

COURSE SUCCESS



Office of Accreditation, Research, Institutional Effectiveness, and Planning

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SNAPSHOT OF COURSE SUCCESS BY ACADEMIC YEAR AND BREAKOUT BY INSTRUCTIONAL MODALITY

	2015-16	2016-17	2017-18	2018-19	2019-20
Course Success Rate Overall	71.4%	72.4%	71.9%	71.9%	73.2%
Face to Face/ Web-Enhanced	75.4%	76.1%	75.4%	75.2%	75.3%
Online	62.1%	63.3%	65.0%	66.7%	70.6%

Note: These rates exclude high school special admissions and dual enrollment students.

- Course success rates reflect the percentage of enrolled students receiving grades of A, B, or C in a class.
- The overall course success rates show gradual improvement in outcomes at WHCL from 71% to 73%.
- Success rates in face to face classes have consistently been about 75%.
- The college has worked to close the gap between online and face to face success rates. Online sections have seen improvement, with this gap narrowed from 13 percentage points in 2015-16 down to less than five in 2019-20.

INTERSECTIONALITY: FIRST YEAR COURSE SUCCESS BY RACE/ETHNICITY AND GENDER

	Black/ African-American	Hispanic/ Latinx	Two or More Races	White Non-Hispanic
Female	59%	68%	72%	74%
Male	53%	65%	68%	73%

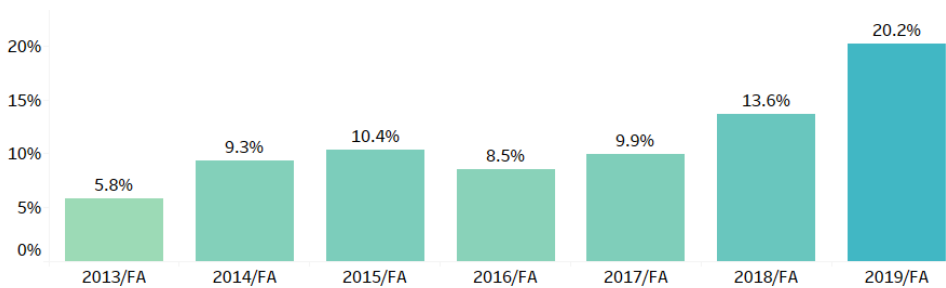
Note: This table aggregates course success rates from the fall 2013 to fall 2019 first-time student cohorts and where n > 100.

- The overall course success rate of students in their first year after high school is consistently between 68-69%.
- Compared to the course success rates for all students (71-73%), these first year success rates are low,

demonstrating a bottleneck for many first-time students, especially when disaggregated by student race/ethnicity and gender.

- Intersectionality acknowledges that an individual’s experiences can vary where different characteristics are interconnected. In this case, course success is quite a bit lower for Black/African-American students and particularly for male Black/African-American students.

TRANSFER LEVEL MATH AND ENGLISH COMPLETION BY END OF STUDENTS’ FIRST YEAR



- Fall 2019 was the first full implementation term of AB705 reforms to placement and curriculum.
- The percentage of students successfully completing both transfer level math and English by their end of their first year has doubled in two years.

INTERSECTIONALITY: TRANSFER MATH AND ENGLISH COMPLETION CONTINUES TO VARY BY RACE/ETHNICITY AND GENDER

	Black/ African-American	Hispanic/ Latinx	White Non-Hispanic
Female	26%	24%	17%
Male	0%	18%	19%

- In spite of the improvement noted above, considerable disparities remain in math and English completion. This chart disaggregates the fall 2019 first-time student cohort.
- There were 23 male Black/African-American students in the cohort and none reached this key momentum point by the end of their first year in college.