

To the LACCD Legislative and Public Affairs

Having analyzed AB 705 carefully, we would like to demonstrate its major flaws that were not thought out. These have affected student success, reinforced equity gaps, created an enrollment barrier, and discouraged access to our colleges for two major ethnic groups, labeled by LACCD as **Black** and **Hispanic**.

LACCD data illustrate our points. This information was presented at the 2021 **AMATYC Conference** in the context of the District's decision to cancel Mathematics courses more than one level below transfer.

Consider two very simple measures that describe what is going on with our students and two student groups, **Black** and **Hispanic**.

Throughput= Number of students who successfully passed Math 227
Complement of Throughput= Number of Students who did not pass Math 227

Fall 2018 was the last Fall term in which the LACCD was not under AB705. Fall 2019 was the first Fall term that our district implemented AB705. Below is a comparison of throughput for the Math 227 Statistics course for those terms.

	Fall 2018 Throughput	Fall 2019 Throughput	Fall 2018 - Fall 2019 Throughput Difference	Fall 2018 - Fall 2019 Throughput Percent Difference
Ethnicity				
American Indian	3	8	5	167
Asian	314	388	74	24
Black	228	460	232	102
Filipino	120	172	52	43
Hispanic	1903	2652	749	39
Multiethnic	61	127	66	108
Pacific Islander	6	11	5	83
White	363	532	169	47
Unknown	137	202	65	47
Total	3135	4552	1417	45

Conclusion:

- 232 Additional Black students passed Math 227 for 102% increase.
- 749 Additional Hispanic Students passed Math 227 for a 39% increase.

This is the good news some will report to promote the success for AB705. But there is another way to view the same data:

	Fall 2018 Throughput Complement	Fall 2019 Throughput Complement	Fall 2018 - Fall 2019 Throughput Complement Difference	Fall 2018 - Fall 2019 Throughput Complement PercentDifference
Ethnicity				
American Indian	7	5	-2	-29
Asian	123	169	46	37
Black	253	601	348	138
Filipino	71	125	54	76
Hispanic	2053	4155	2102	102
Multiethnic	52	129	77	148
Pacific Islander	6	17	11	183
White	199	413	214	108
Unknown	106	150	44	42
Total	2870	5764	2894	101

Conclusion

- 348 Additional Black students did not pass Math 227 for 138% increase in non-passing students.
- 2102 Additional Hispanic students did not pass Math 227 for a 102% increase in non-passing students.

The bad news is that while opening the flood gates certainly presented an increase in throughput, it also significantly increased the non-passing rate for Black and Hispanic Students.

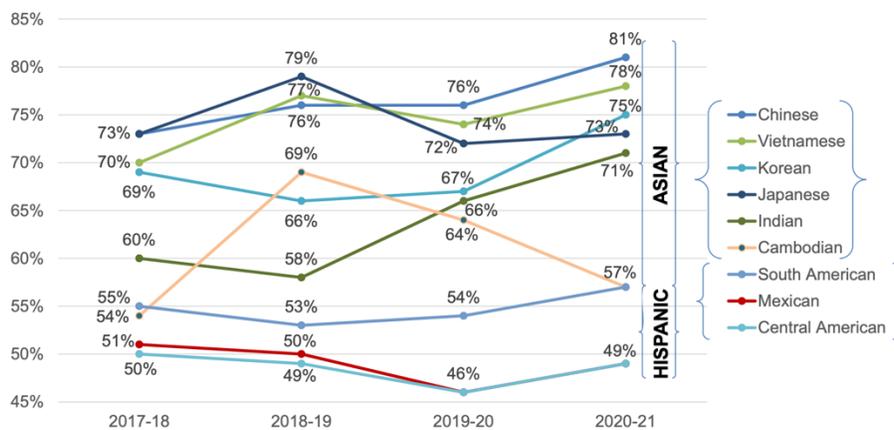
1031 additional Black and Hispanic Students passed Math 227 but 2,445 additional Black and Hispanic Students did not pass. That is, for every additional Black and Hispanic Student who passed Math 227, 2.4 additional Black and Hispanic Students did not pass Math 227. **1 to 2.4!**

Impact on Mexican American Students Completing Transfer Level Mathematics

The following new district data were not presented to AMATYC as it was not then available. Again, these “throughput” data reveal the impact of AB 705 on Mexican American students in the LACCD.



Course Completion
Students Completing Transfer-level Math by Detailed Ethnicity



Term	Enrolled Students	Percent Mexican-American	Mexican American Enrolled Students	Percent Successful Completion	Successful Completion Throughput	Non-Successful Completion
2018 to 2019	37260	67%	24964	50%	12482	12482
2019 to 2020	29332	67%	19652	46%	9040	10612
2020 to 2021	24944	65%	16214	49%	7945	8269

Conclusion:

Mexican American Students represent the largest sub-population in the LACCD District from year to year, with the lowest success rates among Hispanic students from year to year. AB705 has not reduced the Equity gaps for various LACCD student sub-populations, with Mexican Americans being the largest student sub-populations with the least success.

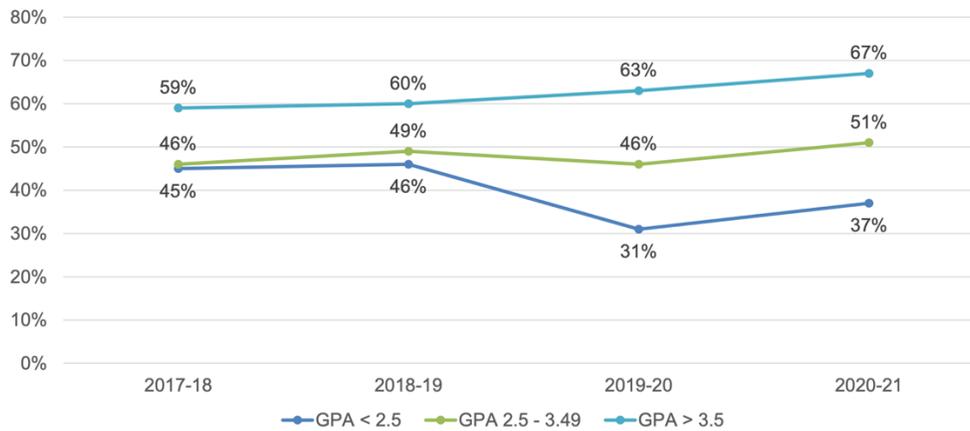
The “throughput” and “complement of throughput” data illustrate the volume and extent of the impact of AB705 (and potentially AB1705) on the largest student sub-population, Mexican Americans.

Placement: Multiple Measures Consisting of Guided Self-Placement and High School GPA

Students in the lowest GPA band (2.5 or less) mainly do not successfully complete transfer level Mathematics. While there is no data specifically for success rates of Mexican American students in this lowest GPA bands, they are likely lower than the general reported rates of 46%, 31%, and 37%.

Course Completion

Students Successfully Completing Transfer-Level Math by High School GPA



- Overall, the success rate for transfer-level math courses has remained about the same over time. However, success rates vary by students' High School GPA band. Over time, success rates for students with a High School GPA of ≥ 2.5 have increased, while it has decreased for students within the lowest GPA band.

General Conclusion

AB705 and AB1705 do not allow students to choose whether to take a Mathematics course that will assist them in passing a transfer-level Mathematics course. The rising volume of students who are not succeeding (especially Black and Hispanic students) surely negatively affects their perception of being able to continue to pursue a college degree. Given the declining enrollment in LACCD, this should not be ignored.

It was reported this week at East LA College that only 33% of first year students are enrolling in a transfer level Mathematics course. This suggests their apprehension. At ELAC, 82% of students are Hispanic with a high percentage of them Mexican American. Evidently most Mexican American students are not enrolling in Mathematics in their first year. Will this affect the desire of Mexican American students to enroll at ELAC or in LACCD?

We hope that LACCD will leave no stone unturned. We must present our students with options for student success, and access, to a successful college career by allowing them choices among Mathematics courses, including courses below transfer.

LAUSD's "no fail" policy amid pandemic-related learning loss is another obstacle facing LACCD students. It hinders their willingness to enroll in transfer-level Mathematics and impedes them from passing a transfer level Mathematics course as well.

AB705 and now AB1705 does not account for this reality These bills have proven to only widen the equity gaps for Black and Hispanic students in general, but for Mexican American students in particular. It is imperative from both an enrollment standpoint and an equity standpoint, to allow our students the option of taking Mathematics courses they feel they need to succeed at the transfer level. If we deny our students a choice and an opportunity, we will seriously and unfairly hamper the majority of students who come to us seeking a College Education.