Transforming Colleges and Closing Equity Gaps: AB 705 Early Outcomes

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Community College League of California
2019 ANNUAL CONVENTION
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Overview

- Brief history of MMAP
- Overview of the community supporting AB 705 implementation
- Early Results
  - MMAP
  - AIR/Rand Texas Corequisite study
  - PPIC
- Key Resources
- Get Involved!

A Brief History of MMAP and AB 705

- STEPS started with 14 colleges

- MMAP – started in 2014-15 with the 14 STEPS colleges

- CAI and Multiple Measures Work Group formed

- MMAP decision rules guidance released – over 90 colleges eventually join pilot

- AB 705 passed (Signed into law in October 2017)

- AB 705 Implementation Committee and 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 CCCCO guidance memos on English and math

- AB 705 Implementation Committee and ESL subcommittees review new research & early results and provide additional guidance

Statewide AB 705 Implementation Committee

10 Faculty	2 ASCCC Representatives
6 Researchers	2 BOG Members
6 CCCCO Staff	1 Assessment Director
3 Foundation Staff	1 VPSS
2 VPIs	1 Tech Center
2 Deans	1 CCLC Staff
2 CEOs	1 Athletic Director

AB 705 ESL Advisory Subcommittee

1 Vice Chancellor at CCCO	1 CCCCO Staff
10 ESL Faculty	1 ASCCC Rep. (Physics)
2 English Faculty	1 VPI
2 Researchers	
1 WestEd Staff	
1 Math Faculty	

Where in the world have the MMAP researchers been?

- 28 webinars - with over 2,000 attendees
- 50+ Chancellor's Office committee meetings attended
- 134 presentations at individual colleges
- 200+ conference presentations, workshops or regional convenings - with over 11,000 attendees(!)

Resources for You

o AB 705 Technical Report
  o http://bit.ly/AB705-Tech-Report
o Gender and Ethnicity
  o http://bit.ly/AB705-Gender-Ethnicity
o DSPS and EOPS -
  o http://bit.ly/AB705-DSPS-EOPS
o Community College Review (peer-reviewed journal article)
  o http://bit.ly/MMAP-Comm-Coll-Review
o AB 705 Survey Results
  o http://bit.ly/AB705-F2018-Survey
o ESL Assessment Measures Literature Review
  o http://bit.ly/AB705-ESL-Lit-Review

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AB 705 Research and Analysis Ideas for Collaboration between Researchers and Faculty

http://bit.ly/IR-Faculty

This document provides ideas for collaboration between faculty and institutional research, planning and effectiveness (IRPE) professionals in the California Community Colleges to examine local impacts of AB 705. The ideas from this document were generated and collated from regional workshops and events hosted by the Academic Senate for California Community Colleges for faculty and related stakeholders in spring 2019 as well as workshops and events hosted by the RP Group. The document begins by sharing opportunities for collaboration identified by faculty and IRPE professionals, followed by commonly-used definitions and terms. The document concludes with a list of considerations for both faculty and IRPE professionals as they work together in the context of AB 705 evaluation.
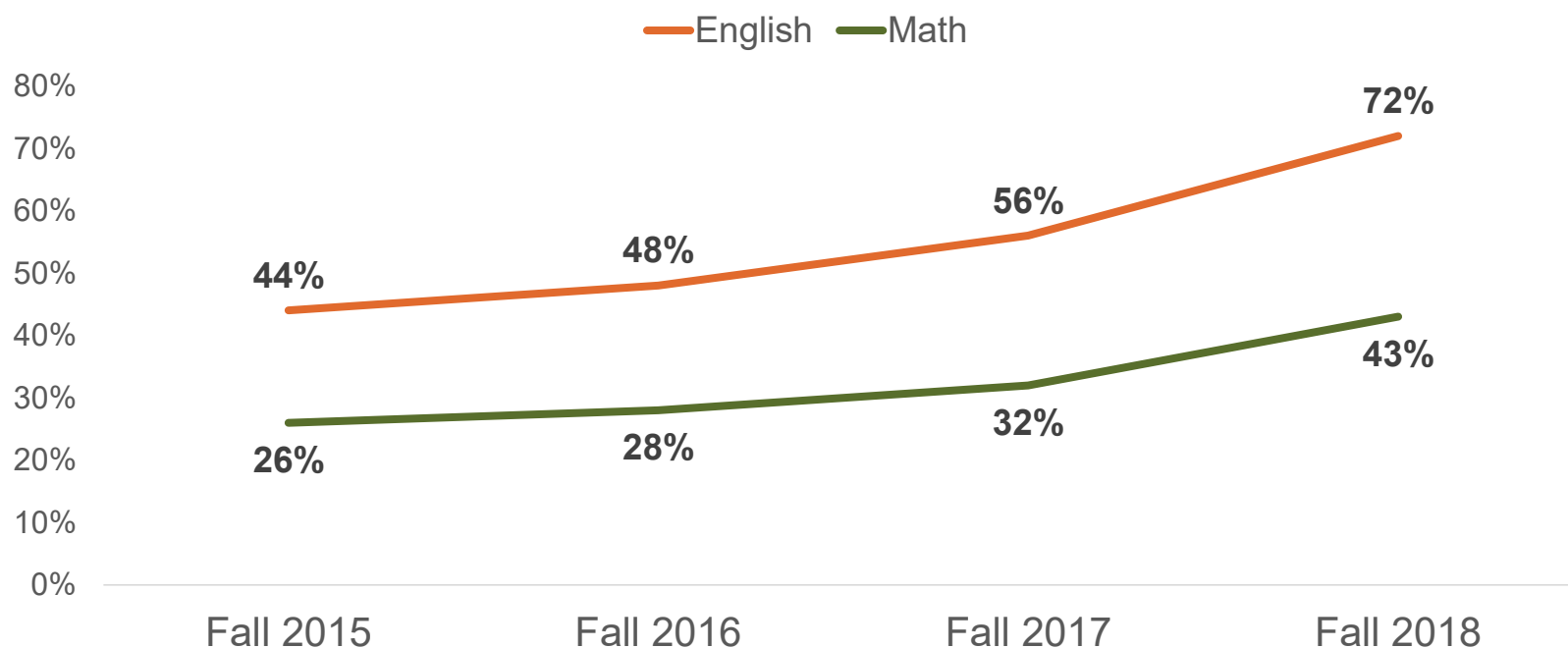
Early Research Results

Results from a MMAP Statewide Analysis of Enrollment and Success in Transfer-level English and Math
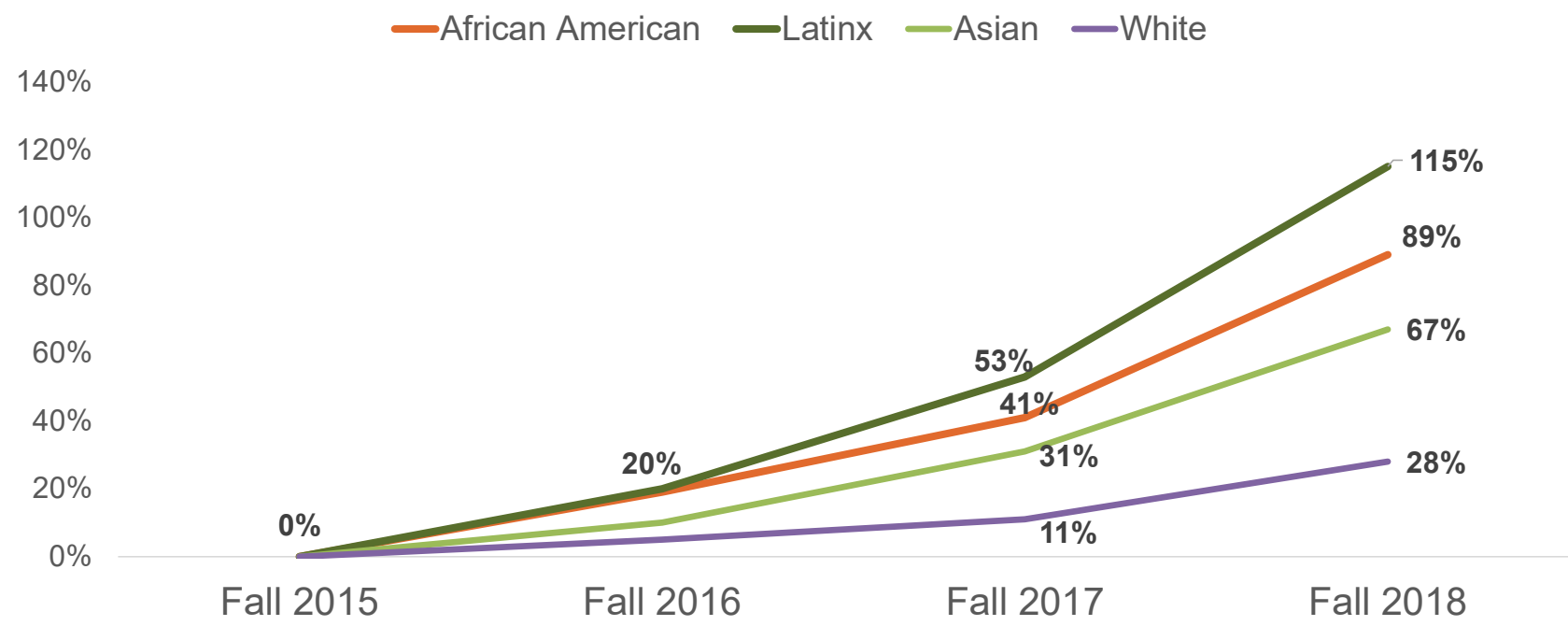
http://bit.ly/F18-Transfer-Level-MMAP

Percentage of Students Whose First Enrollment in English and Math Sequence was at Transfer-Level

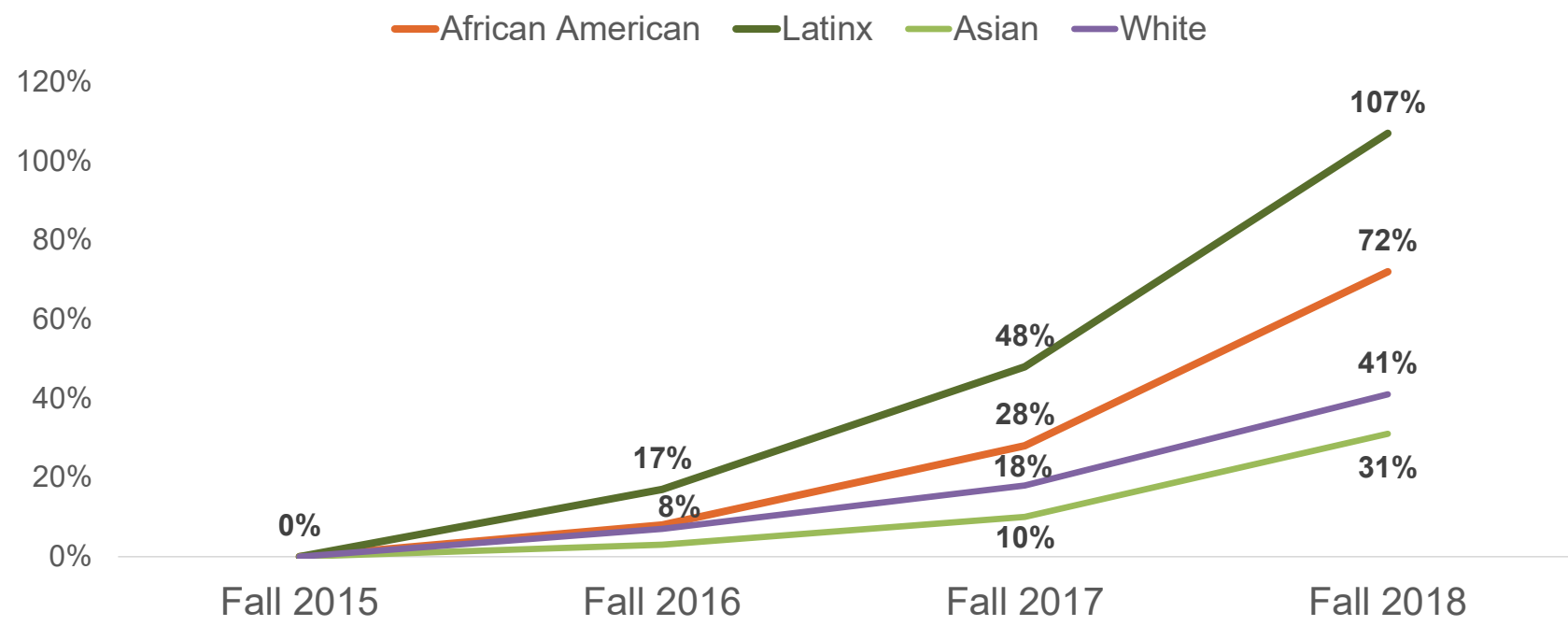Greater Access to Transfer-Level Trend Increases in Fall 2018
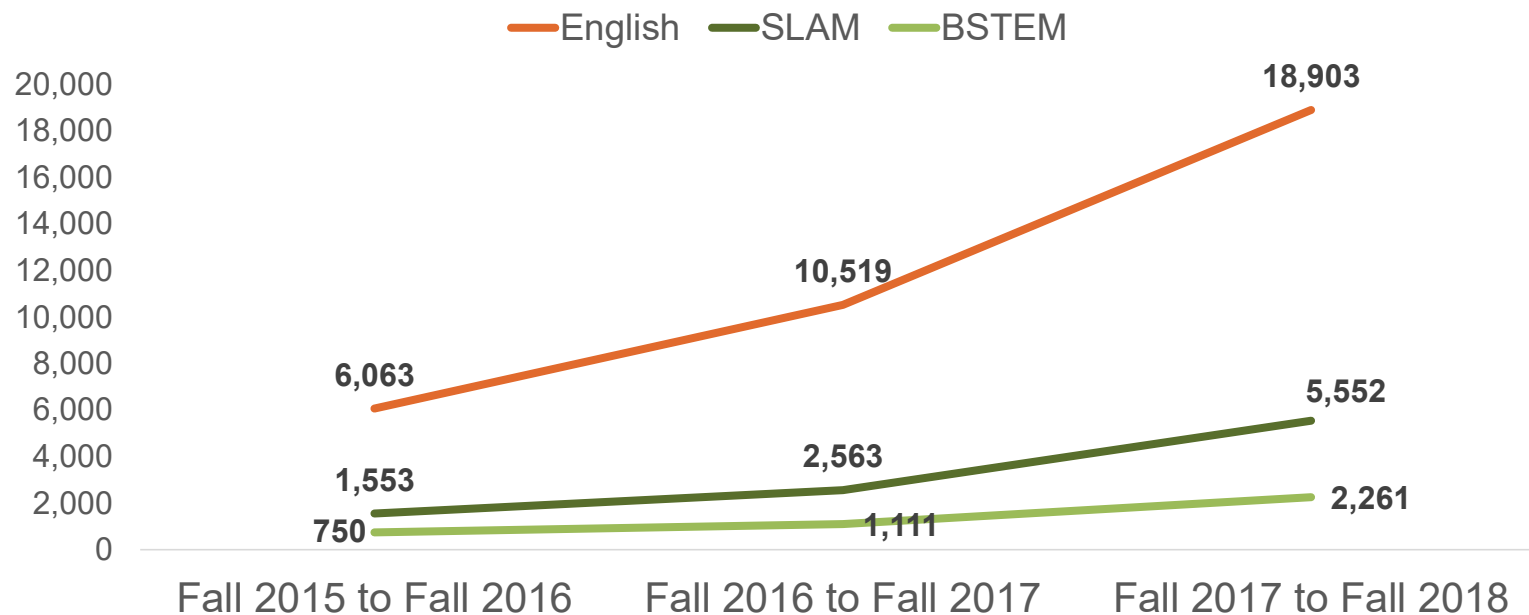
—— English   —— Math

Percentage Increase over Fall 2015 in First Enrollment in Math Sequence at Transfer-Level by Ethnicity

Greatest Increase in Transfer-Level Access for Black Students
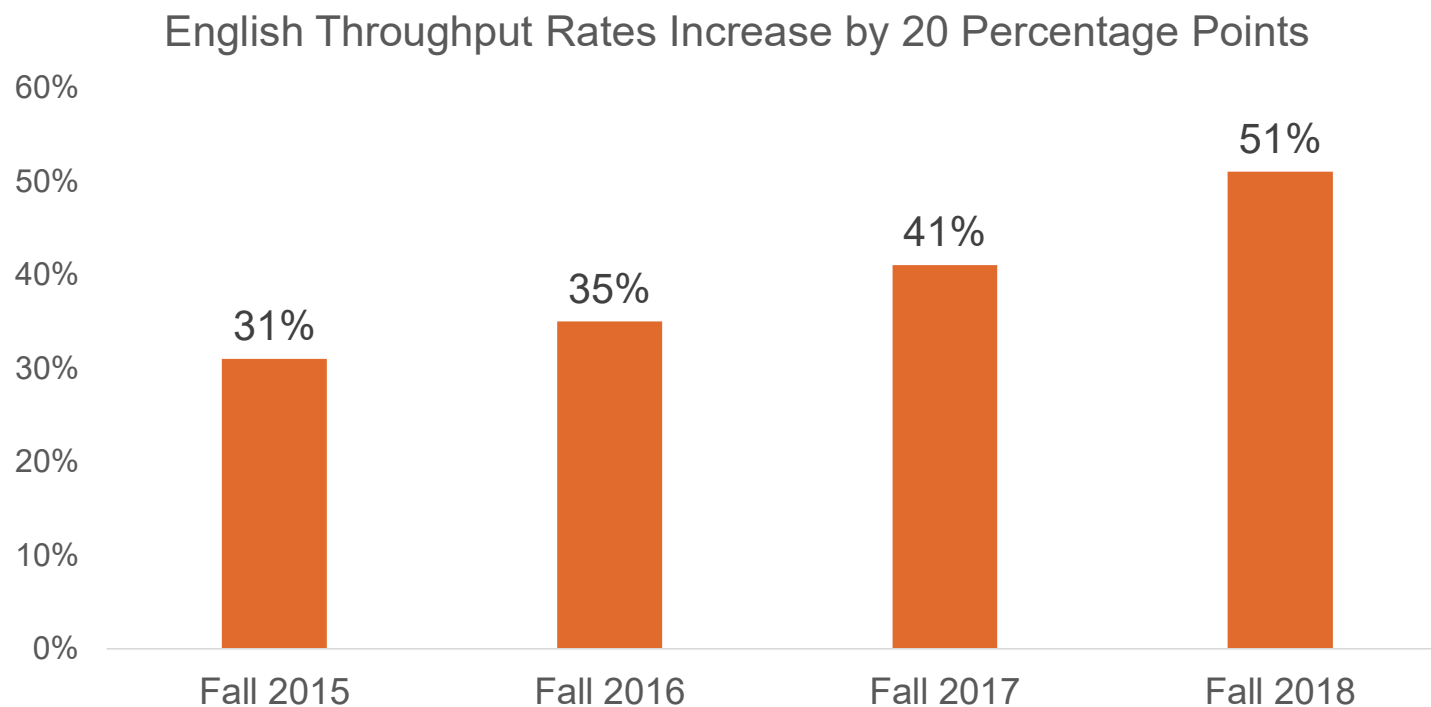
— African American — Latinx — Asian — White

Year-over-Year Change in the Number of Successful Completions of Transfer-Level English and Math
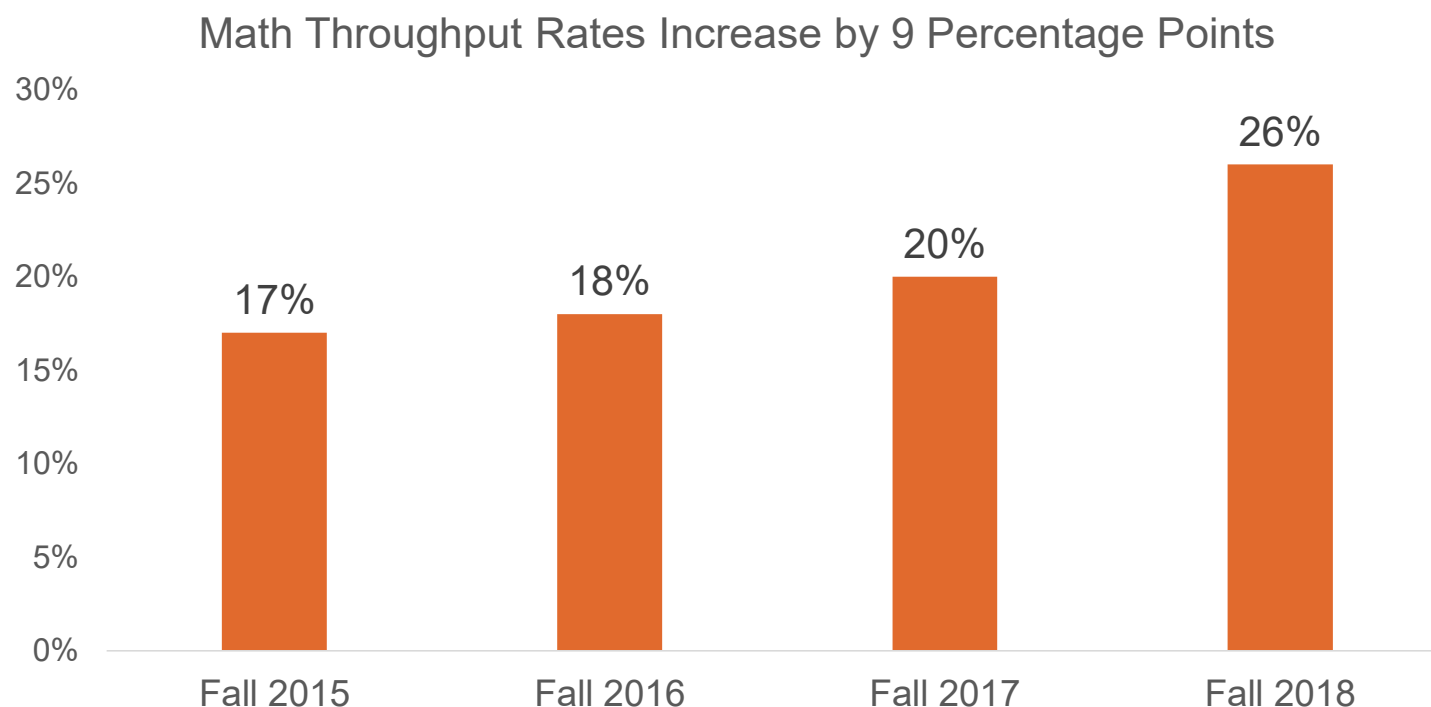

Successful Transfer-Level Math Completions Double in Fall 2018

One-Term Throughput Rates for Transfer-Level English

English Throughput Rates Increase by 20 Percentage Points

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
	31%	35%	41%	51%

One-Term Throughput Rates for Transfer-Level Math

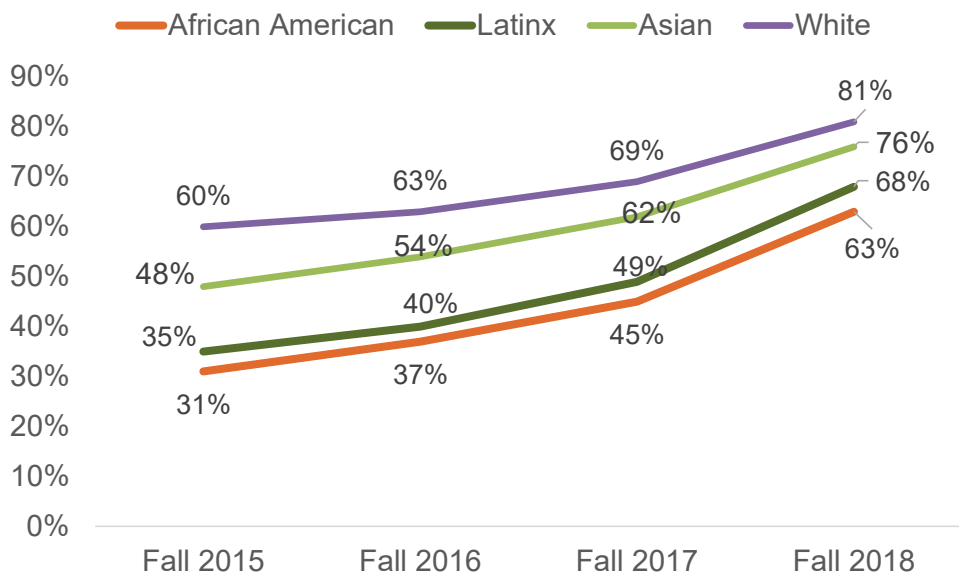Math Throughput Rates Increase by 9 Percentage Points

Ethnicity Breakout: English

First English Enrollment at Transfer-Level by Ethnicity

Equity in Access Increasing over Time

One-Term Throughput Rates in Transfer-Level English by Ethnicity

Equity in Throughput Improves for Asian & Latinx
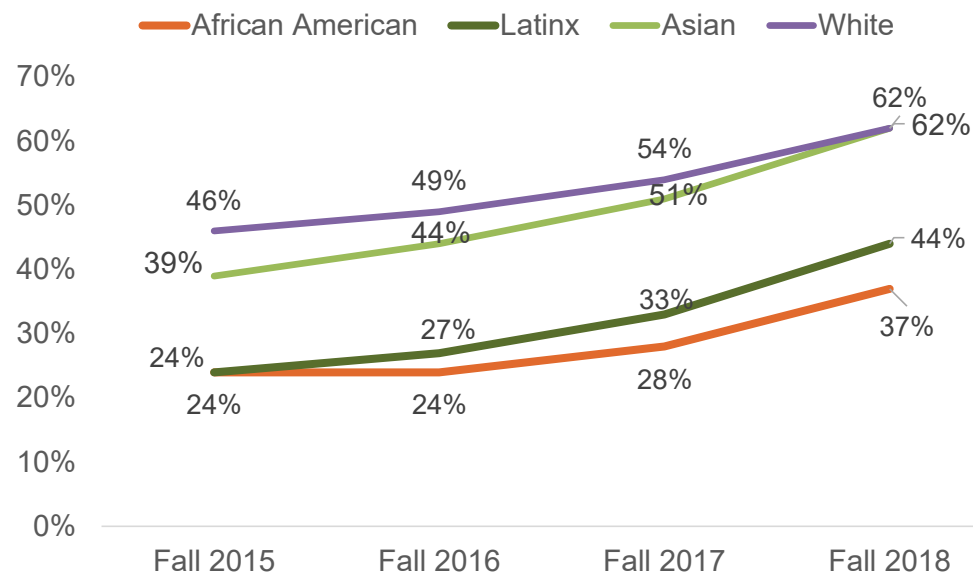
Ethnicity Breakout: English Completions

Additional Successful Completions of Transfer-level English
Term-to-Term by Ethnicity

	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018
African American	399	312	752
Latinx	3,739	6,075	10,569
Asian	804	1,571	2,780
White	1,036	1,273	3,136
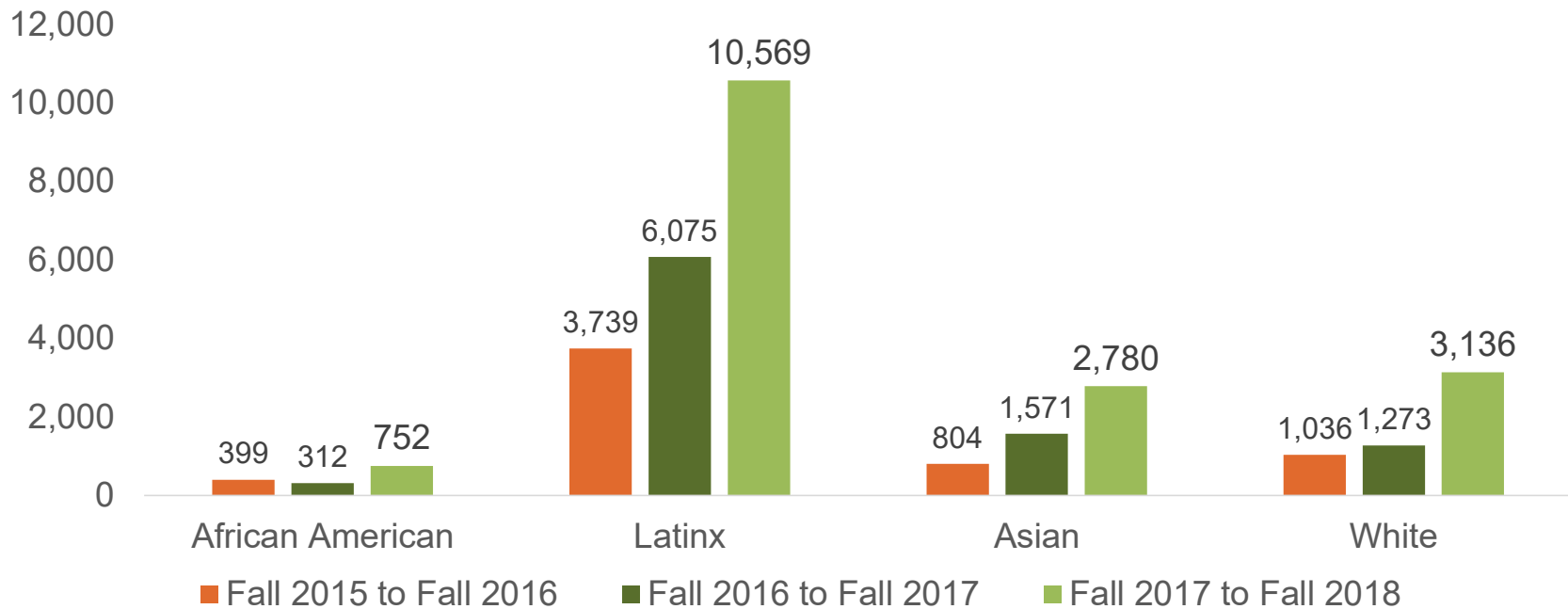
Ethnicity Breakout: Math

First Math Enrollment at Transfer-level by Ethnicity

Equity in Access Relatively Stable over Time
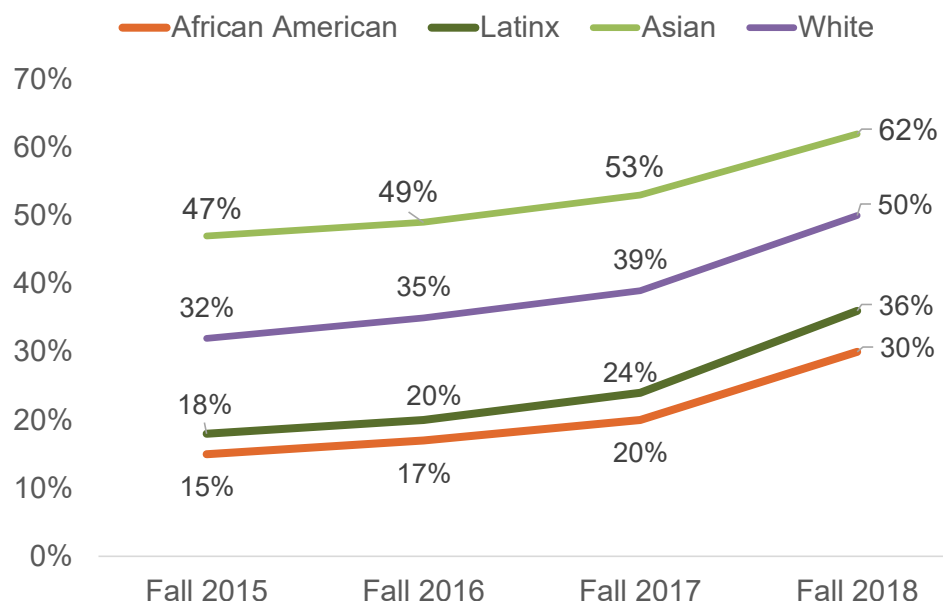
One-term Throughput Rates in Transfer-level Math by Ethnicity

Overall Math Throughput Improves but not Equity
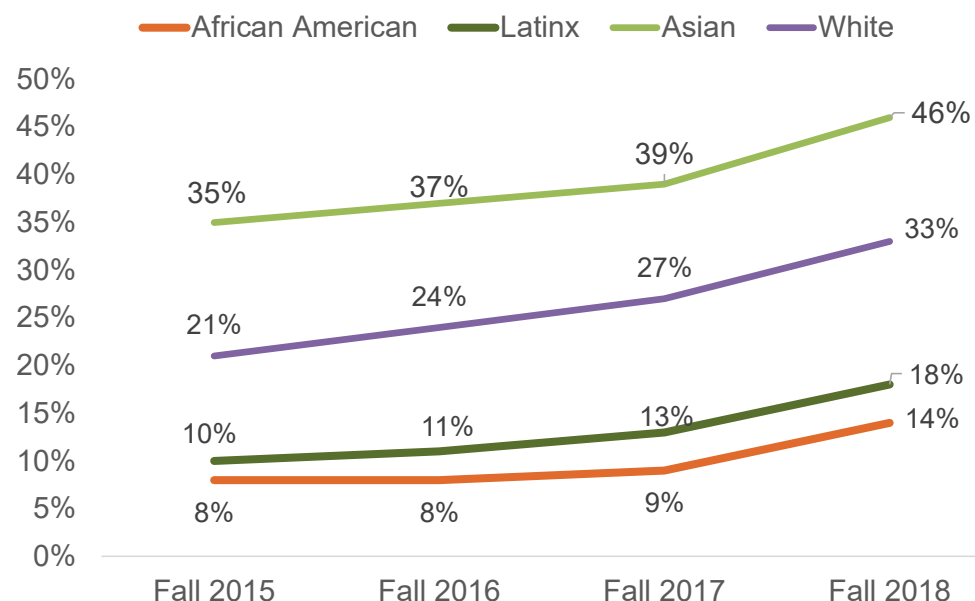
Ethnicity Breakout: Math Completions

Additional Successful Completions of Transfer-level SLAM Term-to-Term by Ethnicity

- African American: 16, 45, 230
- Latinx: 845, 1,223, 2,827
- Asian: 169, 351, 743
- White: 465, 563, 1,283

Legend: Fall 2015 to Fall 2016 | Fall 2016 to Fall 2017 | Fall 2017 to Fall 2018
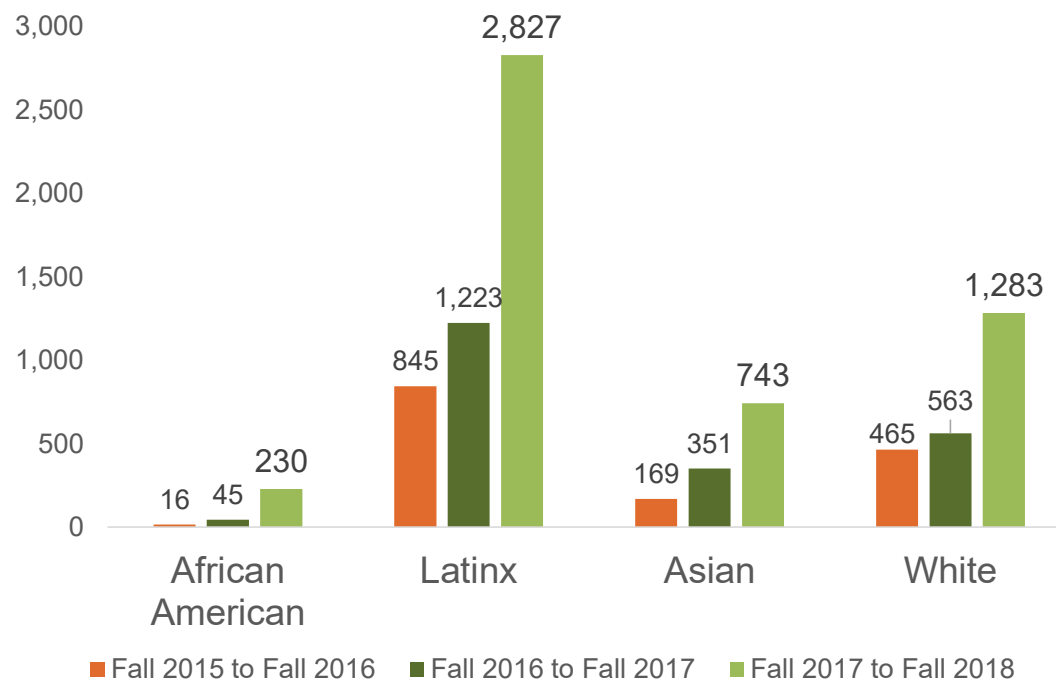
Additional Successful Completions of Transfer-level BSTEM Term-to-Term by Ethnicity

- African American: 15, 1, 99
- Latinx: 365, 537, 985
- Asian: 120, 115, 692
- White: 328, 222, 369

Legend: Fall 2015 to Fall 2016 | Fall 2016 to Fall 2017 | Fall 2017 to Fall 2018
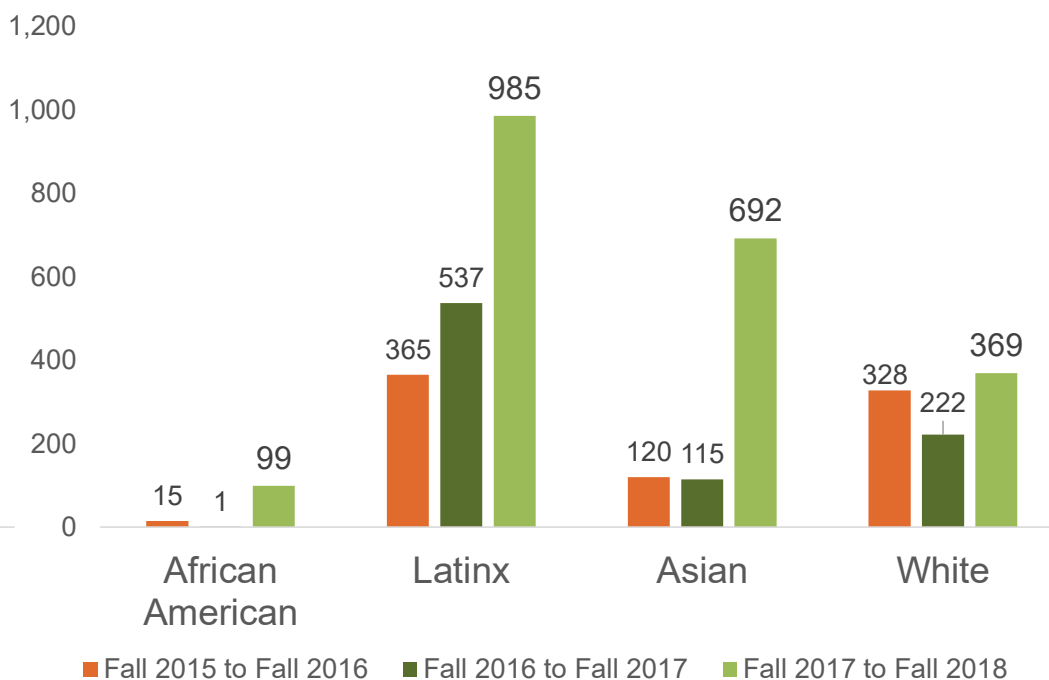
Closing the Equity Gap: Example
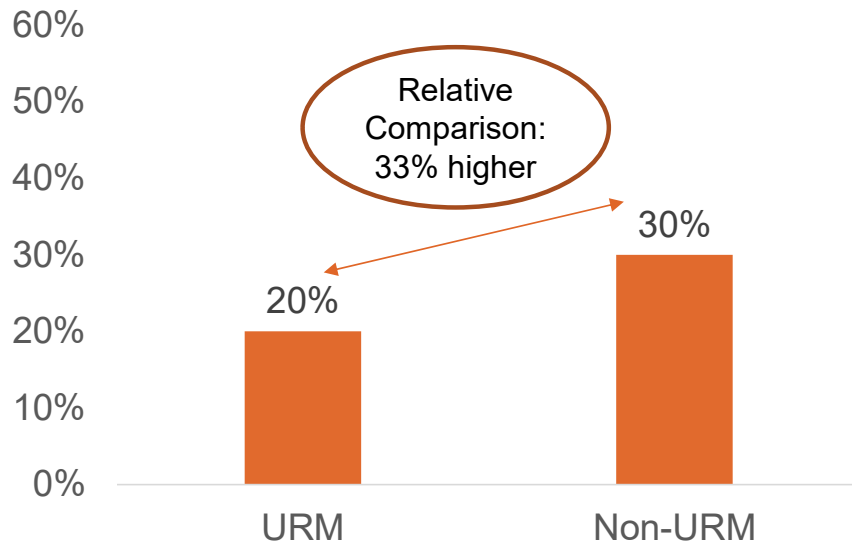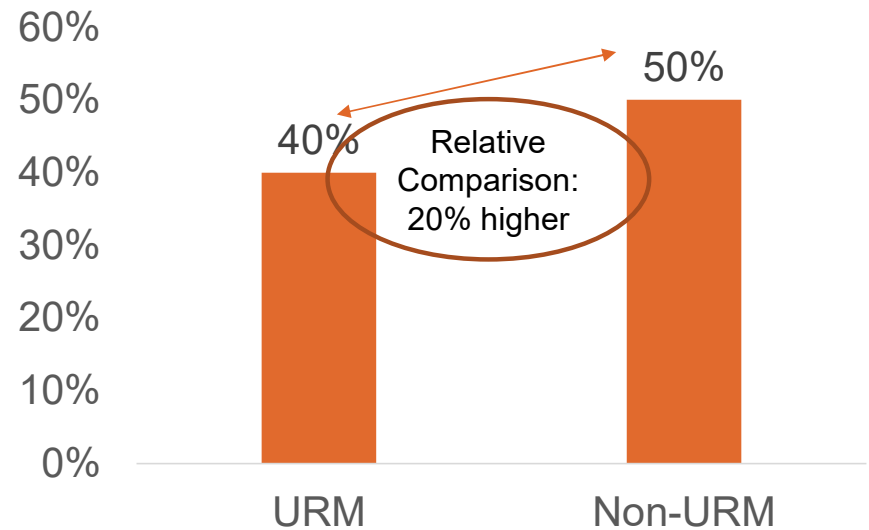
Successful Completions of Transfer-Level <u>English</u> for DSPS Students
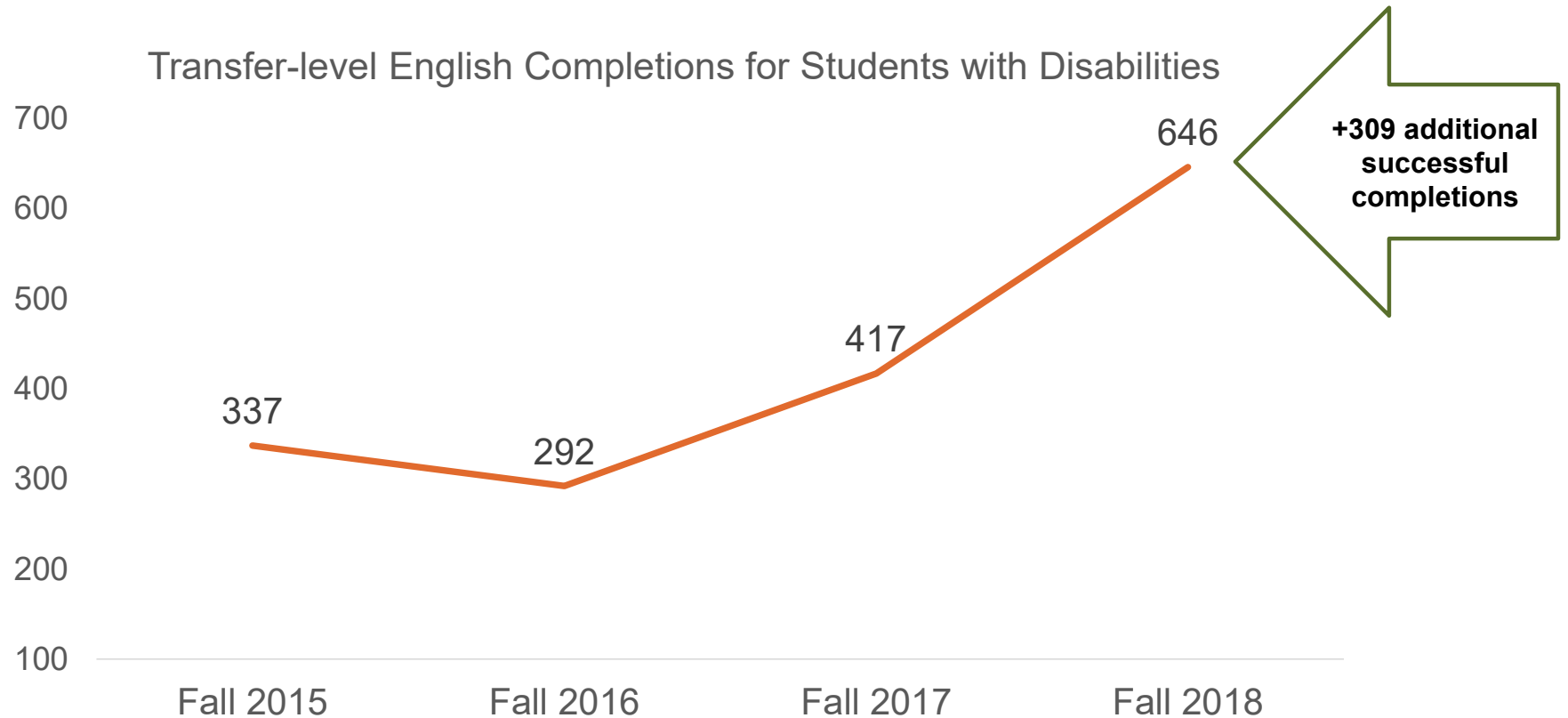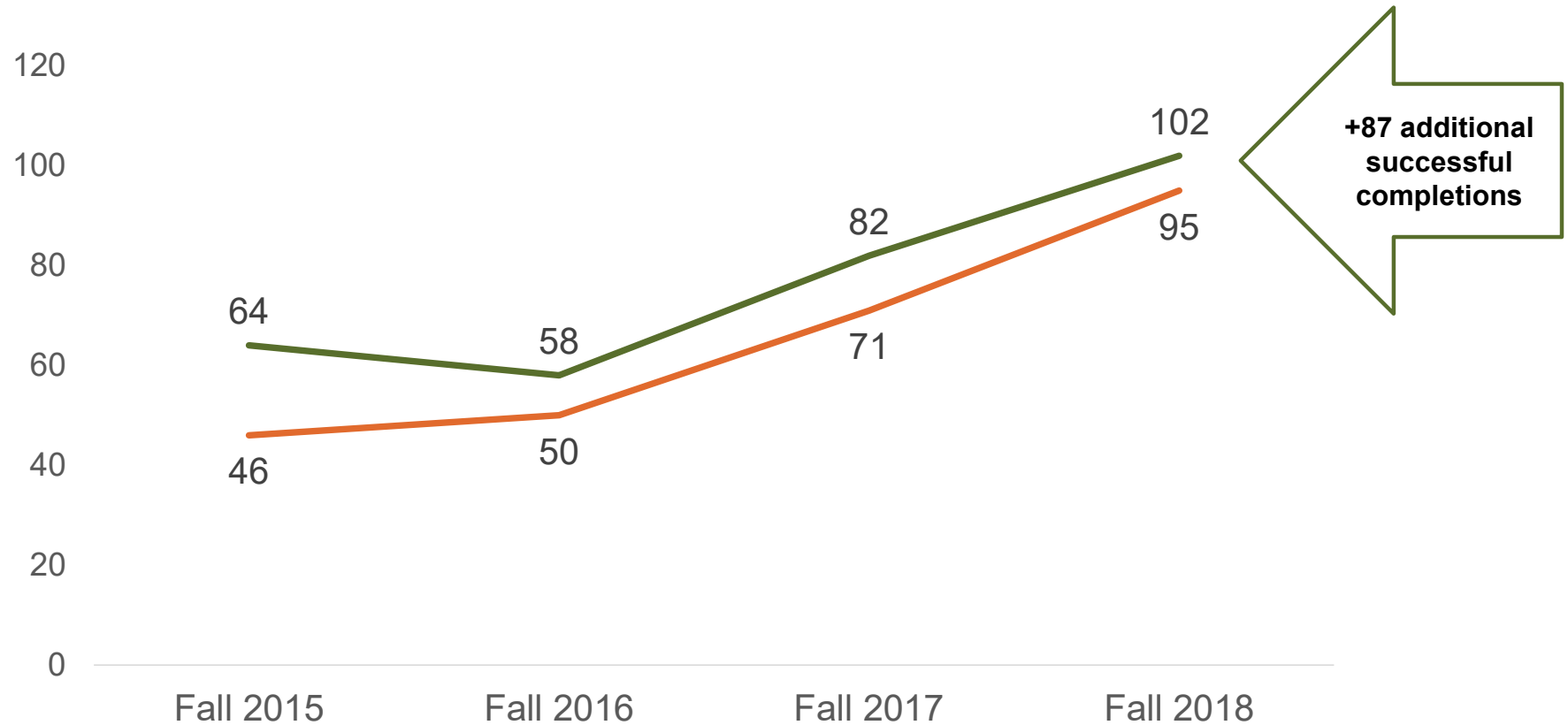
Transfer-level English Completions for Students with Disabilities

+309 additional successful completions

700	646
600	
500	417
400	337
300	292
200	
100	

Fall 2015   Fall 2016   Fall 2017   Fall 2018

Transfer-Level <u>English</u> Success Rates of DSPS Students

■ DSPS ■ Non-DSPS

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
DSPS	67%	69%	65%	60%
Non-DSPS	73%	73%	73%	71%

DSPS: Fall '15 = 337; Fall '16 = 292; Fall '17 = 417; Fall '18 = 646

Non-DSPS = Fall '15 = 52,819; Fall '16= 58,927; Fall '17 = 69,321; Fall '18 = 87,995

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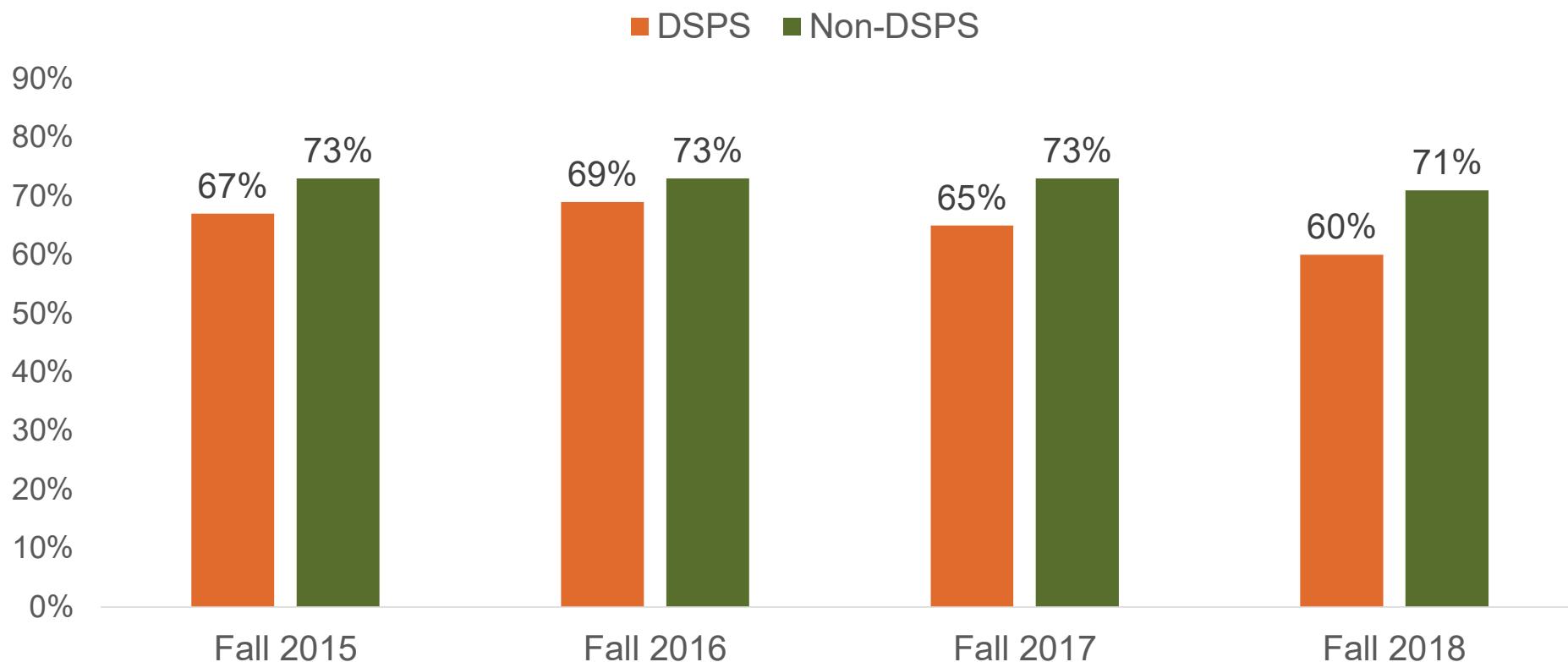
Transfer-Level SLAM Success Rates of DSPS Students

■ DSPS   ■ Non-DSPS

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
DSPS	61%	67%	58%	48%
Non-DSPS	68%	68%	65%	62%

DSPS: Fall '15 = 46; Fall '16 = 50; Fall '17 = 71; Fall '18 = 95

Non-DSPS = Fall '15 = 10,855, Fall '16= 12,404, Fall '17 = 14,946, Fall '18 = 20,474

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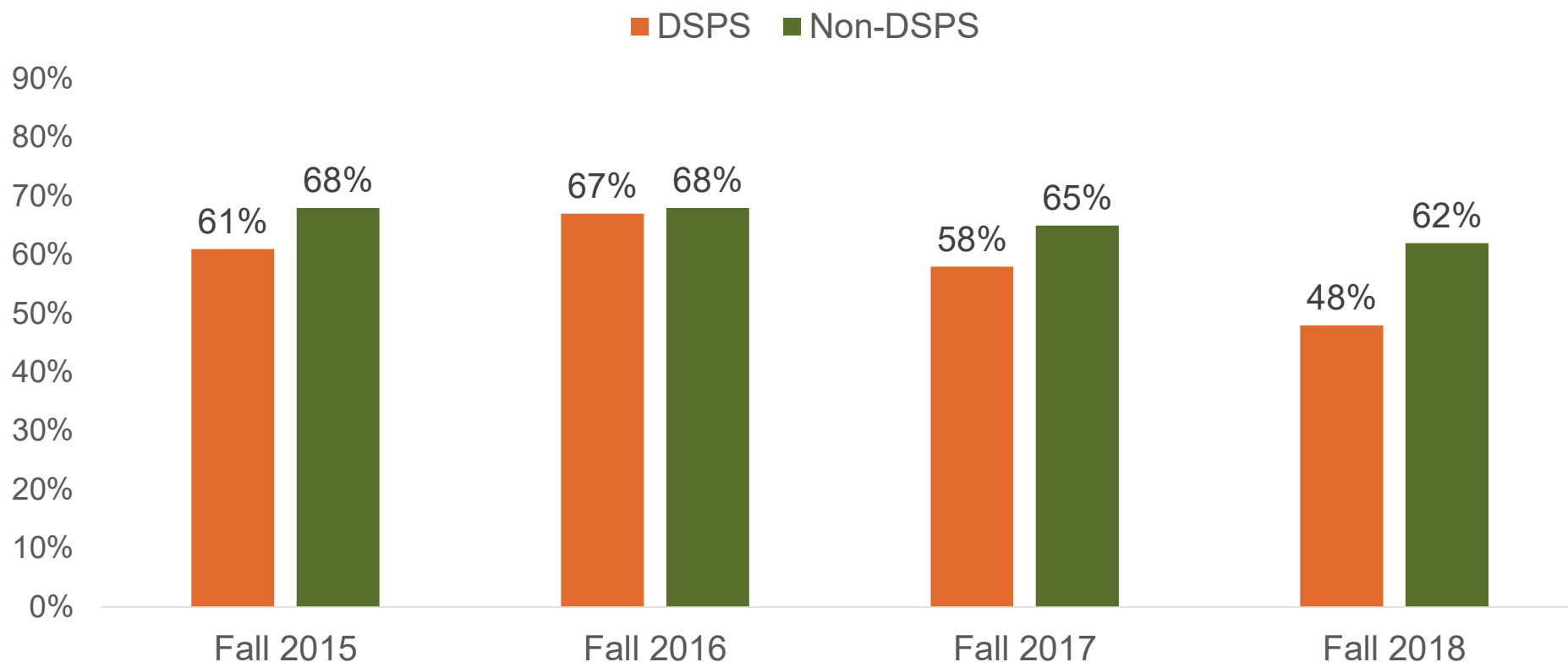
Transfer-level English Success Rates Disaggregated by Primary Disability

F18 Transfer-level English Pass Rates by Disability

Disability	Pass Rate
Intellectual	50%
ADHD	52%
Learning	58%
Other	60%
Physical/Mobility	61%
ABI	61%
Autism	62%
Deaf & HH	64%
Mental Health	70%
Non-DSPS	70%
Blind/Low Vision	82%
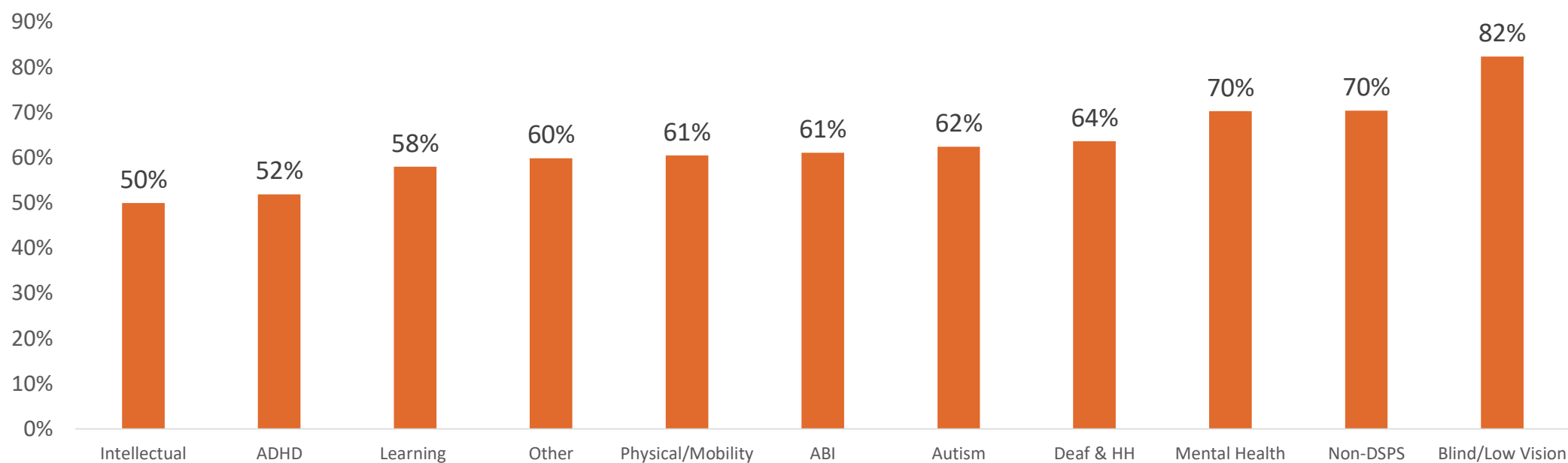
Sure, there are more successes, but aren't there more non-successes, too?

Pass Rates:
A Limited Perspective

Chart 12. Success Rates of Transfer-Level <u>SLAM</u> Students, Disaggregated by High School GPA Band

Chart 13. Success Rates of Transfer-Level <u>B-STEM Math</u> Students, Disaggregated by High School GPA Band

Chart 11. Success Rates in Transfer-Level <u>English</u>, Disaggregated by High School GPA Band
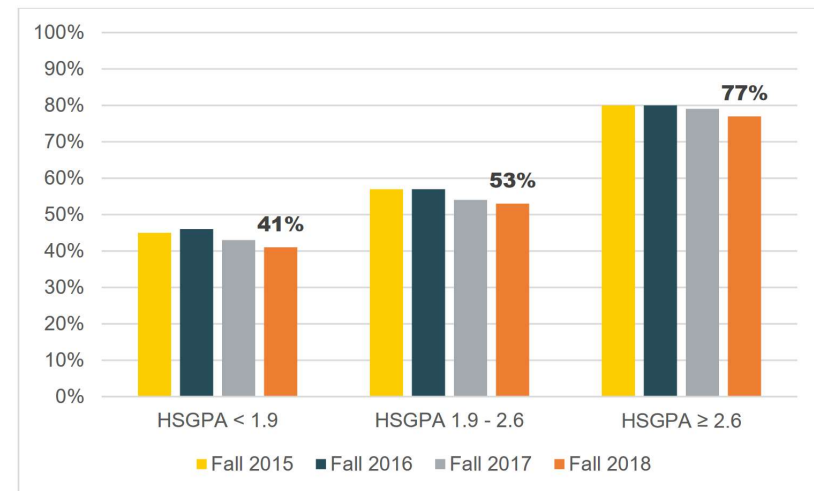
Volume of Successful and Non-Successful Completions and Success Rates for Transfer Level Math - DSPS students
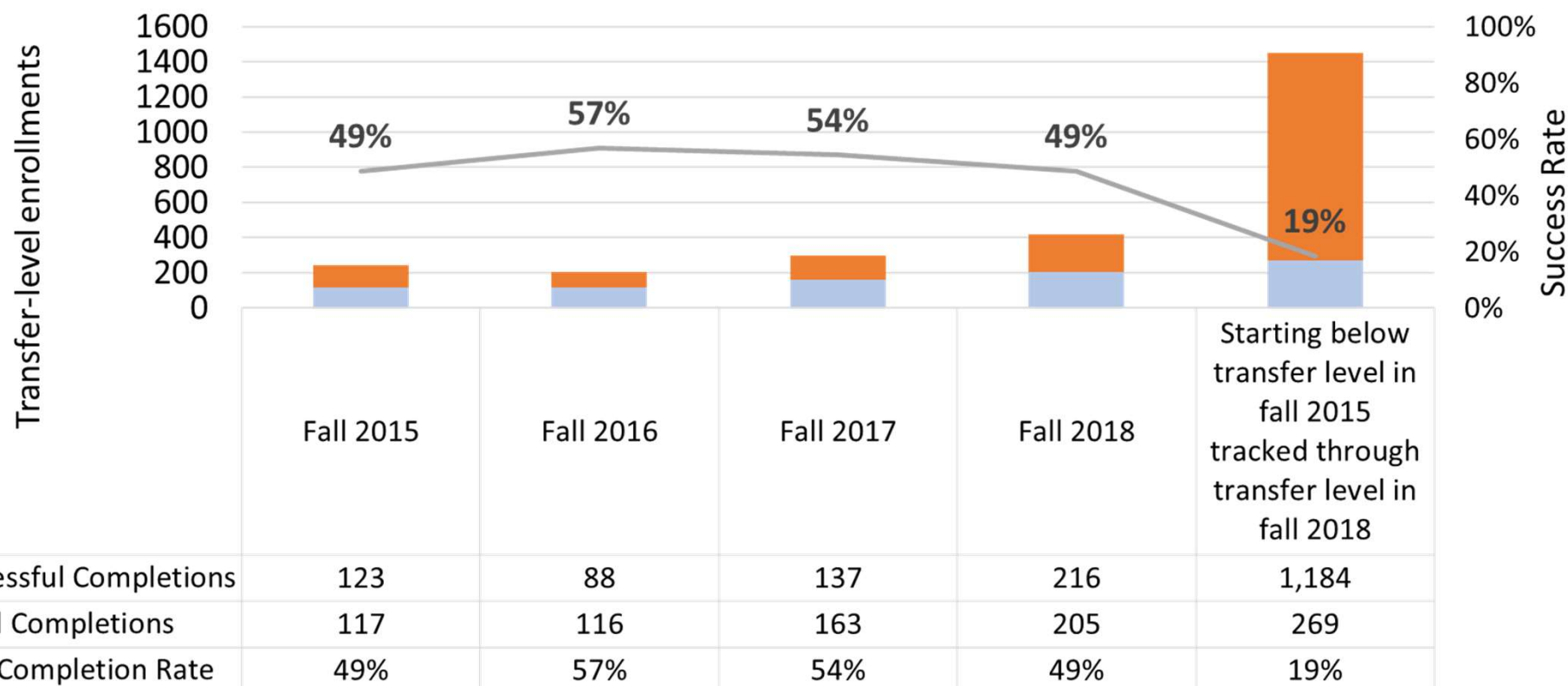
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Starting below transfer level in fall 2015 tracked through transfer level in fall 2018
Non Successful Completions	123	88	137	216	1,184
Successful Completions	117	116	163	205	269
Success / Completion Rate	49%	57%	54%	49%	19%

Volume of Successful and Non Successful Completions and Success Rates for Transfer-Level Math
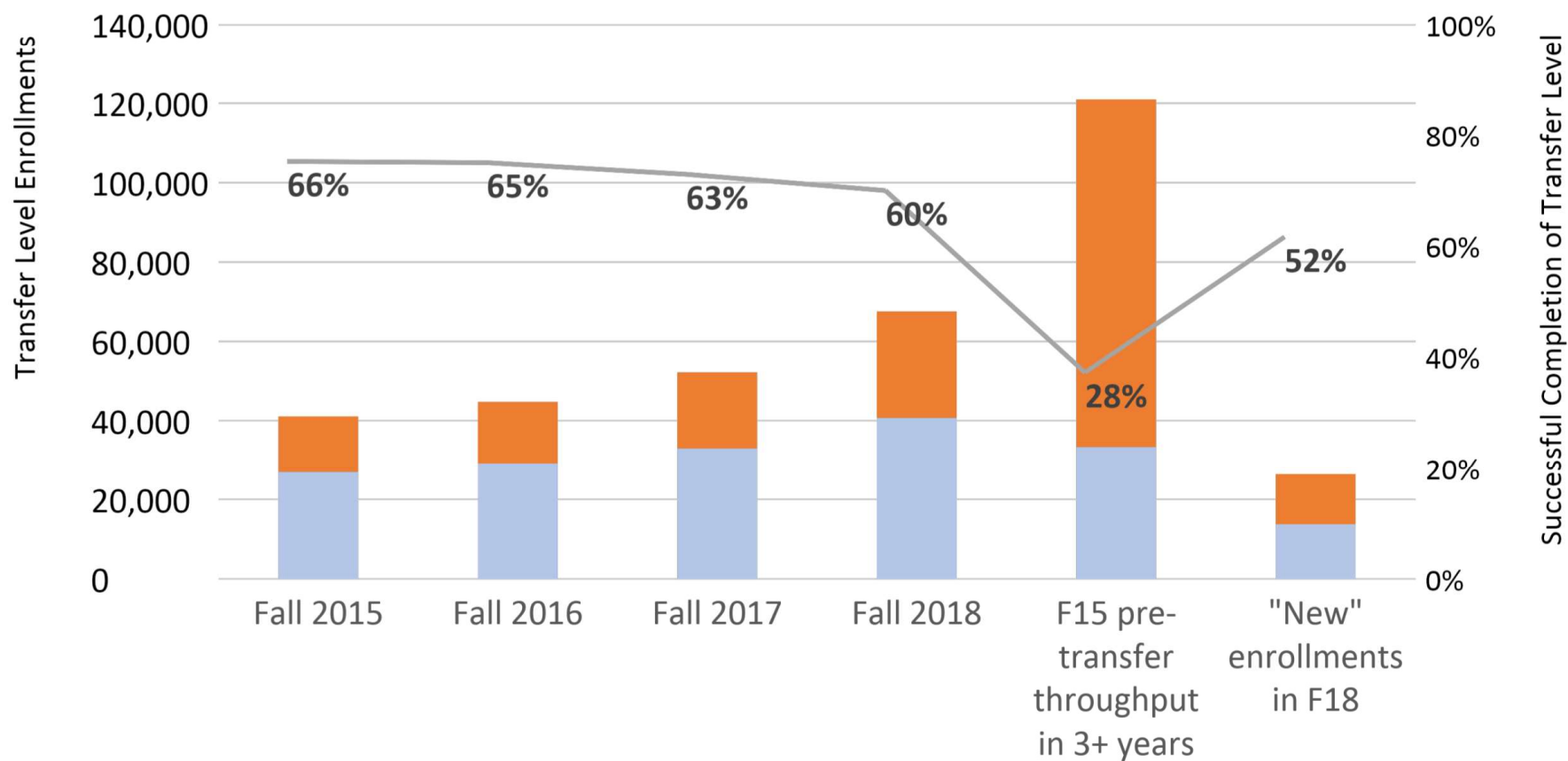
F2015 through F2018, first attempts in math at transfer level per term and success rate;
F2015 transfer level completion for all students starting below transfer level in F2015 through F2018
"New" enrollments is the additional successful and non successful completions F2018 compared to F2015

Attrition: A Plague of Invisible Failure

	Expected Prerequisite Success Rate	Expected Persistence into Transfer-level Course the Following Term	Expected Success Rate in Transfer-level Course	
Lowest performance band: High school GPA < 1.90	60%	80%	60%	

Other Relevant Research

RCTs in Texas

All three corequisite models in the RCT showed positive one-year impacts

http://bit.ly/TX-Coreq-RCT

Percentage Passing English 1301 within One Academic Year
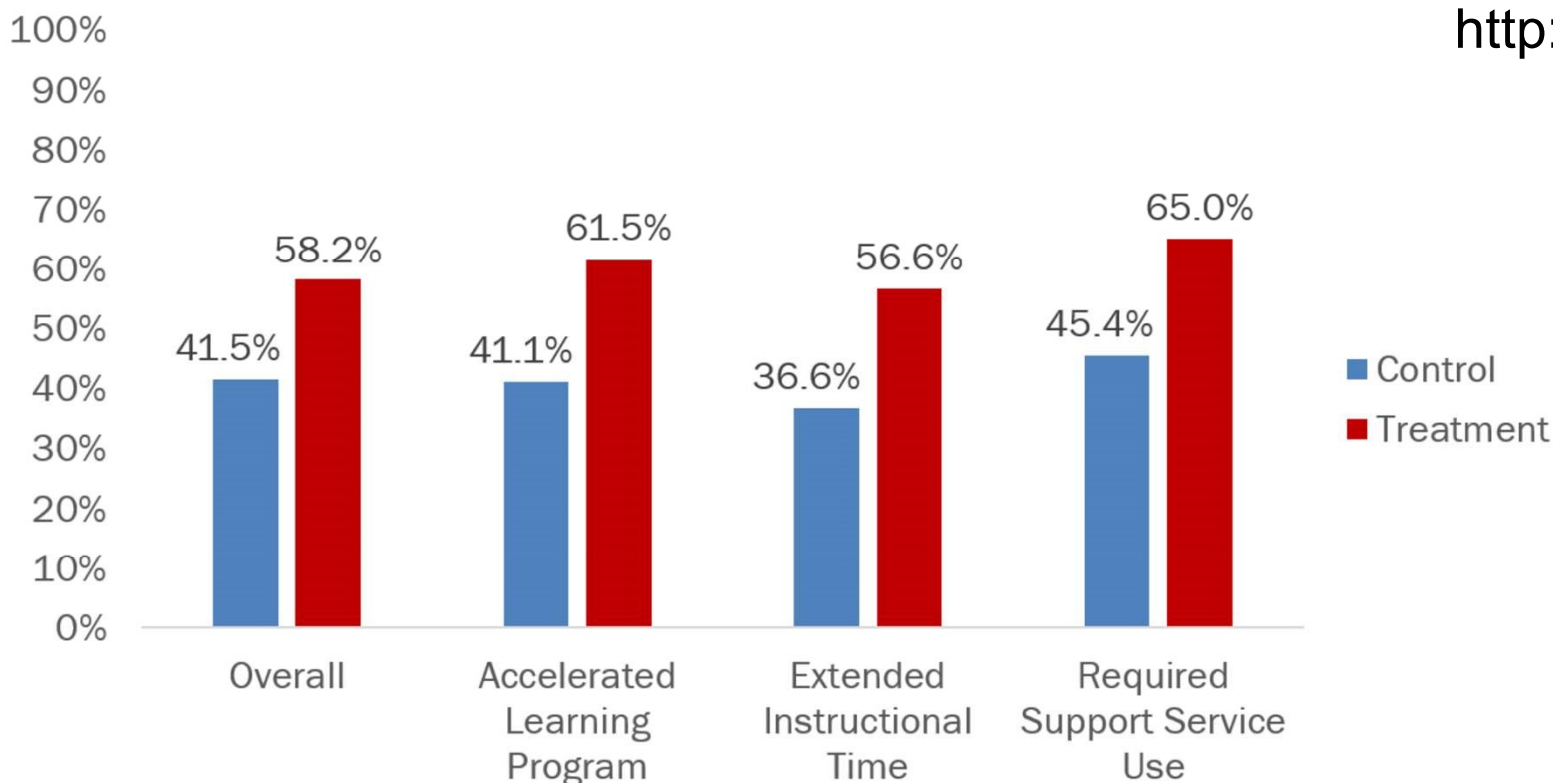
One-year RCT impact results are promising and aligned with previous studies

http://bit.ly/TX-Coreq-RCT

Percentage Passing English 1301 within One Academic Year
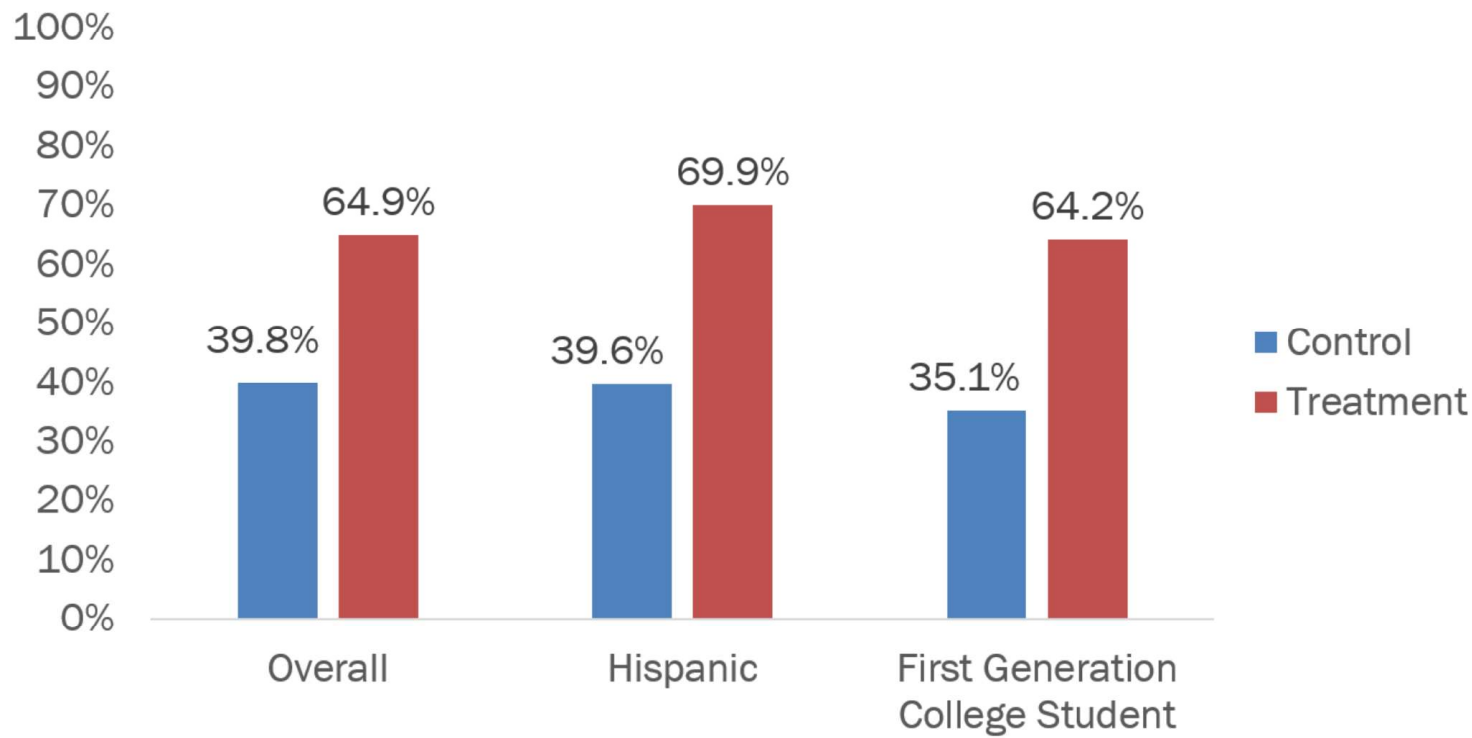
Note: All differences between control and treatment 1301 passing rates were statistically significant at the p<0.01 level.

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PPIC Report

What Happens When Colleges Broaden Access to Transfer-Level Courses?

Access to college composition has expanded unevenly across the system

Number of colleges (y-axis, 0 to 120)

x-axis: 2015, 2016, 2017, 2018

Share of first-time English students starting in college composition
- 80% or more
- Between 60% and 80%
- Between 40% and 60%
- Less than 40%

2015: Less than 40% = 62, Between 40% and 60% = 39, Between 60% and 80% = 8

2016: Less than 40% = 52, Between 40% and 60% = 40, Between 60% and 80% = 15, 80% or more = 2

2017: Less than 40% = 28, Between 40% and 60% = 45, Between 60% and 80% = 29, 80% or more = 7

2018: Less than 40% = 8, Between 40% and 60% = 25, Between 60% and 80% = 46, 80% or more = 30

SOURCE: Authors' calculations based on CCCO MIS data.

NOTE: Fall of each year. Based on 109 colleges. See Technical Appendix C for more details.

There is a strong and positive relationship between changes in access and changes in throughput
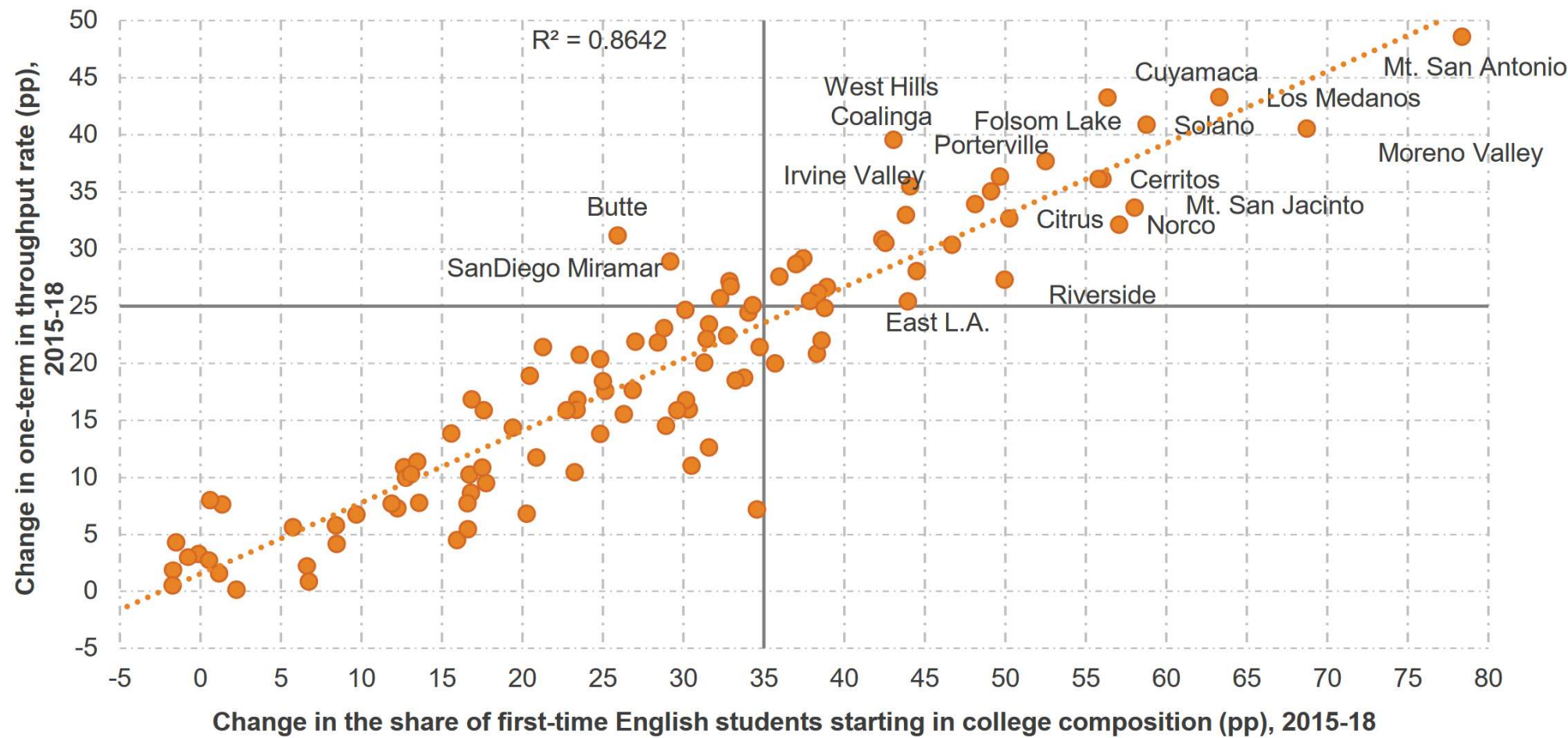
SOURCE: Authors' calculation using MIS data.

NOTES: Fall of each year. Based on 109 colleges. It is important to note that even though this evidence is consistent or suggestive it is not sufficient to infer causality.

All four major racial/ethnic groups saw larger increases in throughput at colleges that broadened access

One-term throughput rate (%)

Colleges that significantly broadened access

2015:
- Latino: 18
- White: 36
- Asian American: 32
- African American: 15

2018:
- Latino: 49
- White: 63
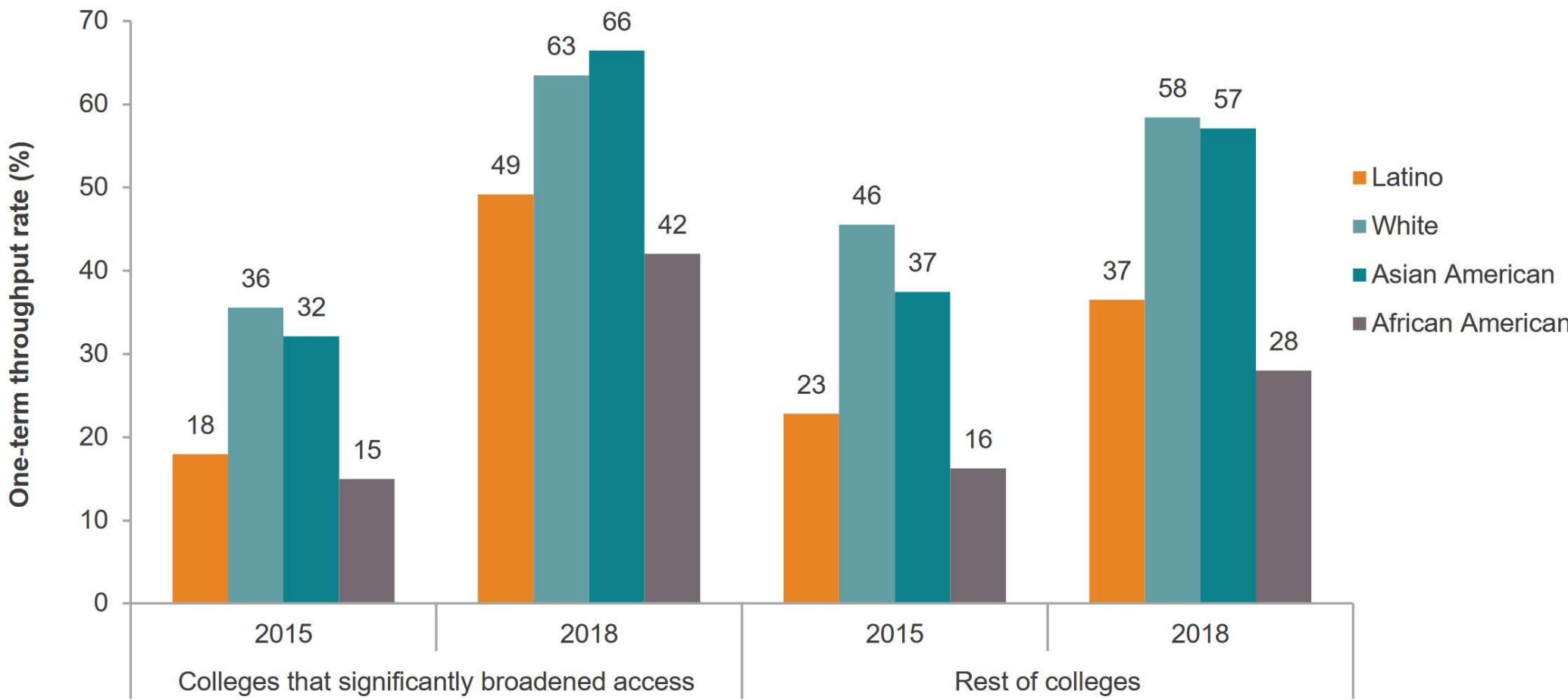- Asian American: 66
- African American: 42

Rest of colleges

2015:
- Latino: 23
- White: 46
- Asian American: 37
- African American: 16

2018:
- Latino: 37
- White: 58
- Asian American: 57
- African American: 28

Legend:
- Latino
- White
- Asian American
- African American

SOURCE: Authors' calculation using MIS data.

NOTE: Fall of each year. There are 39 colleges that significantly broadened access and 70 colleges in the "rest of colleges" category. See Table E6 in Technical Appendix E.

Among colleges that broadened access in 2018, throughput rates increased more in colleges offered co-requisites
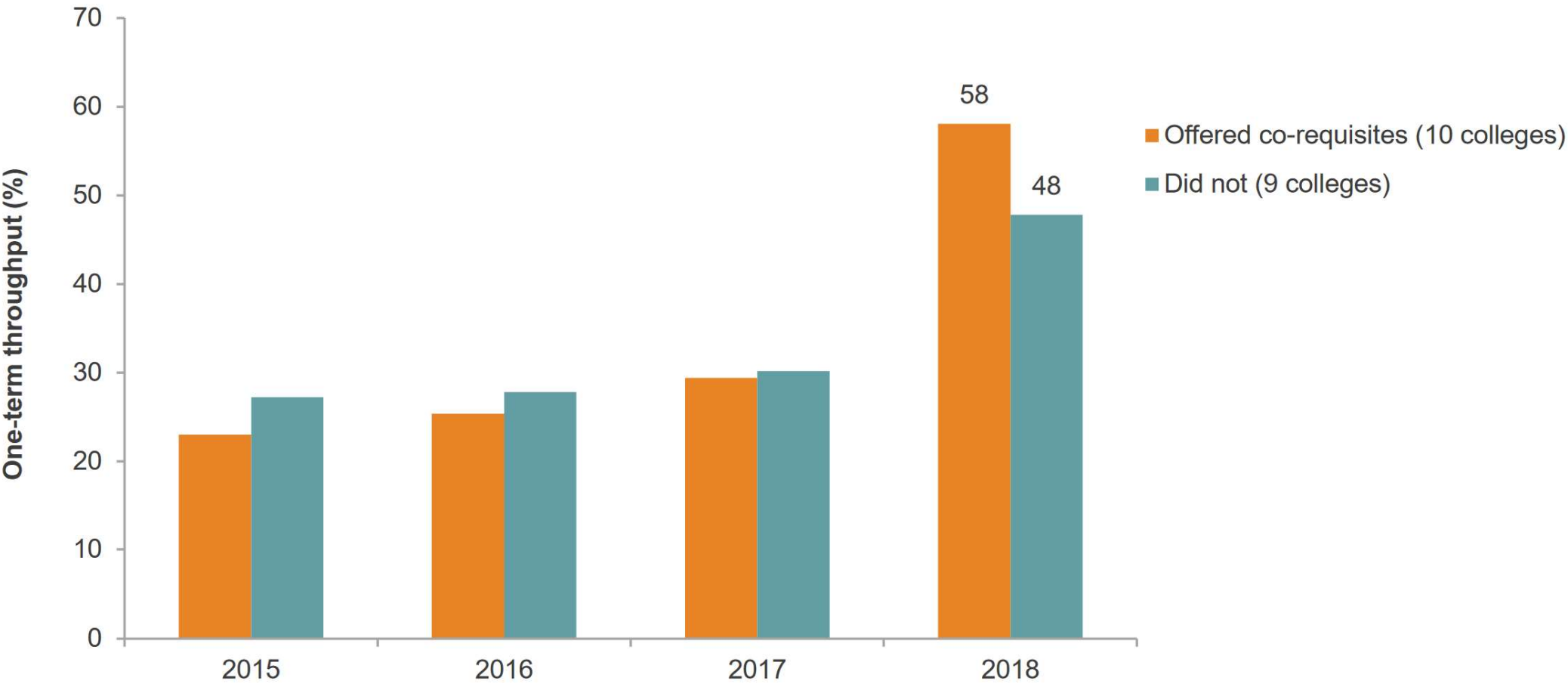
SOURCE: Authors' calculation using MIS data.

NOTES: Fall of each year. Sample restricted to the group of colleges that broadened access to college composition in fall 2018: 19,000 students versus 13,000.

The development of math pathways resulted in broadening access to statistics courses
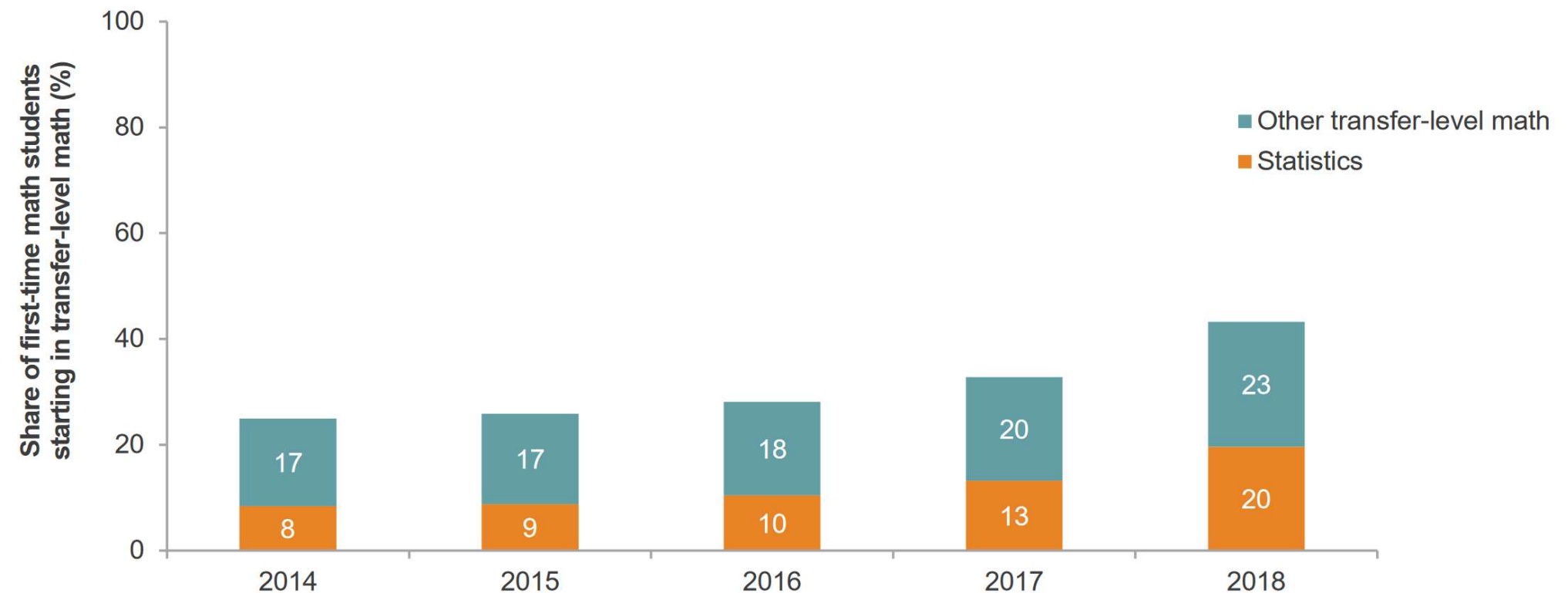
SOURCE: Authors' calculations based on CCCCO MIS data.

NOTES: Fall of each year. Based on 106 colleges. Other transfer-level math courses include both BSTEM math and liberal arts math courses. The number of first-time math students remained stable between 2015 and 2018 at around 153,000. See Technical Appendix C for more details.

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At 11 colleges, more than 60 percent of first-time math students started at transfer level in 2018

Number of colleges (y-axis, 0 to 120)

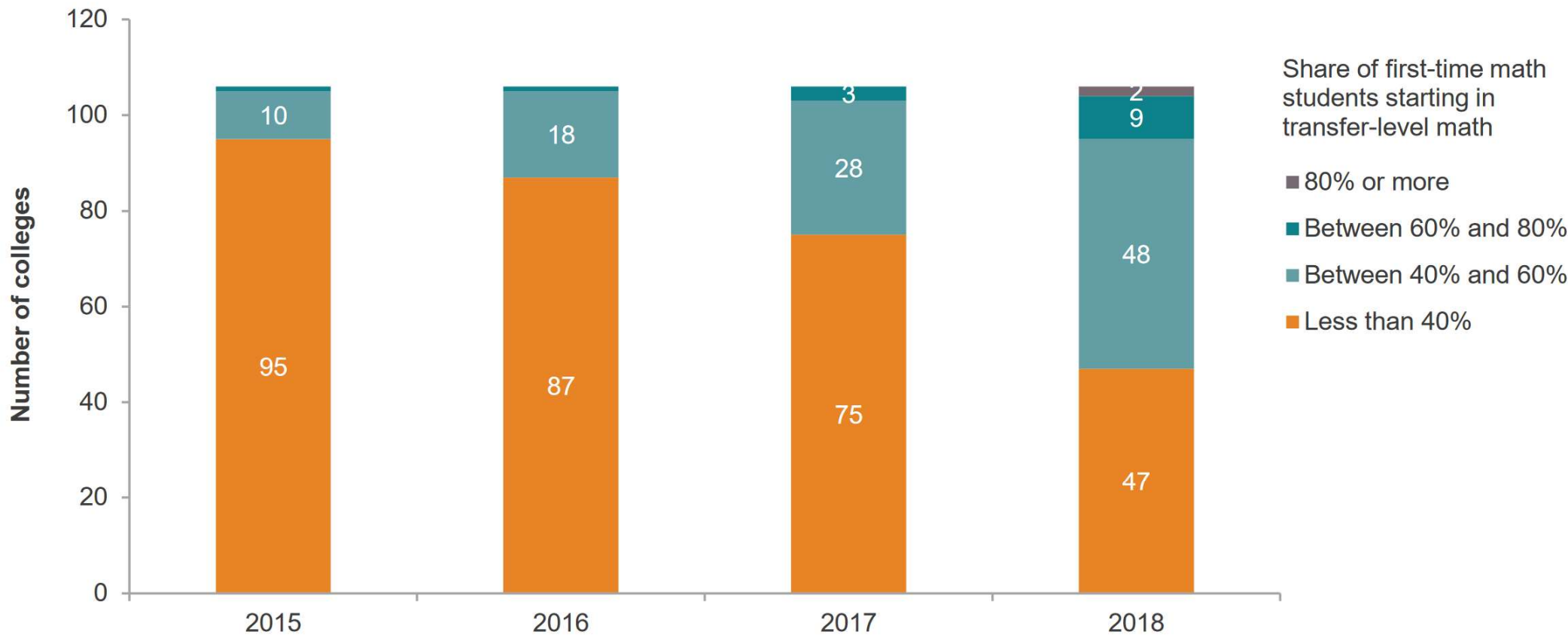| Year	Less than 40%	Between 40% and 60%	Between 60% and 80%	80% or more
2015	95	10		
2016	87	18		
2017	75	28	3	
2018	47	48	9	2

Share of first-time math students starting in transfer-level math
- 80% or more
- Between 60% and 80%
- Between 40% and 60%
- Less than 40%

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Success rates dipped at most colleges that broadened access
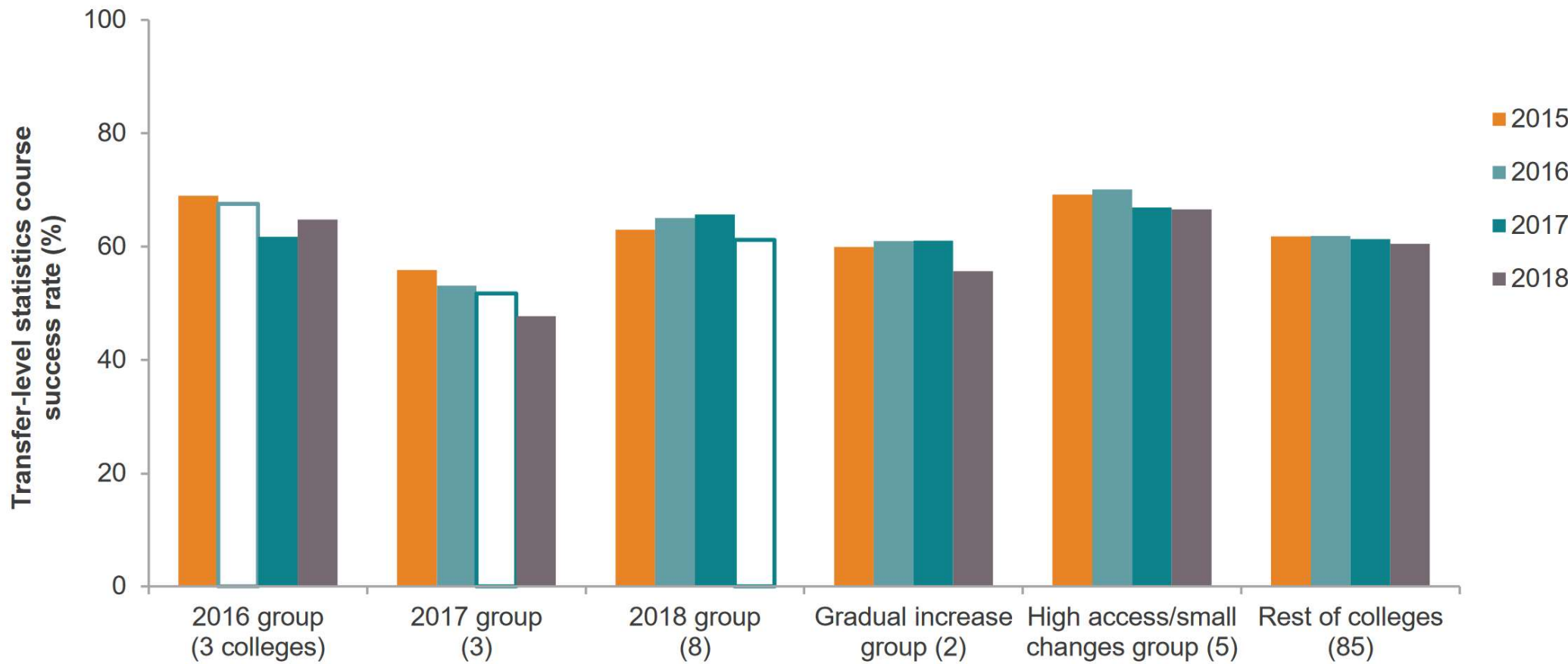
SOURCE: Authors' calculations based on CCCCO MIS data.

NOTE: Fall of each year. Based on 106 colleges. Unfilled bars represent the year when the big gains in access to transfer-level math happened.

There is a strong and positive relationship between expanded access to transfer-level math and changes in throughput

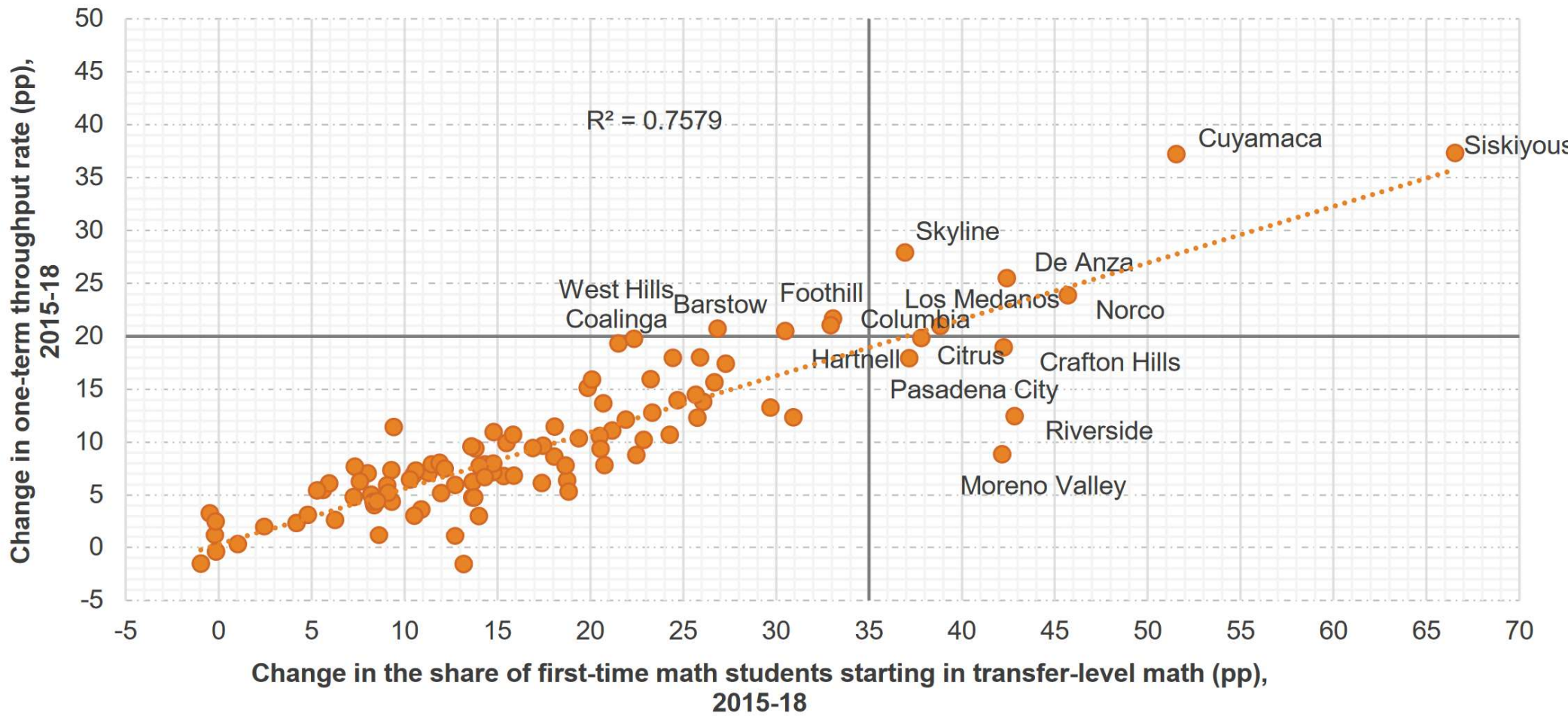Chart plotting Change in one-term throughput rate (pp), 2015-18 (y-axis, -5 to 50) against Change in the share of first-time math students starting in transfer-level math (pp), 2015-18 (x-axis, -5 to 70).

R² = 0.7579

Labeled points: Cuyamaca, Siskiyous, Skyline, De Anza, West Hills Coalinga, Barstow, Foothill, Los Medanos, Norco, Columbia, Hartnell, Citrus, Crafton Hills, Pasadena City, Riverside, Moreno Valley

NOTE: It is important to note that even though this evidence is consistent or suggestive it is not sufficient to infer causality.
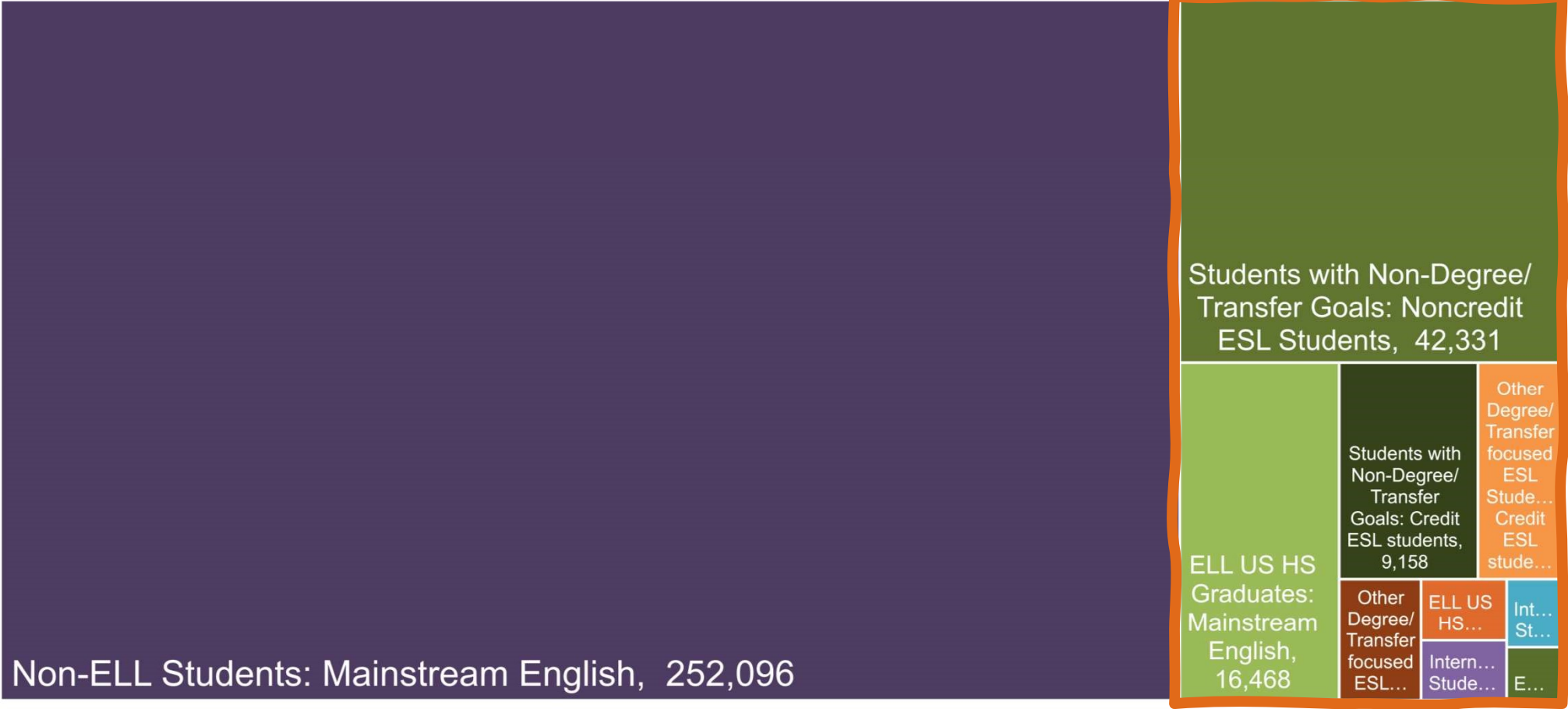
What about ESL?

Degree/Transfer-seeking ESL Student Types that are Affected by AB 705

1. English Language Learner (ELL) U.S. High School Graduates
2. International Students (IS)
3. Non-IS, non-U.S. high school graduate ESL students who are degree/transfer seeking

37% of ESL students fall into one of these three student types

Relative Sizes of All First-time English Language Arts Pathways in 2017-18

Non-ELL Students: Mainstream English, 252,096

Students with Non-Degree/ Transfer Goals: Noncredit ESL Students, 42,331

ELL US HS Graduates: Mainstream English, 16,468

Students with Non-Degree/ Transfer Goals: Credit ESL students, 9,158

Other Degree/ Transfer focused ESL Stude… Credit ESL stude…

Other Degree/ Transfer focused ESL…

ELL US HS…

Int…
St…

Intern…
Stude…

E…

Relative Sizes of First-time English Language Arts Pathways in 2017-18 for ELL/ESL Students

Students with Non-Degree/Transfer Goals: Noncredit ESL Students, 42,331

ELL US HS Graduates: Mainstream English, 16,468

Students with Non-Degree/Transfer Goals: Credit ESL students, 9,158

Other Degree/Transfer focused ESL Students: Credit ESL students, 5,573

Other Degree/Transfer focused ESL Students: Noncredit ESL Students, 3,033

ELL US HS Gradu… Credit ESL students, 1,607

Internatio… Students: Credit ESL students, 1,566

International Students: Mainstream English, 1,165
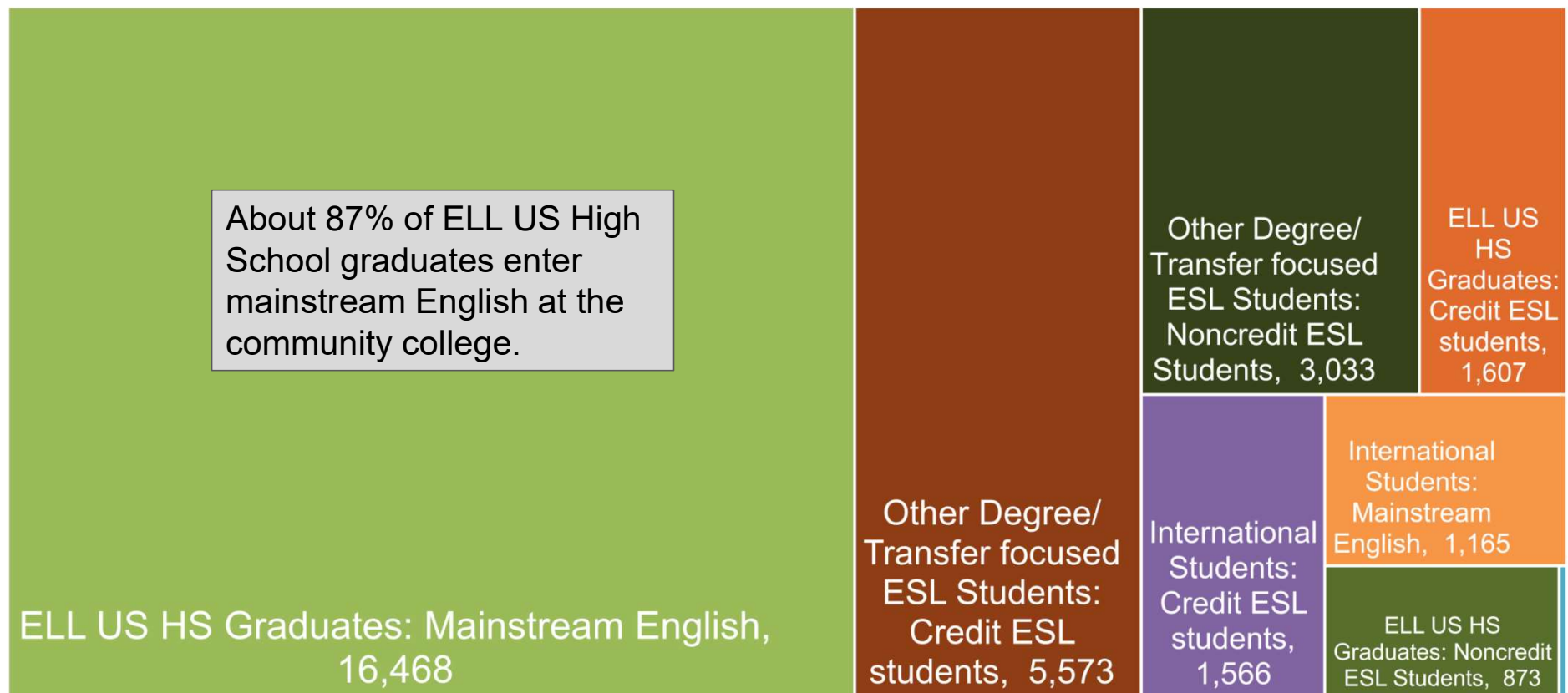
ELL US HS Graduates: Noncredit…

TLC Throughput by Credit/Noncredit and Student Journey Type
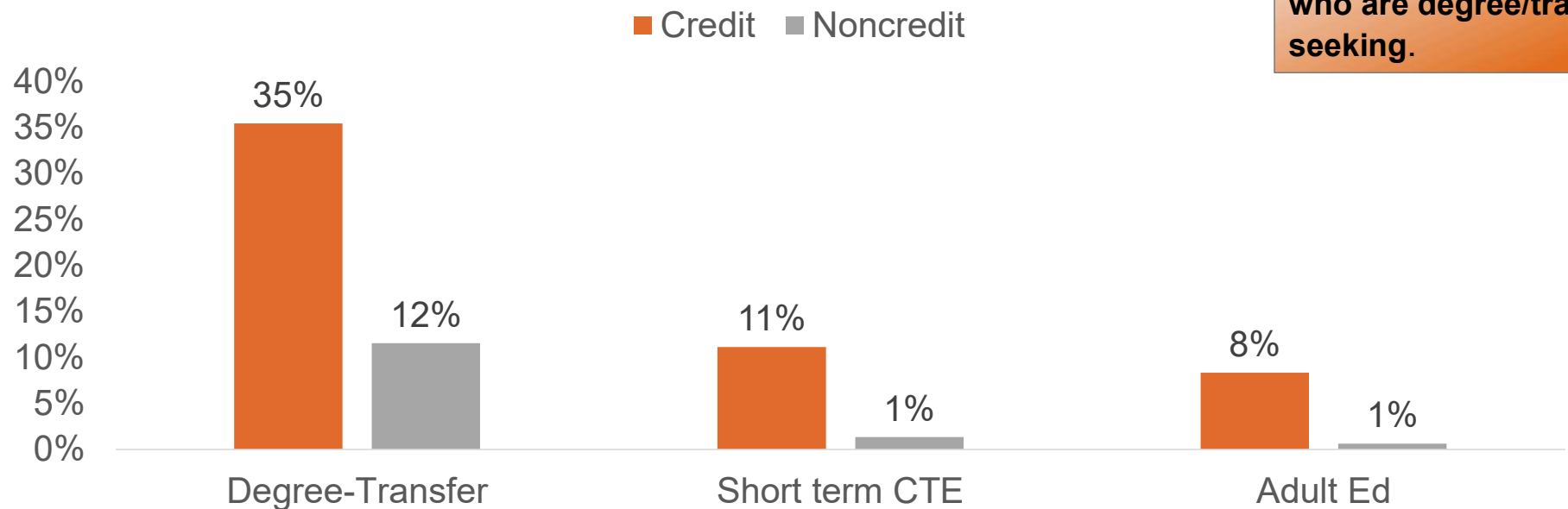
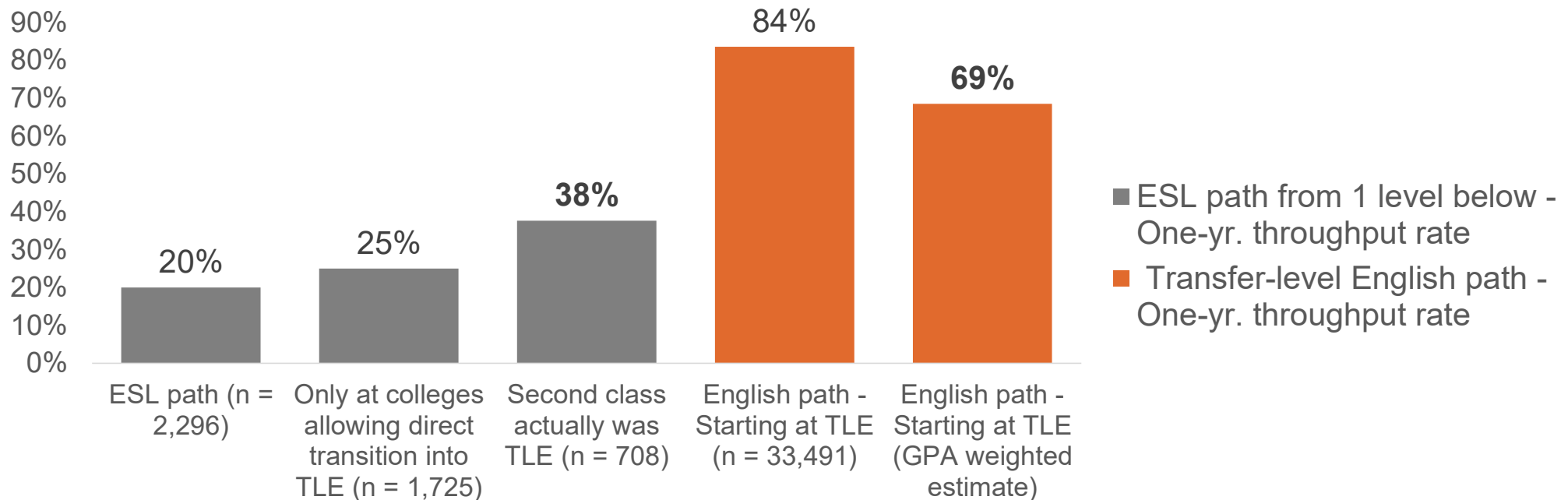**Nota Bene: AB 705 only applies to ESL students who are degree/transfer-seeking.**

■ Credit ■ Noncredit

Student Journey Type	Credit	Noncredit
Degree-Transfer	35%	12%
Short term CTE	11%	1%
Adult Ed	8%	1%

Relative Sizes of First-time English Language Arts Pathways in 2017-18 for Degree/Transfer Seeking ELL/ESL Students

About 87% of ELL US High School graduates enter mainstream English at the community college.

ELL US HS Graduates: Mainstream English, 16,468

Other Degree/Transfer focused ESL Students: Credit ESL students, 5,573

Other Degree/Transfer focused ESL Students: Noncredit ESL Students, 3,033

International Students: Credit ESL students, 1,566

International Students: Mainstream English, 1,165

ELL US HS Graduates: Credit ESL students, 1,607
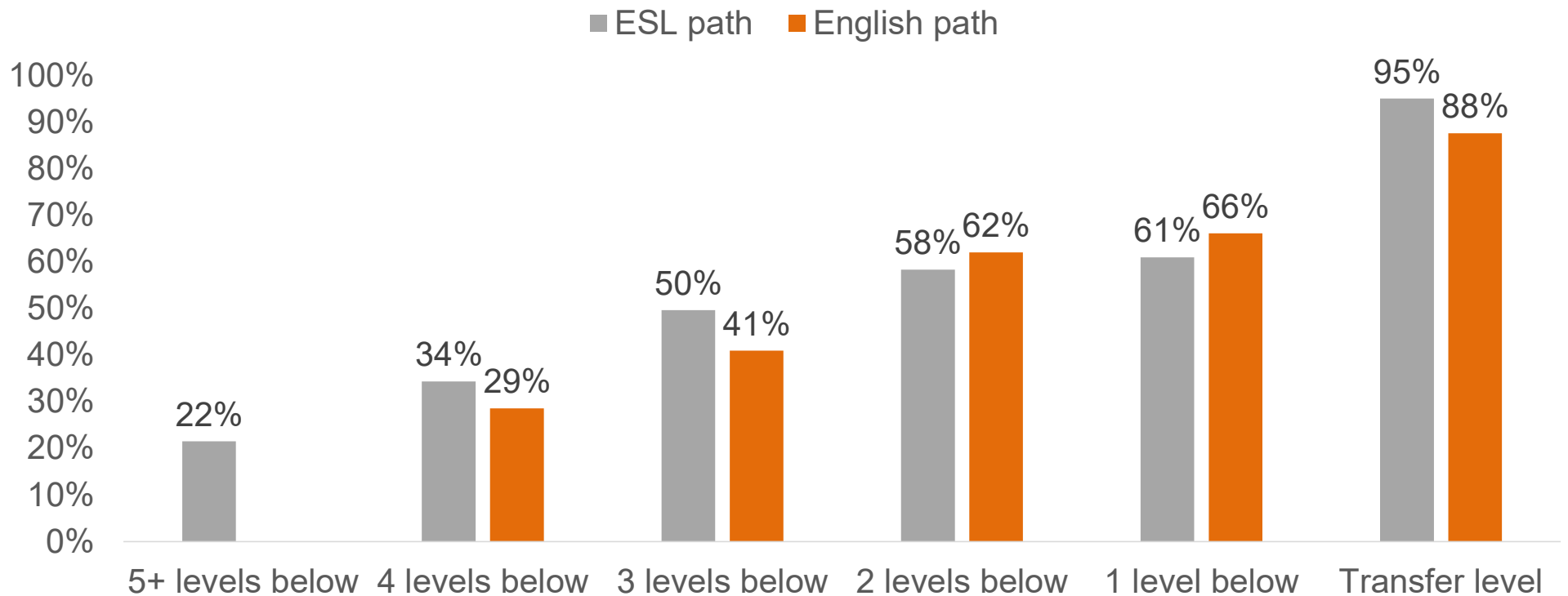
ELL US HS Graduates: Noncredit ESL Students, 873

English Language Learners: ESL vs. English Pathways

1-yr. Throughput of ELL US HS Graduates: 1-level below ESL vs. Transfer-level English

Legend:
- ESL path from 1 level below - One-yr. throughput rate
- Transfer-level English path - One-yr. throughput rate

Chart data:
- ESL path (n = 2,296): 20%
- Only at colleges allowing direct transition into TLE (n = 1,725): 25%
- Second class actually was TLE (n = 708): 38%
- English path - Starting at TLE (n = 33,491): 84%
- English path - Starting at TLE (GPA weighted estimate): 69%

International Student TLE Throughput Rates

ESL path = 28,584
English path = 16,958

College throughput rates for degree-seeking ESL students with no diploma
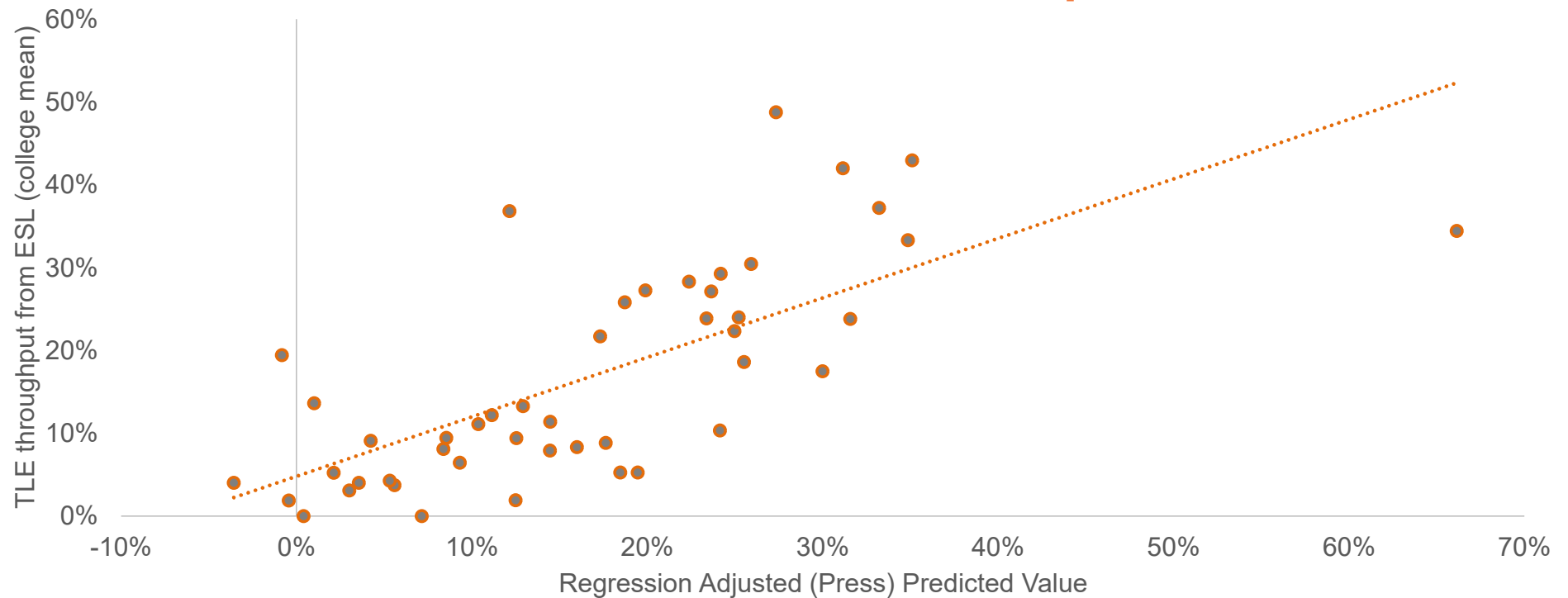
N = 47 colleges with 30+ students of this type – no U.S. HS diploma
Adj. R2 = 0.68
Independent Variable = Starting ESL level
Controls = age, language group, citizenship status

What lessons can we draw about ESL?

- U.S. High School Graduates
  - 87% of English Language Learners who graduate high school enroll in mainstream English at the community college
  - US high school graduates who take the English path realize much higher transfer-level English completion rates than those who take the ESL path, even after controlling for differences in high school GPA and years of participation in a US high school

- International Students:
  - Majority of international students start in ESL (63%)
  - International students who start at transfer-level have the highest throughput
  - International students do not have a high school GPA or similar measure that allows for independent assessment of capacity

- Other ESL Students ("Third Group)
  - Throughput rates for this group vary widely across colleges
  - ESL placement practices and ESL curriculum interact such that at colleges where third group ESL students are typically placed into higher levels, the average throughput rate is commensurately higher.

Interactive Activity:
Build a supportive community on your campus

From what you learned in this session, what is <u>one</u> thing you can do on your campus to support/advance/influence AB 705 efforts in the next 90 days?

MMAP Research Team

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