Chancellor’s Office AB 705 Update

Rhonda Mohr, Vice Chancellor, Student Services
Alice Perez, Vice Chancellor, Academic Affairs
• Intent/Goal
  – Ensure students are not placed into remedial courses that may delay/deter educational progress unless evidence suggests they are *highly unlikely to succeed* in college-level course
    – Throughput to transfer-level
    – Evidence suggests placement tests tend to under-place students creating an unintended barrier to success

• Requires use of one of the following: high school coursework, high school grades, HS GPA
• Requires colleges maximize probability that a student enter and complete transfer-level coursework in English and math within a one-year timeframe
  – One year means 2 semesters or 3 quarters
  – Clock starts when student takes the first course in the sequence

• CCCCOC has convened an AB 705 workgroup to assist in the development of implementation guidelines
  – Subgroup for ESL
AB 705

• Changes to placement – majority of students will place directly into transfer level math and English with or without support
  – Students can only be placed into remediation if evidence shows they are *highly unlikely* to succeed at the transfer-level class AND remediation maximizes their probability of throughput
  – AB 705 workgroup has a subgroup working on ESL/exceptions
## Summary of Differences Between Students Placed Traditionally and Students Placed by MMAP

### Mathematics

<table>
<thead>
<tr>
<th>Comparison Group</th>
<th>Comparison</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students placed directly into transfer-level by existing method in same term</td>
<td>Success rates</td>
<td>MMAP success rates equal</td>
</tr>
<tr>
<td>Students placed 1 level below in previous year</td>
<td>Completion of transfer-level math in 2 years</td>
<td>MMAP throughput 41 percentage points higher</td>
</tr>
<tr>
<td>Students placed 2 levels below in previous year</td>
<td>Completion of transfer-level math in 2 years</td>
<td>MMAP throughput 53 percentage points higher</td>
</tr>
</tbody>
</table>

### English

<table>
<thead>
<tr>
<th>Comparison Group</th>
<th>Comparison</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students placed directly into transfer level by existing method in same term</td>
<td>Success rates</td>
<td>MMAP success rates 2 percentage points higher</td>
</tr>
<tr>
<td>Students placed 1 level below in previous year</td>
<td>Completion of transfer-level English in 2 years</td>
<td>MMAP throughput 26 percentage points higher</td>
</tr>
<tr>
<td>Students placed 2 levels below in previous year</td>
<td>Completion of transfer-level English in 2 years</td>
<td>MMAP throughput 40 percentage points higher</td>
</tr>
</tbody>
</table>
Transfer-Level English Throughput Rates

- **11th grade GPA < 1.9**
  - 43% pass rate
  - ~10% of students

- **11th grade >=1.9 and D or worse in 11th grade English**
  - 49% pass rate
  - ~5% of students

- **11th grade >=1.9 and C- or better in 11th grade English**
  - 62% pass rate
  - ~23% of students

- **11th grade GPA >=2.6**
  - 80% pass rate
  - ~62% of students

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theRPgroup
Maximizing Throughput: English

One-year English throughput rate by placement level for students with less than a 1.9 high school GPA

- 11th grade GPA < 1.9
  - 43% pass rate
  - ~10% of students

<table>
<thead>
<tr>
<th>Placement Level</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Transfer-level</td>
<td>43%</td>
</tr>
<tr>
<td>One-level below</td>
<td>13%</td>
</tr>
<tr>
<td>Two-levels below</td>
<td>2%</td>
</tr>
<tr>
<td>Three-levels below</td>
<td>0%</td>
</tr>
<tr>
<td>Four-levels below</td>
<td>0%</td>
</tr>
</tbody>
</table>
Gateway Momentum in Math at Cuyamaca

Completion of transfer-level math before and after change by assessment level:
- Three+ Levels Below: Fall 2013 Cohort (4%) vs. Fall 2016 Cohort (56%)
- Two Levels Below: Fall 2013 Cohort (19%) vs. Fall 2016 Cohort (70%)
- One Level Below: Fall 2013 Cohort (36%) vs. Fall 2016 Cohort (67%)
- All: Fall 2013 Cohort (23%) vs. Fall 2016 Cohort (67%)

Completion of transfer-level math before and after change by ethnicity:
- Asian: Fall 2013 Cohort (33%) vs. Fall 2016 Cohort (75%)
- African American: Fall 2013 Cohort (6%) vs. Fall 2016 Cohort (56%)
- Hispanic: Fall 2013 Cohort (15%) vs. Fall 2016 Cohort (85%)
- White: Fall 2013 Cohort (16%) vs. Fall 2016 Cohort (76%)
- All: Fall 2013 Cohort (15%) vs. Fall 2016 Cohort (69%)

EDUCATIONAL RESULTS PARTNERSHIP

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE
AB 705 IMPLEMENTATION (DRAFT) TIMELINE FOR MATH AND ENGLISH

Fall 2017
• Engage stakeholders regarding current assessment practices including discipline faculty, counselors, institutional research, and assessment staff
• Review the legal requirements of AB 705

Spring 2018
• Strategize ways to make high school data primary in the assessment and placement process
• Begin curricular exploration and development consistent with the law
• Engage professional learning to support curricular shifts in math, English, or ESL

Fall 2018
• Shift local assessment placement practices to include high school data as a primary predictor for all students
• Prepare to shift local assessment/placement rules to new curriculum in spring 2019
• Submit locally developed curriculum changes for approval

Spring 2019
• Approve locally developed curriculum in Math and English
• Connect new assessment/placement rules with curriculum
• Publish new structures in college materials

Fall 2019
• Full compliance with AB 705
AB 705 Website

https://assessment.cccco.edu/ab-705-implementation/