

# Deconstructing Developmental Pathways and Outcomes at Bakersfield College

Accreditation & Institutional Quality Committee

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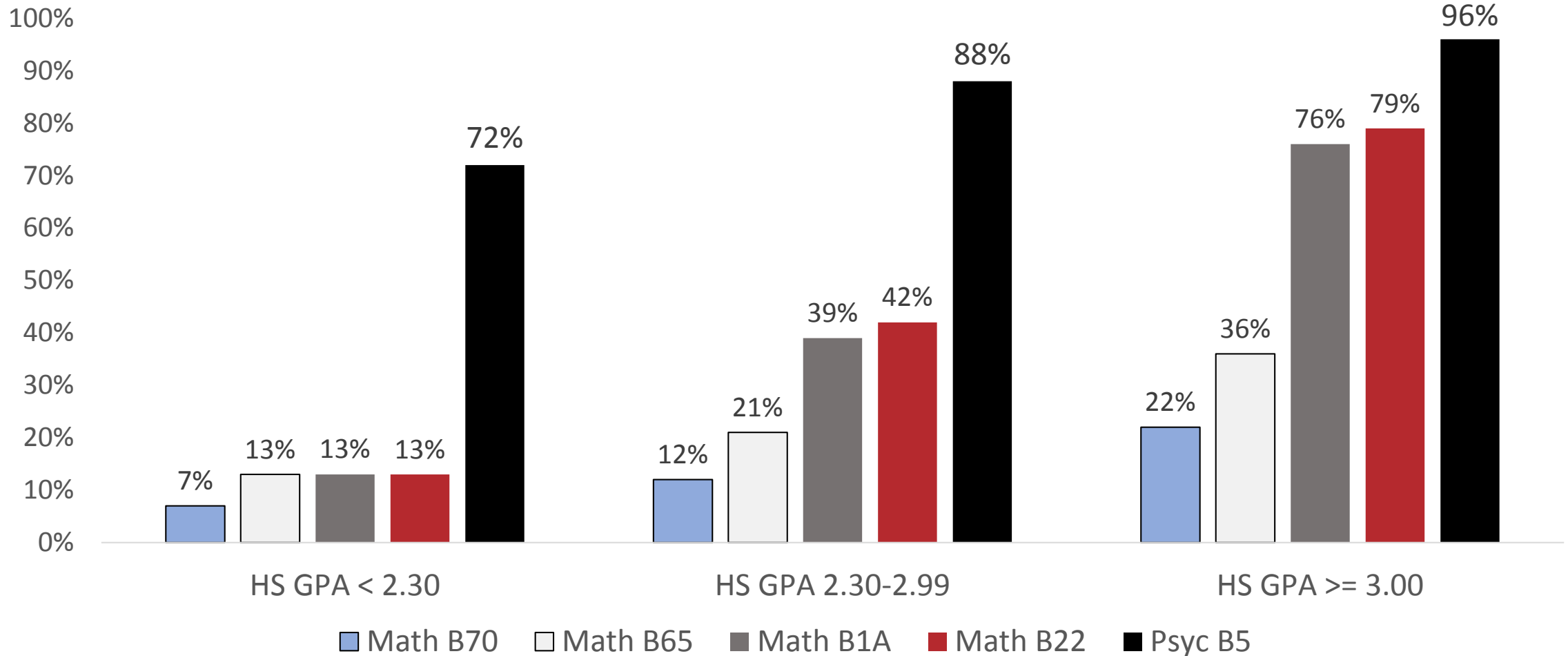
# Purpose & Process

- Investigate revised structures in developmental math and English (data from Summer 2015-Spring 2018)
- Provide insights into BC's efforts to comply with AB705
- Central focus – outcomes through various pathways
  - math curriculum through LRNC B530, Math B65, and Math B60 \*\*  
focus on graduation requirement and transfer
  - Engl B60 versus Engl B53, and Engl B50 versus LRNC B510
- Analysis of HSGPA & data compared to success

# High-level takeaways

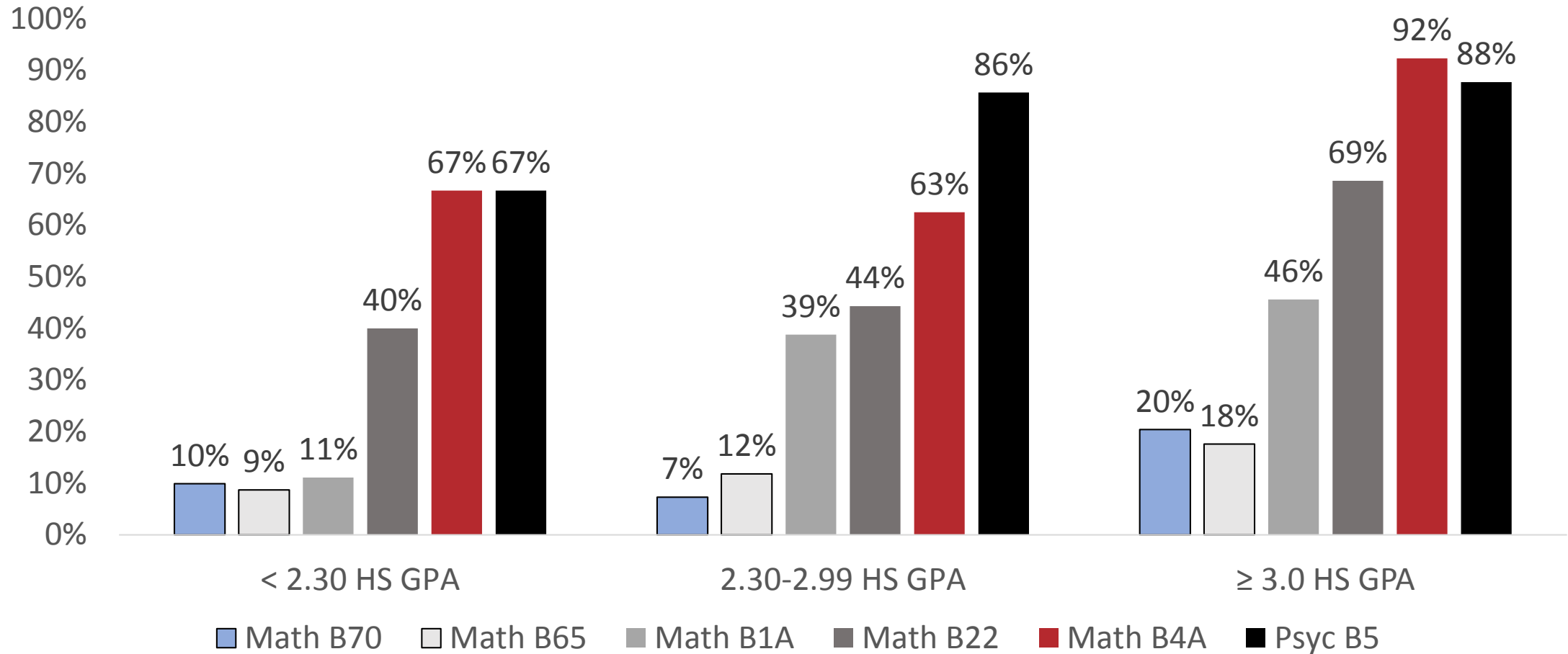
- “There is not a developmental placement that results in better throughput than placing comparably prepared students directly into transfer-level coursework.” – Peter Bahr
- It is important to look at actual historical throughput rates for various classes as well as the predicted throughput from Peter’s models.

# Predicted Probabilities of Completing Transfer-level math within one year disaggregated by HS GPA and initial math course



# Observed throughput rates for students starting in selected math classes by High School GPA

Actual Throughput at BC



# Data



- Math: Students primarily started within 1 semester except for LRNC 530 which averages in second semester.
- Why?
- Comments:
  - Getting students into math early
  - Success \*note about LRNC 530
  - See handout
- Average completion after first attempt table 6

# Significance of First Course Success

- Successful First Attempt

- Math B70 - BSTEM
- Math B65 – Psych B5
- LRNC B510 - English 1A

- Unsuccessful First Attempt

- NO second math 2/3rds  
NO second English 2/3-1/2
- LRNC are different

# GPA by the numbers

Math STATs	≤2.3	2.3-2.99	3.0-4.0	Total
Number	407	885	380	1,672
Stats predicted Success	118	443	285	846
Stats predicted Failure	289	443	95	826
English	≤1.9	2.0-2.59	2.6-4.0	Total
Number	232	1,455	1,345	3122
Stats Predicted Success	99	840	1057	1996
Stats predicted Failure	133	615	287.83	1036
* actual success is lower				



# Considerations: Graduation Requirement vs Transfer level Quantitative Reasoning

Pathways:

If transfer directed, & unsuccessful, do you award a local degree?

If not transfer directed, do you put them into transfer?

If transfer directed and unsuccessful, what guidance do you provide?

Who makes the placement choice?

Guided Self Placement is it for Bakersfield College?

# Quotes from Bahr's report

- Clearly, the best chance of achieving transfer-level quantitative competency for [minimally or modestly prepared] students is to start with a transfer-level course. (Bahr, p. 35)
- ...the highest probability of achieving transfer-level quantitative competency is found among students who enter the curriculum through Psyc B5, all else being equal. (Bahr, p. 32)
- ...students with cumulative high school GPAs that place them in the low or mid-level GPA bands experience the highest probability of achieving transfer-level English competency when they enter the curriculum through Engl B1A, a transfer-level course. (Bahr, p. 37)

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