AB 705 Adjustments, Ethnicity, Gender and Special Populations

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Overview

- Adapting MMAP to AB 705
- History of AB 705
- Disaggregating the results
- Default placement rules
- Examples of how colleges are supporting students through the changes
  - Citrus College Math Department
  - Cuyamaca College English Department
Multiple Measures Assessment Project

• Ongoing, multiple year collaborative effort of CCCCO, Common Assessment Initiative (CAI), RP Group, Cal-PASS Plus (Educational Results Partnership & San Joaquin Delta College), and now >90 CCC pilot colleges

• Identify, analyze, & validate multiple measures data (including HS transcript data, non cognitive variable data, & self-report HS transcript data)

• Focus on predictive validity (success in course) using classification and regression tree models (robust to missing data, non-linear effects, and interactions)
  – Very conservative approach: target ≥70% success rate in college level course

• Engage pilot colleges to conduct local replications, test models and pilot use in placement, and provide feedback

bit.ly/MMAP2017
A Brief History of AB 705’s Origins and Development

- STEPS started in 2012 with 14 colleges
- MMAP – started in 2014-15 with the 14 STEPS colleges
- CAI and Multiple Measures Work Group formed in 2015
- MMAP decision rules guidance released – over 90 colleges eventually join pilot
- AB 705 passed (October, 2017)
- AB 705 Implementation Committee formed and an 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 CCCCCO guidance memos on English and math
- AB 705 Implementation Committee and ESL subcommittees continue to meet to provide additional guidance
Adapting MMAP to AB 705

• MMAP decision trees were based on identifying students who were highly likely to be successful
  – At least 70% probability of success in transfer-level

• Now, students can only be assigned to developmental education if:
  – They are highly unlikely to succeed at the transfer-level class AND
  – Developmental education maximizes the probability of successful completion of transfer-level coursework in one year.
What maximizes completion of transfer-level English and Math?

• We attempted to identify students more likely to complete transfer-level English or Math if they start in developmental education.
  – We looked at students who are least likely to succeed based on their HS performance (lowest GPA students)
  – We disaggregated the data by gender, ethnicity, Equal Opportunities Programs and Services (EOPS) status, Disabled Students Programs and Services (EOPS) status
What maximizes the likelihood of successful completion of transfer-level courses?

We compared:

- The success rate of similar students, by high school performance (GPA), if placed directly into a transfer-level course. We focused specifically on students with the lowest HSGPA, as they theoretically would be most likely to benefit from remediation.

Vs.

- Rate of successful completion of the transfer-level course within one year (AB 705) for students who start one level below
Transfer-Level Course Completion in One Year from First Class in Discipline (error bars represent ±1 se)

- **Transfer-Level English** (HS GPA < 1.9)
  - Lowest Node N=7,248
  - Regression N=1,749
  - 1 level below N=13,241

- **Statistics** (HS GPA < 2.3)
  - Lowest Node N=1,485
  - Regression N=809
  - 1 level below N=11,309

- **Pre-Calculus** (HS GPA < 2.6)
  - Lowest Node N=1,753
  - Regression N=661
  - 1 level below N=18,917

- Lowest Node Success in Target Course
- Regression Adjusted Success in Target Course
- Throughput from 1 level below
What did disaggregation of the basic analysis show?

• There were no identifiable groups of students within the timeframe of this study who completed a transfer-level course at a higher rate when placed into developmental education than if placed directly into transfer-level.
  – This patterns holds across ethnicity, gender, EOPS and DSPS status (ELL status in high school and Pell-eligible students as well)

Caveats and cautions

• DSPS analyses not meant to include students with severe cognitive disabilities.
  • Assessment/placement not appropriate method for identification
  • Most colleges have more appropriate cooperative methods with local K-12 districts to provide students appropriate transition & ed plan

• Be reasonable in proliferation of subcategory questions
  • Use care with small sample sizes and analysis-wide error issues
  • Often propose subcategories w/o evidence (“I heard that X do worse in …”)
  • Realize that for H₁ to be true, there has to be counterbalancing group that’s doing much better than you thought. Who are they?
  • Many of these groups are legally protected so the evidentiary burden to treat them differently will be carefully scrutinized.
Overall Results
Female Transfer-Level Course Completion in One Year from First Class in Discipline for Lowest HSGPA

<table>
<thead>
<tr>
<th>Course</th>
<th>Lowest Node Success in Target Course</th>
<th>Throughput from 1 level below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer-Level English (HS GPA &lt; 1.9)</td>
<td>42%</td>
<td>17%</td>
</tr>
<tr>
<td>Statistics (HS GPA &lt; 2.3)</td>
<td>38%</td>
<td>9%</td>
</tr>
<tr>
<td>Pre-Calculus (HS GPA &lt; 2.6)</td>
<td>36%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Transfer-Level English: Lowest Node N=2,721
1 level below N=5,697

Statistics: Lowest Node N=577
1 level below N=4,323

Pre-Calculus: Lowest Node N=498
1 level below N=7,590
Male Transfer-Level Course Completion in One Year from First Class in Discipline for Lowest HSGPA

- **Transfer-Level English** (HS GPA < 1.9)
  - Lowest Node N=4,527
  - 1 level below N=7,477
  - Success in Target Course: 42%
  - Throughput from 1 level below: 16%

- **Statistics** (HS GPA < 2.3)
  - Lowest Node N=908
  - 1 level below N=6,986
  - Success in Target Course: 41%
  - Throughput from 1 level below: 9%

- **Pre-Calculus** (HS GPA < 2.6)
  - Lowest Node N=1,255
  - 1 level below N=11,327
  - Success in Target Course: 39%
  - Throughput from 1 level below: 16%
EOPS Transfer-Level Course Completion in One Year from First Class in Discipline for Lowest HSGPA

- **Transfer-Level English** (HS GPA < 1.9)
  - Lowest Node N=604
  - 1 level below N=1,249
  - Success in Target Course: 42%
  - Throughput from 1 level below: 24%

- **Statistics** (HS GPA < 2.3)
  - Lowest Node N=133
  - 1 level below N=1,084
  - Success in Target Course: 44%
  - Throughput from 1 level below: 9%

- **Pre-Calculus** (HS GPA < 2.6)
  - Lowest Node N=166
  - 1 level below N=1,652
  - Success in Target Course: 42%
  - Throughput from 1 level below: 15%
DSPS Transfer-Level Course Completion in One Year from First Class in Discipline for Lowest HSGPA

- **Transfer-Level English** (HS GPA < 1.9)
  - Lowest Node N=208
  - 1 level below N=450
  - Lowest Node Success: 43%
  - Throughput from 1 level below: 17%

- **Statistics** (HS GPA < 2.3)
  - Lowest Node N=34
  - 1 level below N=305
  - Lowest Node Success: 50%
  - Throughput from 1 level below: 6%

- **Pre-Calculus** (HS GPA < 2.6)
  - Lowest Node N=34
  - 1 level below N=503
  - Lowest Node Success: 46%
  - Throughput from 1 level below: 13%
Hispanic Transfer-Level Course Completion in One Year from First Class in Discipline for Lowest HSGPA

- **Transfer-Level English (HS GPA < 1.9)**
  - Lowest Node: N=3,424
  - 1 level below: N=7,439
  - Success: 41%
  - Throughput: 15%

- **Statistics (HS GPA < 2.3)**
  - Lowest Node: N=628
  - 1 level below: N=5,585
  - Success: 35%
  - Throughput: 8%

- **Pre-Calculus (HS GPA < 2.6)**
  - Lowest Node: N=695
  - 1 level below: N=8,916
  - Success: 34%
  - Throughput: 14%
African American Transfer-Level Course Completion in One Year from First Class in Discipline for Lowest HSGPA

![Bar chart showing completion rates and throughput for Transfer-Level English, Statistics, and Pre-Calculus courses.]

- **Transfer-Level English** (HS GPA < 1.9)
  - Lowest Node N=488
  - 1 level below N=1,214
  - Success in Target Course: 34%
  - Throughput from 1 level below: 12%

- **Statistics** (HS GPA < 2.3)
  - Lowest Node N=121
  - 1 level below N=835
  - Success in Target Course: 33%
  - Throughput from 1 level below: 6%

- **Pre-Calculus** (HS GPA < 2.6)
  - Lowest Node N=78
  - 1 level below N=1,184
  - Success in Target Course: 25%
  - Throughput from 1 level below: 8%
Detailed Analysis
Female Transfer-Level English Course Completion in One Year by HSGPA Range and Starting Level

<table>
<thead>
<tr>
<th>Range</th>
<th>Transfer Level N</th>
<th>1 Level Below N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range 1 (HS GPA &lt; 1.9)</td>
<td>2,721</td>
<td>5,697</td>
</tr>
<tr>
<td>Range 2 (HS GPA &gt;= 1.9 &amp; &lt; 2.6)</td>
<td>11,022</td>
<td>14,695</td>
</tr>
<tr>
<td>Range 3 (HS GPA &gt;= 2.6)</td>
<td>29,312</td>
<td>18,907</td>
</tr>
</tbody>
</table>

Success rates if placed directly into transfer level English:
- Range 1: 42%
- Range 2: 60%
- Range 3: 81%

Throughput from 1 level below:
- Range 1: 17%
- Range 2: 31%
- Range 3: 46%
Male Transfer-Level English Course Completion in One Year by HSGPA Range and Starting Level

Range 1
(HS GPA < 1.9)
Transfer level N=4,527
1 level below N=7,477

Range 2
(HS GPA >= 1.9 & < 2.6)
Transfer level N=12,913
1 level below N=14,356

Range 3
(HS GPA >= 2.6)
Transfer level N=22,728
1 level below N=12,885
Hispanic Transfer-Level English Course Completion in One Year by HSGPA Range and Starting Level

<table>
<thead>
<tr>
<th>Range 1</th>
<th>Range 2</th>
<th>Range 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS GPA &lt; 1.9</td>
<td>HS GPA &gt;= 1.9 &amp; &lt; 2.6</td>
<td>HS GPA &gt;= 2.6</td>
</tr>
<tr>
<td>Transfer level N=3,424</td>
<td>Transfer level N=9,094</td>
<td>Transfer level N=15,091</td>
</tr>
<tr>
<td>1 level below N=7,439</td>
<td>1 level below N=14,009</td>
<td>1 level below N=12,326</td>
</tr>
<tr>
<td>Success rates if placed directly into transfer level English</td>
<td>Throughput from 1 level below</td>
<td></td>
</tr>
<tr>
<td>41% 15%</td>
<td>56% 28%</td>
<td>76% 42%</td>
</tr>
</tbody>
</table>
African American Transfer-Level English Course Completion in One Year by HSGPA Range and Starting Level

<table>
<thead>
<tr>
<th>Range</th>
<th>Success rates if placed directly into transfer level English</th>
<th>Throughput from 1 level below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range 1 (HS GPA &lt; 1.9)</td>
<td>34%</td>
<td>12%</td>
</tr>
<tr>
<td>Transfer level N=488 1 level below N=1,124</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range 2 (HS GPA &gt;= 1.9 &amp; &lt; 2.6)</td>
<td>52%</td>
<td>24%</td>
</tr>
<tr>
<td>Transfer level N=1,183 1 level below N=1,752</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range 3 (HS GPA &gt;= 2.6)</td>
<td>71%</td>
<td>36%</td>
</tr>
<tr>
<td>Transfer level N=1,319 1 level below N=1,131</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Transfer-Level English Completion in One Year by Ethnicity and Starting Level for Lowest HSGPA Range (<1.9)

- **Asian**: N=347, 1 level below N=566, Success in Transfer Level English: 48%, Throughput from 1 level below: 27%
- **African American**: N=488, 1 level below N=1,124, Success in Transfer Level English: 34%, Throughput from 1 level below: 12%
- **Filipino**: N=131, 1 level below N=231, Success in Transfer Level English: 45%, Throughput from 1 level below: 21%
- **Hispanic**: N=3,424, 1 level below N=7,439, Success in Transfer Level English: 41%, Throughput from 1 level below: 15%
- **Native American**: N=55, 1 level below N=81, Success in Transfer Level English: 25%, Throughput from 1 level below: 18%
- **Pacific Islander**: N=52, 1 level below N=77, Success in Transfer Level English: 37%, Throughput from 1 level below: 8%
- **Two or More Races**: N=164, 1 level below N=257, Success in Transfer Level English: 40%, Throughput from 1 level below: 16%
- **White**: N=1,929, 1 level below N=2,348, Success in Transfer Level English: 46%, Throughput from 1 level below: 20%
- **Unknown**: N=658, 1 level below N=1,057, Success in Transfer Level English: 42%, Throughput from 1 level below: 18%
Gender and Ethnicity: Statistics
Female Statistics Course Completion in One Year by HSGPA Range and Starting Level

- **Range 1** (HS GPA < 2.3)
  - Transfer level N=577
  - 1 level below N=4,323
  - Success rates if placed directly into Statistics: 38%
  - Throughput from 1 level below: 9%

- **Range 2** (HS GPA >= 2.3 & < 3.0)
  - Transfer level N=2,601
  - 1 level below N=9,264
  - Success rates if placed directly into Statistics: 56%
  - Throughput from 1 level below: 18%

- **Range 3** (HS GPA >= 3.0)
  - Transfer level N=5,074
  - 1 level below N=6,540
  - Success rates if placed directly into Statistics: 82%
  - Throughput from 1 level below: 30%
Male Statistics Course Completion in One Year by HSGPA Range and Starting Level

- **Range 1** (HS GPA < 2.3)
  - Transfer level: N=908
  - 1 level below: N=6,986
  - Success rates if placed directly into Statistics: 41%
  - Throughput from 1 level below: 9%

- **Range 2** (HS GPA >= 2.3 & < 3.0)
  - Transfer level: N=2,474
  - 1 level below: N=8,715
  - Success rates if placed directly into Statistics: 58%
  - Throughput from 1 level below: 19%

- **Range 3** (HS GPA >= 3.0)
  - Transfer level: N=2,641
  - 1 level below: N=3,846
  - Success rates if placed directly into Statistics: 82%
  - Throughput from 1 level below: 27%
Hispanic Statistics Course Completion in One Year by HSGPA Range and Starting Level

<table>
<thead>
<tr>
<th>Range 1</th>
<th>Success rates if placed directly into Statistics</th>
<th>8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(HS GPA &lt; 2.3)</td>
<td>Throughput from 1 level below</td>
<td></td>
</tr>
<tr>
<td>Transfer level</td>
<td>N=628</td>
<td></td>
</tr>
<tr>
<td>1 level below</td>
<td>N=5,585</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range 2</th>
<th>Success rates if placed directly into Statistics</th>
<th>16%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(HS GPA &gt;= 2.3 &amp; &lt; 3.0)</td>
<td>Throughput from 1 level below</td>
<td></td>
</tr>
<tr>
<td>Transfer level</td>
<td>N=1,724</td>
<td></td>
</tr>
<tr>
<td>1 level below</td>
<td>N=7,752</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range 3</th>
<th>Success rates if placed directly into Statistics</th>
<th>27%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(HS GPA &gt;= 3.0)</td>
<td>Throughput from 1 level below</td>
<td></td>
</tr>
<tr>
<td>Transfer level</td>
<td>N=1,868</td>
<td></td>
</tr>
<tr>
<td>1 level below</td>
<td>N=3,832</td>
<td></td>
</tr>
</tbody>
</table>
African American Statistics Course Completion in One Year by HSGPA Range and Starting Level

<table>
<thead>
<tr>
<th>Range</th>
<th>Level</th>
<th>N</th>
<th>Success rates if placed directly into Statistics</th>
<th>Throughput from 1 level below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range 1</td>
<td>(HS GPA &lt; 2.3)</td>
<td>121</td>
<td>33%</td>
<td>6%</td>
</tr>
<tr>
<td>Transfer</td>
<td>N=121</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 level</td>
<td>below</td>
<td>835</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range 2</td>
<td>(HS GPA &gt;= 2.3 &amp; &lt; 3.0)</td>
<td>235</td>
<td>47%</td>
<td>11%</td>
</tr>
<tr>
<td>Transfer</td>
<td>N=235</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 level</td>
<td>below</td>
<td>868</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range 3</td>
<td>(HS GPA &gt;= 3.0)</td>
<td>191</td>
<td>69%</td>
<td>24%</td>
</tr>
<tr>
<td>Transfer</td>
<td>N=191</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 level</td>
<td>below</td>
<td>336</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Statistics Completion in One Year by Ethnicity and Starting Level for Lowest HSGPA Range (<1.9)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>N</th>
<th>Starting Level</th>
<th>Success rates if placed directly into Statistics</th>
<th>Throughput from 1 level below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>156</td>
<td>1 level below</td>
<td>48%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>952</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>121</td>
<td>1 level below</td>
<td>33%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>835</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>52</td>
<td>1 level below</td>
<td>50%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>302</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>628</td>
<td>1 level below</td>
<td>35%</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>5,585</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>348</td>
<td>1 level below</td>
<td>44%</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>2,390</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>138</td>
<td>1 level below</td>
<td>40%</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>874</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Excludes groups where N < 50
Gender and Ethnicity: Pre-Calculus
Female BSTEM Course Completion in One Year by HSGPA Range and Starting Level

<table>
<thead>
<tr>
<th>Range 1</th>
<th>Range 2</th>
<th>Range 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>(HS GPA &lt; 2.6 &amp; no Pre-calc in HS)</td>
<td>(HS GPA &gt;= 2.6 or Pre-calc in HS)</td>
<td>(HS GPA &gt;= 3.4 or 11th grade GPA &gt;= 2.6 with Calculus in HS)</td>
</tr>
<tr>
<td>Transfer level N=498</td>
<td>Transfer level N=1,772</td>
<td>Transfer level N=1,066</td>
</tr>
<tr>
<td>1 level below N=7,590</td>
<td>1 level below N=10,250</td>
<td>1 level below N=2,287</td>
</tr>
</tbody>
</table>

- **Success rates if placed directly into Pre-calculus**
  - Range 1: 36% (12%)
  - Range 2: 55% (29%)
  - Range 3: 78% (47%)

- **Throughput from 1 level below**
  - Range 1: 12%
  - Range 2: 29%
  - Range 3: 47%
Male BSTEM Course Completion in One Year by HSGPA Range and Starting Level

### Range 1
(HS GPA < 2.6 & no Pre-calc in HS)
- Transfer level: N=1,255
- 1 level below: N=11,327

Success rate: **39%**
Throughput: **16%**

### Range 2
(HS GPA >= 2.6 or Pre-calc in HS)
- Transfer level: N=3,009
- 1 level below: N=7,968

Success rate: **59%**
Throughput: **37%**

### Range 3
(HS GPA >= 3.4 or 11th grade GPA > 2.6 with Calculus in HS)
- Transfer level: N=1,048
- 1 level below: N=1,251

Success rate: **78%**
Throughput: **48%**
Hispanic BSTEM Course Completion in One Year by HSGPA Range and Starting Level

Range 1
( HS GPA < 2.6 & no Pre-calc in HS)
Transfer level N=695
1 level below N=8,916

Success rates if placed directly into Pre-calculus
34%

Range 2
( HS GPA >= 2.6 or Pre-calc in HS)
Transfer level N=1,440
1 level below N=7,443

Throughput from 1 level below
53%

Range 3
( HS GPA >= 3.4 or 11th GPA >= 2.6 with Calculus in HS)
Transfer level N=550
1 level below N=1,209

73%

58%
African American BSTEM Course Completion in One Year by HSGPA Range and Starting Level

**Range 1**
- (HS GPA < 2.6 & no Pre-calc in HS)
- Transfer level N=78
- 1 level below N=1,184
- Success rate: 25%
- Throughput from 1 level below: 8%

**Range 2**
- (HS GPA >= 2.6 or Pre-calc in HS)
- Transfer level N=122
- 1 level below N=779
- Success rate: 50%
- Throughput from 1 level below: 27%

**Range 3**
- (HS GPA >= 3.4 or 11th grade GPA >= 2.6 with Calculus in HS)
- Transfer level N=30
- 1 level below N=76
- Success rate: 73%
- Throughput from 1 level below: 6%
Business STEM Completion in One Year by Ethnicity and Starting Level for Lowest HSGPA Range (<1.9)

- **Asian**: 49% success rate if placed directly into Pre-calculus. N=303, 1 level below N=1,717.
- **African American**: 25% success rate. N=78, 1 level below N=1,184.
- **Hispanic**: 34% success rate. N=695, 1 level below N=8,916.
- **White**: 38% success rate. N=384, 1 level below N=4,314.
- **Unknown**: 40% success rate. N=189, 1 level below N=1,556.

*Success rates if placed directly into Pre-calculus
Throughput from 1 level below

*Excludes groups where N < 50
EOPS Transfer-Level English Course Completion in One Year by HSGPA Range and Starting Level

Success rates if placed directly into transfer level English
Throughput from 1 level below

Range 1
(HS GPA < 1.9)
Transfer level N=604
1 level below N=1,249
42% 24%

Range 2
(HS GPA >= 1.9 & < 2.6)
Transfer level N=1,580
1 level below N=2,534
64% 39%

Range 3
(HS GPA >= 2.6)
Transfer level N=2,397
1 level below N=2,367
78% 57%
EOPS Statistics Course Completion in One Year by HSGPA Range and Starting Level

Range 1
(HS GPA < 2.3)
Transfer level N=133
1 level below N=1,084
Success rates if placed directly into Statistics: 44%
Throughput from 1 level below: 9%

Range 2
(HS GPA >= 2.3 & < 3.0)
Transfer level N=368
1 level below N=1,437
Success rates if placed directly into Statistics: 54%
Throughput from 1 level below: 21%

Range 3
(HS GPA >= 3.0)
Transfer level N=365
1 level below N=739
Success rates if placed directly into Statistics: 77%
Throughput from 1 level below: 32%
EOPS BSTEM Course Completion in One Year by HSGPA Range and Starting Level

**Range 1**
( HS GPA < 2.6 & no Pre-calc in HS)
Transfer level N=166
1 level below N=1,652
Success rates if placed directly into Pre-calculus: 42%
Throughput from 1 level below: 15%

**Range 2**
( HS GPA >= 2.6 or Pre-calc in HS)
Transfer level N=323
1 level below N=1,351
Success rates if placed directly into Pre-calculus: 59%
Throughput from 1 level below: 30%

**Range 3**
( HS GPA >= 3.4 or 11th grade GPA >= 2.6 with Calculus in HS)
Transfer level N=138
1 level below N=257
Success rates if placed directly into Pre-calculus: 77%
Throughput from 1 level below: 49%
DSPS Transfer-Level English Course Completion in One Year by HSGPA Range and Starting Level

- **Range 1** (HS GPA < 1.9)
  - Transfer level: N=208
  - 1 level below: N=450
  - Success rate: 43%
  - Throughput: 17%

- **Range 2** (HS GPA >= 1.9 & < 2.6)
  - Transfer level: N=590
  - 1 level below: N=980
  - Success rate: 58%
  - Throughput: 28%

- **Range 3** (HS GPA >= 2.6)
  - Transfer level: N=1,189
  - 1 level below: N=1,049
  - Success rate: 77%
  - Throughput: 52%
DSPS Statistics Course Completion in One Year by HSGPA Range and Starting Level

<table>
<thead>
<tr>
<th>Range</th>
<th>(HS GPA)</th>
<th>Transfer level N</th>
<th>1 level below N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range 1</td>
<td>(&lt; 2.3)</td>
<td>34</td>
<td>305</td>
</tr>
<tr>
<td>Range 2</td>
<td>(&gt;= 2.3 &amp; &lt; 3.0)</td>
<td>98</td>
<td>475</td>
</tr>
<tr>
<td>Range 3</td>
<td>(&gt;= 3.0)</td>
<td>142</td>
<td>259</td>
</tr>
</tbody>
</table>

Success rates if placed directly into Statistics
Throughput from 1 level below
DSPS BSTEM Course Completion in One Year by HSGPA Range and Starting Level

Range 1
(HS GPA < 2.6 & no Pre-calc in HS)
Transfer level N=34
1 level below N=503
Success rates if placed directly into Pre-calculus: 46%
Throughput from 1 level below: 13%

Range 2
(HS GPA >= 2.6 or Pre-calc in HS)
Transfer level N=92
1 level below N=459
Success rates if placed directly into Pre-calculus: 48%
Throughput from 1 level below: 35%

Range 3
(HS GPA >= 3.4 or 11th grade GPA >= 2.6 with Calculus in HS)
Transfer level N=50
1 level below N=77
Success rates if placed directly into Pre-calculus: 70%
Throughput from 1 level below: 88%
No one is saying that these success rates are acceptable

• However, AB 705 requires that we only place students into developmental education if:
  – students are highly unlikely to succeed at transfer-level
  – it maximizes their likelihood of completion of the transfer-level course
• Neither of these conditions appear to be met even for the lowest performing HS students
• That limits us to providing concurrent or corequisite support
## Placement/Support Recommendations: English

<table>
<thead>
<tr>
<th>High School Performance Metrics</th>
<th>Recommended AB 705 Placement for English</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGPA $\geq$ 2.6</td>
<td>Transfer-Level English Composition</td>
</tr>
<tr>
<td></td>
<td>No additional academic or concurrent support required</td>
</tr>
<tr>
<td>HSGPA 1.9 to 2.6</td>
<td>Transfer-Level English Composition</td>
</tr>
<tr>
<td></td>
<td>Additional academic and concurrent support recommended</td>
</tr>
<tr>
<td>HSGPA &lt; 1.9</td>
<td>Transfer-Level English Composition</td>
</tr>
<tr>
<td></td>
<td>Additional academic and concurrent support strongly recommended</td>
</tr>
</tbody>
</table>

For more information, see the July, 2018 AB705 Implementation Memo at [https://assessment.cccco.edu/resources/](https://assessment.cccco.edu/resources/)
<table>
<thead>
<tr>
<th>High School Performance Metric</th>
<th>Recommended AB 705 Placement for Statistics/Liberal Arts Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGPA ≥ 3.0 Or HSGPA ≥ 2.3 &amp; ≥C in Precalculus</td>
<td>Transfer-Level Statistics/Liberal Arts Mathematics No additional academic or concurrent support required</td>
</tr>
<tr>
<td>HSGPA 2.3–3.0</td>
<td>Transfer-Level Statistics/Liberal Arts Mathematics Additional academic and concurrent support recommended</td>
</tr>
<tr>
<td>HSGPA &lt; 2.3</td>
<td>Transfer-Level Statistics/Liberal Arts Mathematics Additional academic and concurrent support strongly recommended</td>
</tr>
</tbody>
</table>
### Placement/Support Recommendations: BSTEM Math

<table>
<thead>
<tr>
<th>High School Performance Metric</th>
<th>Recommended AB 705 Placement for BSTEM Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGPA ≥ 3.4 OR HSGPA ≥ 2.6 &amp; enrolled in HS Calculus</td>
<td>Transfer-Level BSTEM Mathematics No additional academic or concurrent support required</td>
</tr>
<tr>
<td>HSGPA ≥2.6 or Enrolled in HS Precalculus</td>
<td>Transfer-Level BSTEM Mathematics Additional academic and concurrent support recommended</td>
</tr>
<tr>
<td>HSGPA &lt; 2.6 and no Precalculus</td>
<td>Transfer-Level BSTEM Mathematics Additional academic and concurrent support strongly recommended</td>
</tr>
</tbody>
</table>

Note: The BSTEM table presumes student completion of Intermediate Algebra/Algebra 2, an equivalent such as Integrated Math III, or higher course in high school.
Non Credit Support Course

• College of the Redwoods: “Applied Study Skills and Strategies"
  – Educational Assistance Class (EAC) - open entry/open exit – Non credit
  – Students can take it as much as they want and don’t have to pay for it
  – 51% DSPS students, 49% general students
  – Center is open business hours
  – One full time instructor with instructional aides - trained in adaptive study skills and strategies
    • Students required to meet with the instructor one per term to determine their goals and where they need the most assistance
    • Tutoring provided by subject and support provided where the student needs it most – adaptive support
Citrus College Example
Advancing Equity-Mindedness in the Classroom

Using Practitioner-Level Data to Close Equity Gaps and Improve Student Achievement

Presenters: Katie Cabral, Tania Jabour, Kristin McGregor, Lauren Halsted
Cuyamaca College
Background/Context

- Cultural change needs to happen with structural changes (AB 705) to reduce equity gaps
  - Assumption: If instructors have access to individual disaggregated data, they will be empowered to make changes to their curriculum and teaching practices
  - Assumption: Changes to curriculum and teaching practices are necessary for equitable outcomes in learning institutions
Structural Change: English Placement and Acceleration

In 2011

0% of Black students
7% of Latinx students
12% of White students

placed into English 1A via traditional placement methods (Accuplacer)

In 2018

100% of ALL students

placed into English 1A with and without co-requisite support

(with MMAP placement and elimination of traditional basic skills sequence)

Note: Students can still self-place into an accelerated basic skills class in English one level below transfer

Structural change is CRITICALLY important, and often leads to significant gains in success for all groups.
**BUT Structural Change ALONE is NOT ENOUGH**

One-Year Transfer-Level English Throughput Rate by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Traditional Pipeline (Fall 2011 Cohort)</th>
<th>Accelerated Model (Fall 2016 Cohort)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>![4%] (4%)</td>
</tr>
<tr>
<td>Latinx</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>![17%] (17%)</td>
<td>![53%] (53%)</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>![21%] (21%)</td>
<td>![67%] (67%)</td>
</tr>
</tbody>
</table>
Cuyamaca College
English Department
Equity Project

We didn’t make this up!

There are other colleges doing similar equity work with instructor-level data

- Butte College’s FAIR Program
- Skyline College’s Equity Training Series
- Mesa College’s Course Redesign Institute (in collaboration with the Center for Urban Education)
Making Equity Personal for Faculty

- Offer confidential, disaggregated, instructor-level equity data by course
- Provide instructors foundational and contextual information regarding equity
- Invite external equity experts to support efforts
- Share effective equity practices and challenges
- Encourage instructors to develop their own inquiry projects
- Revisit data after project cycle: Did we move the needle?
Confidential Instructor-Level Equity Data (Action Research)

- Campus-based researcher provides equity data directly to instructor
- Data remains separate from instructor evaluation process
- Project participation is entirely voluntary and is compensated
- Department-level data provided for context and comparisons
- Initial instructor data inquiry:
  - Identify what equity gaps exist
  - Reflect on why those gaps might exist (it’s okay not to know!)
  - Brainstorm ways to potentially reduce or eliminate those gaps
Types of Equity Projects
Instructor-Led Inquiry Projects: Ideas and Interventions

Curricular Interventions
- Problem and/or Project Based Learning
- More visual media and visual literacy
- Prioritize texts from writers of color
- Complicate the notion of “Standard English”

Pedagogical Interventions
- More small group and low-stakes work
- In-class writing practice and assessment
- Mistake Manifesto (integrating Growth Mindset practices)
- Transparent Assignments (clear purpose, prompt, scaffolding, expectations, assessment rubric and models)

Assessment Interventions
- Contract grading
- Student self-evaluations and reflections in assessment process
- Assessment practices tied to skill competency rather than point allocation
- Narrative feedback/comments to students incorporate growth mindset and CRTL language

Other (Misc)
- Develop supplemental reading and writing skills “toolbox” for students
- Use classroom time/space for “life issues”
- Revisit and revise course values and assumptions on Course Outlines of Record
Lessons Learned and Future Goals

- Start with foundation in not only race and ethnicity, but also *whiteness*
- Incorporate regular personal reflection
- Tie ideas for instructor-led projects back to the data piece
- Address that it’s challenging to know *why* instructors have equity gaps
- Facilitate no-pressure instructor collaboration/mentoring; provide instructors with opportunities to observe other instructors who are stronger in certain areas
- Adjust meeting frequency as appropriate: twice per month was challenging yet needed/helpful
- *And . . . how do we keep funding this?*
Questions?

All webinars are archived here: [http://rpgroup.org/Our-Projects/All-Projects/Multiple-Measures/Presentations-and-Webinars](http://rpgroup.org/Our-Projects/All-Projects/Multiple-Measures/Presentations-and-Webinars)

Archived webinars:

- Replicating AB 705 Adjustments Locally
- Understanding and Interpreting the AB 705 Adjustments
- AB 705, ESL and English Composition
- Post-AB 705: Supporting Colleges Through the Transition for ESL
- Validating Innovative Curriculum Under AB 705

Upcoming webinar:

Developing an AB 705 Evaluation/Research Plan
**Wednesday, November 7 | 10:30 – 11:30 am**
[https://cccconfer.zoom.us/j/440539610](https://cccconfer.zoom.us/j/440539610)
+1 646 876 9923 (US Toll)
Meeting ID: 440 539 610