Navigating and Networking Through AB 705 Implementation: We’re All in This Together

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Mallory Newell, De Anza College + The RP Group
Terrence Willett, Cabrillo College + The RP Group
Alice Perez, California Community College Chancellor’s Office

This slide deck: bit.ly/AB705SDMesa
FAQ from first convening: bit.ly/AB705FAQAPRIL12
Agenda

• 9:00-9:15 - Introductions and overview of workshop
• 9:15-9:45 - Results from early adopters of AB 705
• 9:45-11:00 - College experiences
  – San Diego Mesa College, Southwestern College, Saddleback College & SOCCD
• 11:00-12:00 - Breakout sessions/Facilitated discussions
  – Supporting Faculty: Grossmont College & Cuyamaca College – Stay here
  – Guided Self-Placement: Cuyamaca - ESL Focus – SB105
  – Messaging and Communication: Irvine Valley College – SB106
  – Multiple Measures Platform: CCC Tech Center – SB107
• 12:10-12:40 - Networking lunch
• 12:40-1:00 - Report out from breakout sessions
• 1:00-1:45 - Q&A with the Chancellor’s Office with Alice Perez, Vice Chancellor of Academic Affairs
• 1:45-2:00 Closing
Results from Early Adopters of AB 705
De Anza College
The overall success rate increased by 1% and total successful completions increased by 218 total students. < 2.6 HSGPA eligible in fall 2018.
The overall success rate remained the same and the total successful completions increased by 398 total students. Open access to statistics in fall 2018.
Statistics: # of Successful Completions
Fall 2017 vs. Fall 2018

Open enrollment in Fall 2018, with tutors added to some sections. Overall success rate declined from 71% to 62%, but the number of successful completions increased.
Open enrollment into sections offered with a corequisite in Fall 2018. Overall success rate declined from 63% to 60%, but the number of successful completions increased.
Cabrillo College
Cabrillo College
Change in Math Success Rates and Volume of Completions

While the overall success rate for Statistics decreased, total completions increased by 156 students. Open access to statistics in fall 2018. Success in 1st calculus course increased 18% and by 133 total students. Default placement rules.
Cabrillo College
Change in English Success Rates and Volume of Completions

The overall success rate for English1A + corequisite remained the same but the stand alone English1A decreased 1%, total completions increased by 633 students. Default placement rules.
College of the Redwoods
Initial Math & English Level: Of students beginning the Math or English sequence at CR, what percent began in a transfer-level course?

For English:
- 2013F: 36%, Transfer-Level
- 2014F: 40%, Transfer-Level
- 2015F: 49%, Transfer-Level
- 2016F: 53%, Transfer-Level
- 2017F: 57%, Transfer-Level
- 2018F: 77%, Transfer-Level

For Math:
- 2013F: 26%, Transfer-Level
- 2014F: 35%, Transfer-Level
- 2015F: 35%, Transfer-Level
- 2016F: 34%, Transfer-Level
- 2017F: 33%, Transfer-Level
- 2018F: 59%, Transfer-Level
First-Time Enrollment in Transfer-Level English

Below transfer-level
Transfer-level

Fall 15: 2,137
50%
(n=1,061)

Fall 16: 2,109
51%
(n=1,072)

Fall 17: 2,154
53%
(n=1,134)

Fall 18: 1,870
100%
First-Time Enrollment in Transfer-Level Math

- **Fall 15**: 2,291 enrollments, 18% (n=405) at transfer-level.
- **Fall 16**: 1,940 enrollments, 19% (n=366) at transfer-level.
- **Fall 17**: 2,165 enrollments, 24% (n=511) at transfer-level.
- **Fall 18**: 1,971 enrollments, 56% (n=1,101) at transfer-level.

Categories: Below transfer-level, Transfer-level
One-Year Completion in Transfer-Level English

Fall 15-Spring 16: 49%
Fall 16-Spring 17: 55%
Fall 17-Spring 18: 54%
Fall 18: 65%
One-Year Completion in Transfer-Level Math

- Fall 15-Spring 16: 19%
- Fall 16-Spring 17: 23%
- Fall 17-Spring 18: 28%
- Fall 18: 32%
- Spring 2019: 59%

Fall 18 Statistics
Statistics and English 101 Course Success Rate: Fall 2018

<table>
<thead>
<tr>
<th></th>
<th>Statistics (with Corequisite)</th>
<th>Statistics (Regular)</th>
<th>Statistics (Overall)</th>
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</thead>
<tbody>
<tr>
<td>Success Rate</td>
<td>63%</td>
<td>59%</td>
<td>60%</td>
</tr>
<tr>
<td>Enrollment</td>
<td>486</td>
<td>939</td>
<td>1,425</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Reading &amp; Composition (with Corequisite)</th>
<th>Reading &amp; Composition (Regular)</th>
<th>Reading &amp; Composition (Overall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Rate</td>
<td>60%</td>
<td>66%</td>
<td>63%</td>
</tr>
<tr>
<td>Enrollment</td>
<td>1,162</td>
<td>1,146</td>
<td>2,308</td>
</tr>
</tbody>
</table>
Q5. Which of the following best captures your feeling about this course?*

- This course is too easy for me. (5%)
- This course is the right level for me. (73%) - the majority of students felt the course was just right for them
- This course is too difficult for me. (22%)

...but how well did these students do in the course?

<table>
<thead>
<tr>
<th>Q5 Response</th>
<th>Total respondents (that provided Student ID)</th>
<th>% of respondents successful in course</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is too easy for me.</td>
<td>11</td>
<td>91%</td>
</tr>
<tr>
<td>This course is the right level for me.</td>
<td>218</td>
<td>90%</td>
</tr>
<tr>
<td>This course is too difficult for me.</td>
<td>61</td>
<td>64%</td>
</tr>
</tbody>
</table>
Statewide Results
Transfer-level success rate by GPA Band – English Corequisite (13 Colleges)

- HSGPA < 1.9 (N=759)
  - 45%
- HSGPA 1.9 to 2.6 (N=1688)
  - 79%
- HSGPA ≥2.6 (N=1886)
  - 96%

Statewide adjusted success rate if placed directly without support – 43%

Statewide 1 year throughput if begin one-level below: 12%

Students with high school transcript data available in CalPASS Plus with verified enrollments in English AND a simultaneous corequisite course, F2016-F2018 – n = 4332
Transfer-level success rate by GPA Band – Statistics Corequisite (Five Colleges)

Students with high school transcript data available in CalPASS Plus with verified enrollments in Statistics AND a simultaneous corequisite course, F2016-F2018 – n = 1888
Transfer-level success rate by GPA Band – Open Access SLAM (Four Different Colleges)

- HSGPA < 2.3 (N=404): 28%
- HSGPA 2.3 to 3.0 (N=460): 54%
- HSGPA ≥3.0 or HSGPA ≥2.3 & Precalc (N=495): 93%

Statewide adjusted success rate if placed directly without support – 29%
Statewide 1 year throughput if begin one-level below: 8%

Students with high school transcript data available in CalPASS Plus with verified enrollments in open access Statistics or Liberal Arts Math course, F2016-F2018 – n = 1359
Transfer-level success rate by GPA Band – STEM Corequisite (One College)

- HSGPA < 2.6 (N=77) - 62%
- HSGPA ≥ 2.6 or Precalc (N=143) - 76%
- HSGPA ≥ 3.4 or HSGPA ≥ 2.6 & Calc (N=21) - 95%

Statewide adjusted success rate if placed directly without support – 28%
Statewide 1 year throughput if begin one-level below: 13%

Students with high school transcript data available in CalPASS Plus with verified enrollments in PreCalculus or Business Calculus AND a simultaneous corequisite course, F2016-F2018 – N=241
Systemwide completion of transfer-level English in first year

Fall-term initial enrollment in any English course by first time students, successful completions of transfer-level English within one year, and throughput rate. *F18 completions and throughput only includes Fall2018 completions.
College Experiences
San Diego Mesa College
MESA’S AB705 JOURNEY

Bridget Herrin
Chris Sullivan
Toni Parsons
“If the ladder of educational opportunity rises high at the doors of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advance, then education may become the means, not of eliminating race and class distinctions but of deepening and solidifying them”

-Harry S. Truman (Commission on Higher Education Report, 1947)
MESA JOURNEY-PAST, PRESENT, FUTURE

Fa 15
- MMAP Pilot site
- Replacement of students who had completed ACCU
- Used CalPASS Data
- Launch of English 101x

Su 17
- Launch of Placement Assistant
- Utilizes self-reported information
- Totally supplants ACCU

Sp 18
- Inclusion of International, HSET, GED, CAHSEE scores into PA
- Updated logic-floors set at College-level + Co-req.

Fa 18
- Launch of Math 96x (intermediate Algebra)

Sp 19
- Launch of Math 116x, 104x (college Algebra and Trig)
  - Placement via CCCApply

Future
- Automatic placement from CCCApply
- Auto email generated at application
- Co-requisites in Math
OUTREACH & ASSESSMENT

Changes in the function of the testing center

Changes in the outreach function at HS

How do I know my GPA?

Assessment can be done online (remotely)
Please Enter Your Information Below

Welcome to the San Diego Community College Placement Assistant. This tool is used to determine the appropriate level of English and math classes. Be sure to have your Student ID handy, this should be in your Placement Assistant invitation email you received. If you need further assistance please contact your college’s Assessment Center.

Note: Do not use the back button. If you need to add or modify your response you will have a chance to do so at the end of the assessment.

First Name:

Last Name:

Student ID:

Re-enter CID:

Birthdate:

Email:

College:
San Diego City College

CONTINUE
PLACEMENT

- Over 75% of students have access to standalone Transfer-Level Math and English
- In English co-req. transfer is the floor, in Math co-req. Intermediate Algebra is currently the floor
- Students placed at lower level were less likely to enroll (for both Math and English)
- Students in the higher HS GPA groupings had higher success rates (for both math and English)
COURSE SUCCESS

English

• Success Rate in English 101 remained stable at ~71% for PA students
• Equity Gaps still remain for our African-American and Latinx student groups
• Those gaps narrow in the Accelerated class (101x)

Math

• Students placed at lower levels had lower success
• Success Rates in Intermediate Algebra and Statistics were lower than campus average
• Success Rates in College Algebra and Trig remained stable
• Success rates in Accelerated Intermediate Algebra was significantly higher than the standalone course (66% vs. 42%)
• Equity gaps remain
# Success Rate by Course

*(Note: Only includes courses with >10 enrollments)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Valid Enrollments</th>
<th>Success Count</th>
<th>Success Rate-PA</th>
<th>Success Rate-Campus-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELAC015</td>
<td>12</td>
<td>8</td>
<td>67%</td>
<td>69%</td>
</tr>
<tr>
<td>ENGL047A</td>
<td>166</td>
<td>108</td>
<td>65%</td>
<td>63%</td>
</tr>
<tr>
<td>ENGL101x</td>
<td>198</td>
<td>142</td>
<td>72%</td>
<td>73%</td>
</tr>
<tr>
<td>ENGL101</td>
<td>933</td>
<td>665</td>
<td>71%</td>
<td>66%</td>
</tr>
<tr>
<td>ENGL105</td>
<td>222</td>
<td>150</td>
<td>68%</td>
<td>64%</td>
</tr>
<tr>
<td>ENGL205</td>
<td>76</td>
<td>58</td>
<td>76%</td>
<td>75%</td>
</tr>
<tr>
<td>Course</td>
<td>Enrollment</td>
<td>Success</td>
<td>Success Rate-PA</td>
<td>Fall 2018-Campus</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>---------</td>
<td>-----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>MATH096</td>
<td>445</td>
<td>186</td>
<td>42%</td>
<td>49%</td>
</tr>
<tr>
<td>MATH096x</td>
<td>74</td>
<td>49</td>
<td>66%</td>
<td>60%</td>
</tr>
<tr>
<td>MATH104</td>
<td>250</td>
<td>153</td>
<td>61%</td>
<td>61%</td>
</tr>
<tr>
<td>MATH116</td>
<td>163</td>
<td>95</td>
<td>58%</td>
<td>57%</td>
</tr>
<tr>
<td>MATH119</td>
<td>329</td>
<td>163</td>
<td>50%</td>
<td>58%</td>
</tr>
</tbody>
</table>
THROUGHPUT

**English**

Throughput improved for All student groups

Enrollment in transfer level English in the first term has increased from 17% to 44% since Fall 2014.

The percent of students who have completed transfer level English in the first term from since Fall 2014 has gone form 13% to 36%

Latinx students have gone from 10% to 36%

African-American students have gone from 8% to 26%

**Math**

Enrollment in transfer level Math in the first term increased from 16% to 32% since Fall 2014.

The percent of students completing transfer level math in their first term has increased from 10% to 18% since Fall 2014.

Note that co-requisite math courses at the transfer level were launched in Spring 2019 for College Algebra and Trig and Co-requisite support for Stats will launch in Fall 2019.
PROGRESS: MATH AND ENGLISH COMPLETION

Among all students, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district:

- **Math:** 12.4%
- **English:** 20.7%
- **Both:** 7.6%

During the years:

- **2014-2015:**
  - Math: 12.4%
  - English: 20.7%
  - Both: 7.6%

- **2015-2016:**
  - Math: 16.9%
  - English: 35.2%
  - Both: 11.8%

- **2016-2017:**
  - Math: 16.9%
  - English: 35.2%
  - Both: 11.8%

- **2017-2018:**
  - Math: 16.9%
  - English: 35.2%
  - Both: 11.8%

Graph showing the increase in completion rates from 2014-2015 to 2017-2018.
ENGLISH CHALLENGES AND STRATEGIES

What do we call it? Nomenclature
- Registration logistics (LCOM)
- Students being unable to find the class
- Branding (counseling & student facing)

Grading structures
- Co-grading
- Pass/no pass vs. graded

Communication
- How will students know about it?
- Using existing tools

Aligned curriculum across the district
Articulation
ELAC
- The changing landscape
MATH CHALLENGES AND STRATEGIES

Curriculum issues
- Using existing courses vs. Developing new courses
- Re-examining existing courses

Multiple math pathways
- Communicating recommended pathways to students
- B-STEM – SLAM

Setting priorities
- Helping the few vs. the many
- Supporting faculty who are doing the work
- Where to start?

“Last math taken” issues
Aligned curriculum across the district
Articulation
BACK DOOR WINS

Culture
- Re thinking existing practices
- Building communities of practice
- Faculty who would not have these conversations previously are now having them
- Guinea Pig Project (transparency about data)

Aligning curriculum
- Conversations with Continuing Education
- Regional conversations about curriculum including k-12

Student experience
- More completing assessment
- Higher satisfaction

High School Relationships
LEVERAGING RESOURCES

PATHWAYS
- Identified as Priority Element

BSSOT/BSI
- Reassigned time to write curriculum
- RA time to coordinate courses
- Stipends (ESUs) to participate in CoP
- Stipends for participating in AIM
- Professional Learning

Equity/SEA
- RA Time to coordinate Math 92

HSI Title V
- Mathletics
### QUESTIONS?

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Faculty, Math</td>
<td><a href="mailto:mparsons@sdccd.edu">mparsons@sdccd.edu</a></td>
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</tr>
</tbody>
</table>
Southwestern College
Placement: Prior to AB 705

- Multiple Measures + placement exams
  - CTEP (English & Reading) & MDTP (math) scores
    + self-reported HS data included in algorithm
- Multiple measures pilots in 2016 & 2017
- Disjunctive placement model in Fall 2018
## Historical Placement

### Math

<table>
<thead>
<tr>
<th>Course Placement</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 35</td>
<td>2649</td>
<td>2415</td>
<td>1507</td>
<td>666</td>
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<tr>
<td>Math 45</td>
<td>1568</td>
<td>1431</td>
<td>1071</td>
<td>714</td>
</tr>
<tr>
<td>Math 60</td>
<td>757</td>
<td>675</td>
<td>1012</td>
<td>1034</td>
</tr>
<tr>
<td>Math 70/100/110/112</td>
<td>374</td>
<td>630</td>
<td>962</td>
<td>1263</td>
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<tr>
<td>Math 101-244</td>
<td>233</td>
<td>337</td>
<td>867</td>
<td>1184</td>
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<tr>
<td>Math 250 or above</td>
<td>101</td>
<td>282</td>
<td>228</td>
<td>238</td>
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<tr>
<td>Total</td>
<td>5682</td>
<td>5770</td>
<td>5647</td>
<td>5099</td>
</tr>
</tbody>
</table>

### English

<table>
<thead>
<tr>
<th>Course Placement</th>
<th>Fall 15</th>
<th>Fall 16</th>
<th>Fall 17</th>
<th>Fall 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 71/99/114</td>
<td>74%</td>
<td>64%</td>
<td>43%</td>
<td>32%</td>
</tr>
<tr>
<td>English 115</td>
<td>26%</td>
<td>36%</td>
<td>57%</td>
<td>68%</td>
</tr>
</tbody>
</table>
AB 705 Response - Overview

- AB 705 Workgroup convened in March 2018
  - ENGL, MATH, RDG, ESL, admin, assessment, non-credit, Guided Pathways, research & IT
- English, math, ESL, and reading subgroups develop placement guidelines in Fall 2018
- English and math create and pilot co-requisite curriculum
  - English pilots ENGL 115 + 45 in Fall 2018
  - Math support courses pilot in Spring 2019
- AB705 Workgroup now Jaguar Pathways Developmental Education Committee
Placement Implementation

- Data sharing agreement with SUHSD (Dec 2018)
- ESL develops and pilots GSP for placement
- Manual process for SUHSD transcript and CCCApply data developed and implemented (ongoing)
- GSP near implementation
- Communication to incoming and current students
- Challenge processes in development
- Automatic processes in progress
Placement - Follows CCCCO guidelines and previous MM pilot finding

- GPA above 2.6 = ENGL 115 (4 units)
- GPA below 2.6 = ENGL 115 + ENGL 45 (2 units)

Corequisite taught as a “learning community”

- scheduled to precede or follow ENGL 115
- same instructor
- just in time remediation and study skills

Instructors find “imposter syndrome” biggest challenge
Reading Department Response

- Automatic placement into RDG 158: College Reading
  - Seeking CSU A3: Critical Thinking articulation
- Working with disciplines & CE programs to:
  - support faculty in reading instruction in classroom
  - develop discipline specific reading support courses
- Developing NC classes
- Late start classes to support ENGL 115 students
Fall 2019 Math Placement guidelines will be based on students’ math course work, grade in last math class, high school GPA and desired major: BSTEM vs. Liberal Arts.

- BSTEM Majors who completed Algebra II (Integrated Math 3) in high school will be able to take any of the following:
  - Math 101, 104, 119, 120, 121 with our without support
- BSTEM Majors who did not complete Algebra II (IM3) in high school will place into Math 72 with our without support
- Liberal Arts Majors who completed Algebra II (IM3) or Financial Algebra will be placed into the following options:
  - Math 100, 110, 118 with or without support
  - OR Math 57-115
- Liberal Arts Majors who did not complete IM3 level will be placed into the following options:
  - Math 100 with support
  - OR Math 57-115: two-semester Statway sequence

ANY STUDENT CAN MAKE A CHOICE TO ENROLL IN A PRE-TRANSFER LEVEL COURSE
Math Department Response
Students without high school data

❖ For Fall 2019 - Guided Self-Placement will be used to help students select the most appropriate option

➢ Students will answer questions designed to help them reflect on their goals and background
➢ A key question will be whether they completed a course at the level of Intermediate Algebra at any point in the past.
➢ Their answer to that question will send them to similar options to those for students who have evidence of completion of Intermediate Algebra (HS data).
➢ It is important to note that for these students there is NO EVIDENCE of completion of Intermediate Algebra.
Co-requisite and Non-Credit Courses

❖ Co-requisite support courses created for:
  ➢ First level transfer courses and BSTEM Intermediate Algebra

❖ Delivery Method
  ➢ Co-requisite courses will be linked to core course
  ➢ Offered back-to-back
  ➢ Taught by the same instructor and have a Power Study Leader
  ➢ Support will be provided in a just-in-time basis

❖ Two pilot courses offered now: College Algebra and Business Calculus

❖ Non-credit Offerings
  ➢ NC-1104 Trigonometry Refresher: Will continue to be offered every term
  ➢ NC-146 Algebra Review: Offerings already scheduled in Summer and Fall 19
Core program was already 4 semesters of integrated skills - feeds into ENGL 115

- higher success rate in ENGL 115 than native speakers

Replacing writing sample + MM with GSP

- Piloted Jan. 2019
- Version 2.0 expected in June 2019

Possible ESL section of ENGL 45 in fall

Expanding concurrent supports at transfer-level
Looking ahead

- Work yet to be done
  - Automation of placement systems
  - Continued integration with Jaguar (aka Guided) Pathways and individualized recommendations
  - Professional development for faculty and staff
  - Expansion of tutoring and other student supports
  - Ongoing research, evaluation and adjustment
Thank you for your time!

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Silvia Nadalet
Math Department Co-chair
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South Orange County Community College District
AB705
Game of Groans

South Orange County Community College District
Saddleback College
Irvine Valley College

Gerlie C. Jeltema
Experiences

• Common Assessment is coming, they said

• We prepared and waited

• Cross-college work groups regularly met

• We started updating our systems
But then CAI was no more.

- And that was a game changer.
AB705 was born and chaos ensued.
Irvine Valley College

• Started their own AB705 Implementation Team
• Piloted English support courses
• Created their own “GSP”
• Developed a workflow for student placement
• Started their own AB705 Implementation Team
• Developed a workflow for student placement
• And evaluated hundreds and hundreds of HS transcripts
Colleges marched down separate paths

• Subject Area work groups were formed
• Curricular decisions were made and implemented
• They developed or updated Marketing Collateral in support of AB705
• Independent student messaging updates were implemented
• They started asking District IT for technology solutions in support of AB705
But then District IT stepped in and said, “Hold up! Your goals are the same!”
AB705 Design Team

• Let’s slay this beast together
• Let’s form a brain trust
  English, ESL and math Faculty
  Counselors
  Assessment Office
  Research & Planning
  Admissions & Records
  District IT
AB705 Design Team

• Regular Design Team Meetings
• Colleges brought forth what they’ve developed independently
• Colleges designed GSP questions
• Design Team vetted various GSP options
Pain points

• Absence or ambiguity of state guidance
  • What questions are we/are we not allowed to ask?
  • How many units for a support course?
  • Are support courses grade?
  • What about repeatability rules?
  • Should we make arrangements to get HS transcripts with brokers or will the state provide this?
  • And on and on...

• Curricular churn – which courses require a prerequisite?
What we’ve seen together

• Students had a hard time finding the required support course
• Students who didn’t need the support course are enrolling in it anyway
• Support courses are working really well
• Scheduling to demand is still more art than science
• Assessment Centers are inundated
So where do we stand?

- Colleges are still using their independently developed solutions
- Districtwide GSP integrated with SIS is almost complete
- Automated Placement determination for Self-Reported and CalPASS measures are in progress
- ESL workflow is being finalized
What next?

• Completion of integrated GSP
• Placement Letter Updates
• Refinements and Adjustments based on Results
Saddleback College
AB 705: How are we doing?

Truong Tran
Level Up, Office of Research, Planning, and Accreditation
April 16, 2018
Change in Process: Place students using MMAP rules based on high school data

Fall 18 Semester
English 1A + English 201 launch

Spring 19 Semester
District wide development and design of GASP

Fall 19 Semester
Full AB 705 Implementation
English Placements by Cohort

- **Transfer Level**: 36% for Fall 17 Cohort, 60% for Fall 18 Cohort
- **One Level Below**: 38% for Fall 17 Cohort, 23% for Fall 18 Cohort
- **Two Levels Below**: 26% for Fall 17 Cohort, 17% for Fall 18 Cohort

T. Tran
Math Placements by Cohort

Transfer Level:
- Fall 17 Cohort: 34%
- Fall 18 Cohort: 60%

One Level Below:
- Fall 17 Cohort: 24%
- Fall 18 Cohort: 10%

Two Levels Below:
- Fall 17 Cohort: 29%
- Fall 18 Cohort: 19%

Three Levels Below:
- Fall 17 Cohort: 13%
- Fall 18 Cohort: 11%
AB 705 Focus

- **Throughput rate**: percentage of cohort that successfully completes transfer level English/Math
How are our first-time college students doing?
One Semester Throughput Rates: First-time college students

<table>
<thead>
<tr>
<th>Subject</th>
<th>Fall 17 (n = 1878)</th>
<th>Fall 18 (n = 1856)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>21%</td>
<td>35%</td>
</tr>
<tr>
<td>Math</td>
<td>10%</td>
<td>13%</td>
</tr>
</tbody>
</table>

T. Tran
One Semester Math Throughput Rate: First-time college students

- **Asian**
  - Fall 2017: 23%
  - Fall 2018: 24%

- **Black or African American**
  - Fall 2017: 8%
  - Fall 2018: 5%

- **Hispanic / Latino**
  - Fall 2017: 7%
  - Fall 2018: 12%

- **Two or More Races**
  - Fall 2017: 11%
  - Fall 2018: 12%

- **White**
  - Fall 2017: 10%
  - Fall 2018: 13%

- **EOPS**
  - Fall 2017: 15%
  - Fall 2018: 14%

- **DSPS**
  - Fall 2017: 1%
  - Fall 2018: 7%

- **Vet**
  - Fall 2017: 0%
  - Fall 2018: 14%

- **CCPG/BOG**
  - Fall 2017: 11%
  - Fall 2018: 12%
How are our continuing students doing?
Fall 18 English 1A Success Rates for Continuing Students that Reassessed

- English 200 (n = 149) 84%
- English 390 (n = 101) 84%
- ESL (n = 7) 100%

CTEP Placement
Fall 18 Transfer Level Math Success Rates for Continuing Students that Reassessed

- Math 253 (n = 64) 52%
- Math 353 (n = 39) 44%
- Math 351 (n = 7) 29%
How are our students doing overall?
Fall 18 Transfer Level Success Rates

Math
- Fall 17: 54%
- Fall 18: 56%

English
- Fall 17: 75%
- Fall 18: 78%
What does this mean for the students?
<table>
<thead>
<tr>
<th>Fall 18</th>
<th>Number of Units Students Avoided</th>
<th>Amount Students Saved</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1823</td>
<td>$83,835.92</td>
</tr>
<tr>
<td>Math</td>
<td>364</td>
<td>$16,761.94</td>
</tr>
<tr>
<td>Total:</td>
<td>2187</td>
<td>$100,597.86</td>
</tr>
</tbody>
</table>
Takeaways from AB 705 in Fall 18

• Students saved money and time because of the opportunity to enroll in transfer level English and Math

• Success and throughput rates increased for both first-time and continuing students after AB 705 implementation
Questions
Breakout Sessions – 11-12

- Supporting Faculty: Grossmont College & Cuyamaca College – Stay here
- Guided Self-Placement: Cuyamaca College – ESL Focus: SB105
- Messaging and Communication: Irvine Valley College: SB106
- Multiple Measures Platform: CCC Tech Center: SB107

- Nominate someone to bring back key takeaways for the group
Lunch
(Please take the gluten free and vegetarian selections if requested)

At your tables, discuss the following prompt:

How has your college chosen to fund and support various initiatives around AB 705? From which funding sources? How are funding and resources determined and allocated?
Main Take-aways from Breakout Sessions?
Q & A with the CCCCQO

FAQ from first convening: bit.ly/AB705FAQAPRIL12
Closing
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This slide deck: bit.ly/AB705SDMesa
FAQ from first convening: bit.ly/AB705FAQAPRIL12