



# **Program Completion at BC: A Data Context**

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Guided Pathways Implementation Team Presentation to  
College Council | April 20, 2018



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

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- CCCCCO 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

*\*Data provided by the BC Office of Institutional Effectiveness and CCCCCO DataMart as published on the Renegade Scorecard*



# Cross-System Focus on Completion & Transfer

## CSUs: Associate Degrees for Transfer

### SB 1440: Student Transfer Achievement Reform Act

#### Fall 2011:

- CCC development of Associate Degrees for Transfer
- Guaranteed Admission to CSU system with Junior Status

## UCs: UC Pathways

### April 2018 MOU: “Enhancing Student Transfer”

#### Fall 2019:

- 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

*\*Existing Transfer Admission Guarantees (TAGs) retained*

**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**

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

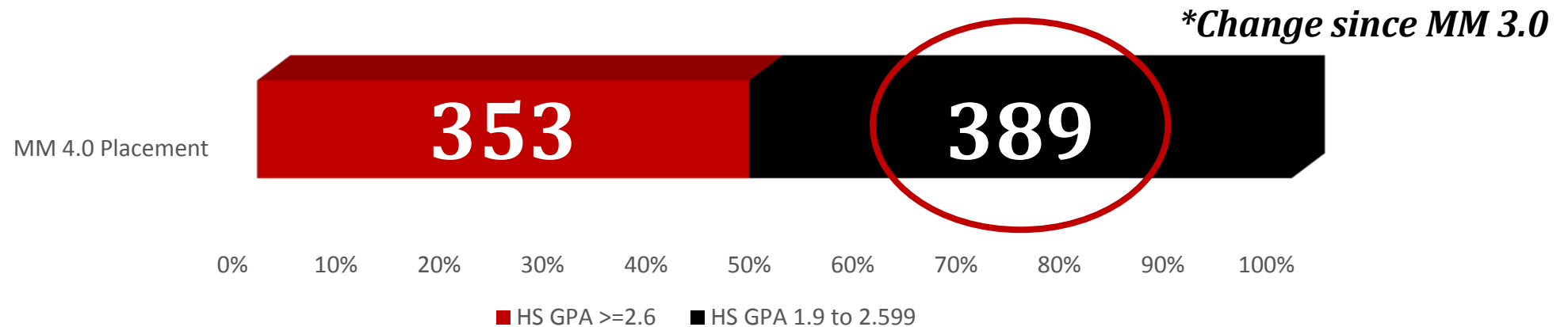
# Evolution of Multiple Measures at BC

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"> <li>EAP (college ready)</li> <li>EAP conditional with ERWC (with C or better)</li> <li>HS GPA 3.0 or above &amp; "B" in last English class &amp; four years of English with C or better</li> <li>AP English Jr/Sr year with grade of B</li> <li>Reading score of 06</li> <li>Nine of any potential A-G</li> </ul>	<p><i>AP, CREP, EAP and ERWC all count</i></p> <p><u>Direct enrollment</u> CUM Jr. GPA <math>\geq</math> 2.6 transfer</p> <p><u>Delayed enrollment</u> CUM GPA <math>\geq</math> 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 <math>\geq</math> 2.6 transfer</p> <p><u>Delayed enrollment</u> CUM GPA <math>\geq</math> 2.6 transfer</p> <p>*Use the approach that places student highest</p> <p><i>About 60% of students place into ENGL B1A</i></p>	<p><i>AP, CREP, EAP and ERWC all count</i></p> <p>HS GPA <math>\geq</math> 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)

# Simply put... Throughput focuses on pathways to completion



100 Students place into English 1A with a 80% probability of success

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**80 students** successfully complete English B1A.

1,000 Students place into English 1A with a 50% probability of success

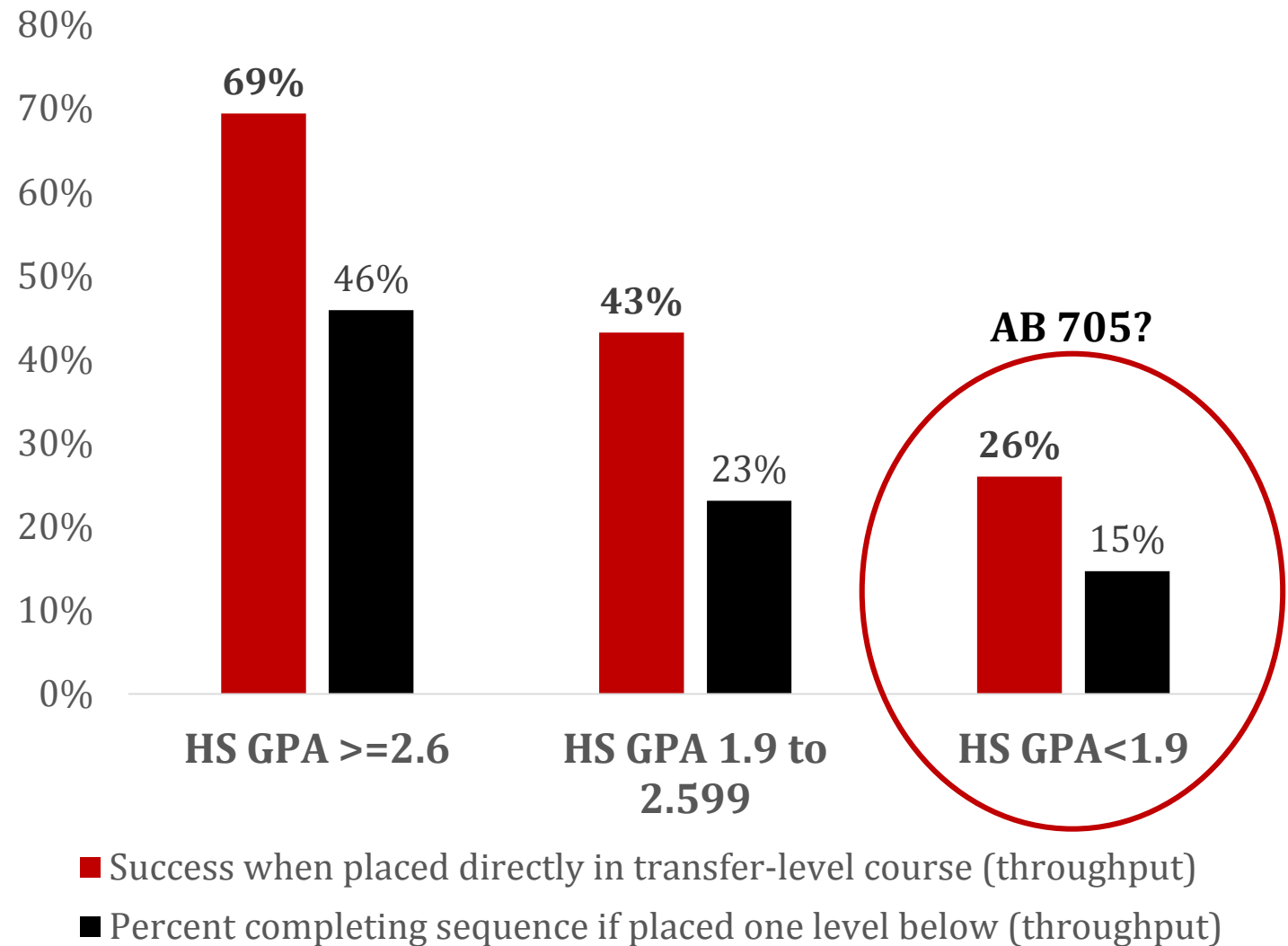
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**500 students** successfully complete English B1A

# 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

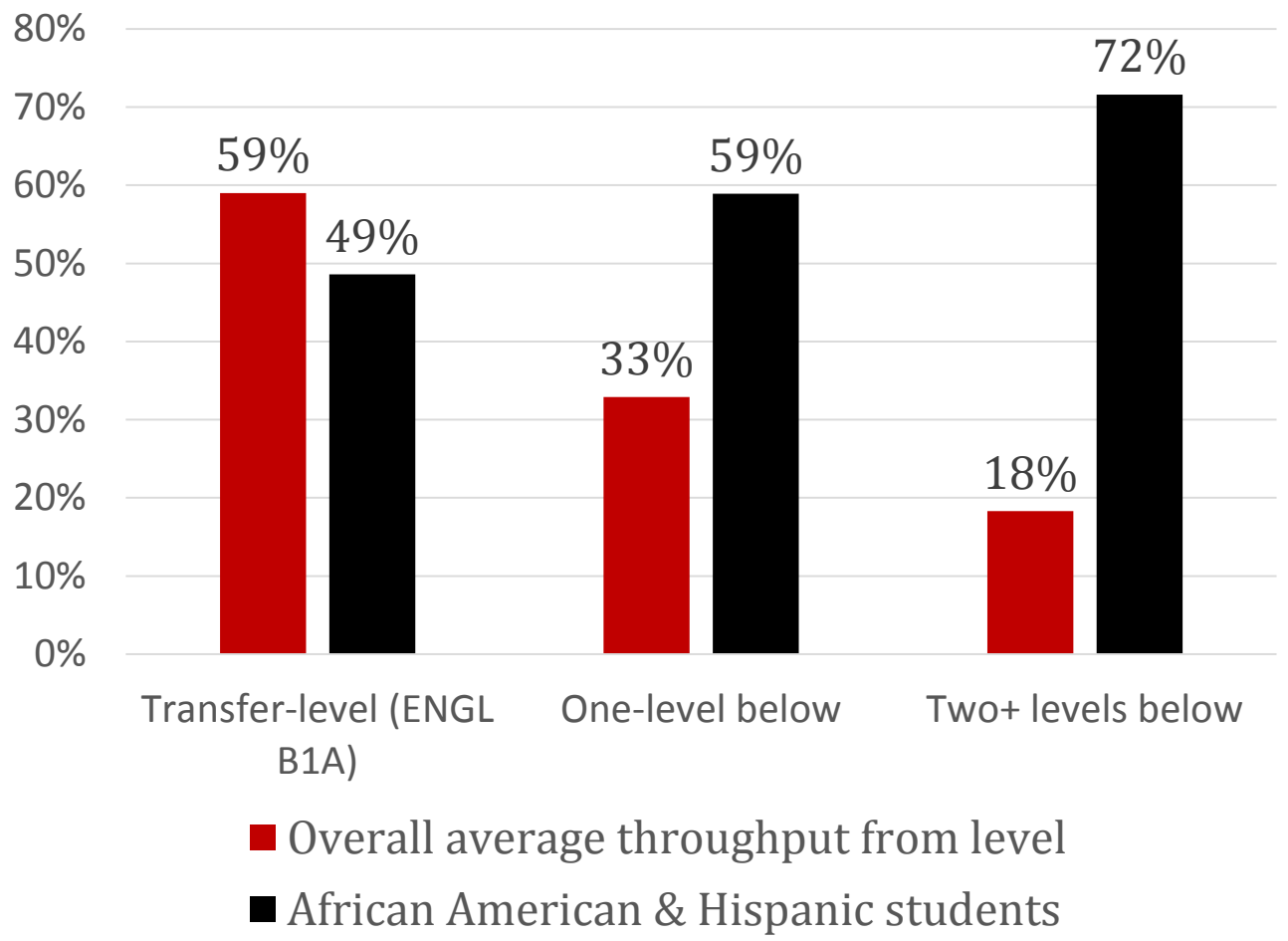


*\*Data provided by the BC Office of Institutional Effectiveness*



# Placement is an equity issue

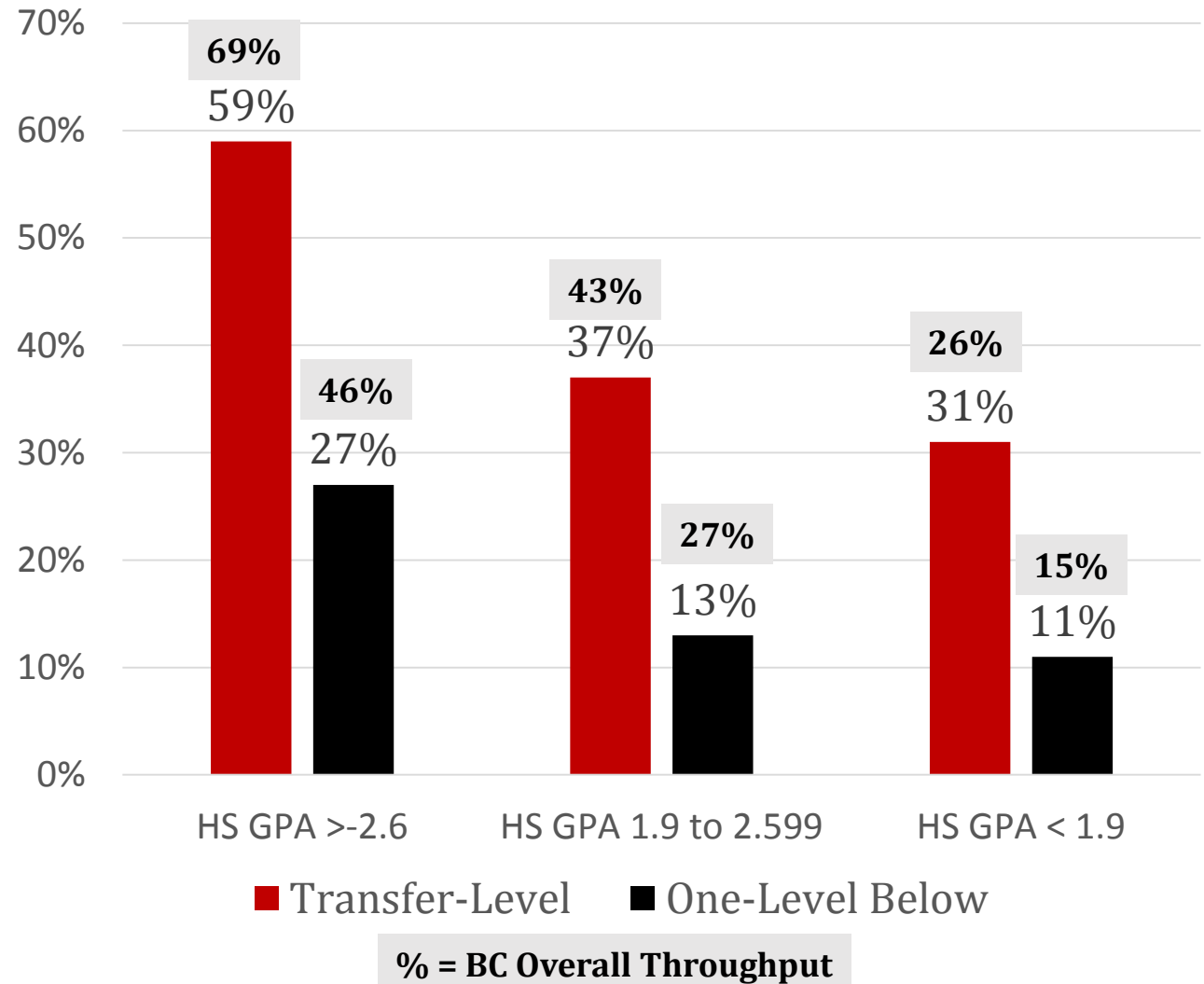
Many more BC students of color are placed into the remediation levels with the lowest throughput



*\*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
<b>INCREASE</b> the number of student earning credentials by at least <b>20%</b>	A community college district or college <b>shall not require</b> students to enroll in remedial English or mathematics <b>coursework that lengthens their time to complete a degree</b> 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.
<b>INCREASE</b> the number of students who transfer by <b>35%</b>	A community college district or college <b>may require</b> students to enroll in additional <b>concurrent support</b> , including additional language support for ESL students, during the same semester that they take a <b>transfer-level English or mathematics</b> course, but only if it is determined that the support will increase their likelihood of passing the transfer-level English or mathematics course.
<b>REDUCE</b> average units accumulated by students who complete degrees to <b>79</b>	The community college district or college shall <b>minimize the impact</b> on student financial aid and <b>unit requirements</b> for the degree by exploring embedded support and low or noncredit support options.



# BC MM 4.0 Comparison to AB 705

	<b>MM 4.0</b>	<b>AB 705</b>
<b>Implementation</b>	Fall 2018 at BC	Fall 2019 Statewide
<b>Students</b>	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>
<b>GPA requirement for placement into transfer English</b>	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)
<b>Support</b>	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