Overview

• Brief history of MMAP
• Overview of the community supporting AB 705 implementation
• Early Results
  – MMAP
  – AIR/Rand Texas Corequisite study
  – PPIC
• Key Resources
• Get Involved!
A Brief History of MMAP and AB 705

- STEPS started with 14 colleges
- MMAP – started in 2014-15 with the 14 STEPS colleges
- CAI and Multiple Measures Work Group formed
- MMAP decision rules guidance released – over 90 colleges eventually join pilot
- AB 705 passed (Signed into law in October 2017)
- AB 705 Implementation Committee and ESL subcommittee formed
  - 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 CCCCOC guidance memos on English and math
- AB 705 Implementation Committee and ESL subcommittees review new research & early results and provide additional guidance
# Statewide AB 705 Implementation Committee

<table>
<thead>
<tr>
<th>Role</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Faculty</td>
<td></td>
</tr>
<tr>
<td>6 Researchers</td>
<td></td>
</tr>
<tr>
<td>6 CCCCO Staff</td>
<td></td>
</tr>
<tr>
<td>3 Foundation Staff</td>
<td></td>
</tr>
<tr>
<td>2 VPIs</td>
<td></td>
</tr>
<tr>
<td>2 Deans</td>
<td></td>
</tr>
<tr>
<td>2 CEOs</td>
<td></td>
</tr>
<tr>
<td>2 ASCCCC Representatives</td>
<td></td>
</tr>
<tr>
<td>2 BOG Members</td>
<td></td>
</tr>
<tr>
<td>1 Assessment Director</td>
<td></td>
</tr>
<tr>
<td>1 VPSS</td>
<td></td>
</tr>
<tr>
<td>1 Tech Center</td>
<td></td>
</tr>
<tr>
<td>1 CCLC Staff</td>
<td></td>
</tr>
<tr>
<td>1 Athletic Director</td>
<td></td>
</tr>
</tbody>
</table>
# AB 705 ESL Advisory Subcommittee

<table>
<thead>
<tr>
<th>Role</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice Chancellor at CCCO</td>
<td>1</td>
</tr>
<tr>
<td>CCCCO Staff</td>
<td>1</td>
</tr>
<tr>
<td>ESL Faculty</td>
<td>10</td>
</tr>
<tr>
<td>ASCCC Rep. (Physics)</td>
<td>1</td>
</tr>
<tr>
<td>English Faculty</td>
<td>2</td>
</tr>
<tr>
<td>VPI</td>
<td>1</td>
</tr>
<tr>
<td>Researchers</td>
<td>2</td>
</tr>
<tr>
<td>WestEd Staff</td>
<td>1</td>
</tr>
<tr>
<td>Math Faculty</td>
<td>1</td>
</tr>
</tbody>
</table>
Where in the world have the MMAP researchers been?

- 28 webinars - with over 2,000 attendees
- 50+ Chancellor’s Office committee meetings attended
- 134 presentations at individual colleges
- 200+ conference presentations, workshops or regional convenings - with over 11,000 attendees(!)
Resources for You

- AB 705 Technical Report
- Gender and Ethnicity
- DSPS and EOPS -
- Community College Review (peer-reviewed journal article)
- AB 705 Survey Results
- ESL Assessment Measures Literature Review
AB 705 Research and Analysis Ideas for Collaboration between Researchers and Faculty

This document provides ideas for collaboration between faculty and institutional research, planning and effectiveness (IRPE) professionals in the California Community Colleges to examine local impacts of AB 705. The ideas from this document were generated and collated from regional workshops and events hosted by the Academic Senate for California Community Colleges for faculty and related stakeholders in spring 2019 as well as workshops and events hosted by the RP Group. The document begins by sharing opportunities for collaboration identified by faculty and IRPE professionals, followed by commonly-used definitions and terms. The document concludes with a list of considerations for both faculty and IRPE professionals as they work together in the context of AB 705 evaluation.

http://bit.ly/IR-Faculty
Early Research Results
Results from a MMAP Statewide Analysis of Enrollment and Success in Transfer-level English and Math

Percentage of Students Whose First Enrollment in English and Math Sequence was at Transfer-Level

Greater Access to Transfer-Level Trend Increases in Fall 2018

- English
  - Fall 2015: 44%
  - Fall 2016: 48%
  - Fall 2017: 56%
  - Fall 2018: 72%

- Math
  - Fall 2015: 26%
  - Fall 2016: 28%
  - Fall 2017: 32%
  - Fall 2018: 43%
Percentage Increase over Fall 2015 in First Enrollment in English Sequence at Transfer-Level by Ethnicity

Greatest Increase in Transfer-Level Access for Black & Latinx Students

- African American
- Latinx
- Asian
- White

- Fall 2015: 0%
- Fall 2016: 20%
- Fall 2017: 41%
- Fall 2018: 115%
Percentage Increase over Fall 2015 in First Enrollment in Math Sequence at Transfer-Level by Ethnicity

Greatest Increase in Transfer-Level Access for Black Students

- African American
- Latinx
- Asian
- White

<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>African American</td>
<td>0%</td>
<td>8%</td>
<td>28%</td>
<td>107%</td>
</tr>
<tr>
<td>Latinx</td>
<td>0%</td>
<td>17%</td>
<td>48%</td>
<td>72%</td>
</tr>
<tr>
<td>Asian</td>
<td>0%</td>
<td>18%</td>
<td>28%</td>
<td>41%</td>
</tr>
<tr>
<td>White</td>
<td>0%</td>
<td>10%</td>
<td>10%</td>
<td>31%</td>
</tr>
</tbody>
</table>
Year-over-Year Change in the Number of Successful Completions of Transfer-Level English and Math

Successful Transfer-Level Math Completions Double in Fall 2018

- **English**
  - Fall 2015 to Fall 2016: 6,063
  - Fall 2016 to Fall 2017: 10,519
  - Fall 2017 to Fall 2018: 18,903

- **SLAM**
  - Fall 2015 to Fall 2016: 1,553
  - Fall 2016 to Fall 2017: 2,563
  - Fall 2017 to Fall 2018: 5,552

- **BSTEM**
  - Fall 2015 to Fall 2016: 750
  - Fall 2016 to Fall 2017: 1,111
  - Fall 2017 to Fall 2018: 2,261
One-Term Throughput Rates for Transfer-Level English

English Throughput Rates Increase by 20 Percentage Points

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

Math Throughput Rates Increase by 9 Percentage Points

- Fall 2015: 17%
- Fall 2016: 18%
- Fall 2017: 20%
- Fall 2018: 26%
## Ethnicity Breakout: English Completions

### Additional Successful Completions of Transfer-level English Term-to-Term by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2015 to Fall 2016</th>
<th>Fall 2016 to Fall 2017</th>
<th>Fall 2017 to Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>399</td>
<td>312</td>
<td>752</td>
</tr>
<tr>
<td>Latinx</td>
<td>3,739</td>
<td>6,075</td>
<td>10,569</td>
</tr>
<tr>
<td>Asian</td>
<td>804</td>
<td>1,571</td>
<td>2,780</td>
</tr>
<tr>
<td>White</td>
<td>1,036</td>
<td>1,273</td>
<td>3,136</td>
</tr>
</tbody>
</table>
Ethnicity Breakout: Math

First Math Enrollment at Transfer-level by Ethnicity

- African American
- Latinx
- Asian
- White

Equity in Access Relatively Stable over Time

One-term Throughput Rates in Transfer-level Math by Ethnicity

- African American
- Latinx
- Asian
- White

Overall Math Throughput Improves but not Equity
Closing the Equity Gap: Example

Completing Transfer-level English in the First Year: Time 1

- URM: 20%
- Non-URM: 30%

Relative Comparison: 33% higher

Completing Transfer-level English in the First Year: Time 2

- URM: 40%
- Non-URM: 50%

Relative Comparison: 20% higher
Successful Completions of Transfer-Level English for DSPS Students

Transfer-level English Completions for Students with Disabilities

- Fall 2015: 337
- Fall 2016: 292
- Fall 2017: 417
- Fall 2018: 646

+309 additional successful completions
Successful Completions of Transfer-Level Math for DSPS Students

- Fall 2015: 46 completions
- Fall 2016: 50 completions
- Fall 2017: 71 completions
- Fall 2018: 95 completions

Total additional successful completions: +87
Transfer-Level **English** Success Rates of DSPS Students

DSPS: Fall '15 = 337; Fall '16 = 292; Fall '17 = 417; Fall '18 = 646

Non-DSPS = Fall '15 = 52,819; Fall '16 = 58,927; Fall '17 = 69,321; Fall '18 = 87,995
Transfer-Level SLAM Success Rates of DSPS Students

DSPS: Fall '15 = 46; Fall '16 = 50; Fall '17 = 71; Fall '18 = 95

Non-DSPS = Fall '15 = 10,855, Fall '16= 12,404, Fall ’17 = 14,946, Fall ’18 = 20,474
Transfer-level English Success Rates Disaggregated by Primary Disability

F18 Transfer-level English Pass Rates by Disability

<table>
<thead>
<tr>
<th>Disability</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual</td>
<td>50%</td>
</tr>
<tr>
<td>ADHD</td>
<td>52%</td>
</tr>
<tr>
<td>Learning</td>
<td>58%</td>
</tr>
<tr>
<td>Other</td>
<td>60%</td>
</tr>
<tr>
<td>Physical/Mobility</td>
<td>61%</td>
</tr>
<tr>
<td>ABI</td>
<td>61%</td>
</tr>
<tr>
<td>Autism</td>
<td>62%</td>
</tr>
<tr>
<td>Deaf &amp; HH</td>
<td>64%</td>
</tr>
<tr>
<td>Mental Health</td>
<td>70%</td>
</tr>
<tr>
<td>Non-DSPS</td>
<td>70%</td>
</tr>
<tr>
<td>Blind/Low Vision</td>
<td>82%</td>
</tr>
</tbody>
</table>
Sure, there are more successes, but aren’t there more non-successes, too?
Pass Rates: A Limited Perspective

Chart 12. Success Rates of Transfer-Level SLAM Students, Disaggregated by High School GPA Band

Chart 11. Success Rates in Transfer-Level English, Disaggregated by High School GPA Band

Chart 13. Success Rates of Transfer-Level B-STEM Math Students, Disaggregated by High School GPA Band
Volume of Successful and Non-Successful Completions and Success Rates for Transfer Level Math - DSPS students

<table>
<thead>
<tr>
<th>Year</th>
<th>Non Successful Completions</th>
<th>Successful Completions</th>
<th>Success / Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>123</td>
<td>117</td>
<td>49%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>88</td>
<td>116</td>
<td>57%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>137</td>
<td>163</td>
<td>54%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>216</td>
<td>205</td>
<td>49%</td>
</tr>
</tbody>
</table>

Starting below transfer level in fall 2015 tracked through transfer level in fall 2018: 1,184
Volume of Successful and Non Successful Completions and Success Rates for Transfer-Level Math

F2015 through F2018, first attempts in math at transfer level per term and success rate;
F2015 transfer level completion for all students starting below transfer level in F2015 through F2018
“New” enrollments is the additional successful and non successful completions F2018 compared to F2015.
## Attrition: A Plague of Invisible Failure

<table>
<thead>
<tr>
<th>Lowest performance band: High school GPA &lt; 1.90</th>
<th>Expected Prerequisite Success Rate</th>
<th>Expected Persistence into Transfer-level Course the Following Term</th>
<th>Expected Success Rate in Transfer-level Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td>80%</td>
<td>60%</td>
<td></td>
</tr>
</tbody>
</table>

**Expected Persistence into Transfer-level Course the Following Term**

**Baseline Throughput Rate**

**Expected Improvement over Baseline**
Other Relevant Research
All three corequisite models in the RCT showed positive one-year impacts.

Percentage Passing English 1301 within One Academic Year

- Overall: Control 41.5%, Treatment 58.2%
- Accelerated Learning Program: Control 41.1%, Treatment 61.5%
- Extended Instructional Time: Control 36.6%, Treatment 56.6%
- Required Support Service Use: Control 45.4%, Treatment 65.0%

One-year RCT impact results are promising and aligned with previous studies

Percentage Passing English 1301 within One Academic Year

<table>
<thead>
<tr>
<th></th>
<th>Control</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>39.8%</td>
<td>64.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>39.6%</td>
<td>69.9%</td>
</tr>
<tr>
<td>First Generation College Student</td>
<td>35.1%</td>
<td>64.2%</td>
</tr>
</tbody>
</table>


Note: All differences between control and treatment 1301 passing rates were statistically significant at the p<0.01 level.
PPIC Report

What Happens When Colleges Broaden Access to Transfer-Level Courses?
Access to college composition has expanded unevenly across the system

Share of first-time English students starting in college composition
- 80% or more
- Between 60% and 80%
- Between 40% and 60%
- Less than 40%

SOURCE: Authors’ calculations based on CCCO MIS data.
NOTE: Fall of each year. Based on 109 colleges. See Technical Appendix C for more details.
There is a strong and positive relationship between changes in access and changes in throughput.

\[ R^2 = 0.8642 \]

**Change in one-term in throughput rate, 2015-18**

**Change in the share of first-time English students starting in college composition (pp), 2015-18**

*Source: Authors’ calculation using MIS data.*

*Notes: Fall of each year. Based on 109 colleges. It is important to note that even though this evidence is consistent or suggestive it is not sufficient to infer causality.*
All four major racial/ethnic groups saw larger increases in throughput at colleges that broadened access.

Source: Authors’ calculation using MIS data.

Note: Fall of each year. There are 39 colleges that significantly broadened access and 70 colleges in the “rest of colleges” category. See Table E6 in Technical Appendix E.
Among colleges that broadened access in 2018, throughput rates increased more in colleges offered co-requisites.

**Source:** Authors’ calculation using MIS data.

**Notes:** Fall of each year. Sample restricted to the group of colleges that broadened access to college composition in fall 2018: 19,000 students versus 13,000.
The development of math pathways resulted in broadening access to statistics courses

SOURCE: Authors’ calculations based on CCCCO MIS data.

NOTES: Fall of each year. Based on 106 colleges. Other transfer-level math courses include both BSTEM math and liberal arts math courses. The number of first-time math students remained stable between 2015 and 2018 at around 153,000. See Technical Appendix C for more details.
At 11 colleges, more than 60 percent of first-time math students started at transfer level in 2018

<table>
<thead>
<tr>
<th>Year</th>
<th>Less than 40%</th>
<th>Between 40% and 60%</th>
<th>Between 60% and 80%</th>
<th>80% or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>95</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>87</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>75</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>47</td>
<td>48</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Source: Authors’ calculations based on CCCC0 MIS data.
Notes: Fall of each year. Based on 106 colleges. See Technical Appendix C for more details.
Success rates dipped at most colleges that broadened access

![Bar chart showing success rates for different groups over years 2015, 2016, 2017, and 2018.](chart)

**2016 group (3 colleges)**

**2017 group (3)**

**2018 group (8)**

**Gradual increase group (2)**

**High access/small changes group (5)**

**Rest of colleges (85)**

**SOURCE:** Authors’ calculations based on CCCC0 MIS data.

**NOTE:** Fall of each year. Based on 106 colleges. Unfilled bars represent the year when the big gains in access to transfer-level math happened.
There is a strong and positive relationship between expanded access to transfer-level math and changes in throughput.

\[ R^2 = 0.7579 \]

**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.
What about ESL?
Degree/Transfer-seeking ESL Student Types that are Affected by AB 705

1. English Language Learner (ELL) U.S. High School Graduates
2. International Students (IS)
3. Non-IS, non-U.S. high school graduate ESL students who are degree/transfer seeking

37% of ESL students fall into one of these three student types

For more on AB 705 go to: https://assessment.cccco.edu/ab-705-implementation
Relative Sizes of All First-time English Language Arts Pathways in 2017-18

Non-ELL Students: Mainstream English, 252,096

Students with Non-Degree/Transfer Goals: Noncredit ESL Students, 42,331

ELL US HS Graduates: Mainstream English, 16,468
### Relative Sizes of First-time English Language Arts Pathways in 2017-18 for ELL/ESL Students

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Non-Degree/Transfer Goals:</td>
<td></td>
</tr>
<tr>
<td>Noncredit ESL Students</td>
<td>42,331</td>
</tr>
<tr>
<td>ELL US HS Graduates: Mainstream English,</td>
<td>16,468</td>
</tr>
<tr>
<td>ELL US HS Graduates: Credit ESL Students,</td>
<td>5,573</td>
</tr>
<tr>
<td>Students with Non-Degree/Transfer Goals:</td>
<td></td>
</tr>
<tr>
<td>Other Degree/Transfer focused ESL Students:</td>
<td>3,033</td>
</tr>
<tr>
<td>Noncredit ESL Students</td>
<td>1,607</td>
</tr>
<tr>
<td>International Students: Mainstream English</td>
<td>1,155</td>
</tr>
<tr>
<td>ELL US HS Graduates: Noncredit ESL Students</td>
<td></td>
</tr>
</tbody>
</table>

**Total:**

- ELL/ESL Students: 42,331
- Noncredit ESL Students: 42,331
- Mainstream English: 16,468
- Credit ESL Students: 5,573
- Other Degree/Transfer focused ESL Students: 3,033
- Noncredit ESL Students: 1,607
- International Students: 1,155
TLC Throughput by Credit/Noncredit and Student Journey Type

Nota Bene: AB 705 only applies to ESL students who are degree/transfer-seeking.
Relative Sizes of First-time English Language Arts Pathways in 2017-18 for Degree/Transfer Seeking ELL/ESL Students

About 87% of ELL US High School graduates enter mainstream English at the community college.

- ELL US HS Graduates: Mainstream English, 16,468
- Other Degree/Transfer focused ESL Students: Credit ESL students, 5,573
- Other Degree/Transfer focused ESL Students: Noncredit ESL students, 3,033
- International Students: Mainstream English, 1,165
- International Students: Credit ESL students, 1,566
- ELL US HS Graduates: Noncredit ESL Students, 873

ELL US HS Graduates: Credit ESL students, 1,607
English Language Learners: ESL vs. English Pathways

1-yr. Throughput of ELL US HS Graduates: 1-level below ESL vs. Transfer-level English

- ESL path (n = 2,296) = 20%
- Only at colleges allowing direct transition into TLE (n = 1,725) = 25%
- Second class actually was TLE (n = 708) = 38%
- English path - Starting at TLE (n = 33,491) = 84%
- English path - Starting at TLE (GPA weighted estimate) = 69%

 ESL path from 1 level below - One-yr. throughput rate
 Transfer-level English path - One-yr. throughput rate
International Student TLE Throughput Rates

- ESL path = 28,584
- English path = 16,958
Majority of International Students on English Path Start at Transfer-level

Only about one in three international students start in mainstream English

ESL path = 28,584
English path = 16,958
College throughput rates for degree-seeking ESL students with no diploma

N = 47 colleges with 30+ students of this type – no U.S. HS diploma

Adj. R2 = 0.68

Independent Variable = Starting ESL level
Controls = age, language group, citizenship status
What lessons can we draw about ESL?

• U.S. High School Graduates
  — 87% of English Language Learners who graduate high school enroll in mainstream English at the community college
  — US high school graduates who take the English path realize much higher transfer-level English completion rates than those who take the ESL path, even after controlling for differences in high school GPA and years of participation in a US high school

• International Students:
  — Majority of international students start in ESL (63%)
  — International students who start at transfer-level have the highest throughput
  — International students do not have a high school GPA or similar measure that allows for independent assessment of capacity

• Other ESL Students (“Third Group”)
  — Throughput rates for this group vary widely across colleges
  — ESL placement practices and ESL curriculum interact such that at colleges where third group ESL students are typically placed into higher levels, the average throughput rate is commensurately higher.
Interactive Activity:
Build a supportive community on your campus

From what you learned in this session, what is one thing you can do on your campus to support/advance/influence AB 705 efforts in the next 90 days?
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