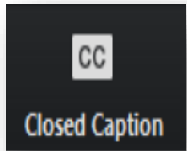


Moving from Compliance to Ensuring Learning: Conducting Ongoing Examination, Evaluation and Reflection

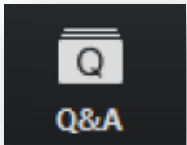
Equitable Placement and Completion Learning Series
February 14, 2022



Webinar Logistics



Click the Closed Caption (CC) tab to read live captions



Click the Question & Answer (Q&A) tab to enter questions for the presenters and to read their responses

Presenters

Aisha Lowe – CCCCCO Vice Chancellor, Educational Services and Support

John Hetts – CCCCCO Visiting Executive, Research and Data

The RP Group/MMAP:

- Darla Cooper, The RP Group
- Mallory Newell, De Anza College and The RP Group
- Terrence Willett, Cabrillo College and The RP Group
- Craig Hayward, Bakersfield College and The RP Group
- Loris Fagioli, Irvine Valley College and The RP Group

Equitable Placement and Completion 2021-2022 Learning Series

- July 12, 2021: [Board of Governor's Spotlight](#)
- August 4, 2021: System Webinar - *Leading Courageous Conversations about Equitable Placement* (recording in the VRC under the CCC | Webinars, Conferences, and Events community)
- September 8, 2021: [Transfer Level Gateway Completion Dashboard](#) (recording in the VRC under the Equitable Placement and Completion community)
- October 29, 2021 (2:00-3:00pm): RP Group/MMAP webinar - *Emerging Practices and Resources to Support ESL Placement and Throughput: Guided Self-Placement* ([click here to watch](#))
- November 5, 2021 (2:00-3:00pm): RP Group/MMAP webinar - *Emerging Practices and Resources to Support ESL Placement and Throughput: Innovations and Practices* ([click here to watch](#))
- **Today: Moving from Compliance to Ensuring Learning – Conducting Ongoing Examination, Evaluation and Reflection**



Forthcoming: Curricular Reforms; Student Communication & Counseling; ESL Adoption Plans & Promising Practices

Agenda

- Reminders and FAQ
- Conducting Ongoing Examination, Evaluation and Reflection
- Q & A

Reminders

- Improvement plans due March 11: See memorandum ESS 21-300-015, the webinar and materials sent in the VRC
- Email any questions to AB705@cccco.edu
- Review the FAQ posted in the VRC
- Forthcoming professional development

Learning Lab Opportunity

Seeding Strategies to Close the Calculus Equity Gap RFP

Learning Lab is extending the deadlines to submit a Statement of Intent and Proposal for the open RFP, [Seeding Strategies to Close the Calculus Equity Gap](#), which is designed as a department-level grant opportunity to test the implementation of select promising curricular and pedagogical strategies to close equity gaps in calculus course sequences within STEM disciplines.

Statement of Intent - Tuesday, February 22, 2022 by 5pm

Proposal - Monday, March 7, 2022 by 5pm

Learning Lab intends to award 30-35 grants of up to \$100,000 for up to two years to California Community Colleges, California State University and University of California campuses.

Email info@calearninglab.org with any RFP-related questions.

[Seeding Calculus Strategies RFP – California Educational Learning Lab \(calearninglab.org\)](#)

Moving from Compliance to Ensuring Learning: Conducting Ongoing Examination, Evaluation and Reflection

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February 14, 2022

Overview

- Purpose of ongoing examination, evaluation and reflection
- Using Student Support (Re)defined's Success Factors to ensure student learning
- Ideas for faculty and IRPE collaboration
- Evaluating disproportionate impacts (DI)
- Evaluation measures to consider
- AB 705 improvement plans data validation template
- Covid impacts
- Evaluating corequisite models
- Questions

Purpose of Conducting Examination, Evaluation and Reflection

To ensure:

- **Learning**
- That the **student experience** is reflected in course outcomes
- Placement into courses is **maximizing student completion**
- **Equitable outcomes** for all students
- **Title 5 content review** requirements are met

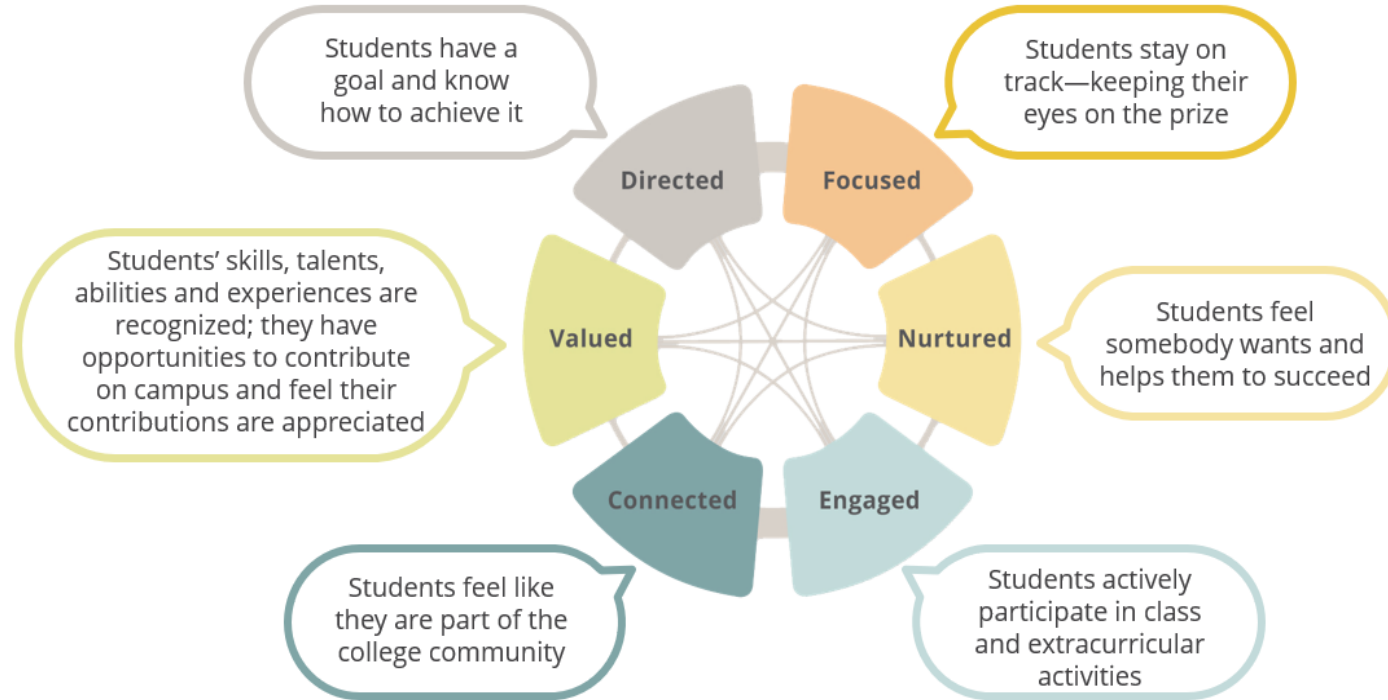
Equitable Placement and Completion

Considerations to collectively work towards equitable placement:

- Analyze **college data disaggregated** by many different variables
- Explore and evaluate **structural barriers** that inhibit student completion
- Ensure **institutional collaboration** with faculty (full and part-time), research and support services
- Support a **culture of equitable placement and completion** across the campus to improve student outcomes.

Student Support (Re)defined's Six Success Factors to Ensure Learning

Six Success Factors



Ensuring Learning

- **Provide information** at the beginning and throughout the semester that is essential to your students' success
- Make expectations for your course explicit to help **ensure students know what is required of them to succeed**
- **Learn about your students** and help them learn about you and each other
- **Build a sense of community and belonging** and demonstrate to your students that you care about their success
- Create an **environment that encourages student learning**
- Encourage the development of **adaptive mindset skills**
- Demonstrate the relevance of your course to **students' lives and goals**

Additional [resource](#)



theRPgroup
Research • Planning • Professional Development
for California Community Colleges

Helping Students Feel: Directed and Focused

Faculty

- Integrate **career and educational goal exploration** into assignments
- Provide **regular and meaningful feedback** to students about their performance and progress towards their goals

Campuswide

- **Ask students** about their educational and career goals
- Have **high expectations for students** and hold them accountable

Helping Students Feel: Engaged and Connected

Faculty

- Regularly ask students if they understand the material and **direct them to available assistance** when needed
- Connect or provide students with **opportunities to help their peers**
- Provide opportunities for and encourage students to **connect with and support each other**

Campuswide

- Ask students for **feedback about their experience**, including what works, what needs improvement, and what's missing
- Encourage **participation in out-of-class** activities
- Show students **that you are proud to work at your school** and that they should be proud to be enrolled at your school

Helping Students Feel: Nurtured and Valued

Faculty

- Ask your students **how they are doing and listen to their response**
- Incorporate opportunities for students to **share their personal and family history and culture** in class assignments
- Create opportunities for **students to provide feedback** on their experience

Campuswide

- Communicate and demonstrate to students that **you care about their success**
- Recognize the value of students' talents, abilities, skills and experiences and **connect them with opportunities to contribute**

Additional Resources: 10 Ways Briefs

- 10 Ways [Faculty](#) Can Support Student Success
- 10 Ways [Everyone](#) Can Support Student Success
- 10 Ways [Tutors](#) Can Support Student Success*
 - Suggestions gleaned from ~900 Student Support (Re)defined respondents
 - Derived from what students said has helped them succeed, not hypothetical
 - Direct implications for how to help students learn both in and out of the classroom

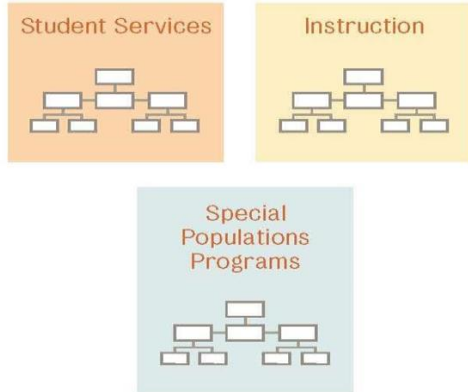
Additional Resource: [Crosswalk](#) - Where Student Support (Re)defined and Guided Pathways Meet

Demonstrates how implementing various guided pathways activities can help a college realize the six success factors and visualize how students' experiences can be impacted by implementing Guided Pathways.

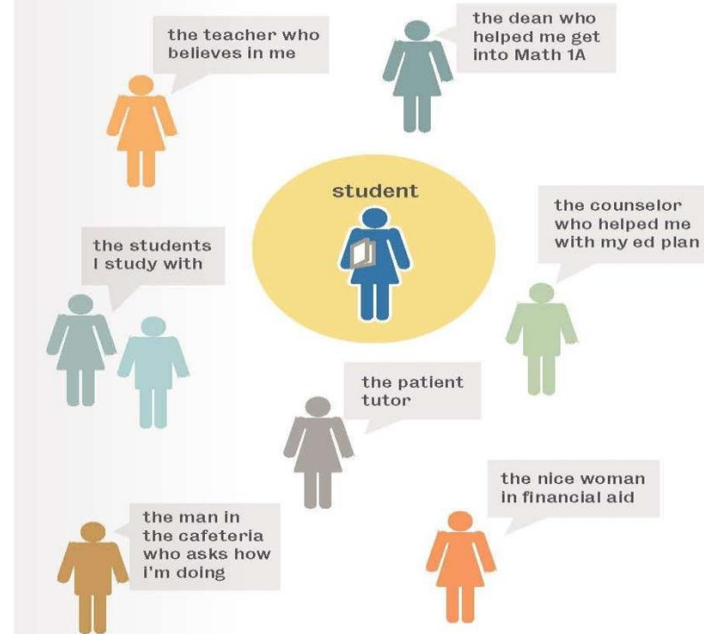
- Concrete examples for each pillar
- Suggestions as to where these activities might practically occur
- Discussion questions to spark dialogue and support any student success effort

Differing Perspectives on the Student Experience

What we see...



What the student experiences...



Collaboration Between Faculty and Institutional Research, Planning and Effectiveness (IRPE) Professionals

Collaboration Between Faculty and IRPE

- Jointly develop a research plan with **short and long-term outcomes**
- Include both **qualitative (faculty experiences)** and **quantitative** (course completion or transfer level course completion rates) measures
- Work together to develop **surveys (student and faculty)** or conduct focus groups
- IRPE professionals should **share updates and research briefs regularly** with faculty and relevant committees to gather input

Resources to Jointly Develop

- Build common ground by broad **exposure to existing research**
 - Make existing statewide and national evidence & resources easily accessible to all faculty
 - Develop brief local summaries of key findings
- **Determine outcomes to track** and compare when data is available
- Determine **what data needs to be gathered** and tracked to support the analysis
- Determine what **data faculty can access** and what IRPE may need to assist with

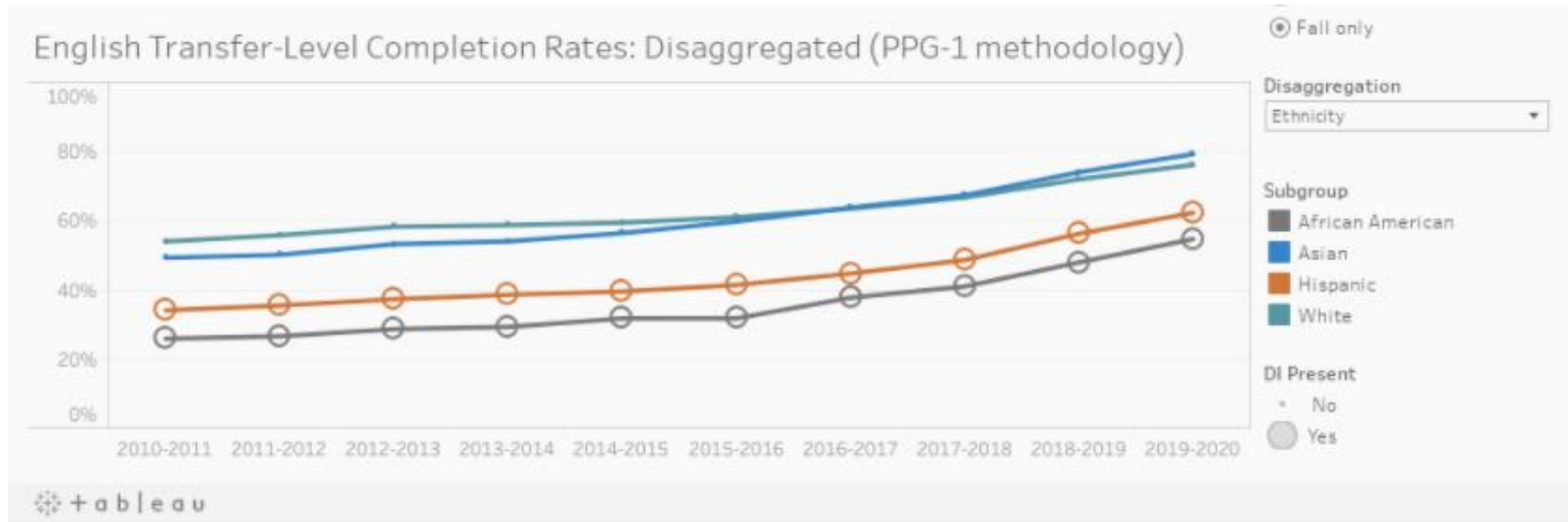
Evaluating for Disproportionate Impacts

Disproportionate Impacts


- Disproportionate impacts (DI) are **required to be evaluated in assessment.**
- DI exists when **one or more subgroup of students have outcomes at a substantially lower level than other groups.**
- There are **various ways to measure** disproportionate impacts.

Additional DI [resource](#)
Title 5: <https://bit.ly/Title5Regs>

Statewide Example of Disproportionate Impact Evaluation



College Example of DI Evaluation for Faculty

Target Population(s)	The # of credit courses students enrolled in & were present on census day in Fall	The % of courses passed (earned A, B, C, or credit) out of the credit courses students enrolled in & were present in on census day	Comparison to the reference group (Percentage point difference with +/- added)*	Percentage Point Gap and Margin of Error	Additional Needed Successes
All Students	251,163	80%	0		
African American	10,475	70%	-10		751
Asian	93,261	86%	+6		
Decline to State/Unknown	8,842	84%	+3		
Filipinx	15,523	80%	-1		
Latinx	65,780	72%	-8		3,341
Native American	1,134	78%	-2		
Pacific Islander	2,584	70%	-10		182
White	53,564	82%	+2		
Female	127,039	81%	+1		
Male	121,473	80%	-1		
Non-Binary	80	83%	+2		
Unknown	2,571	80%	-1		
Current or former foster youth	N/A				
Individuals with disabilities	N/A				
Low income students***	62,909	74%	-7		2,216
Veterans	3,947	78%	-2		

Evaluation Measures to Consider

Course and Overall Outcome Measures

- Success rate (A, B, C, P grades)
- Withdrawal rate (W grade or EW grades)
- Drop rate (no grade of record)
- Non success rate (withdraw + non success)
- Grade distribution
- Persistence to next course in major (meta-major) or GE pathway
- Next course progression and performance (cohort completion)
- Degree completion and transfer
- Disaggregated by student characteristics and faculty and/or section
- Impacts of unit loads

Soliciting Feedback from Students

Survey students at the campus-level and at the course level:

- **Basic needs** (e.g., food, housing, homelessness, transportation, etc.)
- **Technology needs** (e.g., access to computer, internet, email, etc.)
- **Reasons for drop or withdrawing** (e.g., personal issues, financial issues, course content, course delivery, communication with faculty, etc.)
- **Growth mindset** (e.g., do students believe they have the skill set to be successful and understanding that students just like them struggled in college)
- **Satisfaction** (e.g., services provided, supports, course delivery, communication, rigor, etc.)

Instructor Effects to Consider by Outcome

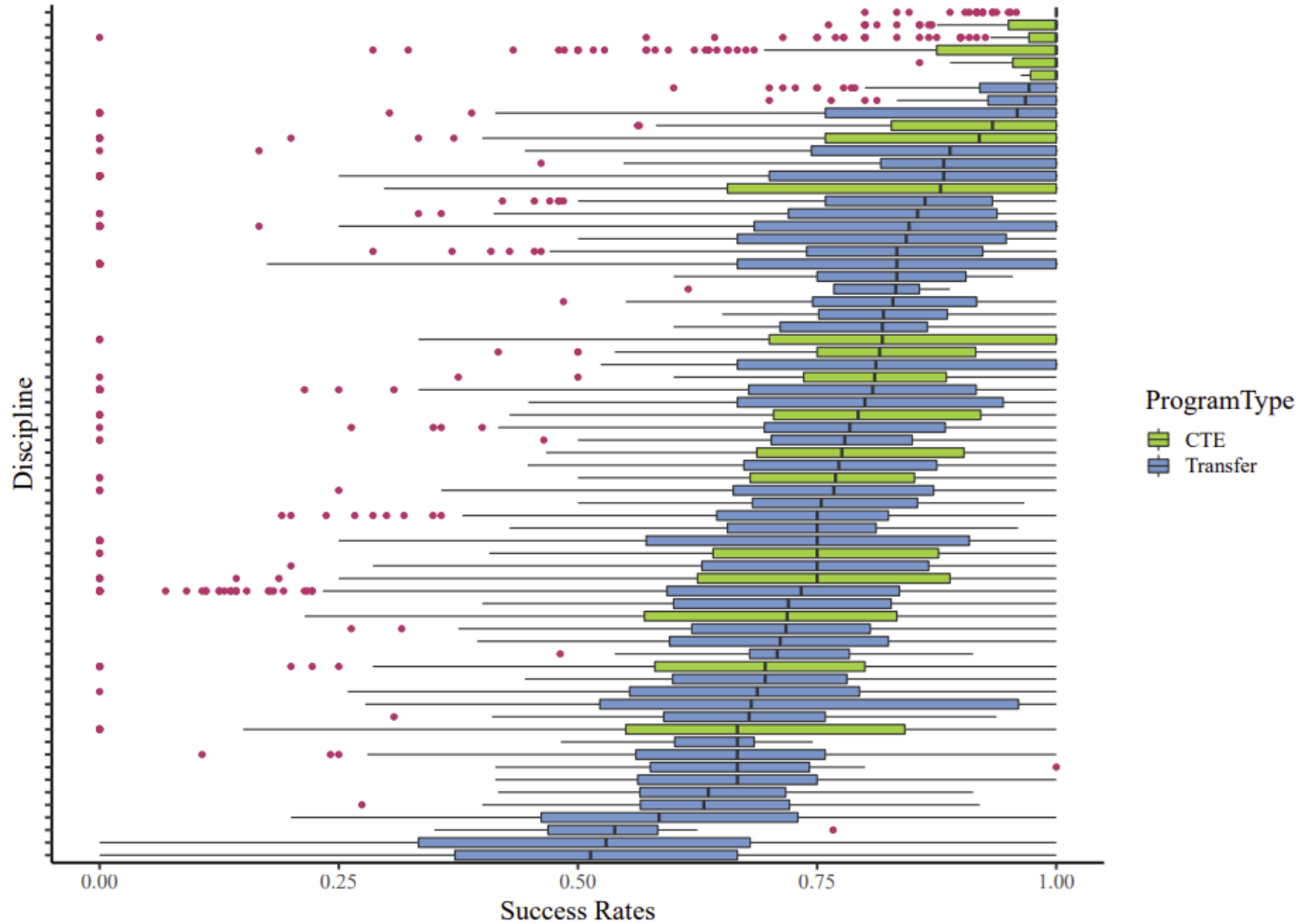
- **Ensure faculty anonymity** in any shared results by only reviewing when enough sections are available
- **Success rates** by instructor and/or section
- **Non success rates** by instructor and/or section
- **Distribution of letter grades** by instructor and/or section
- **Withdraw and drop rates** by instructor and/or section
- **Equity gaps** by instructor and/or section
- **Type of innovation or strategies used in the classroom** (i.e., flipped class, just-in-time remediation, lab or lecture, etc.)

Instructor Effects to Consider by Outcome

How do you control for instructor effects?

- If you have data on teacher **professional development** (e.g., online teaching certificate), it can be included in the analysis
- **Dependent within subject design** – where the dependency is the instructor of record and the independent variable is modality and the dependent variable is success in the course.
- **Online vs face to face** - where the instructor is controlled for is an important academic outcome
- Does the instructor teach the course **with and without support**?

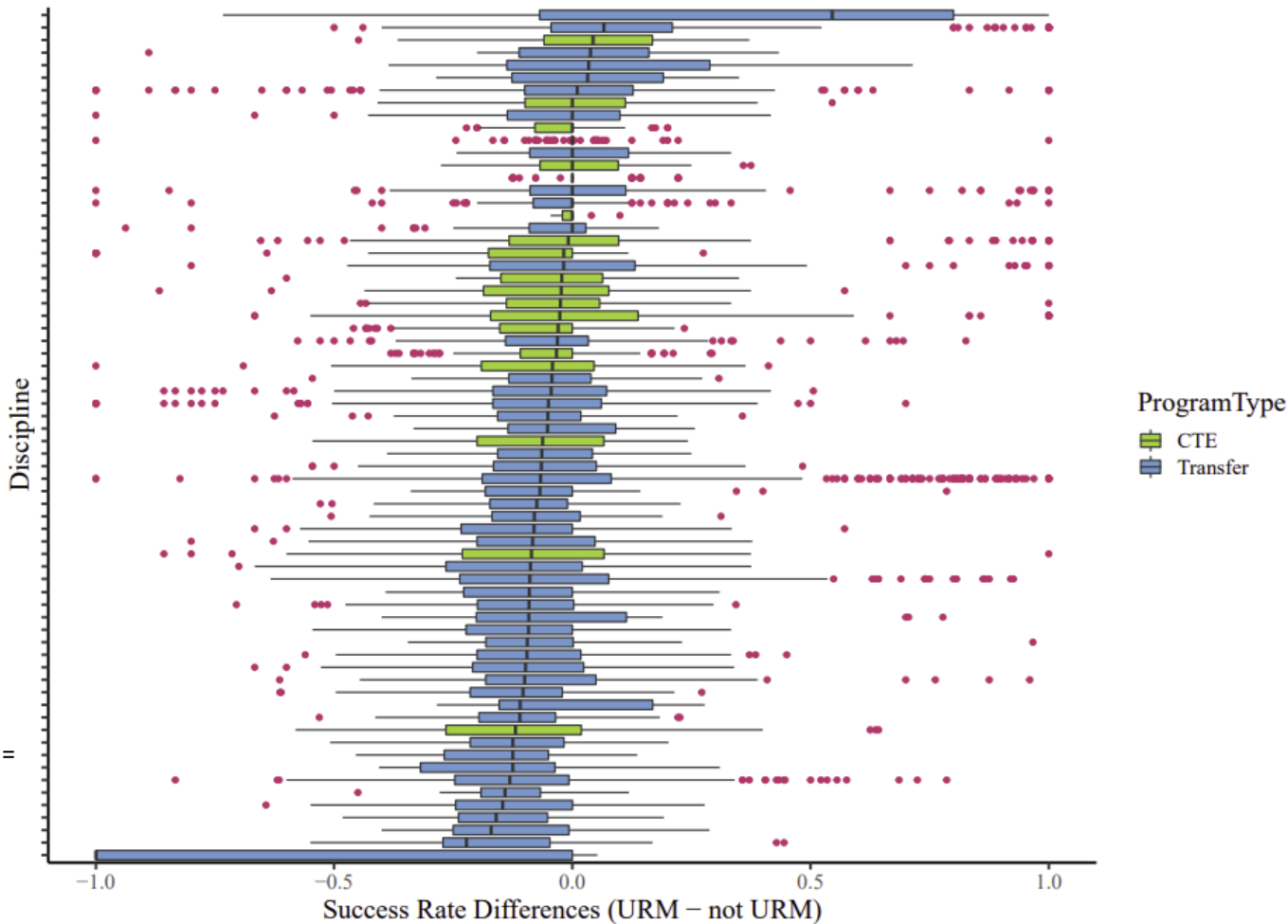
Success Rates by Discipline



Boxplots of Success Rates by Section by Discipline (masked for discretion). Red points indicate outliers. Report created using Rmarkdown.

Success Rate Differences (URM – not URM) by Discipline

Boxplots of Success Rate differences between URM and not URM by Section by Discipline (masked for discretion). Red points indicate outliers. Report created using Rmarkdown.



URM = Underrepresented Minority = Black / African American, Filipino, Hispanic / Latina/o/x, Native American, Pacific Islander

AB 705 Improvement Plan Data Validation Template

AB 705 Improvement Plan – Data Validation

Which colleges need to complete the data addendum?

Colleges that plan to **continue placements and/or enrollments into pre-transfer level courses or multi-term transfer-level courses in Fall 2022.**

AB 705 and Throughput

Maximizing throughput means that **students enrolling below transfer-level complete a transfer-level course** (or college-level course with specific requirements that are not met with transfer-level coursework) **within a year at a rate equal to or higher than students with similar high school achievement who begin directly in a transfer-level course.**

Evaluating Curricular Innovations

Data Addendum Template Example

	Students Enrolled in Pre-Transfer/Multi-Term Course Sections			Students Enrolled in Transfer-Level Course with or without a Corequisite			Throughput Rates	
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Maximize Throughput?
Overall	329	166	50.5%	6400	5370	83.9%	-33.5%	No
GPA Unknown				315	287	91.1%		
Highest GPA Band	54	36	66.7%	5122	4423	86.4%	-19.7%	No
Middle GPA Band	76	32	42.1%	912	619	67.9%	-25.8%	No
Lowest GPA Band	199	98	49.2%	51	41	80.4%	-31.1%	No

Covid Impacts

How do we account for Covid effects?

If data is available to **compare online vs. face to face**, explore the following:

- Did success rates drop, increase, stay the same?
- Were there more withdraws?
- Students with previous Online experience to those with only Face to Face experience
- Course completion for students placed directly into transfer level compared to historical completion when students were placed into basic skills.

Grading Anomalies

Excused withdrawal (EW) grade

- EW parameters
 - Do not count for progress/academic probation
 - Can drop and keep financial aid eligibility
 - cf. BoG revision to title 5
 - Can request retroactively

“IP” or In Progress grades may increase

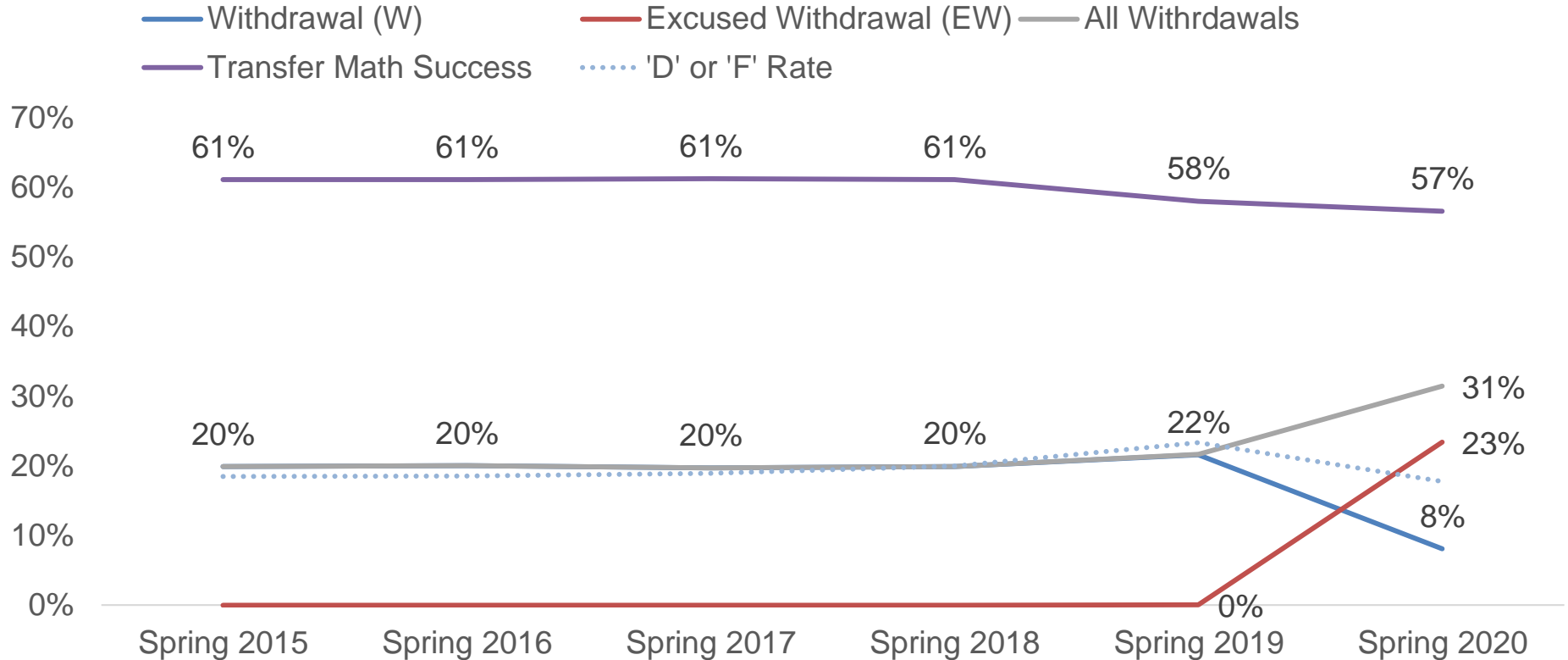
"IP" symbol is used when courses extend beyond the normal end of an academic term. Used if a course has been temporarily suspended but is expected to reconvene and complete instruction.

“I” or Incomplete grades may increase

The "I" may be made up no later than one year following the end of the term in which it was assigned. Do not use the "I" symbol to calculate units attempted.

COVID Impacts: Math Classes (Spring)

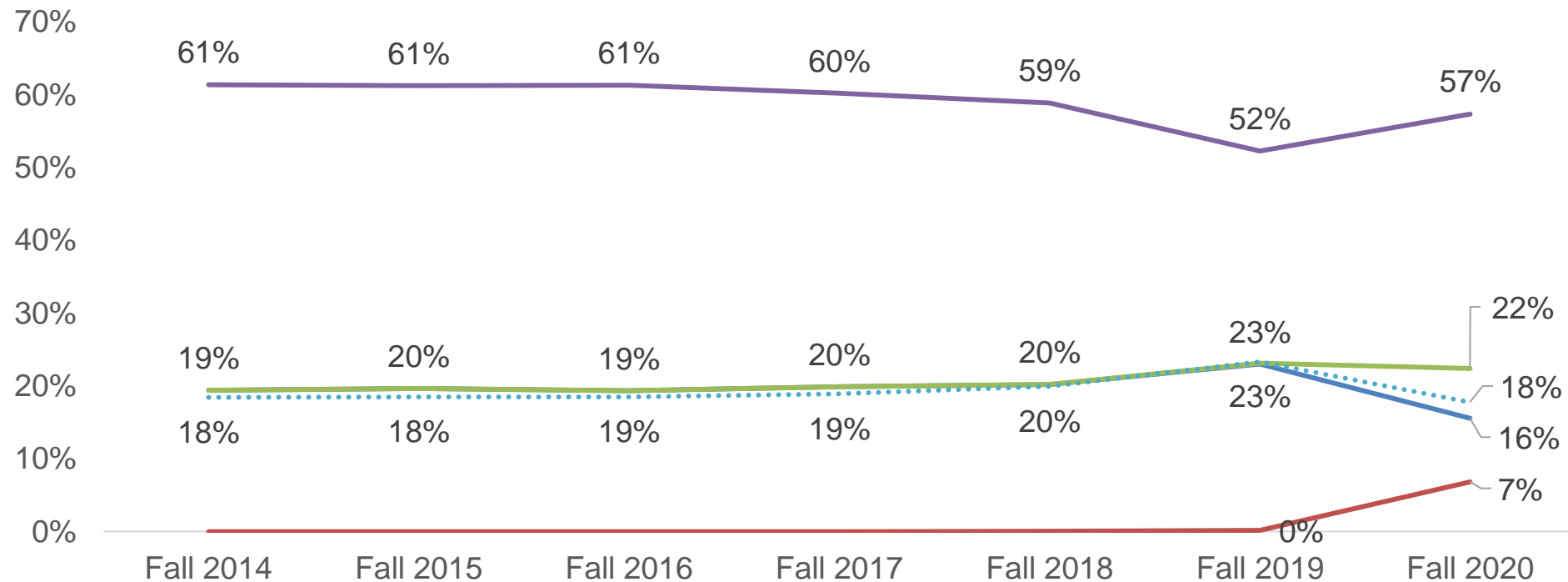
Initial Math Success & Withdrawal Trend: Spring Terms



COVID Impacts: Math Classes (Fall)

Initial Transfer-Level Math Withdrawal, D/F, and Success Rates: Fall Trend

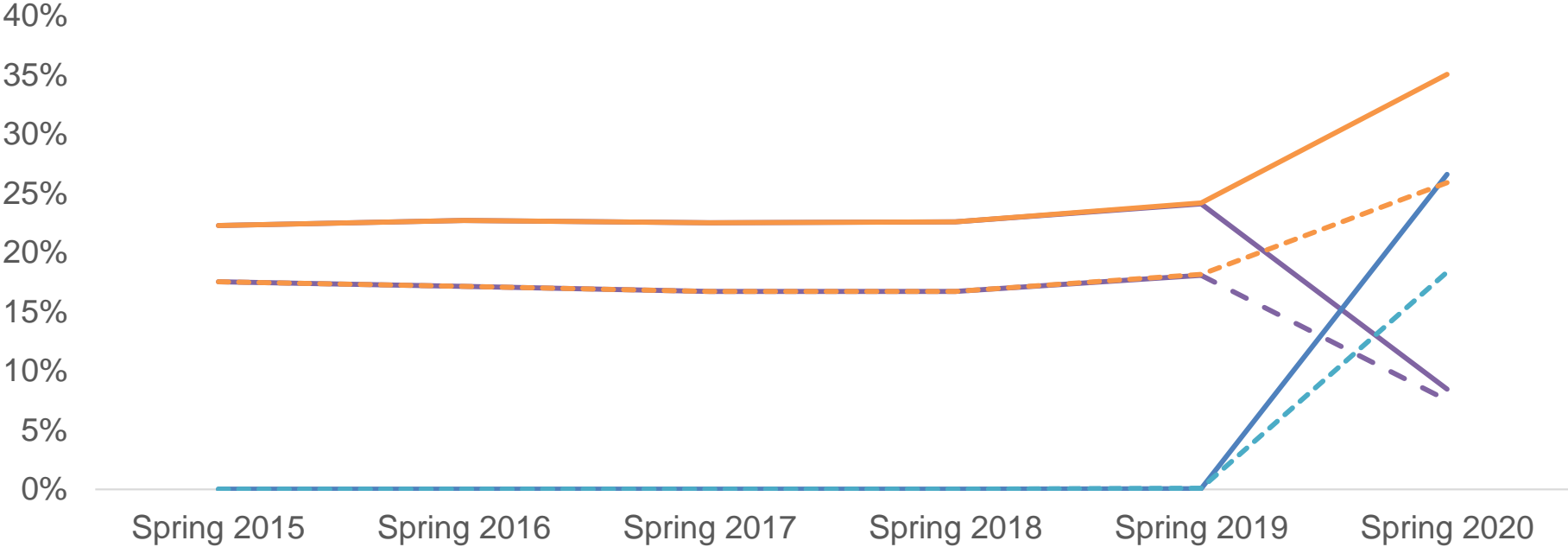
Withdrawals (W) Excused Withdrawals (EW) All Withdrawals
Transfer Math Success 'D' or 'F' Rate



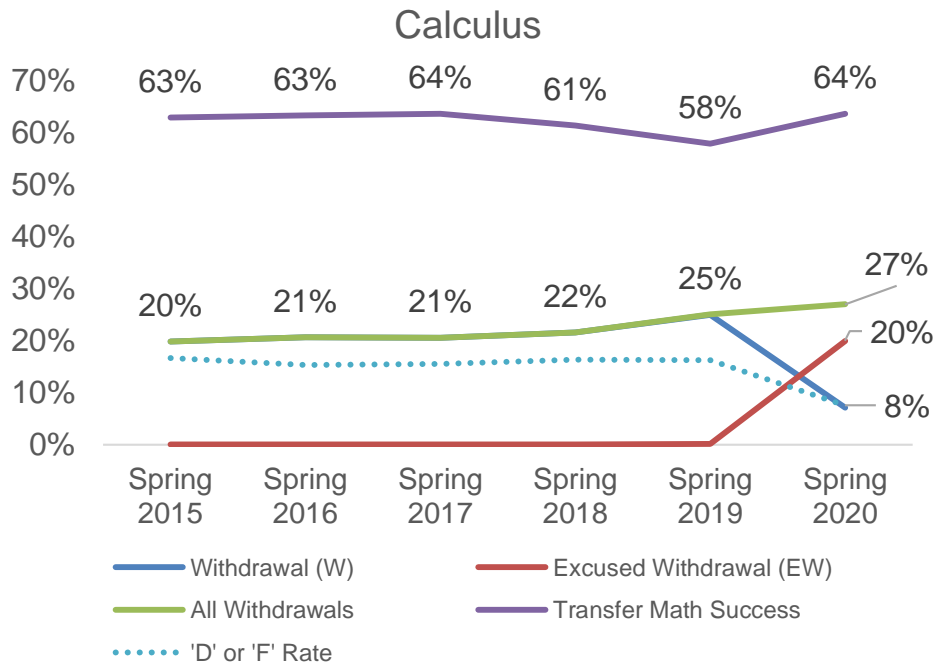
Underrepresented Minority (URM) Trends

Withdrawal Rate Trends for URM and Non-URM Students (Spring)

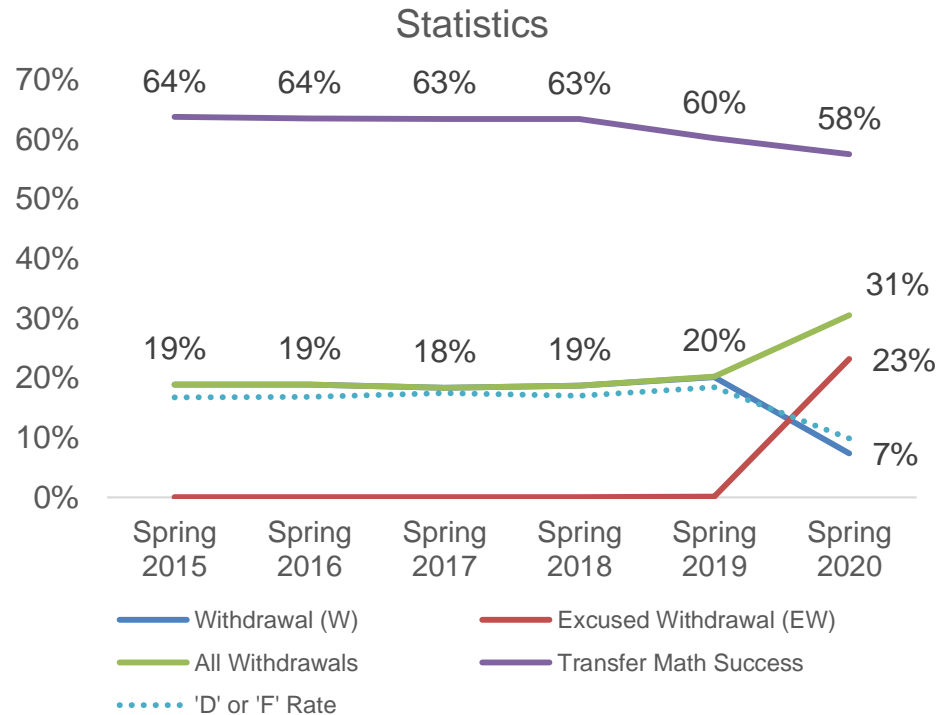
W (URM) EW (URM) All (URM)
W (Non-URM) EW (Non-URM) All (Non-URM)



COVID Impacts: Statistics & Calculus (Spring)



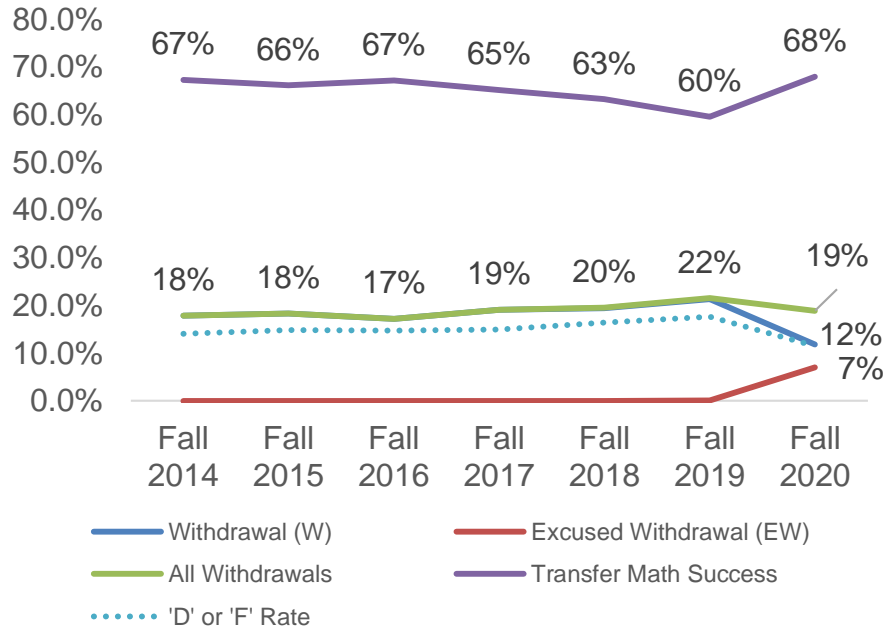
Volume of students stable



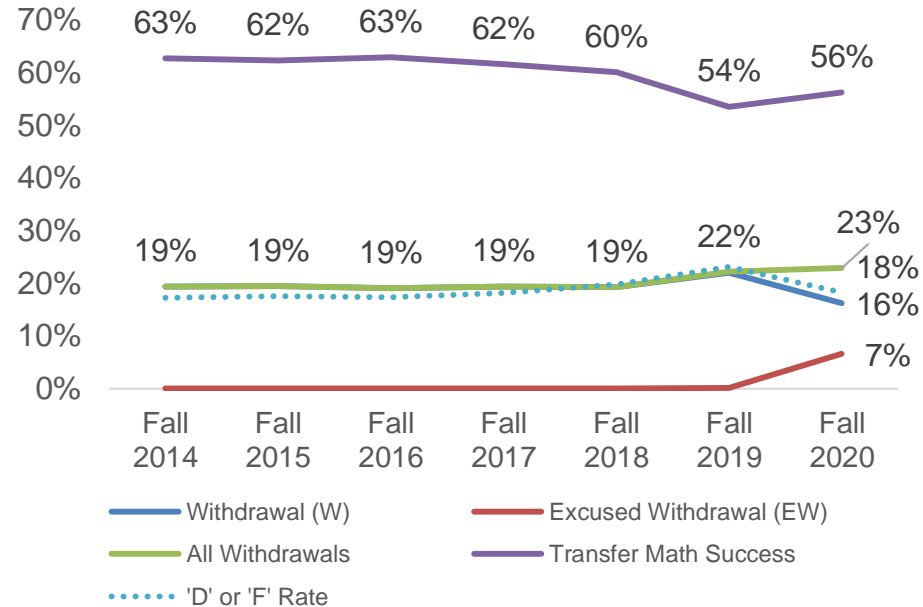
Volume of students increased by 80%

COVID Impacts: Statistics & Calculus (Fall)

Calculus



Statistics

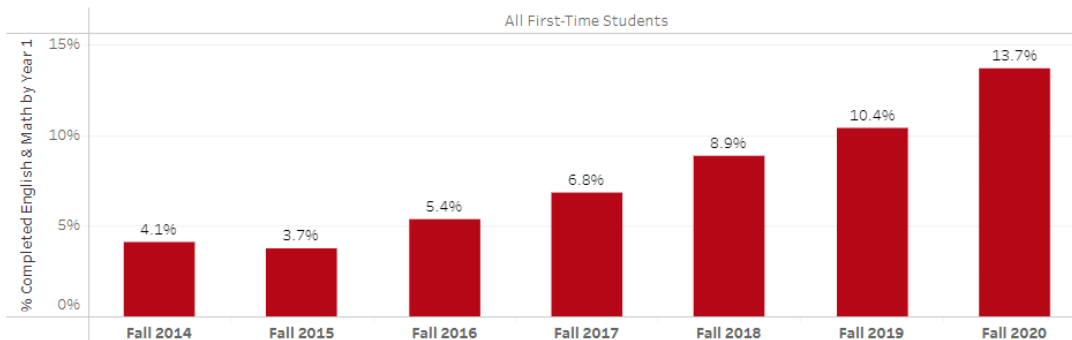


Track first-time students as well as first-time in the math/English sequence students

Student Count | First Term and First Year | English and Math First Year | English First Year | Math First Year | Equity Analysis | African A

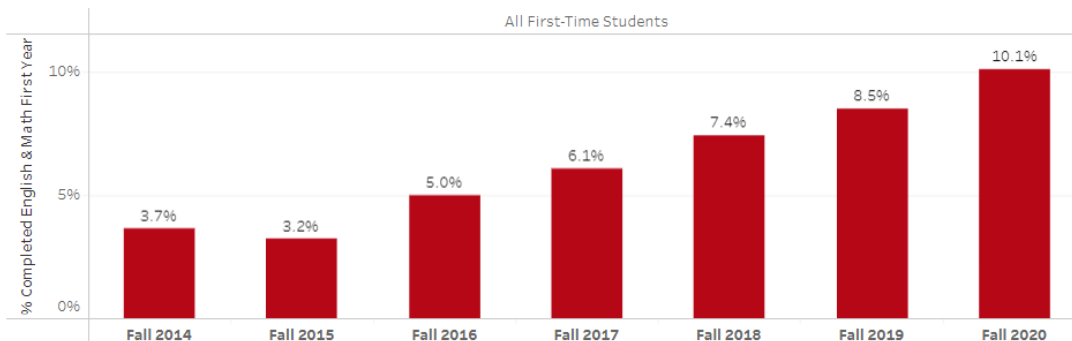
First-Time Students Completing Transfer-Level English and Math by Year 1:
(Includes enrollments as a Special admit and Postsecondary enrollments)

All First-Time Students



First-Time Students Completing Transfer-Level English and Math in Their First Year
(Postsecondary enrollments only)

All First-Time Students



Insights and Ideas

- Increases in Excused Withdrawals were largely offset by decreases in “regular” Withdrawals
- Success rates tended to dip in 2019-2020 and recover in 2020-2021
 - Courses with the largest increases in student volume experienced the greatest drop in success rates while at the same time showing the largest gains in throughput
- Trends in math outcomes are similar for URM and Non-URM students leaving equity gaps in outcomes largely unchanged
- Pay attention to patterns in the volume of students. Which courses and terms are attracting more students?
- Examine the convergence of AB 705 requirements and student-centered funding formula
- Track & report on cohorts of students to understand how changes in success rates are related to changes in throughput
 - Two principal cohorts: First-time college students & first-time math/English takers

Evaluating Corequisite Models

Validating Corequisite Models

Corequisite remediation (a low-unit course attached to a transfer-level course) need to demonstrate that students are **more likely to succeed** in the transfer-level course than are similar students who enroll directly into transfer-level coursework without the corequisite.

<https://bit.ly/AB705Guidance>
Title 5: <https://bit.ly/Title5Regs>

Validating Corequisite Models

- Compare students with the **same high school GPA**
- One group has **direct placement** into transfer level without the corequisite and the other was **required to take the corequisite**
- Track successful completion of the gateway course over one year for both groups
- **Construct Disproportionate Impact groups**
 - Looking at one group and then cross tab the results with others, for example, Latinx and low SES
 - Proportionality index vs percentage point gap
 - Provide faculty with their own course outcomes

Evaluating Corequisite Models

Example

Lowest HSGPA performance band	Students Enrolled in Corequisite Course Sections			Students Enrolled in Transfer Level Course without a Corequisite			Completion rate differences
	Total Enrolled	Subtotal who completed gateway course within one year	Completion of gateway course within one year	Total Enrolled	Subtotal who completed gateway course within one year	Completion of gateway course within one year	
Overall	50	30	60%	100	50	50%	10%
Instructional Modality							
Subgroup 1							
Subgroup 2							
Subgroup 3							

Thank you for attending

This webinar and materials will be posted in the Equitable Placement and Completion community in the Vision Resource Center.

Email: AB705@cccco.edu