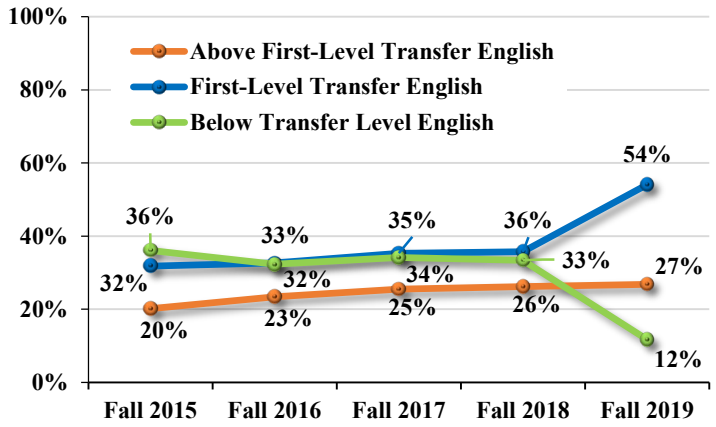
AB 705 : A First Look

Enrollment, Throughput, and Success: Fall 2015 – Fall 2019

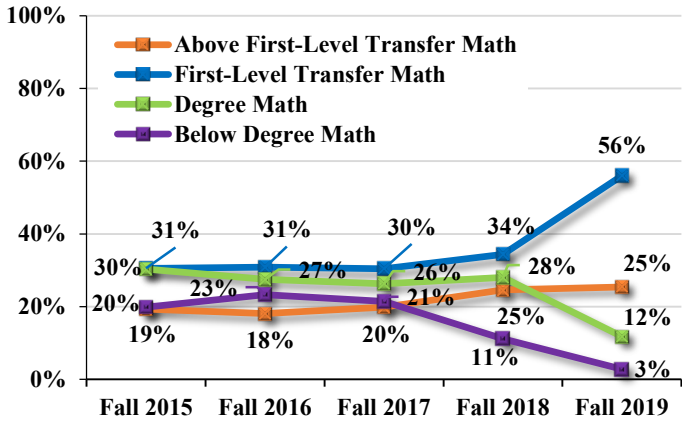
Assembly Bill (AB) 705 requires that community colleges maximize the probability that a student will enter and complete transfer-level coursework in English and math within one year. For placement of students into English and math courses, colleges are not allowed to use placement exams and instead, are required to use one or more of the following: high school coursework, high school grades, and high school grade point average (GPA).

ENROLLMENTS: AB 705 Associated with Increased Access to Transfer-Level

English Enrollment



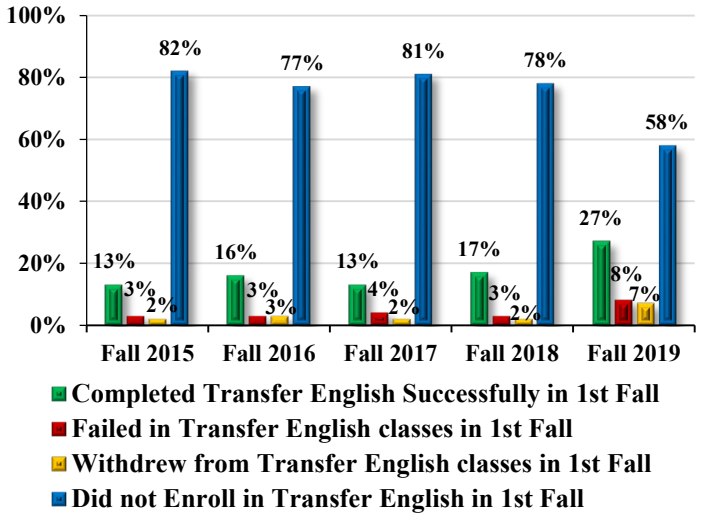
Math Enrollment



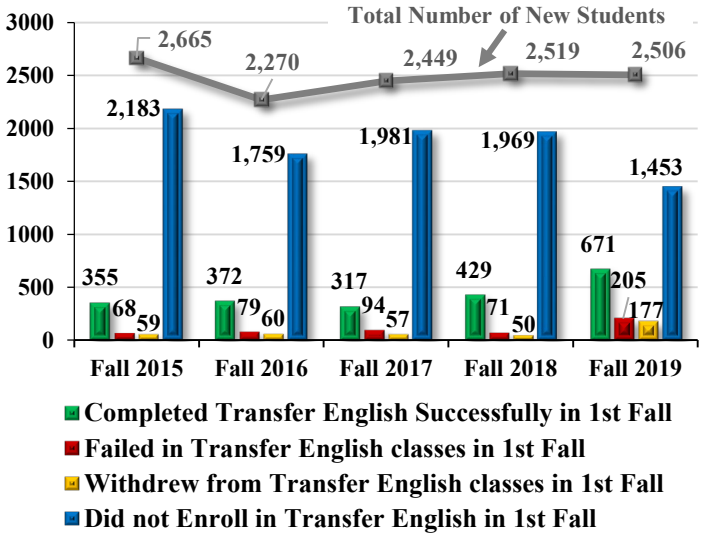
- AB 705 is associated with **increased access** to transfer-level English and math.
  - From Fall 2018 to Fall 2019, enrollments in first-level transfer English went from 36% to 54% of total English enrollments.
  - From Fall 2018 to Fall 2019, enrollments in first-level transfer math went from 34% to 56% of total math enrollments.

ENGLISH THROUGHPUT: AB 705 Associated with Increased One-Term Throughput

Transfer English Throughput Rate by First-Time College Students



Transfer English Throughput Volume by First-Time College Students



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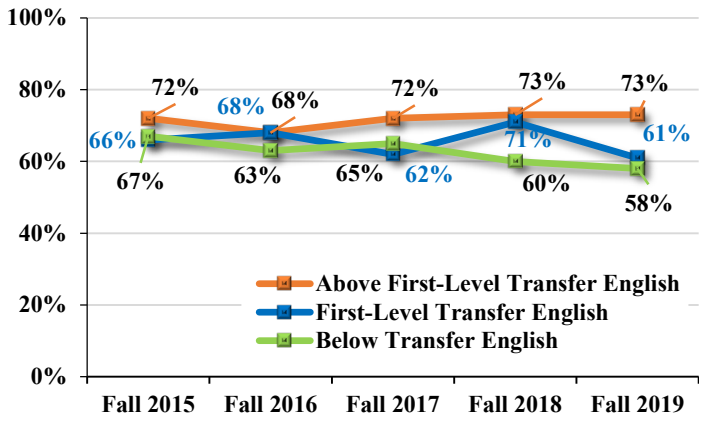
Enrollment, Throughput, and Success: Fall 2015 – Fall 2019

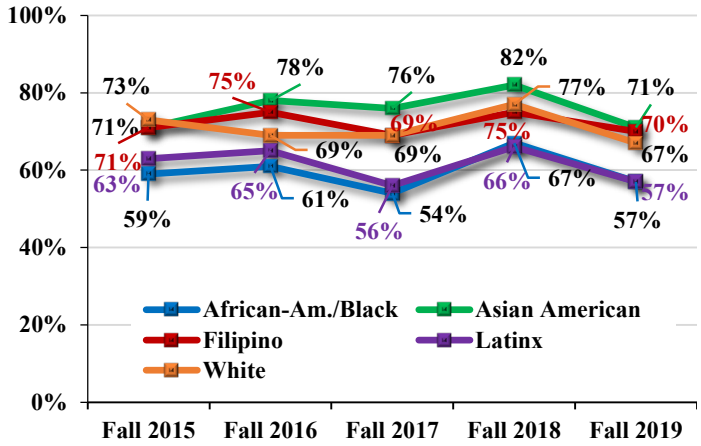
- Throughput refers to the rate (percentage) or volume (number) of students from a specified group who successfully complete a course in a given time frame (e.g., the percentage of first-time college students who complete transfer-level English in one term).
- AB 705 clearly has a **positive impact on the one-term throughput** in transfer-level English.
  - (Data availability only allowed for a one-term throughput rate/volume in this report.)
- AB 705 is associated with a much higher percentage of first-time college students enrolling in transfer-level English in their first fall.
- Pre-AB 705, one-term throughput in transfer-level English ranged from 13%-17%. In the first fall of AB 705, one-term throughput jumped to 27%!
  - Whereas, in the four falls pre-AB 705, only 317 to 429 students made it through transfer English, in Fall 19, 671 students completed transfer English—that's 242 more students than ever before!
- But on the flip side, the percent of students who failed or withdrew from transfer-level English also increased.
- Pre-AB 705, only 5-6% (of all new students) withdrew or failed transfer-level English. In the first fall of AB 705, this number jumped to 15%.

ENGLISH SUCCESS RATES: AB 705 Not Yet Associated with Increased Success Rates

English Success Rate by Level



First-Level Transfer English Success Rate by Race/Ethnicity



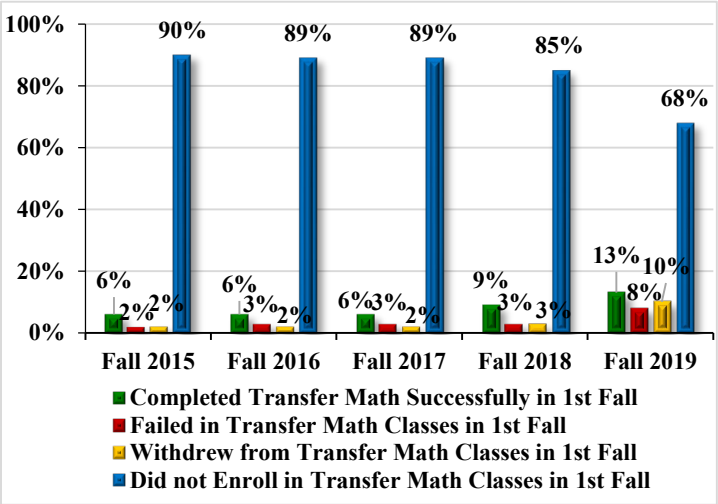
- It's important to look at throughput in conjunction with success rates.
- While throughput went up, it's too early to say with certainty how AB 705 will impact future success rates. However, it is safe to say that so far AB 705 is **not** associated with increased success rates.
- In the graph on the left, the line in blue illustrates that success rates for first-level transfer English have bounced around quite a bit from Fall 2015-Fall 2019: 66%, 68%, 62%, 71% and 61%, respectively.
  - So, Fall 2019's success rate is the lowest it has been for five falls, *but only 1% lower* than in Fall 2017.
- Similar to overall success rates, it's too early to say how AB 705 may impact future success rates for students from various racial and ethnic backgrounds. The difference between success rates for the lowest and highest performing racial/ethnic group has ranged from a 14% gap (in Fall 15 and Fall 19) to a 22% gap (in Fall 17).
  - Unfortunately, there are disproportionate impacts by race/ethnicity. AB 705 has not yet rectified the inequity.

AB 705 : A First Look

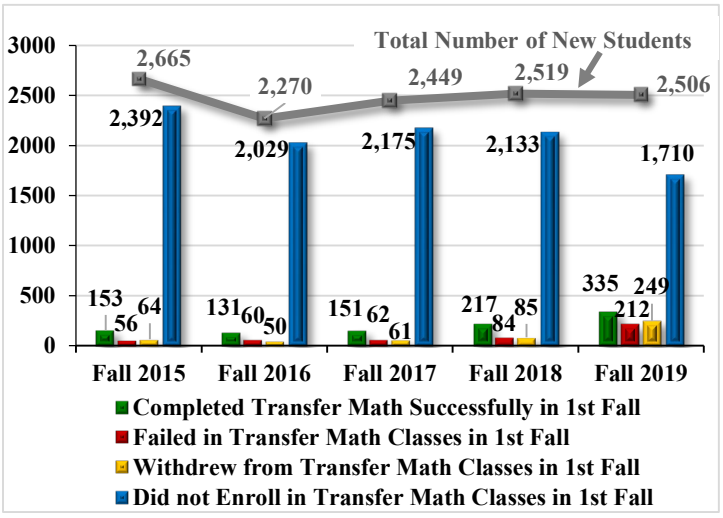
Enrollment, Throughput, and Success: Fall 2015 – Fall 2019

MATH THROUGHPUT: AB 705 Associated with Increased One-Term Throughput

Transfer Math Throughput Rate by First-Time College Students



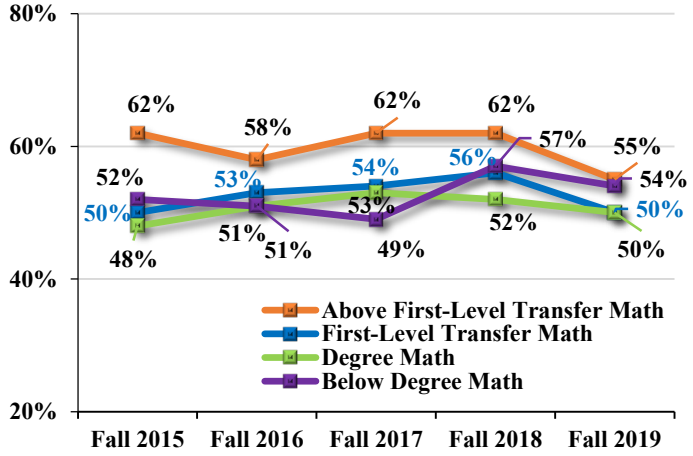
Transfer Math Throughput Volume by First-Time College Students



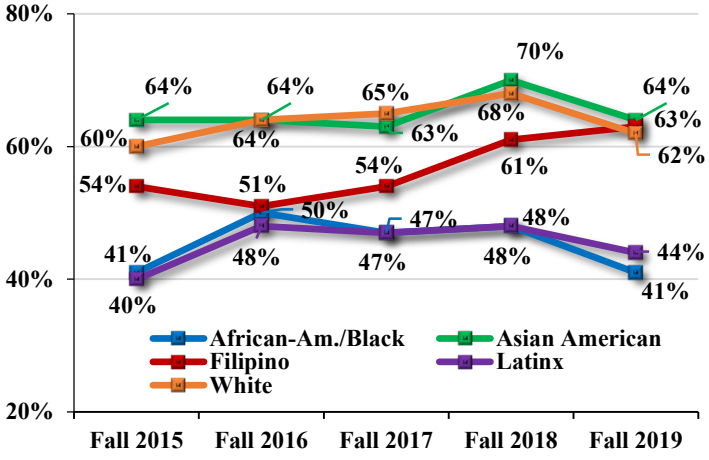
- AB 705 is associated with a much higher percentage of first-time college students enrolling in transfer-level math in their first fall.
- AB 705 clearly has a **positive impact on the one-term throughput** in transfer-level math.
- Pre-AB 705 one-term throughput in transfer-level math ranged from 6%-9%. In the first fall of AB 705, one-term throughput jumped to 13%!
  - In the four falls pre-AB 705, between 131-217 students made it through transfer math. In Fall 19, 335 students completed transfer math—that's 118 more students than ever before!
- But on the flip side, the percent of students who failed or withdrew from transfer-level math also increased.
- Pre-AB 705, only 4-6% (of all new students) failed or withdrew from transfer-level math. In the first fall of AB 705, this number jumped to 18%.

MATH SUCCESS RATES: AB 705 Not Yet Associated with Increased Success Rates

Math Success Rate by Level



First-Level Transfer Math Success Rate by Race/Ethnicity



- Like English, it's too early to say with certainty how AB 705 impacts success rates, but it is not associated with an increase.
- In the graph on the left, the line in blue illustrates that success rates for first-level transfer math have bounced around quite a bit from Fall 2015-Fall 2019: 50%, 53%, 54%, 56% and 50%, respectively.
  - So, Fall 2019's success rate is tied for the lowest it has been for the past five falls.
- Similar to overall success rates, it's too early to say how AB 705 may impact future success rates for students from various racial and ethnic backgrounds. The difference between success rates for the lowest and highest performing racial/ethnic groups has ranged from a 16% gap (in Fall 16) to a more than 20% gap (in Falls 15,18 and 19).
  - There are clear disproportionate impacts by race/ethnicity. AB 705 has not yet rectified the inequity.

Questions to Consider Moving Forward

- How can Chabot maintain the increased throughput in transfer-level English/math, *while simultaneously supporting* the increased percentage of students in transfer-level English/math who did not succeed?
  - Who are the students who are withdrawing or failing and how can Chabot reach out to ensure their success in English/math and beyond?
- What institutional supports (e.g., increased use of WRAC, STEM center or Learning Connection, embedded tutors, concurrent enrollment in support courses, or other strategies) will lead to success for the greatest numbers of students?
- Chabot college has disproportionate impact by racial and ethnic student groups in math, English, and overall. Could widespread professional development on culturally sustaining pedagogy* help with addressing this inequity?

**Culturally sustaining pedagogy (Paris & Alim, 2014) (CSP) builds on Ladson-Billing's (1995) and Gay's (2000) culturally-relevant pedagogy and other asset-based pedagogies. CSP has goals of supporting multilingualism and cultural pluralism. CSP explicitly calls for education to be a space for sustaining—rather than eradicating—the cultural ways of being of communities of color. Being and becoming a culturally sustaining educator is dynamic; it is about critically learning with community and sustaining who youth and communities are and want to be; and it is about doing all of that with respect, love, and a passion for social justice.*
Critical culturally sustaining/revitalizing pedagogy (McCarty & Lee, 2014) (CSRP) builds on CSP and has an intentional focus on Native American learners, as well as applications for other populations of color. CSRP requires reflection inward to understand and confront the internalization of colonizing influences. CSRP recognizes the importance of community-based accountability, which should be grounded in respect, reciprocity, responsibility and caring relationships (Brayboy et al., 2012).
Thanks to Dr. kim morrision and Dr. Bobby Nakamoto for their collaborative efforts defining these terms.