



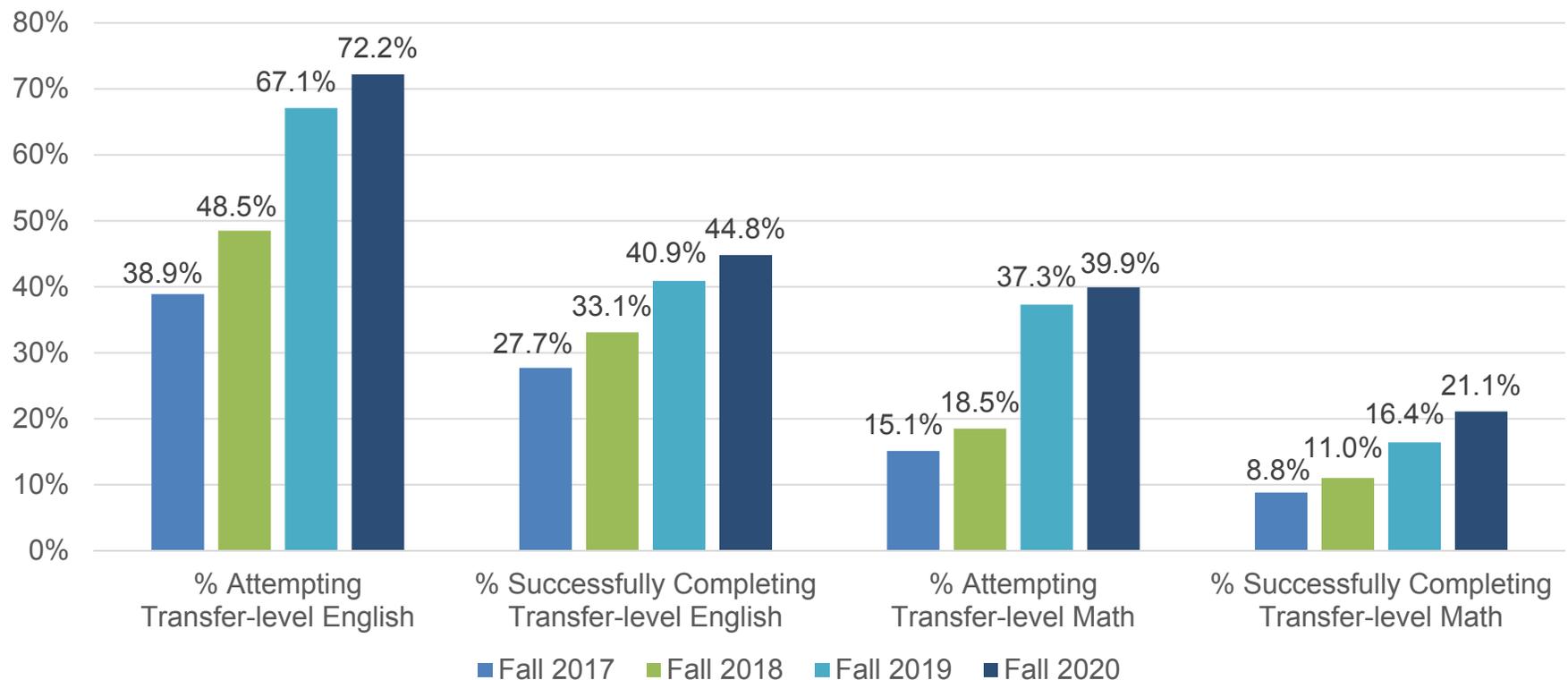
AB 705 UPDATE ON STUDENT OUTCOMES

REVIEW OF STUDENT OUTCOMES FOR THE 2020-21 ACADEMIC YEAR

Educational Programs and Institutional Effectiveness

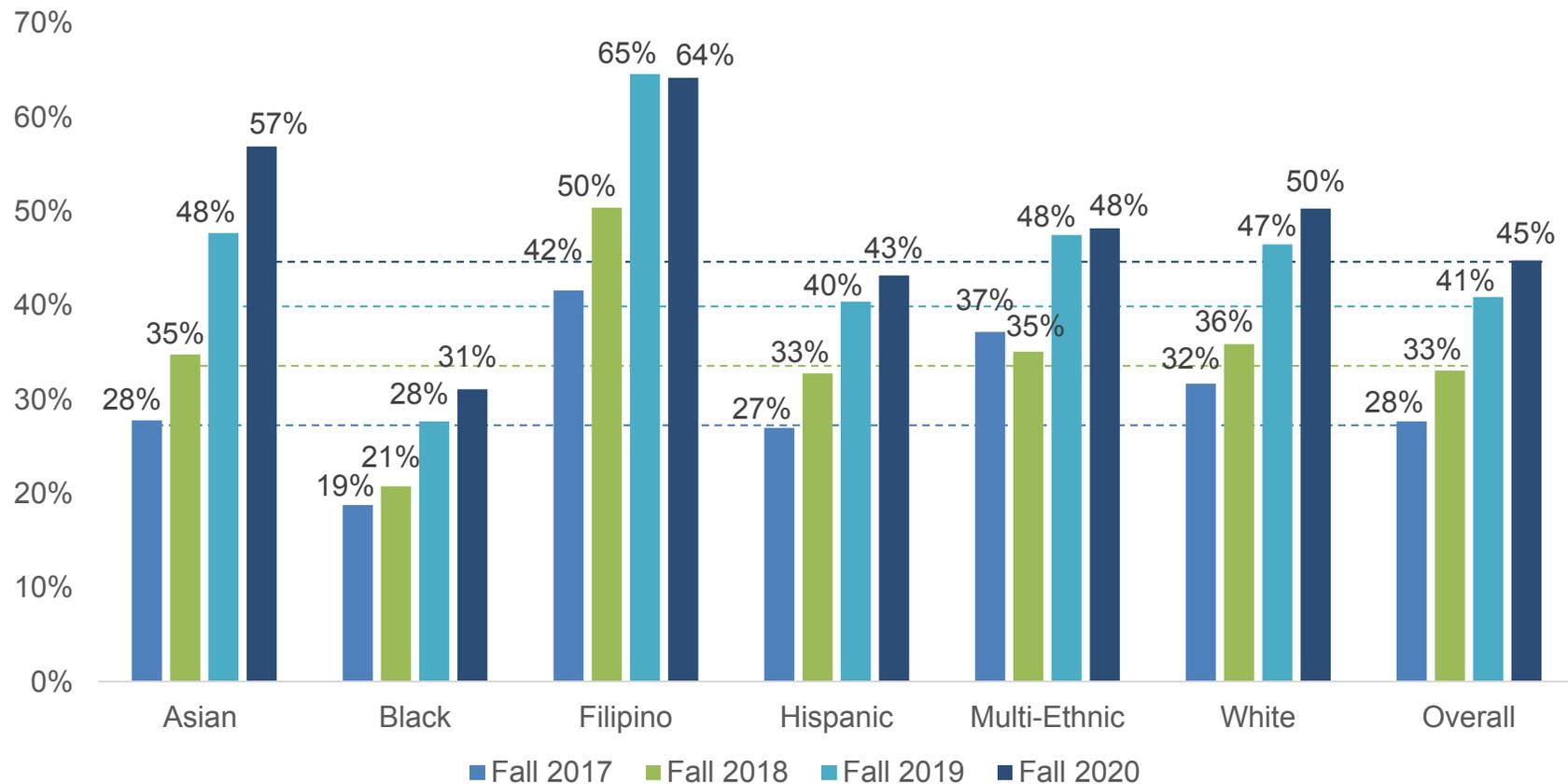
September 22, 2021

New Student Rates for Attempting and Completing Transfer-level Courses



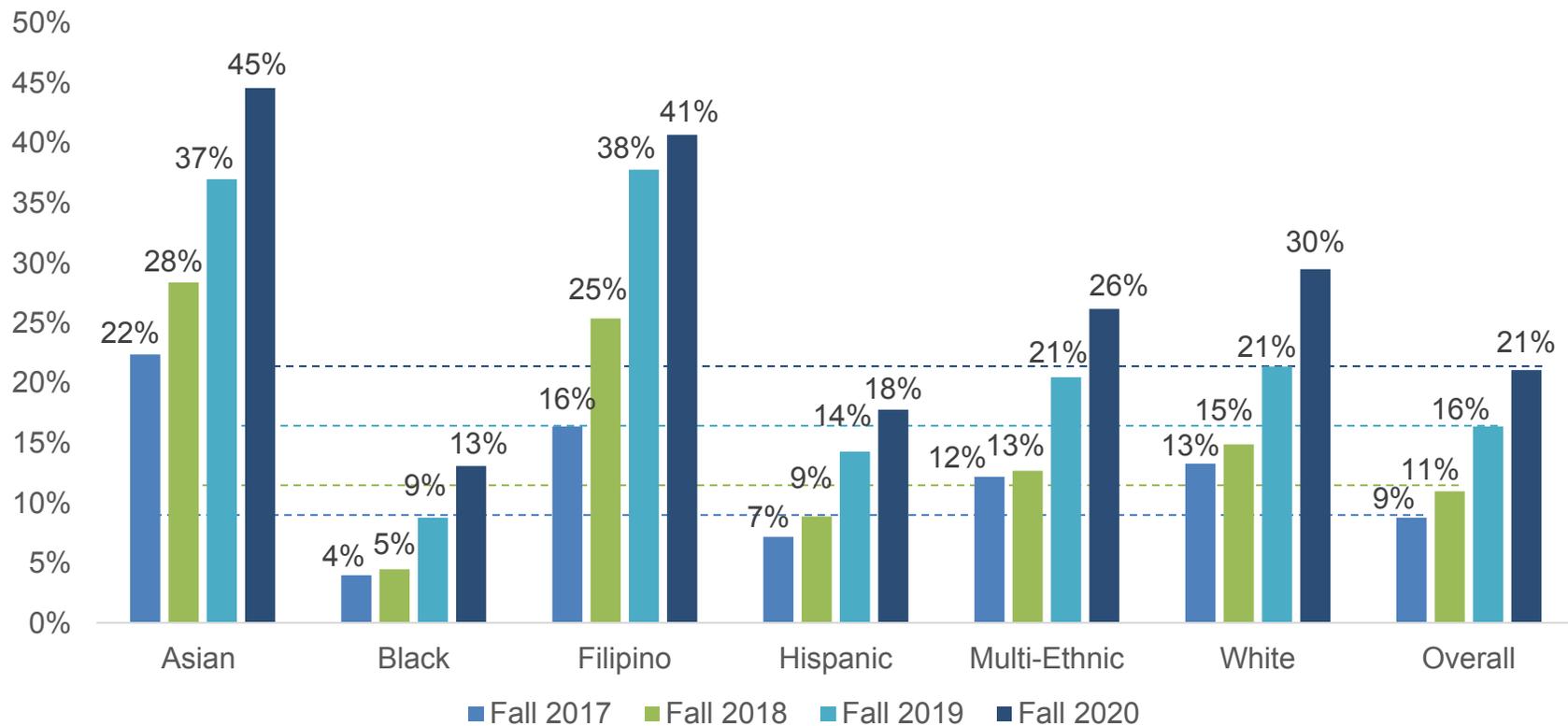
- Overall, the percentage of first-time students attempting and completing transfer-level English and Math within one year has increased over time.

New Students Completing Transfer-level English by Ethnicity



- Since AB705 implementation, while first-time student completion rates for transfer-level English have increased for all ethnic groups, persistent gaps remain, in particular for Black and Hispanic students.

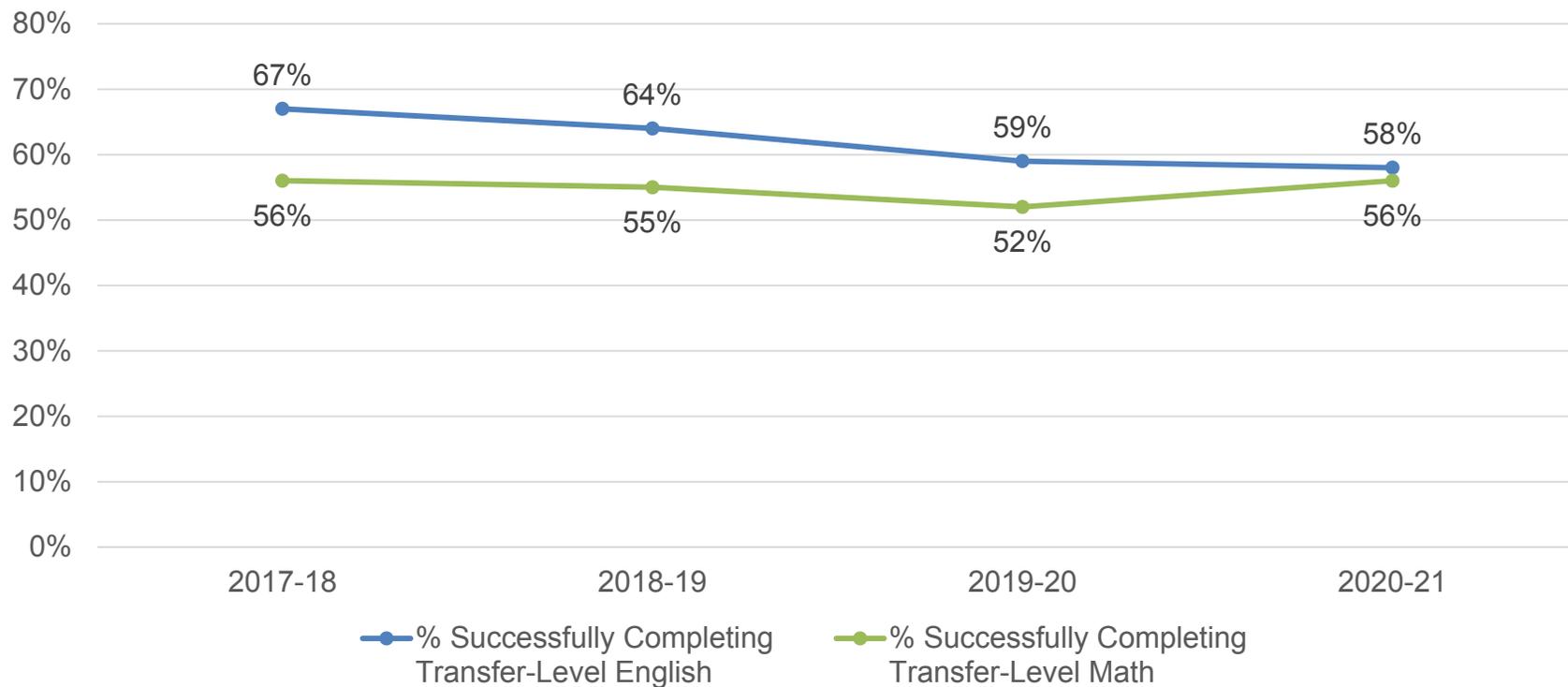
New Students Completing Transfer-level Math by Ethnicity



- First-time student completion rates for transfer-level math has also increased across all ethnic groups. However, gaps between students groups persist and are growing. Completion rates for Black and Hispanic student groups are increasing at a slower rate when compared to other student groups.

Course Completion

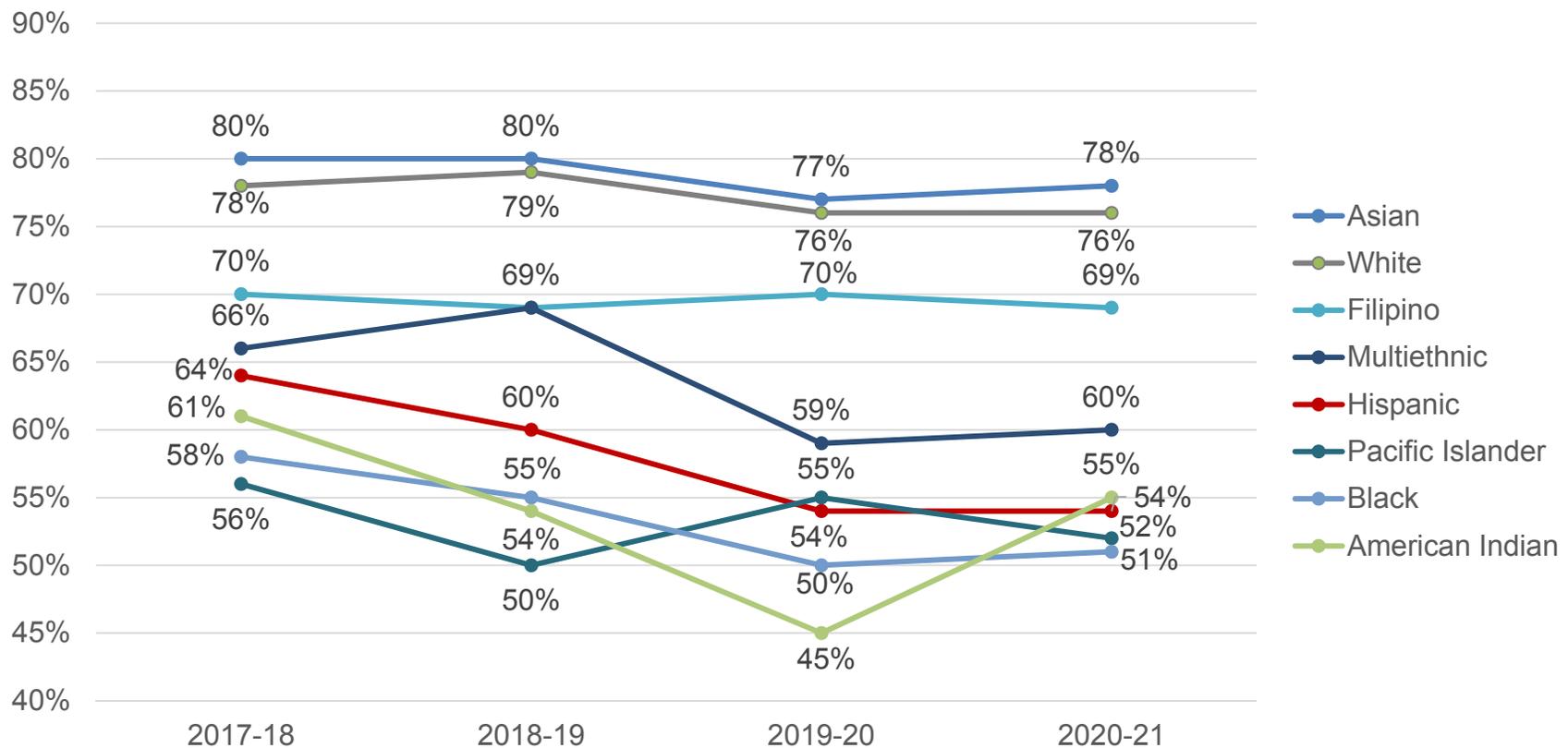
Students Completing Transfer-level English and Math Courses



- Overall, the percentage of students completing transfer-level English has decreased since the 2017-18 academic year, while the percentage of students who complete transfer-level Math has remained the same over time.

Course Completion

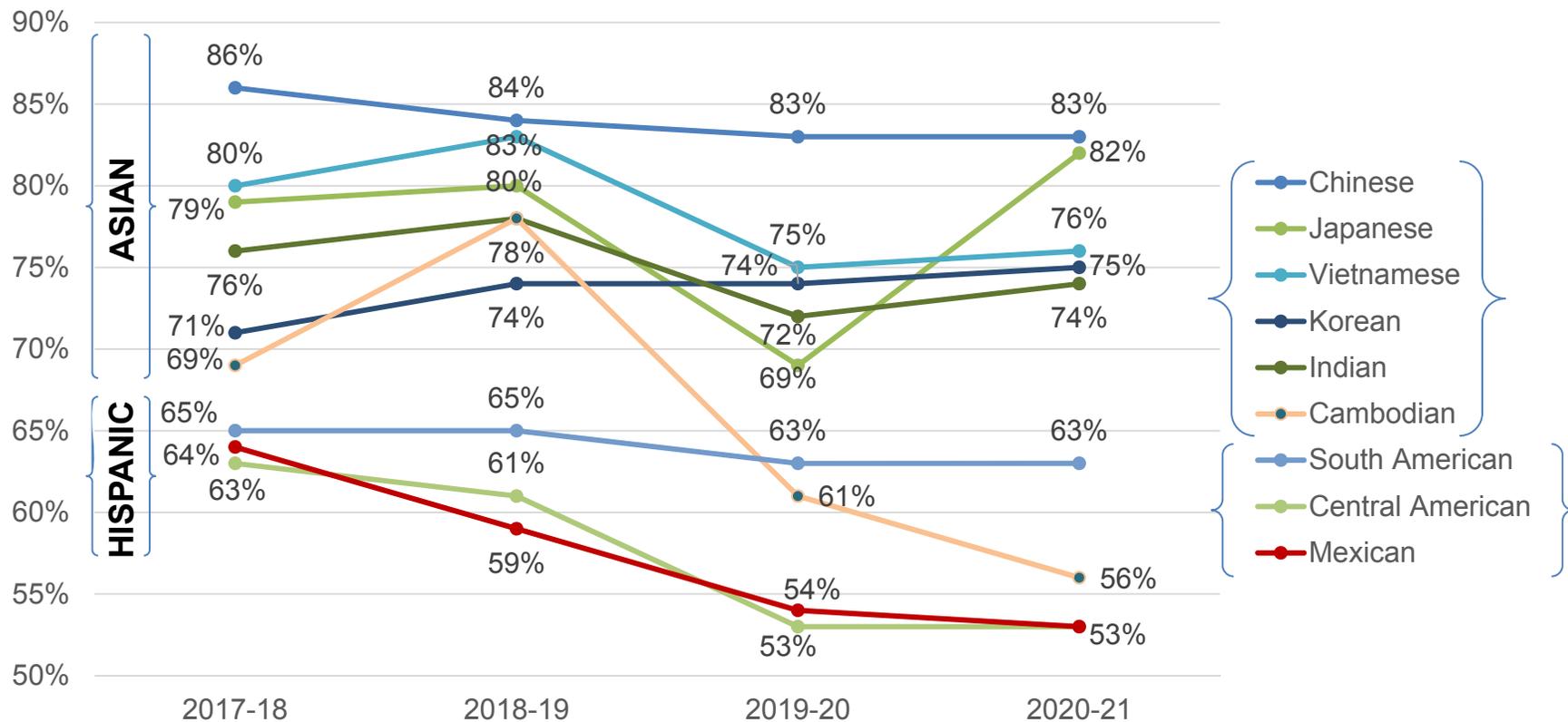
Students Completing Transfer-level English by Ethnicity



- While transfer-level English course success rates, in general, have decreased over time, Hispanic, Black, American Indian, and Multiethnic student groups have seen larger decreases in success rates than other student groups.

Course Completion

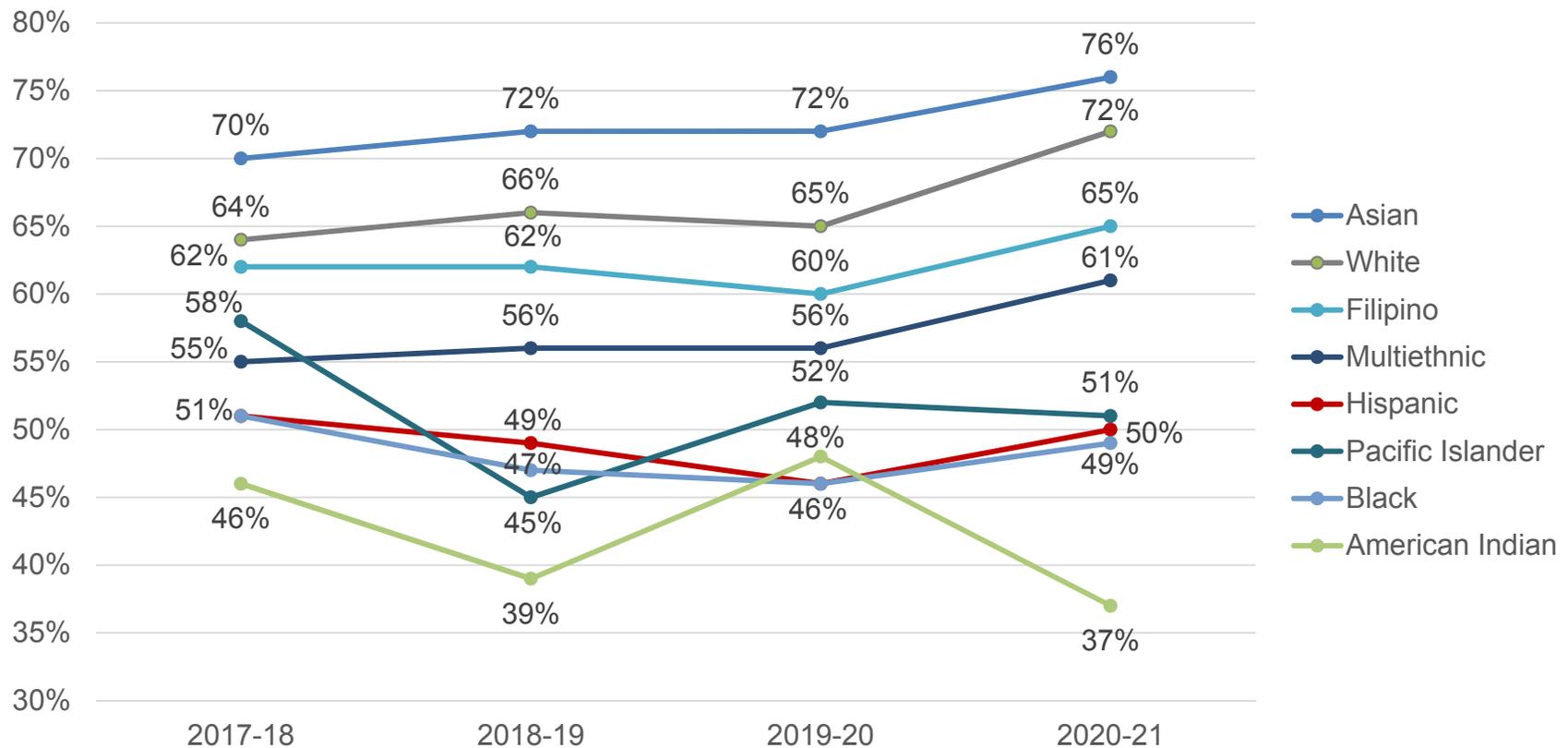
Students Completing Transfer-level English by Detailed Ethnicity



- Within the Asian subgroup, Cambodian student groups have seen a larger decrease in success rates than other groups in transfer-level English courses.
- Within the Hispanic subgroup, South American students have higher success rates in transfer-level English courses than Central American and Mexican student groups.

Course Completion

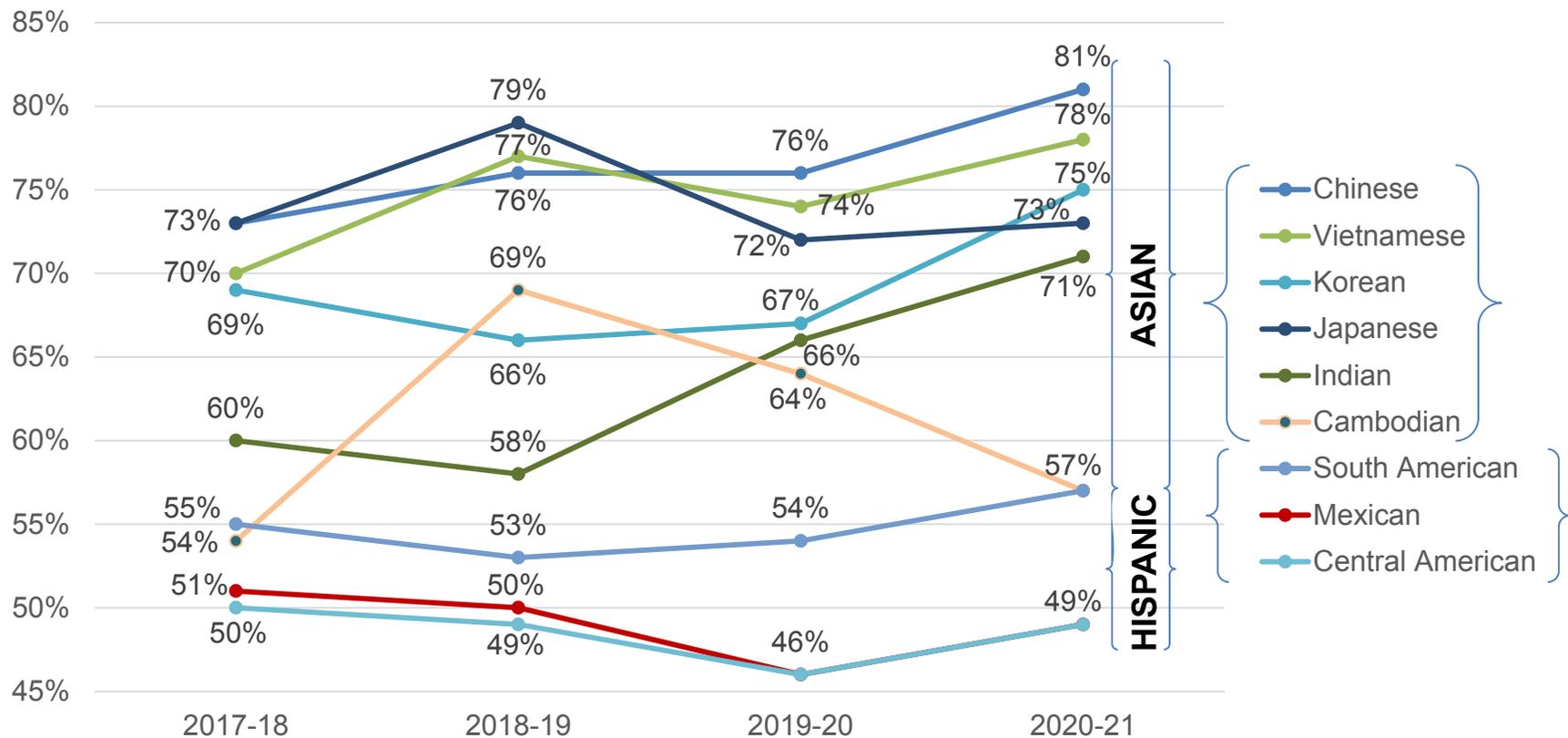
Students Completing Transfer-level Math by Ethnicity



- While transfer-level math course success rates, in general, have remained the same over time, American Indian, Pacific Islander, Black, and Hispanic student groups experienced decreases when compared to other student groups whose success rates have increased.

Course Completion

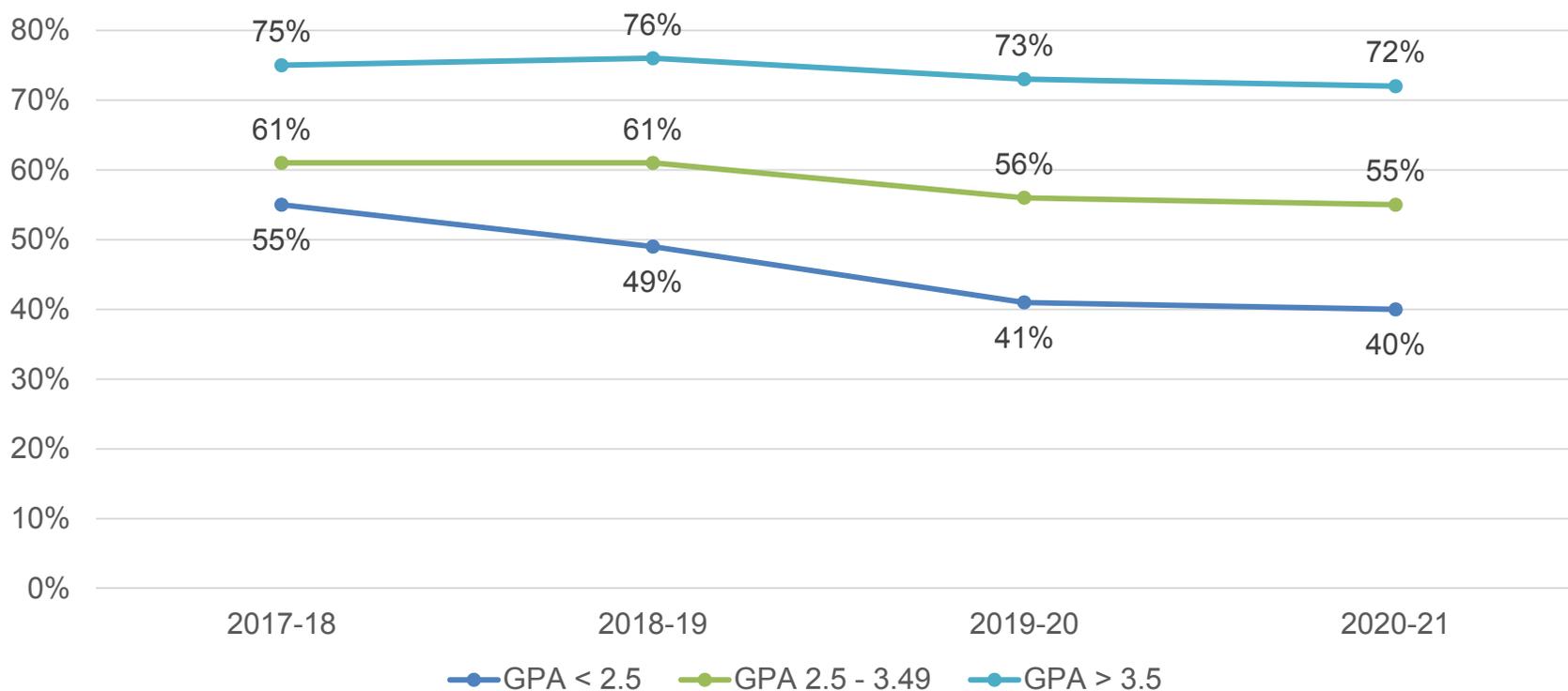
Students Completing Transfer-level Math by Detailed Ethnicity



- All Asian subgroups have experienced increased success rates in transfer-level math courses.
- Within the Hispanic subgroup, success rates in transfer-level math courses for South American students has increased over time, while rates have decreased for Central American and Mexican student groups.

Course Completion

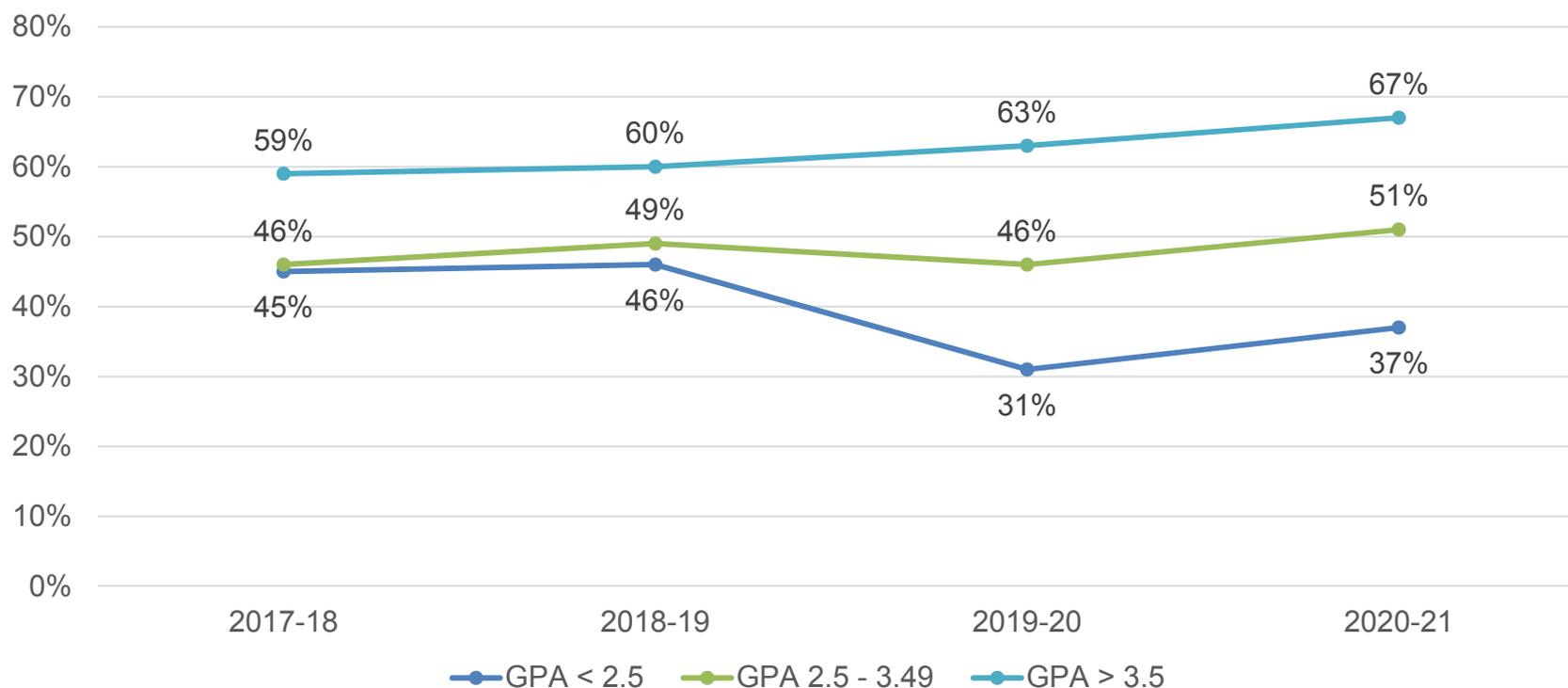
Students Successfully Completing Transfer-Level English by High School GPA



- Overall, the success rate for transfer-level English courses has decreased over time. However, the decrease in success has more pronounced for students in the lowest High School GPA band (< 2.5).

Course Completion

Students Successfully Completing Transfer-Level Math by High School GPA



- Overall, the success rate for transfer-level math courses has remained about the same over time. However, success rates vary by students' High School GPA band. Over time, success rates for students with a High School GPA of ≥ 2.5 have increased, while it has decreased for students within the lowest GPA band.

Summary

- The percentage of first-time students attempting transfer-level English and math courses has **increased** over time
 - From Fall 2017 to Fall 2020, there has been about a 33 ppt. increase for students attempting a transfer-level English courses and about a 25 ppt. increase for transfer-level math course attempts within a students' first year of enrollment.
- The percentage of first-time students successfully completing transfer-level English and math courses within one year has **increased** over time
 - From Fall 2017 to Fall 2020, there has been about a 17 ppt. increase for students passing a transfer-level English course and about a 12 ppt. increase for completion of a transfer-level math course within a students' first year of enrollment.
- First-time student completion rates for transfer-level English and math courses have **increased** across all ethnic groups.
 - However, equity gaps remain and are growing. One-year completion rates for Black and Hispanic student groups are increasing at a slower rate when compared to other student groups.
- Overall, since academic year 2017-18, successful course completion rates in transfer-level English have **decreased** while they have **remained about the same** for transfer-level math.
 - Completion rates for transfer-level English and math courses vary by Ethnicity and High School GPA level.
 - Students with the lowest high school GPAs are struggling most in transfer-level English and math

Recommendations and Next Steps

- Follow CCCCO directives on improving placement models, particularly in cases where below-transfer placements have led to lower throughput rates and higher equity gaps
- Re-examine and increase support for students, particularly those with low high school GPAs and demographic groups experiencing declining or unchanged course success rates
- Continue to provide support resources identified by students:
 - In-person tutoring and online resources; professional developmental for faculty and counselors
- More effectively utilize district systems (e.g., Early Alert) to identify at-risk student and direct students to college supports

Questions?

