

AB 705 Math Validation

Who is included in the data?

- Students with an educational goal of transfer to a four-year institution, earning a certificate, or earning a degree, who enrolled in their first math class in Fall 2019, Spring 2020, Summer 2020, and Fall 2020, tracked for one academic year.

BSTEM Pathway (MATH 040, MATH 130, MATH 141, MATH 142, MATH 150A, MATH 150B, MATH 250A, MATH 250B)

	Started Below Transfer-Level			Started in Transfer-Level (with or without a Corequisite)			Throughput Rates	
	Total Enrolled	Completed Transfer-Level within One Year	Throughput Rate	Total Enrolled	Completed Transfer-Level within One Year	Throughput Rate	Throughput Rate Differences	Maximize Throughput?
Overall	649	47	7.2%	1249	736	58.9%	-51.7%	No
GPA Unknown	112	7	6.3%	113	78	69.0%	-62.8%	No
Highest GPA Band	132	14	10.6%	552	399	72.3%	-61.7%	No
Middle GPA Band	267	20	7.5%	497	237	47.7%	-40.2%	No
Lowest GPA Band	138	6	4.3%	87	22	25.3%	-20.9%	No

Note. Highest: HSGPA \geq 3.4 OR HSGPA \geq 2.6 and enrolled in HS Calculus; Middle: HSGPA \geq 2.6 OR enrolled in HS Precalculus; Lowest: HSGPA \leq 2.6 AND no Precalculus

SLAM Pathway (MATH 041, MATH 044, MATH 110, MATH 115, MATH 120)

	Started Below Transfer-Level			Started in Transfer-Level (with or without a Corequisite)			Throughput Rates	
	Total Enrolled	Completed Transfer-Level within One Year	Throughput Rate	Total Enrolled	Completed Transfer-Level within One Year	Throughput Rate	Throughput Rate Differences	Maximize Throughput?
Overall	294	19	6.5%	2129	1234	58.0%	-51.5%	No
GPA Unknown	50	3	6.0%	119	94	79.0%	-73.0%	No
Highest GPA Band	126	11	8.7%	1294	825	63.8%	-55.0%	No
Middle GPA Band	90	4	4.4%	543	260	47.9%	-43.4%	No
Lowest GPA Band	28	1	3.6%	173	55	31.8%	-28.2%	No

Note. Highest: HSGPA \geq 3.0; Middle: HSGPA 2.3 - 2.9; Lowest: HSGPA \leq 2.3

A closer look at students who began the math sequence below transfer-level (Math 40/41/44)

- A total of 943 students started the math sequence below transfer-level.
 - 236 received a placement into below transfer-level math (161 into Math 40, 54 into Math 41, and 21 into Math 44)
 - 576 received a placement into transfer-level math but chose to enroll below transfer-level (304 into a standalone transfer-level math, and 272 into a paired transfer-level class)
 - 131 did not have a valid Cypress College math placement on record (some had FC placement, some had placements that pre-dated multiple measures using the MDTP, and some simply did not have a math placement at all)
- Most students who began the math sequence below transfer-level had majors within the Health Sciences (426) and Business/CIS (174) divisions.

Division Majors	Students
Health Sciences	426
Business/CIS	174
Social Sciences	97
Career Technical Education	80
Science, Engineering, and Math (SEM)	55
Fine Arts	42
Other - Non-Division	35
Kinesiology	22
Language Arts	11
Other - FC Major	1

Department Majors	Students
Nursing	116
Diagnostic Medical Sonography	84
Accounting	68
Radiological Technology	61
Mortuary Science	61
Computer Information Systems	57
Dental Hygiene	54
Psychology	35
Management	35
Health Science	31
Biology	29

Program Majors	Students
Registered Nursing	116
Diagnostic Medical Sonography	84
Radiologic Technology	61
Mortuary Science	59
Dental Hygiene	53
Business Administration AS-T	41
Psychology AA-T	32
Business Management	32
General Studies Health Sci	31
Assoc in Science Biology AST	29
Computer Programming	24
Accounting	24

More info on AB 705 college-level math compliance

AB 705 states, "The bill would also authorize the board of governors to establish regulations that ensure that, for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, a community college maximizes the probability that a student will enter and complete the required college-level coursework in [English and] mathematics within a one-year timeframe."

- Of the 943 students who began their math sequence below transfer-level, 629 had an educational goal that included transfer, and 314 had an educational goal that did not include transfer.
 - The educational goals are as follows:
 - 548 associate degree and transfer to a four-year institution
 - 81 transfer to a four-year institution without an associate degree
 - 246 obtain a 2-year associate degree without transfer
 - 68 obtain a certificate without transfer

A snip from the AB 705 FAQ document:

It is important to distinguish, however, between programs that have a quantitative reasoning requirement that is at the college-level (e.g., the degree or certificate only requires intermediate algebra, geometry, or similar for completion) that can be reasonably satisfied by a course that is a transfer-level mathematics course (e.g., statistics, college algebra, etc.). AB705 requires that students in such programs should also be provided access to transfer-level courses in mathematics (with support if necessary) and that their probability of completing the course at the transfer-level should be also be maximized. Programs with local degree requirements that are at the and that cannot be satisfied by a transfer-level courses should be reported on the college-level tab.