

# Learning from California's AB 705: The Opportunities and Limits of Reform Mandates

## Reimagining Developmental Education

CAPR \ 2019

### Presenters:

- Katie Hern, California Acceleration Project & Skyline College
- Terrence Willett, Cabrillo College
- Vikash Reddy, The Campaign for College Opportunity
- Ashley Bliss Lima, Jobs for the Future

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# California Developmental Education Reform & AB 705

Center for the Analysis of Post-Secondary Readiness

November 22-23, 2019

Katie Hern, English Instructor, Skyline College

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DATA





**2009-2017: Era of Voluntary Dev Ed Reform in CA CCs**  
Placement Reform and  
Accelerated & Corequisite Developmental Education

# Andrés Salazar, College of the Canyons



**Placement by Accuplacer:**

Arithmetic, 2 years of remedial classes

**Likelihood of completing transferable math in 3 years: 12%**

**Goal:** Bachelor's Degree in Music Conducting

**High School Math:** A in Algebra II

**High School GPA:** 4.0

**Enrolled directly in Statistics, grade earned: A**

**Completed transferable math in 1 term, not 5**

**Follow Up:** Transferred to California Institute of the Arts in Fall 2017

# College of the Canyons

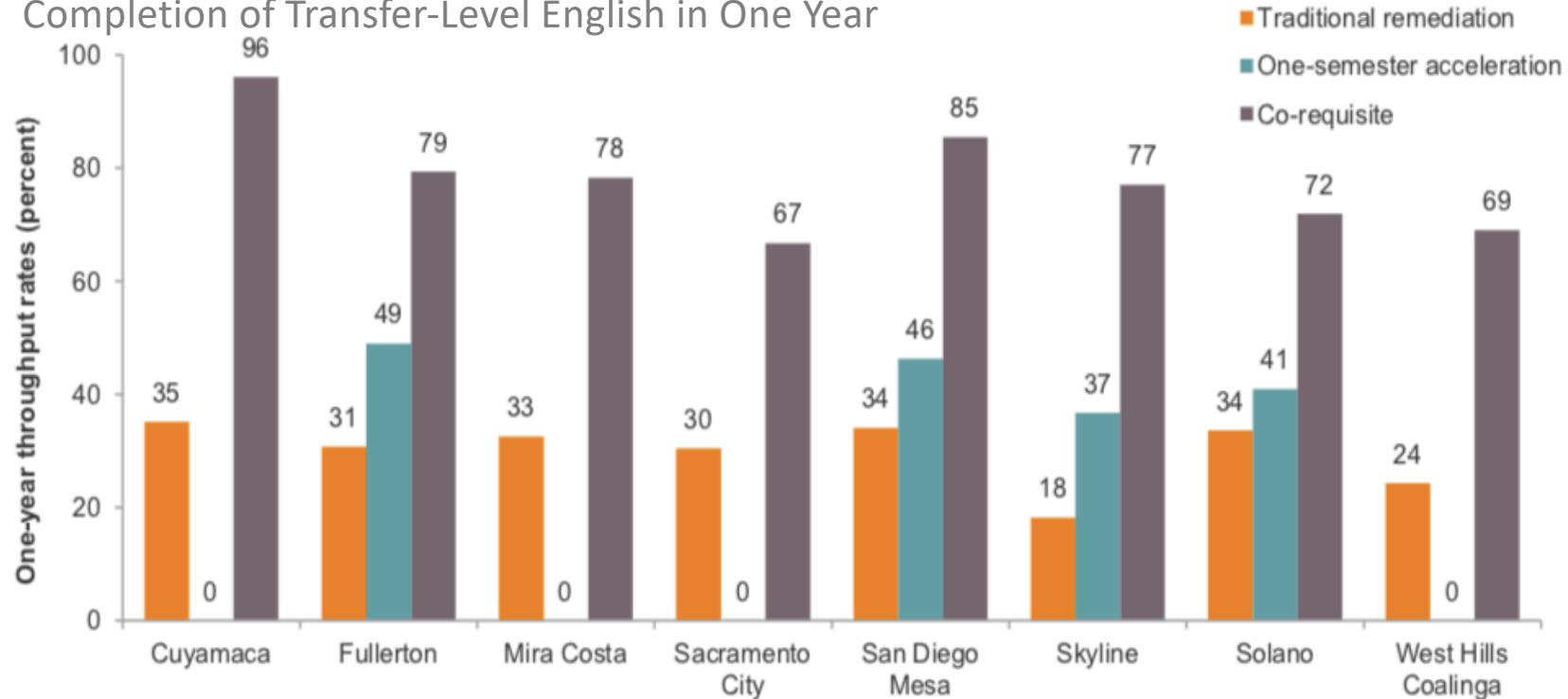
## Multiple Measures in Math – Fall 2016

- Students qualify for Statistics through test OR high school measures (GPA, grades in Algebra I or II – self-report, no transcript required)
- Eligibility for College Statistics more than quadrupled, increasing from 15% to 71% of incoming students
- No changes to curriculum, no corequisite support provided -- students were simply allowed to enroll in the existing course
- Success rate in course remained steady
- For students who started in Statistics but previously would have been placed below transfer-level, 66% succeeded in their first attempt
- This completion rate was five times higher than among students who started below transfer-level a year earlier (66% in one semester vs. 13% in one year)

# Early CA Implementers of Corequisite English 2016-17

Public Policy Institute of California

Completion of Transfer-Level English in One Year

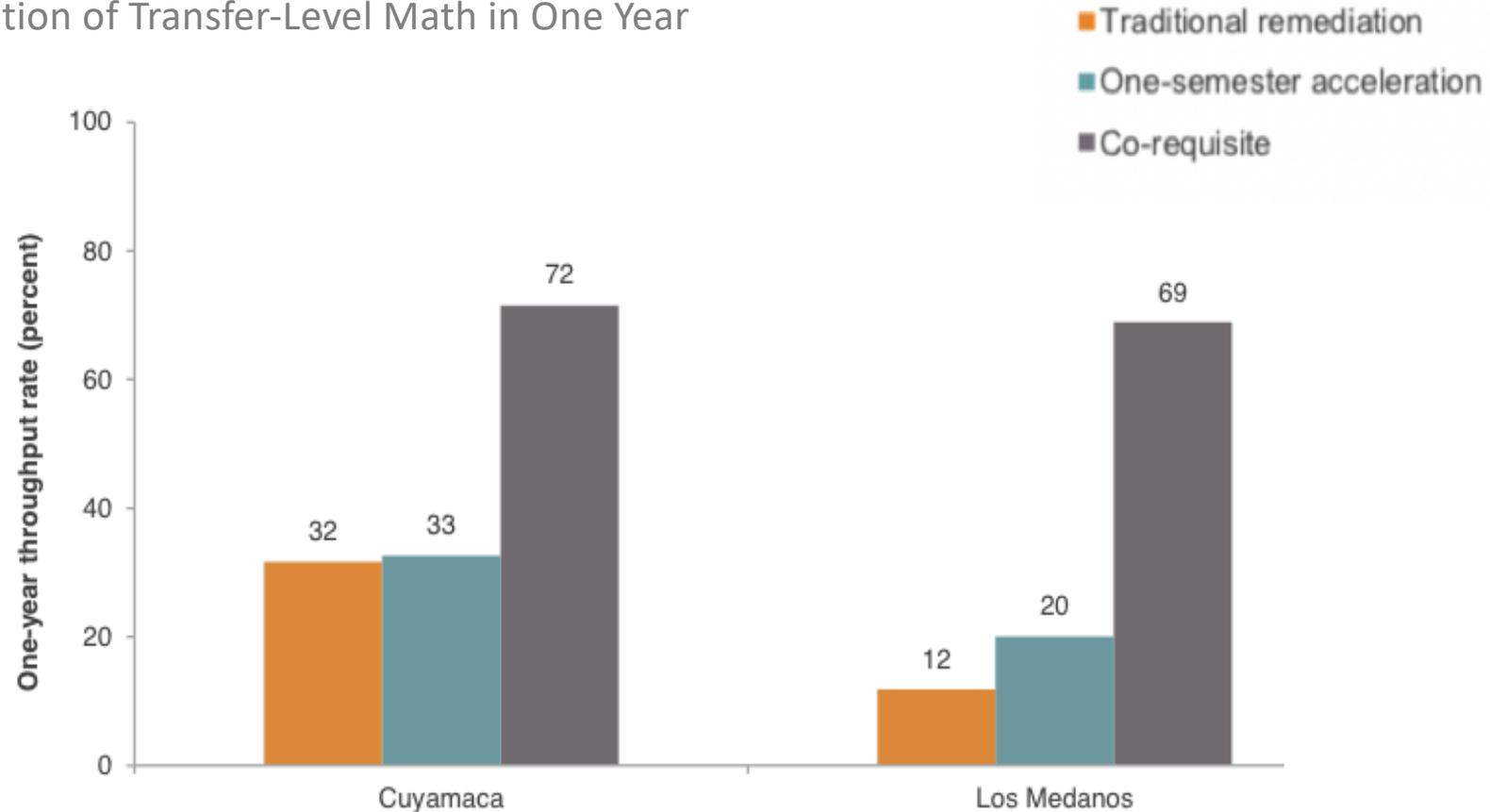


SOURCE: Authors' analysis of COMIS data.

NOTES: In the calculation of throughput rates we restrict the analysis to transfer seeking students for which the co-requisite or the one-semester accelerated course was their first course. Porterville College is not included because we only have one term of data.

# Early CA Implementers of Corequisite Math 2016-17

Public Policy Institute of California  
Completion of Transfer-Level Math in One Year



Source: [PPIC 2018](#)

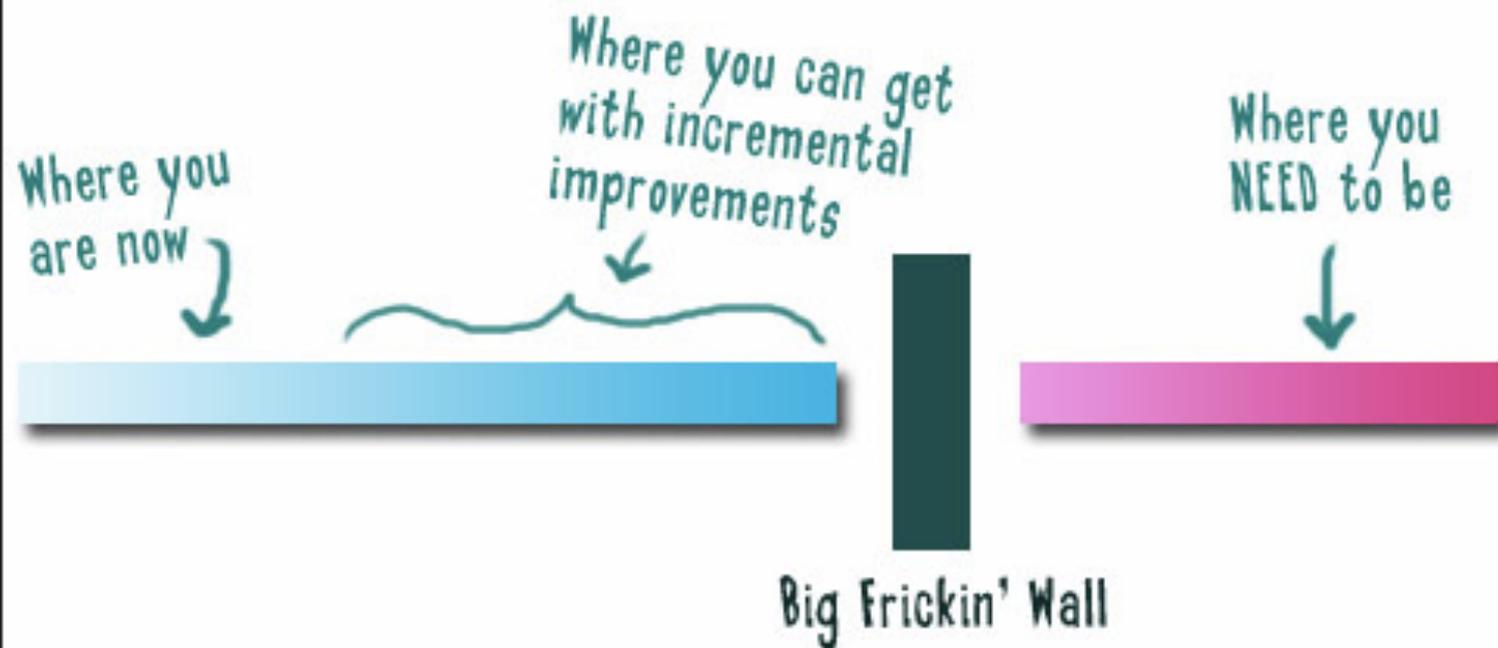
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# Incremental vs. revolutionary improvements...



# The Need for System-Level Solutions

- Despite years of grass roots mobilization and amazing results at a few colleges, most students remained trapped in traditional remedial sequences – e.g., fewer than 10% of CA students enrolled in any kind of accelerated math remediation in 2015-16 (PPIC [2016](#)).
- Capable students were being placed into remediation who didn't need it, making them less likely to complete college & producing racial achievement gaps.
- Existing student protections were not being followed:
  - Title 5 prohibited students from being required to take a pre-requisite unless they are “highly unlikely” to succeed without it (55003)
  - State guidelines were supposed to safeguard against disproportionate impact in assessment policies, yet there were vast disparities in remedial placement between white students and students of color
- In 2017, few colleges were offering corequisite models of remediation, despite strong results nationally and at early implementers in CA

# AB 705 (Irwin) – Assessment and Placement

Unanimously passed CA legislature, signed into law Oct. 2017

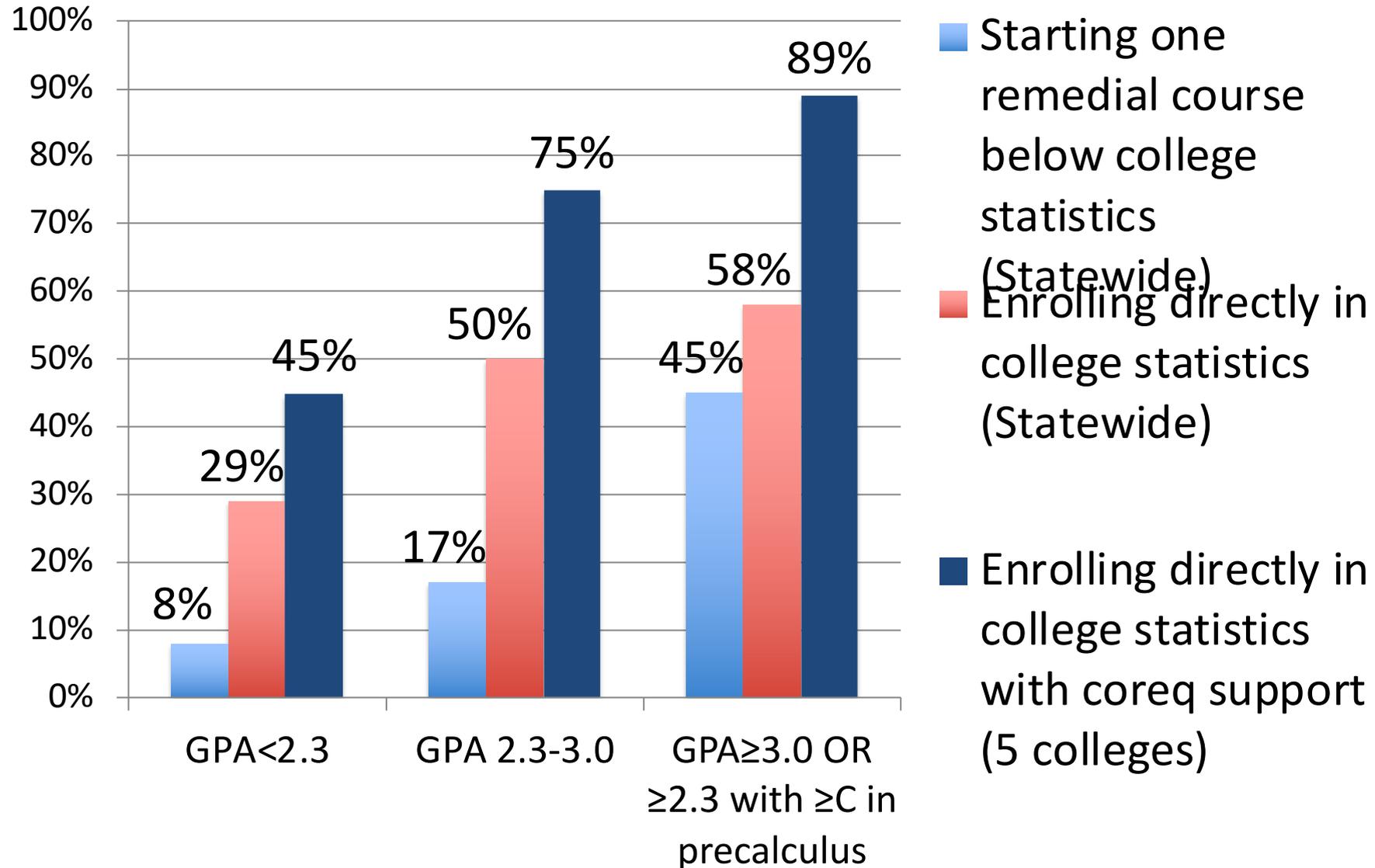
- Students may not be placed into remedial courses that delay/deter educational progress unless evidence suggests they are “highly unlikely” to succeed in a transferable, college-level course
- Colleges must use one of the following in assessing students: high school coursework, high school grades, HS GPA. If transcripts are unavailable, colleges must accept self-reported high school info or use guided placement if those are not available
- Colleges must “maximize probability that a student enter and complete transfer-level coursework in English and math within a one-year timeframe” (3 years for students in ESL pathways)
- Colleges can require “additional concurrent support...during the same semester that they take a transfer-level English or mathematics course.”
- Deadline for full implementation in English and math: Fall 2019  
ESL implementation deadline: Fall 2020

## **AB 705 Core Standard:**

Students should begin in the course where they have the greatest likelihood of completing transferable, college-level English/Math within one year

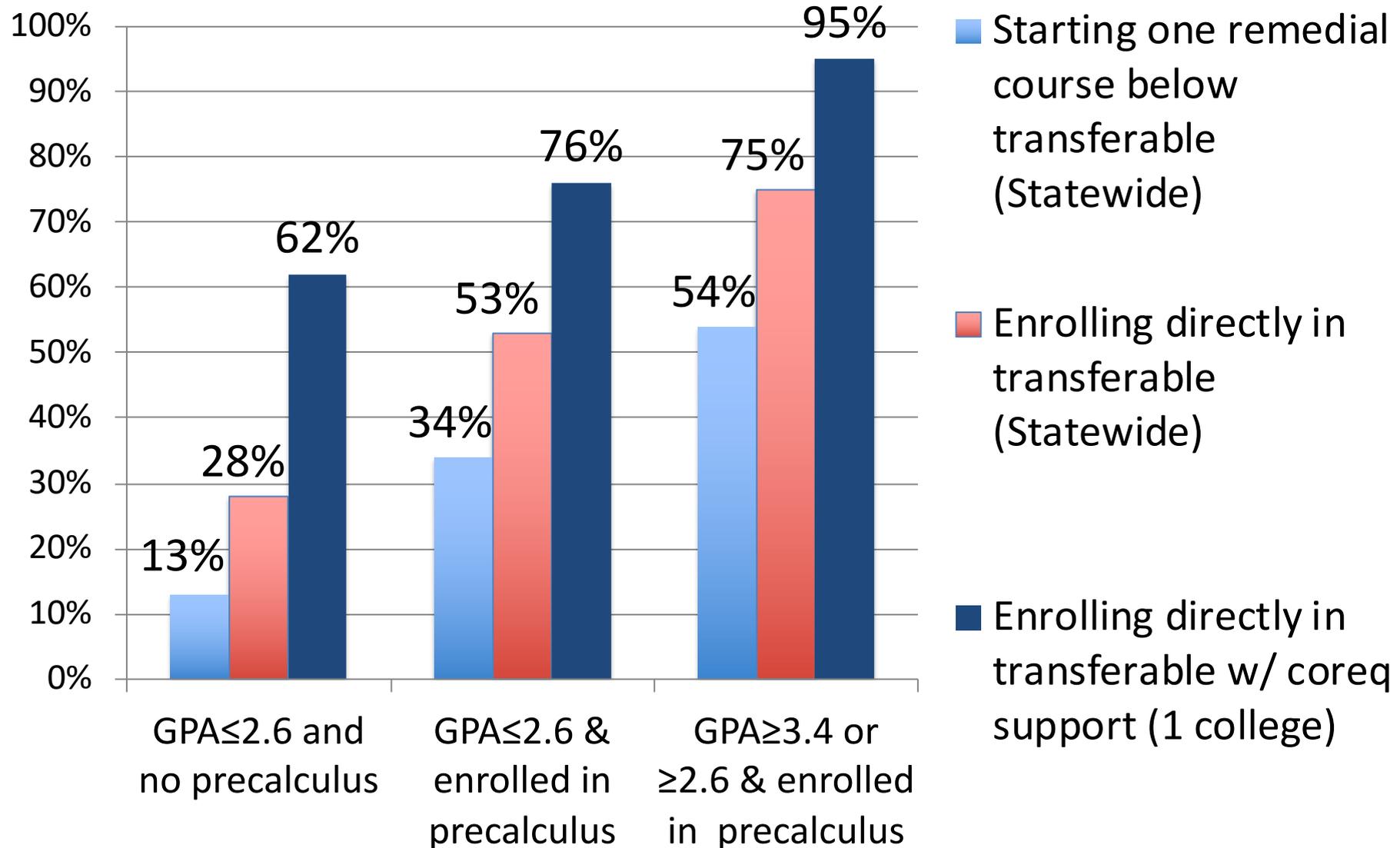
# Completion of College Statistics

## Multiple Measures Assessment Project



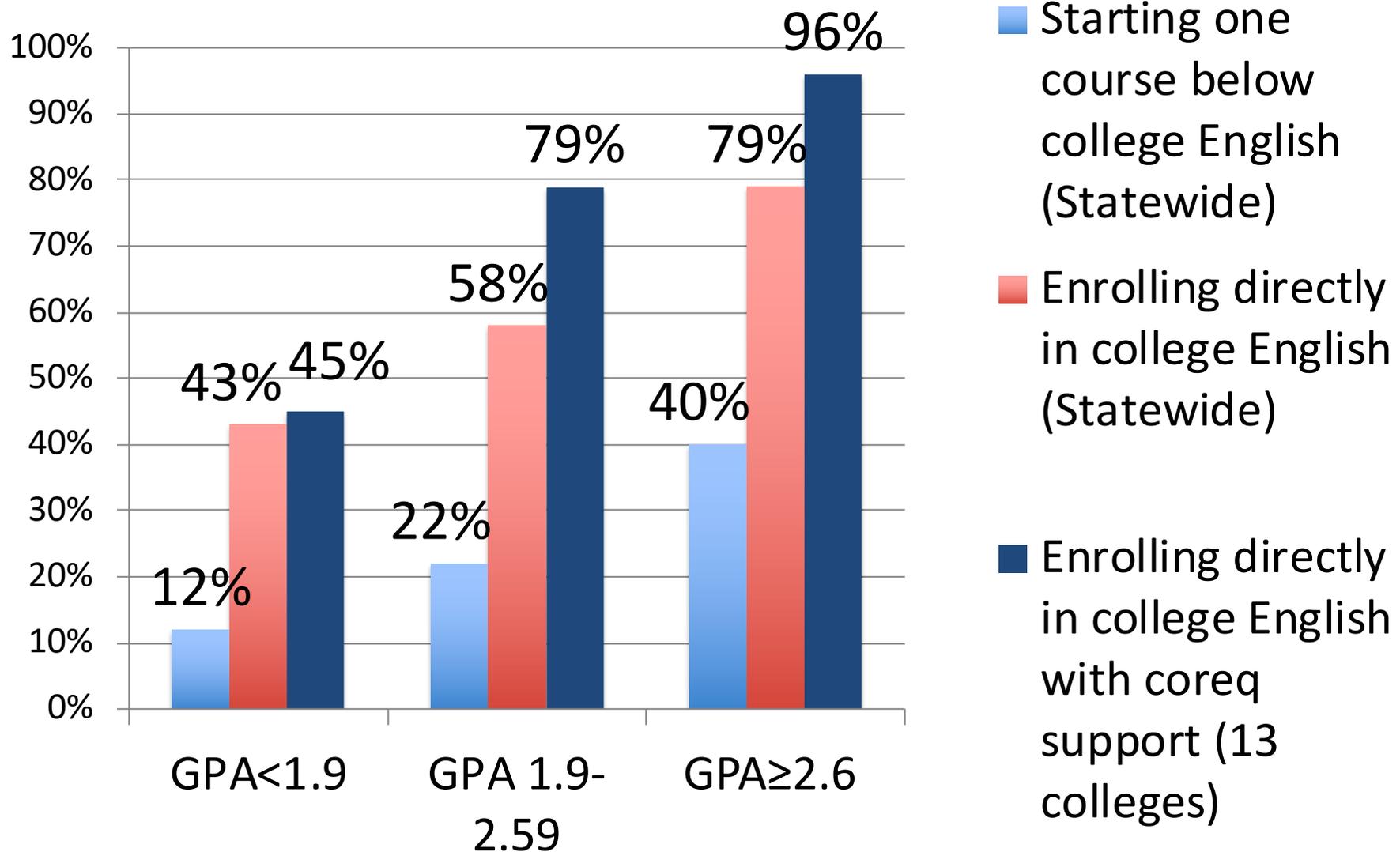
# Completion of Transferable BSTEM Math

## Multiple Measures Assessment Project



# Completion of English Composition

## Multiple Measures Assessment Project



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# Thank you!

**Katie Hern**

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The Center for the Analysis of Postsecondary Readiness (CAPR) is funded through a grant (R305C140007) from the Institute of Education Sciences, U.S. Department of Education.

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# Research Informing AB 705

Terrence Willett

Dean of Research, Planning, and Institutional Effectiveness

Cabrillo College

Center for the Analysis of Postsecondary Readiness (CAPR) Conference

New York, NY November 22, 2019

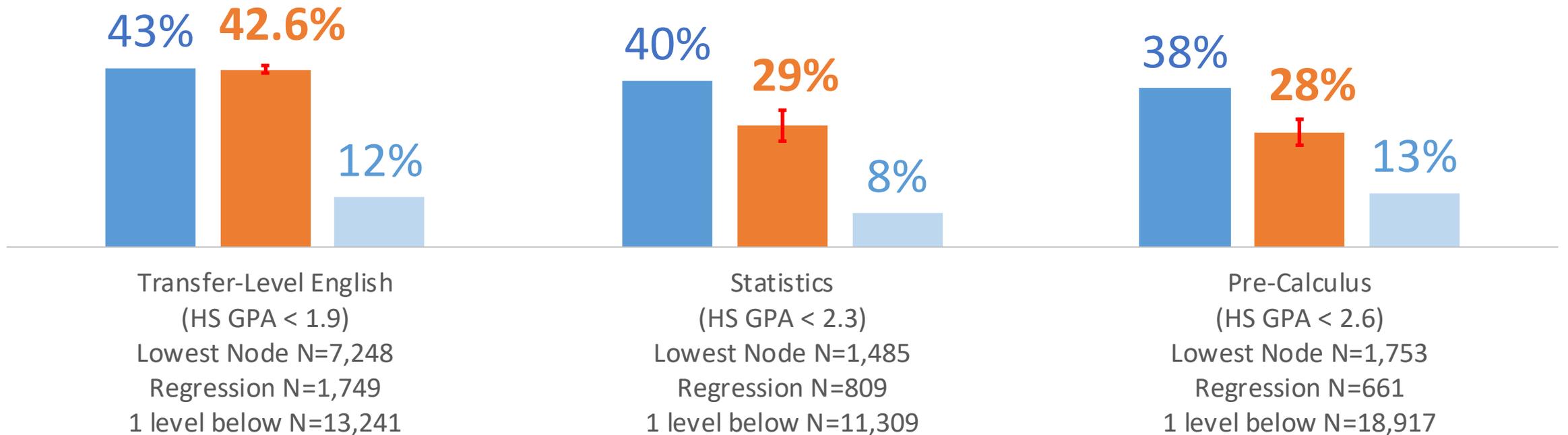
# Research to Policy

- **2005** California Partnership for Achieving Student Success (CalPASS) voluntary system for linking K-12 and postsecondary data
- **2008** [study](#): high school data more predictive of college success than tests
- **2009** replicated two colleges: Long Beach City College, Crafton Hills College
- **2012-2014** expanded replication at 10 more colleges: Student Transcript Enhanced Placement Study ([STEPS](#))
- **2012-2014** California Acceleration Project ([CAP](#)) [Evaluation](#)
- **2014-present** Multiple Measure Assessment Project ([MMAP](#)) partnership with Chancellor's Office, Academic Senate, college faculty & researchers
- **2018-present** AB 705 passage and [implementation](#)

# Transfer Level (TL) Course Completion in 1 Year from 1st Class in Discipline for Low HS GPA Students

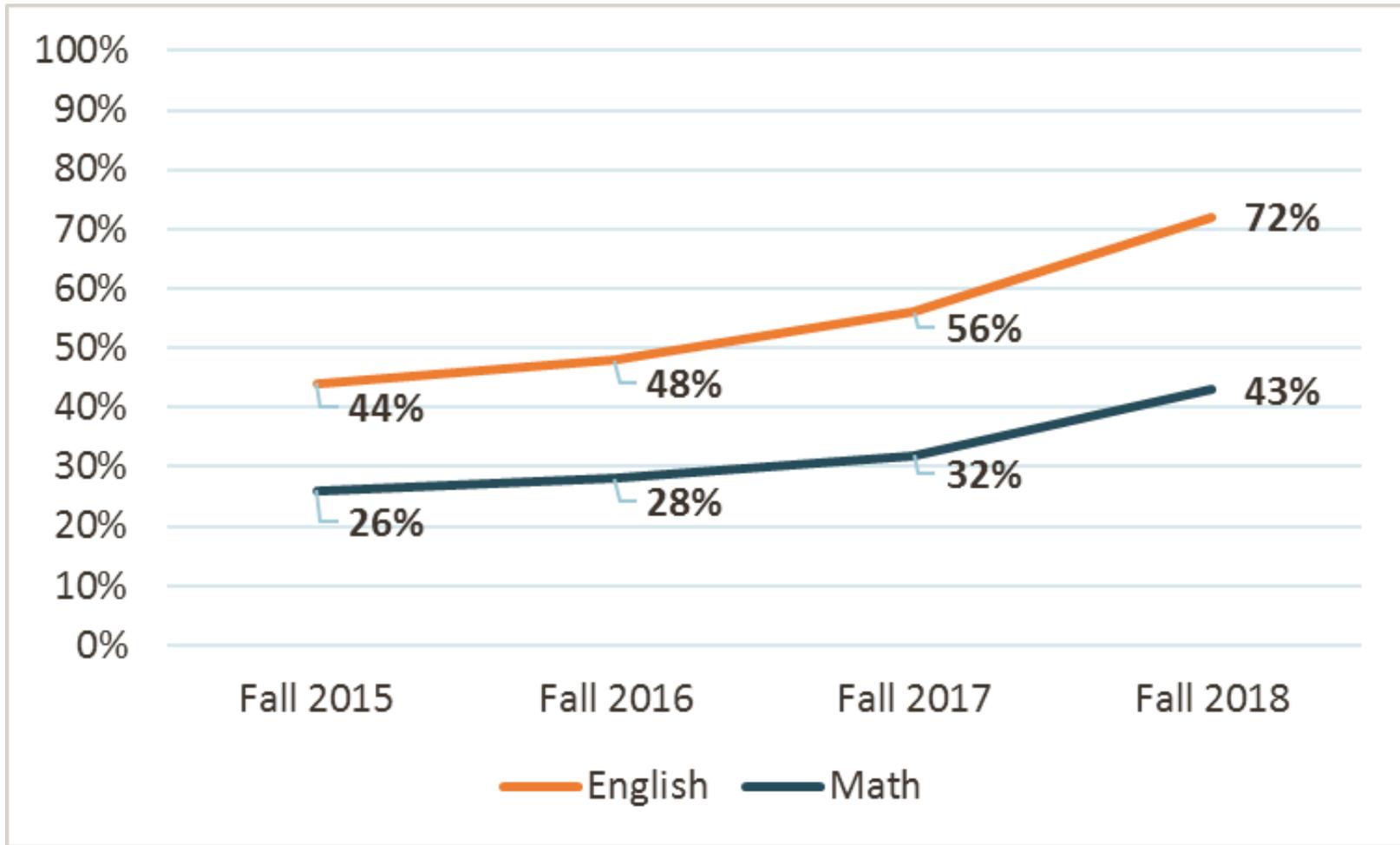
(error bars represent  $\pm 1$  se)

■ Lowest Node Success in Target Course   ■ Regression Adjusted Success in Target Course   ■ Throughput from 1 level below



HS GPA = High School Grade Point Average; Source: [AB 705 Success Rate Estimates Technical Paper](#), September 2018  
 State level analysis shown. College level analyses did not find any individual college with below transfer level throughput exceeding projected success in direct transfer level placement.

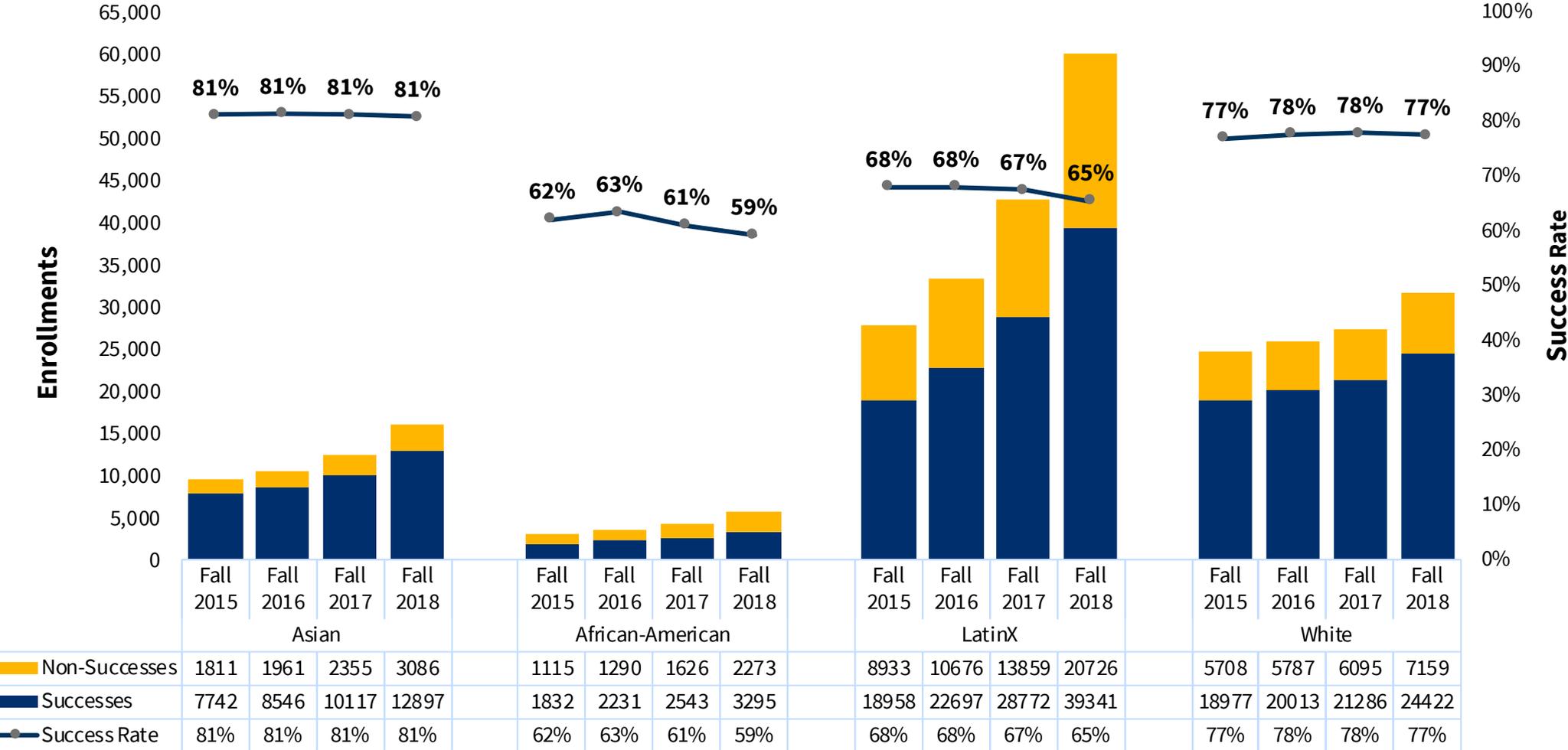
# Percentage of Students Who Enrolled Directly in Transfer-Level English and Math



English: Fall 2015 = 166,116; F16 = 168,516; F17 = 172,046; F18 = 174,205

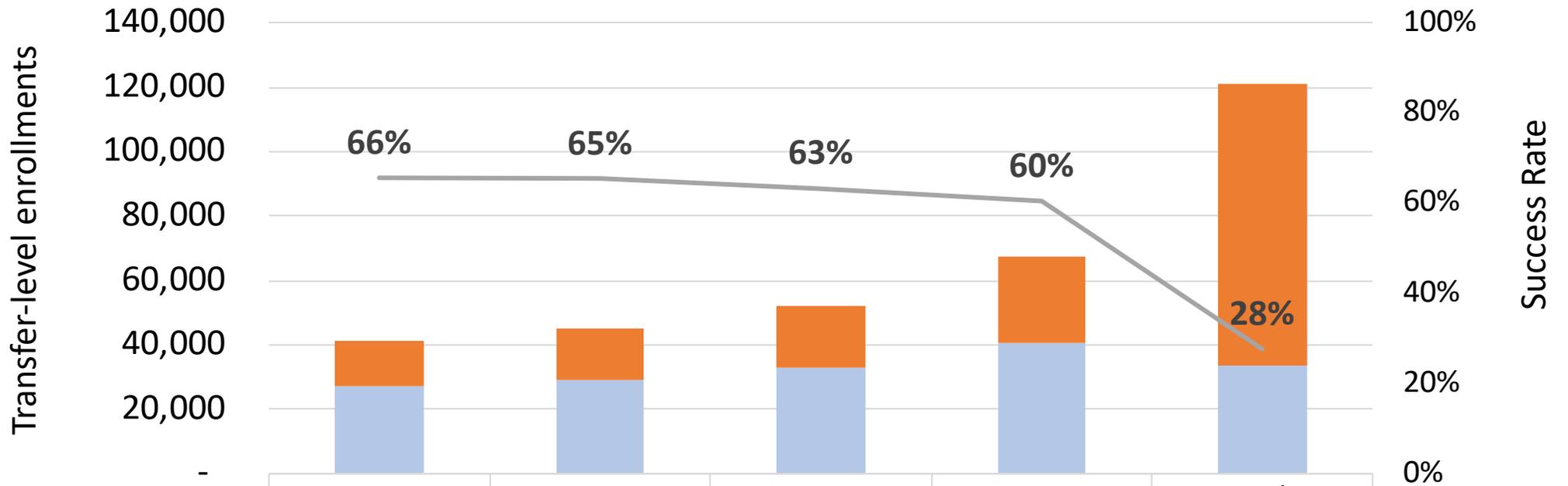
Math: Fall 2015 = 163,309; F16 = 165,420; F17 = 167,320; F18 = 160,335

# Volume of Successful Completions and Noncompletions of Transfer-Level English, Disaggregated by Ethnicity



Source: [Access, Enrollment, and Success in Transfer-Level English and Math in the California Community College System](#), September 2019

# Volume of Successful Completions and Non-Successes with Year to Year Changes in Volume for Both in Transfer Level (TL) Math (all)



TL Non-Successes	14,157	15,522	19,196	26,804	87,528
TL Successful Completion	26,986	29,289	33,056	40,776	33,438
TL Success / Completion Rate	66%	65%	63%	60%	28%

## Available AB705 reports:

AB 705 Technical Report

<http://bit.ly/AB705-Tech-Report>

AB 705 and Gender and Ethnicity

<http://bit.ly/AB705-Gender-Ethnicity>

AB 705 and DSPS and EOPS Students

<http://bit.ly/AB705-DSPS-EOPS>

CCR Journal Article on MMAP Research

<http://bit.ly/MMAP-Comm-Coll-Review>

Access, Enrollment and Success in Transfer-Level English and Math Courses in the California Community College System

<http://bit.ly/AccessEnrollmentSuccessRP>

AB 705 Survey Results, Fall 2018

<http://bit.ly/AB705-F2018-Survey>

ESL Assessment Measures Literature Review

<http://bit.ly/AB705-ESL-Lit-Review>

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# Thank you!

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# AB 705

## *Getting There* & Student Voices

Vikash Reddy  
Senior Director, Policy Research

*Center for the Analysis of Postsecondary Readiness*  
New York, NY  
November 22, 2019

# Agenda

- *Getting There*
- Survey of Student Experiences

# Getting There

Are California Community Colleges Maximizing Student Completion of Transfer-Level Math and English?



**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

# AB 705

- Eliminate placement tests
- Guarantee students the right to enroll in transfer-level courses.
  - BUT colleges may continue to offer courses that are below transfer-level.

# The Problem with Non-Transferable Courses

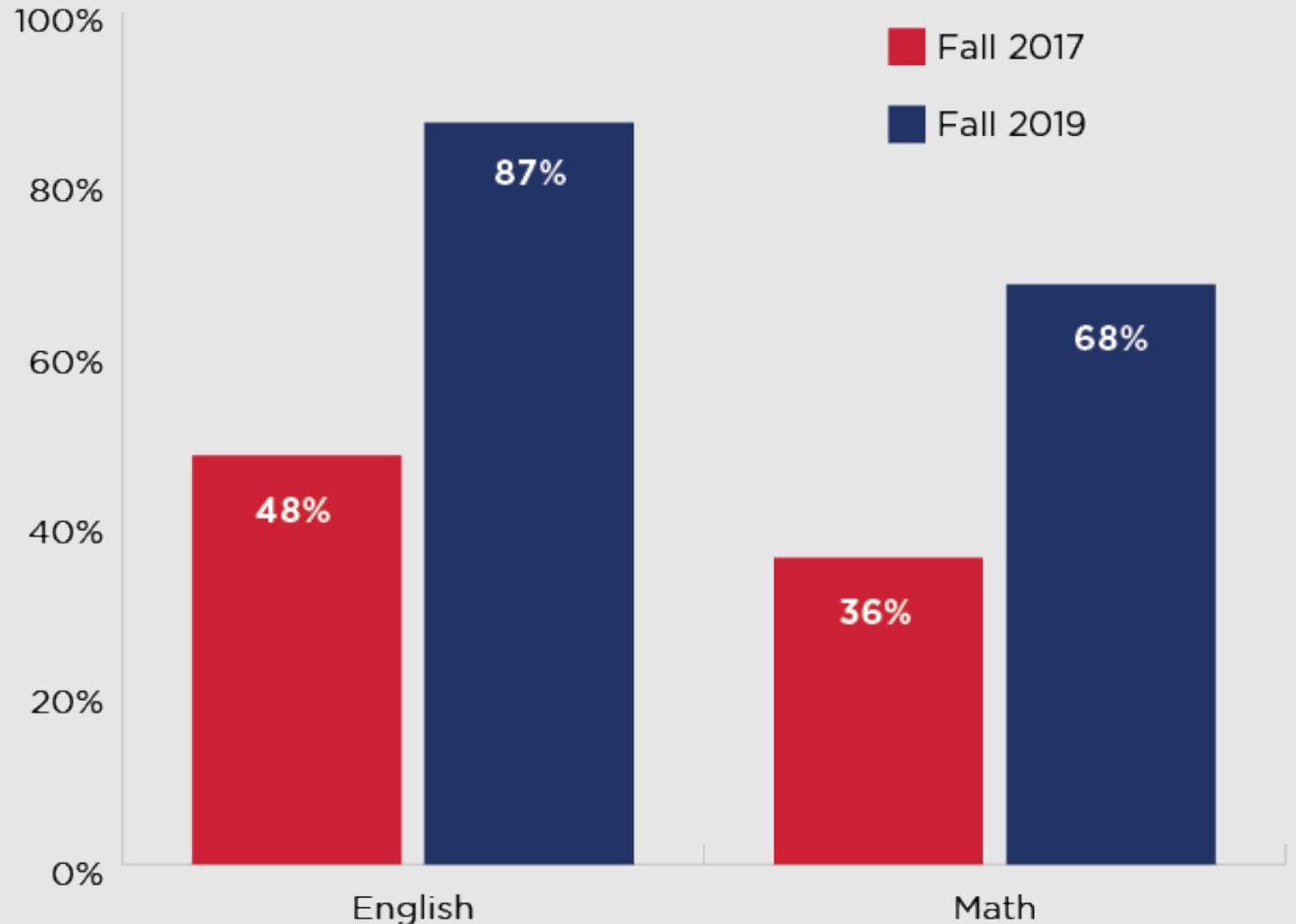
- As research from Florida suggests, making developmental education optional is likely to considerably reduce enrollment in these courses, **though historically underrepresented students could continue to enroll at higher rates.** (Hu et al. 2019)
- The prospect of some colleges eliminating developmental education while others offer it on an optional basis raises questions about equity: **the likelihood that historically underrepresented students will complete transfer-level English could be affected by which college they attend.** (PPIC, Oct 2019)

# Methodology

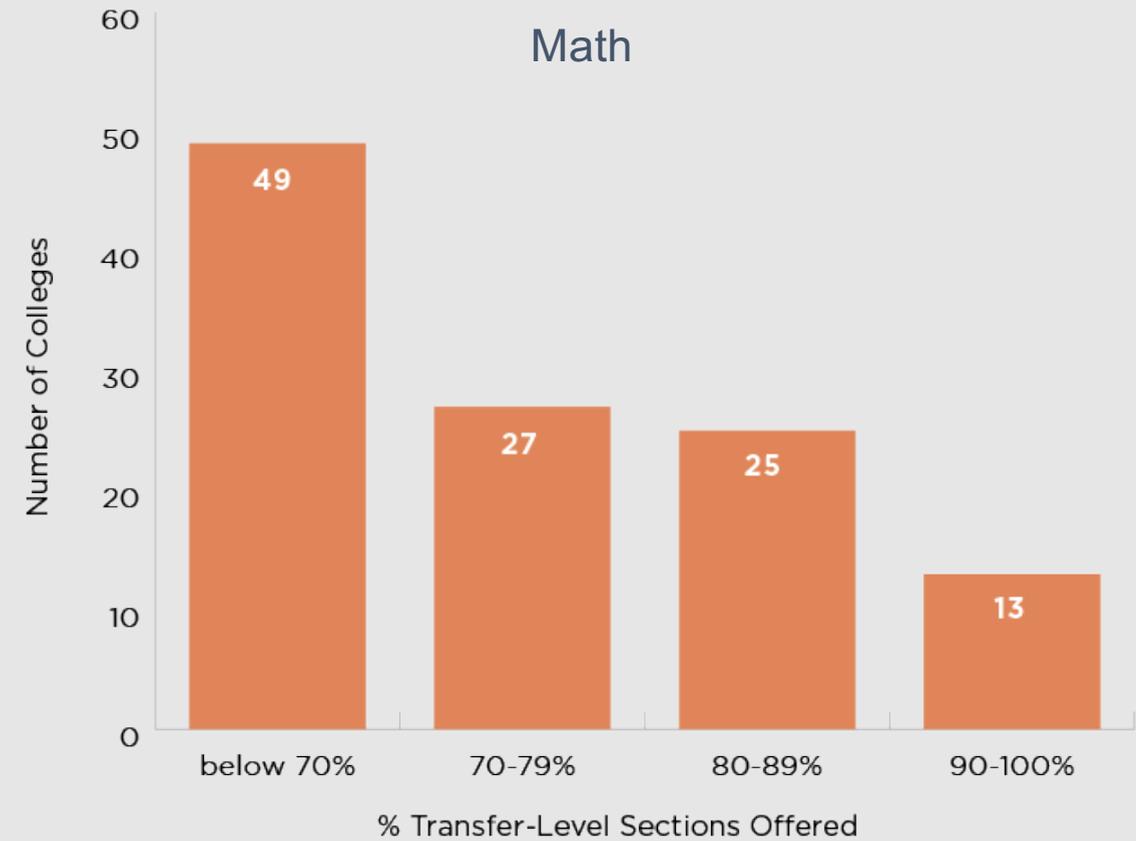
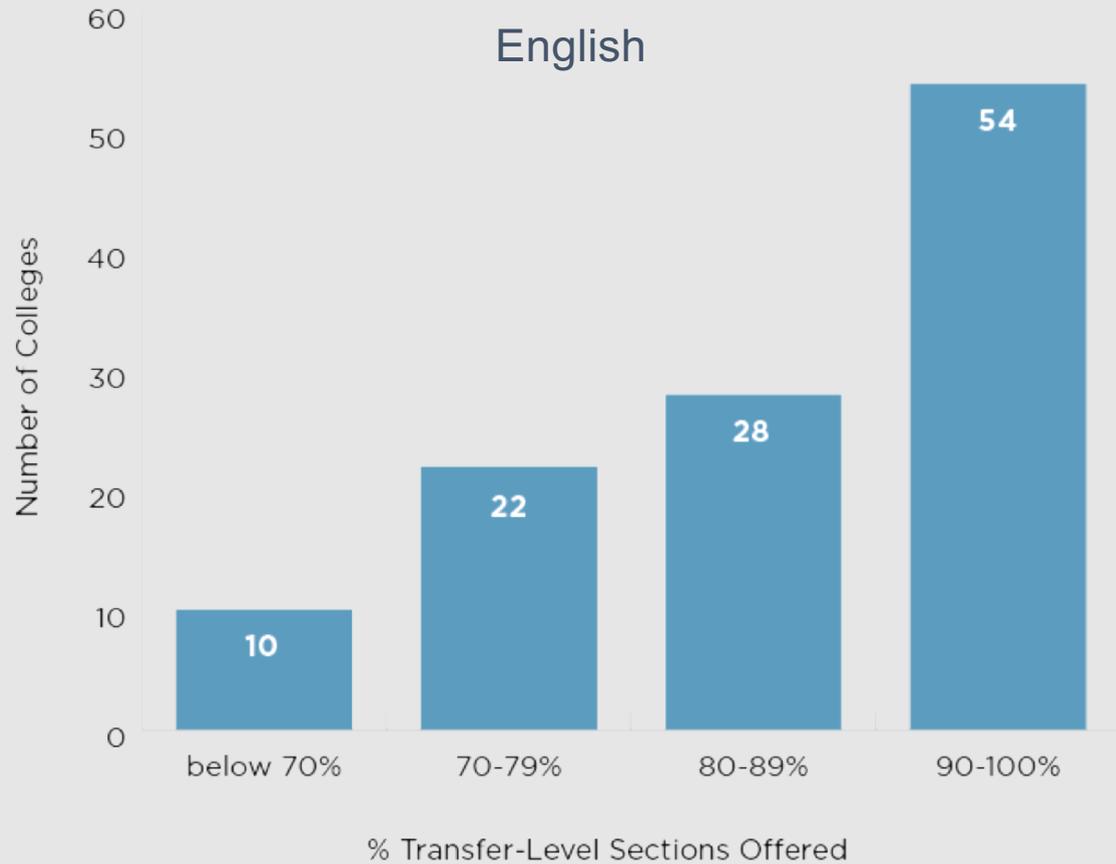
- 114 CA Community Colleges
- Course Catalogues from Fall 2017 & Fall 2019
  - Introductory Courses: Transfer Level vs. Below Transfer Level

# Overall Progress

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



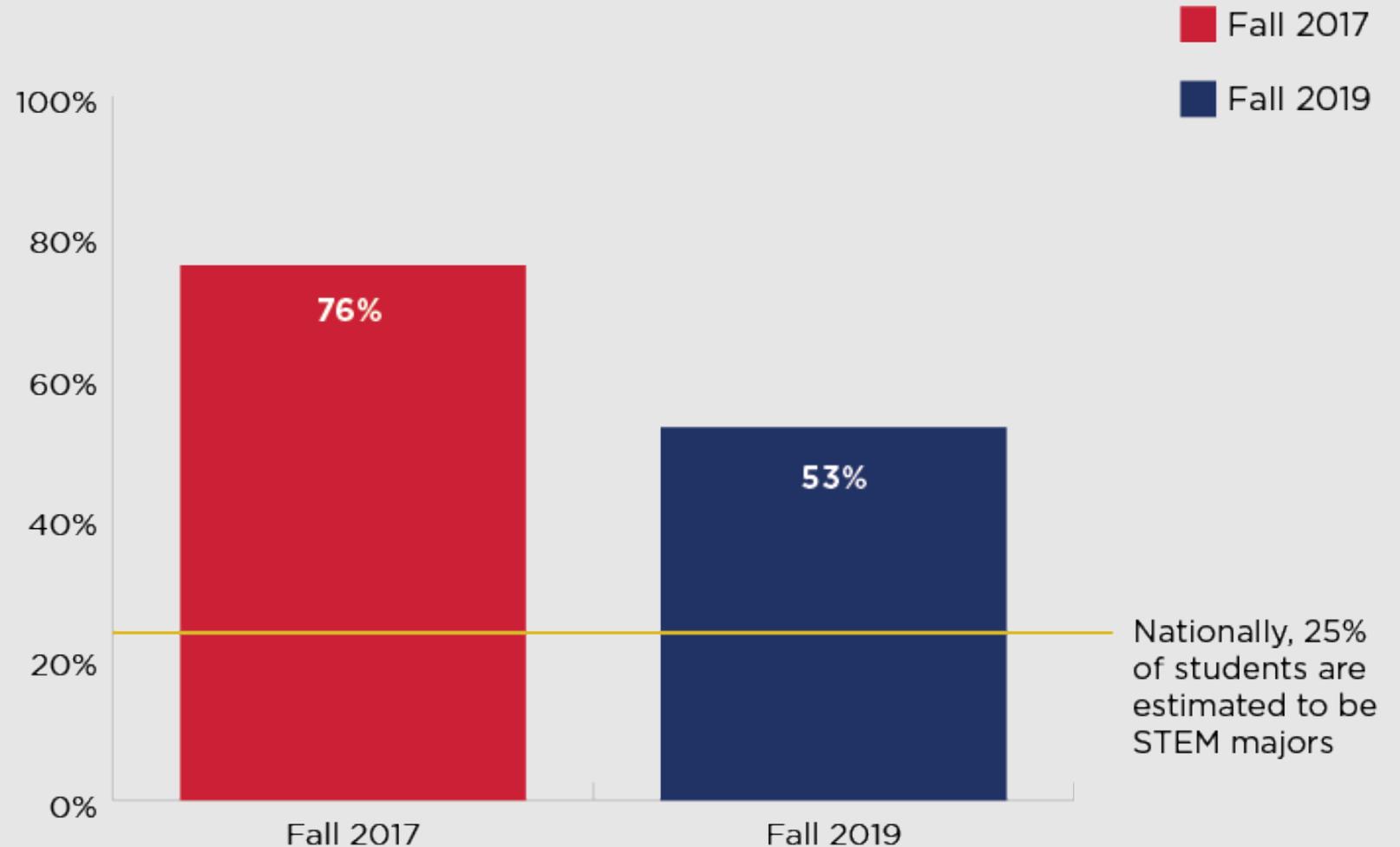
# AB 705 by Strength of Implementation



Implementation is much **stronger in English.**

# STEM Math Sections

Colleges continue to offer more STEM math sections than they need.

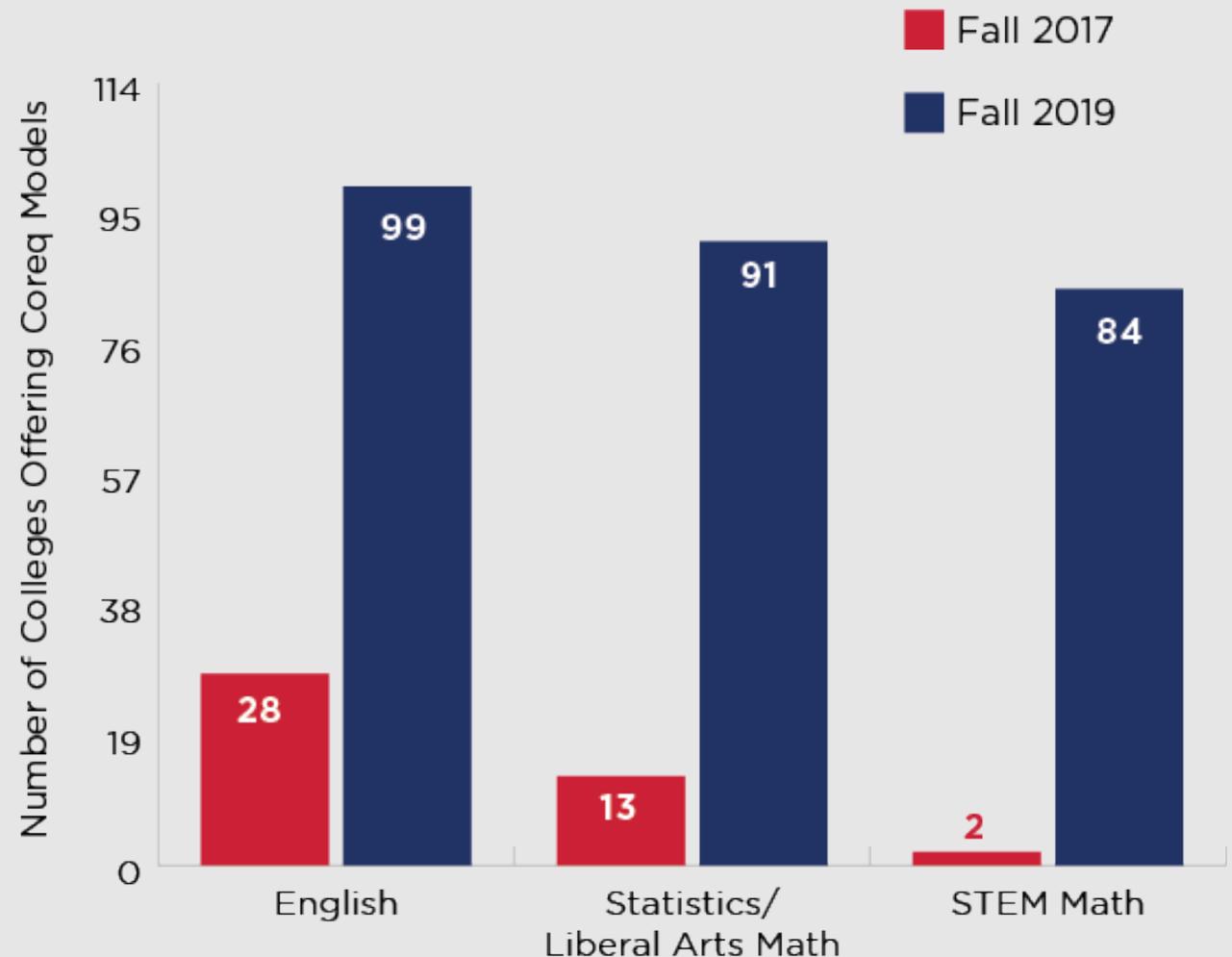


# Colleges Offering Corequisite Remediation

Corequisite remediation has **grown considerably** since the fall of 2017.

## *Caveats:*

- *Unit = Colleges.*
  - *Some colleges may only have 1-2 sections*
- *Quantity vs. Quality*
  - *Unclear whether these are high quality courses or simply compliance devices*



# **Student Perspectives**

**Survey of incoming community college students.**

# Survey Responses

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- 1956 Respondents
- 66% Completion Rate
  - 1,231 Completed Responses

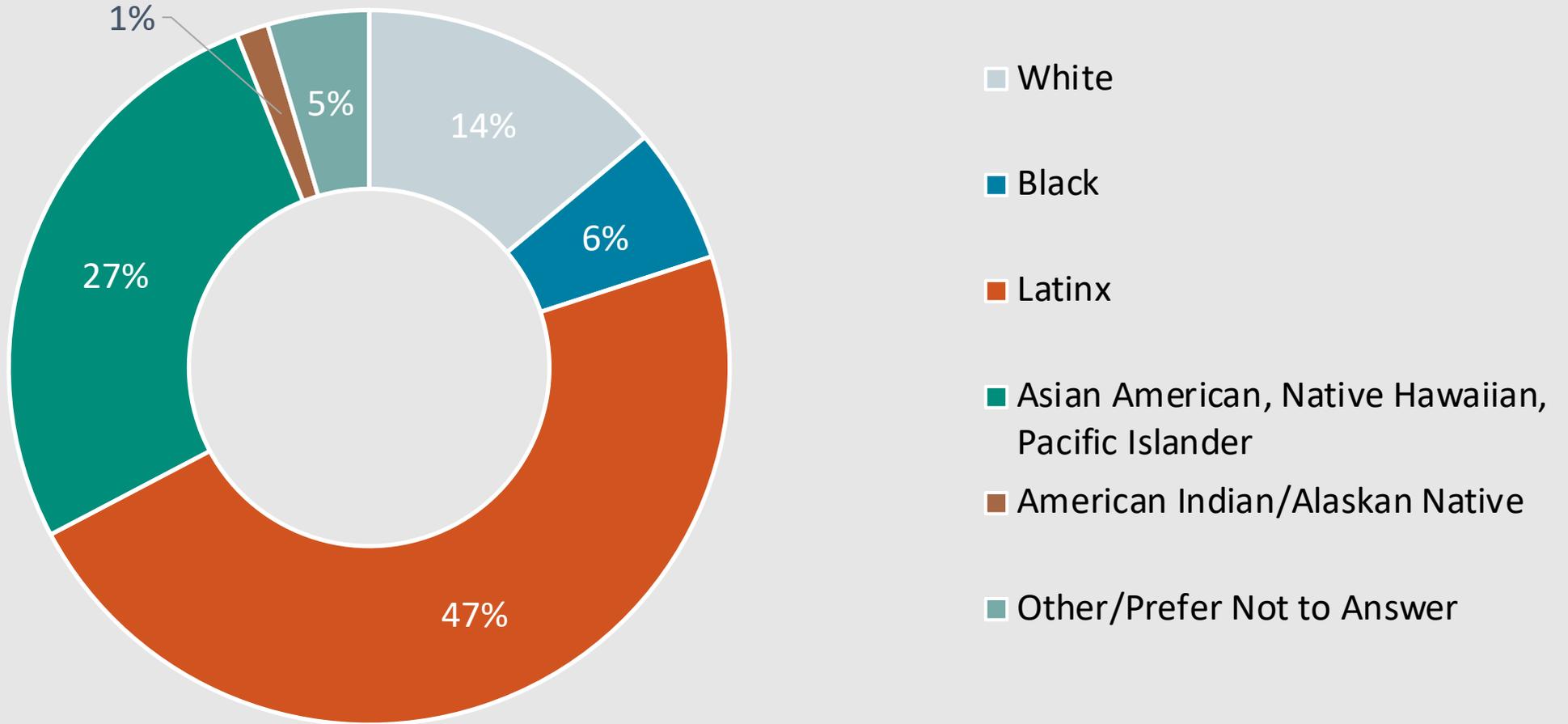


# Colleges Represented

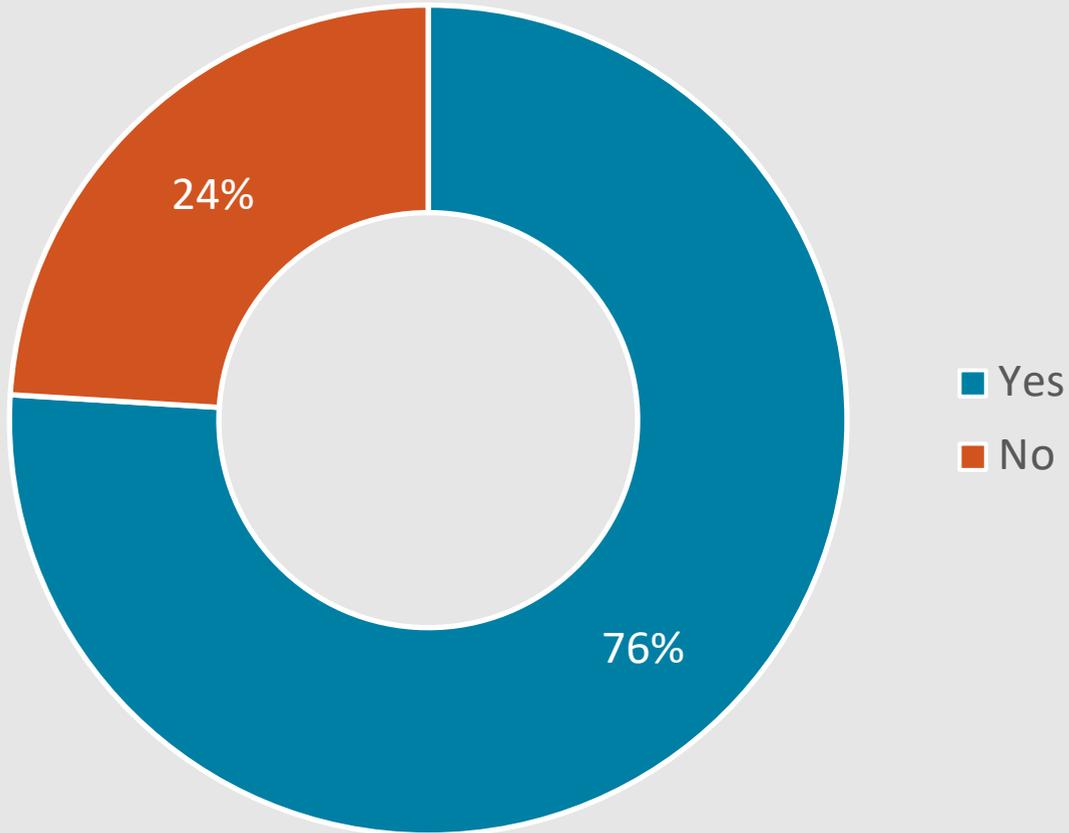
- Pasadena City College
- Fullerton College
- Long Beach City College
- Gavilan College
- Merritt College
- Pacific Coast Community College
- San Diego City College
- College of the Sequoias



# Demographics of Respondents

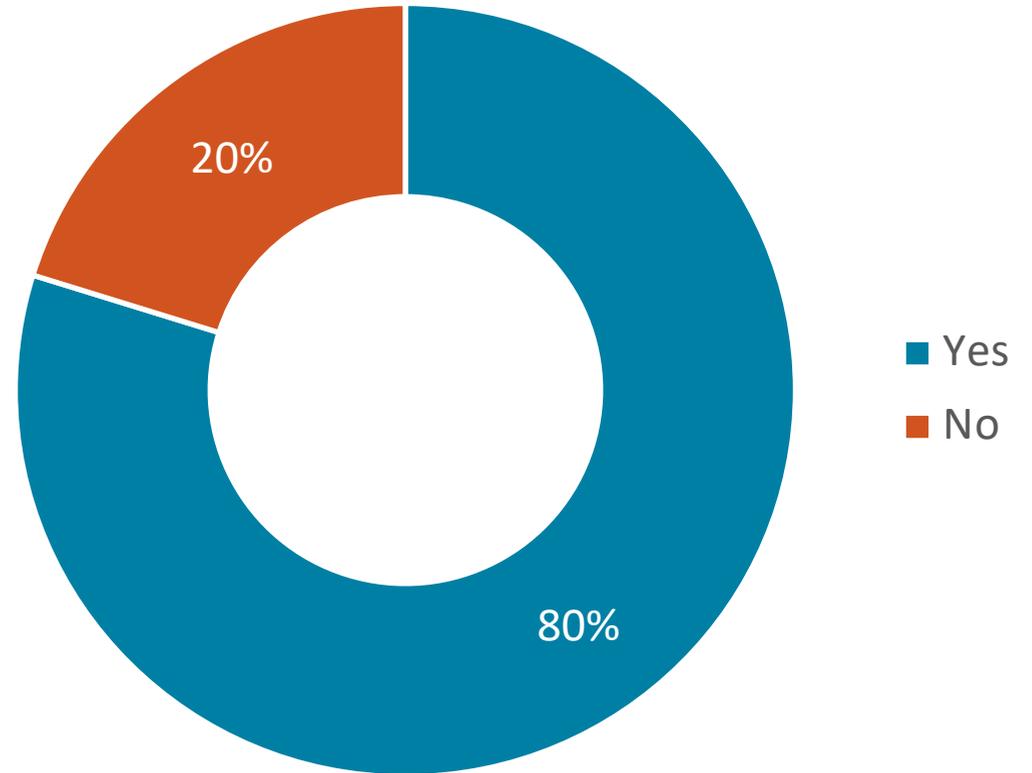
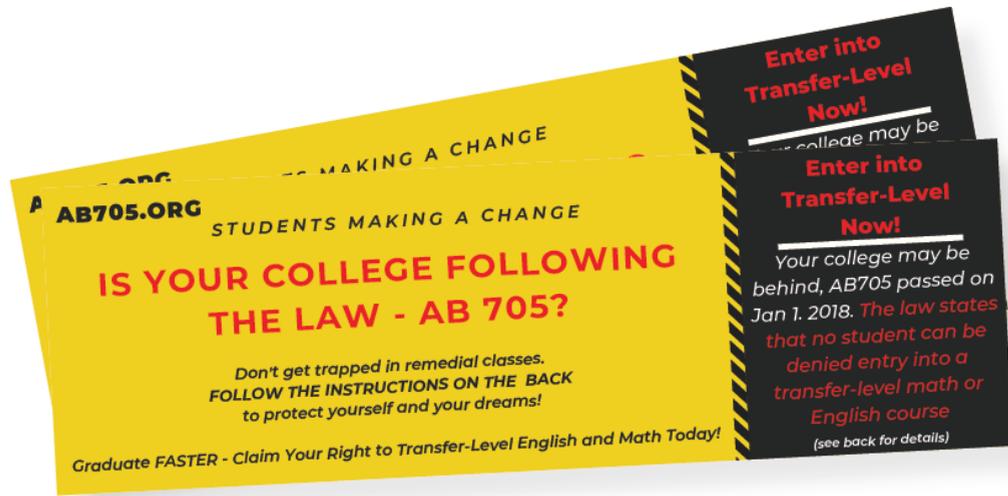


# Did you meet with an advisor before selecting courses?



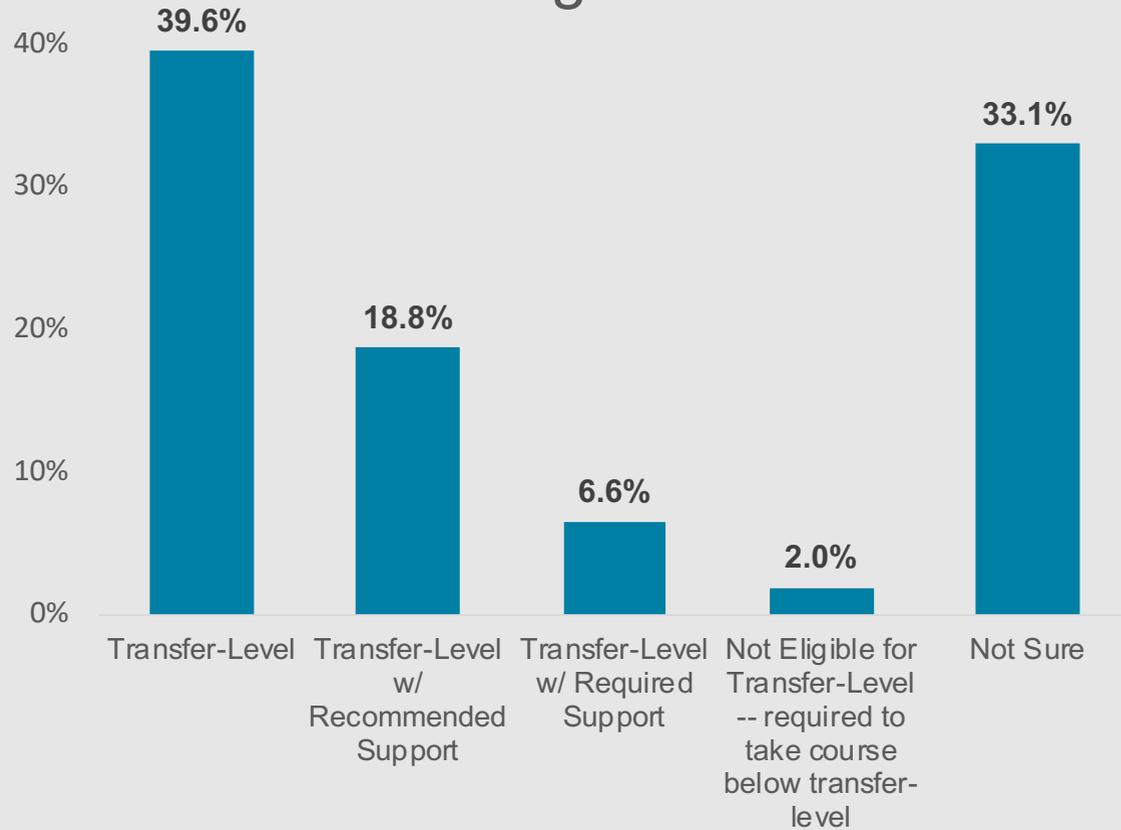


# Did your college make you aware of your right to enroll in transfer-level coursework?

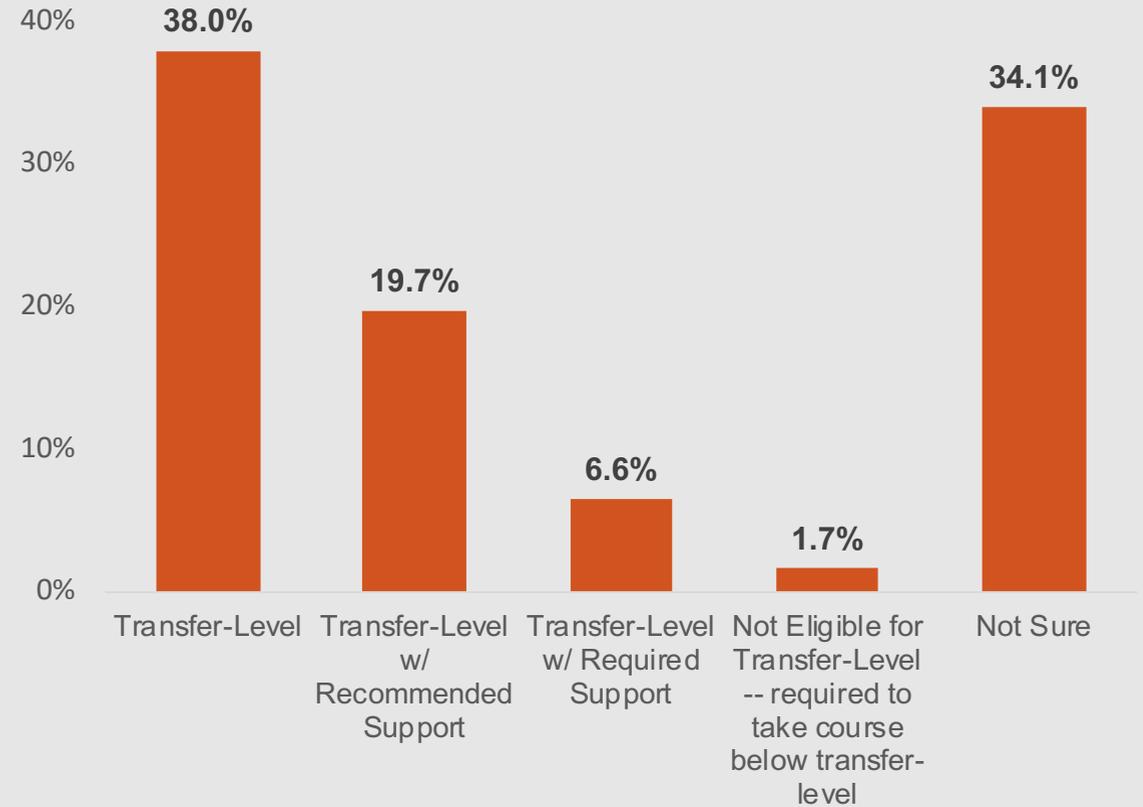


# What were you told about your eligibility for transfer-level courses?

## English



## Math



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## Documenting Reform

Ashley Bliss Lima, Jobs for the Future

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**Ashley Bliss Lima**

JFF

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