

Community College Math in California's New Era of Student Access

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Marisol Cuellar Mejia, Olga Rodriguez,
Hans Johnson, and Cesar Alesi Perez



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A landmark law transformed access to transfer-level courses at community colleges

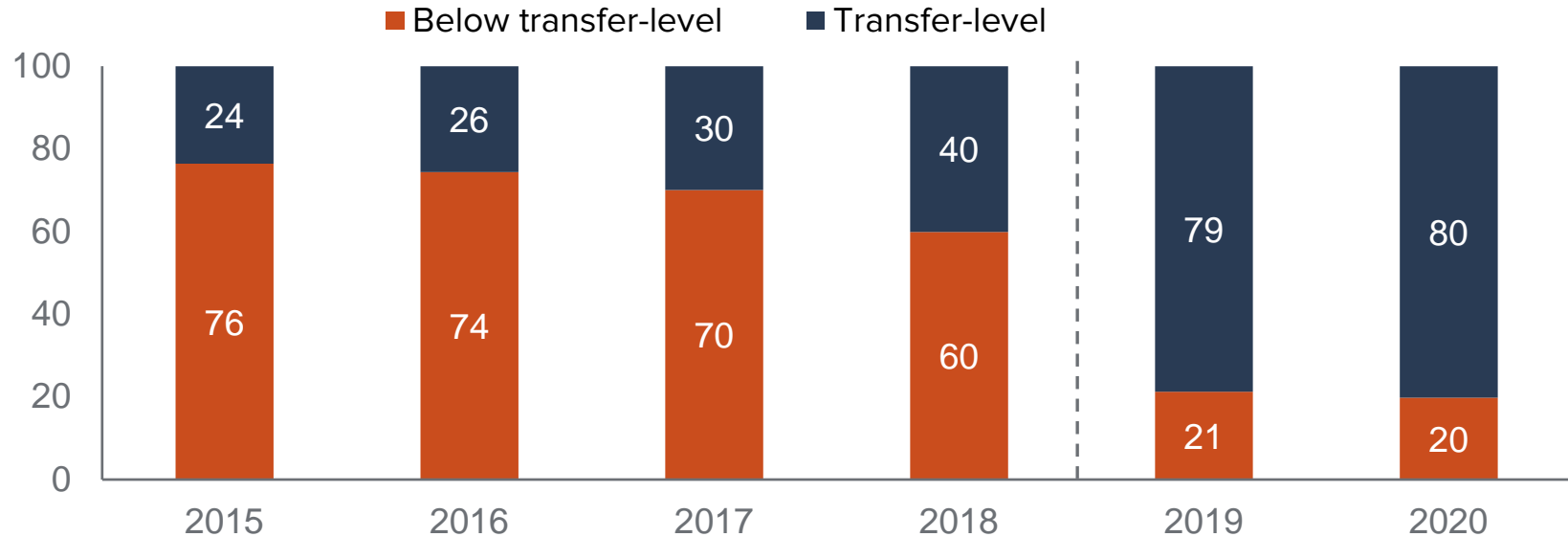
- Assembly Bill 705
 - Requires that colleges maximize students' chances of completing transfer-level English and math within one year
 - Mandates the use of high school records as the primary criteria for placement
 - Has dramatically transformed placement and remediation

Colleges continued to effectively implement AB 705 despite disruptions brought on by the pandemic.



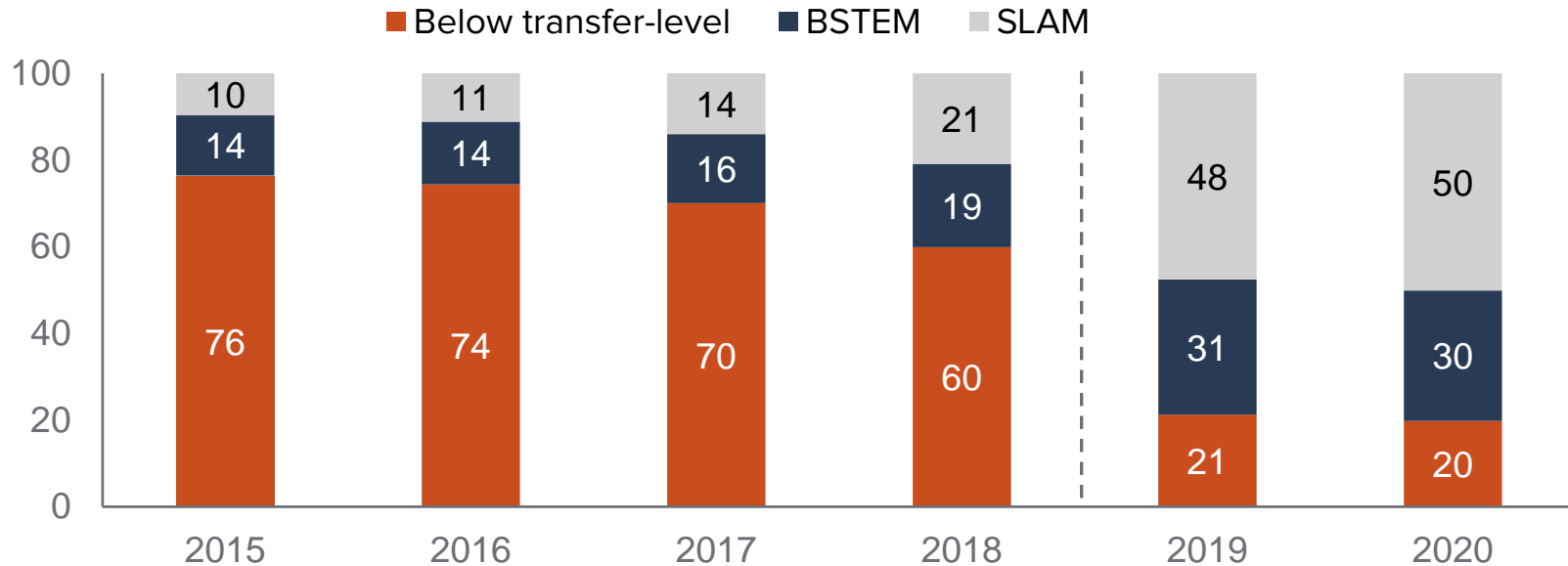
Access to transfer-level math courses remained strong during the pandemic

% of first-time math students by starting course



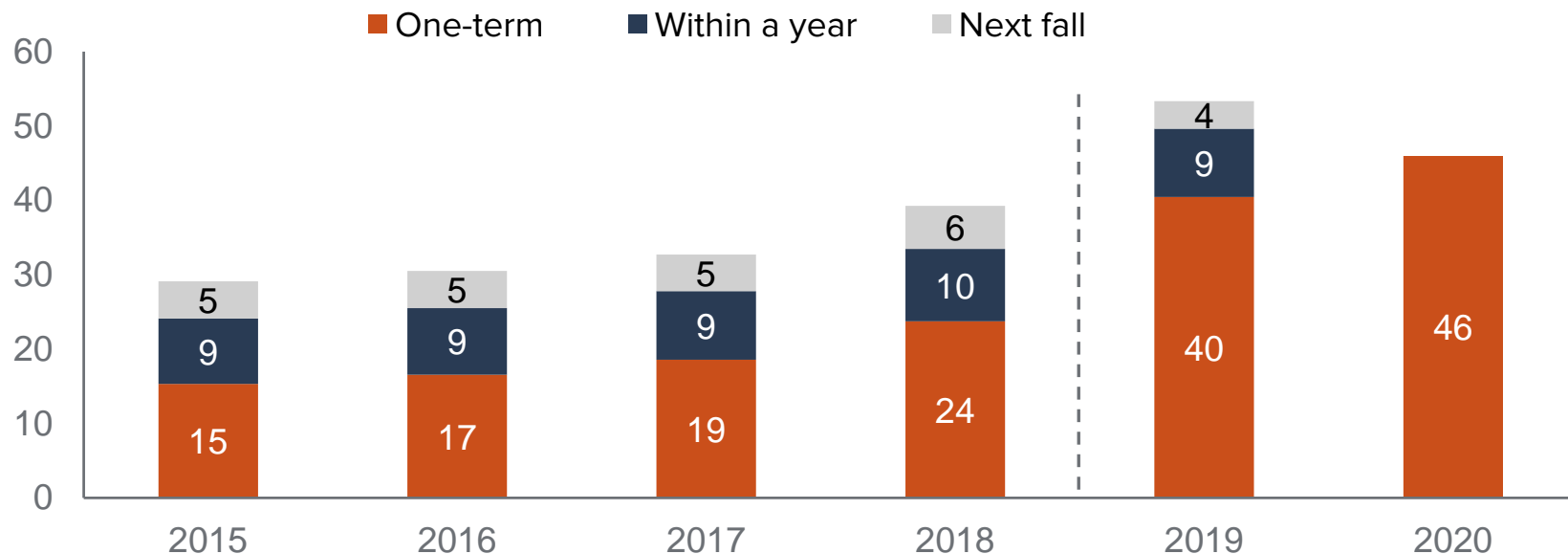
SLAM and BSTEM retained their large pre-pandemic increase in access

% of first-time math students by starting course



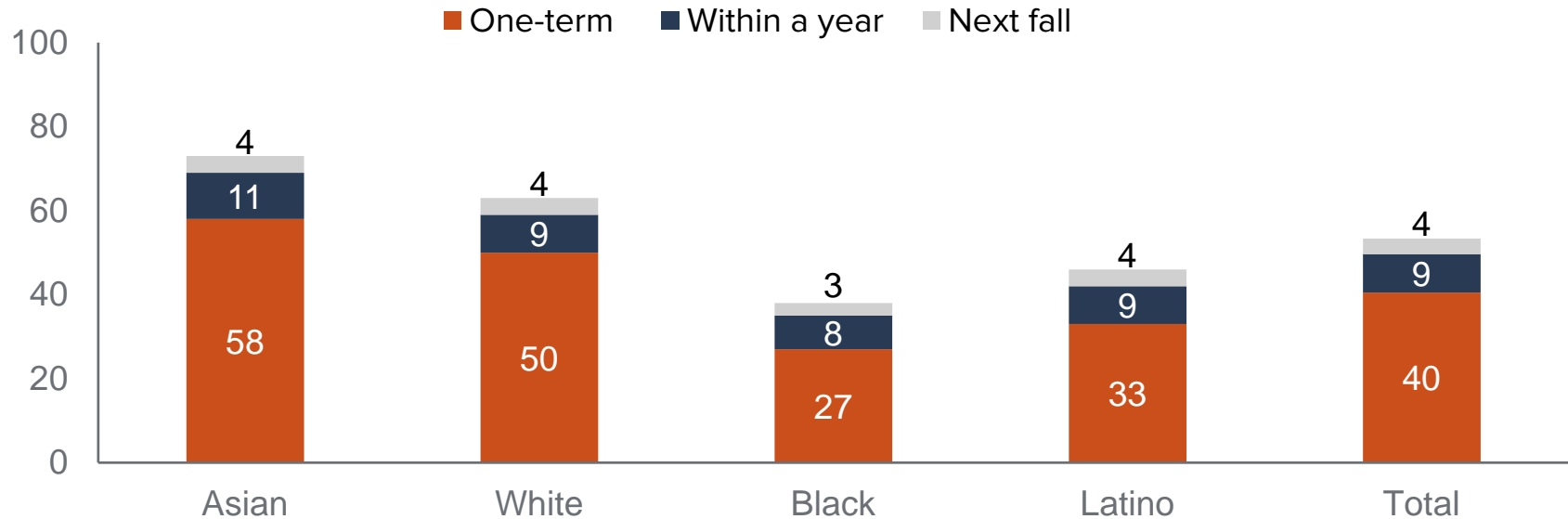
Transfer-level completion increased since AB 705 and during the pandemic

TL course completion rate among first-time math students (%)



Racial and ethnic disparities remain in completion of transfer-level math

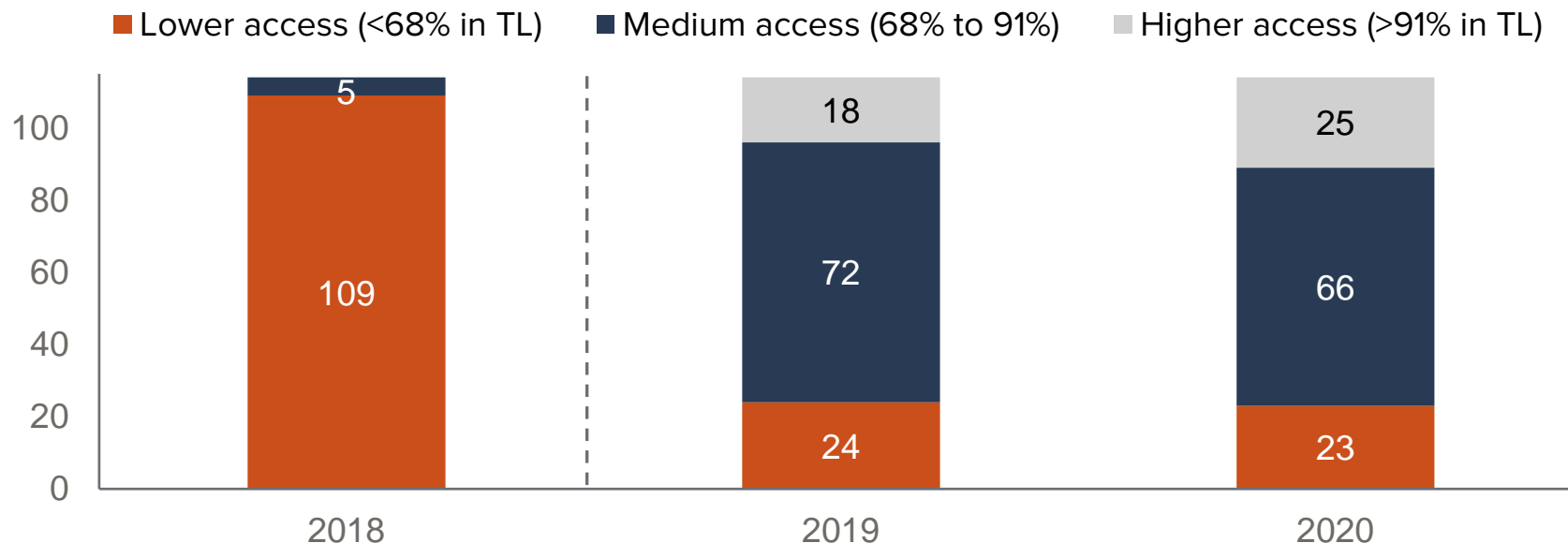
TL course completion rate among first-time math students, fall 2019 (%)



Despite tremendous progress, more work needs to be done.

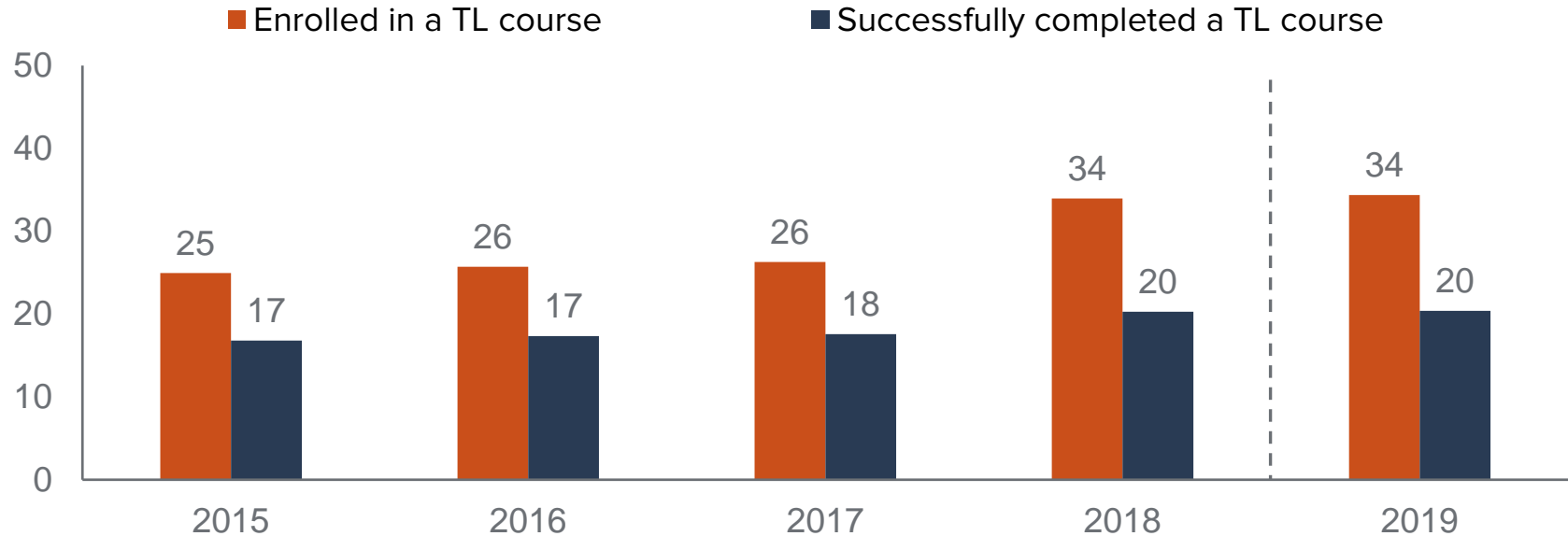
1 in 5 colleges require or allow a third or more of first-time math students to enroll in BTL courses

Number of colleges



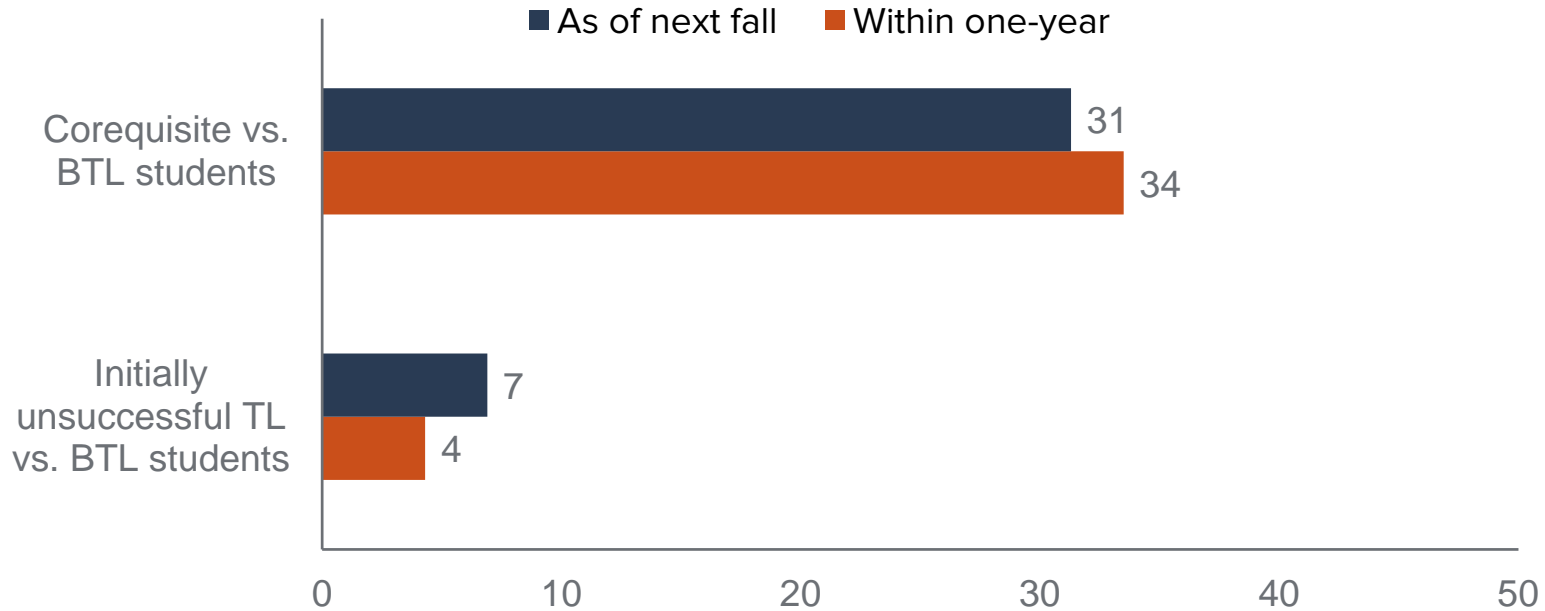
Few students who start in BTL successfully complete transfer-level math by next fall

Outcomes for first-time math students starting in BTL (%)



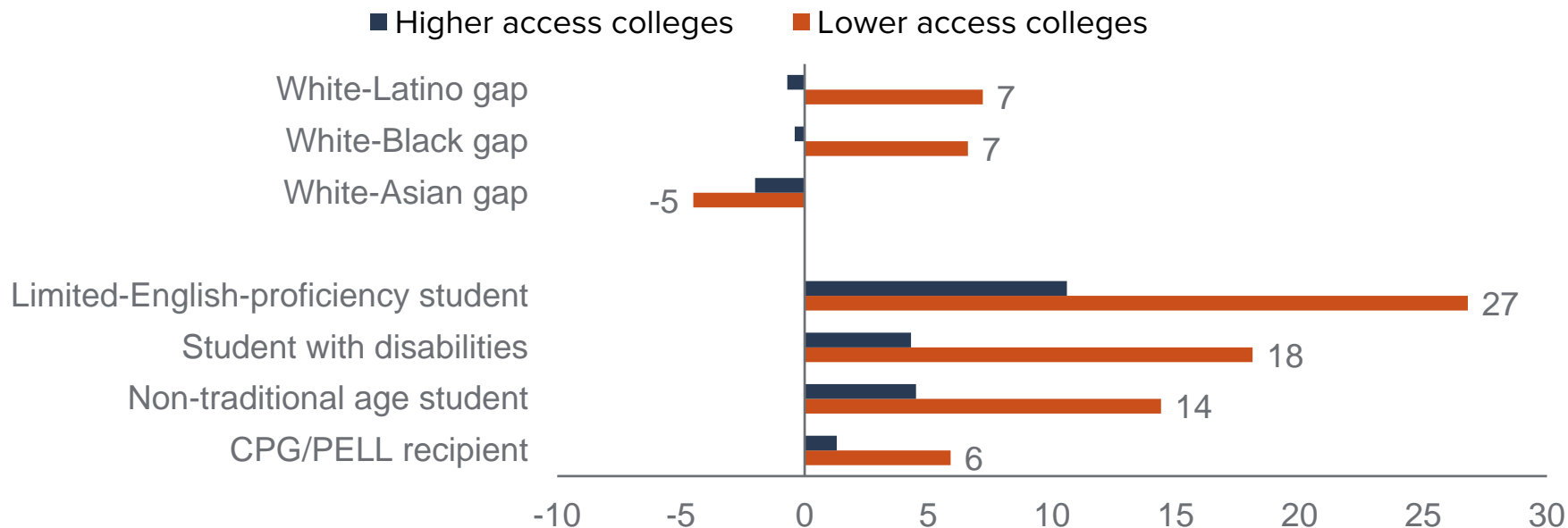
Students who start in transfer-level math have the best chances of successfully completing it

Adjusted difference in TL completion (pp)



Some groups are more likely to end up in BTL, especially at “lower-access” colleges

Adjusted difference in the likelihood of starting in BTL (pp)



Policy Recommendations

- Enroll transfer-intending students into transfer-level courses by default
- Strengthen messaging and coordination between math departments and counseling
- Support Black and Latino success, inside and outside of the classroom, and beyond introductory math coursework
- Build upon pandemic-inspired equity conversations and reforms

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:

Marisol Cuellar Mejia (cuellar@ppic.org; 916-440-1135)

Hans Johnson (Johnson@ppic.org; 415-291-4460)

Cesar Alesi Perez (perez@ppic.org; 415-291-4496)

Thank you for your interest in this work.