



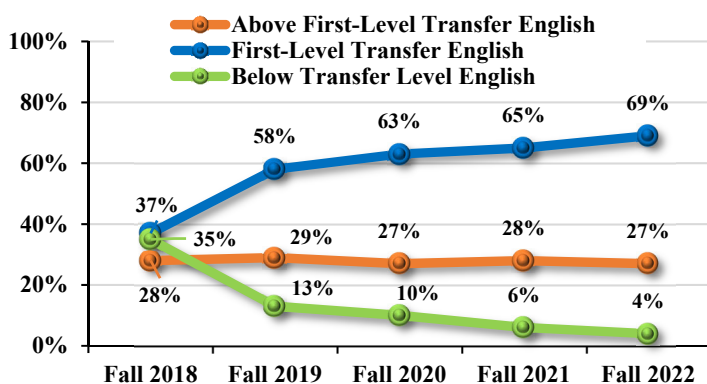
AB 705/1705: Spring 2023 Update

Enrollment, Throughput, and Success: Fall 2017/Fall 2018 – Fall 2022

Assembly Bill (AB) 705 requires that community colleges maximize the probability that students with certificate, degree, and transfer goals enter and complete transfer-level English and math within one year. Starting in Fall 2019, all students were guaranteed access to transfer-level English and math courses. Statewide research has illustrated that throughput is maximized for all student groups when they start at transfer-level.

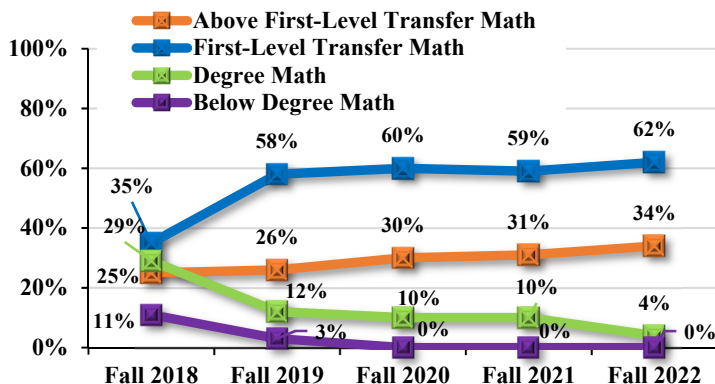
ENROLLMENTS: AB 705 Associated with Increased Access to Transfer-Level Courses

Enrollments in English Sequence Courses



Note: Above First-Level Transfer English: ENGL 4/4A, 7/7A
 First-Level Transfer English: ENGL 1/1A
 Below Transfer Level English: ENGL 101A, 101B, 102

Enrollments in Math Sequence Courses

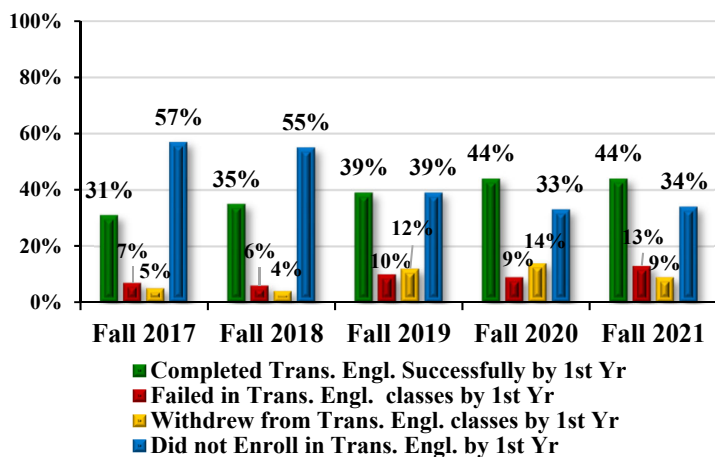


Above First-Level Transfer Math: MTH 1, 15, 16, 2, 20, 25, 3, 4, 6, 8
 First-Level Trans Math: MTH 31(S), 33, 36(S), 37, 43, 47 BUS19, PSY5
 Degree Math: MTH 53, 53A, 53B, 55, 55A
 Below Degree Math: MTH 104, 103, 65, 65A/B (discontinued Fall 2020)

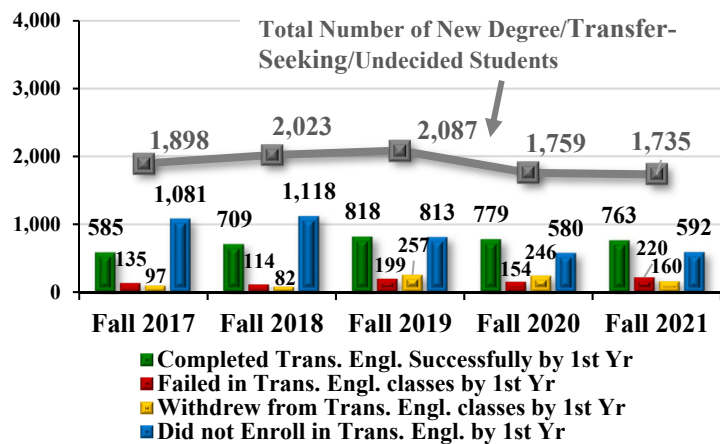
- AB 705 continues to be associated with **increased access** to transfer-level English and math.
 - From Fall 2018 (pre-AB 705) to Fall 2022 (fourth year of implementation), enrollments in first-level transfer English went from 37% to 69% of all enrollments in English sequence courses (ENGL 101A, 101B, 102, 1/1A, 4/4A, and 7/7A).
 - From Fall 2018 (pre-AB 705) to Fall 2022 (fourth year of implementation), enrollments in first-level transfer math went from 35% to 62% of all enrollments in math sequence courses (see list in graph above).

ENGLISH THROUGHPUT: AB 705 Associated with One-Year Throughput Gains

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



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



Note: Chabot students who enrolled in Transfer English Classes in LPC are included.
 Transfer English Classes at Chabot and LPC are: ENGL and ENG: 1, 1A, IAEX, 4, 4A, 7, 7A



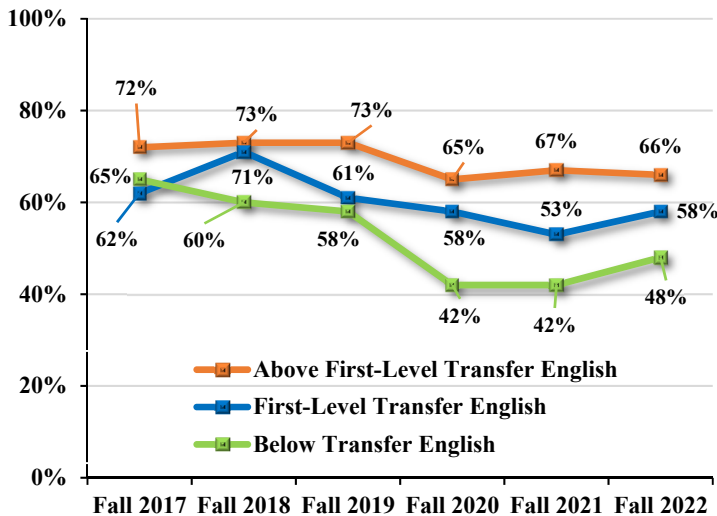
AB 705/1705: Spring 2023 Update

Enrollment, Throughput, and Success: Fall 2017/Fall 2018 – Fall 2022

- *Throughput* refers to the rate (percentage) or volume (number) of students from a group (e.g., degree/transfer-seeking students) who successfully complete an outcome (e.g., transfer English) in a given time frame.
- AB 705 is associated with a much higher percentage of first-time degree/transfer-seeking or undecided college students enrolling in transfer-level English by their first year.
- AB 705 has had a **positive impact on one-year throughput** in transfer-level English for first-time degree/transfer-seeking or undecided college students.
- Pre-AB 705, one-year throughput in transfer-level English for this group ranged from 31%-35%. In the first fall of AB 705 (Fall 2019), this same throughput increased to 39% and then continued to rise to 44% for Falls 2020 and 2021.
- But on the flip side, the percentage of students who failed/withdrew from transfer-level English also increased.
- Pre-AB 705, 10-12% (of first-time degree/transfer-seeking or undecided students) withdrew or failed transfer-level English. In Falls 2019-2021, 22%-23% of this same group failed or withdrew from transfer-level English.

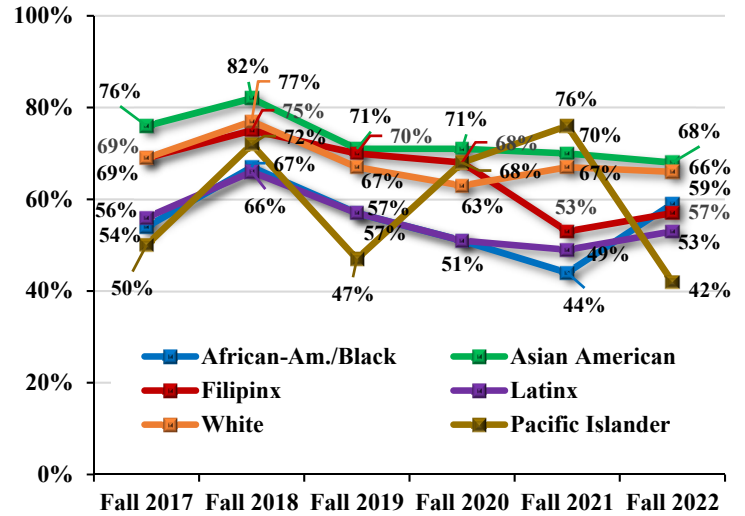
ENGLISH SUCCESS RATES: AB 705 Appears Associated with Lower Success Rates

English Success Rates by Level



Note: Above First-Level Transfer English: ENGL 4/4A, 7/7A
 First-Level Transfer English: ENGL 1/1A
 Below Transfer Level English: ENGL 101A, 101B, 102

First-Level Transfer English Success Rates by Race/Ethnicity



Note: First-Level Transfer English: ENGL 1/1A. Success Rates 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.

- It is important to look at throughput in conjunction with success rates.
- While throughput went up, it appears AB 705 is associated with **lower** success rates in English.
- In the graph on the left, the line in blue illustrates that success rates for first-level transfer English have bounced around—ranging from 53% - 71%—but the lowest success rates occur post-AB 705. Pre-AB 705, success rates were 62% (Fall 2017) and 71% (Fall 2018). Post-AB 705 success rates were 61% (Fall 2019), 58% (Fall 2020), 53% (Fall 2021), and 58% (Fall 2022).



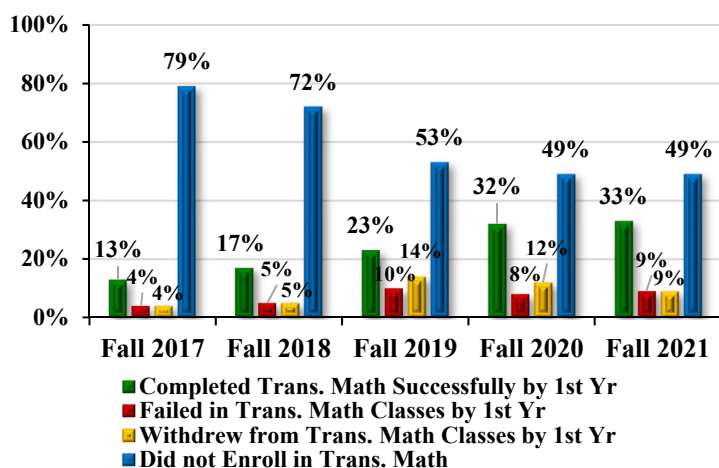
AB 705/1705: Spring 2023 Update

Enrollment, Throughput, and Success: Fall 2017/Fall 2018 – Fall 2022

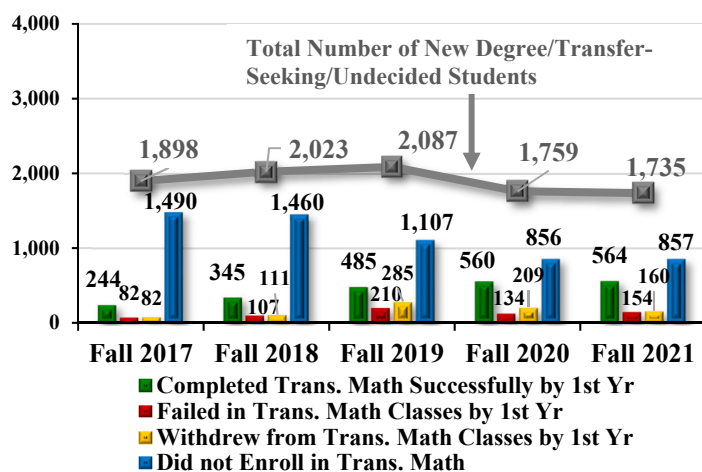
- Of further note, the success rates in **above** first-level transfer English, starting one year after AB 705, have been consistently lower than pre-AB 705 ~72% versus ~66%.
- Persistent equity gaps by racial/ethnic student groups remain, in particular for Black and Latinx students.
 - However, notably, for the Fall 2022 cohort of first-time degree-/transfer-seeking and undecided students, the equity gap in success rates improved for African American students. They had the third highest success rates in first-level transfer-level English among all racial/ethnic groups.

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

One-Year Transfer Math Throughput Rate by First-Time Degree/Transfer-Seeking/Undecided Students



One-Year Transfer Math Throughput Volume by First-Time Degree/Transfer-Seeking/Undecided Students



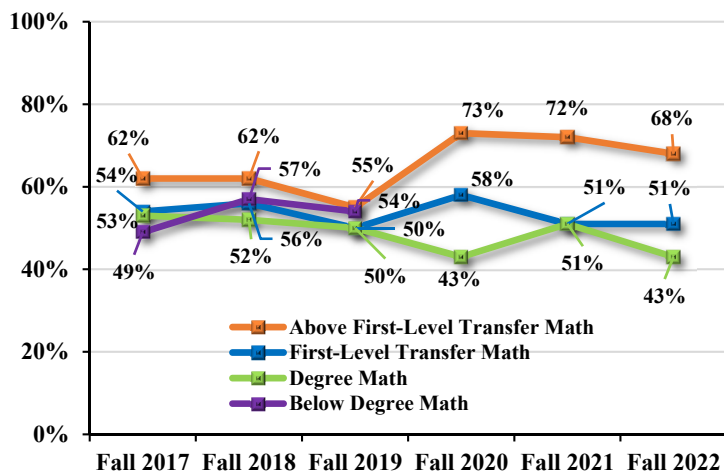
Note: Chabot students who enrolled in Transfer Math Classes in LPC are included.

Transfer 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

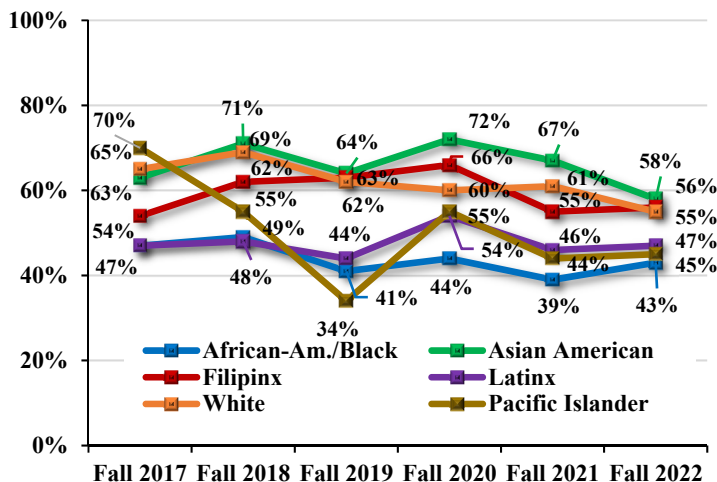
- AB 705 is associated with higher percentages of first-time degree/transfer-seeking and undecided students enrolling in transfer-level math by their first year: roughly 50%. (Prior to AB 705, only 20-30% of this group of students enrolled in transfer-level math in their first year.)
- AB 705 clearly has a **positive impact on the one-year throughput** for first-time degree/transfer-seeking and undecided students in transfer-level math.
- Pre-AB 705 one-year throughput in transfer-level math for first-time degree/transfer-seeking and undecided students ranged from 13%-17%. In the first fall of AB 705 (Fall 2019), one-year throughput rose to 23%, and then continued to rise to 32% (Fall 2020) and 33% (Fall 2021).
- But on the flip side, the percentage of first-time degree/transfer-seeking and undecided students who failed or withdrew from transfer-level math also increased.
 - Pre-AB 705, only 8-10% of these students failed or withdrew from transfer-level math.
 - In the first fall of AB 705, this percentage jumped to 24%, but then decreased to 20% (Fall 2020) and 18% (Fall 2021).

MATH SUCCESS RATES: Impact of AB 705 Not Yet Clear

Math Success Rates by Level



First-Level Transfer Math Success Rates by Race/Ethnicity



Note: Above First-Level Transfer Math: MTH 1, 15, 16, 2, 20, 25, 3, 4, 6, 8
 First-Level Trans. Math: MTH 31(S), 33, 36(S), 37, 43, 47, BUS 19, PSY 5
 Degree Math: MTH 53, 53A, 53B, 55, 55A
 Below Degree Math: MTH 104, 103, 65, 65A/B (discontinued Fall 2020)

Note: First-Level Trans. Math: MTH 31(S), 33, 36(S), 37, 43, 47, BUS 19, PSY 5. Success Rates for Pacific Islander students should be interpreted with caution due to the small sample sizes. Native American students are not shown to protect student privacy in groups with small numbers.

- While throughput went up, the **impact** on transfer level math **success rates is less clear**.
- 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. Pre-AB 705 success rates were 54% (Fall 2017) and 56% (Fall 2018) and post-AB 705, they were 50% (Fall 2019), 58% (Fall 2020) and 51% (Fall 2021 and Fall 2022). Because the pattern is less consistent, it is challenging to determine the source of these changes.
- In contrast to English, the success rates in above first-level transfer math, starting one year after AB 705, have been consistently *higher* than pre-AB 705: 55%-62% (pre-AB 705 and first year) versus 68%-73% (1-3 years post-AB 705 implementation).
- Like English, persistent equity gaps by race/ethnicity remain, particularly for Black and Latinx students.

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 failed or withdrew?
 - 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 will lead to success for the greatest numbers of students? (e.g., increased use of WRAC, STEM Center, or Learning Connection; concurrent enrollment in support courses; scaling up Guided Pathways, FYE, and Learning Communities; broadening the laptop and hotspot lending programs; increased resources for students' basic needs; and further institutionalization of the Chabot Collaborative for Equity and Professional Growth so all faculty have opportunities for professional development in culturally sustaining pedagogy, etc.)