

WEBVTT

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00:00:00.089 --> 00:00:07.919

Brandon Protas: sure that you're aware complete college America is going to be releasing soon, one of our signature reports, this is going to be.

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00:00:08.280 --> 00:00:15.630

Brandon Protas: Another report on a series on co requisite support and the impact that it has so For those of you who've been following us, you know.

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00:00:16.049 --> 00:00:29.250

Brandon Protas: That the started off almost a decade ago with bridge to nowhere that was followed by spanning the divide and stay tuned in the next few weeks, you might see another groundbreaking signature for coming from complete college America to represent support.

4

00:00:31.440 --> 00:00:41.160

Brandon Protas: Some of the key takeaways, as we know, you're interested you're on this webinar we're going to give you a little bit of information as a teaser which is we know co requisite works, we have the data.

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00:00:41.520 --> 00:00:47.970

Brandon Protas: or once was an idea has been proven, and we know it's an equity strategy as we've seen institutions and states.

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00:00:48.450 --> 00:00:54.870

Brandon Protas: Essentially, eliminate institutional performance gaps or differences across different groups of demographic groups of students.

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00:00:55.710 --> 00:00:59.730

Brandon Protas: Some of the questions that came out really early with co requisite support is How does this fit.

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00:01:00.300 --> 00:01:07.320

Brandon Protas: With finances for institutions, as well as for students, and we know it's a win, win for both students, as well as for the colleges and universities.

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00:01:08.070 --> 00:01:17.430

Brandon Protas: And all this comes together one simple point co requisite should be the norm, this is settled law, this is the way for for colleges and universities.

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00:01:17.760 --> 00:01:25.740

Brandon Protas: we're going to hear all about that today we're going to drop a one pager in the chat where you can learn more about this upcoming report as well.

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00:01:31.080 --> 00:01:41.850

Brandon Protas: So, for those of you who don't know me, my name is brandon proteus i'm a strategy director here at complete college America, and I am truly thrilled to introduce Dr katie her and.

12

00:01:42.630 --> 00:01:48.090

Brandon Protas: She is one of the absolute leaders when it comes to co requisite support and.

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00:01:48.870 --> 00:01:59.040

Brandon Protas: is one of the most provocative and thinkers out there, so as a professor of English at skyline college Dr katie her and teaches co requisite and standards sections of English composition.

14

00:01:59.670 --> 00:02:04.290

Brandon Protas: She is also co founder and executive director of the California acceleration project or cat.

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00:02:04.830 --> 00:02:14.670

Brandon Protas: So founded in 2010 CAP supports the state's 116 Community colleges, to use high school grades for placement replace standalone remedial courses with co requisite models.

16

00:02:15.390 --> 00:02:19.500

Brandon Protas: peppermint mouth pathways and teach with high challenge high support pedagogy.

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00:02:20.310 --> 00:02:27.210

Brandon Protas: CAP was instrumental in the passage of 1875 of law in California that requires Community colleges to live primarily.

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00:02:27.570 --> 00:02:35.100

Brandon Protas: On high school grades for placement and establishes transferable college level English and math courses, as the default starting placement for students.

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00:02:35.850 --> 00:02:43.590

Brandon Protas: Dr harness published more than 25 articles book chapters and reports focused on reforming placement remediation structures and pedagogy.

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00:02:44.220 --> 00:02:52.620

Brandon Protas: And 2016 the Washington monthly named her and CAP co founder Mayra snell to their list of 16 most innovative people in higher education.

21

00:02:53.070 --> 00:03:03.510

Brandon Protas: I will also say that Dr katie her is a close colleague companion and friend, to complete college America, and we are really thrilled to have her presented a you're in for a real treat.

22

00:03:04.020 --> 00:03:11.490

Brandon Protas: And I will be dropping some of caps most recent reports into the chat once you get started so with that katie will let you take it away.

23

00:03:13.320 --> 00:03:14.250

Katie Hern: Thanks brandon.

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00:03:16.200 --> 00:03:24.120

Katie Hern: i'm really happy to be here with all of you today, and thank you for showing up for the webinar i'm going to be sharing with you some.

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00:03:24.540 --> 00:03:30.570

Katie Hern: Of the really dramatic changes we've been making in the California Community college system and the last few years.

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00:03:30.960 --> 00:03:37.680

Katie Hern: And i'm going to do it in slightly different order than might be typical I think often when we talk about co requisite support.

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00:03:38.100 --> 00:03:50.520

Katie Hern: We focus a lot on the specifics of the model and how is it designed and i'm going to actually hold off on talking about any of that kind of detail about correct support until toward the end of my presentation.

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00:03:51.060 --> 00:04:06.090

Katie Hern: And instead I want to focus on what is it that makes corrects so uniformly powerful and where the results are just always so much better than standalone developmental courses because that's really at the heart of what we're doing in California.

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00:04:07.320 --> 00:04:13.320

Katie Hern: Before we do that, I want to do a couple of polls, just to get a sense of who's in the room and.

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00:04:15.420 --> 00:04:24.510

Katie Hern: What your system is like around these issues so if you could all answer those two poll questions and then we'll share the results.

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00:04:57.600 --> 00:04:58.230

Katie Hern: We are we.

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00:04:59.520 --> 00:05:03.090

Katie Hern: Have can we show the poll results as they're coming in.

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00:05:06.480 --> 00:05:07.020

Okay.

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00:05:08.610 --> 00:05:28.620

Katie Hern: So we have the largest group is the Faculty 34% college administrator 30% counselor advisor 10 system professional little one legislative person welcome and then some other folks and then the next question what percentage of your incoming students.

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00:05:29.760 --> 00:05:32.550

Katie Hern: enrolling standalone developmental course in English and math.

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00:05:33.570 --> 00:05:39.600

Katie Hern: So 30 of you said zero to 24% that's good that that's that's the largest number.

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00:05:41.610 --> 00:05:48.480

Katie Hern: that's the next largest group is still 25 to 49% and then a lot of you are not sure okay.

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00:05:49.560 --> 00:05:52.170

Katie Hern: So thank you that gives me a sense of where we're starting from.

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00:05:55.800 --> 00:06:02.550

Katie Hern: This is the agenda for today i'm going to start by giving you an introduction to the reforms that we've undertaken in California.

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00:06:02.820 --> 00:06:09.210

Katie Hern: And the first year results from those and then i'm going to pause and do a little Q amp a and brandon's going to be monitoring the.

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00:06:09.660 --> 00:06:23.880

Katie Hern: Questions and giving them to me and then i'm going to talk about the impact we've seen on racial equity and then i'll get into some of the details about what are the Co requisite models in California and what are we seeing in terms of results of those.

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00:06:25.200 --> 00:06:39.750

Katie Hern: And then another question break and some further resources So the first thing I want to do is is give you some examples of students, that really were part of the motivation behind the reforms we've undertaken in California.

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00:06:40.680 --> 00:06:50.070

Katie Hern: And their specific reformed from going to focus on are the first is using high school grades replacement instead of standardized placement tests so here is Andre Salazar.

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00:06:51.780 --> 00:07:01.920

Katie Hern: When he took the accurate place or tested his college was

just college of the canyons he was placed into arithmetic which meant for two years of remedial courses in California.

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00:07:03.900 --> 00:07:16.770

Katie Hern: Based on that starting placement has likelihood of completing a transferable gateway math course in three years was only 12% and that was actually good compared to the statewide average, which was 6%.

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00:07:18.210 --> 00:07:32.040

Katie Hern: His goal was to achieve a bachelor's degree in music conducting so he he's on a non math intensive pathway he needs good quantitative reasoning skills, but he's not going to be building bridges he's not going to be taking calculus.

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00:07:33.090 --> 00:07:34.920

Katie Hern: He isn't a non math intensive field.

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00:07:36.030 --> 00:07:39.540

Katie Hern: In high school he earned an A and algebra two.

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00:07:41.280 --> 00:07:43.950

Katie Hern: He also had a 4.0 GPA.

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00:07:45.030 --> 00:07:56.820

Katie Hern: So you can see the disconnect between his high school performance, which is exceptional and his placement on the standardized test which was as low as possible to be placed into arithmetic.

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00:07:58.050 --> 00:08:09.330

Katie Hern: So his college was one of the early implementations of using high school grades for placement and so based on his high school record, he was allowed to enroll directly in statistics, where he earned an A.

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00:08:10.080 --> 00:08:22.890

Katie Hern: And he completed his transferable math course in one term instead of five and then, when we followed up with him in fall 2017 he had already transferred to the California Institute of the arts to pursue his his major.

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00:08:23.880 --> 00:08:39.960

Katie Hern: So that's one of the major reforms we have undertaken in California and the other one is replacing standalone remedial courses with co requisite models and so a student has a nice illustration of that is caleb rendon Guerrero at Korea Mecca college outside of San Diego.

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00:08:41.460 --> 00:08:55.050

Katie Hern: His background is a little different than Andre salazar's he was a high school dropout who'd been in the criminal justice system his goal was to be the solution, not the problem, and his family and create a nonprofit to help kids like him.

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00:08:57.030 --> 00:09:07.140

Katie Hern: He was placed by an accurate place or into elementary algebra which meant a year of remedial math courses before he could take the transferable course for his major which was statistics.

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00:09:08.460 --> 00:09:20.280

Katie Hern: But because his college was one of the early implementations of co requisite models in California, he was able to enroll directly in a section of college statistics that had an additional two unit linked co requisite.

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00:09:20.880 --> 00:09:28.350

Katie Hern: where he got additional time with his instructor for guidance and review of sort of more foundational math concepts collaborative activities.

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00:09:29.430 --> 00:09:38.790

Katie Hern: Here, and to be in that course and when we checked up with him later he had maintained a GPA of 3.6 graduated and transferred to San Diego State University.

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00:09:40.170 --> 00:09:40.770

Katie Hern: So.

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00:09:42.060 --> 00:09:51.450

Katie Hern: I want to step back from those examples and say before at 705 when there were just a few colleges piloting these models, what was the status quo in California.

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00:09:52.950 --> 00:10:03.120

Katie Hern: We had very restrictive placement policies so fewer than 25% of incoming students would begin and transferable gateway math and English courses across California.

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00:10:07.230 --> 00:10:20.970

Katie Hern: We have racially an equitable placement policies so data show the black and Latin next students display or disproportionately excluded from transferable classes and required to take, not even one remedial class but multiple remedial classes.

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00:10:22.260 --> 00:10:29.940

Katie Hern: And our statewide research showed that enrolling and remedial courses reduced student completion for every student group studied to date.

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00:10:30.300 --> 00:10:39.030

Katie Hern: They all had lower completion if they took even just one remedial English or math course than if they were just allowed to begin in a transferable course.

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00:10:41.670 --> 00:10:53.010

Katie Hern: So the metaphor here is look at how few students are on the golden gate bridge is like very, very few people allowed to go into that gateway in California.

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00:10:54.360 --> 00:11:05.820

Katie Hern: But after 8705 it was more like this virtually all students have a legal right to enroll directly and transferable gateway English and math courses after the law was passed in 2017.

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00:11:07.530 --> 00:11:14.520

Katie Hern: So just in broad strokes, what at 705 did is we no longer use placement tests in English and math.

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00:11:15.780 --> 00:11:21.570

Katie Hern: High School grades are the primary means of placement, and that includes GPA, as well as the math taken in high school.

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00:11:22.680 --> 00:11:36.150

Katie Hern: and students can self report their high school grades we

don't require transcripts we don't require complicated transcript sharing agreements or students to produce the transcript and us to verify it we just asked them to report it and we believe them.

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00:11:38.160 --> 00:11:47.550

Katie Hern: One of the standards that the law is that in this is the really radical standard is that, instead of placement, being a sort of a prepared unprepared switch.

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00:11:48.000 --> 00:11:55.560

Katie Hern: it's about placing students into courses, where they have the greatest likelihood of completing transferable English and math within one year.

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00:11:56.550 --> 00:12:09.570

Katie Hern: So if putting a student into a remedial course makes them less likely to complete the transferable class in one year, then, if they just were allowed to enroll then colleges are not allowed to require that they started a remedial course.

73

00:12:11.040 --> 00:12:27.450

Katie Hern: For the first time Community colleges were restricted from requiring remedial courses, but they weren't prevented from offering these courses and that's where the weakness in our law we're becoming aware of that, as a pretty significant loophole in the law.

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00:12:28.500 --> 00:12:36.030

Katie Hern: And then, just to know about California, as we have we really value local control as a state, so we have very decentralized implementation.

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00:12:36.390 --> 00:12:51.240

Katie Hern: hundred and 16 colleges retaining local control over exactly what their placement policies are whether or not they offer correct support or other support the pedagogy how many remedial classes, they still offer that's all local locally controlled.

76

00:12:52.260 --> 00:13:08.190

Katie Hern: So the first thing that I want to share is that, based on this law, there was a really dramatic increase in students starting directly and transferable gateway courses in English, they went from 44% before colleges began implementing these changes.

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00:13:09.990 --> 00:13:16.350

Katie Hern: To 95% in fall 2019, which was the first semester of full implementation and maybe 705.

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00:13:17.970 --> 00:13:27.600

Katie Hern: And in math that went from 26% of students to 79% of students starting directly in a transferable gateway course.

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00:13:28.770 --> 00:13:37.680

Katie Hern: Now this a lot of these students are just taking standard transferable courses they're not necessarily co requisite students.

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00:13:38.220 --> 00:13:48.060

Katie Hern: One in five students statewide enrolled in a co requisite support model, the rest were just allowed to begin directly in a regular transfer level course without support.

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00:13:50.430 --> 00:13:58.710

Katie Hern: And I think as a state, there was a lot of holding our breaths at this moment before the research from the first year came in.

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00:13:59.130 --> 00:14:09.450

Katie Hern: have a lot of people feeling like this was a really dramatic change and a lot of fear that students would flame out and that this would that students would be harmed.

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00:14:11.490 --> 00:14:23.010

Katie Hern: This is a pretty radical transformation of how we were placing students, and so the good news is that, after the first year of data.

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00:14:23.550 --> 00:14:38.130

Katie Hern: We can see how much better off students were by being able to begin directly and transfer all the courses, so there were still 5% of students still did enroll in a standalone remedial course one one remedial course.

85

00:14:38.640 --> 00:14:51.120

Katie Hern: If they did, only 25% would complete completed college English and the first year of last year, but if they started directly

and transfer level, which was 95% of them did.

86

00:14:52.140 --> 00:14:56.520

Katie Hern: Then 70% of students pass the course within one year.

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00:14:58.260 --> 00:15:07.470

Katie Hern: So you can see that just how much better off they were by being able to just proceed directly to go and start in the transfer level course in math.

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00:15:07.980 --> 00:15:19.110

Katie Hern: If they started one remedial course below the transferable course only 14% completed a transferable course in a year, but if they started in the transferable course it was 60%.

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00:15:20.820 --> 00:15:29.220

Katie Hern: And again, this is not, this is not only co requisite students, this was all students who are allowed to enroll directly in a transfer level course.

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00:15:31.470 --> 00:15:31.770

Okay.

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00:15:32.820 --> 00:15:39.600

Katie Hern: The other thing that their research has looked at, as you know, there's there's a lot of worry that certain students would be harmed.

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00:15:40.470 --> 00:15:49.470

Katie Hern: You know, would this be bad for low income students, would this be bad for students with disabilities and so we've really as a system looked very closely at this.

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00:15:49.920 --> 00:15:56.640

Katie Hern: And the answer is it's not bad for anybody, but every student group that has been examined to date.

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00:15:57.300 --> 00:16:05.130

Katie Hern: Has higher completion now than they did before these changes, so we have low high school GPA students, which is an English.

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00:16:05.610 --> 00:16:20.850

Katie Hern: Below and at 1.9 they are almost there completion has almost doubled the SPS which means students who are have registered disabilities and are receiving services for that their their completion went up over 20 points.

96

00:16:22.080 --> 00:16:29.340

Katie Hern: ups as a low income students foster youth low income typically and lot of challenges.

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00:16:29.850 --> 00:16:39.840

Katie Hern: veterans pointing in a motor learning communities for latinx and black students every group is seeing substantial gains and completion of gateway English composition.

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00:16:40.290 --> 00:16:54.030

Katie Hern: And the same is true in math the low high school GPA, the disabled students low income students foster youth all students are doing better by having this broader access to transfer level courses.

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00:16:55.680 --> 00:17:00.840

Katie Hern: So, in terms of the key takeaways from sort of the big picture California reform.

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00:17:01.320 --> 00:17:13.050

Katie Hern: The first one is every student group examined has seen large completion gains from access to transferable gateway courses and there's no evidence of students being harmed, even though there was a lot of fear that students would be harmed.

101

00:17:14.460 --> 00:17:25.920

Katie Hern: Second, is the gateway completion rates were 45% two points lower among students who took one remedial course than those who began in a gateway course, and this is followed over one year.

102

00:17:27.030 --> 00:17:32.790

Katie Hern: And that most students didn't receive co requisite support they simply enrolled in a standard gateway course.

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00:17:34.290 --> 00:17:42.750

Katie Hern: and research hasn't been able to identify a group of

students, for whom starting in a remedial class leads to higher completion and that's the standard of the law that we have to follow us that.

104

00:17:43.320 --> 00:17:50.010

Katie Hern: we're whether we perceive them as already or not like as an English teacher if I look at their, the first thing they write, for me, and I think oh.

105

00:17:51.510 --> 00:18:04.350

Katie Hern: wow they're really not ready, that that assessment is not what drives placement anymore it's it's really about, we cannot put them into structures that that lower their chances of completion.

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00:18:05.850 --> 00:18:10.170

Katie Hern: Okay, so here's the first pause for questions i'm.

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00:18:10.410 --> 00:18:16.290

Brandon Protas: Great katie one quick question was you're talking completion rate within one year correct.

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00:18:16.500 --> 00:18:17.310

Katie Hern: within one year yeah.

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00:18:17.370 --> 00:18:28.260

Brandon Protas: Okay, so, then we have a few other questions i'll just tell you the topics, and I can read them one is about faculty by in one is about math students who may not be.

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00:18:28.950 --> 00:18:37.620

Brandon Protas: going for degrees, but you know just upscaling or certificates one is about placement for students who don't have high school grades if they didn't continue and the other is about.

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00:18:39.180 --> 00:18:42.960

Brandon Protas: Looking at data pre and post pandemic which one would you like to start with.

112

00:18:43.380 --> 00:18:48.300

Katie Hern: Okay i'm the first one, that the Faculty buy in.

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00:18:48.600 --> 00:18:50.400

Brandon Protas: I read, I can read you the whole question, if you want.

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00:18:50.430 --> 00:18:51.030

Katie Hern: Okay yeah.

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00:18:51.930 --> 00:18:56.970

Brandon Protas: Okay, so and that one's pretty easy question, which is how did you get by and.

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00:18:57.390 --> 00:18:59.820

Brandon Protas: When it means changing the quote usual.

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00:19:00.810 --> 00:19:06.510

Katie Hern: yeah I mean in the California acceleration project we spent the first seven years of our existence.

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00:19:07.980 --> 00:19:19.410

Katie Hern: mobilizing faculty to be leaders on this process and to and to make change locally, so it was all of the all of the work on placement reform and correct was it an accelerated remediation.

119

00:19:19.740 --> 00:19:21.030

Katie Hern: Was voluntary for the.

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00:19:21.030 --> 00:19:33.510

Katie Hern: First, seven years of CAP and we recruited a really, really ferocious band of faculty champions, who were really behind these changes and some of them are in in the room today um.

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00:19:34.470 --> 00:19:43.050

Katie Hern: But we, we only even after all of that work we still only about 10% of students in the state were.

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00:19:43.470 --> 00:19:49.050

Katie Hern: receiving any kind of accelerated remediation and the rest were still trapped in the traditional remedial structures.

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00:19:49.530 --> 00:19:59.940

Katie Hern: And we sort of reached the limits of our ability to persuade people that we would give a whole presentation, with a lot of data and students stories and space for people to ask answer questions asked questions.

124

00:20:00.480 --> 00:20:12.990

Katie Hern: And then, at the end we'd have a group of like you know, often math faculty frankly in the room, just with their arms crossed, and just saying it like people literally said to us we're not doing that, until somebody makes us.

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00:20:14.310 --> 00:20:35.190

Katie Hern: And so we just realized that the our ability to to really transform remediation in our system was hampered by if we were only using voluntary incremental mobilization and so that was when we realized, we needed to switch to policy working directly on policy change and supporting legislation.

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00:20:36.480 --> 00:20:37.020

Brandon Protas: Thank you.

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00:20:38.250 --> 00:20:38.580

Brandon Protas: switch.

128

00:20:39.600 --> 00:20:50.340

Brandon Protas: to one of the other questions if a placement is largely based on high school courses and grades, how do you play students who didn't complete high school international students homeschool students, those who do a ged etc.

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00:20:50.970 --> 00:20:51.300

Katie Hern: yeah.

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00:20:51.330 --> 00:20:52.950

Brandon Protas: Great question um.

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00:20:53.250 --> 00:20:59.130

Katie Hern: The for for students who truly like you don't have to have finished high school that the.

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00:20:59.460 --> 00:21:10.200

Katie Hern: Other research in California that was looking at high school transcripts and using that to inform placement policies that was based on the 11th grade GPA anyway and 11th grade course taking so.

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00:21:10.890 --> 00:21:19.770

Katie Hern: You don't need to have completed high school to be able to use high school grades for placement, you also don't need to have data sharing and validated or prove it.

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00:21:20.910 --> 00:21:30.330

Katie Hern: But for students who really cannot be placed with high school grades, which is relatively small percentage of students, then you can offer a guided placement process where you are.

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00:21:30.960 --> 00:21:42.570

Katie Hern: enabling them to choose between a transfer level regular course you know the you know regular gateway course or gateway course with co requisite support and and then that that sort of resolves the problem.

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00:21:44.070 --> 00:21:51.180

Brandon Protas: Great Thank you um what are your thoughts about placing students in remedial math we're only seeking a certificate or upgrading skills.

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00:21:51.480 --> 00:22:00.210

Brandon Protas: This is one of our colleges arguments for keeping the these classes, I think, developmental education remedial sequences and then a shout out to keep up the great work we appreciate it.

138

00:22:01.110 --> 00:22:06.240

Katie Hern: Thanks um I think that that is a rationale that is really.

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00:22:06.300 --> 00:22:19.770

Katie Hern: being offered to justify holding on to remedial structures that really aren't don't serve any student so for students who are in certificate programs, they can have specialized.

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00:22:20.820 --> 00:22:36.960

Katie Hern: math that is tailored to their to their program that's a

pretty small like if a certificate program has a math requirement they're often just plugging in a generic remedial math requirements it's not like you know math for automotive or math for electric electricians are.

141

00:22:38.610 --> 00:22:42.420

Katie Hern: And I would say that if a student is just seeking a degree.

142

00:22:44.670 --> 00:22:50.760

Katie Hern: Then it's a transferable gateway courses still a better choice for them, that you can offer CSU is.

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00:22:51.750 --> 00:22:58.140

Katie Hern: Offering transferable quantitative reasoning credit for courses that are more about technical math or occupational math.

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00:22:58.650 --> 00:23:10.830

Katie Hern: or even just a liberal arts math course that is kind of more general quantitative reasoning, those are much generally much better fits for students much better serve them than a traditional remedial course.

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00:23:12.360 --> 00:23:23.610

Brandon Protas: We have a few more questions coming in, about some of the data, but I also want to make sure we're keeping an eye on the time yeah let me know if you want to continue with your presentation, or, if you want to take another question.

146

00:23:24.960 --> 00:23:33.960

Katie Hern: I think I probably shouldn't move on to to the next part but there's another Q amp a section that we can we can fly back to these questions if we need to.

147

00:23:35.430 --> 00:23:44.370

Katie Hern: Okay, so the next thing I want to talk about is the impact on racial equity in California Community colleges and just so that we all have this shared framework.

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00:23:45.270 --> 00:23:55.200

Katie Hern: That remedial courses put students at a structural disadvantage when starting college so so this this person right here

is starting at the starting line.

149

00:23:56.160 --> 00:24:08.280

Katie Hern: Whereas these two people are starting significantly back from the starting line, and that has that's what has been happening to, especially the black and land next students in our system is that they were.

150

00:24:08.700 --> 00:24:16.380

Katie Hern: Much more likely to be concentrated by our placement practices into the lower remedial classes, where they might have.

151

00:24:16.740 --> 00:24:23.040

Katie Hern: Three or even four classes like two years of remedial courses before they could ever even get to the starting line.

152

00:24:23.700 --> 00:24:29.070

Katie Hern: So, of course, that puts them at a structural disadvantage, I mean once I sort of understood how this worked I thought.

153

00:24:29.460 --> 00:24:40.710

Katie Hern: wow that's like just a really clear example of institutional racism, where we're using a test that measure does not measure their capacity to put them into a structure that.

154

00:24:41.100 --> 00:24:52.590

Katie Hern: puts them at a structural disadvantage to white students so that's when we look at placement policies, I sort of think like we're really thinking about structural racism.

155

00:24:53.550 --> 00:25:03.390

Katie Hern: That doesn't have to be intentional it doesn't have to have been a conspiracy, but it was that was the effect on students and so you can see that structural racism.

156

00:25:03.990 --> 00:25:11.970

Katie Hern: In English placement in the before so for 2015 you can see that white students had more than twice the.

157

00:25:12.600 --> 00:25:19.320

Katie Hern: Access to college composition compared to black students and almost twice as many as latinx students.

158

00:25:20.310 --> 00:25:24.210

Katie Hern: and Asian students were also at a disadvantage compared to white students.

159

00:25:24.840 --> 00:25:37.350

Katie Hern: But after 8705 it's it's virtually eliminated, I mean the difference between 93 and 95 or 97% is fairly incidental those are statistically equivalent so so this this one.

160

00:25:37.860 --> 00:25:43.200

Katie Hern: legislative change has largely eliminated that structural racism in English placement.

161

00:25:43.710 --> 00:25:50.430

Katie Hern: And it has reduced it substantially and math, although not eliminated it completely So you can see, in math.

162

00:25:50.880 --> 00:26:01.560

Katie Hern: That Asian students had three times the access to transferable gateway math courses compared to black students and more than double that if latinx students.

163

00:26:02.460 --> 00:26:16.500

Katie Hern: And the the groups are much closer together post at 705 in California, but there's still a 12 percentage point difference between Asian students and African American students so that's that's an area for ongoing attention in our system.

164

00:26:17.820 --> 00:26:23.370

Katie Hern: So that's the placement side of things, but how about outcomes have had the outcome has become more equitable.

165

00:26:24.300 --> 00:26:30.780

Katie Hern: And so to answer this question i'm going to point to some research done by the public policy Institute of California.

166

00:26:31.320 --> 00:26:40.770

Katie Hern: They developed what they call a proportionality index,

which basically compares how a group is represented among successful completions of a.

167

00:26:41.190 --> 00:26:45.960

Katie Hern: metric like transferable gateway courses competitor their presence in the population.

168

00:26:46.590 --> 00:26:59.790

Katie Hern: So if Latino students represent 30% of first time English or math students and 30% of gateway completions then completions equitable, so you sort of divide 30% by 30% and you get a score of 1.0.

169

00:27:00.330 --> 00:27:12.630

Katie Hern: But if Latinos only represent 20% of completions they're under represented, because it would be 20% divided by 30% or Point six six, so this is a sort of just a way of measuring.

170

00:27:13.830 --> 00:27:28.110

Katie Hern: The how equitably a group is represented in completions and bit the guidelines are adequate he is one point 0 near equity is point 852 point nine nine and below equity is point eight five and below.

171

00:27:30.360 --> 00:27:48.570

Katie Hern: So what you can see is that statewide in California at 705 has brought us closer to equitable representation from black and latinx students in gateway courses in both English and math so all of the scores got closer to one point now.

172

00:27:49.650 --> 00:27:54.090

Katie Hern: But you can also see that we still have quite a ways to go, especially for.

173

00:27:55.500 --> 00:28:00.720

Katie Hern: Black students in math that we, we were further work is going to be needed to continue to.

174

00:28:02.670 --> 00:28:07.560

Katie Hern: produce equitable results for a black amount next students, especially in math.

175

00:28:09.690 --> 00:28:19.980

Katie Hern: And another way to look at equity is to compare completion rates across groups, and so what you can see in this graph is that each each of the major groups that was studied.

176

00:28:21.030 --> 00:28:30.510

Katie Hern: Is a has substantial gains, so this is a case where every all boats rise every group is doing substantially better, as a result of the changes we've made.

177

00:28:31.140 --> 00:28:42.870

Katie Hern: But there are still gaps between groups, you know so white students have 76% English completion rate compared to 55% for black students are 62% for latinx students.

178

00:28:43.440 --> 00:28:52.260

Katie Hern: And in math the gaps are even greater between groups so again every group is doing better is doing much better, so this idea that like.

179

00:28:53.040 --> 00:29:10.260

Katie Hern: We need to go back to the old way because we're concerned about in equities is there isn't a poorly informed argument, because every group is doing much better, but we still are seeing worrying gap so Asian students have twice the completion rate of black students.

180

00:29:12.210 --> 00:29:16.860

Katie Hern: So it's another place where we're gonna we're not done with the work yet we're going to need to do more.

181

00:29:18.270 --> 00:29:27.660

Katie Hern: So, in terms of racial equity i'd say the key key takeaways to summarize is that at 705 has nearly eliminated the structural racism of our prior placement policies.

182

00:29:28.350 --> 00:29:37.230

Katie Hern: All racial and ethnic groups have higher completion with broader access and black and lenox students are more equitably represented and completion of these courses.

183

00:29:37.920 --> 00:29:51.840

Katie Hern: But racial equity gaps remain and completion and further work will be needed to address other drivers of inequity such as student basic needs, you know sort of food and housing insecurity issues or insufficient financial aid policies.

184

00:29:52.380 --> 00:30:04.170

Katie Hern: Implicit bias in which students colleges continued when role in remedial math we're seeing that black students in particular are much more likely to be enrolled in remedial courses, even though.

185

00:30:04.620 --> 00:30:13.440

Katie Hern: they're not required post at 705 they are disproportionately ending up in those courses as a as a result of probably their own.

186

00:30:15.000 --> 00:30:25.230

Katie Hern: Their own sense of whether they can handle college level, as well as other people's perception in this sort of that that channeling of them through the placement processes.

187

00:30:26.400 --> 00:30:39.690

Katie Hern: I think we need to look at implicit bias and instruction and inequitable classroom practices, like in equities and grading approaches and faculty mindset issues like whether faculty hold a growth or a fixed mindset about their students and.

188

00:30:40.920 --> 00:30:43.110

Katie Hern: Whether they hold a deficit approach.

189

00:30:44.430 --> 00:30:50.130

Katie Hern: Okay, now as promised i'm going to talk a little bit about California co requisite models.

190

00:30:51.270 --> 00:30:56.370

Katie Hern: And it's it's not as clean as like when you know, Peter Adams.

191

00:30:56.730 --> 00:31:05.550

Katie Hern: You know first introduced the out model and then CC RC was able to study the out model and you could say Okay, the model has these features and then these are the results.

192

00:31:05.850 --> 00:31:21.990

Katie Hern: In California it's just much more varied what is happening, so you can't do a kind of a clean evaluation of it, but I can tell you some of that broad parameters of co requisite models first one in five students were enrolled in a car wreck as a mile statewide last year.

193

00:31:23.430 --> 00:31:29.040

Katie Hern: Which is not a lot, I mean, I think we have room to improve our results by expanding co requisite enrollment.

194

00:31:30.780 --> 00:31:40.320

Katie Hern: Of the hundred and 16 California Community colleges 101 offer co requisite models in English and 95 colleges do in math.

195

00:31:40.680 --> 00:31:49.980

Katie Hern: And in math the the largest number of co requisite models is co requisite support with statistics college statistics classes that's 90 colleges have that.

196

00:31:50.430 --> 00:32:01.380

Katie Hern: 58 colleges have a Co requisite model with pre calculus trig 49 have college algebra and 23 have applied calculus and then they're smaller numbers of some other courses.

197

00:32:02.940 --> 00:32:11.070

Katie Hern: In California it's there's so much local control that is a lot of variability and how they're implemented so some colleges require co requisite.

198

00:32:11.310 --> 00:32:24.930

Katie Hern: For example, my college requires it for students with a below 2.6 high school GPA some only recommended some required if you have a 1.9 GPA or lower and then in other colleges it's completely optional.

199

00:32:26.010 --> 00:32:37.230

Katie Hern: The criteria for recommending are acquiring are set locally and but most colleges are not using an out model where there's a sort of a mix of quote unquote college ready and.

200

00:32:38.160 --> 00:32:46.410

Katie Hern: underprepared that it's most colleges just use a linked co requisite model where they have the regular transferable gateway course.

201

00:32:46.830 --> 00:32:58.200

Katie Hern: And then, a link correct that's usually one to two units and it has the same instructor and it has a standard class size, so my college our class sizes 26 and English composition so.

202

00:32:58.560 --> 00:33:08.640

Katie Hern: In my co requisite supported model I have 26 students and they're all getting the correct was it support and only a handful use the out model.

203

00:33:11.010 --> 00:33:20.730

Katie Hern: Our results are every college, that is offering co requisite model saw that core opposite students completion was higher than students taking one remedial course over a year.

204

00:33:21.810 --> 00:33:28.950

Katie Hern: And statewide if you if you average it all together co requisite student completion is approximately 30 points higher in one term.

205

00:33:29.340 --> 00:33:39.840

Katie Hern: than students who started in a remedial class would complete in a year in English or a year and a half in math so it's like fall spring summer and fall.

206

00:33:40.350 --> 00:33:56.760

Katie Hern: And in that time they're still their completion rate was still 30 more than 30 points lower than students who took a Co requisite model, and that was true in both you know sort of math intensive stem co requisite as well as statistics and liberal arts math co requisites.

207

00:33:57.840 --> 00:34:06.420

Katie Hern: And then finally black and line next students are equitably represented incompletions and co requisite models of English and statistics and liberal arts math.

208

00:34:07.380 --> 00:34:16.860

Katie Hern: And so, this suggests that increasing student enrollment and co requisite support is really promising strategy for continuing to chip away at those racial inequities.

209

00:34:18.990 --> 00:34:28.710

Katie Hern: Okay, and then what works in co requisite models, the public policy Institute of California interviewed English and math faculty at colleges with successful co requisite models.

210

00:34:29.100 --> 00:34:36.000

Katie Hern: And the Faculty cited these elements that they had adopted from the professional development that we offer in the California acceleration project.

211

00:34:36.810 --> 00:34:45.390

Katie Hern: So they said it was additional time with the instructor and classmates the ability to provide justin time remediation for any foundational skills.

212

00:34:46.110 --> 00:34:57.210

Katie Hern: Collaborative classroom settings relevant and rigorous Curriculum and attention to the effect of domains of things like fear and mindset and sense of belonging and community.

213

00:34:59.160 --> 00:35:13.710

Katie Hern: And then several colleges, with strong outcome, and particularly strong outcomes with black students also cited professional development in equity minded instruction, including implicit bias equitable grading culturally sensitive teaching and building relationships with students.

214

00:35:16.320 --> 00:35:21.570

Katie Hern: Okay, and then before we go to our last round of questions, I want to say here's my advice for other states.

215

00:35:23.310 --> 00:35:32.730

Katie Hern: The first thing is based on our work in California, I would say is it's really important to change your placement paradigm away from determining ready or not ready.

216

00:35:33.120 --> 00:35:40.650

Katie Hern: And instead to ensuring that students begin in the class where they have the greatest opportunity to complete a gateway course and that.

217

00:35:41.070 --> 00:35:46.020

Katie Hern: To make that determination you need to use quantitative data, not just faculty judgment.

218

00:35:46.890 --> 00:35:52.320

Katie Hern: That that that's that's what's been really groundbreaking in our work in California, is that we've been able to look at this.

219

00:35:52.590 --> 00:36:00.960

Katie Hern: giant statewide data set of high school transcripts and Community college transcripts and see you know how our students with different.

220

00:36:01.950 --> 00:36:09.900

Katie Hern: You know backgrounds and GPA is doing when they either take a remedial course where they take a transferable course directly.

221

00:36:10.350 --> 00:36:15.870

Katie Hern: And that's what has shown us wow even if even the students with the lowest GPA a's.

222

00:36:16.320 --> 00:36:26.190

Katie Hern: are still like three times better off enrolling directly in a transferable course their completion is three times higher if they just enroll directly, without even any codec support.

223

00:36:26.580 --> 00:36:41.520

Katie Hern: Then, if they take a standalone remedial course so that it's like the optimizing their their chance of completion of the gateway course needs to be the paradigm, rather than just some arbitrary line you draw on the sand between ready and not ready.

224

00:36:43.740 --> 00:36:53.460

Katie Hern: The next bit of advice for other states would be that the evidence is on equivocal that students have much higher completion when they begin in the gateway course with correct support if they need or want it.

225

00:36:53.880 --> 00:36:59.640

Katie Hern: So we need to stop debating whether to make these changes and focus on how to do it well.

226

00:37:00.570 --> 00:37:05.910

Katie Hern: And in this case in California having the legislation was really helpful because it just.

227

00:37:06.420 --> 00:37:14.790

Katie Hern: Those debates which have been going on for 10 years and where the sides had gotten really hardened and people were just unwilling to budge they were like not going to do that.

228

00:37:15.450 --> 00:37:21.420

Katie Hern: And the legislation just bypass that whole debate and I was like No, we are going to do that now let's focus on doing it well.

229

00:37:23.580 --> 00:37:30.480

Katie Hern: My next devices abandon your placement tests, if the pandemic hasn't made you do that already do it now.

230

00:37:31.020 --> 00:37:39.540

Katie Hern: So that you should place all English and math students into gateway classes and use high school grades to identify those who would benefit from correct support.

231

00:37:39.900 --> 00:37:52.620

Katie Hern: For example, English correct for students with a high school GPA below 2.6 and you know for students who you really cannot get high school great information from then allow them to choose between those two models.

232

00:37:53.760 --> 00:38:05.520

Katie Hern: I say there's a little Asterix there, because of course students who are just learning the English language needs separate classes, they need English language instruction, preferably an accelerated models.

233

00:38:06.480 --> 00:38:13.470

Katie Hern: So I would just I would exempt them but, but that is a smaller group than you think because we've our research in California

shows that.

234

00:38:14.100 --> 00:38:28.290

Katie Hern: Even if a student just attended one year of high school in the US and their language learner but they graduated they still were better off starting directly in college composition than starting in a below transfer esl class.

235

00:38:30.210 --> 00:38:39.510

Katie Hern: And then the last my last big piece of advice is that incremental voluntary approaches are good to mobilize faculty champions and build an evidence base for change.

236

00:38:39.960 --> 00:38:44.430

Katie Hern: But large scale transformation is unlikely without changes to state policy so.

237

00:38:44.760 --> 00:38:57.300

Katie Hern: If you're in a state that have values local control the way California does, and you have maybe have a governing body that's more of a coordinating body that doesn't necessarily set policy, then I would really encourage.

238

00:38:58.260 --> 00:39:11.280

Katie Hern: People who are truly student committed to students and committed to equity to start to pursue legislative change because we realized in California, that is, no matter how hard we were working.

239

00:39:11.730 --> 00:39:23.460

Katie Hern: We were having diminished bit diminishing returns on being able to really mobilize voluntary change meanwhile the evidence was just becoming more and more solid that this is what would be best for students so.

240

00:39:25.770 --> 00:39:26.970

Katie Hern: Okay question.

241

00:39:27.000 --> 00:39:27.390

Katie Hern: Getting.

242

00:39:27.840 --> 00:39:36.450

Brandon Protas: For sake of time, unfortunately we don't have time for another round of questions, but I will say, most of the questions that came into the tech, you were implicitly answering some questions.

243

00:39:36.870 --> 00:39:49.200

Brandon Protas: About outcomes are Why are there still differences across different racial groups, you talked about directly during your presentation for those there was some questions specific to data I would encourage.

244

00:39:49.770 --> 00:39:59.760

Brandon Protas: Those folks to go to acceleration project.org, that is, the website for the California acceleration project, where he get details on the studies in the specific data.

245

00:40:00.450 --> 00:40:07.920

Brandon Protas: I want to just reiterate a comment that one person made when you were showing the student outcomes it's a comment you may, which was wow we should.

246

00:40:09.480 --> 00:40:20.700

Brandon Protas: We should just require it, meaning cover with it not make it optional, this is something that can play college America is talking about is this is settled co requisite is the way to go, so.

247

00:40:21.660 --> 00:40:28.740

Brandon Protas: we're going to go to our closing for sake of time, but I want to thank you katie this has been amazing.

248

00:40:29.160 --> 00:40:36.660

Brandon Protas: For those of you who are on this, please come back in two weeks on march 25 we're going to have a another amazing presentation.

249

00:40:37.230 --> 00:40:48.030

Brandon Protas: with Dr Kristen denly of the university system of Georgia it's going to be, at the same time, you could not ask for to better speakers on co requisite then Dr kitty Hearn and Dr trust in denly.

250

00:40:48.690 --> 00:40:57.720

Brandon Protas: Please check out complete college.org you can create a

profile download our resources, if you have further questions you can reach out to me at the protests at can play college shadow work.

251

00:40:58.140 --> 00:41:09.300

Brandon Protas: We will be following up with an evaluation and recording of today's webinar where you'll be able to view the slides again there was some questions about that we will try to drop some resources in there.

252

00:41:09.630 --> 00:41:11.100

Katie Hern: And brandon, can I say one more thing.

253

00:41:11.460 --> 00:41:12.780

Katie Hern: That if if folks.

254

00:41:12.840 --> 00:41:17.220

Katie Hern: Have a question like there was a question about wanting to be directed to the English language.

255

00:41:17.670 --> 00:41:28.560

Katie Hern: Data you can email me at the California acceleration project at gmail COM and we can we can send you more detailed links beyond the ones that will.

256

00:41:28.710 --> 00:41:31.980

Brandon Protas: will be sharing what city is that California spelled out or is that see.

257

00:41:32.280 --> 00:41:38.160

Katie Hern: It is California spelled out and it's at the front of the my PowerPoint is the the addresses on there.

258

00:41:38.490 --> 00:41:55.590

Brandon Protas: And it was just dropped in the chat Thank you everyone who attended, we had a lot of interest in today's webinar and we hope that in metro needs very powerful convincing evidence and a vision for what co requisite needs to look like, so thank you again okay thanks.