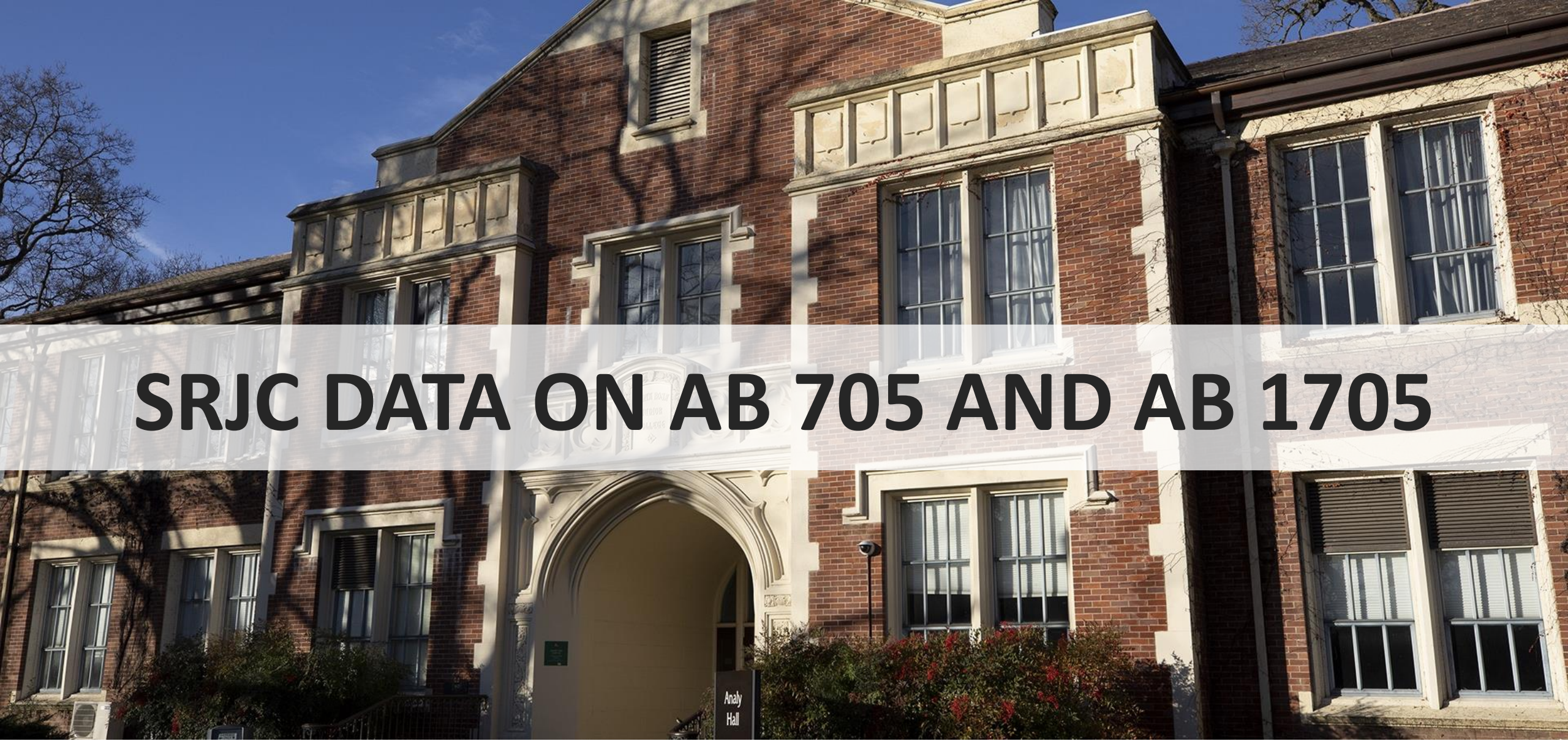
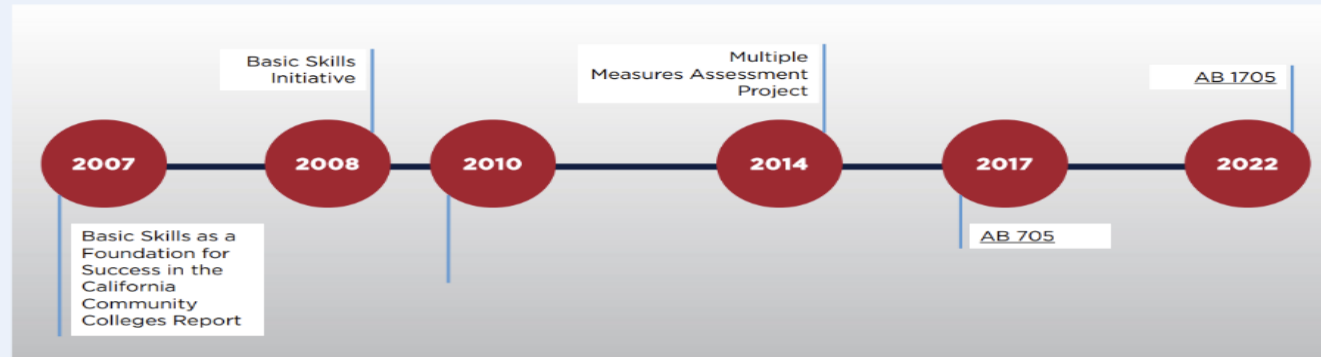




SRJC DATA ON AB 705 AND AB 1705

AB 1705 DASHBOARD



Assembly Bills 705 (AB 705) – effective on January 1, 2018 and 1705 (AB 1705) – effective July 1, 2023 were enacted to "maximize the probability that students will enter and complete transfer level coursework in English and mathematics within one year of their initial attempt." These bills apply to U.S. high school graduates for whom transfer-level English and mathematics are required to earn a certificate, associate degree, or meet transfer requirements for their intended major.

Prior to the implementation of AB 705 and AB 1705, Santa Rosa Junior College required students to complete an assessment test to determine placement in the appropriate mathematics course and English course. Both mathematics and English pathways required multiple years of coursework before students could access transfer-level coursework. The mathematics pathway required students with the lowest placement to complete between 1.5 and 2.5 years of coursework before entering a transfer-level mathematics course. Similarly, the English pathway required students to take up to 1.5 years of English coursework before entering a transfer level English course.

Prior to AB 705 and AB 1705, Santa Rosa Junior College required students to complete an assessment test to determine placement in the appropriate English course.

PRE AB 705 and AB 1705 Mathematics

AB1705 Outcomes Dashboard

Background

Academic Year

2016-17

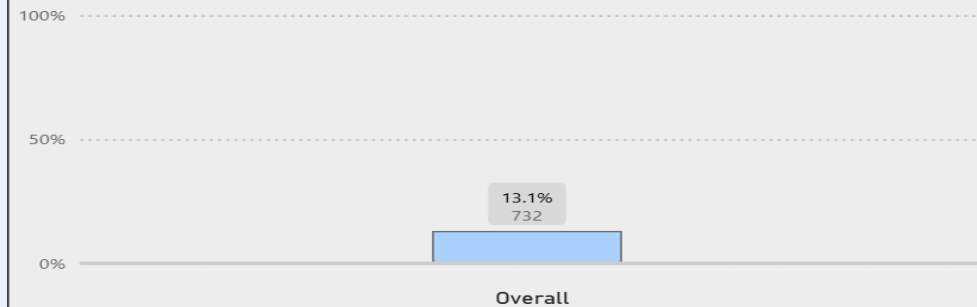
Cohort:

The academic year determines the student cohort. Students who are first-time students or first-time transfer students at SRJC in the selected academic year are tracked for the metrics below. Dual-enrolled students are not included.

Attempt Rates: The attempt rate measures new students who in their first year of enrollment at SRJC attempt one (or more) of the courses listed. Students are tracked for one full year from their first term at SRJC as a regular student (not dual-enrolled). Enrollments that are dropped before census are not included as an attempt, while withdrawals are.

Transfer-Level Attempt Rates

Math



New Students

Category

Math

Courses Considered:

MATH1A, MATH15, STATC1000, MATH25, MATH27, MATH9, MATH10, MATH16, MATH58

Include PYSCH 9?

No

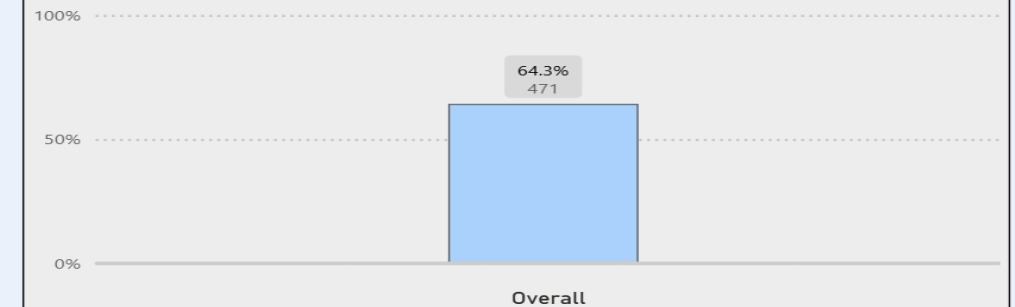
Yes

PSYCH 9 meets the Math area requirement for transfer purposes; however, because it is not classified under a Mathematics TOP Code, it does not generate funding through the Student-Centered Funding Formula.

Success Rates: The success rate is calculated based on the new students who attempted transfer-level coursework in their first year and successfully completed it. Enrollments that are still in progress or lack a submitted grade are excluded from this measure. Withdrawals are counted as non-successes in the calculation.

Transfer-Level Success Rates

Math



Course Outcomes

Disaggregation

Overall

Overall:

No disaggregation applied.

POST AB 705 and AB 1705 Mathematics

AB1705 Outcomes Dashboard

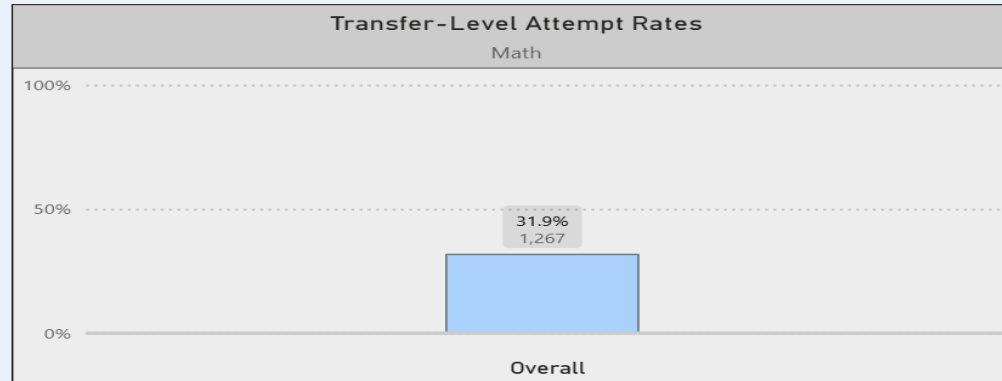
Background

Academic Year
2024-25

Cohort:

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New Students

Category
Math

Courses Considered:

MATH1A, MATH15, STATC1000, MATH25, MATH27, MATH9, MATH10, MATH16, MATH58

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No Yes

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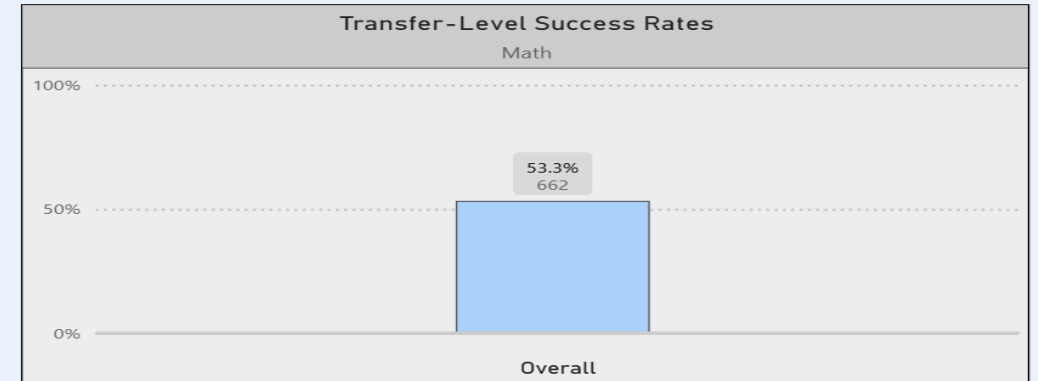
Course Outcomes

Disaggregation
Overall

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PRE AB 705 and AB 1705 Mathematics

AB1705 Outcomes Dashboard

Background

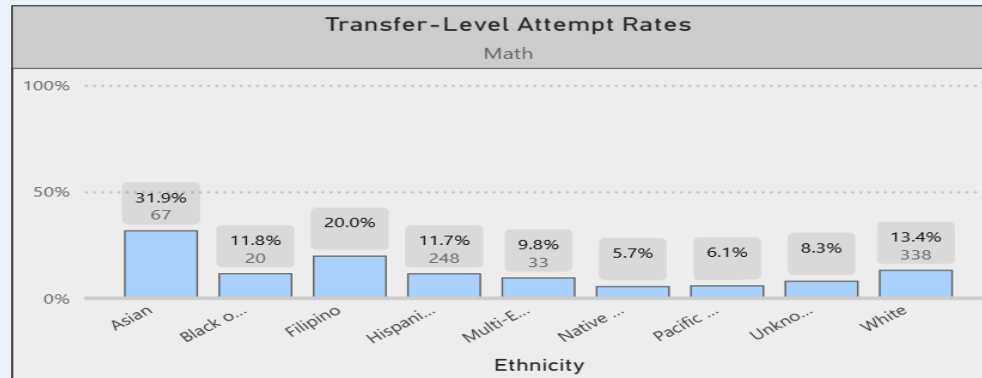
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New Students

Category

Math

Courses Considered:

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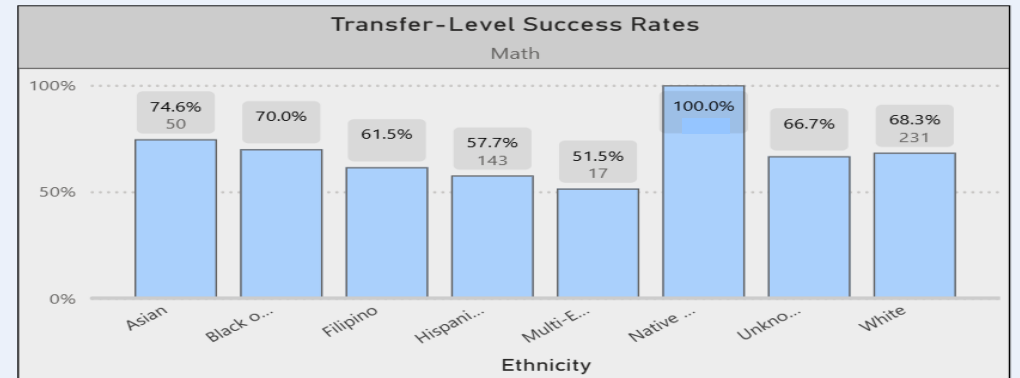
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Course Outcomes

Disaggregation

Ethnicity

Ethnicity:

Students who identify as Hispanic/Latino are always counted in that group, regardless of other ethnic or racial groups they may have selected. If a student selects more than one group but does not identify as Hispanic/Latino, they are reported as "Multi-Ethnic." These reporting methods come from the U.S. Department of Education and are the standard for California Community Colleges.

POST AB 705 and AB 1705 Mathematics

AB1705 Outcomes Dashboard

Background

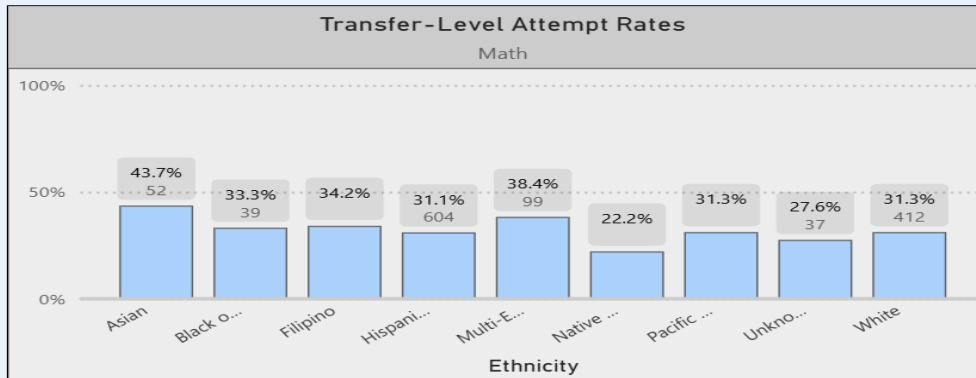
Academic Year

2024-25

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New Students

Category

Math

Courses Considered:

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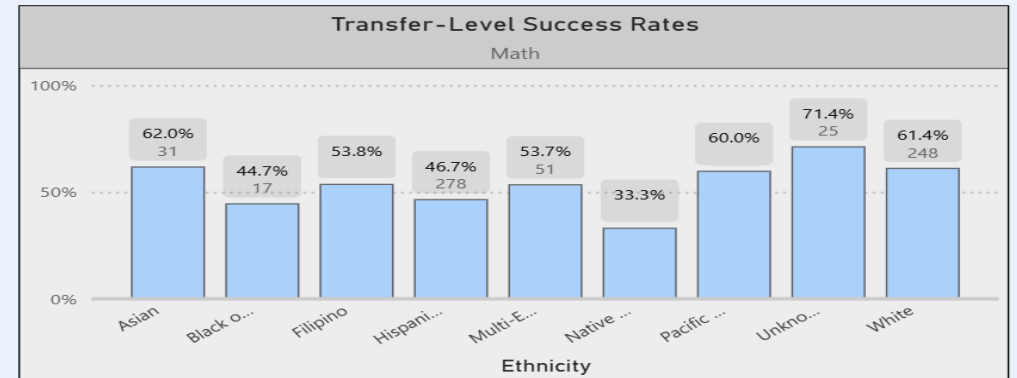
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Course Outcomes

Disaggregation

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PRE AB 705 and AB 1705 English Enrollment

AB1705 Outcomes Dashboard

Background

Academic Year

2016-17

Cohort:

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Category

English

Courses Considered:

ENGL1A, ENGLC1000

Include EMLS 10?

No

Yes

EMLS 10 (formerly ESL 10) meets the English area requirement for transfer purposes; however, because it is not classified under an English TOP Code, it does not generate funding through the Student-Centered Funding Formula.

Disaggregation

Overall

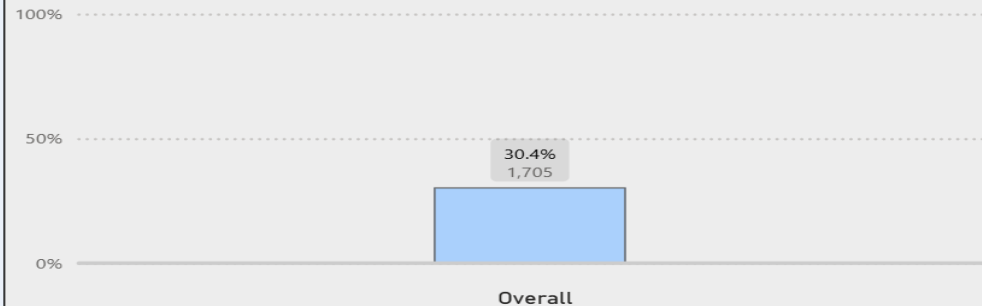
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Transfer-Level Attempt Rates

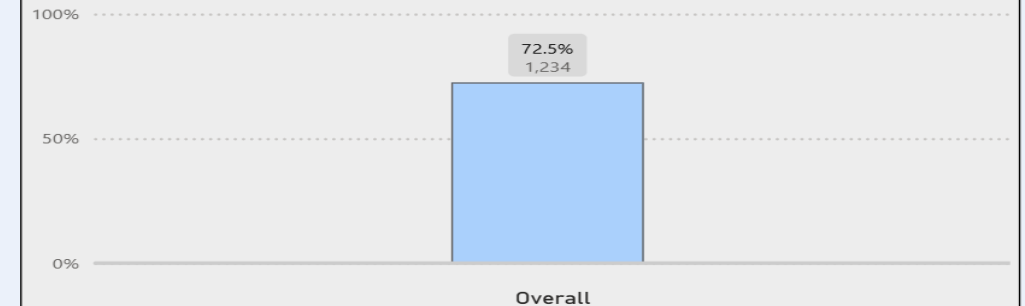
English



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Transfer-Level Success Rates

English



POST AB 705 and AB 1705 English Enrollment

AB1705 Outcomes Dashboard

Background

New Students

Course Outcomes

Academic Year

2024-25

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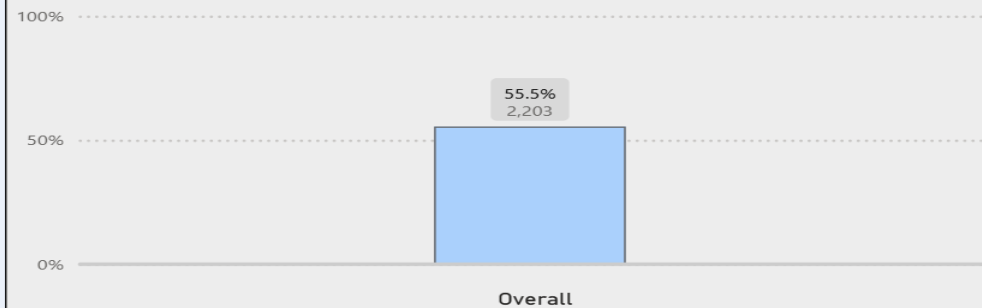
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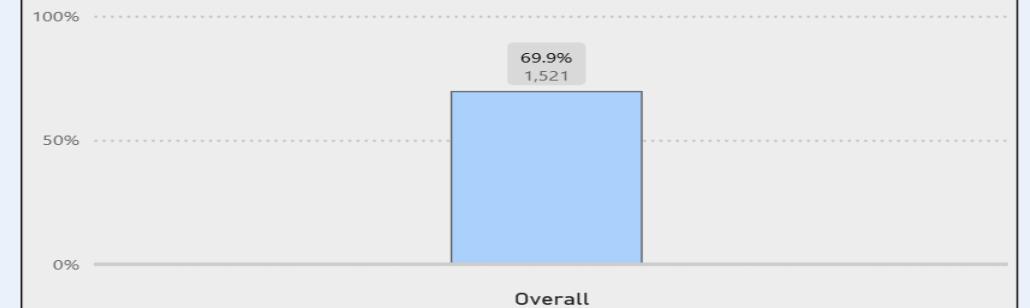
Transfer-Level Attempt Rates

English



Transfer-Level Success Rates

English



PRE AB 705 and AB 1705 English Enrollment

AB1705 Outcomes Dashboard

Background

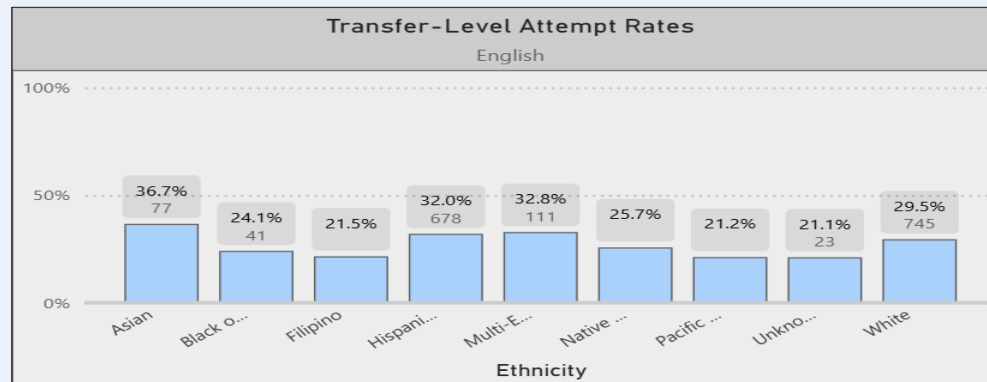
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Category

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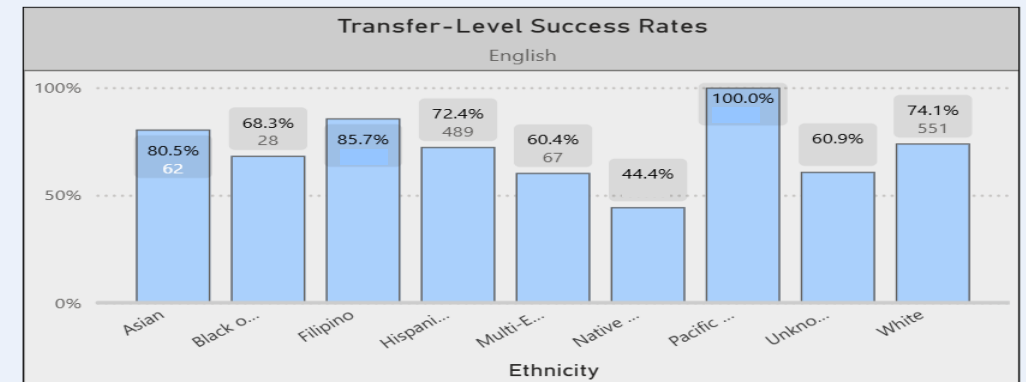
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Course Outcomes

Disaggregation

Ethnicity

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POST AB 705 and AB 1705 English Enrollment

AB1705 Outcomes Dashboard

Background

Academic Year

2024-25

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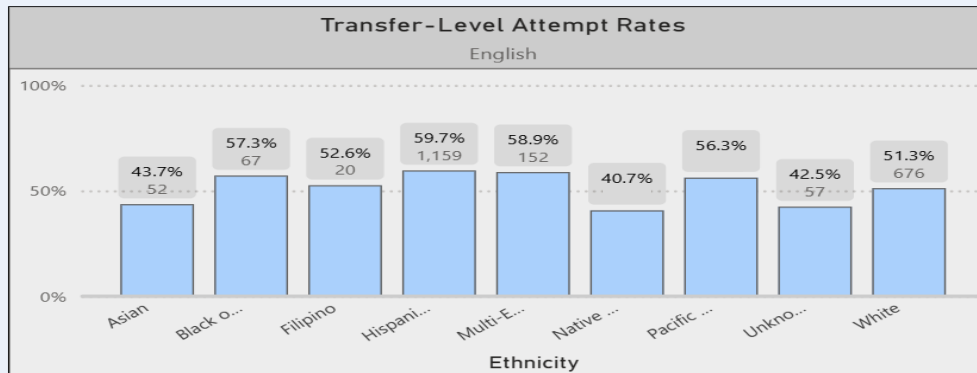
Disaggregation

Ethnicity

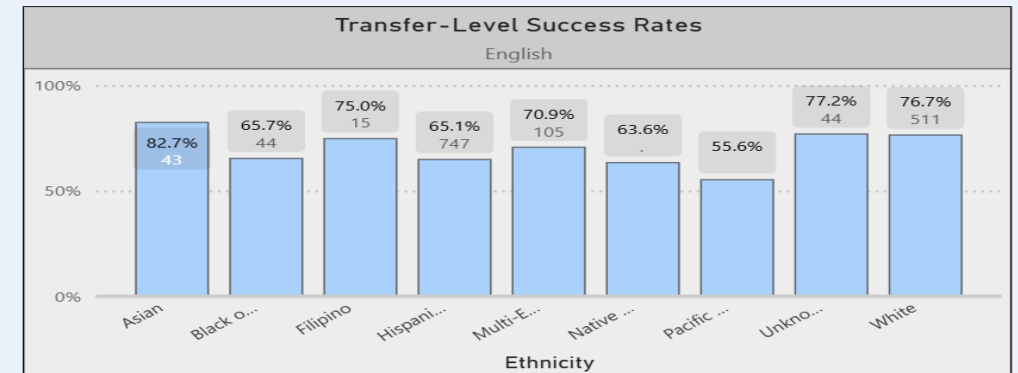
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INSTITUTIONAL EFFECTIVENESS, RESEARCH AND PLANNING CONSIDERATIONS

- Completing pre-transfer level courses did not guarantee success in a transfer level course.
- There are no factors that can accurately determine if students would or would not have been successful in transfer level courses.
- Chancellor's Office guidelines for very unlikely to succeed is a throughput rate of 15%.
- Shifts in student population related to overall course enrollment.
- Students who might have placed in pre-transfer level courses are being successful after having direct access to transfer level courses.
- Comparing pre-AB 705/AB 1705 with post-AB 705/AB 1705 is difficult since legislation represents a new educational paradigm.