AB705 Comprehensive Evaluation

Overview of Results

PART I

October 9, 2020

AB705 Impact

- AB705 has radically changed how we place, enroll, and support students in English, math, and English as a Second Language (ESL) courses.

- It impacts student services (outreach, enrollment and placement, counseling and guidance), and instruction (curriculum and instructional support).

- At its core it seeks to address longstanding equity gaps in transfer level math and English completion.

Purpose

Examine the impact of AB705 on student placement, enrollment, and outcomes.

A LOT of DATA!

Part I
Overall impact on placement, enrollment, outcomes
Student registration survey

Part II
Equity
Follow-up from Part I

Part III
The AB705 Experience
Follow-up from Parts I & II

Research Questions - Placement

- Do applicants and enrollees receive a placement recommendation?

- What is the distribution of placement recommendations?

- Are the placement recommendations clear to students?

- Are they accurate?

- Are there equity gaps?

Research Questions - Enrollment

- Have enrollments in English and math changed over time?
- Are students following their placement recommendations?
- Do students feel appropriately placed?
- Do faculty perceive students to be appropriately placed?

Research Questions - Outcomes

- Course
  - What are the course success rates in transfer level math and English courses?
  - Have they changed overtime?
  - Are there equity gaps? If so, have they decreased with AB705 implementation?

- Throughput *
  - What is our throughput? Has it changed over time?
  - Are there equity gaps? If so, have they decreased with AB705 implementation?

*Throughput = volume and percent of first-time students who complete transfer-level math and English in one year.

Research Questions – **AB705 Experience**

- Students

- Faculty

- Counselors

English

Are students receiving placement recommendations?

What is the distribution?

Are the placements clear to the students?

English

Placement

Percentage of applicants and enrollees receiving ENGLISH placements

*Applying for Fall 2019

English Placement	Applicants		Enrolled Applicants	
Received a Placement	Number	Percent	Number	Percent
Yes	13,251	73.3%	7,294	85.9%
No	4,816	26.7%	1,202	14.1%
Total	**18,067**	**100.0%**	**8,496**	**100.0%**

Placement

Received ENGLISH placements by Age of applicants and enrollees

English Placement		Applicants		Enrolled Applicants	
Received Placement	Age Groups	Number	Percent	Number	Percent
	17 & Under	2,126	60.4%	1,181	70.6%
	18-20	5,399	88.4%	3,092	95.0%
Yes	21-29	3,847	75.7%	1,914	88.2%
	30-39	926	53.4%	546	77.6%
	40 and above	953	58.9%	561	80.7%
	Total	**13,251**	**73.3%**	**7,294**	**85.9%**

Placement

Distribution of ENGLISH placements for applicants and enrollees

English Placement Distribution	Applicants		Enrolled Applicants	
Placement Level	Number	Percent	Number	Percent
Transfer with Support	2,484	18.7%	1,318	18.1%
Transfer Level	10,767	81.3%	5,976	81.9%
Total	**13,251**	**100.0%**	**7,294**	**100.0%**

Placement Survey Results - English

Research Question

- How clear to students are the placements?

Student Registration Survey

- Clarity of Placement Information
- Reasons for Not Enrolling in Subject

Placement Survey Results - English

- Data
  - First-time Palomar Students
  - Post Registration
  - Emailed link to Online Questionnaire
  - Randomly Assigned to Respond to English or Math Questions
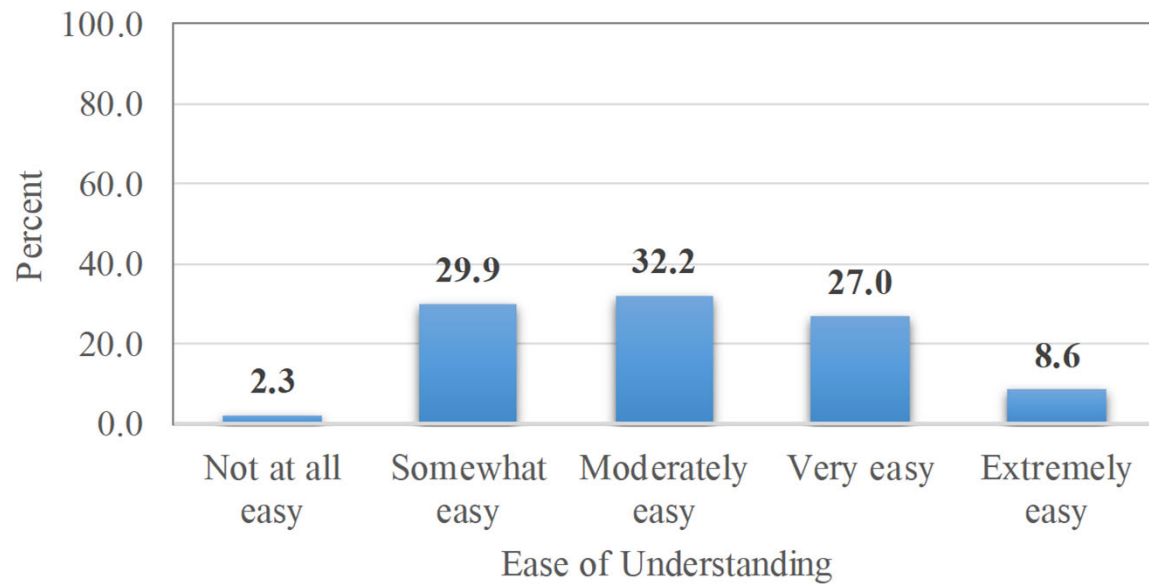 - 592 (301 + 291) Respondents
- Results

Placement Survey Results - English

Figure E1. Received English Placement Information (N=301)
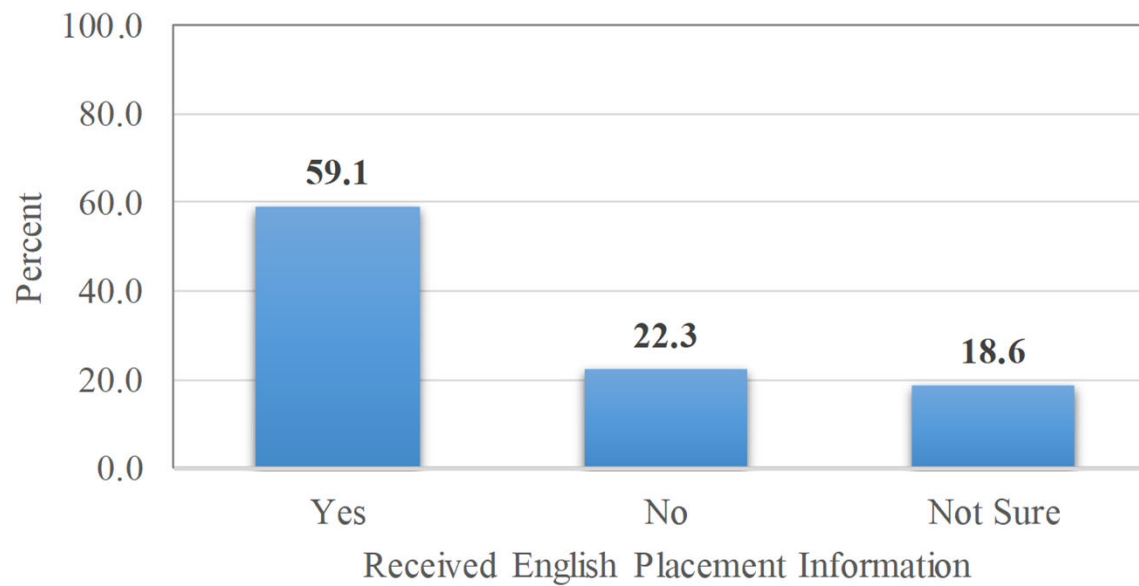
Placement Survey Results - English

Figure E2. Ease of Understanding English Placement Information (N=174)

Placement Survey Results - English

**Table E1. English Placement Information**

	Yes		No		Not Sure		Total	
	N	%	N	%	N	%	N	%
Knew What English Class to Take	203	67.4%	61	20.3%	37	12.3%	301	100.0%
English Support Class Was Recommended	63	20.9%	189	62.8%	49	16.3%	301	100.0%

Placement Survey Results - English

Table E4. Reasons for Not Enrolling in English (N=66)		
Reasons	N	%
More Interested in Other Classes	22	33.3%
Not Sure What Class to Take	17	25.8%
No Room for It in Student's Schedule	11	16.7%
Didn't Want to Take That Many Units	11	16.7%
Didn't Want to Take an English Class Online	9	13.6%
Didn't Need an English Class	7	10.6%
Class Wanted Was Full	3	4.5%
Student Was Not Sure They Were Ready to Take Recommended Class	2	3.0%
Course Wanted Wasn't Offered at a Time or Day Student Could Take It	0	0.0%
Other	12	18.2%

Placement Survey Results - English
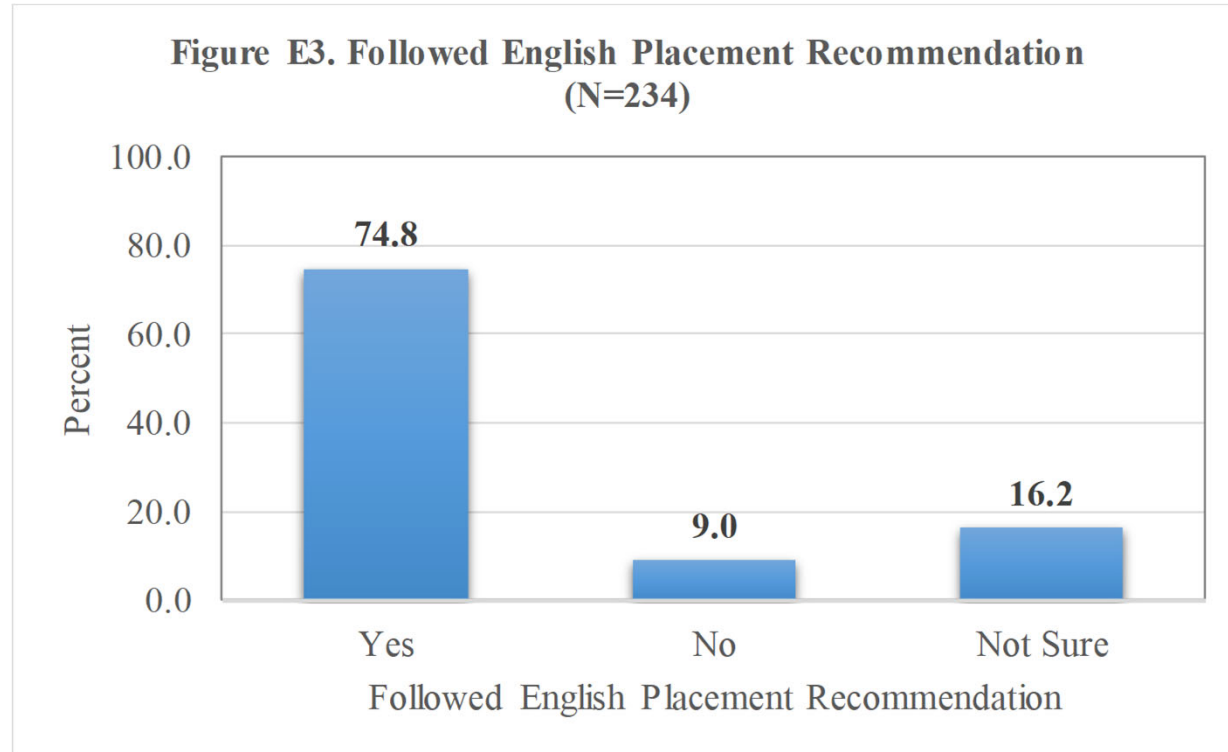
Figure E3. Followed English Placement Recommendation (N=234)

Placement Survey Results - English

Student Suggestions for
Improving the Placement Process

Placement Survey Results - English

Student Suggestions for
Improving the Placement Process

"If it's not too much of a hassle, maybe communicate with me through email please :]"

"I asked my counselor what she recommended and she was helpful at first but when I tried adding the class it said I needed a support class with it. So I contacted my counselor and she was like yes you need to add it but then I later figured out I could switch the time and teacher and it didn't make me add a support class. I ended up without a support class but she made it unclear to me whether I needed it at first. "

"Have the high school counselors tells us about it so we know a little more."

Placement Survey Results - English

**Student Suggestions for
Improving the Placement Process**

"Have councilors contact new students"

"When I chose English 100 it was confusing to me why I couldn't pick the teacher I wanted without taking English 49. I ended up finding a class that didn't require English 49, but I was very confused at first."

"Process is pretty simple and easy to understand."
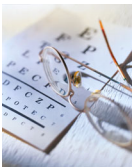
"Emailing it to you and explaining why"

"explain what the numbers mean next to the class and what english class has the support class with it. that would be great thanks :] "

Placement Survey Results - English

Student Suggestions for
Improving the Placement Process

More Detailed Information

Greater Clarity

Having Information Pushed Out (Email)
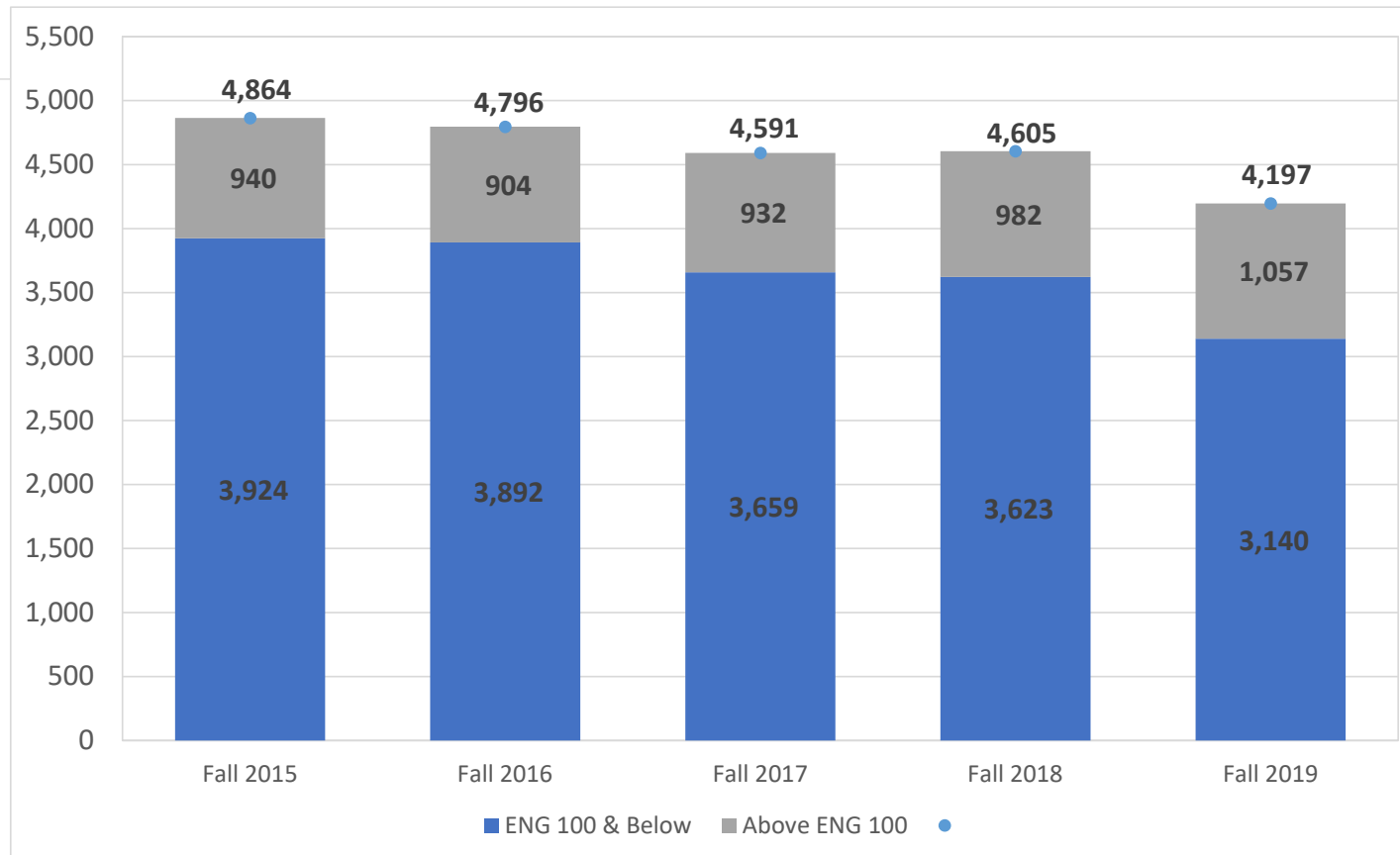
Placement Survey Results -- English

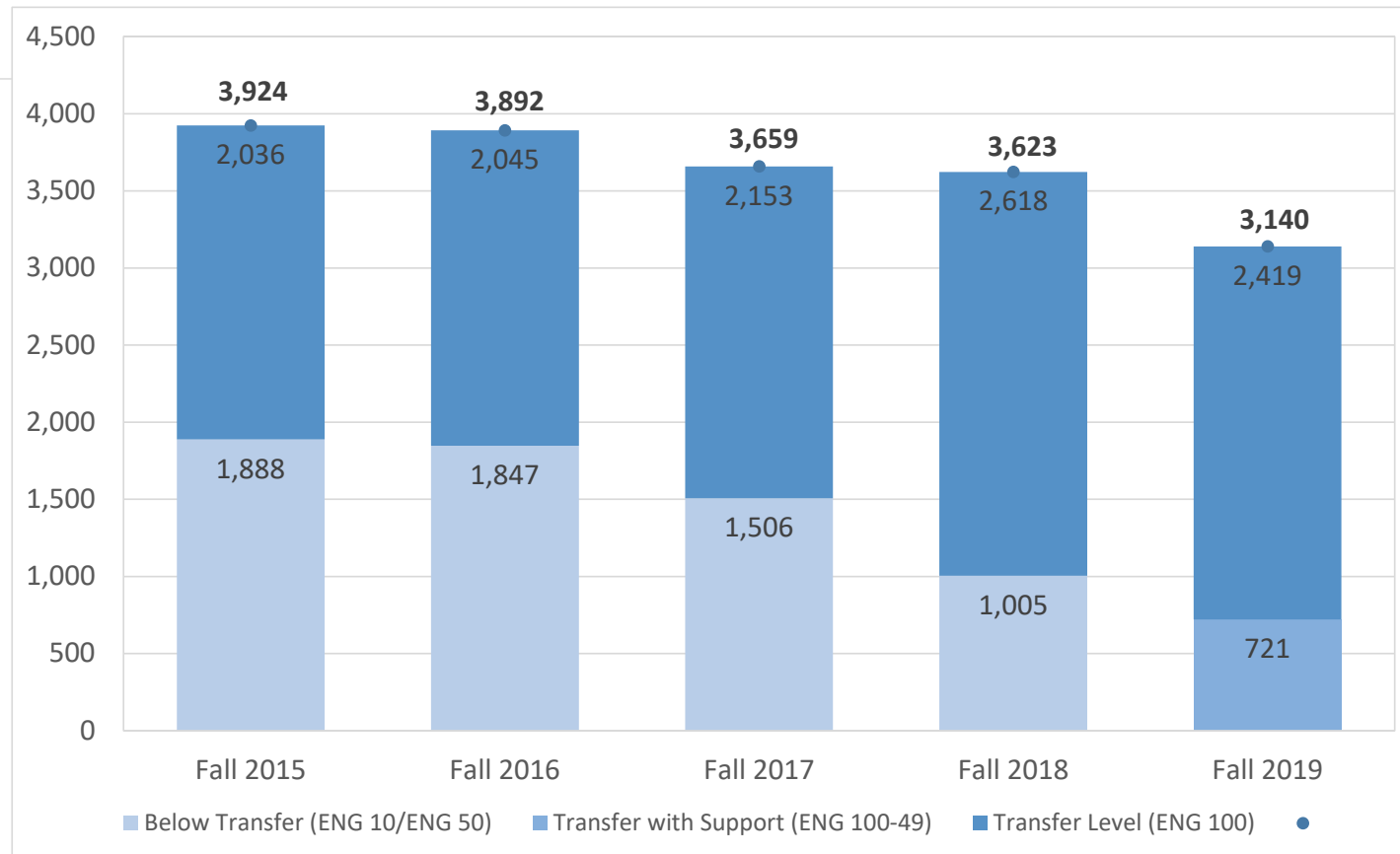What are our enrollments trends in
English over time?

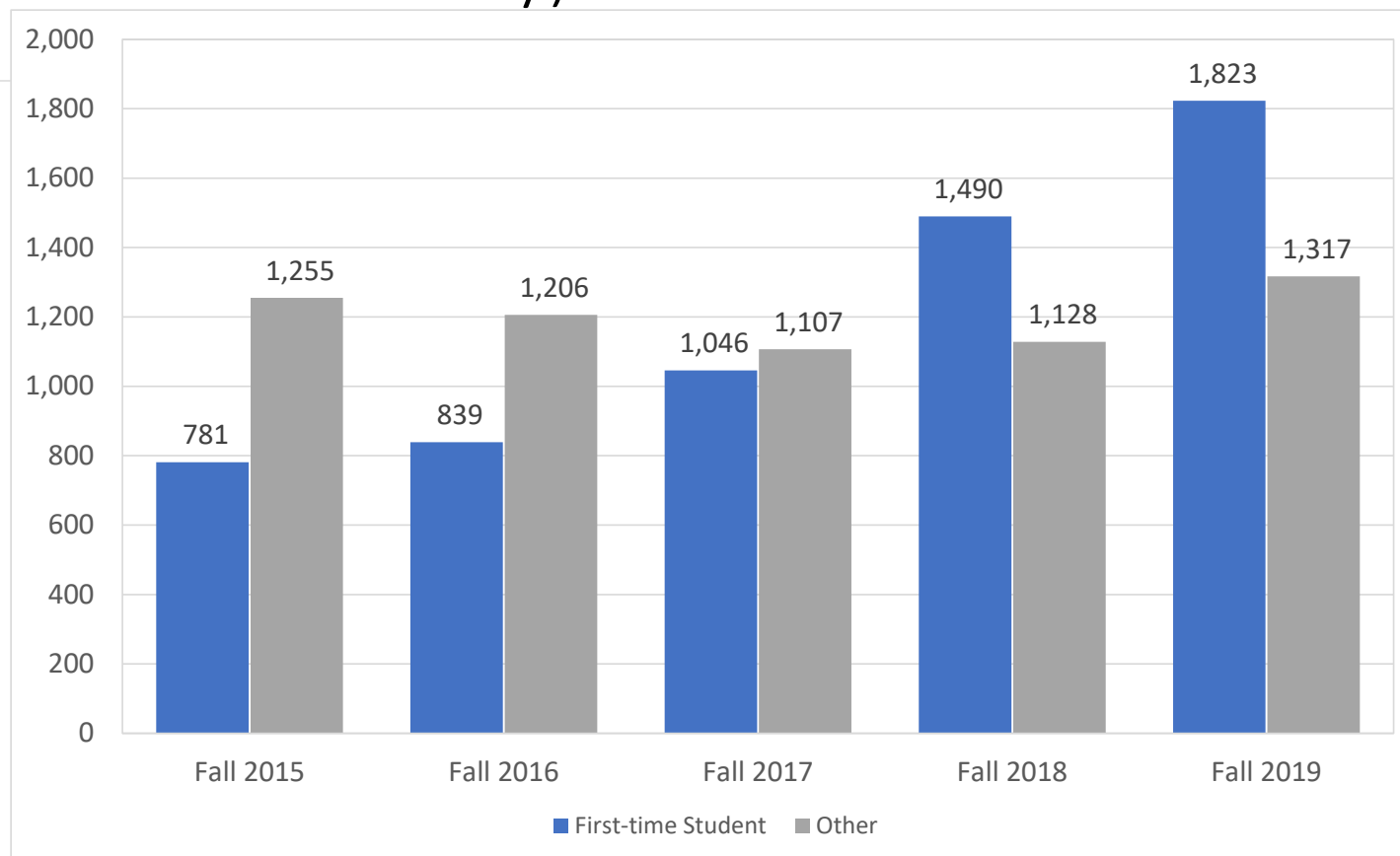Are students following their placement
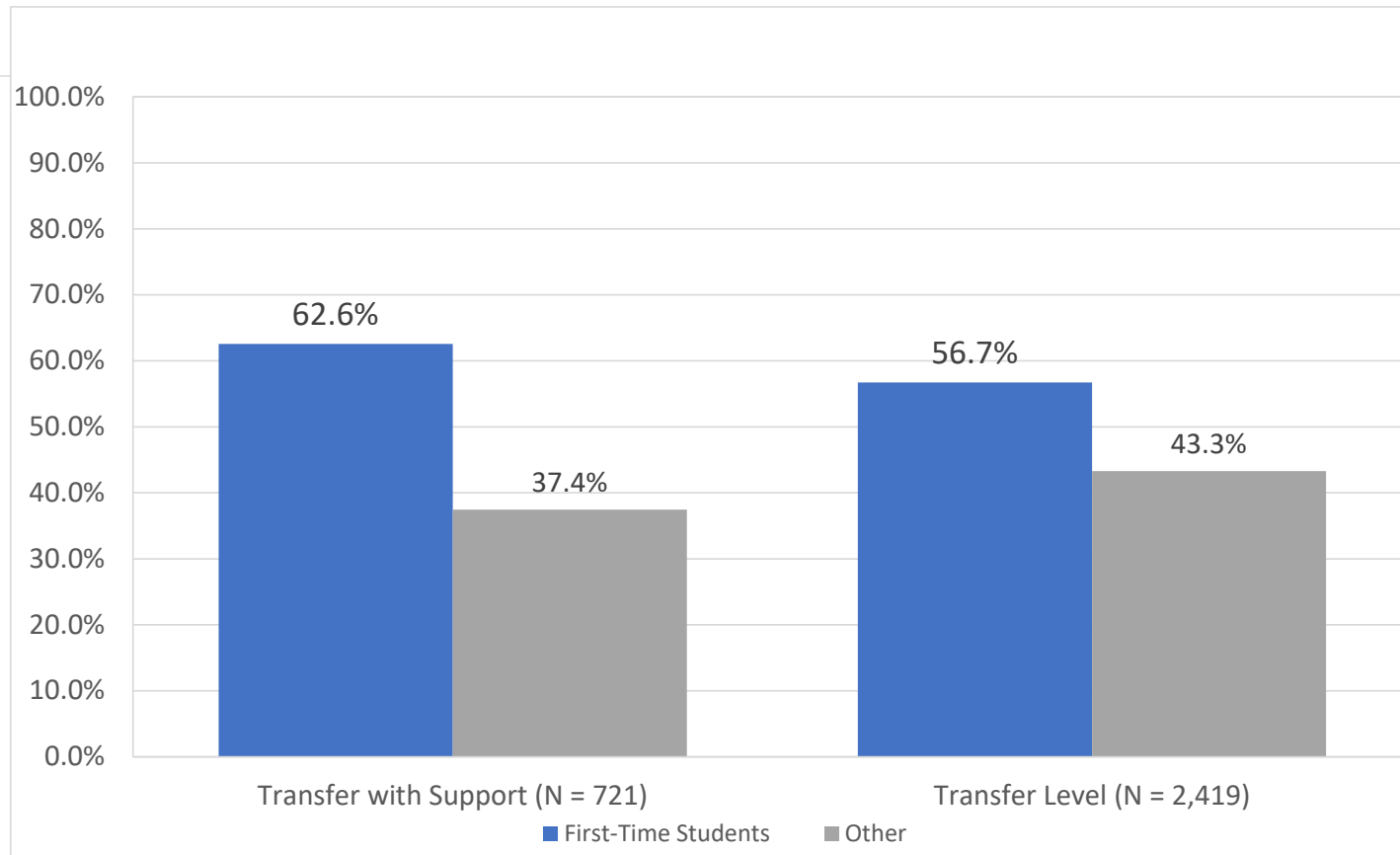recommendations?

ENGLISH

ALL English Enrollments

English <u>Composition</u> Enrollments By Transfer Level

English Composition Enrollments by Enrollment Status (Transfer Course Only)

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
First-time Student	781	839	1,046	1,490	1,823
Other	1,255	1,206	1,107	1,128	1,317

Fall 2019 English Composition Enrollments by Student Status and Transfer Level

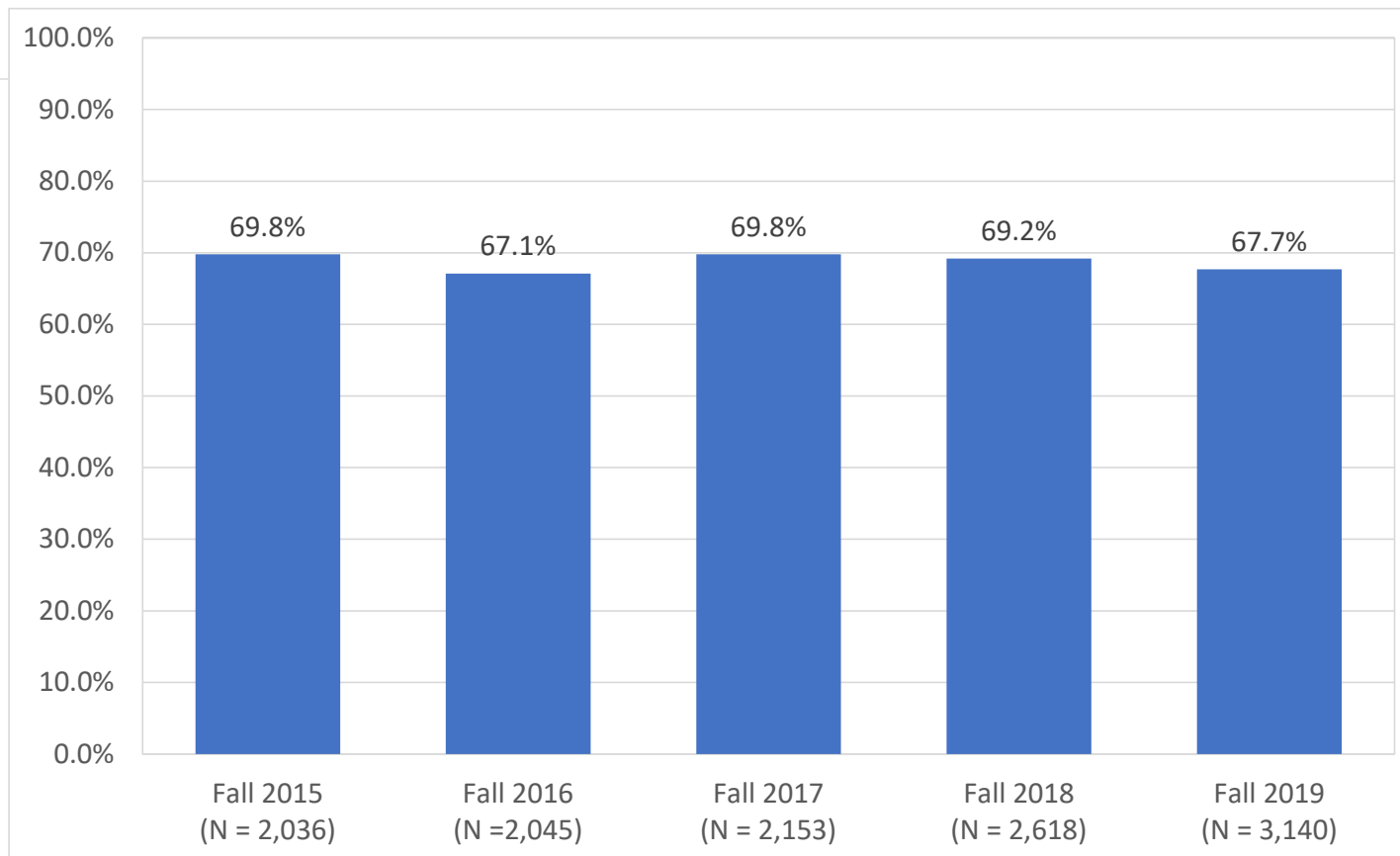# Fall 2019 Alignment of First-Time Student Enrollment with English Placement Recommendation
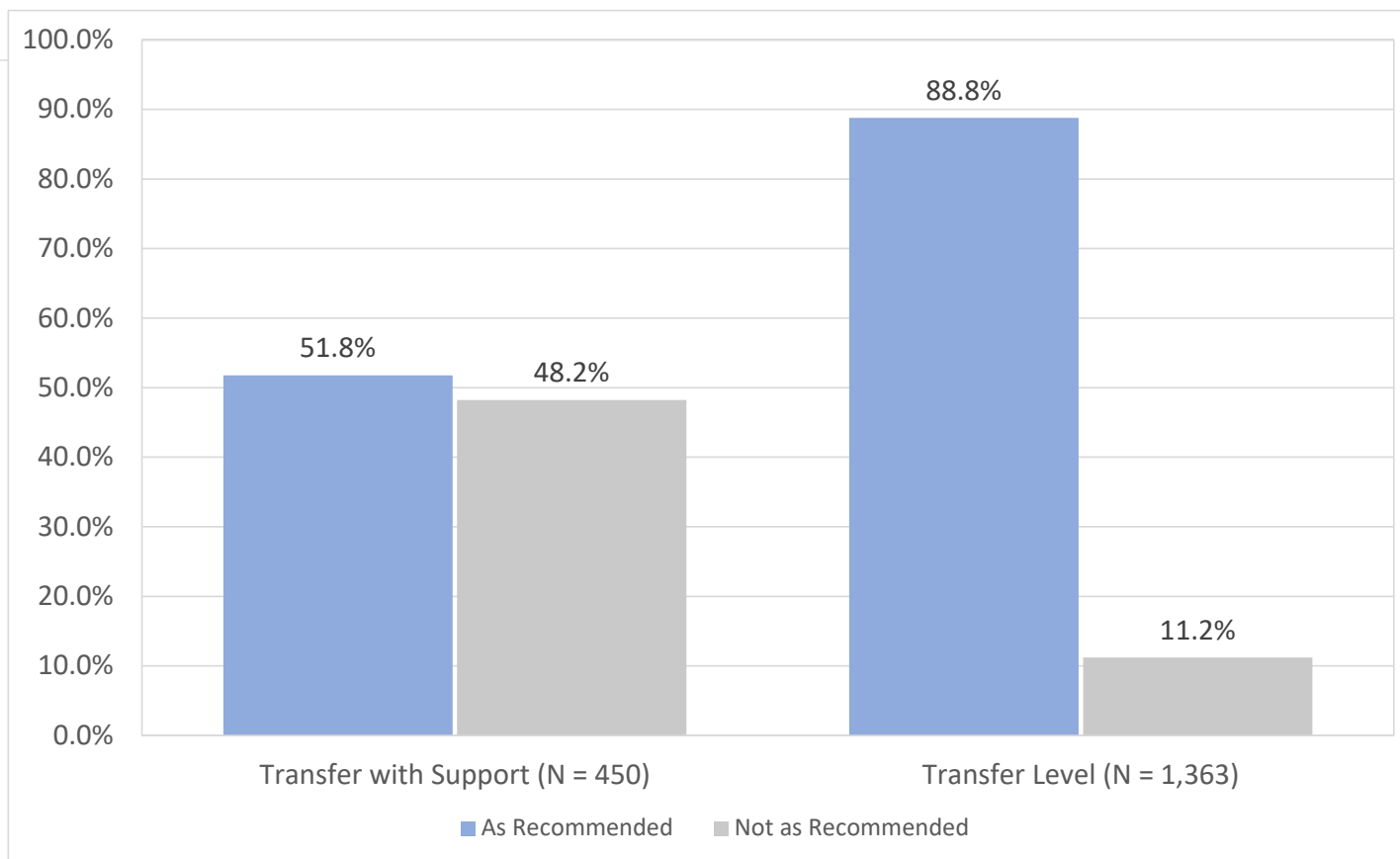
What are our English composition
course success rates?
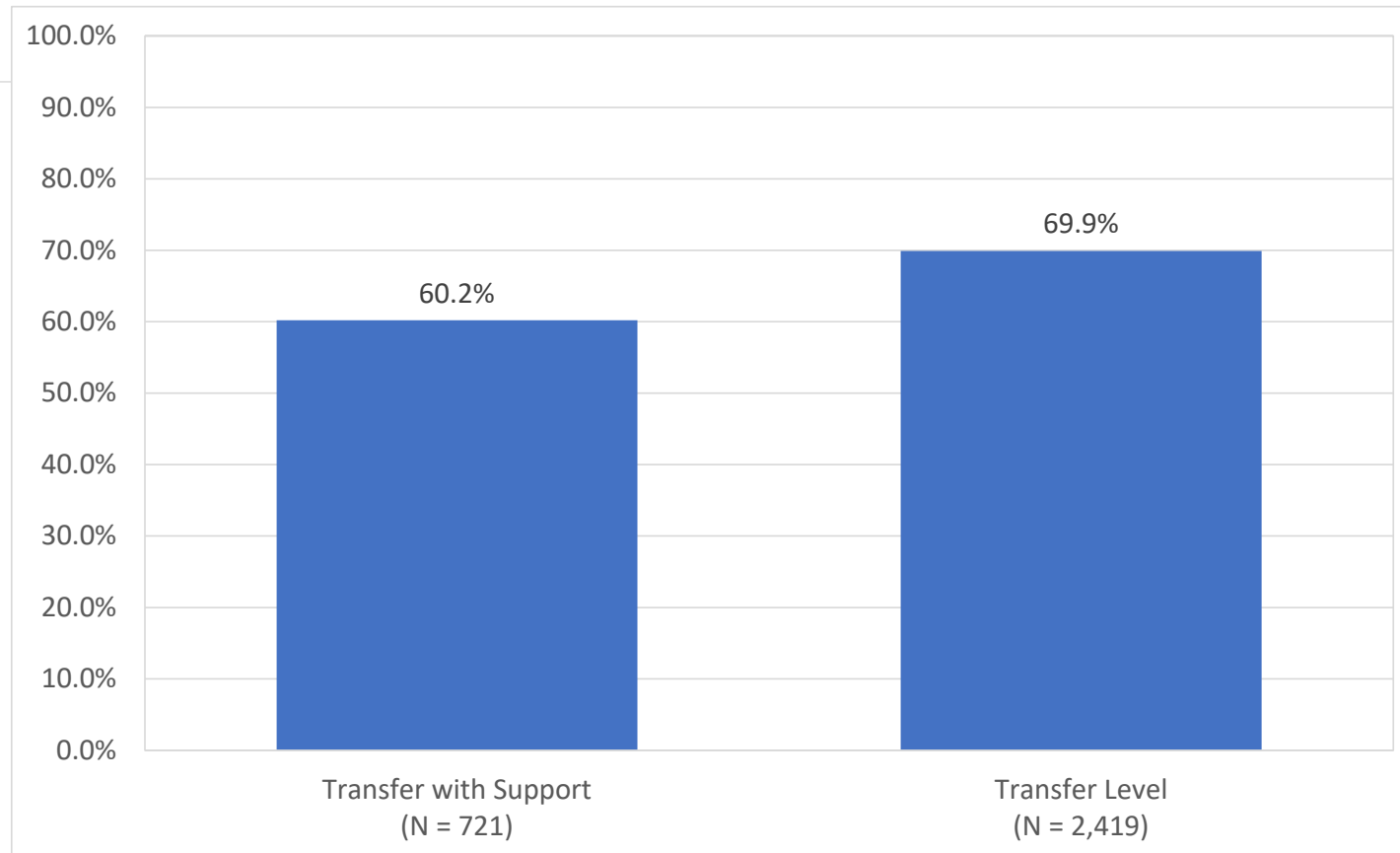
What is our English composition
one-year throughput?

_____

ENGLISH

Success Rates - English Composition (Transfer Only)

69.8%	67.1%	69.8%	69.2%	67.7%
Fall 2015 (N = 2,036)	Fall 2016 (N =2,045)	Fall 2017 (N = 2,153)	Fall 2018 (N = 2,618)	Fall 2019 (N = 3,140)

Note

Excludes Below Transfer (ENG 10/ENG 50) and Above ENG 100 courses

# Success Rates - Fall 2019 English Composition by Transfer Level

English Composition - Throughput

- Number of fall first-time students completing transfer-level English within one year.

- Percent of fall first-time students completing transfer-level English within one year.

English Composition - Throughput

Figure 1. English One-term and One-year Throughput for First-time Students
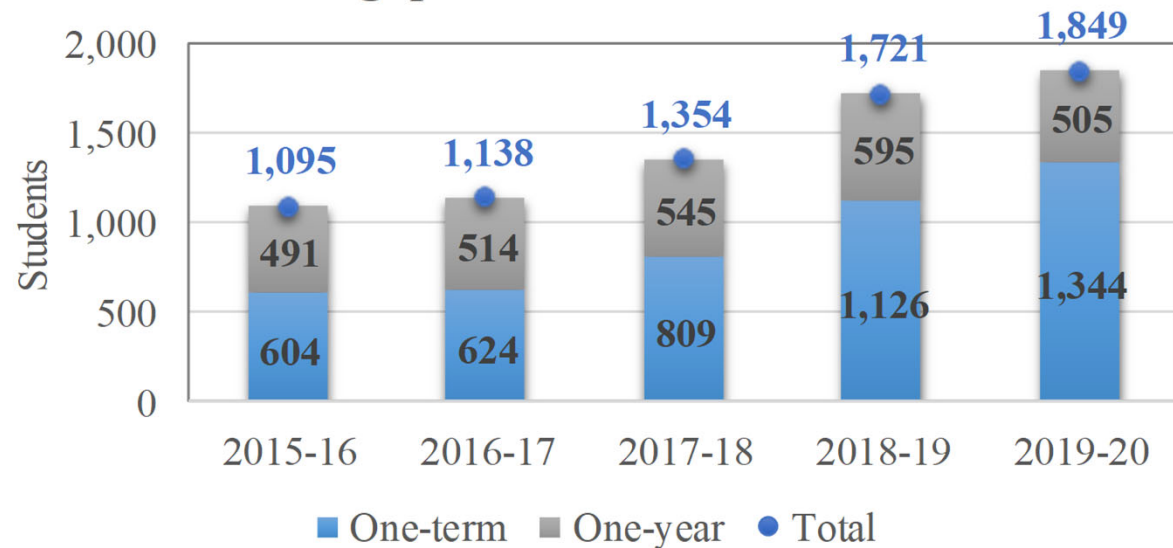
English Composition - Throughput

Table 1. English One-year Throughput for First-time Students										
Completed English	Fall, 2015		Fall, 2016		Fall, 2017		Fall, 2018		Fall, 2019	
Yes	1,095	22.5%	1,138	23.7%	1,354	28.2%	1,721	34.2%	1,849	40.1%
No	3,781	77.5%	3,659	76.3%	3,445	71.8%	3,316	65.8%	2,759	59.9%
Total	4,876	100.0%	4,797	100.0%	4,799	100.0%	5,037	100.0%	4,608	100.0%

Math

Are students receiving placement recommendations?

What is the distribution?

Are the placements clear to students?

Math

Placement

Percentage of applicants and enrollees receiving MATH placements

* Fall 2019 applicants

Math Placement	Applicants		Enrolled Applicants	
Received a Placement	Number	Percent	Number	Percent
Yes	10,819	59.9%	6,560	77.2%
No	7,248	40.1%	1,936	22.8%
Total	**18,067**	**100.0%**	**8,496**	**100.0%**

Placement

Received MATH placements for applicants and enrollees

Math Placement Distribution		Applicants		Enrolled Applicants	
Received Placement	**Age Groups**	**Number**	**Percent**	**Number**	**Percent**
	17 & Under	1,871	53.1%	1,129	67.5%
	18-20	4,674	76.5%	2,955	90.8%
Yes	21-29	2,896	57.0%	1,658	76.4%
	30-39	711	41.0%	425	60.4%
	40 and above	667	41.2%	393	56.5%
Total		**10,819**	**59.9%**	**6,560**	**77.2%**

Placement

Distribution of MATH placements for applicants and enrollees

Math Placement Distribution	Applicants		Enrolled Applicants	
Placement Level	Number	Percent	Number	Percent
Below Transfer	1,830	16.9%	1,109	16.9%
Transfer with Support	3,306	30.6%	1,964	29.9%
Transfer Level	5,683	52.5%	3,487	53.2%
Total	**10,819**	**100.0%**	**6,560**	**100.0%**

Placement Survey Results - Math

Research Question

- How clear to students are the placements?

Student Registration Survey

- Clarity of Placement Information
- Reasons for Not Enrolling in Subject

Placement Survey Results - Math

- Data
  - First-time Palomar Students
  - Post Registration
  - Emailed link to Online Questionnaire
  - Randomly Assigned to Respond to English or Math Questions
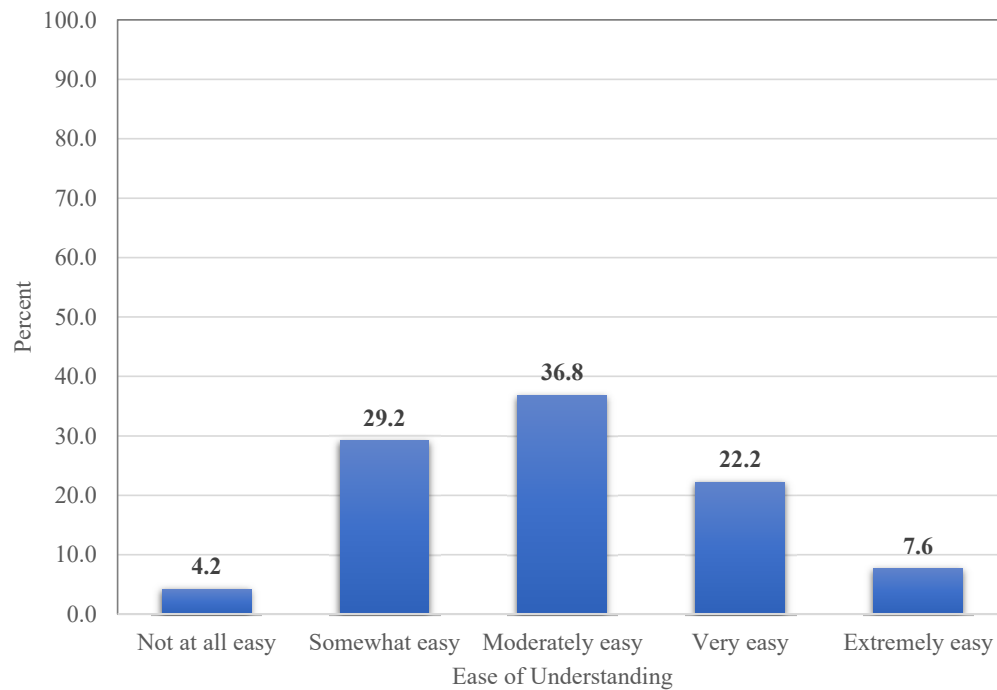 - 592 (301 + 291) Respondents
- Results

Placement Survey Results- Math

Figure M1. Received Math Placement Information (N=289)

Received Math Placement Information
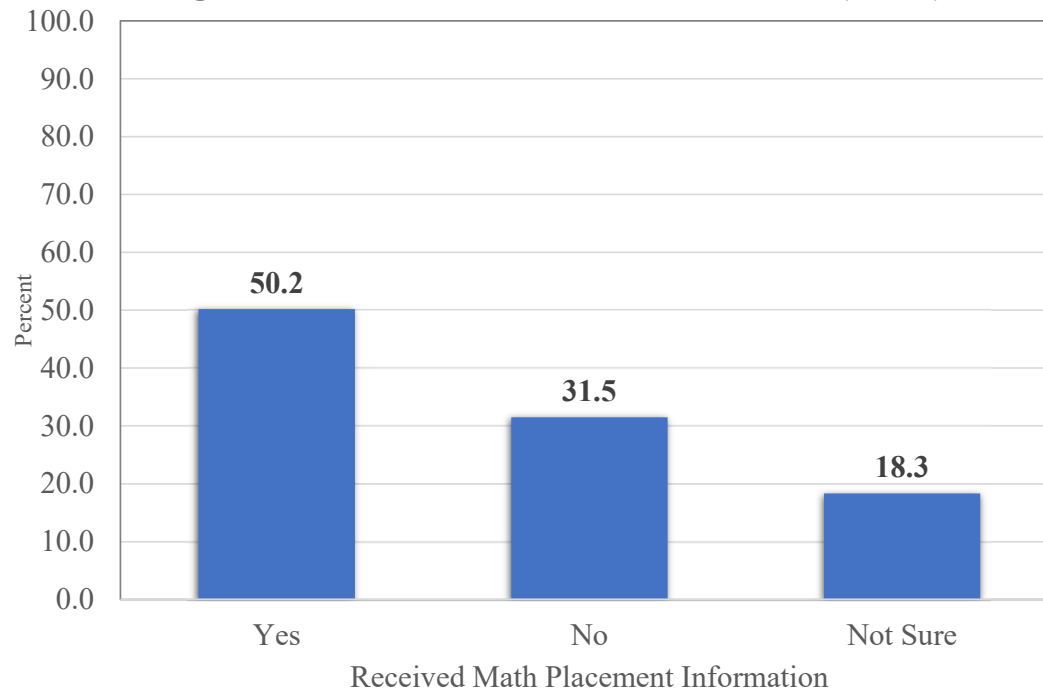
Placement Survey Results- Math

Figure M2. Ease of Understanding Math Placement Information (N=144)

Placement Survey Results- Math

Table M1. Math Placement Information	Yes		No		Not Sure		Total	
	N	%	N	%	N	%	N	%
Knew What Math Class to Take	157	54.1%	105	36.2%	28	9.7%	290	100%
Math Support Class Was Recommended	53	18.3%	196	67.8%	40	13.8%	289	100%

Placement Survey Results- Math

Table M4. Reasons for Not Enrolling in Math (N=108)		
Reasons	N	%
Didn't Want to Take a Math Class Online	30	27.8%
More Interested in Other Classes	28	25.9%
Not Sure What Class to Take	27	25.0%
No Room for It in Student's Schedule	20	18.5%
Didn't Need a Math Class	19	17.6%
Didn't Want to Take That Many Units	18	16.7%
Student Was Not Sure They Were Ready to Take Recommended Class	9	8.3%
Course Wanted Wasn't Offered at a Time or Day Student Could Take It	4	3.7%
Class Wanted Was Full	1	0.9%
Other	15	13.9%

Placement Survey Results- Math

Figure M3. Followed Math Placement Recommendation (N=182)
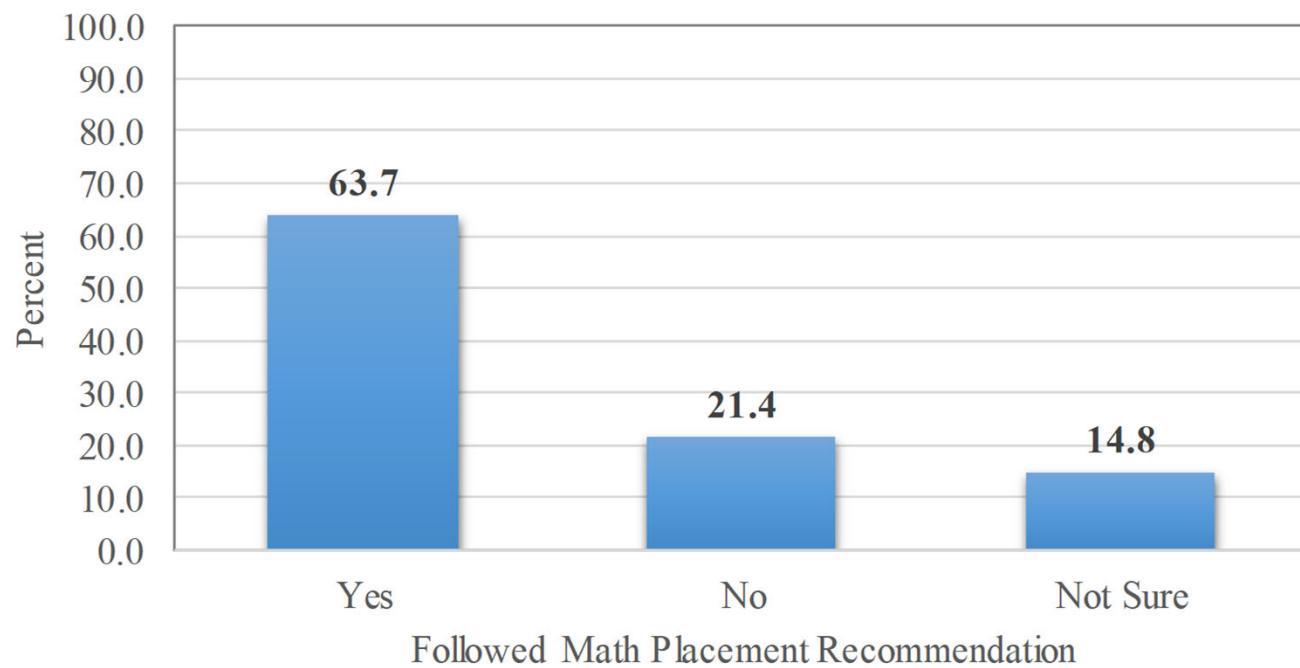
Placement Survey Results- Math

Student Suggestions for
Improving the Placement Process

Placement Survey Results- Math

Student Suggestions for
Improving the Placement Process

"have a meeting with a counselor to see what class we should take & understand why"

"set up counseling, or take a math placement test"

"very hard time finding the correct classes to choose from and then selecting it, hard time even knowing which classes applied to me until i spoke with a counselor"

"In the future you could try making it easier to understand what math classes we need to take in the future. Because I was put into Group K and it was hard to find information about what math classes go with that group."

Placement Survey Results- Math

Student Suggestions for Improving the Placement Process

"Perhaps having a one on one with us and explaining which math class would be the best for us to take."

"Maybe describe what each class is about and/or why we were selected for that math class."

"Maybe if we could have a automatic email emailed to us to tell us what specific class we need to take and what the different math levels are and what they mean for our future"

"If there were an email or notification with more information on how to find your math class, how to register and a overview of what to expect"

Placement Survey Results- Math

**Student Suggestions for Improving
the Placement Process**

"Make it known that there is a quiz or something we should take to find out. Or have our high school tell us which math we should take or just give a detailed explanation of each math class and let us decide."

"Explaining what math courses there are and why you recommend the one you do."

"It only told me I was in math group L, but it would help a lot more if it was more specific. What course names are in "math group L" or what kind of math classes I'd need for this, etc."

Placement Survey Results - Math

Student Suggestions for
Improving the Placement Process

More Detailed Information
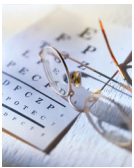
Greater Clarity

Having Information Pushed Out (Email)

Placement Survey Results -- Math

What are our enrollment trends in
math over time?

Are students following their placement
recommendations?

Math

Math Results By Pathway

Pathway	Level	Math
On Ramp	Below Transfer	Math 56, Math 56-6 Math 60 Math 54
Humanities & Social Behavior Sciences	Transfer	Math 100, 120 Psych/Soc 205 Bus 204
	With Support	Math 100-1, 120-20
BSTEM	Transfer	Math 110, 115, 130, 135, 140
	With Support	Math 110-11,110-75 Math 115-76 Math 130-13
ELEM ED	Transfer	Math 105, 106

<u>ALL</u> Math Enrollments
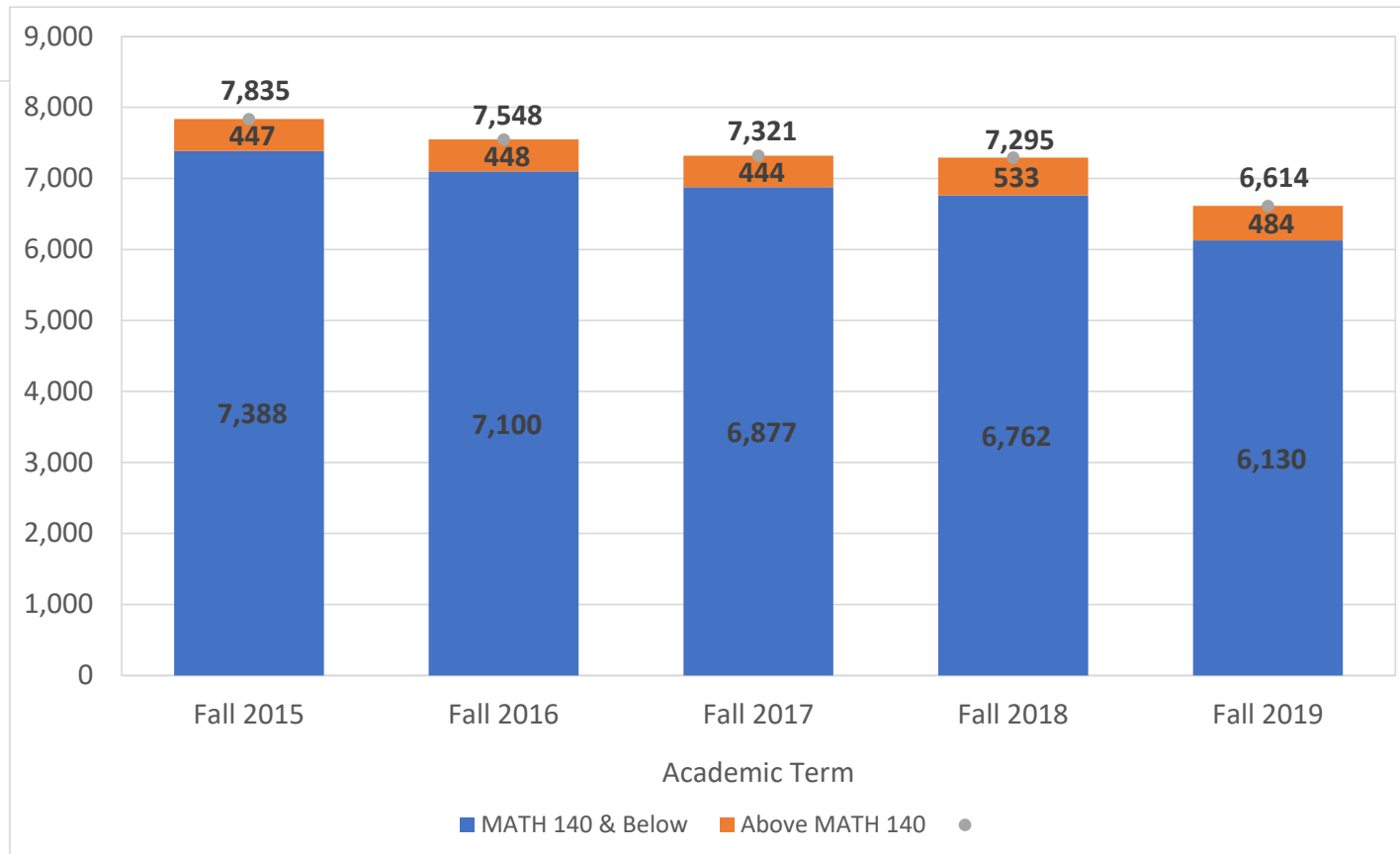
Math Enrollments by Transfer Level
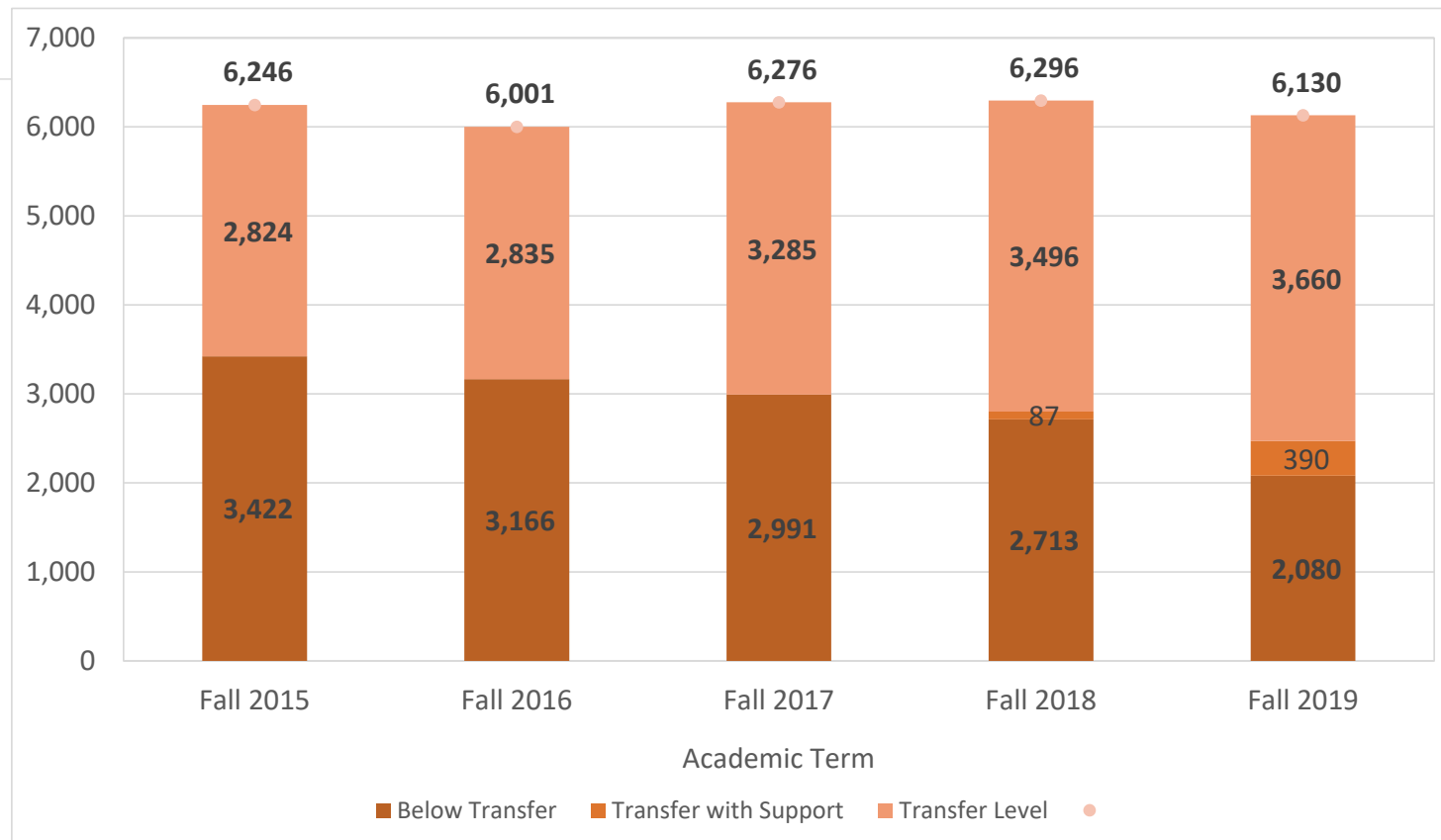
Note

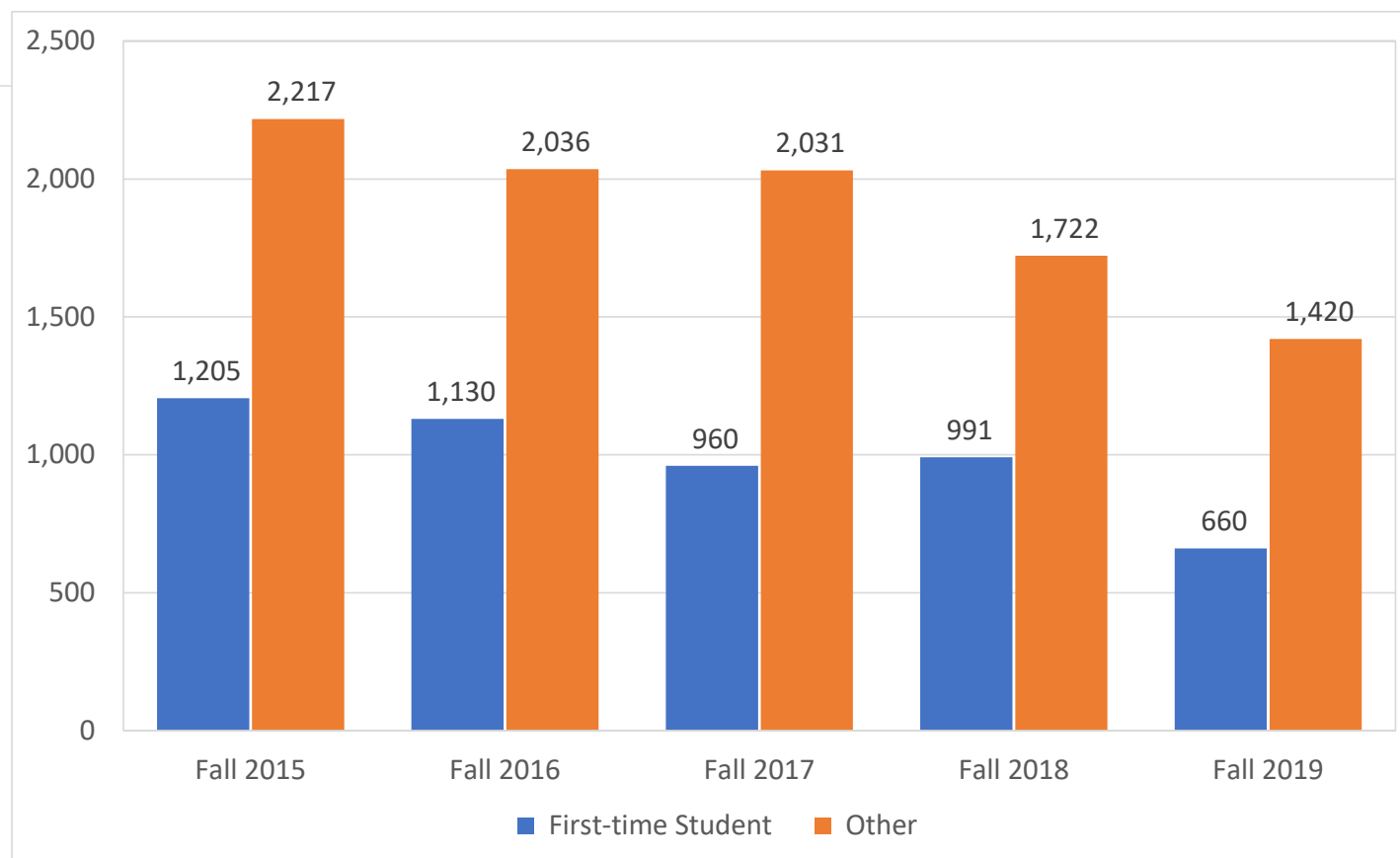**Excludes Basic Skills and Above Math 140 courses**

Math Enrollments by Pathway
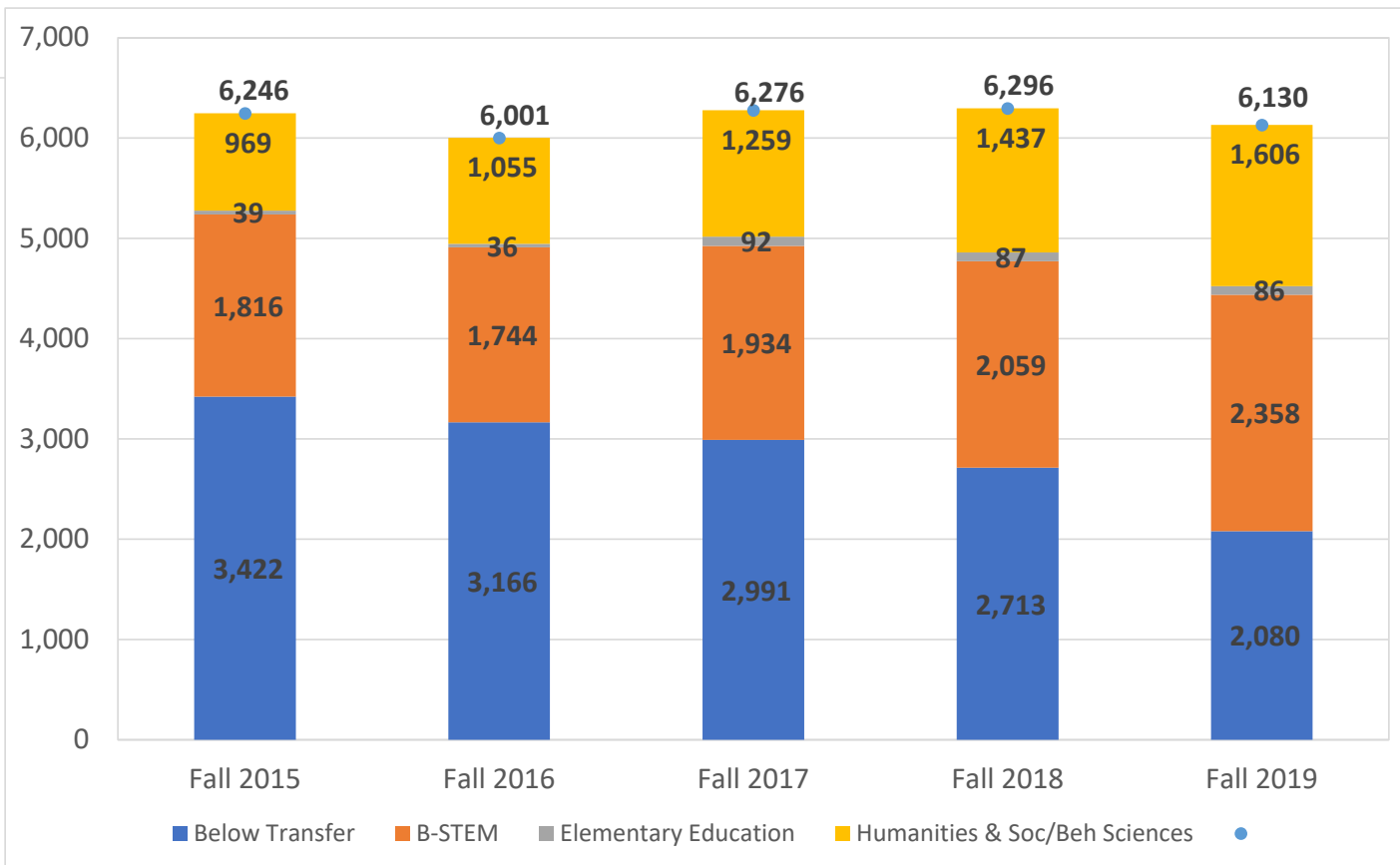
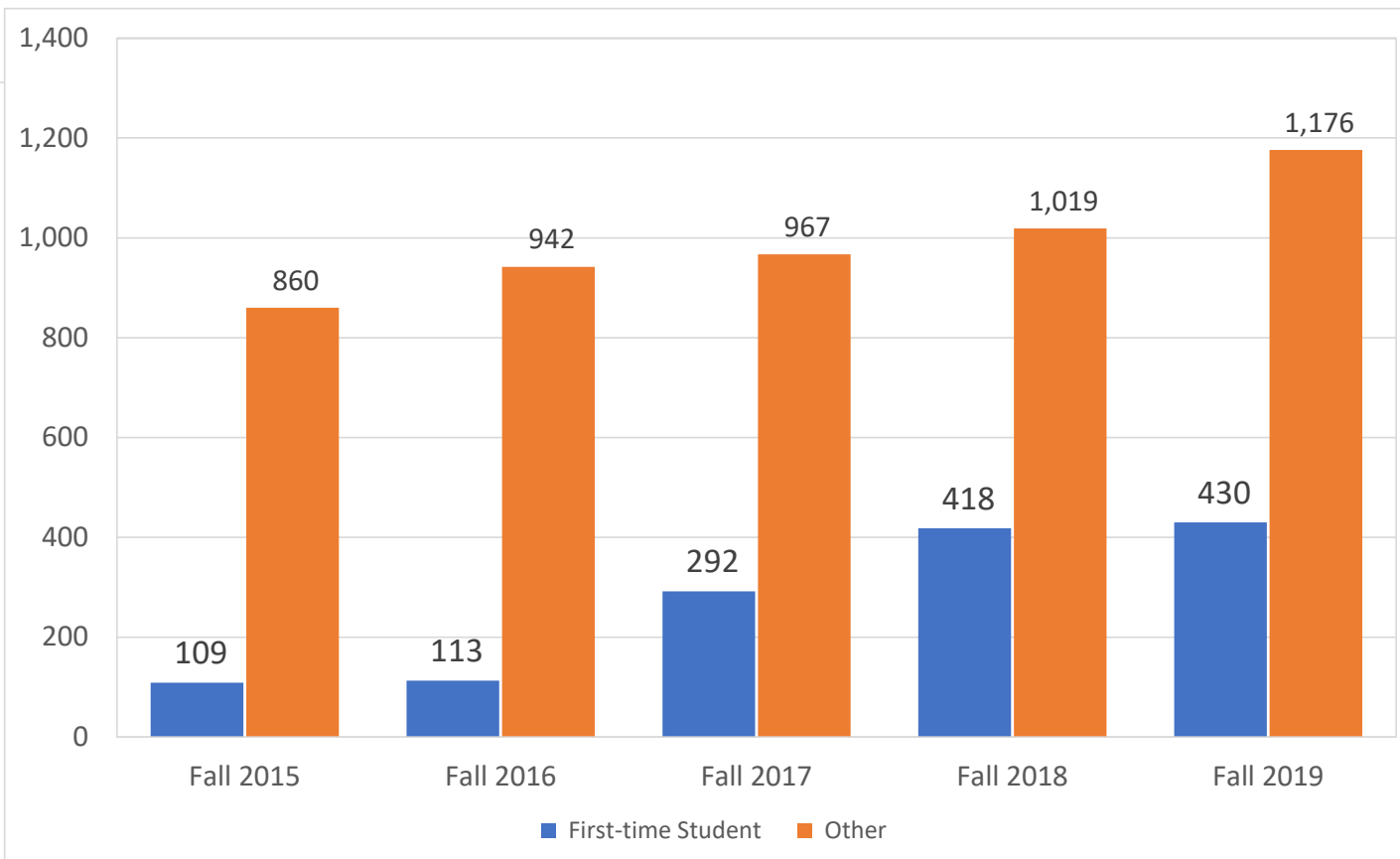**Note**

Excludes Basic Skills and Above Math 140 courses

Below Transfer Math Enrollments by Enrollment Status

Chart: Below Transfer Math Enrollments by Enrollment Status

	First-time Student	Other
Fall 2015	1,205	2,217
Fall 2016	1,130	2,036
Fall 2017	960	2,031
Fall 2018	991	1,722
Fall 2019	660	1,420

Below Transfer

Math 54, Math 56, Math 56-6, Math 60

H&SBS Pathway Math Enrollments by Enrollment Status

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
First-time Student	109	113	292	418	430
Other	860	942	967	1,019	1,176

■ First-time Student   ■ Other

H&SBS Pathway

Math 100, Math 100-1, Math 120, Math 120-20, Bus 204, Psych/Soc 205

B-STEM Path Math Enrollments by Enrollment Status
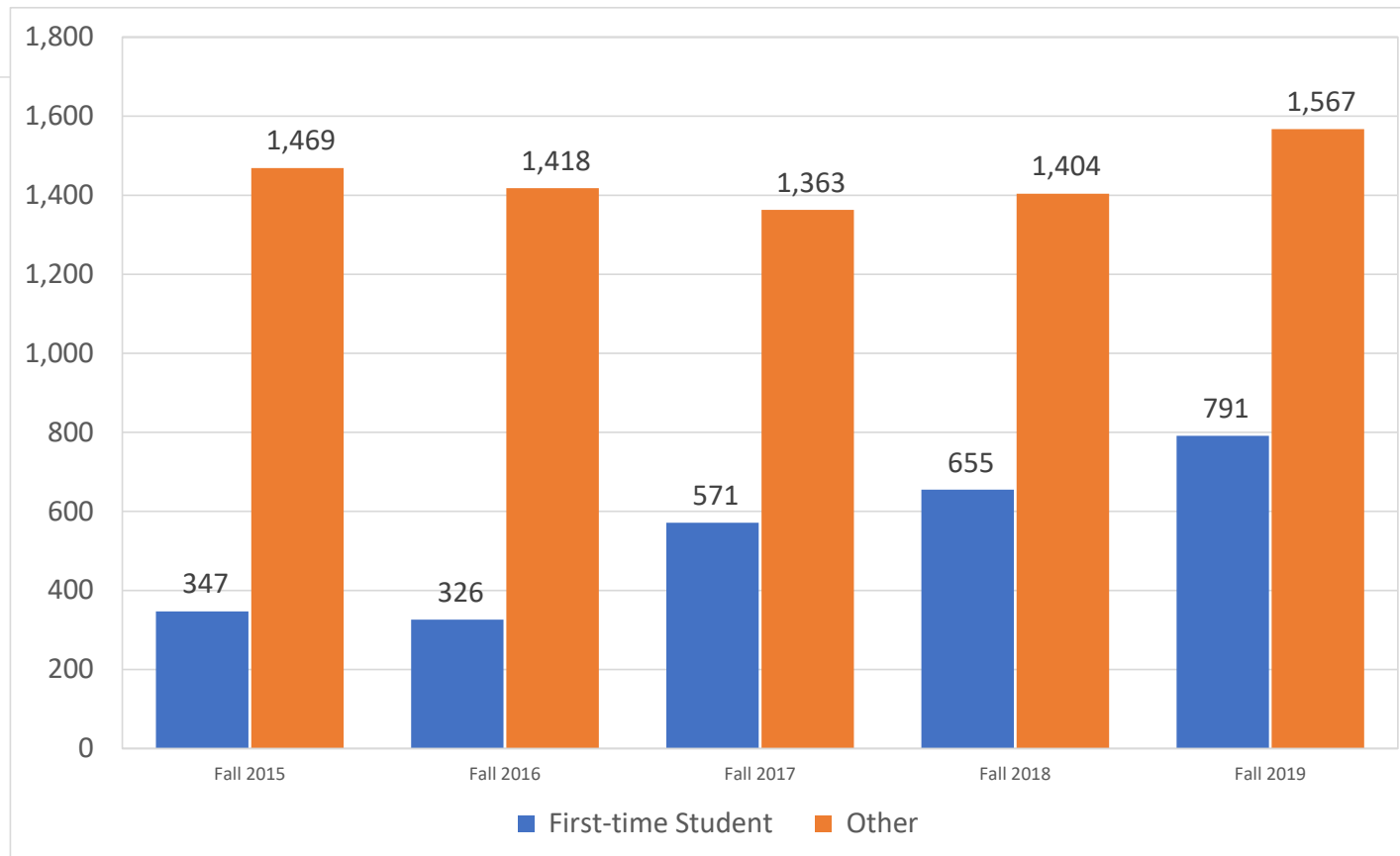
B-STEM Pathway

Math 110, Math 110-11, Math 110-75, Math 115, Math 115-76, Math 130, Math 130-13, Math 135, Math 140

Elementary Ed Path Math Enrollments by Enrollment Status
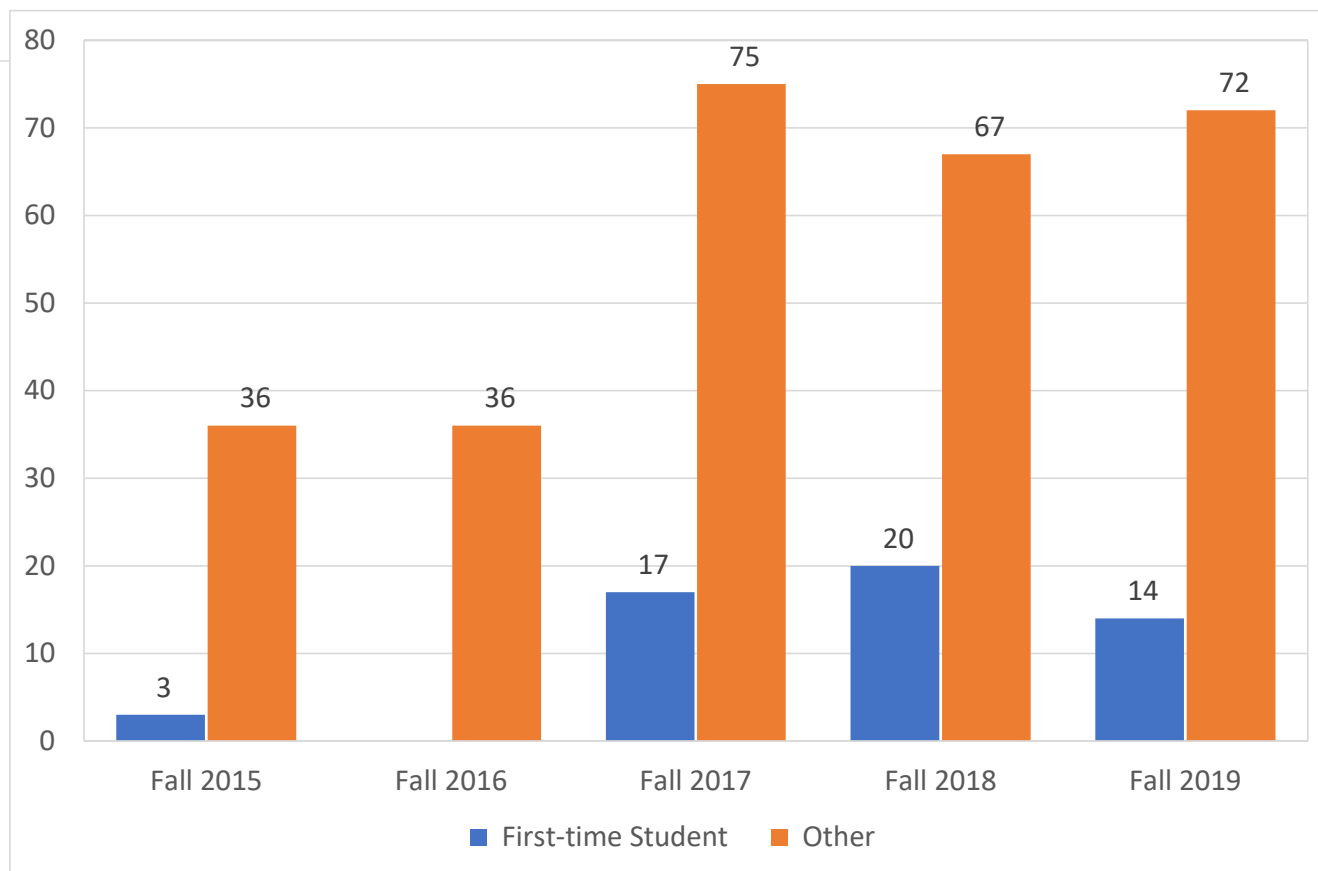
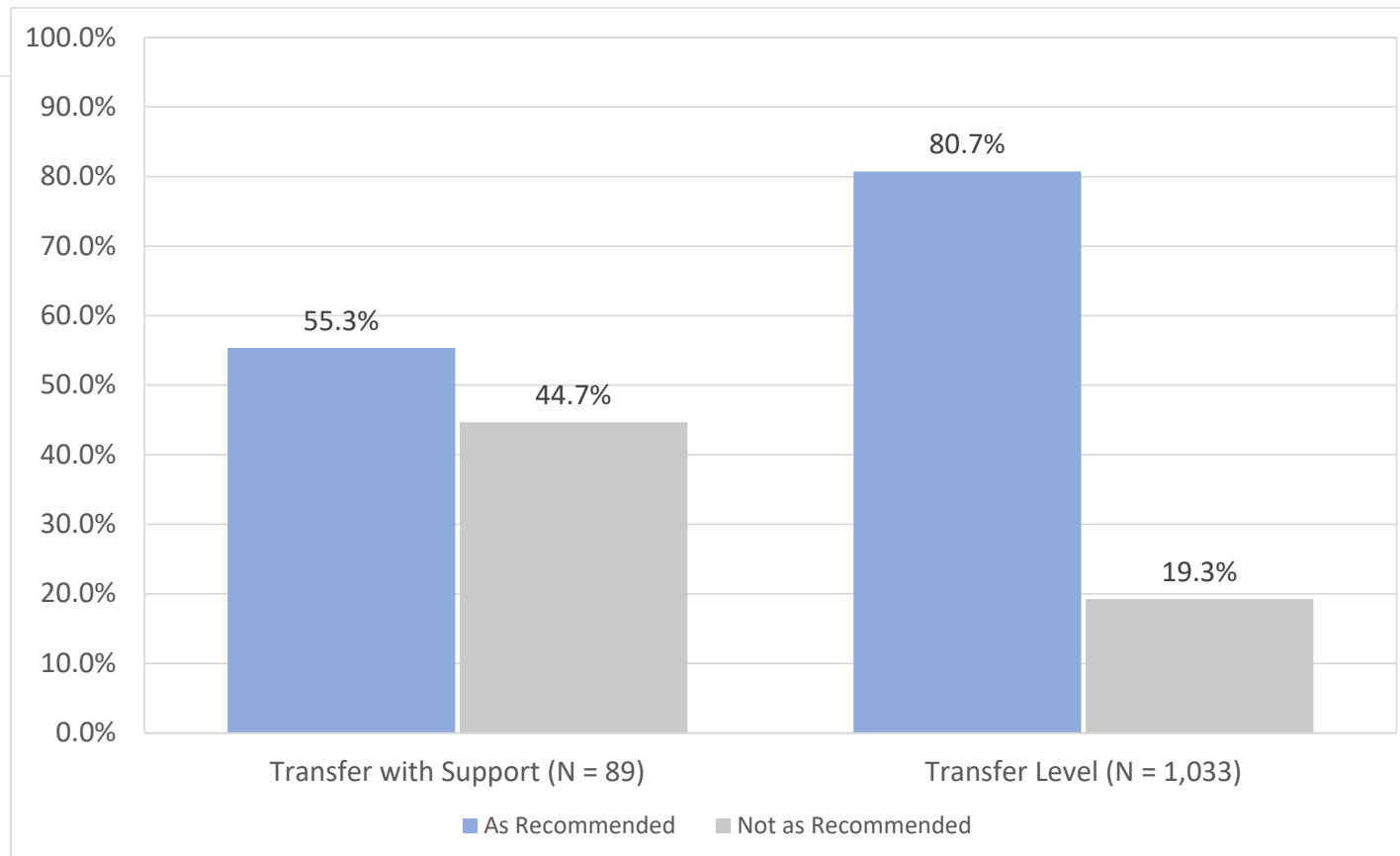| Elem Ed Pathway |
| :--- |
| **Math 105, Math 106** |

Fall 2019 Transfer Level Math Enrollments by Enrollment Status
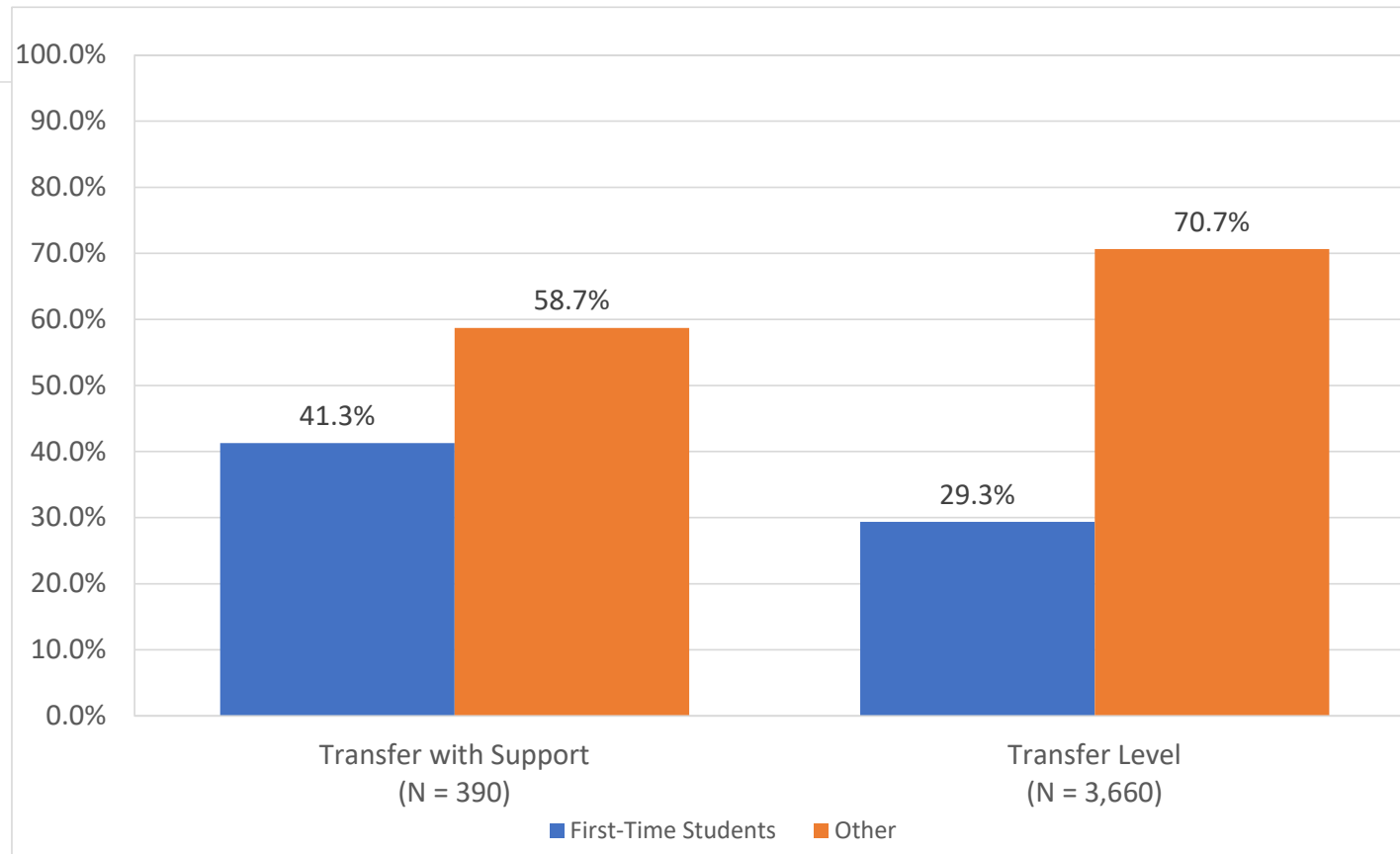
Note

Excludes Basic Skills and Above Math 140 courses

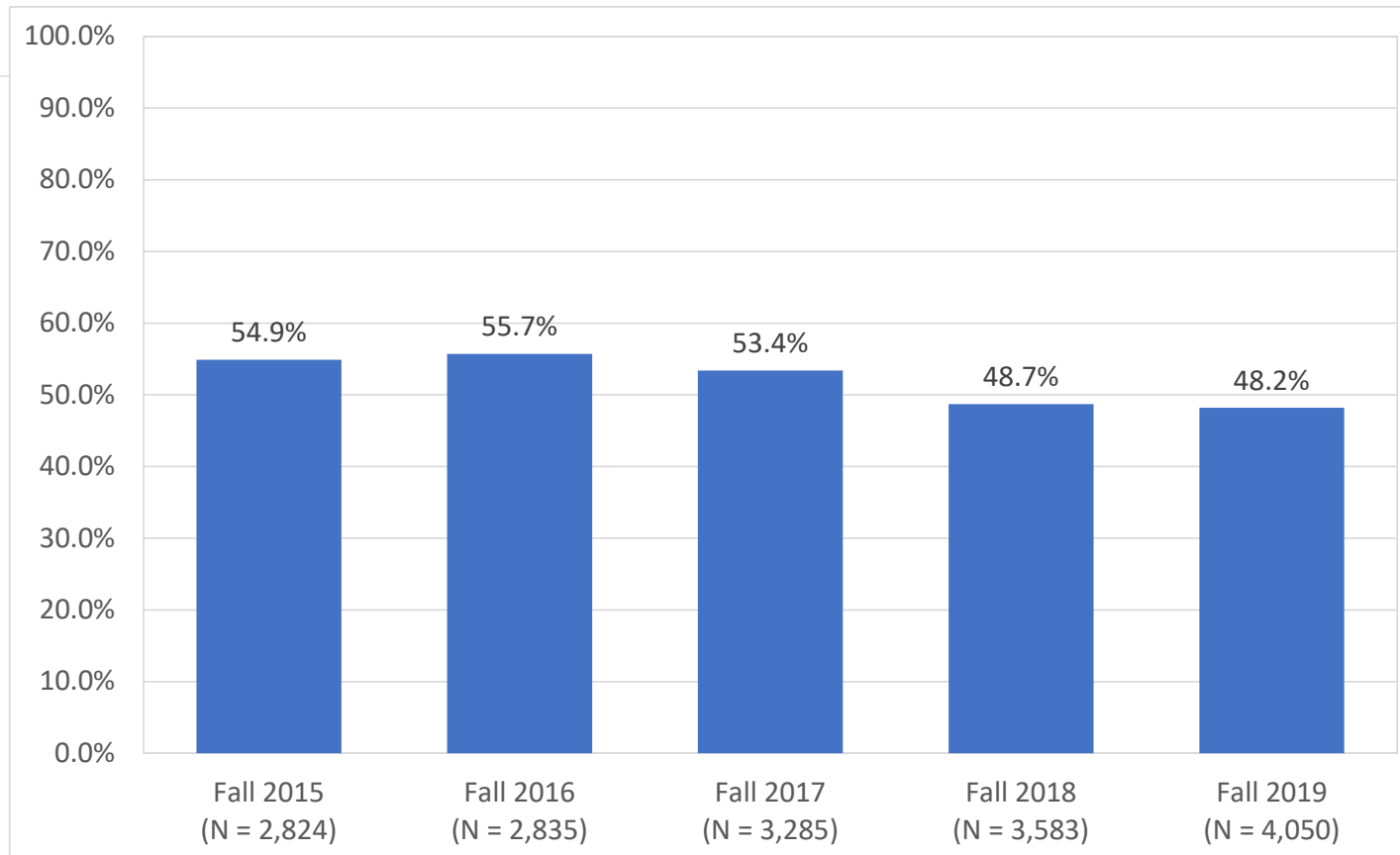Fall 2019 Alignment of First-Time Student Enrollment with Math Placement Recommendation

What are our math
course success rates?

What is our transfer level
one-year throughput?

Math

Math Success Rates

Note
Excludes Basic Skills and Above Math 140 courses

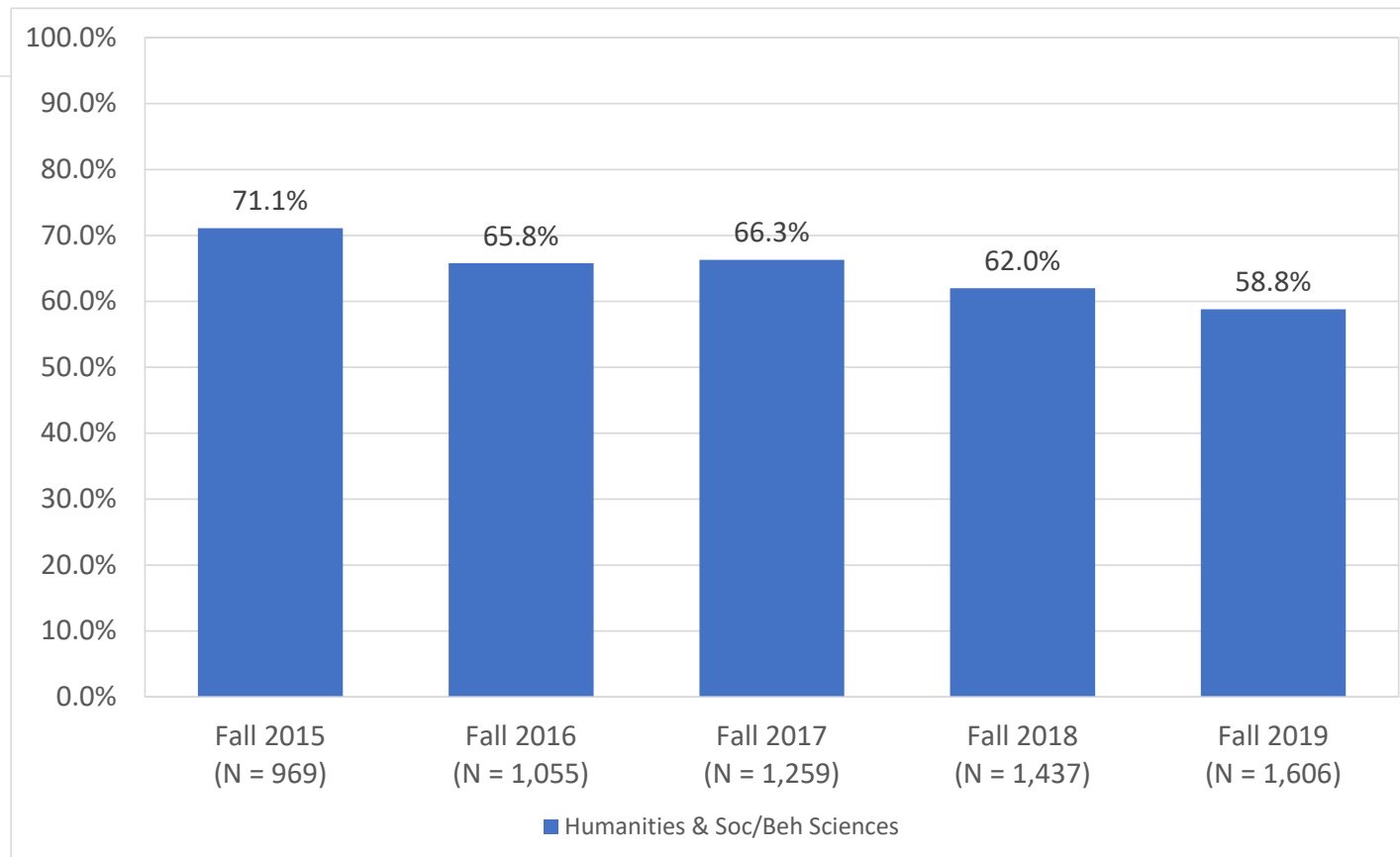# Math Success Rates – Below Transfer

Below Transfer Math Success Rates
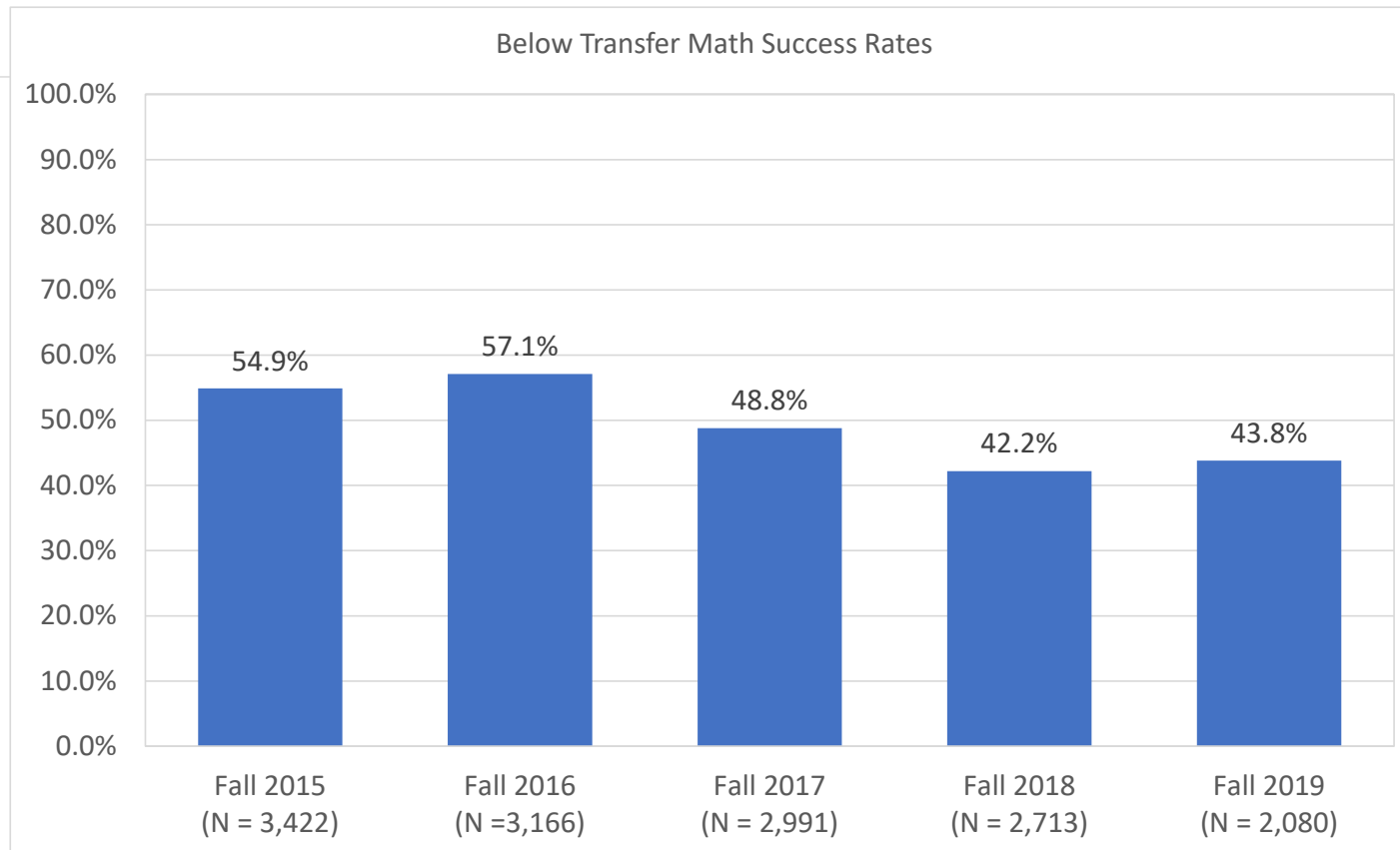
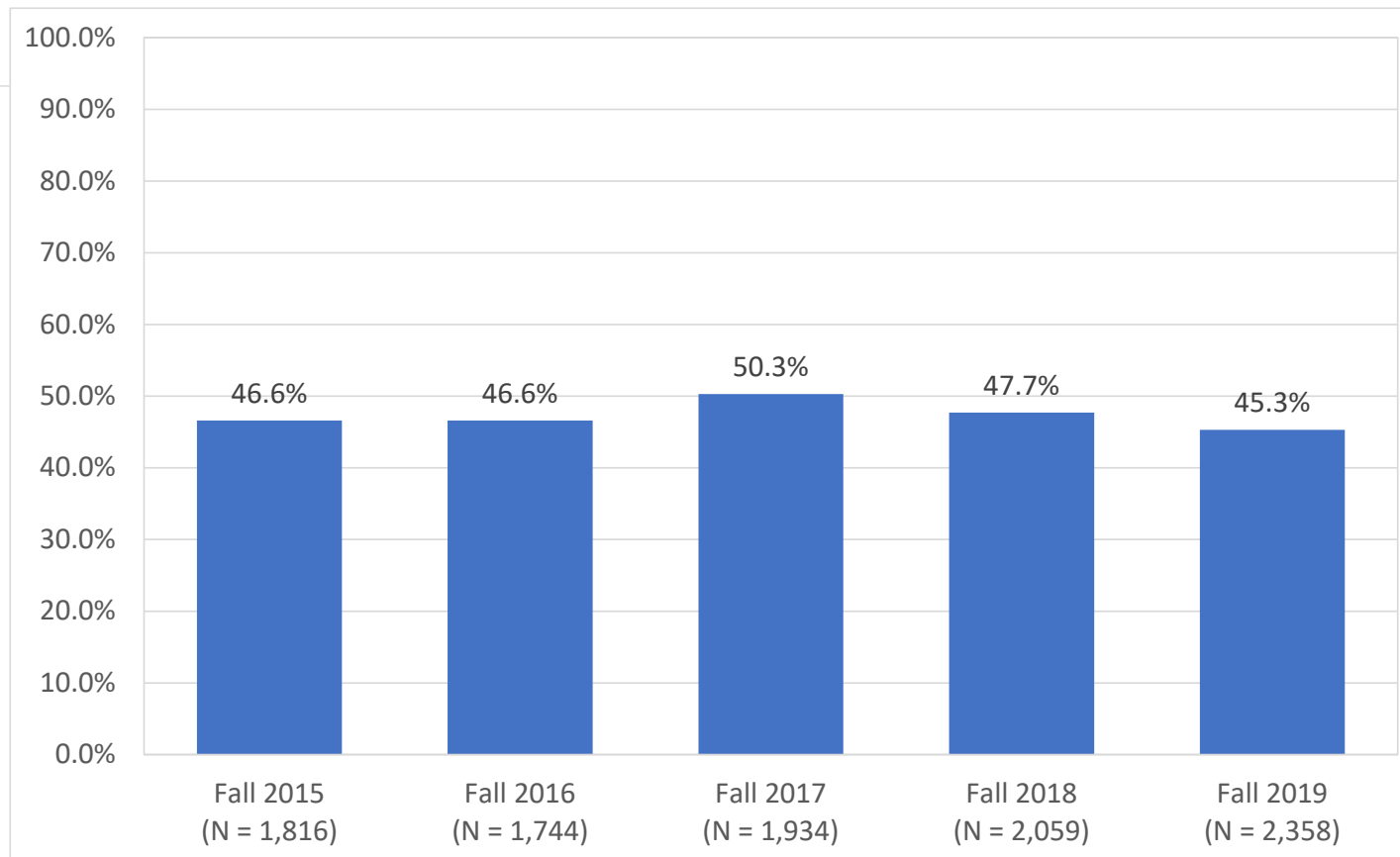| Below Transfer |
|---|
| Math 54, Math 56, Math 56-6, Math 60 |

Math Success Rates – H&SBS Pathway

H&SBS Pathway

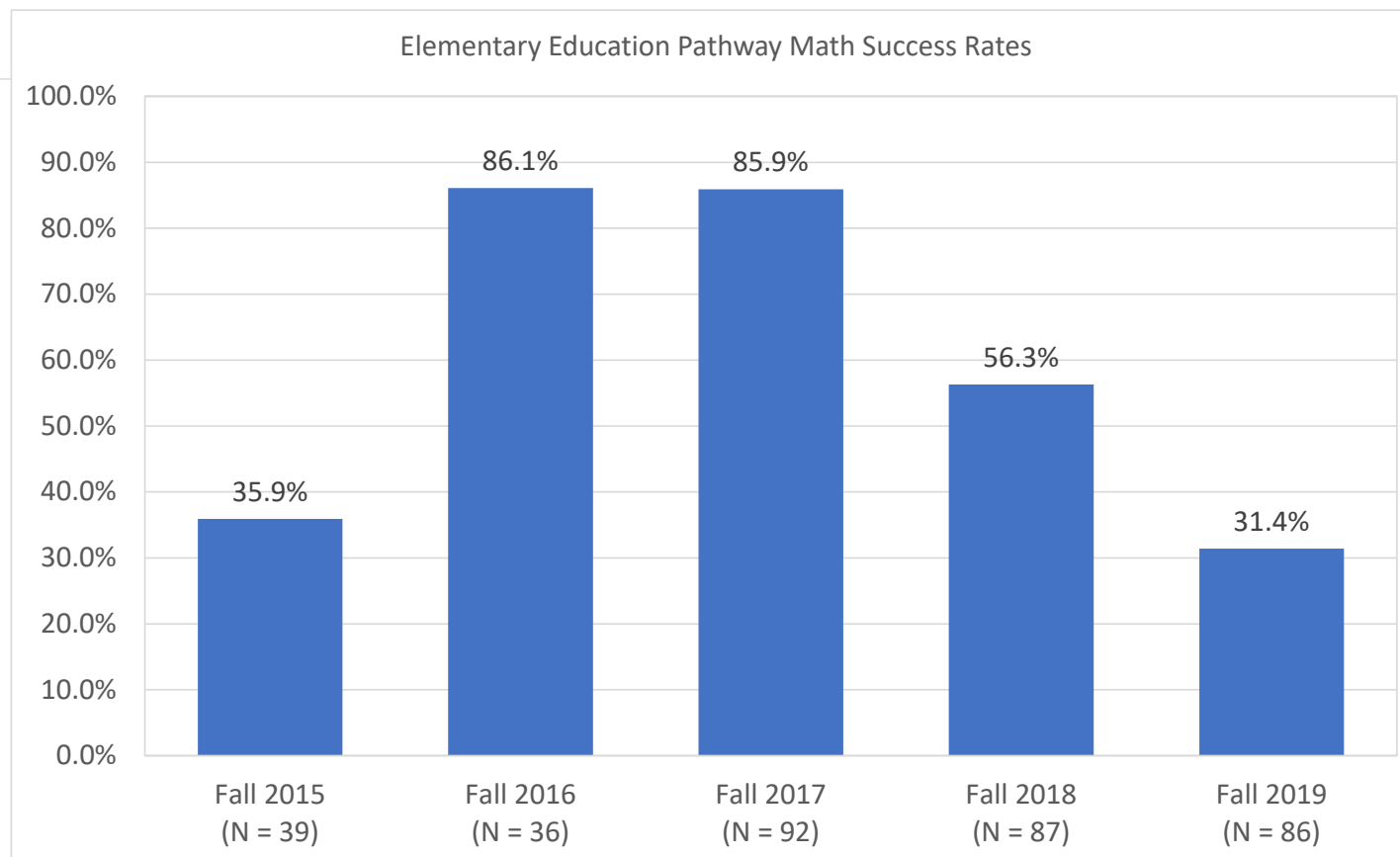Math 100, Math 100-1, Math 120, Math 120-20, Bus 204, Psych/Soc 205

Math Success Rates – B-STEM Pathway (through Math 140)

B-STEM Pathway

Math 110, Math 110-11, Math 110-75, Math 115, Math 115-76, Math 130, Math 130-13, Math 135, Math 140
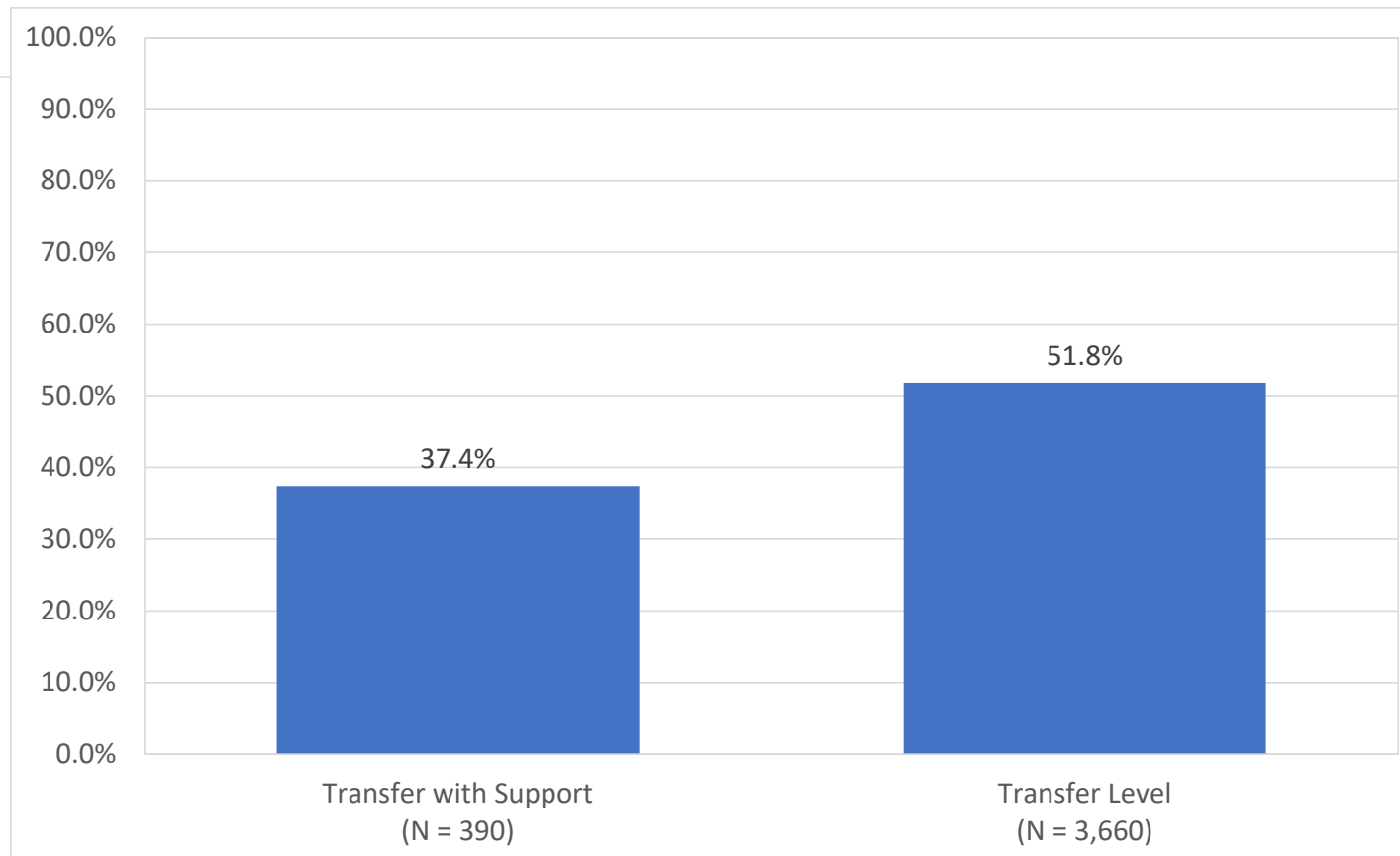
Math Success Rates – Elementary Education Pathway

Elementary Education Pathway Math Success Rates

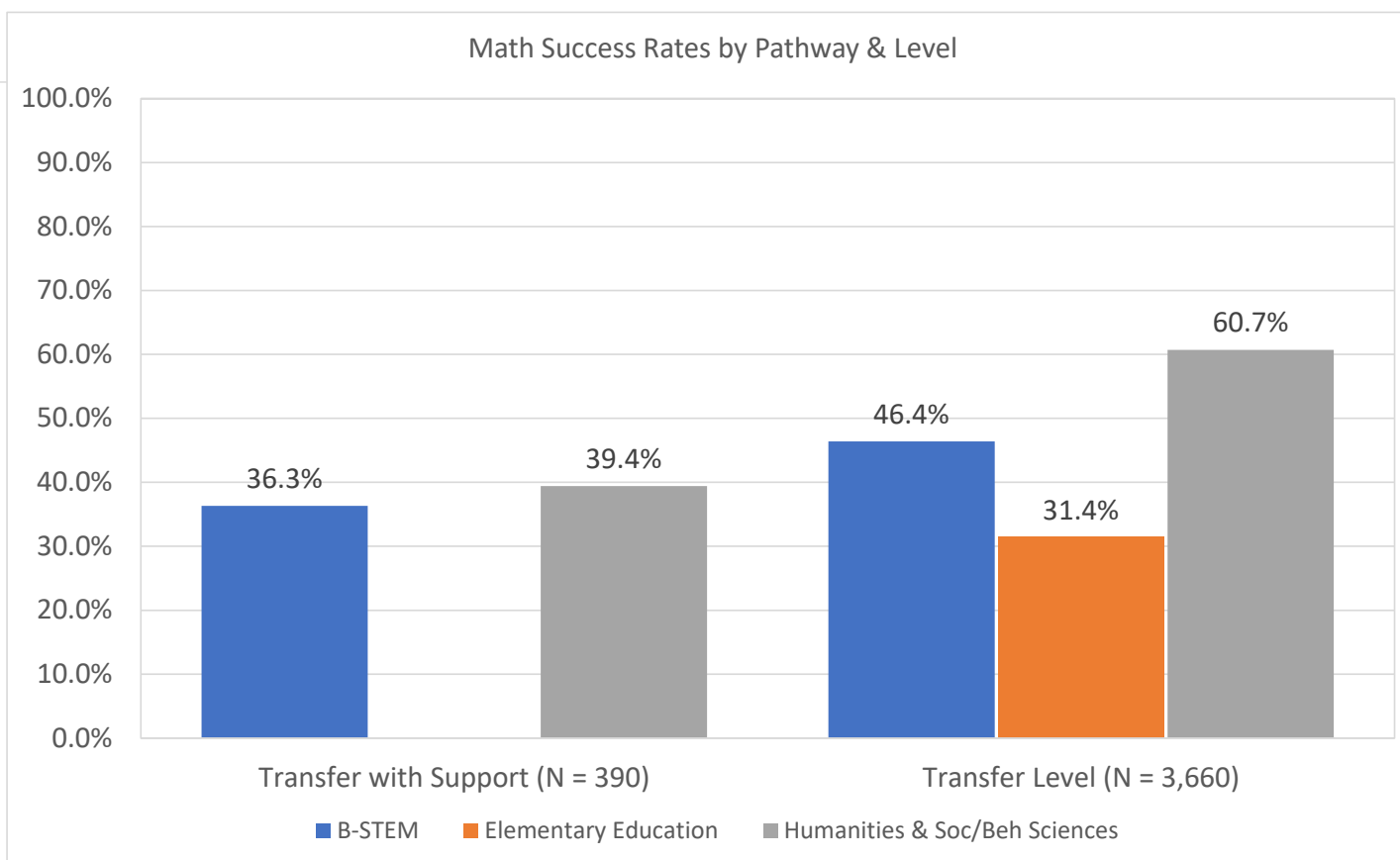|	
Elem Ed Pathway	
Math 105, Math 106	

Fall 2019 Math Success Rates by Transfer Level

Note

Excludes Basic Skills and Above Math 140 courses

Fall 2019 Math Success Rates by Pathway and Transfer Level

Math Success Rates by Pathway & Level

- B-STEM
- Elementary Education
- Humanities & Soc/Beh Sciences

Transfer with Support (N = 390): B-STEM 36.3%, Humanities & Soc/Beh Sciences 39.4%

Transfer Level (N = 3,660): B-STEM 46.4%, Elementary Education 31.4%, Humanities & Soc/Beh Sciences 60.7%
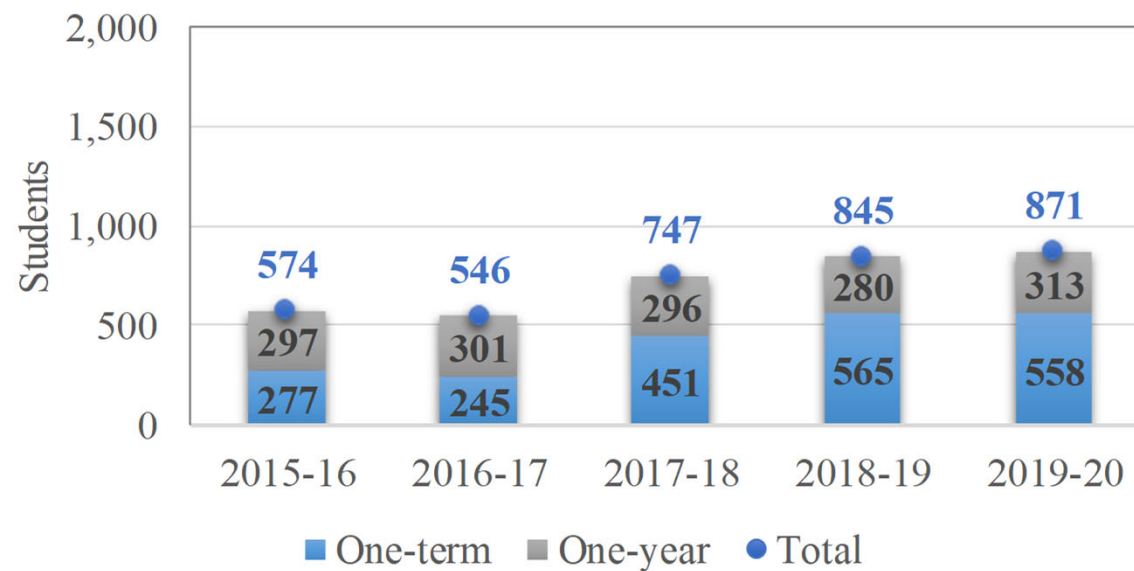
Note

Excludes Basic Skills and Above Math 140 courses

Math Transfer Level - Throughput

- Number of fall first-time students completing transfer-level math within one year.

- Percent of fall first-time students completing transfer-level math within one year.

Math Transfer Level - Throughput

Figure 2. Math One-term and One-year Throughput for First-time Students

Math Transfer Level - Throughput

Table 1. Math One-year Throughput for First-time Students										
Completed Math	Fall, 2015		Fall, 2016		Fall, 2017		Fall, 2018		Fall, 2019	
Yes	574	11.8%	546	11.4%	747	15.6%	845	16.8%	871	18.9%
No	4,302	88.2%	4,251	88.6%	4,052	84.4%	4,192	83.2%	3,737	81.1%
Total	4,876	100.0%	4,797	100.0%	4,799	100.0%	5,037	100.0%	4,608	100.0%

Discussion

Discussion

Placement   Enrollment   Outcomes