

# AB 705 – Where are we now and how do we do it?

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# Overview

- Role of the Academic Senates
- AB 705
- English
- ESL
- Math (and Quantitative Reasoning)
- What now?
- Questions and Comments



# Role of the Academic Senates

Within the confines of the law...

## Title 5 §53200 – The “1+10”

(c) “Academic and professional matters” means the following policy development and implementation matters:

- (1) curriculum, including establishing prerequisites...;
- (2) degree and certificate requirements;
- (4) educational program development;
- (5) standards or policies regarding student preparation and success;
- (11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

(d) “Consult collegially”... district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

- (1) **relying primarily upon** the advice and judgment of the academic senate; or
- (2) ...**reach mutual agreement** by written resolution, regulation, or policy of the governing board effectuating such recommendations.

# 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

# English

- The data presented is based on an analysis of historical CCC student records.
- Of all students that enrolled in freshmen composition as their first English course in college, 43% passed transfer level English in one year if their 11<sup>th</sup> grade GPA was  $< 1.9$
- Of all students that enrolled in a one level below English course, 12% passed transfer level English in one year if their 11<sup>th</sup> grade GPA was  $< 1.9$
- The Chancellor's Office has interpreted this data to indicate that ALL students with an 11<sup>th</sup> grade HS GPA should be placed directly into transfer level.

# English

- English Departments are generally further along than ESL and Math Departments.
- Many corequisite models are already in place.
- Some English writing courses include a reading component.

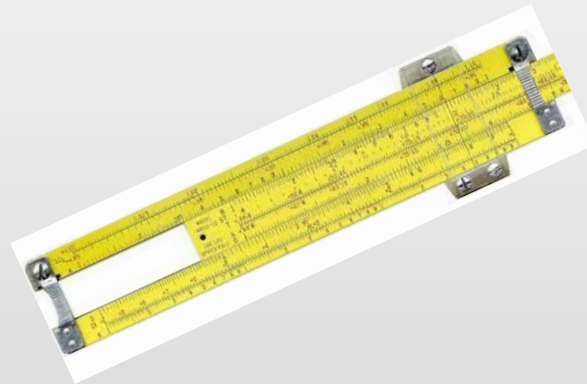


# ESL

- Credit ESL students are expected to 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 likely to be required by Fall 2020.

# 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.



# Math (and Quantitative Reasoning)

## Math and Quantitative Reasoning Task Force (MQRTF)

- Proactive effort to address math and quantitative reasoning in the CCCs
- Partnership with representatives from ASCCC, CMC<sup>3</sup>, and CMC<sup>3</sup>-South
- Membership includes diverse perspectives on math and quantitative reasoning
- Guided by commitment to equity...empowering students to be successful in a technologically evolving society
- Considerations for both STEM and non-STEM curriculum

# Math (and Quantitative Reasoning)

## C-ID Descriptor pre-transfer level – draft

- Courses may be offered as corequisite or prerequisite student support based on local placement policies
- Structured so that students can complete transfer level within a one-year time frame (or less)
- **Optional curriculum** for colleges to consider – Not a requirement!
- Descriptors less prescriptive, more flexible – colleges tailor courses for their student populations
- Can be offered in modules, further tailoring to local student needs

# What now?

- Chancellor's Office is providing initial guidance; Board of Governors will determine Regulations
- AB 705 affects all disciplines and student support services
- Faculty must work together and with other constituency groups
- Data should be collected and analyzed annually in order to make adjustments to advising, placement, and curricular pathways as needed
- Agree on common goals:
  - Student Equity
  - Closing Achievement Gaps
  - High Quality Education to empower students for success as they move beyond our institutions



# Questions and Comments



# References

- AB 705 (Irwin, 2017)

[https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705)

- Chancellor's Office AB 705 Website

<https://assessmentplacement.squarespace.com>