

HIGHLIGHTS

AB 705: Long-Term Impact on Student Completion of Transfer-Level Requirements and Education Goals



New [research](#) examines the long-term impact of AB 705 implementation on student completion across California’s community colleges.¹ It specifically focuses students’ completion of transfer-level English and math within one year of their first enrollment in the system and attainment of education goals such as transfer and associate’s degrees within two years.

Results point to the effectiveness of policy measures designed to reduce barriers to the courses required for transfer and associate’s degrees by moving away from developmental education to direct enrollment in transfer-level coursework.

Since AB 705 implementation...

Significantly more students complete transfer-level English and/or math within one year of entry.

- Rates have increased dramatically; one-year completion is highest in English, though proportionally, the largest growth can be seen in math as well as math and English combined.
- These findings hold across all racial/ethnic groups and levels of preparation, including students who enter with a high school grade point average (GPA) of <1.9.

More students attain educational goals within two years of their first enrollment.

- Student completion of transfer and associate’s degrees is trending positive, again across all racial/ethnic groups and levels of preparation, including among students who enter with a low high school GPA.

Sustaining these positive trends will require additional efforts to achieve the goals of developmental education reform across the system.

- Opportunities include advising that encourages students to enroll in transfer-level English and math in their first year, scaled implementation of active learning strategies in these courses, and concurrent support for students with the lowest levels of preparation.
- In the following figures, find findings on transfer-level English and math completion within one year and educational goal attainment within two years of students’ first enrollment—overall and then by race/ethnicity and lowest level of preparation.

For more information:

www.rpgroup.org/mmap.

Research Overview

MMAP tracked the outcomes of more than 3,400,000 students—controlling for numerous factors such as students’ demographics and high school performance, college implementation of AB 705 requirements, and COVID-19 pandemic impacts—across three key periods:

- **Baseline (2012-2013 through 2014-2015):** the period prior to California’s widespread adoption of assessment and placement reform.
- **Transition (2015-2016 through 2018-2019):** the time surrounding AB 705’s development and passage, and the movement toward developmental education reform.
- **Post Implementation (2019-2020 through 2023-2024):** the window after the legislation went into effect requiring assessment, placement, and developmental education reform.

¹ Find a full description of data and methods and key findings in the full research brief [AB 705: Long-Term Impact on Student Completion of Transfer-Level Requirements and Education Goal](#).

Rates Overall

Figure 1. Transfer-Level Course Completion within One Year of First CCC Enrollment

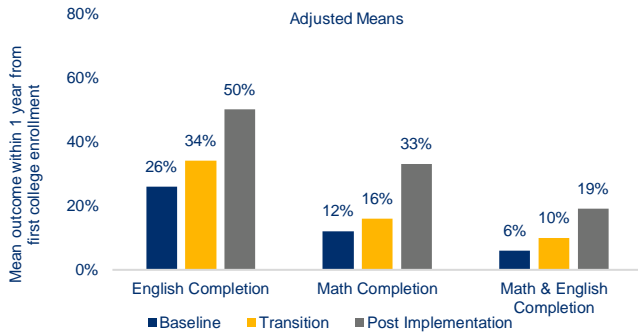
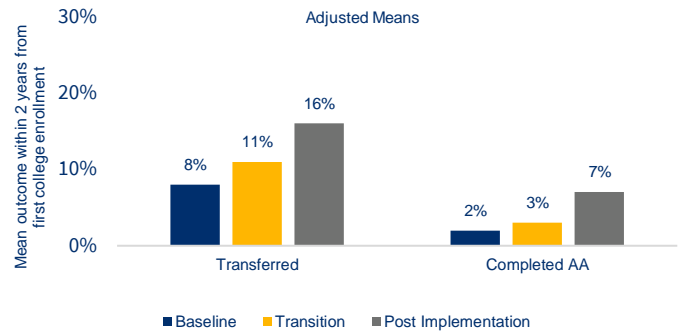


Figure 2. Transfer and Associate's Degree Attainment within Two Years of First CCC Enrollment



Rates by Race/Ethnicity

Figure 3a. Transfer-Level English Completion within One Year of First CCC Enrollment by Race/Ethnicity

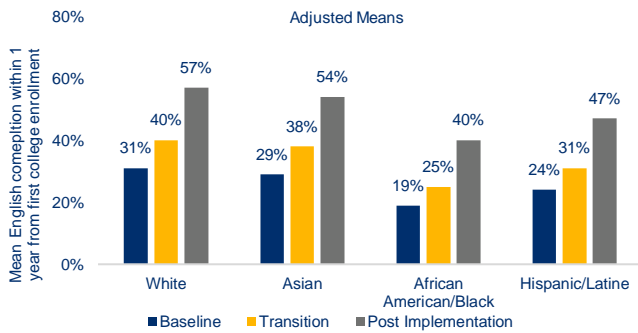


Figure 3b. Transfer-Level Math Completion within One Year of First CCC Enrollment by Race/Ethnicity

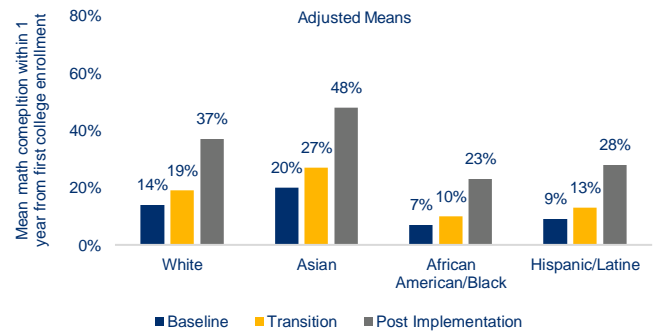


Figure 4a. Transfer Attainment within Two Years of First CCC Enrollment by Race/Ethnicity

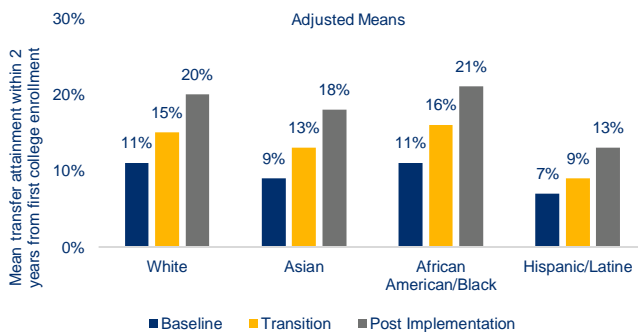
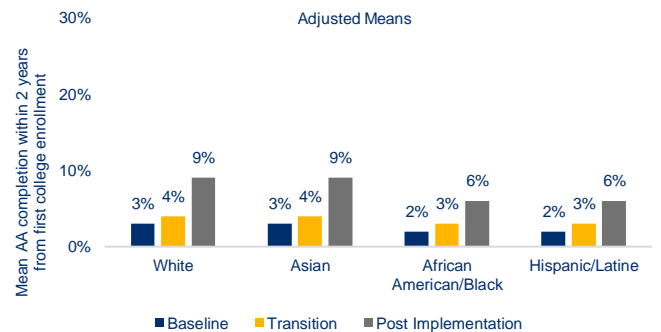


Figure 4b. Associate's Degree Attainment within Two Years of First CCC Enrollment by Race/Ethnicity



Rates by Level of Preparation

Figure 5a. Transfer-Level English Completion within One Year of First CCC Enrollment by High School GPA Band

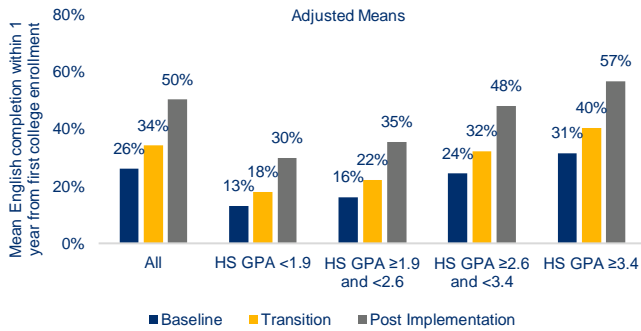


Figure 5b. Transfer-Level Math Completion within One Year of First CCC Enrollment by High School GPA Band

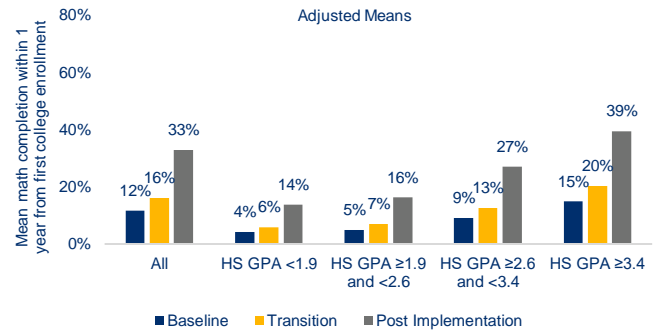


Figure 6a. Transfer Attainment within Two Years of First CCC Enrollment by High School GPA Band

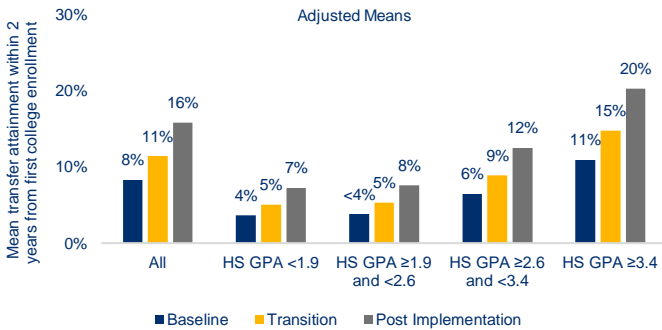


Figure 6b. Associate's Degree Attainment within Two Years of First CCC Enrollment by High School GPA Band

