

2018-2020: A Brief Review: Legislation and Initiatives

AB705 changed the landscape for CCCs:

- It shifted the burden of proof from students to colleges. It was no longer the responsibility of students to prove (through standardized testing or other diagnostic measures) they were “prepared” for college-level English and mathematics. Instead, colleges have the burden of proof to show that students taking college-level courses are highly unlikely to succeed without prerequisite, developmental coursework AND students placed into developmental courses have to be statistically more successful in completing the college-level course than if they started in the college-level course or the college-level course plus additional cocurricular supports.
- It shifted the rhythm of curriculum design and pedagogy to more iterative, innovative, responsive and ongoing processes. The “build it for the next five years” model is no longer the standard. Even if a college develops something new, there is an expectation that courses and concurrent supports will be continually assessed to determine their efficacy at increasing student success within the college-level course and efficiently moving students toward credential attainment.
- It reframed curriculum development and placement from local decisions based (often) on historical practices, anecdotal evidence, and assumptions to primarily data-driven decisions where the benchmarks are statewide and national. Curricular processes still begin locally, but the dialogue about course design, placement processes, and multiple measures are statewide.

AB 1805 changed the conversation about student success, agency, and college responsibility and laid the groundwork for Guided Pathways:

- Again, the burden of proof shifted from students to colleges. Colleges are responsible for clearly communicating students’ options and the risks and benefits of their choices. Colleges must report on their communication processes and assess the ease with which students can navigate enrollment decisions.
- It required colleges to de-silo: to examine and weave relationships between counseling and advising processes/departments and teaching and learning processes/departments, between curricular processes and extracurricular processes.
- It invited colleges to think about the *unintended consequences* of their processes: interpersonal and digital communication prior to the first day of class, placement and registration processes and barriers, and interpersonal and digital communication during the first weeks of class.
- It requires colleges to report on these process intersections, to name and track both the barriers and supports for students to enroll and succeed at the transfer level in mathematics and English.

Guided Pathways picked up the baton from the two laws:

- AB705 and AB1805 are about benchmark compliance on a statewide scale. Guided Pathways is about ongoing transformation to increase equity and success.
- The targets and goals of Guided Pathways are local and statewide simultaneously, with a broad focus on equitizing higher education and a recognition that nuance exists within each district and college. Most existing college programs and processes to increase student success, persistence, efficient credential attainment, and placement within career fields sit beneath the umbrella of Guided Pathways. The weaving of various programs and use of data to identify barriers/opportunities for student success is Guided Pathways work.
- Guided Pathways is often referred to as equity work because it focuses on systemic barriers and the students most at-promise. As such, community college professionals should anticipate that there are few simple “fixes”. The work is complex and requires collaboration, vulnerability, continued inquiry, data analysis, evaluation, professional learning, and flexibility.

2018-2020: A Brief Review: Where are we (in 2020) as an English department and as a college?

We have a lot to be proud of:

- Our English 1A success rates (throughput rates because we have no below-transfer-level coursework) are really strong.
 - 96% of first-time students are beginning in transfer-level English and in the 2019-2020 AY, 68% of them succeeded. The last time we had a course success rate higher than 68% for English 1A, we were only letting in 48% of our students (2015FA). This success can be attributed to dedicated curriculum research and redesign by English faculty with support from the curriculum committee and dedicated pedagogical research, professional learning, and instruction by English faculty.
- We have clear messaging about English 1A (web and advising materials) and fairly consistent messaging to students about our belief in their capacity and 1A as a gateway rather than a gatekeeper. We have significantly reduced the belief in and communication of the fallacious notion that confidence is a reliable indicator for likelihood of success (Yeager, et al., 2016), both in campus-approved documents and in the way college employees speak with students to guide their course enrollment decisions. These improvements can be attributed to strong and collegial collaboration between English faculty and counseling faculty with the assistance of the Public Relations and Marketing Office.
- We are developing clearer and stronger cross-curricular relationships between English 1A, the writing and research students do in the disciplines connected to their programs of study, and the writing and research students do in their second-semester English courses (2A and 2B). These improvements can be attributed, again, to strong and collegial collaboration between English faculty and counseling faculty, dedicated curriculum research and redesign by English faculty with support from the curriculum committee and faculty across campus, and dedicated pedagogical research, professional learning, and instruction by English faculty.
- English faculty actively engaged in professional learning for the past 2 years in the English 1A and 1S learning community at CR, in taking RA101 through WestEd, Equity 101 through 3CSN, and attending several CAP conferences and workshops. This work has increased the overall professional learning completed by English faculty, increased intradepartmental dialogue about pedagogy, literacy, student success, curriculum, and culturally-responsive teaching, and created opportunities for statewide, cross-campus and cross-departmental collegial dialogues. Redwoods is a small college with a big reputation for being dedicated innovators for students. This sense of shared dedication and ethos continues to fuel the department's labor and innovations.

Yeager, D. et al. (2016). Teaching a lay theory before college narrows achievement gaps at scale. *PNAS*, *E3341–E3348*.
www.pnas.org/cgi/doi/10.1073/pnas.1524360113

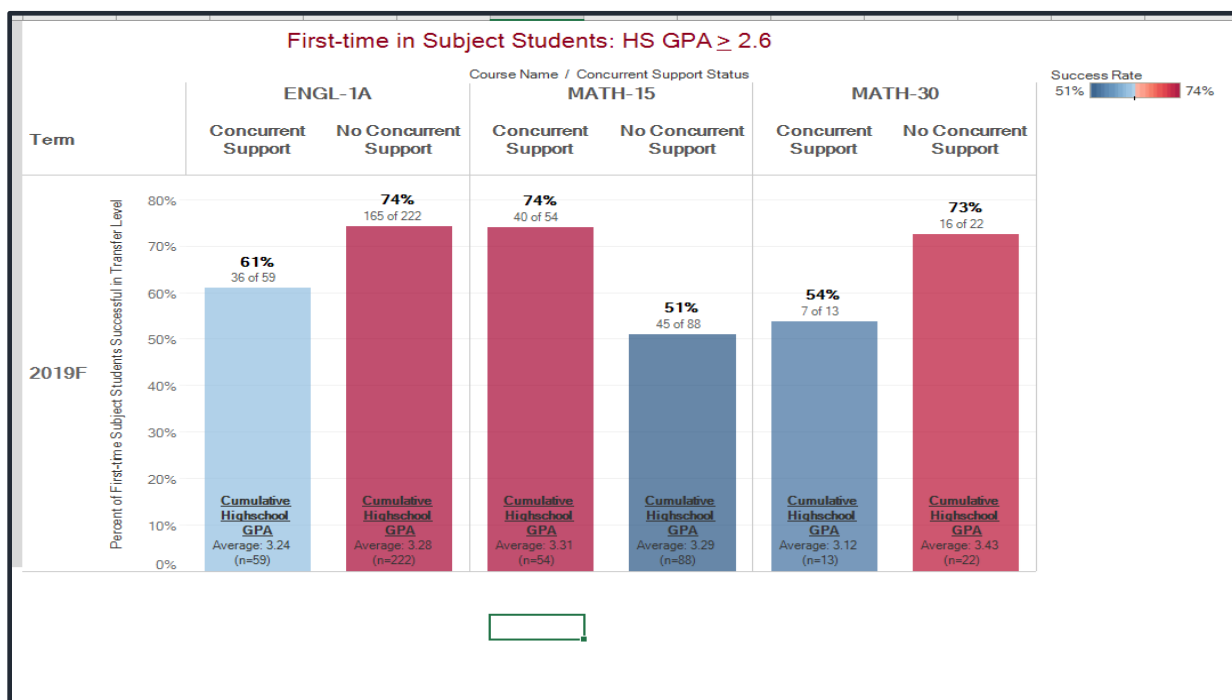
2018-2020: A Brief Review: Where are we (in 2020) as an English department and as a college?

We still have work to do:

We need to continue to innovate, design, and engage in professional learning to support our multilingual students. Jonny Maiullo, Laurel Jean, and Peter Blakemore are leading this work for the department and we need to be prepared to put their recommendations and designs into practice in 2021.

Recent data strongly suggests we have work to do with English 1S. The 2019-20AY was the first full year of implementation and the data from 1S is inconsistent, but also concerning. Recent IR data (AY 19-20) shows a higher success rate for students enrolled in 1A standalone (not supported) at several GPA bands than for students enrolled in 1A + 1S (supported). The overall success rate gap in Fall 19 was -3% for supported. The overall success rate gap in SP 20 was -7% for supported. **In other words, students taking English 1A standalone had higher success rates than students taking 1A with 1S at several different GPA bands.**

The success rate gaps by GPA microband were inconsistent at many bands when comparing Fall 19 and Spring 20. More research is needed to determine trends over time. Two microbands with consistent success rate gaps were at the far ends of the range (>2.0 and 3.7-4.0) and relatively small sample sizes. The third microband with a consistent gap was 2.7-3.0. Two of these three bands are *above* the Chancellor's Office recommended GPA range for concurrent support. **In other words, where the data is most consistent that 1A + 1S enrolled students were less successful than 1A standalone are primarily GPA bands where students are not recommended to take 1S in the first place.**



In both semesters, students with *no reported GPA* had higher success rates in supported and unsupported sections than those with reported GPA. **In other words, students with a reported GPA (roughly 40% of our student population) were less likely to be successful in 1A overall and higher percentages of this group were unsuccessful if they enrolled in 1A + 1S.**

The lower success rates for students enrolling in a concurrent support class (1S) is anomalous at Redwoods.

In both mathematics courses with concurrent support options (Math 15 and Math 30), student success was higher with concurrent support than without in Fall 2019.

1	Term	Location	Course	Ethnicity	High School GPA Group	Support Status	Enrolled (excluding "EW" grades)	Successful ("C" or higher)	Unsuccessful	Success Rate	Success Rate Gap (supported minus not supported)	Fisher's Exact Test P-Value (highlighted below 0.1)
2	2019F & 2020S aggregate	Eureka	ENGL-1A	Hispanic/Latino	Grand Total	Not Supported	126	90	36	71%	-36%	0.00001
3						Supported	51	18	33	35%		
4					No HS GPA Data	Not Supported	35	25	10	71%	-34%	0.031
5						Supported	16	6	10	38%		
6					All with HS GPA Data	Not Supported	91	65	26	71%	-37%	0.0002
7						Supported	35	12	23	34%		
8					HS GPA < 2.0	Not Supported	3	1	2	33%	-33%	1.000
9						Supported	2	0	2	0%		
10					2.0 <= HS GPA < 2.3	Not Supported	12	8	4	67%	-56%	0.024
11						Supported	9	1	8	11%		
12					2.3 <= HS GPA < 2.7	Not Supported	20	13	7	65%	-3%	1.000
13						Supported	8	5	3	63%		
14					2.7 <= HS GPA < 3.0	Not Supported	14	11	3	79%	-59%	0.038
15						Supported	5	1	4	20%		
16					3.0 <= HS GPA < 3.7	Not Supported	34	25	9	74%	-36%	0.092
17						Supported	8	3	5	38%		
18	3.7 <= HS GPA <= 4.0	Not Supported	8	7	1	88%	-21%	0.491				
19		Supported	3	2	1	67%						
20												
21												

When the English 1A and 1S success data is disaggregated by race and ethnicity, the success rate gaps between 1A standalone and 1A + 1S are most consistently connected to Latinx students and most consistently present at the Eureka campus.

The GPA band below 2.7 where the success rate gap was widest for Latinx students at Eureka was 2.0-2.3 (C). The overall GPA band where the success rate gap was widest for Latinx students at Eureka overall was 2.7-3.0 (B).

In other words, Latinx students at the Eureka campus with a known cumulative B average from high school who chose to take English 1S had the lowest success rate in comparison to their colleagues of the same demographics who chose to take English 1A as a standalone course.

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28% of Latinx population at Eureka with HS GPA data took 1S.

13% of the Latinx student population, at Eureka, with known GPA above 2.6 enrolled in 1S.

In other words,

- The Latinx student cohort at Eureka with the largest success gap reported cumulative GPA's above the cutoff where 1S is recommended.
- AND it appears as if enrolling in 1S could be a factor that reduced these students' likelihood of success, when compared to their student colleagues of the same demographics who chose to take English 1A as a standalone course.

2018-2020: A Brief Review: Proposed Next Steps: Inquiry, Research, and Revision:

In March 2018, our department launched its work with a “what’s next” table:

What	Who
Analyze placement data and rework CR’s placement policies in preparation for Fall 2019	English Department Student Services MMAP committee (Sean is a member) AB705 Statewide Workgroup (Nik is a member)
Revise and Develop curriculum responsive to changes in AB 705	English Department

Following that pattern, our department can use the existing processes of program review and assessment, alongside inter- and intradepartmental meetings and resources and support from the Guided Pathways committee to launch next steps in response to the newest 1S success data.

What	Who	College Process or Committee	Resources Needed?
Gather and analyze 1S student success, self-placement, and course experience data, disaggregated by demographics. This data could be quantitative and qualitative.	English Department Institutional Research	Program Review Guided Pathways Committee	Time and capacity. Faculty will need to be actively involved in data collection and will need the partnership and assistance of Institutional Research for analysis.
Partner with counseling and advising to review the existing 1S data and enrollment/self-placement materials to identify opportunities for revision.	English Department Counseling Faculty	Program Review Guided Pathways Committee Public Relations Department	Time and capacity. Instructional and Counseling Faculty will need to be actively involved in analysis and document revision. Public Relations may be involved for design and publication elements.
Evaluate 1S curriculum and determine next steps based on local and statewide research.	English Department	Assessment Curriculum	None. Part of the existing assessment and curriculum processes.
Support continued professional learning, especially in the areas of reading apprenticeship and culturally responsive teaching practices.	English Department	Faculty Development Guided Pathways	Funding to attend conferences and professional learning courses/workshops/webinars.