



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

AB 705 DISCUSSION

Craig Rutan, Area D Representative, Curriculum
Committee Chair

AB 705

- AB 705 (signed October 13, 2017) requires colleges to use one or more of the following when placing students into courses in math and English:
 - High School Coursework
 - High School GPA
 - High School Grades
- If colleges are not able to obtain official transcript data, they can use self reported data or guided placement.

AB 705: What is a Year?

- Per the memo from the Chancellor's Office (March 22, 2018), one year will be two semesters (or three quarters).
- Summer and intersession would count as a term (semester or quarter) if a student chooses to take a math or English courses during those sessions.
- If a student were placed more than one level below transfer, it would be impossible for them to complete transfer level course work in one year at a semester college.

AB 705 – When Does the Clock Start?

- The one-year clock begins when a student enrolls in a math or English course that is part of a sequence leading to transfer level coursework.
- A noncredit course will start the clock if it is part of a sequence leading to transfer level coursework and the student has a goal of transfer.
- Colleges may offer programs to help the students refresh their skills. Those programs will not start the clock if they are not courses.

AB 705 – Highly Unlikely and Maximize Likelihood

- "a community college district or college cannot require a student to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework shows that those students are highly unlikely to succeed in transfer-level coursework in English and mathematics"
- "placement models selected by a community college demonstrate that they guide English and mathematics placements to achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe"

AB 705 – What Does That Mean for Colleges?

- The Chancellor's Office has interpreted those portions of AB 705 to mean that colleges may only place students into basic skills courses if they are highly unlikely to succeed at the transfer level AND taking the basic skills course will improve the likelihood that a student will complete transfer level coursework in one year.
- This does not mean that colleges must get rid of their basic skills courses.
- Students can still choose to take a basic skills course if that is what they want.

English

High School Performance	Average Success Rate Students Enrolling Directly in Transfer-Level	One-Year Completion of Transfer-Level Students Enrolling One Level Below Transfer	AB 705-Compliant Placement
High School GPA \geq 2.6	80%	40%	Transfer-Level English Composition No change in level of support required
High School GPA 1.9-2.6	59%	22%	Transfer-Level English Composition Additional academic and co-requisite support should be considered to improve success rates
High School GPA $<$ 1.9	43%	12%	Transfer-Level English Composition Additional academic and co-requisite support should be provided to improve success rates

What does this mean for English?

- Colleges may only place students into a basic skills English course if the college has data that demonstrates that students are more likely to complete transfer level English in one year than if they are placed into transfer level directly
- Colleges are not required to change the prerequisites on their English courses and colleges can still offer basic skills courses in English and reading
- Student may choose to enroll in an English course that is basic skills, but a college can only require that if they can demonstrate that the student would be more likely to complete transfer level in a year

Concurrent Support

- The initial guidance from the Chancellor's Office mentions offering and possibly requiring students to participate in some form of concurrent support
- There are several different types of concurrent support that colleges could offer to students. These include
 - Corequisite Credit Course (lecture or lab)
 - Corequisite Noncredit Course
 - Increased Access to Learning Centers
 - Embedded Tutoring
 - Supplemental Instruction

Corequisite Credit Course

- How it would look:
 - Have a separate course that is “attached” to the parent course
 - Create a new COR that includes the support.
- Concerns:
 - If a new combined course is created, it will need to be articulated (will take time).
 - If the support is a separate course, the student might pass the support course and fail the main course. These courses are not repeatable, so colleges will need to consider protocols for this situation.
 - Students who repeat will accumulate more units they will need to pay for.

Corequisite Noncredit Course

- How it would look:
 - A separate course from the parent course
 - Could only cover basic skills (nothing at the transfer level)
- Benefits:
 - Students could re-enroll if given an SP grade
 - Course is free and adds no additional units on the transcript.
- Concerns:
 - Cannot require the student to enroll.
 - College will be reimbursed at noncredit rate

Tutoring Models

- Drop-in
 - Most common model in most colleges
 - Free to student; does not require additional units
- Embedded tutoring
 - Tutor is embedded in the classroom; meets with instructor, supports all students in the class
 - Some models have tutors meeting individually or in small groups outside of class
 - Free, no obligation to student
 - Creates a community of practice
- Complications:
 - Currently restricted to basic skills, but there are two bills that would expand the use of tutoring

Supplemental Instruction Models

- Many colleges have implemented supplemental Instruction (SI) in the past
- SI typically involves SI leaders that attend course lectures and offer optional SI sessions to cover topics from lecture.
- SI sessions are usually not mandatory
- Colleges normally have to fund SI, which sometimes limits availability

English Questions

- If a “D is considered failing at the college level, then wouldn’t a “D” HS course grade or equivalent GPA demonstrate, “highly unlikely to succeed in transfer-level college coursework”?
 - The initial guidance from the Chancellor’s Office did not include grades in specific courses, but your college could include that information when building placement models. For example, a student receiving a D in 11th (or 12th if available) grade English might be required to enroll in a corequisite support course along with transfer level English.
- How long after graduation would HS transcript information be used? Is there a statute of limitations?
 - The Chancellor’s Office had researchers from the RP Group and Educational Results Partnership look at this question and they found that the transcript data is predictive for 10 years. Colleges are still permitted to use transcript data that is more than 10 years old, but they may choose to use other measures that have been approved by the Board of Governors. If the data is within 10 years, the colleges are required to use it.

English Questions

- Are we required to use HS transcripts in placing students who do not graduate?
 - The Chancellor's Office recommendations are based on students that have complete transcripts through the 11th grade. If the student doesn't finish the 12th grade, the college would still need to use the 11th grade transcript data. If 11th grade data isn't available, the college can use guided self placement or other measures that have been approved by the Board of Governors.
- Can the CCC decide what the multiple measures are for students who (a) do not finish HS, (b) are adult returning students, (C) are out-of-state students, and (d) are international students?
 - If the student has finished the 11th grade and their transcript data is available, colleges would be expected to use it when placing students. Adult students might have transcript data that could be used, but colleges might need to use alternative measures for placement. These would include guided self placement or other measures approved by the Board of Governors. Colleges may only use approved measures. For out of state students, colleges could use self reported data or one of the other measures being used for students where transcript data is not available. For international students, colleges will need to use a measure approved by the Board of Governors.

English Questions

- Many ESL students do not attend CCC with the goal of transferring. They just want to learn English to communicate at work or with their children's teachers. Will such populations negatively impact the college in terms of not "getting them to transfer in 3 years"?
 - Discussions about the implementation of AB 705 for credit ESL students are still ongoing. The ESL practitioners on the implementation committee have brought up the need to distinguish between students that have a goal of transfer and those that have other goals like improving speaking skills. While no decisions have been made in this area, the faculty continue to advocate for solutions that do not push students into a pathway that does not align with their goals.
- When does the clock for ESL students start: at their first ESL class or once they reach mainstream, credit English?
 - A decision on this has not been finalized, but the ESL faculty on the workgroup are pushing for the clock to start when a student enrolls in an ESL course in the credit program and to not include noncredit ESL in the three year timeframe outlined in the law.

English Questions

- What are the guidelines for an assessment tools other than what is outlined in this bill?
 - Only assessment tools outlined in the bill or approved by the Board of Governors may be used by colleges. The Implementation Advisory Committee has not begun discussion about assessment instruments that are not included in the bill, but the Chancellor's Office is planning to have discussions about this at future meetings.
- What is the process to submit local instruments (such as a writing sample) for approval?
 - The Chancellor's Office has not decided on how colleges would submit local instruments for review. In the past, they were submitted to the Chancellor's Office Assessment Workgroup, but the Chancellor's Office may choose to revise that process now that AB 705 is being implemented.
- When will the State send this information to the CCC?
 - The Chancellor's Office sends information out to the colleges as it becomes available. The implementation advisory committee will continue meeting during the summer and the fall and it is likely that guidance on these issues will be sent out during the fall semester.

English Questions

- Is Accuplacer one of the “approved” instruments?
 - Accuplacer is currently on the list of [approved assessment instruments](#) but that approval is due to expire soon. Accuplacer Next Gen is not approved and it is not known if the Chancellor’s Office will review assessment tests for approval going forward.
- **(C) (ii)** “The student can demonstrate preparedness and thus bypass remediation **based on any one measure.**” Isn’t this, then, a single measure?
 - AB 705 allows for the use of disjunctive analysis when evaluating multiple measures for placement. In this model, each measure is evaluated separately and the measure that yields the highest placement is used to place the student. The college still considers multiple measures, but they choose to use the measure with the highest placement.

English Questions

- Will the state require all high schools to report data so that the CCC can accurately use HS data as mandated by this bill?
 - While the Chancellor's Office does not have the ability to require the high schools to make the data available, they are working on a MOU with the California Department of Education to provide access to 11th grade transcript data.
- When will this data be available for CCC to access and use?
 - The Chancellor's Office hopes to have the data available by Spring 2019. The Chancellor's Office is also working on developing technology solutions to help deliver the data to the colleges and to run placement models that utilize the data to place students.

ESL

- Colleges are expected to maximize the likelihood that credit ESL students complete transfer level coursework in English (could be an ESL course equivalent to freshmen composition) in three years.
- Placement models based on high school performance data have had mixed results.
- A workgroup is meeting to develop tools for placement into credit ESL courses and develop strategies colleges could explore to decrease the time it takes for students to complete ESL sequences.
- Full implementation for ESL is required by Fall 2020.

ESL

- A separate implementation group focused on ESL is working on recommendations. No ESL recommendations have yet been adopted.
 - ESL departments can still use placement tests for now
 - ESL departments should begin looking at their programs to begin structuring for compliance

ESL

- The law requires that colleges maximize the probability that ESL students complete a course equivalent to transfer level English (could be an ESL course) within six semesters (9 quarters)
- The intent of the law is NOT to:
 - cut ESL, or shift credit ESL into noncredit
 - limit ESL course offerings to ONLY courses leading to freshman comp
 - eliminate elective, support courses focused on specific language skills which are not part of the ESL sequence

ESL

- ESL departments are encouraged to reimagine their ESL sequences to provide their unique populations with the best support and language skill building within timeline laid out by the law. Campuses must support this.

Suggestions:

- *Integrating* ESL Reading/Writing/Grammar (separate sequences / multiple strands of required courses may no longer be compliant)
- *Revising* pathways where ESL feeds directly into developmental English (this will not be compliant)
- *Exploring* cohort models, sections taught by professors with dual MQs, transferable ESL
- *Collaborating* across disciplines

ESL

- AB 705 states "Instruction in English as a second language (ESL) is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English"
 - Placement testing has long been critical for placement into language programs, ESL included
 - Colleges have varying methods of directing students to take the English or ESL placement test; students usually have to choose to take the ESL assessment
 - Placement tools and methods for ESL will need to be explored, and multiple measures must be used

ESL

- ESL placement models using high school performance data have had mixed results
 - HS English Learner (EL) programs vary
 - Few HS EL programs indicate whether a student is EL
 - Campus outreach to high school seniors for AB 705 compliance can unintentionally "sweep" English language learners into transfer-level English despite not having sufficient English language study
 - An overwhelming majority of ESL students have no transcripts
 - 80% of students in ESL courses have no CalPass data*

*Source: Cypress College Office of Institutional Research)

ESL Questions

- What the role of noncredit is in regards to ESL and how it fits into the guidelines for AB705.
 - No final decisions have been reached on this, but the hope is only have the three years in AB 705 apply to credit ESL. Noncredit instruction is about skills attainment and a student might need to reenroll in a course several times before successfully completing all of the learning outcomes. If the clock were to start in noncredit, a student might exhaust their three years and only finish one or two courses. The ESL workgroup will continue to work on this issue.
- What is the maximum number of semesters that an ESL student has to gain the skills required for transfer level English under the AB705 guidelines when they first begin taking classes at a college?
 - While it has not been finalized, the law appears to indicate that students will have up to five semesters to reach transfer level English. Colleges are required to maximize the likelihood that students complete in three years, so it may be that ESL sequences that are shorter than five courses might increase the likelihood that students complete transfer level English in three years. Colleges need to examine data and determine what length of sequence will serve the needs of students and maximize their likelihood of completing transfer level English in three years.

Reading Department Questions

- Does AB 705 include noncredit math, English and reading classes, or does this law impact only credit courses?
 - If a student has a goal of transfer, completing an associate's degree, or completing a certificate of achievement, then noncredit courses in math, English, or reading that are aligned in a sequence leading to transfer level would start the one year clock. If the student is part of the noncredit program, the clock would not start by taking these courses.
- AB 705 requires colleges to use high school performance data, including self-reported GPAs, grades, etc., and Accuplacer scores or other state-approved, standardized test, when placing students in English and math classes. However, college must use the "higher" score/measure. Please confirm that my understanding is correct.
 - Colleges are required to use high school performance data to place students (if that data is available). The college can choose to use other approved assessment instruments, in addition to high school performance data, but they are not required to do so. Colleges using several different measures that yield different placement recommendations are expected to place the student into the highest course.

Math (and Quantitative Reasoning)

- Math placement is being considered for two separate groups: Statistics and Liberal Arts Math (SLAM) and Business, Sciences, Technology, Engineering, and Mathematics (B-STEM).
- Guidance for default placement has not been determined, but direct placement into transfer level is possible for SLAM students.
- Initial guidance for placement into all math courses is expected to be released prior to the Curriculum Institute in July
- More information about the work being done in math and quantitative reasoning will be presented at the South Curriculum Regional (May 19) at Cerritos College and the Curriculum Institute (July 11 – 14) at the Riverside Convention Center

DSPS

- Can we please provide clarification on the DSPS student population with regards to placement and assessment and the use of (IEPs) when students will need to go beyond the (1) mark.
 - The Chancellor's Office has not issued any guidance for the DSPS student population, but they have said that that population is not necessarily included in the default placement recommendations from their memo. Colleges are required to use high school performance data, but there is nothing (at this time) preventing colleges from using other information when placing DSPS students.

Misc Questions

- Which future conferences do you recommend attending? Advantages of attending the Spring Curriculum Regional South meeting, Curriculum Institute in Riverside, versus attending California Acceleration Project conference?
 - Some of what has been discussed today will be covered at the Curriculum Regional meeting at Cerritos College on May 19. Additional information about math/quantitative reasoning and options for concurrent support will also be discussed.
 - The Curriculum Institute has 2 general sessions and 6 breakout sessions directly related to implementation of AB 705. 705 is only part of what will be discussed, but there will be presentations sharing the most current information available.
 - CAP presents discipline specific implementation information for credit corequisite models that include colleges that have already implemented these types of courses.
 - There are differences with each event and each presentation has value. Colleges should try and attend as much as they can to formulate the most complete solution possible.