



PPIC

PUBLIC POLICY
INSTITUTE OF CALIFORNIA

30 YEARS

How Are Black and Latino Men Faring after Developmental Education Reform?

Technical Appendix

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Appendix A. Data and Methods

Student Longitudinal Data

Our quantitative analyses use student-level longitudinal data from the California Community Colleges Chancellor's Office Management Information System (MIS). The dataset includes students enrolled across the 116 community colleges that comprise the California Community College system, and includes demographic information, transcripts (grades and credits earned), and course elements (levels below transfer-level, credit status, transfer status and minimum/maximum number of credits). Our analysis of transfer outcomes also relies on data reported by CSU, UC, and the National Student Clearinghouse.

We focus on students enrolled from fall 2015 to fall 2023. For our analysis, we construct fall cohorts of students based on the first time a student takes a math/English course. For our longer-term analysis, we construct fall cohorts of students based on the first time a student takes any credit course in the system. This analysis focuses on students who declared a goal to transfer or earn an associate degree in their first term enrolled in the system. To identify degree/transfer-intending students, we use the informed goal that students declare in their first term of enrollment after having reviewed assessment results, gone through orientation, or received other services that help them understand what it would take to achieve the goal (SS01 in the MIS data). Throughout, we exclude dual enrollment students.

Outcomes

Below we provide definitions for key terms referenced in our analysis:

Access: Share of first-time math/English students starting directly in a transfer-level course.

Throughput rate: Share of first-time math/English students successfully completing a transfer-level math/English course within a given period of time (one-term, one-year, fall-to-fall).

Corequisites: remedial support taken concurrently with the transfer-level course. Enhanced courses are included.

Gender gap: percentage point difference in access rates or throughput rates between male and female students.

Racial/ethnic gap: percentage point difference in access rates or throughput rates relative to white students.

In our longer-term analyses, we focus on cumulative outcomes and milestone completion on the path to degree completion and/or transfer. We identify whether first-time fall students were still enrolled in a credit course over subsequent terms and school years, and ever again in the system. We also determine the number of transferable units students earned, their cumulative GPA in transfer-level coursework, and whether they earned an associate degree over subsequent school years.

Additionally, we developed a proxy for “transfer-ready” status, which we define as completing 60 transferable units with a transfer-level GPA of at least 2.0 including one transfer-level course in mathematical concepts and quantitative reasoning and one transfer-level courses in English composition. However, to actually be eligible for junior standing students must also complete an additional transfer-level English course as well as four transferable college courses chosen from at least two of the following subject areas: arts and humanities, social and behavioral sciences, and physical and biological sciences. In addition, students must complete the required/recommended

courses needed for their intended major with the minimum grades. So, our measure provides just a proxy to identify those students who could potentially be a junior-level transfer.

In terms of our transfer counts, we focus on community college students who transferred to a four-year institution between academic years 2015–16 and 2023–24. We restrict our sample to students who were not previously enrolled in a four-year university before their first credit-course enrolled in CCC. We identify transfer students as those that earned at least 12 units as a non-special admit student at any community college (and at any time) and who were enrolled in any community college the year prior to transferring.

Caveats and Limitations of this Study

- The accuracy of our results relies on the accuracy with which colleges report their information to the Chancellor’s Office. While we used various approaches to identify colleges with inconsistent data, it is possible that we missed colleges where the data discrepancies were not stark.
- The MIS database does not include data on placement, so we are unable to identify students who were referred to developmental education or to transfer-level courses, with or without co-requisite support.
- We similarly do not have information on students’ high school performance measures (i.e., course taking history, course grades, or GPA). As a result, our analysis focuses exclusively on course-taking behavior once students reach community college.
- Longer-term outcomes among more recent cohorts are inevitably impacted by the effects of the pandemic. As such, any progress we identify in degree and transfer attainment may be a lower-bound estimate of the actual effects of AB 705.

Appendix B. Additional Tables and Figures

TABLE B1

Racial/Ethnic composition of California's population (%)

	Boys under 18	Prime- working-age men
Latino	52	42
White	23	32
Asian	12	16
Multi-race	7	4
Black	5	6
Other	1	1
Native American	0	0
Total	100	100

SOURCE: 2022 American Community Survey 1-Year Estimates.

NOTE: Prime working-age refers to the period where people are most likely to be employed, usually between the ages of 25 and 54—old enough to have finished school and generally too young for retirement.

TABLE B2

2022-23 High school graduation rates and A-G course completion rates for California high school students by gender and race/ethnicity (percent)

	Male		Female		Gender gap (pp)	
	HS graduation rate	A-G completion rate	HS graduation rate	A-G completion rate	HS graduation rate	A-G completion rate
Asian	93.5	76.2	95.5	82.0	-2.0	-5.7
Black	74.6	36.2	81.6	49.0	-7.0	-12.8
Filipino	93.7	67.3	95.7	76.5	-2.0	-9.2
Latino	81.2	38.4	86.9	50.6	-5.7	-12.2
Native American	76.9	27.9	81.6	36.6	-4.7	-8.7
Pacific Islander	81.8	37.8	86.8	47.8	-5.0	-10.0
Two or more races	87.3	56.8	89.8	64.7	-2.5	-7.9
White	88.2	53.3	91.4	62.8	-3.2	-9.5
Not reported	74.1	44.5	80.1	54.0	-6.0	-9.5

SOURCE: California Department of Education.

NOTE: A-G course completion rates among high school graduates.

TABLE B₃

2021-22 College-going rates for California high school students by gender and race/ethnicity (percent)

	Male		Female		Gender gap (pp)	
	College-going rate	Share enrolling in CCC	College-going rate	Share enrolling in CCC	College-going rate	Share enrolling in CCC
Native American	40.1	68.2	52.2	59.2	-12.1	9.0
Asian	83.7	36.4	87.2	29.5	-3.5	6.8
Black	49.4	59.9	60.8	45.9	-11.4	14.0
Filipino	67.4	53.7	76.1	47.8	-8.7	6.0
Latino	48.5	65.3	61.8	56.8	-13.3	8.5
Pacific Islander	48.9	67.3	60.0	56.0	-11.1	11.3
Two or more races	64.8	51.0	73.3	42.3	-8.5	8.7
White	63.1	53.1	72.9	44.0	-9.8	9.1
Not reported	53.9	52.9	63.0	48.4	-9.1	4.5

SOURCE: California Department of Education.

TABLE B₄

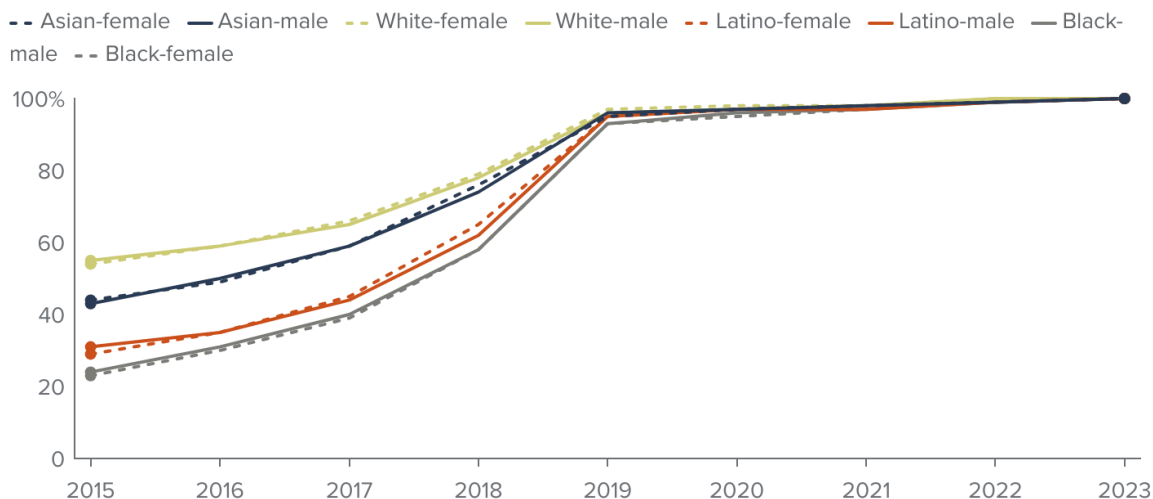
College-Going Rate over time by race and gender (percent)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Male							
Black	57.5	58.4	56.4	56.8	55.1	48.4	48.0
Native American	50.9	49.8	46.5	47.2	47.8	37.7	40.1
Asian	78.3	83.6	82.0	86.7	84.7	83.0	83.9
Filipino	70.8	73.7	72.0	69.6	63.9	65.2	66.6
Latino	54.3	56.0	54.0	55.6	51.5	48.2	47.7
Pacific Islander	53.0	55.6	51.3	56.0	52.4	45.1	48.2
Two or More Races	64.7	66.4	65.4	67.9	65.0	63.3	63.7
White	64.4	66.2	65.0	68.0	66.5	63.2	63.2
Female							
Black	66.4	67.9	64.9	68.7	66.9	61.7	61.5
Native American	59.7	62.0	56.8	58.4	59.4	56.8	49.4
Asian	81.2	87.2	85.3	89.8	88.1	87.3	88.0
Filipino	79.4	83.1	79.9	80.1	73.5	77.0	76.5
Latino	63.0	66.1	64.3	66.7	64.0	63.7	61.7
Pacific Islander	63.4	64.3	62.7	66.5	63.3	60.8	57.9
Two or More Races	73.6	74.0	73.0	76.6	74.2	73.7	73.2
White	73.3	75.8	74.9	77.9	76.5	74.5	73.8

SOURCE: California Department of Education.

FIGURE B1

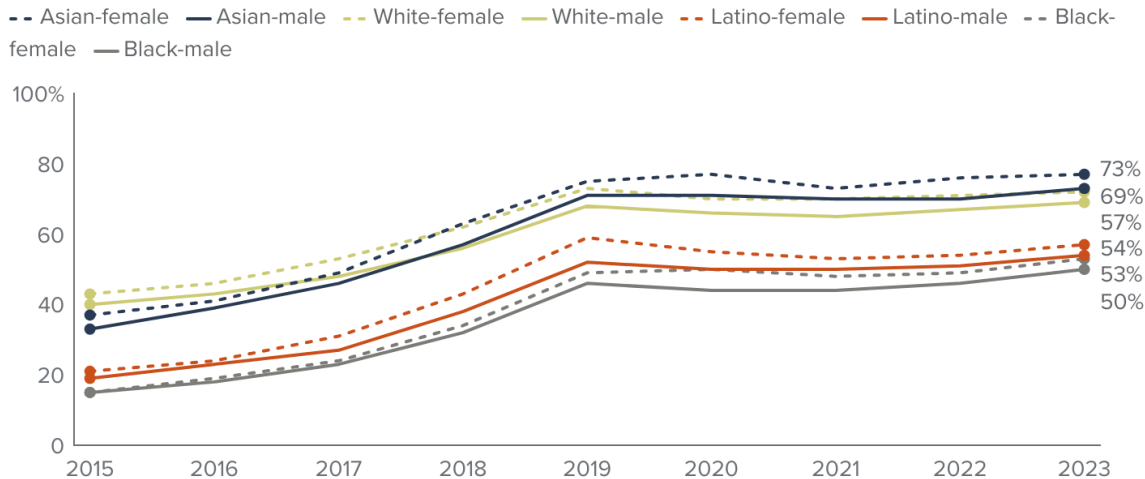
Racial/ethnic gaps in direct access to college composition have disappeared thanks to the implementation of AB 705



NOTES: Share of first-time math students starting directly in a transfer-level course. Fall of each year.

FIGURE B2

AB 705 implementation led to huge increases in throughput across the board

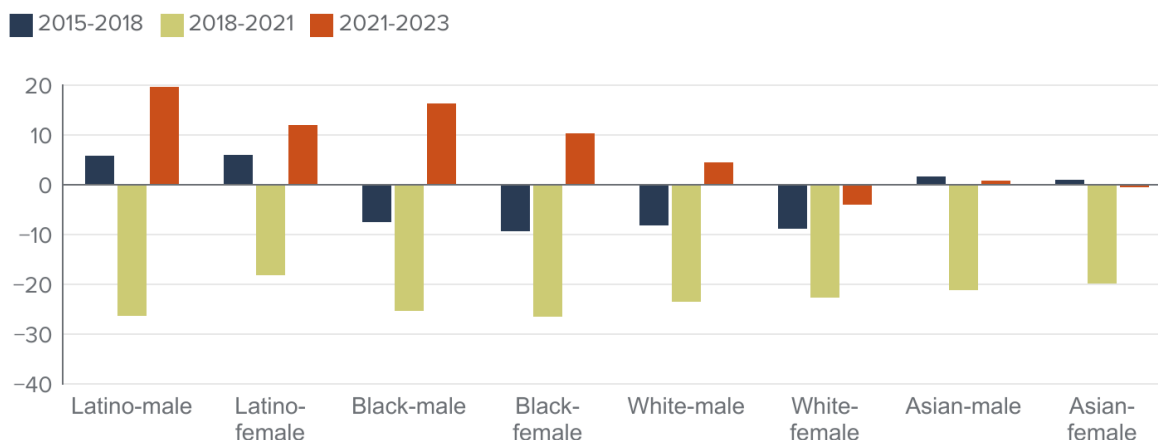


SOURCE: Authors' calculations using MIS data.

NOTES: Share of first-time math students successfully completing a transfer-level course in their first attempt (one-term throughput rate). Fall of each year.

FIGURE B3

After declining for several years, recent increases in first-time college composition enrollment were driven by increases among Latino and Black men

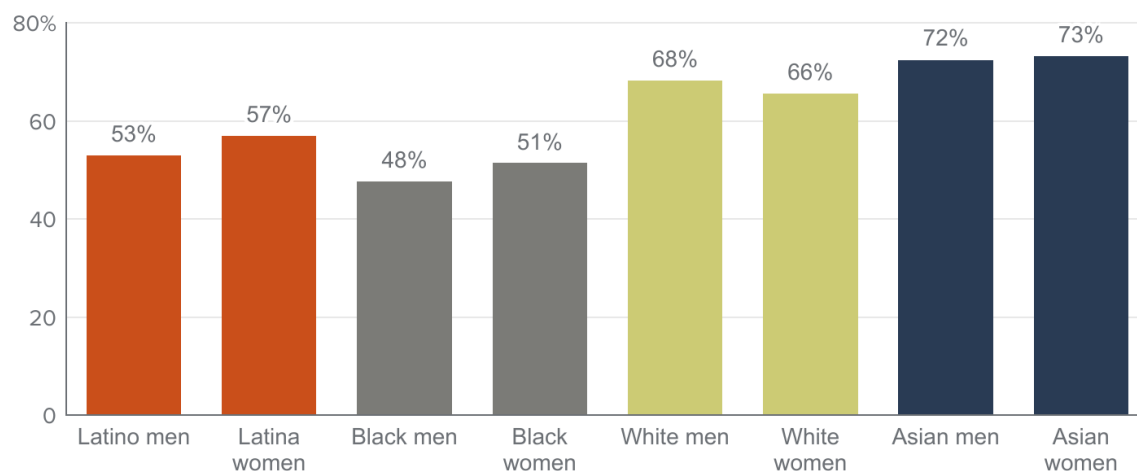


SOURCE: Author's calculations using MIS data.
NOTES: Fall of each year.

FIGURE B4

Completion rates for Latino and Black men are below those of their peers

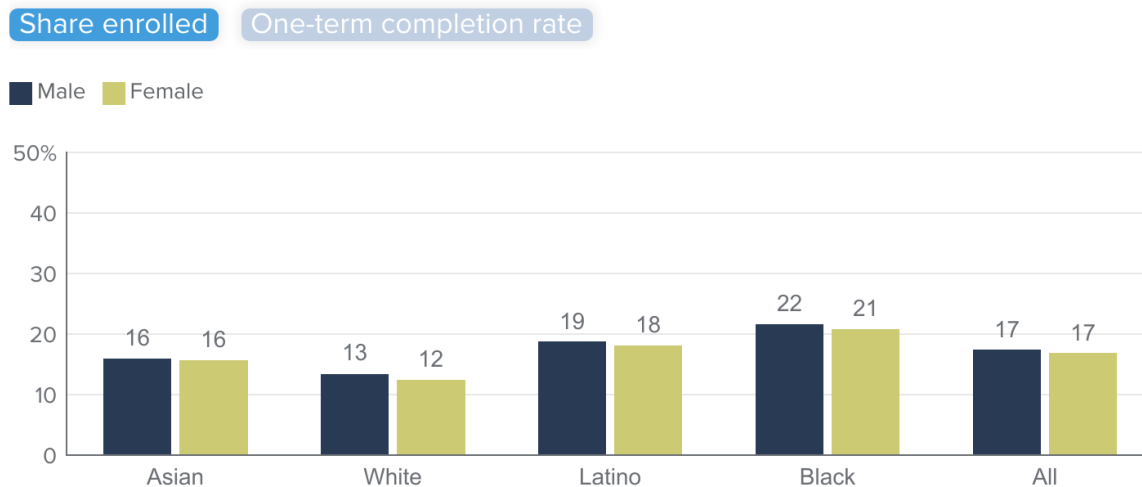
Share of students starting in college composition who completed it in their first attempt



SOURCE: Authors' calculations using MIS data.
NOTES: Average fall 2019 through fall 2023 cohorts.

FIGURE B5

Latino and Black students are more likely to enroll in corequisite courses regardless of gender



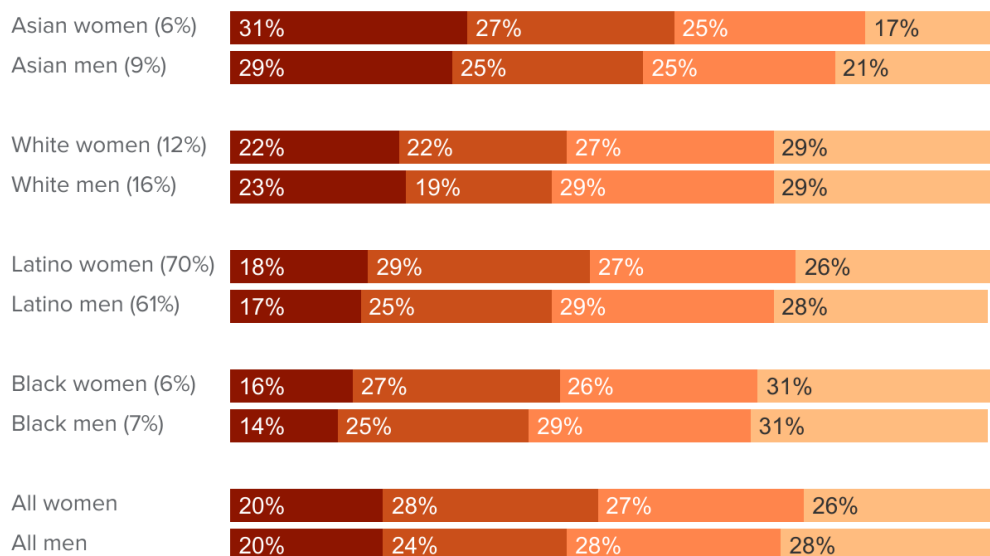
SOURCE: Authors' calculations using MIS data.

NOTES: Share of first-time math students in fall 2023 starting in a corequisite course. Includes enrollment in enhanced courses.

FIGURE B6

Men of color are less likely to eventually college composition after an unsuccessful first attempt

Completed it as of next fall Re-took the course but was not successful Enrolled in CCC in spring and/or fall but did not re-take math Did not re-enroll in CCC



SOURCE: Author's calculations using MIS data.

NOTES: Outcomes measured as of fall 2023. Based on 2,400 Asian men, 4,500 white men, 16,800 Latino men, and 1,800 Black men who started directly in college composition in fall 2022 but did not successfully complete it in their first attempt. In parenthesis is the share of each racial/ethnic group in the total number of "unsuccessful" male students (27,600). Restricted to degree seeking/ transfer intending students.

FIGURE B7

Among students who were no longer enrolled within 4 years in the CCC system, most left the system after their first year

■ Left before second year ■ Left before third year ■ Left before fourth year

Asian



White



Latino



Black



SOURCE: Authors' calculations using MIS data.

NOTES: Distribution of when students stopped out among those who were no longer enrolled, did not earn a degree or transfer, and did not achieve "transfer-ready status" within 4 years of initial enrollment. Students who we identify as "stopped out" were not enrolled in what would be the fourth school year after their initial enrollment (from Fall 2022 to Spring 2023). We should note that some of these students may have re-enrolled and/or earned an award after the Spring 2023 term. They may also have transferred after the Fall 2023 term.



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