



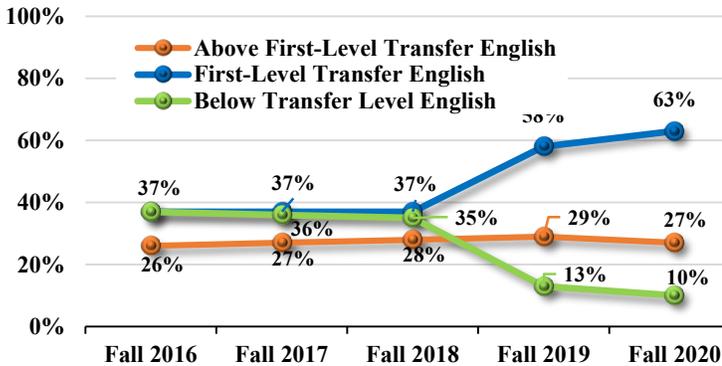
AB 705: A Second Look

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

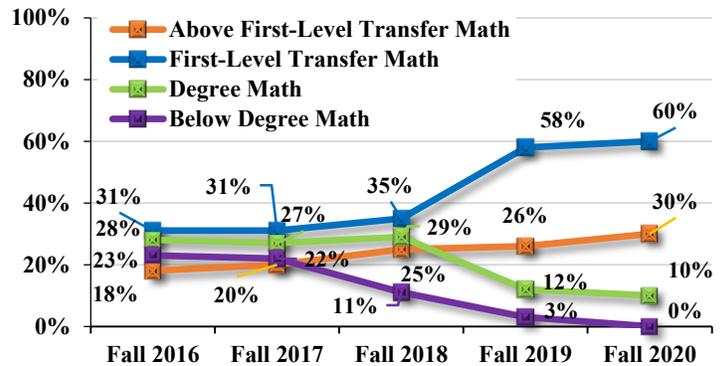
Assembly Bill (AB) 705 requires that community colleges maximize the probability that students with certificate, degree, and transfer goals enter and complete transfer-level English and math within one year. Starting in **Fall 2019**, all students are guaranteed access to transfer-level English and math 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



Enrollments in Math Sequence Courses



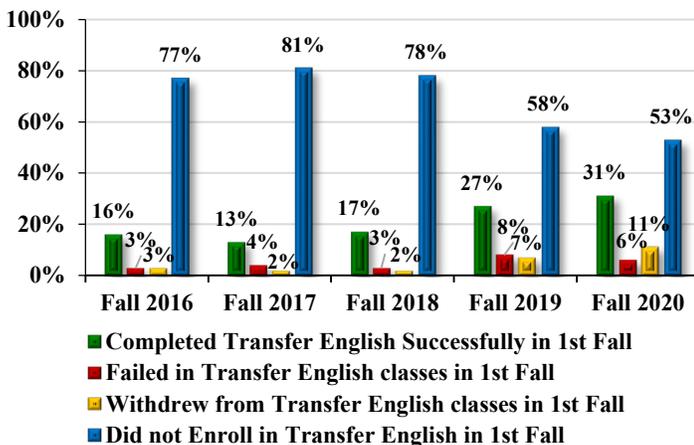
Note: Above First-Level Transfer English: ENGL 4/4A, 7/7A
 First-Level Transfer English: ENGL 1/1A
 Below Transfer Level English: ENGL 101A, 101B, 102

Above First-Level Transfer Math: MTH 1, 15, 16, 2, 20, 25, 3, 4, 6, 8
 First-Level Transfer Math: MTH 31, 33, 36, 37, 43, 47 BUS 19, PSY 5
 Degree Math: MTH 53, 53A, 53B, 55, 55A
 Below Degree Math: MTH 104, 103, 65, 65A, 65B

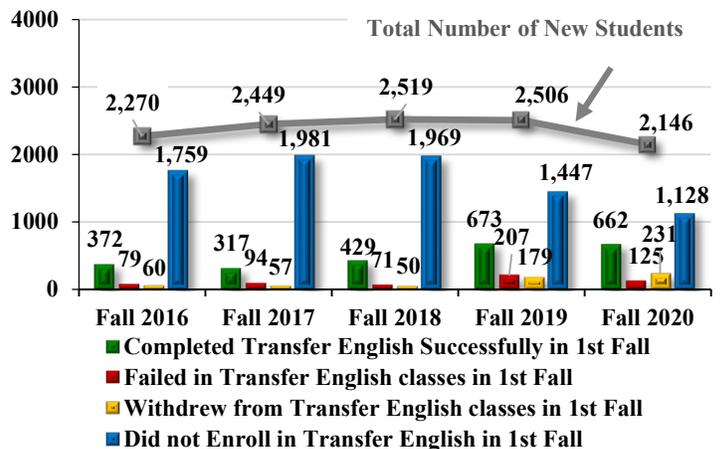
- AB 705 continues to be associated with **increased access** to transfer-level English and math.
 - From Fall 2018 (pre AB 705) to Fall 2020 (second year of implementation), enrollments in first-level transfer English went from 37% to 63% of all enrollments in English sequence courses (ENGL 101A, 101B, 102, 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



Transfer English Throughput Volume by First-Time College 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

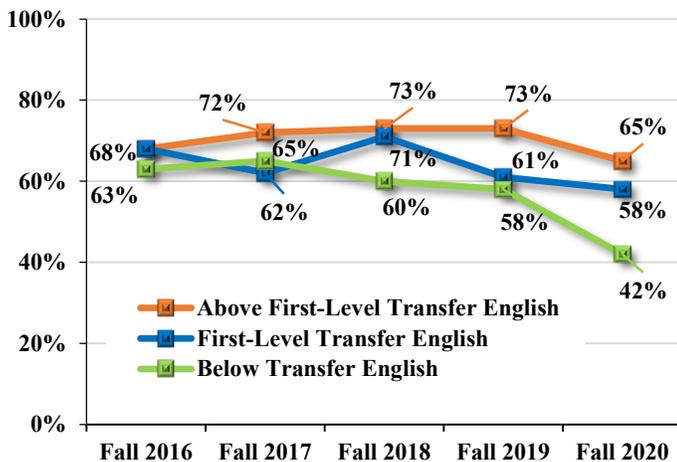
AB 705: A Second Look

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.

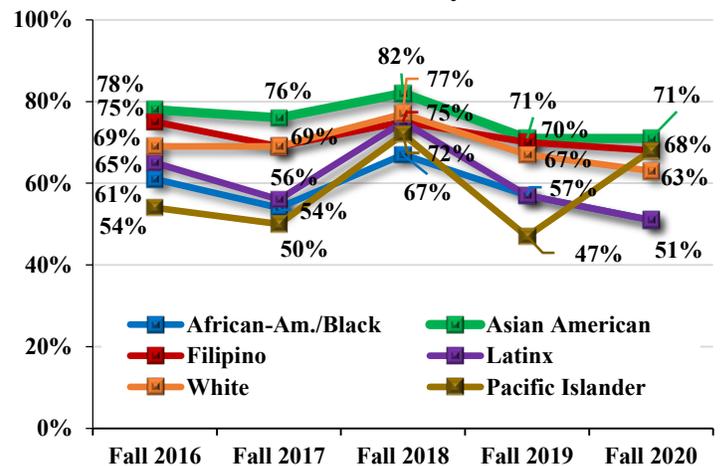
ENGLISH SUCCESS RATES: AB 705 Appears Associated with Decreased Success Rates

English Success Rate 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 Classes are: ENGL: 1, 1A
 Success Rates for Pacific Islander students should be interpreted with caution due to the small sample sizes ranging from 14-34 in the 5-year period.

- 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.

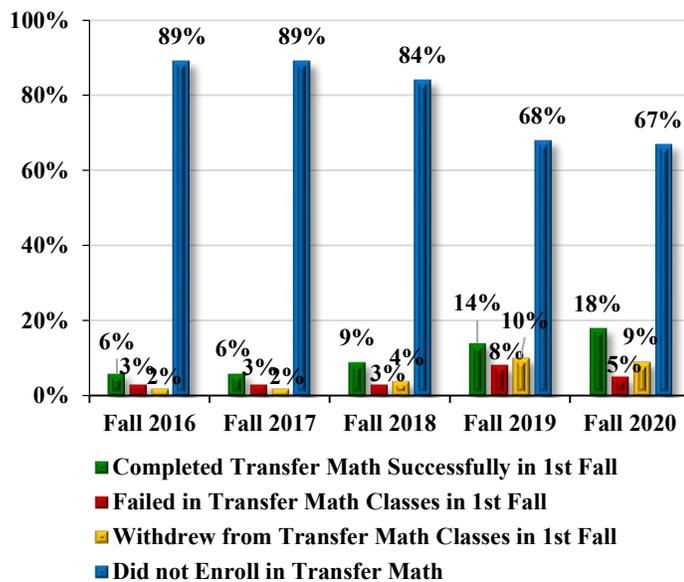
AB 705: A Second Look

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

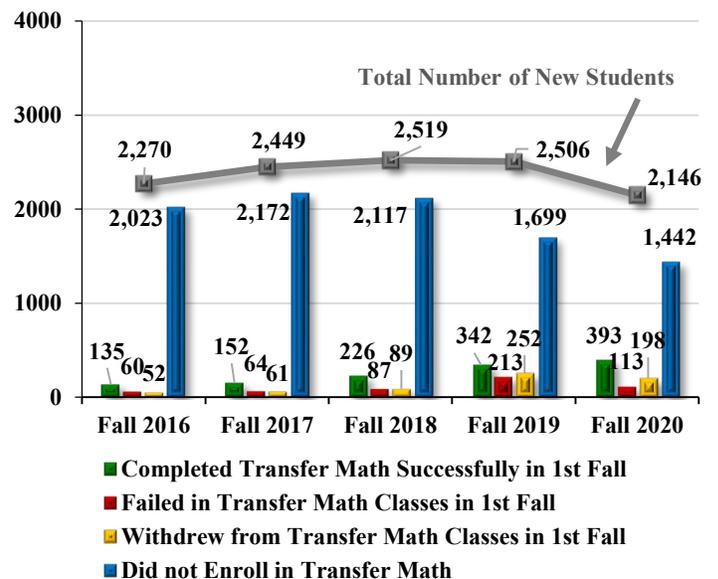
- Of further note, the success rate in *above* first-level transfer English in Fall 2020 is the lowest it has been for five falls. This will be a data point to watch in the future.
- Persistent equity gaps by racial and ethnic student groups remain, despite the implementation of AB 705. In particular, 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

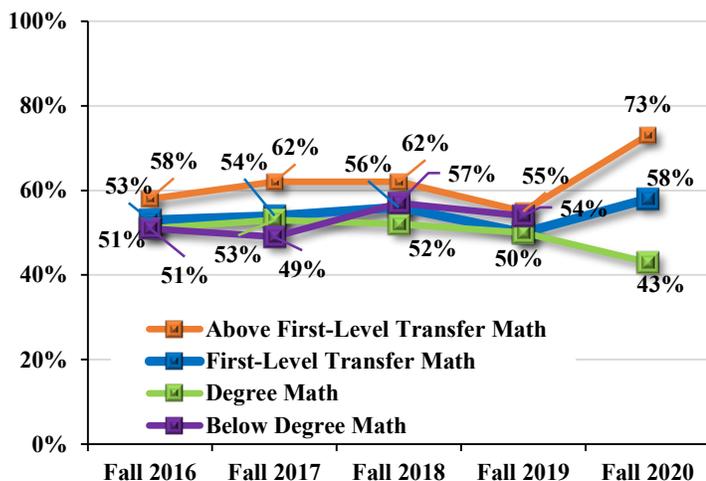
- AB 705 is associated with a much higher percentage of first-time college students enrolling in transfer-level math in their first fall.
- AB 705 clearly has a **positive impact on the one-term throughput** for first time college students in transfer-level math.
- Pre-AB 705 one-term throughput in transfer-level 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.
 - 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.
 - 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.

AB 705: A Second Look

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

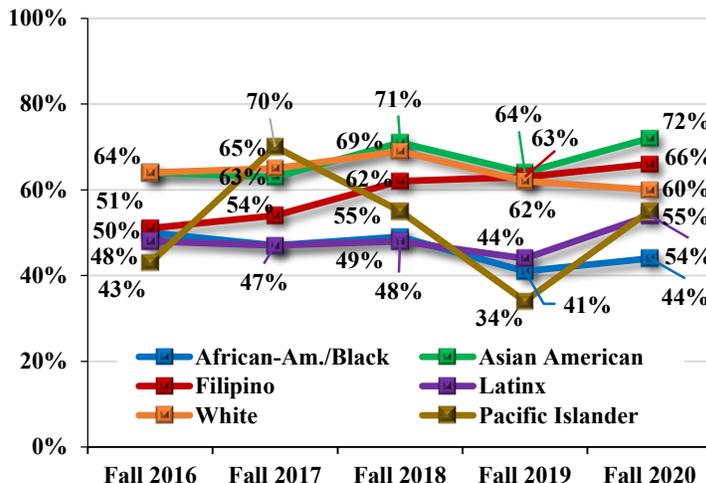
MATH SUCCESS RATES: Impact of AB 705 Not Yet Clear

Math Success Rate by Level



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

First-Level Transfer Math Success Rate by Race/Ethnicity



Note: Success Rates for Pacific Islander students should be interpreted with caution due to the small sample sizes ranging from 10 to 38 in the 5-year period.

- 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?