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 are 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**

**Enrollments in English Sequence Courses**

- Above First-Level Transfer English: 37% 37% 35% 29% 27%
- First-Level Transfer English: 40% 38% 37% 35% 32%
- Below Transfer Level English: 26% 29% 28% 13% 10%

**Enrollments in Math Sequence Courses**

- Above First-Level Transfer Math: 31% 31% 27% 29% 26%
- First-Level Transfer Math: 28% 20% 11% 25% 30%
- Degree Math: 12% 10% 0%
- Below Degree Math: 0%

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

- AB 705 continues to be associated with increased access to transfer-level English and math.
  - From Fall 2018 (pre AB 705) to Fall 2020 (second year of implementation), enrollments in first-level transfer English went from 37% to 63% of all enrollments in English sequence courses (ENGL 101A, 101B, 1/1A, 4/4A, and 7/7A).
  - From Fall 2018 (pre AB 705) to Fall 2020 (second year of implementation), enrollments in first-level transfer math went from 35% to 60% of all enrollments in math sequence courses (see list in graph above).

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

**Transfer English Throughput Rate by First-Time College Students**

- Completed Transfer English Successfully in 1st Fall: 77% 81% 78% 58% 53%
- Failed in Transfer English classes in 1st Fall: 16% 13% 17% 31% 11%
- Withdrew from Transfer English classes in 1st Fall: 4% 2% 8% 6% 11%
- Did not Enroll in Transfer English in 1st Fall: 3% 2% 2% 6% 10%

**Transfer English Throughput Volume by First-Time College Students**

- Completed Transfer English Successfully in 1st Fall: 2,270 2,449 2,519 2,506 2,146
- Failed in Transfer English classes in 1st Fall: 372 317 429 673 662
- Withdrew from Transfer English classes in 1st Fall: 79 94 150 1,447 231
- Did not Enroll in Transfer English in 1st Fall: 60 57 50 179 231

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: A Second Look**

**Enrollment, Throughput, and Success: Fall 2016 – Fall 2020**

- *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 one-term throughput** for first-time college students in transfer-level English.
- 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 for first-time college students ranged from 13%-17%. In the first fall of AB 705 (Fall 2019), this same throughput jumped to 27%, and then to 31% in Fall 2020.
  - In the three falls pre-AB 705, 317 to 429 students made it through transfer English. In Fall 2019, 673 students completed transfer English. In Fall 2020, despite a decline in new students, 662 students completed.
- 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 Falls 2019 and 2020, 15%-17% of all new students failed or withdrew from transfer-level English.

**English Success Rates: AB 705 Appears Associated with Decreased Success Rates**

It’s important to look at throughput in conjunction with success rates.
- While throughput went up, it appears AB 705 is associated with **decreased** 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 quite a bit from Fall 2016-Fall 2020: 68%, 62%, 71%, 61%, and 58% respectively.
  - The Fall 2019 and 2020 transfer English success rates are the two lowest we have seen in the past five falls.
AB 705: A Second Look
Enrollment, Throughput, and Success: Fall 2016 – Fall 2020

• Of further note, the success rate in above first-level transfer English in Fall 2020 is the lowest it has been for five falls. This will be a data point to watch in the future.
• Persistent equity gaps by racial and ethnic student groups remain, despite the implementation of AB 705. In particular, African American and Latinx students are disproportionately impacted. Additional proactive interventions, such as professional development on culturally sustaining pedagogy or student supports, are likely needed to address the inequitable outcomes.

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

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, 33, 34, 35, 36, 37, 38, 39, 4, 40, 41, 42, 43, 44, 47, 5, 6, 7, 8; PSY 5, and BUS 19

• 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 for first time college students in transfer-level math.
• Pre-AB 705 one-term throughput in transfer-level math for first-time college students ranged from 6%-9%. In the first fall of AB 705 (Fall 2019), one-term throughput jumped to 14%, and then to 18% in Fall 2020.
  o In the three falls pre-AB 705, between 135-226 students made it through transfer math. In Fall 2019, 342 students completed transfer math. In Fall 2020, despite a decline in new students, 393 students completed.
• But on the flip side, the percentage of students who failed or withdrew from transfer-level math also increased.
  o Pre-AB 705, only 5-7% (of all new students) failed or withdrew from transfer-level math. In the first fall of AB 705, this percentage jumped to 18% and then went down to 14% in Fall 2020.
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 from Fall 2016-Fall 2020: 53%, 54%, 56%, 50%, and 58%, respectively.

The Fall 2020 success rate is the highest it has been for the past five falls, but only by 2%.

In contrast to English, not only was the first-level transfer math success rate the highest it has been for five falls, the above first-level transfer math was also the highest it has been for five falls.

As with English, persistent equity gaps by racial and ethnic student groups remain. African American and Latinx students are disproportionately impacted in first-level transfer math success rates.

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 (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?