California’s Landscape: A Shift in Focus toward Program Completion

• CCCC0 Vision for Success
• Proposed Funding Formula
• Cross-System Focus on Baccalaureate Completion
  • Transfer pathway agreements
Goal 1
**INCREASE** the number of student earning credentials by at least **20%**

Goal 2
**INCREASE** the number of students who transfer by **35%**

Goal 3
**REDUCE** average units accumulated by students who complete degrees to **79**
## Proposed “Funding Blocks”

### Success (25%)
- Transfer *(BC 33%; CA 40% in 6 yr)*
- Completion of degree/certificate *(BC 38%; CA 48% in 6 yr)*
- CTE Employment and wage gains *(BC 46%; CA 54% in 6 yr)*
- Equity gap incentives

### Equity (25%)
- Student income/socioeconomic status
- Location (i.e. rural, urban, etc.)

### Access (50%)
- Number and size of colleges/districts
- Facilities factor (gross square footage, acreage, etc.)
- FTES
- Headcount

*Data provided by the BC Office of Institutional Effectiveness and CCCC DataMart as published on the Renegade Scorecard*
# Cross-System Focus on Completion & Transfer

<table>
<thead>
<tr>
<th>CSUs: Associate Degrees for Transfer</th>
<th>UCs: UC Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>SB 1440: Student Transfer Achievement Reform Act</td>
<td>April 2018 MOU: “Enhancing Student Transfer”</td>
</tr>
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</table>
| Fall 2011:  
  - CCC development of Associate Degrees for Transfer  
  - Guaranteed Admission to CSU system with Junior Status | Fall 2019:  
  - Completion of a UC Pathway and achievement of requisite GPA will guarantee place in UC system  
  - Associate Degree Transfer meets or exceeds major requirements in a UC Transfer Pathway for the same major will be accepted |

*Existing Transfer Admission Guarantees (TAGs) retained*

**VISION FOR SUCCESS:** INCREASE the number of students who transfer by **35%**
Through the Gate Transfer Study

92% of students with 60+ transferable units are lacking their transfer-level math course.

*Through the Gate Research Team at RP Group: Darla Cooper, Kristen Fong and Andrew Kretz
BC’s Landscape:  
A Shift in Focus toward Baccalaureate Completion

• Evolution of placement practices
• Utilizing data to understand course success vs. throughput
• Examining equity impact of current practice
# Evolution of Multiple Measures at BC

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>To Place in ENGL 1A</td>
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</tr>
<tr>
<td>• EAP (college ready)</td>
<td><strong>AP, CREP, EAP and ERWC all count</strong></td>
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<tr>
<td>• EAP conditional with ERWC (with C or better)</td>
<td>Direct enrollment CUM Jr. GPA ≥ 2.6 transfer</td>
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<tr>
<td>• HS GPA 3.0 or above &amp; &quot;B&quot; in last English class &amp; four years of English with C or better</td>
<td>Delayed enrollment CUM GPA ≥ 2.6 transfer</td>
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<td>*Use the approach that places student highest</td>
</tr>
<tr>
<td>• AP English Jr/Sr year with grade of B</td>
<td>*Use the approach that places student highest</td>
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<td>About 60% of students place into ENGL B1A</td>
</tr>
<tr>
<td>• Reading score of 06</td>
<td></td>
<td></td>
<td>About 85% of students place into ENGL B1A</td>
</tr>
<tr>
<td>• Nine of any potential A-G AP, CREP, EAP and ERWC all count</td>
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About 60% of students place into ENGL B1A

About 85% of students place into ENGL B1A

*Use the approach that places student highest
English B1A Placement Using MM 4.0
as of April 16, 2018

• 2,077 total enrolled in ENG B1A
  • 742 total placed into ENG B1A via MM 4.0 Criteria

*Data provided by the BC Office of Institutional Effectiveness

*Change since MM 3.0

MM 4.0 Placement

353

389

HS GPA >=2.6

HS GPA 1.9 to 2.599

*Data provided by the BC Office of Institutional Effectiveness
So, how are they doing?

Defining Throughput Rates

The proportion of a cohort of students who complete the *transferable or gateway math or English* course within a certain time frame.

*Analysis Timeframe: Within one year (two primary semesters)*
Simply put... Throughput focuses on pathways to completion

100 Students place into English 1A with a 80% probability of success

80 students successfully complete English B1A.

1,000 Students place into English 1A with a 50% probability of success

500 students successfully complete English B1A.
Are students with low HS GPAs successful?

• Are looking at success rates or throughput rates?

• Students who place directly into transfer level coursework have higher throughput rates than similar students who placed into developmental coursework.

Success and throughput rates for students with three different HS GPA profiles – BC data

- HS GPA >=2.6
  - Success: 69%
  - Throughput: 46%
- HS GPA 1.9 to 2.599
  - Success: 43%
  - Throughput: 23%
- HS GPA<1.9
  - Success: 26%
  - Throughput: 15%

*Data provided by the BC Office of Institutional Effectiveness
Placement is an equity issue

Many more BC students of color are placed into the remediation levels with the lowest throughput

- Transfer-level (ENGL B1A) - Overall average throughput from level: 59%, African American & Hispanic students: 49%
- One-level below - Overall average throughput from level: 33%, African American & Hispanic students: 59%
- Two+ levels below - Overall average throughput from level: 18%

*Data provided by the BC Office of Institutional Effectiveness
Throughput by Race: African American Students

BC English Throughput Rates: African American Students

*Data provided by the BC Office of Institutional Effectiveness
## What’s Next in Placement & Progression?

<table>
<thead>
<tr>
<th>CSUs: Executive Order 1110</th>
<th>CCCs: AB 705</th>
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<tr>
<td><strong>Fall 2017: Assessment &amp; Placement</strong></td>
<td><strong>Fall 2019: Placement &amp; Program Progression</strong></td>
</tr>
<tr>
<td>- Retired placement test except for upward placement</td>
<td>- Use of MMs</td>
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<td>- Use of MMs</td>
<td>- Optimize probability of Transfer-Level math* and English in first year</td>
</tr>
<tr>
<td><strong>Fall 2018: Developmental Education</strong></td>
<td>- Optimize probability of ESL sequence in 3 years</td>
</tr>
<tr>
<td>- Developmental Education not required</td>
<td>- Placement in remedial only if determined to be “highly unlikely” to success in transfer and placement in remedial improves throughput</td>
</tr>
<tr>
<td>- Boosting support</td>
<td></td>
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<tr>
<td><strong>Fall 2019: Early Start</strong></td>
<td></td>
</tr>
<tr>
<td>- Credit-bearing Early Start Co-Requisites and concurrent supports</td>
<td>*Or a lower-level math if that is the graduation requirement for the student’s program of study or educational goal and transfer-level math won’t fulfill that program’s math requirement</td>
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</tbody>
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**VISION FOR SUCCESS:** **INCREASE** the number of student earning credentials by at least **20%**
## AB 705: Understanding the Intended Outcomes of the Law

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<th>Vision for Success</th>
<th>AB 705</th>
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<tr>
<td><strong>INCREASE</strong> the number of student earning credentials by at least <strong>20%</strong></td>
<td>A community college district or college <strong>shall not require</strong> 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 to succeed in transfer-level coursework in English and mathematics.</td>
</tr>
<tr>
<td><strong>INCREASE</strong> the number of students who transfer by <strong>35%</strong></td>
<td>A community college district or college <strong>may require</strong> students to enroll in additional <strong>concurrent support</strong>, including additional language support for ESL students, during the same semester that they take a transfer-level English or mathematics course, but only if it is determined that the support will increase their likelihood of passing the transfer-level English or mathematics course.</td>
</tr>
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<td><strong>REDUCE</strong> average units accumulated by students who complete degrees to <strong>79</strong></td>
<td>The community college district or college shall <strong>minimize the impact</strong> on student financial aid and <strong>unit requirements</strong> for the degree by exploring embedded support and low or noncredit support options.</td>
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# BC MM 4.0 Comparison to AB 705

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<th>AB 705</th>
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<tr>
<td><strong>Implementation</strong></td>
<td>Fall 2018 at BC</td>
<td>Fall 2019 Statewide</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>Incoming HS students only     <em>(approx. 3,800 total reviewed; 389 new enrollments in ENG B1A)</em></td>
<td>All incoming students + returning students <em>(approx. 6,500 incoming anticipated)</em></td>
</tr>
<tr>
<td><strong>GPA requirement for placement into transfer English</strong></td>
<td>GPA: 2.599 to 1.9 <em>(approx. 15% more than MM 3.0)</em></td>
<td>GPA: 1.899 and below under consideration, <em>(approx. 15% more than MM 4.0)</em></td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>ACDV B280 Academic Support Services</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Additional support, including most likely concurrent and/or co-requisite academic support and remediation for students in the lower tiers</td>
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