

Results of Cañada College's Implementation of AB 705 Fall 2019

Presentation to the Planning and Budgeting Council (PBC)
March 3, 2021

Prepared by the Office of Planning, Research & Institutional Effectiveness (PRIE)

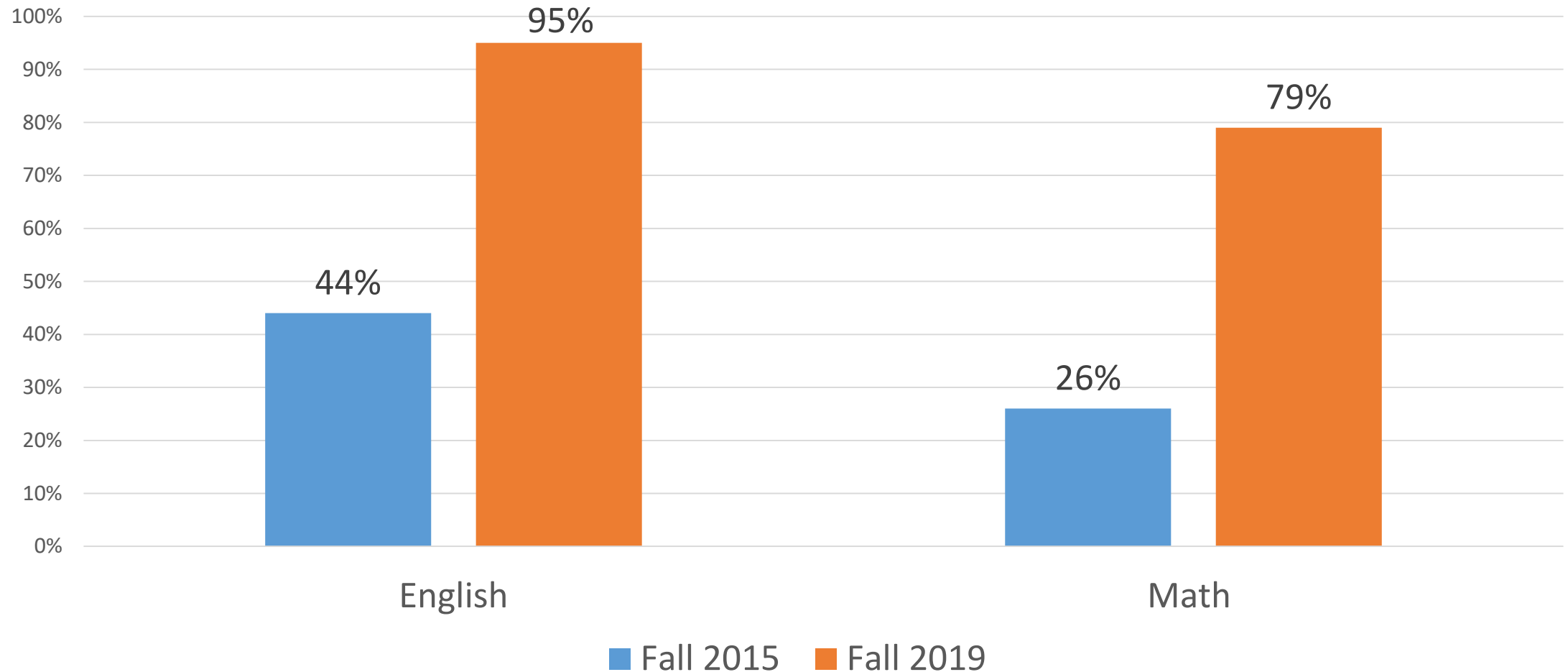


Enrollment and Success in Transfer-Level English and Math in the California Community Colleges System

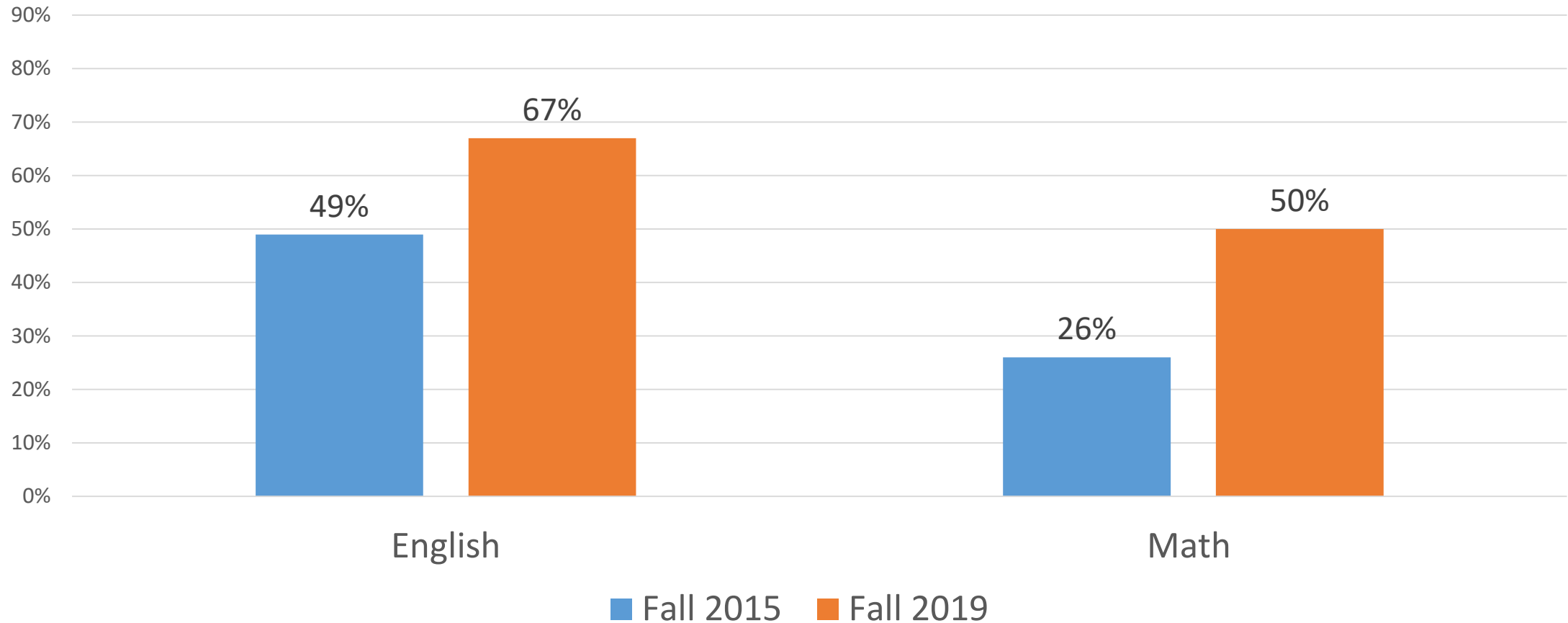
Fall 2015 to Fall 2019 Statewide Analysis

[Link to RP Group's Statewide Analysis published January 2021](#)

Statewide Increase in Students Enrolling Directly in Transfer-Level Courses



Statewide Increase in One-Year Completion of Transfer-Level Courses (Throughput)



Throughput = % of first-time English/math takers who complete a transfer-level course from any starting level within one year of first taking the course

Source: Presented by Katie Hern, Skyline College and the California Acceleration Project (CAP) on behalf of the Chancellor's Office at SMCCCD Flex Day Jan. 2021

Fall 2019 AB 705 Outcomes at Cañada College: Summary of Findings

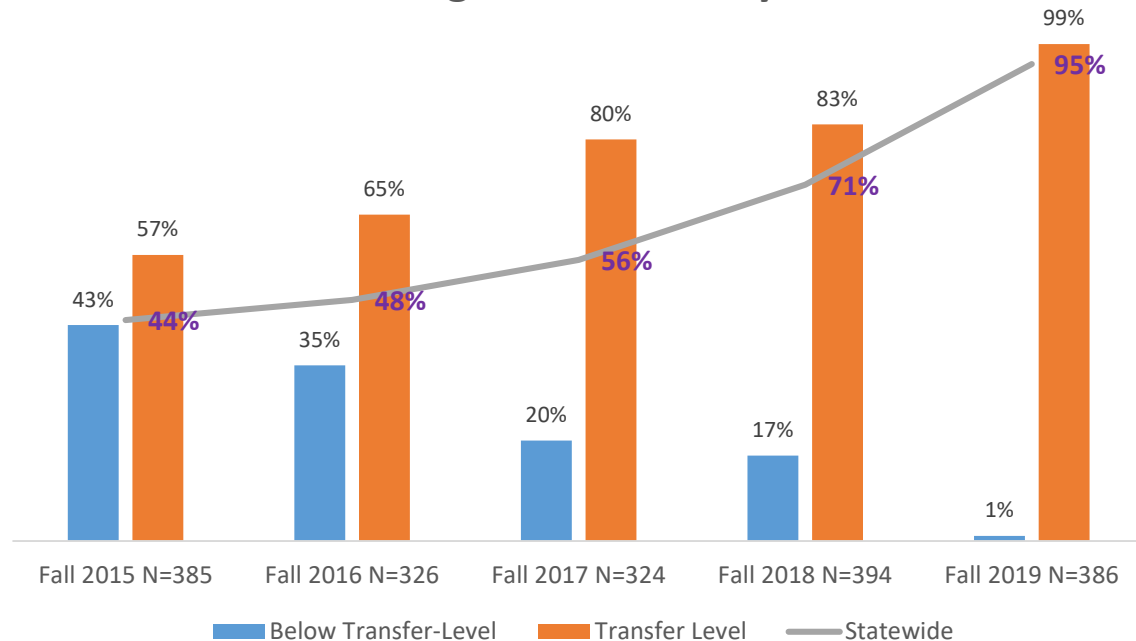
- More students accessed transfer-level Math and English courses (Access)
- More students passed transfer-level Math and English courses (Success & Throughput)
- Equity gaps in access to and success in transfer-level Math and English courses between Latinx and White students decreased or were completely mitigated (Equity)

Access: Enrollment in Transfer-Level
Math and English Courses

Access to Transfer-Level English Courses

Cañada enrollments in transfer-level English courses are similar to statewide trends.

Enrollment in English Courses: By Course Level

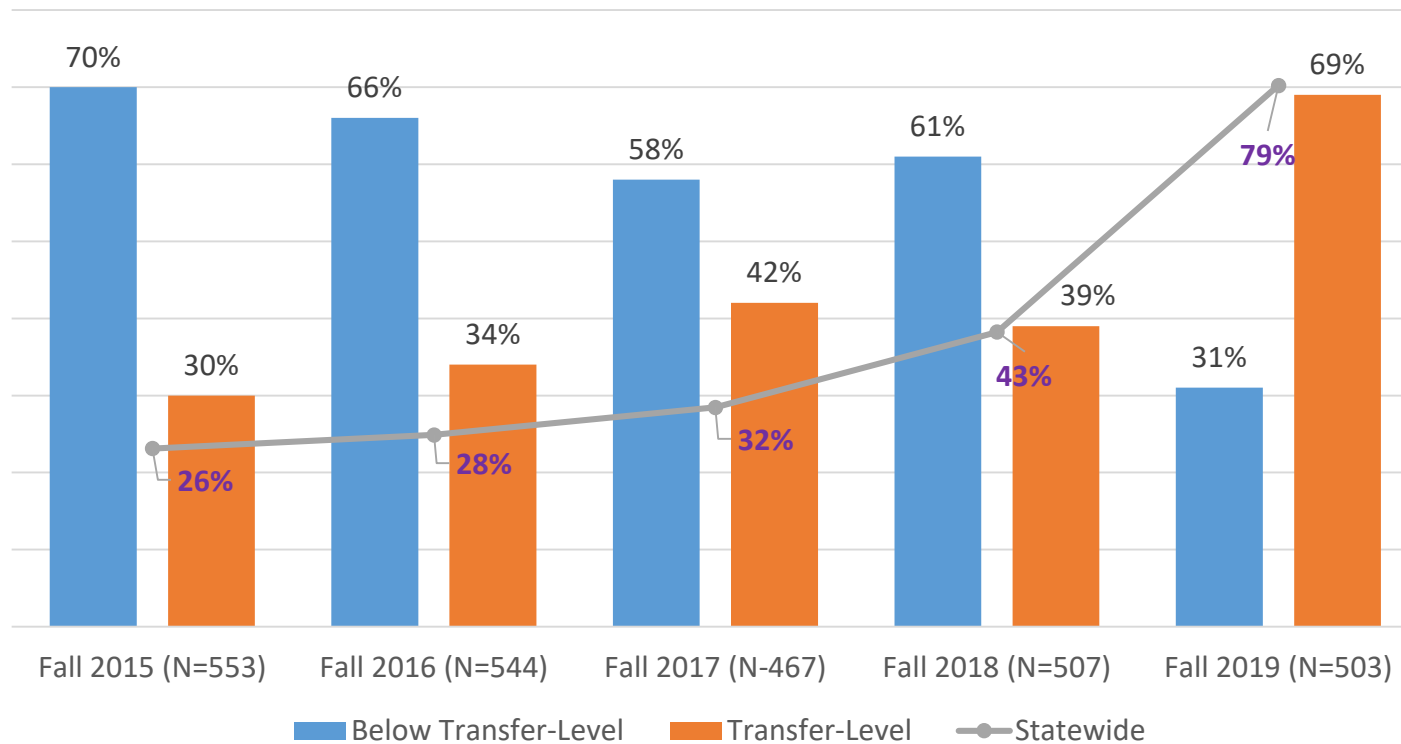


Main Findings:

- Access to transfer-level English courses increased by 16% points between fall 2018 and fall 2019.
- In Fall 2019 almost all first time students were enrolled in transfer-level English courses (99%).
- Cañada's enrollment trend in transfer-level English courses is similar to the statewide trend*.

Access to Transfer-Level Math Courses

Enrollment Trend in Math Courses by Course Level



In fall 2019 69% of first-time students at Cañada enrolled in transfer level-math courses.

Below Transfer-level courses:

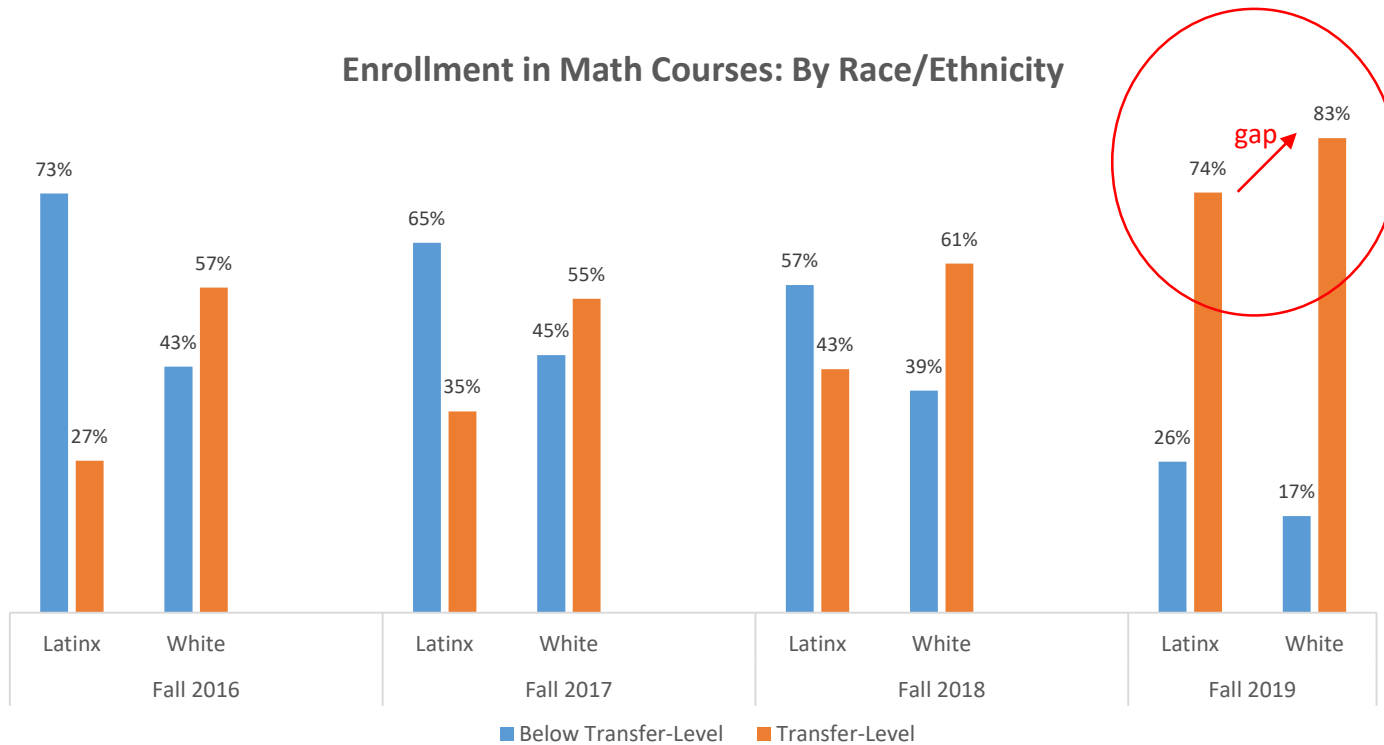
- Math 110
- Math 120
- Math 111, 112, 121, 123
- Math 811
- Math 818
- Math 190

Transfer-level courses:

- Math 200
- Math 200 + 800
- Math 225
- Math 225 + 825
- Math 241
- Math 241 + 841
- Math 125
- Math 130
- Math 222

Equity in Access in Transfer-level Math Courses

All first-time students enrolled in math courses in Cañada College in Fall 2019.

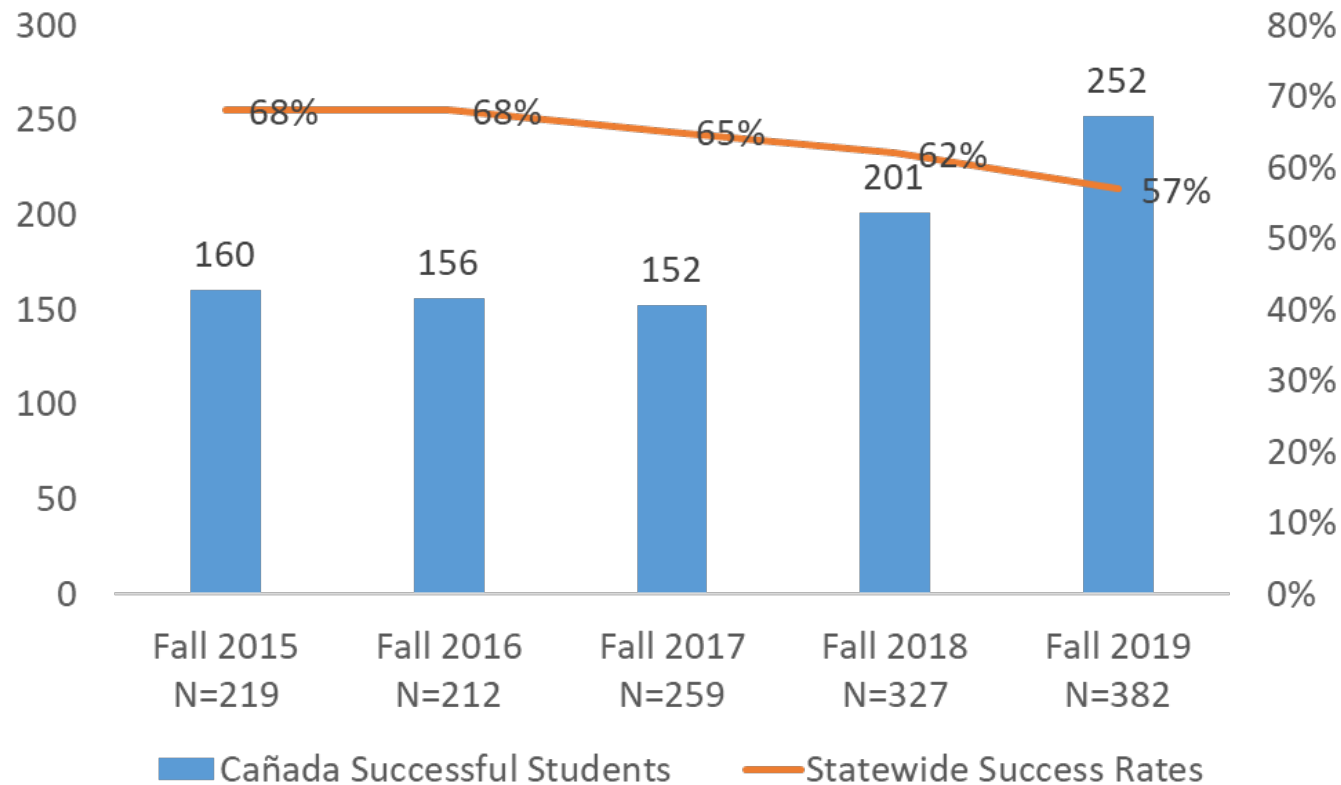


- Consistently more white students than Latinx students have been placed in transfer-level courses (disproportionate impact in access).
- New placement under AB 705 increases the odds of Latinx students enrolling in transfer-level courses
- **New placement under AB 705 leads to significant decrease in the access gap from 30% points in Fall 2016 to 10% in Fall 2019.**

Success Rates in Transfer-Level Math and English Courses

Course Success Trend in Transfer-Level English Courses

Cañada success rates in transfer-level English courses are similar to statewide trends.



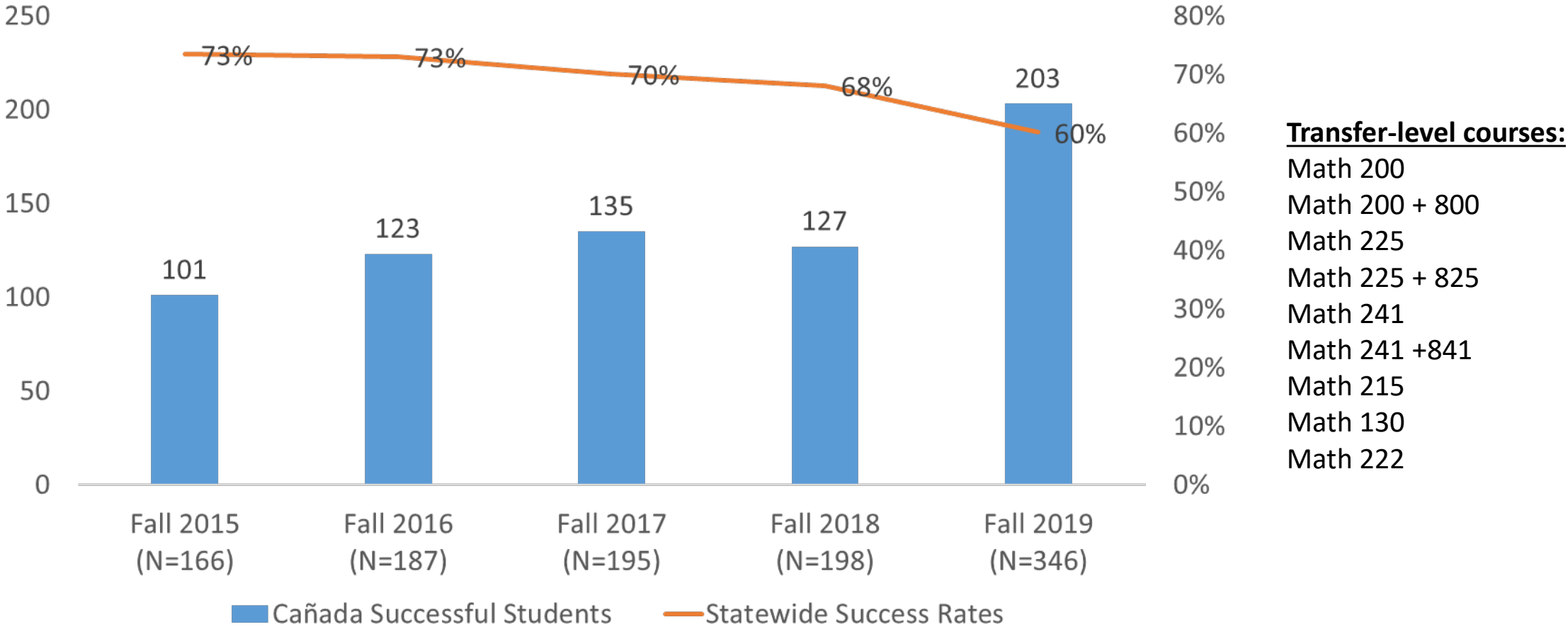
Finding 1:

AB 705 led to a 5% point decrease in the transfer-level English course success rates between fall 2018 and fall 2019.

Finding 2:

The number of students who passed transfer-level English courses increased by 27% from 201 in fall 2018 to 255 in fall 2019 at Cañada.

Course Success Trend in Transfer-level Math Courses



Throughput Rates in Transfer-Level Math and English Courses

Throughput Rates in Transfer-Level English Courses

Cañada throughput rates in transfer-level English courses are similar to statewide trends.

Term	Cañada Throughput Rates	Statewide Throughput Rates*	Cañada Throughput Rates by Race/Ethnicity		
	Total	Total	White	Latinx	Gap
Prior to AB 705 Fall 2018	30%	49%	34%	28%	6%
AB 705 Fall 2019	65%	67%	67%	64%	3%

Main Findings for Cañada:

- Total throughput rates increased by 28% points.
- Latinx student throughput rates increased by 36%.
- White student throughput rates increased by 33%.
- The gap in throughput rates decreased by 3%.

Throughput rate is defined as the **percentage of** students who complete **transfer-level** English or math with a grade **of C or better** within one year (two semesters or three quarters).

Throughput Rates in Transfer-Level Math Courses

Cañada throughput rates in transfer-level Math courses are similar to statewide trends.

Term	Cañada Throughput Rates	Statewide Throughput Rates*	Cañada Throughput Rates by Race/Ethnicity		
	Total	Total	White	Latinx	Gap
Prior to AB 705 Fall 2018	29%	35%	46%	34%	14%
AB 705 Fall 2019	56%	50%	77%	66%	11%

Main Findings for Cañada:

- Total throughput rates increased by 27% points.
- Latinx student throughput rates increased by 32%.
- White student throughput rates increased by 31%.
- The gap in throughput rates decreased by 3%.

Throughput rate is defined as the **percentage of** students who complete **transfer-level math** with a grade of **C or better** within one year (two semesters or three quarters).

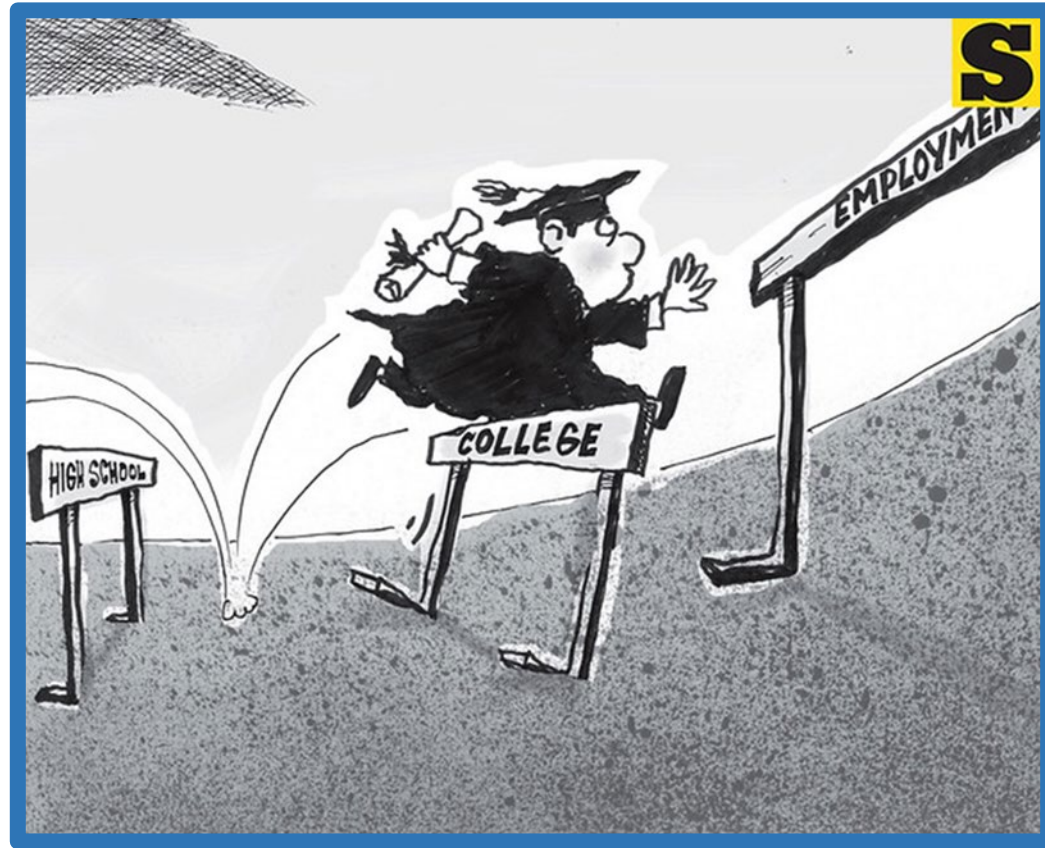
Fall 2019 AB 705 Outcomes at Cañada College: Summary of Findings

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Questions



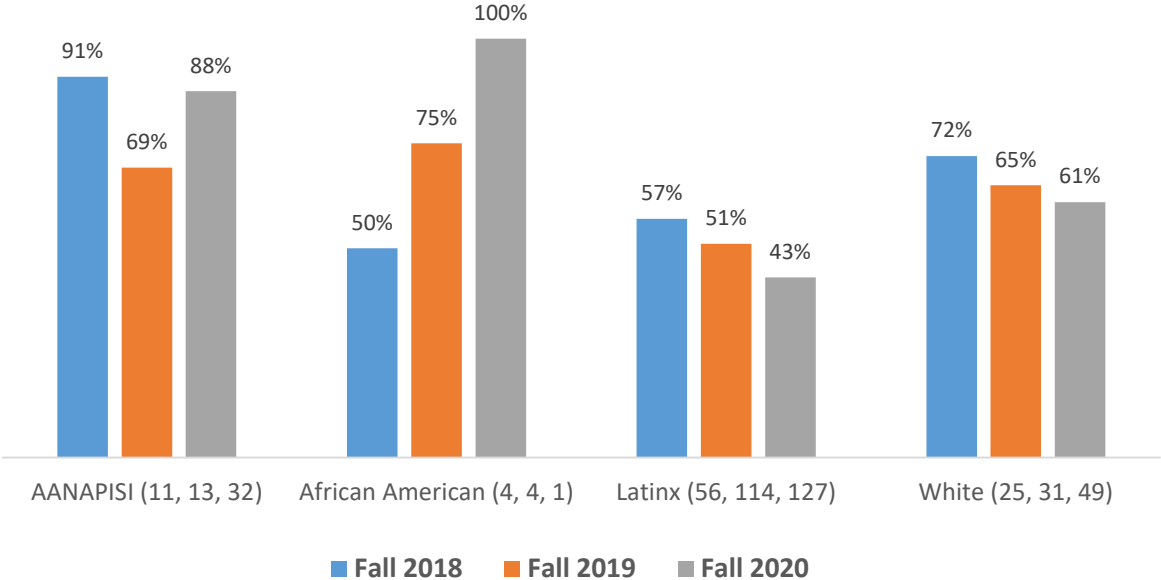
Thank you!



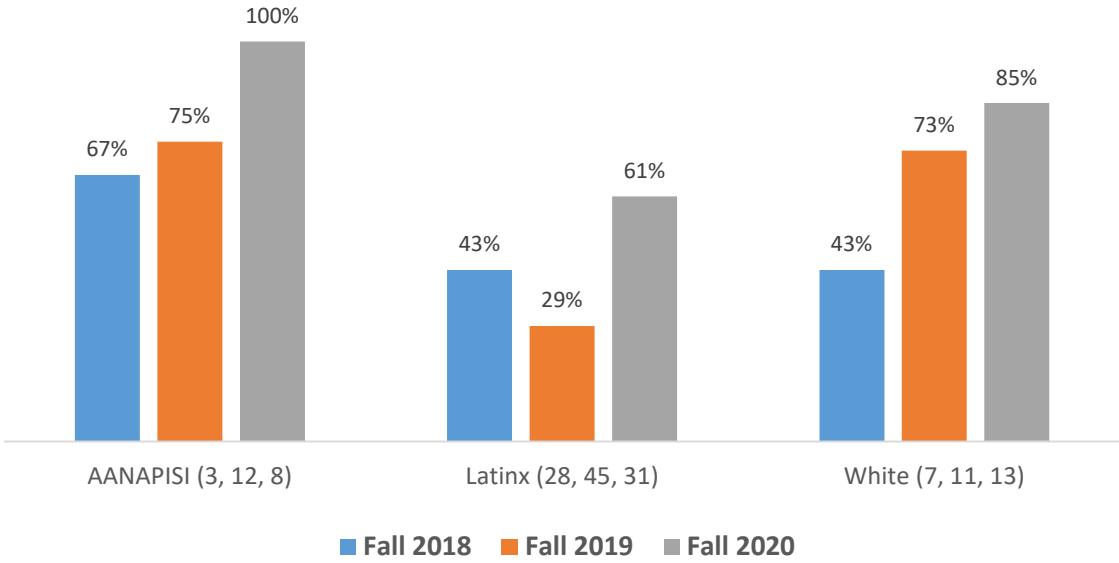
Additional Slides

Success Rates by Race/Ethnicity Group-Success Gaps

Success Rates in Transfer-Level SLAM Courses by Race/Ethnicity Group



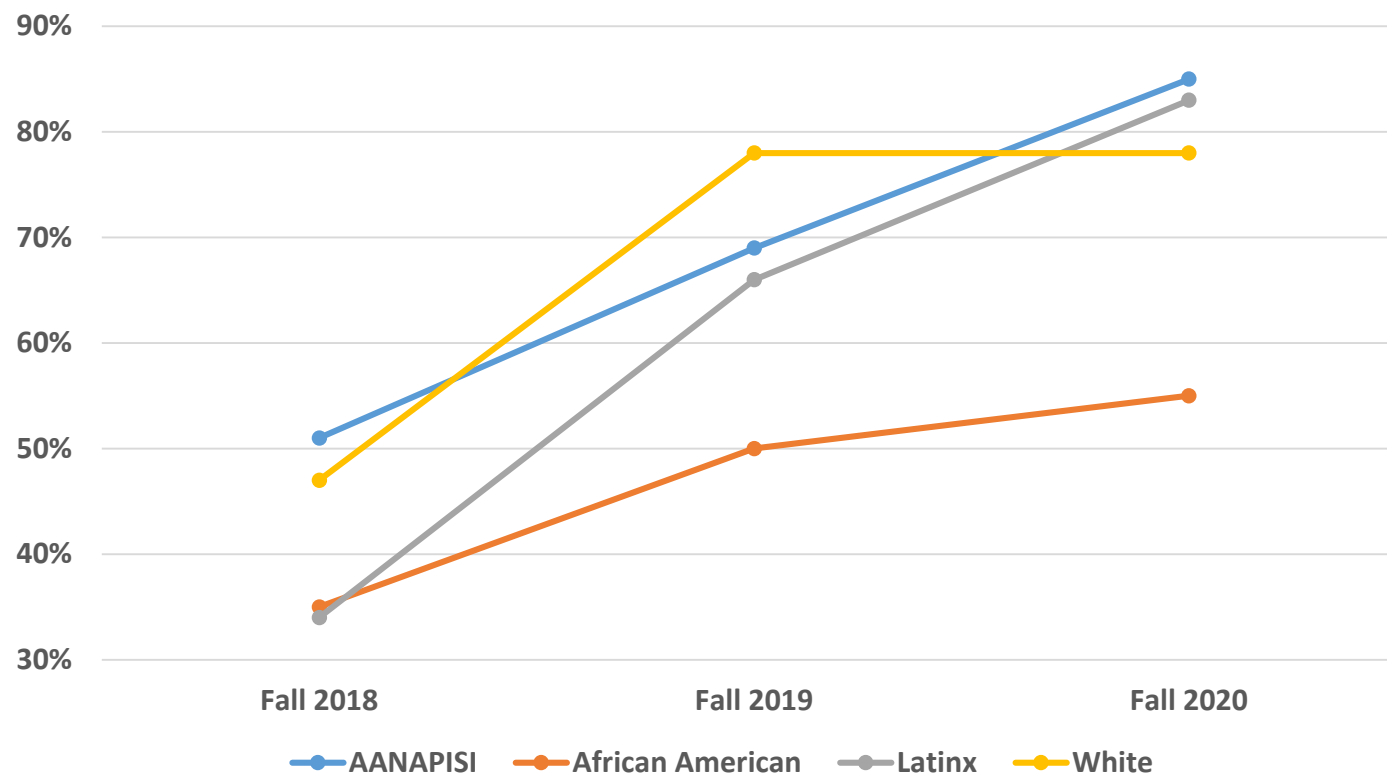
Success Rates in Transfer-Level BSTEM Courses by Race/Ethnicity Group



Note: the above chart considers first-time students enrolled in SLAM (Math 200 or Math 200+800) and BSTEM (Math 225/225+825, Math 241/241+841) transfer-level courses. The total numbers of African American students enrolled in BSTEM courses are (1, 1, 0).

Equity in Transfer-Level Math Course Enrollment

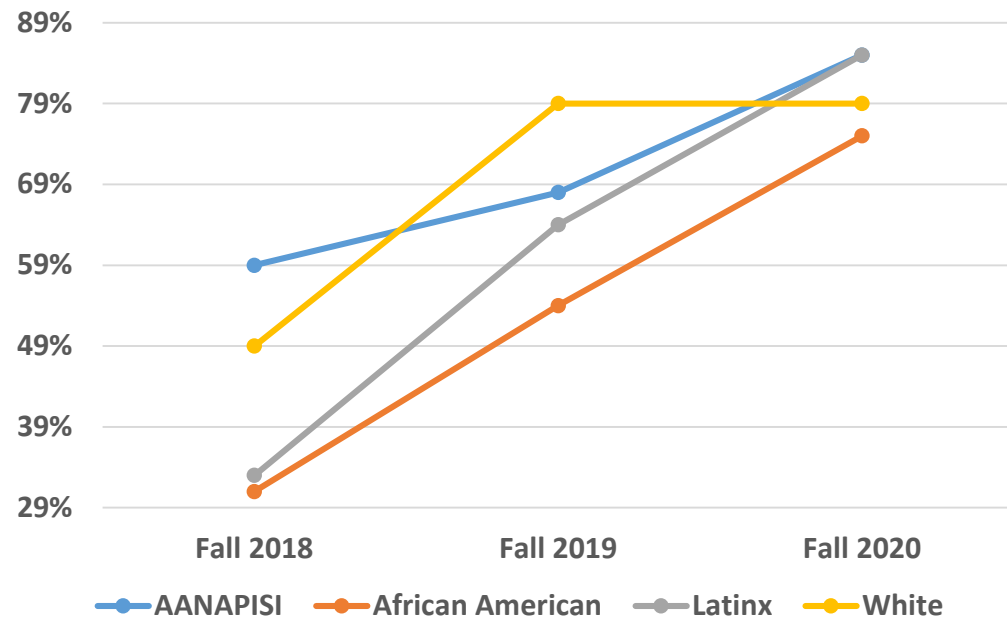
Total Enrollment in Transfer-Level Math Courses by Race/Ethnicity Group



- AB 705 placement significantly decreased equity gaps between Latinx, White and AANAPISI students
- The enrollment of African American students in transfer-level math courses increased, however enrollment gaps for this student population still persist.

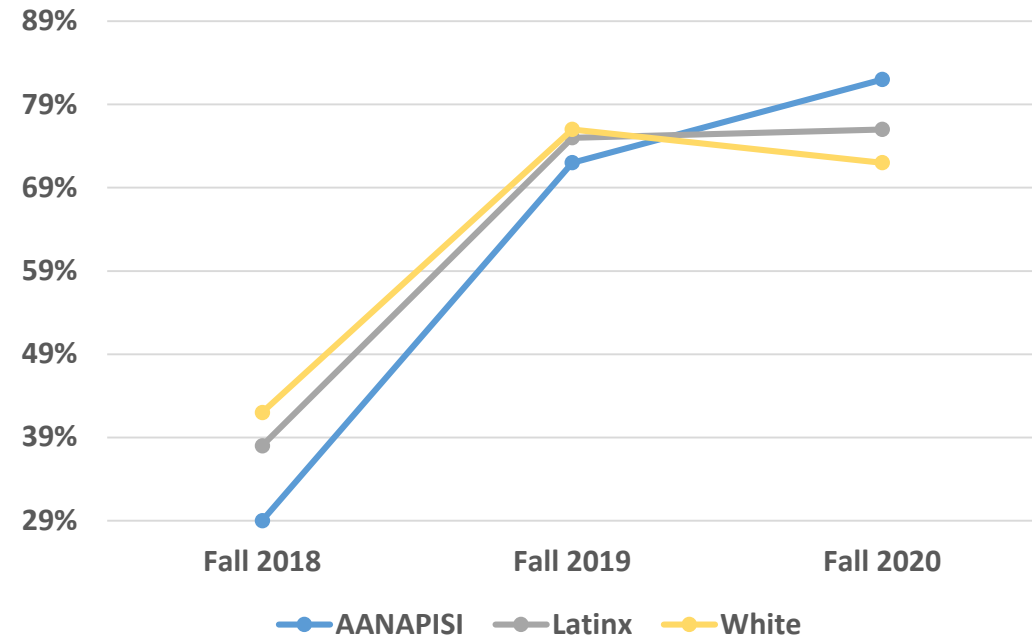
Equity in Transfer-Level Math Course Enrollment

Enrollment in Transfer-Level SLAM Courses by Race/Ethnicity Group



AB705 increased equity in access to transfer-level SLAM courses for African American students and completely mitigated equity gaps for Latinx students.

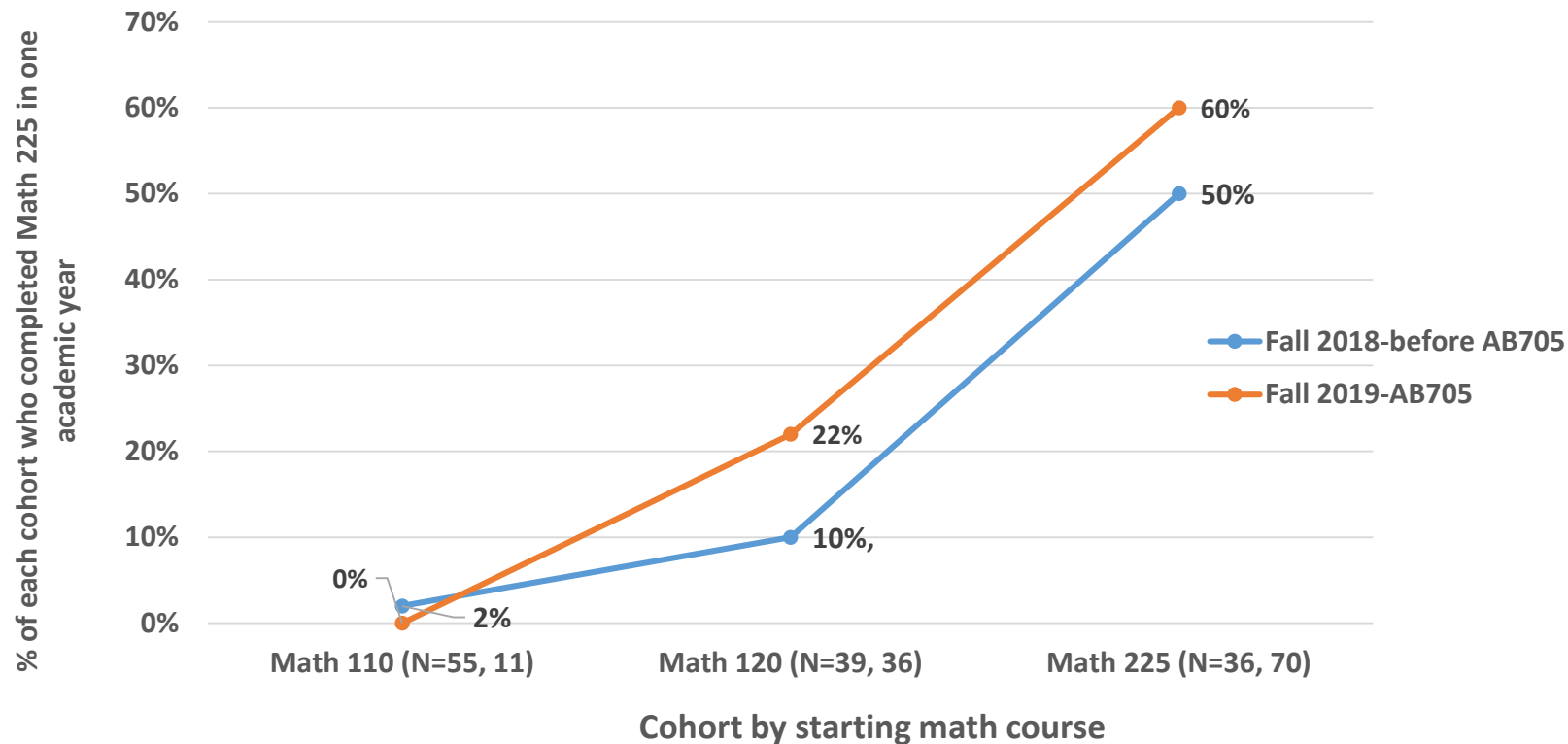
Enrollment in Transfer-Level B-STEM Courses by Race/Ethnicity Group



AB 705 significantly increased the enrollment of all race/ethnicity groups in B-STEM courses.

Comparing one-year throughput rates: BSTEM

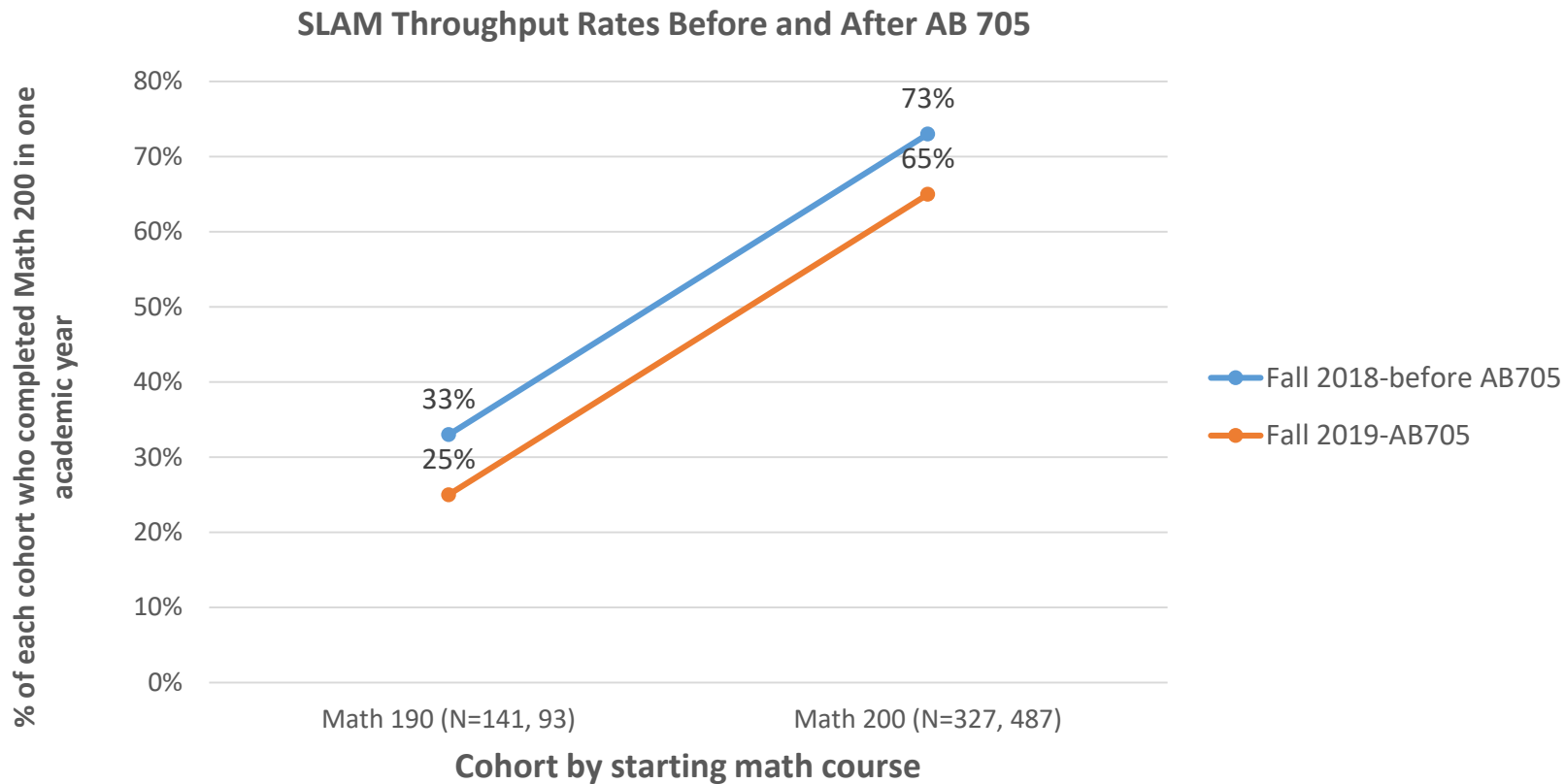
B-STEM Throughput Rates Before and After AB 705



- Placing students directly in Math 225 increases the likelihood they will complete it in one academic year.
- Placing students in two or one level below transfer-level math (i.e., in Math 110 or 120) introduces a barrier for completing Math 225 in one academic year.

NOTE: the above chart considers only students who have an Education Goal of "transfer to 4-year institution"

Comparing one-year throughput rates: SLAM



Placing students directly in Math 200 increases the likelihood of completing a transfer level math course (in the SLAM path) in one school year.

NOTE: the above chart considers only students who have an Education Goal of "transfer to 4-year institution"