

Program Completion at BC: A Data Context

Guided Pathways Implementation Team Presentation to
Academic Senate | April 25, 2018

California's Landscape: A Shift in Focus toward **Program Completion**

- CCCCO Vision for Success
- Proposed Funding Formula
- Cross-System Focus on Baccalaureate Completion
 - Transfer pathway agreements

CCCCO VISION FOR SUCCESS

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

Cross-System Focus on Completion & Transfer

CSUs: Associate Degrees for Transfer	UCs: UC Pathways
<p>SB 1440: Student Transfer Achievement Reform Act</p> <p>Fall 2011:</p> <ul style="list-style-type: none">-CCC development of Associate Degrees for Transfer-Guaranteed Admission to CSU system with Junior Status	<p>April 2018 MOU: “Enhancing Student Transfer”</p> <p>Fall 2019:</p> <ul style="list-style-type: none">-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 <p><i>*Existing Transfer Admission Guarantees (TAGs) retained</i></p>

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*



THROUGH THE GATE

BC's Landscape:

A Shift in Focus toward **Baccalaureate Completion**

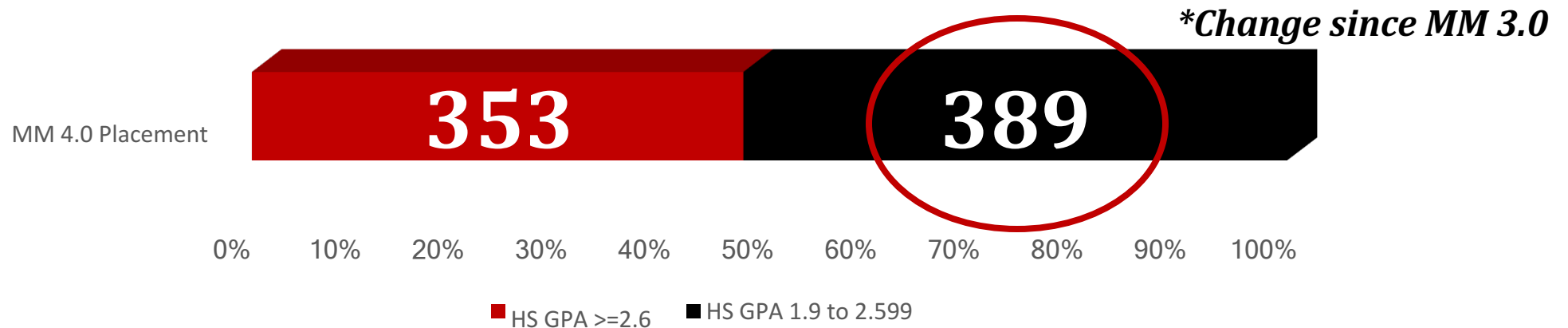
- Evolution of placement practices
- Utilizing data to understand course success vs. throughput
- Examining equity impact of current practice

Evolution of Multiple Measures at BC

MM 1.0: 2014-2016	MM 2.0: 2016-2017	MM 3.0: 2017-2018	MM 4.0: 2018-2019
To Place in ENGL 1A	To Place in ENGL 1A	To Place in ENGL 1A	To Place in ENGL 1A
<ul style="list-style-type: none"> EAP (college ready) EAP conditional with ERWC (with C or better) HS GPA 3.0 or above & "B" in last English class & four years of English with C or better AP English Jr/Sr year with grade of B Reading score of 06 Nine of any potential A-G 	<p><i>AP, CREP, EAP and ERWC all count</i></p> <p><u>Direct enrollment</u> CUM Jr. GPA \geq 2.6 transfer</p> <p><u>Delayed enrollment</u> CUM GPA \geq 2.6 transfer</p> <p>*Use the approach that places student highest</p>	<p><i>AP, CREP, EAP and ERWC all count</i></p> <p><u>Direct enrollment</u> CUM Jr. GPA \geq 2.6 transfer</p> <p><u>Delayed enrollment</u> CUM GPA \geq 2.6 transfer</p> <p>*Use the approach that places student highest</p> <p><i>About 70% of students place into ENGL B1A</i></p>	<p><i>AP, CREP, EAP and ERWC all count</i></p> <p>HS GPA \geq 1.9</p> <p><i>About 85% of students place into ENGL B1A</i></p>

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*

So, how are they doing?

Defining Throughput Rates

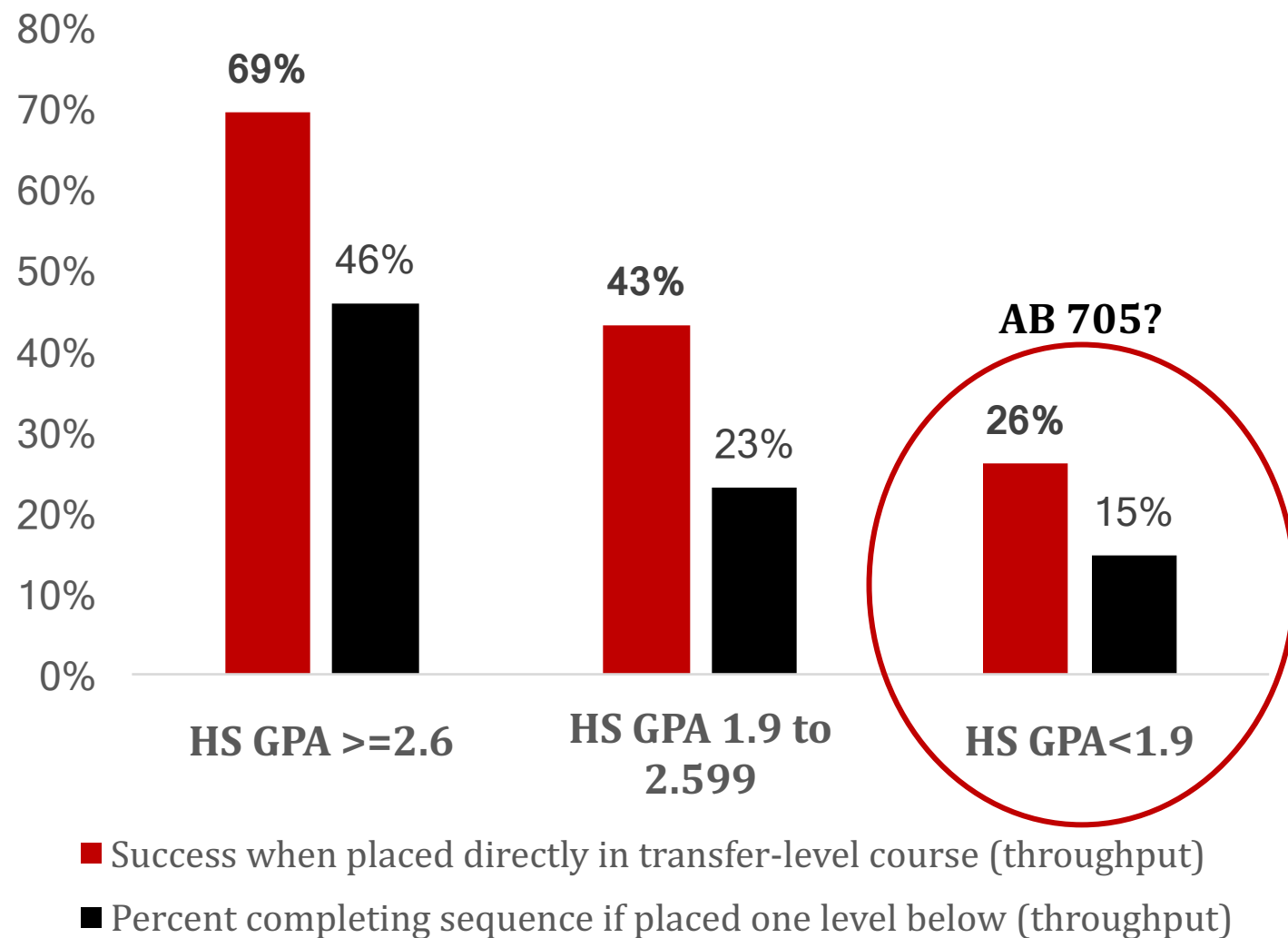
The proportion of a cohort of students who complete the *transferable or gateway math or English* course within a certain time frame

*Analysis Timeframe: Within one year (two primary semesters)

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.

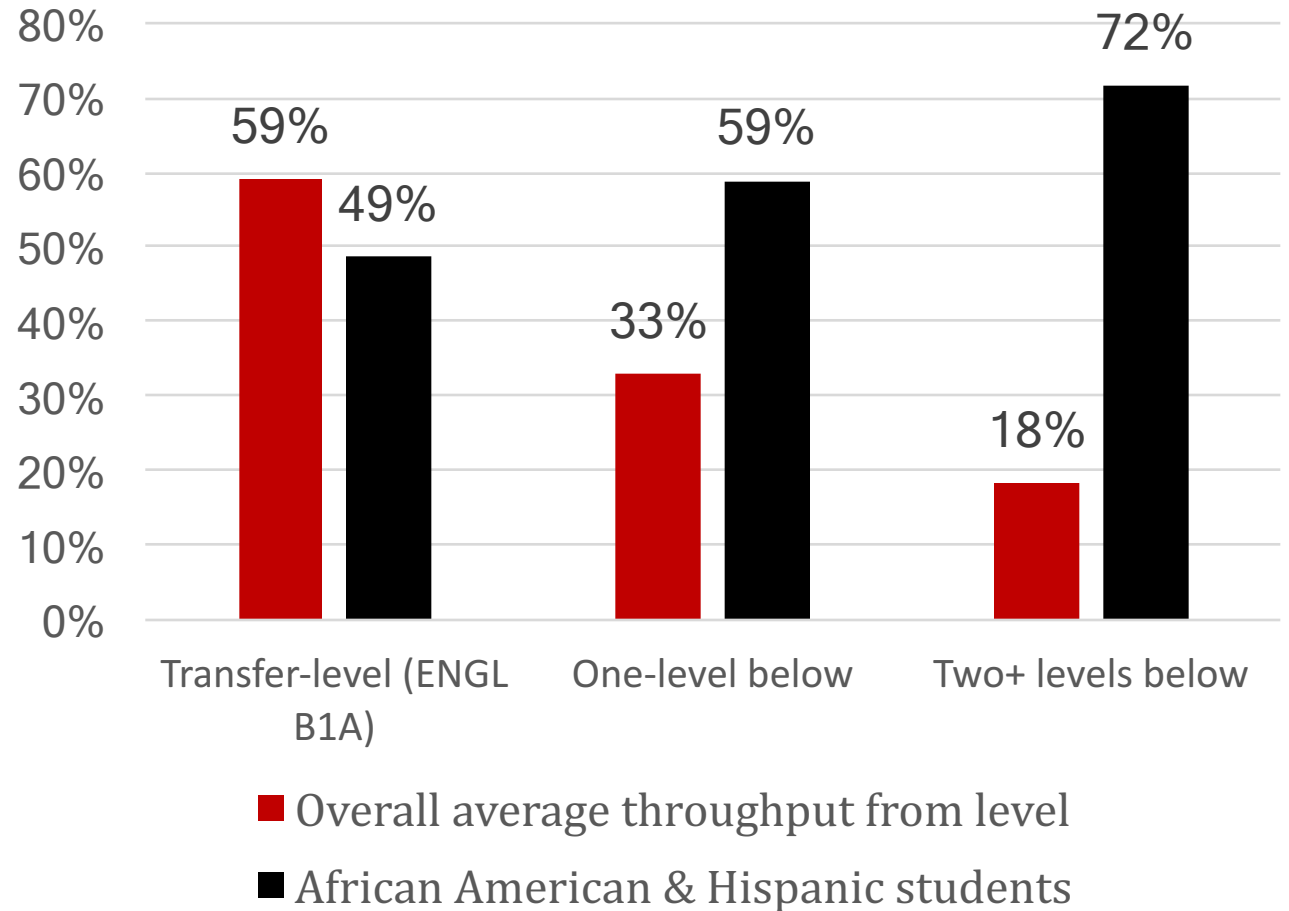
Success and throughput rates for students with three different HS GPA profiles – BC data



**Data provided by the BC Office of Institutional Effectiveness*

Placement is an equity issue

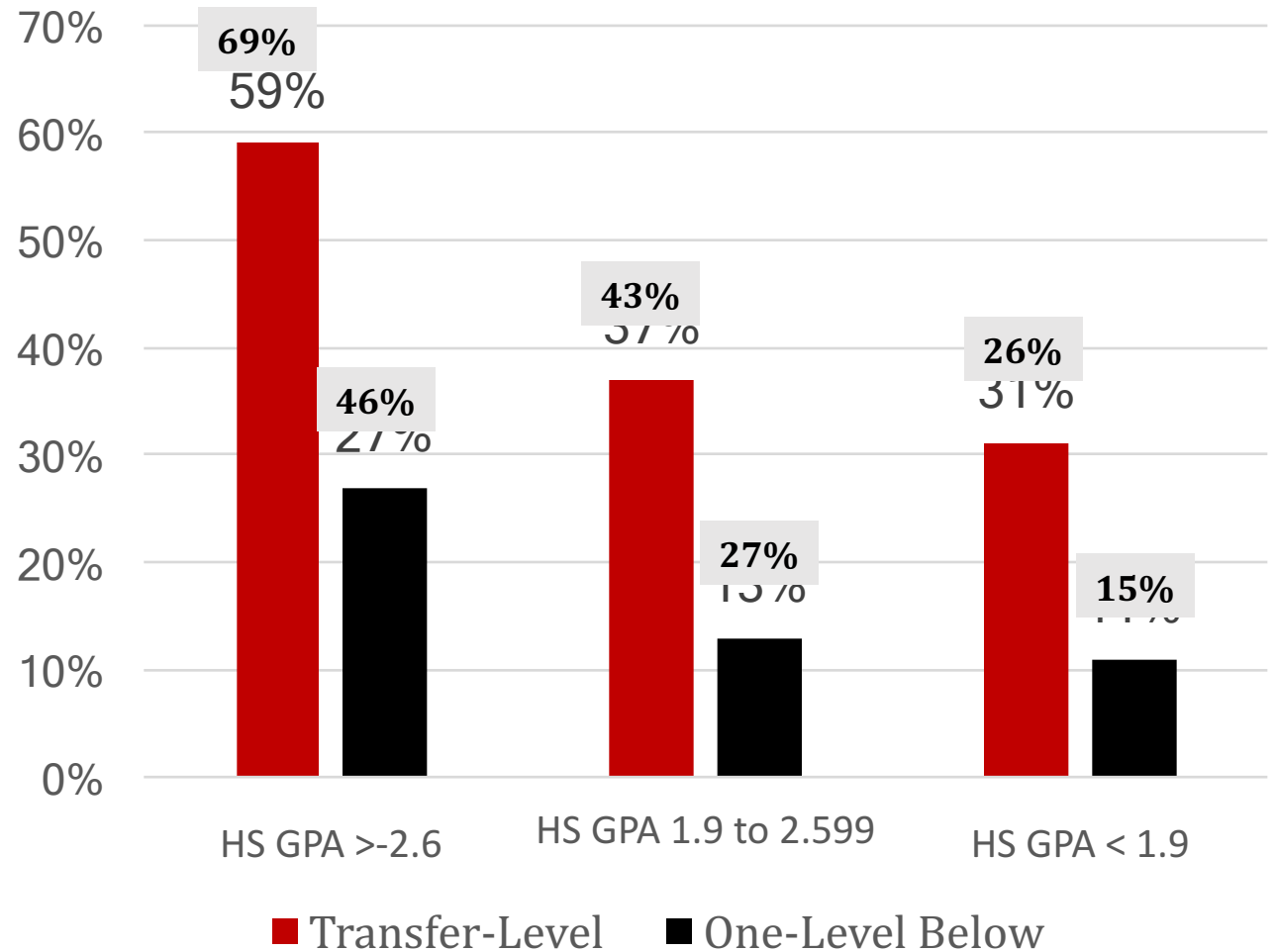
Many more BC students of color are placed into the remediation levels with the lowest throughput



**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?

CSUs: Executive Order 1110

Fall 2017: Assessment & Placement

- Retired placement test except for upward placement
- Use of MMs

Fall 2018: Developmental Education

- Developmental Education not required
- Boosting support

Fall 2019: Early Start

- Credit-bearing Early Start Co-Requisites and concurrent supports

CCCs: AB 705

Fall 2019: Placement & Program Progression

- Use of MMs
- Optimize probability of Transfer-Level math* and English in first year
- Optimize probability of ESL sequence in 3 years
- Placement in remedial only if determined to be “highly unlikely” to success in transfer and placement in remedial improves throughput

**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*

VISION FOR SUCCESS: INCREASE the number of student earning credentials by at least **20%**

AB 705: Understanding the Intended Outcomes of the Law

Vision for Success	AB 705
INCREASE the number of student earning credentials by at least 20%	A community college district or college shall not require 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.
INCREASE the number of students who transfer by 35%	A community college district or college may require students to enroll in additional concurrent support , 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.
REDUCE average units accumulated by students who complete degrees to 79	The community college district or college shall minimize the impact on student financial aid and unit requirements for the degree by exploring embedded support and low or noncredit support options.

BC MM 4.0 Comparison to AB 705

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