ACADEMIC SENATE, BAKERSFIELD COLLEGE: RESOLUTION NO.4

Re: AB 705 Default Placement Rules.

Whereas: Bakersfield College implemented AB 705 Default Rules in the Summer of 2018 after implementing MMAP 2.0 multiple measures for the last 4 years with data proven success;

Whereas: The data available from Bakersfield College comparing success rates of previous MAPP 2.0 multiple measured students in Summer transfer level English classes, averaging a 78% success rate, with students subject to the default placement guidelines has revealed success rates far lower than those predicted by the state, and a concomitant overall increase withdrawal rate and an overall decrease success rate with students enrolled in such classes;

Whereas: The Summer 2018 data from the implementation of the default placement guidelines for transfer level English at Bakersfield College is not adequately serving our students with low high school grade point averages, as well as to the returning, ongoing students with higher high school grade point averages;

Whereas: The state predictive analyses used for the default guidelines contains inaccurate assumptions, such as the assumption students in the MMAP data who were historically placed by another means beyond their grade point average into transfer level classes represented the success rates for all students exhibiting that high school grade point average throughout the state;

Be It Resolved: The Academic Senate for California Community Colleges urge local colleges to evaluate the success rates of their students subject to the default placement guidelines comparing the data to the statewide average;

Further Be It Resolved: The Academic Senate for California Community Colleges open communication with partners with regard to implementing a different set of default guidelines replicating the data-supported work of previous MAPP.

Actual AB 705 Implementation Success Data at Bakersfield College

Bakersfield College began implementing multiple measures I 2014-15 with a small cohort of 500, that grew to 1500 (2015-16), then all first time in college students (FTIC) (2016-17), and to all student in 2017-18 using the MAPP 2.0 tested and data supported placement rules with 2.6 as the HSGPA for transfer English and Math classes at about the same GPA but more complicated due to the many different math courses.

In Summer 2018 Bakersfield College implemented the MAPP Default guidelines (on next page) and has analyzed data regarding the success rates in that experiment. The comparison of summer 2017 and summer 2018 represent the difference between the MAPP 2.0 collaboratively developed guidelines and the current Default Placement Guidelines. The comparison reveals that the predicted success rates (during our most successful term of the year for all courses) were far below the predicted default placement rate. The students in the middle GPA of 1.9-2.5 were predicted to succeed at 58% but they succeeded at only 46%. And using the previous multiple measures with MAPP 2.0 the success rate was 75% for this HSGPA group

Bakersfield College English 1A data Pre- AB705 Guidelines (Summer 2017) and Post AB705 Guidelines (Summer 2018)			
	Summer 2017	Summer 2018	Change
Number HS GPA 2.6-4.0 (percent)	80 (83%)	247 (81%)	↓2%
Number HS GPA 1.9 - 2.5 (percent)	16 (17%)	57 (18.7%)	↑1.7%
Average Grade English 1A HS GPA 2.6-4.0	2.6	2.4	↓0.2%
Average Grade English 1A HS GPA 1.9-2.5 (placed by other measures)	2.3	1.8	↓0.5%
Withdrawal HS GPA 2.6-4.0 (percent)	3 (4%)	33 (13%)	↑9%
Withdrawal HS GPA 1.9 - 2.5 (percent)	0 (0%)	11 (19%)	↑19%
Overall English 1A withdrawal (percent)	25 (5%)	83 (13%)	8%
Success HS GPA 2.6-4.0 (percent)	60 (75%)	160 (65%)	↓10%
Success HS GPA 1.9 - 2.5 (percent)	12 (75%)	26 (46%)	↓29%
Overall English 1A Success (Percent)	386 (78%)	447 (68%)	↓10%
All students enrolled in Eng B1A by Any measures, basic skills path, etc	494 (19.4% FTIC)	661 (46.1% FTIC)	↑26.7% FTIC
**FTIC is first time in college			

Conclusions:

The overall success rate for all students declined by 10%. While 61 more students got through throughput) fewer students who typically pass with higher GPAs were successful. The classroom

Management was negatively impacted. The previous multiple measures were monitored and implemented with caution. The default placement rules were a supposition and the early data shows it is too costly.

Can colleges afford this failure rate? For students this was their first and last attempt at colleges. Add these data to the previously reported FTIC success and retention rate and we have just created a machine that is dedicated more to **lack of success** than success; to throwing people in the deep end, than training and competency. While the goal is to get students through, many students need a win for their first college class.

Before this experiment with research and predictive analytics driving curriculum we had challenges:

   Only about one-half {55%) of all FTIC students ended their first term with grade point averages {GPAs) above or equal to 2.00.
   Full-time enrollment has increased from 2012 to 2017 among FTIC students, yet on average fewer than 25% of these students earned at least 12 units in their first term at BC.

   Across all FTC cohorts, full-time students earned on average 68% of their attempted units, compared to part-time students who earned 57% of the units they attempted.

   Two-thirds {65%) of all FTIC students ended their first semester with at least one D, F, or W grade.

   Additionally, two-thirds (70%) of FTIC students across all cohorts dropped at least one course; within each cohort, the percentage of students who dropped all courses ranged from 6% to 9%.

Who would begin to assume that students who cannot pass high school should also be thrown into these classes by the last band in the default rules for English? We need to be innovative and proactive but this process is fraught with danger for our students and our institutions.