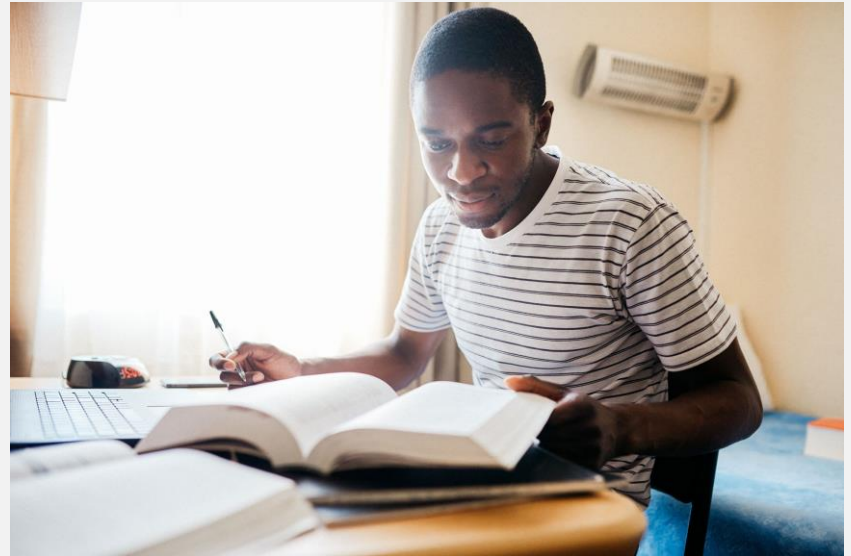


Tracking Progress in Community College Access and Success

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AB 705 has dramatically transformed access to transfer-level courses

- Assembly Bill 705 has widened opportunities for students to complete a critical early milestone for transfer
- Recent legislation (AB 1705) aims to support comprehensive and equitable implementation of AB 705
 - \$64 million in one-time funding in the 2022 Budget Act
 - Need to improve completion rates and reduce racial equity gaps

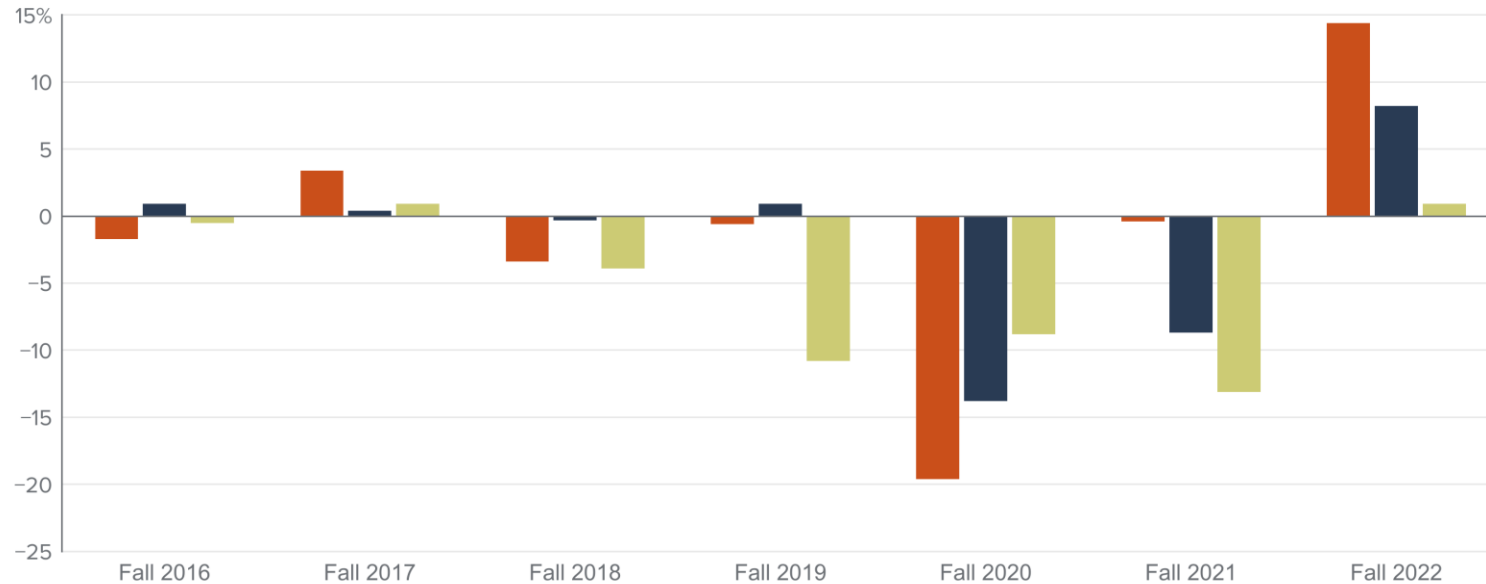
Trends in Access and Course Completion



Gateway course enrollment finally showed some positive signs in fall 2022

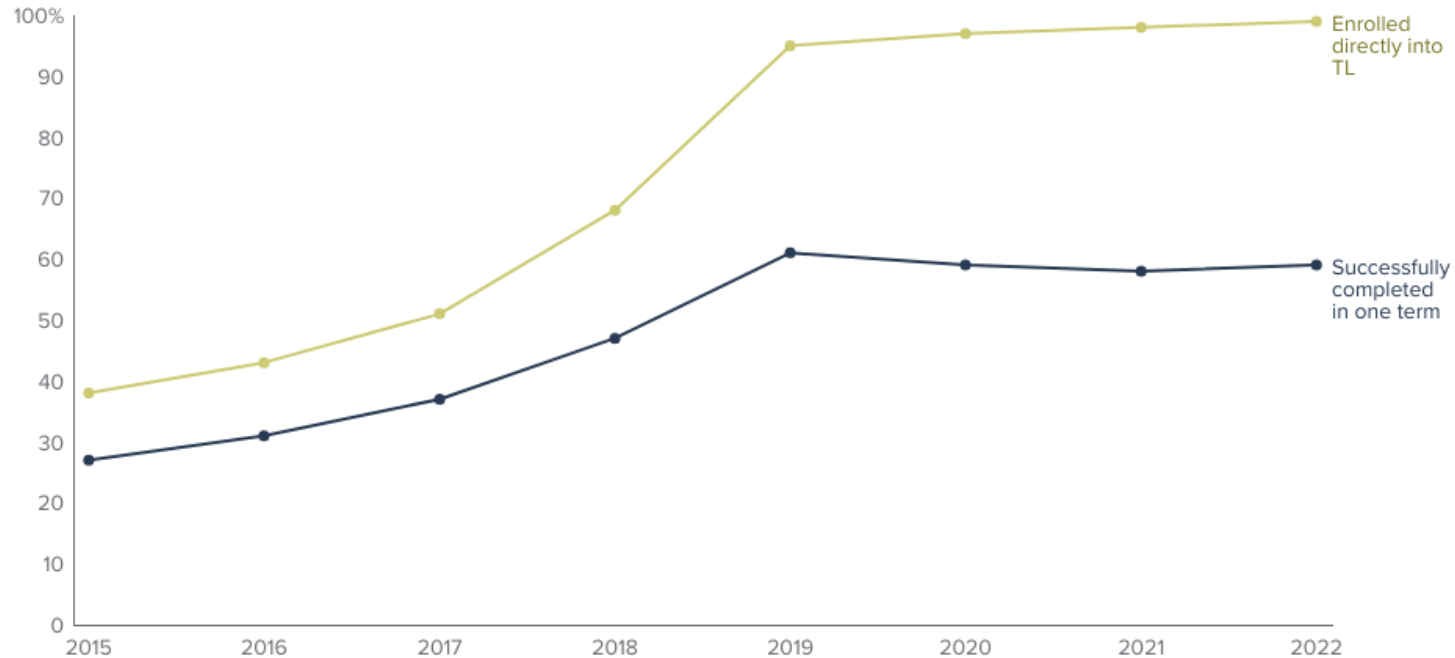
Annual change in fall enrollment counts (%)

■ First-time college students ■ First-time English students ■ First-time math students



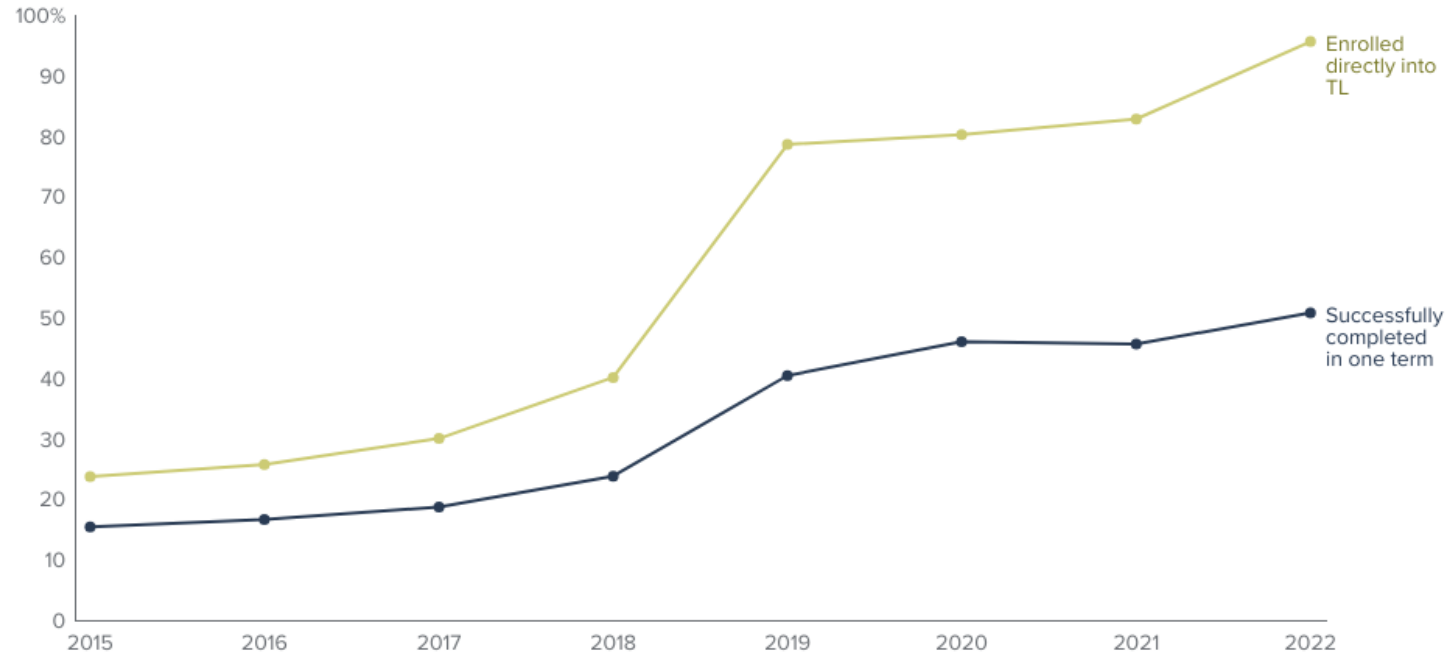
With almost universal access to college composition, progress in completion has leveled off

Share of first-time English students (%)



Gains in transfer-level math completion continued as access increased to 95% in 2022

Share of first-time math students (%)

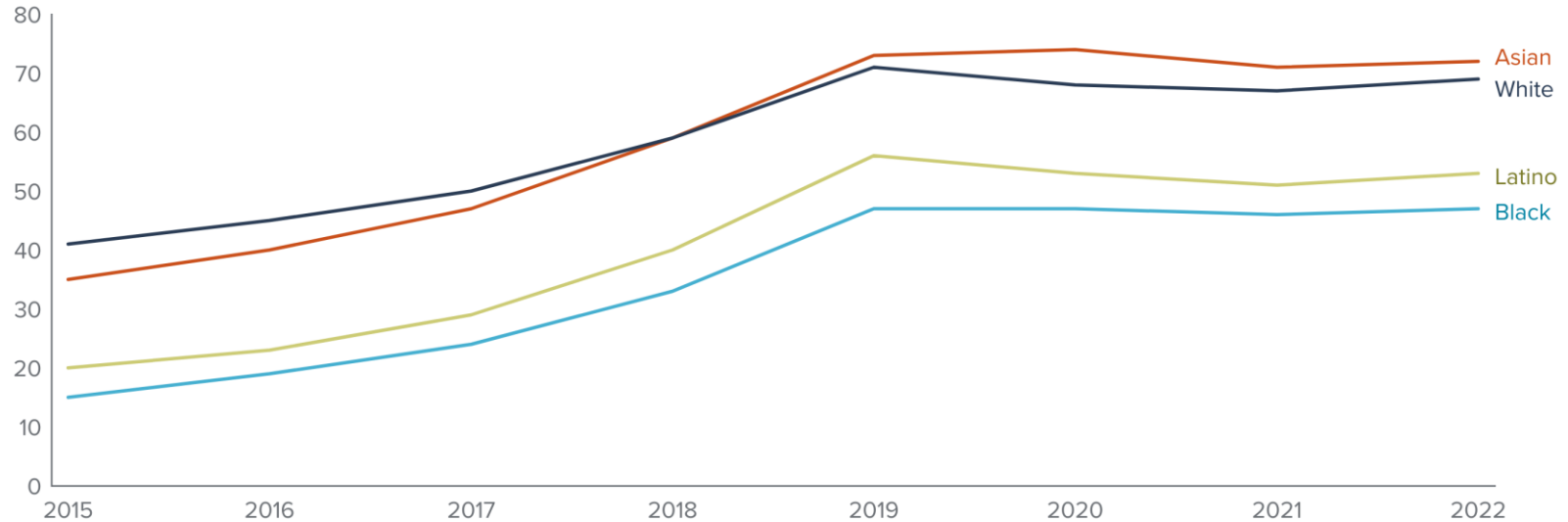


AB 705 has eliminated barriers to access, but there is still room to improve completion rates

- Access to transfer-level English and math is now near universal
- Further progress in course completion will need to come from:
 - Changes within the classroom
 - Academic and non-academic supports

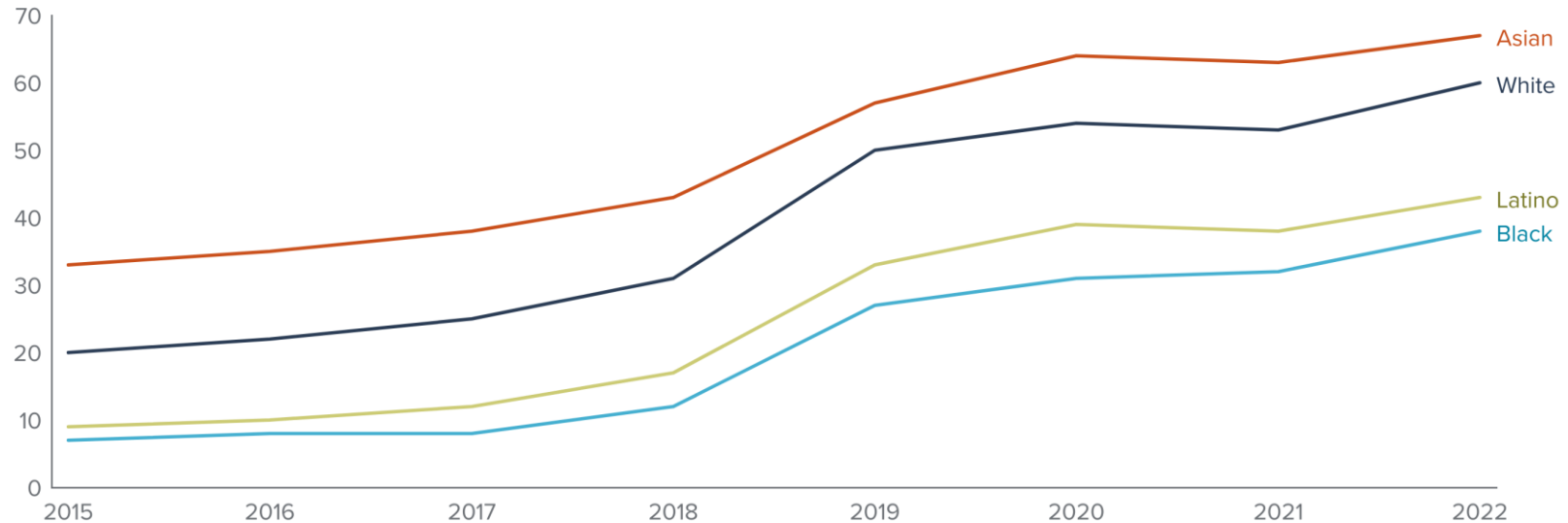
English course completion has improved for all groups, but racial disparities persist

One-term fall course completion (throughput) rate in transfer-level English (%)



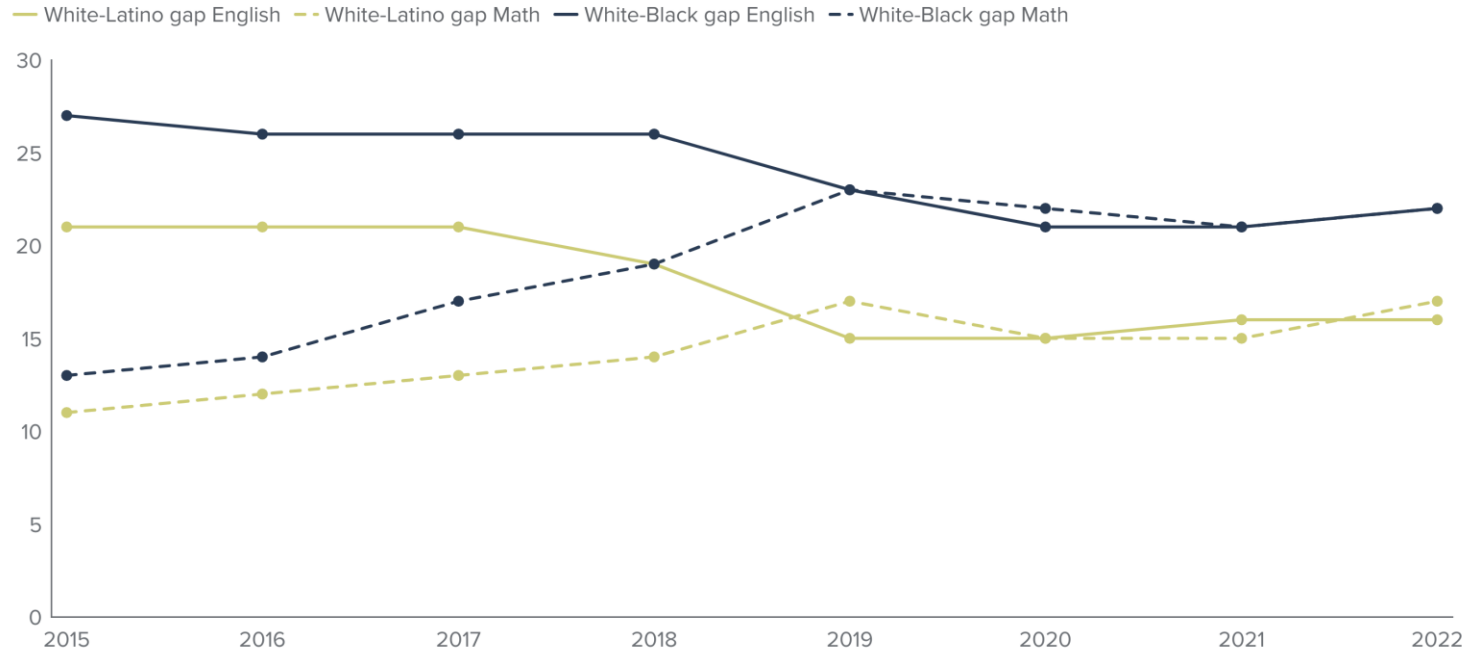
Math course completion has improved for all groups, but racial disparities persist

One-term fall course completion (throughput) rate in transfer-level math (%)



Racial gaps in throughput rates have not changed much since fall 2019

Difference in one-term fall throughput rates among groups (percentage points)



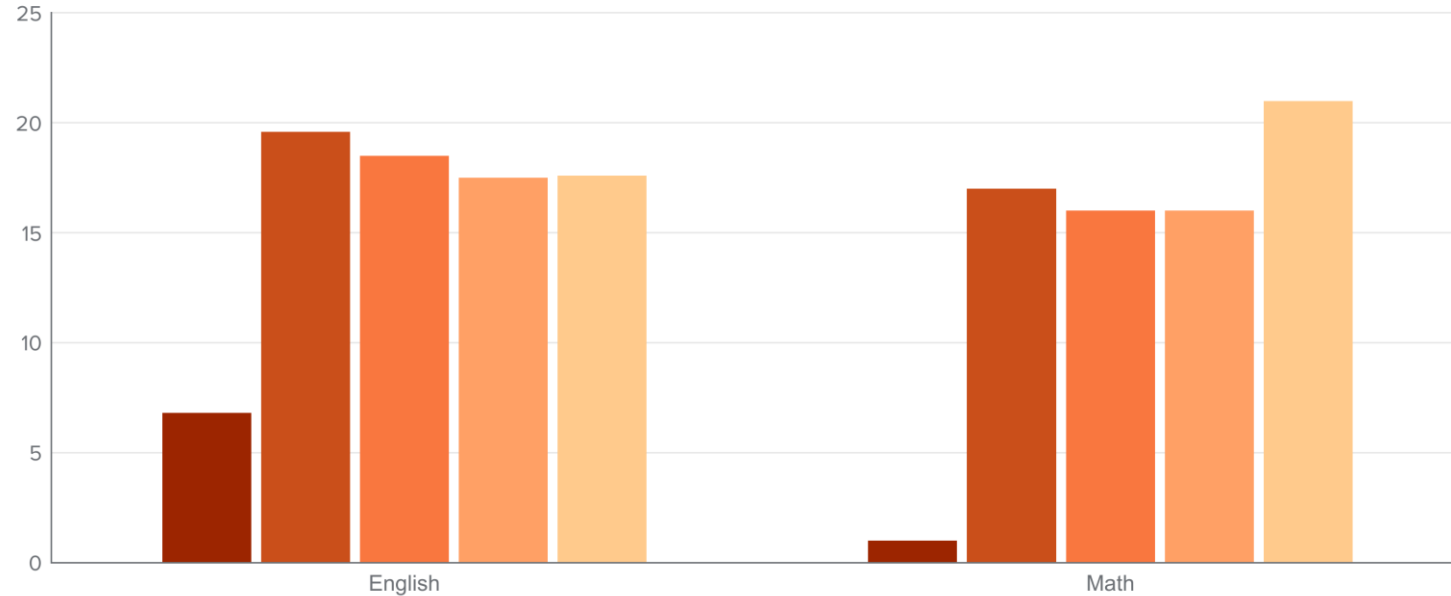
Improving racial equity under AB 705: Case study analysis

- In-depth look at 10 community colleges with relatively high success rates among Black or Latino students
- Common elements of effective reform included:
 - Institutional support for reform
 - Organizational collaboration
 - High-touch, holistic, student-centered programs

One in five first-time math students start in corequisite courses

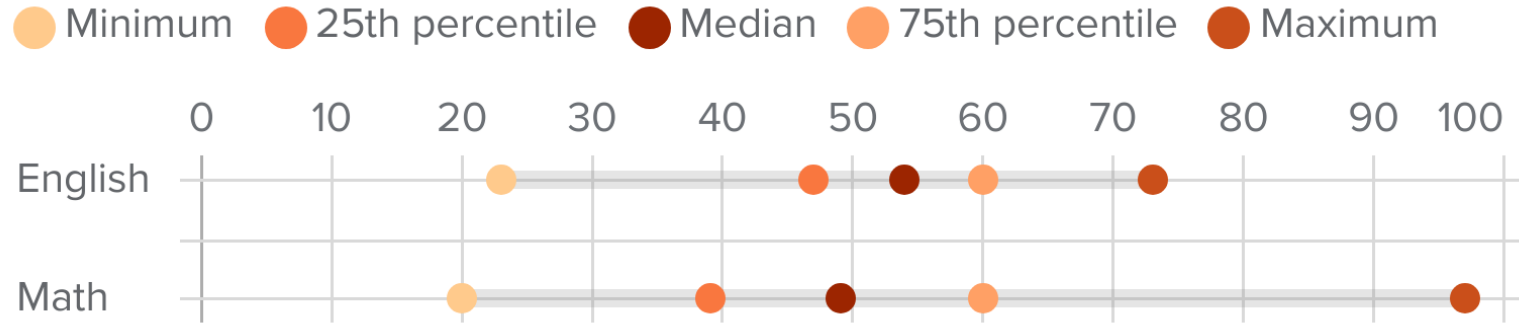
Share of first-time fall students enrolled in corequisite courses (%)

2018 2019 2020 2021 2022



Completion rates in corequisite courses vary widely across colleges

One-term course throughput rate among corequisite students, fall 2022 (%)



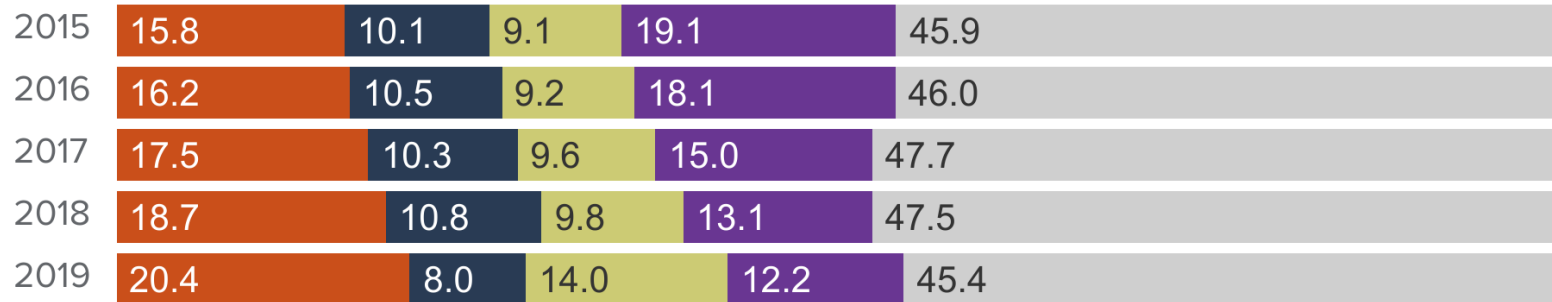
Trends in Longer-Term Outcomes



A higher share of fall 2019 math students transferred or achieved "transfer ready" status

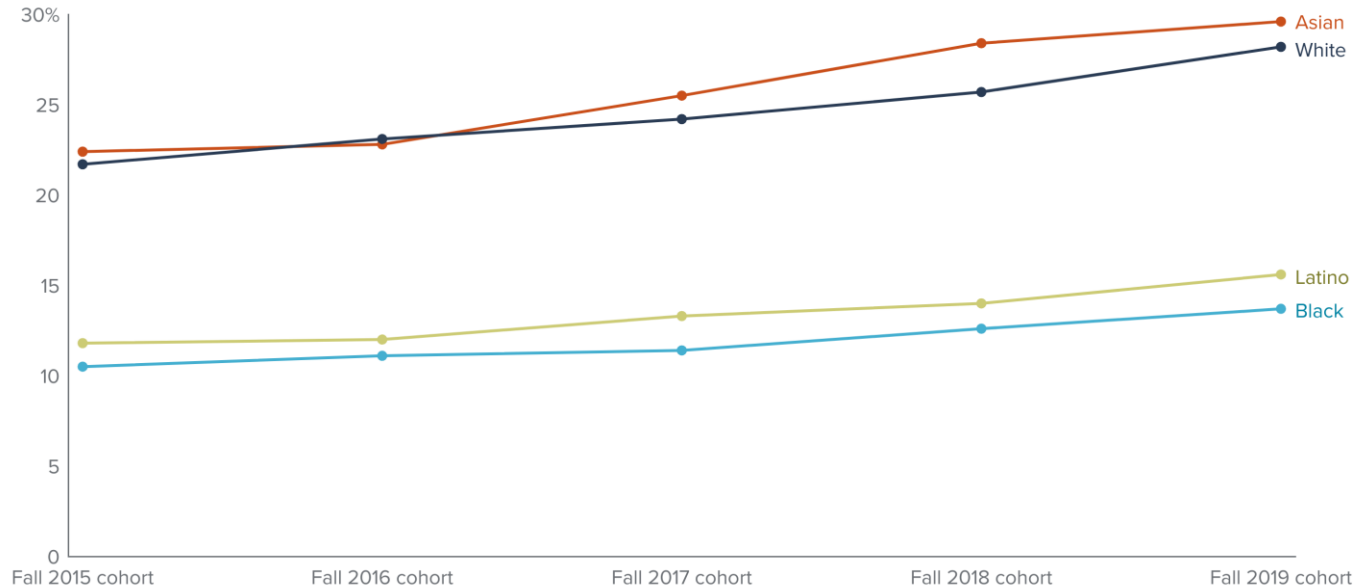
Three-year outcomes among first-time math students by student cohort (%)

■ Transferred ■ Attained a degree without transferring ■ Achieved transfer-ready status
■ Were still enrolled after three years ■ Left the system



Equity gaps in transfer rates are still large

Share of first-time math students successfully transferring within three years of taking their first math course (%)



Conclusions

- As community colleges approach universal access to transfer-level courses, using evidence-based strategies to improve completion rates and racial equity must be the next priority
- Successful college initiatives can help inform additional campus-level reform
- More research is needed to understand the longer-term effects of AB 705 and identify further areas of reform for the transfer pathway

Notes on the use of these slides

These slides were created to accompany a presentation. They do not include full documentation of sources, data samples, methods, and interpretations. To avoid misinterpretations, please contact:

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Thank you for your interest in this work.