AB 705 Compliance

Adjustments, Ethnicity, Gender and Special Populations

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Research conducted by
Educational Results Partnership (ERP)
The RP Group

Cuyamaca College English Department
Citrus College Math Department
Overview

• Adapting MMAP to AB 705 | bit.ly/MMAP2017
• 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
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
A brief history of AB 705’s Origins and Development

• 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
  - 43% success in target course
  - 43% regression adjusted success in target course

- **Statistics (HS GPA < 2.3)**
  - Lowest Node N=1,485
  - Regression N=809
  - 1 level below N=11,309
  - 40% success in target course
  - 29% regression adjusted success in target course

- **Pre-Calculus (HS GPA < 2.6)**
  - Lowest Node N=1,753
  - Regression N=661
  - 1 level below N=18,917
  - 38% success in target course
  - 28% regression adjusted success in target course
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 $H_1$ 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

- **Transfer-Level English (HS GPA < 1.9)**
  - Lowest Node N=2,721
  - 1 level below N=5,697
  - Lowest Node Success in Target Course: 42%
  - Throughput from 1 level below: 17%

- **Statistics (HS GPA < 2.3)**
  - Lowest Node N=577
  - 1 level below N=4,323
  - Lowest Node Success in Target Course: 38%
  - Throughput from 1 level below: 9%

- **Pre-Calculus (HS GPA < 2.6)**
  - Lowest Node N=498
  - 1 level below N=7,590
  - Lowest Node Success in Target Course: 36%
  - Throughput from 1 level below: 12%
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 rate: 42%
  - Throughput: 16%

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

- **Pre-Calculus (HS GPA < 2.6)**
  - Lowest Node N=1,255
  - 1 level below N=11,327
  - Success rate: 39%
  - Throughput: 16%
EOPS Transfer-level course completion in one year from first class in discipline for lowest HSGPA

![Graph showing course completion and throughput percentages for different courses.]

- **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
  - 43% Success
  - 17% Throughput from 1 level below N=450

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

- **Pre-Calculus** (HS GPA < 2.6)
  - Lowest Node N=34
  - 46% Success
  - 13% Throughput from 1 level below N=503
Hispanic Transfer-level course completion in one year from first class in discipline for lowest HSGPA

Lowest Node Success in Target Course

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

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

- **Pre-Calculus (HS GPA < 2.6)**
  - Lowest Node N=695
  - 1 level below N=8,916
  - 34% Success
  - 14% Throughput
African American 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=488
  - 1 level below N=1,214
  - Success: 34%
  - Throughput from 1 level below: 12%

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

- **Pre-Calculus (HS GPA < 2.6)**
  - Lowest Node N=78
  - 1 level below N=1,184
  - Success: 25%
  - Throughput from 1 level below: 8%
Detailed Analysis
Female Transfer-level English course completion in one year by HSGPA range and starting level

- **Range 1** (HS GPA < 1.9)
  - Lowest Node N=2,721
  - 1 level below N=5,697
  - Success rate: 42%
  - Throughput from 1 level below: 17%

- **Range 2** (HS GPA ≥ 1.9 & < 2.6)
  - Lowest Node N=11,022
  - 1 level below N=14,695
  - Success rate: 60%
  - Throughput from 1 level below: 31%

- **Range 3** (HS GPA < 2.6)
  - Lowest Node N=29,312
  - 1 level below N=18,907
  - Success rate: 81%
  - Throughput from 1 level below: 46%
Male Transfer-level English course completion in one year by HSGPA range and starting level

- **Range 1** (HS GPA < 1.9)
  - Lowest Node N=4,527
  - 1 level below N=7,477
  - Success rate: 42%
  - Throughput from 1 level below: 16%

- **Range 2** (HS GPA ≥ 1.9 & < 2.6)
  - Lowest Node N=12,913
  - 1 level below N=14,356
  - Success rate: 58%
  - Throughput from 1 level below: 28%

- **Range 3** (HS GPA < 2.6)
  - Lowest Node N=22,728
  - 1 level below N=12,885
  - Success rate: 78%
  - Throughput from 1 level below: 42%
Hispanic Transfer-level English course completion in one year by HSGPA range and starting level

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

- **Range 2** (HS GPA ≥ 1.9 & < 2.6)
  - Lowest Node N=9,094
  - 1 level below N=14,009
  - Success rate: 56%
  - Throughput from 1 level below: 28%

- **Range 3** (HS GPA < 2.6)
  - Lowest Node N=15,091
  - 1 level below N=12,326
  - Success rate: 76%
  - Throughput from 1 level below: 42%
African American Transfer-level English course completion in one year by HSGPA range and starting level

- **Range 1** (HS GPA < 1.9)
  - Lowest Node N=488
  - 1 level below N=1,124
  - Success rate: 34%
  - Throughput from 1 level below: 12%

- **Range 2** (HS GPA ≥ 1.9 & < 2.6)
  - Lowest Node N=1,183
  - 1 level below N=1,752
  - Success rate: 52%
  - Throughput from 1 level below: 24%

- **Range 3** (HS GPA < 2.6)
  - Lowest Node N=1,319
  - 1 level below N=1,131
  - Success rate: 71%
  - Throughput from 1 level below: 36%
Transfer-Level English 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>1 level below</th>
<th>Success in Transfer Level English</th>
<th>Throughput from 1 level below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>347</td>
<td>566</td>
<td>48%</td>
<td>27%</td>
</tr>
<tr>
<td>African American</td>
<td>488</td>
<td>1,124</td>
<td>34%</td>
<td>12%</td>
</tr>
<tr>
<td>Filipino</td>
<td>131</td>
<td>231</td>
<td>45%</td>
<td>21%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3,424</td>
<td>7,439</td>
<td>41%</td>
<td>15%</td>
</tr>
<tr>
<td>Native American</td>
<td>55</td>
<td>81</td>
<td>25%</td>
<td>18%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>N/A</td>
<td>77</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>164</td>
<td>257</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>1,929</td>
<td>2,348</td>
<td>46%</td>
<td>42%</td>
</tr>
<tr>
<td>Unknown</td>
<td>658</td>
<td>1,057</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Female Statistics course completion in one year by HSGPA range and starting level

- **Range 1** (HS GPA < 2.3)
  - Lowest Node N=577
  - 1 level below N=4,323
  - Success rate: 38%
  - Throughput: 9%

- **Range 2** (HS GPA ≥ 2.3 & < 3.0)
  - Lowest Node N=2,601
  - 1 level below N=9,264
  - Success rate: 56%
  - Throughput: 18%

- **Range 3** (HS GPA ≥ 3.0)
  - Lowest Node N=5,074
  - 1 level below N=6,540
  - Success rate: 82%
  - Throughput: 30%
Male Statistics course completion in one year by HSGPA range and starting level

- **Range 1** (HS GPA < 2.3)
  - Lowest Node N=908
  - 1 level below N=6,986
  - Success rate: 41%
  - Throughput: 9%

- **Range 2** (HS GPA ≥ 2.3 & < 3.0)
  - Lowest Node N=2,474
  - 1 level below N=8,715
  - Success rate: 58%
  - Throughput: 19%

- **Range 3** (HS GPA ≥ 3.0)
  - Lowest Node N=2,641
  - 1 level below N=3,846
  - Success rate: 82%
  - Throughput: 27%
Hispanic Statistics course completion in one year by HSGPA range and starting level

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

- **Range 2** (HS GPA ≥ 2.3 & < 3.0)
  - Lowest Node N=1,724
  - 1 level below N=7,752
  - Success rate: 52%
  - Throughput: 16%

- **Range 3** (HS GPA ≥ 3.0)
  - Lowest Node N=1,868
  - 1 level below N=3,832
  - Success rate: 76%
  - Throughput: 27%
African American Statistics course completion in one year by HSGPA range and starting level

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

- **Range 2** (HS GPA ≥ 2.3 & < 3.0)
  - Lowest Node N=235
  - 1 level below N=868
  - Success rate: 47%
  - Throughput from 1 level below: 11%

- **Range 3** (HS GPA ≥ 3.0)
  - Lowest Node N=191
  - 1 level below N=336
  - Success rate: 69%
  - Throughput from 1 level below: 24%
Statistics completion in one year by ethnicity and starting level for lowest HSGPA range (<1.9)

- **Asian**
  - N=156
  - 1 level below N=952
  - Success rate: 48%
  - Throughput: 10%

- **African American**
  - N=121
  - 1 level below N=835
  - Success rate: 33%
  - Throughput: 6%

- **Filipino**
  - N=52
  - 1 level below N=302
  - Success rate: 50%
  - Throughput: 10%

- **Hispanic**
  - N=628
  - 1 level below N=5,585
  - Success rate: 35%
  - Throughput: 8%

- **White**
  - N=348
  - 1 level below N=2,390
  - Success rate: 44%
  - Throughput: 9%

- **Unknown**
  - N=138
  - 1 level below N=874
  - Success rate: 40%
  - Throughput: 11%

*Excludes groups where N < 50
Gender and Ethnicity
Pre-Calculus
Female 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=498
  - 1 level below N=7,590
  - Success rate: 36%
  - Throughput: 12%

- **Range 2**: HS GPA ≥ 2.6 or Pre-Calc in HS
  - Transfer level N=1,772
  - 1 level below N=10,250
  - Success rate: 55%
  - Throughput: 29%

- **Range 3**: HS GPA ≥ 3.4 or 11th grade GPA ≥ 2.6 with Calculus in HS
  - Transfer level N=1,066
  - 1 level below N=2,287
  - Success rate: 78%
  - Throughput: 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-Cal in HS)
  - Transfer level, N=695
  - 1 level below, N=8,916
  - Success rate: 34%
  - Throughput rate: 14%

- **Range 2**
  - (HS GPA ≥ 2.6 or Pre-Cal in HS)
  - Transfer level, N=1,440
  - 1 level below, N=7,443
  - Success rate: 53%
  - Throughput rate: 30%

- **Range 3**
  - (HS GPA ≥ 3.4 or 11th grade GPA ≥ 2.6 with Calculus in HS)
  - Transfer level, N=550
  - 1 level below, N=1,209
  - Success rate: 73%
  - Throughput rate: 58%
African American BSTEM course completion in one year by HSGPA range and starting level

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

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: 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: 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: 6%
Business STEM completion in one year by ethnicity and starting level for lowest HSGPA range (<1.9)

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

*Excludes groups where N < 50
EOPS
EOPS Transfer-Level English course completion in one year by HSGPA range and starting level

- **Range 1**
  - (HS GPA < 1.9)
  - Transfer level N=604
  - 1 level below N=1,249
  - Success rate if placed directly into transfer level English: 42%
  - Throughput from 1 level below: 24%

- **Range 2**
  - (HS GPA ≥ 1.9 & < 2.6)
  - Transfer level N=1,580
  - 1 level below N=2,534
  - Success rate if placed directly into transfer level English: 64%
  - Throughput from 1 level below: 39%

- **Range 3**
  - (HS GPA >= 2.6)
  - Transfer level N=2,397
  - 1 level below N=2,367
  - Success rate if placed directly into transfer level English: 78%
  - Throughput from 1 level below: 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 rate: 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 rate: 54%
  - Throughput from 1 level below: 21%

- **Range 3** (HS GPA ≥ 3.0)
  - Transfer level N=365
  - 1 level below N=739
  - Success rate: 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 rate: 42%
  - Throughput: 15%

- **Range 2**
  - (HS GPA ≥ 2.6 or Pre-Calc in HS)
  - Transfer level N=323
  - 1 level below N=1,351
  - Success rate: 59%
  - Throughput: 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 rate: 77%
  - Throughput: 49%
DSPS
DSPS 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=208
1 level below N=450
43% 17%

Range 2
(HS GPA ≥ 1.9 & < 2.6)
Transfer level N=590
1 level below N=980
58% 28%

Range 3
(HS GPA ≥ 2.6)
Transfer level N=1,189
1 level below N=1,049
77% 52%
DSPS Statistics course completion in one year by HSGPA range and starting level

Range 1
(HS GPA < 2.3)
Transfer level N=34
1 level below N=305
Success rate: 50%

Range 2
(HS GPA ≥ 2.3 & < 3.0)
Transfer level N=98
1 level below N=475
Success rate: 51%

Range 3
(HS GPA ≥ 3.0)
Transfer level N=142
1 level below N=259
Success rate: 68%

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

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

Range 1
(HS GPA < 2.6 & no Pre-Calc in HS)
Transfer level N=34
1 level below N=503
- Success rate: 46%
- Throughput: 13%

Range 2
(HS GPA ≥ 2.6 or Pre-Calc in HS)
Transfer level N=92
1 level below N=459
- Success rate: 48%
- Throughput: 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 rate: 70%
- Throughput: 88%
No one is saying that these success rates are acceptable

- However, AB 705 requires that we only place students into developmental education if:
  1. students are highly unlikely to succeed at transfer-level
  2. 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 ≥ 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/)
## Placement/Support recommendations

### Statistics / Liberal Arts Mathematics

<table>
<thead>
<tr>
<th>High School Performance Metrics</th>
<th>Recommended AB 705 Placement for Statistics Liberal Arts Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGPA $\geq 3.0$ Or HSGPA $\geq 2.3$ &amp; $\geq C$ in Precalculus</td>
<td>Transfer-Level Statistics / Liberal Arts Mathematics No additional academic or concurrent support required</td>
</tr>
<tr>
<td>HSGPA 2.3 to 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 Metrics</th>
<th>Recommended AB 705 Placement for BSTEM Mathematics</th>
</tr>
</thead>
</table>
| HSGPA ≥ 3.4  
Or  
HSGPA ≥ 2.6 & enrolled in HS Calculus | Transfer-Level BSTEM Mathematics  
No additional academic or concurrent support required |
| HSGPA 1.9 to 2.6 | Transfer-Level BSTEM Mathematics  
Additional academic and concurrent support recommended |
| HSGPA < 1.9 | Transfer-Level BSTEM Mathematics  
Additional academic and concurrent support strongly recommended |

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
  1. Students required to meet with the instructor one per term to determine their goals and where they need the most assistance
  2. 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
Cultural change needs to happen with structural changes (AB 705) to reduce equity gaps

1. **Assumption**: If instructors have access to individual disaggregated data, they will be empowered to make changes to their curriculum and teaching practices

2. **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>
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</tr>
<tr>
<td></td>
<td>4%</td>
<td>42%</td>
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<tr>
<td>Latinx</td>
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</tr>
<tr>
<td></td>
<td>17%</td>
<td>53%</td>
</tr>
<tr>
<td>White</td>
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</tr>
<tr>
<td></td>
<td>21%</td>
<td>67%</td>
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</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

**Equity Project**

- 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:
  1. Identify what equity gaps exist
  2. Reflect on why those gaps might exist (it’s okay not to know!)
  3. 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://rpigroup.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
  - +1 646 876 9923 (US Toll)
  - Meeting ID: 440 539 610