

# AB 705 Data

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- *Office of Institutional Planning, Research, and Effectiveness*

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## AB 705 in Equity Work!

1. Throughput Rates
2. Equity in Throughput Rates
3. Course Success Rate Comparison
4. Course Taking Patterns

### Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

### Equity



**Everyone gets the supports they need** (this is the concept of "affirmative action"), thus producing equity.

### Justice



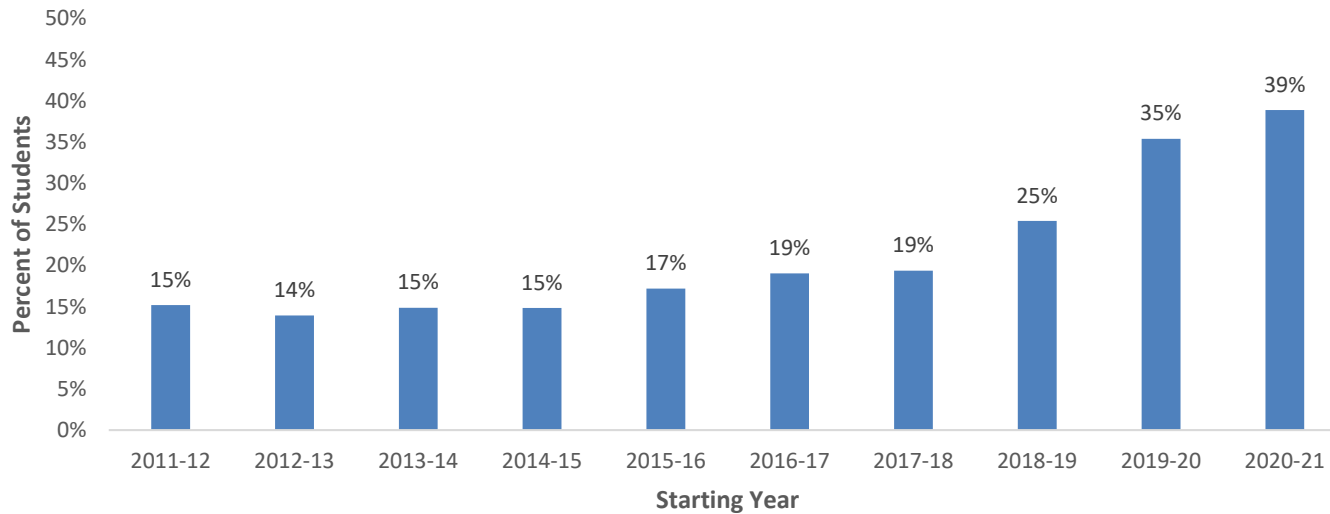
All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.



Many thanks to Dr. Layheng Ting for putting time and efforts to provide the majority of the English and Math course data!



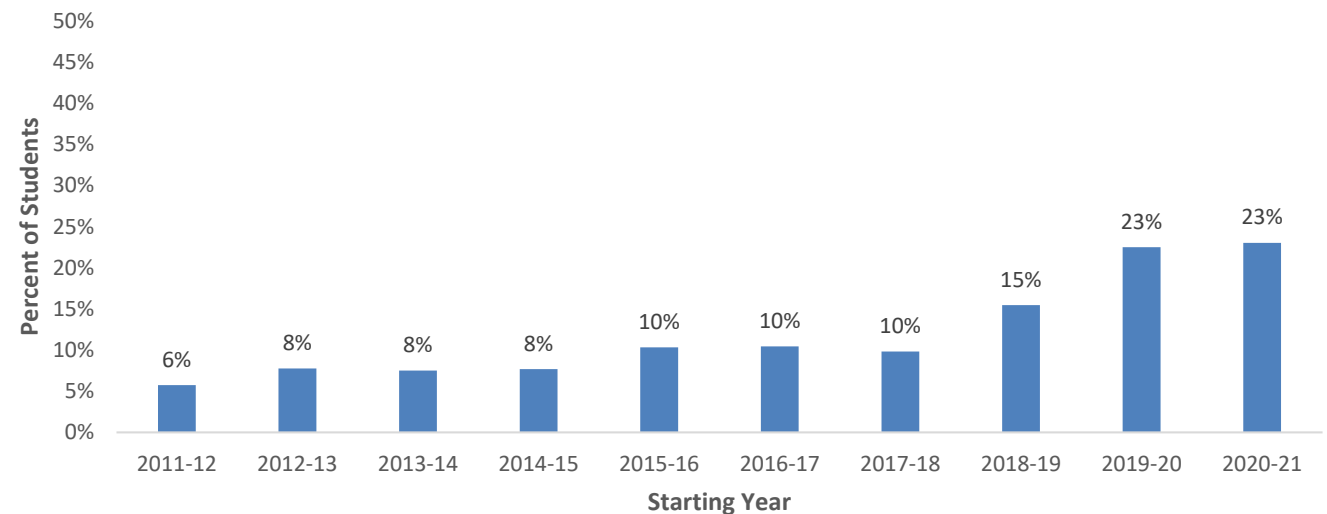
### Completed Transfer-Level English in the First Year



Throughput in Transfer Level English increased by 14% points between 2018-19 and 2020-21.

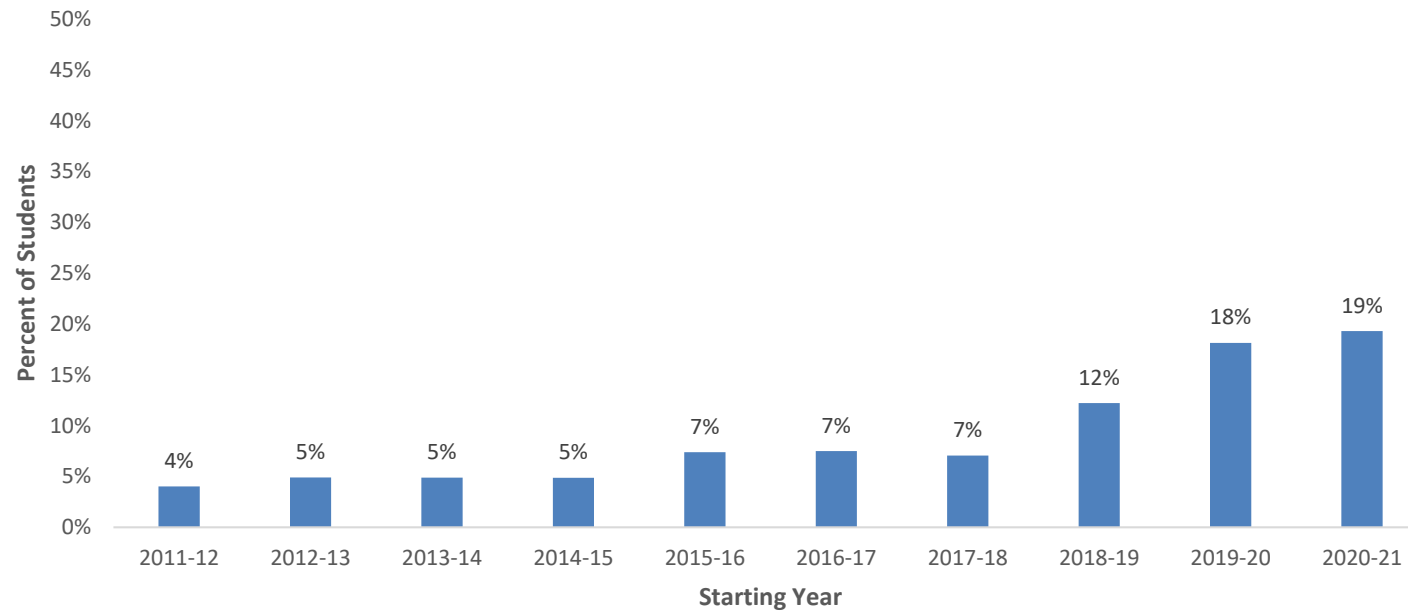
Throughput in Transfer- Level Math increased by 8% points between 2018-19 and 2020-21

### Completed Transfer-Level Math in the First Year





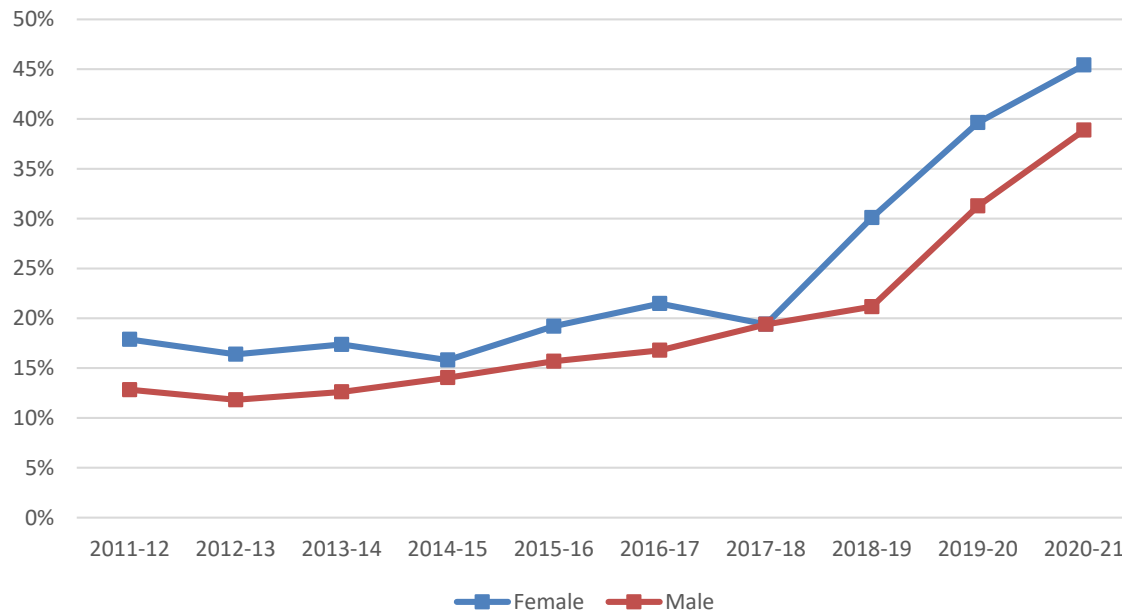
## Completed Both Transfer-Level Math and English in the First Year



Throughput in Transfer-Level Math and English Courses increased by 8% points between 2018-19 and 2020-21



Throughput in Transfer-Level English: By Gender



- Female students have higher throughput rates than male students-largest difference being 9% points
- After the implementation of AB 705 the transfer-level English throughput increased for both genders

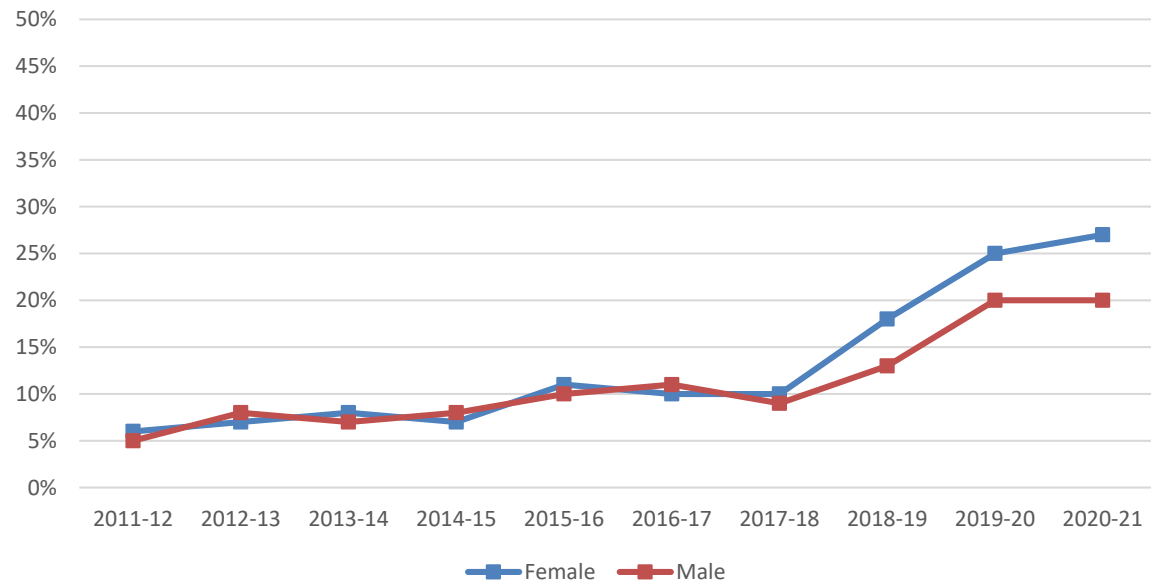
Source: CCCC Student Success Metrics

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# EQUITY IN TRANSFER-LEVEL MATH THROUGHPUT: BY GENDER



Throughput in Transfer-Level Math: By Gender

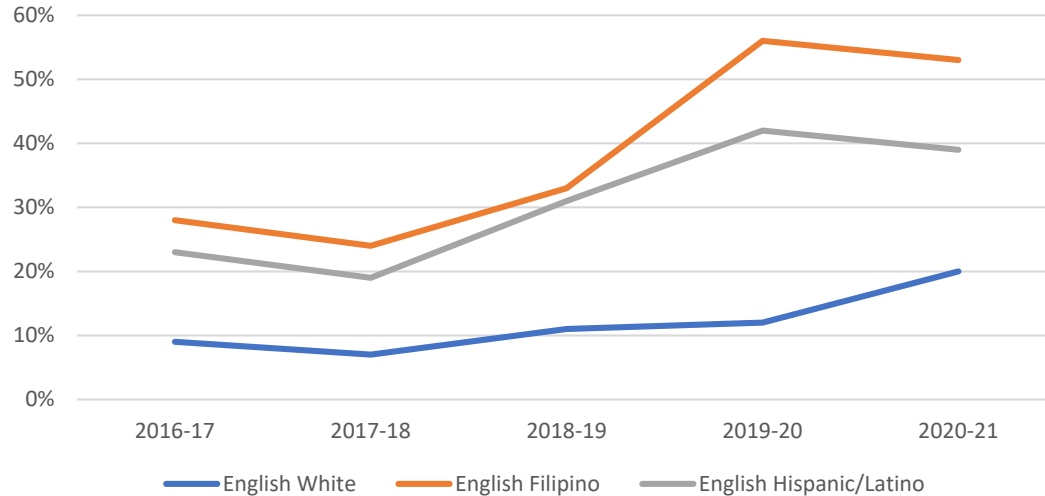


- Throughput in transfer-level math courses increased for both genders
- Gap in throughput after 2017-18

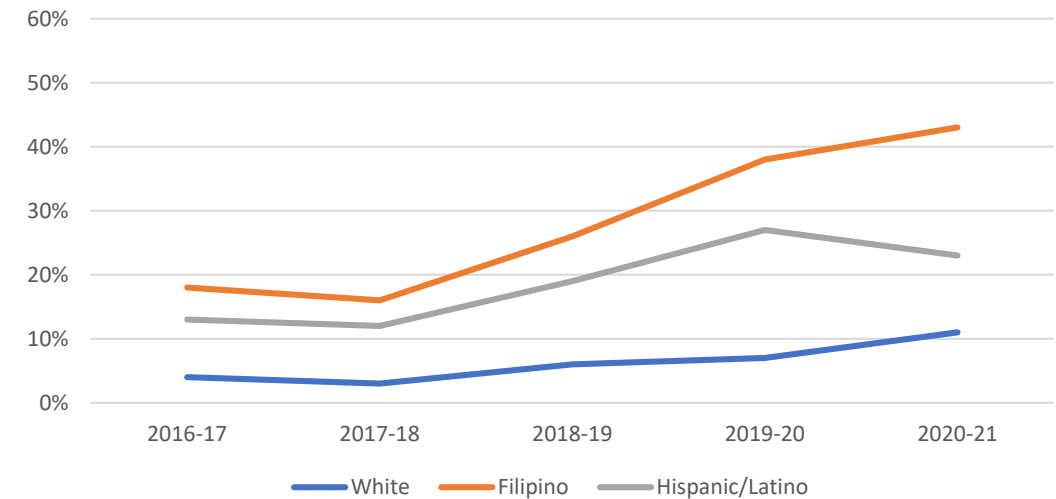
# EQUITY IN TRANSFER-LEVEL MATH AND ENGLISH THROUGHPUT BY ETHNICITY



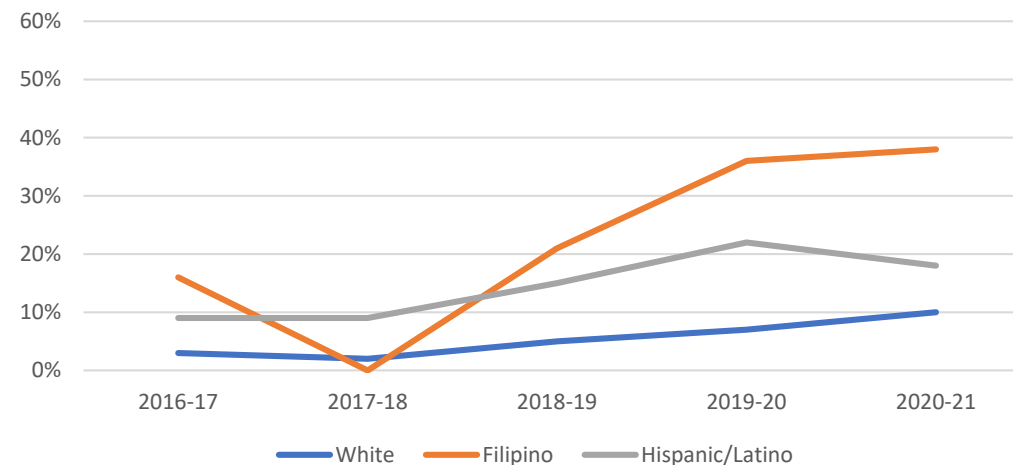
**Equity in Transfer-Level English throughput**



**Equity in Transfer-Level Math Throughput**



**Equity in Transfer-Level Math and English Throughput**



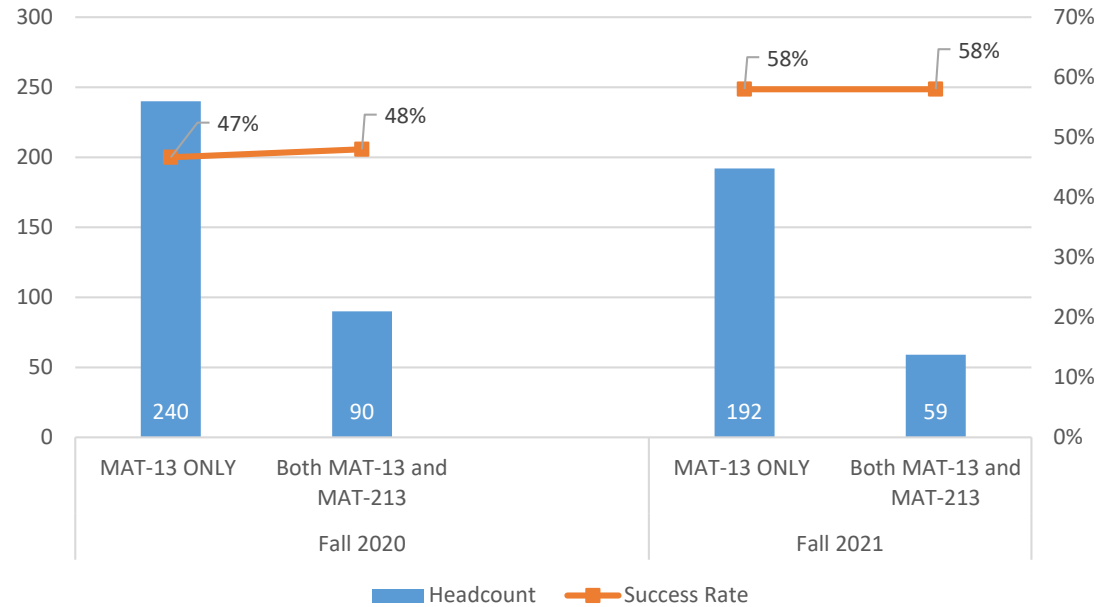
➤ On average throughput increased for Filipino (except for English) and White students groups

➤ On average throughput of Hispanic/Latino students decreased by 4% points between 2019-20 and 2020-21.





Headcount & Success Rate Comparison: Math-13 vs. Math 13 with Math213

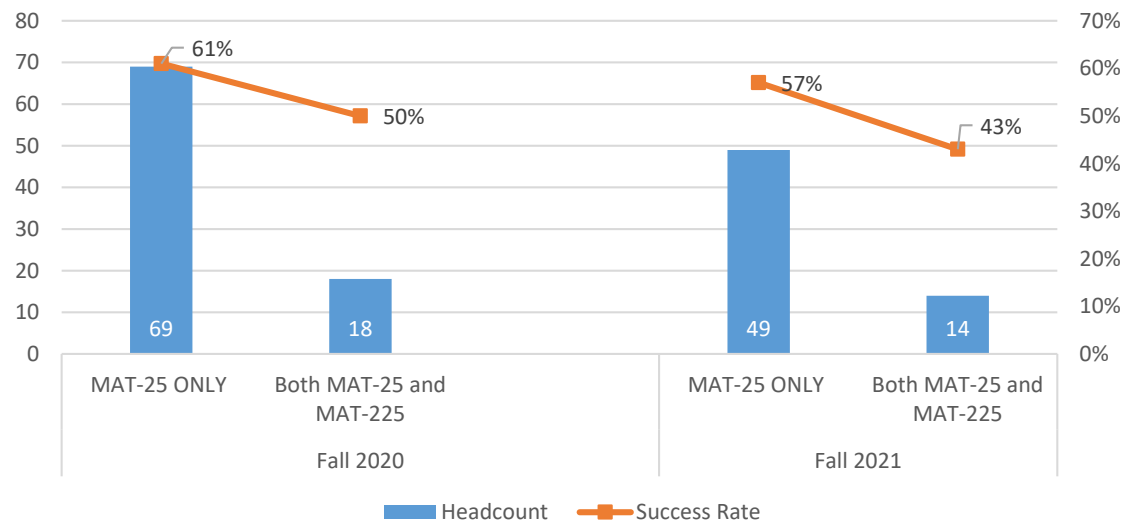


- More students enroll in MAT-13 than in Mat-13 with MAT-213
- Success rates between the two courses are comparable.
- Success rates for both courses increased from 48% in Fall 2020 to 58% in Fall 2021

## Implications:

- Consider providing targeted and/or embedded tutoring for both courses
- Consider providing case management and student referral system (such as Early Alert)
- Consider creating faculty community of practice
- Consider providing faculty professional development
- Consider reviewing placement policies and practices
- Consider conducting program review employing equity lenses

**Headcount & Success Rate: Math-25 vs. Math 25 with Math 225**

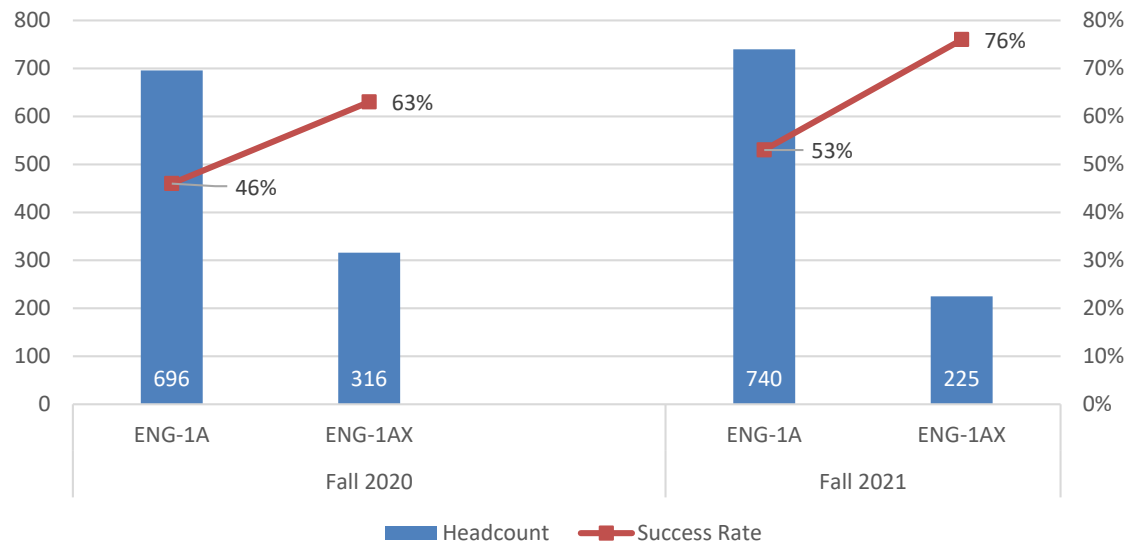


- MAT-25 enrolls more students than MAT-25 with MAT-225
- The success rates in MAT-25 are higher than the success rates in MAT-25 with MAT-225
- Success rates in both courses dropped between Fall 2020 and Fall 2021

**Implications:**

- Consider providing targeted and/or embedded tutoring for both courses prioritizing MAT-25 with MAT-225
- Consider providing case management and student referral system (such as Early Alert)
- Consider creating faculty community of practice
- Consider providing faculty professional development
- Consider reviewing placement policies and practices
- Consider conducting Program Review employing equity lenses

Headcount & Success Rate: ENG-1A vs ENG-1AX



- ENG-1A enrolls more students than ENG-1AX
- The Success rates in ENG-1A are much lower than the success rates in ENG-1AX.
- The success rates in both courses increased from Fall 2020 to Fall 2021

**Implications:**

- Consider providing targeted and/or embedded tutoring for ENG-1A
- Consider providing case management and student referral system (such as Early Alert)
- Consider creating faculty community of practice
- Consider providing faculty professional development
- Consider reviewing placement polices and practices
- Consider conducting program employing equity lenses

# Student Persistence Pattern in ENG-1A and ENG-1AX



**C: Tracking the Progress of Students who were placed and enrolled in ENG-1A in 2020FA**

	FIRST ENROLLED	% FIRST ENROLLED	RE-ENROLLED 1 Term After	SUCCEDED 1 Term After	% RE-ENROLLED 1 Term After	% SUCCEDED 1 Term After	RE-ENROLLED 1 Year After	SUCCEDED 1 Year After	% RE-ENROLLED 1 Year After	% SUCCEDED 1 Year After
<b>ENG-1A in First Term</b>	696	100%	99	32			148	54		
Successful in Starting Term	319	45.8%	0				0	0		
Unsuccessful in Starting Term	377	54.2%	99	32	26.3%	8.5%	148	54	39.3%	14.3%

**D: Tracking the Progress of Students who were placed and enrolled in ENG-1AX in 2020FA**

	FIRST ENROLLED	% FIRST ENROLLED	RE-ENROLLED 1 Term After	SUCCEDED 1 Term After	% RE-ENROLLED 1 Term After	% SUCCEDED 1 Term After	RE-ENROLLED 1 Year After	SUCCEDED 1 Year After	% RE-ENROLLED 1 Year After	% SUCCEDED 1 Year After
<b>ENG-1AX in First Term</b>	316	100%	14	4			31	14		
Successful in Starting Term	200	63.3%	0				0	0		
Unsuccessful in Starting Term	116	36.7%	14	4	12.1%	3.4%	31	14	26.7%	12.1%

Sample sizes for ENG-1AX are too small to make any statistically significant conclusions except the conclusion that course reenrollment rates need to increase.

# Student Persistence Pattern In ENG-1A and ENG-1AX



**C: Tracking the Progress of Students who were placed and enrolled in ENG-1A in 2021FA**

	FIRST ENROLLED	% FIRST ENROLLED	RE-ENROLLED 1 Term After	SUCCEDED 1 Term After	% RE-ENROLLED 1 Term After	% SUCCEDED 1 Term After	RE-ENROLLED 1 Year After	SUCCEDED 1 Year After	% RE-ENROLLED 1 Year After	% SUCCEDED 1 Year After
<b>ENG-1A in First Term</b>	740	100%	95	29			144	52		
Successful in Starting Term	390	52.7%	0				0	0		
Unsuccessful in Starting Term	350	47.3%	95	29	27.1%	8.3%	144	52	41.1%	14.9%

**D: Tracking the Progress of Students who were placed and enrolled in ENG-1AX in 2021FA**

	FIRST ENROLLED	% FIRST ENROLLED	RE-ENROLLED 1 Term After	SUCCEDED 1 Term After	% RE-ENROLLED 1 Term After	% SUCCEDED 1 Term After	RE-ENROLLED 1 Year After	SUCCEDED 1 Year After	% RE-ENROLLED 1 Year After	% SUCCEDED 1 Year After
<b>ENG-1AX in First Term</b>	255	100%	10	3			19	5		
Successful in Starting Term	193	75.7%	0				0	0		
Unsuccessful in Starting Term	62	24.3%	10	3	16.1%	4.8%	19	5	30.6%	8.1%

Sample sizes are too small to make any statistically significant conclusions except the conclusion that course reenrollment rates need to increase.

# Student Persistence Pattern in MAT-13 & MAT-13 with MAT-213



**A: Tracking the Progress of Students who were placed and enrolled in MAT-13 in 2020FA**

	FIRST ENROLLED	% FIRST ENROLLED	RE-ENROLLED 1 Term After	SUCCEEDED 1 Term After	% RE-ENROLLED 1 Term After	% SUCCEEDED 1 Term After	RE-ENROLLED 1 Year After	SUCCEEDED 1 Year After	% RE-ENROLLED 1 Year After	% SUCCEEDED 1 Year After
<b>2020FA COHORT</b>	<b>330</b>		<b>23</b>	<b>10</b>			<b>40</b>	<b>23</b>		
<b>MAT-13 ONLY in First Term</b>	240	100%	17	7			30	18		
Successful in Starting Term	112	46.7%	0				0	0		
Unsuccessful in Starting Term	128	53.3%	17	7	13.3%	5.5%	30	18	23.4%	14.1%
<b>Both MAT-13 and MAT-213 in First Term</b>	90	100%	6	3			10	5		
Successful in Starting Term	43	47.8%	0				0	0		
Unsuccessful in Starting Term	47	52.2%	6	3	12.8%	6.4%	10	5	21.3%	10.6%

**A: Tracking the Progress of Students who were placed and enrolled in MAT-13 2021FA**

	FIRST ENROLLED	% FIRST ENROLLED	RE-ENROLLED 1 Term After	SUCCEEDED 1 Term After	% RE-ENROLLED 1 Term After	% SUCCEEDED 1 Term After	RE-ENROLLED 1 Year After	SUCCEEDED 1 Year After	% RE-ENROLLED 1 Year After	% SUCCEEDED 1 Year After
<b>2021FA COHORT</b>	<b>251</b>		<b>12</b>	<b>4</b>			<b>27</b>	<b>11</b>		
<b>MAT-13 ONLY in First Term</b>	192	100%	9	4			23	10		
Successful in Starting Term	111	57.8%	0				0	0		
Unsuccessful in Starting Term	81	42.2%	9	4	11.1%	4.9%	23	10	28.4%	12.3%
<b>Both MAT-13 and MAT-213 in First Term</b>	59	100%	3	0			4	1		
Successful in Starting Term	34	57.6%	0				0	0		
Unsuccessful in Starting Term	25	42.4%	3	0	12.0%	0.0%	4	1	16.0%	4.0%

Sample sizes are too small to make any statistically significant conclusions except the conclusion that course reenrollment rates need to increase.

# Student Persistence Pattern in MAT-13 & MAT-13 with MAT-213



**B: Tracking the Progress of Students who were placed and enrolled in MAT-25 in 2020FA**

	FIRST ENROLLED	% FIRST ENROLLED	RE-ENROLLED 1 Term After	SUCCEEDED 1 Term After	% RE-ENROLLED 1 Term After	% SUCCEEDED 1 Term After	RE-ENROLLED 1 Year After	SUCCEEDED 1 Year After	% RE-ENROLLED 1 Year After	% SUCCEEDED 1 Year After
<b>2020FA COHORT</b>	<b>87</b>		<b>7</b>	<b>1</b>			<b>13</b>	<b>1</b>		
<b>Both MAT-25 and MAT-225 in First Term</b>	18	100%	1	0			2	0		
Successful in Starting Term	9	50.0%	0				0	0		
Unsuccessful in Starting Term	9	50.0%	1	0	11.1%	0.0%	2	0	22.2%	0.0%
<b>MAT-25 Only in First Term</b>	69		6	1			11	1		
Successful in Starting Term	42	60.9%	0				0	0		
Unsuccessful in Starting Term	27	39.1%	6	1	22.2%	3.7%	11	1	40.7%	3.7%

**B: Tracking the Progress of Students who were placed and enrolled in MAT-25 in 2021FA**

	FIRST ENROLLED	% FIRST ENROLLED	RE-ENROLLED 1 Term After	SUCCEEDED 1 Term After	% RE-ENROLLED 1 Term After	% SUCCEEDED 1 Term After	RE-ENROLLED 1 Year After	SUCCEEDED 1 Year After	% RE-ENROLLED 1 Year After	% SUCCEEDED 1 Year After
<b>2021FA COHORT</b>	<b>63</b>		<b>7</b>	<b>2</b>			<b>11</b>	<b>5</b>		
<b>Both MAT-25 and MAT-225 in First Term</b>	14	100%	2	1			4	2		
Successful in Starting Term	6	42.9%	0				0	0		
Unsuccessful in Starting Term	8	57.1%	2	1	25.0%	12.5%	4	2	50.0%	25.0%
<b>MAT-25 Only in First Term</b>	49	100%	5	1			7	3		
Successful in Starting Term	28	57.1%	0				0	0		
Unsuccessful in Starting Term	21	42.9%	5	1	23.8%	4.8%	7	3	33.3%	14.3%

Sample sizes are too small to make any statistically significant conclusions except the conclusion that course reenrollment rates need to increase.



## Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

## Equity



**Everyone gets the supports they need** (this is the concept of "affirmative action"), thus producing equity.

## Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.