Looking at Throughput in a Post-AB-705 Era

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Session Learning Outcomes

After successful participation in this session, you will be able to...

● Explain the intent of AB 705
● Identify the benefits of using multiple measures for placement
● Describe the importance of measuring throughput
● Anticipate the impact AB 705 has on your work as an institutional researcher
● Examine the equity implications of AB 705
Placement Before AB 705

- Students had to “prove” they were prepared for transfer-level math and English courses via standardized tests
- Equity gaps in access to transfer-level courses
- Many students were placed into lengthy remedial/developmental course sequences

“Students of color are hit the hardest by remedial requirements. They are more likely than white students to be assigned to remediation and required to take multiple remedial courses. With each remedial course required, their chance of completing a college degree drops.”

Placement Before AB 705

Example of a traditional math sequence:

“Many students who fail to complete their basic skills sequence do so without failing or withdrawing from a course. They either never show up for their remedial course or do not return after completing a course in the lower part of the sequence.”

-Redesigning America’s Community Colleges by Bailey, Jaggars & Jenkins
Statewide progression from three levels below transfer to transfer level
(Source: Basic Skills Cohort Tracker)

Ex: Pre-Algebra
Ex: Algebra
Ex: Algebra II
Ex: Trig/Stats
Cuyamaca’s Math Placement

- Fall 2015:
  - Eligible for Transfer Level (with or without support): 22%
  - Eligible for One Level Below Transfer: 26%
  - Eligible for Two Levels Below Transfer: 26%
  - Eligible for Three Levels Below Transfer: 27%

- Fall 2016:
  - Eligible for Transfer Level (with or without support): 79%
  - Eligible for One Level Below Transfer: 21%

- Fall 2017:
  - Eligible for Transfer Level (with or without support): 100%
At Cuyamaca, African American/black students were disproportionately impacted in terms of access to transfer-level math in Fall 2015. Equity gaps shrunk with the implementation of corequisite support courses in Fall 2016, and were eliminated in Fall 2017.
Cuyamaca’s Math Placement

<table>
<thead>
<tr>
<th>Group</th>
<th>Eligible for Transfer</th>
<th>Eligible for Transfer with Support</th>
<th>Eligible for One Level Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American/</td>
<td>16%</td>
<td>55%</td>
<td>29%</td>
</tr>
<tr>
<td>Black (n=83)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian (n=50)</td>
<td>26%</td>
<td>52%</td>
<td>22%</td>
</tr>
<tr>
<td>Latinx (n=365)</td>
<td>19%</td>
<td>64%</td>
<td>17%</td>
</tr>
<tr>
<td>White (n=453)</td>
<td>25%</td>
<td>52%</td>
<td>23%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American/</td>
<td>13%</td>
<td>87%</td>
<td>87%</td>
</tr>
<tr>
<td>Black (n=54)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Asian (n=36)</td>
<td>28%</td>
<td>72%</td>
<td>72%</td>
</tr>
<tr>
<td>Latinx (n=307)</td>
<td>17%</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td>White (n=327)</td>
<td>23%</td>
<td>77%</td>
<td>77%</td>
</tr>
</tbody>
</table>
Think-Pair(-Share):

1. How does your college currently place students?
2. Are some groups disproportionately impacted*?

*“Disproportionate impact” in broad terms is a condition where access to key resources and supports or academic success may be hampered by inequitable practices, policies, and approaches to student support or instructional practices affecting a specific group. For the purpose of assessment, disproportionate impact is when the percentage of persons from a particular racial, ethnic, gender, age, or disability group, who are directed to a particular service or course placement based on an assessment test or other measure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment test or other measure is a valid and reliable predictor of performance in the relevant educational setting. [Title 5, Section 55502(e)]
What is AB 705?

- Colleges have to “prove” students will be highly unlikely to complete the transfer-level course before placing a student in a below transfer-level course.
- Colleges must maximize the probability that a student will enter and complete transfer-level math and English courses within one year (i.e., two primary terms or three quarters).
- No community college district or college may use any assessment instrument without the authorization of the board of governors.
What is the Intent of AB 705?

- "The goal of AB 705 is to ensure that students are not placed into remedial courses that may delay or deter their educational progress unless evidence suggests they are highly unlikely to succeed in the college-level course."
  - CCCCO’s AB 705 Summary
- Provide colleges with additional guidance for the use of multiple measures (e.g., high school performance) for placement
- No community college district or college may use any assessment instrument for the purposes of this article without the authorization of the board of governors
What is the Intent of AB 705?

- **CCCCO:**

  “The goal of AB 705 is to ensure that students are not placed into remedial courses that may delay or deter their educational progress unless evidence suggests they are highly unlikely to succeed in the college-level course”

- **CCCCO’s Vision for Success:**
  - Increase transfers
  - Increase degree and certificate completion
  - Reduce the average number of units accumulated by students who earn an associate’s degree
  - Reduce/close equity gaps
When Will Colleges Need to Implement AB 705?

- AB 705 went into effect on January 1, 2018
- Colleges are required to be in compliance by Fall 2019
- Implementation timeline:

  **Fall 2017**
  - Engage stakeholders regarding current assessment practices including discipline faculty, counselors, institutional research, and assessment staff
  - Review the legal requirements of AB 705

  **Spring 2018**
  - Strategize ways to make high school data primary in the assessment and placement process
  - Begin curricular exploration and development consistent with the law
  - Engage professional learning to support curricular shifts in math, English, or ESL

  **Fall 2018**
  - Shift local assessment placement practices to include high school data as a primary predictor for all students for spring 2019 placement
  - Prepare to shift local assessment/placement rules to new curriculum in spring 2019

  **Spring 2019**
  - Approve locally developed curriculum in math and English
  - Connect new assessment/placement rules with curriculum
  - Publish new structures in college materials

  **Fall 2019**
  - Full compliance with AB 705
What Will AB 705 Implementation Entail?

- Place students into math and English using one or more of the following:
  - High school coursework
  - High school grades
  - High school grade point average (GPA)

- Use multiple measures in either of the following ways:
  - **Compensatory** placement: Low performance on one measure may be offset by high performance on another (combines multiple measures with equal or varying weights)
  - **Disjunctive** placement: Performance on any one measure may be used to bypass remediation (takes the highest placement)

- Colleges may use:
  - High school transcripts
  - Self-reported high school transcript information
  - Guided (self-) placement
What Will AB 705 Implementation Entail?

- If a support course will increase a student’s likelihood of passing a transfer-level math or English course, a college may require a student to enroll in additional concurrent support.
- Colleges must minimize the impact these support courses have on a student’s financial aid and unit requirements for a degree:
  - Embed support
  - Noncredit or low-credit support
- The CCCC will provide training and technical assistance for implementation.
Implementation of AB 705 at Irvine Valley College
Implementation of AB 705 at Irvine Valley College

What Irvine Valley College has implemented over the last 4+ years

- Full Scale Accelerated Curriculum (two below) in English (Fall 2015)
- Full Scale MMAP for Math and English (Fall 2016)
- Pilot of Accelerated and/or compressed Statistics pathway (Spring 2017)
- Curriculum review of co-reqs for transfer-level math (Spring 2018)
- Full Scale Co-Requisite Curriculum (one level below) in English (Fall 2018)
Implementation of AB 705 at Irvine Valley College

MMAP Placement Impact

<table>
<thead>
<tr>
<th>Subject</th>
<th>Test only</th>
<th>MMAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>30%</td>
<td>52%</td>
</tr>
<tr>
<td>Math</td>
<td>41%</td>
<td>50%</td>
</tr>
</tbody>
</table>
Implementation of AB 705 at Irvine Valley College

Overall Throughput to Transfer Level
Note: mainly Fall 2017 students
1-year Window

- English:
  - Pre-MMAP students: 10,225 (59%)
  - MMAP students: 1,035 (72%)

- Math:
  - Pre-MMAP students: 12,471 (41%)
  - MMAP students: 1,251 (48%)
Implementation of AB 705 at Cuyamaca College
Implementation of AB 705 at Cuyamaca
Implementation of AB 705 at Cuyamaca

What Cuyamaca implemented in math and English:

- **Change in assessment**
  - Disjunctive use of Accuplacer test (only for higher placement)

- **Change in placement**
  - Increased access to transfer-level English, statistics, and B-STEM with corequisite support

- **Change in courses offered**
  - Corequisite support courses for English, statistics, and B-STEM

- **Change in pedagogy**
  - Collaborative, “brains-on” activities
  - Contextualized just-in-time remediation
Activity: Reflecting on AB 705

- What aspects of AB 705, if any, have been implemented at your college?
- What issues arose?
- How has your institutional research office been involved?
What is Throughput?
What is Throughput?

#maximizethroughput

The probability of getting to and through a gateway course within a specified period of time.

For instance: The proportion of an entering class that completes their gateway course within one year.
What is Throughput?

Student Success Scorecard:
- **One-Year Transfer Level Achievement**: The percent of first-time students in a given academic year who complete 6+ units and attempt any math or English in their first year who complete a transfer-level course in math or English in their first year.
- **Two-Year Transfer Level Achievement**: The percent of first-time students in a given academic year who complete 6+ units and attempt any math or English in their first year who complete a transfer-level course in math or English in their first year or second year.
What is Throughput?

Guided Pathways Tab on LaunchBoard:

- **Two cohorts**: first-time ever in college; first-time, including summer and early college students
- **Successfully completed transfer-level math in year one**: Number and percentage of students who successfully completed at least one transferable math course in their first year at the selected institution (including the trailing summer)
- **Successfully completed transfer-level English in year one**: Number and percentage of students who successfully completed at least one transferable English course in their first year at the selected institution (including the trailing summer)
- **Successfully completed transfer-level math and English in year one**: Number and percentage of students who successfully completed at least one transferable course in both English and math in their first year at the selected institution (including the trailing summer)
What is Throughput?

**Basic Skills Progress Tracker:**
- Cohorts are based on the first basic skills course a student takes in a basic skills subject area (e.g., English composition, mathematics)
- Successful completion of at least one transferable course at the selected institution in that subject area within the specified cohort and end terms
What is Throughput?

- **Identifying the appropriate cohort**
  - Who should be included in the cohort? Why?
  - Who should be excluded from the cohort? Why?

- **Outcome**
  - Successful completion of college/transfer-level math and/or English within one year (i.e., two primary terms or three quarters)
What is Throughput?

- Identifying the appropriate baseline/comparison group for pre/post comparisons to determine the impact of acceleration/multiple measures
  - “Traditional” pipeline vs. accelerated pipeline
  - “Traditional” placement vs. multiple measures
At Cuyamaca, African American/black and Latinx students were disproportionately impacted in terms of one-year math throughput for those who started in Fall 2015. Equity gaps shrank for students who started in the accelerated pathway in Fall 2016.
Activity: Telling Your Throughput Story

Using your data from the Basic Skills Progress Tracker, address the following questions to help tell your data story:

● How has the one-year transfer-level math completion/throughput rate for students who started one, two, or three levels below transfer changed over the past five years?
● How has the one-year transfer-level English completion/throughput rate for students who started one, two, or three levels below transfer changed over the past five years?
● How do these rates compare to those of Irvine Valley College? Cuyamaca College?
● Do you see different trends by ethnicity?
Activity: Comparing Your Throughput Stories

Compare the results from your Basic Skills Cohort Tracker data to the 2018 Scorecard data and the LaunchBoard’s Guided Pathways data for your college.

- What is the one-year (2015-2016) transfer-level math completion/throughput rate at your college? How do the results from the Scorecard and LaunchBoard differ? How do these results differ from the Basic Skills Cohort Tracker?
- What is the one-year (2015-2016) transfer-level English completion/throughput rate at your college? How do the results from the Scorecard and LaunchBoard differ? How do these results differ from the Basic Skills Cohort Tracker?
Activity: Comparing Your Throughput Stories

Share your data story with us!
Caveats/Complexity of Throughput

● Different college/transfer-level math courses (precalculus, calculus)
● College vs. transfer level
● Cohort definitions
● Considerations for multi-college districts
  ○ Outcomes: CCC system-, district-, or institution-wide?
● ESL
  ○ Educational goal
  ○ Credit vs. non-credit
  ○ Multiple measures/self-guided placement for international students
Implications of AB 705 at Our Campuses

- Placement determines **how much support** we provide students rather than how many structural barriers we put in their way
- Some remedial/developmental courses will no longer be offered
- Shift from perspective of student readiness to **belief in student capacity**
- Need for **professional development** to support implementation
- Equity project to better serve/support students in transfer-level courses
- Providing different paths to fulfill transfer-level requirements based on major (e.g., STEM vs. SLAM)
- New funding formula--increased completion?
Discussion/Q&A

- Impact on transfer, degree, certificate completion?
- Impact on unit accumulation? Financial implications for students?
- Closing equity gaps
Thank You!

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Additional AB 705 Resources

AB 705 Bill Text

CCCCO - About AB 705
