

Impacts of AB 705 Implementation

One-Year Throughput Rates, Course Success Rates, and Racial Equity

The implementation of AB 705 has made substantial impacts on student success and equity, specifically within the disciplines of English and math. In this report, we examine trends in student completion of transfer-level English and math (also known as “throughput rates”), course success rates, and racial equity as a result of AB 705. The findings suggest that as a result of AB 705, transfer-level English and math completion within one year increased significantly, both overall and across all ethnic groups, and that equity gaps are beginning to narrow. Additionally, trends in English and math course success rates varied by course.

One-Year Throughput Rates

In relation to AB 705, a throughput rate refers to the proportion of students who complete transfer-level math or English within two primary terms of entering their first course in the sequence.

With the implementation of AB 705 in Fall 2019, the completion of transfer-level English and math within one year increased significantly. More specifically, the completion rate of transfer-level English within one year increased from 46.5% in Fall 2015 to 71.2% in Fall 2019, and the completion rate of transfer-level math within one year increased from 23.2% in Fall 2015 to 43.3% in Fall 2019 (see Figures 1 and 2).

Figure 1. Completion of Transfer-Level English within One Year

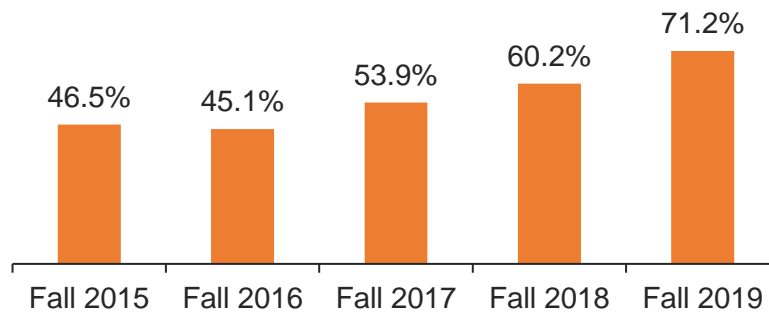
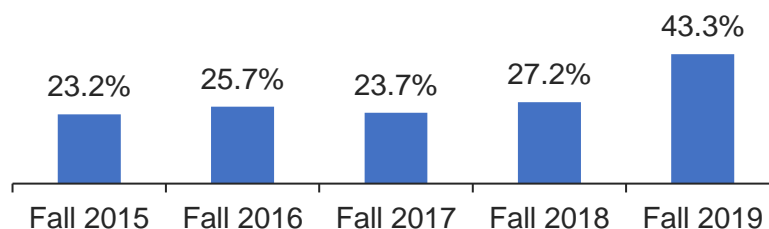


Figure 2. Completion of Transfer-Level Math within One Year



Impact on Racial Equity

The implementation of AB 705 significantly improved one-year completion of transfer-level English and math across all ethnic groups. More specifically, completion rates across ethnic groups increased between 8.3 and 27.8 percentage points in English and between 15.9 and 32.4 percentage points in math (see Figures 3 and 4).

Although equity gaps remain between White, African American, and Latinx students, in most cases, the relative gains of African American and Latinx students were larger than that of White students, resulting in narrowing equity gaps in both English and math.

- In English, the completion of transfer-level was 1.6 times higher among African American students, increasing from 36.5% to 59.3%, and 1.7 times higher among Latinx students, increasing from 38.2% to 64.8%, whereas for White students, completion rates were 1.5 times higher, increasing from 50.8% to 78.6%.
- In Math, the completion of transfer-level was 3.1 times higher among African American students, increasing from 8.6% to 26.8%, whereas White student completion rates were 2.4 times higher, increasing from 22.8% to 55.2%.

The exception to this trend was completion of transfer-level math among Latinx students. Latinx students did see substantial gains, with completion rates at 2.2 times higher, increasing from 14.8% to 32.5%, however their gain was slightly smaller than that of White students.

Figure 3. Completion of Transfer-Level English within One Year by Ethnic Group

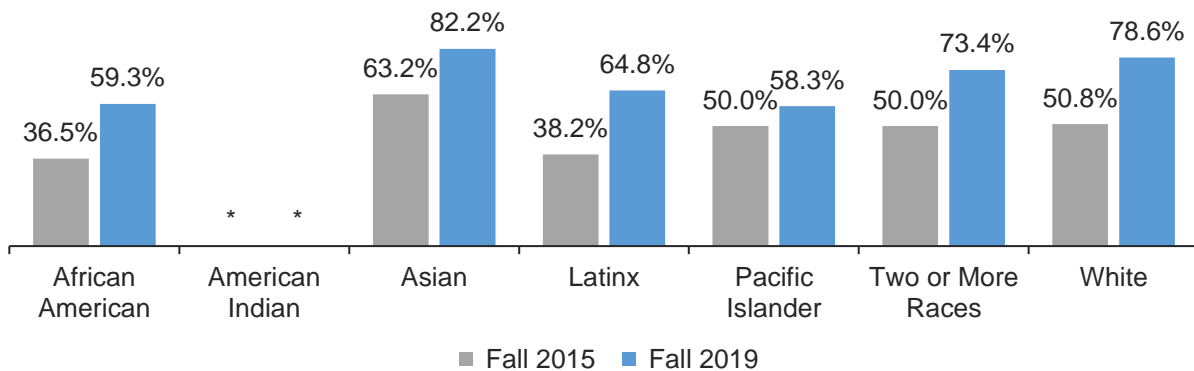
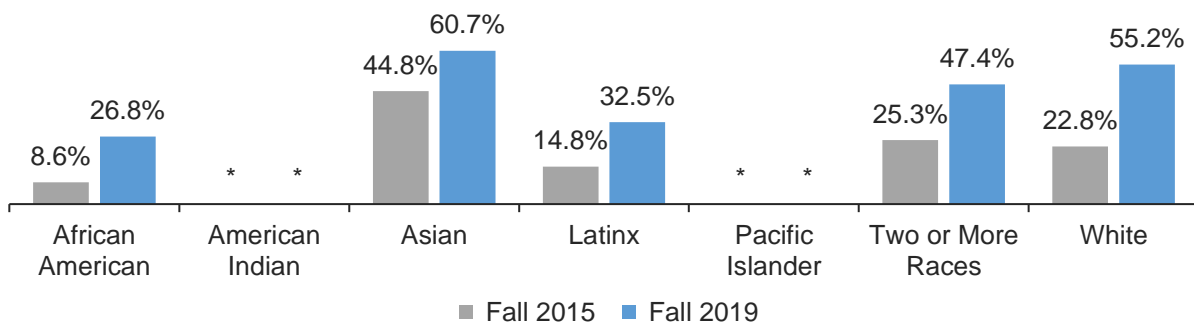


Figure 4. Completion of Transfer-Level Math within One Year by Ethnic Group



Note. * denotes suppressed data due to a sample size less than 10.

Course Success Rates

In the context of AB 705, course success rates are a complex outcome to interpret, especially since the focus of AB 705 is on transfer-level completion, not course success. However, course success rates are related to transfer-level completion and provide some indication of how the implementation of AB 705 is going, so monitoring these trends is important.

Course success rates in both English and math showed varying trends when comparing rates before and after AB 705 implementation, with some courses having higher course success rates and some courses having lower course success rates (see Tables 1 and 2).

It is important to note that transfer-level English and math courses are now comprised of more first-time students, therefore it is expected that course success rates may fluctuate, even decline, during the implementation of AB 705, and that even within a term and course, section-level success rates can vary widely.

Table 1. English Course Success Rates before and after AB 705

	2014-15 through 2018-19 (before AB 705)			2019-20 (after AB 705)		
	Enrolled	Successful		Enrolled	Successful	
	N	N	%	N	N	%
ENGL 060 C	7,681	5,416	70.5%	456	241	52.9%
ENGL 096 C	583	400	68.6%	92	49	53.3%
ENGL 100 C	13,685	9,578	70.0%	3,810	2,419	63.5%
ENGL 102 C	2,531	1,850	73.1%	393	303	77.1%
ENGL 103 C	7,260	5,443	75.0%	2,050	1,514	73.9%
ENGL 104 C	1,238	900	72.7%	382	273	71.5%
ENGL 105 C	212	161	75.9%	43	31	72.1%
ENGL 108 C	70	61	87.1%	14	13	92.9%
ENGL 110 C	35	29	82.9%	10	8	80.0%
ENGL 111 C	14	11	78.6%	5	4	80.0%
ENGL 125 C	340	269	79.1%	132	109	82.6%
ENGL 126 C	80	62	77.5%	18	14	77.8%
ENGL 128 C	0	0	0.0%	21	19	90.5%
ENGL 135 C	165	124	75.2%	51	36	70.6%
ENGL 137 C	335	274	81.8%	52	43	82.7%
ENGL 208 C	125	96	76.8%	32	28	87.5%
ENGL 211 C	112	81	72.3%	36	23	63.9%
ENGL 212 C	131	110	84.0%	30	26	86.7%
ENGL 221 C	0	0	0.0%	35	32	91.4%
ENGL 222 C	104	85	81.7%	30	17	56.7%
ENGL 234 C	28	17	60.7%	25	20	80.0%
ENGL 239 C	413	367	88.9%	96	86	89.6%
ENGL 243 C	168	138	82.1%	69	57	82.6%
ENGL 256 C	28	18	64.3%	32	19	59.4%
ENGL 260 C	54	27	50.0%	15	8	53.3%
ENGL 310 C	14	14	100.0%	6	6	100.0%

Table 2. Math Course Success Rates before and after AB 705

	2014-15 through 2018-19 (before AB 705)			2019-20 (after AB 705)		
	Enrolled	Successful		Enrolled	Successful	
	N	N	%	N	N	%
MATH 011 C	0	0	0.0%	365	196	53.7%
MATH 012 C	0	0	0.0%	1,006	564	56.1%
MATH 013 C	0	0	0.0%	199	114	57.3%
MATH 014 C	0	0	0.0%	281	109	38.8%
MATH 040 C	6,123	3,269	53.4%	972	471	48.5%
MATH 041 C	3,159	1,486	47.0%	384	161	41.9%
MATH 044 C	147	50	34.0%	101	35	34.7%
MATH 110 C	268	156	58.2%	111	81	73.0%
MATH 115 C	665	420	63.2%	430	204	47.4%
MATH 120 C	6,658	3,651	54.8%	2,452	1,322	53.9%
MATH 130 C	1,946	1,207	62.0%	520	285	54.8%
MATH 141 C	3,118	1,409	45.2%	798	338	42.4%
MATH 142 C	1,258	764	60.7%	370	190	51.4%
MATH 150AC	1,902	1,077	56.6%	477	235	49.3%
MATH 150BC	1,472	888	60.3%	367	210	57.2%
MATH 250AC	1,010	634	62.8%	232	159	68.5%
MATH 250BC	526	352	66.9%	171	99	57.9%

Appendix: Data Tables

Table 1. Completion of transfer-level English within one year of first English course

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Complete transfer-level	1,101	46.5%	1,060	45.1%	1,282	53.9%	1,520	60.2%	1,730	71.2%
Did not complete transfer-level	1,267	53.5%	1,290	54.9%	1,098	46.1%	1,007	39.8%	700	28.8%
Total	2,368	100.0%	2,350	100.0%	2,380	100.0%	2,527	100.0%	2,430	100.0%

Table 2. Completion of transfer-level math within one year of first math course

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Complete transfer-level	526	23.2%	560	25.7%	489	23.7%	623	27.2%	902	43.3%
Did not complete transfer-level	1,742	76.8%	1,621	74.3%	1,574	76.3%	1,664	72.8%	1,180	56.7%
Total	2,268	100.0%	2,181	100.0%	2,063	100.0%	2,287	100.0%	2,082	100.0%

Table 3. Completion of transfer-level English within one year by ethnicity

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	<i>n</i>	Success Rate	<i>n</i>	Success Rate	<i>n</i>	Success Rate	<i>n</i>	Success Rate	<i>n</i>	Success Rate
African American	96	36.5%	95	28.4%	111	40.5%	114	46.5%	86	59.3%
American Indian	8	37.5%	4	0.0%	4	25.0%	3	66.7%	9	77.8%
Asian	519	63.2%	516	58.7%	523	67.5%	559	75.0%	573	82.2%
Latinx	1,171	38.2%	1,204	38.0%	1,216	45.5%	1,301	52.3%	1,203	64.8%
Not Reported	43	44.2%	58	36.2%	67	46.3%	93	61.3%	112	68.8%
Pacific Islander	10	50.0%	13	38.5%	8	25.0%	14	64.3%	12	58.3%
Two or More Races	92	50.0%	91	47.3%	100	69.0%	90	63.3%	94	73.4%
White	429	50.8%	369	55.3%	351	65.0%	353	68.8%	341	78.6%

Table 4. Completion of transfer-level math within one year by ethnicity

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	<i>n</i>	Success Rate	<i>n</i>	Success Rate	<i>n</i>	Success Rate	<i>n</i>	Success Rate	<i>n</i>	Success Rate
African American	81	8.6%	86	11.6%	88	8.0%	88	15.9%	71	26.8%
American Indian	6	16.7%	7	14.3%	4	0.0%	4	25.0%	4	100.0%
Asian	525	44.8%	504	48.4%	487	44.6%	533	49.0%	542	60.7%
Latinx	1,135	14.8%	1,084	15.6%	1,019	13.8%	1,161	18.2%	1,026	32.5%
Not Reported	44	11.4%	70	24.3%	64	17.2%	91	27.5%	86	34.9%
Pacific Islander	8	12.5%	14	21.4%	6	16.7%	17	29.4%	9	33.3%
Two or More Races	75	25.3%	82	25.6%	80	38.8%	79	31.6%	76	47.4%
White	394	22.8%	334	28.4%	315	25.7%	314	25.8%	268	55.2%