

AB705 Implementation: 2019-20 Preliminary Results

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AB705: The Why

- Placement systems using test assessment were chronically under-placing students^{1,2}
- Students previously labeled as unprepared for transfer-level coursework found to succeed at transfer-level work^{3,4}
- Completion of transfer-level English and math is a barrier to degree completion and transfer
 - Through the Transfer Gate Study: 92% of students near the transfer gate still need to complete transfer-level math to requirements⁵

AB705 & Equity

- **What** does placement have to do with equity?
 - Up to 50-60% of racial achievement gaps in community college completion (degrees, certificates, transfer) can be explained by something that happens before a student even enters a college classroom: **placement into English and math coursework**¹
- **Why?** Developmental pathways decrease a student's odds of completion (delay time to degree, increase attrition, decrease access to required coursework) and a higher proportion of students of color placed into developmental pathways than white students^{2,3}

"If racist consequences accrue to institutional laws, customs or practices, that institution is racist whether or not the individuals maintaining those practices have racial intentions."

The Commission for Racial Equality, United Kingdom

Equity Analysis

- **Percentage Point Gap (PPG) - 1**
 - [Link to resource](#)
 - Subgroup percent – All other students percent
 - Example: Hispanic student % - Non-Hispanic student %
 - Recommended to be used at institutions with larger populations of typically minority students
 - Uses margin of error based on size of subgroup (smaller margin of error as size of subgroup grows)
 - > 800 students: +/- 3%
 - 500 students: +/- 4%
 - 100 students: +/- 10%
 - 50 students: +/- 14%
- **80% Index (using highest performing group)**
 - Rate of subgroup / Rate of highest performing group
 - < 80% indicated as disproportionate impact

Presentation Topics

- **AB705 Legislation**

- IGETC 1A/CSU A2 Successful Completion from first attempt in English
- CSU B4/IGETC Area 2 Successful Completion from first attempt in Math/Quantitative-Reasoning

- **SCFF**

- Successful completion of transfer-level English (CSU A2/IGETC 1A or CSU A3/IGETC 1B) and Math (CSU B4/IGETC Area 2) w/in first academic year
 - This presentation will focus on subset of first-time in college students: SUHSD Direct Matriculants

English

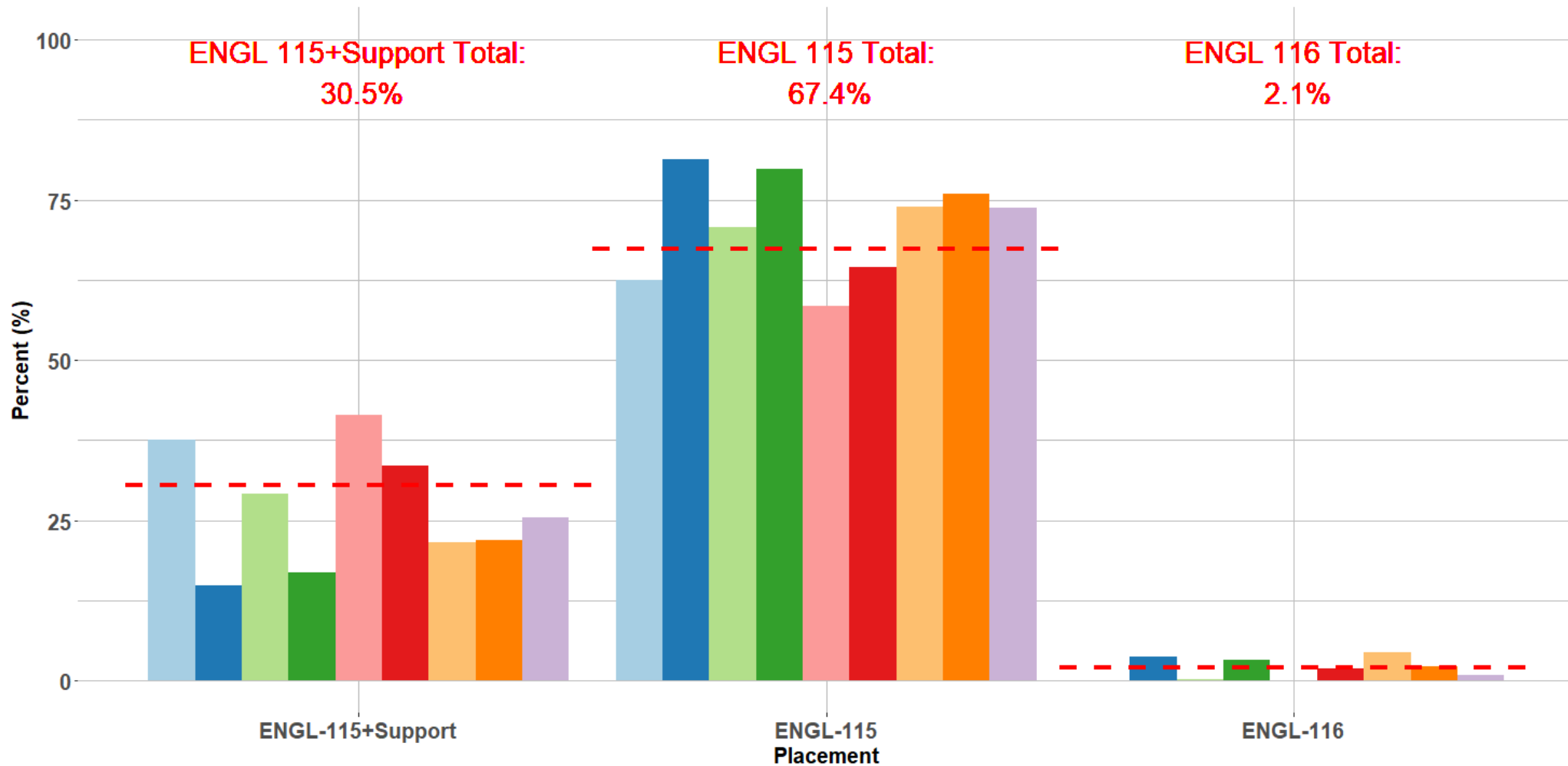
ENGL-115

CSU A2/IGETC 1A

MMPE Placement Results AB1805

Southwestern College: English Placement by Race/Ethnicity

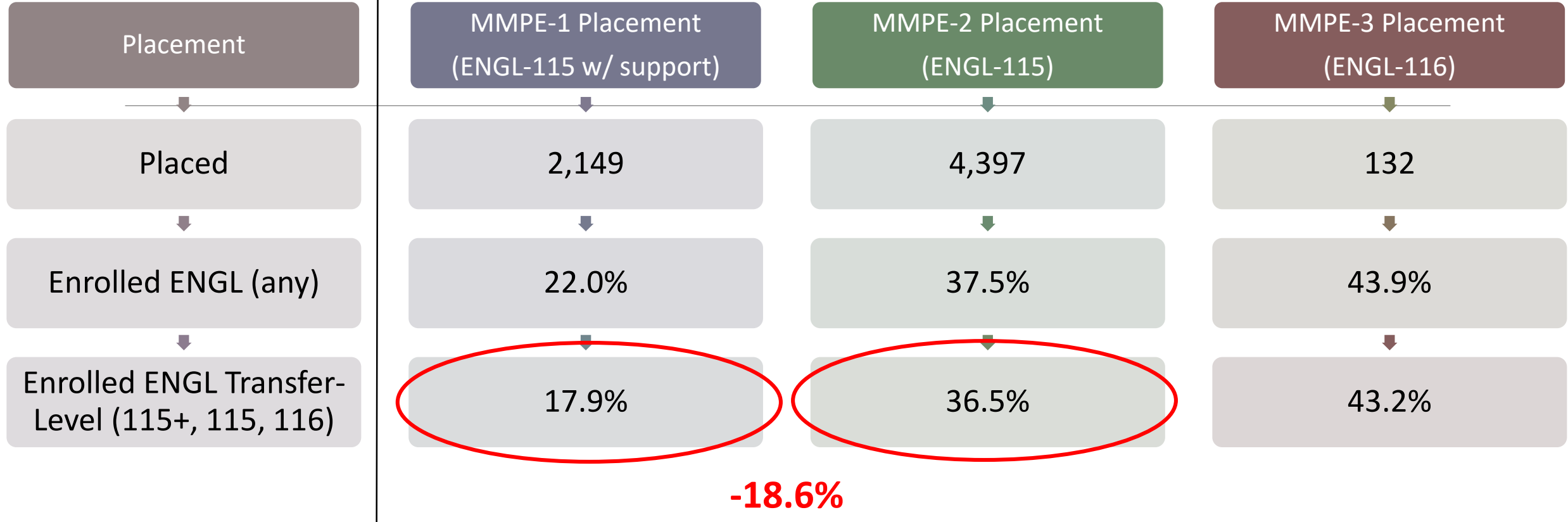
Fall 2019





MMPE Placement by Race/Ethnicity Fall 2019

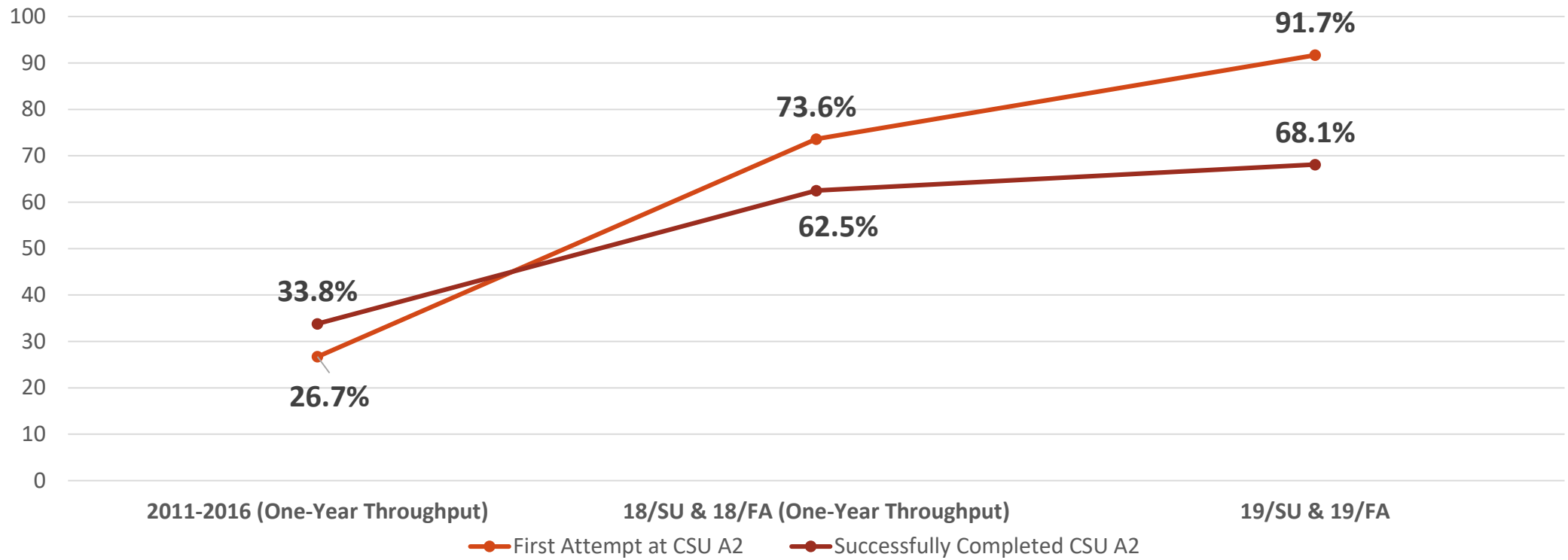
Race/Ethnicity	Not Required To Enroll in Support	PPG - 1	80% Index (Highest Performing Group)
Asian	85.2%	+ 16.1%	1.000
Black/African-American	70.9%	+ 1.50%	0.832
Filipino	83.2%	+ 14.9%	0.976
Hispanic	66.4%	- 11.9%	0.779
Two or More Races	78.4%	+ 9.30%	0.920
White	78.1%	+ 9.10 %	0.916
Unknown/Other	71.5%	+ 2.10%	0.839



MMPE – Enrollment Race/Ethnicity Equity Analysis

Race/Ethnicity	Enrolled in ENGL	PPG - 1	80% Index (Highest Performing Group)
Asian	35.6%	+ 3.0%	0.897
Black/African-American	23.7%	- 9.4%	0.597
Filipino	39.6%	+ 7.6%	1.000
Hispanic	33.2%	+ 2.5%	0.838
Two or More Races	26.2%	- 6.6%	0.663
White	27.4%	- 5.5 %	0.691
Unknown/Other	28.3%	- 4.4%	0.714

Transfer-Level English Completion: First Attempt in ENGL Through Time



Note: Excludes students that first attempt ENGL at ENGL-116
 Note: 18/SU & 18/FA includes students that attempted ENGL in 18/SU or 18/FA and successfully completed a IGETC 1A/CSU A2 applicable course by 19/SP



Successful Completion of English 1A: First Attempt in ENGL

HS GPA	2011-2016 (N = 13,716 w/ GPA)	2018-19 [18/SU-18/FA (N = 719 w/ GPA)]	2019-20 (N = 1750 w/ GPA)	
Starting Level	Below Transfer	Below Transfer	Transfer (ENGL-115)	
0.0 – 1.99	4.5%	18.5%	53.7%	+35.2%
2.0 – 2.39	12.8%	30.8%	56.0%	+25.2%
2.4 – 2.59	NA	24.5%	61.8%	+37.3%
2.6 – 2.99	19.5%	25.0%	72.6%	+47.6%
3.0 +	29.0%	33.3%	80.7%	+47.4%
<i>Total</i>	<i>19.5%</i>	<i>26.3%</i>	<i>73.7%</i>	

Note: 2011-16 Results reflect one-year throughput from first attempt in ENGL

Note: Results only displayed for students with HS GPA on record (CAPP, SUHSD Transcript, BusinessObjects (CCCApply, SUHSD))

Successful Completion of English 1A: First Attempt in ENGL @ any Level

Race/Ethnicity	2011-2016	2018-19	19/SU - 19/FA
Asian	36.1%	55.6%	74.0%
Black/African-American	26.3%*	50.0%*	54.3%*
Filipino	45.1%	66.7%	74.6%
Hispanic	30.9%*	50.6%*	67.8%
Two or More Races	37.7%	63.2%	70.2%
White	43.0%	61.1%	73.1%
Unknown/Other	32.4%*	44.1%*	56.9%*

For the first time in over a decade, Hispanic students are not disproportionately less likely to complete transfer-level English.

Note: Disproportionate Impact highlighted in red for PPG-1 methodology, Asterisk (*) for 80% Index
 Note: 2011-16 Results reflect one-year throughput of IGETC 1A/CSU A2 completion from first attempt in ENGL
 Note: 2018-19 Results reflect first attempt in ENGL in 18/SU and 18/FA and one-year throughput from first attempt. It does not include students with a first attempt in 19/SP.

Transfer-Level English: Equity Concerns

- **Placement:** Hispanic students placed into ENGL-115 with support at higher rate
- **Enrollment:** Black/African-American students enrolled in ENGL at lower rate following placement
- **Course Success/Throughput:** Preliminary evidence suggests Black/African-American students less likely to complete transfer-level English course than other students

Mathematics/ Quantitative-Reasoning

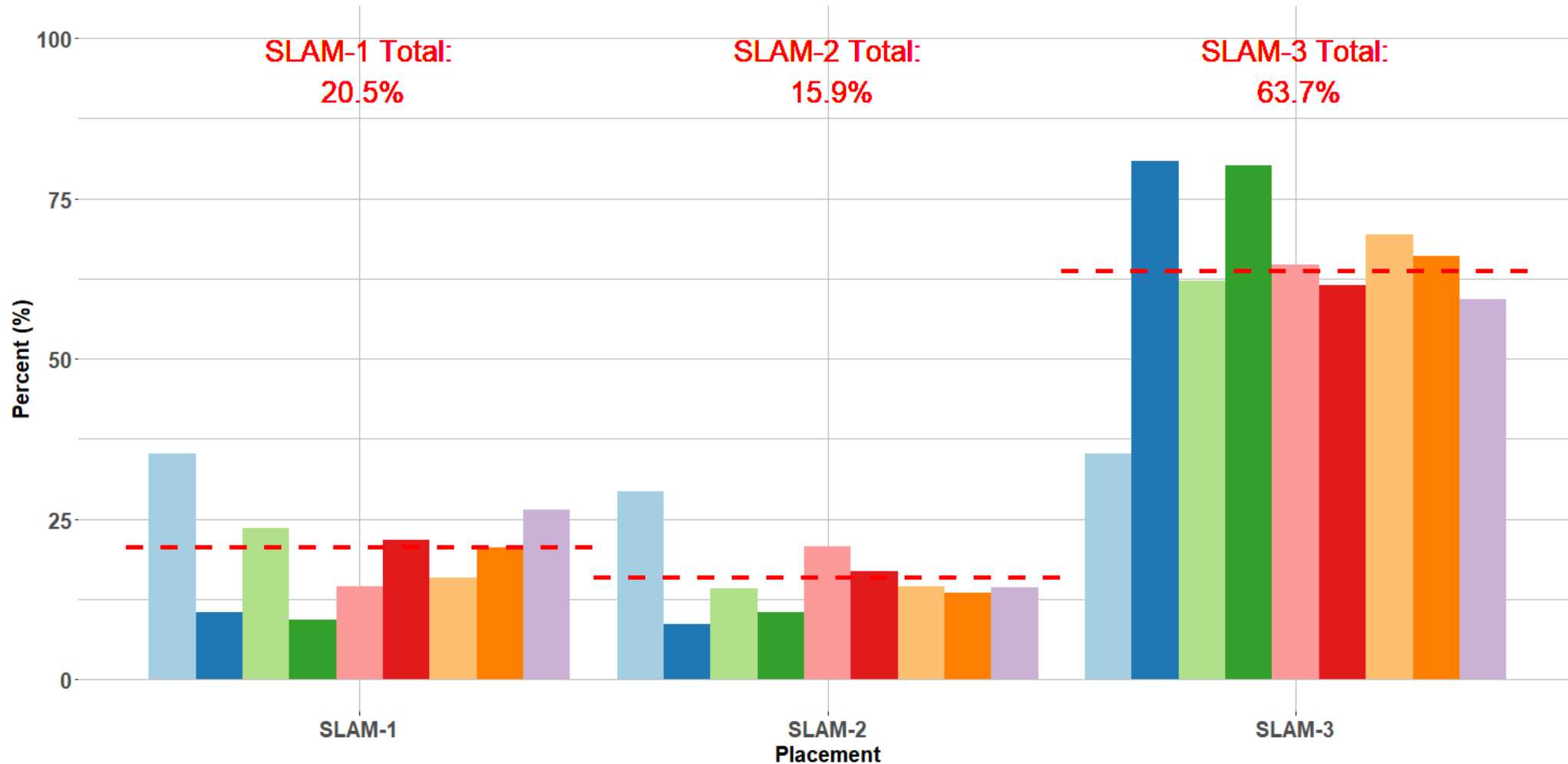
TRANSFER-LEVEL SLAM MATH/QR (MATH-100/110/118, PSYC/SOC-270)

TRANSFER-LEVEL BSTEM MATH/QR (MATH-101/104/119/120/121/122/244)

CSU B4 (MATH-
100/101/104/110/111/115/118/119/120/121/122/244/250/251/252/253/254/260/265,
PSYC/SOC-270, GEOG-150, ARCH-135)

SLAM Placement Results AB1805

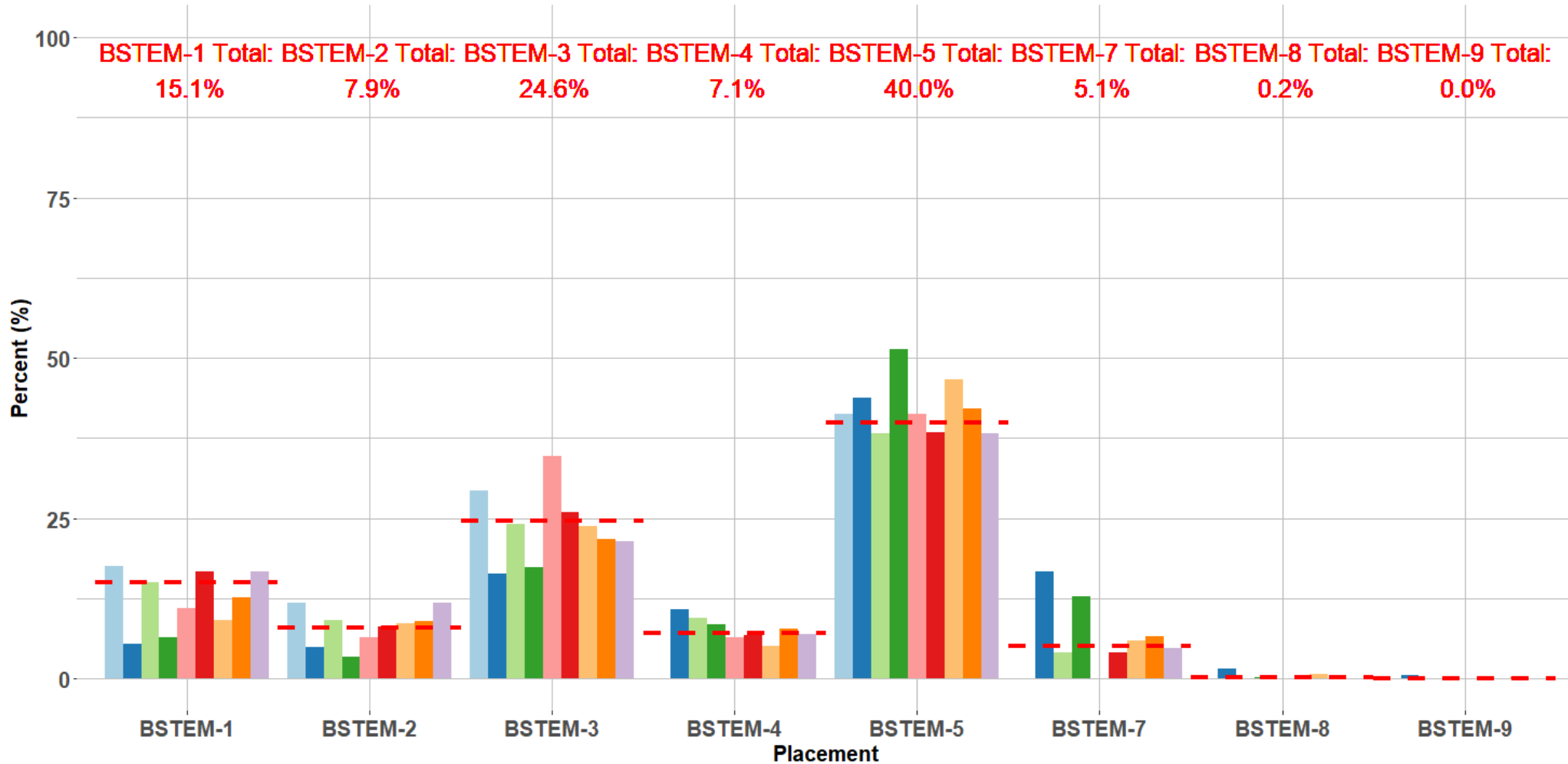
Southwestern College: SLAM Placement by Race/Ethnicity
Fall 2019



BSTEM Placement Results AB1805

Southwestern College: BSTEM Placement by Race/Ethnicity

Fall 2019



- Race/Ethnicity**
- American Indian/Alaskan Native
 - Asian
 - Black or African American
 - Filipino
 - Hawaiian/Pacific Islander
 - Hispanic
 - Two or More Races
 - White
 - Unknown



Placement

SLAM-1 Placement
(MATH-100/110/118
w/support)

SLAM-2 Placement
(MATH-100/110/118
w/support, PSYC/SOC-270)

SLAM-3 Placement
(MATH-100/110/118,
PSYC/SOC-270)

Placed

1,576

1,256

4,755

Enrolled MQR (any)

17.9%

25.2%

31.7%

Enrolled MQR Transfer-Level

3.2%

18.2%

27.1%

Enrolled in SLAM MQR (MATH-100, 110, 118 or PSYC/SOC 270)

2.0%

9.6%

9.3%

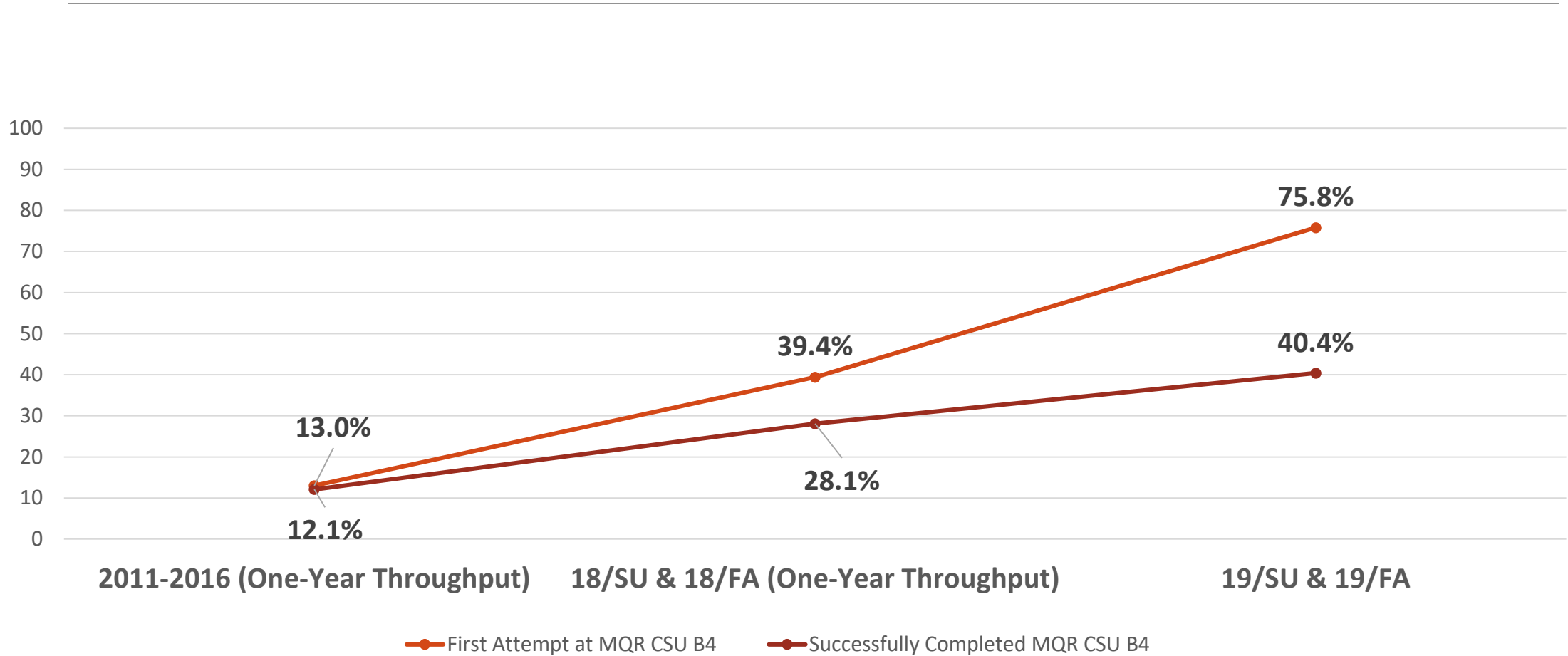
-15.0%

-8.9%

Notes: Uses placement denominator w/ educational goal to degree/transfer (N= 7587)



Transfer-Level Math/QR Completion: First Attempt in MATH Through Time



Note: 18/SU & 18/FA includes students that attempted MATH/QR in 18/SU or 18/FA and successfully completed a CSU B4 applicable course by 19/SP



Successful Completion of CSU B4: First Attempt in MATH/QR

HS GPA	2011-2016 (N = 15,270 w/ GPA)	2018-19 (N = 1541 w/ GPA)	2019-20 (N = 1401 w/ GPA)	
Starting Level	Below Transfer	Below Transfer	Transfer	
0.0 – 1.99	0.5%	0.5%	19.5%	+19.0%
2.0 – 2.39	1.0%	1.7%	29.6%	+27.9%
2.4 – 2.59	NA	2.5%	40.0%	+37.5%
2.6 – 2.99	2.4%	5.9%	38.5%	+32.6%
3.0 +	6.1%	12.7%	61.2%	+48.5%
<i>Total</i>	<i>3.4%</i>	<i>5.9%</i>	<i>50.0%</i>	

Note: Note: 2011-16 Results reflect one-year throughput from first attempt in MATH

Note: Results only displayed for students with HS GPA on record (CAPP, SUHSD Transcript, BusinessObjects (CCCAppl, SUHSD))



Successful Completion of CSU B4: First Attempt in MATH @ any Level

Race/Ethnicity	2011-2016	2018-19	19/SU - 19/FA
Asian	34.5%	51.2%	45.7%
Black/African-American	10.0%*	17.5%*	24.8%*
Filipino	18.7%*	46.3%	55.7%
Hispanic	9.3%*	24.4%*	38.3%*
Two or More Races	13.1%*	41.2%*	39.6%*
White	17.1%*	38.3%*	49.0%
Unknown/Other	12.2%*	17.2%*	35.2%*

Note: Disproportionate Impact highlighted in red for PPG-1 methodology, Asterisk (*) for 80% Index

Note: 2011-16 Results reflect one-year throughput of CSU B4 completion from first attempt in MATH

Note: 2018-19 Results reflect first attempt in MATH/QR in 18/SU and 18/FA and one-year throughput from first attempt. It does not include students with a first attempt in 19/SP.

Transfer-Level Math/QR: Equity Concerns

- **Placement:** Hispanic students placed Math/QR course with support and MATH-72 at higher rates
- **Enrollment:** Following placement, all students enroll in Math/QR course less often compared to Asian & Filipino students, but issue is most severe for Black/African-American students
- **Course Success/Throughput:** Preliminary evidence suggests Black/African-American & Hispanic students less likely to complete transfer-level Math/QR than other students

SCFF: SUHSD Direct Matriculants

- Constitute the largest identifiable group within our first-time in college students
- SCFF Transfer-Level English and Math Completion within first academic year:
 - First-time ever in college students
 - Must successfully complete (grade: A, B, C, P) within first academic year (SU-FA-SP):
 - Transfer-Level English (CSU A2/IGETC 1A English Composition or CSU A3/IGETC 1B Critical Thinking) **AND**
 - Transfer-Level Math/Quantitative-Reasoning (CSU B4/IGETC Area 2)

Class of 2018

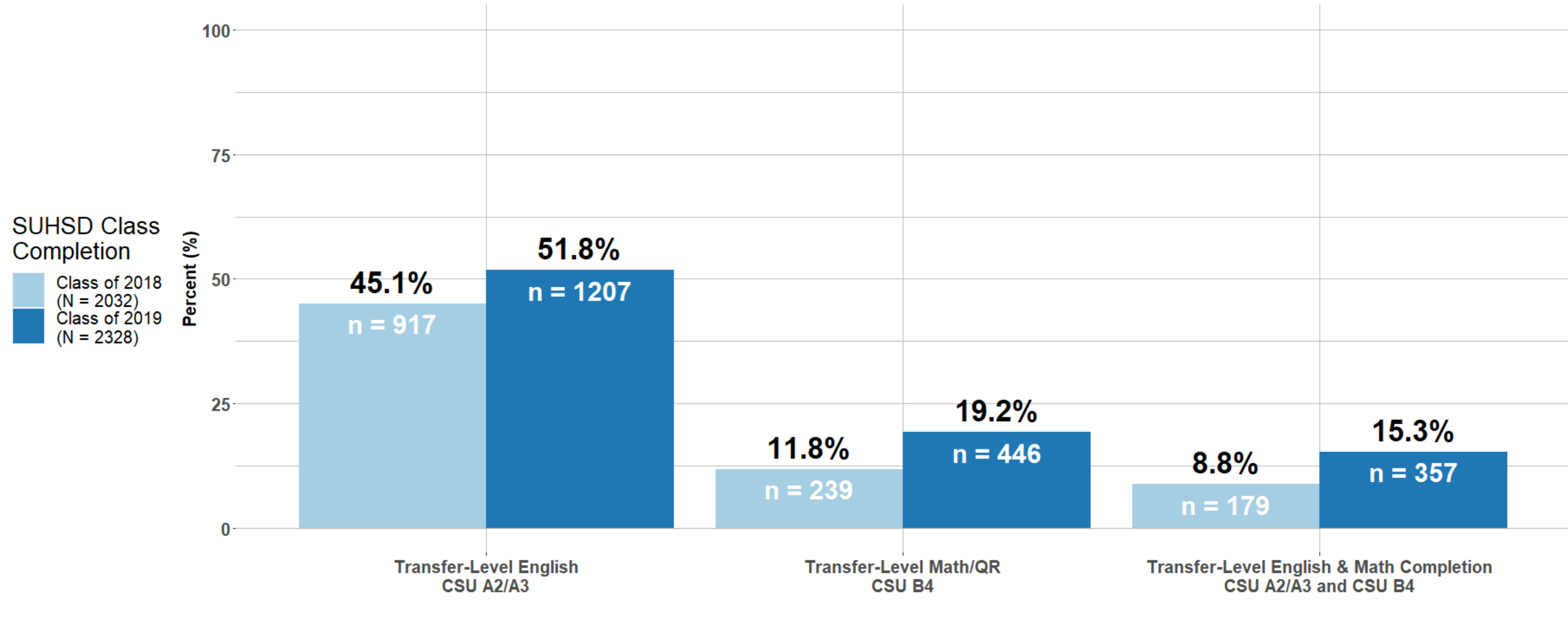
- Enrolled @ SWC in 18/SU or 18/FA: **2,032**

Class of 2019

- Enrolled @ SWC in 19/SU or 19/FA: **2,328**

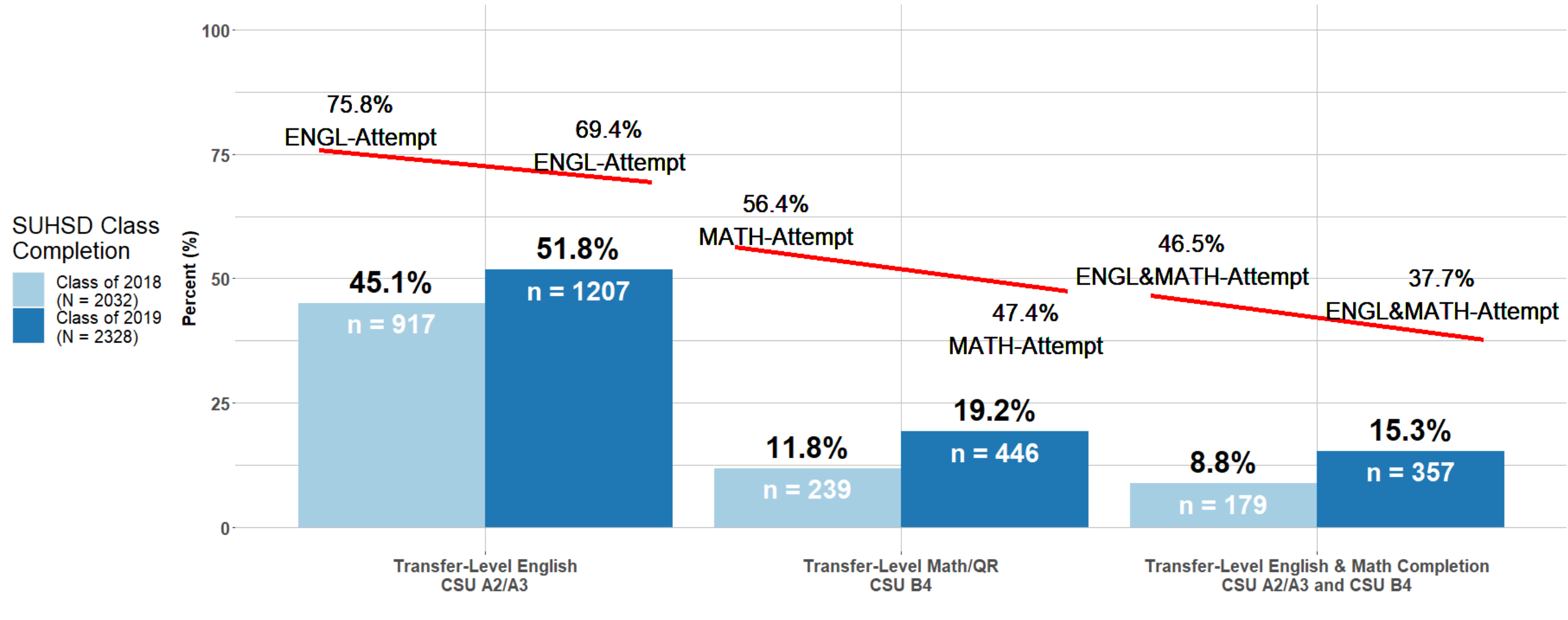
SWC: SUHSD Direct Matriculants Transfer English/Math Completion

First Year SU/FA Attempt & Completion



SWC: SUHSD Direct Matriculants Transfer English/Math Completion

First Year SU/FA Attempt & Completion



Note: Total cohort reflects SUHSD students enrolled at SWC in summer or fall term following completion of high school.

Successful Completion of CSU A3/A2: SUHSD Direct Matriculants

Race/Ethnicity	Attempt ENGL in SU-FA		Successfully Complete CSU A2/A3 in SU-FA	
	Class of 2018	Class of 2019	Class of 2018	Class of 2019
Asian	69.0%	73.0%	51.7%	59.5%*
Black/African-American	67.4%	56.4%*	41.9%*	48.7%*
Filipino	80.6%	82.3%	57.6%	69.8%
Hispanic	75.8%	69.3%	43.4%*	50.9%*
Two or More Races	75.0%	62.8%*	55.7%	50.0%*
White	73.2%	66.7%	45.1%*	43.1%*
Unknown/Other	82.4%	38.5%*	47.1%	23.1%*
<i>Total</i>	<i>75.8%</i>	<i>69.4%</i>	<i>45.1%</i>	<i>51.8%</i>

Note: Disproportionate Impact highlighted in red for PPG-1 methodology, Asterisk (*) for 80% Index

Note: Attempt in ENGL includes courses that could complete CSU A2 or A3 requirements.



Successful Completion of CSU B4: SUHSD Direct Matriculants

Race/Ethnicity	Attempt MATH/QR in SU-FA		Successfully Complete CSU B4 in SU-FA	
	Class of 2018	Class of 2019	Class of 2018	Class of 2019
Asian	69.0%	51.4%	24.1%	21.6%*
Black/African-American	53.5%	38.5%*	11.6%*	12.8%*
Filipino	63.9%	58.9%	27.8%	34.4%
Hispanic	55.4%*	46.3%*	9.4%*	17.6%*
Two or More Races	61.4%	57.7%	21.6%*	23.1%*
White	57.7%	44.4%*	18.3%*	23.6%*
Unknown/Other	41.2%*	33.3%*	5.9%*	7.7%*
<i>Total</i>	56.4%	47.4%	11.8%	19.2%

Note: Disproportionate Impact highlighted in red for PPG-1 methodology, Asterisk (*) for 80% Index
 Note: Attempt in MATH/QR includes courses that could complete CSU B4 requirements.

Summary

- Overall: Increased number and percent of students completing transfer-level English and transfer-level Math/QR when beginning at transfer-level
- Overall: Increased number of first-time in college students (for now: SUHSD direct matriculants) completing transfer-level English and MQR w/in first semester, likely first year
- **Thus far, no evidence that below-transfer placement increases likelihood of transfer-level English completion or transfer-level Math/QR completion**
- While completion of transfer-level English and Math/QR coursework has improved for all students, equity gaps remain:
 - Black/African-American Transfer-Level English completion amongst first-attempters
 - Hispanic Transfer-Level English completion for SUHSD students
 - Black/African-American and Hispanic Transfer-Level MQR completion amongst first-attempters
 - Hispanic Transfer-Level MQR completion for SUHSD students