

# Maximizing Possibility

AB705 and the Student Entering Community College

AB705

State law designed to “maximize the probability that the student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe”

## Shift in Policy, Shift in Practice

**Previously, burden of proof was on students:** test scores and/or high school grades were used to determine students were highly likely to be successful in transfer-level courses.

**With AB 705, the burden of proof is on the colleges to prove that students should *not* be in a transfer-level course.**

The restrictions are on requirements forcing students to enroll in stand-alone remedial courses.

“Colleges shall not require students to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework shows that those students are *highly unlikely* [sic] to succeed in transfer-level coursework in English and mathematics.”

“Highly Unlikely” – what does that look like?

## Who is “highly unlikely” to succeed in transfer-level English?

11 <sup>th</sup> Grade Cumulative High School GPA	Average Pass Rate in Transfer-Level English Multiple Measures Assessment Project Decision Tree <sup>2</sup>
GPA below 1.9	43%
GPA 1.9-2.6	49%
2.6 and above	73% and higher

Multiple Measures Assessment Project’s Decision Tree for Transfer-Level English,

[http://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/DecisionRulesandAnalysisCode/English-Decision-Trees-1\\_11\\_2016.pdf](http://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/DecisionRulesandAnalysisCode/English-Decision-Trees-1_11_2016.pdf)

Comparison to students starting one level below transfer

High School Performance	Average Success Rate Students Enrolling Directly in Transfer-Level	One-Year Completion of Transfer-Level Students Enrolling One Level Below Transfer
High School GPA $\geq 2.6$	80%	40%
High School GPA 1.9-2.6	59%	22%
High School GPA $< 1.9$	43%	12%

# “Highly Unlikely” definition for Math

## Who is “highly unlikely” to succeed in transfer-level Statistics?

11 <sup>th</sup> Grade High School GPA and Math Coursework	Average Pass Rate in Transfer-Level Statistics Multiple Measures Assessment Project Decision Tree <sup>5</sup>
GPA below 2.3	40%
GPA 2.3-3.0 and did not pass Algebra II with C or higher	49%
GPA 2.3-3.0 and passed Algebra II with C or higher	58%
GPA 3.0 or higher OR GPA 2.3-3.0 and earned C or higher in Pre-Calculus	70% or higher

# Math comparison

## How do we maximize students' likelihood of completing transfer-level Statistics in one year? Sample Analysis from Cuyamaca

Students' Initial Enrollment in Math	One-Year Transfer-Level Completion Rate <sup>6</sup>
Three Levels Below Transfer (N=191) Fall 2015-Spring 2016	3%
Two Levels Below Transfer (N= 329) Fall 2015-Spring 2016	9%
One Level Below Transfer (N=318) Fall 2015-Spring 2016	17%
Transfer-Level Statistics with <u>Corequisite</u> Support 4-unit course with 2-unit linked <u>corequisite</u> , open to any student (N=140)	74%*

\* One-semester pass rate, Spring 2017



# ELL Students

**Statewide, an ESL workgroup is working to distinguish AB 705 compliant requirements for credit ESL course work**

**ESL programs must be AB 705 compliant by Fall 2020**

It is the goal of AB 705 to maximize the probability that students enter and complete English requirements for transfer. If placement into credit academic ESL will better ensure that ELL students achieve this goal, then this is consistent with AB 705.

However, ESL students have the same rights under AB 705 to multiple measures placement that allows bypassing English remediation based on any one measure.

## Changes in LMC placement

**CA community colleges are no longer using placement tests.**

Placement is determined by multiple measures such as cumulative GPA , or an online assessment survey.

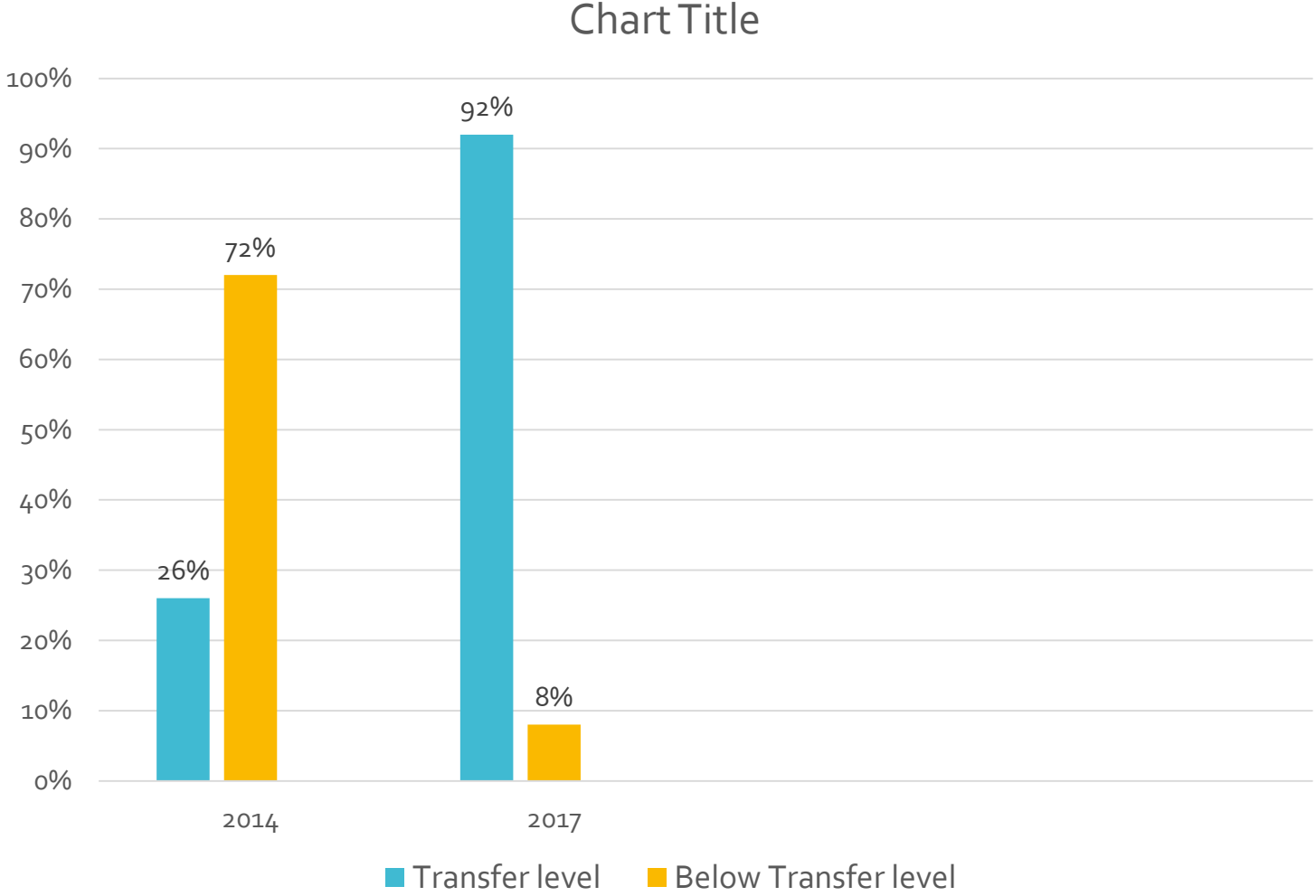
Math has done this since 2016. English has done this since 2017, but has also used Acuplacer scores.

**As of Fall 2019 placement, we will no longer use any placement tests.** If students have no high school records, they will use the online assessment survey to determine what course would be appropriate for their needs.

2017	Acuplacer	MM	difference
Engl 95	50%	72%	Up 22%
Engl 100	59%	72%	Up 13%
Engl 100S	55%	71%	Up 16%

Overall, in all three classes, students who assessed via HS GPA succeeded at higher rates.

# Initial Placement Change English 2014 and 2017



# English Transfer-level Completion in One-Year

	LMC 2010	LMC 2014	LMC 2017	LMC Ratio 2010-2017
Overall	18%	41%	68%	68/18 = 3.7 277% increase
African American	9%	28%	57%	57/9 = 6.33 533% increase
Hispanic	25%	41%	65%	65/25 = 2.6 160% increase
White	18%	56%	77%	77/18 = 4.27 327% increase

Data compiled by Joellen Hiltbrand (LMC)

# English Placement

## AB 705 Compliance

**Default Placement:**  
Transfer-level  
composition

**Either** Engl 100 College  
Composition (3 units)

**Or** Engl 100+Engl 100s (soon  
to be Engl 101): Support for  
College Composition  
(4 units): 2 extra hours of  
support

# Math Placement and Pathways Changes

## AB 705 Compliance

The Math department has worked hard to create multiple Math pathways based on common student majors, and to reduce barriers to transfer-level courses in those pathways.

There are now co-requisite + transfer-level courses in Statistics, Applied Calculus and Precalculus.

<u>Statistics</u>	<u>Applied Calculus</u>	<u>Precalculus</u>	<u>Number Systems</u>	<u>ETEC/PTEC Math</u>
<p><b>Math 110 (formerly Math 34)</b> Introduction to Statistics</p> <p>(see handout for placement criteria)</p>	<p><b>Math 140 (formerly Math 37)</b> Applied Calculus</p> <p>(see handout for placement criteria)</p>	<p><b>Math 155 (formerly Math 40)</b> Precalculus</p> <p>(see handout for placement criteria)</p>	<p><b>Math 120</b> Number Systems</p> <p>(no pre-requisite – open to all students)</p>	<p><b>ETEC 009</b> ETEC Mathematics</p>
<p><b>Math 110 +110s (formerly Math 38 +34)</b> Introduction to Statistics + Math Skills for Success in Statistics</p> <p>(no pre-requisite – open to all students)</p>	<p><b>Math 140 +140s</b> Applied Calculus +Intermediate Algebra for Calculus</p> <p>(no pre-requisite – open to all students)</p>	<p><b>Math 155 +Math 155s</b> (Precalculus + Intermediate Algebra for Precalculus</p> <p>(no pre-requisite – open to all students)</p>	<p><b>PTEC 009</b> PTEC Mathematics</p> <p>(see handout for placement criteria)</p>	



# Math Transfer-level Completion in One-Year

Transfer-level math completion in one-year				
	LMC 2010	LMC 2014	LMC 2016	LMC Ratio 2010 to 2016
Overall	23%	28%	45%	$\frac{45}{23} = 1.96$ 96% increase
African American	10%	11%	31%	$\frac{31}{10} = 3.1$ 210% increase
Hispanic	25%	28%	44%	$\frac{44}{25} = 1.76$ 76% increase
White	24%	38%	48%	$\frac{48}{24} = 2$ 100% increase

Data compiled by Myra Snell (LMC) and Rolando Valdez (DO)

Non-credit  
basic skills  
math

(English will be  
available in Fall  
2019)

- **Basic Math & Study Skills (Math 4)**
- **Algebra & Arithmetic Skills (Math 20)**

These courses are:

- Open access
- Free to students
- Students who complete Algebra & Arithmetic Skills are eligible to enroll in Intermediate Algebra

# Support for Students

Counseling support

Center for Academic Support

Math Lab

Embedded tutors and peer tutors

Learning Communities

DSPS

Integration of Universal Design for Learning

Constant Professional Development in both disciplines