

Equitable Placement & Completion

AB 705 Implementation Progress Update

April 30, 2025

3:00 – 4:00 PM

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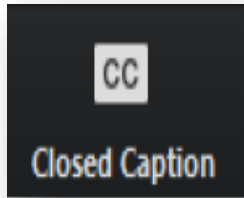


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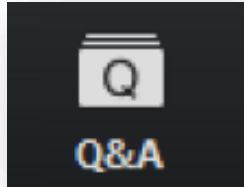


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Webinar Logistics



Click the Closed Caption (CC) tab to read live captions



Click the Question & Answer (Q&A) tab to enter questions for the presenters and to read their responses. You will be muted with your camera off during the entire webinar.

Additional Logistics

- This session will be recorded.
- The recording will be available on the Multiple Measures Assessment Project webpage: www.rpgroup.org
- This is part of a spring webinar series. Visit the webpage for other webinars including Calculus with Support, Innovative Course Sequences and AB 1705 Evaluation

Agenda

AB 705 impact update, including...

- Status of direct enrollments and “throughput” in transfer-level English and math
- Long-term trends in completion of transfer-level English and math within one year of enrollment and ed goal attainment within two years

Status of Direct Enrollment and “Throughput” in Transfer-Level English and Math

- [Access and Enrollment Statewide Analysis](#)
- [Spotlight on DSPS Students](#)
- [Spotlight on Special Populations](#)

Analysis of student outcomes in the period leading up to and since AB 705 implementation...

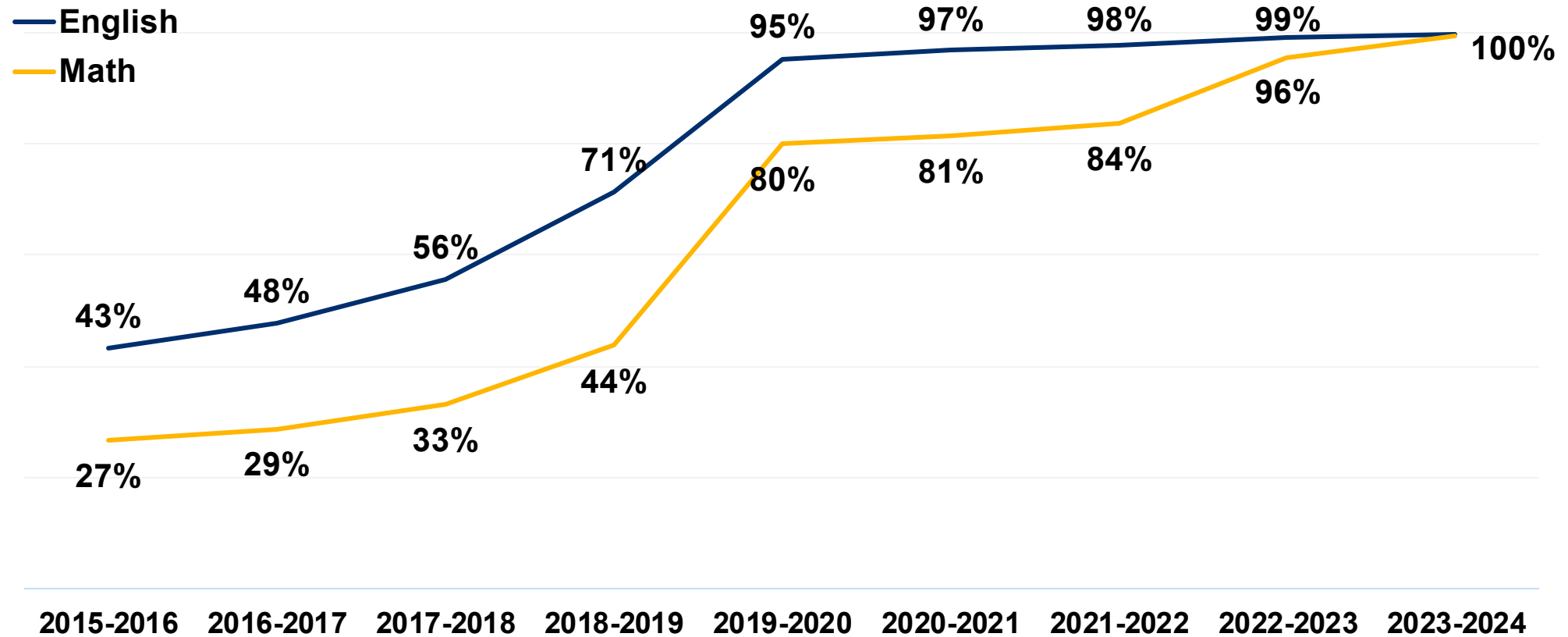
- Cohorts starting at any of the 115 California community colleges (CCC) in a fall term between 2015 and 2023, tracked through summer 2024.

- Outcomes of interest:

Direct enrollment in transfer-level English or math as first course in the discipline.

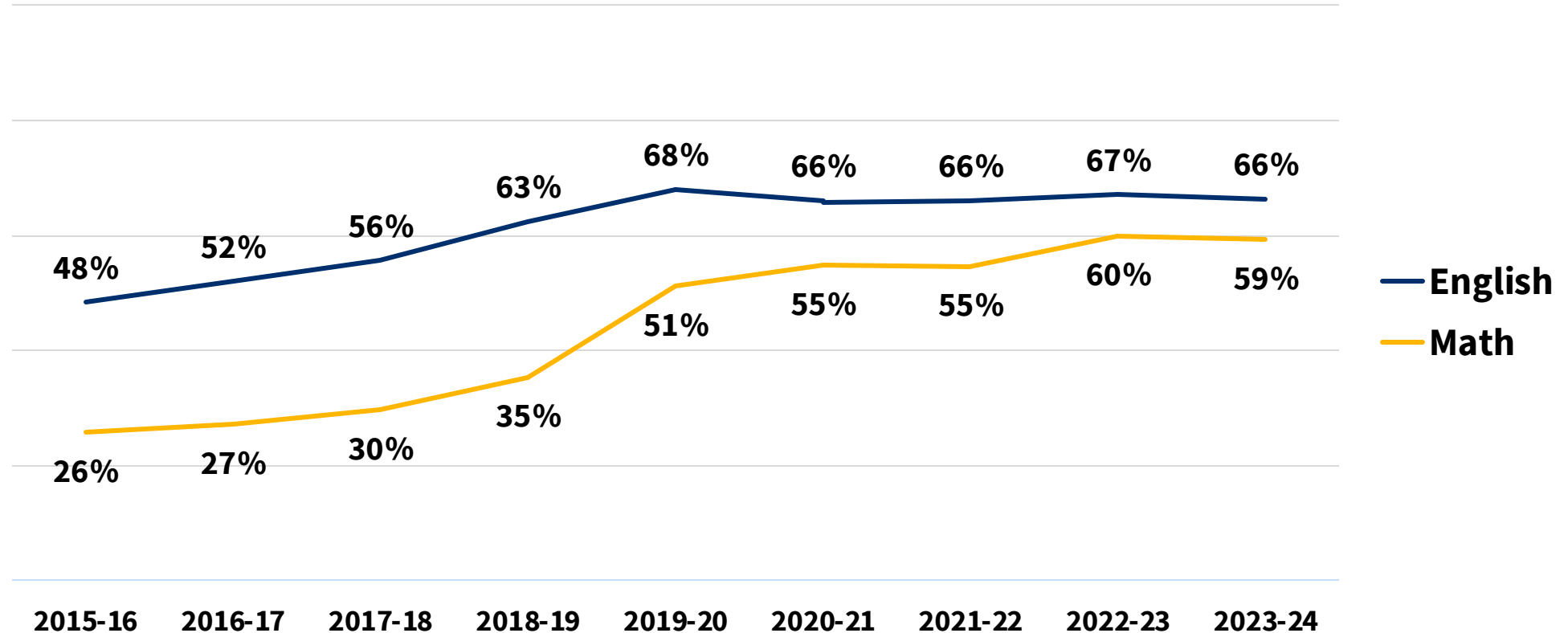
“Throughput” or completion of transfer-level English or math within the academic year (i.e., fall, winter, spring, summer terms) from any starting level in the sequence.

Direct enrollment in transfer-level English and math is now universal.



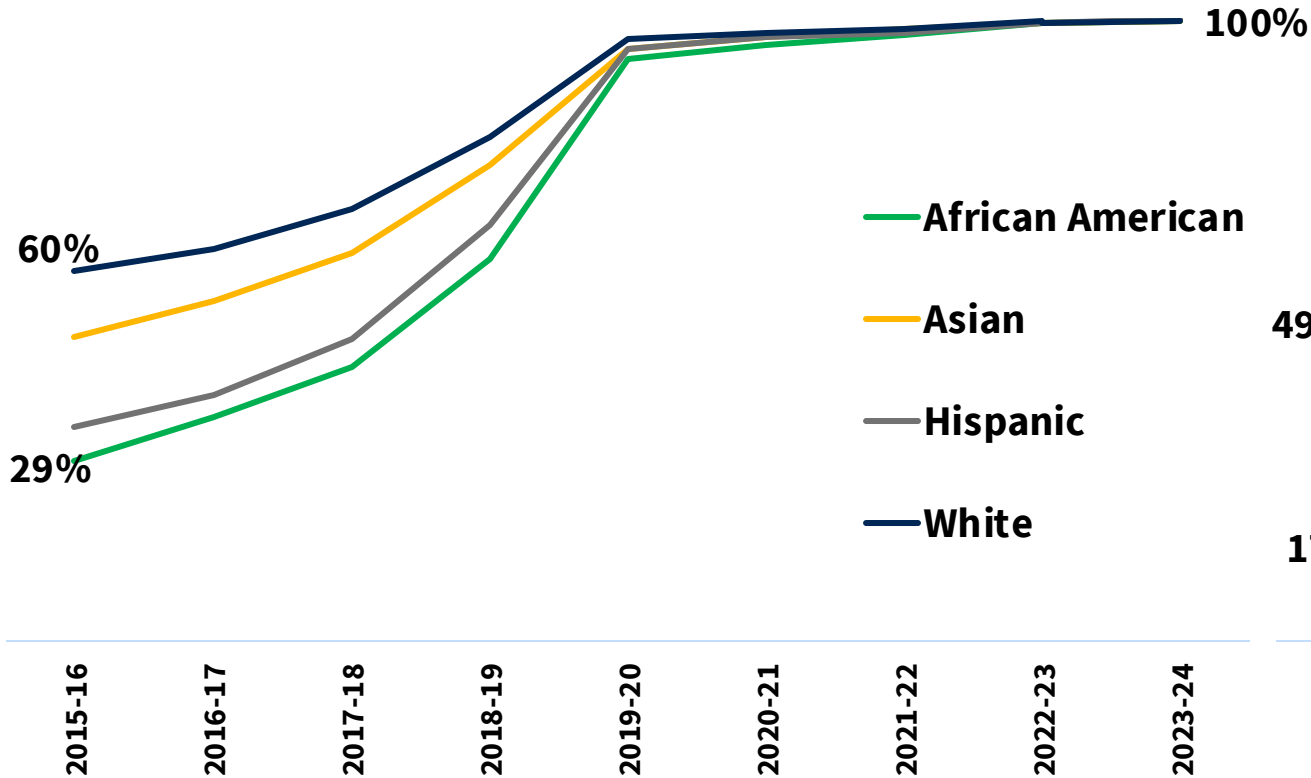
Since pre-AB 705, English and math throughput has increased significantly.

At the same time, rates have leveled.

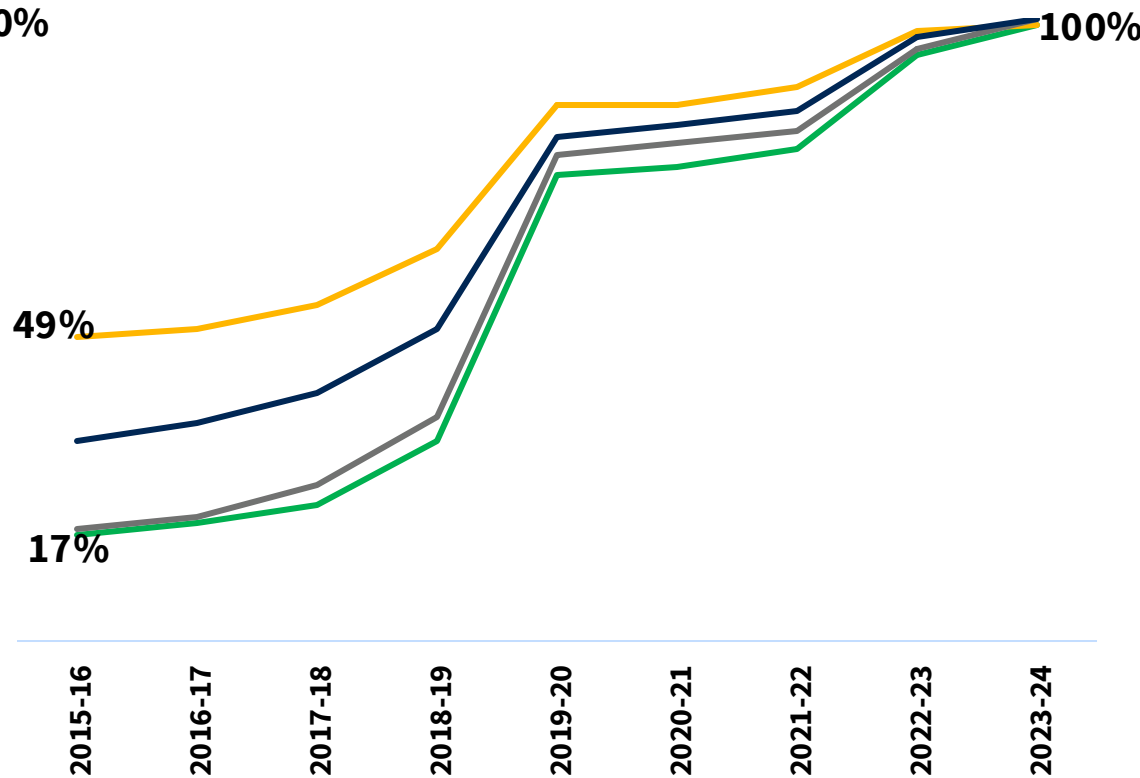


Direct enrollment in transfer-level English and math increased across all racial/ethnic groups, closing equity gaps.

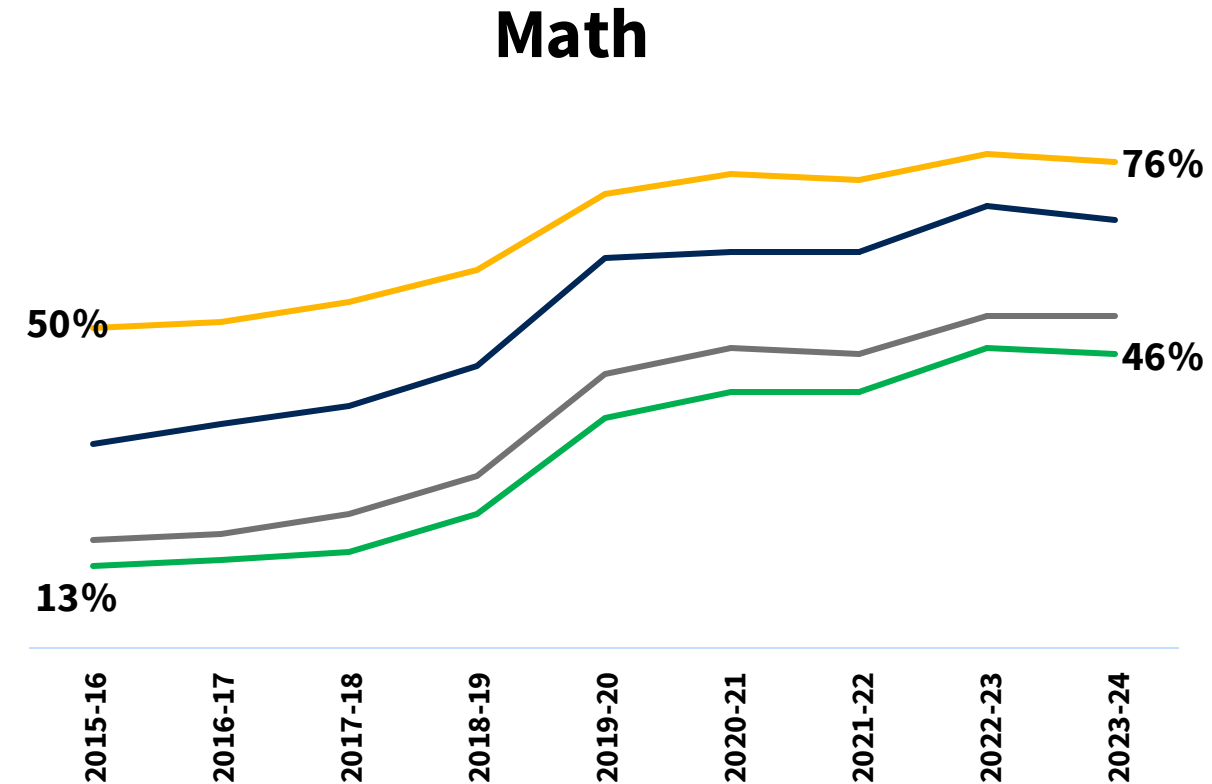
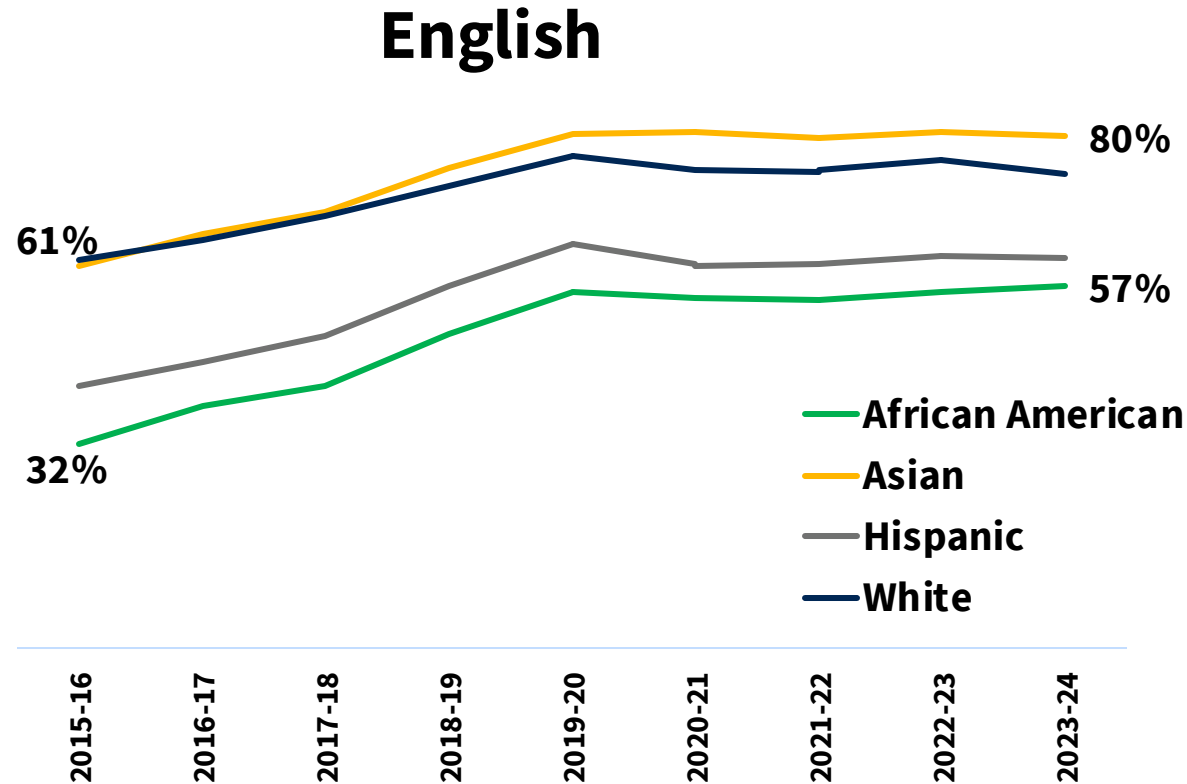
English



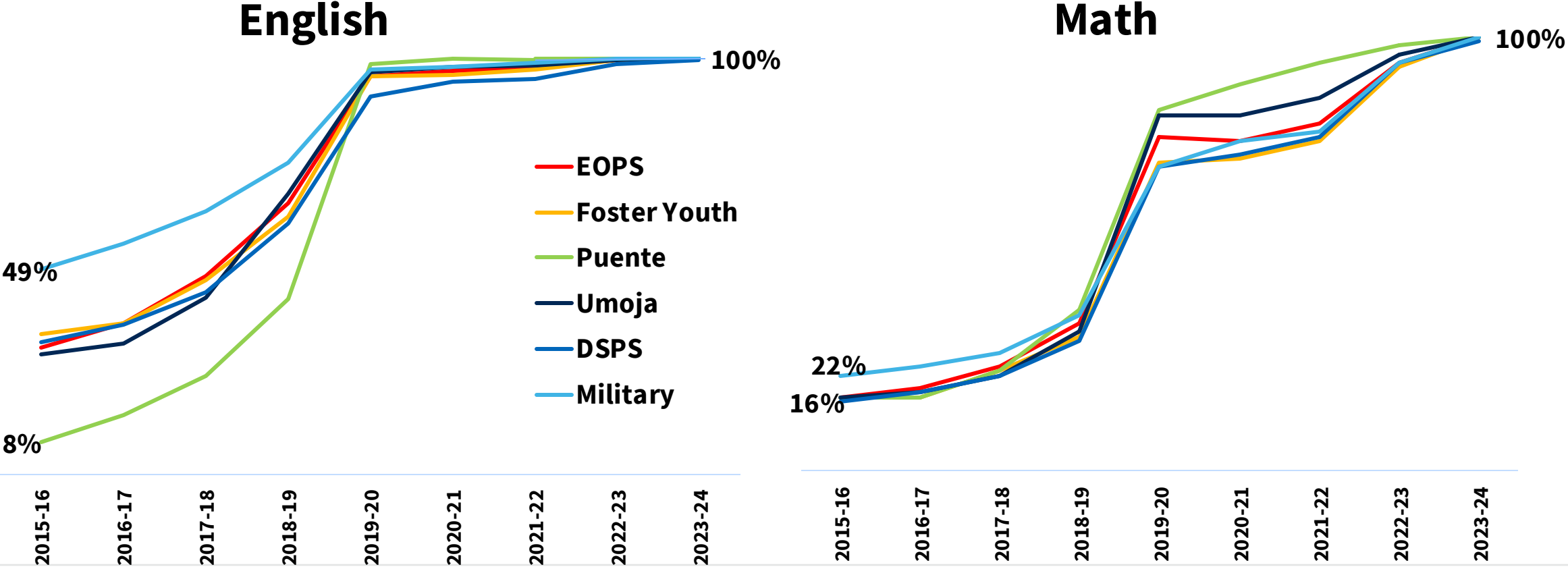
Math



Since AB 705, throughput has improved across all racial/ethnic groups in both English and math. Yet, equity gaps persist.

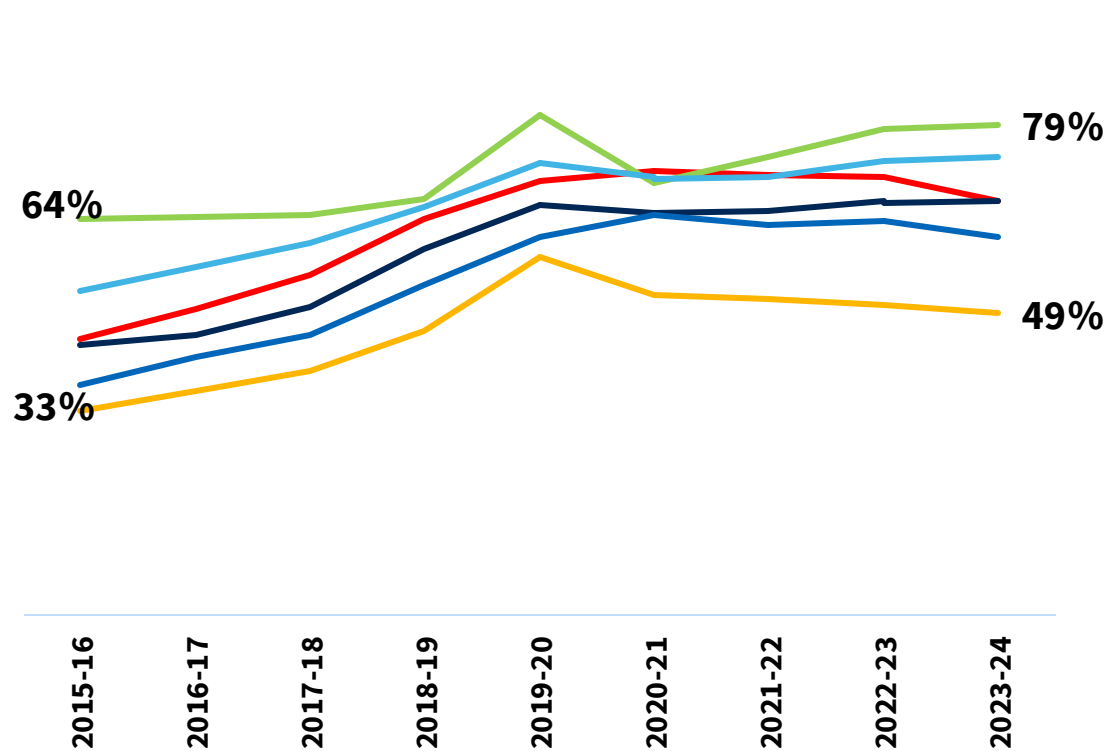


Direct enrollment in transfer-level English and math is now universal across all special populations.

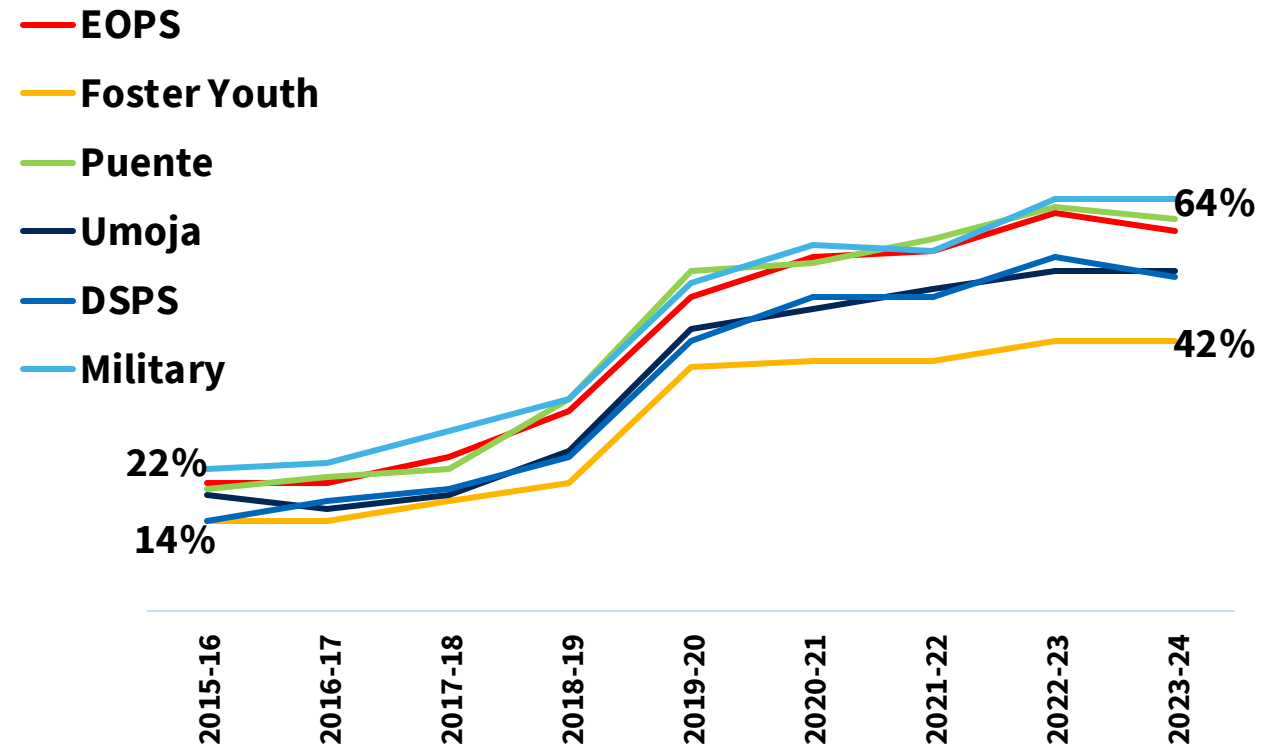


Since AB 705, throughput has improved significantly across all special populations in both English and math.

English

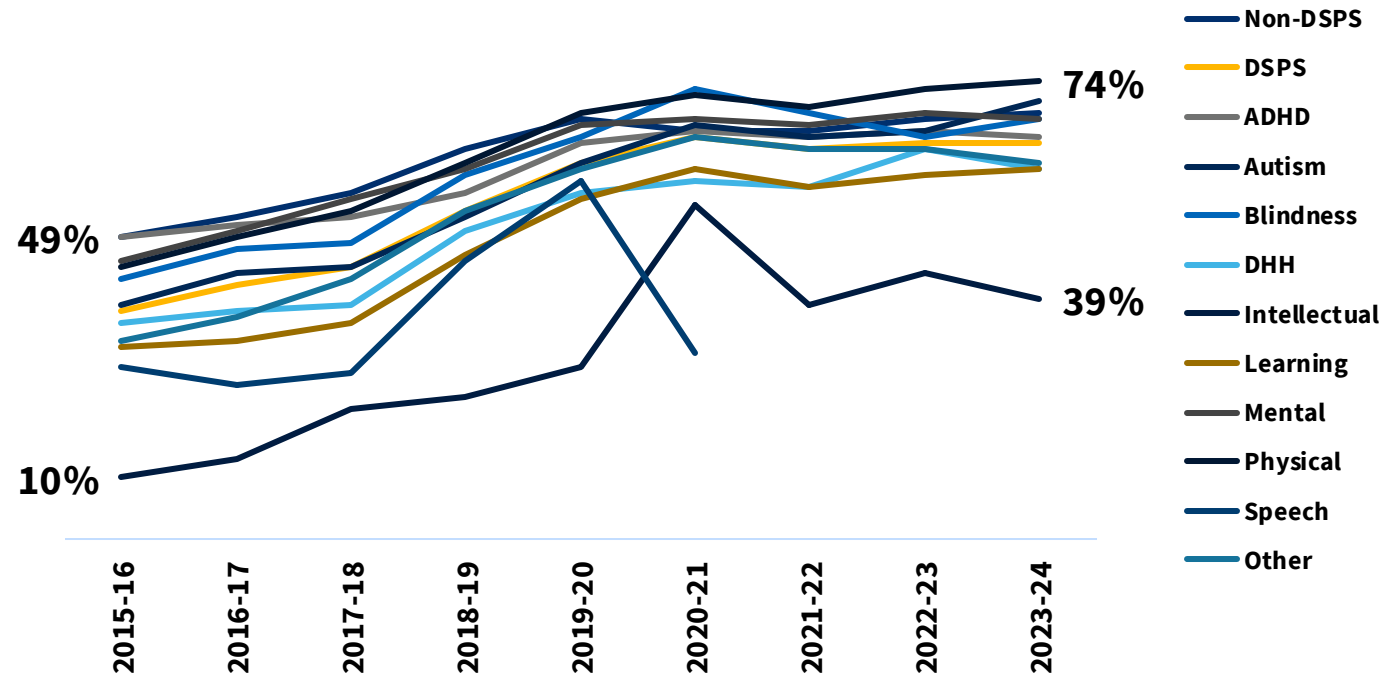


Math

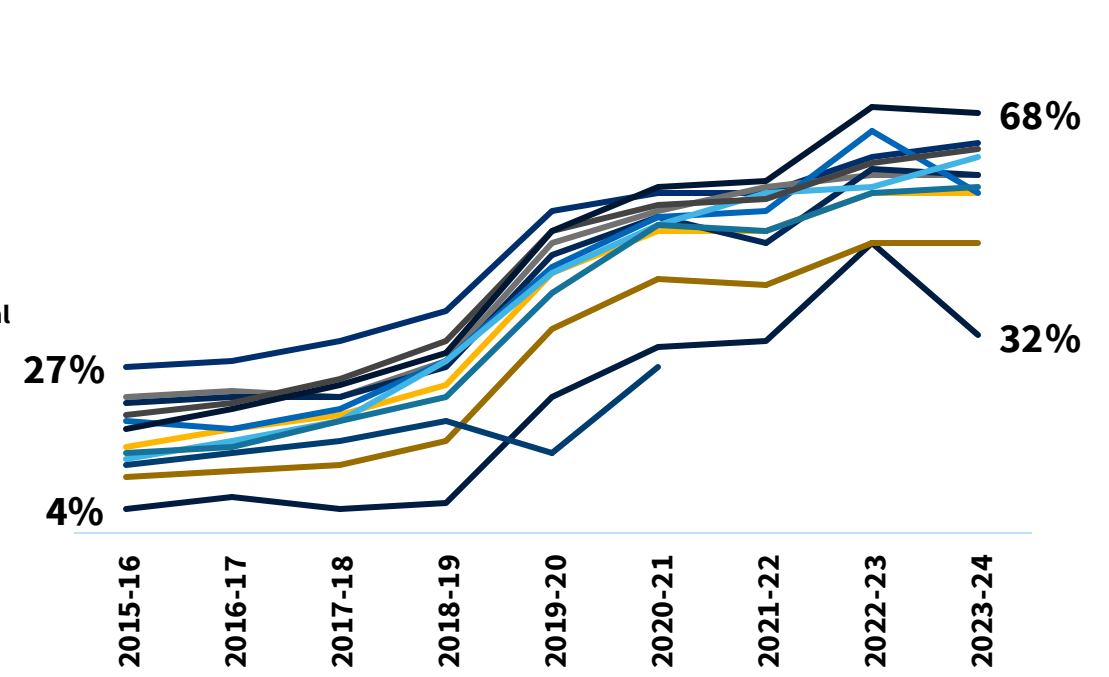


Since AB 705, throughput has improved significantly across all disability categories in both English and math.

English



Math



Long-Term Trends in Student Completion of Transfer Requirements & Ed Goals

- [Report](#)
- [Highlights Brief](#)



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Analysis of student outcomes at baseline, during the transition to, and post implementation of AB 705

- Students who began in a CCC between 2012-2013 through 2023-2024 (N = 3,400,004)
- Tracked from first term of enrollment
- Outcomes of interest:
 - **Transfer-level English and/or math completion within one year of entry**
 - **Attainment of transfer and associate's degrees within two years**
 - **Outcomes by race/ethnicity and level of high school preparation**
- Comparison over 3 periods:
 - **Baseline:** 2012-13 through 2014-15
 - **Transition:** 2015-16 through 2018-19
 - **Post implementation:** 2019-20 through 2023-24
- “Adjusted” rates controlling for factors that may influence outcomes of interest
- Appendix includes first attempt in discipline, unadjusted rates

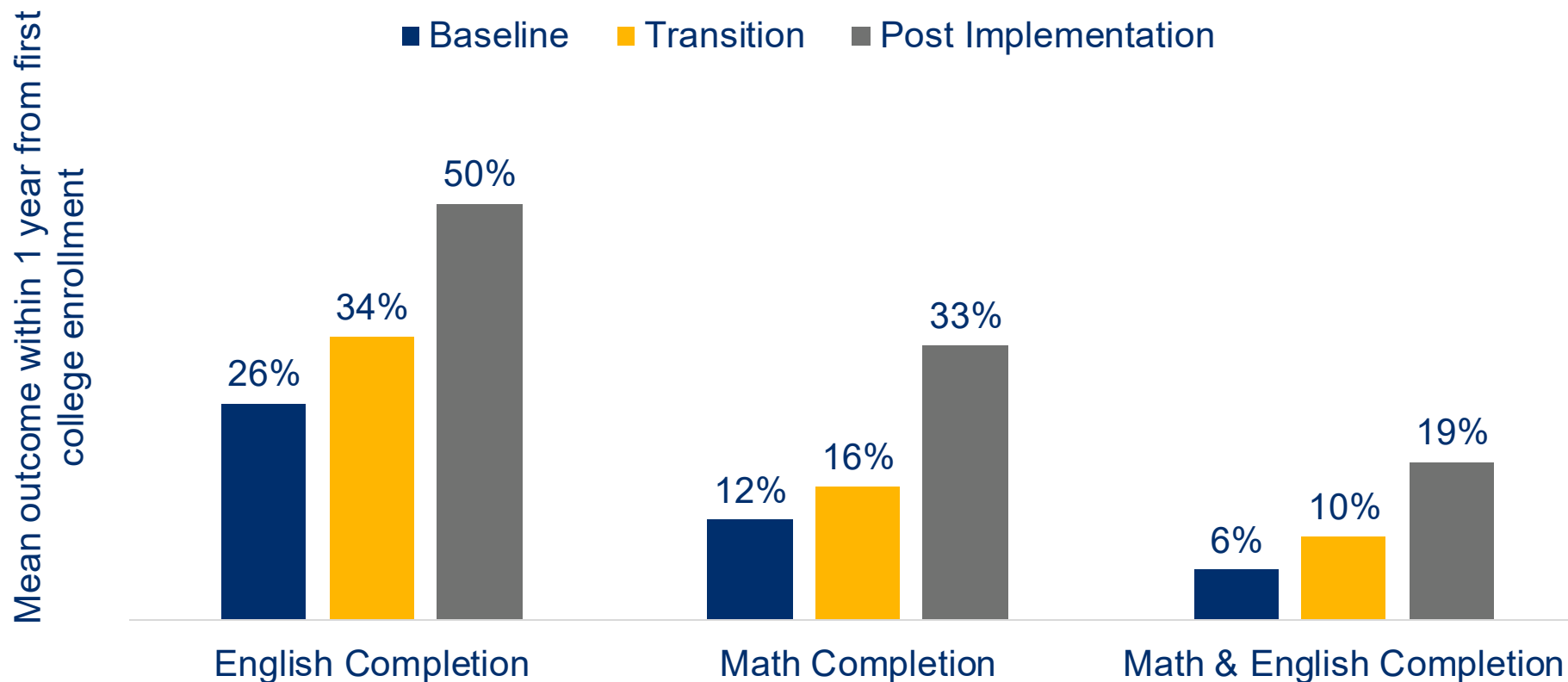
Source: COMIS, CCCApply Data

Adjusted Means Controls

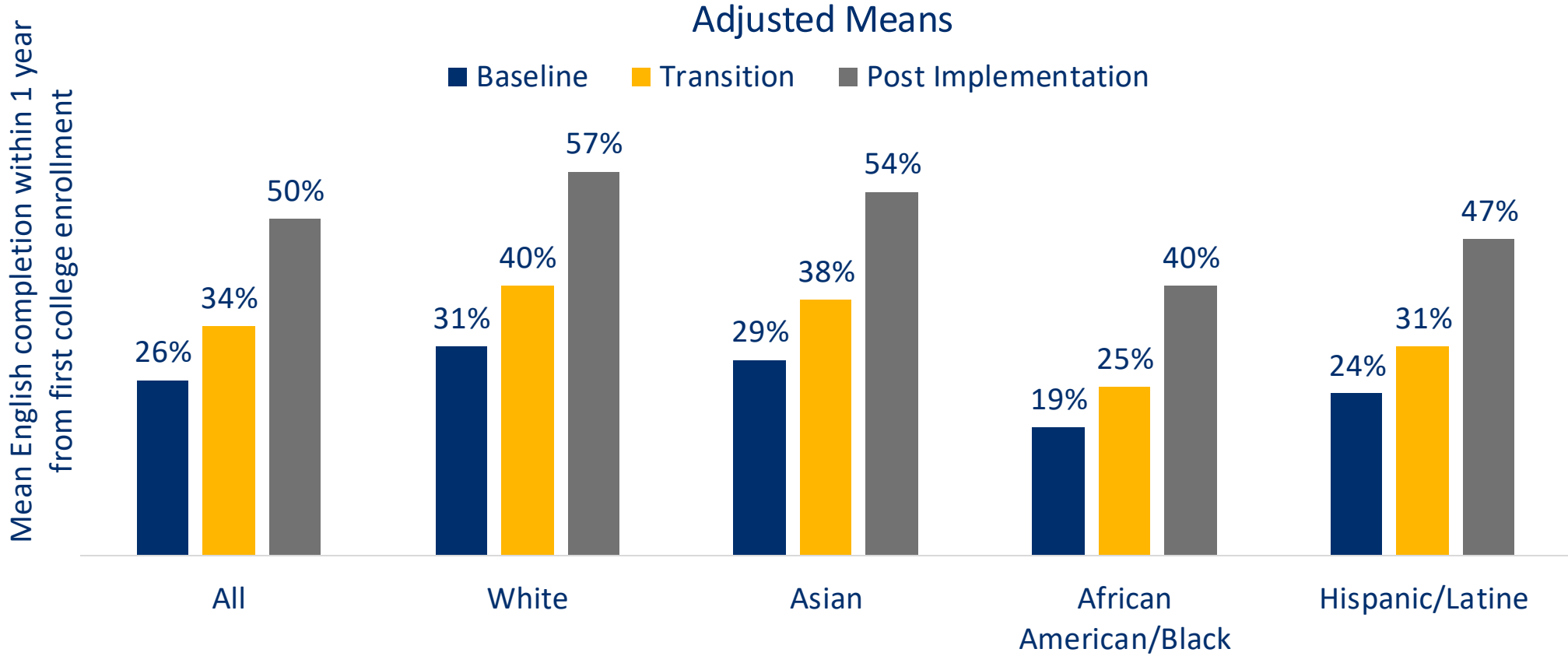
- Student Demographics
 - Gender
 - Age
 - Race/Ethnicity
 - Educational Goal
 - Economically Disadvantaged Status
 - First Generation Status
 - Foster Youth Status
 - Special population Status: EOPS, DSPS, Military/Veteran
- High School Information
 - HS GPA
 - Highest completed math and English course
 - High School Graduation
- Additional Controls
 - Full college implementation of math & English (100% at transfer level)
 - COVID-19 flag (0-2 terms of full online instruction for cohorts overlapping the pandemic)

Since AB 705, significantly more students complete transfer-Level English and/or math within one year of entry.

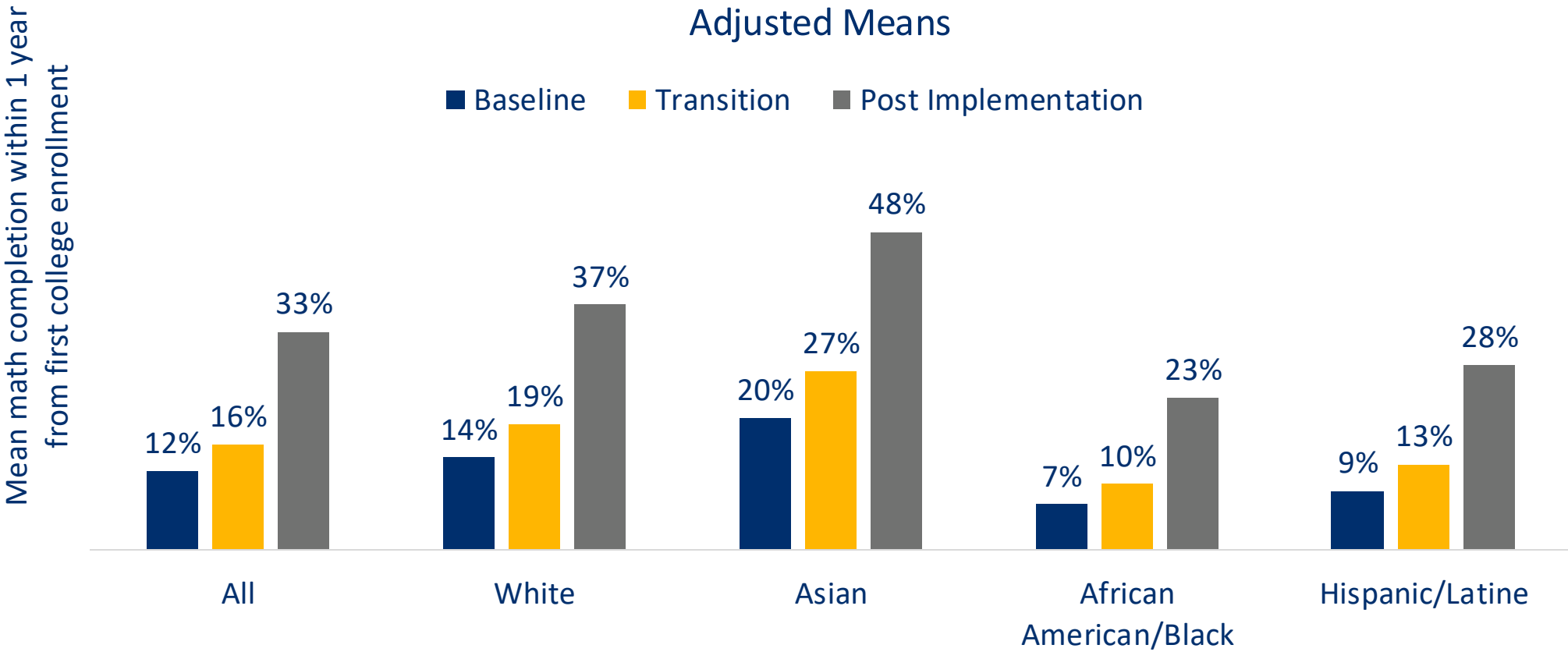
Adjusted Means



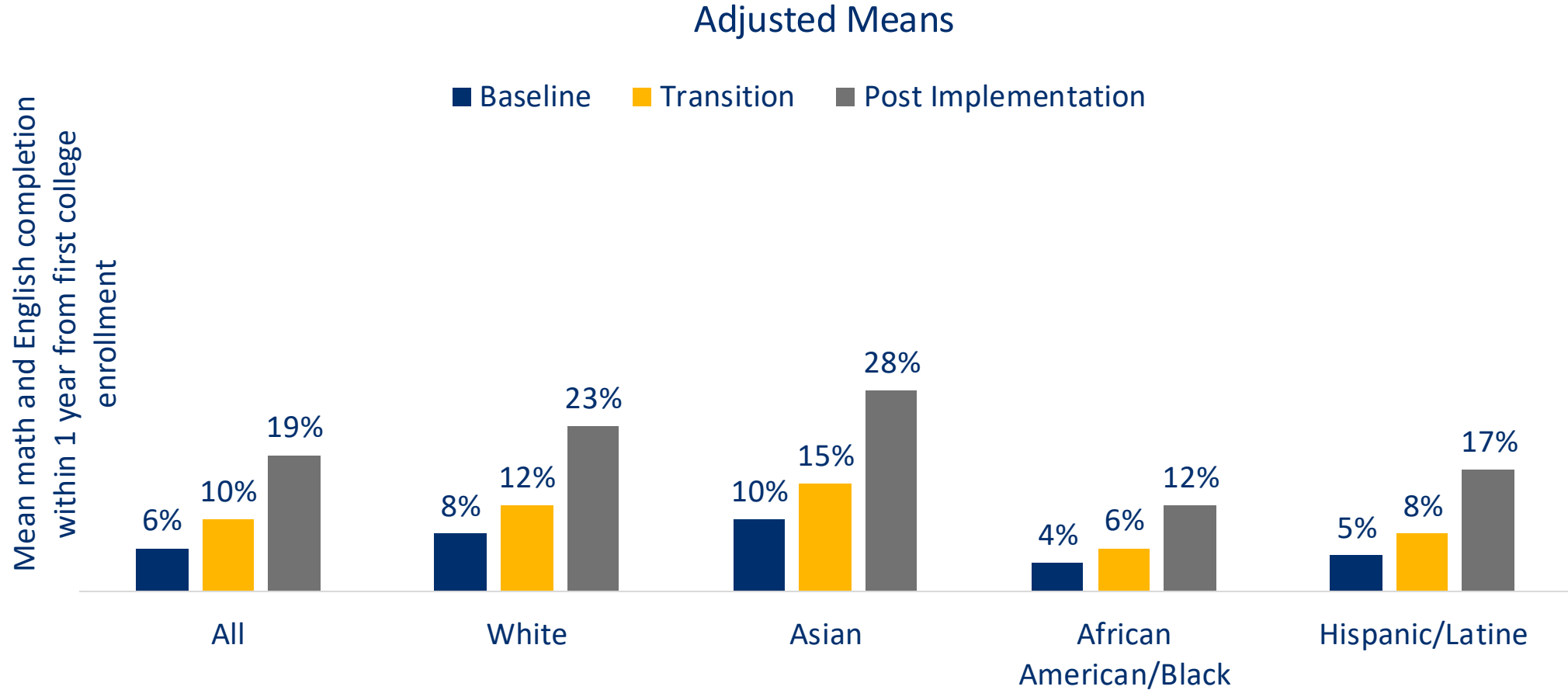
These trends hold for students across all racial/ethnic groups for English.



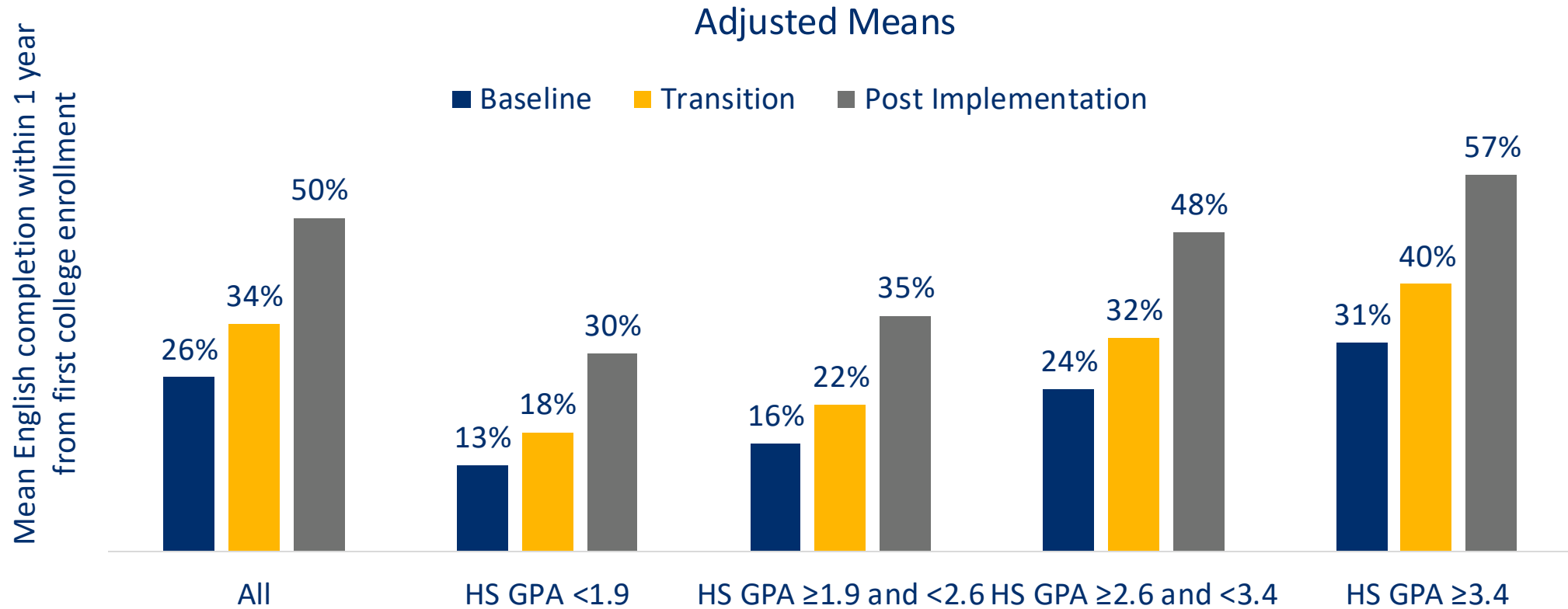
These trends hold for students across all racial/ethnic groups for math.



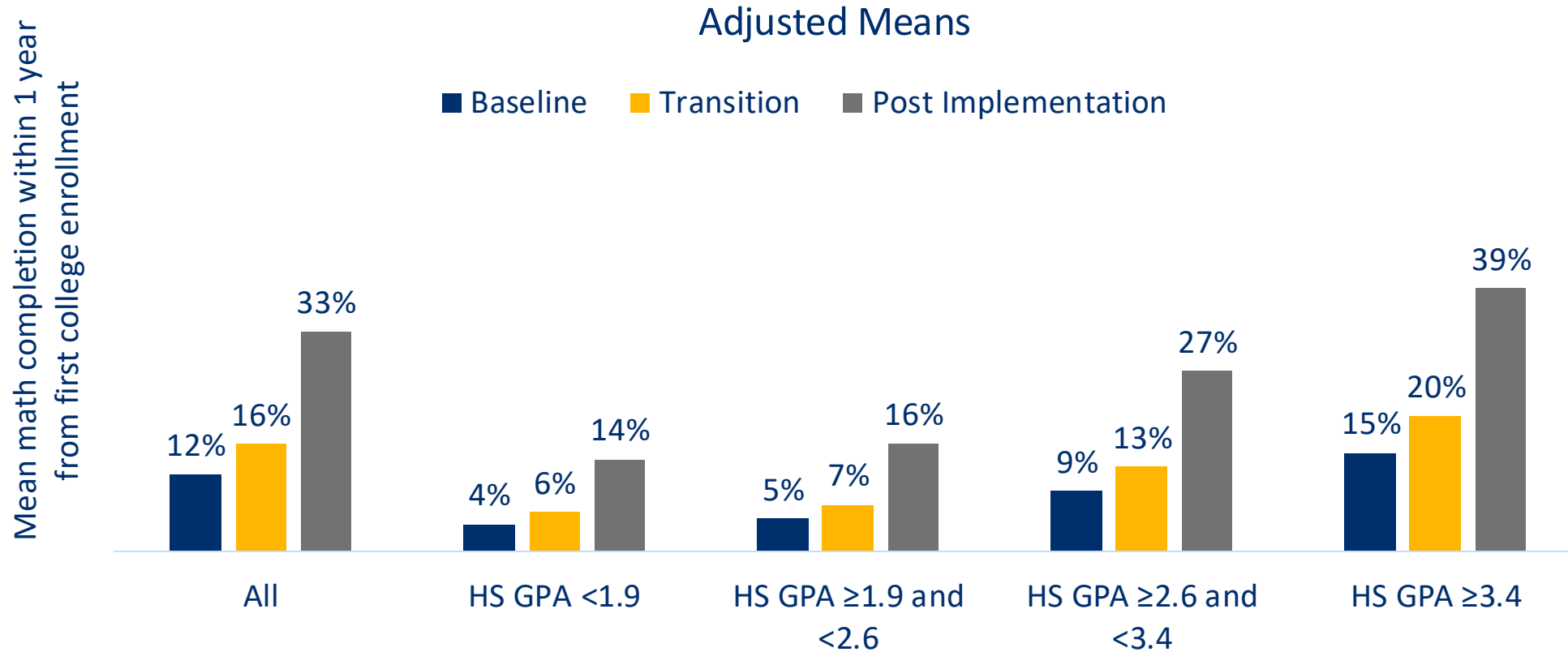
These trends also hold for students across all racial/ethnic groups for English and math.



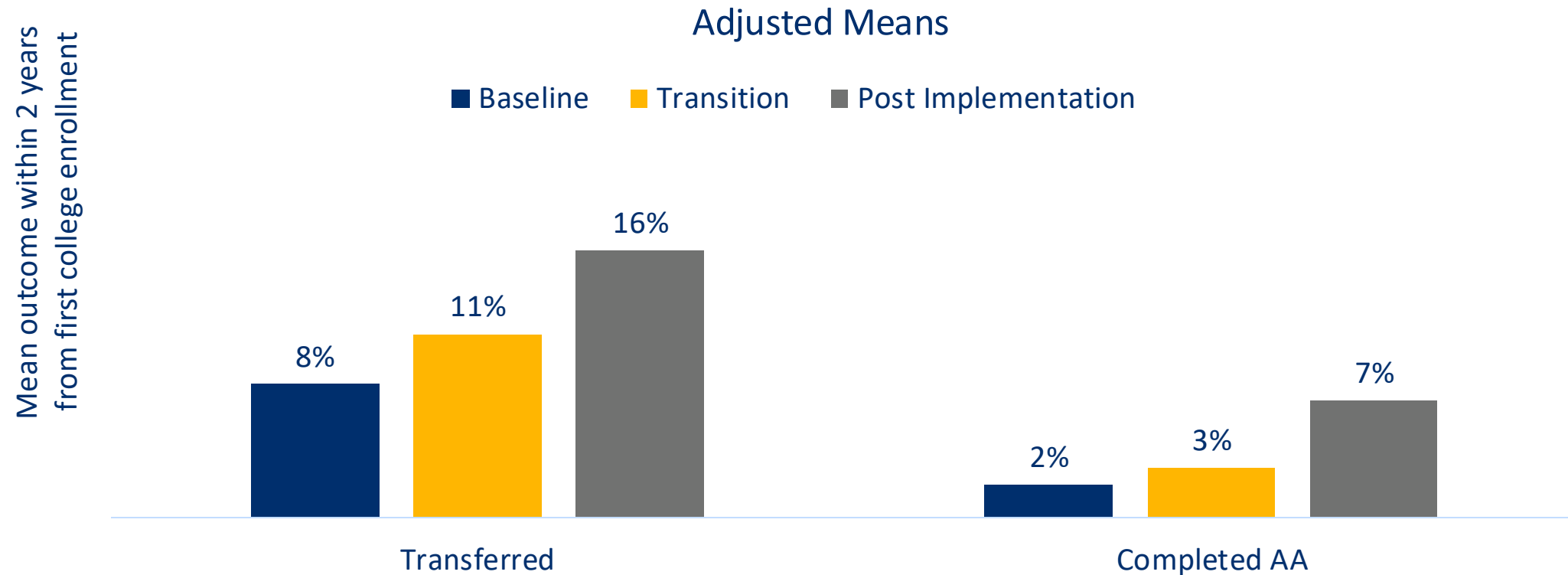
Students across all levels of high school preparation also show improvements in English.



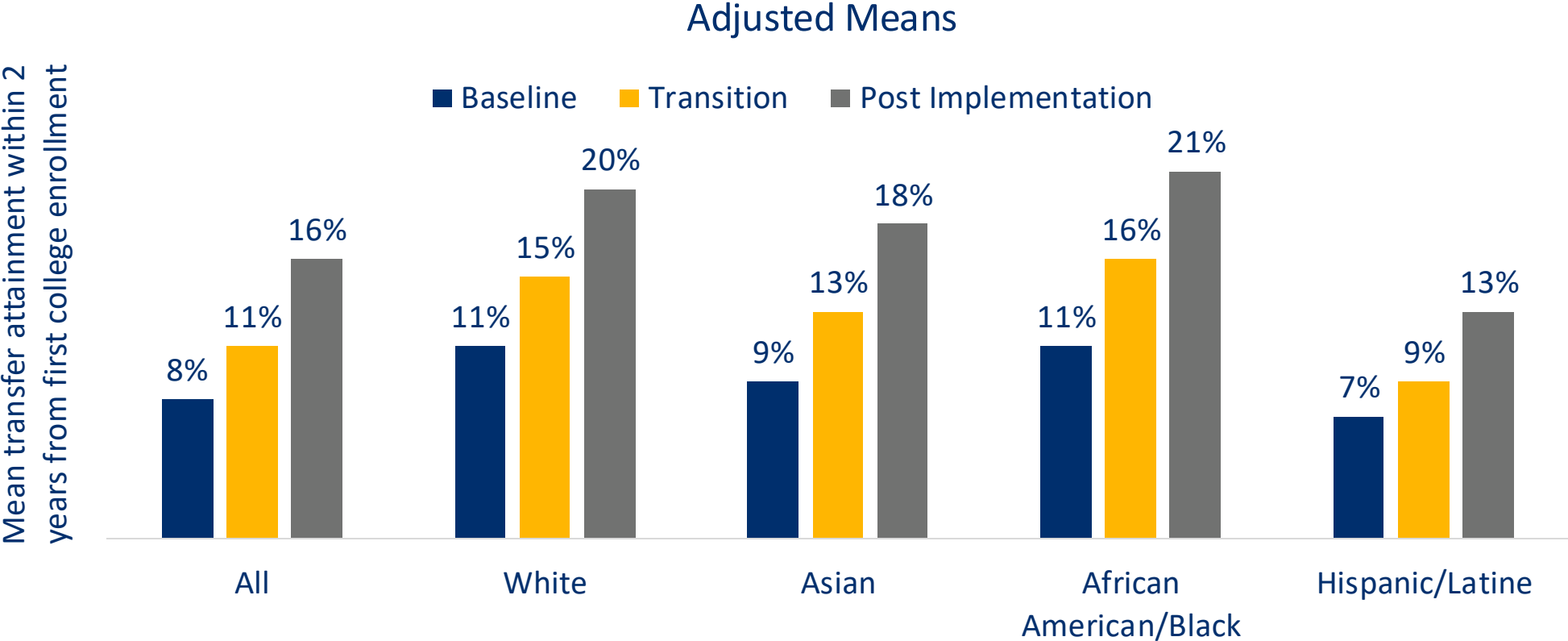
Students across all levels of high school preparation also show improvements in math.



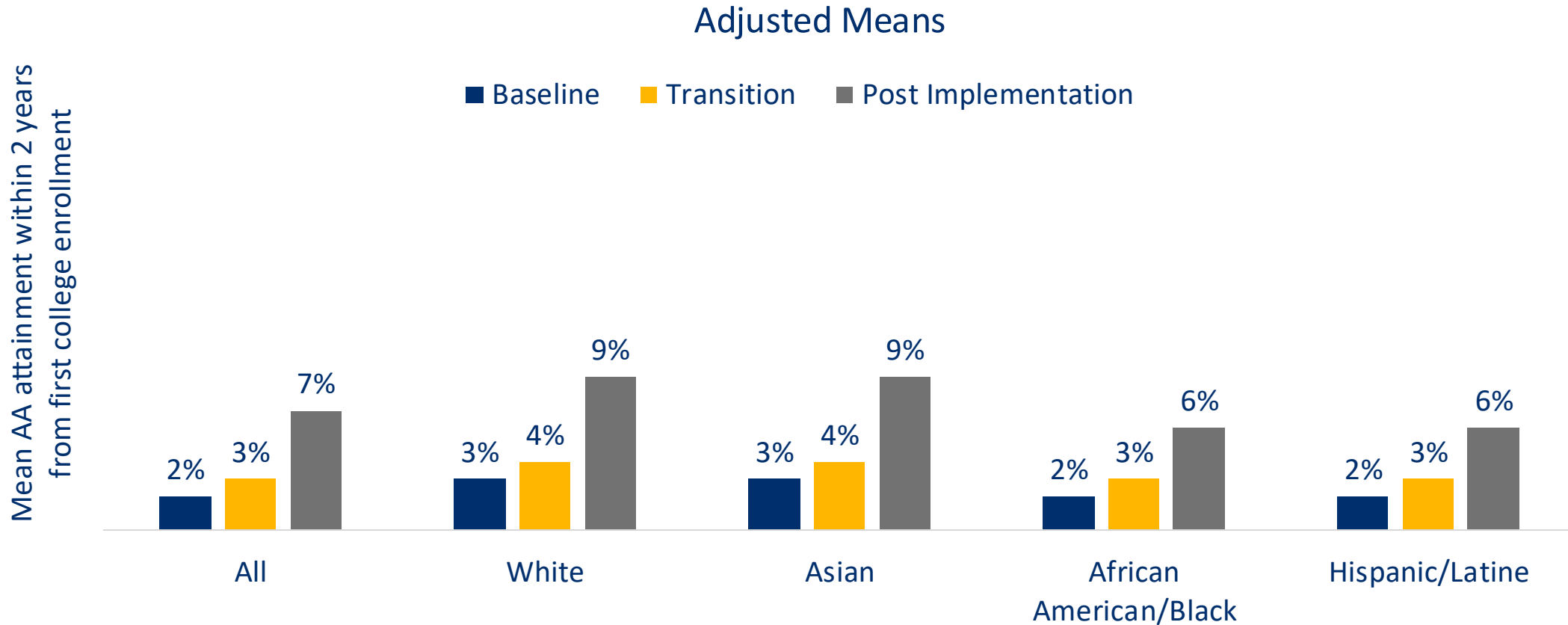
Since AB 705, more students attain education goals within two years of entry.



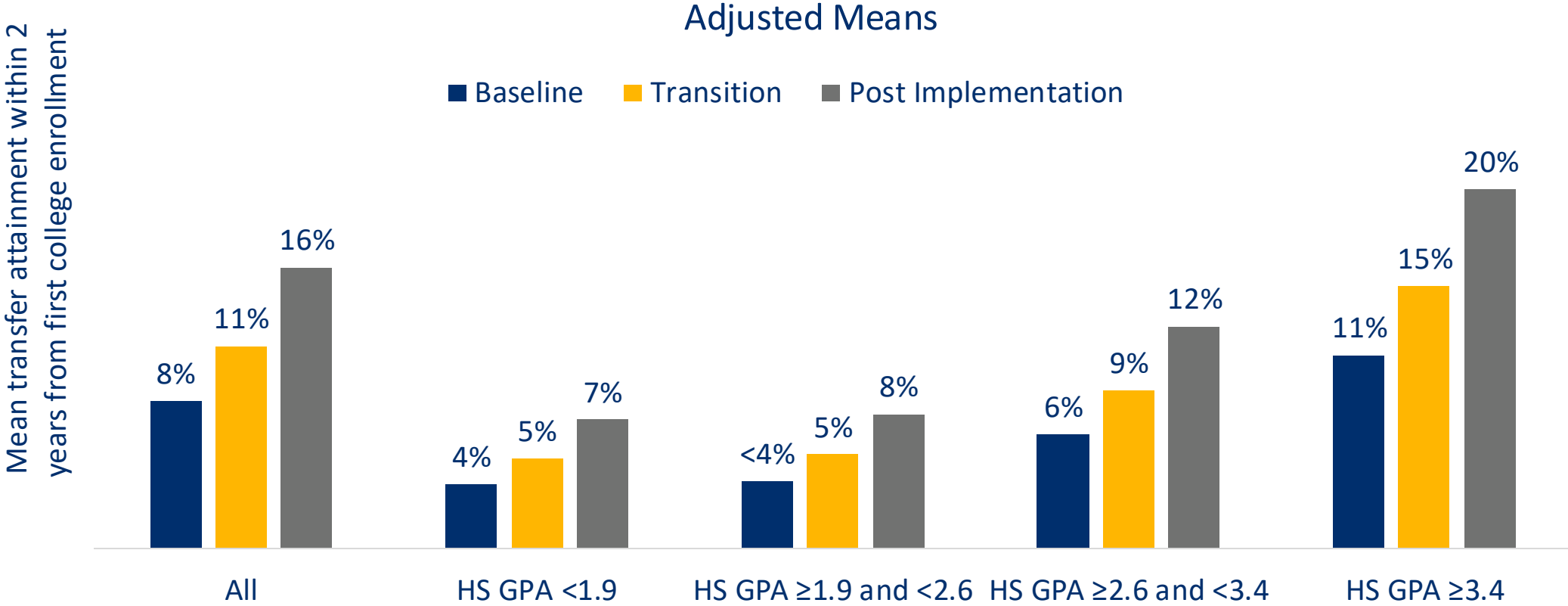
Across all racial/ethnic groups, two-year attainment of transfer has increased.



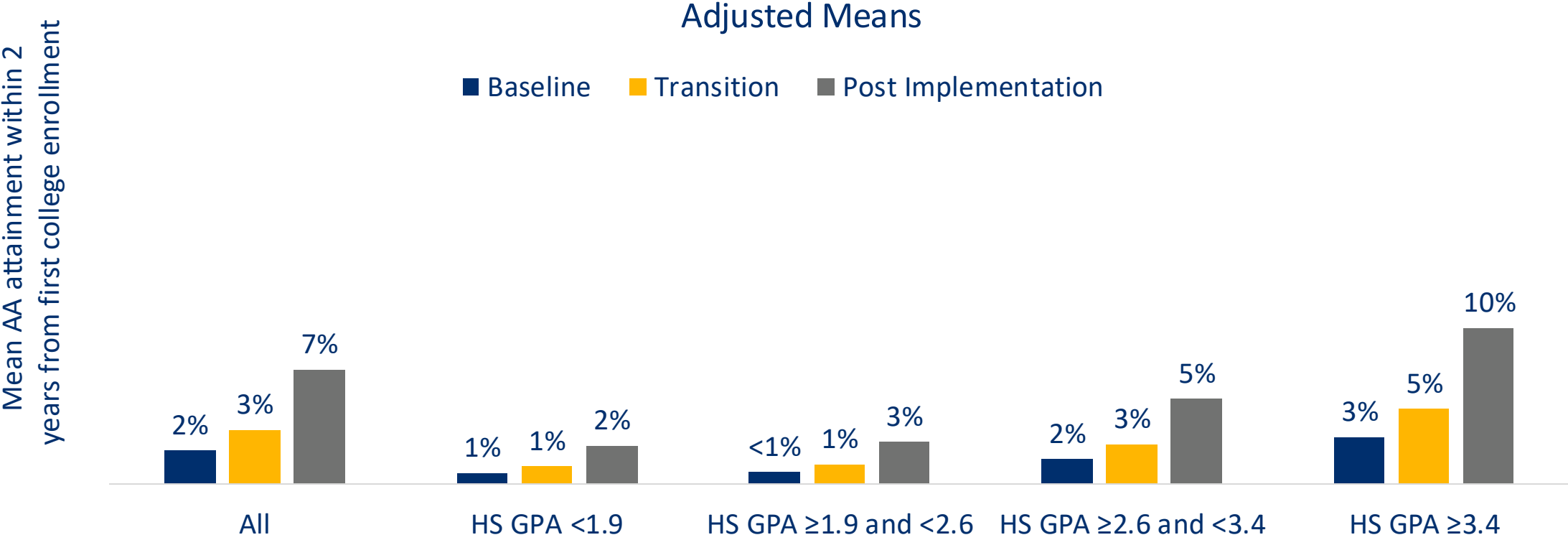
Across all racial/ethnic groups, two-year attainment of associate's degrees has also increased.



Across all levels of high school preparation, two-year attainment of transfer is also trending upward.



Across all levels of high school preparation, two-year attainment of associate's degrees is also trending upward.



Summary: Direct Enrollment, Throughput, and Completion of Ed Goal Attainment from Entry

AB 705 has reduced barriers to the English and math courses required for transfer and associate's degrees:

- Universal direct enrollment in transfer-level English and math achieved for ALL groups
- Significant improvements in throughput or transfer-level English and math completion within one year of first enrollment in the sequence
- Notable increases in transfer-level English and math completion within one year and attainment of transfer and associate's degrees within two years of first CCC enrollment

More work is needed beyond equitable placement and access to improve students' long-term outcomes and close equity gaps.

Discussion, Questions, Thoughts....



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