Early Outcomes of Transfer-Level Placement in English and Math

Mallory Newell, Director, Institutional Research and Planning, De Anza College & The RP Group

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Requirements of AB 705

• Requires a community college district or college to maximize the probability that the student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe, and use, in the placement of students into English and mathematics courses in order to achieve this goal, one or more of the following: high school coursework, high school grades, and high school grade point average.
Requirements of AB 1805

• Colleges must “prominently” feature their placement policies and results on their website, catalog and placement materials.

• Colleges must publish:
  • The number of students assessed
  • The number of students placed into transfer-level
  • The number of students placed into transfer-level with support
  • Placements must be disaggregated by race and ethnicity
  • Annually updated
Success vs Throughput
What is success?

- **Success rate** = A, B, C, and P grades / students in the course including withdraws

- Other measures of success:
  - Volume or number of students succeeding
  - Success in the next course (e.g. English1A to English2)
  - Transfer / Graduation
  - Obtain a living wage
What is a “Throughput Rate”?  

- The probability of getting to and through a transfer-level or gateway course within a specified period of time.

- **AB 705 Throughput Rate**: The proportion of a cohort of students who complete the transferable or gateway math or English course within a one year timeframe from when they start the course.
Results from a MMAP Statewide Analysis of Enrollment and Success in Transfer-level English and Math
Access and Enrollment
Percentage of Students Whose First Enrollment in English and Math Sequence was at Transfer-Level

Access to Transfer Level Courses 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%

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Percentage Increase over Fall 2015 in First Enrollment in English Sequence at Transfer-Level by Ethnicity

Greatest Increase in Transfer Level Access for African American & Latinx Students

- African American
- Latinx
- Asian
- White
Percentage Increase over Fall 2015 in First Enrollment in Math Sequence at Transfer-Level by Ethnicity

Greatest Increase in Transfer Level Access for African American and Latinx Students

- African American
- Latinx
- Asian
- White

Fall 2015: 0%
Fall 2016: 8%
Fall 2017: 17%
Fall 2018: 107%
Successful Completions
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
- SLAM
- BSTEM
One-Term Throughput Rates for Transfer-Level English

English Throughput Rates Increase by 20 Percentage Points

Fall 2015: 31%
Fall 2016: 35%
Fall 2017: 41%
Fall 2018: 51%

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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%

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Enrollment and Throughput in Transfer-Level English by Ethnicity

Equity in Access Increasing Over Time

- African American
- Latinx
- Asian
- White

First English Enrollment at Transfer Level

- Fall 2015: 31%
- Fall 2016: 37%
- Fall 2017: 45%
- Fall 2018: 63%

Equity in Throughput Improves for Asian & Latinx

- African American
- Latinx
- Asian
- White

One-Term Throughput Rate in Transfer Level

- Fall 2015: 0%
- Fall 2016: 10%
- Fall 2017: 20%
- Fall 2018: 30%

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Ethnicity Breakout: English Completions

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

- African American: 399 (Fall 2015 to Fall 2016), 312 (Fall 2016 to Fall 2017), 752 (Fall 2017 to Fall 2018)
- Latinx: 3,739 (Fall 2015 to Fall 2016), 6,075 (Fall 2016 to Fall 2017), 10,569 (Fall 2017 to Fall 2018)
- Asian: 804 (Fall 2015 to Fall 2016), 1,571 (Fall 2016 to Fall 2017), 2,780 (Fall 2017 to Fall 2018)
- White: 1,036 (Fall 2015 to Fall 2016), 1,273 (Fall 2016 to Fall 2017), 3,136 (Fall 2017 to Fall 2018)
Enrollment and Throughput in Transfer-Level Math by Ethnicity

Equity in Access Relatively Stable Over Time

Overall Math Throughput Improves but not Equity

First Math Enrollment at Transfer Level

One-Term Throughput Rate in Transfer Level

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Ethnicity Breakout: Math Completions

Additional Successful Completions of Transfer-level SLAM Term-to-Term by Ethnicity

- African American
  - Fall 2015 to Fall 2016: 16
  - Fall 2016 to Fall 2017: 45
  - Fall 2017 to Fall 2018: 230

- Latinx
  - Fall 2015 to Fall 2016: 845
  - Fall 2016 to Fall 2017: 1,223
  - Fall 2017 to Fall 2018: 2,827

- Asian
  - Fall 2015 to Fall 2016: 169
  - Fall 2016 to Fall 2017: 351
  - Fall 2017 to Fall 2018: 743

- White
  - Fall 2015 to Fall 2016: 465
  - Fall 2016 to Fall 2017: 563
  - Fall 2017 to Fall 2018: 1,283

Additional Successful Completions of Transfer-level BSTEM Term-to-Term by Ethnicity

- African American
  - Fall 2015 to Fall 2016: 15
  - Fall 2016 to Fall 2017: 1
  - Fall 2017 to Fall 2018: 99

- Latinx
  - Fall 2015 to Fall 2016: 365
  - Fall 2016 to Fall 2017: 537
  - Fall 2017 to Fall 2018: 985

- Asian
  - Fall 2015 to Fall 2016: 120
  - Fall 2016 to Fall 2017: 115
  - Fall 2017 to Fall 2018: 692

- White
  - Fall 2015 to Fall 2016: 328
  - Fall 2016 to Fall 2017: 222
  - Fall 2017 to Fall 2018: 369
One College Example
Access and Enrollment Increased in 2018-19 for English and Statistics

EWRT1A  MATH10

<table>
<thead>
<tr>
<th>Year</th>
<th>EWRT1A</th>
<th>MATH10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>4,058</td>
<td>3,147</td>
</tr>
<tr>
<td>2016-17</td>
<td>3,987</td>
<td>3,147</td>
</tr>
<tr>
<td>2017-18</td>
<td>3,674</td>
<td>3,224</td>
</tr>
<tr>
<td>2018-19</td>
<td>4,530</td>
<td>3,079</td>
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Excludes summer terms. EWRT 1A includes courses linked to LART 20 sections. MATH 10 includes all MATH 10 sections.
Successful Completions Increased in 2018-19

3,281 3,082 2,881 2,141 2,139 2,881

+601 additional successful completions

3,482 2,139 2,158 2,825

+667 additional successful completions

Excludes summer terms. EWRT 1A includes courses linked to LART250 sections. MATH 10 includes all MATH 10 sections. Successful completion is grade of A, B or C.
Throughput Rates for First Time Students Starting at Any Level who Complete Transfer Level in 3 Quarters Increased

First-time students in each fall term, starting at any level and completing any transfer level EWRT or MATH course in three terms.
Next Steps for the MMAP Team

• Explore one-year throughput rates, next course success, accumulate units, degrees awarded, transfer rates, etc.
• Explore the varying types of corequisite supports
• AB 705 Implementation Survey closes on Friday – get yours in!
• Currently conducting interviews with 14 colleges across the state to better understand their AB 705 implementation and how best to support them moving forward
• Webinar series in the spring addressing equity gaps, evaluation of AB 705, corequisites, and ESL
MMAP Research Team

Terrence Willett
The RP Group
twillett@rpgroup.org

Mallory Newell
The RP Group
newellmallory@deanza.edu

Craig Hayward
The RP Group
chayward@rpgroup.org

John Hetts
CCCCO
jhetts@edresults.org

Daniel Lamoree
ERP
dlamoree@edresults.org

Andrew Kretz
The RP Group
akretz@rpgroup.org

Loris Fagioli
The RP Group
lfagioli@ivc.edu
What Happens When Colleges Broaden Access to Transfer-Level Courses?
Evidence from California Community Colleges

February 28, 2020

Marisol Cuellar Mejia, Olga Rodriguez, and Hans Johnson

Supported with funding from the California Acceleration Project and the Sutton Family Fund
Research questions

- How has access to transfer-level courses increased in the years leading up to full implementation of AB 705?
- How has throughput rates changed as colleges broaden access to transfer-level math and English courses?
- How have racial/ethnic equity gaps changed?
- What are the outcomes in co-requisite courses and how do co-requisite students perform in subsequent courses?
Data

- Exhaustive landscape scan of college websites, catalogs, and course schedules
  - Whether or not they offer co-requisite remediation

- Student-level longitudinal data from the CCCCO MIS
  - 114 colleges, ~155,000 students per starting cohort,
  - 2015-18 period of analysis (fall term only)
  - Limitation: No placement data or students’ high school information

- Interviews with faculty and staff at group colleges that broadened access or offered co-requisite remediation
  - 19 colleges
Increases in access led to increased completion in English
In math, there is also a strong and positive relationship between expanded access and changes in throughput.
Co-requisite support has been much more prevalent in English, in math statistics leads the way.

![Bar chart showing total enrollment in transfer-level English/math with co-requisite support over years.]
English co-requisite students had higher completion rates than those in developmental courses.

Note: 27 colleges with cohorts sizes above 100 students. Compares 20,325 first-time remedial students in fall 2017 versus 7,605 first-time co-requisite students in fall 2018.
English co-requisite students do well in subsequent courses

Note: 21 colleges. Includes 3,392 co-requisite students and 5,192 students enrolled in pre-requisite developmental education prior to taking college composition.
New research on AB 705 implementation coming Fall 2020

- Implementation scan to understand how colleges modified their math and English placement policies and curricular structures.
- Create a topology/characterization of co-requisite courses.
- Examine how placement changes translated into direct enrollments in TL English and TL math courses, overall and by race/ethnicity.
- Examine outcomes of different types of co-requisites, overall and by race/ethnicity.
- Interviews with 20-25 colleges to better understand the implementation process and how reforms can address equity gaps.
**Preliminary finding:** Colleges have approached English co-requisite support in a variety of ways

NOTE: These are preliminary findings subject to change. Do not cite or circulate.
**Preliminary finding:** Some colleges are offering various tracks

- Freshman composition taught over two-terms (3 colleges)
- Different co-requisite support depending on GPA (6 colleges).
- Co-requisite support tailored for multilingual students as an option (4 colleges)
- Co-requisite courses structured as a learning community (6 colleges)
- Reading courses serving as concurrent support (3 colleges)

*NOTE: These are preliminary findings subject to change. Do not cite or circulate.*
Preliminary finding: There is variation even among colleges using the same type of concurrent support

- Pedagogy/curricula
- Scale
- Units load
- Required/recommended to students in certain GPA bands versus open to everybody who wants to enroll
- Additional concurrent supports available (supplemental instruction, embedded tutoring, etc.)

*NOTE: These are preliminary findings subject to change. Do not cite or circulate.*
**Preliminary finding:** In 40% of the colleges the total unit load of linked co-requisite courses is 6 units.

**NOTE:** These are preliminary findings subject to change. Do not cite or circulate.
**Preliminary finding:** The typical college offers about 5 sections of college composition per section of the support course

**NOTE:** These are preliminary findings subject to change. Do not cite or circulate.
An evaluation of the equity implications of AB 705 is coming Fall 2021

- Use equity lens to examine placement and curricular reforms
- Quasi-experimental research design to explore equity in early outcomes of the reform in both math and English
  - One-year throughput
  - Success in subsequent coursework
  - Credit accrual
- Interviews with key faculty, staff and administrators that experienced big gains in equity
- Dissemination and outreach with policy and practice stakeholders
  - PPIC briefing with panel of experts
  - Practitioner and academic conferences
Notes on the use of these slides

These slides were created to accompany a presentation. They do not include full documentation of sources, data samples, methods, and interpretations. To avoid misinterpretations, please contact:

Marisol Cuellar Mejia (cuellar@ppic.org; 916-440-1135)
Olga Rodriguez (rodriguez@ppic.org; 415-291-4457)
Hans Johnson (johnson@ppic.org; 415-291-4460)

Thank you for your interest in this work.
Discussion Questions: AB 705 Math and English

- What placement and curricular reforms did you college implement to meet AB 705 mandates?
  - How did data and research inform your work?

- How are things going in the second term of full implementation?
  - Have you explored fall 2019 data? What are you finding, especially on the equity front?
  - What changes are you planning?