

Has Universal Access to Transfer-Level Courses Changed Student Outcomes at California Community Colleges?

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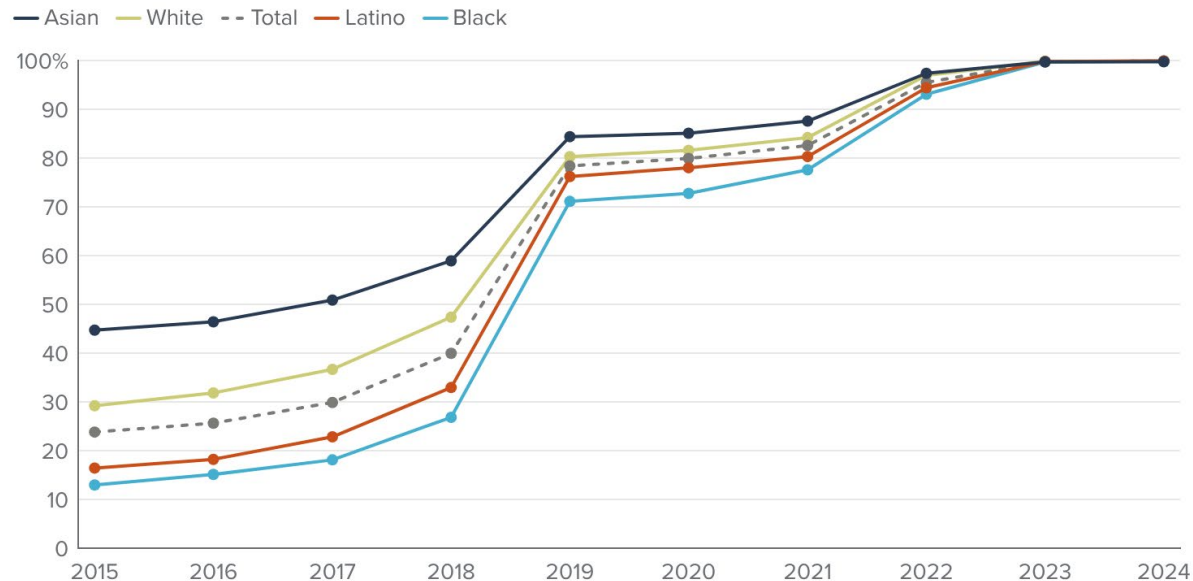
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AB 705 and AB 1705 have fundamentally transformed the community college landscape

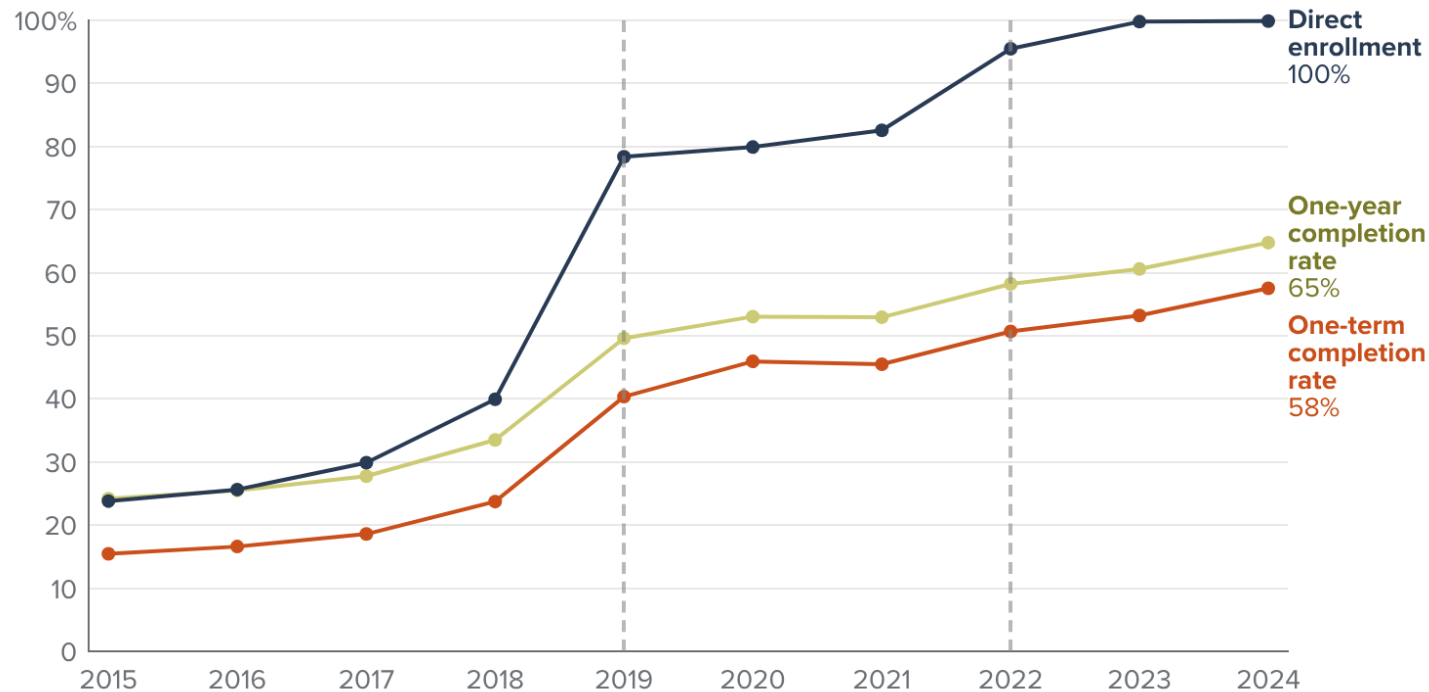
- AB 705 (2017) required community colleges to:
 - Maximize the likelihood of students starting and completing transfer-level (or degree-appropriate) coursework in English and math in a one-year timeframe
 - Use high school coursework and GPA as the primary criteria for placement recommendations
- AB 1705 (2022) refined the implementation of AB 705
 - Set new standards for placement and first math enrollment in the Calculus pathway for students in STEM majors

AB 705 and AB 1705 eliminated racial/equity gaps in direct enrollment in transfer-level math courses

Share of first-time math students enrolling directly in transfer-level courses

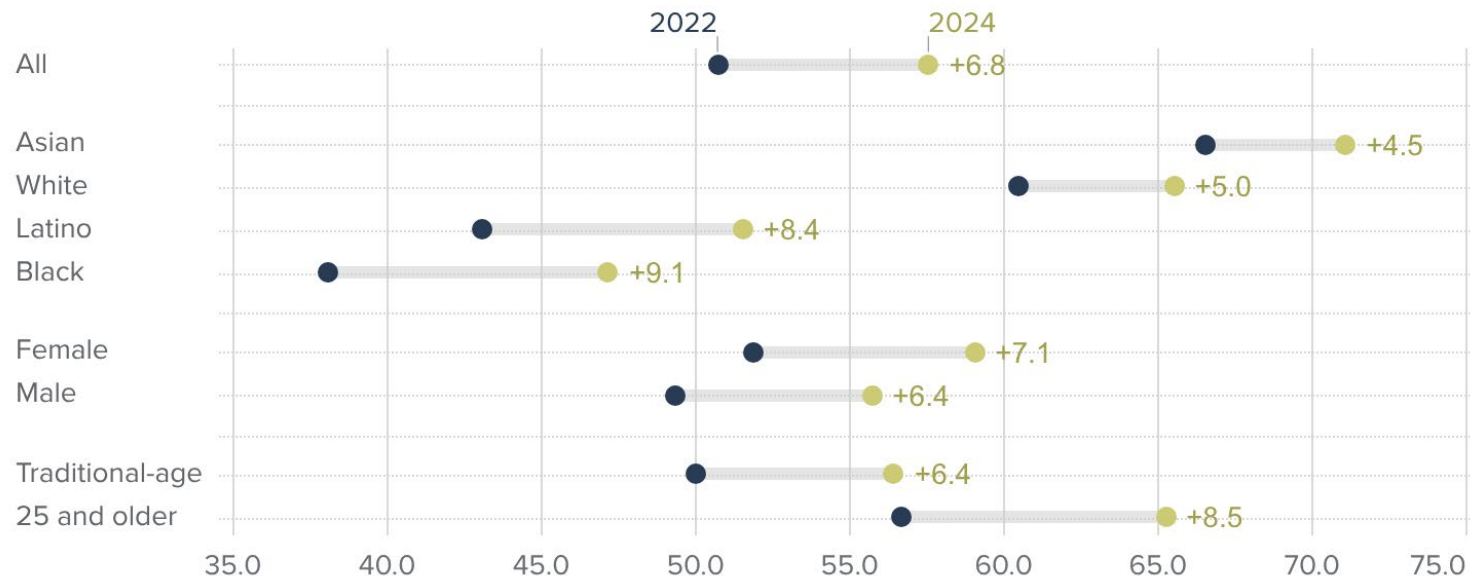


Completion of transfer-level math courses has consistently improved since AB 705 implementation



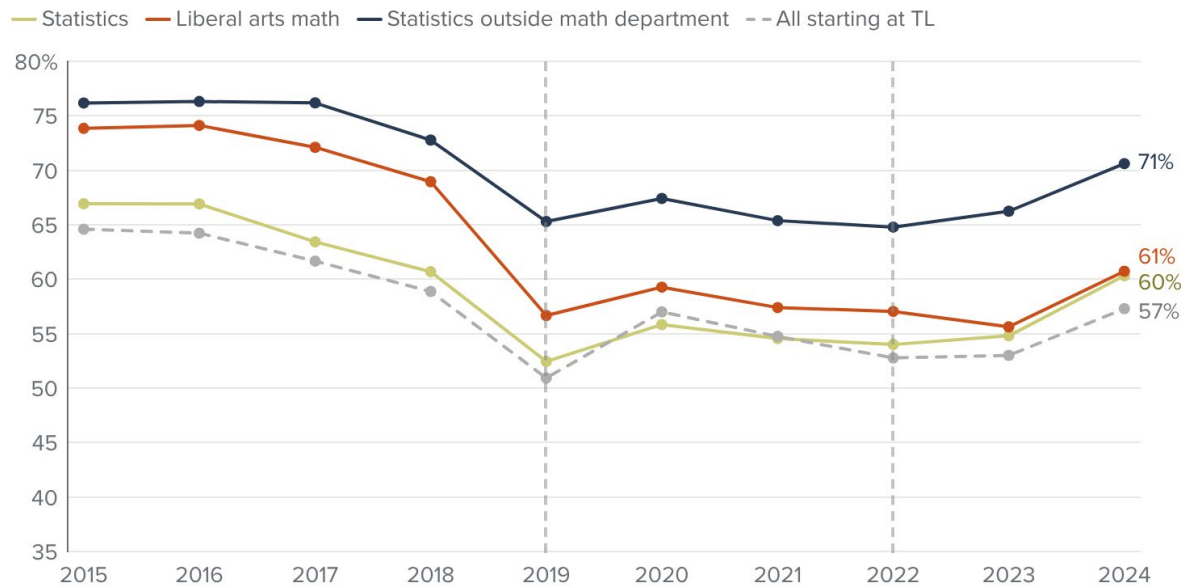
However, gains in successful completion have varied across demographic groups

One-term completion rate (%)



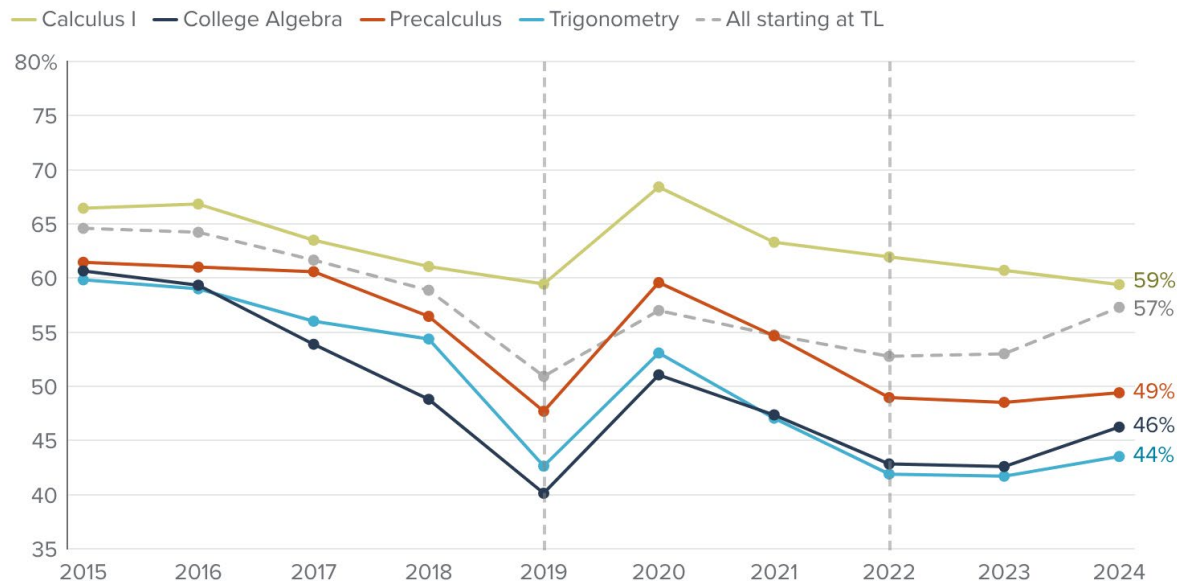
Success rates for transfer-level courses in the SLAM pathway have driven recent overall increases

Success rates (%)

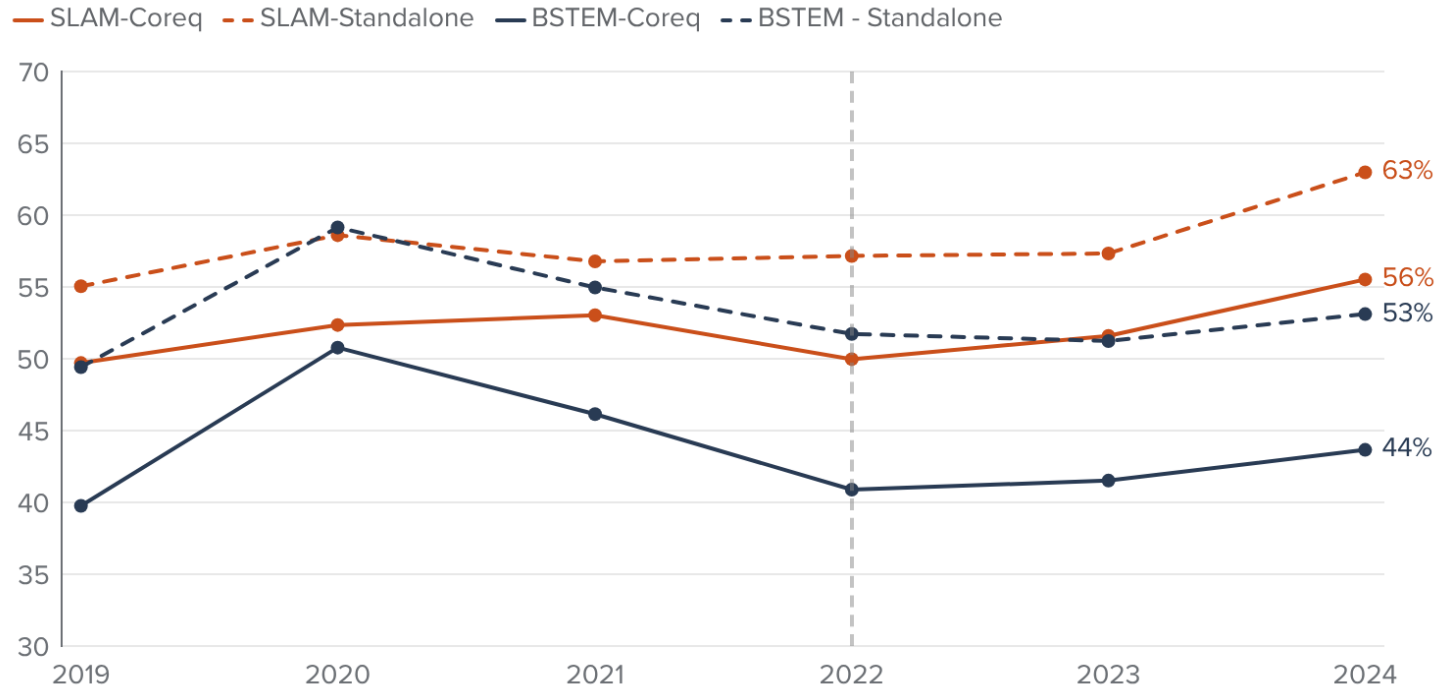


Success rates for college algebra, precalculus, and trigonometry have improved at a slower pace

Success rates (%)



Success rates have grown in both corequisites and standalone sections

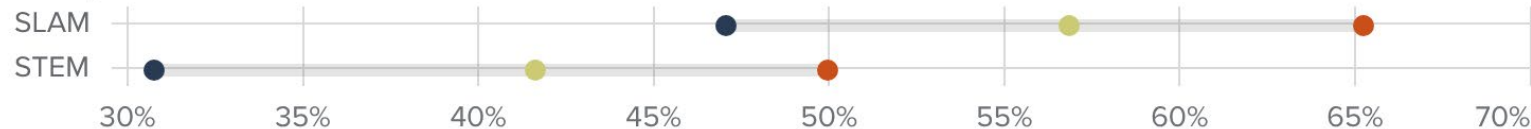


Success rates vary widely across colleges

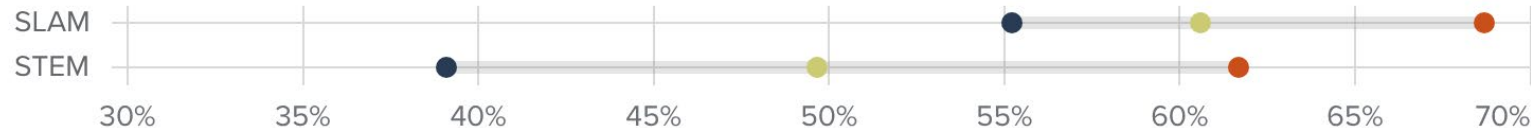
Fall 2024 cohort of first-time math students

● 25th percentile ● Median ● 75th percentile

Corequisites



Standalone

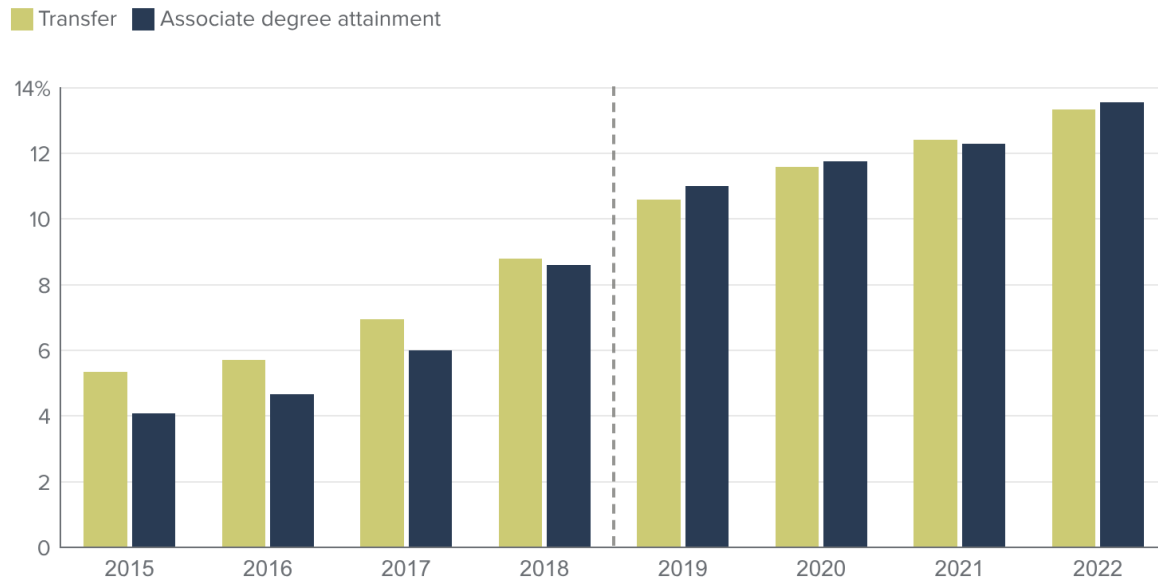


How Have Longer-term Student Outcomes Changed?



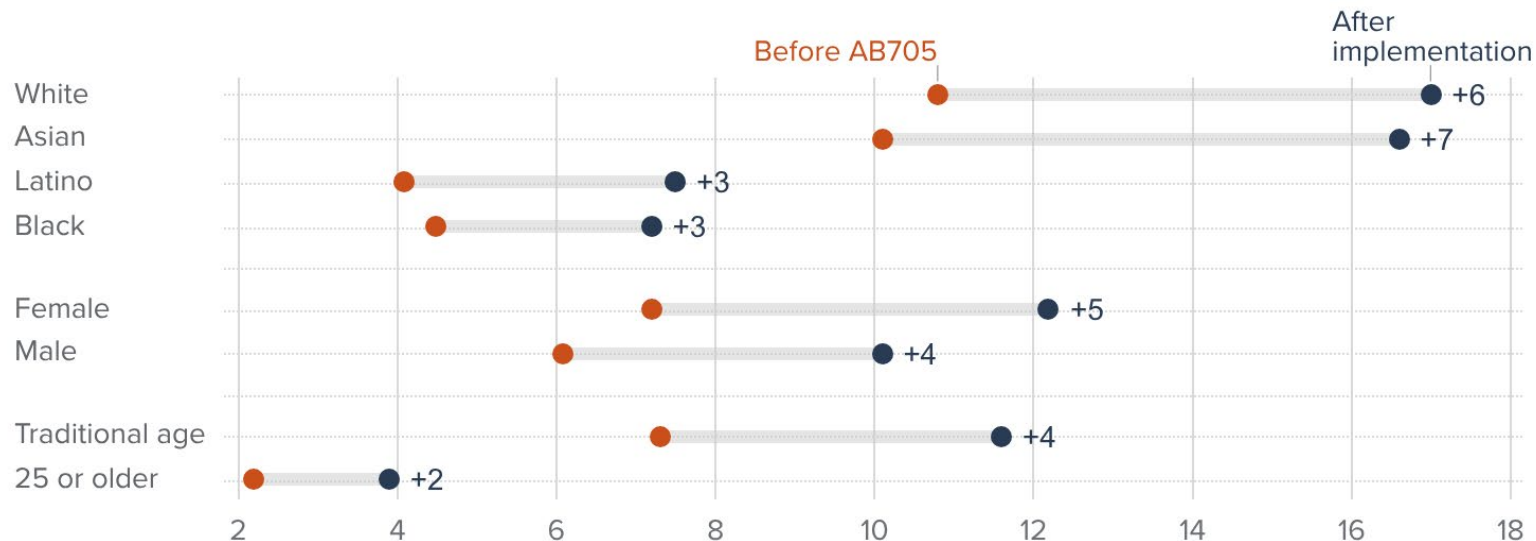
Transfer and associate degree attainment rates are larger for AB 705 cohorts

Two-year outcomes



Transfer rates have improved unevenly across demographic groups

Two-year transfer rates (%)

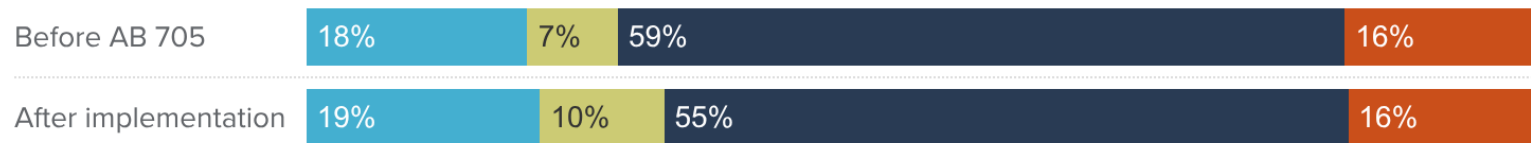


Expanded access to transfer-level courses has not worsened longer-term outcomes

Two-year outcomes by one-term TL math completion

■ Transferred ■ Earned an associate degree & left ■ Were still enrolled ■ Left the system

Completed TL math



Did not complete TL math



Outcomes are better for students who start in corequisite courses than for those who take below-transfer-level math

Two-year outcomes by first math course taken

■ Transferred ■ Earned an associate degree & left ■ Were still enrolled ■ Left the system

Before AB 705

Below transfer-level (66%)



Transfer-level (34%)



After implementation

Below transfer-level (13%)



Transfer-level with corequisite support (18%)



Transfer-level without support (69%)



Looking ahead

- College initiatives that address the academic and non-academic needs of students should be prioritized
- Continuing to fine-tune corequisite support is key
- The state's \$64 million investment to support AB 1705 implementation may help improve student outcomes

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.