

AB 1705 Implementation

June 5, 2023

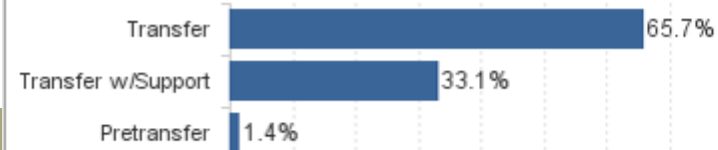
Prepared by the Office of Planning, Research, and Institutional Effectiveness



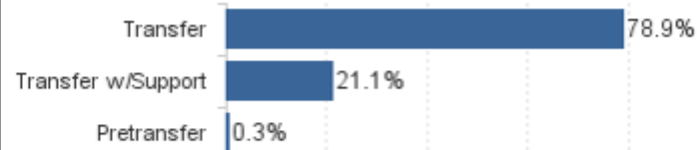
AB 1705 Additional Actions by July 1, 2023

- ? Guided placement and self placement shall not result in placement or enrollment below the transfer-level or into transfer-level coursework that does not satisfy the requirements for the student's program of study
 - How do we consider the impact of self placement (or avoidance of math and English) on students with an "unknown" program of study?
 - Math 225 may be an issue here as well, for BSTEM students

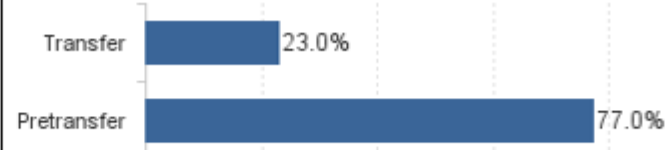
MATH (n = 644)



ENGLISH (n = 625)

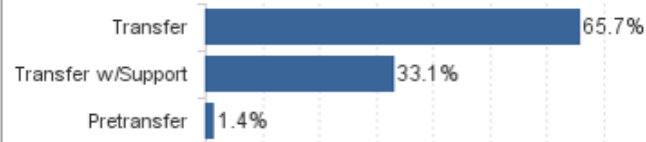


ESL/ESOL * (n = 61)

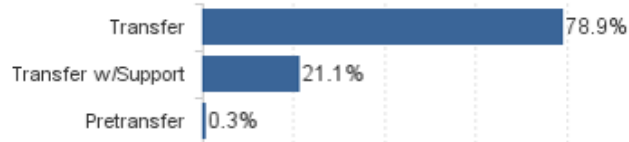


MATH	Total Headcount	Assessed/Placed	Transfer-Level without Support	% of Demo Group (Row)	% of Column	Transfer-Level with Support	% of Demo Group (Row)	% of Column	Pre-Transfer or Multi-Term Seq.	% of Demo Group (Row)	% of Column
American Indian/Alaskan Native	2	2	1	50.0%	0.2%	1	50.0%	0.5%	0	0.0%	0.0%
Asian	68	58	49	84.5%	11.6%	9	15.5%	4.2%	0	0.0%	0.0%
Black or African American	22	17	8	47.1%	1.9%	9	52.9%	4.2%	0	0.0%	0.0%
Filipino	36	33	28	84.8%	6.6%	5	15.2%	2.3%	0	0.0%	0.0%
Pacific Islander	12	9	5	55.6%	1.2%	3	33.3%	1.4%	1	11.1%	11.1%
Hispanic/Latinx	384	323	196	60.7%	46.3%	124	38.4%	58.2%	3	0.9%	33.3%
White	173	150	100	66.7%	23.6%	46	30.7%	21.6%	5	3.3%	55.6%
More Than One Race	47	42	29	69.0%	6.9%	13	31.0%	6.1%	0	0.0%	0.0%
Race/Ethnicity Unknown	17	10	7	70.0%	1.7%	3	30.0%	1.4%	0	0.0%	0.0%
Overall	761	644	423	65.7%	100.0%	213	33.1%	100.0%	9	1.4%	100.0%
ENGLISH											
American Indian/Alaskan Native	2	2	2	100.0%	0.4%	0	0.0%	0.0%	0	0.0%	0.0%
Asian	68	51	49	96.1%	9.9%	2	3.9%	1.5%	0	0.0%	0.0%
Black or African American	22	17	11	64.7%	2.2%	6	35.3%	4.5%	0	0.0%	0.0%
Filipino	36	33	29	87.9%	5.9%	4	12.1%	3.0%	0	0.0%	0.0%
Pacific Islander	12	7	5	71.4%	1.0%	2	28.6%	1.5%	0	0.0%	0.0%
Hispanic/Latinx	384	320	237	74.1%	48.1%	83	25.9%	62.9%	1	0.3%	50.0%
White	173	145	124	85.5%	25.2%	21	14.5%	15.9%	1	0.7%	50.0%
More Than One Race	47	40	28	70.0%	5.7%	12	30.0%	9.1%	0	0.0%	0.0%
Race/Ethnicity Unknown	17	10	8	80.0%	1.6%	2	20.0%	1.5%	0	0.0%	0.0%
Overall	761	625	493	78.9%	100.0%	132	21.1%	100.0%	2	0.3%	100.0%
ESL-ESOL											
American Indian/Alaskan Native	2	0	0		0.0%	0			0		0.0%
Asian	68	14	7	50.0%	50.0%	0	0.0%		7	50.0%	14.9%
Black or African American	22	0	0		0.0%	0			0		0.0%
Filipino	36	1	1	100.0%	7.1%	0	0.0%		0	0.0%	0.0%
Pacific Islander	12	1	1	100.0%	7.1%	0	0.0%		0	0.0%	0.0%
Hispanic/Latinx	384	37	4	10.8%	28.6%	0	0.0%		33	89.2%	70.2%

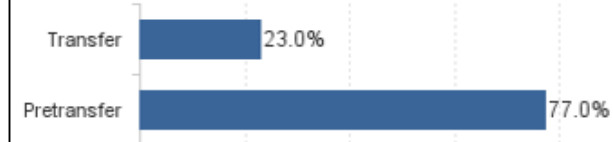
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Filipino	36	1	1	100.0%	7.1%	0	0.0%		0	0.0%	0.0%
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Hispanic/Latinx	384	37	4	10.8%	28.6%	0	0.0%		33	89.2%	70.2%
White	173	5	1	20.0%	7.1%	0	0.0%		4	80.0%	8.5%
More Than One Race	47	0	0		0.0%	0			0		0.0%
Race/Ethnicity Unknown	17	3	0	0.0%	0.0%	0	0.0%		3	100.0%	6.4%
Overall	761	61	14	23.0%	100.0%	0	0.0%		47	77.0%	100.0%

Our Latinx students are over-represented in the lower HS GPA Bands for Math

	0.01 - 2.59	2.60 - 3.39	3.40 +	Unknown	Grand Total
American Indian/Alaskan Native	0.0%	0.2%	0.4%	0.1%	0.2%
Asian	5%	5%	8%	22%	10%
Black - Non-Hispanic	3%	3%	2%	3%	3%
Filipino	2%	5%	7%	6%	5%
Hispanic	68%	59%	41%	39%	52%
Multiraces	4%	6%	9%	3%	5%
Pacific Islander	2%	2%	2%	2%	2%
Unknown	2%	1%	2%	8%	4%
White Non-Hispanic	13%	19%	28%	17%	19%

Self-reported HS GPA for all students who enrolled in Math 200, 225, 241, 800, 825, and/or 841 during any of the major terms between Fall 2019 and Fall 2022

Our Latinx students are over-represented in the lower HS GPA Bands for English

	0.01 - 1.89	1.90 - 2.59	2.60 +	Unknown	Grand Total
American Indian/Alaskan Native	0.0%	0.3%	0.2%	0.0%	0.2%
Asian	2%	3%	7%	22%	8%
Black - Non-Hispanic	2%	2%	2%	3%	3%
Filipino	1%	3%	3%	3%	3%
Hispanic	78%	62%	45%	42%	58%
Multiraces	3%	6%	9%	1%	5%
Pacific Islander	1%	2%	2%	1%	1%
Unknown	3%	2%	3%	15%	5%
White Non-Hispanic	10%	20%	28%	13%	18%

Self-reported HS GPA for all students who enrolled in English 100 or English 105 during any of the major terms between Fall 2019 and Fall 2022

AB 1705 Additional Actions by July 1, 2023

- ✓ Validation of corequisite support is not currently required but is encouraged locally to ensure the effectiveness of local implementation

Math 200

High School GPA Band	Math 200 with NO Corequisite		Math 200 + Math 800	
	"n"	Success Rate	"n"	Success Rate
0.01 - 2.59	284	43%	242	43%
2.60 - 3.39	845	57%	285	59%
3.40 +	520	83%	88	91%
Unknown	732	77%	131	83%

All students who enrolled in Math 200 and/or 800 during any of the major terms between Fall 2019 and Fall 2022

Math 225

High School GPA Band	Math 225 with NO Corequisite		Math 225 + Math 825	
	"n"	Success Rate	"n"	Success Rate
0.01 - 2.59	69	38%	76	45%
2.60 - 3.39	117	66%	111	54%
3.40 +	88	84%	36	86%
Unknown	94	73%	47	70%

All students who enrolled in Math 225 and/or 825 during any of the major terms between Fall 2019 and Fall 2022

Math 241

High School GPA Band	Math 241 with NO Corequisite		Math 241 + Math 841	
	"n"	Success Rate	"n"	Success Rate
0.01 - 2.59	23	53%	13	70%
2.60 - 3.39	73	78%	46	73%
3.40 +	51	86%	23	96%
Unknown	76	78%	56	85%

All students who enrolled in Math 241 and/or 841 during any of the major terms between Fall 2019 and Fall 2022

English 100 and 105

High School GPA Band	English 100		English 105	
	"n"	Success Rate	"n"	Success Rate
0.01 - 1.89	328	41%	357	37%
1.90 - 2.59	1135	59%	169	44%
2.60 +	532	81%	49	64%
Unknown	498	75%	227	69%

All students who enrolled in English 100 or English 105 during any of the major terms between Fall 2019 and Fall 2022

Disproportionate Impact in Course Success Rates in 2021-22

AY 2021-22	Face to Face			Online			Synchronous Online		
	Course Success	Success Gap	Enroll-ments	Course Success	Success Gap	Enroll-ments	Course Success	Success Gap	Enroll-ments
Math 200									
Black Non-Hispanic				25%	-33%	16			
Hispanic				45%	-12%	226	53%	-10%	205
Math 800									
We see no DI in Math 800. We did not offer it online (async)									
Math 225									
Hispanic							43%	-19%	56
No DI observed in Math 825									
English 100									
Hispanic	39%	-14%	61						
Hispanic only DI group and only F2F									
English 105									

No DI in English 105 but we didn't offer it online (async)

No DI in Math 241 or Math 841 (likely due to very small enrollments by race/ethnicity)

Disproportionate Impact in Course Success Rates in 2022-23

AY 2022-23	Face to Face			Online			Synchronous Online		
	Course Success	Success Gap	Enroll-ments	Course Success	Success Gap	Enroll-ments	Course Success	Success Gap	Enroll-ments
Math 200									
Black Non-Hispanic						0			
Hispanic				44%	-11%	128	45.1%	-14.7%	153
Math 800									
We see no DI in Math 800. We did not offer it online (async)									
Math 225									
Hispanic									
Success rates of Hispanic students were lower than the overall cohort but there were so few enrolled that the gap was not larger than the margin of error for F2F and Online. We did not offer Math 225 Synchronously in 2022-23									
English 100									
Black Non-Hispanic				20%	-37%	15			
Hispanic	53%	-9%	228						
We did not offer English 100 Synchronously in 2022-23									
English 105									

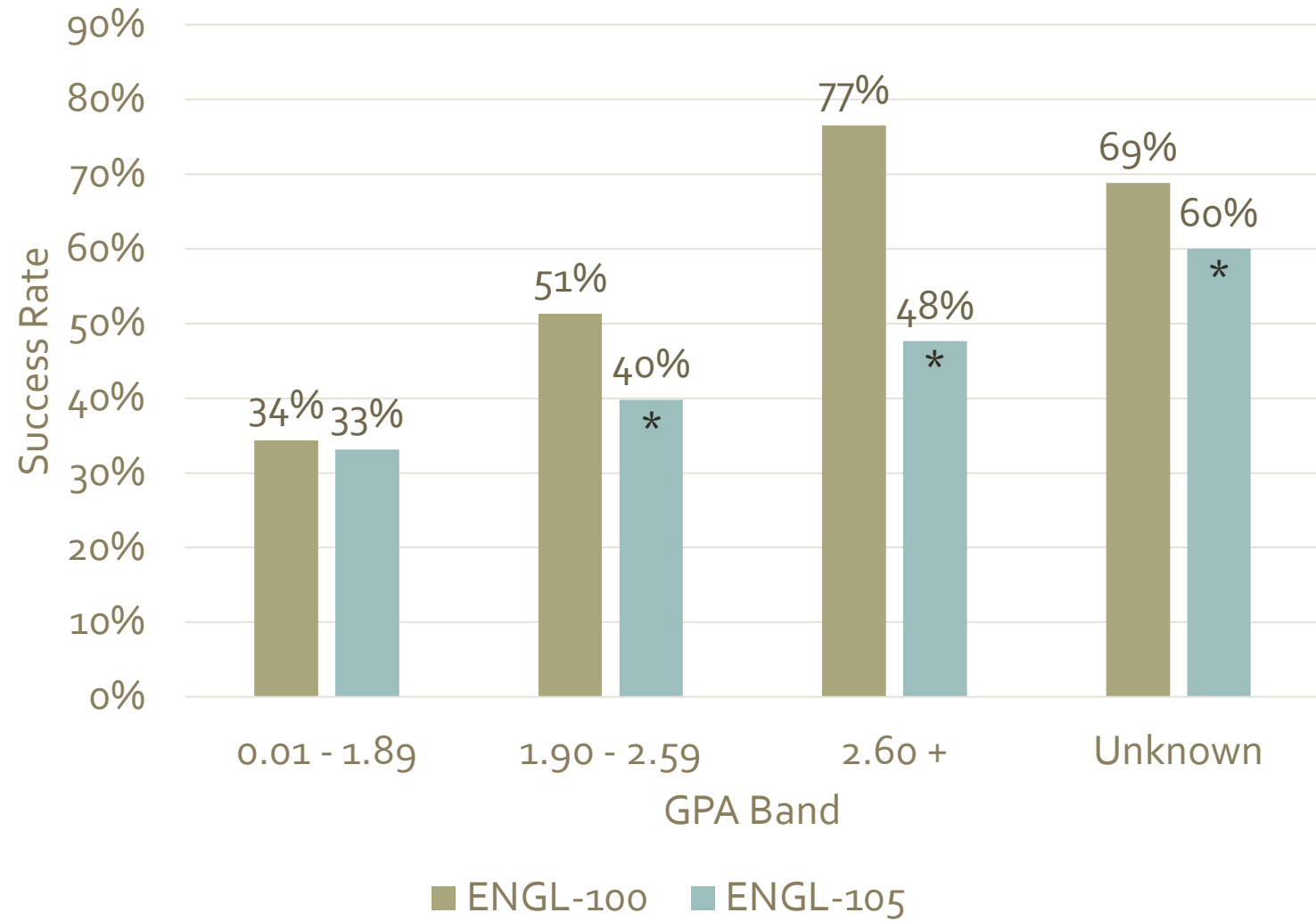
No DI in English 105 . We did not offer it online (async) or sync. Hispanic and White students were the only ethnicities identified among students who took the course.

No DI in Math 241 or Math 841 (likely due to very small enrollments by race/ethnicity. We only offered Face to Face sections of both classes. Only Hispanic students enrolled in Math 841.

Access differences for ENGL

- Hispanic students over represented in ENGL 105
- Students with disabilities slightly over represented in ENGL 105

ENGL Outcomes for Hispanic Students by GPA Band



* Fewer than 100 students

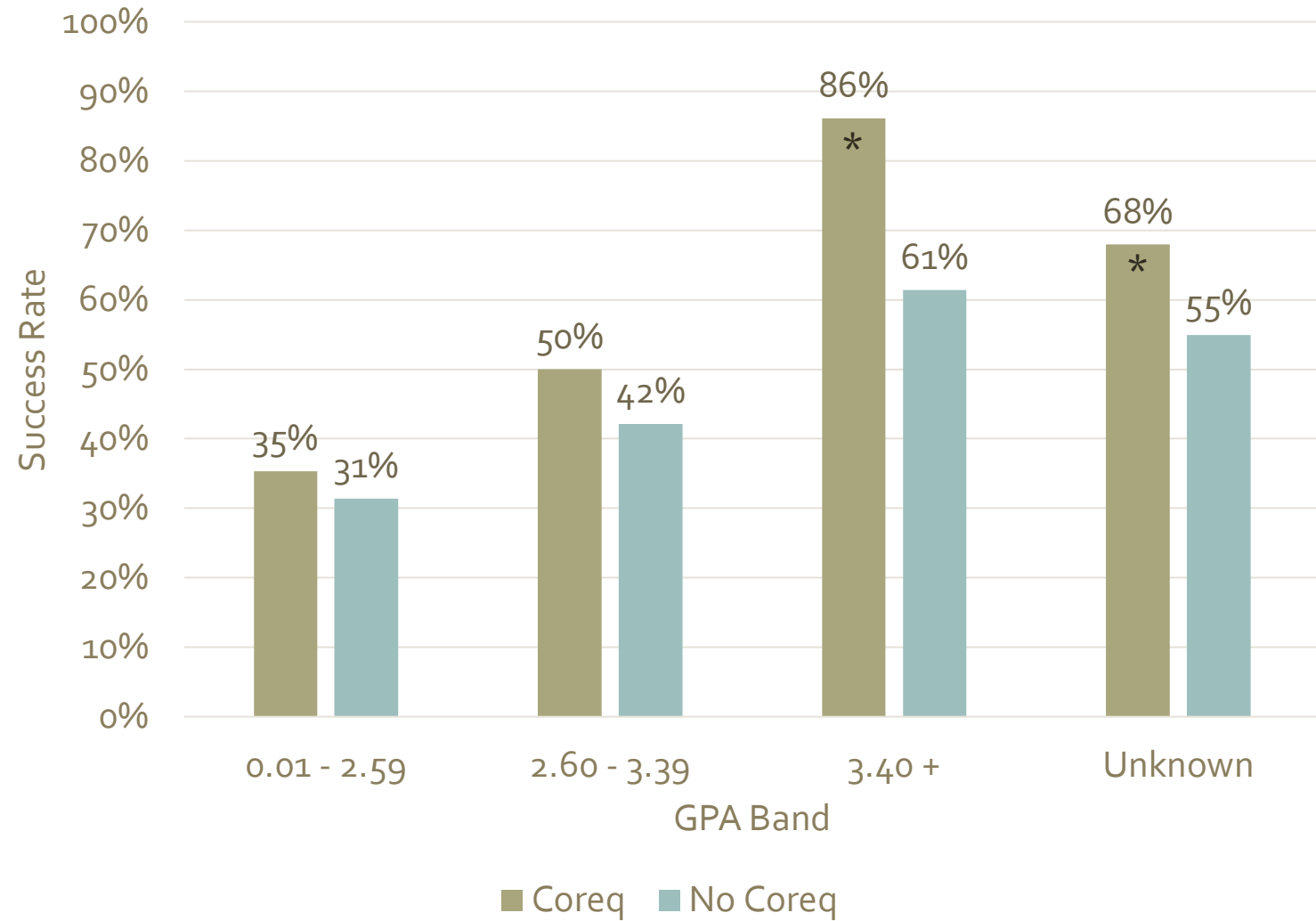
ENGL 110 Outcomes

- Success rate in ENGL 110 was lower for students enrolling after passing ENGL 105 vs ENGL 100
- Limited N makes disaggregation less reliable, but general trends persisted

Access differences for MATH 200

- Hispanic students slightly over represented in Coreq course
- Male students slightly over represented in Coreq course
- Students with disabilities slightly over represented in Coreq course

MATH200 Outcomes for Hispanic Students by GPA Band



* Fewer than 100 students

Math 225 will
require
validation by
July 1, 2024

- It is a transfer-level pre-requisite to a gateway math course (Math 251)

How are we recording and communicating which sections have embedded or supplemental supports?

Search by Keywords

Department

Course Type


Transfer


Distance Ed


Advanced Search


Search by Course Types


Course Types:


☐  Day


☐  Honor


☐  Online


☒  Supplemental Instruction


☐  Zero Textbook Cost (ZTC)


☐  Inclusive Access Class


☒  Embedded Support Class


☐  Evening


☐  Hybrid

☐  Offsite Campus

☐  Learning Community

☐  Low Textbook Cost (LTC)

☐  Contextualized GE




☐  Late Start

[Learn more details about course types.](#)

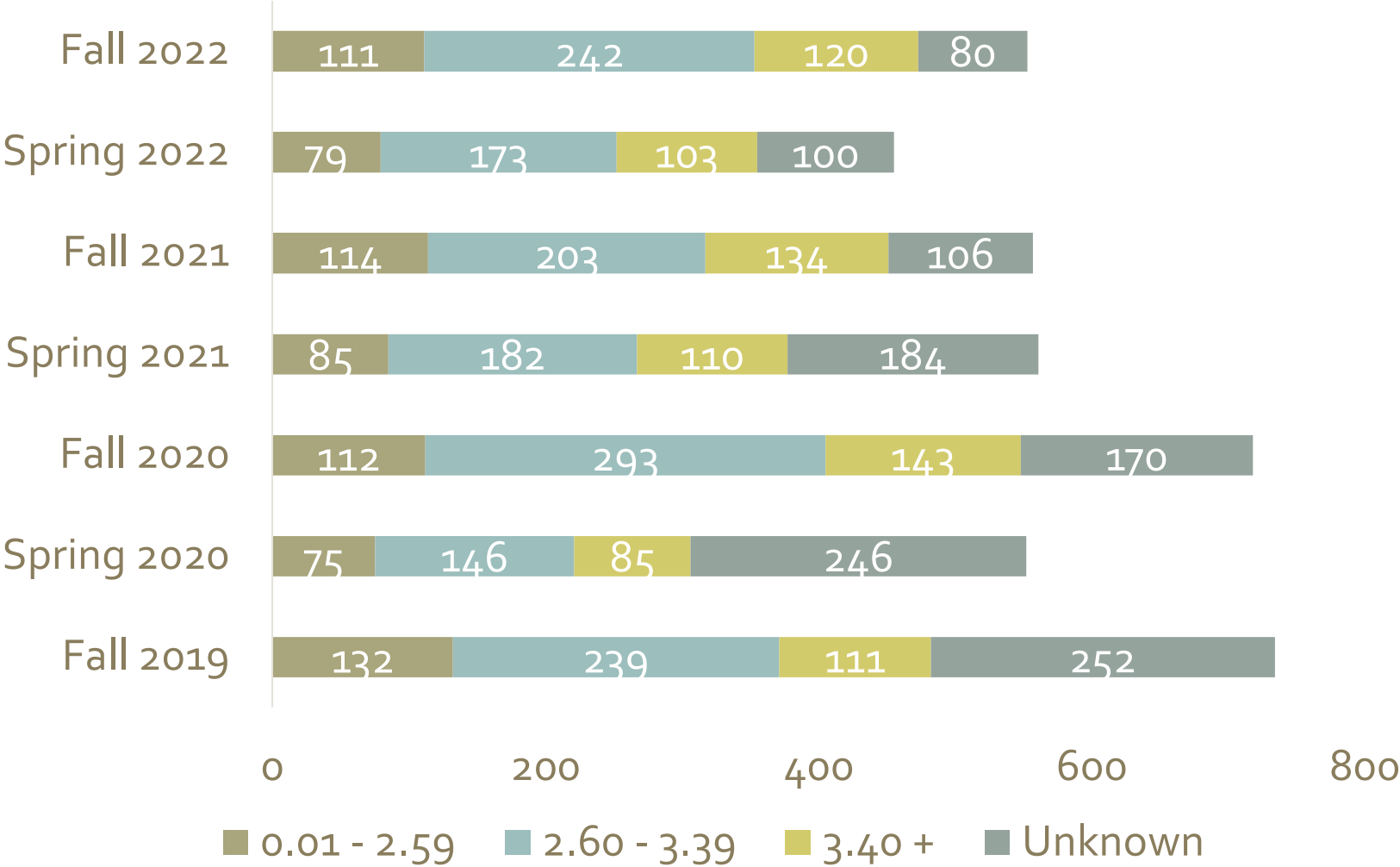
Terms:

☐ Summer 2023 ☒ Fall 2023

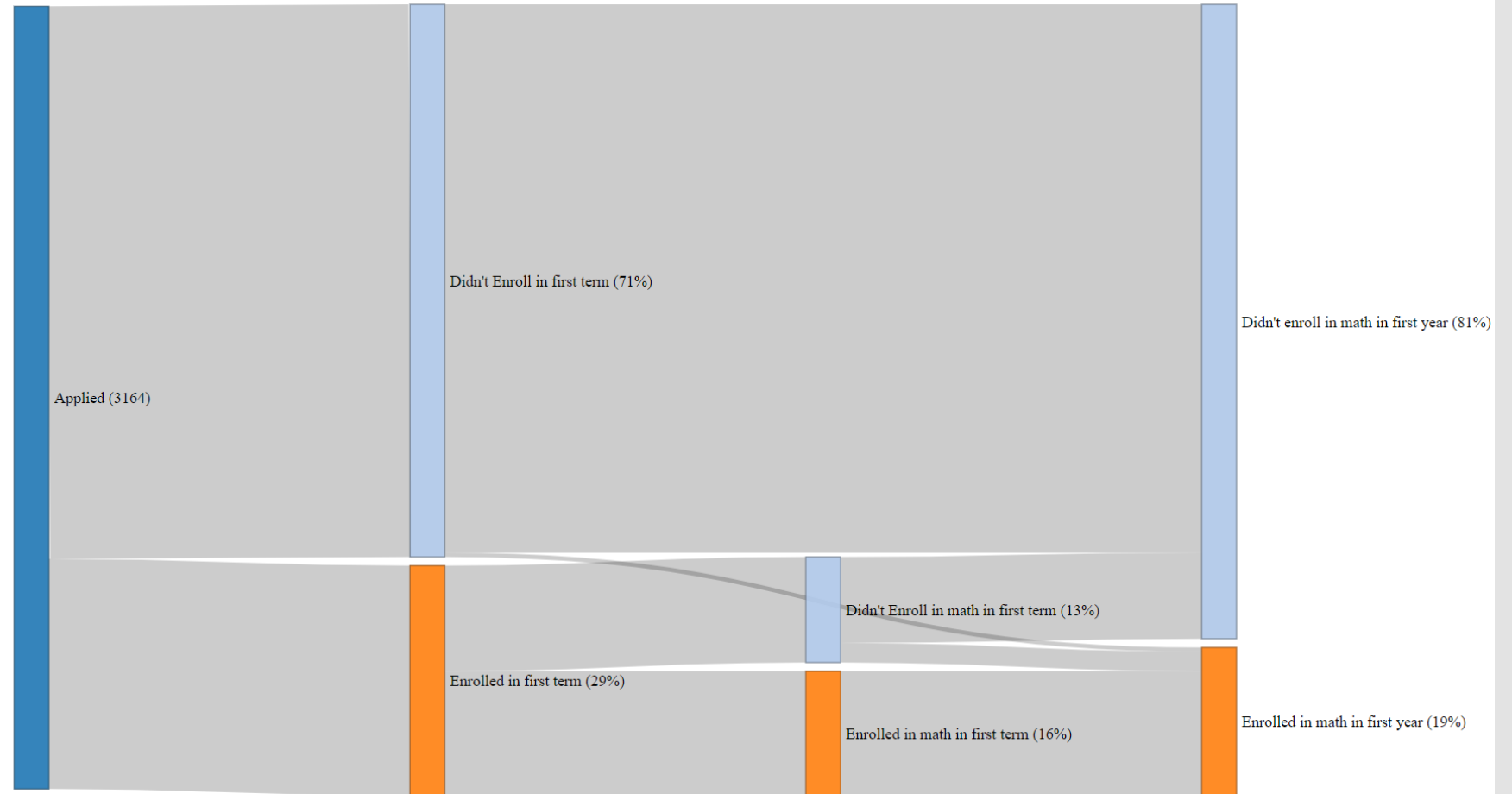
Colleges:

☒  Cañada ☒  CSM ☒  Skyline

Self-Reported High School GPA Bands over time



Math Enrollment Funnel



English Enrollment Funnel

