



AB 705 UPDATE ON STUDENT OUTCOMES AND SUPPORT SERVICES

REVIEW OF STUDENT OUTCOMES AND SUPPORT SERVICES IN FALL 2019

Institutional Effectiveness and Student Success Committee
February 19, 2020

AB 705 Legal Requirements

- Signed by Governor on Oct. 13, 2017; effective Jan. 1, 2018
- High school performance data (GPA, coursework, course grades) must be used for placement
- Placement must provide the student with the greatest opportunity/likelihood of succeeding in the transfer-level course
- Must be implemented by Fall 2019

Three-Year Completion Rates by Ethnicity

	Fall 2012 Entry		Fall 2013 Entry		Fall 2014 Entry	
English 101 Completion	N	%	N	%	N	%
American Indian/Other Non-White	297	25%	307	25%	340	31%
Asian	1,947	40%	1,896	43%	1,840	49%
Black	2,257	17%	2,471	17%	2,314	21%
Hispanic	10,233	29%	10,794	30%	10,849	34%
White	2,516	34%	2,452	34%	2,550	40%
Unknown/Decline to State	726	25%	693	27%	885	24%
Total	17,976	29%	18,613	30%	18,778	34%
Math 200 Series Completion	N	%	N	%	N	%
American Indian/Other Non-White	297	8%	307	12%	340	14%
Asian	1,947	33%	1,896	35%	1,840	37%
Black	2,257	6%	2,471	6%	2,314	9%
Hispanic	10,233	12%	10,794	13%	10,849	14%
White	2,516	19%	2,452	20%	2,550	23%
Unknown/Decline to State	726	13%	693	14%	885	13%
Total	17,976	14%	18,613	15%	18,778	17%

Significant LACCD Efforts to Implement AB 705

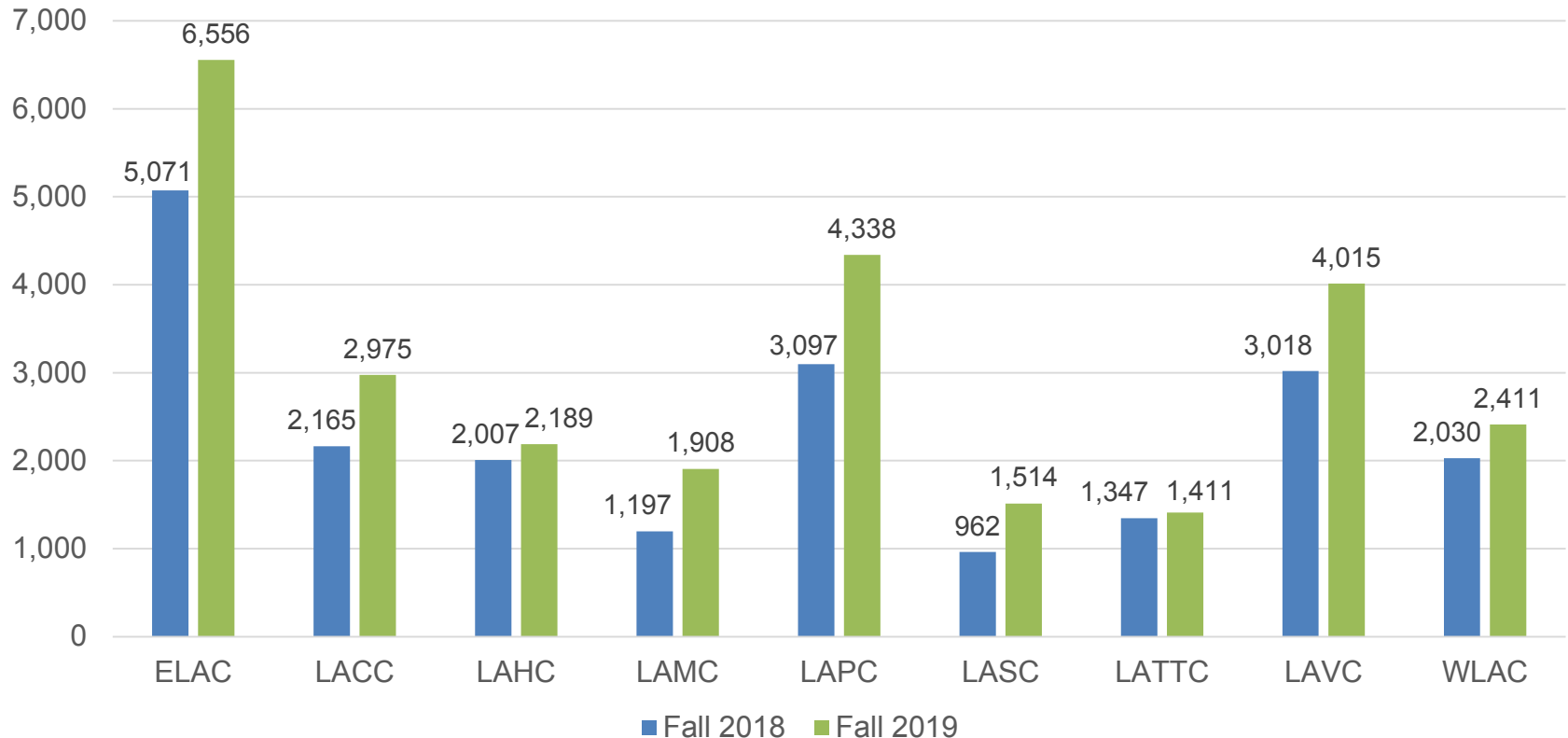
- Developed new placement models based on state's default placement rules and received input from English and math faculty
- Faculty developed new support course in a limited timeframe at some colleges
- District and colleges provided new and expanded services to promote student success
- Communication to District constituencies through dedicated workshops, shared-governance committee meetings, and Board committee meetings

Fall 2019 Student Outcomes

- Examined four measures in English and mathematics courses:
 1. **Access:** Number of enrollments in transfer-level classes
 2. **Completion:** Number of students completing transfer-level English and math classes
 3. **Throughput:** Percentage of new students completing transfer-level English and math
 4. **Course Success:** Percentage of students who passed a course with a A, B, C, or Pass grade
- Measures were disaggregated by student characteristics and college (detailed tables in Data Appendix)

Fall 2019 Student Outcomes: Access (English)

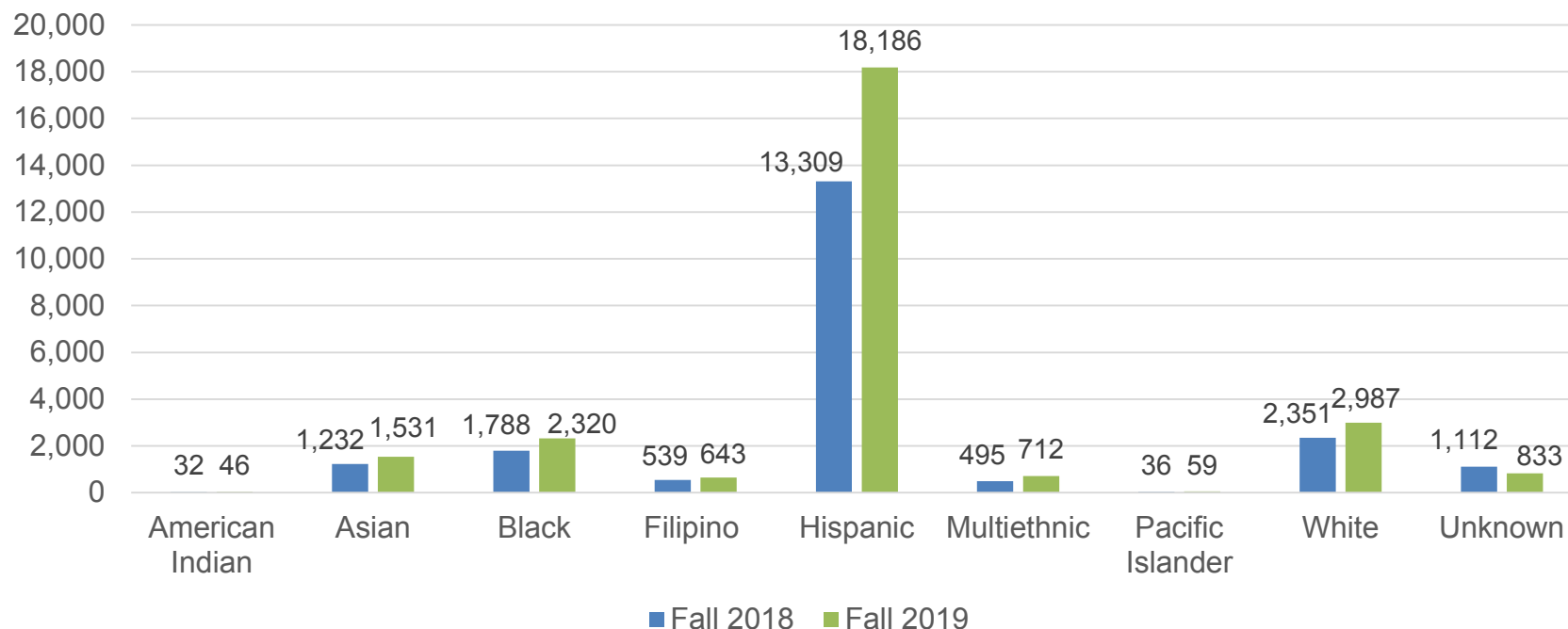
Enrollment in Transfer-Level English Courses by Campus



- Overall, access increase from 20,894 to 27,317 (+6,423; 31.0%)
- The largest increases were at Mission (59%) and Southwest (57%)

Fall 2019 Student Outcomes: Access (English)

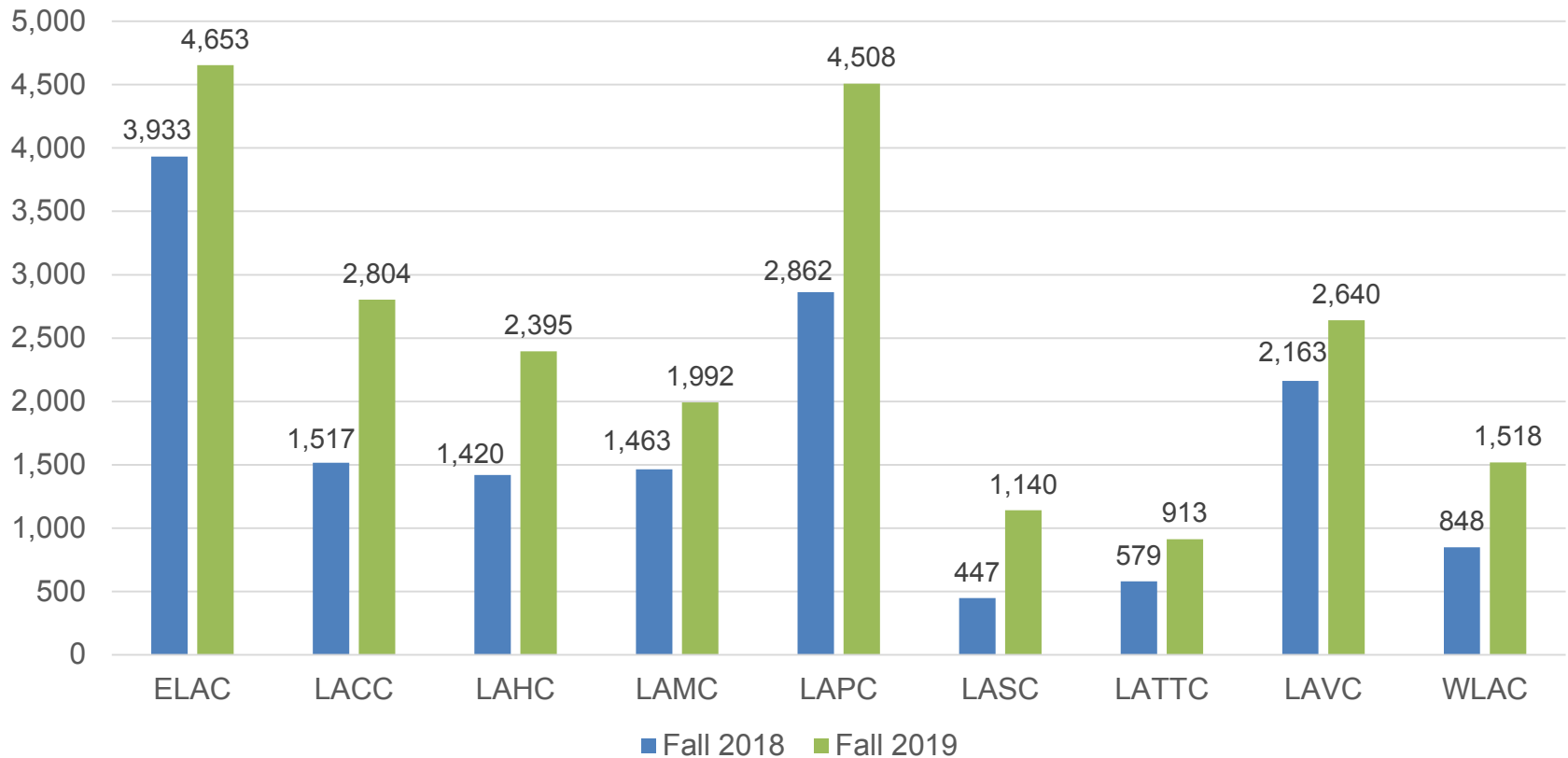
Enrollment in Transfer-Level English Courses by Ethnicity



- Largest increases were observed in Pacific Islanders (63.9%, but small N); American Indian (43.8%, but small N); Multiethnic (43.8%); and Hispanic (36.6%) groups
- Large increases in access were also observed in:
 - Under 20 (46.3%) and Over 55 (45.6%) age groups
 - First-time students (64.2%) and returning students (67.1%)

Fall 2019 Student Outcomes: Access (Math and Statistics)

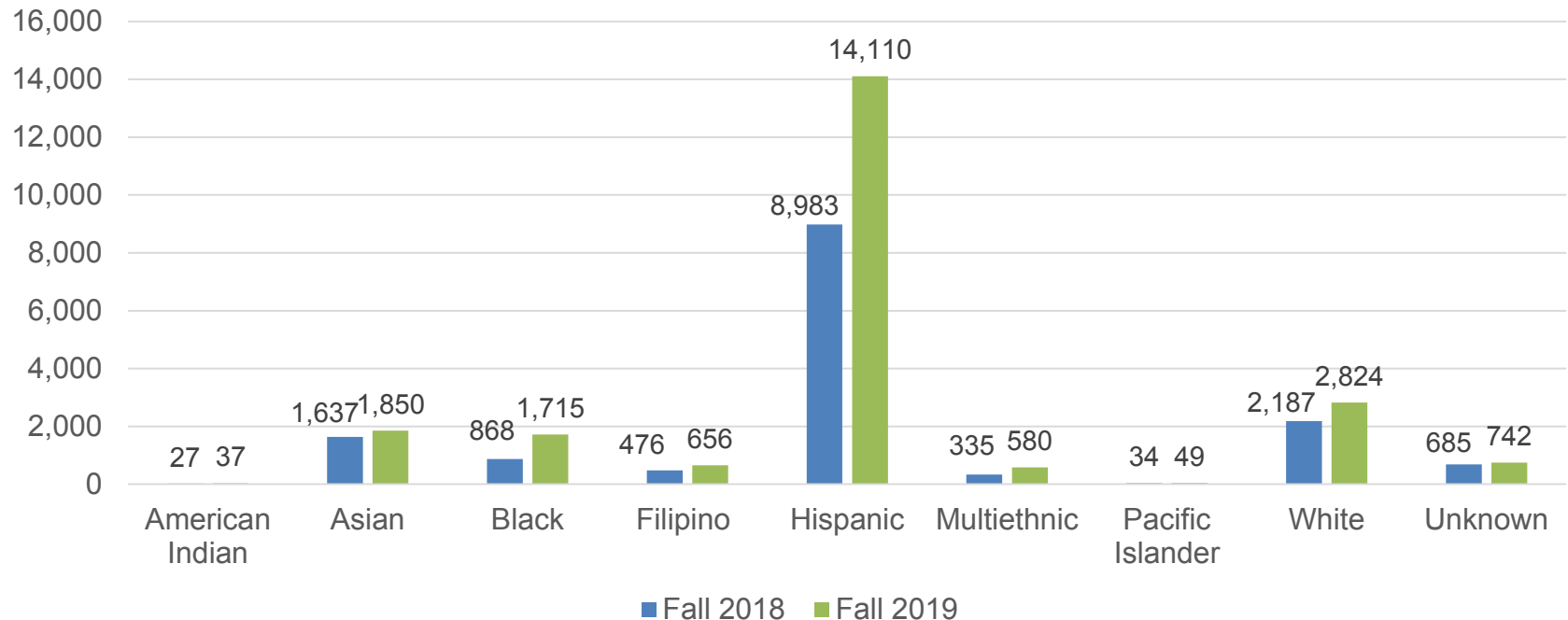
Enrollment in Transfer-Level Math Courses by Campus



- Overall, access increase from 15,232 to 22,563 (+7,331; 48.1%)
- The largest increases were at Southwest (155%) and City (85%)

Fall 2019 Student Outcomes: Access (Math and Statistics)

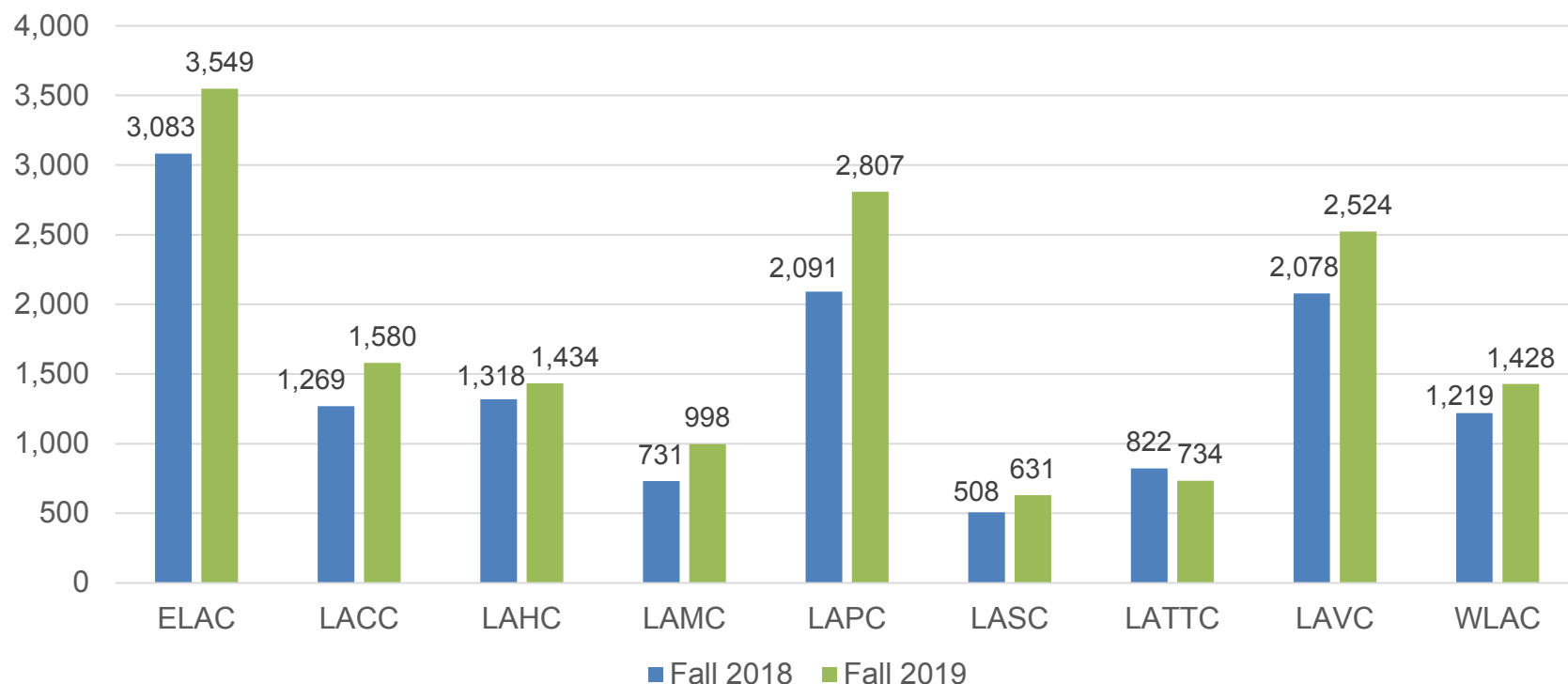
Enrollment in Transfer-Level Math Courses by Ethnicity



- Largest increases were observed in African Americans (97.6%); Multiethnic (73.1%) and Hispanic (57.1%) groups
- Large increases in access were also observed in:
 - Under 20 (79.1%) and Over 55 (61.9%) age groups
 - Females (54.3%)
 - First-time students (117.0%) and returning students (106.3%)

Fall 2019 Student Outcomes: Completion (English)

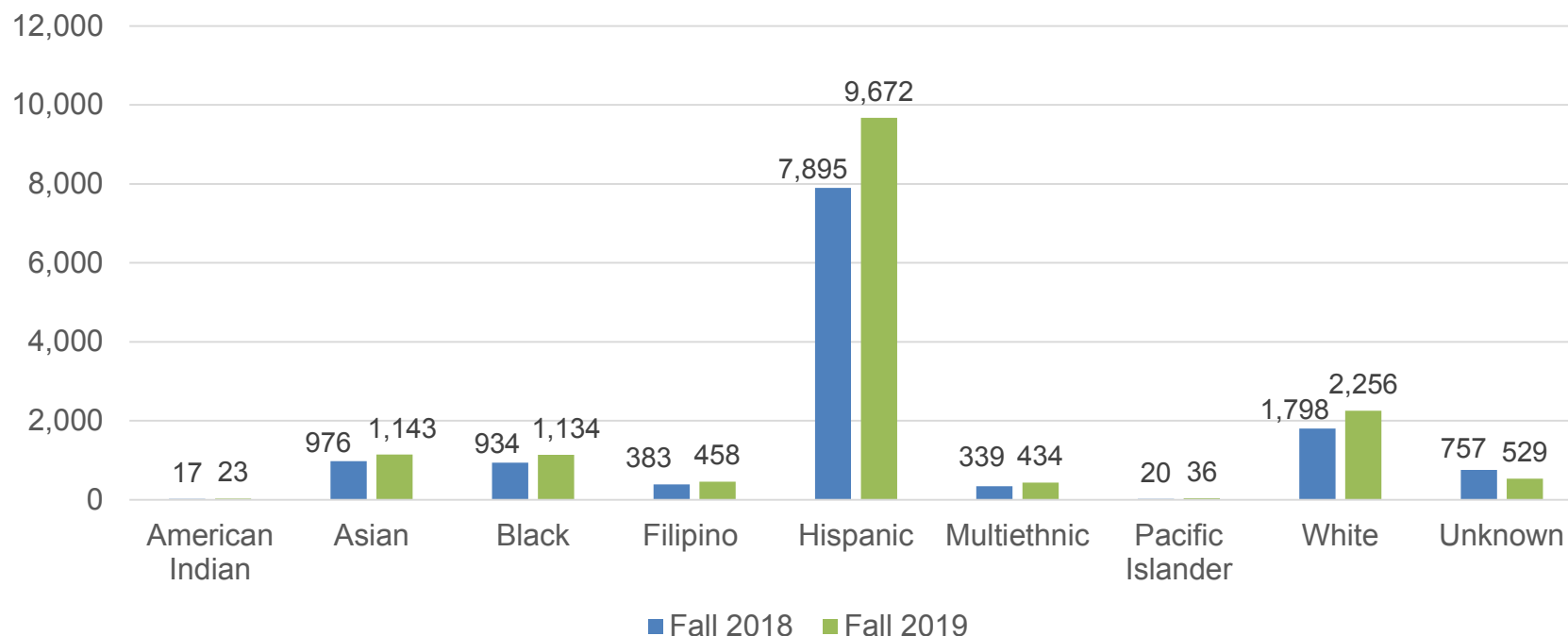
Completions in Transfer-Level English Courses by Campus



- Overall, completion of Transfer English increased from 13,119 to 15,685 (+2,566; 19.6%)
 - The largest % increases were at Mission (36.5%) and Pierce (34.2%)

Fall 2019 Student Outcomes: Completion (English)

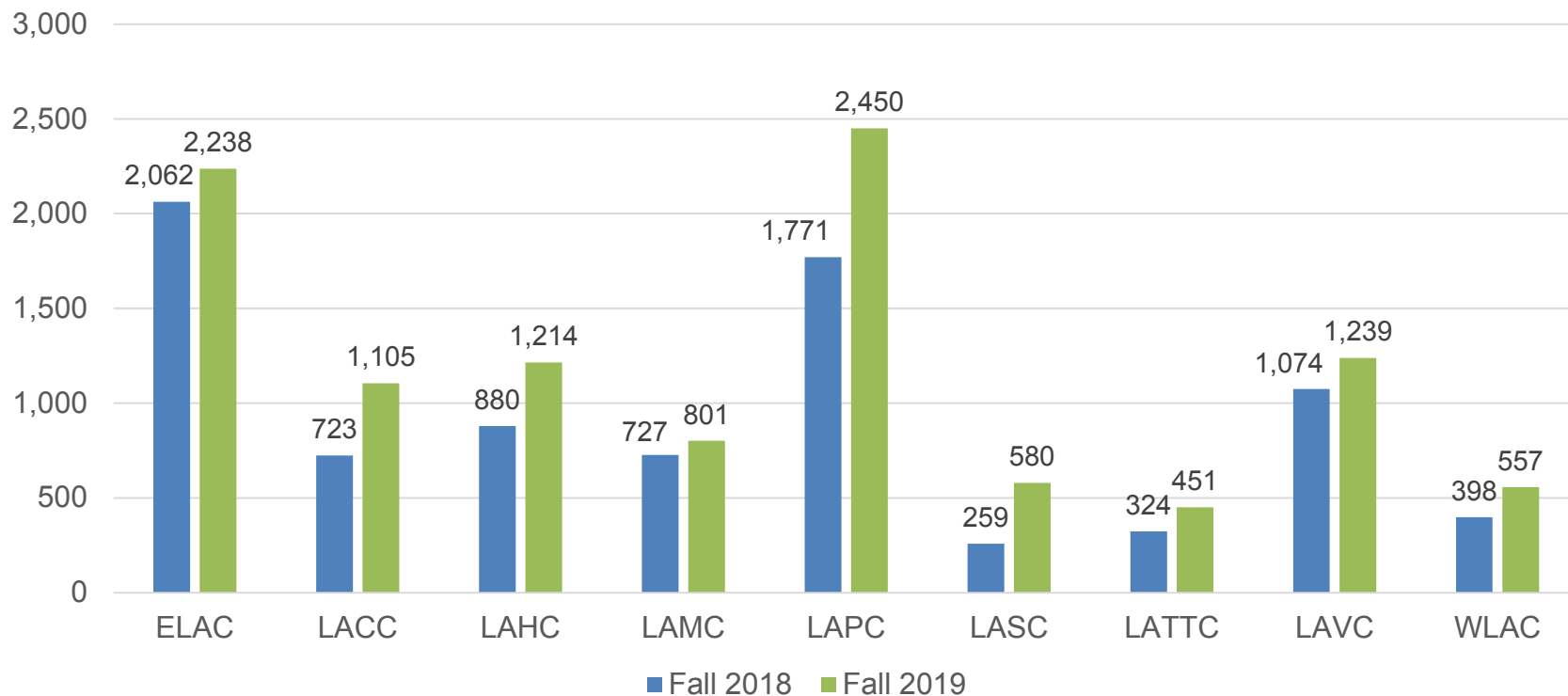
Completions in Transfer-Level English Courses by Ethnicity



- Pacific Islanders (80.0%, but relatively small N); Native Americans (35.3%, but relatively small N); Multiethnic (28.0%); White (25.5%); and Hispanic (22.5%) groups
- Large increase in completion were also observed in:
 - 35-54 age group (36.1%)
 - Females (21.1%)

Fall 2019 Student Outcomes: Completion (Math and Statistics)

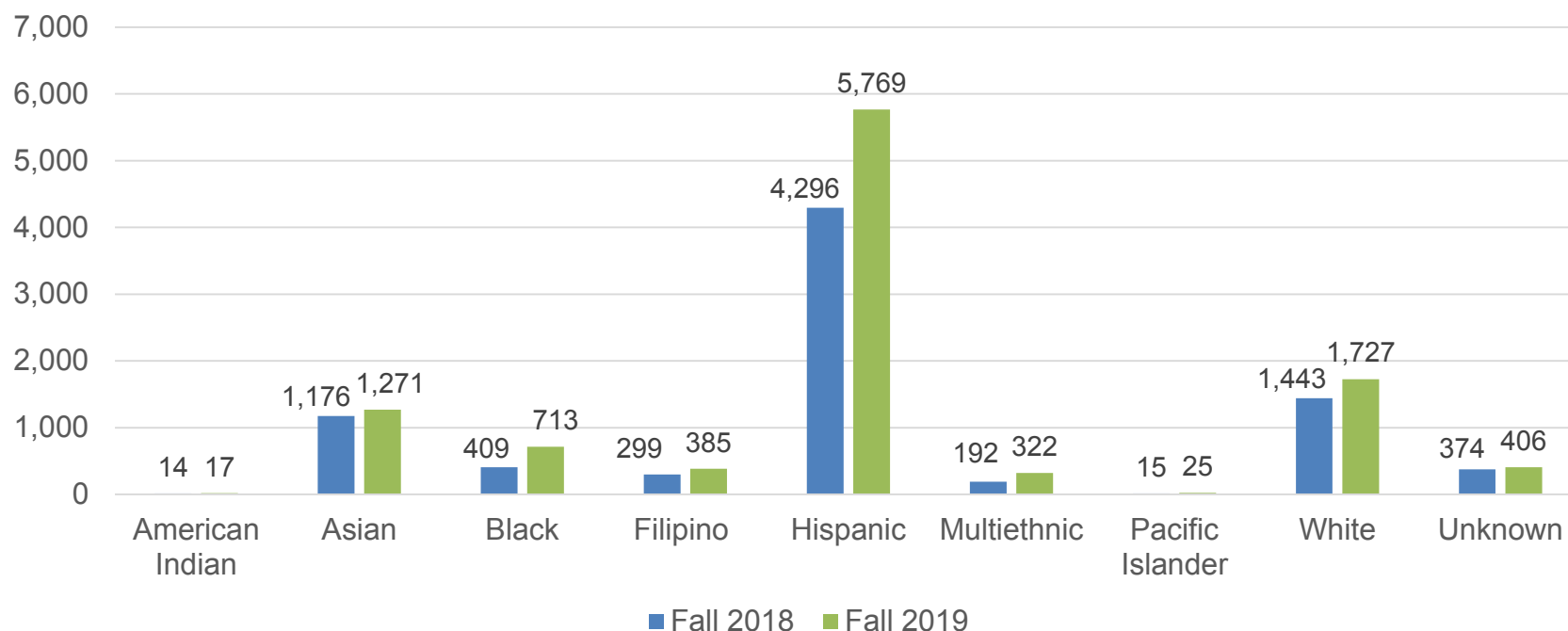
Completions in Transfer-Level Math Courses by Campus



- Overall, completion of Transfer Math increased from 8,218 to 10,635 (+2,417; 29.4%)
 - The largest % increases were at Southwest (123.9%) and City (52.8%)

Fall 2019 Student Outcomes: Completion (Math and Statistics)

Completions in Transfer-Level Math Courses by Ethnicity



- Large increases for African American (68.5%); Multiethnic (62.7%) and Hispanic (32.3%) groups
- Large increase in completion were also observed in:
 - 55+ (60.6%) and 35-54 (57.9%) age groups
 - Females (34.2%)

Fall 2019 Student Outcomes: Throughput

College Entry	Number of New Students	% <u>Attempting</u> Transfer Level ENGLISH Course in Fall	% <u>Successfully</u> <u>Completing</u> Transfer Level ENGLISH Course in Fall	% <u>Attempting</u> Transfer Level MATH Course in Fall	% <u>Successfully</u> <u>Completing</u> Transfer Level MATH Course in Fall
Fall 2017 Entry	19,877	25.1%	17.1%	9.9%	5.0%
Fall 2018 Entry	19,371	31.6%	20.8%	12.3%	6.7%
Fall 2019 Entry	18,161	55.9%	31.3%	28.7%	10.3%

- One semester throughput rate for Fall 2019 cohort exceeds one year throughput rate for English and nearly equal to the one year throughput rate for math.
- Annual throughput for Fall 2019 cohort is projected to increase for both English and math

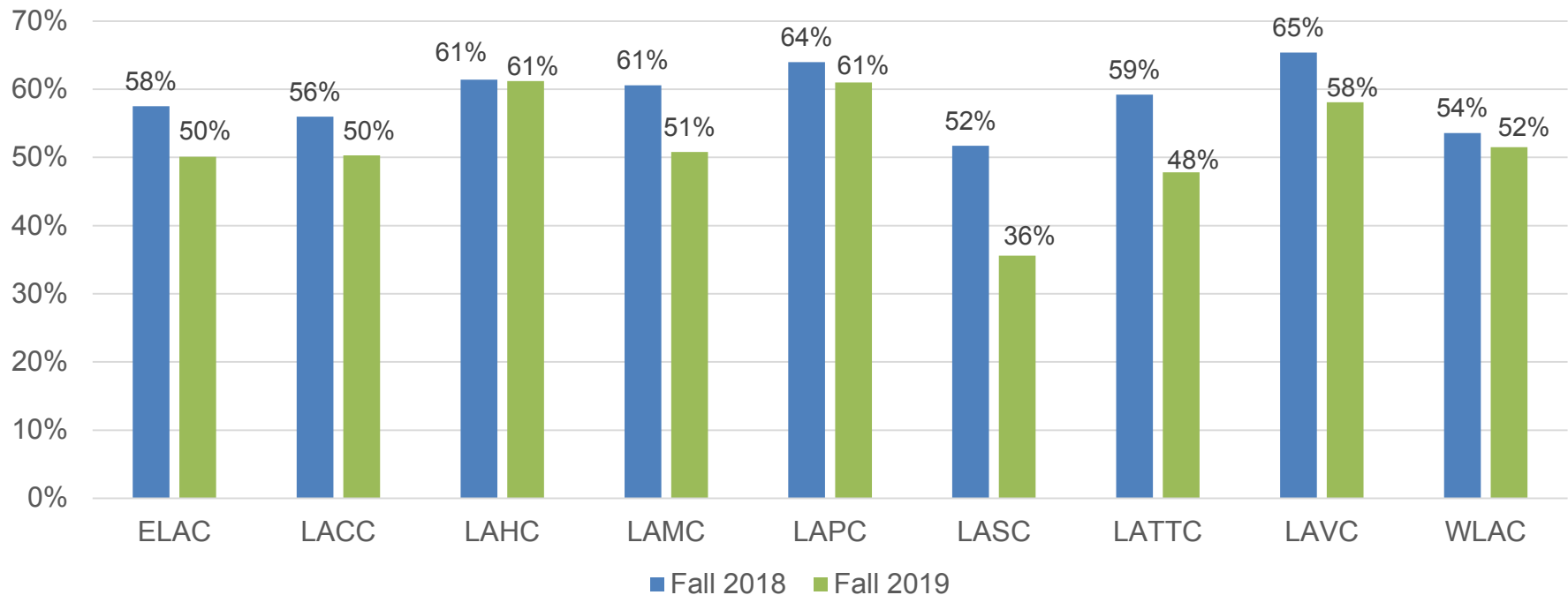
Fall 2019 Student Outcomes: Equity Impacts on Throughput

ETHNICITY	College Entry	Number of New Students	% Attempting Transfer Level ENGLISH Course in Fall	% Successfully Completing Transfer Level ENGLISH Course in Fall	% Attempting Transfer Level MATH Course in Fall	% Successfully Completing Transfer Level MATH Course in Fall
BLACK	Fall 2017	1,945	21.1%	11.6%	4.1%	1.6%
	Fall 2018	1,631	22.1%	11.1%	4.5%	2.1%
	Fall 2019	1,507	45.5%	20.2%	19.7%	4.8%
HISPANIC	Fall 2017	11,894	24.6%	16.0%	8.7%	3.8%
	Fall 2018	12,602	32.8%	20.4%	11.3%	5.2%
	Fall 2019	12,232	59.8%	31.1%	29.7%	8.8%

- One semester throughput rates for the Fall 2019 cohort show large increases for African-American students (9.1 pts. for English; 2.7 pts. for math) and Hispanic students (10.7 pts. for English; 3.6 pts. for math)

Fall 2019 Student Outcomes: Course Success

Course Success in English 101 by Campus

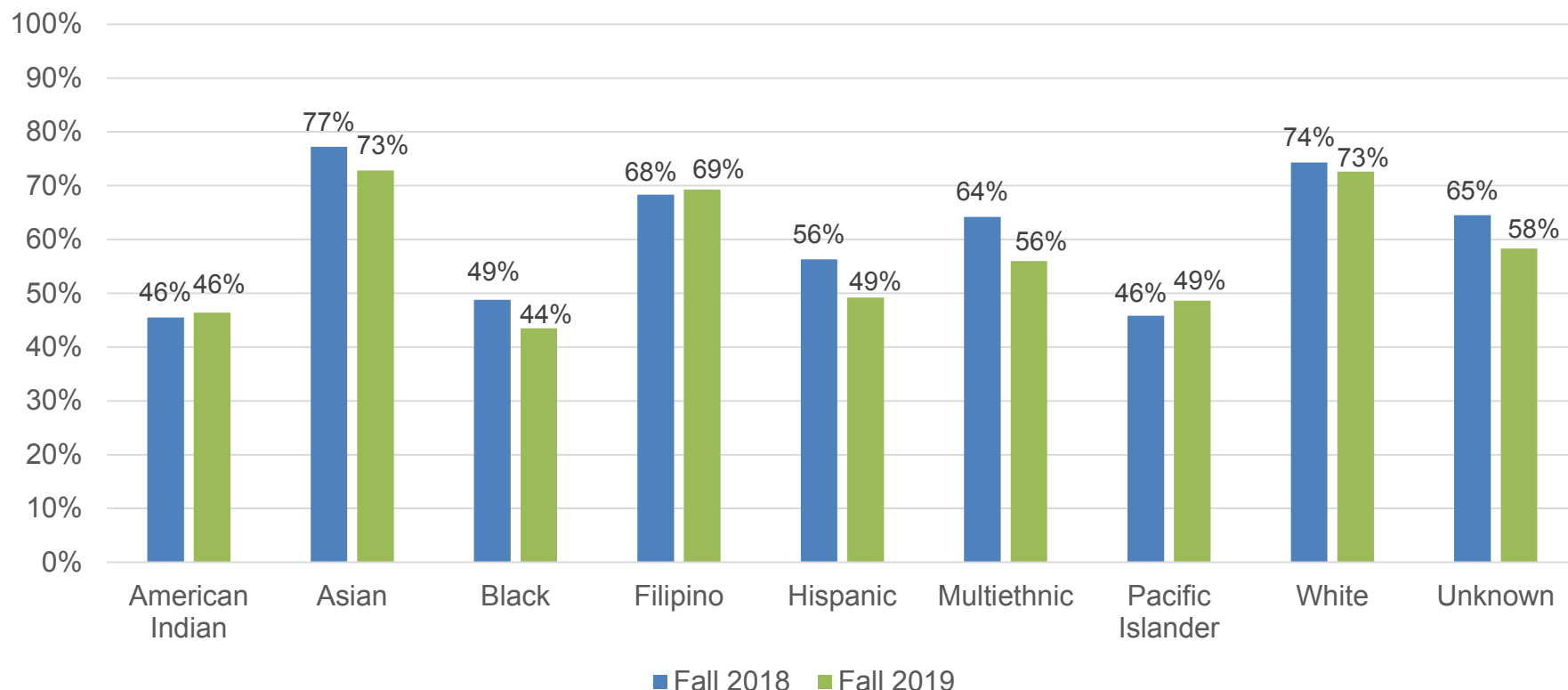


English 101 (College Reading and Composition; transfer level)

- Largest decreases were at Southwest (51.7% to 35.6%; -16.1 pts.), Trade-Tech (59.2% to 47.8%; -11.4 pts.); smallest declines were at Harbor (61.4% to 61.2%; -0.2 pts.), West (53.6% to 51.5%; -2.0 pts.), and Pierce (64.0% to 61.0%; -3.0 pts.)

Fall 2019 Student Outcomes: English Course Success by Ethnicity

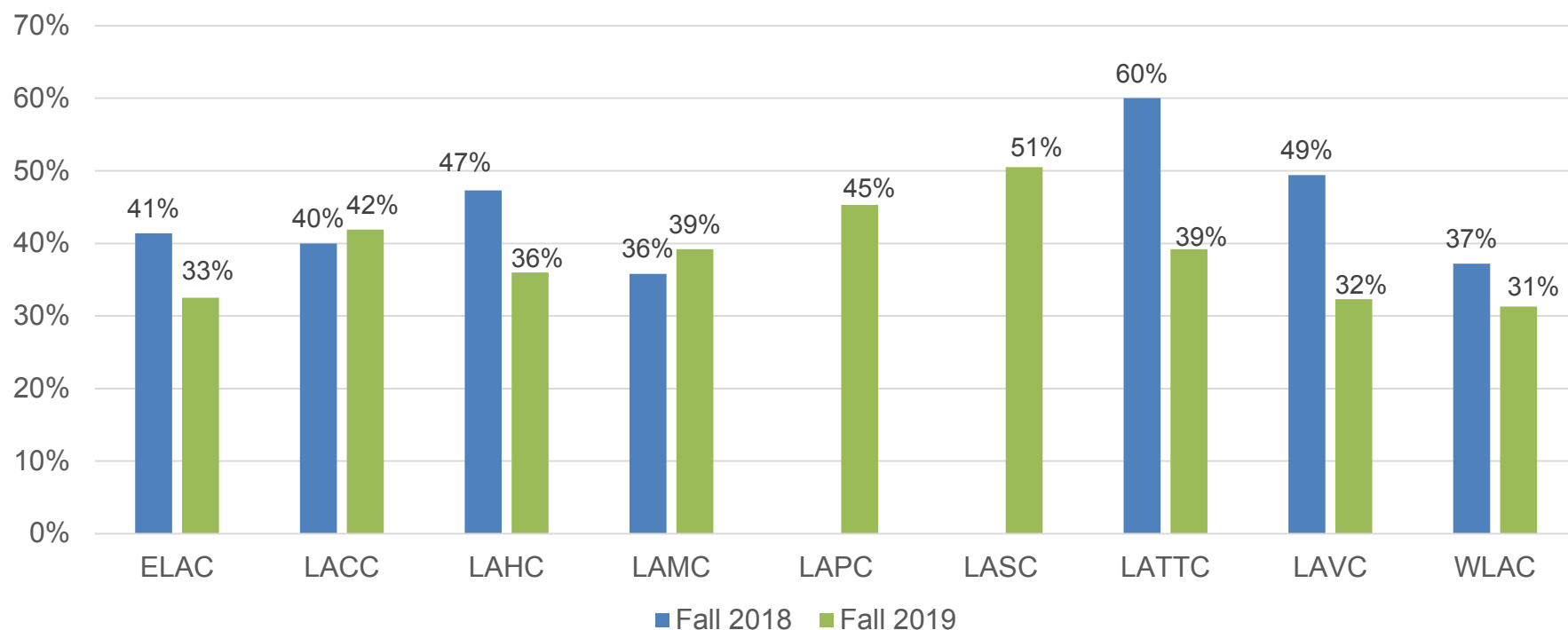
Course Success in English 101 by Ethnicity



- Largest decreases were for Multiethnic (-8.3 pts.; 64.2% to 56.0%); Hispanic (-7.1 pts.; 56.3% to 49.2%); and African Americans (-5.3 pts.; 48.8% to 43.5%)

Fall 2019 Student Outcomes: Course Success

Course Success in Math 125 by Campus

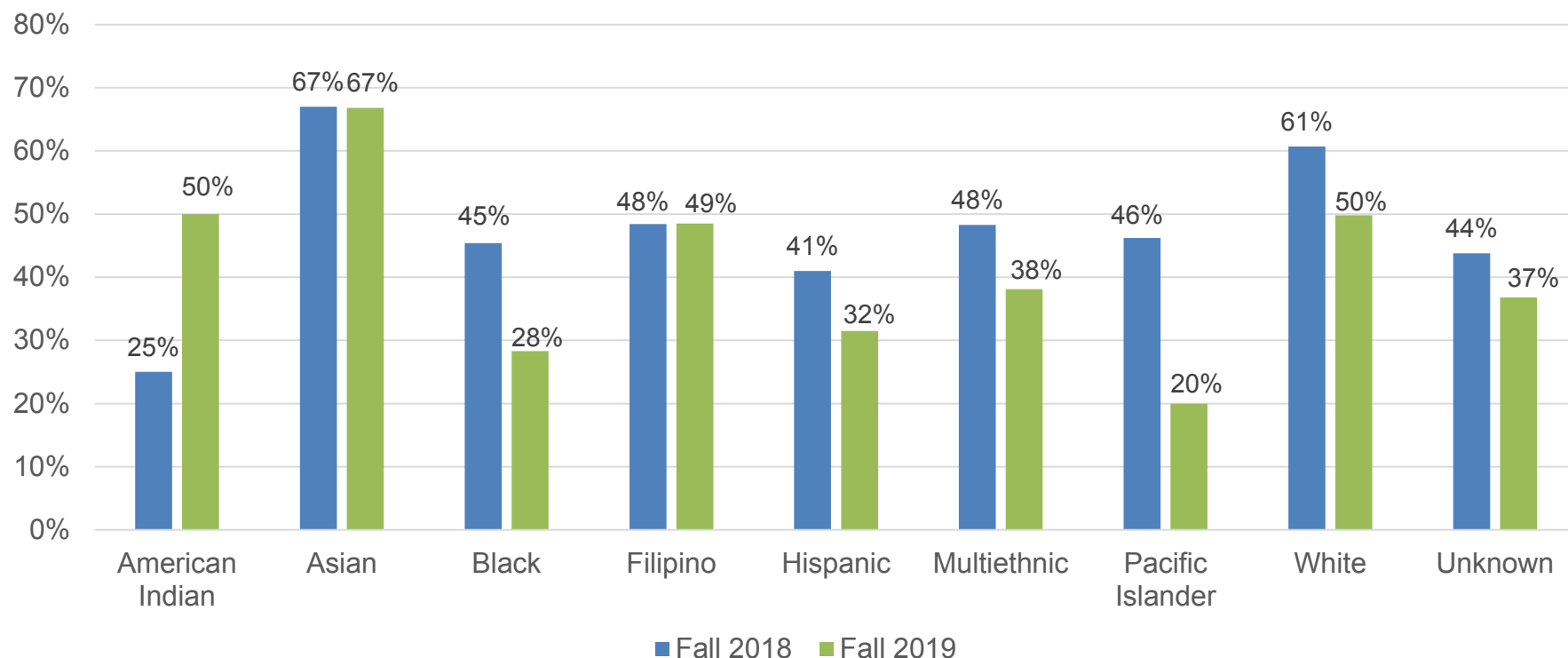


Math 125 (Intermediate Algebra; one level below transfer)

- Largest decreases were at Trade-Tech (60.0% to 39.2%; -20.8 ppts.) and Valley (49.4% to 32.3%; -17.1 ppts.); increases at Mission (35.8% to 39.2%; +3.4 ppts.) and City (40.0% to 41.9%; +1.9 ppts.)

Fall 2019 Student Outcomes: Math 125 Course Success by Ethnicity

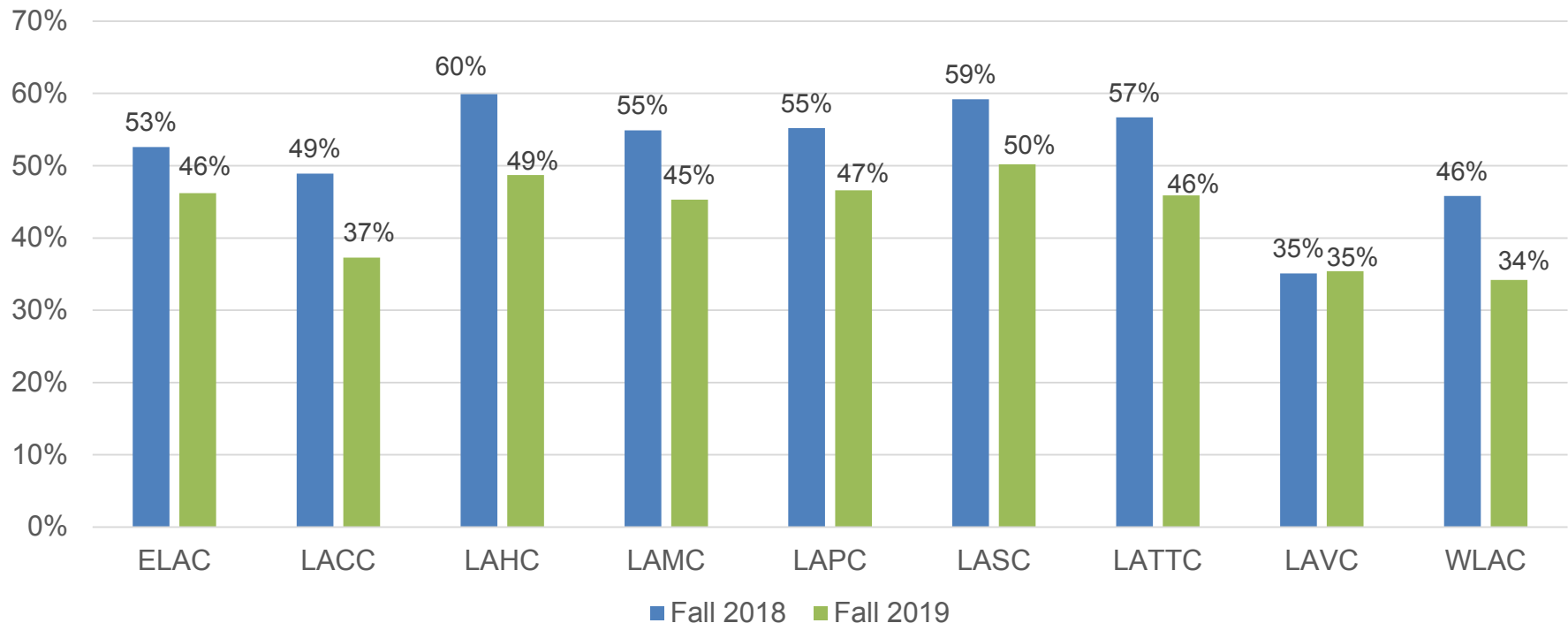
Course Success in Math 125 by Ethnicity



- Large decreases were observed for African Americans (-17.0 pts.), White (-10.9 pts.), and Hispanics (-9.5 pts)
- **Age:** Largest decrease was in Under 20 (-11.2 pts.); smallest in 20-24 (-9.7 pts.)
- **Gender:** Decrease similar for males (-10.7 pts.) and females (-10.1 pts.)

Fall 2019 Student Outcomes: Course Success

Course Success in Math 227 by Campus

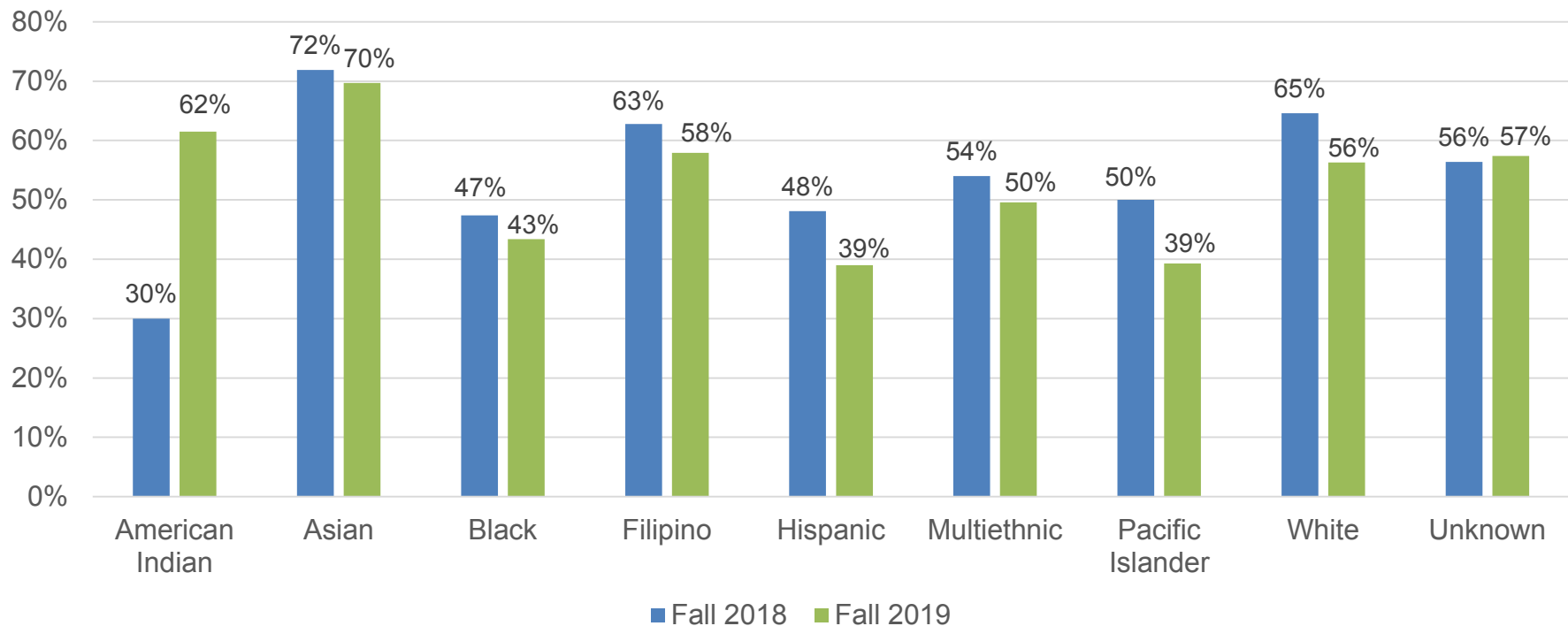


Math 227 (Statistics; transfer level)

- Largest decreases were at West (-11.6 pts.; 45.8% to 34.2%); Harbor (-11.2 pts.; 59.9% to 48.7%); increase at Valley (+0.3 pts.; 35.1% to 35.4%); smallest declines were at East (-6.3 pts.; 52.6% to 46.2%); Pierce (-8.6 pts.; 55.2% to 46.6%), and Southwest (-8.6 pts.; 55.2% to 46.6%)

Fall 2019 Student Outcomes: Math 227 Course Success by Ethnicity

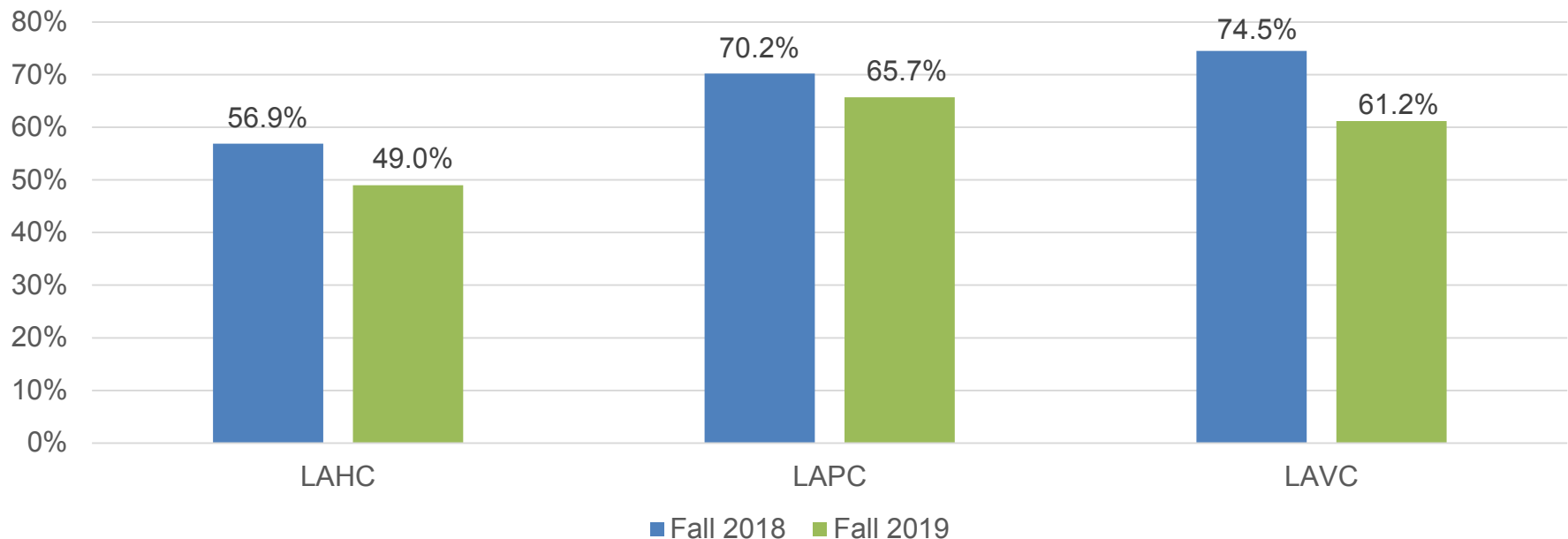
Course Success in Math 227 by Ethnicity



- Largest decreases were for Hispanics (-9.1 pts.; 48.1% to 39.0%); Multiethnic (-4.4 pts.; 54.0% to 49.6%); and African Americans (-4.0 pts.; 47.3% to 43.4%)
- **Age Group:** Largest decrease was in Under 20 (-15.2 pts.); increases in 35-54 (+1.5 pts.) & 55+ (+3.3 pts.)
- **Gender:** Larger decrease for males (-9.8 pts.) vs females (-7.0 pts.)

Fall 2019 Student Outcomes: Course Success

Course Success in Stat 001 and 101 by Campus

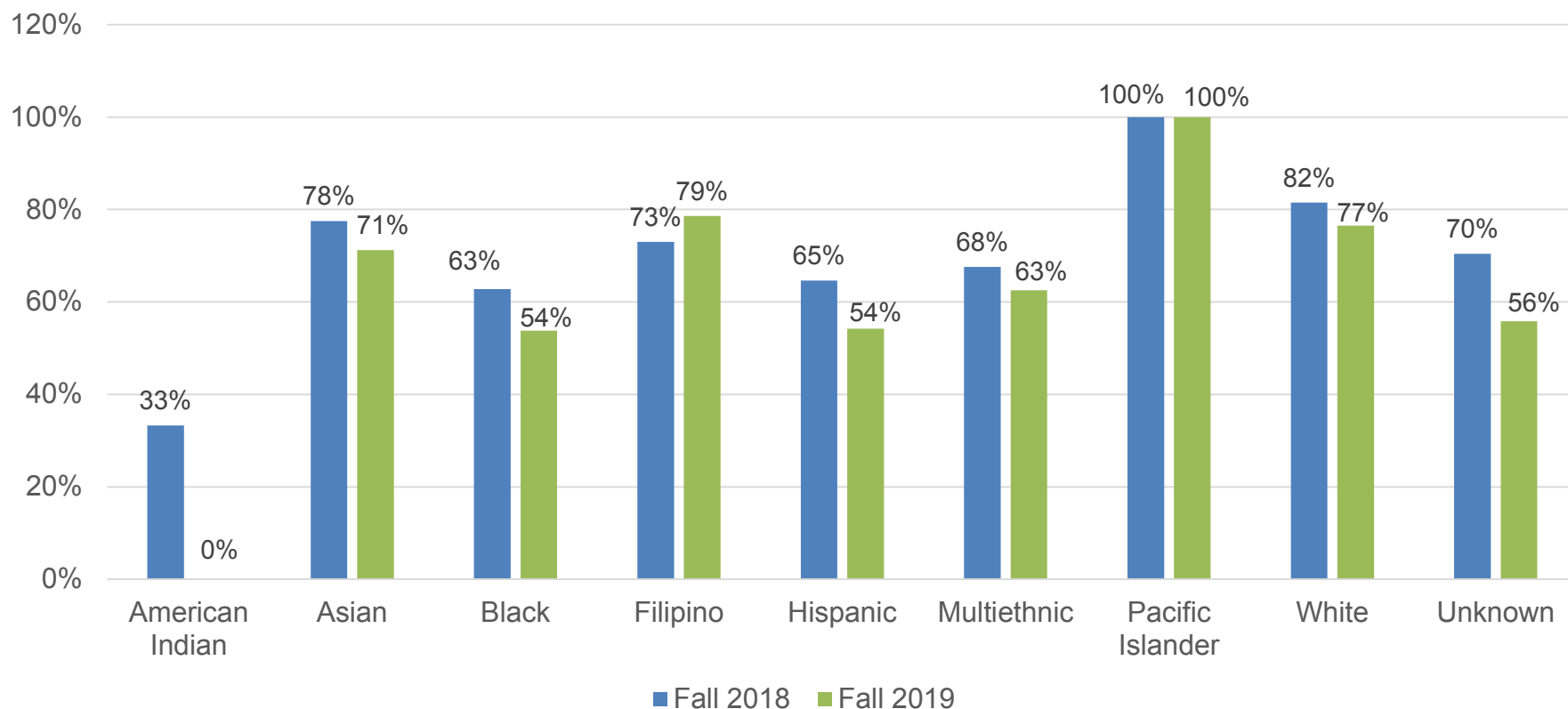


Stat 001 and 101 (Statistics; transfer level)

- Largest decrease was for Valley (-13.4 pts.), then Harbor (-7.9 pts.) and Pierce (-4.5 pts.)

Fall 2019 Student Outcomes: Statistics Course Success by Ethnicity

Course Success in Statistics 001 & 101 by Ethnicity



- Largest decreases were for American Indian (-33.3 pts., but a very small N), Hispanic (-10.4 pts.), and African American (-9.0 pts.) groups
- **Age:** Largest decrease was in Over 55 (-22.2 pts.); increase in 25-34 (+0.2 pts.)
- **Gender:** Larger decrease for males (-14.1 pts.) vs females (-6.5 pts.)

Student Supports: NetTutor

Success Rates by Course of Students Using and Not Using NetTutor

Course	Students Using NetTutor	Students Not Using NetTutor	Difference
English 101	74%	52%	+22 ppts.
Math 125	43%	36%	+7 ppts.
Math 227	52%	46%	+ 6 ppts.
Math 260	44%	45%	-1 ppts.
Math 261	49%	49%	0 ppt.

- NetTutor (online tutoring) was more broadly implemented in Fall 2019
- Students using NetTutor generally had significantly higher course success rates than those who did not use NetTutor
- No difference in success rates for students using NetTutor in Math 260 (Pre-Calculus) and Math 261 (Calculus)
- NetTutor is an underutilized resource: 35% of student have not heard of it and $\approx 42\%$ have heard of it, but have not utilized this service

Student Supports: Course-based Support

Support Courses for English

Support Model: Support course requires separate enrollment by student; possibly taught by different instructor at different time, etc.)

Course	Course Description	Fall 2018		Fall 2019		Change	
		Enrolled	% Success	Enrolled	% Success	Enrolled	% Success
ENGLISH 072	English Bridge			1,683	68.4%	1,683	n/a
ENGLISH 104	College Writing Skills and Support			348	61.5%	348	n/a
ENGLISH 101	College Reading and Composition I	12,901	59.5%	18,909	53.1%	6,008	-6.4%

- Higher course success rates for English 72 and 104 compared to English 101
- Research Finding: Students enrolled in English 101 and support course were only slightly more successful (55%) than students enrolled in only English 101 (53%)

Student Supports: Course-based Support

Math Support Courses

Support Model: Additional support is built into course via additional course hours and higher unit load

Course	Course Description	Fall 2018		Fall 2019		Change	
		Enrolled	% Success	Enrolled	% Success	Enrolled	% Success
MATH 125	Intermediate Algebra	7,652	44.8%	4,732	34.4%	-2,920	-10.3%
MATH 125S	Intermediate Algebra With Support	n/a	n/a	725	39.0%	725	n/a
MATH 134	Accelerated Elementary & Intermediate Math	140	37.1%	955	47.4%	815	10.3%
MATH 227	Statistics	6,005	52.2%	10,316	44.1%	4,311	-8.1%
MATH 227S	Statistics With Support	n/a	n/a	525	35.6%	525	n/a

- Higher course success rate for Math 125S compared to Math 125 (+4.6 pts.)
- Lower course success rate for Math 227S compared to Math 227 (-8.5 pts.)
- Math 134 success rate increased (+10.3 pts.) and also had a higher success rate than Math 125

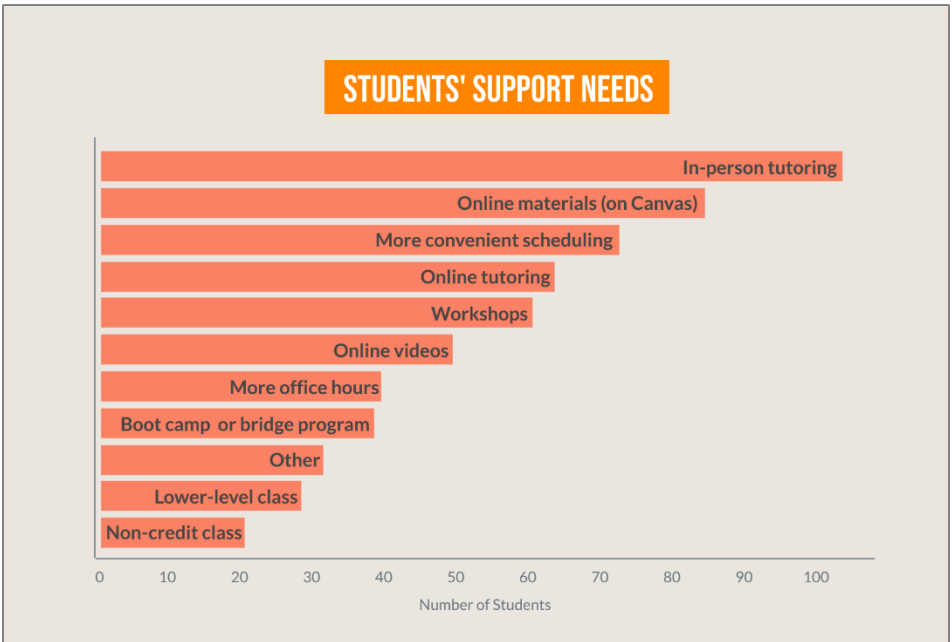
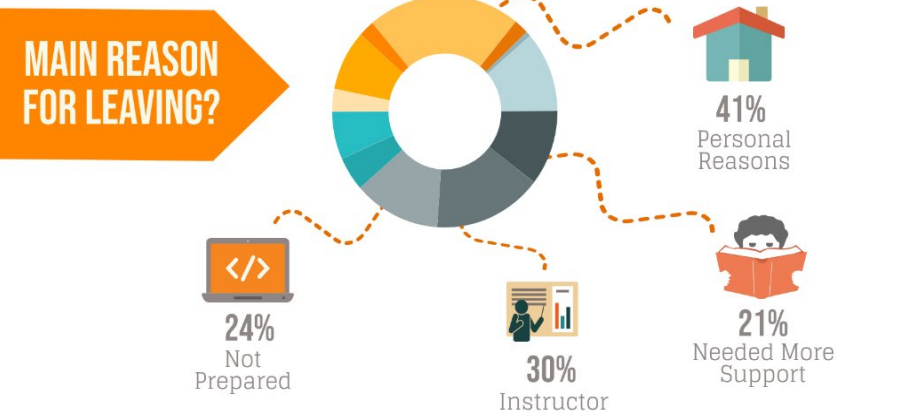
Fall 2019 Drop Survey: Summary

- **Main reason** for dropping courses in English was due to Personal Reasons (41%) and was due to the instructor (29%) in math
 - Feeling Not Prepared was cited as main reason for dropping by 24% of students in English and 17% of students in math
 - Significant proportions of students cited they Needed More Support as main reason for dropping (21% in English and 17% in math)
- In-person tutoring, Online materials (Canvas), Online tutoring, Online videos, Workshops were most commonly cited student support needs
- Across both English and math, 35% of students had not heard about NetTutor and 40%-44% had heard about it, but had not used NetTutor

Fall 2019 Drop Survey: English

ENGLISH DROP [SURVEY]

In Fall 2019, students who dropped or withdrew from an English 101, 102, or 103 were asked about their experience (N = 302).



HEARD ABOUT NETTUTOR?

Response	Percentage
Yes, I've used it	16%
Yes, but haven't used	44%
No	35%
Not Sure	5%

STUDENT VOICES

The professor was professional, however, the class was not organized and it was hard to follow.

The instructor gave up on me and told me to drop the class without giving me resources to help pass the class.

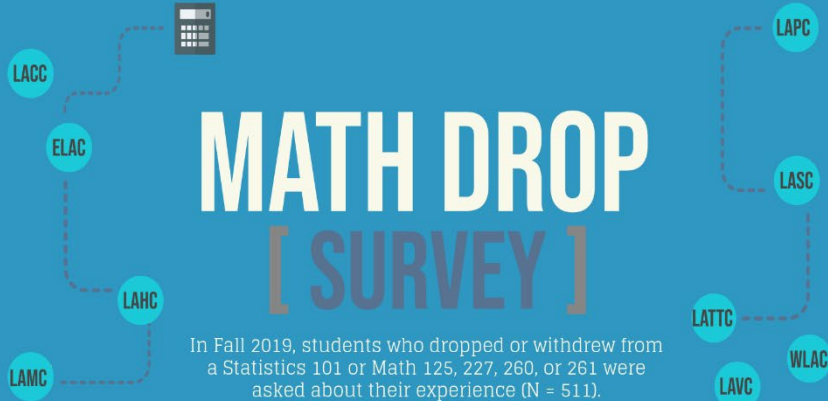
I was stressed all the time and made me think of whether college was for me or not.

I did not take advantage of the online tutoring as much. When I did, it didn't seem to really pinpoint the help I was asking for.

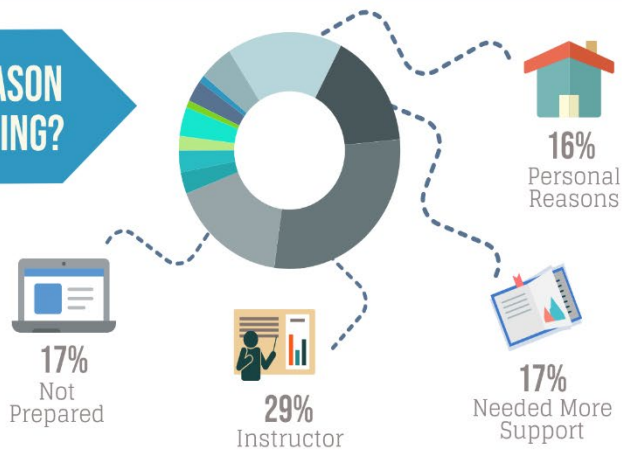
Fall 2019 Drop Survey: Math

MATH DROP [SURVEY]

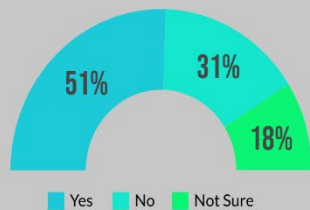
In Fall 2019, students who dropped or withdrew from a Statistics 101 or Math 125, 227, 260, or 261 were asked about their experience (N = 511).



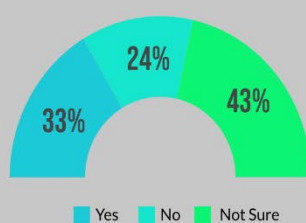
MAIN REASON FOR LEAVING?



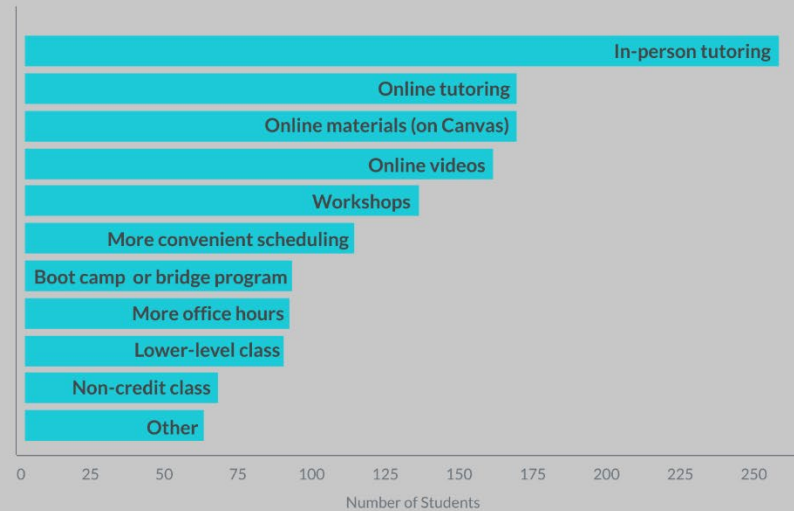
ENROLL AGAIN IN SPRING 2020?



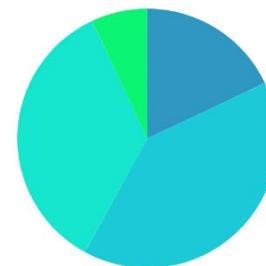
WITH CO-REQUISITE SUPPORT?



STUDENTS' SUPPORT NEEDS



HEARD ABOUT NETTUTOR?



- Yes, I've used it (18%)
- Yes, but haven't used (40%)
- No (35%)
- Not Sure (7%)

STUDENT VOICES

I felt as though the instructor was not interested in his students learning.

I heard about the NetTutor in my English class after I dropped the Math 227 class. The Math 227 lecturer was not ready to give advise on what to do about the failed test, and I did not want to fail the class. So I dropped the course.

If statistics tutors were available at the library, I would greatly appreciate that.

It was a very difficult class to keep up in. There were so many packets, quizzes, and online work assigned weekly. The instructor skimmed through class notes without properly breaking down and explaining the coursework more thoroughly.

Recommendations and Next Steps

- Increase support resources identified by students:
 - In-person tutoring and online resources; professional developmental for faculty and counselors
- Provide additional communications to students and faculty on NetTutor and college tutoring
- More effectively utilize district systems (e.g., Early Alert) to identify at-risk student and direct students to college supports
- Identify and grow best practices
- ***Continue to Analyze Additional Outcomes Data***—*data are for only one semester and more data needed for a robust evaluation*
 - Course success rates
 - Student success impacts of tutoring, including embedded tutoring
 - Continue to obtain & analyze qualitative information from students and faculty

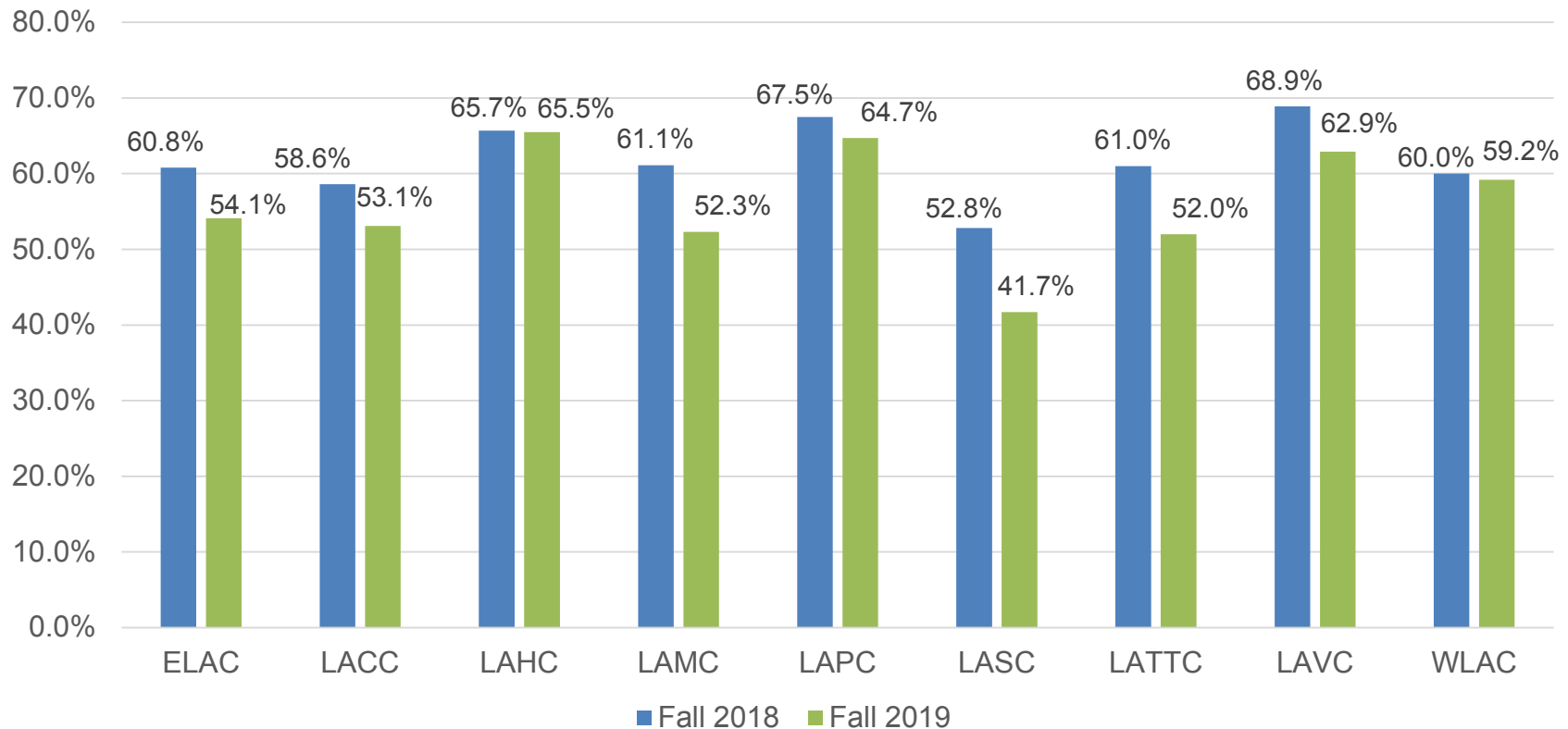
Questions?



Appendix

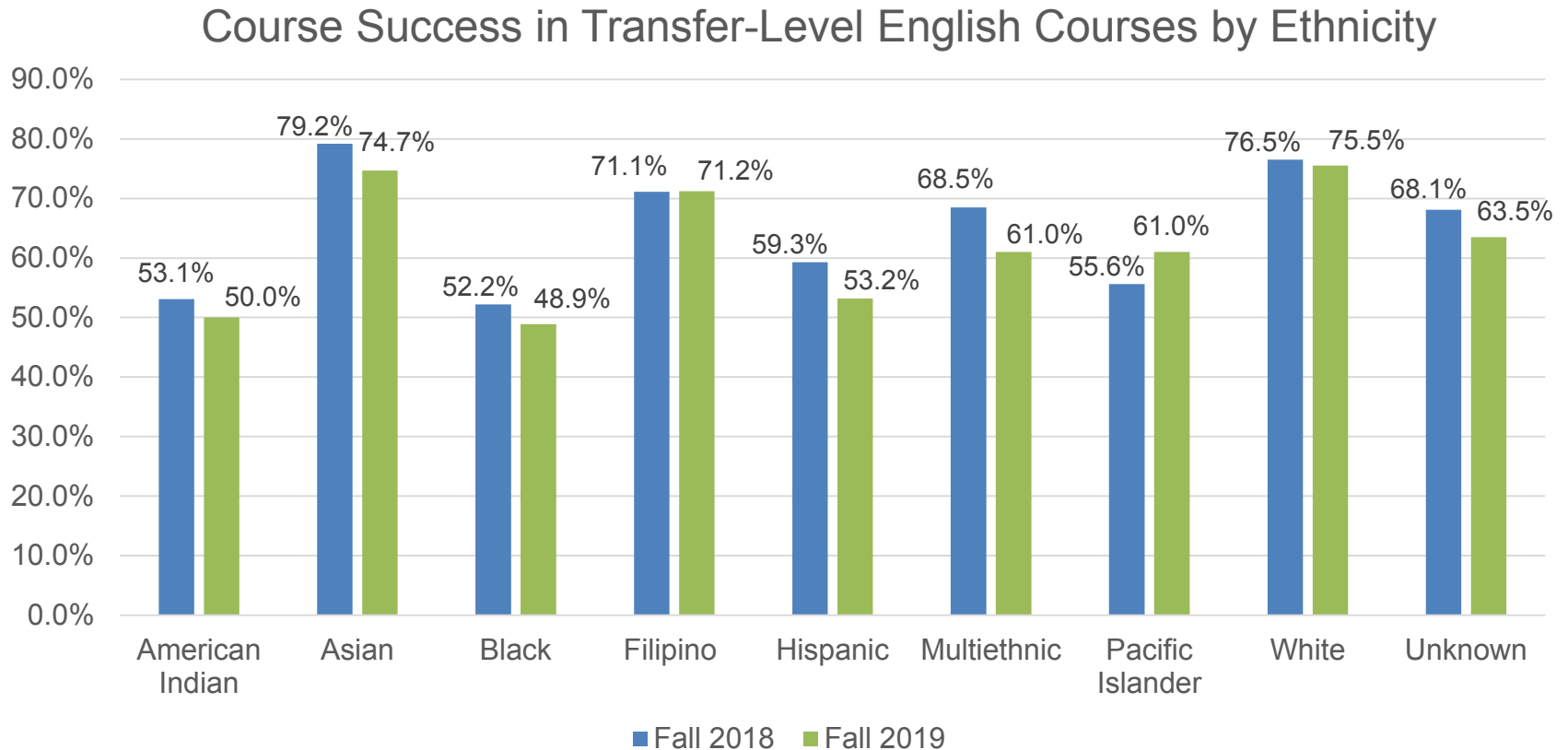
Fall 2019 Student Outcomes: Course Success (English)

Course Success in Transfer-Level English Courses by Campus



- Overall, course completion rate for Transfer English decreased from 62.8% to 57.4% (-5.4 pts.)
 - The largest decreases were at Southwest (-11.1 pts.) and Trade-Tech (-9.0 pts.)
 - Smallest decreases were at Harbor (-0.2 pts.) and West (-0.8 pts.)

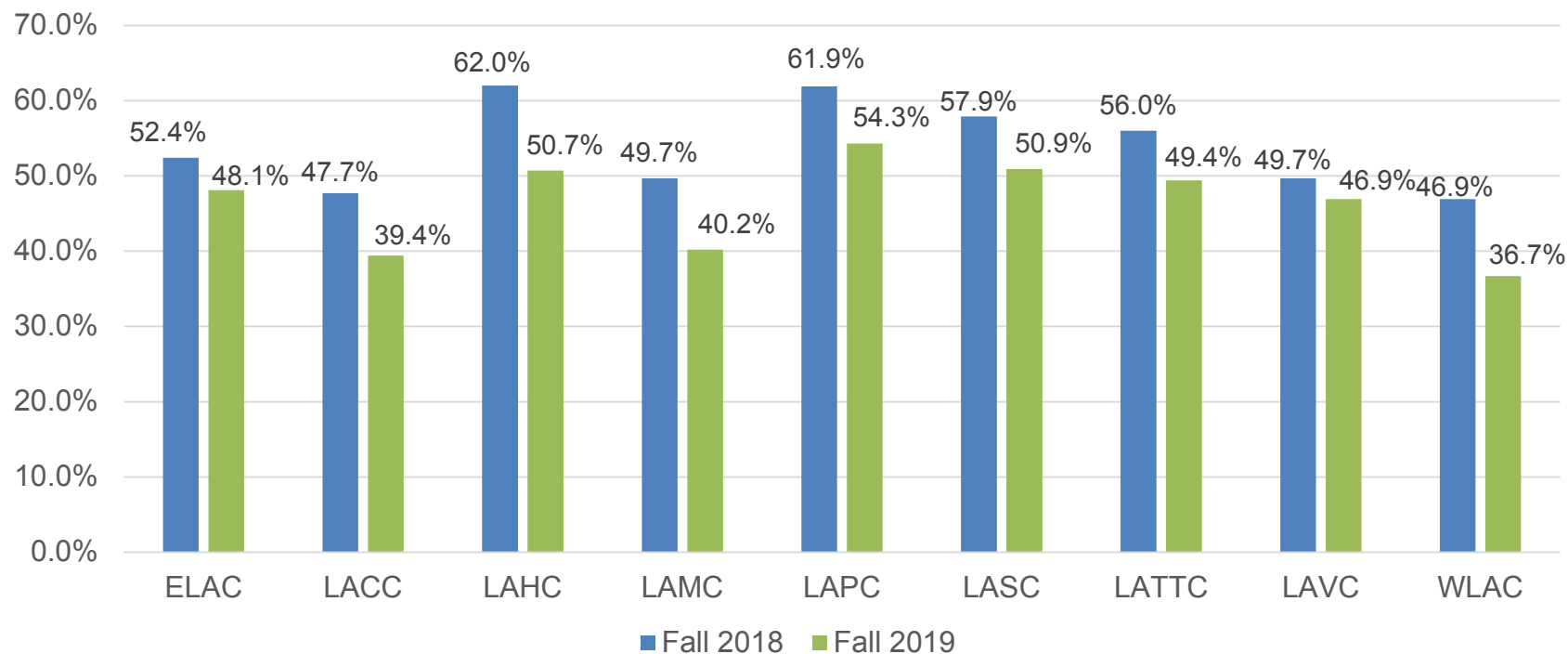
Fall 2019 Student Outcomes: Course Success (English)



- Overall, course completion rate for Transfer English decreased from 62.8% to 57.4% (-5.4 ppts.)
 - The largest decreases were for Multiethnic (-7.5 ppts.) and Hispanic (-6.1 ppts.) students
 - Smallest changes were for Filipino (+0.2 ppts.) and White (-1.0 ppts.) students

Fall 2019 Student Outcomes: Course Success (Math and Statistics)

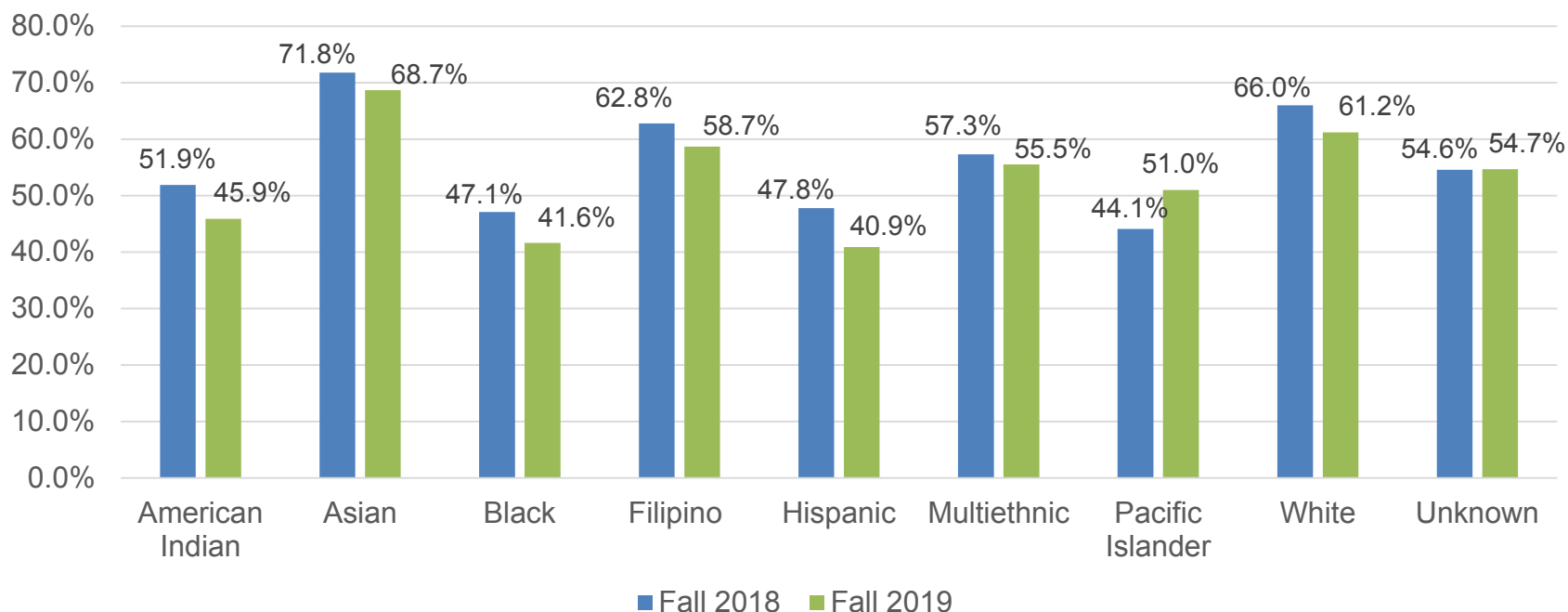
Course Success in Transfer-Level Math and Statistics Courses by Campus



- Overall, course completion rate for Transfer Math and Statistics decreased from 54.0% to 47.1% (-6.8 pts.)
 - The largest decreases were at Harbor (-11.3 pts.) and West (-10.2 pts.)
 - Smallest decreases were at Valley (-2.7 pts.) and East (-4.3 pts.)

Fall 2019 Student Outcomes: Course Success (Math and Statistics)

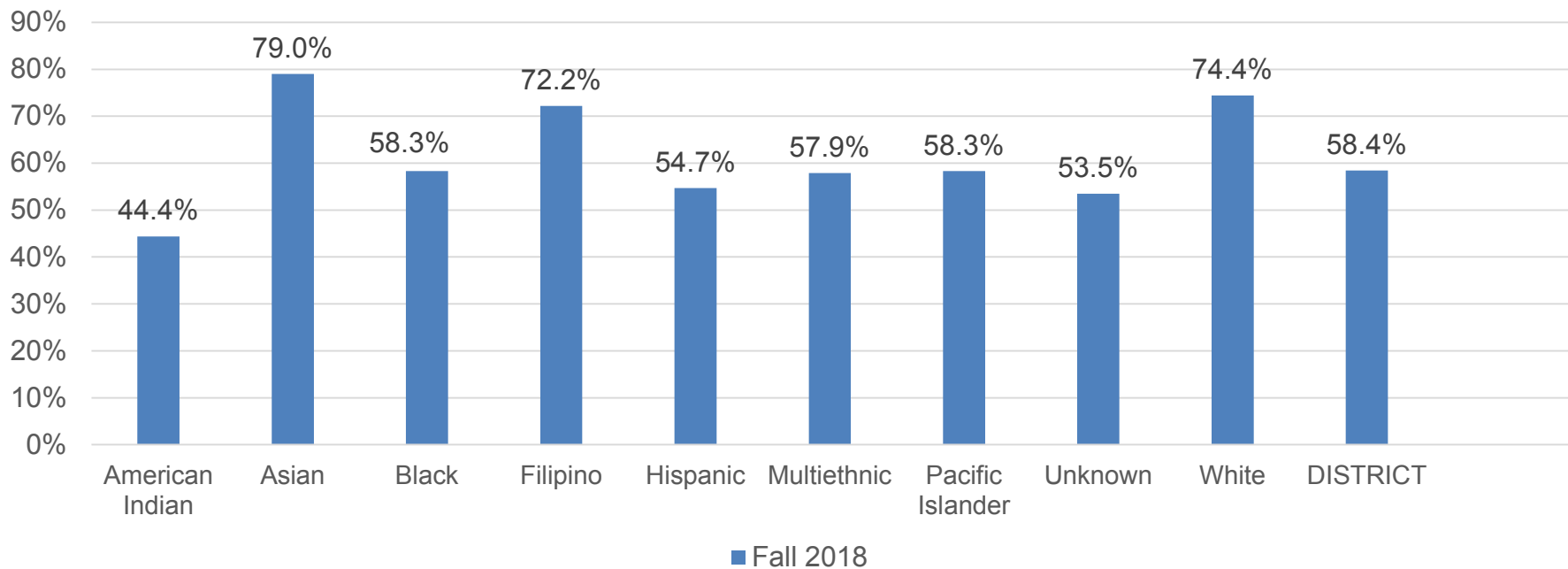
Course Success in Transfer-Level Math and Statistics Courses by Ethnicity



- Overall, course completion rate for Transfer Math and Statistics decreased from 54.0% to 47.1% (-6.8 pts.)
 - The largest decreases were for Hispanic (-6.9 pts.) and Black (-5.5 pts.) students
 - Smallest decreases were for Multiethnic (-1.8 pts.) and Asian (-3.1 pts.) students

Fall 2018 Student Outcomes: Course Success

Course Success in Remedial English by Ethnicity



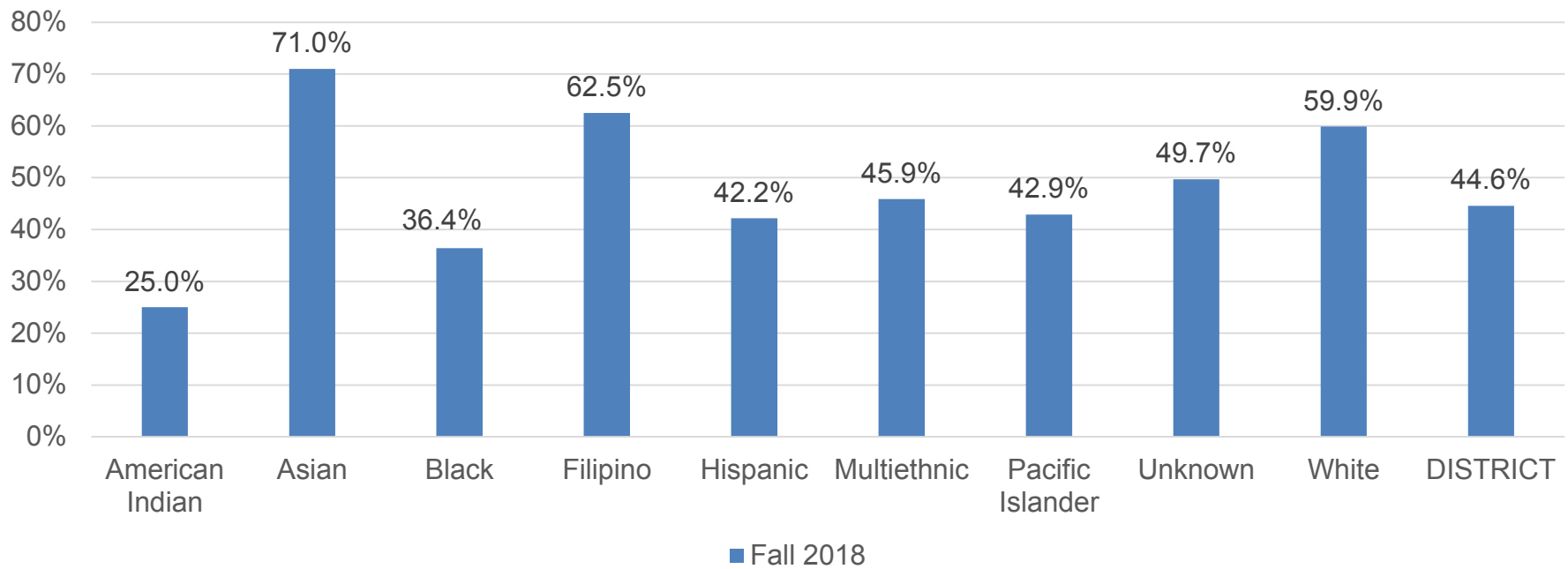
Remedial English

Significant variation by ethnicity (American Indian and Pacific Islander have small N)

Average success rate in remedial English in Fall 2018 (58.4%) is slightly higher than success rate in transfer English in Fall 2019 (57.4%)

Fall 2018 Student Outcomes: Course Success

Course Success in Remedial Math by Ethnicity



Remedial English

Significant disparity by ethnicity (American Indian and Pacific Islander have small N)

Average success rate in remedial math in Fall 2018 (44.6%) was less than success rate in transfer level math in Fall 2019 (47.1%)