

**De Anza College – AB 705 Evaluation Matrix
(as of August 8, 2018)**

This document provides a summary of data points the Office of Institutional Research will track for students placed under the new AB 705 requirements. These data points include baseline data, assessment, preparation, course completion, and success milestones. All students assessed for fall 2018 will be compared to all students assessed for fall 2017 and fall 2016. The AB 705 cohort will be tracked from fall 2018 to spring 2019.

- Disaggregation would include course level (EWRT1A, LART 250, EWRT1S + EWRT1T, Statistics, Pre-Calculus)
- GPA Range (according to CCCC recommendations for each level)
- Source of placement (CalPass/official transcripts, self-reported transcripts, Accuplacer, open-entry/self-guided placement)

Overall program evaluation

Timeframe	Comparison groups
Entering Fall 2018	
	1) Returning students
	2) First-time direct from High School
	3) Comparisons of subgroups of new students to <ul style="list-style-type: none"> a. Students with transcripts from CalPass or official transcripts b. Students with self-reported transcripts from CCCApply c. Students with no transcripts on file d. Accuplacer score e. Targeted/Non Targeted groups f. Special student populations (CalWorks, EOPS, DSPS, Foster Youth, etc.)
Measurable Objective	Measure
1. Assessment	
1.1: Number of students given a new placement	Students placed under new criteria for Math and English
1.2: Number of students placed by varying methods	Students placed into Statistics (open access), Pre-Calculus, varying levels of English
1.3: Number of students placed via ACCUPLACER	Students placed into Math, English, and Reading using ACCUPLACER
2. Enrollment	
2.1: Number of students who enroll in transfer-level courses	Students who enroll in a transfer-level course based on AB 705 criteria who are eligible to enroll in a transfer-level course

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2.2: Number of students who enroll in basic-skill level courses	Students who enroll in a basic-skill course who were eligible for a transfer-level course
2.3: Sections offered transfer-level	Number of course sections of transfer-level courses in each subject area offered
2.4: Sections offered basic skills	Number of course sections of basic skill courses in each subject area offered
3. Success Rates	
3.1: Overall transfer-level success rates	Success rates in transfer-level courses for all students
3.2: Overall basic skills course success rates	Success rates in basic skills courses for all students
3.3: Students who complete the transfer-level course on initial attempt	Number of students successfully completing the transfer-level course in one attempt
3.4: Students who withdraw	Number of withdraws in transfer-level classes compared to prior terms
3.5: Students moving levels	Number of students who withdraw on first attempt and enroll in a lower level course
3.6: Course repeats	Number of students repeating the course which initially enrolled
4. Persistence	
4.1: Students who complete the transfer-level course in two terms	Number of students successfully completing the transfer-level course in two terms
4.2: Students who complete the transfer-level course in three terms	Number of students successfully completing the transfer-level course in three terms
4.4: <i>One term persistence</i>	Students who persist from initial term to subsequent term
4.5: <i>One-year persistence</i>	Students who persist from initial term to same term in the following year

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5. Progress Milestones	
5.1: Completion of both math and English transfer-level courses	Number and rate of degree/transfer students who successfully complete both math and English transfer-level courses.
5.2: Degrees	Number of degrees awarded
5.3: Transfers	Number of transfer students
5.4: Advancement in subject	Students who successfully complete the transfer-level course and enroll in the next course in the sequence