

AB 705 Panel

Closing General Session

Moderator: Dianne McKay

**Panelists: Assemblymember Jacqui Irwin
Board of Governor, Pamela Haynes
CAP Co-Founder Katie Hern
ERP Senior Director John Hetts**





ASSEMBLY MEMBER

Jacqui Irwin

DISTRICT 44

AB705 Background: The Unintended Consequences of Community College Remediation & the Power of New Approaches



Community College League of CA
Annual Meeting
May 6, 2018

Katie Hern, EdD
Co-Founder & Executive Director
California Acceleration Project
English Instructor, Chabot College

<http://www.AccelerationProject.org>

Andrés Salazar, College of the Canyons



Placement via standardized test:

Arithmetic

2 years of remedial courses before he could take a transferable college math course

Likelihood of completing college math in 3 years: 12%

Basic Skills Cohort Tracker

Fall 2013

353 students started in Arithmetic



Spring 2016

43 had completed
a transferable college math course

Andrés Salazar, College of the Canyons



Goal: Bachelor's Degree in Music Conducting

High School Math: A in Algebra II

High School GPA: 4.0

Enrolled directly in College Statistics based on his high school grades

Grade: A

Completed math requirement in 1 semester not 5, transferred to California Institute of the Arts

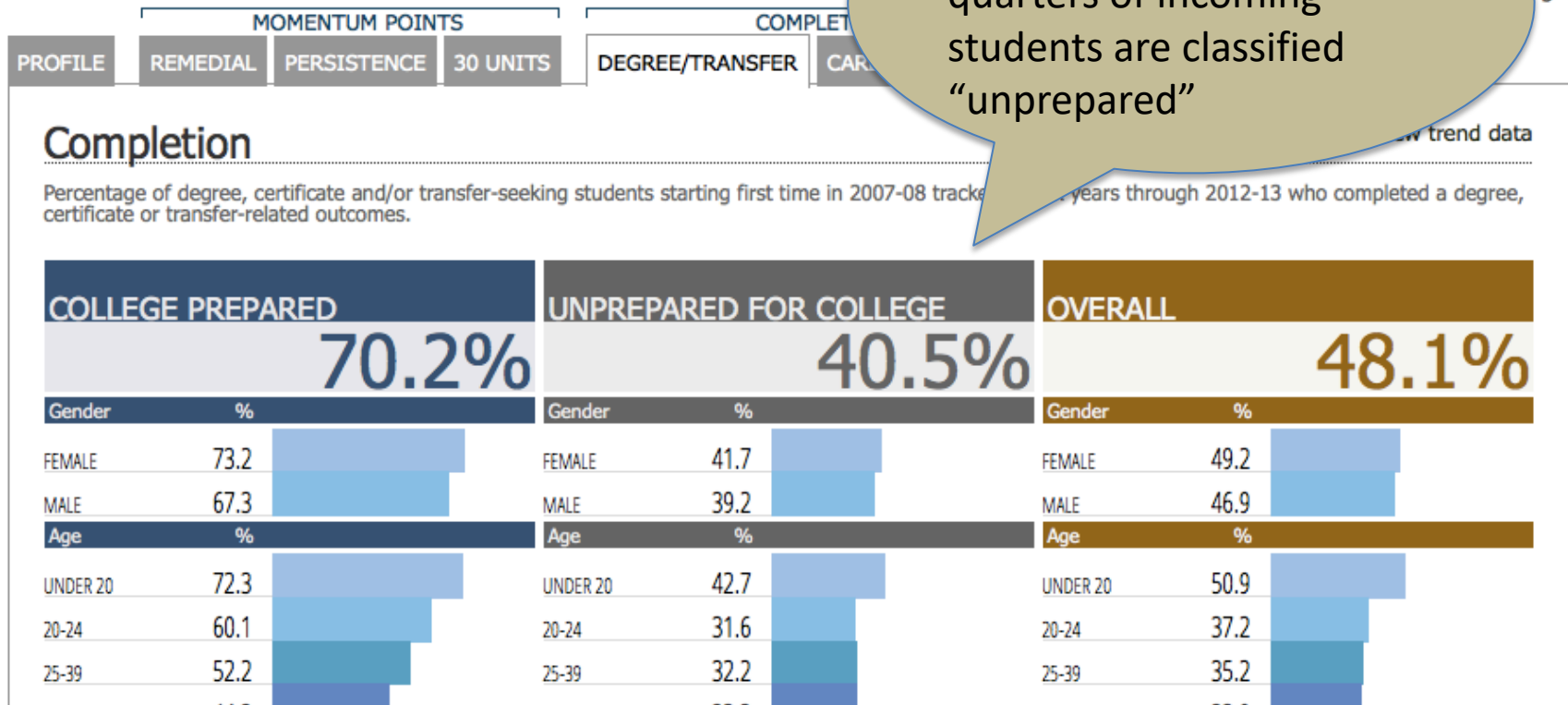
Recognizing High School Grades for Placement --> 5x Higher Completion

Among students classified “remedial” by the placement test, 66% passed College Statistics in Fall 2016. This compares to just 13% of students completing transfer-level math if they began in a course below transfer level the prior year.

Student Success Scorecard

Statewide

Statewide, more than three-quarters of incoming students are classified "unprepared"



Placement Is Destiny

| Students' Starting Placement English-Writing | % Completing Transfer-Level English in 3 Years |
|--|--|
| One Level Below Transfer-Level English | 48% |
| Two Levels Below | 34% |
| Three or more Levels Below | 19% |

Across CA, students of color 2-3 times more likely to begin in lowest levels than white students

Statewide data, Basic Skills Cohort Tracker, Fall 2009-Spring 2012

Placement Is Destiny

| Students' Starting Placement | % Completing Transfer-Level Math in 3 Years |
|-------------------------------------|---|
| One Level Below Transfer-Level Math | 35% |
| Two Levels Below | 15% |
| Three or more Levels Below | 6% |

Across CA, more than half of Black and Hispanic students in remedial math begin here

Statewide data, Basic Skills Cohort Tracker, Fall '09-Spring '12

Inequitable Placement Drives Inequitable Completion

Mt. San Jacinto College – Math – Fall 2015

- White students 3x more likely to be placed into transfer-level math as African-American students

Chance of passing transfer-level math in two years: 78%

- More than half of African-American students are placed 3+ levels below transfer in math

Chance of passing transfer-level math in two years: 8%

Before

Completion of Transfer-Level Math from Pre-Algebra

Basic Skills Progress Tracker - Parameter Selection Area

Select College: Cuyamaca

Select Cohort Term: Fall 2010

Select End Term: Spring 2013

Select Basic Skills Subject: Mathematics

Select Starting Cohort Level: Three Levels Below Transfer

Customize cohort (Optional):

View Report

Export To -> Excel CSV Text

Records Per Page: 10

Simple Layout Advanced Layout

Report Data & Format Area

Report Area

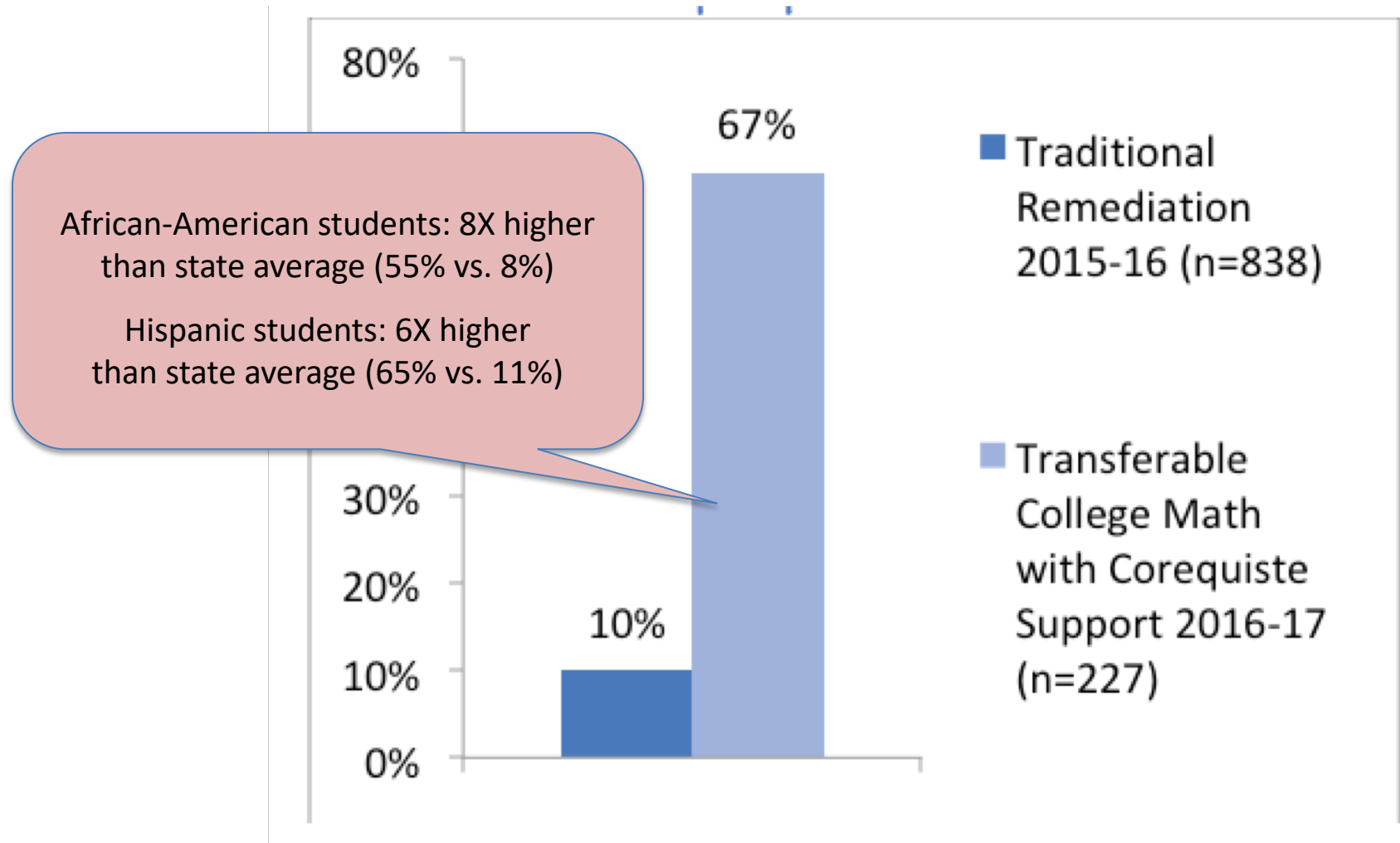
| | | Fall 2010-Spring 2013 | | | | | | | | | | | |
|--------------------------|----------------|-------------------------------|----------|---------|-----------------------------|----------|---------|----------------------------|----------|---------|----------------|----------|---------|
| | | + Three Levels Below Transfer | | | + Two Levels Below Transfer | | | + One Level Below Transfer | | | + Transferable | | |
| | | Students | Attempts | Success | Students | Attempts | Success | Students | Attempts | Success | Students | Attempts | Success |
| <input type="checkbox"/> | Cuyamaca Total | | | | | | | | | | | | |
| <input type="checkbox"/> | Mathematics | 175 | 190 | 131 | 107 | 126 | 87 | 66 | 79 | 55 | 15 | 19 | 10 |

After

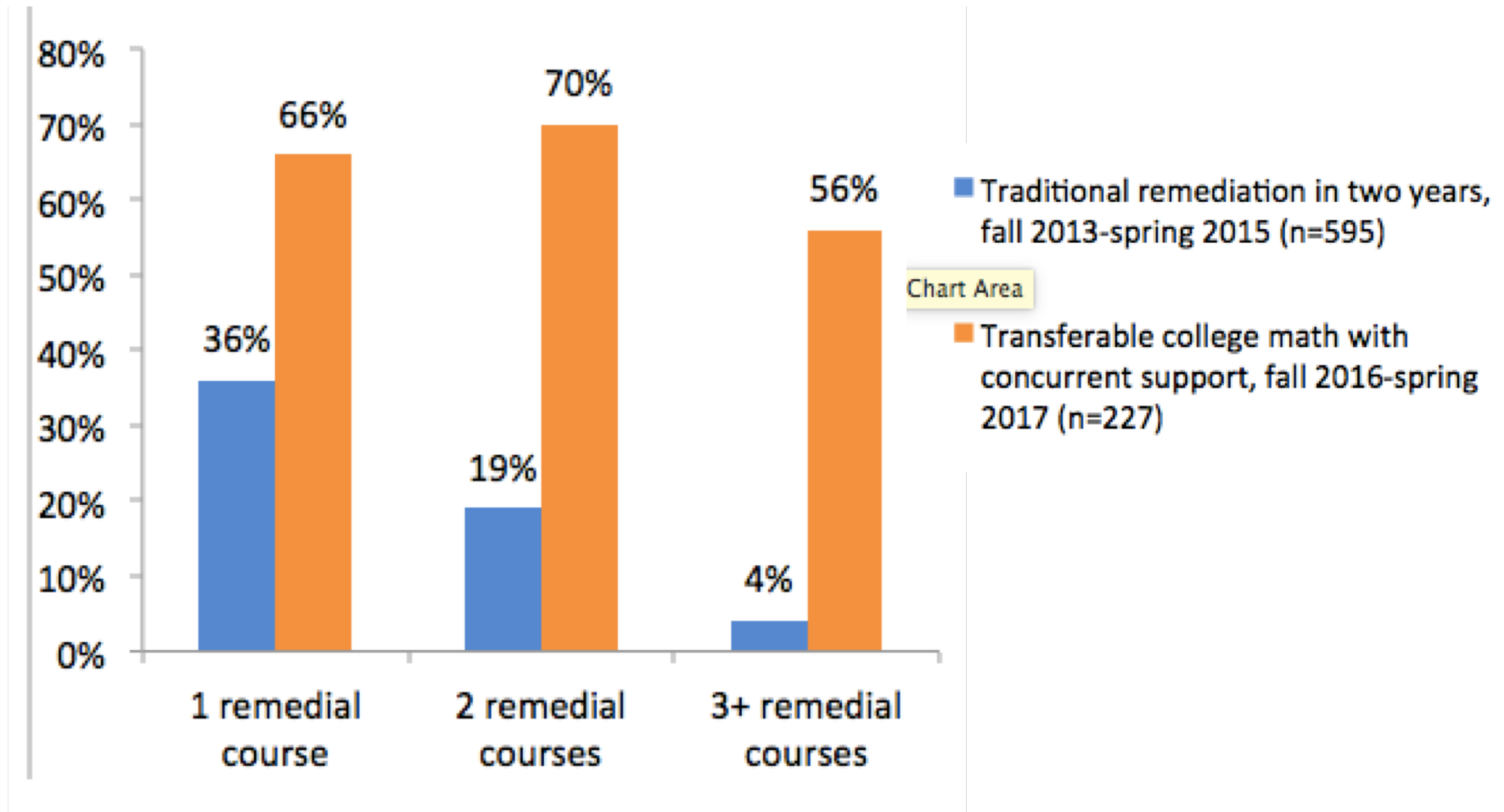
Math Transformation – 2016-17

- All courses 2, 3, and 4 levels below transfer-level eliminated
- Corequisite support offered for first-tier transferable college-level courses (just-in-time remediation through 2-unit linked courses)
- Self-reported high school grades used to place students into 5 pathways (General Ed, STEM, Business, Education, CTE)
- 100% eligible for College Statistics (regular or w/ support)
- 59% eligible for transfer-level business/STEM math (regular or w/ support)
- Lowest possible placement: Intermediate algebra with concurrent support (one-level-below transfer-level math, only for students in B-STEM pathways)

Transfer-Level Math Completion for Underprepared Students in 1 Year



Transfer-Level Math Completion by Placement Test Results



Caleb Rendon-Guerrero



Background: High school dropout who'd been in and out of criminal justice system

Goal: To “be the solution not the problem” in his family, create a non-profit to help kids like him

Placement via Standardized Test:

Elementary Algebra – a year of math that doesn't count toward bachelor's degree

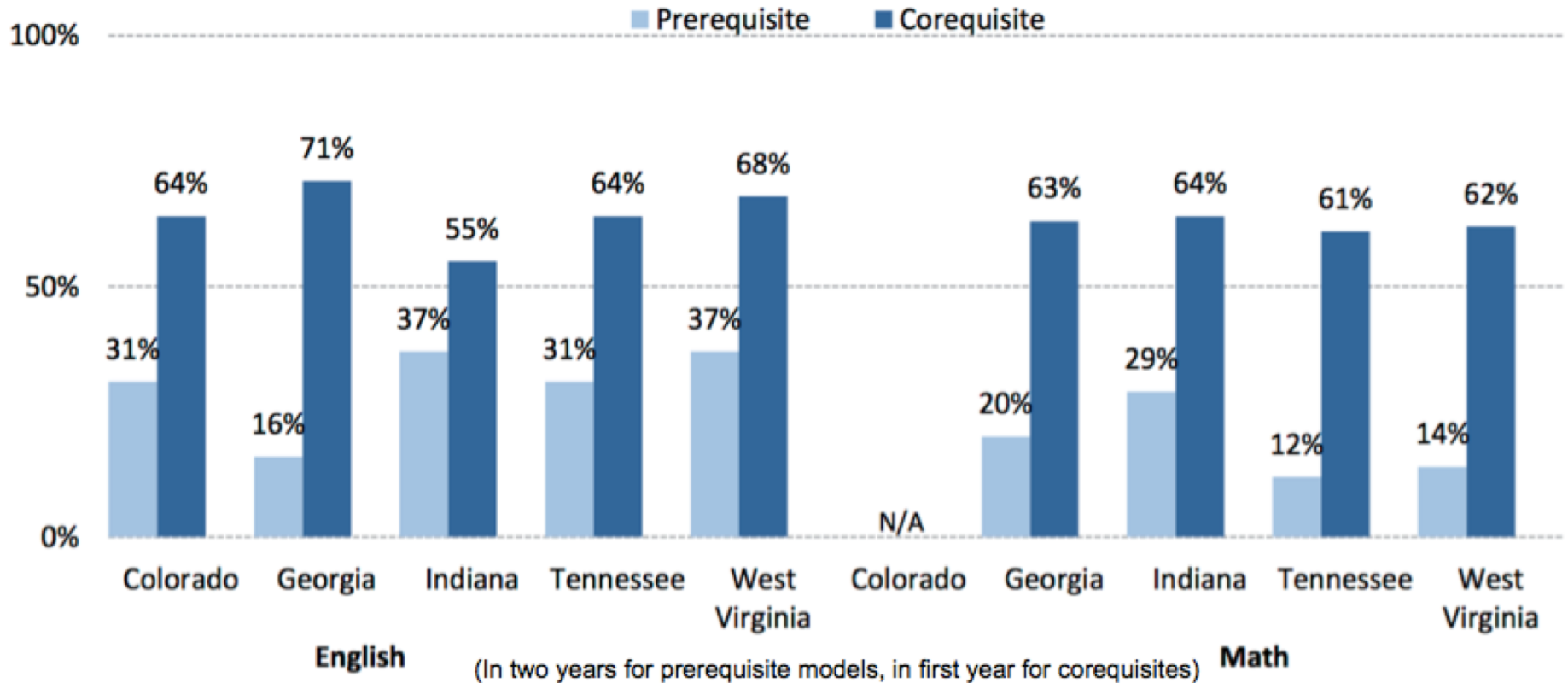
Corequisite Remediation:

Enrolled directly in College Statistics with 2 units of concurrent support

Grade in Statistics: B

Follow Up: Second-year student, GPA of 3.6

Percent of Remedial Students Who Complete an Associated Gateway Course



AB 705 (Irwin) – Assessment and Placement

- Students may not be placed into remedial courses that delay/deter educational progress unless evidence suggests they are “highly unlikely” to succeed in transfer-level course
- Colleges must “maximize probability that a student enter and complete transfer-level coursework in English and math within a one-year timeframe”
- Colleges must use of one of the following in assessing students: high school coursework, high school grades, HS GPA. If unavailable or “logistically problematic” colleges may use self-report or guided placement
- Colleges can require “additional concurrent support...during the same semester that they take a transfer-level English or mathematics course.”
- Effective January 1, 2018.
Deadline for full implementation: Fall 2019.



ASSEMBLY MEMBER

Jacqui Irwin

DISTRICT 44

Most students are placed into college remediation through placement tests.

HOWEVER: research shows that placement tests aren't accurate predictors of student success.



OUT OF EVERY 10 INCOMING COMMUNITY COLLEGE STUDENTS...

8

ARE ENROLLED IN AT LEAST ONE REMEDIAL COURSE



Minority students are overrepresented in remedial courses:



87% OF LATINO AND AFRICAN AMERICAN STUDENTS ARE IN REMEDIATION



86% OF LOW-INCOME STUDENTS ARE IN REMEDIATION



Once students are placed into remedial course, only...

16%

earn a certificate or associate degree within six years

AB 705

WHAT'S THE ALTERNATIVE TO PLACEMENT TESTS?
MULTIPLE MEASURES!

IRWIN

PLACEMENT THROUGH MULTIPLE MEASURES ALLOWS STUDENTS TO BE ASSESSED BASED ON MULTIPLE FACTORS INCLUDING:

- Sets standards for community colleges to use high school transcript data to maximize the probability that students will complete college-level English and math courses in one year.
- Lets colleges exercise local control in response to placement research to only place students in remedial education if they are deemed highly unlikely to succeed in college-level courses.

HIGH SCHOOL GRADES

HIGH SCHOOL GPA

PLACEMENT TESTS

High school GPA and grades have proven to be excellent predictors of whether a student will fare well in community college.

Other states (NC, CT) have implemented multiple measures and have seen more students succeed. It's California's turn.

Contact:

RYAN VANZUYLEN

916-319-2044

EdSource

HIGHLIGHTING STRATEGIES FOR STUDENT SUCCESS

Panel endorses bill aimed at reducing number of college students in remedial classes

APRIL 19, 2017 | LARRY GORDON

SOAPBOX

Even the playing field for community college students



BY JACQUI IRWIN AND JESSIE RYAN

Special to The Bee

July 18, 2017 12:00 PM

Updated July 18, 2017 01:46 PM

Earlier this summer, students across California degree. But for every person who graduates, the Students of color are particularly likely to drop disproportionately placed into remedial classes, reduces their chances of completing college.

OPINION

Assembly Bill that help all students that match

VC Star.

PART OF THE USA TODAY NETWORK

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Governor signs Irwin's bill addressing remedial community college courses

Alexa D'Angelo, Alexa.D'Angelo@vcstar.com, 805-437-0236 Published 10:56 a.m. PT Oct. 18, 2017 | Updated 2:19 p.m. PT Oct. 18, 2017



(Photo: PHOTO COURTESY OF JEFF WALTERS)

Last week, Gov. Jerry Brown signed a bill to change the way students are placed in remedial courses at all 114 of California's community colleges. The measure, called the Community College Placement Bill, was created by Assemblywoman Jacqui Irwin, D-Thousand Oaks, and calls for multiple measures to be used when placing students in remedial courses at community colleges.

"Recent studies have shown that too many of California's students are being placed in remedial

KPBS

Bill Would Force Community Colleges' Hands On Remediation Reforms

Monday, September 18, 2017

By [Megan Burks](#)

FROM THE USA TODAY NETWORK

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MORE STORIES

Ventura police get rooftop suspect to surrender
May 2, 2016, 11:24 p.m.

AB 1805

Provides students with easily understandable community college placement policies and requires colleges to report number of students placed into college-level courses.

AB 1935

Increases student access to supervised tutoring by authorizing funding for tutoring students in credential/degree-applicable and transfer-level courses.

Pamela Haynes

Member, Board of Governors
Member, AB 705 Implementation
Advisory Group



Multiple measures & AB 705: Learning to stop worrying and trust student capacity

John J. Hetts

May 6, 2018

2018 Annual Trustees Conference

Valencia

<http://bit.ly/MMAPTrustees>

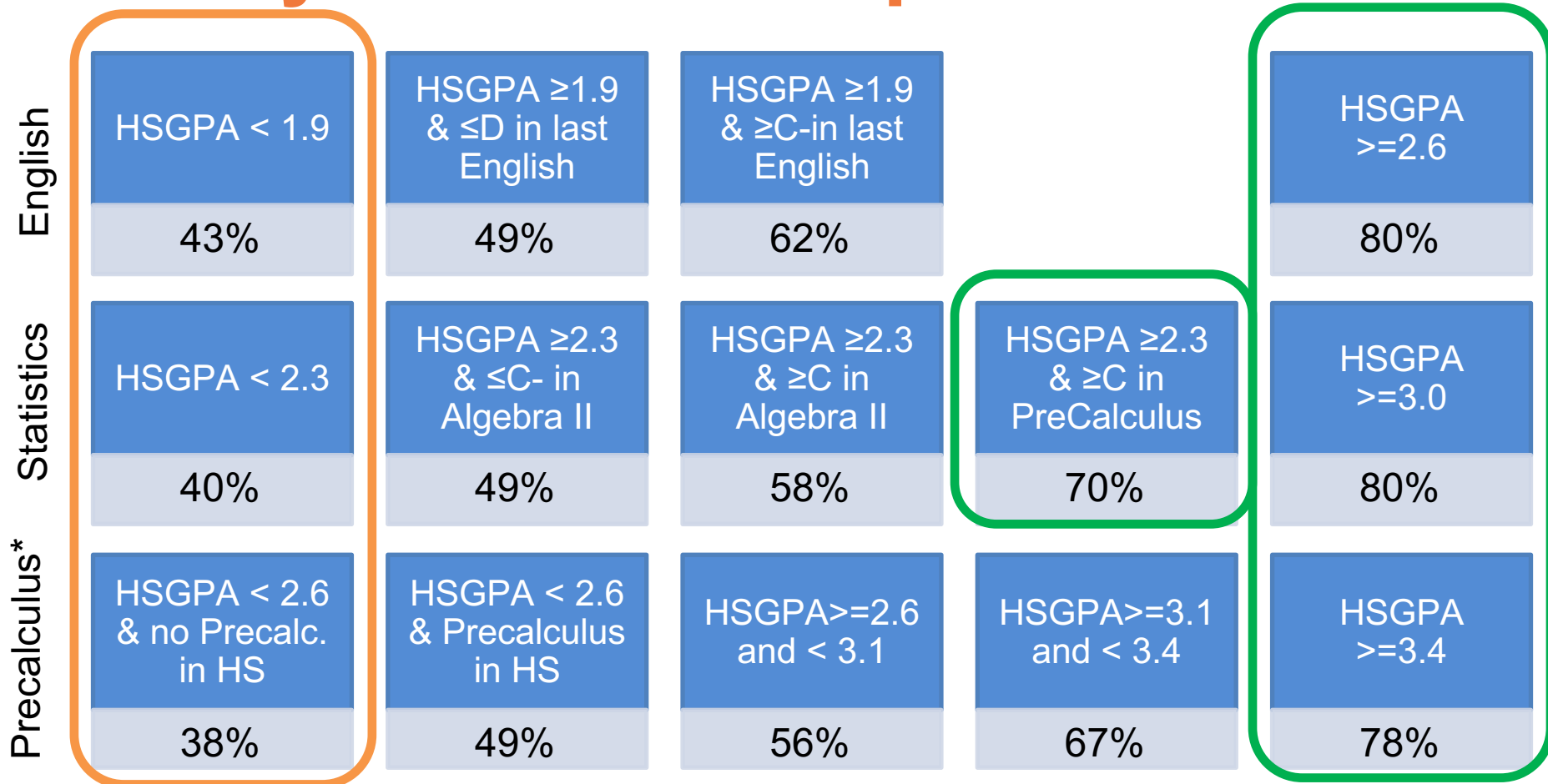
MMAP Review/Overview

- **Ongoing** research project entering fifth year.
- HSGPA strongest predictor of college performance
 - 100s of variables in different combinations were examined
 - Standardized tests are far weaker predictors
- HSGPA strongest predictor for ≥ 10 years after HS
- Self-reported HSGPA viable backup
- **Ongoing, invisible epidemic of underplacement**
- MMAP \geq doubles transfer-level placement
- MMAP students succeed at rates \geq current students
- Applies similarly to special populations

Transition to AB705

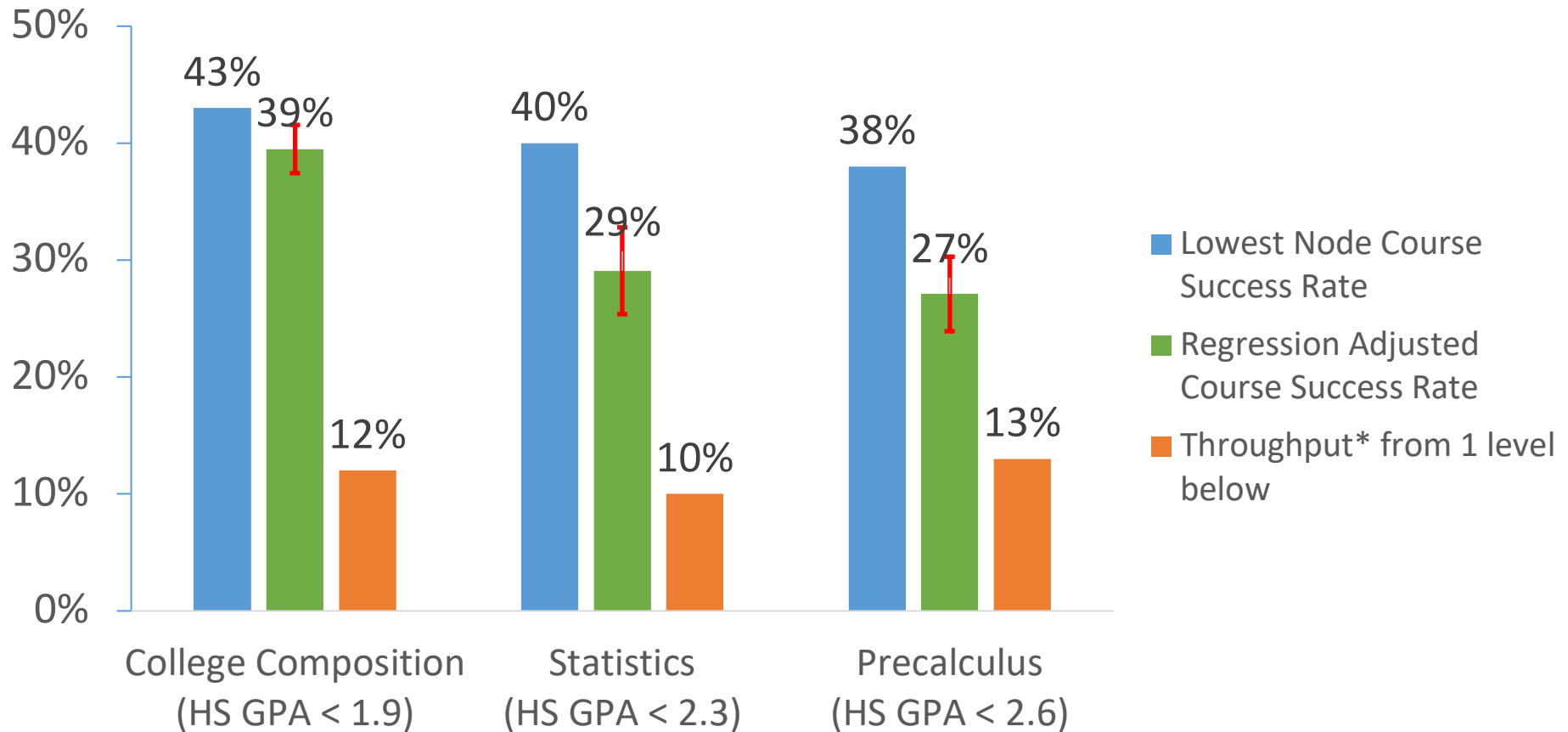
- Use student HS performance
 - (courses, GPA, etc)
- Identify likely transfer-level success of students most unlikely to succeed
- Maximize their completion of gateway course

Past transfer-level success rates in by levels of HS performance



Regression Adjusted Success Rates

(error bars represent ± 1 se)



Placement/Support Recommendations: English

| High School Performance | AB 705-Compliant Placement |
|---|--|
| <p>HSGPA \geq 2.6</p> | <p>Transfer-Level English Composition No additional academic or corequisite support required</p> |
| <p>HSGPA 1.9 - 2.6</p> | <p>Transfer-Level English Composition Additional academic and corequisite support recommended</p> |
| <p>HSGPA $<$ 1.9</p> | <p>Transfer-Level English Composition Additional academic and corequisite support strongly recommended</p> |

Placement/Support Recommendations: Statistics

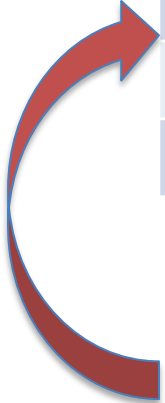
| High School Performance | AB 705-Compliant Placement |
|---|---|
| <p style="text-align: center;">HSGPA \geq 3.0</p> <p style="text-align: center;">Or</p> <p style="text-align: center;">HSGPA \geq 2.3 & C or Better in Precalculus</p> | <p>Transfer-Level Statistics</p> <p>No additional academic or corequisite support required</p> |
| <p style="text-align: center;">HSGPA 2.3–3.0</p> | <p>Transfer-Level Statistics</p> <p>Additional academic and corequisite support recommended</p> |
| <p style="text-align: center;">HSGPA $<$ 2.3</p> | <p>Transfer-Level Statistics</p> <p>Additional academic and corequisite support strongly recommended</p> |

Placement/Support Recommendations: STEM Math

| High School Performance | AB 705-Compliant Placement |
|--|--|
| <p>HSGPA \geq 3.4 OR HSGPA \geq 2.6 AND enrolled in HS Calculus</p> | <p>Transfer-Level Gateway STEM Math No additional academic or corequisite support required</p> |
| <p>HSGPA \geq 2.6 or Enrolled in HS Precalculus</p> | <p>Transfer-Level Gateway STEM Math Additional academic and corequisite support recommended</p> |
| <p>HSGPA \leq 2.6 and no Precalculus</p> | <p>Transfer-Level Gateway STEM Math Additional academic and corequisite support strongly recommended</p> |

Sample Analysis: San Diego Mesa College

| Starting Placement | One-Year Completion of College English Fall 16-Spr 17 |
|---|---|
| Transfer-Level English with Corequisite (N=300) 3-unit course linked to 2-unit corequisite for students with who traditionally have begun 1-2 levels below HS GPA below 2.6 (one semester success rate) | 74% |
| One level below transfer (N= 1180) | 39% |
| Two levels below transfer (N=67) | 13% |



In the statewide MMAP analysis, the lowest 10% of students (high school GPA below 1.9) enrolled in transfer level had a 43% average success rate.

If they start 1-level-below, 13% complete transfer-level in one year.

If they start 2 levels below, 2% finish transfer-level in one year.

Summary: Multiple Measures and AB705

- Selection bias accounted for in recommendations
- Current programs – **far better & laudable** - were step toward future not the destination
- College variation exists but direct placement better everywhere so far
 - Colleges strongly encouraged/supported in local exploration
- Lowest GPA HS students are small proportion

Supporting resources

- AB705 Intro: bit.ly/AB705EdSource
- General Resources:
 - bit.ly/MMAP2017
 - assessment.cccco.edu
- MMAP Review and AB705 Adaptation:
 - bit.ly/MMAPRP2018
 - bit.ly/RPAB705
 - bit.ly/AB705Myths

Pamela Haynes

Member, Board of Governors
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Q&A

