

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

Co-Founder & Executive Director, California Acceleration Project

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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

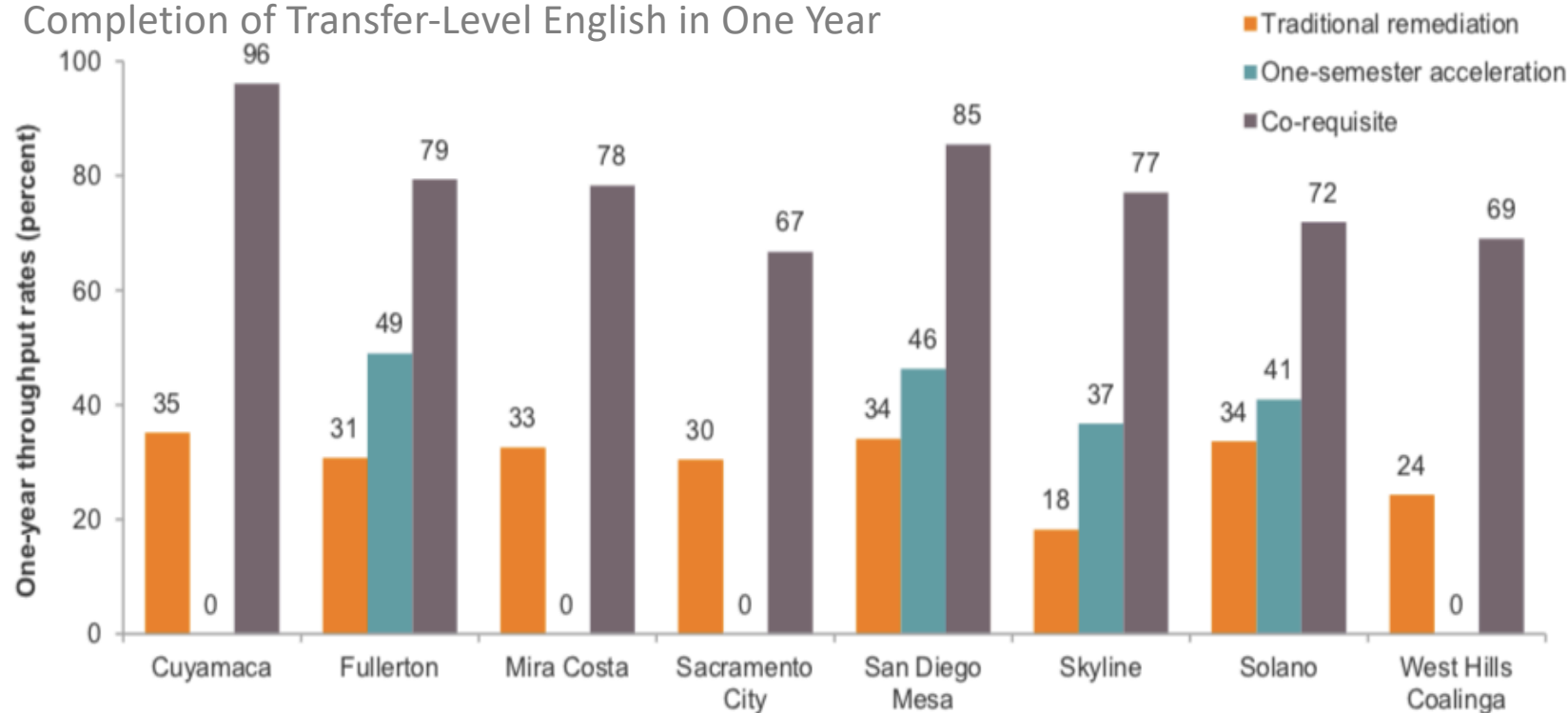
Multiple Measures in Math – Fall 2016

- 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

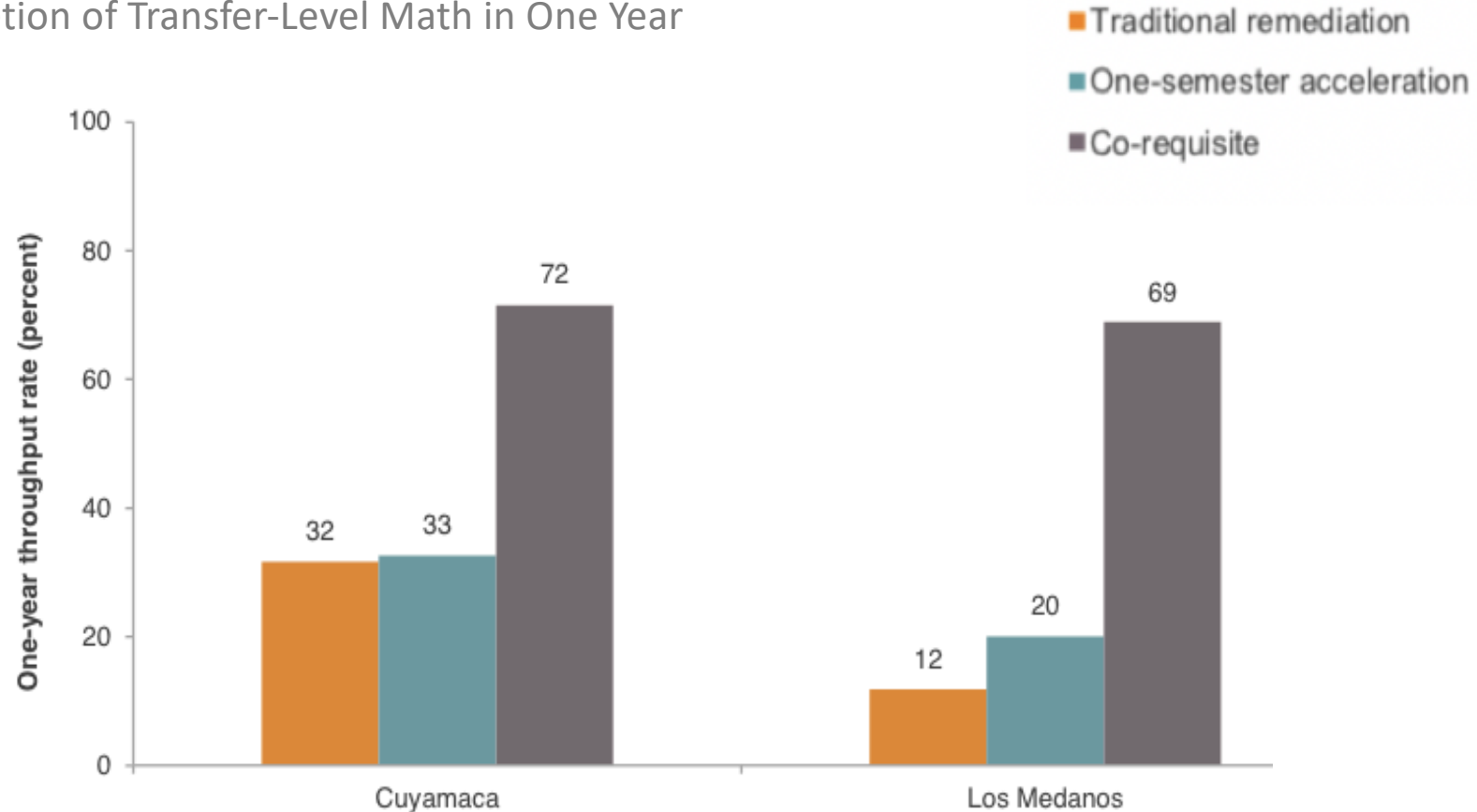


SOURCE: Authors' analysis of COMIS data.

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

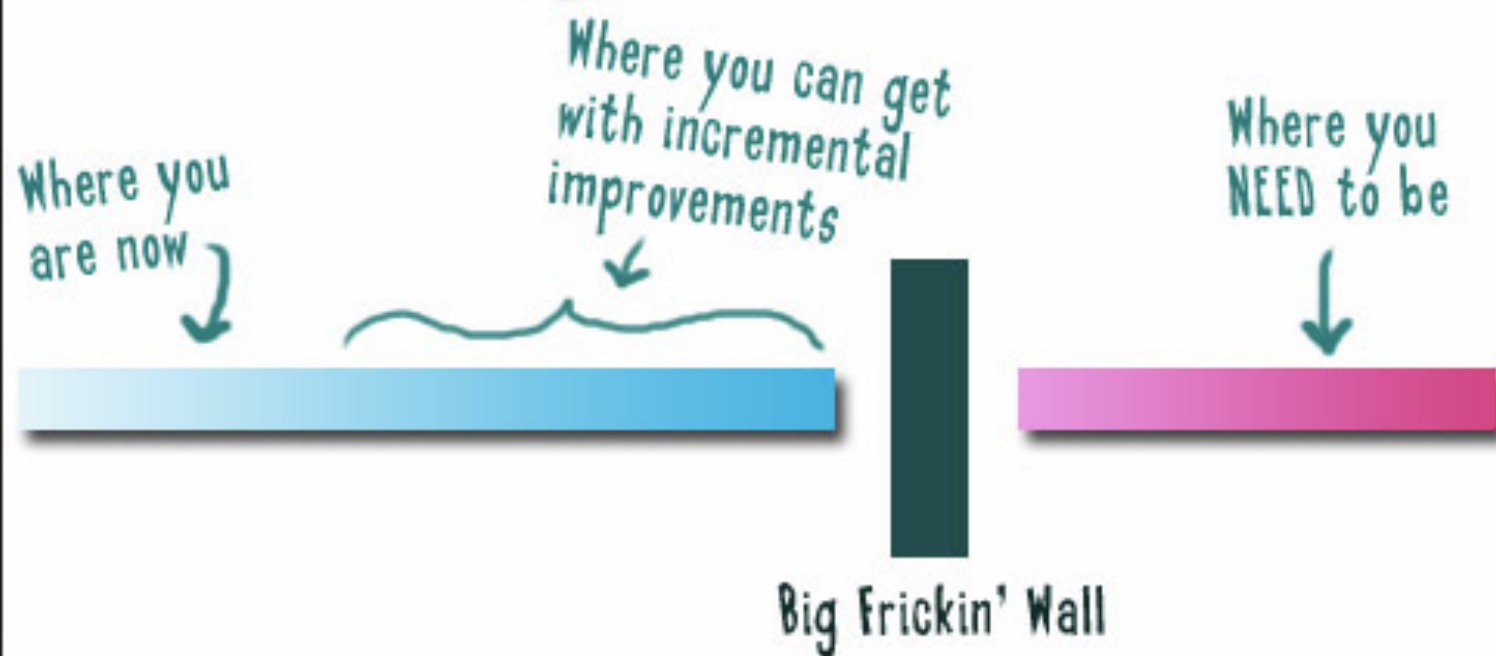
Public Policy Institute of California
Completion of Transfer-Level Math in One Year



Source: [PPIC 2018](#)



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

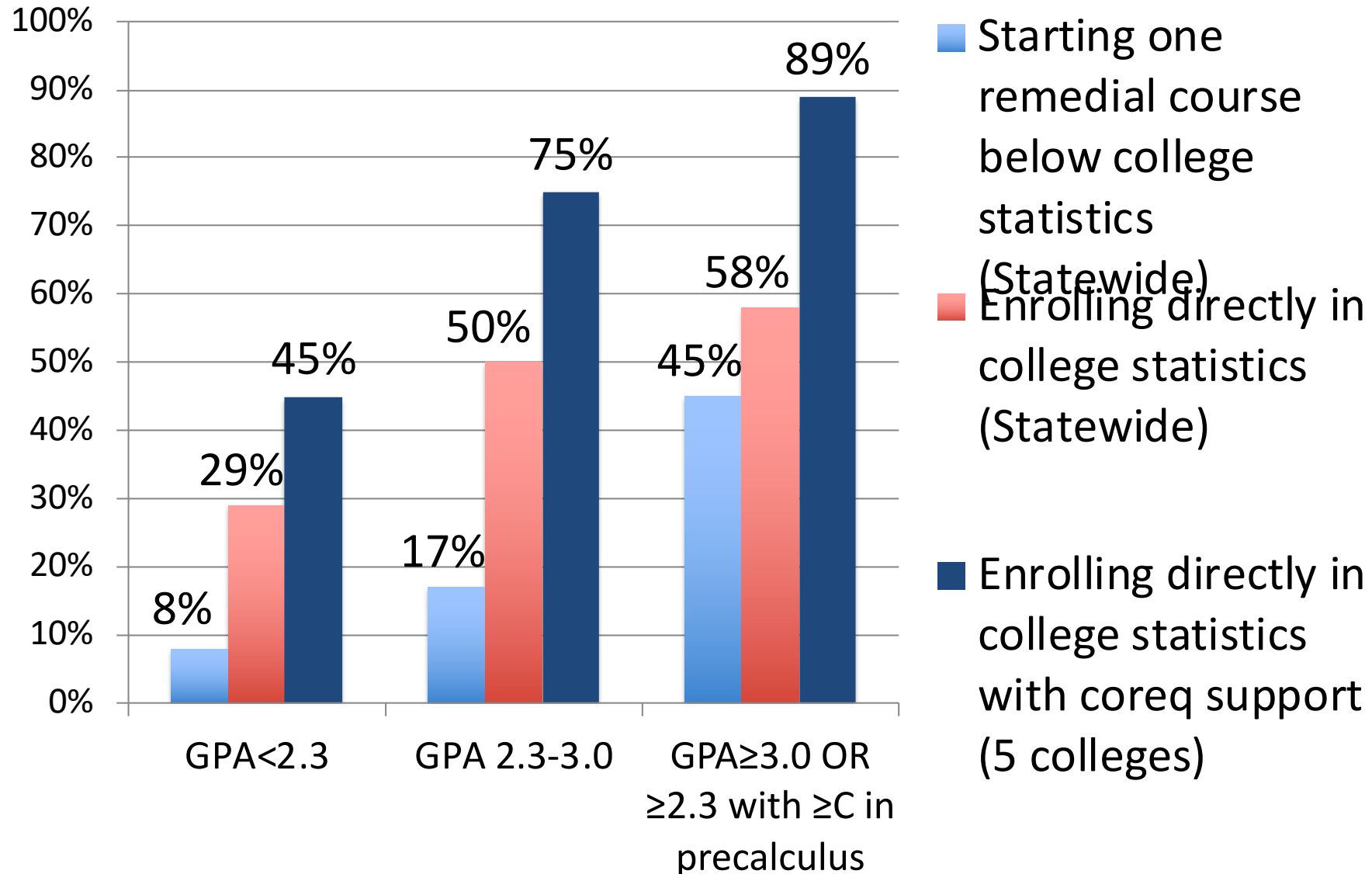
- Students may not be placed into remedial courses that delay/deter educational progress unless evidence suggests they are “highly unlikely” to succeed in a transferable, college-level course
- Colleges must use one of the following in assessing students: high school coursework, high school grades, HS 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

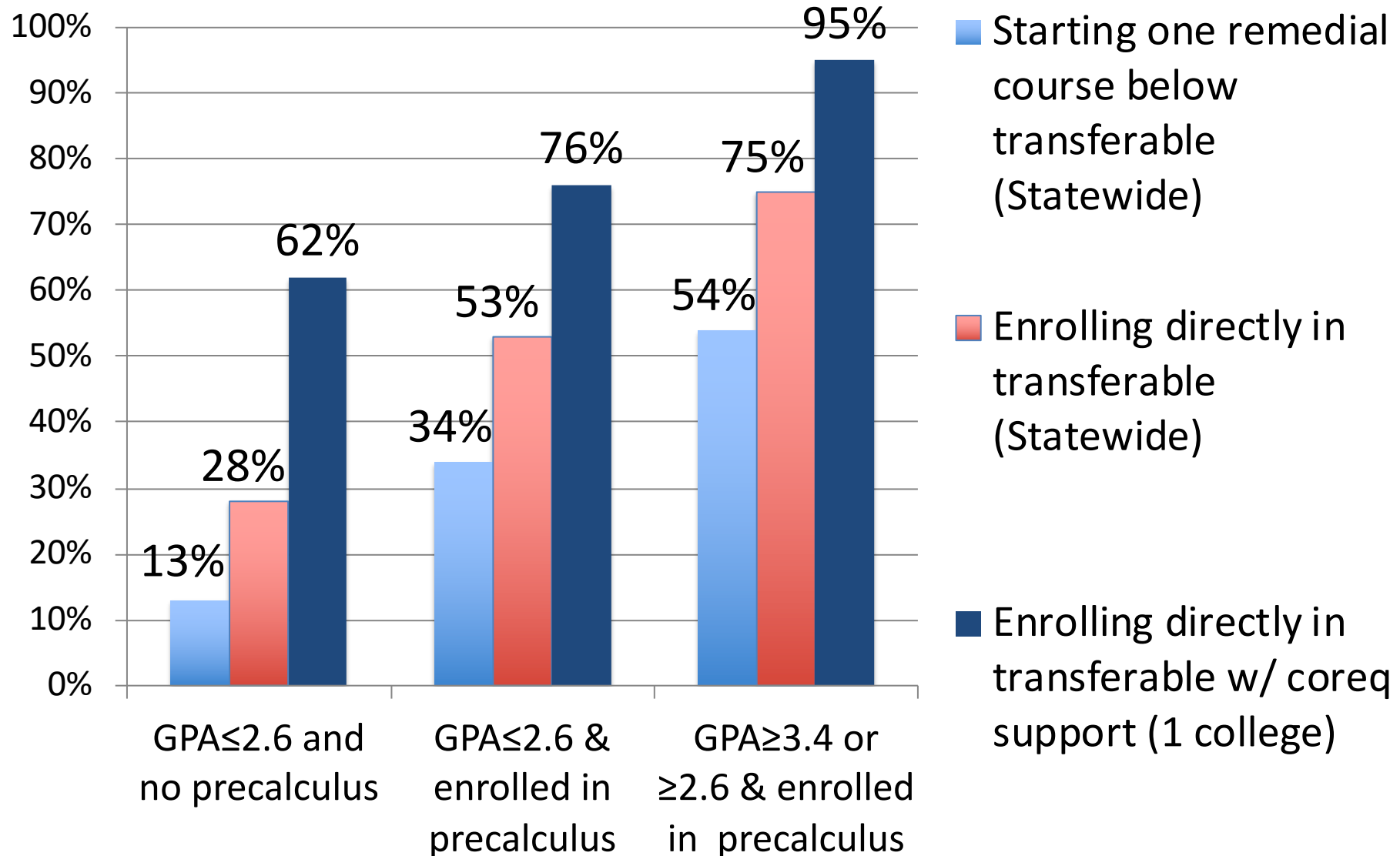
Completion of College Statistics

Multiple Measures Assessment Project



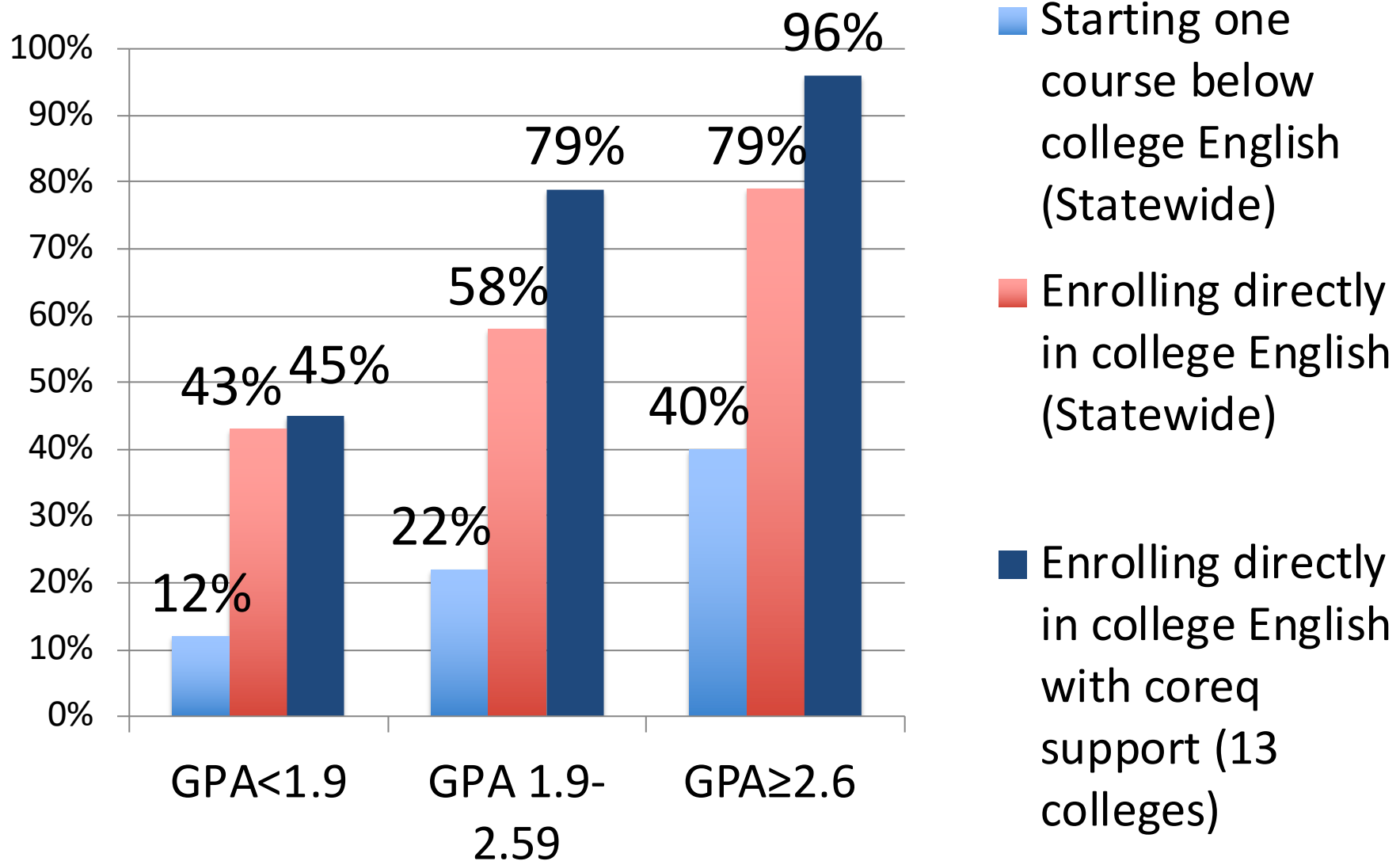
Completion of Transferable BSTEM Math

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

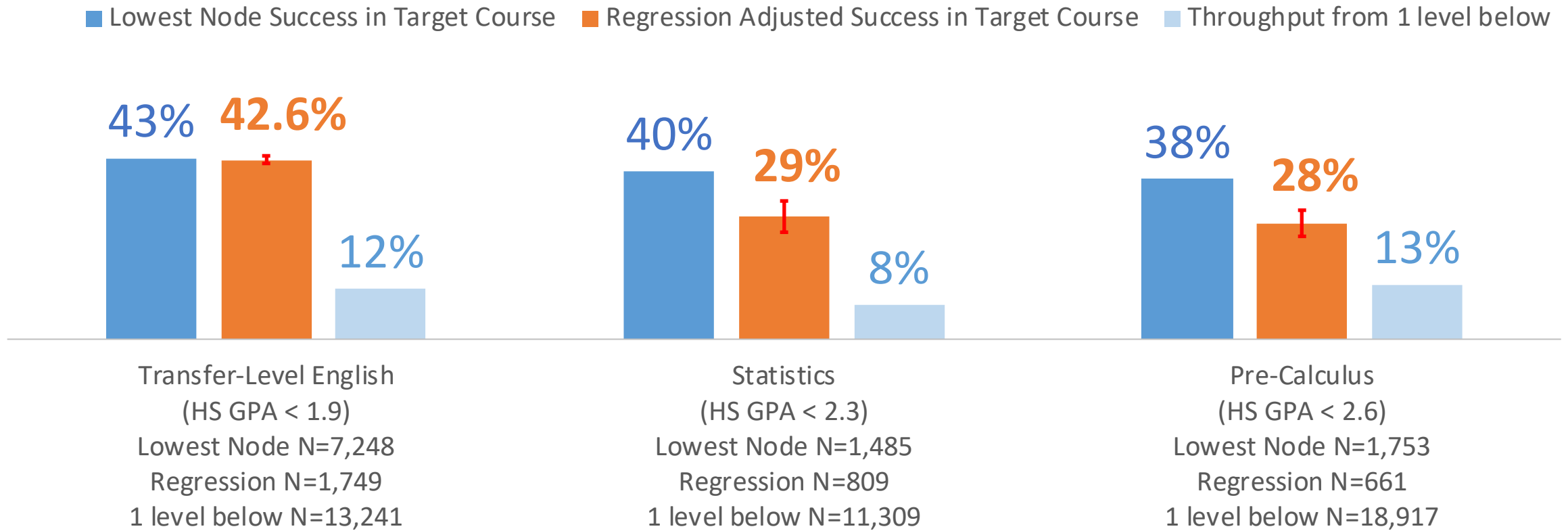
New York, NY November 22, 2019

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, Crafon 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 ([MMA](#)) partnership with Chancellor's Office, Academic Senate, college faculty & researchers
- **2018-present** AB 705 passage and [implementation](#)

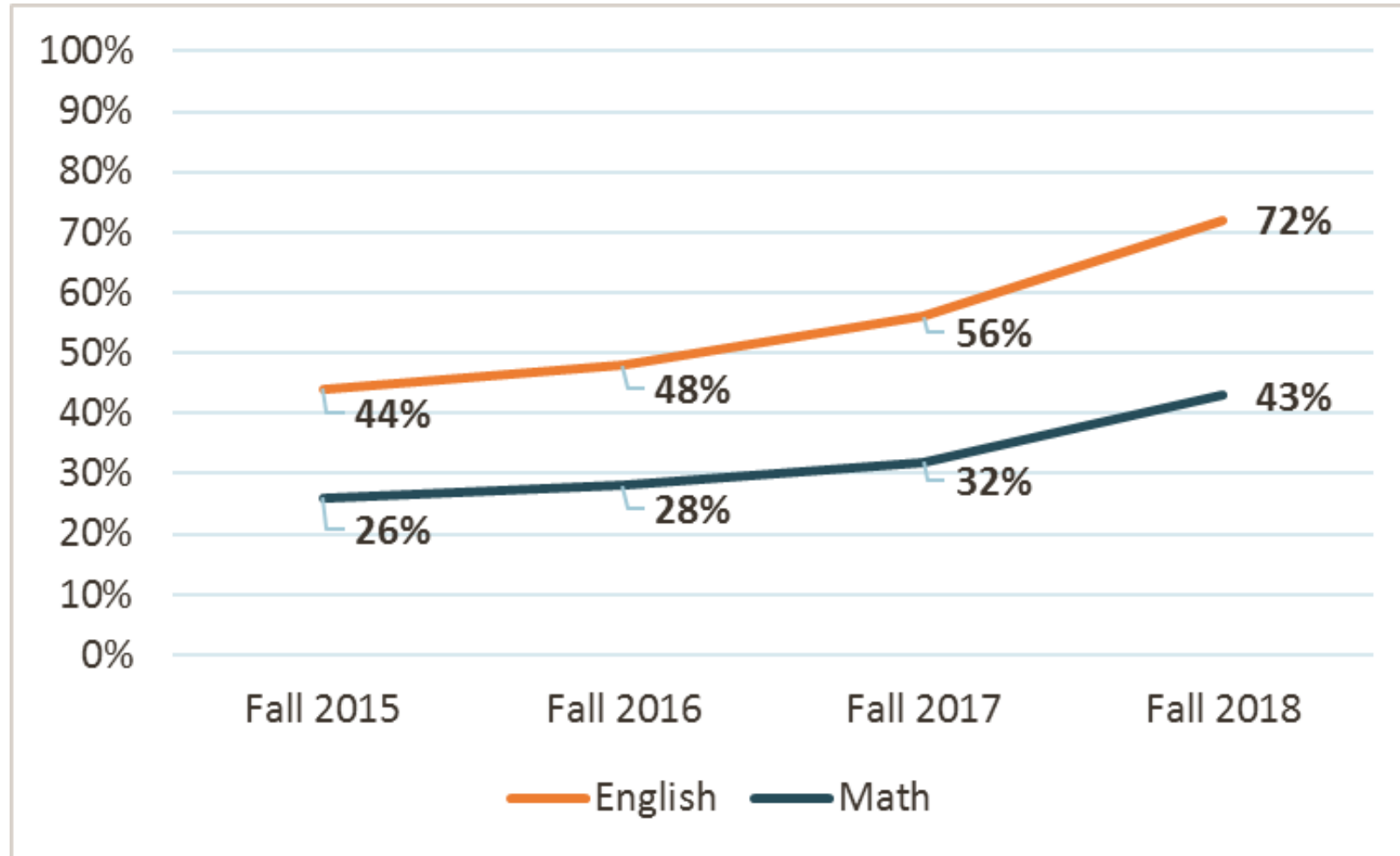
Transfer Level (TL) Course Completion in 1 Year from 1st Class in Discipline for Low HS GPA Students

(error bars represent ± 1 se)



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.

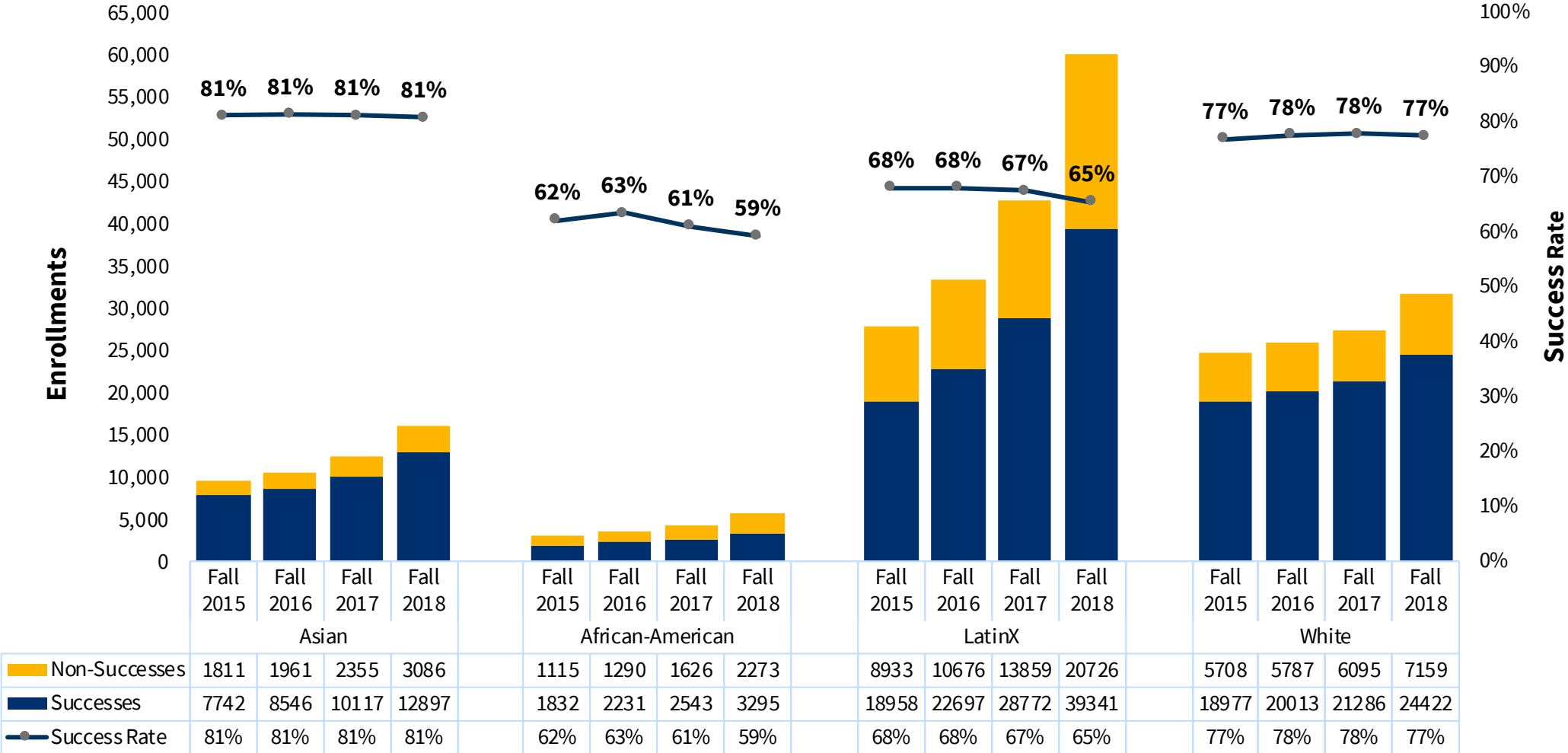
Percentage of Students Who Enrolled Directly in Transfer-Level English and Math



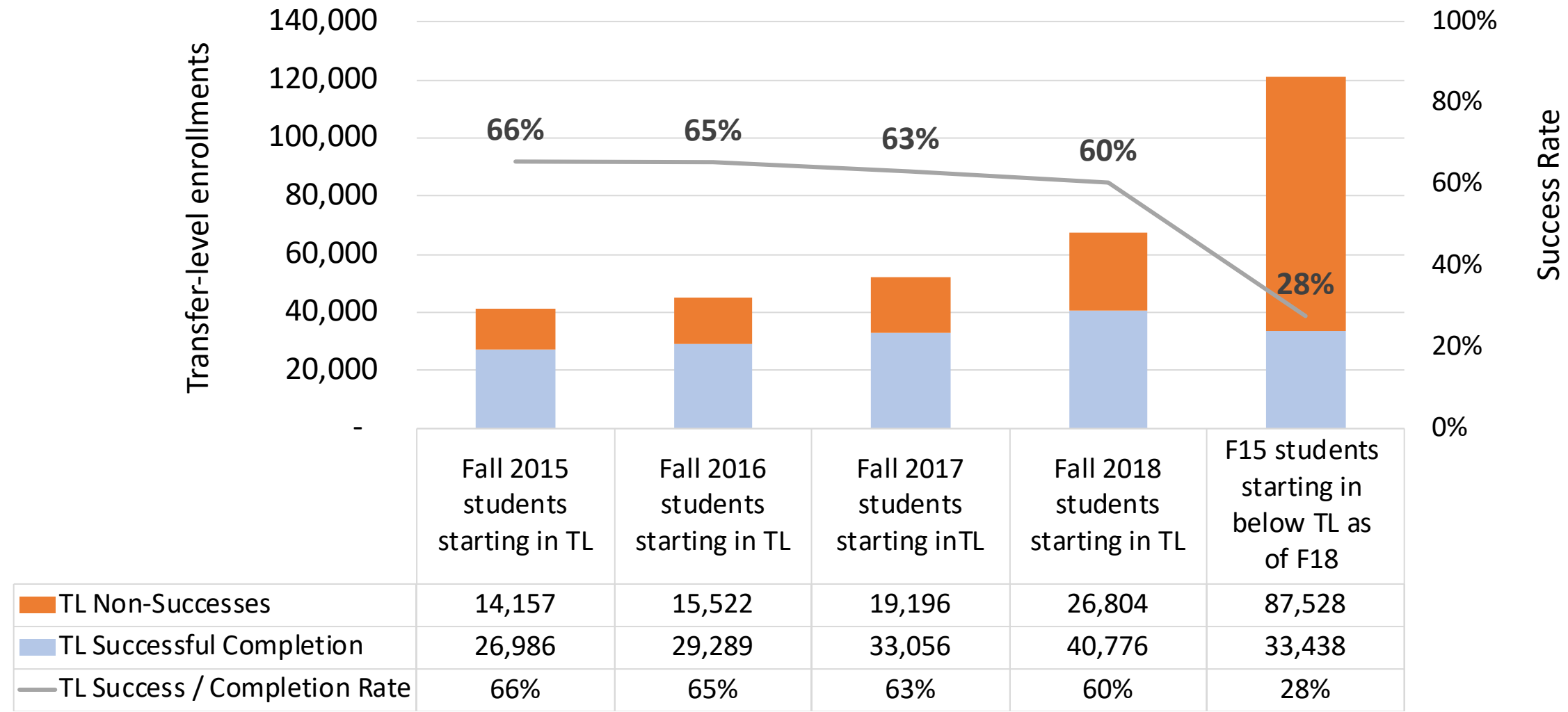
English: Fall 2015 = 166,116; F16 = 168,516; F17 = 172,046; F18 = 174,205

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



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



Source: [Access, Enrollment, and Success in Transfer-Level English and Math in the California Community College System](#), September 2019 with unpublished supplemental analysis of throughput from Fall 2015

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>

<http://bit.ly/AB705Publications>

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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

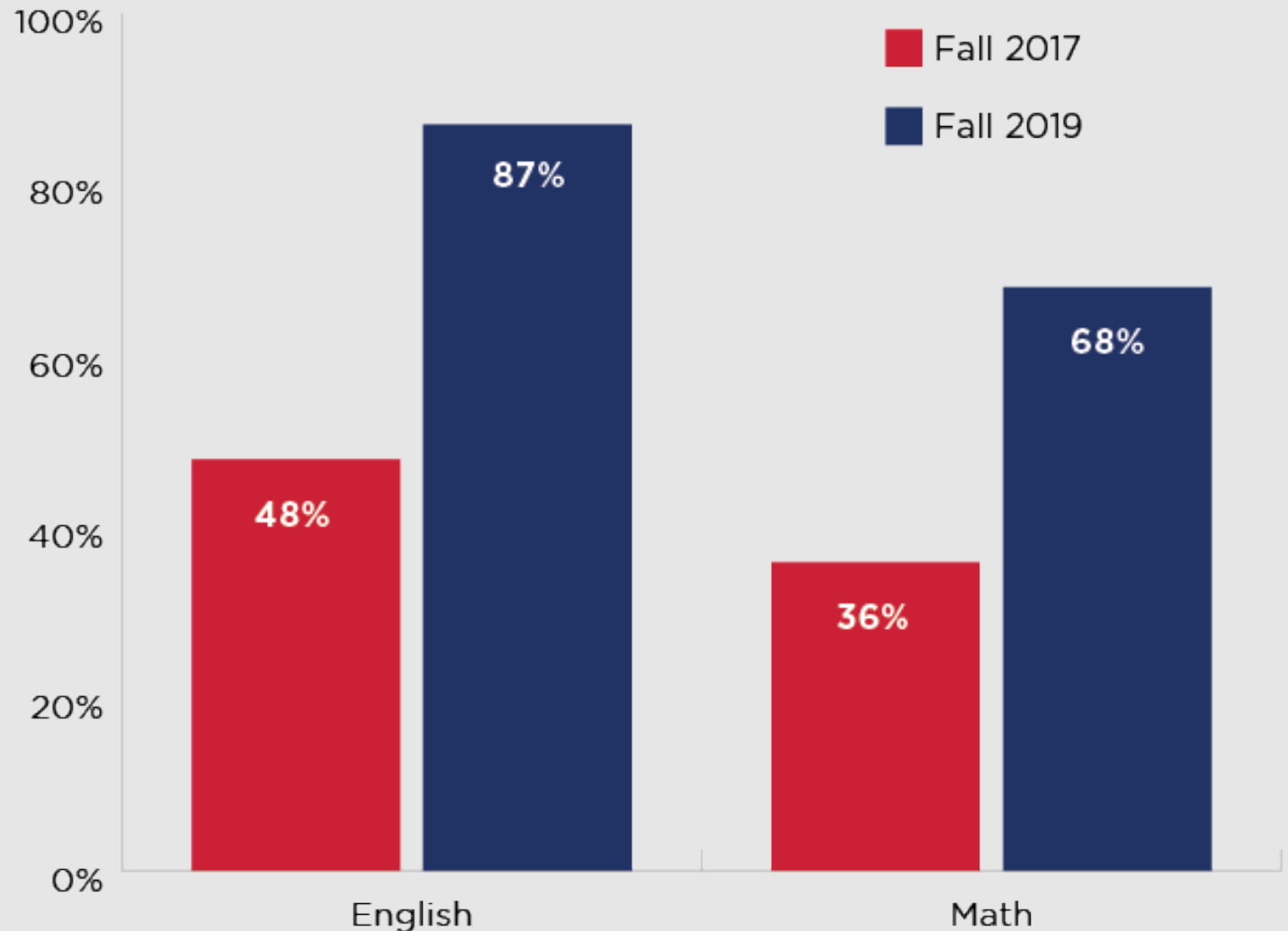
- As research from Florida suggests, making developmental education optional is likely to considerably reduce enrollment in these courses, **though historically underrepresented students could continue to enroll at higher rates.** (Hu et al. 2019)
- The prospect of some colleges eliminating developmental 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

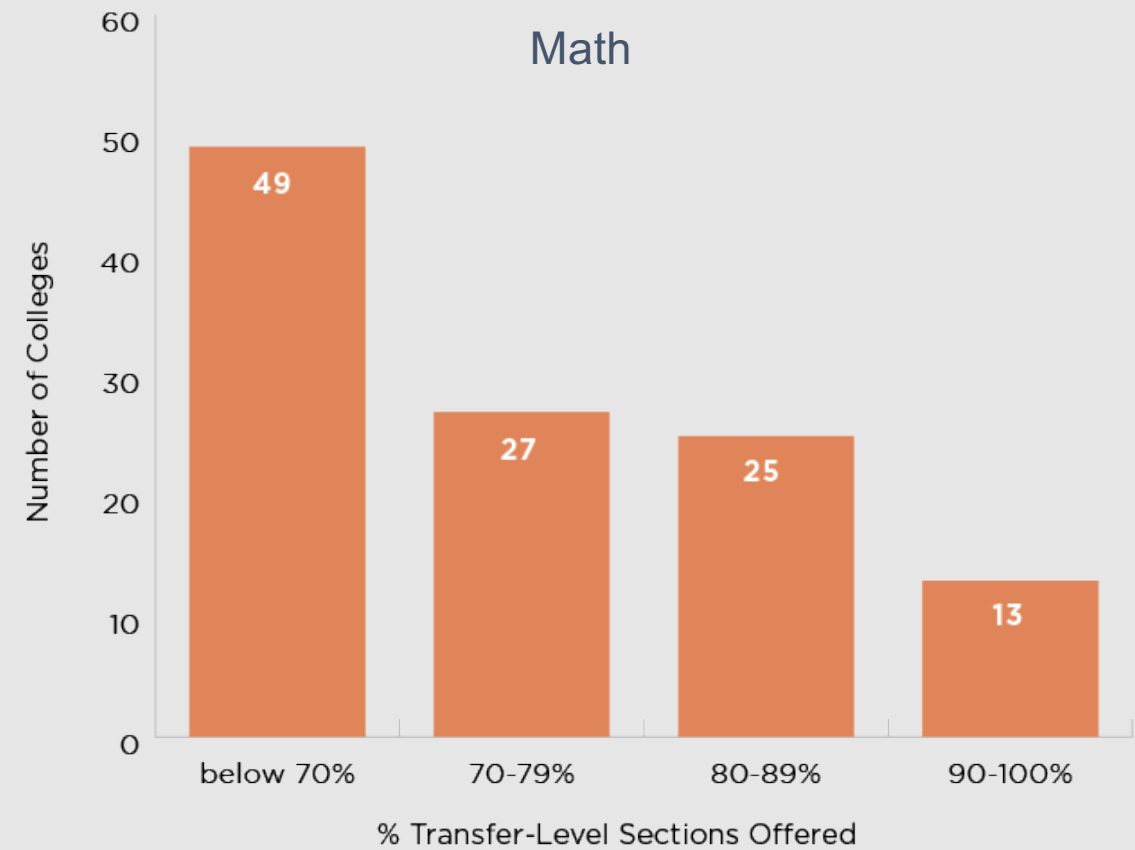
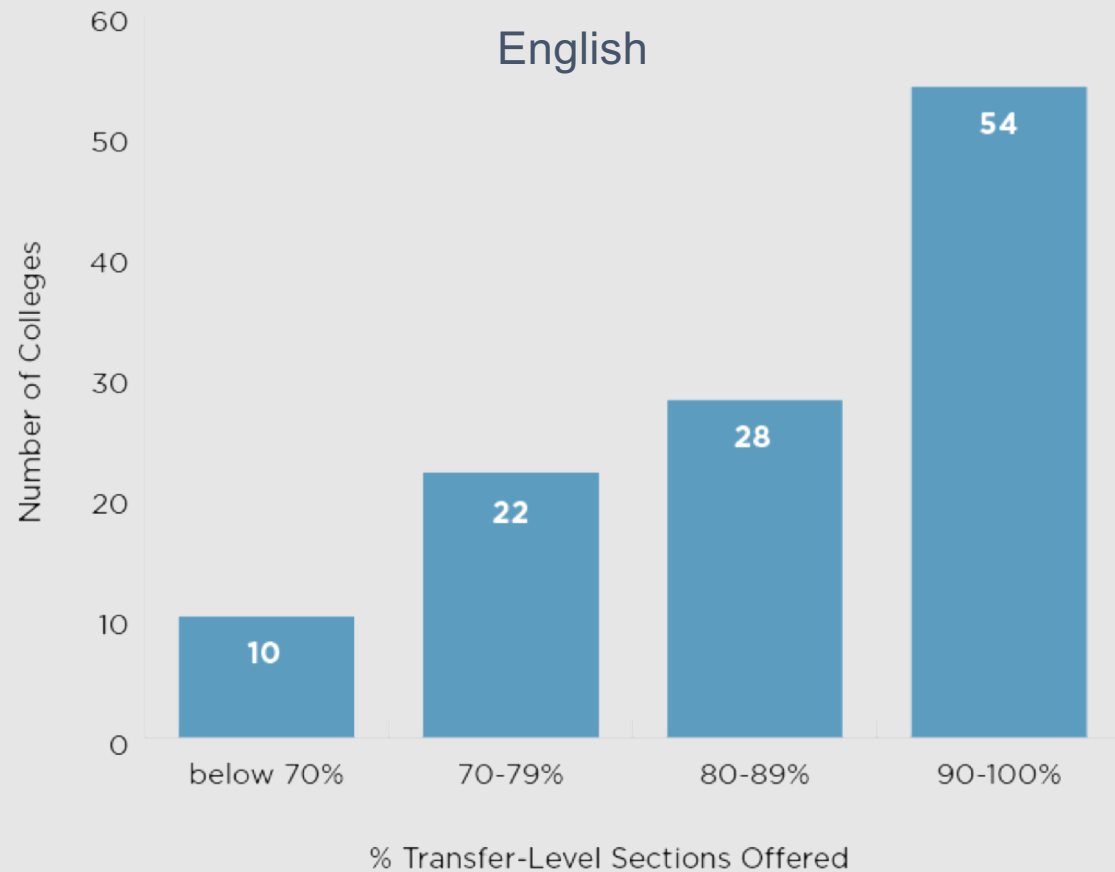
- 114 CA Community Colleges
- Course Catalogues from Fall 2017 & Fall 2019
 - Introductory Courses: Transfer Level vs. Below Transfer Level

Overall Progress

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



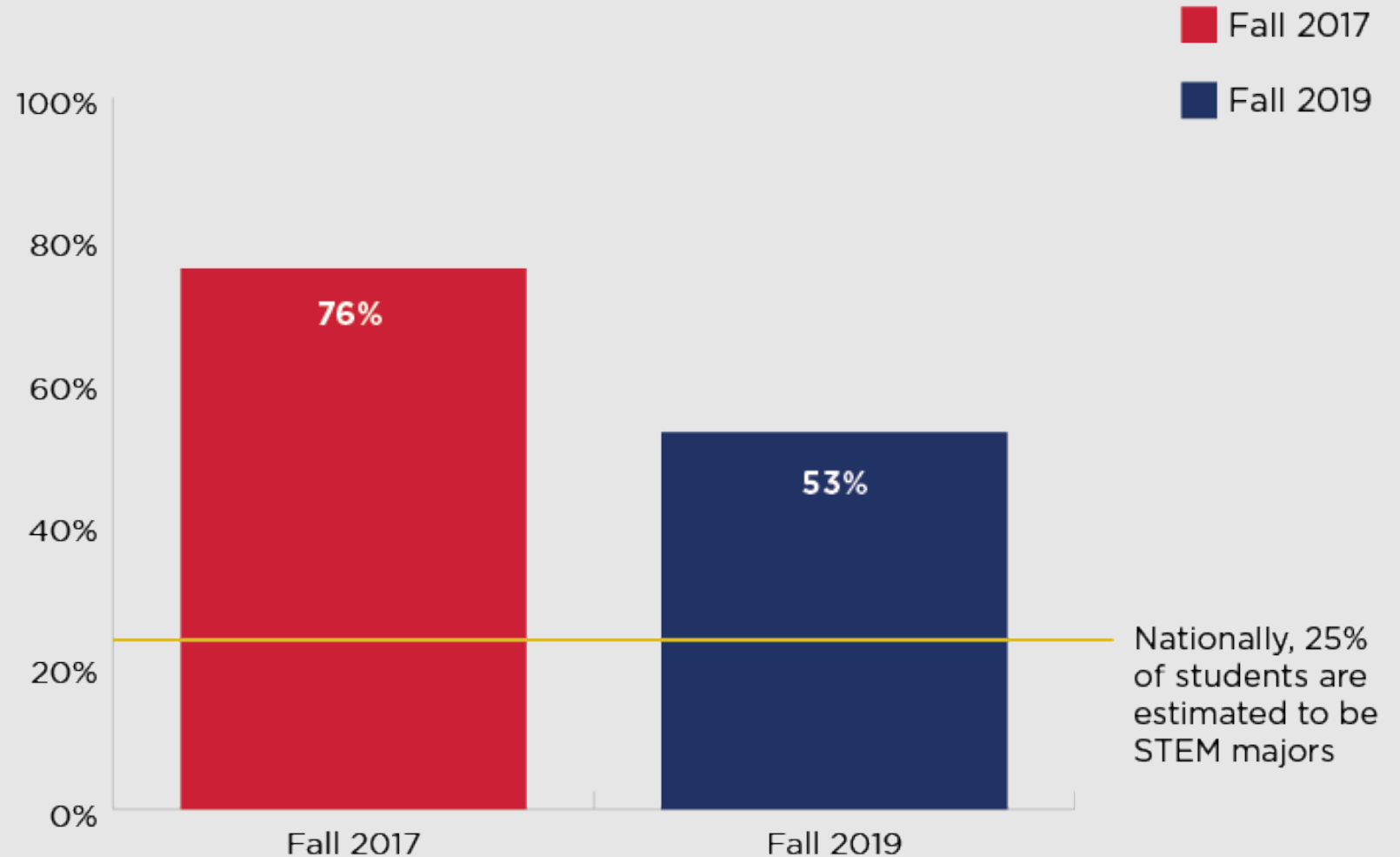
AB 705 by Strength of Implementation



Implementation is much **stronger in English.**

STEM Math Sections

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

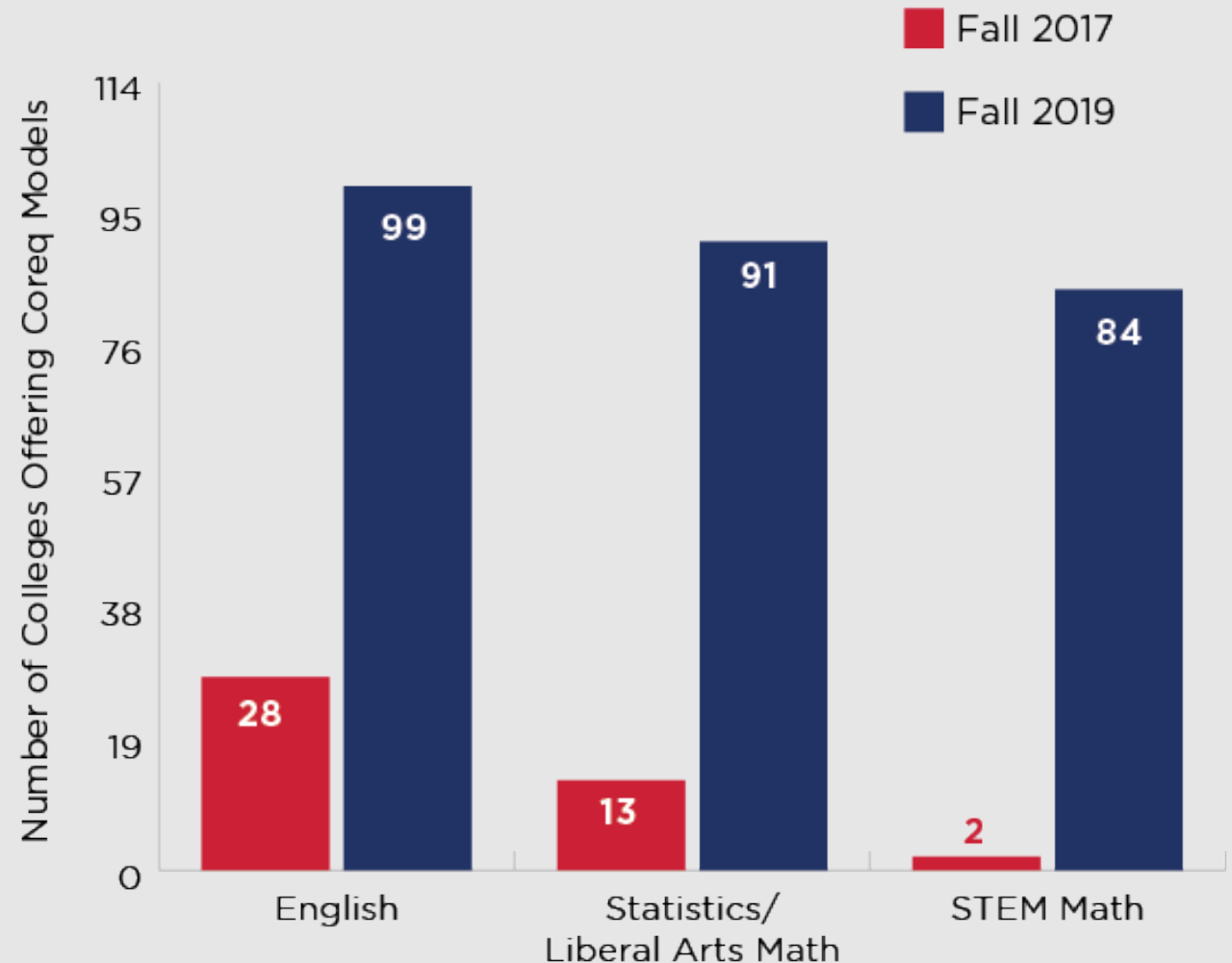


Colleges Offering Corequisite Remediation

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

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

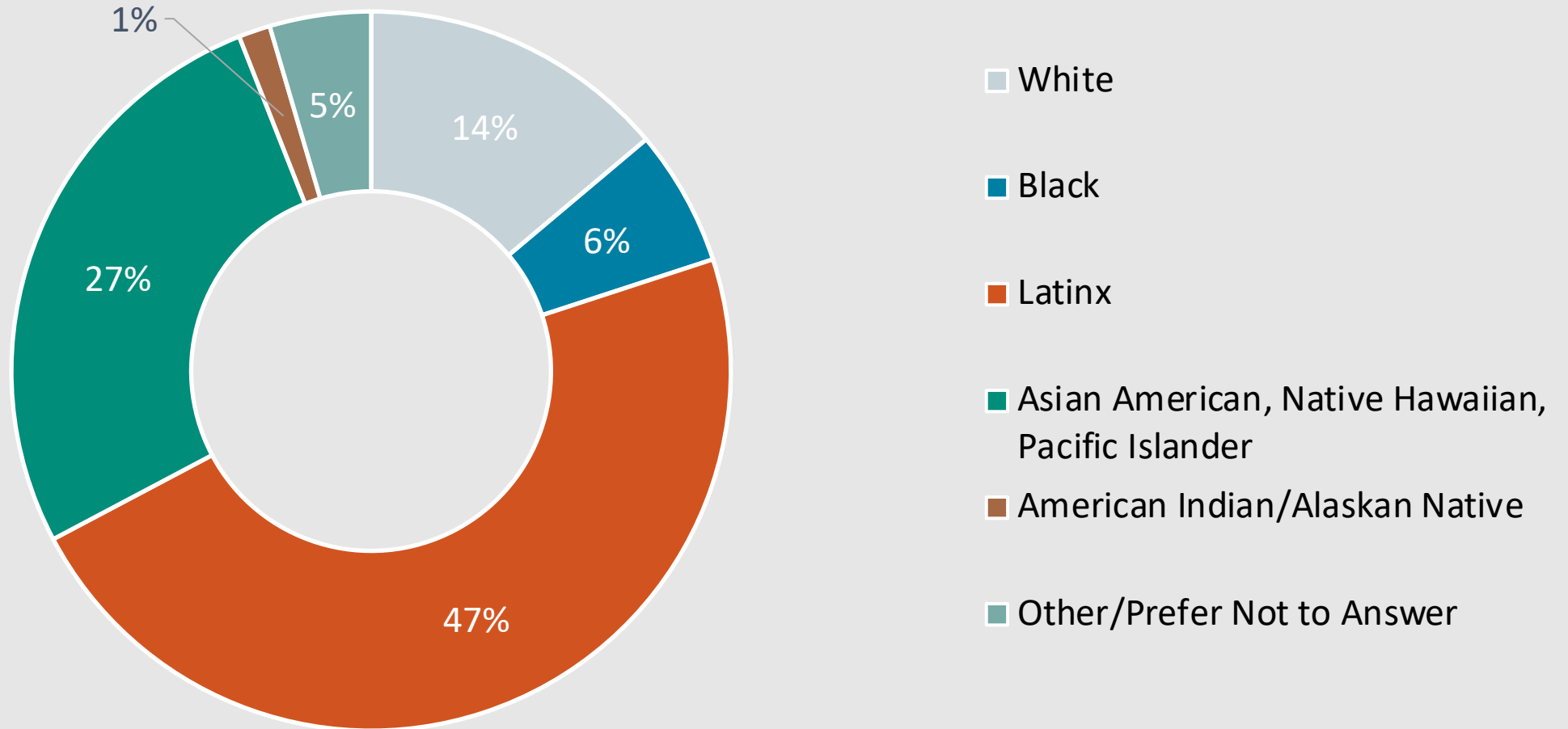


Colleges Represented

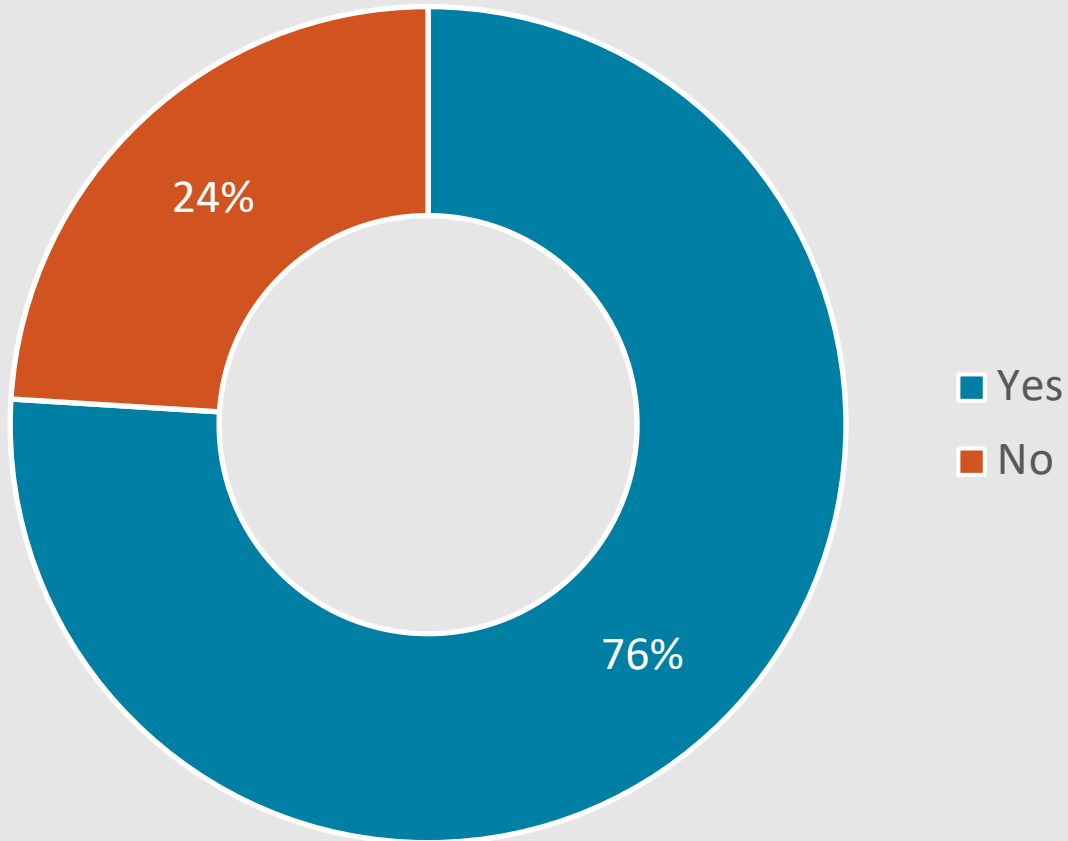
- Pasadena City College
- Fullerton College
- Long Beach City College
- Gavilan College
- Merritt College
- Pacific Coast Community College
- San Diego City College
- College of the Sequoias



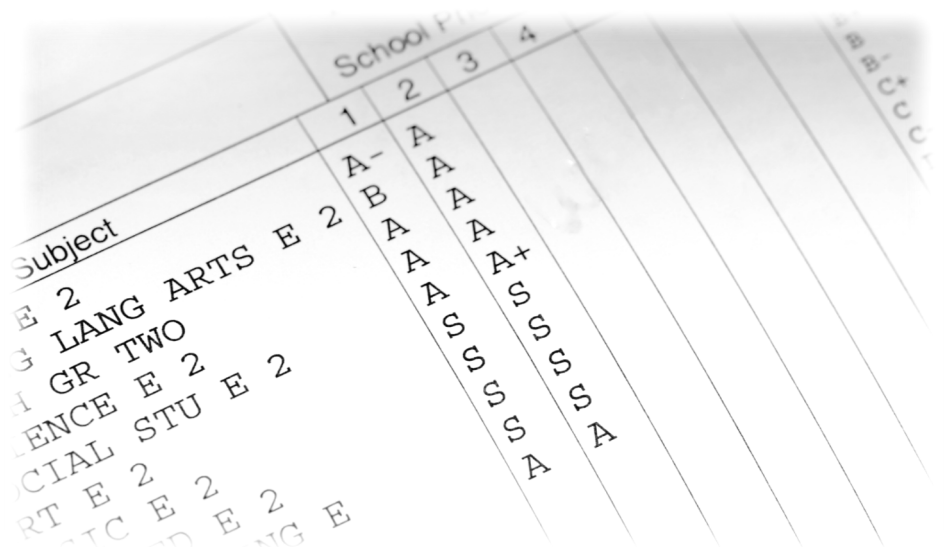
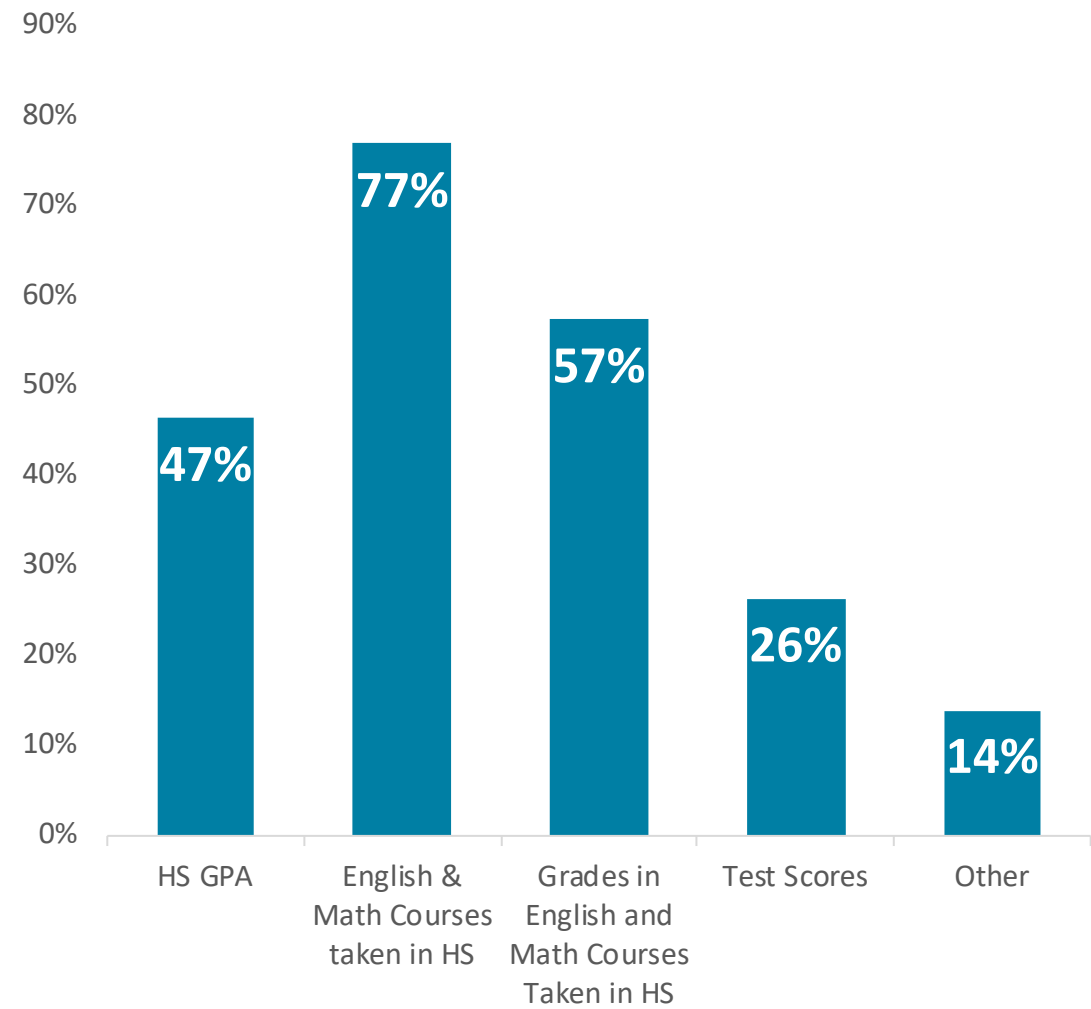
Demographics of Respondents



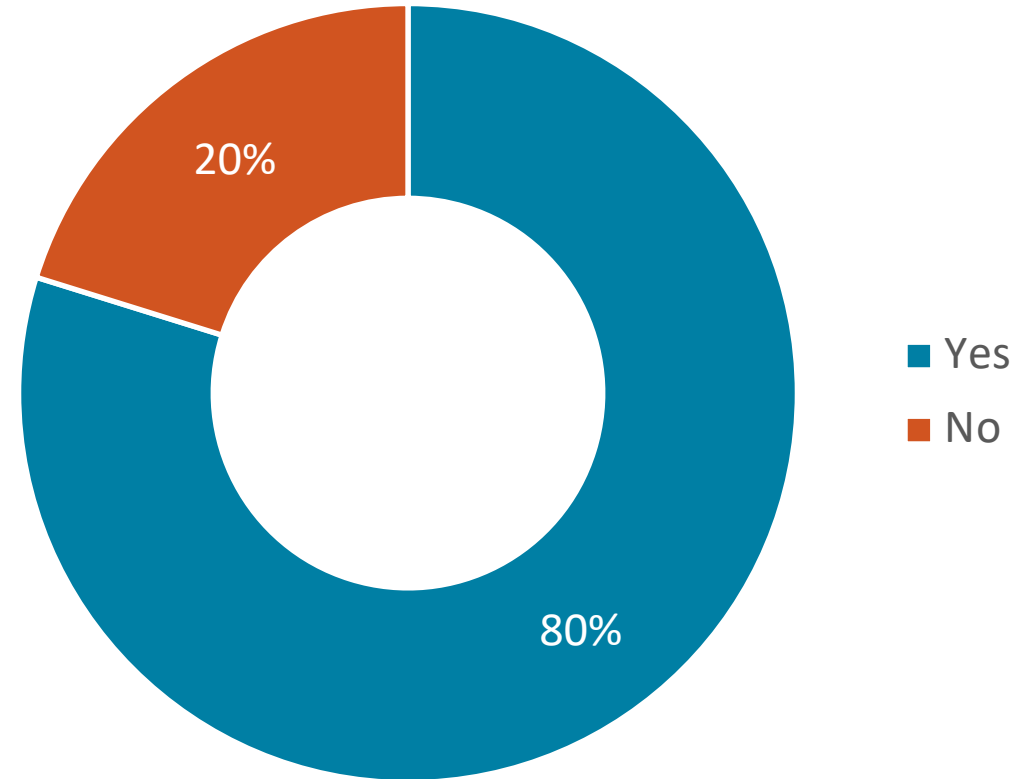
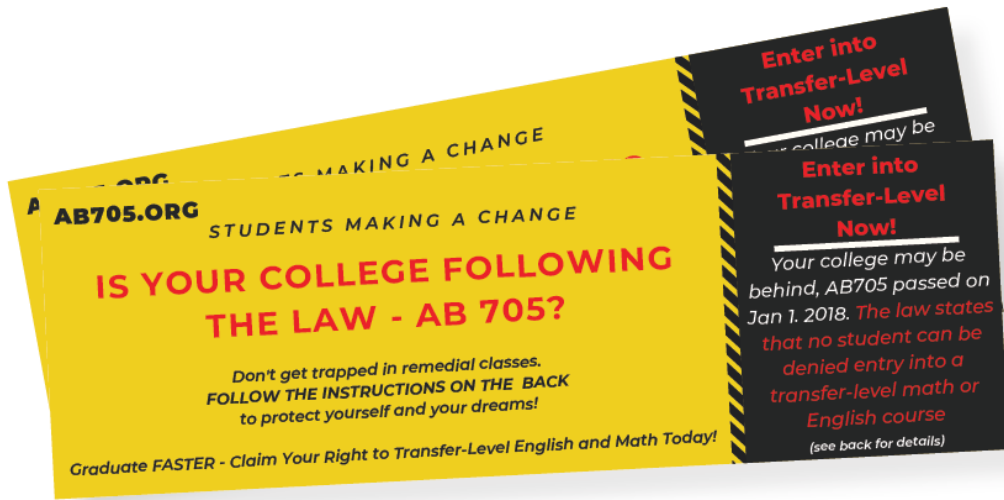
Did you meet with an advisor before selecting courses?



When you met with your advisor, did you talk about any of the following to help choose your courses?

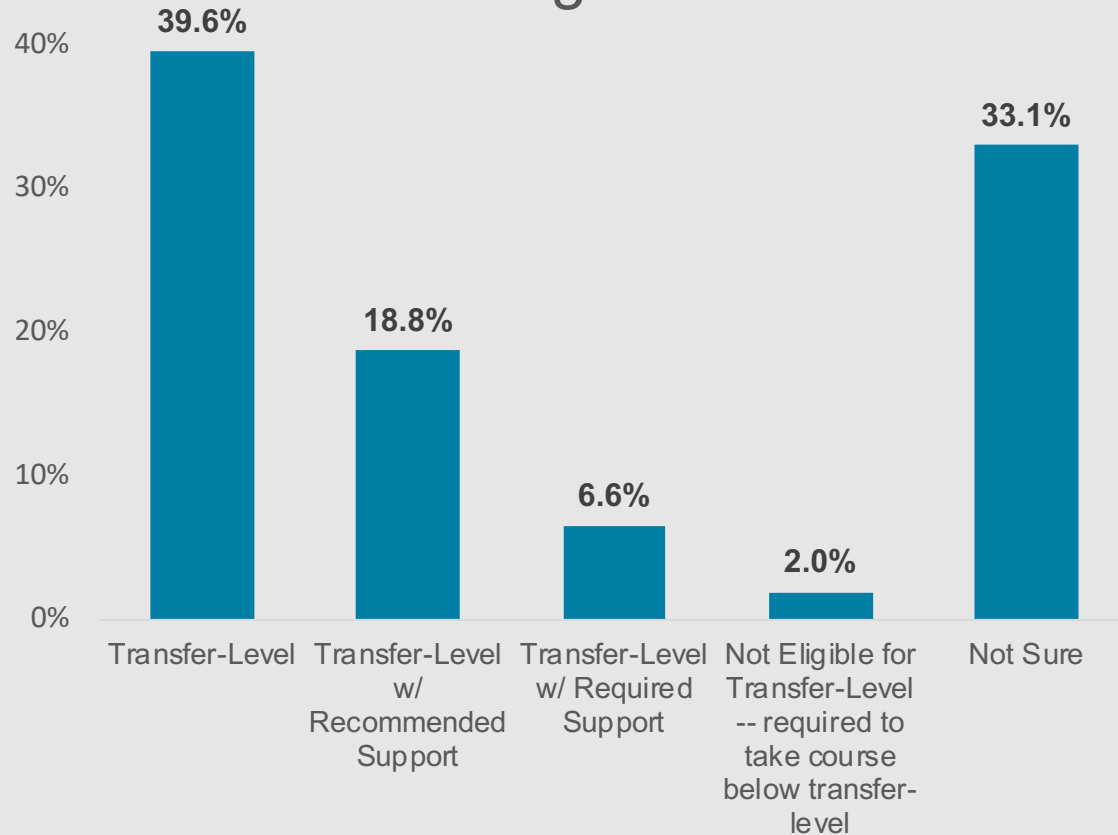


Did your college make you aware of your right to enroll in transfer-level coursework?

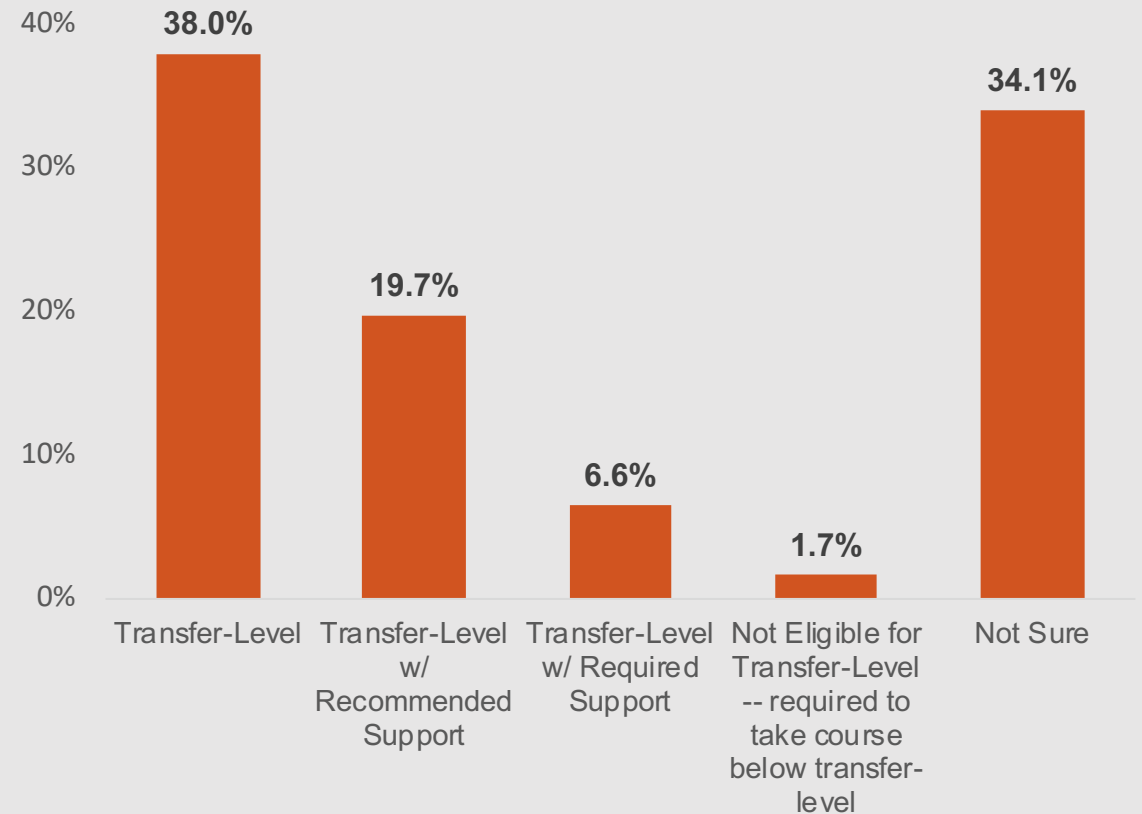


What were you told about your eligibility for transfer-level courses?

English



Math





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Vikash Reddy

The Campaign for College Opportunity

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Documenting Reform

Ashley Bliss Lima, Jobs for the Future

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Thank you!

Ashley Bliss Lima

JFF

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