AMERICAN LANGUAGE DEPARTMENT

AB 705 UPDATE

Presenter:
Elizabeth Casian

Accomplishments

- Creation of AMLA 1A--transfer-level English for English Language Learners
  - One of only a few of such courses offered in California!
  - Spotlighted for its course description and learning objectives by the California Acceleration Project ESL work group
- Redesigned our program courses to better align with our accelerated courses
- Continuation of Guided Self-Placement Process
- Continuation of embedded tutoring through the Writing Center and Cal Poly Pomona
- Creation of several new grammar/speaking/listening/culture courses which will come online in the fall
- Adopting common book and common materials for better access -- eg: our work with the library Right Find grant
- Rewrote our SLOs for both writing and speaking/listening classes
- Increased the number of mirrored courses for equitable access to AMLA courses
- Held department both level-specific and college-wide Communities of Practice

Future Projects

- Delete AQ AMLA recommendations for US high school graduates with fewer than three years of non-ESL English per the new legislation
- Creation of three Certificates of Achievement
  - Foundational English, Advanced Proficiency, Communication
- Collaborations with the Library, Speech, and possibly Counseling departments
- Removal of English 68 pre-req to provide access for ELLs
- Addition of AMLA 1A to courses or degrees
- Updating of the flowchart for ELLs

EFFECTS OF AB 705

STUDENT SUCCESS, THROUGHPUT, AND EQUITY GAPS

Presenter:
Ned Weidner

BRIEF HISTORY OF ELCW AND AB 705

- **Spring 2017** – Piloted 1A/80
- **Fall 2017** ELCW approved open access Corequisite
- **Spring 2018** – AB 705 took effect
- **May 2019** – AQ 2 went into effect. Guided-self placement

TAKING A LOOK AT THE IMPACT OF AB 705?

AB 705 MANDATE: MAXIMIZE THE LIKELIHOOD THAT STUDENTS PASS ENGL 1A IN A ONE-YEAR TIME FRAME.

PRE-AB 705

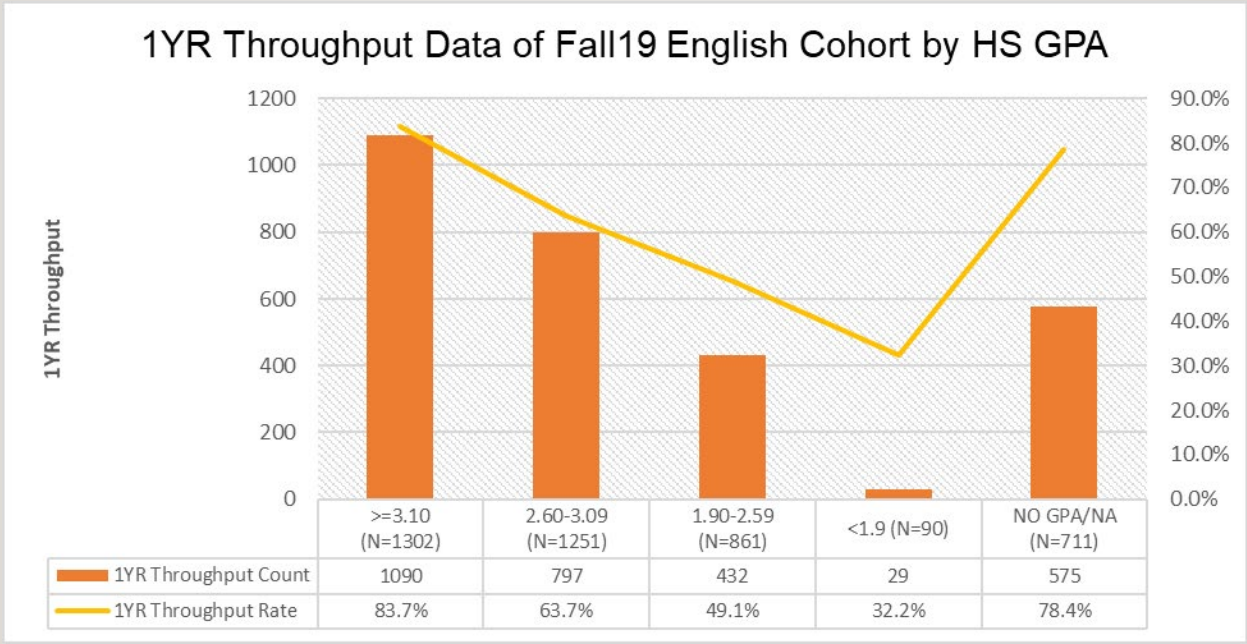
- Throughput for **ENGL 68** for 2016-2017 = **48%**
- **ENGL 1A** Success Rates (2016): **73.1%**
- **Total** number of students who completed ENGL 1A 2017-2018: **4,209**
- **African-Americans** eligible for ENGL 1A = **9%**
- **Latinx** eligible for ENGL 1A = **12%**
- **African-Americans** successful in ENGL 1A 2016 = **25%**
- **Latinx** successful in ENGL 1A 2016 = **28%**

.

POST-AB 705

- Throughput for **ENGL 68**, 2018-2020 = **50%**
- **ENGL 1A** Success Rates Average (2018-2020): **70%**
- **Total** number of students who completed ENGL 1A 2018-2019: **7,705**
- **African-Americans** eligible for ENGL 1A 2020 = **96%**
- **Latinx** eligible for ENGL 1A 2020 = **98%**
- **African-Americans** successful in ENGL 1A 2018-2020 = **50%**
- **Latinx** successful in ENGL 1A 2018-2020 = **64%**

HS GPA DOES CORRESPOND TO COLLEGE SUCCESS



ENGL1A Success Rates by High School GPA Range		With Co-requisite		No Co-requisite		Overall	
CRSID	HSGPA_RANGE*	Enrolled	Success%	Enrolled	Success%	Enrolled	Success%
ENGL1A^	<2.00	166	31.3%	61	49.2%	227	36.1%
	2.00-2.59	1084	42.7%	351	50.1%	1435	44.5%
	2.60-2.99	245	60.4%	1460	57.7%	1705	58.1%
	3.00-3.49	280	71.4%	1981	67.1%	2261	67.7%
	3.50-4.00	108	78.7%	719	80.3%	827	80.0%
	GPA Unknown	716	66.5%	2700	65.4%	3416	65.7%
	Total	**2599**	**54.8%**	**7272**	**64.9%**	**9871**	**62.3%**

* HS GPA data are self-reported by students through Assessment Questionnaire (AQ) ^excluding ENGL1AH

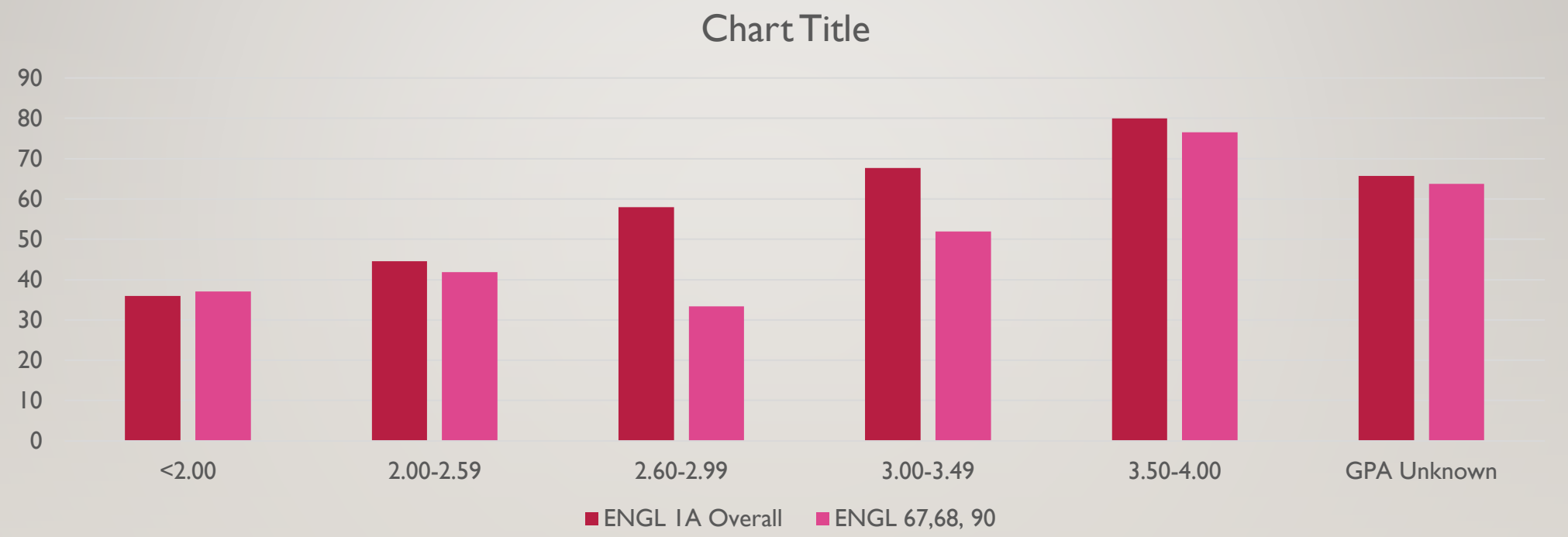
ENGL67,68,90 Success Rates by High School GPA Range		With Co-requisite		No Co-requisite		Overall	
CRSID	HSGPA_RANGE*	Enrolled	Success%	Enrolled	Success%	Enrolled	Success%
ENGL67, ENGL68, ENGL90	<2.00			8	37.5%	8	37.5%
	2.00-2.59	14	57.1%	84	39.3%	98	41.8%
	2.60-2.99	2	50.0%	13	30.8%	15	33.3%
	3.00-3.49	17	29.4%	35	62.9%	52	51.9%
	3.50-4.00	3	100.0%	14	71.4%	17	76.5%
	GPA Unknown	26	61.5%	253	64.0%	279	63.8%
	Total	**62**	**53.2%**	**407**	**57.5%**	**469**	**56.9%**

* HS GPA data are self-reported by students through AQ

GPA, PLACEMENT, AND THROUGHPUT

- Since 2018, every **single GPA range** has had a higher success rate if they start at ENGL 1A as compared to starting in a lower-level course.

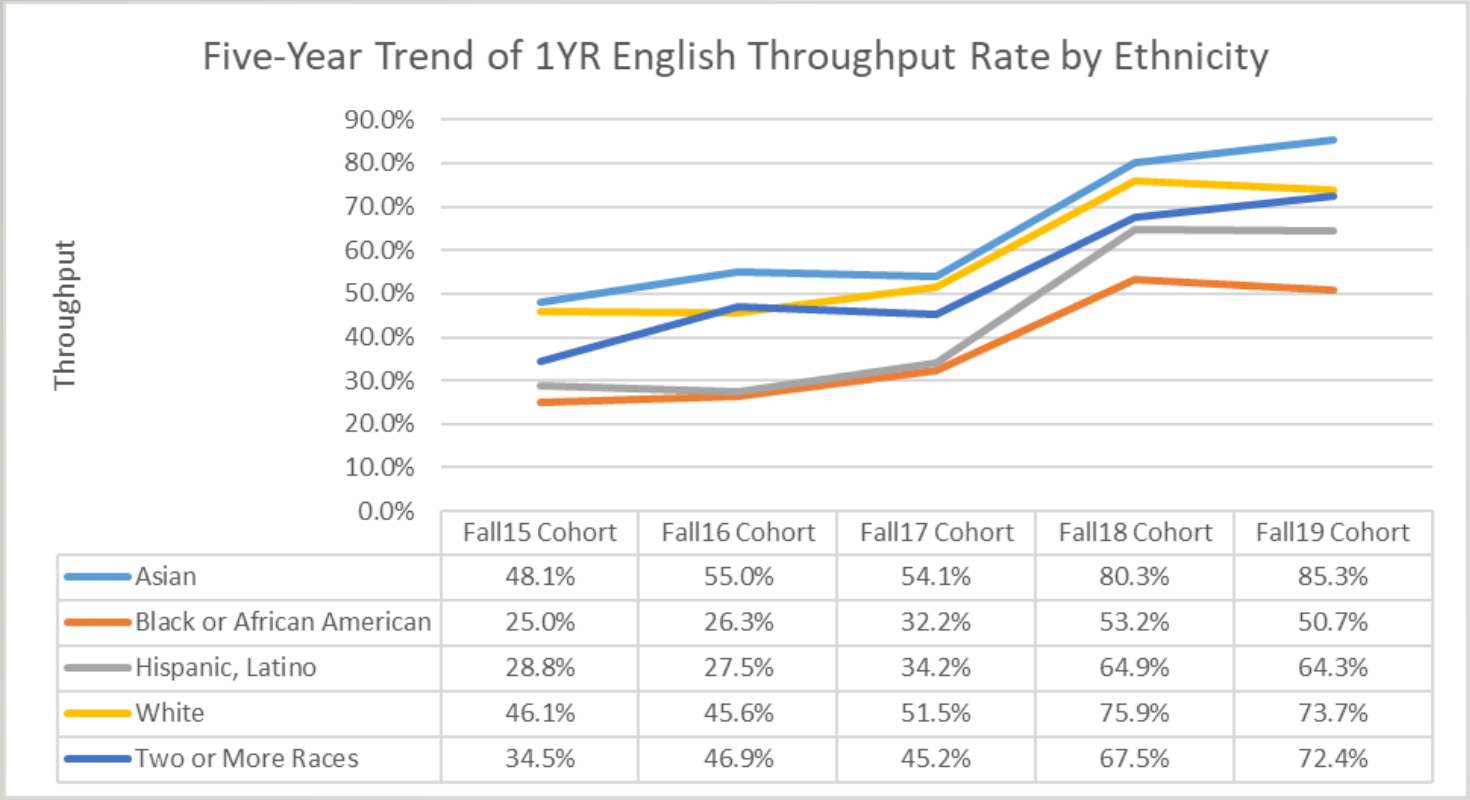
GPA, PLACEMENT, AND THROUGHPUT



ARE ANY GROUPS SUCCEEDING MORE?

- ENGL 1A courses linked with other courses like ACCESS or Speech succeed at higher numbers.
- This suggests more linked classes with special interests need to be created.

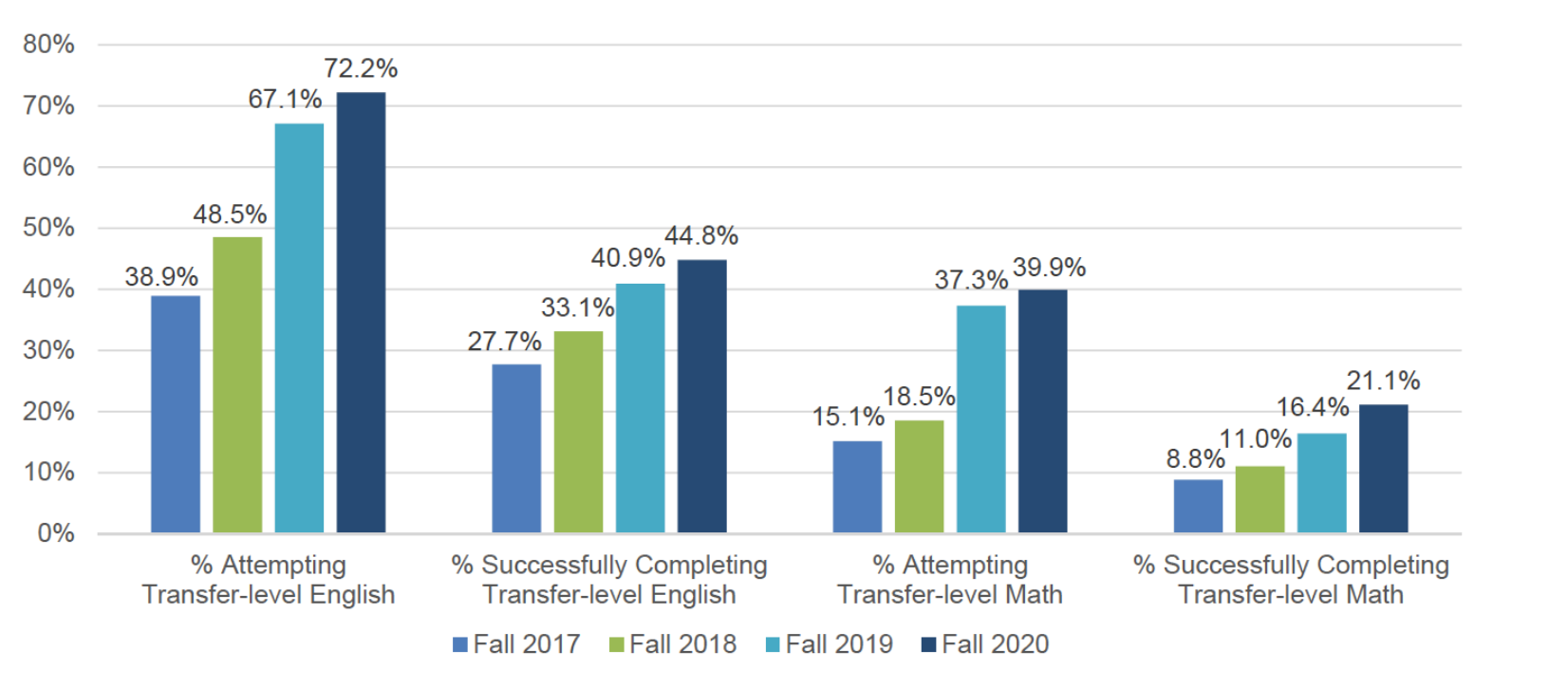
EQUITY GAPS AND AB 705



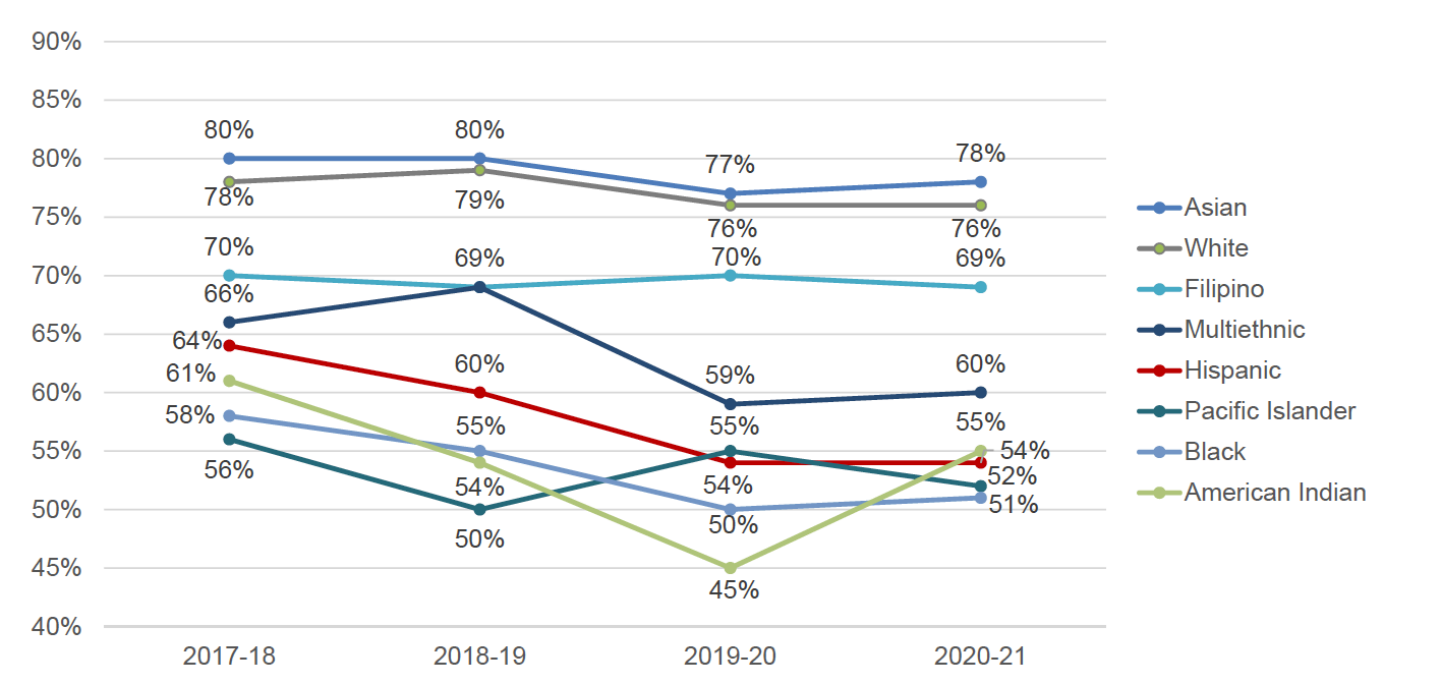
	Fall15 Cohort	Fall16 Cohort	Fall17 Cohort	Fall18 Cohort	Fall19 Cohort
Asian	48.1%	55.0%	54.1%	80.3%	85.3%
Black or African American	25.0%	26.3%	32.2%	53.2%	50.7%
Hispanic, Latino	28.8%	27.5%	34.2%	64.9%	64.3%
White	46.1%	45.6%	51.5%	75.9%	73.7%
Two or More Races	34.5%	46.9%	45.2%	67.5%	72.4%

- Increasing access to transfer-level courses is a rising tide that lifts all boats. But equity gaps still persist.

WHAT HAPPENS WHEN SCHOOLS ONLY MARGINALLY INCREASE ACCESS TO ENGL 1A?



STUDENTS COMPLETING TRANSFER-LEVEL ENGLISH BY ETHNICITY LACC



- Data from LACC suggests that when students are given more access to developmental courses, Latinx, Black, Native, and Multi-ethnic student groups see larger decreases in student success rates than other student groups.
- Translation: **Equity gaps increase when students are given more access to developmental courses.**

WHY DOES INCREASING ACCESS TO DEVELOPMENTAL COURSES INCREASE THE EQUITY GAP?

- Statewide Black and Latinx students disproportionately place themselves in remedial coursework. – RP Group, CAP
- "Results support the finding that changes to assessment and placing students directly into transfer-level English and math courses enables more students not only to enroll, but also succeed in transfer-level coursework." – RP Group, January 2021
- "When colleges disproportionately steer Black and Latinx students into remedial courses, it places them at a structural disadvantage, starting college a semester or more behind their peers who begin directly in a transferable, college-level course." – CAP
- The RP Group has found that increased access for all groups also increases "throughput rates…substantially among all groups." RP Group

EXCEPTIONS TO THE RULE: "SOME" ACCESS AND DHH STUDENTS

- Of the students enroll in the ACCESS linked, ENGL 68 for the past two-years, 80% of them took ENGL 1A prior (at least once) and failed. This shows some students need more time in the classroom and more support. - Barkman ACCESS study
  - Note: ACCESS students are given significantly more support than the rest of our student body. If we want an apples to apples comparison, we need to start giving the rest of our student population the same support.
  - Note: The N on this data is too low to fully accept as accurate. We need a longer study looking at this. Barkman is working on it now.
- DHH students are English language learners and need to be classified as such. Throughput for DHH students starting in ENGL 67 = 0.0%.
  - Note: ELL students get three-years to complete transfer-level coursework.

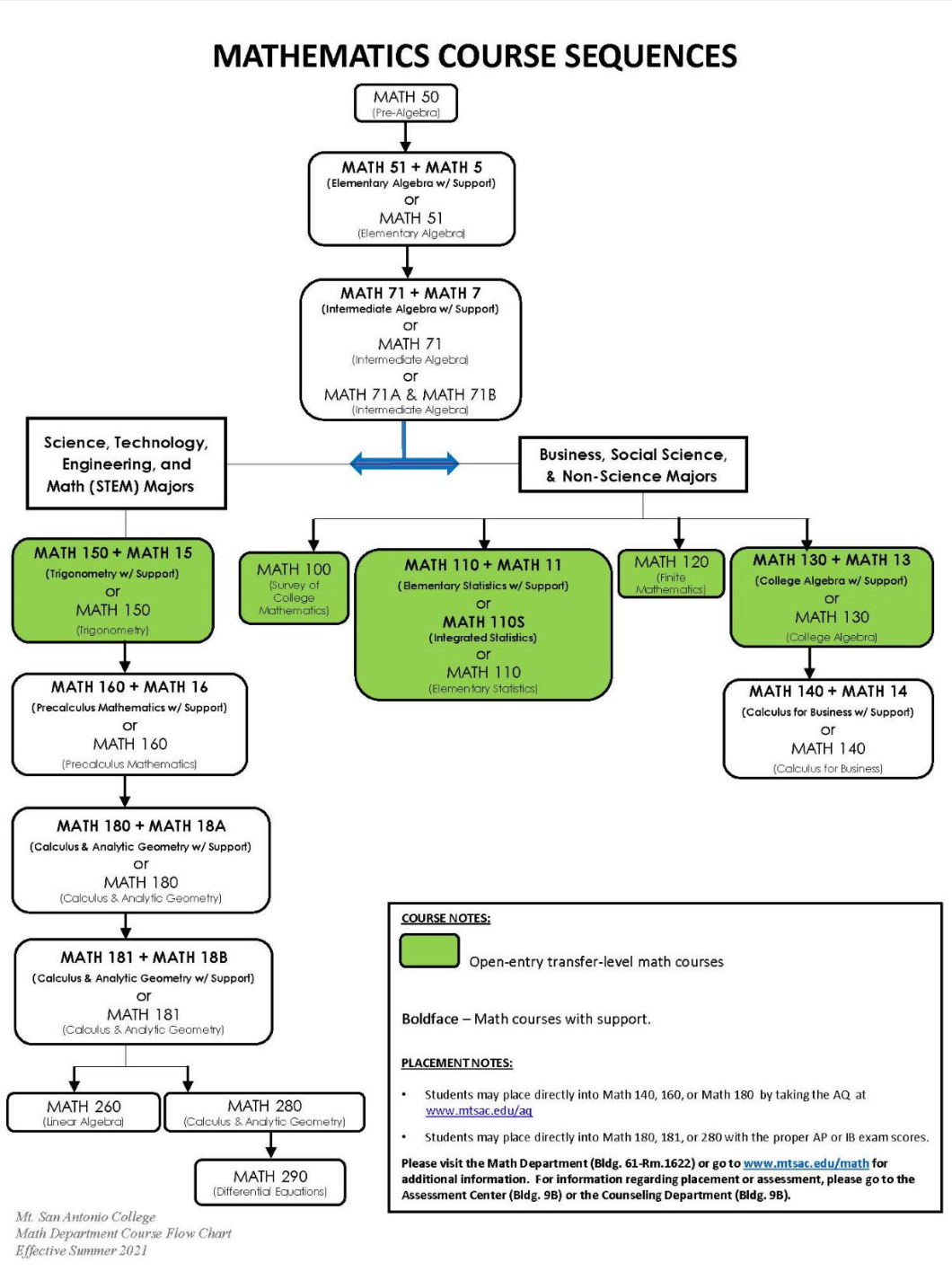
STEPS FORWARD

- First-year experience program
- Special population linked and supported classes (ACCESS, Rising Scholars, MMI, etc.)
  - Problem with this is funding. Bridge is tapped out. We are working with others, but we need a FYE or more linked classes/learning communities.
- Re-think our TC program
- More Communities of Practice
  - Over the past five years, of those faculty who have participated in the ELCW communities of practices on average they have 6% higher success rates and 7% smaller equity gaps.
- Normalize individual data reflection

MCS DEPARTMENT AB 705 REPORT

FEBRUARY 15, 2021

Presenter:
Jimmy Tamayo



Math Flowchart: August 2021

- Five entry-level courses: MATH 100, MATH 110, MATH 120, MATH 130, and MATH 150
- Pre-transfer level courses still available: MATH 50, MATH 51, MATH 71, MATH 71A, and MATH 71B
- Corequisite courses offered: MATH 5, MATH 7, MATH 11, MATH 13, MATH 14, MATH 15, MATH 16, MATH 18A, and MATH 18B
- MATH 285 not listed on flowchart

Fall 2021 MCS Curriculum Work

- MCS Equity Committee proposed redesign of entry-level courses during Flex Day
- Two committees formed to examine creation of new BSTEM-Algebra course (MATH 135) and redesign of MATH 130 or creation of Liberal Arts Algebra
- Design of new Elementary Teaching math course in conjunction with Cal Poly Pomona
- All course design occurred prior to release of AB 705 Memo
- Committees presented proposals during December 2021 department meeting

AB 705 Memo and MCS Department

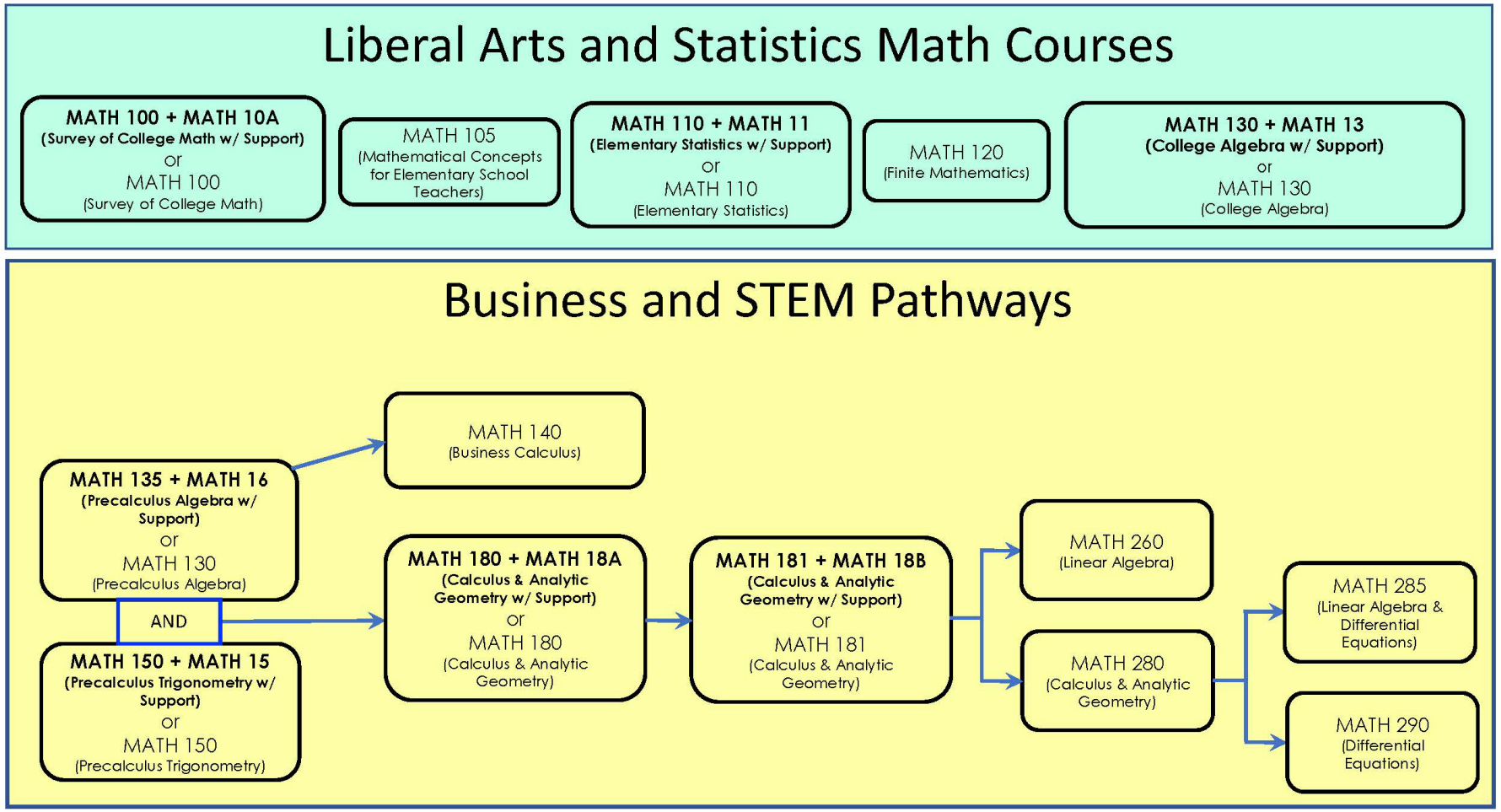
Lengthy discussion on AB 705 Memo during November 2021 department meeting.

During December 2021 department meeting, department voted for “Option 3 under duress” due to insufficient data to support continuation of pre-transfer level courses.

Department agreed to remove all pre-transfer level courses (MATH 50, MATH 51, MATH 71, MATH 71A, MATH 71B, MATH 5, MATH 7) and MATH 14 from curriculum.

December 2021 MCS Approval of Redesign of Curriculum

- Approved redesign of MATH 130 to be terminal course that can be transfer-level replacement for MATH 71.
- Approved new MATH 105 – Mathematical Concepts for Elementary School Teachers course.
- Approved new MATH 135 – Precalculus Algebra course to streamline STEM pathway and give students options for entry points into STEM pathway.
- Approved MATH 135 + MATH 150 as new prerequisite for MATH 180, thus eliminating MATH 160. MATH 150 to be renamed Precalculus Trigonometry.
- MATH 140 prerequisite changed from MATH 130 to MATH 135 to allow easier transition for students to STEM pathway.



Math levels 100 and above are College-Level and Transferable courses.

Math Flowchart: December 2021

AB 705 Memo Meetings

Administration supported MATH 71 and found that offering the course would be in accordance with Ed Code section 55063.

Department was directed to stop offering MATH 16, MATH 18A, and MATH 18B beginning Fall 2022.

Faculty continued discussion on curriculum in response to loss of corequisites and to improve equity for students in STEM pathway.

Newest Proposal for March 2022 MCS Department Meeting

Reintroduce

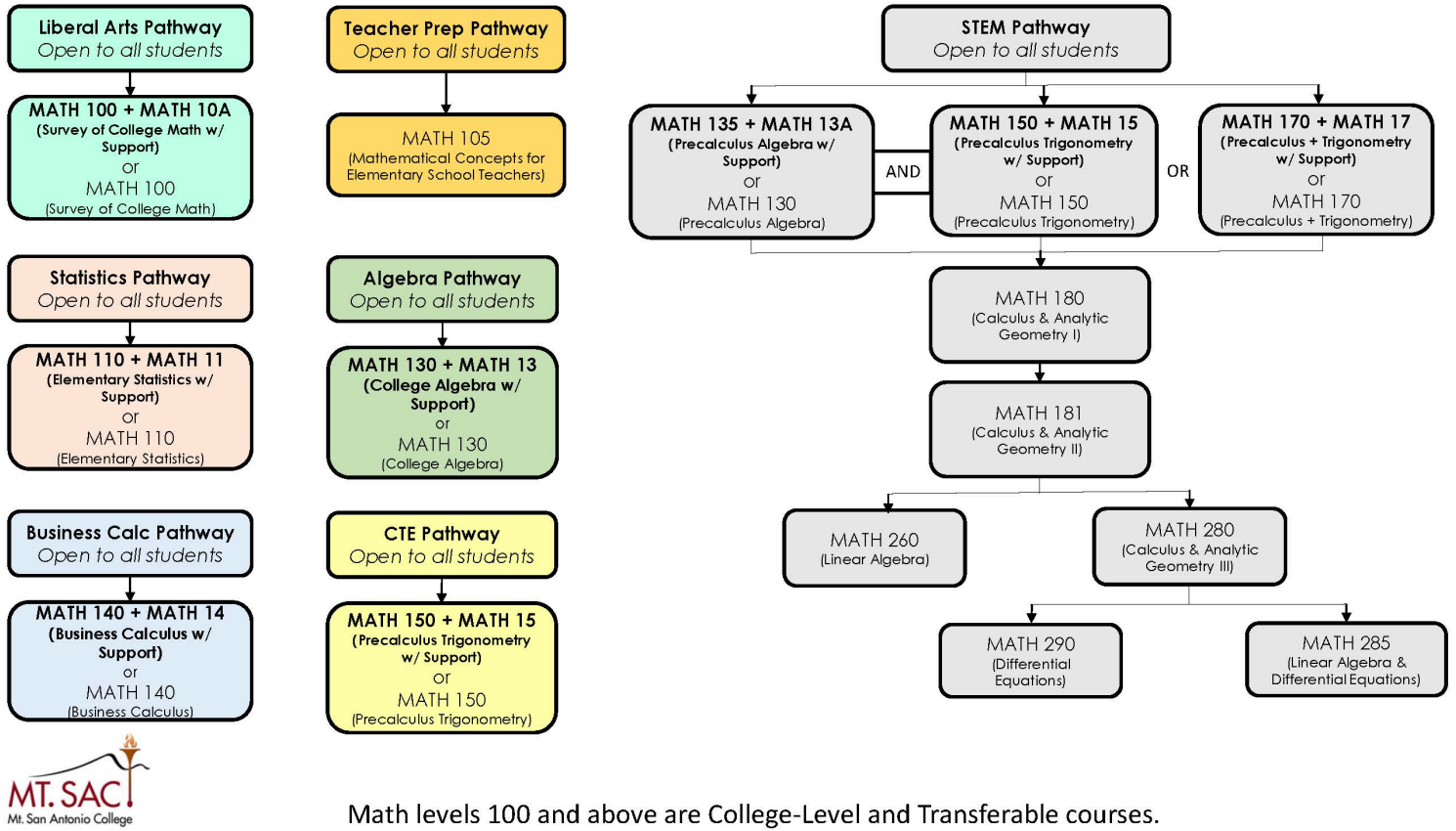
Reintroduce a standalone, entry-level precalculus + trigonometry course (MATH 170) as alternative pathway to MATH 135 + MATH 150 pathway to calculus.

Change

Change MATH 140 to be an entry-level course. This is in line with the C-ID for Business Calculus.

Reorganize

Reorganize flow chart into separate pathways so students can determine their math pathway more easily depending on their major.



Math levels 100 and above are College-Level and Transferable courses.

Proposed Flowchart Pending MCS Department Approval

- Separated by pathway
- Nine entry-level math courses
- Alternative entries into STEM pathway
- Currently omits MATH 71 and MATH 120
- Corequisite courses only on entry-level courses (except MATH 105 and MATH 120)
- MATH 135 and MATH 170 to be first offered Fall 2024 due to UC-transferability.

Research & Institutional Effectiveness

AB705

Presenter:
Maria Tsai

Recent California Community Colleges Chancellor's Office Mandated AB705/AB1805 Reporting and Data Submissions

- AB705 Validation of Practices Data Submission Form, Deadline 1/15/2021
- AB705 ESL Adoption Plan Submission, deadline 7/1/2021
- AB1805 Reporting Submission, deadline 7/9/2021
- AB705 English and Math Improvement Plan Submission, deadline 3/11/2022. Mt.SAC asked for and was granted an extension to May 11, 2022

Table 1. Students with a Degree or Certificate Goal in Programs with Math Requirements Not Satisfied by Transfer-level Coursework								
	Students Enrolled in College-Level or Below			Students Enrolled Directly in Transfer Level with or without a Corequisite			Throughput Rates	
Degree Goal	1. Total Enrolled	2. Subtotal who Completed College-Level or Higher within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level or Higher within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Maximize Throughput?
Overall	**0**	**0**		**0**	**0**			
GPA Unknown								
Highest GPA Band*								
Middle GPA Band**								
Lowest GPA Band***								

B-STEM GPA Bands:
*Highest: HSGPA ≥ 3.4 OR HSGPA ≥ 2.6 AND enrolled in a HS Calculus course
**Middle: HSGPA ≥2.6 or Enrolled in HS Precalculus
***Lowest: HSGPA ≤ 2.6 and no Precalculus

Table 2. Students with a Transfer Goal including Unknown and Undecided								
	Students Enrolled in College-Level or Below			Students Enrolled Directly in Transfer Level with or without a Corequisite			Throughput Rates	
Transfer, Unknown, Undecided Goal	1. Total Enrolled	2. Subtotal who Completed Transfer-Level within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer Level within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Maximize Throughput?
Overall	**0**	**0**		**0**	**0**			
GPA Unknown								
Highest GPA Band*								
Middle GPA Band**								
Lowest GPA Band***								

B-STEM GPA Bands:
*Highest: HSGPA ≥ 3.4 OR HSGPA ≥ 2.6 AND enrolled in a HS Calculus course
**Middle: HSGPA ≥2.6 or Enrolled in HS Precalculus
***Lowest: HSGPA ≤ 2.6 and no Precalculus

AB705 Improvement Plan Data Template Requirements

1. For Math cohort –identifies students from Fall 2019 through fall 2020, who started their very first math sequence course levels and tracked them for one year (two regular terms including the initial term) to see if they complete a transfer-level math within the timeframe.
2. Disaggregate cohort students by educational goal into two groups: students with an Associate degree or Certificate goal, and students with a transfer goal (including undecided).
3. Further disaggregate cohort students by HS GPA and highest math level enrolled using B-STEM GPA bands:
   *Highest: HSGPA ≥ 3.4 OR HSGPA ≥ 2.6 AND enrolled in a HS Calculus course
   **Middle: HSGPA ≥2.6 or Enrolled in HS Precalculus
   ***Lowest: HSGPA ≤ 2.6 and no Precalculus.
4. Populate college data into the template to calculate throughput rates.
5. Compare the overall one-year throughput rates of each cohort group by educational goal and by the level of their initial math course to determine maximization.

Mt.SAC Math Cohort Data points:

- Great majority of Mt.SAC math cohort students were identified in the transfer goal group (N=8480, 90.7% vs. N=865, 9.3%)
- Three fourths of cohort students (75%) started their initial math at transfer level and 25% of them started below transfer level by choice.
- The gap of average throughput rates between cohort students started below transfer and those started at transfer level is much greater for students with a transfer goal than with a degree or certificate goal (50% vs. 15%).
- Cohort students in higher HS GPA bands tend to have higher throughput rates.
- Overall, no maximization for MT.SAC cohorts who started below transfer level, regardless of educational goals. For subgroup, only the highest GPA band group of students with degree or certificate goal who started below transfer show maximization of throughput rate.