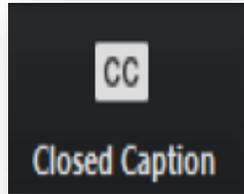


# Equitable Placement and Completion

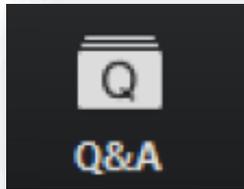
2021-2022 Learning Series



# Webinar Logistics



Click the Closed Caption (CC) tab to read live captions



Click the Question & Answer (Q&A) tab to enter questions for the presenters and to read their responses

# Equitable Placement and Completion

## 2021-2022 Learning Series

1. BOG Spotlight (July 2021)
2. System Webinar: Leading Courageous Conversations about Equitable Placement (August 2021)
3. Transfer Level Gateway Completion Dashboard (September 2021)
4. Forthcoming: Curricular innovations, Guided & self-placement practices, ESL sequences & supports

# Presenters

- **Aisha Lowe** – CCCCO Vice Chancellor, Educational Services and Support
- **John Hetts** – CCCCO Visiting Executive, Research and Data
- **Loris Fagioli** – Director of Research, Planning and Accreditation ,The RP Group
- **Mallory Newell** – The RP Group & Supervisor, Institutional Research and Planning, De Anza College

# Transfer Level Gateway Completion Dashboard

- Implementation and evaluation to date
- Results of fall 2019 Validation of Practices
- Transfer Level Gateway Completion Dashboard
- 2021-2022 priorities

# Equitable Placement and Completion (AB 705)

- **Goal:** Maximize student success
- **Policy Reform:** Stipulates the time to enrollment & completion; what information can be used for placement; and the standard of proof for any below transfer-level (BTL) placements
- **Implementation:** Research to establish standards & best practices; Required adoption plans with a two-year innovation window; Required validation of practices; Enforcement of the law; Continued evaluation and improvement

**AB 705 is a historic reform to dismantle structural racism and classism barriers.**

# Student outcomes have improved across all metrics

- When students are placed equitably their path to completion is expedited and persistent opportunity gaps are diminished.
- More students are taking and completing gateway math and English.
  - No matter their high school performance
  - Across all subgroups

# Equitable placement is a VfS and GP strategy

## Vision for Success

1. Increase credential obtainment by 20%
2. Increase transfer by 35% to UC and CSU
3. Decrease unit obtainment for a degree
4. Increase employment for CTE students
5. Reduce and erase equity gaps
6. Reduce regional gaps

When students are placed equitably

their path to completion is expedited and persistent opportunity gaps are diminished.

Guided Pathways  
Pillar 4: Ensure Learning

Placement & Enrollment

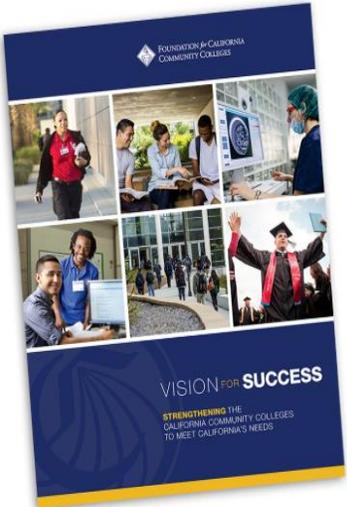
Learning Journey

Assessment & Evaluation

Improvement & Innovation



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# Implementation is Uneven and Equity Gaps Persist

- While all rates have increased, gaps remain for disproportionately impacted students.
- Colleges with large African American and Latinx populations are most likely to place students in below transfer-level (BTL) courses.
- Some colleges increased BTL course offerings in fall 2020.
- Not all colleges are implementing concurrent support.

# Math and English Validation of Practices

In December 2020, colleges were asked to complete the AB 705 Validation of Practices Data Template for students enrolled in fall 2019 if:

- Students in the lowest high school GPA band with an educational goal of transfer, degree, or certificate enrolled in pre-gateway math or English coursework.
- The college used a local placement method that placed students (in the lowest high school GPA band with an educational goal of transfer, degree, or certificate) into pre-gateway coursework.
- The college used a guided placement or self-placement process that placed students into pre-gateway coursework.

# Summary of Results

Of the 115 colleges that submitted an evaluation template (for fall 2019):

- 7 (6.1%) colleges did not enroll students below the gateway course
- 108 colleges are not maximizing one-year completion for any student groups, maximizing for only one group, submitted incomplete data, or had small sample sizes:
  - 5 (4.3%) colleges are maximizing throughput for one student group but not all groups
  - 66 (57.4%) colleges are not maximizing throughput for any student groups
  - 29 (25.2%) colleges reported sample sizes too small for meaningful comparison
  - 8 (7.0%) colleges reported incomplete or inaccurate data

# Conclusion

Where local placement practices result in students enrolling in pre-gateway coursework, or where students are allowed to enroll in pre-gateway coursework, results indicate one-year gateway course completion is not being maximized.

# Transfer Level Gateway Completion

Dr. John Hetts



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# Thank you for your feedback

- Academic Senate for CCC
- Student Senate for CCC
- CCC Curriculum Committee
- AB 705 ESL Implementation Committee
- CCC Chief Instructional Officers
- Chief Student Services Officers Association
- CC League of California
- Researchers
- Advocacy Groups
- Legislative Staff



# From Compliance to Continuous Improvement

## Access

Comprehensively informing students

Data-driven advising

Defaulting to transfer-level placement

## Enrollment

Ensuring students enroll in gateway courses (not simply giving them the option to)

## Performance

Investing in concurrent support

Ensuring equity in classroom curriculum and pedagogy



# Chancellor's Office Response

Per title 5, 55522(c)(3): Within two years of the adoption of a district placement method, the district shall report to the Chancellor on its placement method's efficacy. The Chancellor may order the district to relinquish the district placement method and adopt a placement method published by the Chancellor's Office under any of the following circumstances:

- (A) the district's failure to report within two years of adoption;
- (B) the district's failure to demonstrate that the local placement method meets or exceeds the throughput rate of a placement method published by the Chancellor's Office.

# Chancellor's Office Response

- All colleges will be sent a memo about these results and what they are now required to do.
- Colleges fully implementing will be commended and asked to share promising practices (7 colleges).

# Chancellor's Office Response

All remaining colleges (108) will:

- Submit a transition plan this spring detailing how the college will achieve full AB 705 implementation by fall 2022
- Optional addendum: Colleges can submit data for any programmatic sub-set of students for whom they can demonstrate one-year completion is being maximized

# 2021-2022 Priority Milestones

## English and Math

- Respond to colleges' validation results
- Gather and analyze implementation transition plans
- Analyze AB 1805 data templates and provide corresponding guidance
- Assess fall 2020 one-year transfer course completion
- Review and update title 5 regulations for AB 705 alignment
- Provide professional development to support implementation and student performance

# 2021-2022 Priority Milestones

## English as a Second Language (ESL)

- Review ESL adoption plans and support implementation
- Convene Assessment Committee and evaluate ESL assessments
- Continue ESL data analysis and research
- Develop ESL Equitable Placement Toolkit
- Provide professional development to support implementation and student performance



# Questions?



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# Appendix



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# Equitable Placement Legislation and Regulations

## **(AB 705)**

- Requires colleges maximize probability that a student enters and completes transfer-level coursework in English and math within a one-year timeframe.
- Students can also only be placed below transfer-level if highly unlikely to succeed in the transfer-level course.
- Requires use of high school data for placement (high school coursework, high school grades, or HS GPA).
- Allows guided or self-placement when HS information is not available.

# Equitable Placement Legislation and Regulations

- For students with a goal of transfer to a four-year institution, earning a certificate or a local associate degree, increase the number of students who enter and complete transfer-level English and mathematics (or quantitative reasoning) within one-year (including ESL U.S. high school graduates).
- ESL students with a goal of transfer to a four-year institution or an associate degree should enter and complete a transfer-level English composition course or an ESL course equivalent to transfer-level English within a three-year timeframe of declaring a transfer- or degree-seeking goal.
- Minimize disproportionate impacts on students caused by traditional placement practices.

# AB 1805

As a condition of receiving Student Equity and Achievement Program funds, CCCs shall:

- Inform students of their rights to access transfer-level coursework.
- Annually report to the CO the college's placement policies and results.
- Publicly post placement results disaggregated by race and ethnicity.

# Key Metrics Across the Research

- **Access-** Direct placement into transfer-level English or math courses.
- **Throughput-** The percentage of students who successfully complete the transfer-level gateway course within a specified timeframe from their first enrollment in either English or math (transfer level or below transfer level).
- **Success-** The number or percent of students who successfully complete the transfer level course in one-term (C or better).

# Key Terms

- **Gateway Course:** A transfer-level course or degree-applicable course appropriate to a students' educational goal
- **Pre-Gateway Course:** A pre-transfer-level or pre-degree-level course appropriate to a students' educational goal
- **Throughput:** The percentage of students who successfully complete the gateway course within a specified timeframe from their first enrollment in either English or math (one year)
- **Maximizing Throughput:** To determine if throughput has been maximized, students whose first course enrollment in the discipline is *below the gateway course* are compared to students in the same high school GPA band and with the same educational goal who started directly *in the gateway course*. If students enrolled *below the gateway course* exhibit equal or higher completion of the gateway course in one year than similar students enrolled *in the gateway course*, throughput has been maximized.
- **Student Groupings:** Colleges were asked to report enrollment based on various student groupings including: students' educational goal (degree or transfer), high school GPA band (as defined using the default placement rules), and based on the three reporting tabs in the template (all enrollment below the gateway course, placement below the gateway course using a local model, and placement using guided or self-placement).



# Key Terms

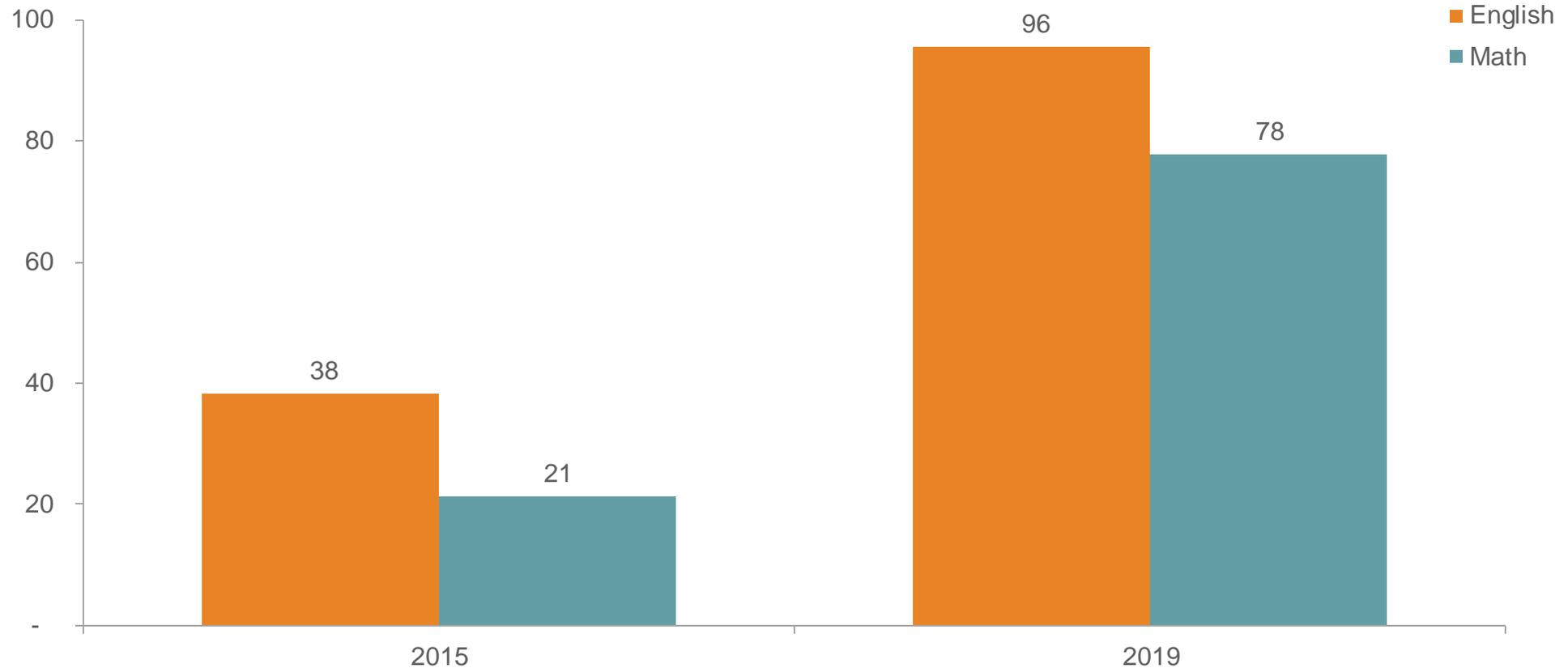
- **Local Throughput Rate:** The college's gateway course completion rate
- **Local Throughput Rate Comparison:** The college's pre-gateway course completion rate is compared to the college's gateway course completion rate (used when enrollment in the gateway course is 20 students or more). If the college's pre-gateway course completion rate is equal to or higher than the college's gateway course completion rate, throughput is maximized.
- **Statewide Throughput Rate:** The statewide gateway course completion rate
- **Statewide Throughput Rate Comparison:** The college's pre-gateway course completion rate is compared to the statewide gateway course completion rate (used when enrollment in the gateway course is less than 20 students). If the college's pre-gateway course completion rate is equal to or higher than the statewide gateway course completion rate, throughput is maximized.

# Equitable Placement Results



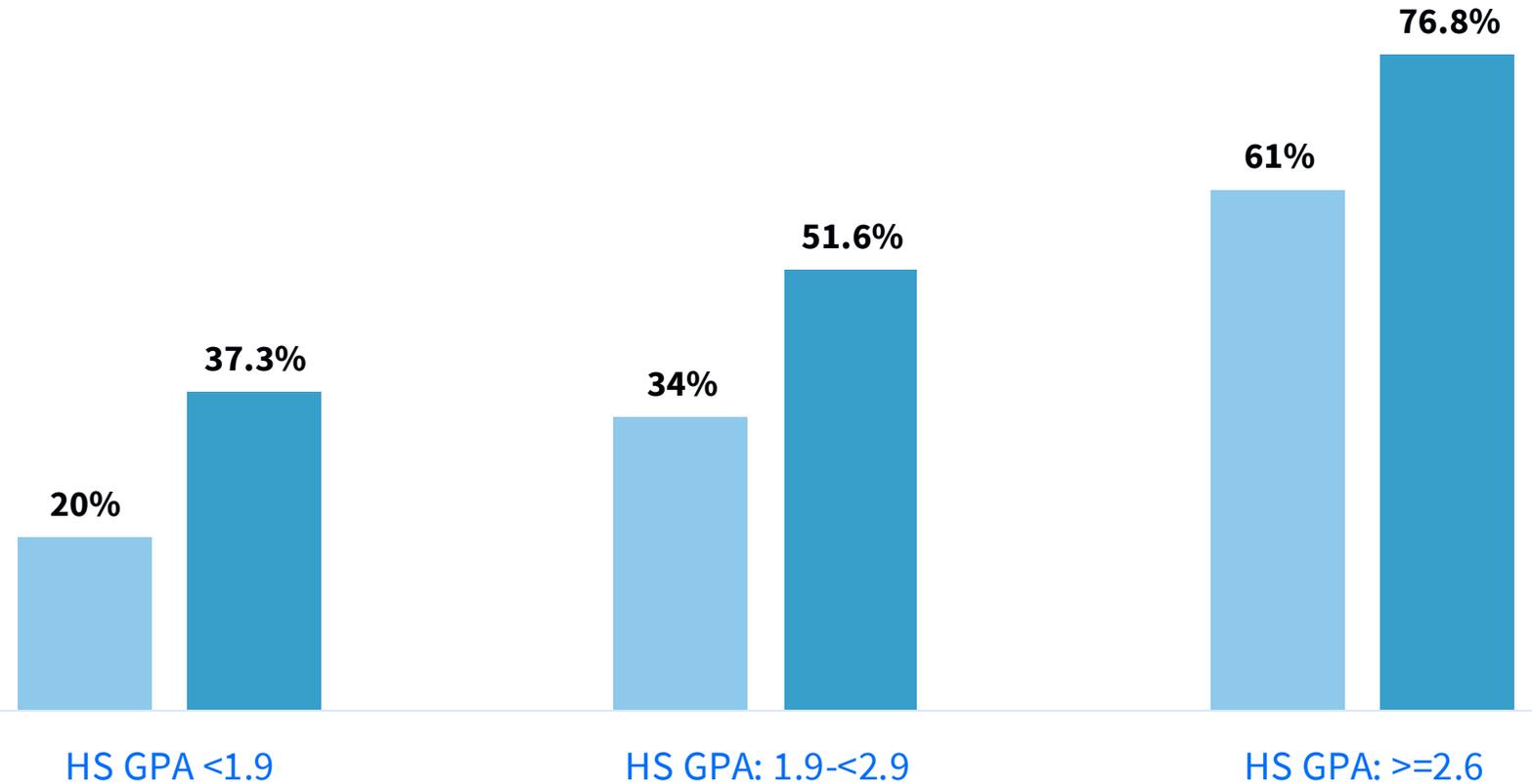
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# In fall 2019, the vast majority of students enrolled directly in transfer-level courses



# One-Year Completion Rates for Transfer-Level English, by GPA Band

■ Fall 2015 ■ Fall 2019



# One-Year Completion Rates for Transfer-Level Math, by GPA Band

■ Fall 2015 ■ Fall 2019

