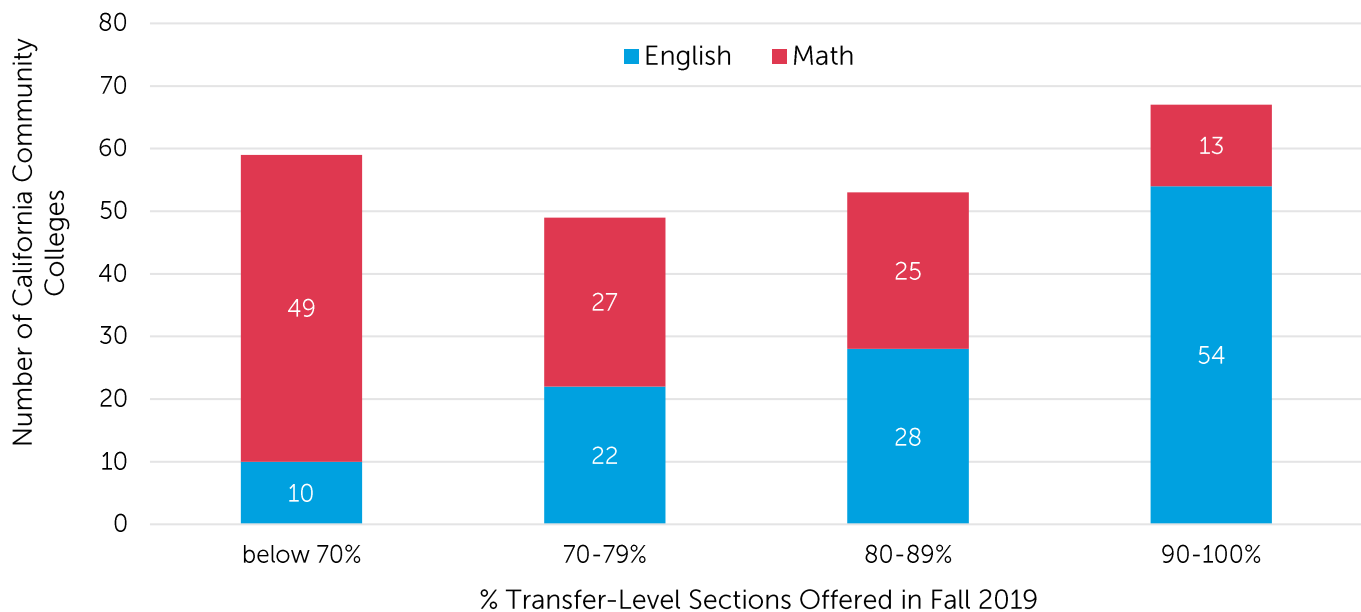


Uneven Implementation

California Community Colleges offer a greater number of transfer-level English sections than transfer-level math sections.



Source: The Campaign for College Opportunity & California Acceleration Project. (2019). [Getting There II: A Statewide Progress Report on Implementation of AB 705. Are California Community Colleges maximizing student completion of transfer-level math and English?](https://collegecampaign.org/portfolio/ab-705-statewide-progress-report/) Retrieved from <https://collegecampaign.org/portfolio/ab-705-statewide-progress-report/>. Notes: The data used to create this chart is provided in Figure 5 of the report.

Even though AB 705 requires California Community Colleges to “maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe,” many colleges are still offering a large number of developmental or remedial courses. According to a recent study of AB 705, this defeats the core standard of the law, which is “that students should begin with the courses that give them the best chance of completing their English and math requirements.”

In fall of 2019, 47% of California’s community colleges offered substantially more transfer-level English sections than remedial sections. For these colleges, more than 90 percent of their introductory sections were at the transfer level and less than 10 percent were at the remedial level. For math, however, the reverse was true. Forty-two percent of the colleges had fewer than 70 percent of their math sections at the transfer level and only 11% had substantially more transfer-level math sections than remedial sections. This Points of Interest shows that California Community Colleges offer a greater number of transfer-level English sections than transfer-level math sections.

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