



AB705 Progress and Changes

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Equitable Placement and Completion (AB705)

- *Goal:* Maximize student success in Transfer level Math and English
- *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 practices; Enforcement of the law; Continued evaluation and improvement

AB705 is a historic reform to dismantle structural racism and classism barriers.



Once upon a time....

- Well intentioned people decided that more time on basic skills was better
- Many students were placed into Math and English via a placement test

How do community colleges determine preparedness?

Sample Item: Accuplacer “Sentence Skills” Test

Writing a best seller had earned the author a sum of money and had freed him from the necessity of selling his pen for the political purposes of others.

Rewrite, beginning with The author was not obliged

The new sentence will include

- A) consequently he earned
- B) because he had earned
- C) by earning
- D) as a means of earning

Are you college ready?

III. Exponents & polynomials

Simplify and write answers with positive exponents.

$$1. (3x^2 - 5x - 6) + (5x^2 + 4x + 4)$$

$$2. \frac{(2a^{-5}b^4c^3)^{-2}}{(3a^3b^{-7}c^3)^2}$$

$$3. (3x^0y^5z^6)(-2xy^3z^{-2})$$

$$4. (-a^5b^7c^9)^4$$

$$5. (4x^2y^6z)^2(-x^{-2}y^3z^4)^6$$

$$6. \frac{24x^4 - 32x^3 + 16x^2}{8x^2}$$

$$7. (x^2 - 5x)(2x^3 - 7)$$

$$8. \frac{26a^2b^{-5}c^9}{-4a^{-6}bc^9}$$

$$9. (5a + 6)^2$$

The Unintended Consequence

Students' Starting Placement Mathematics	% Completing a Transferable Math Course in 3 Years
One Level Below	35%
Two Levels Below	15%
Three or more Levels Below	6%

Statewide data, Basic Skills Cohort Tracker, Fall '09-Spring '12

The Unintended Consequence

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Two Levels Below	15%
Three or more Levels Below	6%

Across CA, more than half of Black and Hispanic students in remedial math begin here

Statewide data, Basic Skills Cohort Tracker, Fall '09-Spring '12

English and Math Placement by F19

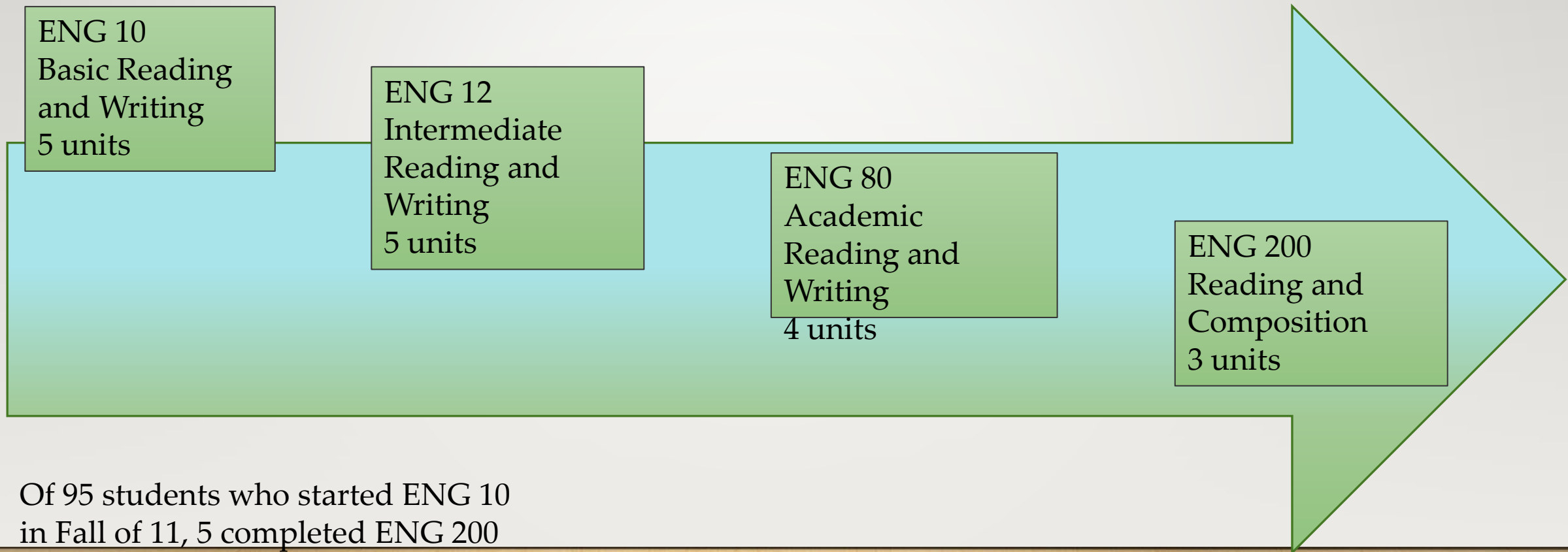
(Transfer level within one year using high school coursework, grades, and/or GPA for placement)

Sec 2. (d)(1)(A)

A community college district or college shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe and use, in the placement of students into English and mathematics courses in order to achieve this goal, one or more of the following measures:

- i. High school coursework
- ii. High school grades
- iii. High school grade point average

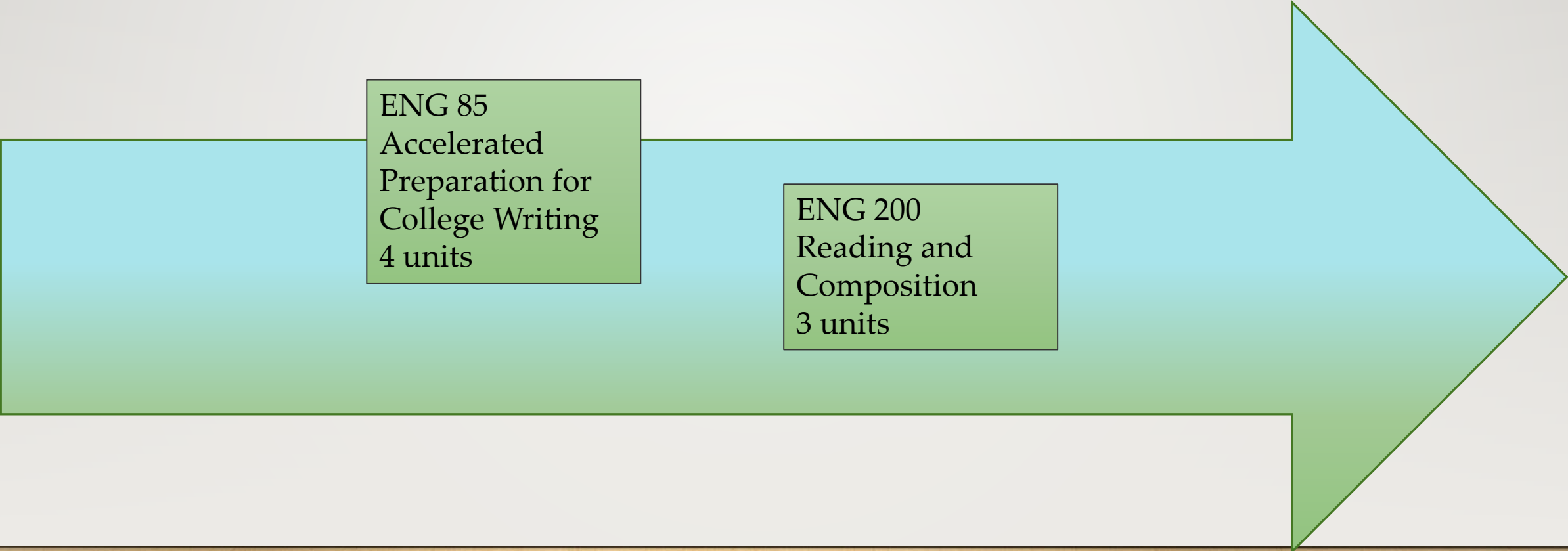
Previous English Pathway



Of 95 students who started ENG 10 in Fall of 11, 5 completed ENG 200 by spring of 13.



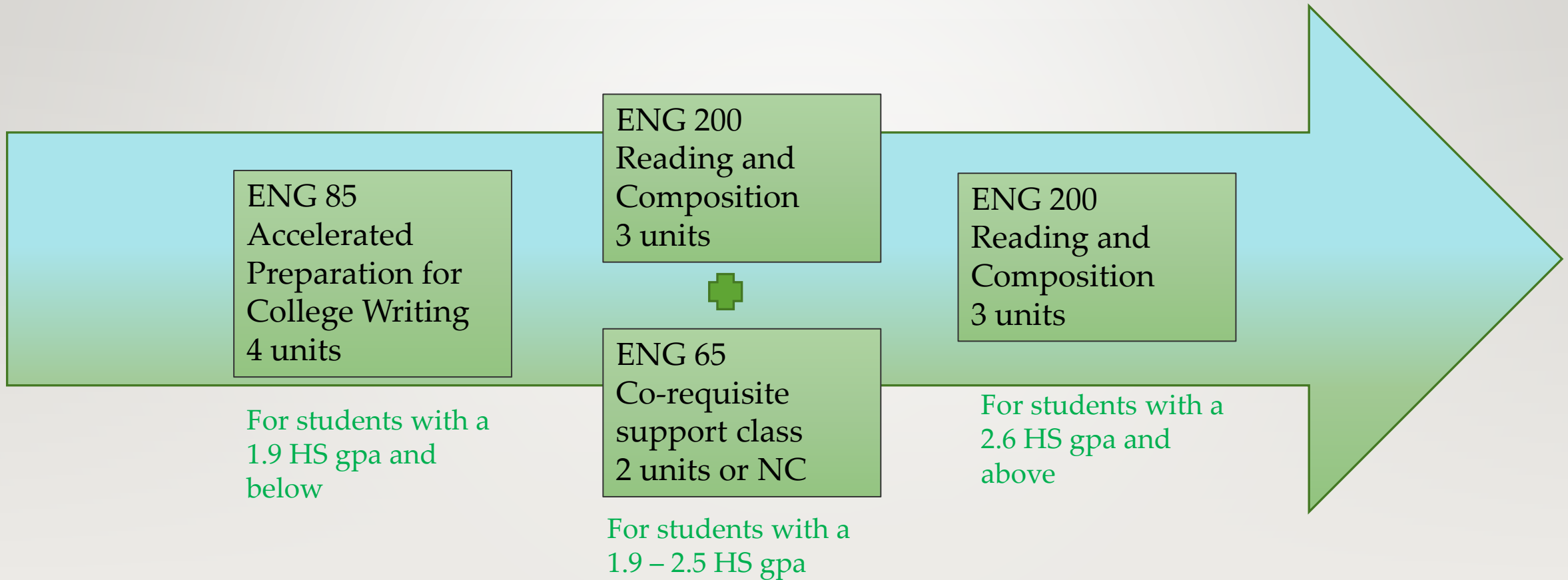
Accelerated English Pathway



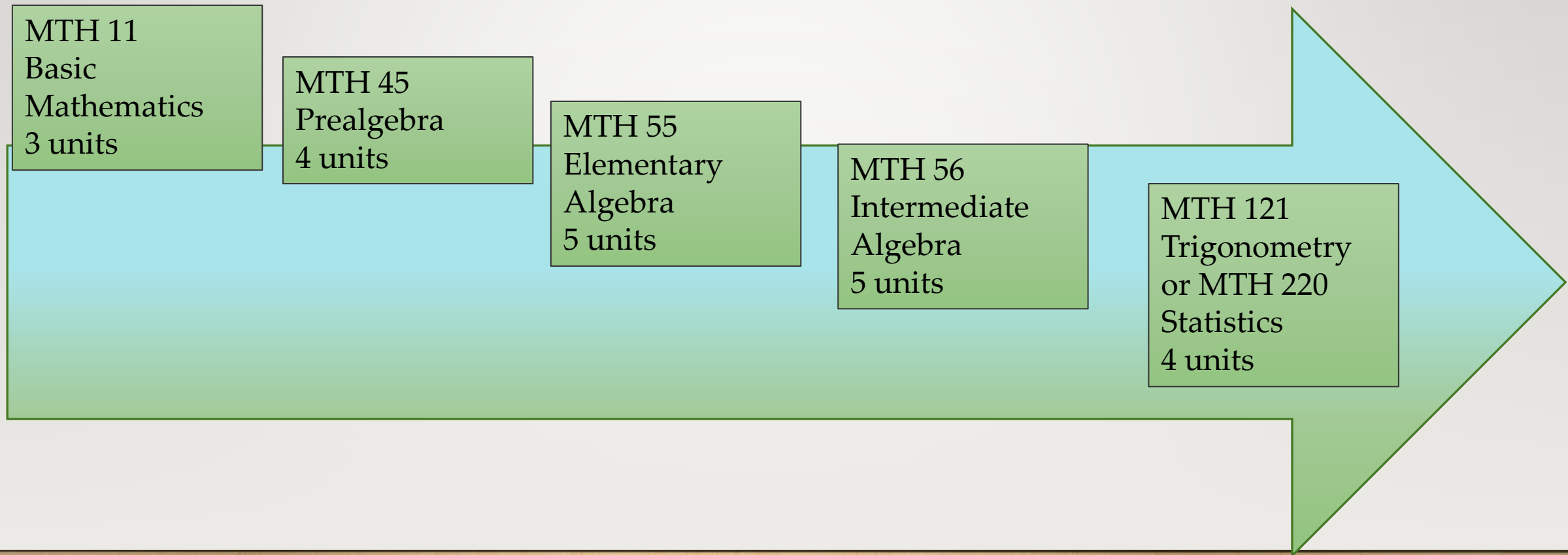
ENG 85
Accelerated
Preparation for
College Writing
4 units

ENG 200
Reading and
Composition
3 units

Approved AB705 placements– all self-guided



Previous Math Pathway



Accelerated Pathways

MTH 46
Pre-college
Mathematics
5 units

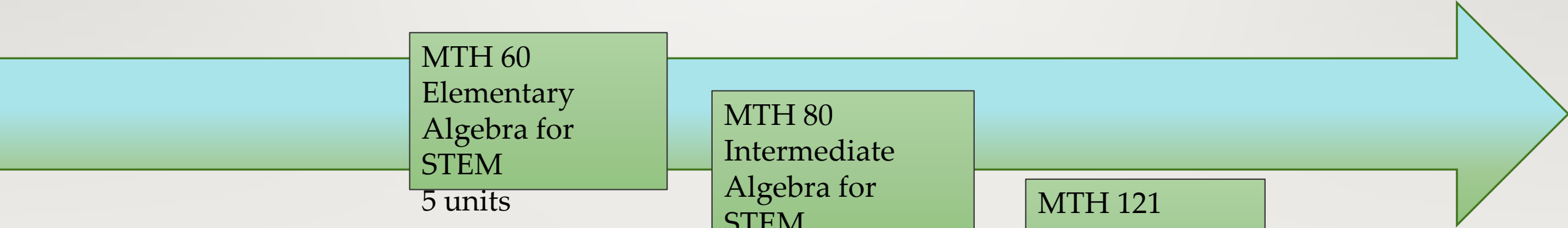
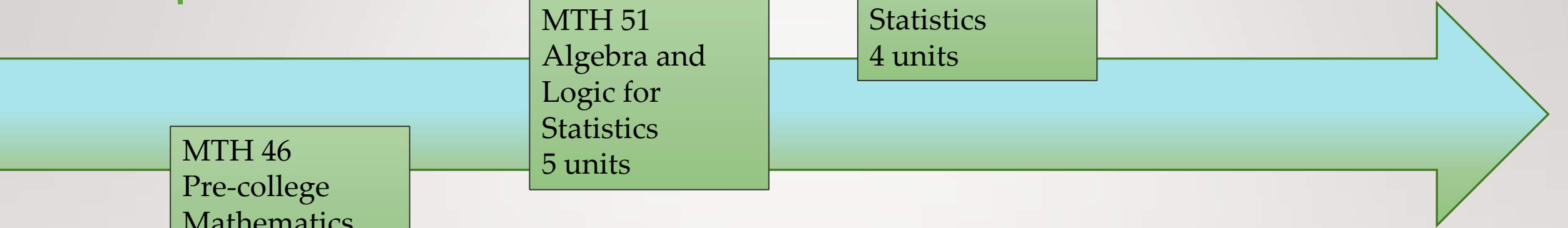
MTH 51
Algebra and
Logic for
Statistics
5 units

MTH 220
Statistics
4 units

MTH 60
Elementary
Algebra for
STEM
5 units

MTH 80
Intermediate
Algebra for
STEM
5 units

MTH 121
Trigonometry
4 units



CC Approved AB705 placements – placement based on multiple measures

MTH 178
Applied Math
4 units
With Math lab
depending on gpa

For everyone

MTH 220
Stats
4 units
MTH 32 support
course depending on
gpa

For folks with HS
algebra + 2.8 gpa

MTH 80
Intermediate
Algebra for
STEM
5 units
MTH 30 support
course depending on
gpa

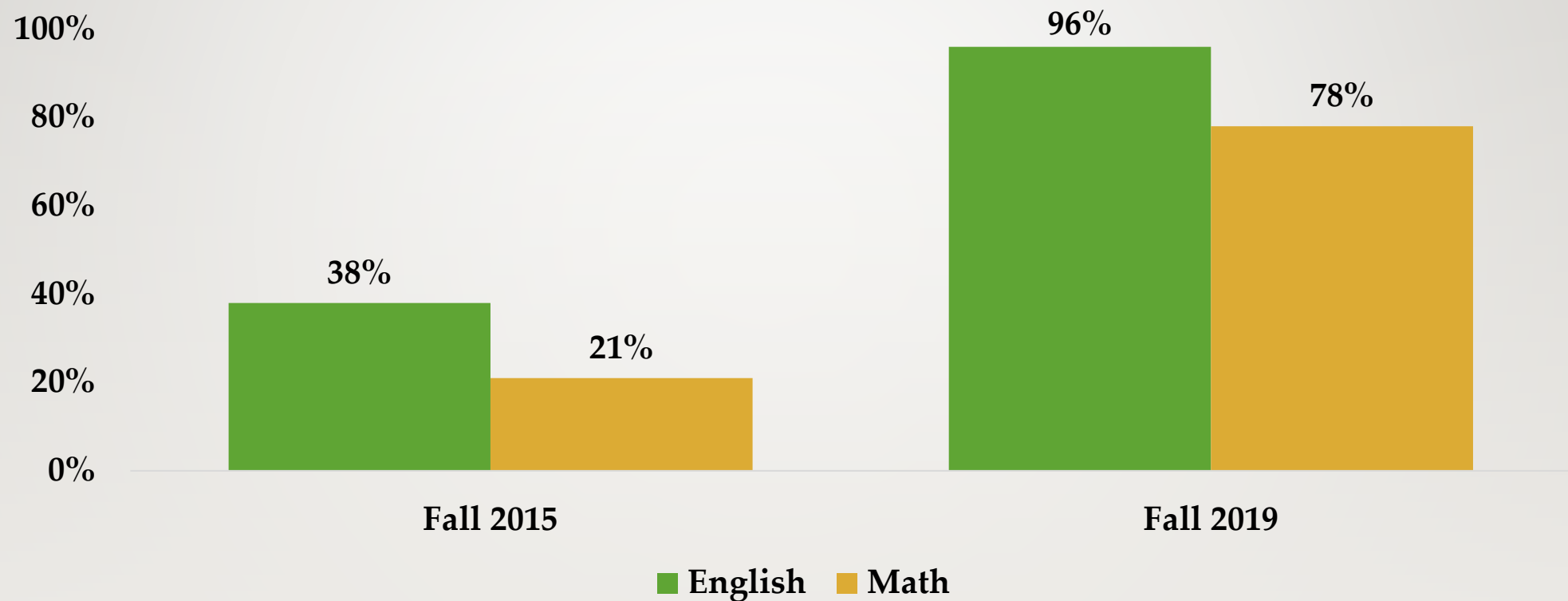
For all STEM folks
haven't passed Alg II

MTH 121
Trigonometry
4 units

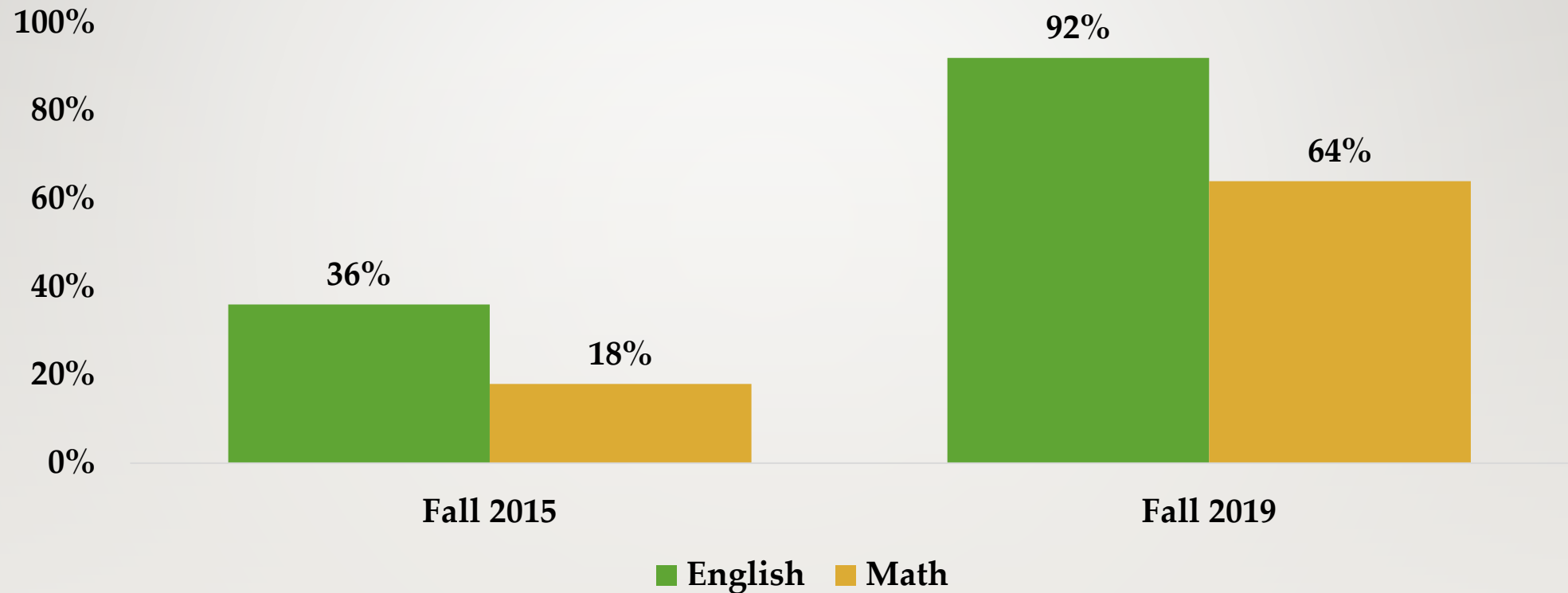
For all STEM folks who
have passed Alg II + 3.0
gpa or....

MTH 79
Math for
Technical Fields

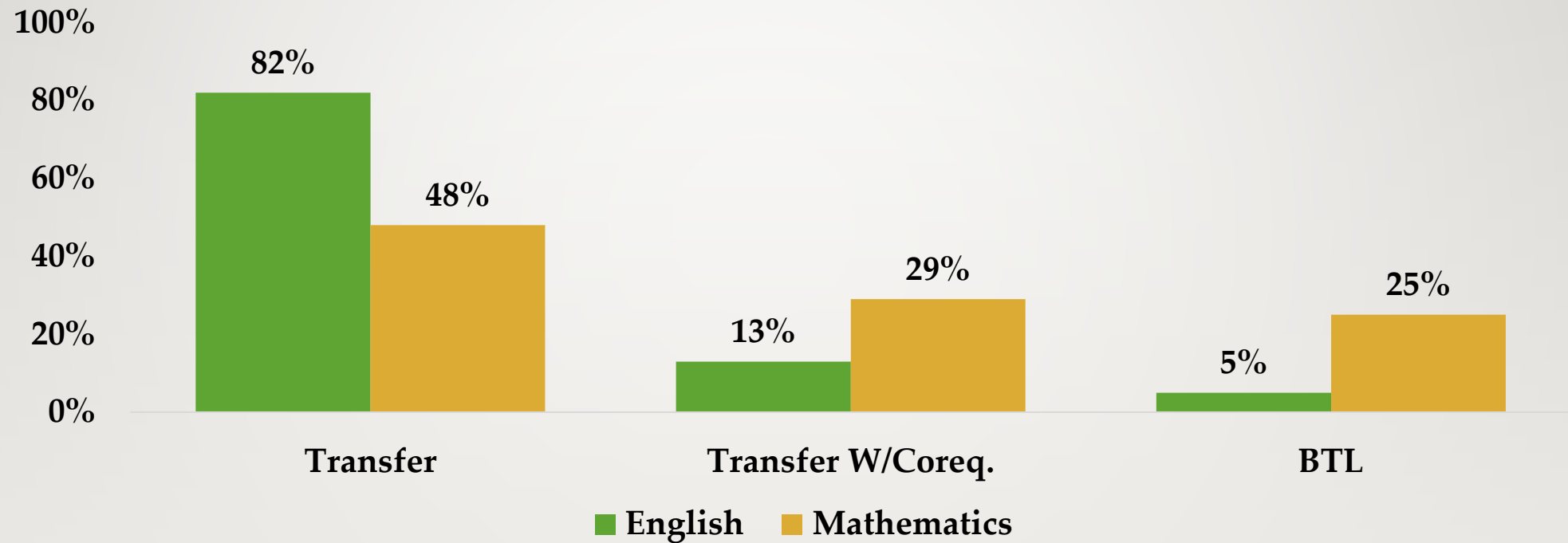
Fall 2019, majority of **New CCC** students enrolled in transfer level



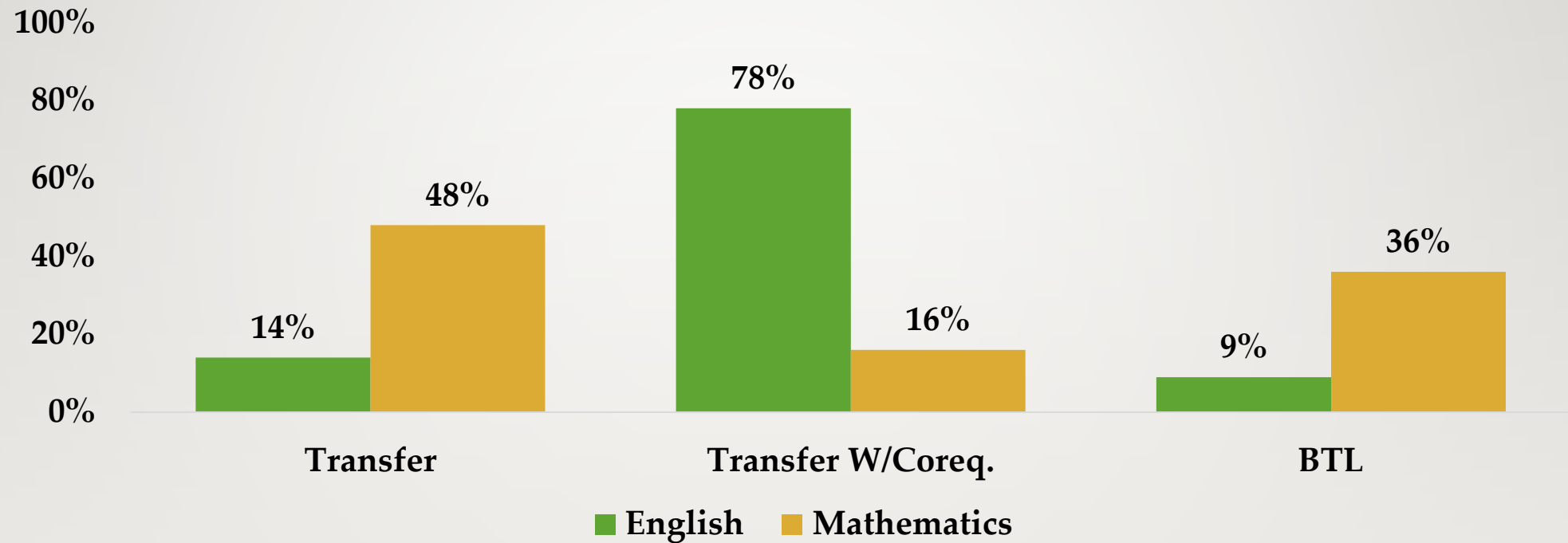
Fall 2019, majority of **New MC** students enrolled in transfer level



Fall 2019 MC Math and English Placement tool

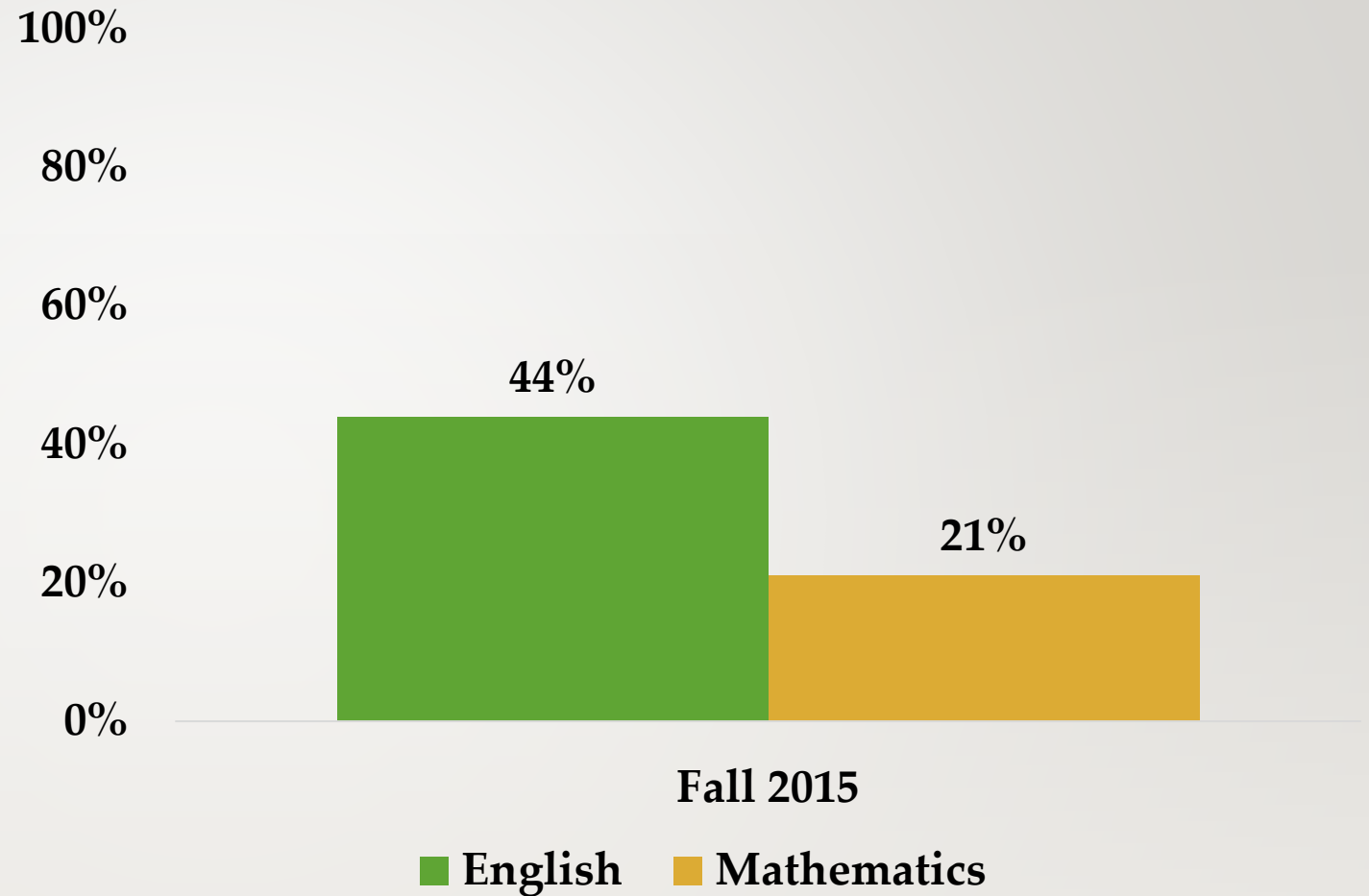


Fall 2019 MC Enrollment (all new students)



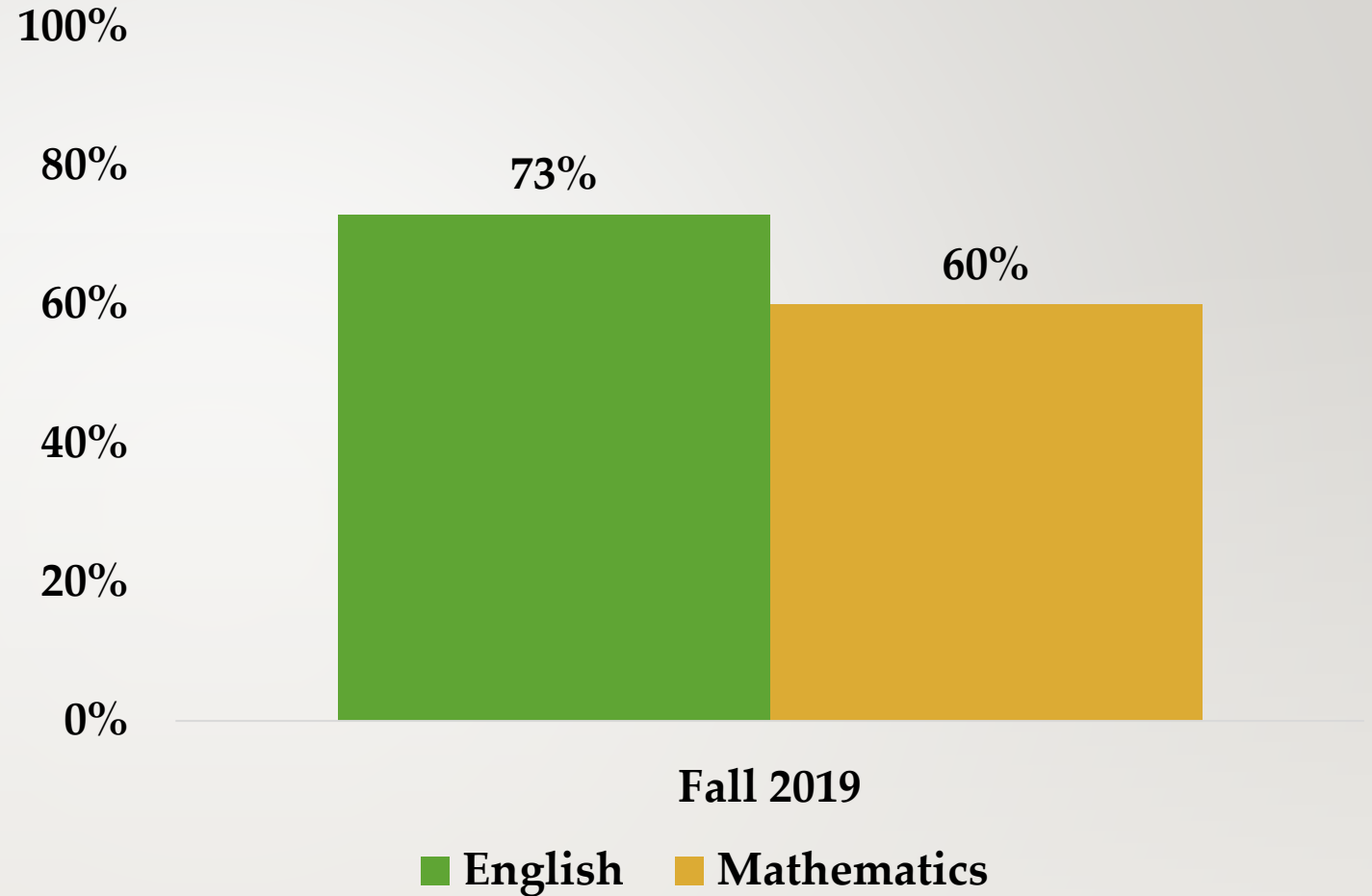
One-Year MC Completion Rates for Fall 2015 New to term students

New to term students who started at transfer level or 1 level below transfer level for Fall 2015



One-Year **MC**
Completion Rates
for Fall 2019 New
to term students

*New to term students who started at
transfer level or 1 level below
transfer level for Fall 2019*





Transfer level Gateway Completion

State-Level: 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 Mathematics and English.
 - No matter their high school performance
 - Across all subgroups

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.

Fall 2019 MC Placement Rates – Transfer Level English

Ethnicity	Completed Guided-Self Placement		Placed in Transfer Level		Transfer Level Placement Average	Equity Gap
	Count	Percentage	Count	Percentage		
Asian	7	3%	7	100%	95%	+5%
Black	5	2%	5	100%	95%	+5%
Hispanic	130	49%	124	95%	95%	0
Native American	15	6%	14	93%	95%	-2%
Pacific Islander	0	0	0	0	95%	0
Unknown	11	4%	10	91%	95%	-3%
White	96	36%	90	94%	95%	-1%
Overall	264	100%	250	95%	95%	

Fall 2019 MC Placement Rates – BTL English

Ethnicity	Completed Guided-Self Placement		Placed in BTL		BTL Average	Equity Gap
Asian	7	3%	0	0	5%	0
Black	5	2%	0	0	5%	0
Hispanic	130	49%	6	5%	5%	0
Native American	15	6%	1	7%	5%	+2%
Pacific Islander	0	0	0	0	5%	0
Unknown	11	4%	1	9%	5%	+4%
White	96	36%	6	6%	5%	+1%
Overall	264	100%	14	5%	5%	

Fall 2019 MC Placement Rates – Transfer Level Mathematics

Ethnicity	Completed Guided-Self Placement		Placed in Transfer Level		Transfer Level Placement Average	Equity Gap
	Count	Percentage	Count	Percentage		
Asian	20	4%	17	85%	76%	+9%
Black	11	2%	7	64%	76%	-12%
Hispanic	228	47%	167	73%	76%	-3%
Native American	18	4%	14	78%	76%	+2%
Pacific Islander	0	0	0	0	76%	0
Unknown	15	3%	13	87%	76%	+11%
White	189	39%	145	77%	76%	+1%
Overall	481	100%	363	76%	76%	

Fall 2019 MC Placement Rates – BTL Mathematics

Ethnicity	Completed Guided-Self Placement		Placed in BTL		BTL Average	Equity Gap
Asian	20	4%	3	15%	25%	-10%
Black	11	2%	4	36%	25%	+11%
Hispanic	228	47%	61	27%	25%	+2%
Native American	18	4%	4	22%	25%	-3%
Pacific Islander	0	0	0	0	25%	0
Unknown	15	3%	2	13%	25%	-12%
White	189	39%	44	23%	25%	-2%
Overall	481	100%	118	25%	25%	

Fall 2019 MC Transfer Level Success Rates - English

Ethnicity	Enrolled In Transfer Level		Success		Average	Equity Gap
	Count	Rate	Count	Rate		
Asian	9	3%	7	78%	76%	+2%
Black	6	2%	3	50%	76%	-26%
Hispanic	150	49%	121	81%	76%	+5%
Native American	23	7%	14	61%	76%	-15%
Pacific Islander	1	1%	0	0%	76%	-76%
Unknown	9	3%	8	89%	76%	+13%
White	111	36%	82	74%	76%	-2%
Overall	309	100%	235	76%	76%	

Fall 2019 MC Transfer Level Success Rates - Mathematics

Ethnicity	Enrolled In Transfer Level		Success		Average	Equity Gap
	Count	Rate	Count	Rate		
Asian	7	4%	6	86%	67%	+19%
Black	2	1%	0	0%	67%	-67%
Hispanic	89	53%	63	71%	67%	+4%
Native American	5	3%	1	20%	67%	-47%
Pacific Islander	1	1%	1	100%	67%	+33%
Unknown	8	5%	8	100%	67%	+33%
White	56	33%	34	61%	67%	-7%
Overall	168	100%	113	67%	67%	



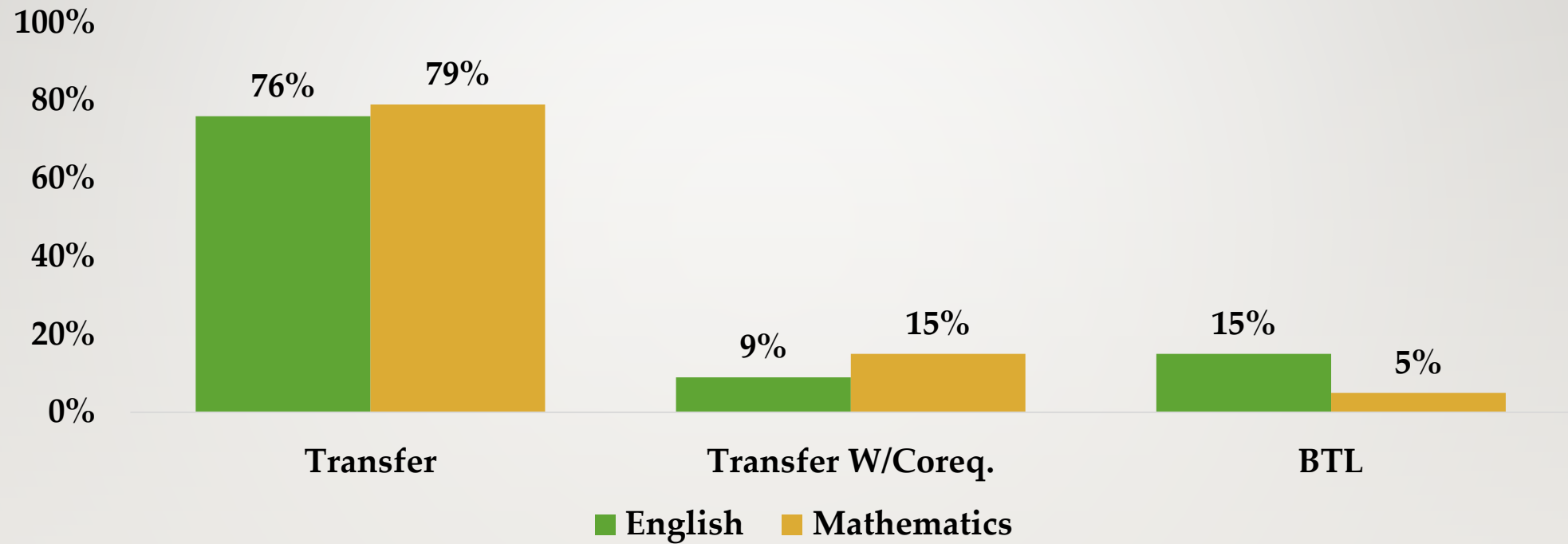
Equitable Placement and Completion

MENDOCINO COLLEGE FALL 2020

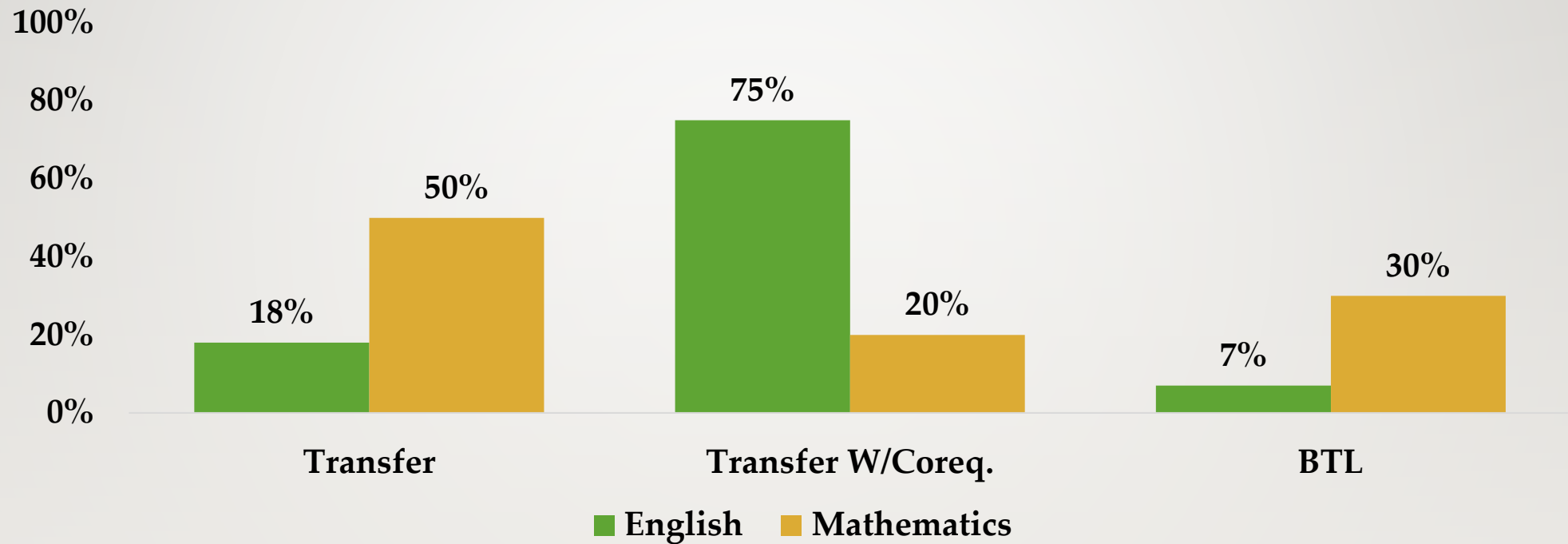
Please remember...

- We do not have state data
- This was a COVID Term
- Classes were Online
- Support classes were online
- Tutoring was online
- EW's permitted (and are included in the data set)
- Connectivity issues for students
- Essential worker issues for students
- Students and staff getting sick
- Close friends or family becoming fatally ill
- Emotionally and psychologically, a difficult term
- No guidance from the Chancellor's office yet
- K12 was also remote
- Students may have opted to take fewer classes

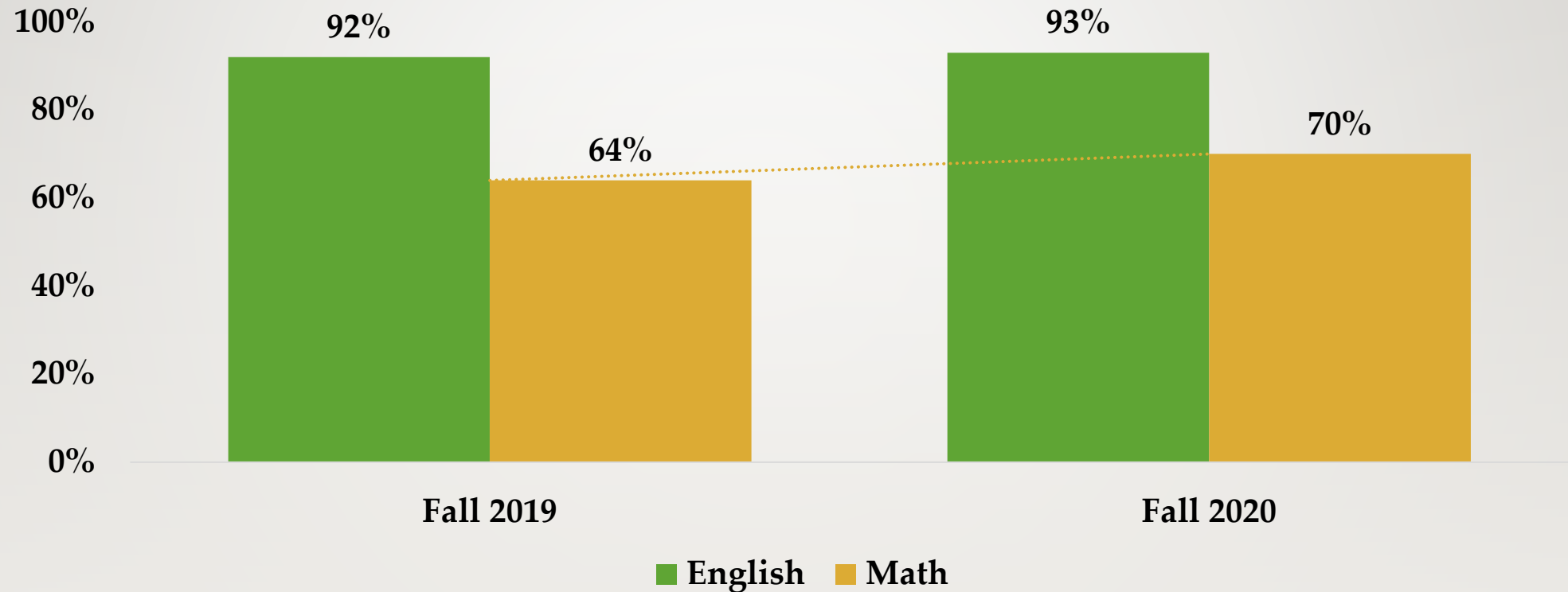
Fall 2020 MC Placement tool



Fall 2020 MC Enrollment (new students)

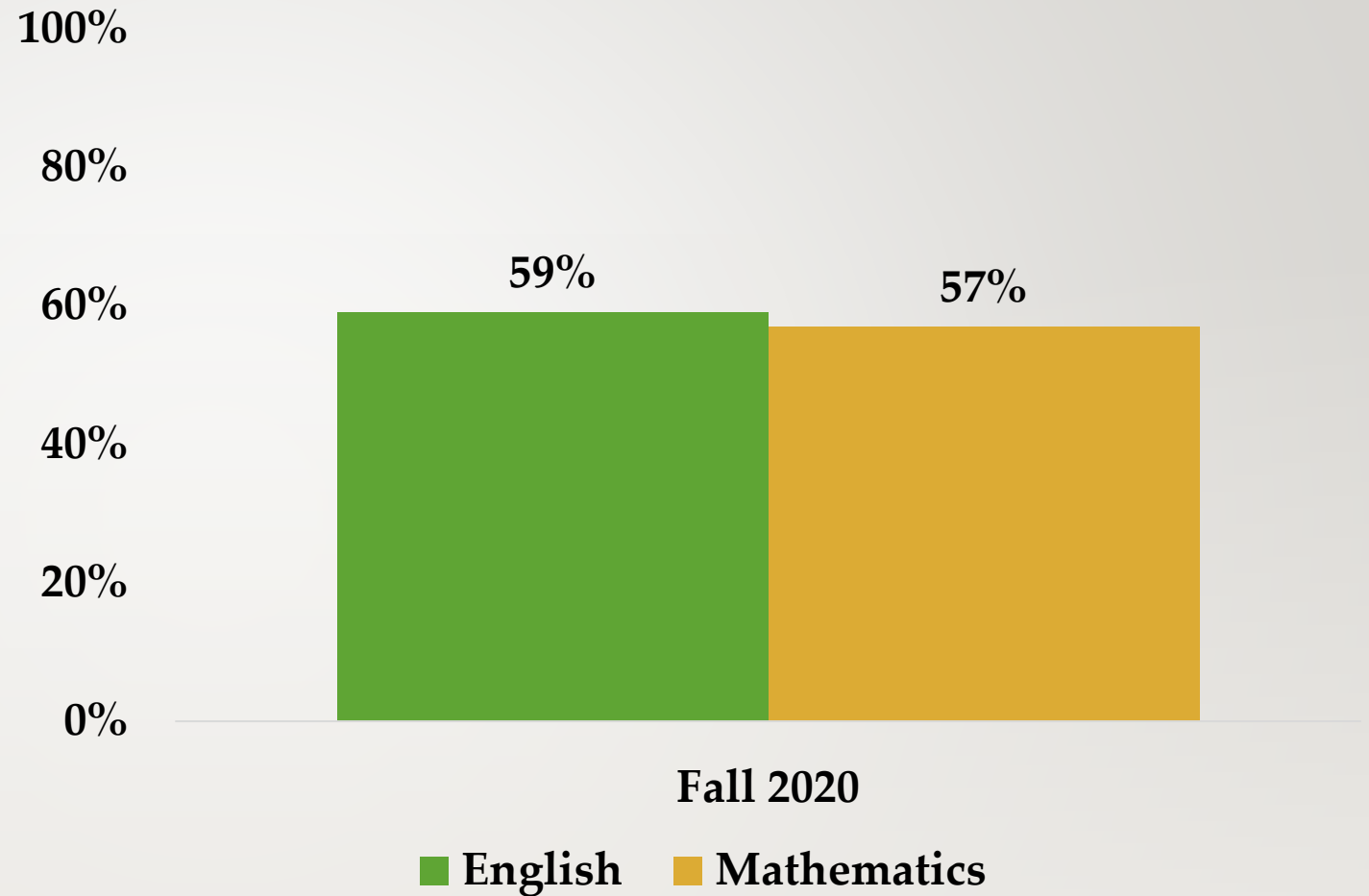


Fall 2020, majority of **New MC** students enrolled in transfer level

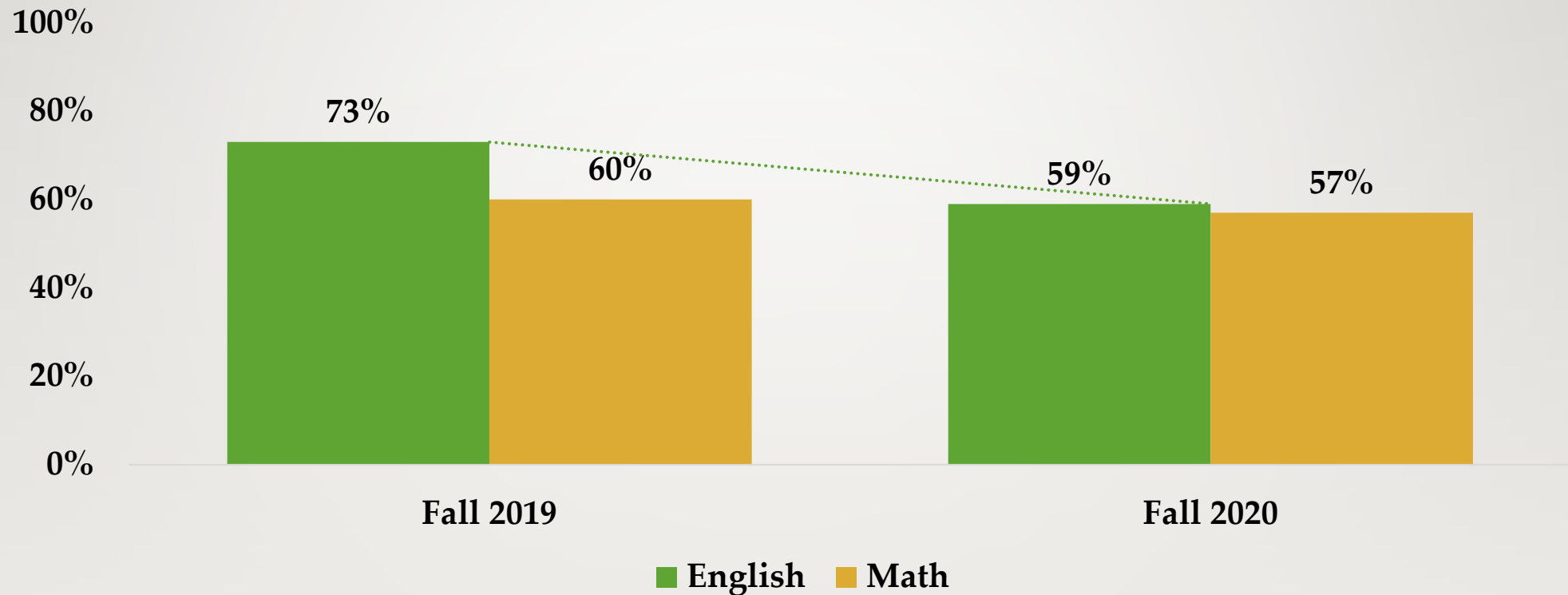


One-Year MC Completion Rates for Fall 2020 New to term students

New to term students who started at transfer level or 1 level below transfer level for Fall 2019



MC 1 Year Completion Rate Comparison



Fall 2020 **MC Placement Rates** – Transfer Level English

Ethnicity	Completed Guided-Self Placement		Placed in Transfer Level		Transfer Level Placement Average	Equity Gap
	Count	Percentage	Count	Percentage		
Asian	38	7%	31	82%	85%	-3%
Black	9	2%	8	89%	85%	+4%
Hispanic	225	40%	195	87%	85%	+2%
Native American	36	6%	33	92%	85%	+7%
Pacific Islander	0	0	0	0	85%	0
Unknown	36	6%	23	64%	85%	-21%
White	223	39%	191	86%	85%	+1%
Overall	567	100%	481	85%	85%	

Fall 2020 **MC Placement Rates** – BTL English

Ethnicity	Completed Guided-Self Placement		Placed in BTL		BTL Average	Equity Gap
Asian	38	7%	7	19%	15%	+4%
Black	9	2%	1	11%	15%	-4%
Hispanic	225	40%	30	13%	15%	-2%
Native American	36	6%	3	8%	15%	-7%
Pacific Islander	0	0	0	0	15%	0
Unknown	36	6%	13	36%	15%	+15%
White	223	39%	32	14%	15%	-1%
Overall	567	100%	87	15%	15%	

Fall 2020 **MC Transfer Level** Success Rates – English (EW’s included in “not successful”)

Ethnicity	Enrolled In Transfer Level		Success		Average	Equity Gap
Asian	10	5%	5	50%	59%	+9%
Black	3	1%	0	0%	59%	-59%
Hispanic	117	54%	75	64%	59%	+5%
Native American	13	6%	6	46%	59%	-13%
Pacific Islander	1	1%	0	0%	59%	-59%
Unknown	0	0	0	0	59%	0
White	75	34%	45	60%	59%	+1%
Overall	219	100%	130	59%	59%	

Fall 2020 **MC Placement Rates** – Transfer Level Mathematics

Ethnicity	Completed Guided-Self Placement		Placed in Transfer Level		Transfer Level Placement Average	Equity Gap
Asian	38	7%	36	95%	95%	0
Black	9	2%	9	100%	95%	+5%
Hispanic	225	40%	210	93%	95%	-2%
Native American	36	6%	35	97%	95%	+2%
Pacific Islander	0	0	0	0	95%	0
Unknown	36	6%	35	97%	95%	+2%
White	223	39%	212	95%	95%	0
Overall	567	100%	538	95%	95%	

Fall 2020 MC Placement Rates – BTL Mathematics

Ethnicity	Completed Guided-Self Placement		Placed in BTL		BTL Average	Equity Gap
	Count	Percentage	Count	Percentage		
Asian	38	7%	2	5%	5%	0
Black	9	2%	0	0	5%	0
Hispanic	225	40%	15	7%	5%	+2%
Native American	36	6%	1	3%	5%	-2%
Pacific Islander	0	0	0	0	5%	0
Unknown	36	6%	1	3%	5%	+2%
White	223	39%	11	5%	5%	0
Overall	567	100%	30	5%	5%	

Fall 2020 MC Transfer Level Success Rates - Mathematics

Ethnicity	Enrolled In Transfer Level		Success		Average	Equity Gap
	Count	Percentage	Count	Percentage		
Asian	5	5%	5	100%	57%	+43%
Black	5	5%	0	0%	57%	-57%
Hispanic	62	55%	32	52%	57%	-5%
Native American	6	5%	2	33%	57%	-24%
Pacific Islander	0	0	0	0	57%	0
Unknown	1	1%	1	100%	57%	+43%
White	38	34%	24	63%	57%	+6%
Overall	113	100%	64	57%	57%	

AB705 Revisited

In order to continue to offer courses in math and English one level below transfer...

- Throughput (the rate at which students make it through a transfer level math or English) for students beginning one level below transfer is required to be comparable to the throughput for students beginning at transfer level.

Conclusion

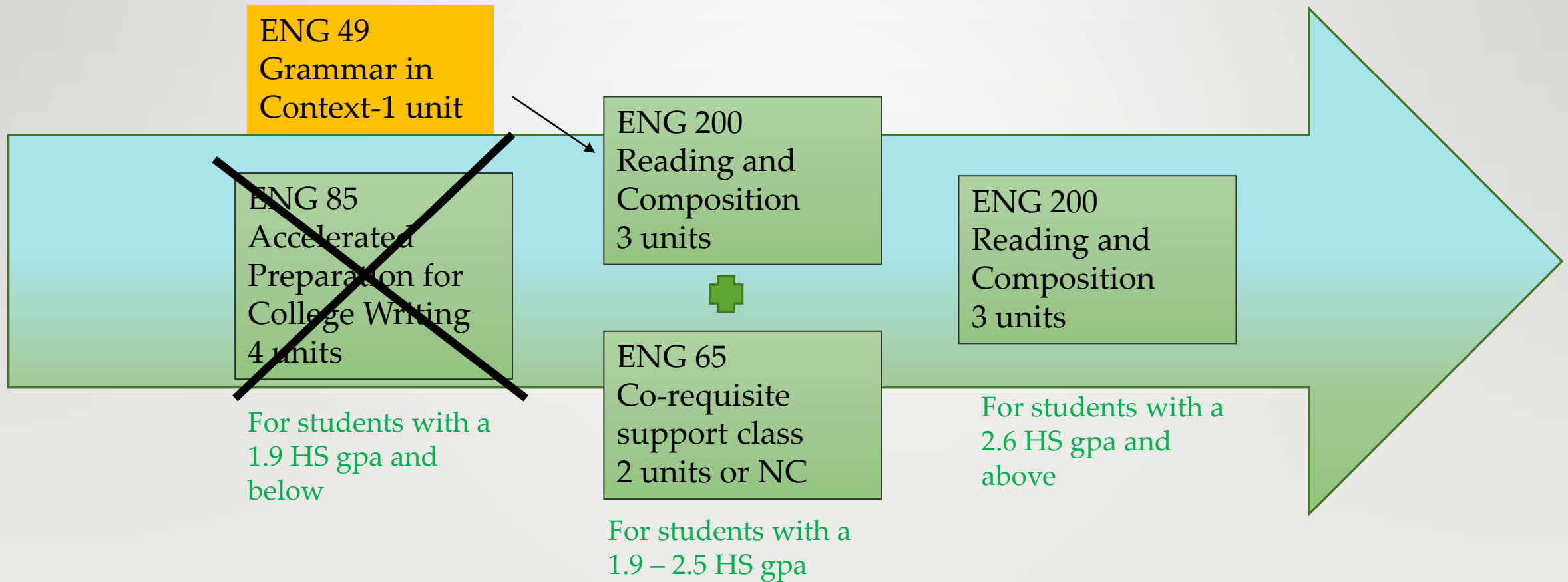
Students enrolling below transfer in Math and English at Mendocino College did not complete transfer level work in one year during the 20-21 academic year; therefore, the college can not offer below transfer-level courses
(English 85 and Math 80).



What does this mean at Mendocino College?

- Lots of folks got busy
 - Math and English departments looked at their course sequences and created more support for students entering directly into transfer level math and English
 - Courses and pathways were reviewed through the Curriculum Committee
 - IT department, Instruction Department, Admissions and Records had to work together to re-design web tools for student placement in math and English
 - Materials for students and counselors have been re-made
 - Getting the word out.

Approved AB705 placements– all self-guided





For Math: It's complicated

- Different math classes for students' educational goals
- HS graduation requirement does not include Algebra II
- Local Associate degree requirement is Math 80 (Ed. Code)
- Math 80 has been the required course for Allied Health pathways

MTH 121
Trigonometry
Recommended Prep: Algebra II
CSU transferable



MTH 200
Precalculus



MTH 210
Calculus 1



MTH 211
Calculus 2



MTH 214
Linear Algebra



MTH 212
Calculus 3



MTH 215
Differential Equations

MTH 220
Statistics

- May be required in some programs
- Recommended preparation: a course in algebra

Fall 2022 AB705 placements – placement based on multiple measures

MTH 170
Math in Native
American Cultures

MTH 178
Applied Math
4 units

With Math lab
depending on gpa

MTH 220
Stats
4 units

MTH 32 support course
depending on gpa

~~For folks with HS
algebra + 2.8 gpa~~

~~MTH 80
Intermediate
Algebra for
STEM
5 units~~

~~MTH 30 support
course depending on
gpa~~

~~For all STEM folk
haven't passed Alg II~~

~~MTH 121
Trigonometry
4 units~~

~~For all STEM folks who
have passed Alg II + 3.0
gpa or~~

More support
Math Lab (non-credit)
MTH 33 Trig Support
MTH 30 Math success
Math 32/532 Support for
Stats

(depending on HS courses
taken and GPA)

Challenges and Opportunities --Math

- There are concerns about eliminating Intermediate Algebra as it is the Allied Health math prep/Opportunity to develop new courses and/or support for success in Chemistry (gateway science for Allied Health)
- Basic Algebra is the graduation requirement at local high schools (not Intermediate Algebra). There are concerns that we might limit the student populations with access to a STEM pathway.
- Opportunity to develop more non-credit support in below transfer math. Some is already developed to help bridge content for students.
- CCAP dual enrollment MTH 80

Challenges and Opportunities --English

- English 85 has been used as a transition to English 200 for English Language Learners/New support has been developed to assist language learners and other students needing "Grammar in Context."
- New regulations do not allow us to recommend ESL for high school graduates.
- CCAP dual enrollment ENG 85