AB705:
Ready or Not, Here it Comes:

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Co-Founders, California Acceleration Project
SSSC Post-Conference Workshop -- October 5, 2018
How Do We “Maximize” Student Completion of Transfer-Level Courses in One Year?

**Changing Placement Policies: YES!**
Broadening access to transfer-level courses by using high school grades for placement and requiring algebra-based remediation only for access to courses that require substantial algebra.

**Implementing Corequisite Models: YES!**
Allowing students to bypass stand-alone remedial classes and enroll directly in transfer-level classes with additional concurrent support (for students with lower GPAs, lower-level math coursework).

**One-Year Pathways: NO!**
Replacing long remedial course sequences with accelerated courses/stretch models that enable students to complete transfer-level requirements in one year.
Andrés Salazar, College of the Canyons

Placement via standardized test:
Arithmetic
2 years of remedial courses before he could take a transferable college math course

Likelihood of completing college math in 3 years: 12%

Basic Skills Cohort Tracker
Fall 2013
353 students started in Arithmetic
↓
Spring 2016
43 had completed a transferable college math course
Andrés Salazar, College of the Canyons

Goal: Bachelor’s Degree in Music Conducting

High School Math: A in Algebra II

High School GPA: 4.0

Enrolled directly in College Statistics based on his high school grades

Grade: A

Completed math requirement in 1 semester not 5, transferred to California Institute of the Arts

College Data 2016-17
Recognizing High School Grades for Placement --> 5x Higher Completion
Among students classified “remedial” by the placement test, 66% passed Statistics (transfer math completion: 66% one semester vs. 13% one year)
Luis Sanchez, Las Positas College

First-generation college student; bilingual, US-born and educated, parents do not speak English

Classified “remedial” by Accuplacer but qualified for College English through high school GPA above 2.5

Earned Bs on all four essays, turned in all other assignments, had perfect attendance

Course Grade: A-

College Data 2016-17: Of students who previously would have begun in a remedial course (N=348):

• 77% passed college English, 58% earning A or B

• If they went on to second-semester composition in spring, 80% passed

Completion of college English 1.75 times higher than among students who started in remediation one year earlier -- 77% one semester vs. 44% one year
Caleb Rendon-Guerrero
Cuyamaca College

**Background:** High school dropout who’d been in and out of criminal justice system

**Goal:** To “be the solution not the problem” in his family, create a non-profit to help kids like him

**Placement via Standardized Test:**
Elementary Algebra – a year of math that doesn’t count toward bachelor’s degree

**Corequisite Remediation:**
Enrolled directly in College Statistics with 2 units of concurrent support

**Grade in Statistics:** B  **Follow Up:** Second-year student, GPA of 3.6

**College data 2016-17:** Corequisite students nearly 7X higher transfer math completion than students who started in remediation the prior year (67% one semester vs. 10% one year). Cuyamaca one of the highest transfer math completion rates in CA.
Alex Arguello, Solano College

Goal: Degree in Fire Technology

High School:
C and D student
Skipped school regularly because of personal difficulties Had to attend 5 months of Saturday school to graduate

Initial Course Placement:
3-Levels-Below College English; Passed, found it too easy

Corequisite Remediation:
At teacher recommendation, skipped two remedial courses and enrolled in a section of College English with extra support (3 hours of additional instruction)

Grade in College English: B  Grade in Subsequent Composition Course: A

College Data 2016-17: Corequisite students 2X higher completion of College English than students who started in remediation prior year (65% one semester vs. 31% one year). Solano in top-ten colleges for one-year completion of College English in state.
The Blind Spot of Basic Skills “Success”
Course Success vs Throughput Rates – Solano College

Traditional students—3 years to complete

Accelerated students—2 years to complete

Coreq and stand-alone transfer-level students—1 semester to complete
Replacing Stand-Alone Developmental Courses with Corequisite Remediation

Completion of College English
Los Medanos College

- Two Levels Below College English (Fall 2015-Fall 2016: 3 semesters) N=351
- Accelerated One-Level-Below Course (Fall 2016-Spring 2017: 2 semesters) N=303
- College English with Corequisite Support (Fall 2017: 1 semester) N=305
Which Models Maximize Completion? Corequisite vs. Prereq – English

Public Policy Institute of California
Completion of Transfer-Level English in One Year

<table>
<thead>
<tr>
<th>Institution</th>
<th>Traditional remediation</th>
<th>One-semester acceleration</th>
<th>Corequisite</th>
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SOURCE: Authors’ analysis of COMIS data.

NOTES: In the calculation of throughput rates we restrict the analysis to transfer seeking students for which the co-requisite or the one-semester accelerated course was their first course. Porterville College is not included because we only have one term of data.

Source: PPIC 2018
Which Models Maximize Completion?
Corequisite vs. Prereq – Math

Public Policy Institute of California
Completion of Transfer-Level Math in One Year

Source: PPIC 2018

SOURCE: Author’s analysis of COMIS data.
NOTE: In the calculation of throughput rates we restrict the analysis to transfer seeking students for which the co-requisite or pre-stats was their first course.
Thought experiment:
What would it take for a two-course pathway to exceed the throughput of a corequisite model?

Corequisite Throughput Rate @ 9 Colleges: 78%

One-level-below = Three exit points: Students must pass the first course, enroll in college English, and pass college English.

What If 70% passed and persisted at each exit point?

\[(0.70)(0.70)(0.70) = 34\%\]

If 80% passed and persisted at each exit point?

\[(0.80)(0.80)(0.80) = 51\%\]

If 90% passed and persisted at each exit point?

\[(0.90)(0.90)(0.90) = 73\%\]

Still lower than coreq
Make a Poster of Your Current AB705 Plans

Placement policies – Will you use the default statewide rules? If not, what?

Math pathways: How will you guide students into the right math for their program of study?

Plans for concurrent support – Which courses will have concurrent support – e.g., English 1A, different transfer-level math courses? What does support look like? How many units? Who will take it?

Other student support – e.g. How can tutoring, counseling, DSPS, other parts of campus be engaged in supporting students in this new context?

Course schedule -- Will you continue to offer traditional dev ed courses? If so, what proportion of your offerings? How will you guard against underplacement and implicit bias in who is “recommended” here?

Faculty/Staff support – How will you support faculty to teach a broader student population in transfer-level? How will you help learning support staff adjust to these changes?

Communication plans – How will you communicate with other parts of campus? How are students informed of the changes (new, continuing)? How would a student know they have direct access to a transfer-level course?
Resources for Powerful Implementation
www.AccelerationProject.org/Publications

PUBLICATIONS

AB 705 Implementation Toolkit for Colleges
August 2018

A set of resources to support colleges to implement AB 705 in ways that produce the greatest gains in student completion and equity.

AREAS OF IMPACT > Multiple Acceleration Strategies
TAGS > Math, English, Corequisite models, ESL, AB705, Placement, Multiple Measures

Single-semester success rate, n=300