



AB705 English and Math Update

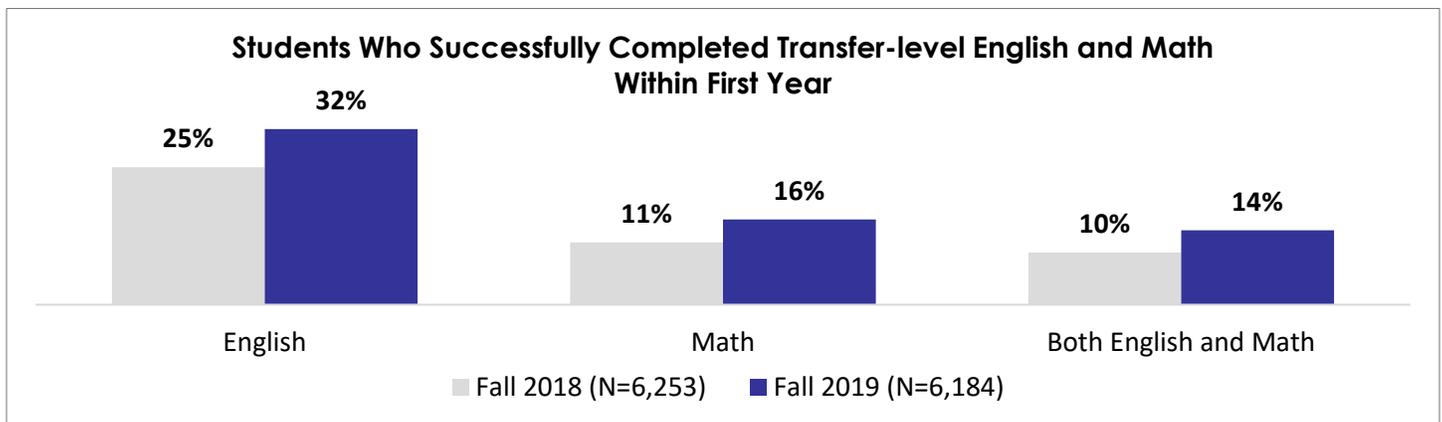
Research Brief • November 2020

In Fall 2019, AB705 was required to be fully implemented by state law. Under AB705, students must be assessed by using multiple measures and complete transfer-level English and math within one year. At El Camino College, multiple measures include high school GPA and coursework (math only) as the primary determining factors for placement. This research brief will compare student outcomes between Fall 2018 and Fall 2019 to determine some of the impacts of full implementation. Student outcomes are disaggregated by race and ethnicity in order to examine if AB705 has a negative effect on certain groups of students. In addition, this research brief includes the tracking of students who did not pass their first attempt of transfer-level English or math.

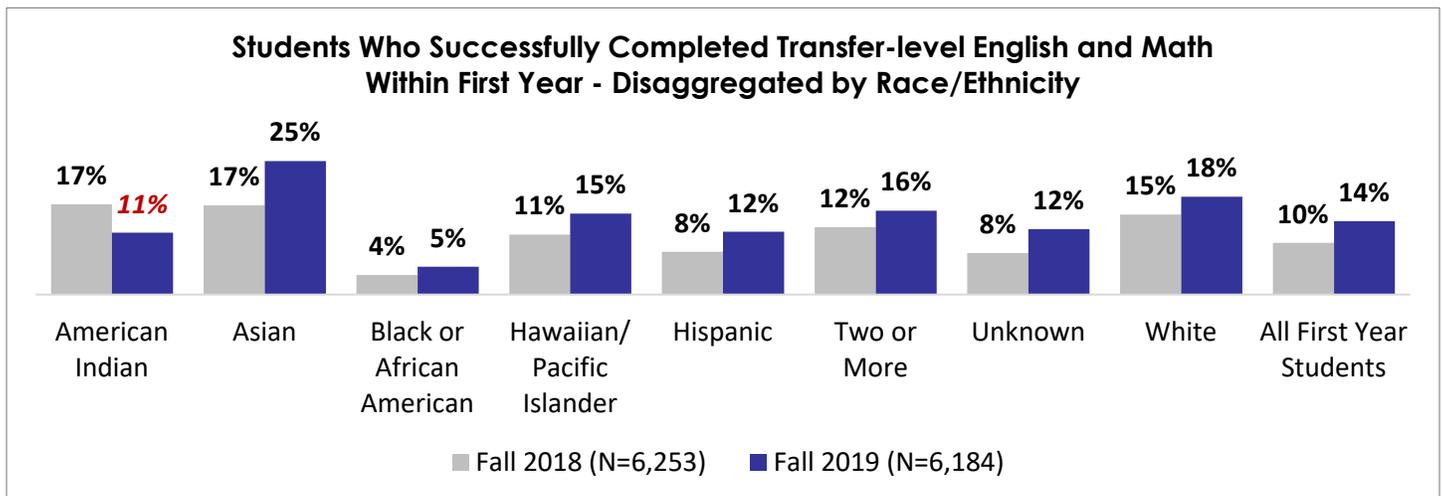
Successful Completion of Transfer-level English and Math Within First Year (Throughput Rate)

The throughput rate is the proportion of all new students who successfully complete transfer-level English and math courses within their first year. By the end of Spring 2020, the percentage of students successfully completing these courses had increased compared to Fall 2018:

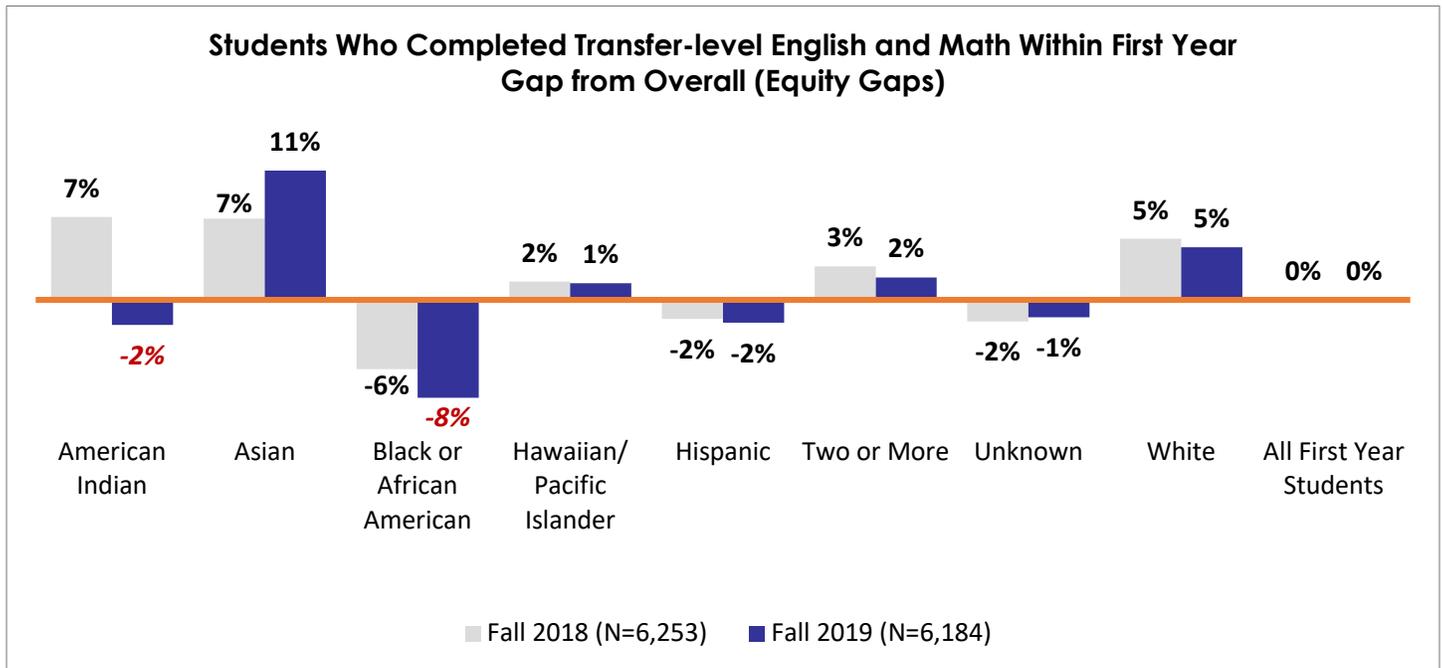
- 32% of Fall 2019 new students successfully completed transfer-level English (seven percentage points higher).
- 16% of Fall 2019 new students successfully completed transfer-level math (five percentage points higher).
- 14% of Fall 2019 new students successfully completed transfer-level English and math (four percentage points higher).



When the throughput rate is disaggregated by race and ethnicity, all groups successfully complete both transfer-level English and math within their first year at a higher rate in Fall 2019 than in Fall 2018. The exception to this statement is American Indian students who experienced a six-percentage point drop in throughput from Fall 2018 to Fall 2019.



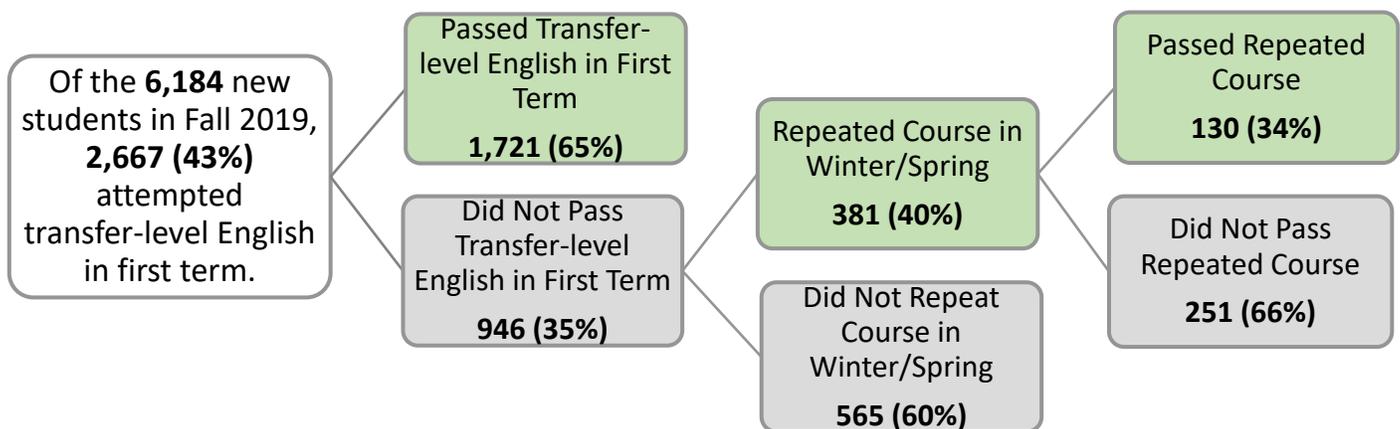
It is important to compare the throughput rate of all first-year students (10% in Fall 2018; 14% in Fall 2019) with groups of students disaggregated by race/ethnicity. By examining equity gaps, it's possible to determine if certain groups are negatively impacted by the implementation of AB705. The orange line in the chart below represents all first-year students' throughput rate. The bars show the positive/negative gaps between the overall throughput rate and the throughput rate of each race/ethnicity group. Although Black or African American students had a slight gain in throughput rate from Fall 2018 to Fall 2019 (see chart above), they also experienced a slight increase in equity gap. In regards to the throughput rate, American Indian and Black or African American students are the only groups of students that would be identified as disproportionately impacted (DI). DI groups are those who have throughput rates two or more percentage points below the overall rate.



Note: In the chart above, Hispanic equity gaps were rounded to the nearest percentage point (2%), however, both gaps were less than 2%, therefore, this population was not identified as a DI group.

Transfer-level English Course Repeats

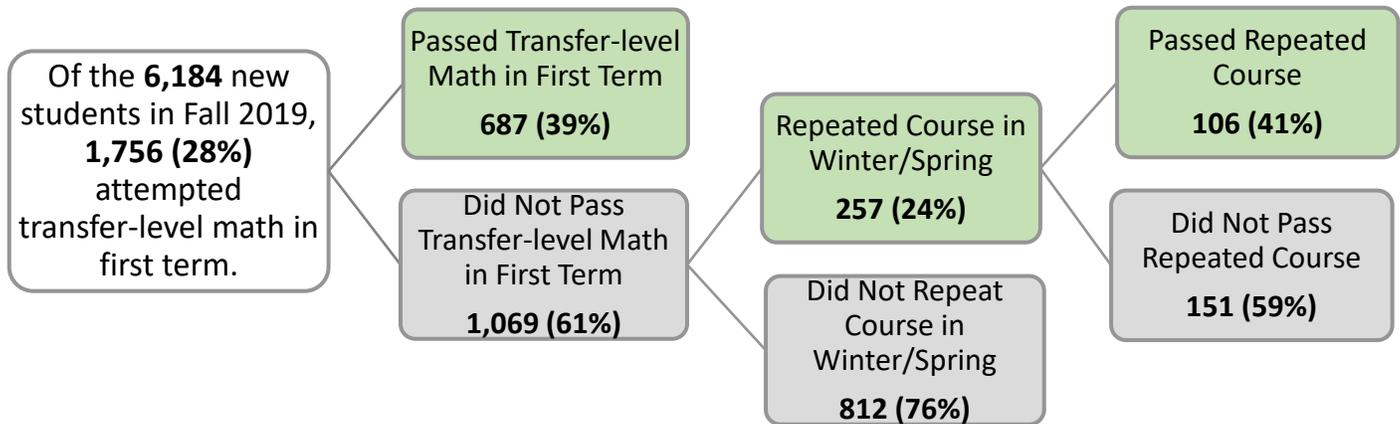
The following flowchart follows the journey of new students in Fall 2019 who attempted transfer-level English in their first term. Forty-three percent of new students attempted transfer-level English with a 65% successful course completion rate. Of the 35% of students who did not pass on their first attempt, 40% repeated the course in Winter 2020 and/or Spring 2020 with a 34% successful course completion rate in the repeated course.



Of the 2,667 new students in Fall 2019 who attempted transfer-level English in their first term, 1,851 (69%) successfully completed transfer-level English within first year.

Transfer-level Math Course Repeats

The next flowchart follows the path of new students in Fall 2019 who attempted transfer-level math in their first term. Twenty-eight percent of new students attempted transfer-level math with a 39% successful course completion rate. Of the 61% of students who did not pass on their first attempt, 24% repeated the course in Winter 2020 and/or Spring 2020 with a 41% successful course completion rate in the repeated course.



Of the 1,756 new students in Fall 2019 who attempted transfer-level math in their first term, 793 (45%) successfully completed transfer-level math within first year.

Conclusion and Recommendations

It is still too early to determine the long-term impacts of AB705. Further review of the implementation of AB705 should be conducted at the end of the 2020-21 academic year, including tracking student success in subsequent courses of transfer-level English and math. Due the extreme levels of course withdrawal in Spring 2020 due to COVID-19, it is difficult to make any definitive judgements of the short-term impact of AB705.

The primary recommendations from this update are:

- Share results with instructors, counselors, and meta-major success teams.
- Consider additional student support for transfer-level courses, especially due to the large number of new students in these courses.
- Target outreach efforts to students who do not pass English and math courses to encourage repeat enrollment and guide them to resources to ensure course success.