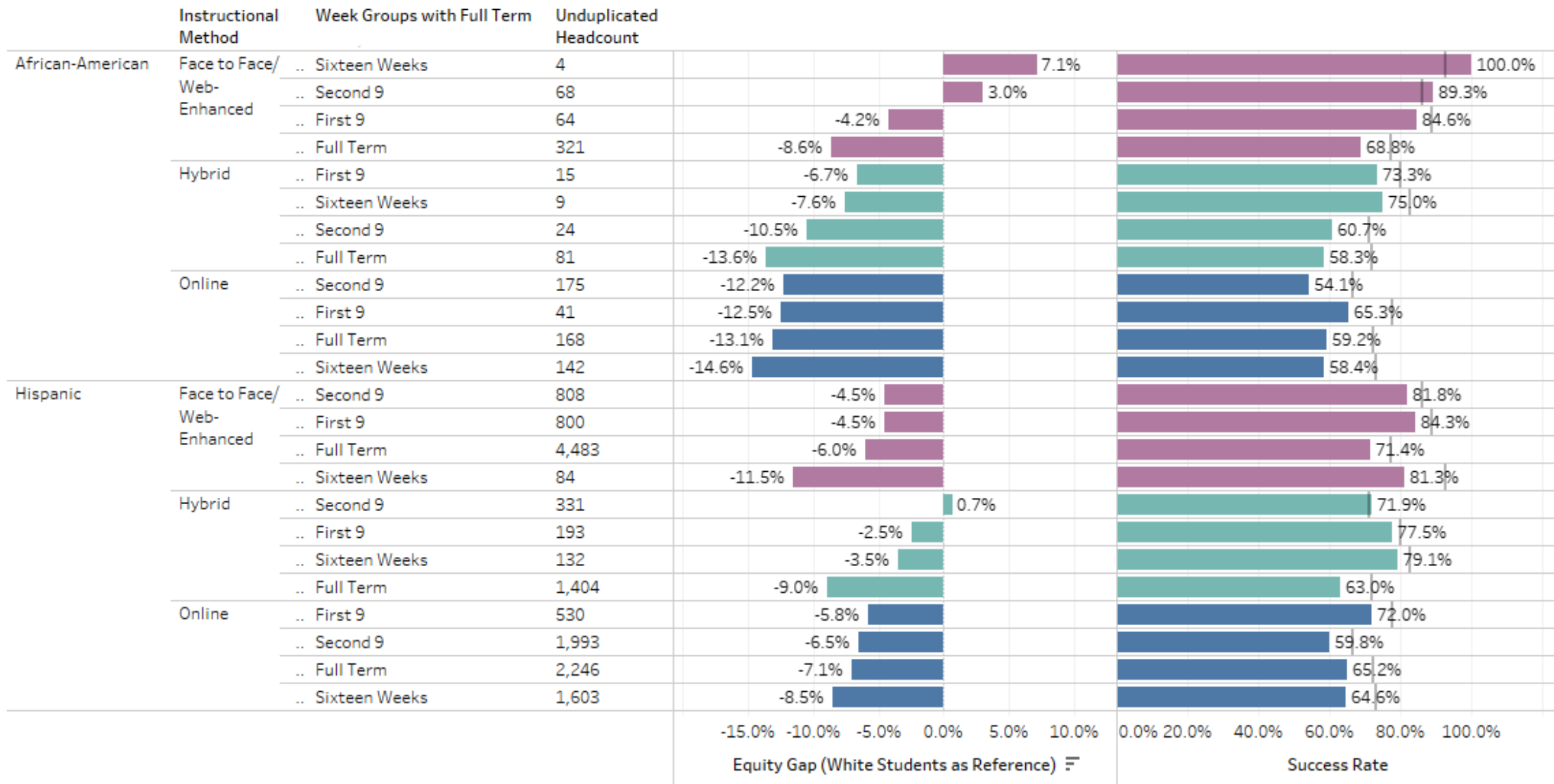
# Short-Term Section Analysis

- First-9 vs Second-9 Weeks
  - By subject, First-9 Weeks is utilized by 22 course subjects
  - 21 of 22 had higher success rates in first 9 weeks (exception was CIS)
- 16 Weeks vs Full-Term
  - Overall, full-term courses are more successful than 16 week, but considerable variation by subject and instructional modality

Confounding factors: What's being offered; how it's being offered; who is teaching it?

[Link to Dashboard for Modality Analysis](#)

# Equity Gaps by Modality and Course Length



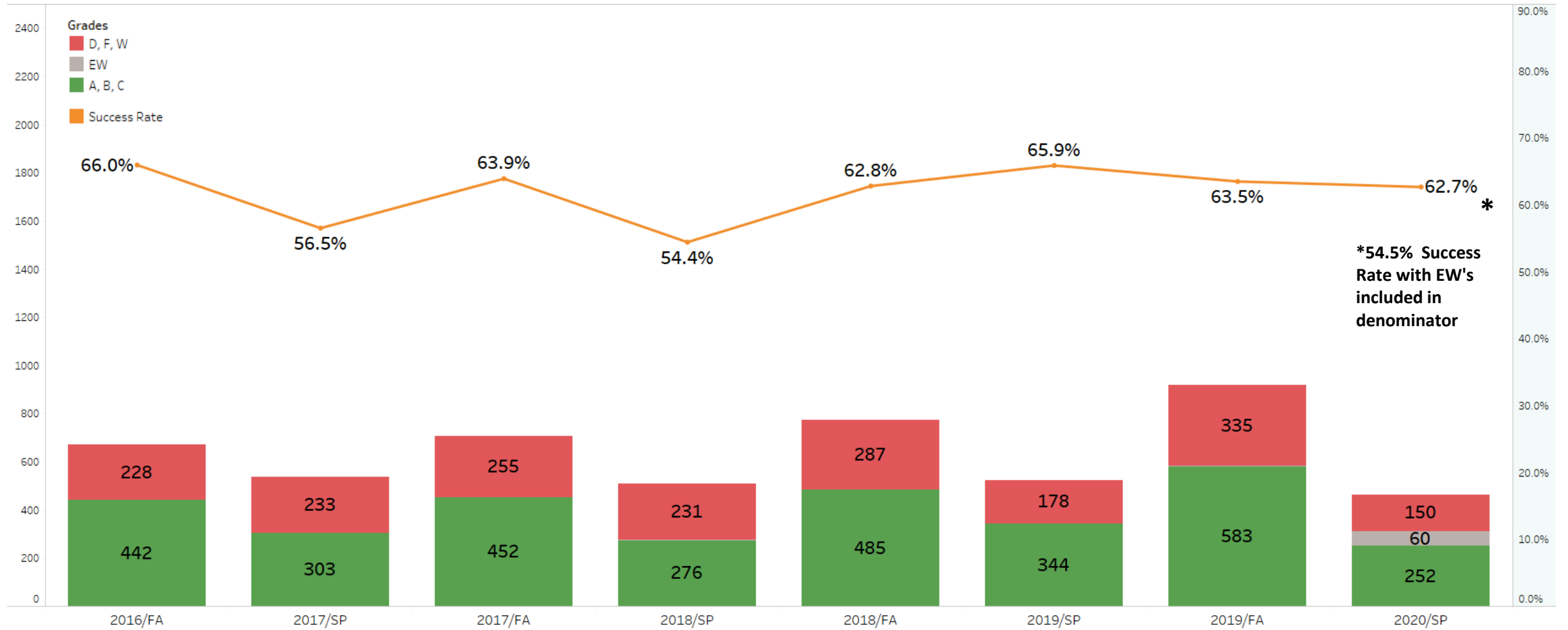
How are we teaching for our students of color?



# AB705 – First Implementation Year Quick Check-in

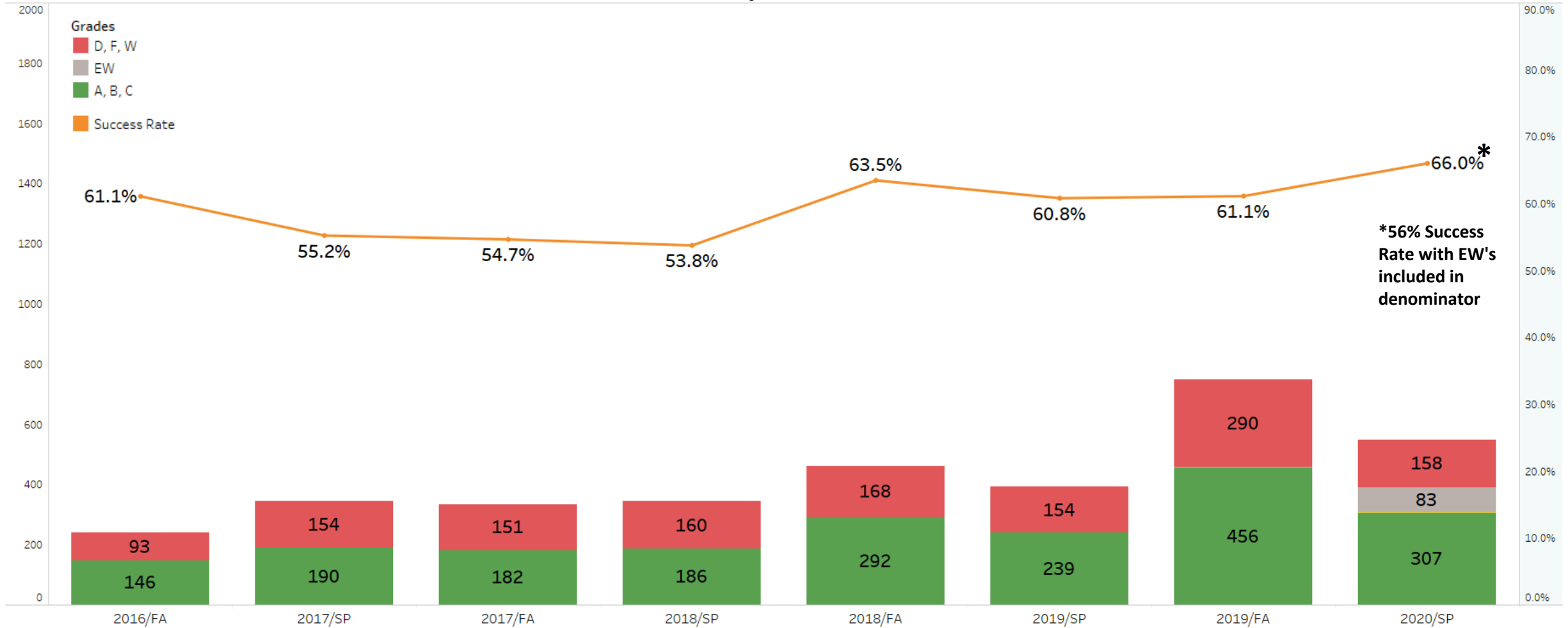
- Enrollment, Success, and EW's
- What is Throughput anyways?
- Nearly finalized First Year Throughput
- Disaggregated Throughput: Disability, Race & Ethnicity

# Course Success Rates and Enrollment – English



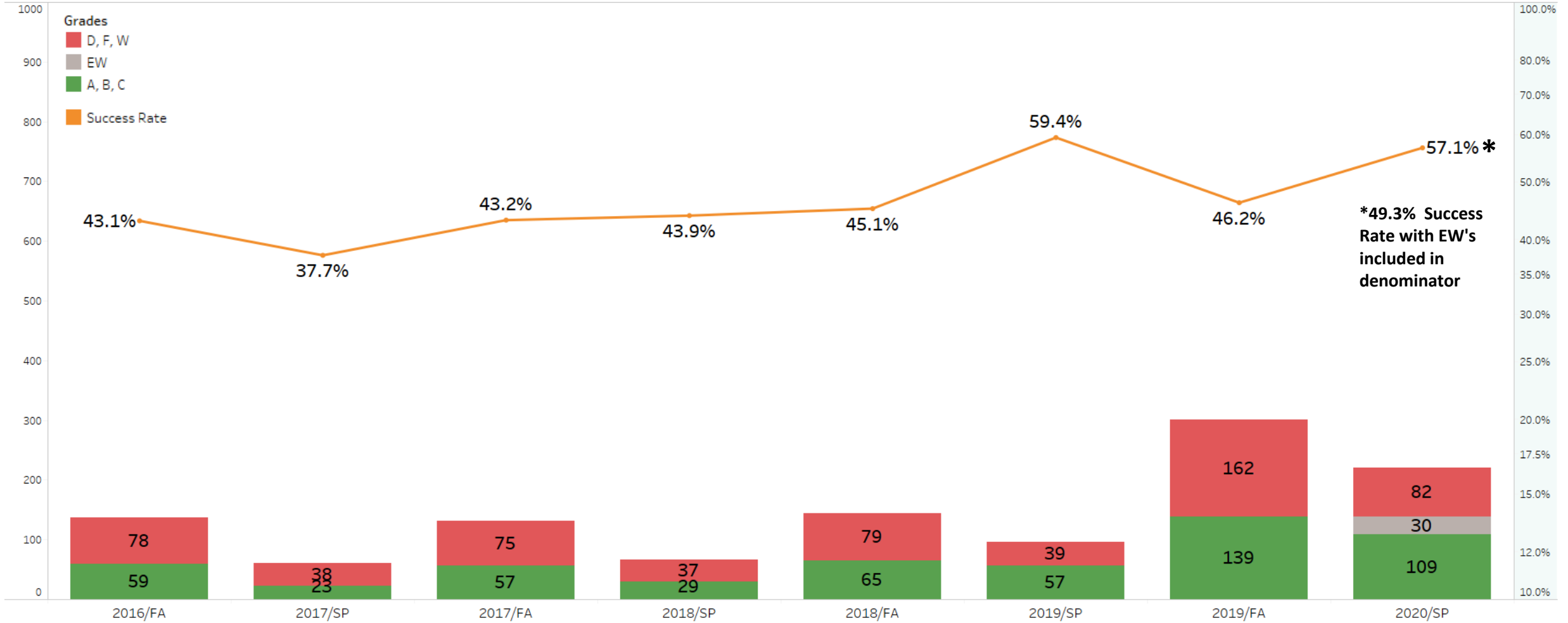
# Course Success Rates and Enrollment – Math

## Statistics, Liberal Arts, Teacher Prep Math Courses: Math-010A, -025, -045

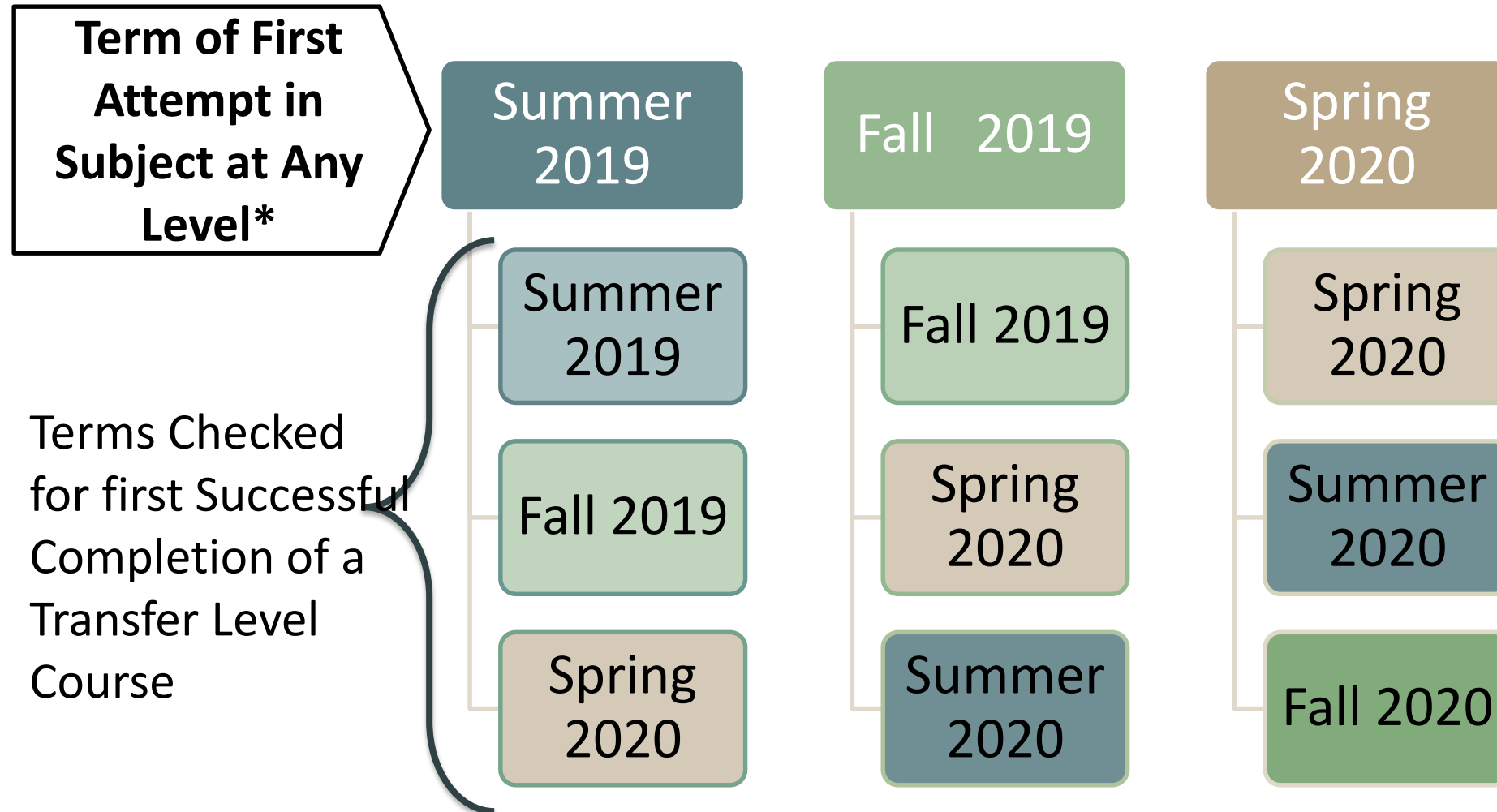


# Course Success Rates and Enrollment – Math

## STEM Math Courses: Math-001A, -015, -064, -065



# What is a Throughput Rate? Tracking from a Cohort Point



\*Throughput is calculated only for students that have not fulfilled the first transfer level course within a subject. I.E., students cleared to enroll directly into ENG-001B, MATH-010B, and MATH-001B or higher are not included

# English Throughput to Transfer Level Coursework

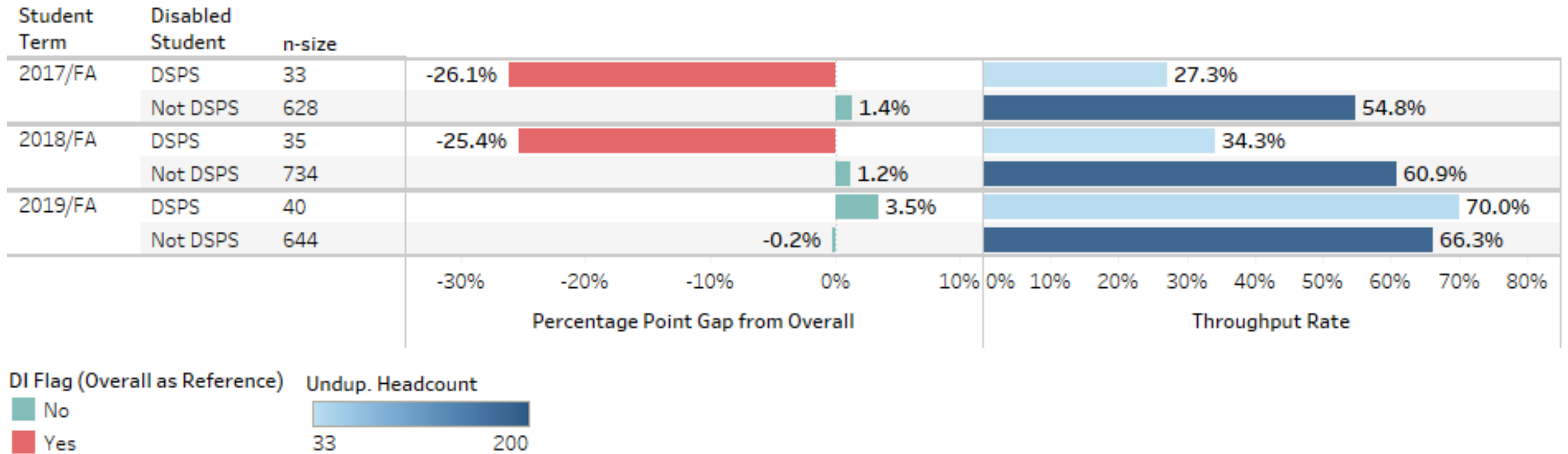
Almost Finalized  
First Year  
Implementation

WHC Lemoore Throughput From First Fall English Attempt

		2015/FA		2016/FA		2017/FA		2018/FA		2019/FA	
		Undup. Headcount	Throughput Rate	Undup. Headcount	Throughput Rate	Undup. Headcount	Throughput Rate	Undup. Headcount	Throughput Rate	Undup. Headcount	Throughput Rate
Grand Total		689	46.0%	708	52.4%	661	53.4%	769	59.7%	684	66.5%
ENG-001A	Standalone	313	67.7%	296	75.0%	301	70.4%	468	70.3%	524	70.6%
	Enrolled in Support			60	70.0%	100	75.0%	87	63.2%	160	53.1%
Pre-AB705 Levels Below Transfer	Standalone	376	27.9%	352	30.4%	260	25.4%	214	35.0%		

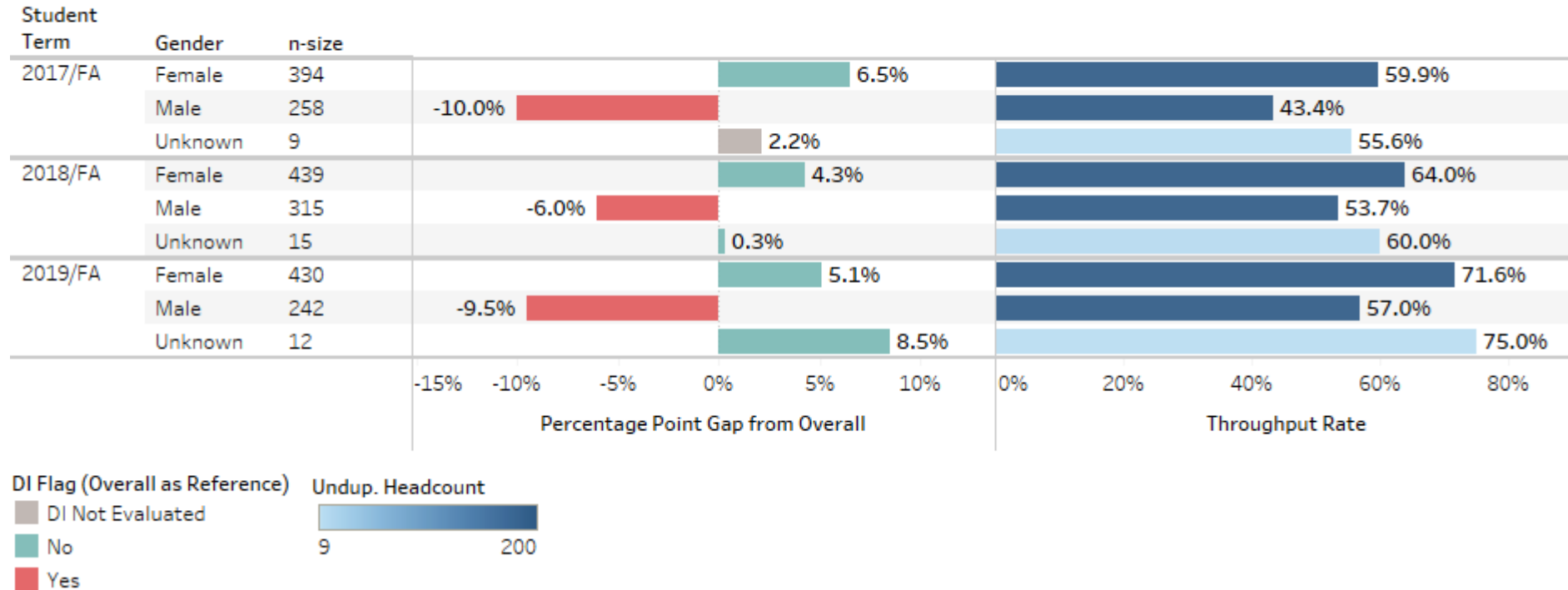
- Throughput rate increased from fall 2015 and more students directly into ENG-001A

## WHC Lemoore Throughput From First Fall English Attempt: DSPS



- Number of DSPS attempting English has remained stable
- Throughput rate has doubled
- Additional work is needed to look at throughput by disability type

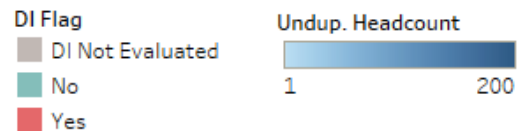
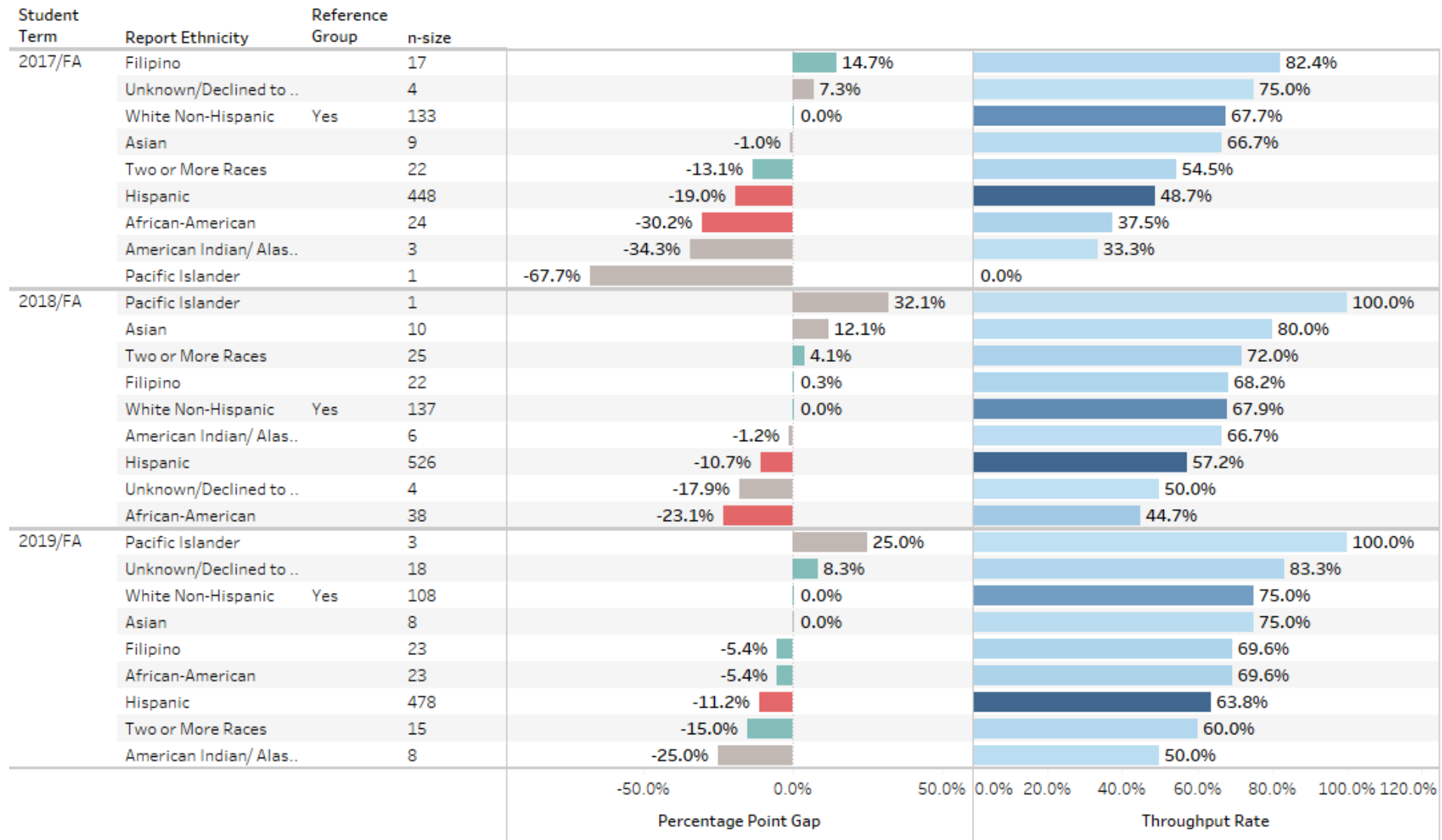
## WHC Lemoore Throughput From First Fall English Attempt: Gender



- Increase for all students, but equity gaps by gender remain.
- There appear to be fewer males attempting English.



# WHC Lemoore Throughput From First Fall English Attempt



- Slight closing of equity gaps by race from '18 to '19

# Math Throughput to Transfer Level Coursework

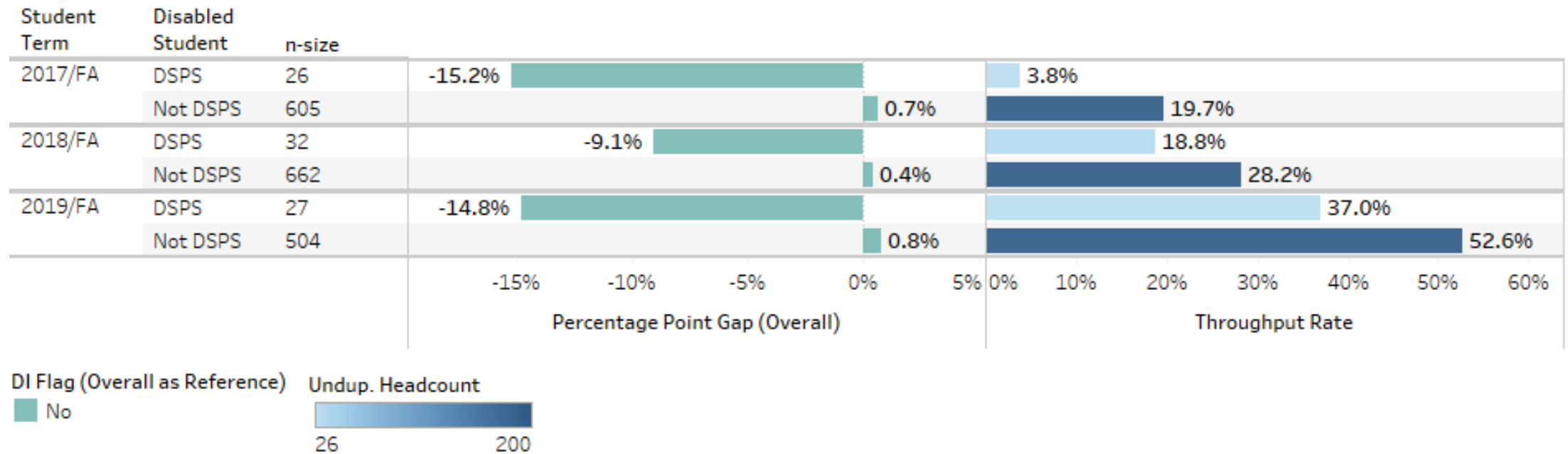
Almost Finalized  
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Implementation

WHC Lemoore Throughput From First Fall Math Attempt

First Math Pathway	Concurrent Support Flag	2015/FA		2016/FA		2017/FA		2018/FA		2019/FA	
		Undup. Headcount	Throughput Rate	Undup. Headcount	Throughput Rate	Undup. Headcount	Throughput Rate	Undup. Headcount	Throughput Rate	Undup. Headcount	Throughput Rate
Overall		652	18.1%	660	16.8%	631	19.0%	694	27.8%	531	51.8%
SLAMTP	Standalone	102	65.7%	60	83.3%	101	67.3%	224	63.8%	251	65.7%
	Enrolled in Support									130	54.6%
STEM	Standalone	35	57.1%	30	46.7%	17	58.8%	28	67.9%	29	72.4%
	Enrolled in Support									15	33.3%
Post AB705 Algebra	Standalone									106	12.3%
Pre-AB705 Below T..	Standalone	515	6.0%	570	8.2%	513	8.2%	442	7.0%		

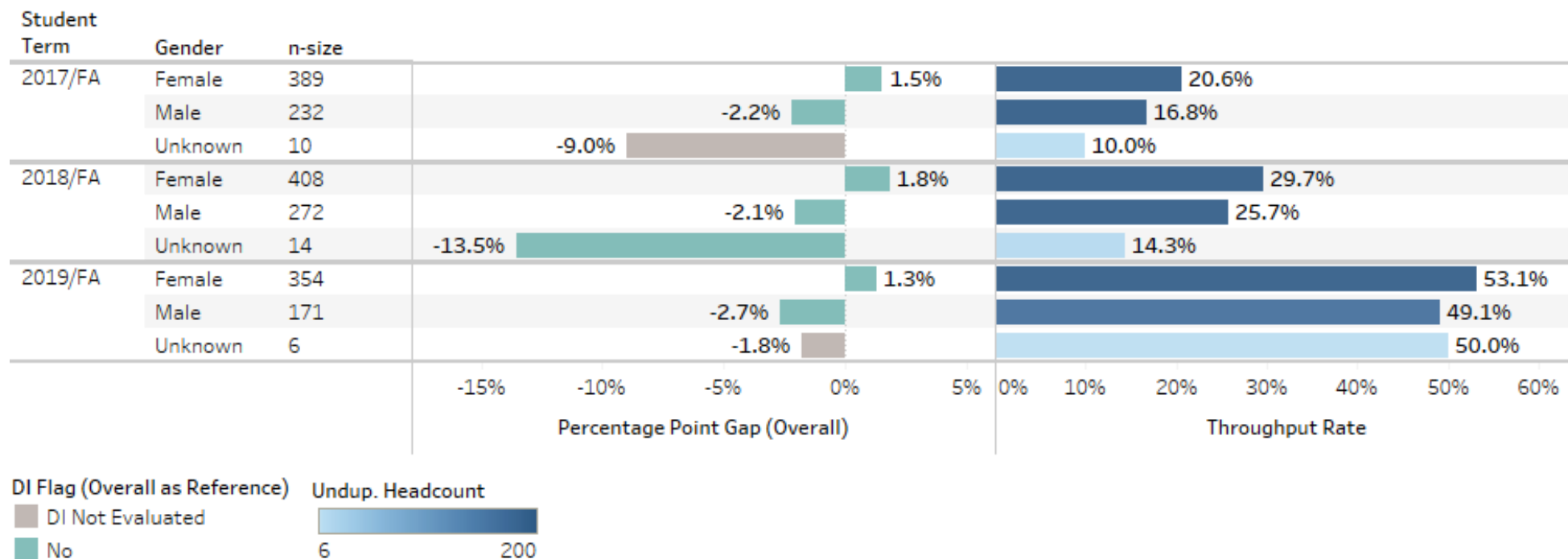
- Throughput rate tripled in four years
- Need to look at the various possible pathways for students in post-AB 705 algebra

## WHC Lemoore Throughput From First Fall Math Attempt: DSPS



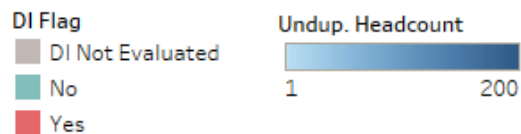
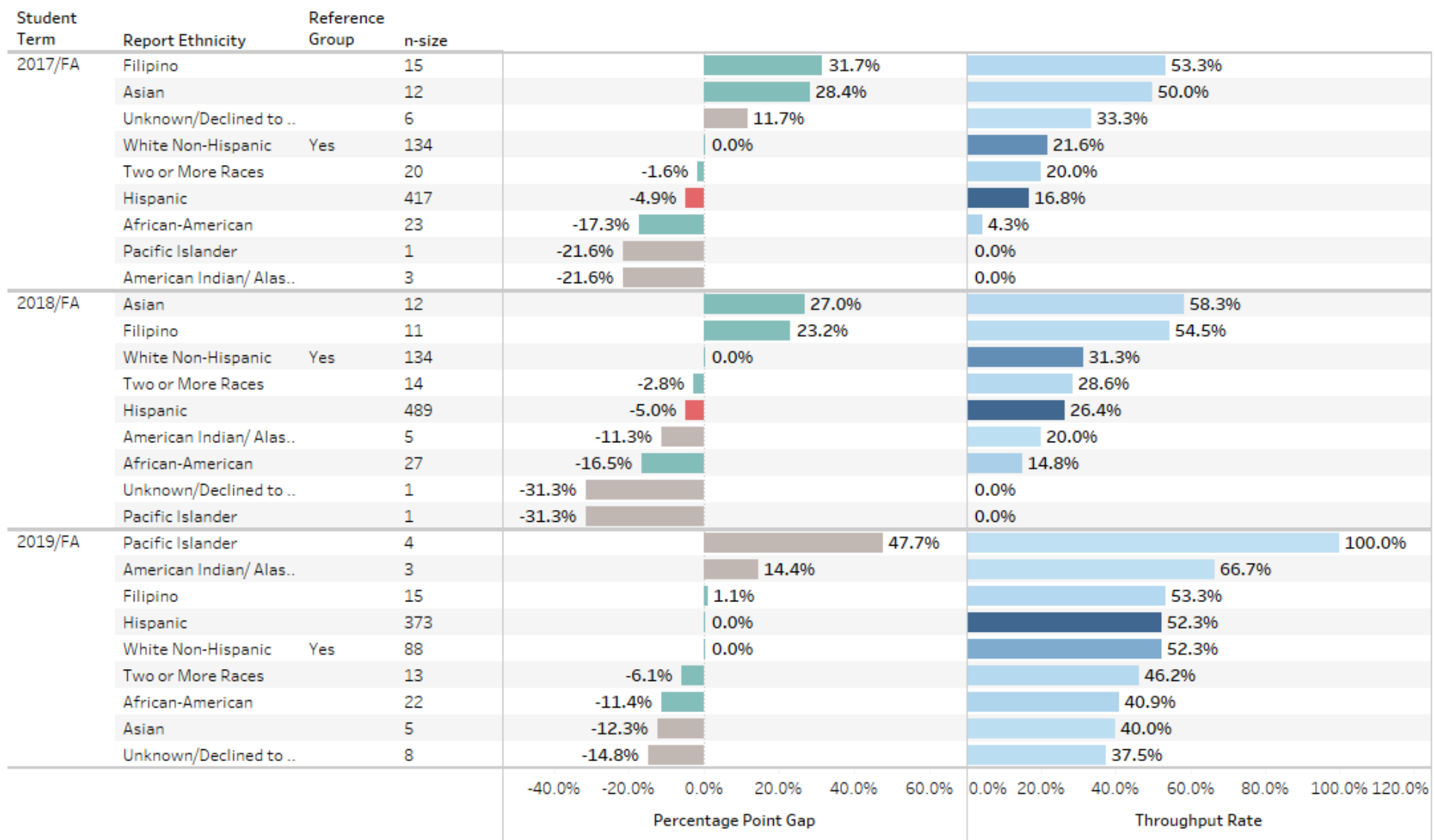
- Large increase in throughput for DSPS students, but equity gap remains virtually unchanged

## WHC Lemoore Throughput From First Fall Math Attempt: Gender



- Persistent gender gap of approximately 4% in spite of overall increased throughput

# WHC Lemoore Throughput From First Fall Math Attempt



- Fewer and smaller equity gaps
- Hispanic/Latinx students at parity with White students

# Next Steps and what do you want to see?

- AB 705
  - Equity in access –
    - Are the students entering math and English representative of our student population as a whole?
    - Are they representative of our service area?
  - Disaggregation by High School GPA Cuts

# Questions?

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