



# DATA SIZZLE

DATA IS THE NEW BACON!

INSTITUTIONAL EFFECTIVENESS NEWSLETTER



## What's inside this issue:

AB 705/AB 1705



## WHAT ARE AB 705 AND AB 1705?

AB 705 and AB 1705 are legislative reforms in California that aim to improve access and success rates for community college students. They eliminate the requirement of remedial courses and places students directly into college-level courses based on their high school performance and self-reported readiness. The reforms emphasize support services and co-requisite courses to bridge any learning gaps, with the goal of streamlining the pathway to higher education and increasing completion rates.

AB 1705 further expands on AB 705 by ensuring enrollment in transfer-level English and math courses and allowing for additional academic support when needed. The introduction of AB 1705 addresses the uneven implementation of AB 705, particularly in math, where many students still enrolled in below-transfer-level courses despite passing them in high school. This disparity disproportionately affects certain student groups and underscores the importance of addressing this issue to improve student success.

The Chancellor's Office shared data in a webinar highlighting the progress made on enrollment and success in transfer-level English and math statewide. The data presented here compares Allan Hancock College to statewide trends. For more information, you may refer to the [webinar slides](#).

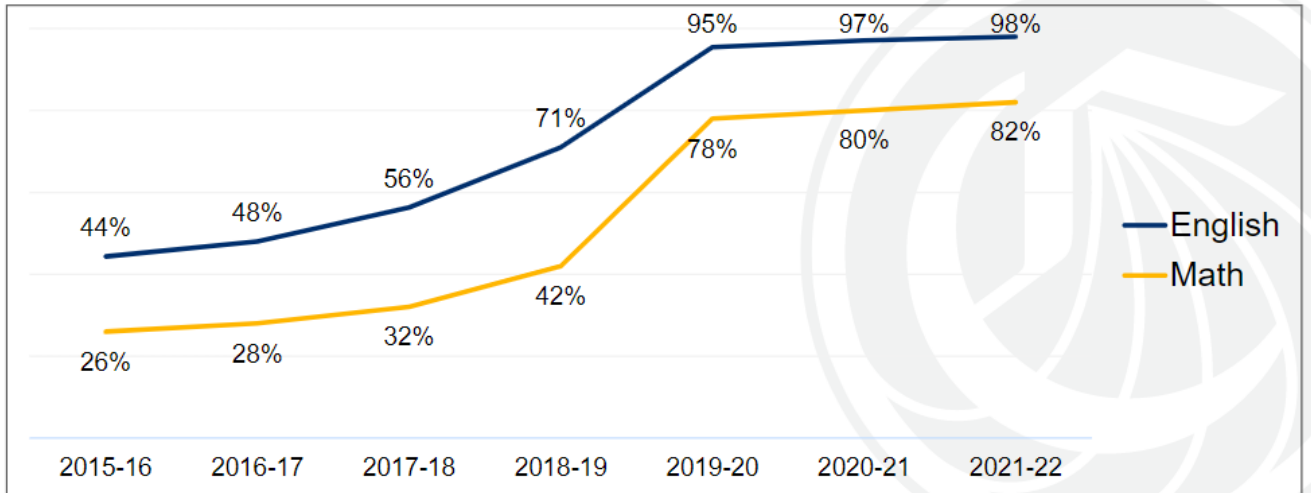
### Data Definitions

- **Successful enrollment:** among first enrollments in math or English, # of students enrolled in transfer-level divided by the total enrolled.
- **Successful completion (throughput):** completion of transfer-level course within one year of the first attempt.

# ENROLLMENT

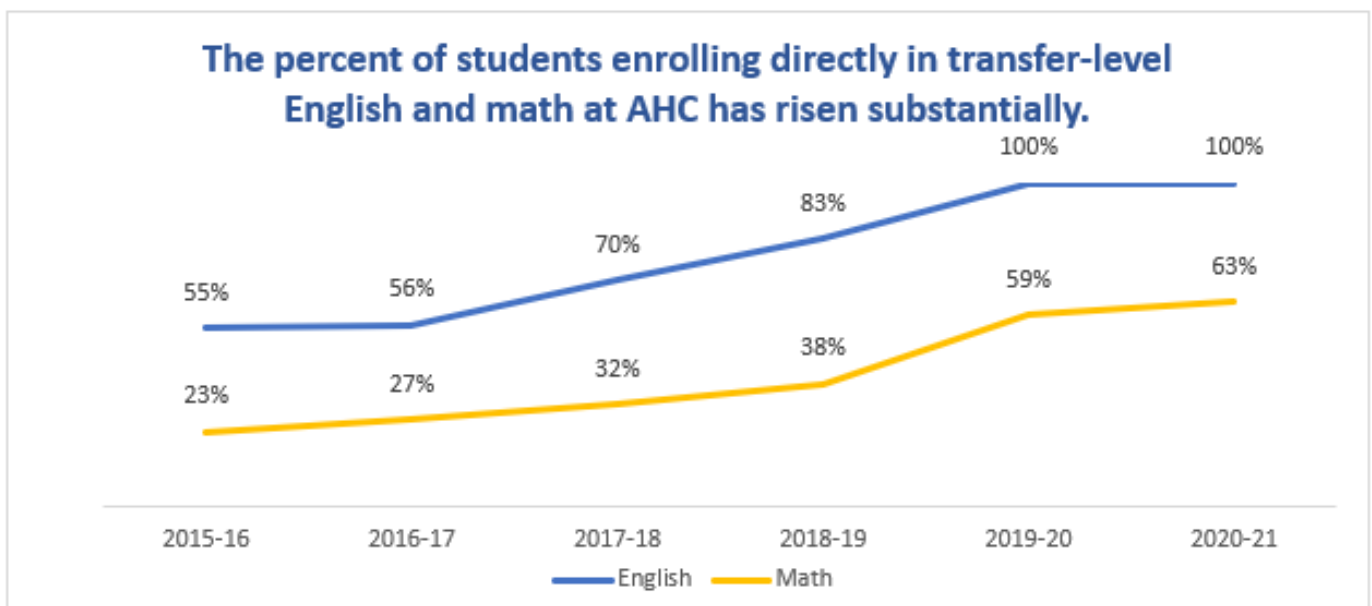
## STATEWIDE

The percent of students enrolling directly in transfer-level English and math has risen substantially.



CCCCO Webinar: Remedial Education Reform: Celebrating Progress - Finishing the Work

## ALLAN HANCOCK COLLEGE

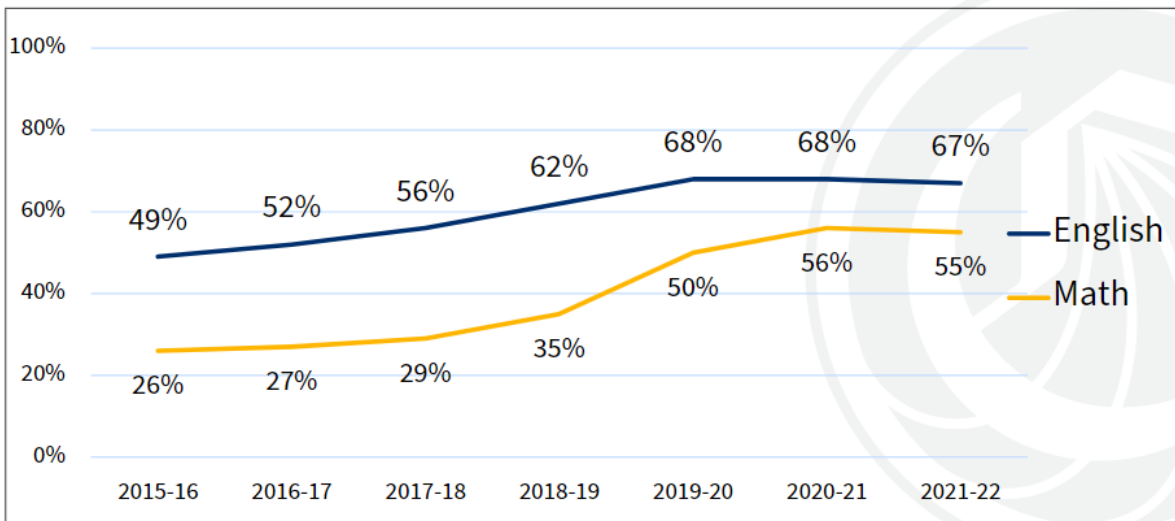


Changing the Odds

# COMPLETION

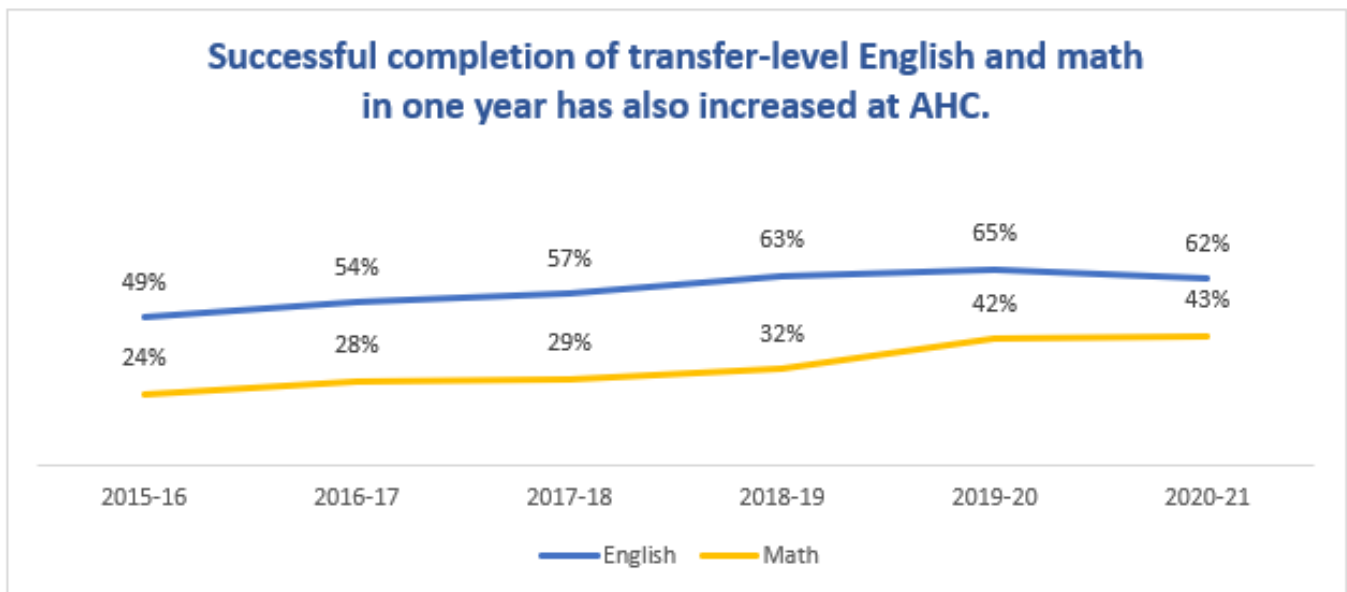
## STATEWIDE

**Successful completion of transfer-level English and math (in one year) also increased substantially.**



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## ALLAN HANCOCK COLLEGE

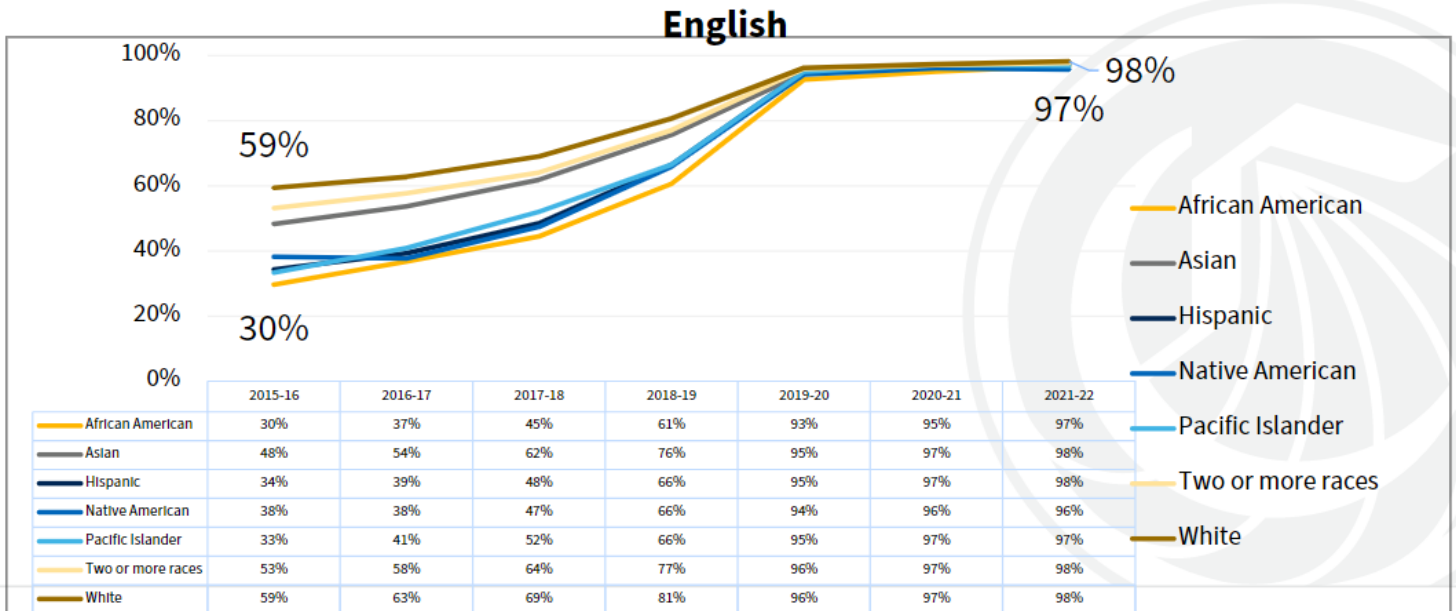


**AB 705 and AB 1705**

# ENGLISH ENROLLMENT - EQUITY GAPS

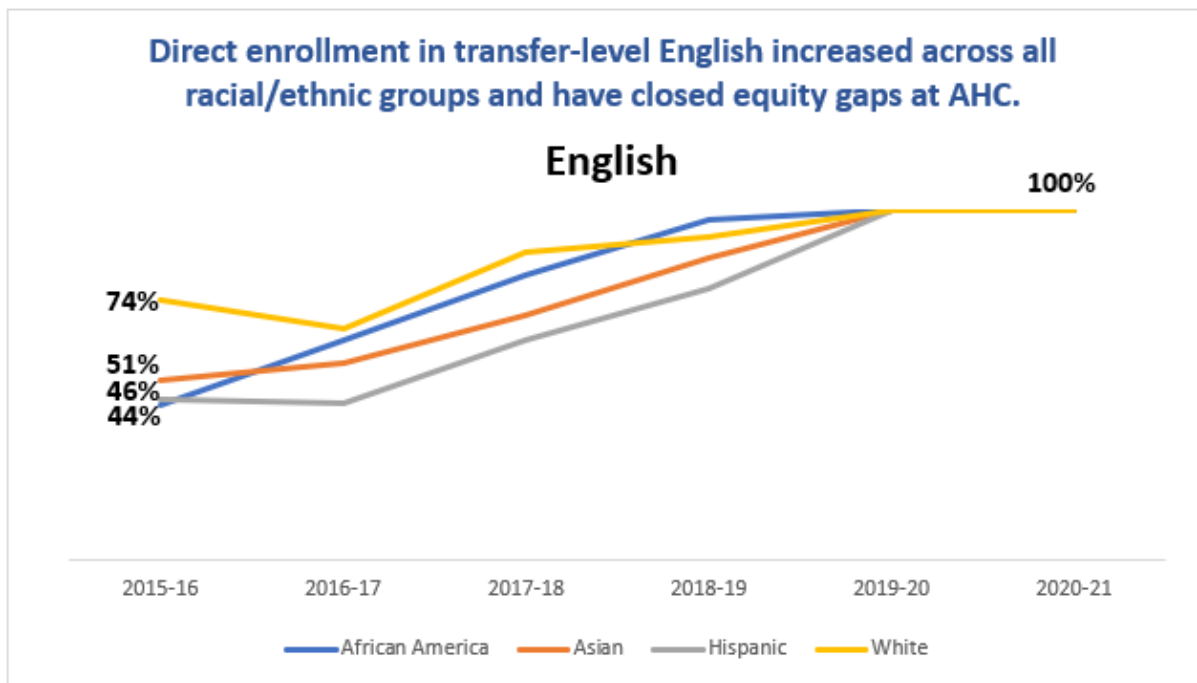
## STATEWIDE

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



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## ALLAN HANCOCK COLLEGE



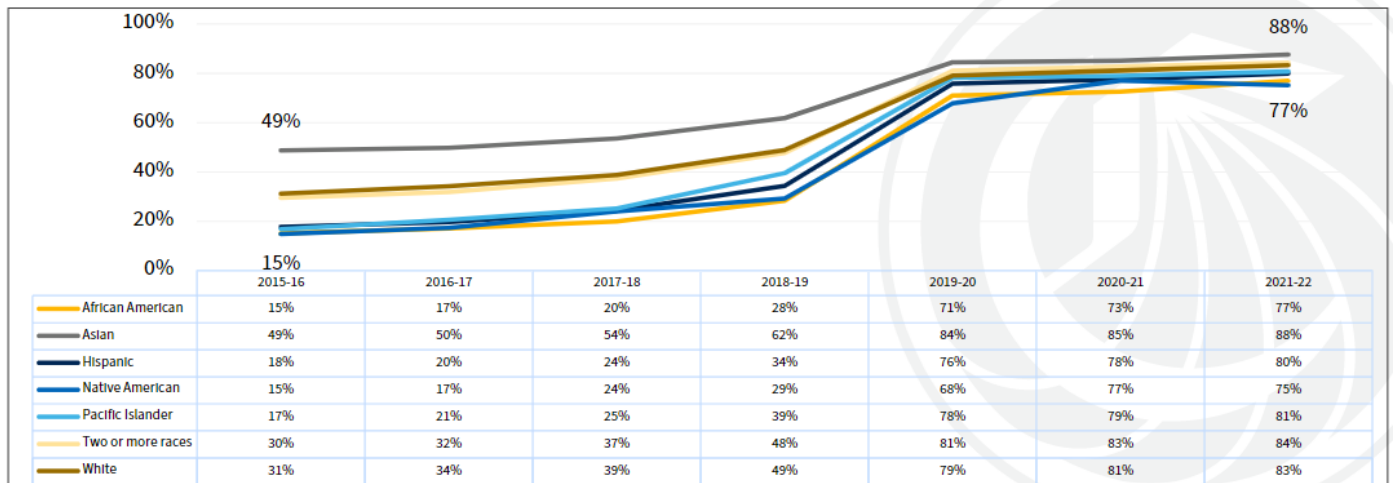
**Changing the Odds**

# MATH ENROLLMENT - EQUITY GAPS

## STATEWIDE

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

Math

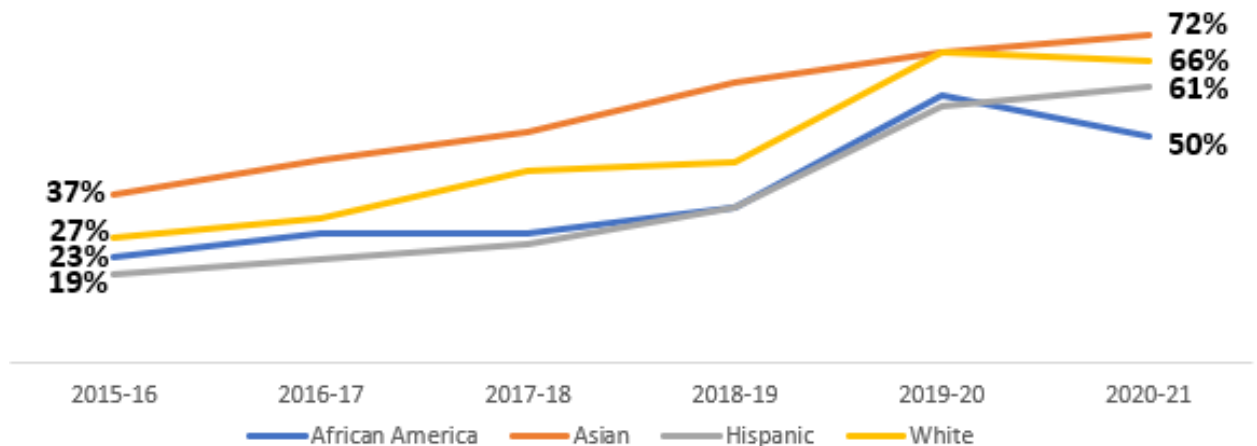


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## ALLAN HANCOCK COLLEGE

Direct enrollment in transfer-level math increased across all racial/ethnic groups but equity gaps remain at AHC.

Math

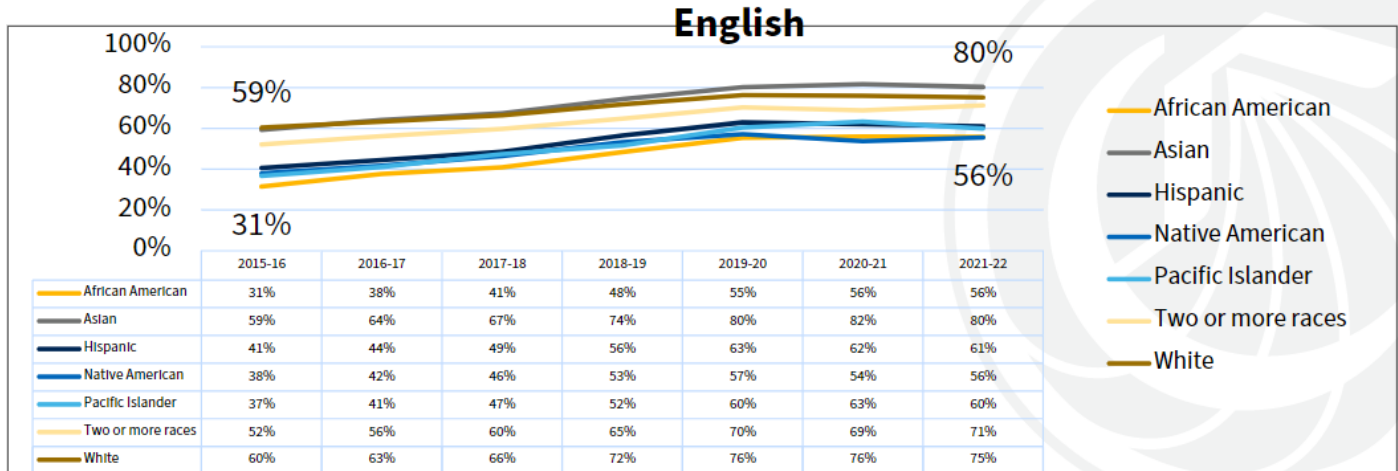


AB 705 and AB 1705

# ENGLISH COMPLETION - EQUITY GAPS

## STATEWIDE

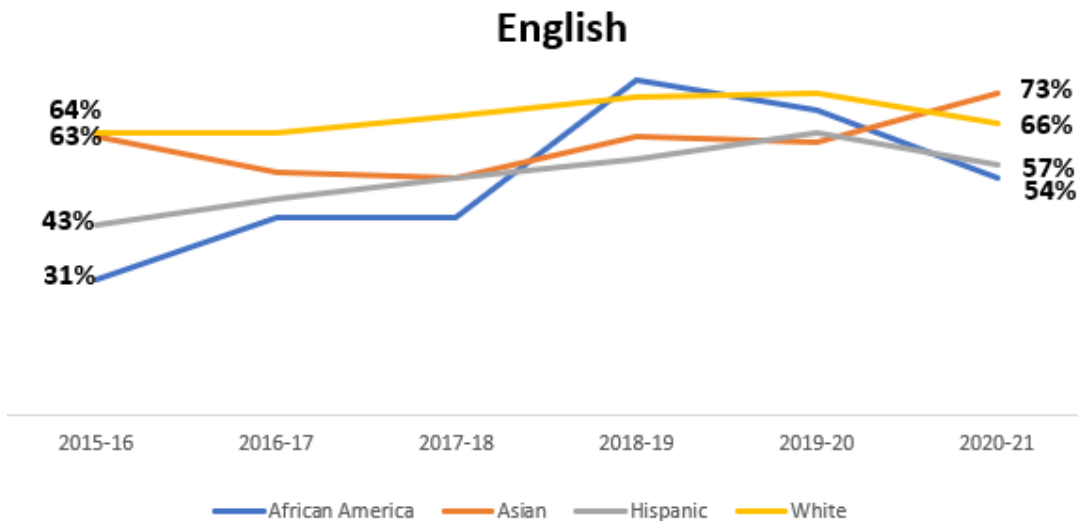
Successful completion of transfer-level English and Math (in one year) increased for all racial/ethnic groups; Equity gaps persist, though narrowing slightly.



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## ALLAN HANCOCK COLLEGE

Successful completion of transfer-level English (in one year) increased for all racial/ethnic groups; Equity gaps persist, though narrowing slightly at AHC.



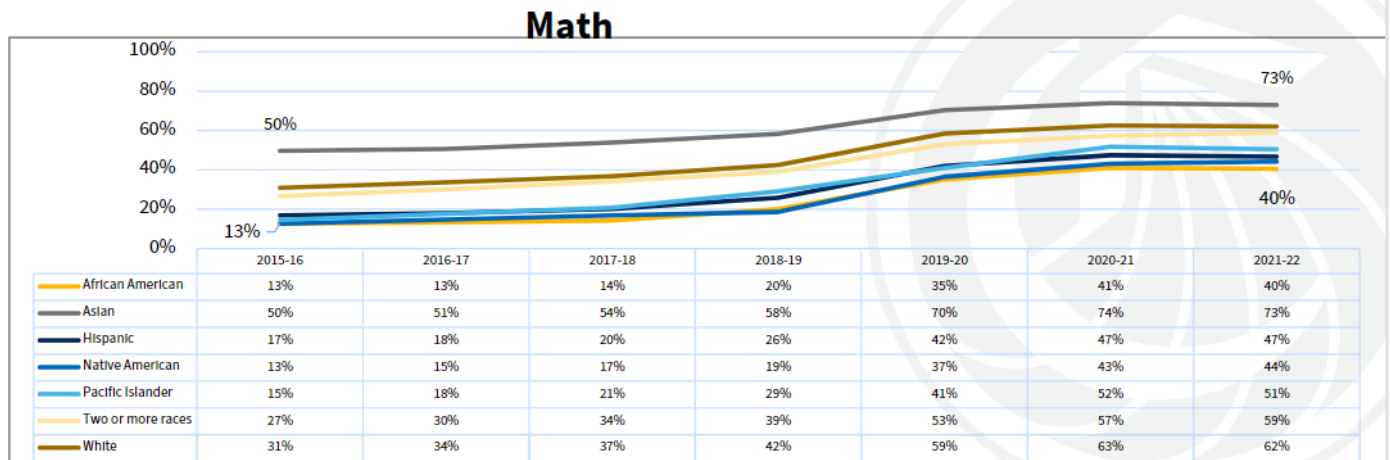
Note: The African American cohort size has significant variation from year to year, ranging from 11 to 32. As a result, there is less confidence in the reliability and accuracy of the results.

**Changing the Odds**

# MATH COMPLETION - EQUITY GAPS

## STATEWIDE

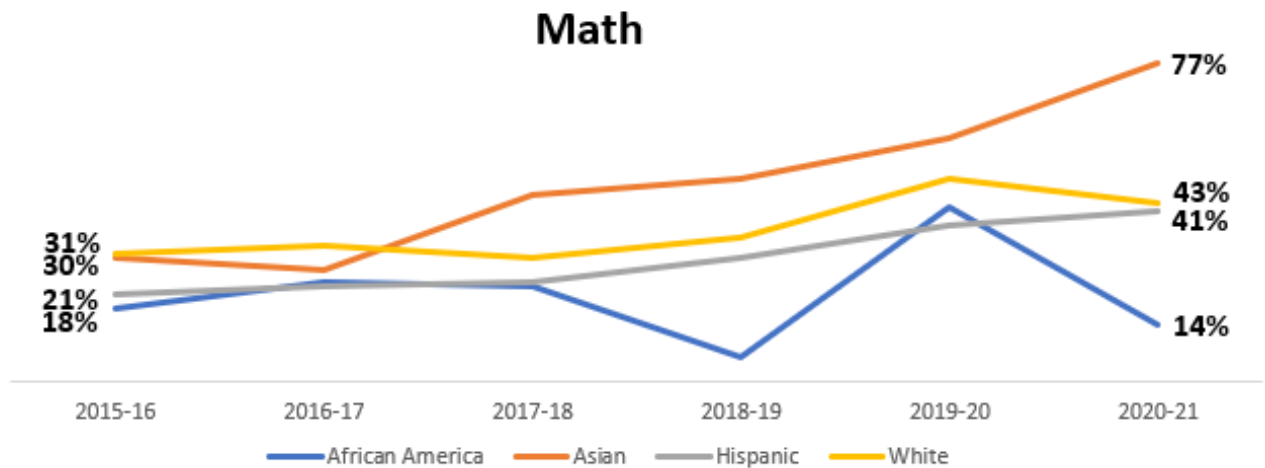
Successful completion of transfer-level English and Math (in one year) increased for all racial/ethnic groups; Equity gaps persist, though narrowing slightly.



CCCCO Webinar: Remedial Education Reform: Celebrating Progress - Finishing the Work

## ALLAN HANCOCK COLLEGE

Successful completion of transfer-level math (in one year) increased for some racial/ethnic groups; Equity gaps increased at AHC.



Note: The African American cohort size has significant variation from year to year, ranging from 14-26. As a result, there is less confidence in the reliability and accuracy of the results.

**AB 705 and AB 1705**



# SUMMARY

The implementation of AB 705 at Allan Hancock College has resulted in unprecedented access to transfer-level English and math courses, with improved opportunities for students from all demographic backgrounds. The college has adopted a placement approach that considers high school performance metrics and has developed a guided self-placement tool to assist students in making informed decisions. Notably, there has been a substantial increase in the percentage of students directly enrolling in transfer-level English and math, benefiting all racial/ethnic groups and closing equity gaps in transfer-level English. Math removed all below-transfer level math courses as of fall 2022, closing equity gaps in transfer-level math. Additionally, the college witnessed an increase in successful completion of transfer-level English and math within one year. Successful completion rates for transfer-level English improved for all racial/ethnic groups, resulting in narrowed equity gaps. In the case of transfer-level math, successful completion rates have increased for all groups every year except for Black/African American students where results vary considerably year-to-year because of small sample sizes. As a result, there is less confidence in the reliability and interpretation of the results for this group.

With AB 1705, more changes are underway at the college. Support will be funded by the Chancellor's office in the coming year.

## KEY PROVISIONS OF AB 1705

### Implementation deadline: July 1, 2023

1. U.S. high school graduates (or equivalent) shall begin in transfer-level English and math/quantitative reasoning coursework.
2. Students with an academic goal of credit-certificate, degree or transfer shall begin in gateway transfer-level coursework that satisfies requirements for the student's intended certificate, degree or transfer within their major
3. Students cannot be required to repeat coursework they have successfully completed in math in high school or college or through credit for prior learning.
4. Colleges shall not enroll U.S. high school graduates (or the equivalent) into a non-credit English or math course unless the non-credit course is a corequisite to a transfer-level course (for students with a goal of a credit certificate, degree or transfer).
5. Pretransfer-level enrollment is only an option for subgroups of students explicitly described in the law (or where validated proof of effectiveness has been provided).





# IMPLEMENTATION PROGRESS

|                 |  |
|-----------------|--|
| October 2017    | Legislation Signed   |
| March/July 2018 | Default Placement Rules Established  |
| March 2019      | English and Math Regulations Approved  |
| July 2019       | English and Math Adoption Plans Submitted  |
| Fall 2019       | Implementation Deadline for English and Math   |
| March 2020      | ESL Regulations Approved   |
| Spring 2020     | ESL Adoption Plan Deadline extended to July 1, 2021 for Fall 2021 Implementation   |
| Spring 2020     | Equitable Placement Toolkit Published  |
| Spring 2021     | Equitable Placement Dashboard Created  |
| Spring 2021     | English and Math Validation of Practices Data Collected  |
| Spring 2021     | ESL Data Analysis and Research   |
| July 1, 2021    | ESL Adoption Plans Due   |
| July 9, 2021    | AB 1805 Data Templates Due   |
| Summer 2021     | English and Math Validation of Practices Response to Colleges  |
| Fall 2021       | Required Improvement Plans (due March 2022)<br>AAC review of second-party vendor ESL assessments   |
| Spring 2022     | Collected required Improvement Plans   |
| Fall 2022       | AB 1705 legislation passed<br>Improvement Plan responses to colleges<br>AB 1705 guidance disseminated<br>Local college ESL assessment training |
| Spring 2023     | AB 1705 implementation commences<br>Local college ESL assessment validation  |

**AB 705 and AB 1705**

# DATA DASHBOARD

Check out the Chancellor's Office Transfer-Level Gateway Completion Dashboard for more information about English and math completion - statewide, regional or college view.

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/transfer-level-dashboard>



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## Transfer-Level Gateway Completion Dashboard

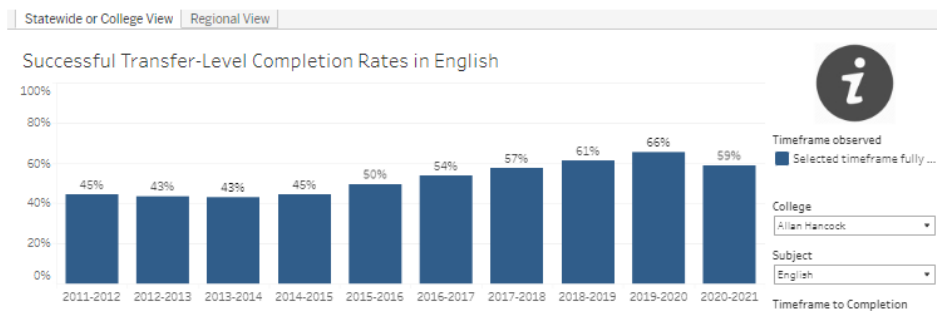
This dashboard provides completion rates of transfer-level English, mathematics (or equivalent quantitative reasoning course), and credit English as a Second Language courses, starting from students' first course enrollment in the discipline (whether at or below transfer level).

### Statewide or College View

These views offer transfer-level completions and completion rates across the state or by individual college. Additional disaggregation options by various demographics are also available. Students with excused withdrawal (EW) grades are included in the analysis (count as valid attempt/enrollment, but not as successful completion of that course). Refer to the [AB 705 Implementation document](#) for a comparison of completion rates with and without EW grades for the 2020-21 cohort.

### Regional View

This view allows a college to compare transfer-level completions and completion rates with peers across its region or with individual colleges within the state that may be more appropriate for comparison.



Changing the Odds