



**Course Success Rates for English and Math  
by Level (College Level or Below College Level)  
and Subpopulation Group  
for Fall 2015 to Spring 2017**



## Overview

### Scope

This report presents English and math course success rates for four semesters: fall 2015, spring 2016, fall 2016, spring 2017 for various groups of students. Counts of the members within each group are also presented in the tables. The counts and course success rates are presented for college level English and math and below-college-level English and math are presented separately for the following subpopulation groups:

- Athletes
- CalWORKS
- DSPS
- EOPS
- MCCF
- TCI
- TRIO
- Veterans
- Career Counseling

For each of the groups listed above, course success rates for college-level and below-college-level are presented in tabular and graphic format for members of that group and members not of that group. Counts and rates for each group are presented in a table; rates are presented in figures.

Disproportionally impacted groups using the 80% rule are identified in the tables using yellow highlighted cells. A group size of 10 or more was used for the 80% rule; that is, the group size had to be 10 or larger to be included in the 80% rule calculation. Disproportionate impact was calculated within each year across college-level and below-college-level groups.

### Definitions

Disproportionate impact was defined as occurring, within each term, for any subpopulations with a count of 10 more falling below 80% of the value of the highest achieving subpopulation within that term.

Course success rates were computed using the local Taft College modified definition of the RP Group Definition of course success:

Denominator: The count of students who received a grade of A, B, C, CR, D, F, ID, IF, INP, P, NC or NP.  
Numerator: The count of students who received a grade of A, B, C or P.

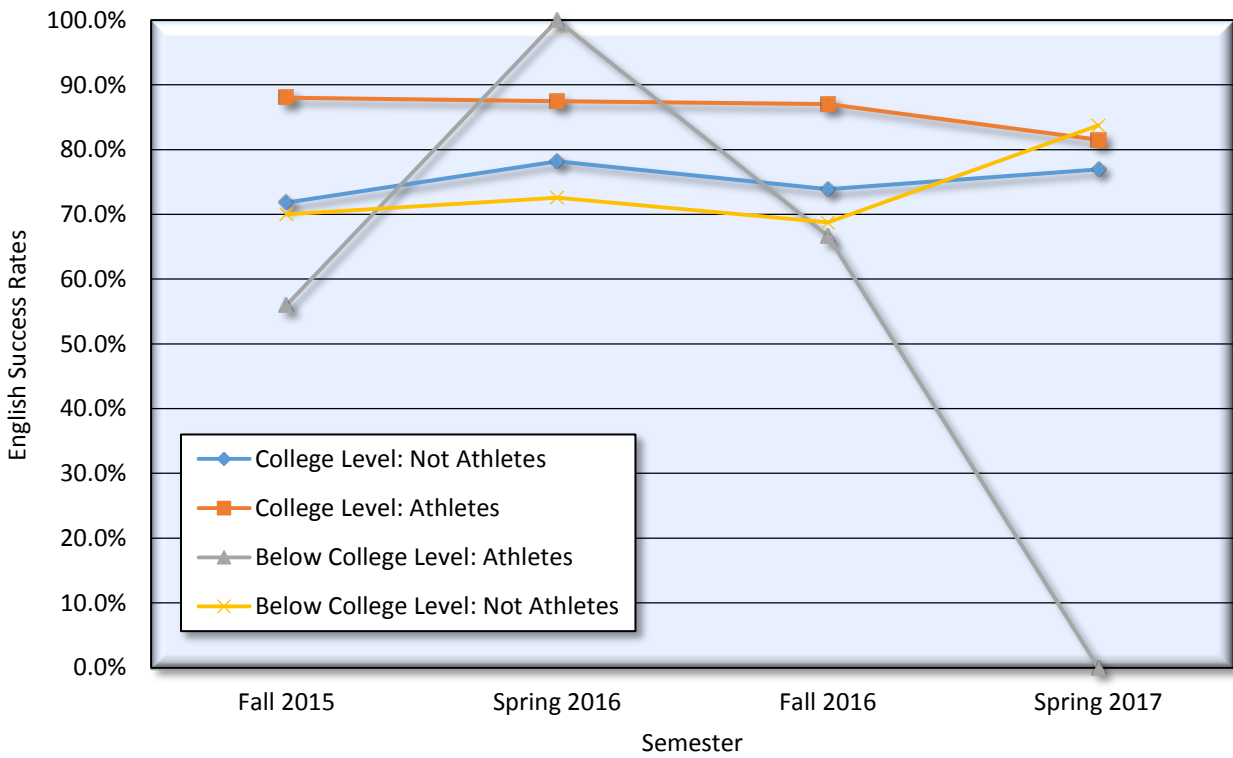
What is different about Taft College' definition of course success from the RP Group definition of course success is that all students who withdrew from the class are excluded from both the denominator and numerator. These students who withdrew are looked at separately in Course Withdrawal Rates because the Taft College Academic Senate felt strongly that student withdrawals are not under the control of the faculty and so should be scrutinized as a separate variable independent of course success rates.

**Athletes**

**Table: English Course Success Rates by Level and Athlete Status for Fall 2015 to Spring 2017**

English Level	Athletes	Fall 2015		Spring 2016		Fall 2016		Spring 2017	
		Count	Rate	Count	Rate	Count	Rate	Count	Rate
College	No	742	71.8%	560	78.2%	805	73.9%	608	77.0%
	Yes	92	88.0%	56	87.5%	85	87.1%	65	81.5%
Below College	No	70	70.0%	62	72.6%	64	68.8%	43	83.7%
	Yes	25	56.0%	1	100.0%	15	66.7%	1	0.0%

**Figure: English Course Success Rates by Level and Athlete Status for Fall 2015 to Spring 2017**

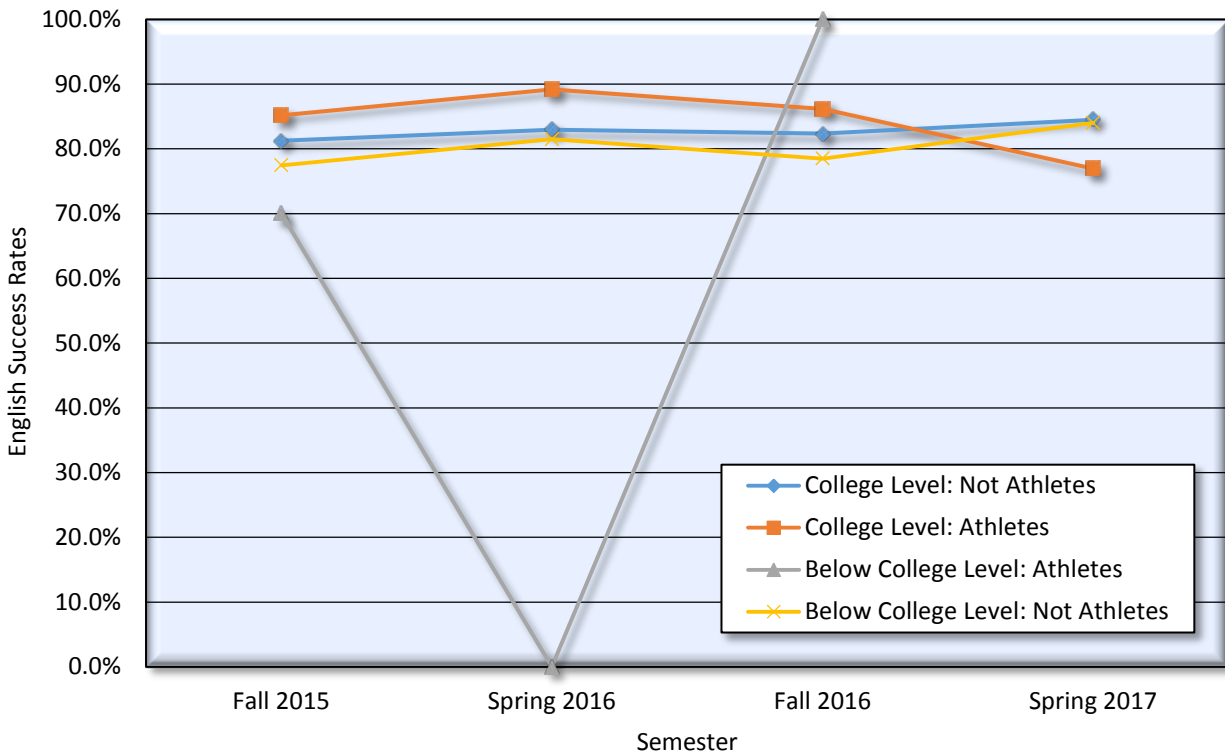


Disproportionate impact was observed in below-college-level English for athletes in fall 2015, where athletes averaged 56% and non-athletes averaged 70%. The differences between athletes and non-athletes disappears in subsequent terms, although both athletes and non-athletes in the below-college-level English courses averaged lower (66.7% and 68.8%, respectively) than college-level athletes (87.1%).

**Table: Math Course Success Rates by Level and Athlete Status for Fall 2015 to Spring 2017**

Math Level	Athletes	Fall 2015		Spring 2016		Fall 2016		Spring 2017	
		Count	Rate	Count	Rate	Count	Rate	Count	Rate
College	No	618	81.2%	592	82.9%	775	82.3%	676	84.5%
	Yes	74	85.1%	46	89.1%	65	86.2%	39	76.9%
Below College	No	142	77.5%	135	81.5%	172	78.5%	125	84.0%
	Yes	10	70.0%	1	0.0%	6	100.0%		

**Figure: Math Course Success Rates by Level and Athlete Status for Fall 2015 to Spring 2017**



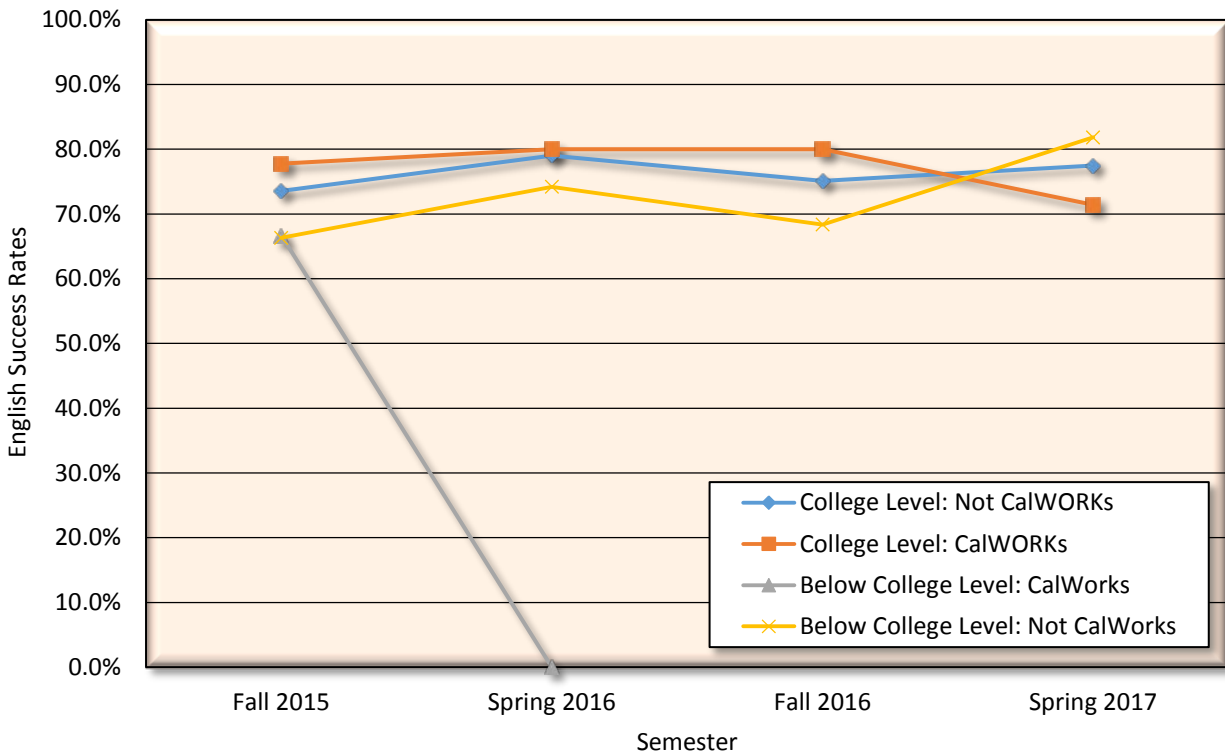
No disproportionate impact between athletes and non-athletes was observed for math course success rates during the observed period.

**CalWORKs**

**Table: English Course Success Rates by Level and CalWORKs Status for Fall 2015 to Spring 2017**

English Level	CalWORKs	Fall 2015		Spring 2016		Fall 2016		Spring 2017	
		Count	Rate	Count	Rate	Count	Rate	Count	Rate
College	No	825	73.6%	606	79.0%	880	75.1%	666	77.5%
	Yes	9	77.8%	10	80.0%	10	80.0%	7	71.4%
Below College	No	92	66.3%	62	74.2%	79	68.4%	44	81.8%
	Yes	3	66.7%	1	0.0%				

**Figure: English Course Success Rates by Level and CalWORKs Status for Fall 2015 to Spring 2017**

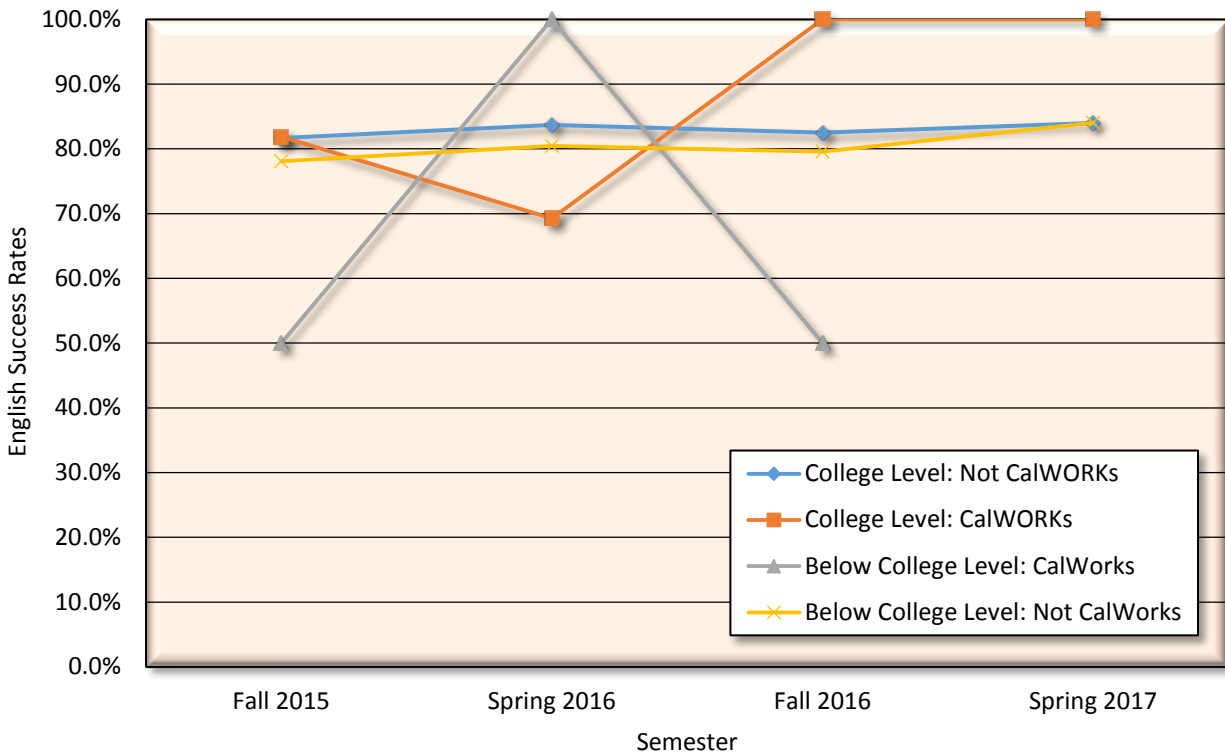


No disproportionate impact was observed in English course success rates between CalWORKs and Non-CalWORKs although it should be pointed out that all of the CalWORKs groups are relatively small. The below college level English CalWORKs results are ambiguous due to the small group size. —see the next page.

**Table: Math Course Success Rates by Level and CalWORKs Status for Fall 2015 to Spring 2017**

Math Level	CalWORKs	Fall 2015		Spring 2016		Fall 2016		Spring 2017	
		Count	Rate	Count	Rate	Count	Rate	Count	Rate
College	No	681	81.6%	625	83.7%	833	82.5%	711	84.0%
	Yes	11	81.8%	13	69.2%	7	100.0%	4	100.0%
Below College	No	146	78.1%	133	80.5%	176	79.5%	125	84.0%
	Yes	6	50.0%	3	100.0%	2	50.0%		

**Figure: Math Course Success Rates by Level and CalWORKs Status for Fall 2015 to Spring 2017**



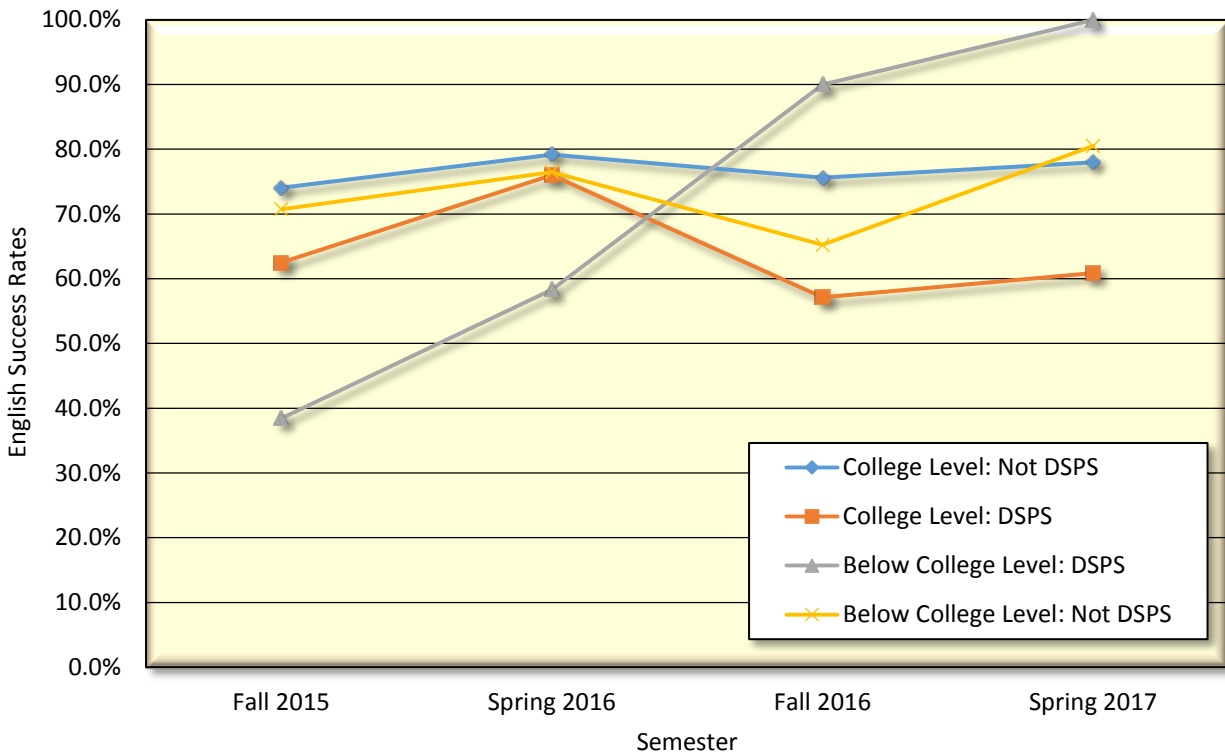
No disproportionate impact was observed in the Math course success rates where the sample size was 10 or more between CalWORKs and Non-CalWORKs students. The below college level Math CalWORKs results are ambiguous, fluctuating greatly, due to the small group size.

**DSPS**

**Table: English Course Success Rates by Level and DSPS Status for Fall 2015 to Spring 2017**

English Level	DSPS	Fall 2015		Spring 2016		Fall 2016		Spring 2017	
		Count	Rate	Count	Rate	Count	Rate	Count	Rate
College	No	802	74.1%	591	79.2%	869	75.6%	650	78.0%
	Yes	32	62.5%	25	76.0%	21	57.1%	23	60.9%
Below College	No	82	70.7%	51	76.5%	69	65.2%	41	80.5%
	Yes	13	38.5%	12	58.3%	10	90.0%	3	100.0%

**Figure: English Course Success Rates by Level and DSPS Status for Fall 2015 to Spring 2017**



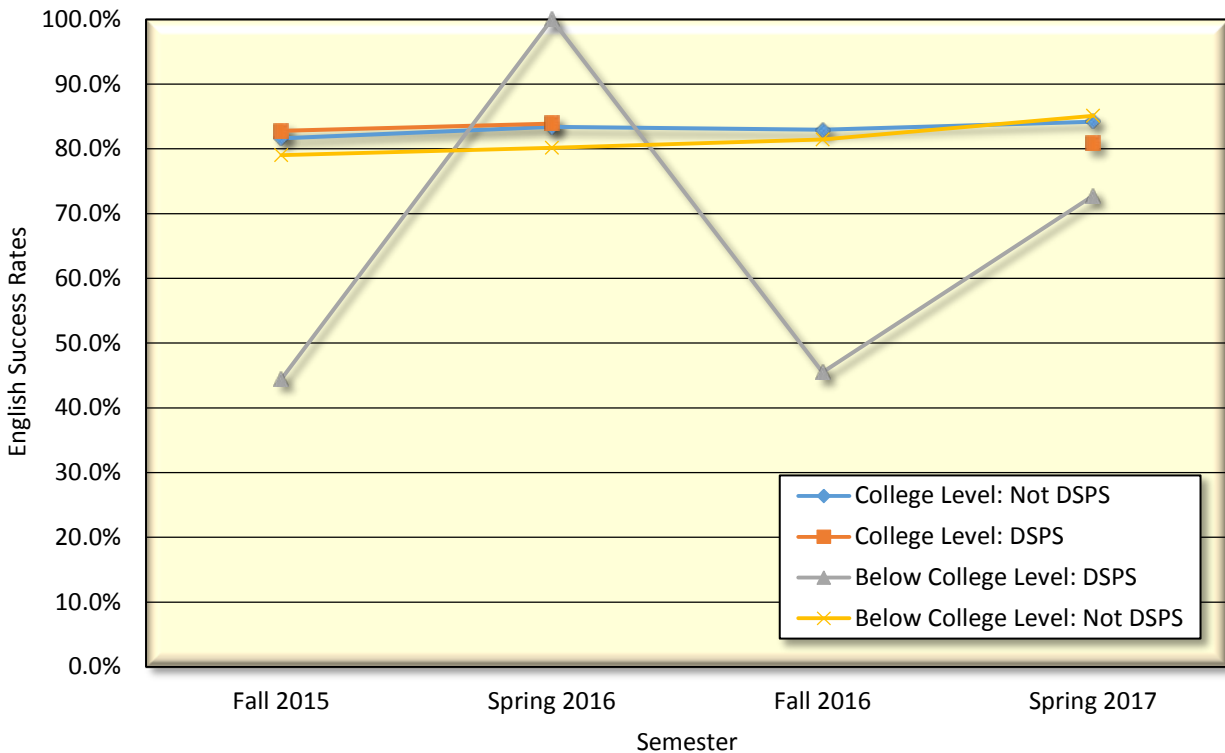
Disproportionate impact was observed in fall 2015 and spring 2016 English course success rates for DSPS groups in below college level courses, where the average success rate of the DSPS students was substantially less than the non-DSPS students.

Disproportionate impact was also observed in fall 2016 DSPS groups in the college level English course, where the DSPS student averaged less than the non-DSPS students. The magnitude of the difference was relatively large in all cases, but especially for the below-college-level DSPS students. Interestingly, in fall 2016, the DSPS students had a HIGHER average course success rate (90%) than did the non-DSPS students (65%).

**Table: Math Course Success Rates by Level and DSPS Status for Fall 2015 to Spring 2017**

Math Level	DSPS	Fall 2015		Spring 2016		Fall 2016		Spring 2017	
		Count	Rate	Count	Rate	Count	Rate	Count	Rate
College	No	663	81.6%	607	83.4%	819	82.9%	689	84.2%
	Yes	29	82.8%	31	83.9%			26	80.8%
Below College	No	143	79.0%	131	80.2%	167	81.4%	114	85.1%
	Yes	9	44.4%	5	100.0%	11	45.5%	11	72.7%

**Figure: Math Course Success Rates by Level and DSPS Status for Fall 2015 to Spring 2017**



Disproportionate impact of below-college-level math course success rates was observed for DSPS students in fall 2016; the difference in math course success rates between DSPS and non-DSPS groups was large, over 25%. The results for math and English imply that interventions for DSPS students should be modified and results monitored for effectiveness of the interventions.

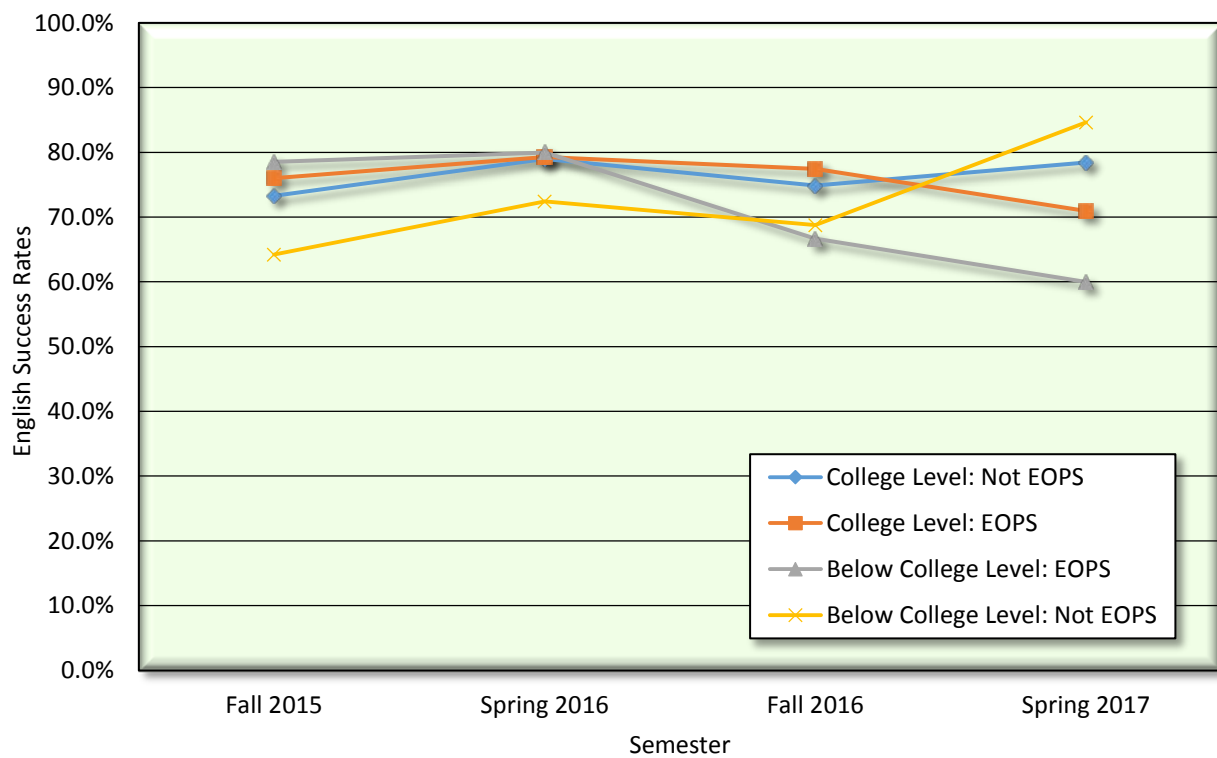


**EOPS**

**Table: English Course Success Rates by Level and EOPS Status for Fall 2015 to Spring 2017**

English Level	EOPS	Fall 2015		Spring 2016		Fall 2016		Spring 2017	
		Count	Rate	Count	Rate	Count	Rate	Count	Rate
College	No	738	73.3%	529	79.0%	788	74.9%	580	78.4%
	Yes	96	76.0%	87	79.3%	102	77.5%	93	71.0%
Below College	No	81	64.2%	58	72.4%	64	68.8%	39	84.6%
	Yes	14	78.6%	5	80.0%	15	66.7%	5	60.0%

**Figure: English Course Success Rates by Level and EOPS Status for Fall 2015 to Spring 2017**

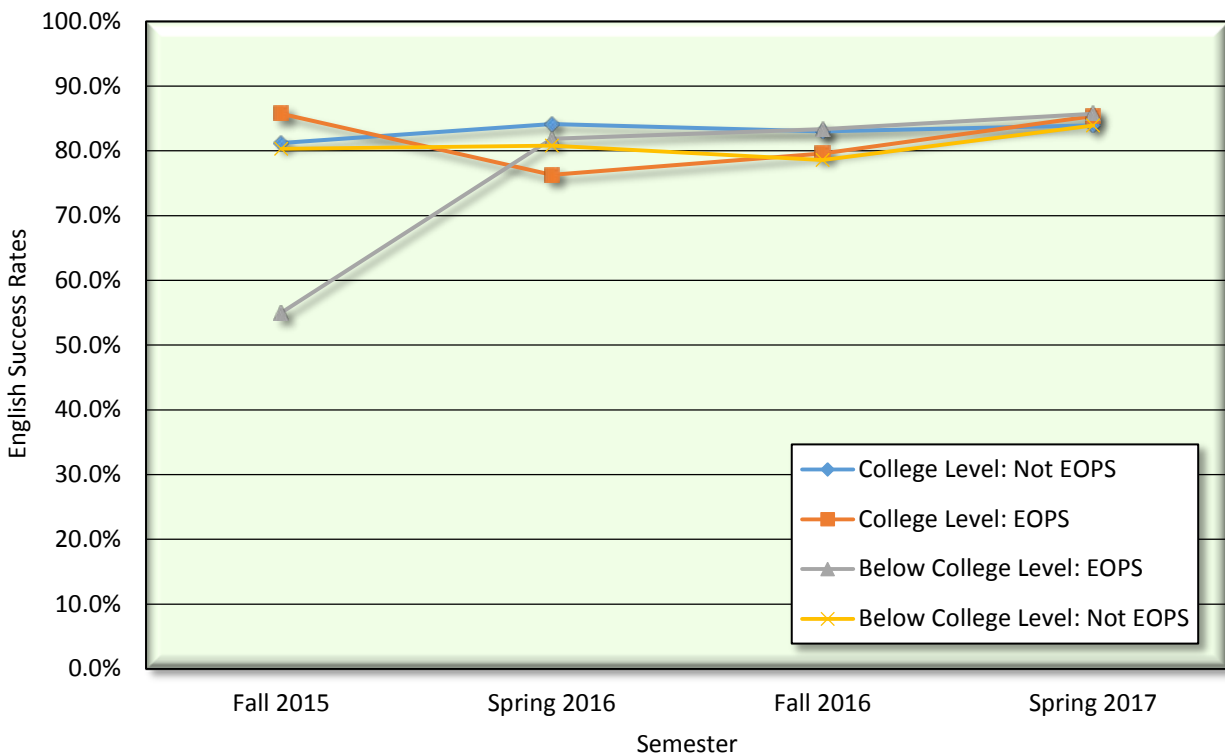


No disproportionate impact was observed in English course success rates between EOPS and Non-EOPS students. Above college level English course success rates for EOPS groups outperformed the Non-EOPS groups over the five terms by as much as 3.4%. The direction of the differences between the below-college-level EOPS students and Non-EOPS students varied by term.

**Table: Math Course Success Rates by Level and EOPS Status for Fall 2015 to Spring 2017**

Math Level	EOPS	Fall 2015		Spring 2016		Fall 2016		Spring 2017	
		Count	Rate	Count	Rate	Count	Rate	Count	Rate
College	No	622	81.2%	579	84.1%	747	83.0%	640	83.9%
	Yes	70	85.7%	59	76.3%	93	79.6%	75	85.3%
Below College	No	132	80.3%	125	80.8%	154	78.6%	118	83.9%
	Yes	20	55.0%	11	81.8%	24	83.3%	7	85.7%

**Figure: Math Course Success Rates by Level and EOPS Status for Fall 2015 to Spring 2017**



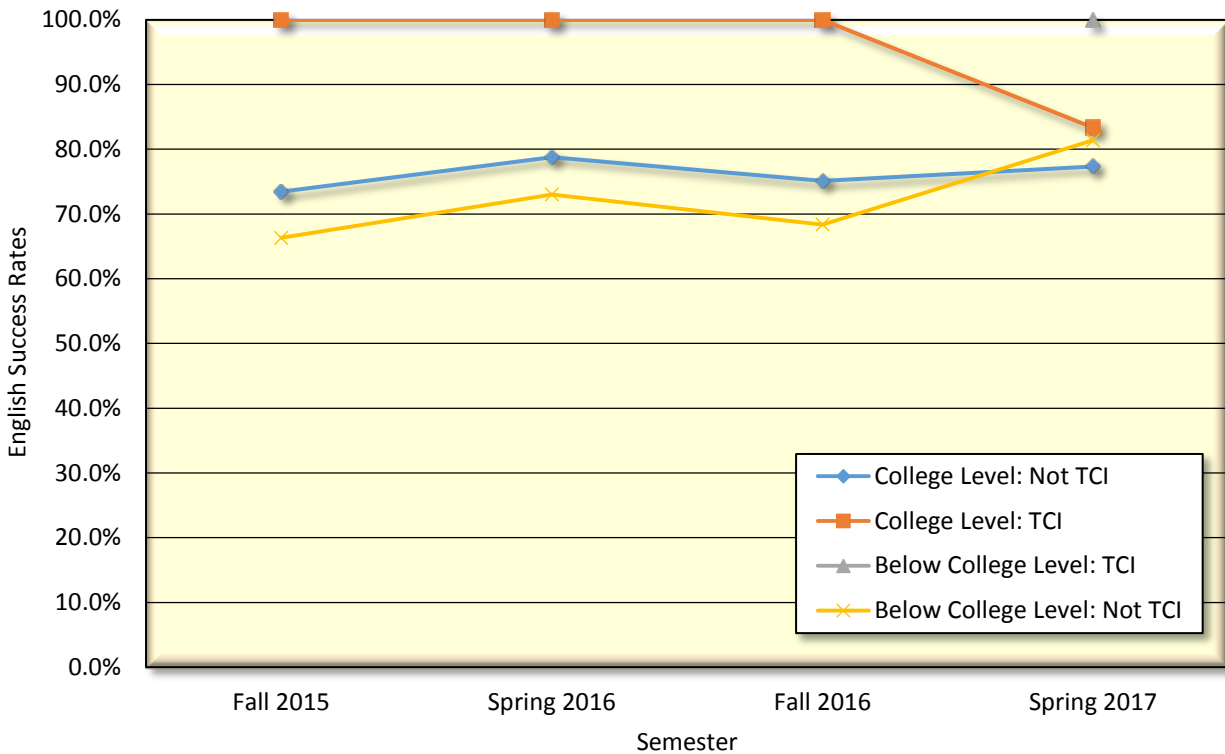
Disproportionate impact was observed in fall 2015 for Math course success rates for EOPS students in below college level courses. Despite the observed disproportionate impact in fall 2015, the direction of the difference between groups is inconsistent across terms which brings some uncertainty about the earlier results. Despite the inconsistency in findings, this group (below college level EOPS) should be carefully monitored for future disproportionate impact on relevant outcome measures, including SLOs.

TCI

Table: English Course Success Rates by Level and TCI Status for Fall 2015 to Spring 2017

English Level	TCI	Fall 2015		Spring 2016		Fall 2016		Spring 2017	
		Count	Rate	Count	Rate	Count	Rate	Count	Rate
College	No	829	73.5%	608	78.8%	889	75.1%	667	77.4%
	Yes	5	100.0%	8	100.0%	1	100.0%	6	83.3%
Below College	No	95	66.3%	63	73.0%	79	68.4%	43	81.4%
	Yes							1	100.0%

Figure: English Course Success Rates by Level and TCI Status for Fall 2015 to Spring 2017

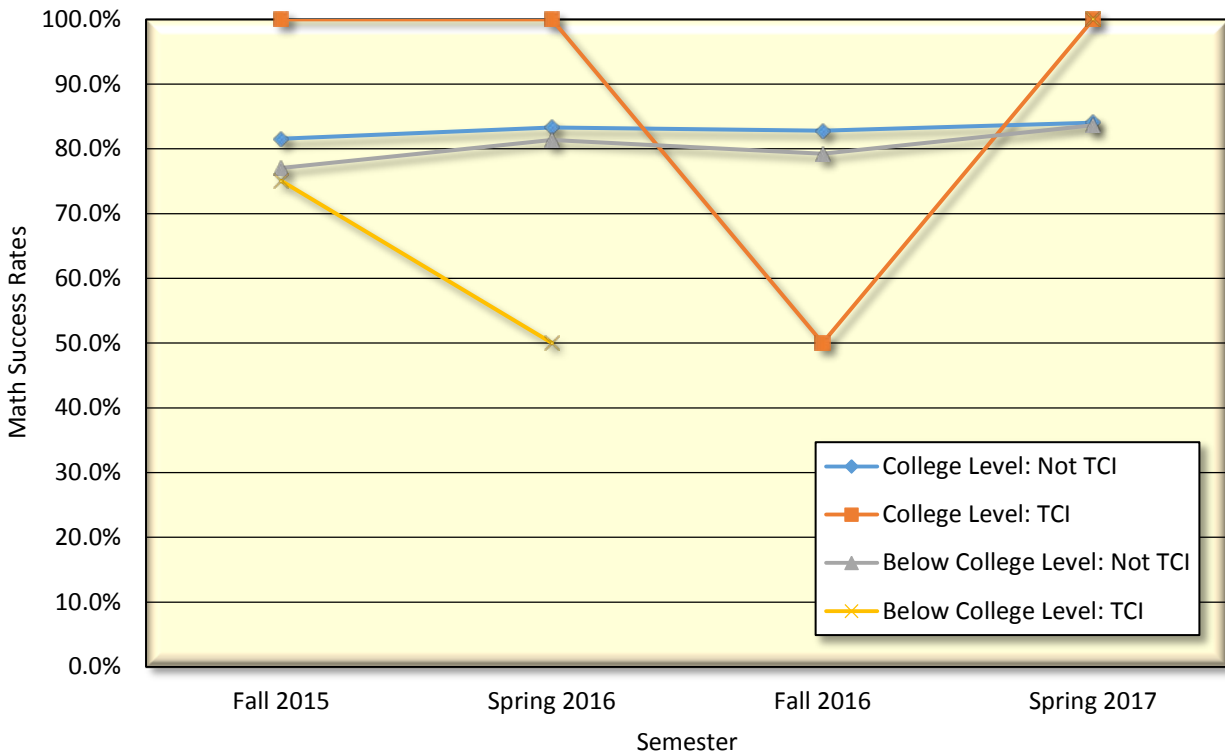


The TCI population was too small to make a definitive interpretation of the outcomes in regards to English.

**Table: Math Course Success Rates by Level and TCI Status for Fall 2015 to Spring 2017**

Math Level	TCI	Fall 2015		Spring 2016		Fall 2016		Spring 2017	
		Count	Rate	Count	Rate	Count	Rate	Count	Rate
College	No	688	81.5%	633	83.3%	836	82.8%	714	84.0%
	Yes	4	100.0%	5	100.0%	4	50.0%	1	100.0%
Below College	No	148	77.0%	134	81.3%	178	79.2%	122	83.6%
	Yes	4	75.0%	2	50.0%			3	100.0%

**Figure: Math Course Success Rates by Level and TCI Status for Fall 2015 to Spring 2017**



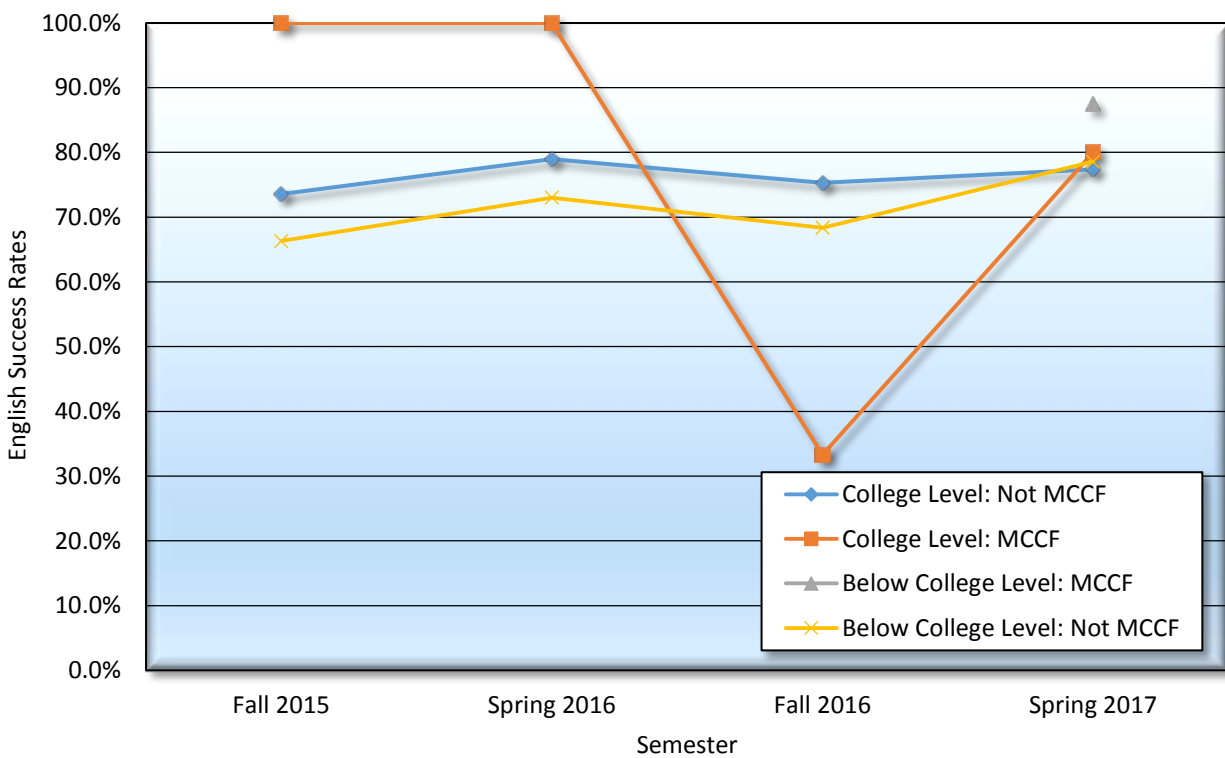
See the results for English.

MCCF

**Table: English Course Success Rates by Level and MCCF Status for Fall 2015 to Spring 2017**

English Level	MCCF	Fall 2015		Spring 2016		Fall 2016		Spring 2017	
		Count	Rate	Count	Rate	Count	Rate	Count	Rate
College	No	833	73.6%	613	79.0%	887	75.3%	668	77.4%
	Yes	1	100.0%	3	100.0%	3	33.3%	5	80.0%
Below College	No	95	66.3%	63	73.0%	79	68.4%	28	78.6%
	Yes							16	87.5%

**Figure: English Course Success Rates by Level and MCCF Status for Fall 2015 to Spring 2017**



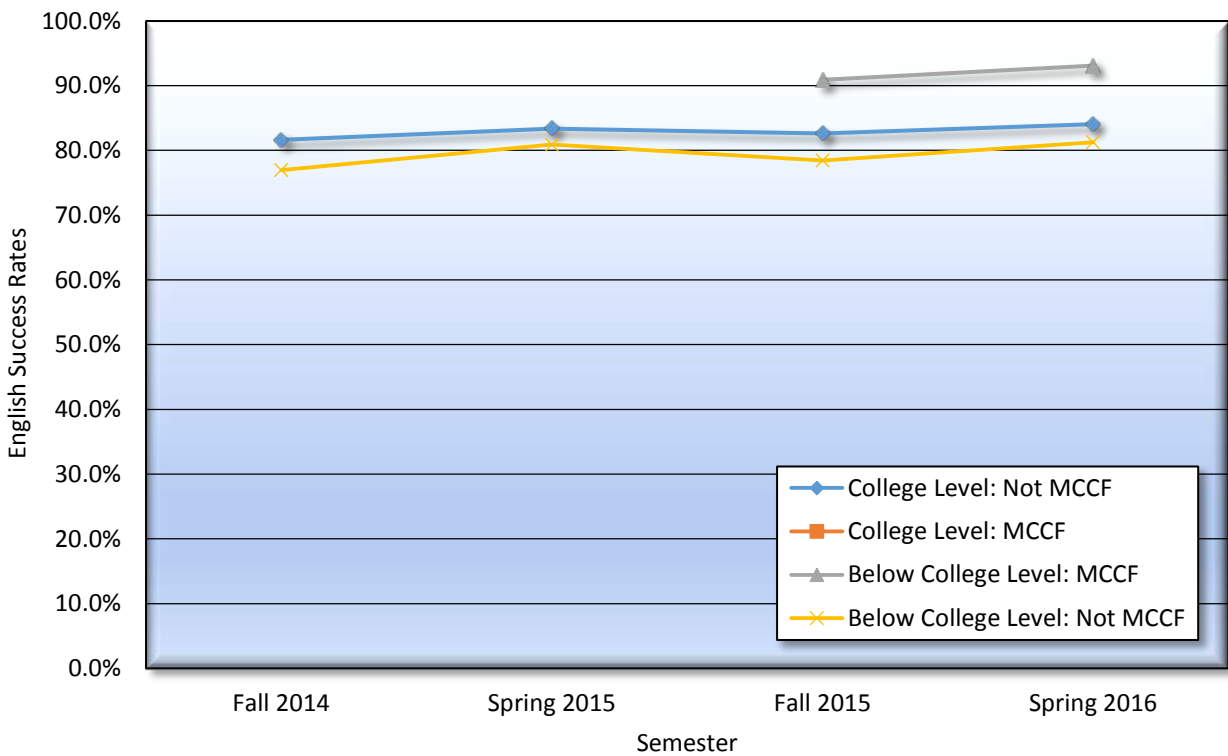
Like the results for TCI, the MCCF population was too small to make a definitive interpretation of the outcomes in regards to English although, for the spring 2017 term, the MCCF population fared quite well, having the highest English course success rate average of all groups.

MCCF

**Table: Math Course Success Rates by Level and MCCF Status for Fall 2015 to Spring 2017**

Math Level	MCCF	Fall 2015		Spring 2016		Fall 2016		Spring 2017	
		Count	Rate	Count	Rate	Count	Rate	Count	Rate
College	No	692	81.6%	638	83.4%	840	82.6%	715	84.1%
	Yes								
Below College	No	152	77.0%	136	80.9%	167	78.4%	96	81.3%
	Yes					11	90.9%	29	93.1%

**Figure: Math Course Success Rates by Level and MCCF Status for Fall 2015 to Spring 2017**



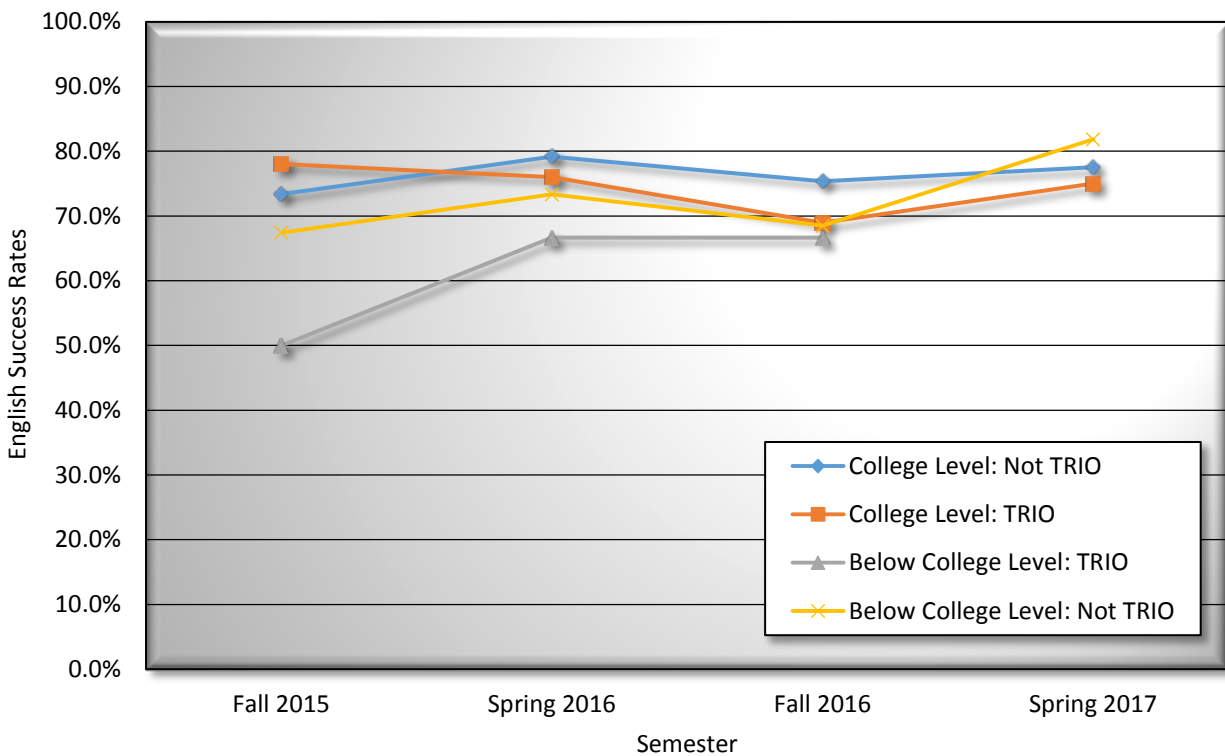
See results for English.

**TRIO**

**Table: English Course Success Rates by Level and TRIO Status for Fall 2015 to Spring 2017**

English Level	TRIO	Fall 2015		Spring 2016		Fall 2016		Spring 2017	
		Count	Rate	Count	Rate	Count	Rate	Count	Rate
College	No	793	73.4%	591	79.2%	861	75.4%	645	77.5%
	Yes	41	78.0%	25	76.0%	29	69.0%	28	75.0%
Below College	No	89	67.4%	60	73.3%	73	68.5%	44	81.8%
	Yes	6	50.0%	3	66.7%	6	66.7%		

**Figure: English Course Success Rates by Level and TRIO Status for Fall 2015 to Spring 2017**

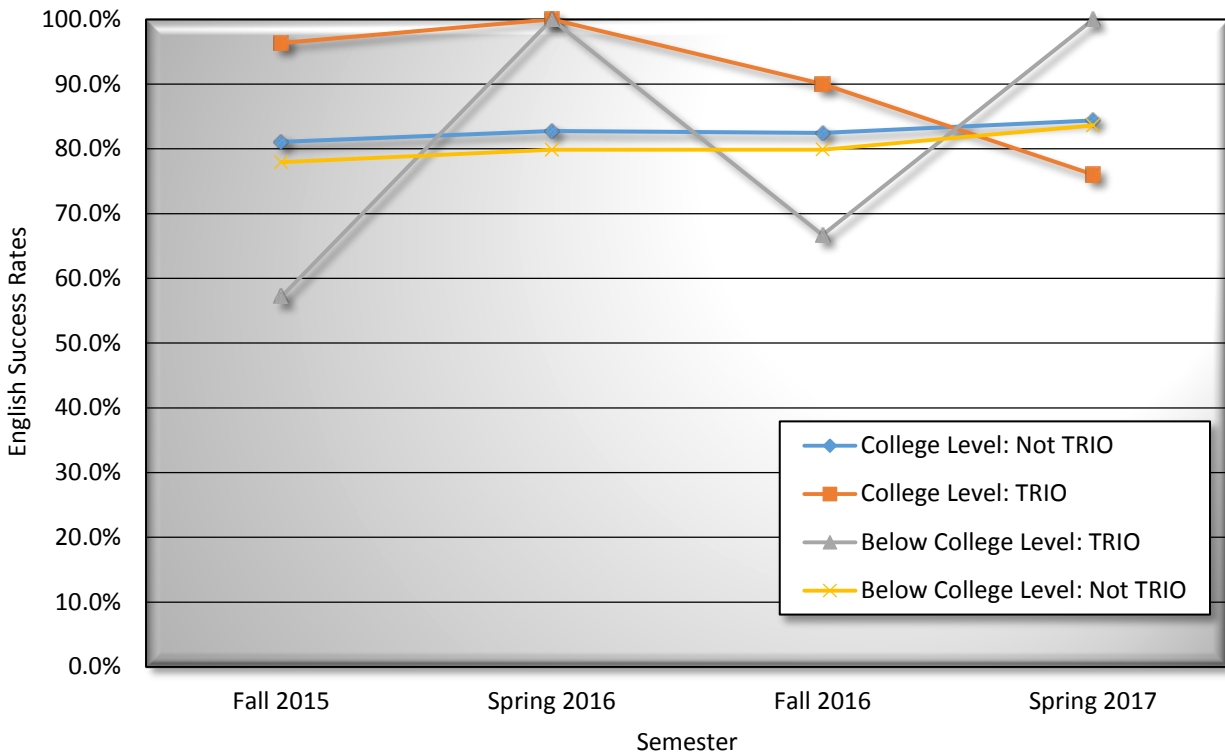


No disproportionate impact was observed in English course success rates between TRIO and Non-TRIO groups. The below college level English TRIO results are ambiguous due to the small group size.

**Table: Math Course Success Rates by Level and TRIO Status for Fall 2015 to Spring 2017**

Math Level	TRIO	Fall 2015		Spring 2016		Fall 2016		Spring 2017	
		Count	Rate	Count	Rate	Count	Rate	Count	Rate
College	No	665	81.1%	614	82.7%	820	82.4%	690	84.3%
	Yes	27	96.3%	24	100.0%	20	90.0%	25	76.0%
Below College	No	145	77.9%	129	79.8%	169	79.9%	122	83.6%
	Yes	7	57.1%	7	100.0%	9	66.7%	3	100.0%

**Figure: Math Course Success Rates by Level and TRIO Status for Fall 2015 to Spring 2017**



College-level Math TRIO groups had higher Math course success rates than non-Trio groups on three of the last four terms. The below college level Math course success rates for TRIO results are ambiguous due to the small group size. Despite that, the below-college-level non-TRIO group fell slightly below the 80% threshold defining disproportionate impact when compared to the college-level TRIO group.

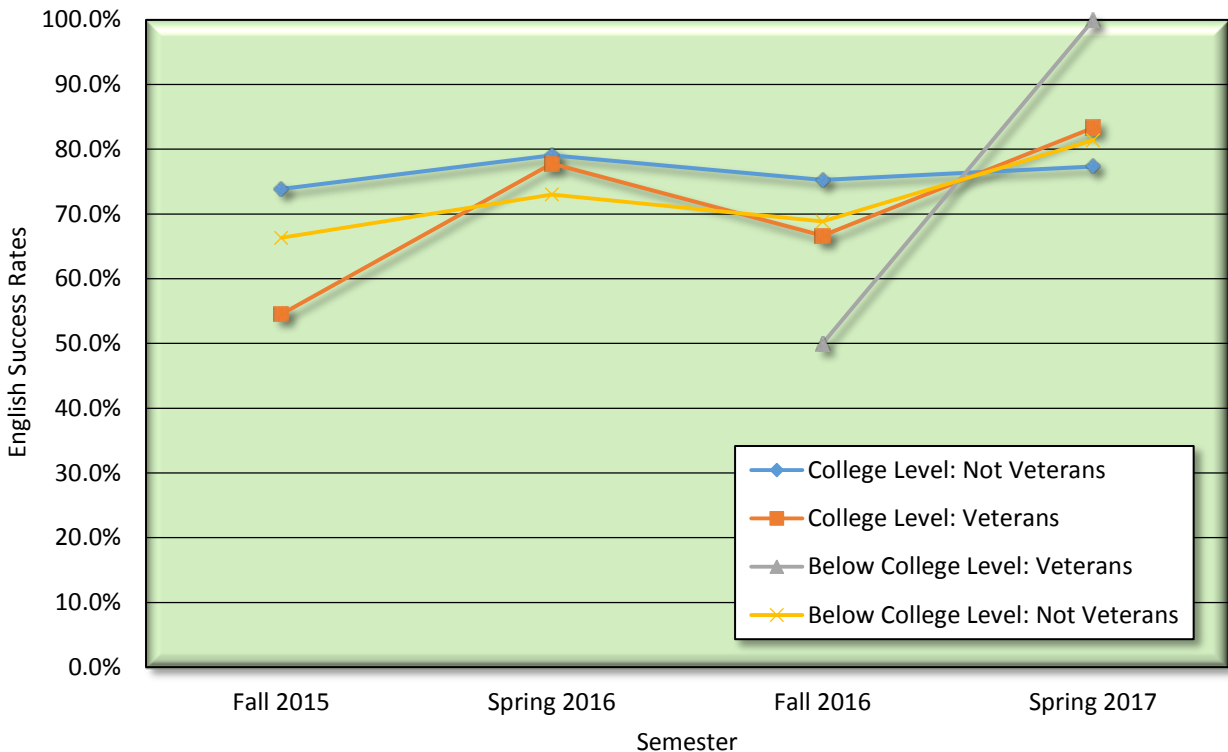


**Veterans**

**Table: English Course Success Rates by Level and Veterans Status for Fall 2015 to Spring 2017**

English Level	Veterans	Fall 2015		Spring 2016		Fall 2016		Spring 2017	
		Count	Rate	Count	Rate	Count	Rate	Count	Rate
College	No	823	73.9%	607	79.1%	878	75.3%	667	77.4%
	Yes	11	54.5%	9	77.8%	12	66.7%	6	83.3%
Below College	No	95	66.3%	63	73.0%	77	68.8%	43	81.4%
	Yes					2	50.0%	1	100.0%

**Figure: English Course Success Rates by Level and Veterans Status for Fall 2015 to Spring 2017**

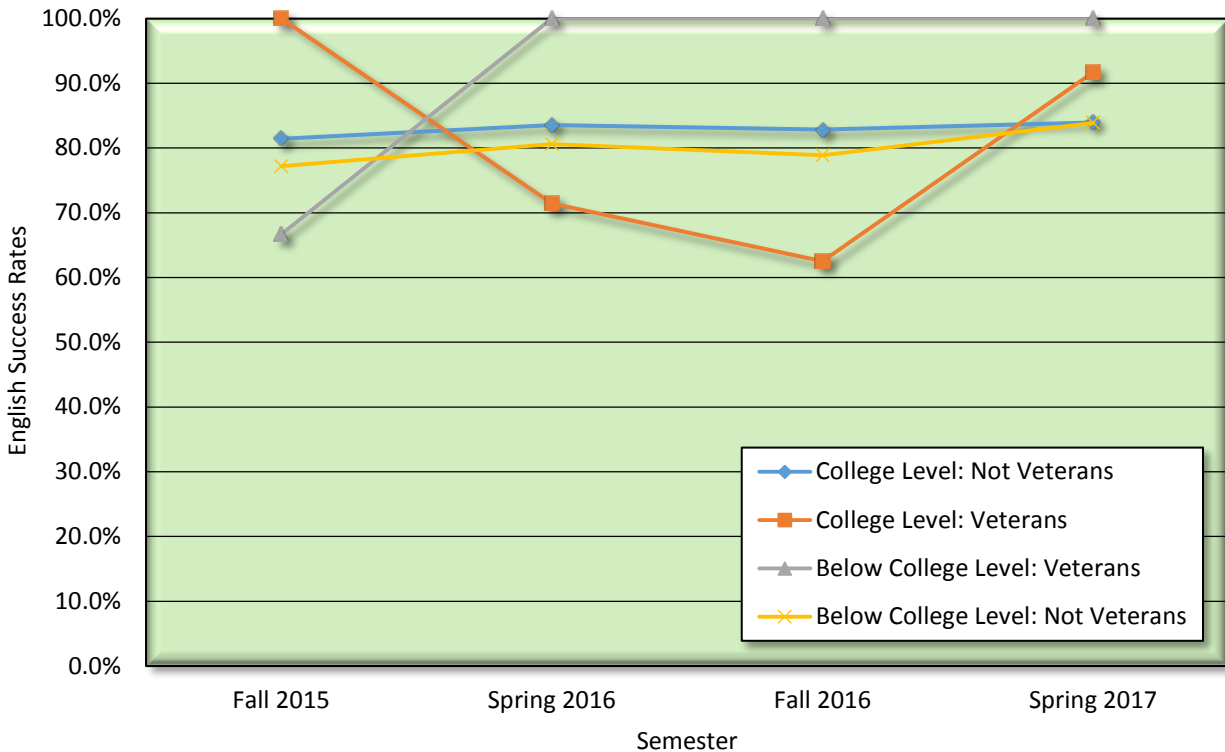


Using the 80% rule, disproportionate impact was observed in college-level English course rates between veterans and non-veterans in fall 2015 where veterans performed worse than non-veterans. The disproportionate impact did not continue through subsequent terms.

**Table: Math Course Success Rates by Level and Veterans Status for Fall 2015 to Spring 2017**

Math Level	Veterans	Fall 2015		Spring 2016		Fall 2016		Spring 2017	
		Count	Rate	Count	Rate	Count	Rate	Count	Rate
College	No	683	81.4%	631	83.5%	832	82.8%	703	83.9%
	Yes	9	100.0%	7	71.4%	8	62.5%	12	91.7%
Below College	No	149	77.2%	134	80.6%	175	78.9%	124	83.9%
	Yes	3	66.7%	2	100.0%	3	100.0%	1	100.0%

**Figure: Math Course Success Rates by Level and Veterans Status for Fall 2015 to Spring 2017**



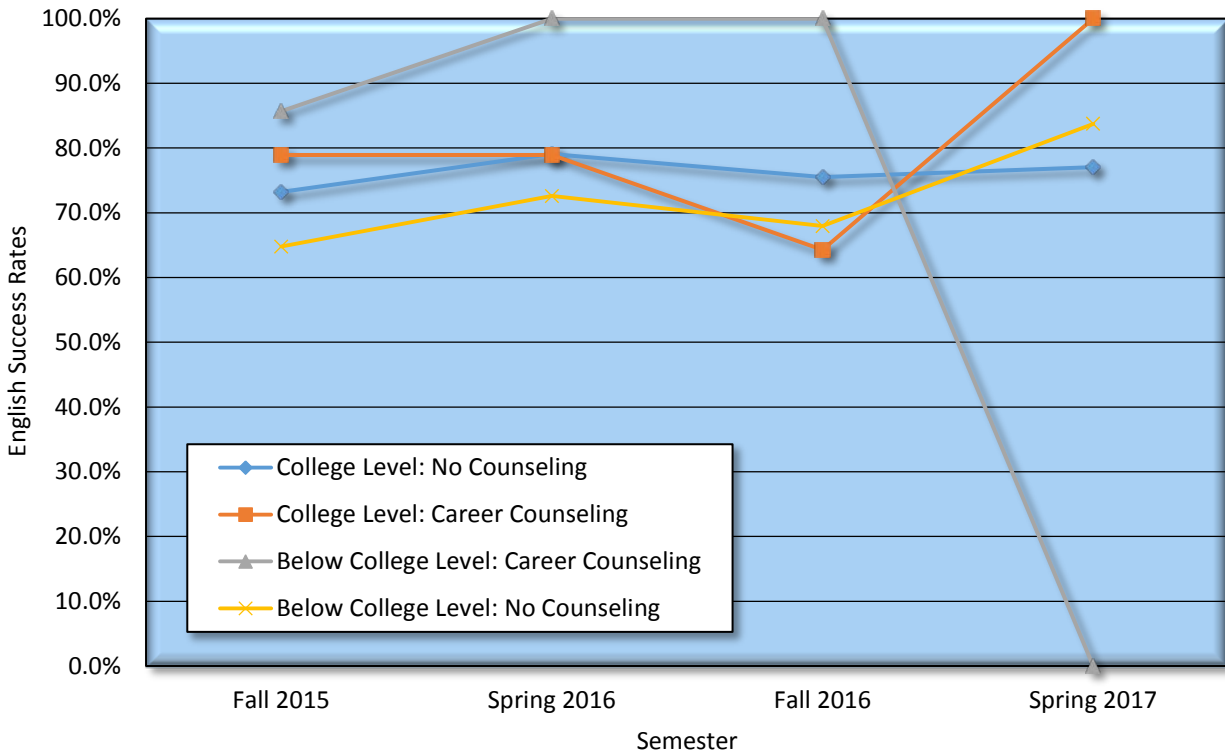
No disproportionate impact was observed in Math course success rates between veterans and non-veterans, although for all terms the veterans group was relative small.

**Career Counseling**

**Table: English Course Success Rates by Level and Career Counseling Received for Fall 2015 to Spring 2017**

English Level	Career Counseling	Fall 2015		Spring 2016		Fall 2016		Spring 2017	
		Count	Rate	Count	Rate	Count	Rate	Count	Rate
College	No	777	73.2%	597	79.1%	862	75.5%	662	77.0%
	Yes	57	78.9%	19	78.9%	28	64.3%	11	100.0%
Below College	No	88	64.8%	62	72.6%	78	67.9%	43	83.7%
	Yes	7	85.7%	1	100.0%	1	100.0%	1	0.0%

**Figure: English Course Success Rates by Level and Career Counseling Received for Fall 2015 to Spring 2017**

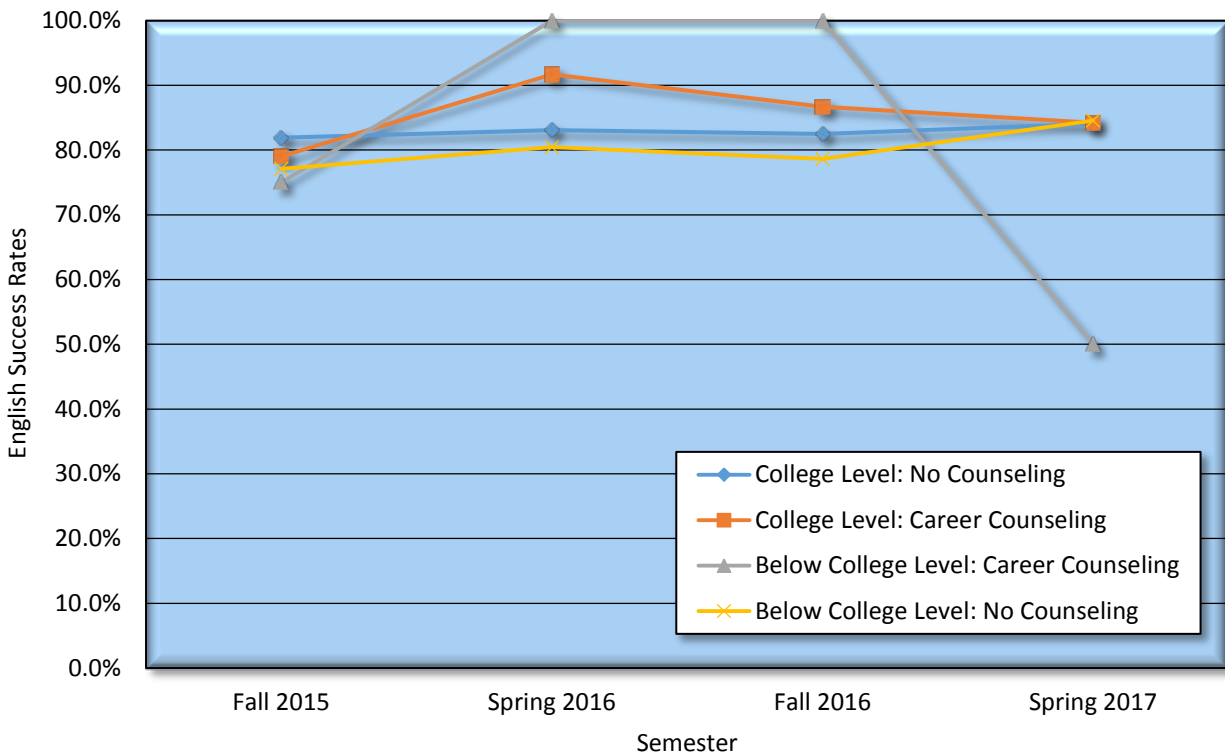


For college level English, disproportionate impact was observed for one of the five terms between students who received Career Counseling and those who did not receive counseling, with those students who received counseling performing considerably better, over 20% better in fall 2017. It should be pointed out that, although the 80% rule was met, the number of students in the two groups was substantially different with only 11 students who received career counseling.

**Table: Math Course Success Rates by Level and Career Counseling Received for Fall 2015 to Spring 2017**

Math Level	Career Counseling	Fall 2015		Spring 2016		Fall 2016		Spring 2017	
		Count	Rate	Count	Rate	Count	Rate	Count	Rate
College	No	630	81.9%	614	83.1%	810	82.5%	696	84.1%
	Yes	62	79.0%	24	91.7%	30	86.7%	19	84.2%
Below College	No	144	77.1%	133	80.5%	173	78.6%	123	84.6%
	Yes	8	75.0%	3	100.0%	5	100.0%	2	50.0%

**Figure: Math Course Success Rates by Level and Career Counseling Received for Fall 2015 to Spring 2017**



No disproportionate impact was observed in Math course success rates between students who received Career Counseling and those who did not.