ANALYSIS, EVALUATION AND COLLABORATION:
AB 705 FOR INSTITUTIONAL RESEARCH PROFESSIONALS

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Overview

- Statewide publications as reference material
- Requirements of AB 1805
- Title 5 regulations for placement and curricular innovations
- Calculating throughput rates
- Evaluating innovative curriculum
- Evaluating guided self-placement
- Collaborating with faculty
- Surveys
- Resources
Recent Statewide Publications

- Access, Enrollment and Success in Transfer-Level English and Math in the California Community College System, The RP Group

- What Happens When Colleges Broaden Access to Transfer-Level Courses? Evidence from California’s Community Colleges, PPIC

- Getting There: Are California Community Colleges Maximizing Student Completion of Transfer-Level Math and English? Campaign for College Opportunity
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 ethnicity and gender

• Annually updated

Title 5, Section 55522.c Placement Methods

(1) Districts shall use a placement method for English and mathematics (or quantitative reasoning) identified below:

(A) Any Chancellor's Office placement method published by the Chancellor's Office to implement Education Code section 78213.

(B) A district placement method based upon localized research using high school performance data, including self-reported high school performance data.

(i) A district placement method using localized research may utilize multiple measures to increase a student's placement recommendation, but may not lower it, and must allow high performance on one measure to offset low performance on other measures.

(ii) A district placement method using localized research must be supported by data and research showing throughput rates at or above those achieved by direct placement into a transfer-level course (or college-level courses where appropriate). Such data and research must be validated within two years of adoption of the method. The Chancellor shall regularly publish throughput rates achieved by direct placement into transfer-level courses (or college-level courses where appropriate), based upon the best available research at the time of publication.

http://bit.ly/T5-Section-55522
# Default Rules for English

<table>
<thead>
<tr>
<th>High School Performance Metric for English</th>
<th>Recommended AB 705 Placement for English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HSGPA ≥ 2.6</strong>&lt;br&gt;Adjusted one-semester success rates of 79%&lt;br&gt;Throughput from one-level below is 40%</td>
<td><strong>Transfer-Level English Composition</strong>&lt;br&gt;No additional academic or concurrent support required</td>
</tr>
<tr>
<td><strong>HSGPA 1.9 - 2.6</strong>&lt;br&gt;Adjusted one-semester success rates of 58%&lt;br&gt;Throughput from one-level below is 22%</td>
<td><strong>Transfer-Level English Composition</strong>&lt;br&gt;Additional academic and concurrent support recommended</td>
</tr>
<tr>
<td><strong>HSGPA &lt; 1.9</strong>&lt;br&gt;Adjusted one-semester success rates of 42%&lt;br&gt;Throughput from one-level below is 12%</td>
<td><strong>Transfer-Level English Composition</strong>&lt;br&gt;Additional academic and concurrent support strongly recommended</td>
</tr>
</tbody>
</table>
# Default Rules for SLAM

<table>
<thead>
<tr>
<th>High School Performance Metric for Statistics/Liberal Arts Mathematics</th>
<th>Recommended AB 705 Placement for Statistics/Liberal Arts Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGPA ≥ 3.0</td>
<td>Transfer-Level Statistics/Liberal Arts Mathematics</td>
</tr>
<tr>
<td><strong>Adjusted one-semester success rates of 74%</strong></td>
<td>No additional academic or concurrent support required</td>
</tr>
<tr>
<td>Throughput from one-level below is 31%</td>
<td></td>
</tr>
<tr>
<td>HSGPA from 2.3 to 2.9</td>
<td>Transfer-Level Statistics/Liberal Arts Mathematics</td>
</tr>
<tr>
<td><strong>Adjusted one-semester success rates of 48%</strong></td>
<td>Additional academic and concurrent support recommended</td>
</tr>
<tr>
<td>Throughput from one-level below is 17%</td>
<td></td>
</tr>
<tr>
<td>HSGPA &lt; 2.3</td>
<td>Transfer-Level Statistics/Liberal Arts Mathematics</td>
</tr>
<tr>
<td><strong>Adjusted one-semester success rates of 29%</strong></td>
<td>Additional academic and concurrent support strongly recommended</td>
</tr>
<tr>
<td>Throughput from one-level below is 8%</td>
<td></td>
</tr>
<tr>
<td>High School Performance Metric BSTEM Mathematics</td>
<td>Recommended AB 705 Placement for BSTEM Mathematics</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>HSGPA ≥ 3.4 or HSGPA ≥ 2.6 AND HS Calculus</td>
<td>Transfer-Level BSTEM Mathematics No additional academic or concurrent support required</td>
</tr>
<tr>
<td><strong>Adjusted one-semester success rates of 75%</strong></td>
<td>Throughput from one-level below is 54%</td>
</tr>
<tr>
<td><strong>Throughput from one-level below is 54%</strong></td>
<td></td>
</tr>
<tr>
<td>HSGPA ≥ 2.6 or HS Precalculus</td>
<td>Transfer-Level BSTEM Mathematics Additional academic and concurrent support recommended</td>
</tr>
<tr>
<td><strong>Adjusted one-semester success rates of 54%</strong></td>
<td>Throughput from one-level below is 34%</td>
</tr>
<tr>
<td>HSGPA ≤ 2.6 and no Precalculus</td>
<td>Transfer-Level BSTEM Mathematics Additional academic and concurrent support strongly recommended</td>
</tr>
<tr>
<td><strong>Adjusted one-semester success rates of 28%</strong></td>
<td>Throughput from one-level below is 13%</td>
</tr>
</tbody>
</table>

**Default Rules for BSTEM**
Validating Placement Models

55522(c)(3)(B), Failure to Validate Local Placement

(3) Districts adopting a district placement method under subparagraph (c)(1)(B) or (c)(1)(C) shall, by July 1, 2019, provide an adoption plan on a form prescribed by the Chancellor, explaining the placement method and why the district believes it will be effective. Within two years of the adoption of a district placement method, the district shall report to the Chancellor on the method's efficacy. The Chancellor may order the district to relinquish the district placement method and adopt a placement method published by the Chancellor's Office under any of the following circumstances:

(A) the district's failure to report within two years of adoption;

(B) the district's failure to demonstrate that the local placement method meets or exceeds the throughput rate of a placement method published by the Chancellor's Office.

(4) Districts shall provide new placement recommendations for students placed into pretransfer-level English, mathematics (or quantitative reasoning) courses prior to July 1, 2019, in compliance with this section. Districts shall disclose their plans to implement retroactive placement recommendations as part of the adoption plan described in subparagraph (c)(3).

http://bit.ly/T5-Section-55522
Calculating Throughput Rates
What is a “Throughput Rate”? 

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

• Throughput rate (AB 705): The proportion of a cohort of students who complete the transferable or gateway math or English course within two semesters or three quarters of entering their first course in the sequence or 6 semesters or 9 quarters for students in credit ESL and complete transfer-level English
Evaluating Throughput Rates

- Calculate throughput rates from first attempt
  - English and Math = 1 yr, ESL = 3 yrs, can also include one term rates
- Disaggregate by:
  - Sequence starting level, e.g. one level below (CB 21= A)
  - Special population groups for disproportionate impacts
  - High school GPA band (default and/or local placement rules)
  - Corequisite enrollment
  - Include interactions, e.g. demographics of those in corequisites v. stand alone courses, rates by HSGPA band and corequisite enrollment
- While transfer level is a focus, conduct analyses for degree applicable as well
  - e.g. local contextualized quantitative course for a certificate program
- Noncredit to credit ESL transition rates (note: three year timeframe for AB 705 starts with first credit ESL course)
**High School GPA* & Students Success Rate in Transfer English Fall 2018**

- **0 < GPA ≤ 1.9**
  - Engl-1A with Corequisite: 51%
  - Engl-1A Stand Alone: 49%

- **1.9 < GPA ≤ 2.6**
  - Engl-1A with Corequisite: 71%
  - Engl-1A Stand Alone: 61%

- **GPA > 2.6**
  - Engl-1A with Corequisite: 84%
  - Engl-1A Stand Alone: 77%
### Example from Cabrillo College

#### Success Rate of Students with Accessibility Support in English Course Fall 2018

<table>
<thead>
<tr>
<th>Accessibility Support Type</th>
<th>English-1A+Coreq Enrollments</th>
<th>English-1A Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Disabled</td>
<td>23</td>
<td>34</td>
</tr>
<tr>
<td>Other Disability</td>
<td>44</td>
<td>71</td>
</tr>
<tr>
<td>None</td>
<td>376</td>
<td>934</td>
</tr>
</tbody>
</table>

- **Learning Disabled**: 79% success rate with 91% in English-1A+Corequisite.
- **Other Disability**: 70% success rate with 75% in English-1A+Corequisite.
- **None**: 65% success rate with 70% in English-1A+Corequisite.
Evaluating Innovative Curriculum
What is innovation?

- It is something **NEW**.
- There are two basic types of innovations that could possibly be compliant with AB705:
  - Corequisite
  - Two-course sequence
- Must maximize throughput
- Have two years to evaluate, but why wait?
Corequisite remediation vs. 2-term remediation

- Corequisite remediation has a special status in AB 705
  - Need only show that students who participate in the corequisite are **more likely to succeed** than similar students who do not (disaggregated by HS GPA group)

- Two-term remediation has a higher bar
  - Must show that students are **highly unlikely to succeed** without the prerequisite course
  - And that they have higher throughput with prereq. than w/out
## Logic Model for 2-term developmental sequence

<table>
<thead>
<tr>
<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>
<th>Expected Throughput Rate</th>
<th>Baseline Throughput Rate</th>
<th>Expected Improvement over Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest performance band (include high school performance characteristics that define the lowest performance band here)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- ERN Educational Results Partnership
- theRPgroup Research, Planning, Professional Development for California Community Colleges
Example Logic Model for 2-term developmental sequence

<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>
<th>Expected Throughput Rate</th>
<th>Baseline Throughput Rate</th>
<th>Expected Improvement over Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60%</td>
<td>80%</td>
<td>60%</td>
<td>29%</td>
<td>42%</td>
<td>-13%</td>
</tr>
</tbody>
</table>
Example: Logic Model for 2-term developmental sequence

<table>
<thead>
<tr>
<th></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>
<th>Expected Throughput Rate</th>
<th>Baseline Throughput Rate</th>
<th>Expected Improvement over Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest performance band: High school GPA &lt; 1.90</td>
<td>70%</td>
<td>90%</td>
<td>70%</td>
<td>44%</td>
<td>42%</td>
<td>2%</td>
</tr>
</tbody>
</table>
## Evaluating two-term developmental pilot performance

<table>
<thead>
<tr>
<th></th>
<th>Success Rate in the Prerequisite</th>
<th>Persistence into Transfer-level Course the Following Term</th>
<th>Success Rate in Transfer-level Course</th>
<th>1-yr. Throughput Rate</th>
<th>Comparison Throughput Rate</th>
<th>Gain (or loss) in Throughput Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entire pilot cohort (include placement rule that made students eligible for the pilot)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnicity subgroup 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnicity subgroup 2, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Evaluating corequisite pilot performance

<table>
<thead>
<tr>
<th></th>
<th>Success rate in the Corequisite</th>
<th>Success Rate in Linked Transfer-level Course</th>
<th>Throughput Rate</th>
<th>Comparison Throughput Rate</th>
<th>Gain (or loss) in Throughput Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entire pilot cohort:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS GPA &lt; 1.90</td>
<td>55%</td>
<td>55%</td>
<td>55%</td>
<td>42%</td>
<td>13%</td>
</tr>
<tr>
<td>Ethnicity subgroup 1</td>
<td>45%</td>
<td>45%</td>
<td>45%</td>
<td>42%</td>
<td>3%</td>
</tr>
<tr>
<td>Ethnicity subgroup 2, etc.</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
<td>42%</td>
<td>18%</td>
</tr>
</tbody>
</table>
Determination

• Compare your pilot group’s throughput rate to the baseline throughput rate. It must be higher to justify scaling up/keeping the pilot.

• Be aware that the baseline (or target throughput rate to beat) will be shifting up as other innovations continually raise the bar.

• Be engaged in the community of practice and learn from what others are doing—no need to reinvent wheels
Evaluating Guided Self-Placement
Requirements of Guided Self-Placement

GUIDED PLACEMENT, INCLUDING SELF-PLACEMENT ADOPTION PLAN FOR ENGLISH AND MATHEMATICS/QUANTITATIVE REASONING INSTRUCTIONS

The Chancellor’s Office is providing provisional approval for districts that opt to develop guided placement and self-placement methods that requires Chancellor’s approval. If this is the case, the district must collect data to demonstrate that students benefit from the guided and self-placement models implemented. Data reported shall include: throughput and successful pass rates, and the college’s placement results (e.g., the number of students assessed, the number of students placed into the colleges curricular offerings in English and mathematics/quantitative reasoning, and whether concurrent support was recommended, disaggregated by race and ethnicity). Districts will be allowed no more than two years to innovate and validate their own guided and self-placement methodologies; however, districts will be required to provide a preliminary report on their validation data after one year of implementation.

Source: https://assessment.cccco.edu/ab-705-implementation; Memo: AA 19-19 Memo AB 705 GSP Guidance and Adoption Plan Instructions | April 23, 2019
Collaborating with Faculty

• Jointly develop a research plan with short term and long term outcomes
• Include both qualitative (faculty experiences) and quantitative (throughput rates) measures
• Work together to develop surveys or conduct focus groups
• IRPE professionals should share updates and research briefs regularly with faculty and AB 705 committees
• More ideas for collaboration: https://bit.ly/2It8hBI
Resources to Develop

• Build common ground by broad exposure to existing research
  – Make existing statewide and national evidence & resources easily accessible
  – Develop brief local summaries

• Work to examine existing data now for comparison purposes
  – Successful completion of transfer-level course by placement level
    • In first semester, first year, multiple years
  – Time to complete transfer-level course working backwards from recent completers
  – Degree completion and transfer rate by initial grade and level of placement
Other Measures to Consider

- Persistence to enrollment from application/assessment
- Discipline-specific outcomes as well as overall outcomes
  - Section/enrollment count per course level
  - Enrollment (or not), time to enrollment in first course, level of enrollment
  - Drop rate/withdrawal rate
  - Success rate & grade distribution
- Persistence (as well as similar second semester outcomes for above)
- Next course progression & performance (cohort completion)
- Degree completion and transfer
Instructor Effects to Consider by Outcome

• Ensure faculty anonymity in any shared results by only reviewing with sufficient numbers of sections (≥10) in analyses
• Success rates by instructor
• Distribution of letter grades by section or instructor
• Equity gaps by section or instructor
• Type of innovation or strategies used in the classroom (i.e. flipped class, just-in-time remediation, lab or lecture, etc.)
• Student success in next course in the sequence or other General Education (GE) courses
AB 705 Student/Faculty Surveys

• Example student survey: http://bit.ly/StudentSurveyExample
• Do you have a survey that you have been using that you would like to share with the field? Send it to newellmallory@deanza.edu and we will make it available for others to use.
Past Webinars

• Developing an AB 705 Evaluation Plan, November 2018 (PPT)
• Evaluating Innovative Curriculum Under AB705, October 2018 (PPT)
• Understanding and Interpreting the AB 705 Adjustments, September 2018 (PPT)
• Replicating the AB 705 Adjustments Locally, September 2018 (PPT)
• Supporting Researchers into and through AB 705 Implementation and Evaluation, April 2019
AB 705 Publications

AB 705 Technical Report

AB 705 and Gender and Ethnicity

AB 705 and DSPS and EOPS Students

CCR Journal Article on MMAP Research

AB 705 Survey Results, Fall 2018

ESL Assessment Measures Literature Review
Fall 2019 MMAP Webinars

WEBINAR: AB 705 IN ACTION! RESULTS FROM EARLY IMPLEMENTERS
September 11

WEBINAR: ACCESS, ENROLLMENT AND SUCCESS: STATEWIDE RESULTS FOR TRANSFER-LEVEL ENGLISH AND MATH
September 27

WEBINAR: ESL AND AB 705: RESEARCH AND IMPLEMENTATION
October 16

WEBINAR: TRANSFER LEVEL ENGLISH AND MATH OUTCOMES FOR DSPS STUDENTS
Thursday, November 14 – 11 to 12 pm
https://cccconfer.zoom.us/j/926022616