# AB 705: Spotlight Race/Ethnicity

Throughput and Success by Race/Ethnicity: Fall 2017 – Fall 2022

This handout summarizes throughput and success rates in transfer-level English and math at Chabot, disaggregated by race and ethnicity. AB 705 went into effect in Fall 2019, guaranteeing all students access to transfer-level English and math. The COVID-19 pandemic was declared during the Spring 2020 semester. It can be difficult to decipher the impact of AB 705 versus COVID-19 on English and math success rates and throughput.

English Throughput Post AB 705: Higher for All Racial and Ethnic Student Groups
## English Success Rates Post AB 705: Trended Down

One-Year Transfer English Throughput Rates by First-Time Degree/Transfer-Seeking/Undecided Students

Fall-Semester First-Level Transfer English Success Rates for All Students by Race/Ethnicity
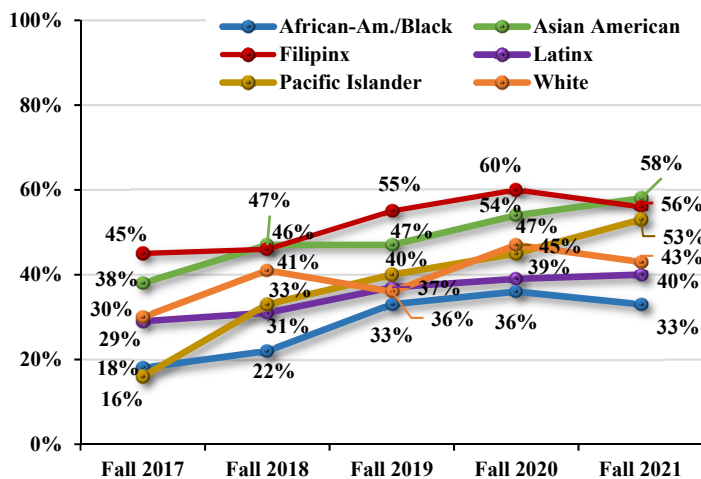
Note: Chabot students who enrolled in Transfer English Classes in LPC are included. Trans. Engl. Classes at Chabot and LPC are: ENGL/ENG: 1, 1A, IAEX, 4, 4A, 7, 7A

Note: Data for Pacific Islander students should be interpreted with caution due to small sample sizes. Native American students are not shown to protect student privacy in groups with small numbers.
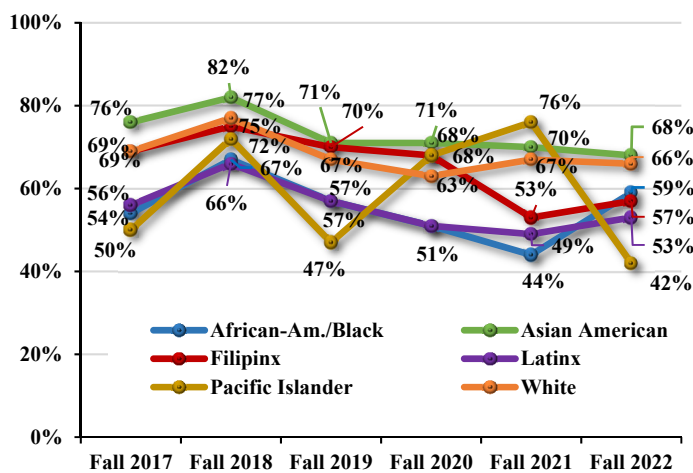
Note: First-Level Transfer English: ENGL 1/1A

- *Throughput* refers to the rate (percentage) of students from a group (e.g., degree/transfer-seeking or undecided students) who successfully complete an outcome (e.g., transfer-level English) in a given time frame.
- After AB 705 was implemented, one-year throughput rates increased in transfer English for first-time degree/transfer-seeking or undecided college students, for all racial and ethnic student groups.
  - Pre-AB 705 (Fall 2017 & 2018 cohorts), one-year throughput in transfer-level English ranged from 16%-47%, varying by racial/ethnic groups. Asian/Asian American and Filipino/a/x students had the highest throughputs.
  - Post-AB 705 (Fall 2019, 2020 & 2021 cohorts), one-year throughput in transfer-level English ranged from 33%-60%, again with Asian/Asian American and Filipino/a/x students having the highest throughputs.
- *Disproportionate impact* (DI) is when one group obtains an outcome at substantially lower rates than others. DI can be calculated by measuring the difference in rate of outcome achievement for a target group with the rate for all other groups. Groups are considered "DI" if the difference in rates is above a threshold based on group size.
  - African American/Black students are DI in throughput rates for all five cohorts.
  - Latino/a/x students are DI in throughput rates for four of five cohorts.
- *Success Rates*: Although throughput has gone up since AB 705, it appears AB 705 is associated with lower success rates in first-level transfer English.
  - Note: to calculate throughput, a cohort must be chosen. We use first-time degree/transfer-seeking and undecided students because these students are most likely to need transfer English. For success rates, we wanted to be more inclusive and thus included all students in first-level transfer, Falls 2017 - 2022.

- Persistent equity gaps by racial/ethnic student groups remain, in particular for Black and Latino/a/x students.
  - Latino/a/x students are DI in success rates for all six years.
  - Black students are DI in success rates for three of six years, with Fall 2022 coming closest to equity.
- With success rates often under 60% for several racial/ethnic groups (e.g., African American, Latino/a/x and Pacific Islanders), there is still work to do to promote equitable course success outcomes in English.

Math Throughput Post AB 705: Increased for All Racial and Ethnic Student Groups
Math Success Rates Post AB 705: Impact Unclear

One-Year Transfer Math Throughput Rates by First-Time Degree/Transfer-Seeking/Undecided Students
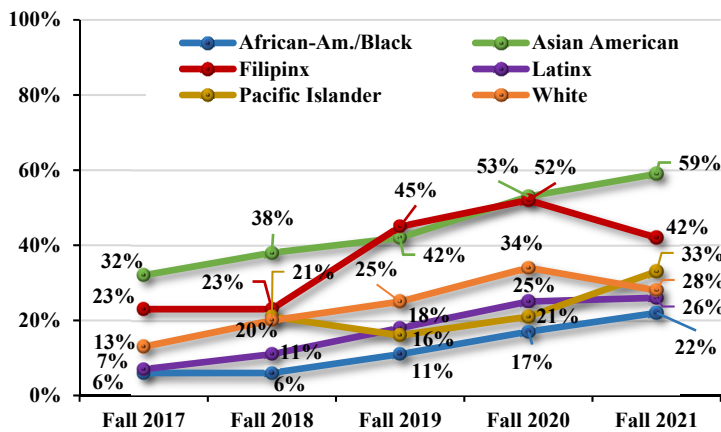
Fall-Semester First-Level Transfer Math Success Rates for All Students by Race/Ethnicity
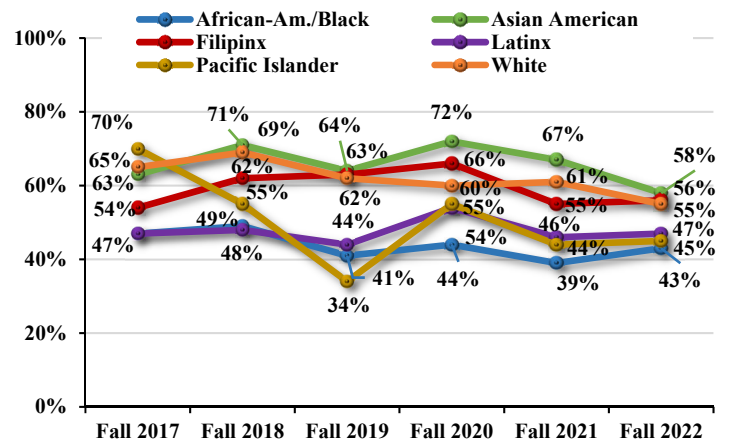
Note: Chabot students who enrolled in Transfer Math Classes in LPC are included. Trans. Math Classes at Chabot and LPC are: MTH/MATH 1, 10, 15, 16, 2, 20, 25, 3, 30, 31(S), 33, 34, 35, 36(S), 37, 38, 39, 4, 40, 41, 42, 43, 44, 47, 5, 6, 7, 8; PSY 5, and BUS 19

Note: First-Level Trans. Math: MTH 31(S), 33, 36(S), 37, 43, 47, BUS 19, PSY 5

Note: Data for Pacific Islander students should be interpreted with caution due to small sample sizes. Native American students are not shown to protect student privacy in groups with small numbers.

- AB 705 appears to have had a positive impact on one-year throughput in transfer-level math for first-time degree/transfer-seeking or undecided college students for all racial and ethnic student groups.
  - Pre-AB 705 (Fall 2017 & 2018 cohorts), one-year throughput in transfer-level math ranged from 6%-38%, varying by racial/ethnic groups. Asian/Asian American and Filipino/a/x students had the highest throughputs.
  - Post-AB 705 (Fall 2019, 2020 & 2021 cohorts), one-year throughput in transfer-level math ranged from 11%-59%, again with Asian/Asian American and Filipino/a/x students having the highest throughputs.
- As with English, African American/Black students are DI in throughput rates in all five cohorts.
- Latino/a/x students are more frequently DI in math than English throughput, experiencing DI for all five cohorts.
- *Success Rates* in first-level transfer math bounce around, with no clear trend pre- and post-AB 705.
  - Reminder: throughput is based on the cohort of first-time degree/transfer-seeking and undecided students, whereas success rates are based on all students in first-level transfer courses, Falls 2017 - 2022.
- Persistent equity gaps by racial/ethnic student groups remain, in particular for Black and Latinx students.
  - As with English, Latino/a/x students are DI in success rates in math for all six cohorts.
  - Black students are more frequently DI in success rates for math than English, with DI in five of six cohorts.
- With success rates often under 60% for several racial/ethnic groups (especially African American, Latino/a/x and Pacific Islanders), there is still work to do to promote equitable course success outcomes in math.