We Are in This Together: Building a Community around AB 705 Implementation

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Terrence Willett, Cabrillo College + The RP Group
John Hetts, California Community College’s Chancellor’s Office
Overview

• Brief history of MMAP
• Overview of the community supporting MMAP and AB 705
• Key resources
• Ideas to get involved
• Acknowledge concerns around AB 705
• Share some of the data
• Questions
Interactive Activity: Getting Involved in AB 705 Implementation

bit.ly/MMAP2017
A Brief History of MMAP and AB 705

- STEPS started with 14 colleges in 2012
- MMAP – started in 2014 with the 14 STEPS colleges
- CAI and Multiple Measures Work Group formed in 2014-15
- MMAP Phase I decision rules released in 2015 – over 90 colleges eventually join
- AB 705 passed in October, 2017
- AB 705 Implementation Committee and an ESL subcommittee formed in November 2017
- First AB 705 Memo to the Field Authored, December 2017
- Selection bias question: Are students with a certain GPA who were placed into a course representative of all students with that GPA, including those not so placed?
- RP Group adjusted predicted pass rates for the AB 705 Implementation Committee
- RP Group recommendations incorporated into CCCCO guidance memos on English in March 2018, Math in July 2018, and ESL in July 2018
- AB 705 ESL subcommittee continues to meet to provide additional guidance for credit ESL
<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Faculty</td>
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<tr>
<td>BOG Members</td>
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</tr>
<tr>
<td>CCCC Staff</td>
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<tr>
<td>Assessment Director</td>
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<tr>
<td>Researchers</td>
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<td>VPSS</td>
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</tr>
<tr>
<td>Foundation Staff</td>
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<tr>
<td>Tech Center</td>
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<tr>
<td>VPIs</td>
<td>2</td>
</tr>
<tr>
<td>CCLC Staff</td>
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</tr>
<tr>
<td>Deans</td>
<td>2</td>
</tr>
<tr>
<td>Athletic Director</td>
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<tr>
<td>CEOs</td>
<td>2</td>
</tr>
<tr>
<td>WestEd Staff</td>
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### AB 705 ESL Advisory Committee

<table>
<thead>
<tr>
<th>Role</th>
<th>Number</th>
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<tbody>
<tr>
<td>1 Vice Chancellor at CCCO</td>
<td>1</td>
</tr>
<tr>
<td>2 CCCCO Staff</td>
<td>2</td>
</tr>
<tr>
<td>10 ESL Faculty</td>
<td>10</td>
</tr>
<tr>
<td>1 ASCCC Rep. (Physics)</td>
<td>1</td>
</tr>
<tr>
<td>2 English Faculty</td>
<td>2</td>
</tr>
<tr>
<td>1 VPI</td>
<td>1</td>
</tr>
<tr>
<td>2 Researchers</td>
<td>2</td>
</tr>
<tr>
<td>1 WestEd Staff</td>
<td>1</td>
</tr>
<tr>
<td>1 Math Faculty</td>
<td>1</td>
</tr>
</tbody>
</table>
What are all the MMAP events that have taken place?

• 28 webinars - with over 2,000 attendees
• 134 presentations at individual colleges
• 200+ conference presentations, workshops or regional convenings - with over 11,000 attendees
• 50+ Chancellor’s Office committee meetings attended
What publications could I reference?

AB 705 Technical Report

AB 705 and Gender and Ethnicity

AB 705 and DSPS and EOPS Students

CCR Journal Article on MMAP Research

Access, Enrollment and Success in Transfer-Level English and Math Courses in the California Community College System

AB 705 Survey Results, Fall 2018

ESL Assessment Measures Literature Review
AB 705 Research and Analysis
Ideas for Collaboration between Researchers and Faculty

Opportunities for Collaboration

- Include both faculty and IRPE staff in departmental and college-wide AB 705 implementation and evaluation structures

http://bit.ly/2It8hBl
• Faculty invite IRPE colleagues to attend department/division/discipline meetings so they can better understand curricular changes and help to fully evaluate outcomes and comparison coursework

• Jointly develop a research plan and agenda in collaboration with your AB 705 workgroup/steering committee and/or with faculty from each department/discipline to ensure learning is taking place
  
  o Title 5 requires statistical validation for any required prerequisites or co-requisites. A research plan to evaluate programmatic and placement changes in response to AB 705 should be in place prior to implementation, or as early as possible. Practitioners should be nimble and responsive to the outcomes, adjusting their newly-implemented plans as needed to optimize success for all students.

  o IRPE practitioners should be open to faculty’s ideas for data collection and show faculty the data currently available to be included in an analysis, and help them consider the implications of data that are not available.

http://bit.ly/2lt8hBl
Faculty and IRPE practitioners should consider the idea of an extensive research plan that can be accomplished over the long-term, including both short- (e.g., course success, throughput rates, next course success, enrollment trends, financial aid, academic standing) and long-term outcomes (e.g., degree, transfer and employment).

Both quantitative (e.g., success rates) and qualitative (e.g., student and faculty experiences) data should be used to understand the impact of changes that have taken place.

IRPE professionals and faculty should collaboratively agree upon a comprehensive research agenda with defined cohorts prior to the analysis to help reduce bias or the perception of bias.

Faculty and IRPE practitioners should work together to develop surveys and/or focus groups to gather feedback from students and faculty including: reasons for drops or withdraws, perceived appropriate placement, level of support provided, type of support provided, etc. When deciding about the use of surveys and/or focus groups, consider the following:

http://bit.ly/2lt8hBl
- Faculty may choose to be surveyed on their perceptions around student ability, supports, additional needs such as professional development, etc.

- Part-time faculty may have a different set of needs, concerns, or feedback than full-time faculty
  - Focus groups may be a good way to take a deeper dive into those areas where a survey may not provide that opportunity
  - Include a variety of disciplines in order to understand the scope across the institution

- Invite IRPE practitioners to present regular updates at AB 705 meetings and/or department/division meetings

- IRPE professionals should share early drafts of findings and reports with faculty leaders to gather feedback and make applicable adjustments.

http://bit.ly/2lt8hB1
Fall 2019 MMAP Team Events

WEBINAR: AB 705 IN ACTION! RESULTS FROM EARLY IMPLEMENTERS
September 11

WEBINAR: ACCESS, ENROLLMENT AND SUCCESS: STATEWIDE RESULTS FOR TRANSFER-LEVEL ENGLISH AND MATH
September 27

WEBINAR: ESL AND AB 705: RESEARCH AND IMPLEMENTATION
Wednesday, October 16 – 12 to 1 pm
https://cccconfer.zoom.us/j/961620865

WEBINAR: ANALYSIS, EVALUATION AND COLLABORATION: AB 705 FOR INSTITUTIONAL RESEARCH PROFESSIONALS
Wednesday, November 13 – 12 to 1 pm
https://cccconfer.zoom.us/j/293011422
Other Ways to Be Informed

- AB 705 Survey Participation - October 2019
- All About AB 705 Newsletter - Sent monthly to the RP Listserv
Break for Questions, Concerns and Clarifications
Access, Enrollment, and Success in Transfer-Level English and Math Courses in the California Community College System

Percentage of Students Who Enrolled Directly in Transfer-Level English and Math

English: Fall 2015 = 166,116; F16 = 168,516; F17 = 172,046; F18 = 174,205
Math: Fall 2015 = 163,309; F16 = 165,420; F17 = 167,320; F18 = 160,335
Year-Over-Year Change in the Number of **Additional** Successful Completions of Transfer-Level **English** and **Math**

SLAM: Fall 2015 = 15,994; F16 = 18,347; F17 = 23,049; F18 = 33,003

English: Fall 2015 = 72,796; F16 = 81,054; F17 = 96,208; F18 = 125,542

B-STEM: Fall 2015 = 25,149; F16 = 26,464; F17 = 29,113; F18 = 34,577
Volume of Successful and Non-Successful Completions with Year to Year Changes in Volume for Both in Transfer Level English

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-Successes</th>
<th>Successful Completion</th>
<th>Transfer Level Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>19,640</td>
<td>53,156</td>
<td>73%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>21,835</td>
<td>59,219</td>
<td>+2,195</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>26,470</td>
<td>69,738</td>
<td>+4,635</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>36,901</td>
<td>88,641</td>
<td>+10,431</td>
</tr>
</tbody>
</table>

Success Rate:
- Fall 2015: 73%
- Fall 2016: 73%
- Fall 2017: 72%
- Fall 2018: 71%
Volume of Successful and Unsuccessful Completions with Year to Year Changes in Volume for Both in Transfer Level SLAM

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-Successes</th>
<th>Successful Completion</th>
<th>Change</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>5,093</td>
<td>10,901</td>
<td>+1,553</td>
<td>68%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>5,893</td>
<td>12,454</td>
<td>+2,139</td>
<td>68%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>8,032</td>
<td>15,107</td>
<td>+2,563</td>
<td>65%</td>
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<tr>
<td>Fall 2018</td>
<td>12,434</td>
<td>20,569</td>
<td>+4,402</td>
<td>62%</td>
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Volume of Successful and Non-Successful Completions with Year to Year Changes in Volume for Both in Transfer Level B-STEM

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Successes</td>
<td>9,064</td>
<td>9,629</td>
<td>11,164</td>
<td>14,370</td>
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<tr>
<td>Successful Completion</td>
<td>16,085</td>
<td>16,835</td>
<td>17,949</td>
<td>20,207</td>
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</table>

Success Rates

|           | 64% | 64% | 62% | 58% |

Changes in Volume:

- Fall 2015 to Fall 2016: +565
- Fall 2016 to Fall 2017: +1,535
- Fall 2017 to Fall 2018: +3,206
- Fall 2018 to Fall 2019: +2,261
Flashback to 2015

Total first-time cohort completion rate for transfer-level courses

Note these are 2 year completion / throughput rates
One-Term Throughput Rates for Transfer-Level English

<table>
<thead>
<tr>
<th>Year</th>
<th>Throughput Rate</th>
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<tbody>
<tr>
<td>Fall 2015</td>
<td>31%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>35%</td>
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<tr>
<td>Fall 2017</td>
<td>41%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>51%</td>
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One-Term Throughput Rates for Transfer-Level Math

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
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<tbody>
<tr>
<td>Fall 2015</td>
<td>17%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>18%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>20%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>26%</td>
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MMAP Survey Results

Between spring 2015 and winter 2018

● About 68% of colleges had begun to adapt their assessment and placement systems to meet AB 705 requirements.

● Among those colleges using high school GPA data for placement, about a third used the statewide guidelines without any modifications in both Math and English.
What Happens When Colleges Broaden Access to Transfer-Level Courses? Evidence from California Community Colleges

Public Policy Institute of California (PPIC)

Access to transfer-level courses has increased substantially, especially in English.
Increases in access led to increased completion
FIGURE 12
There is a strong and positive relationship between expanded access to transfer-level math and changes in throughput.

Change in one-term throughput rate (pp), 2015-18

Change in the share of first-time math students starting in transfer-level math (pp), 2015-18

R² = 0.7579

SOURCE: Authors’ calculations using MIS data.

NOTE: It is important to note that even though this evidence is consistent or suggestive it is not sufficient to infer causality.
Increases in completion were greater at colleges that offered co-requisite courses

Note: Sample restricted to the group of 19 colleges that broadened access in fall 2018. 19,000 students versus 13,000.
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