

EARLY AB 705 EVALUATION RESULTS

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College Council

Bakersfield College

“GETTING THERE”

Key questions:

- Have colleges increased the proportion of transfer-level math and English courses in their schedules since AB 705 was signed in fall 2017?
- How are colleges communicating with students about placement policies and about their right to enroll in transfer-level courses?

GETTING THERE:

Are California Community Colleges Maximizing Student Completion of Transfer-Level Math and English?
A regional progress report on implementation of AB 705



September 2019

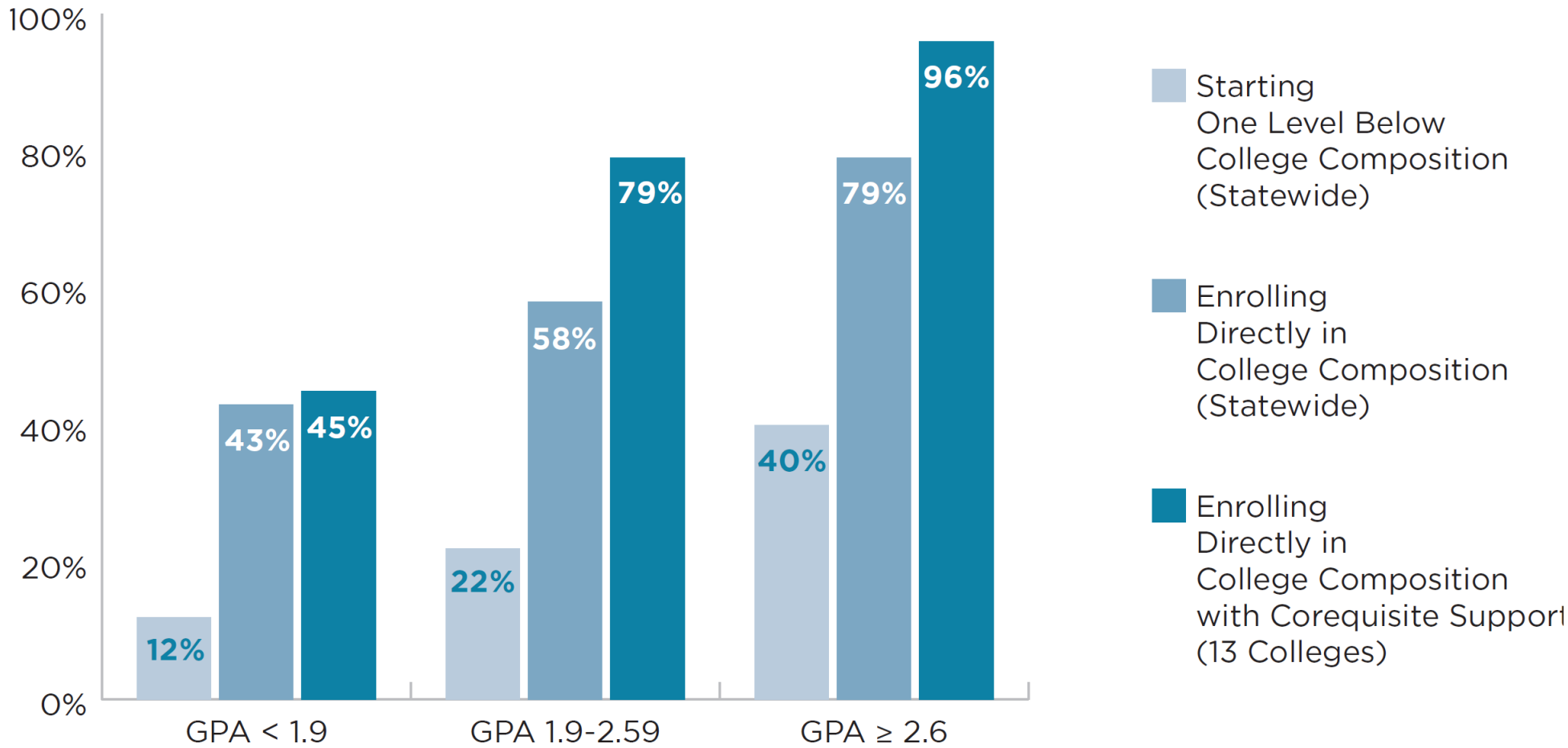
APPROACH

- Compared fall 2017 schedules to fall 2019 schedules.
- Measured proportion of transfer-level math and transfer-level English composition courses offered relative to remedial sections.
 - Did not include corequisite or support courses in remedial counts.
- Focused on CCCs in the Central Valley, San Bernardino & LA.
 - 47 CCCs.
 - Represents a wide diversity of colleges (large/small; urban, rural, suburban).
 - Approximately 44% of students in the system.

QUICK REVIEW OF AB 705

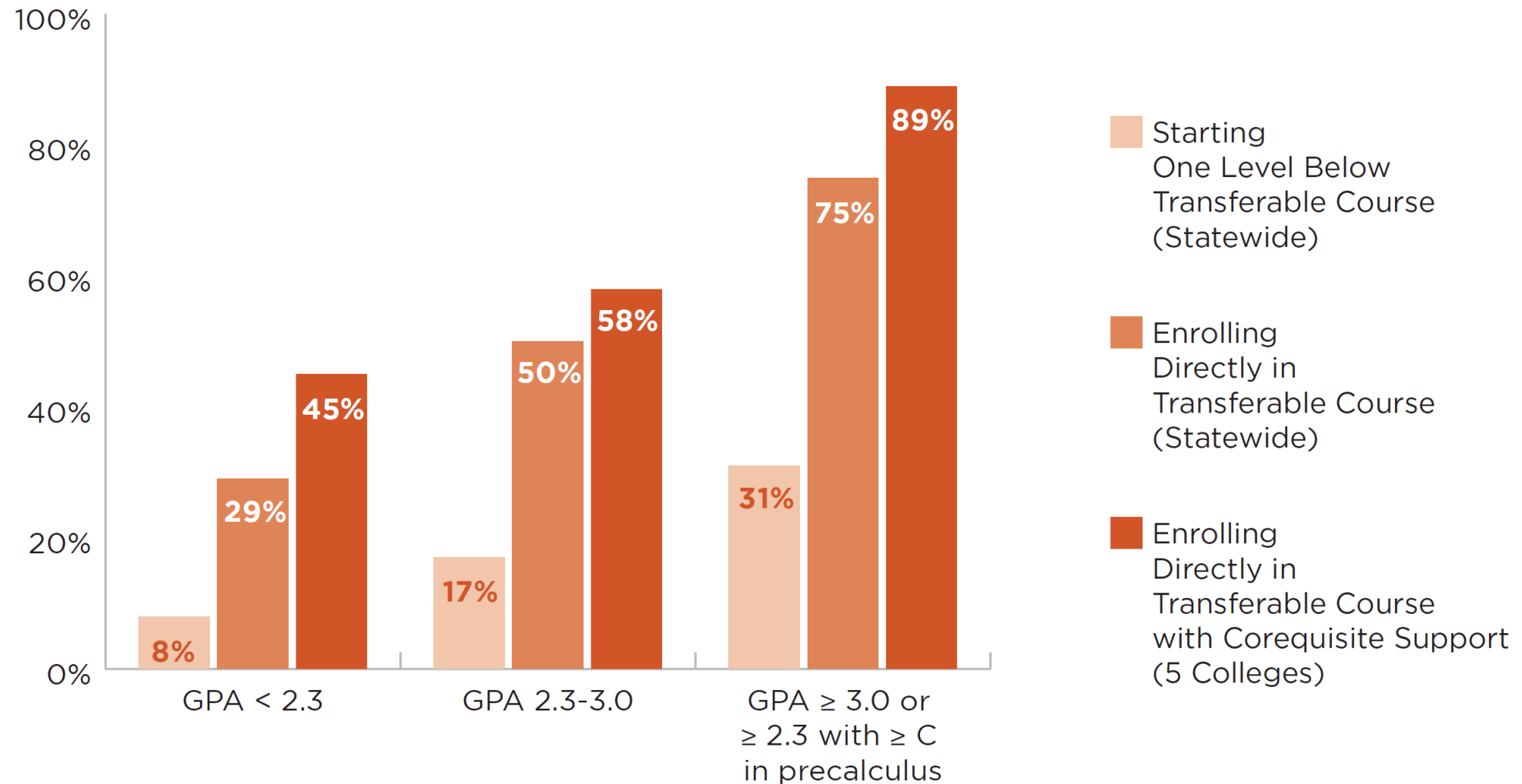
- Passed in October 2017, become law in January 2018.
- Phased in implementation: Colleges must be in compliance for math & English by fall 2019 (and by fall 2020 for ESL).
- CCCs must use students' high school performance data to determine which math & English course placements will give them *the best chance* of completing a transfer-level course within a year.

Students with a low GPA are three and a half times more likely to complete transfer-level English when they are placed directly into transfer-level coursework (12% vs 43%).

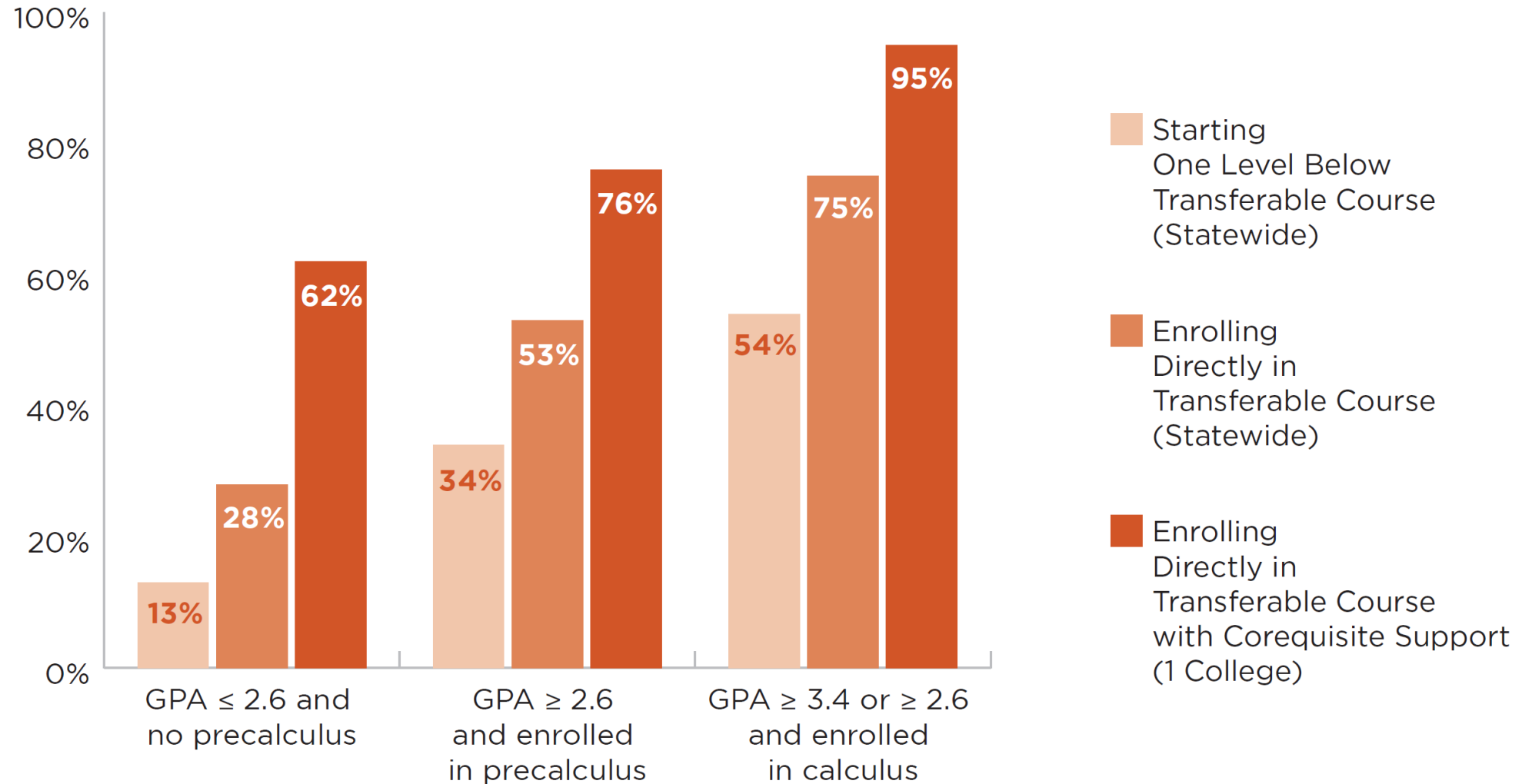


Source: Analysis by the Multiple Measures Assessment Project, Statewide Data from 2007-2014, Corequisite Data from F2016-F2018 (N=4,332)

Students with low GPAs who are placed directly into transfer-level courses are three times more likely to complete transfer-level statistics than their peers who are placed one level below transfer level (29% vs 8%), and students receiving corequisite support in a transfer-level course are five times more likely to complete transferable statistics than their peers placed one level below transfer level (45% vs 8%).

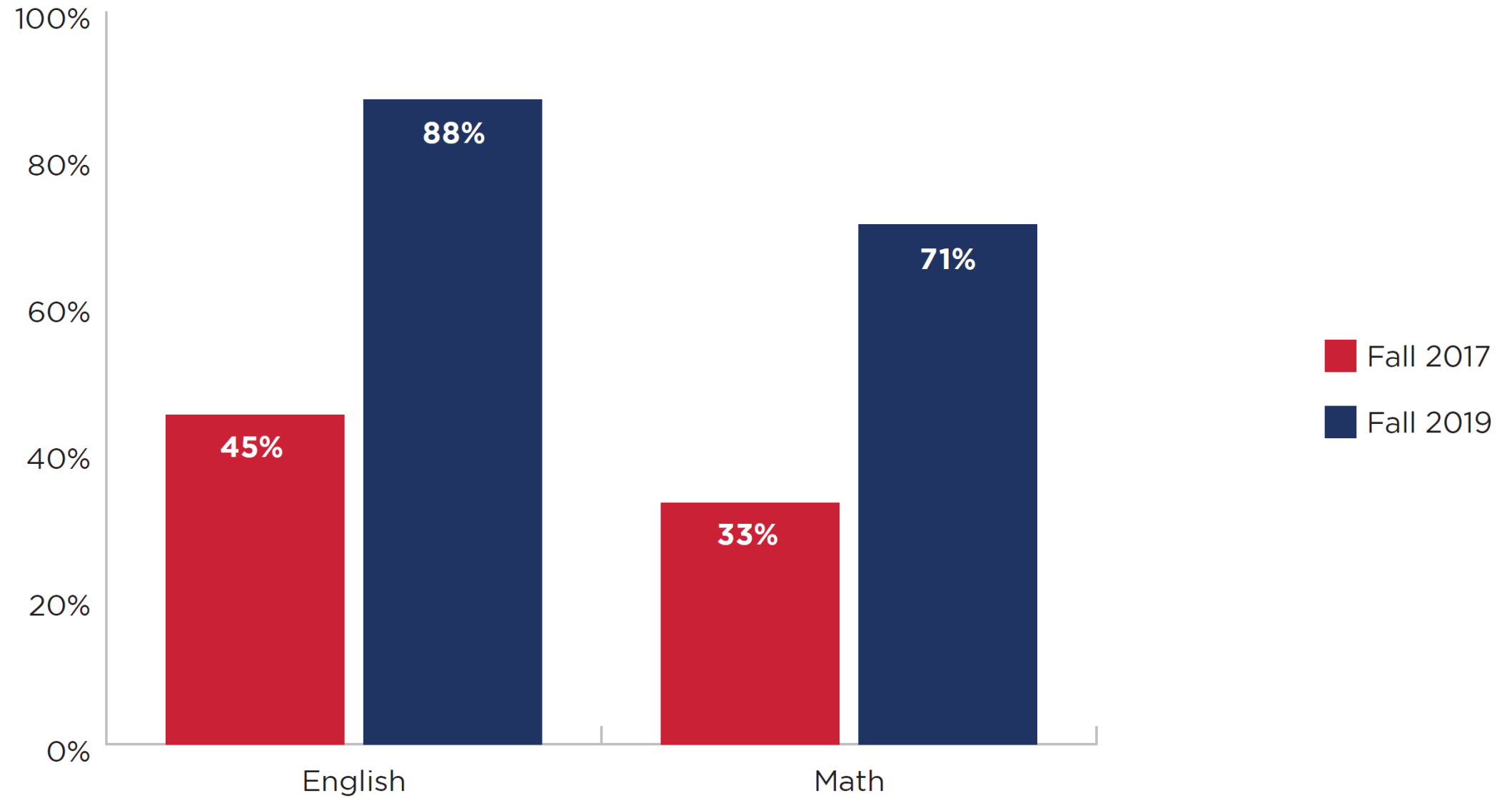


When placed into transfer-level courses with corequisite support, almost two-thirds (62%) of students with low GPAs and no prior precalculus courses complete transferable STEM math. When placed one level below transfer level, just one sixth (13%) complete transferable STEM math.



FINDINGS

Transfer-level sections have doubled as a percentage of introductory course offerings since the Fall of 2017.



Source: Individual College Course Schedules

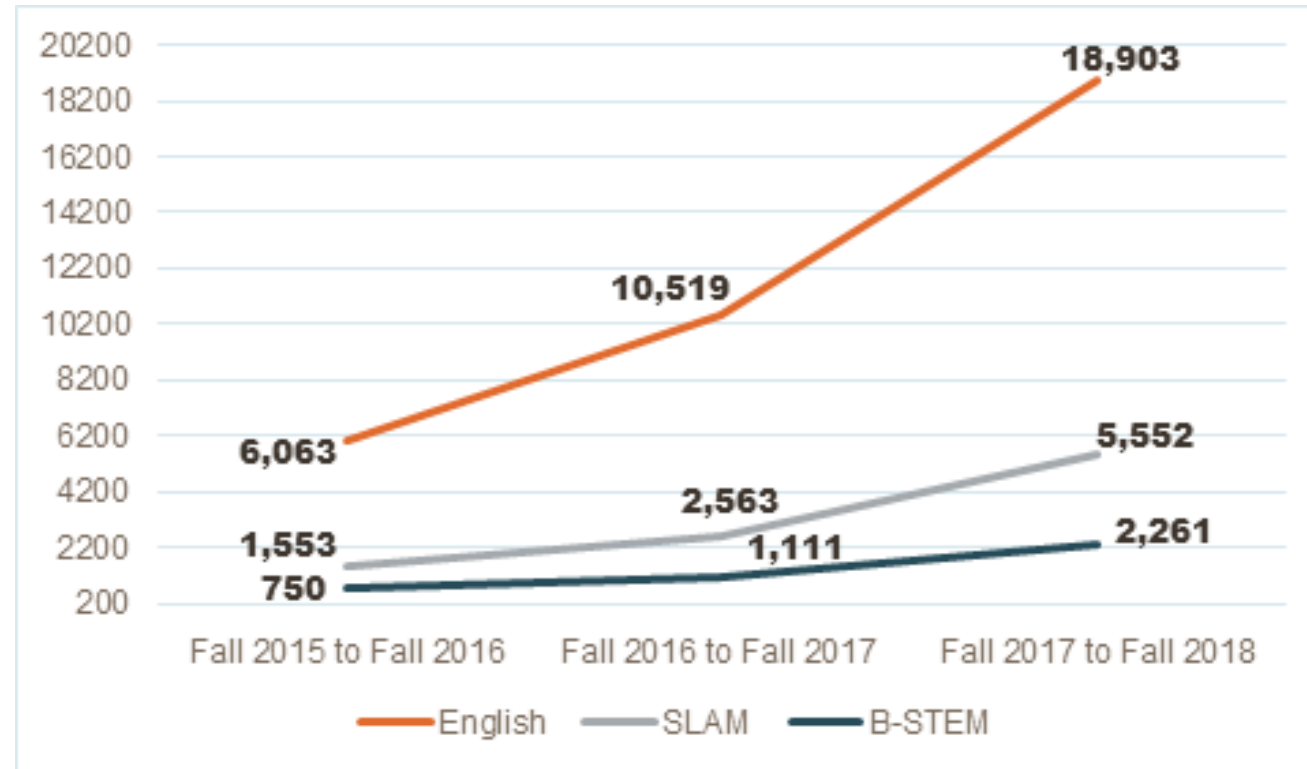
BAKERSFIELD COLLEGE

- BC was classified as a “strong implementer” in English.
- 97% of English sections were at transfer-level for fall 2019.
- Corequisite option available.
- BC’s math implementation was slightly above average for the Central Valley.
- 80% of Math sections were at transfer-level in fall 2019.
- Corequisite options for BSTEM and for SLAM.

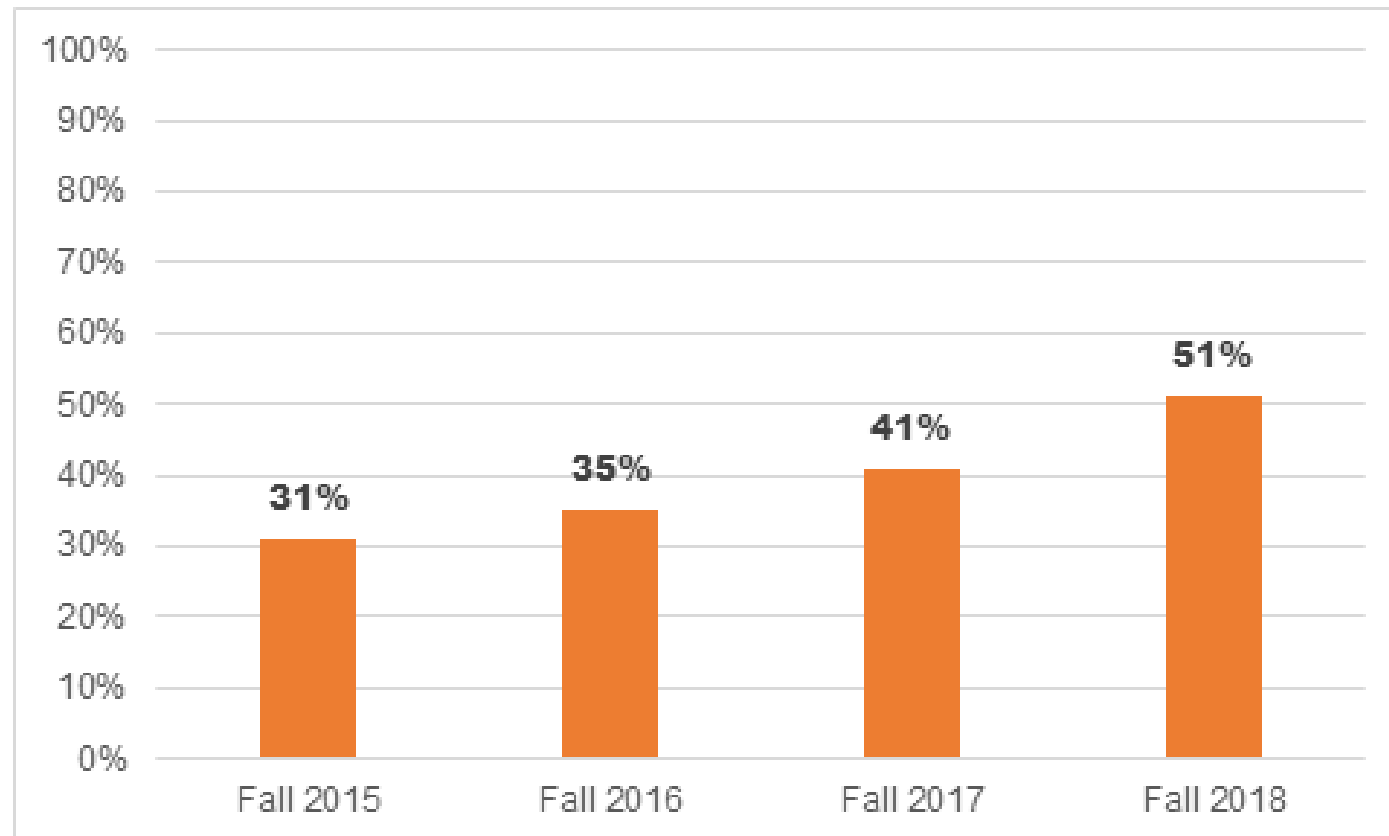
EARLY RESULTS FROM EARLY IMPLEMENTERS

Soon-to-be released MMAP Research Team findings

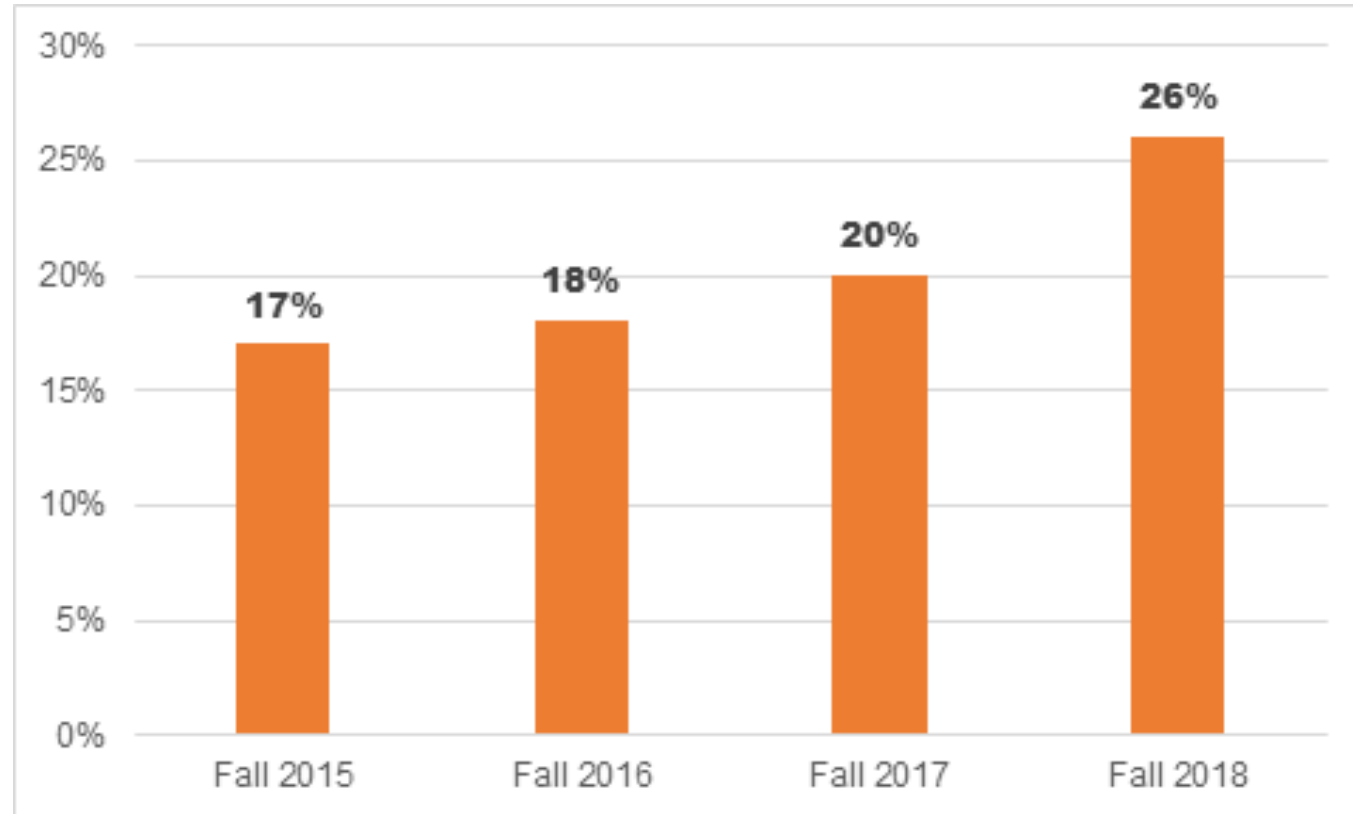
INCREASING NUMBER OF TRANSFER-LEVEL ENGLISH AND MATH COMPLETERS



ONE-TERM THROUGHPUT RATES FOR TRANSFER-LEVEL ENGLISH



ONE-TERM THROUGHPUT RATES FOR TRANSFER-LEVEL MATH



RECOMMENDATIONS

- Need to measure the number of students *starting* in transfer-level courses versus those *having access* to transfer-level courses.
- The changes required by AB 705 represent a sea change and faculty need support to develop new curriculum and to effectively teach within these new models.
 - Professional development on how to maintain rigor in transfer-level courses, while also providing just-in-time remediation to help students succeed.
 - In math, faculty members may need support in teaching statistics and liberal arts math, since these are the classes most students need for their majors.
- No new state funding has been earmarked to help colleges make the dramatic shifts the law requires.
- Colleges should prioritize AB 705 implementation in their use of state Student Equity and Achievement Program funding. The legislature could fund colleges to aligning math course offerings with students' programs of study.



THANK YOU.