



DATA IS THE NEW BACON!

SIZZLE



What is AB 705?

AB 705 is legislation intended to support assessment and placement strategies proven to increase student completion rates and close the achievement gap by requiring colleges to consider a student's high school coursework and GPA as primary determining factors for placement. By fall 2019, all community colleges must maximize the chance that students will complete transfer-level math and English within one year (two primary terms). For English as Second Language, the college has until Fall 2020 to finalize curriculum and placement with the goal of maximizing throughput within three years (six primary terms). Under AB 705, colleges are prohibited from placing degree or transfer-seeking students into a pre-transfer course in mathematics or English unless the following conditions exist:

1. Students must be highly unlikely to succeed in the transfer-level course AND
2. Enrollment in the pre-transfer course will improve the students' likelihood of completing the transfer-level course in a one-year timeframe.

Why the Focus on Throughput Rate?

What is the likelihood that a student who starts in a traditional remedial course completes the transfer-level course? Let's say a student places into English 513, a course that is two-levels below transfer. Now, let's follow this student through the course sequence using our Basic Skills Cohort Tracker data* from the CCCCO DataMart.

Do they pass the first course, English 513?	66% on average
Do they enroll in the next course, English 514?	66% on average
Do they pass the second course, English 514?	83% on average
Do they enroll in the next course, English 101?	79% on average
Do they pass transfer-level English 101?	81% on average

Now, it is just a big multiplication problem:

$$(0.66) (0.66) (0.83) (0.79) (0.81) = 23\% \text{ throughput rate}$$

What if 90% of students passed and then enrolled in each class in the sequence?

$$(0.90) (0.90) (0.90) (0.90) (0.90) =$$

still only 59% throughput rate

Links to resources:

CCCCO AB 705 Implementation

<http://bit.ly/CCCCOAB705>

RP Group AB 705 Webinars

<http://bit.ly/RPWebinars>

CAP AB 705 Toolkit

<http://bit.ly/CAPToolkit>

PPIC Report

<http://bit.ly/PPICReportAugust2018>

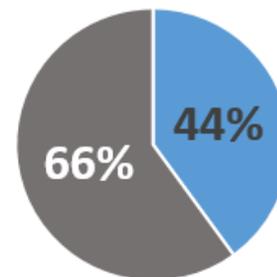
Why AB 705?

Number of AHC students who complete English & math in one year

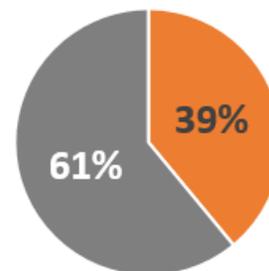
9%

Remedial students who complete a college-level course English/math

Complete English



Complete math

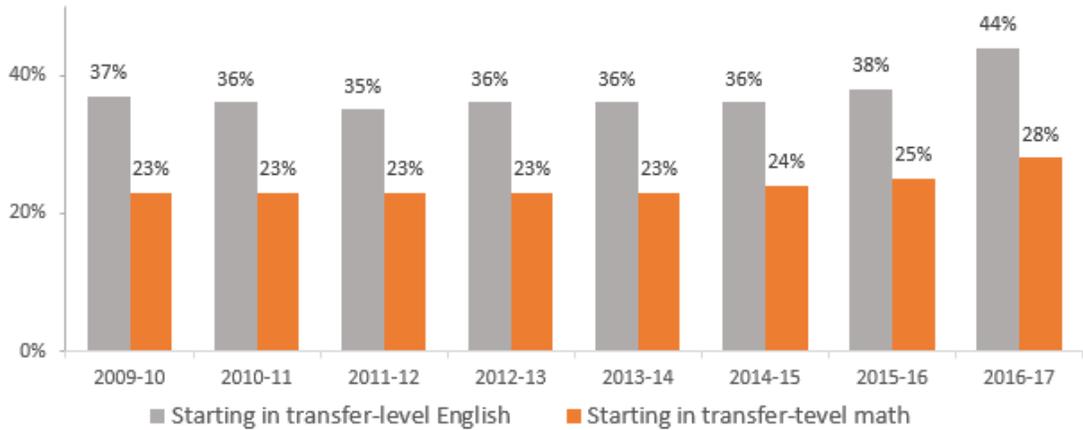


*2015 Cohort tracked from first developmental course through sequence for three years.

Why AB 705?

More than half of California community colleges now use high school transcripts to place students into English and math. This resulted in more students placing directly into transfer-level courses, more so in English than in math. Colleges that made substantive reforms in assessment and placement saw substantial changes in one-year throughput.

Percent of students who place directly into transfer-level English or math

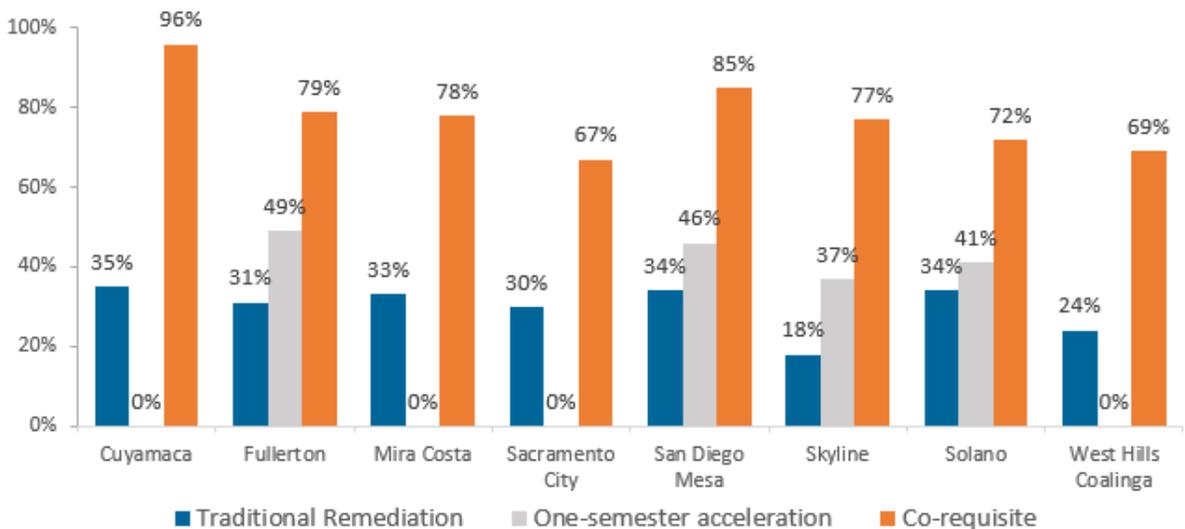


Source: PPIC Report on Remedial Education Reforms at California’s Community Colleges, 2018
 NOTE: Based on first-time enrollment in English and math courses.

How do co-requisite courses compare to traditional or accelerated courses?

A number of community colleges, including Allan Hancock College, have been transforming developmental education by offering accelerated and co-requisite courses. Results from a recent Public Policy Institute of California (PPIC) report shows that 78% of all co-requisite students completed a transfer English course within a year—a completion rate three times that of students who start in traditional remedial courses.

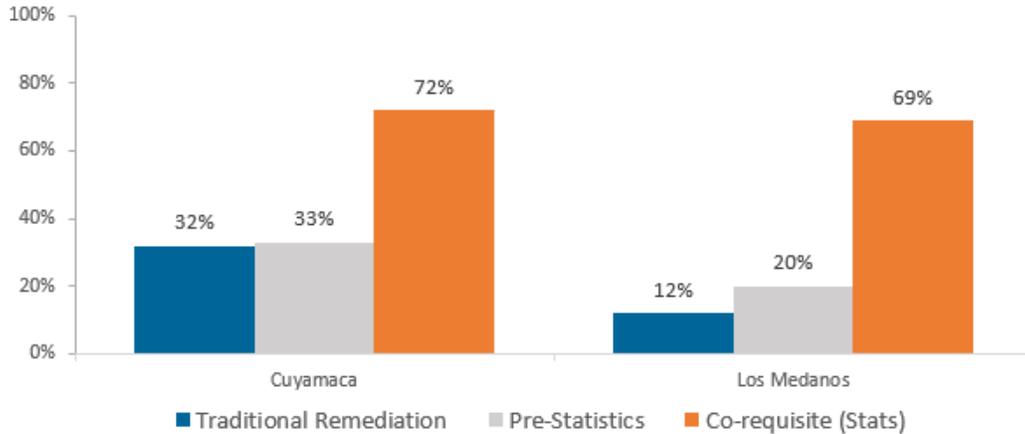
One-year throughput rate for English based on starting course



Source: PPIC Report on Remedial Education Reforms at California’s Community Colleges, 2018
 NOTE: In the calculation of throughput rates, the analysis to transfer-seeking students for which the co-requisite or the one-semester accelerated course was their first course.

Students enrolled in statistics with support have much higher throughput rates compared to students who start in pre-statistics or traditional remediation. Students in co-requisite courses were more likely to complete transfer-level statistics within one year.

One-year throughput rate for math based on starting course



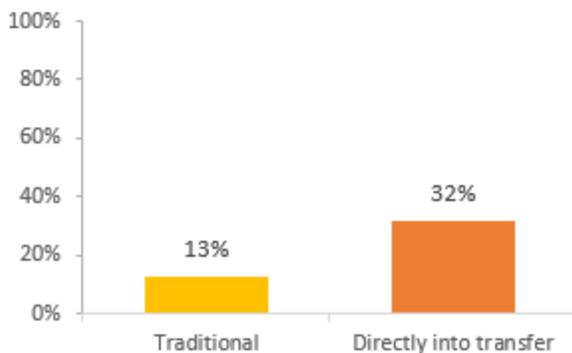
Source: PPIC Report on Remedial Education Reforms at California’s Community Colleges, 2018
 NOTE: In the calculation of throughput rates, the analysis to transfer-seeking students for which the co-requisite or the one-semester accelerated course was their first course.

The primary reason for offering co-requisites is to provide students with an opportunity to complete transfer level course in their first semester while giving them just-in-time support they need to succeed.

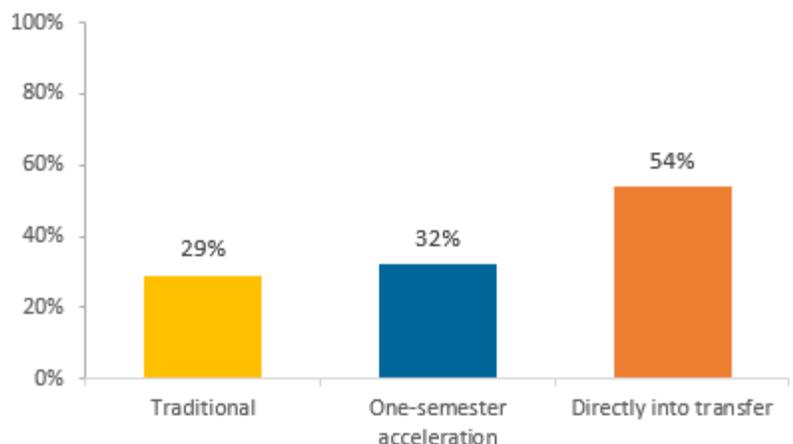
What is the throughput rate at Allan Hancock College?

Comparing throughput rates by starting course, you can see that students placed in traditional development sequence have a much lower throughput rate compared to students who place directly into transfer. Students do slightly better in one-semester accelerated English courses than traditional courses.

Math one-year throughput rates by starting course at Allan Hancock College



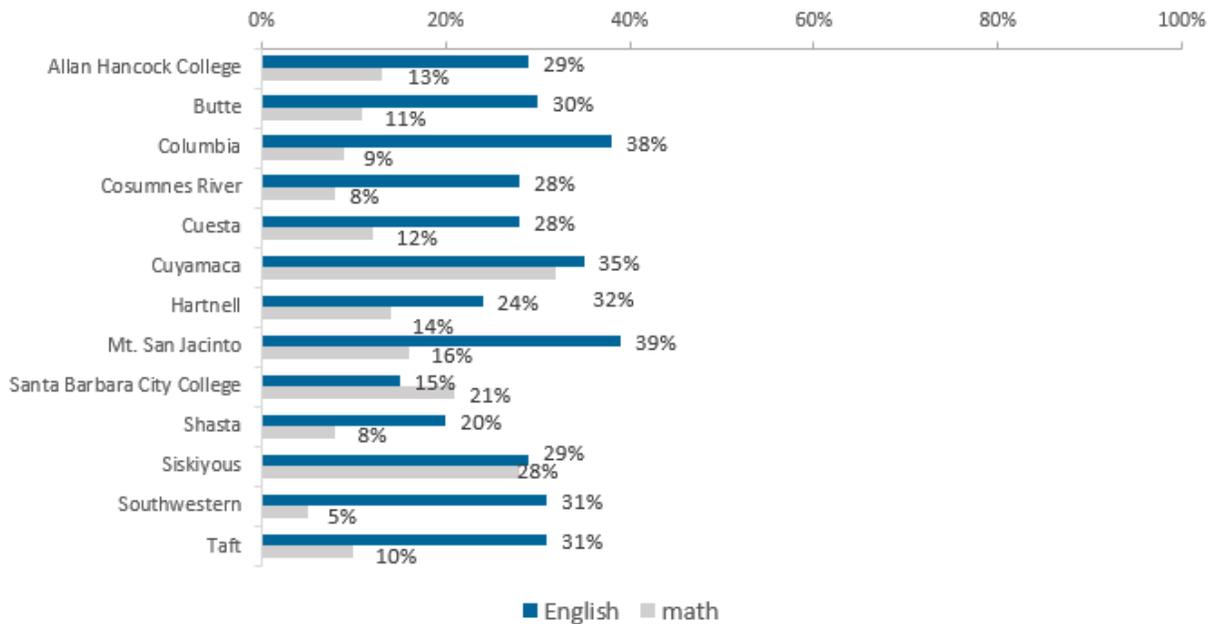
English one-year throughput rates by starting course at Allan Hancock College



How do students at Allan Hancock College compare to students at other colleges?

The one-year throughput rate for students in traditional development courses at Allan Hancock College is 29% for English and 13% for math which is comparable to other colleges in similar districts.

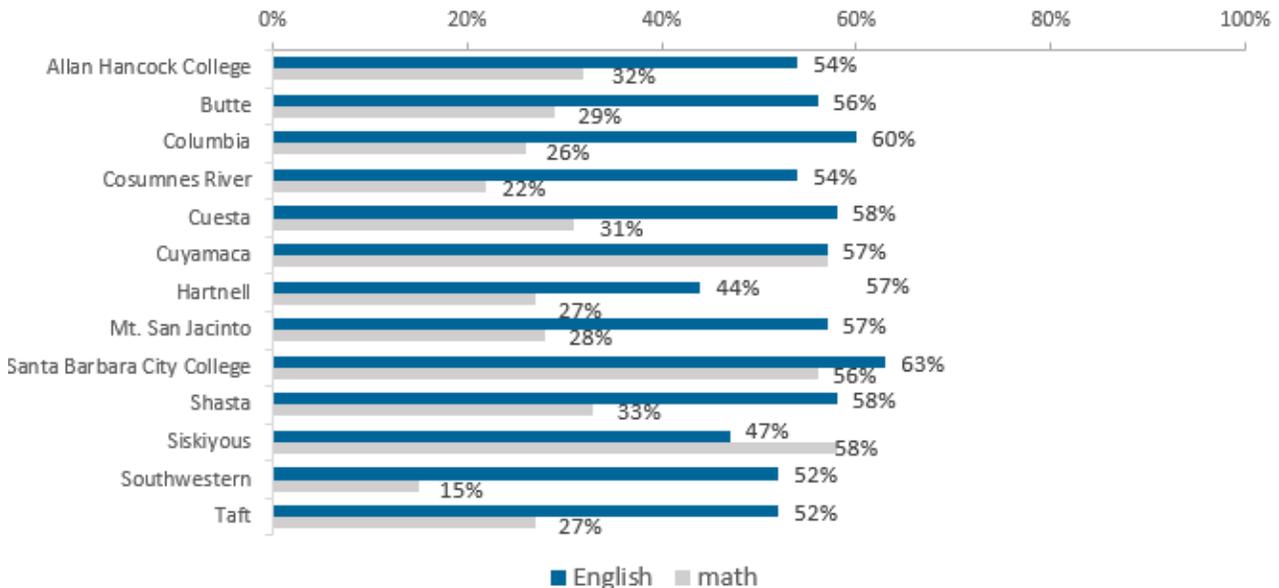
Comparison of English and math one-year throughput rates for students in traditional development courses, by Scorecard peer groups



NOTE: Cuyamaca, Mt. San Jacinto, and Siskiyou were early adopters of assessment and placement reform.

For students who enroll directly into transfer-level, AHC students have a 54% throughput rate for English and 32% throughput rate for math.

Comparison of English and math one-year throughput rates for students placed directly in transfer-level, by Scorecard peer groups



NOTE: Cuyamaca, Mt. San Jacinto, and Siskiyou were early adopters of assessment and placement reform.

How is Allan Hancock College responding to AB 705?

What is happening?

- Allan Hancock College faculty have redesigned the English and math courses.
 - English 500-level courses will not be offered except for ESL courses
 - ESL, English and Reading courses will be cross-listed.
 - Math 531/333/334 will not be offered
 - Math will still offer some below transfer-level courses
 - Math developed support courses for Math 331, Math 123, Math 131, Math 135, and Math 141.
 - Flow chart for fall 2019 is currently under development
- Allan Hancock College is expanding tutoring and student support services.
 - Counseling interventions
 - Affective strategies (growth mindset, habits of mind)
 - Time management
 - Study skills

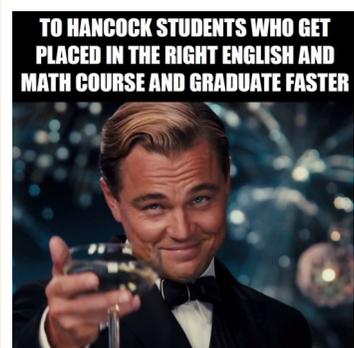
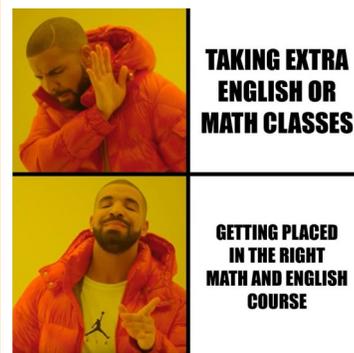
Why are we changing?

- We know that students are more successful in college when they take fewer low level math and English classes.
- Allan Hancock College's number one goal is student success.

Who is affected?

- All students will be eligible to enroll in one of several transfer-level math pathway courses.
- All students will be eligible to enroll in the transfer-level English course, English 101.

The college is working on an ad campaign to notify students about the upcoming changes.



What are the default placement rules?

The following table is the “default placement rules” developed by the Chancellor’s Office. They recommends that students who have graduated from high school within the past ten years and have a goal of transfer or degree attainment should be recommended to enroll directly into transfer-level courses in English, statistics/liberal arts mathematics, and BSTEM-based mathematics using the following placement rules:

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Chancellor’s Office AB 705 default placement rules for English and math	
High School Performance Metric for English	Recommended AB 705 Placement for English
ENGLISH	
HSGPA >2.6	Transfer-Level English Composition No additional academic or concurrent support required
HSGPA 1.9 – 2.6	Transfer-Level English Composition Additional academic and concurrent support recommended
HSGPA < 1.9	Transfer-Level English Composition Additional academic and concurrent support strongly recommended
MATH - Statistics	
HSGPA ≥ 3.0	Transfer-Level Statistics/Liberal Arts Mathematics No additional academic or concurrent support required
HSGPA from 2.3 to 2.9	Transfer-Level Statistics/Liberal Arts Mathematics Additional academic and concurrent support recommended
HSGPA < 2.3	Transfer-Level Statistics/Liberal Arts Mathematics Additional academic and concurrent support strongly recommended
MATH - BSTEM	
HSGPA ≥ 3.4 OR HSGPA ≥ 2.6 AND enrolled in a HS Calculus course	Transfer-Level BSTEM Mathematics No additional academic or concurrent support required
HSGPA ≥2.6 OR Enrolled in HS Precalculus	Transfer-Level BSTEM Mathematics Additional academic and concurrent support recommended
HSGPA ≤ 2.6 and no Precalculus	Transfer-Level BSTEM Mathematics Additional academic and concurrent support strongly recommended