

AB 705

A Primer

AB 705--By Fall 2019 (See Timeline):

- Mandates the use of high school performance data for assessment and placement, citing the predictive validity of that preparation for success.
- Colleges must “maximize the probability that students will enter and complete transfer-level English and mathematics course work in one year.”
- “A student enrolled in ESL will enter and complete degree and transfer requirements in English within three years.”
- Funding for both AB 19 and Guided Pathways are contingent with compliance with AB 705.

Implementation--ESL

ESL Guidelines

- ESL is not considered a remedial program—students who enroll in ESL are foreign language learners.
- Sub-Committee working on implementation guidelines.

PC ESL Program

- The PC ESL program program was redesigned two years ago:
 - Five semester sequence leads directly into transfer English
 - All courses can be taken for credit or non-credit. Non-credit certificates are in place.
 - PC ESL program appears to meet the requirements of AB 705.
 - Have applied to send team to ESL strand of CAP summer workshop

Implementation—English (See Handout)

- Students can only be placed into remedial course work when they are “highly unlikely” to succeed.
- Based on attrition data in English, all students with a GPA >1.9 are more likely to succeed when placed directly into transfer level English—especially when they experience appropriate support. (Data presented below)
- Appropriate support includes: co-requisite basic skills support, embedded tutoring, supplemental instruction, etc.
- **Guidelines will result in the virtual elimination of Basic Skills English in the California community colleges.**

RP Group Presentation: Adapting MMAP to AB 705

<https://assessment.cccco.edu/implementation-committee/>

It's all about throughput.

RP Group: Adapting MMAP to AB 705

- MMAP decision trees were based on identifying students who were highly likely to be successful
 - At least 70% probability of success in transfer-level
- Now, students can only be assigned to remediation if:
 - They are *highly unlikely* to succeed at the transfer-level class
 - **AND**
 - Remediation maximizes their probability of throughput

RP Group: “What is a “Throughput Rate”?”

- The probability of getting to and through a gateway course within a specified period of time.
- Throughput rate (AB 705): The proportion of a cohort of students who complete the transferable or gateway math or English course within two primary semesters or three primary quarters of entering their first course in the sequence.

Transfer-Level English Throughput Rates

11th grade GPA < 1.9

- 43% pass rate
- ~10% of students

11th grade ≥ 1.9 and
D or worse in 11th
grade English

- 49% pass rate
- ~5% of students

11th grade ≥ 1.9 and
C- or better in 11th
grade English

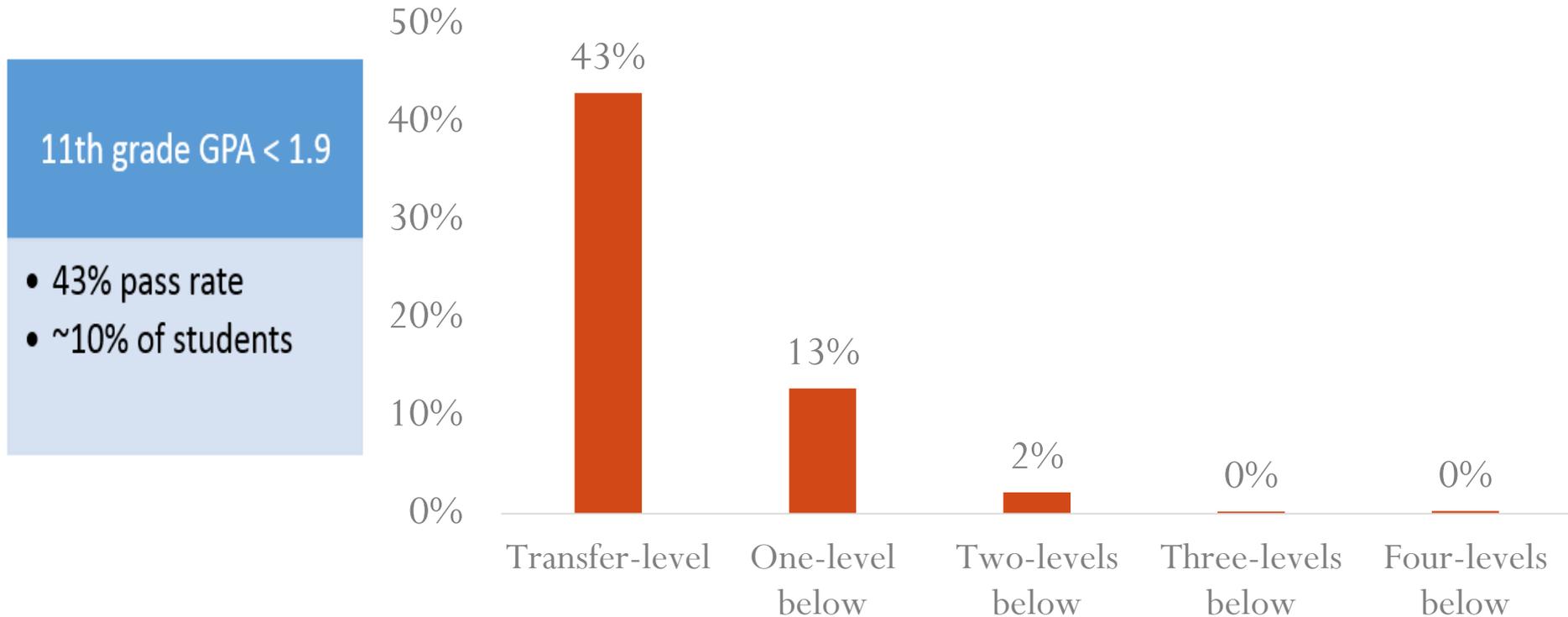
- 62% pass rate
- ~23% of students

11th grade GPA ≥ 2.6

- 80% pass rate
- ~62% of students

Maximizing Throughput: English

One-year English throughput rate by placement level for students with less than a 1.9 high school GPA



English Faculty AB 705 Summit

- Friday, April 13— Language Arts Division Training in Interest-Based Decision Making
 - Math faculty invited to join us.
- Saturday, April 14—English Faculty Summit to address this issue: How can the English program best prepare Porterville College students to read, write, and think critically at the transfer level when all in-coming students are placed directly into transfer English?

English AB 705 Straw Plan

- Moving from “pathways to transfer English” to “pathways through transfer English”
 - New courses and curriculum changes (transfer reading, 1 unit late-start classes--research, grammar etc.)
 - Literacy Center with expansion of related services (workshops, classes, tutoring, mentoring, etc.)
 - Faculty Development—Full-time and Adjunct (integration of critical reading skills, writing across the curriculum, rigor and consistency)
 - Placement Plan prepared for unified communication with counseling before high school visits in Fall 2018
 - Plans for students who do not pass 101A in first attempt
 - Qualitative/Quantitative research on impact of changes—particular attention to student experiences and perspectives

Parking Lot Questions

- What will happen to those students currently completing the basic skills courses when we stop offering that level of class?
- Will there be alternatives for students who fail English 101A three times?

Implementation--Math

- Intent of the legislation is the same—only those students deemed “highly unlikely to succeed” can be placed in below-transfer classes.
- Math is more complicated:
 - Data is less decisive
 - Different course sequences for STEM and Non-STEM majors
 - More resistance from math faculty statewide
- Specific math guidelines have not yet been issued. And there appears to be a difference between the State Faculty Senate and the California Acceleration Project over how the guidelines should be interpreted.

Implications for other Disciplines

- If you have course or program with a pre-requisite of Level 1 English—Do you want to change the prerequisite to English 101A?
- If you have a course or a program with pre-requisite of Level 2 or below—Do you want to change it? If not, should English offer below-transfer level classes to meet the needs of these programs?

Implications for Curriculum Committee

- English will redesign our program—and that may result in new courses as well as revision of current courses.
- Should English continue to update basic skills courses that we are no longer offering on the schedule?
- Other disciplines may choose to change their pre-requisites prior to Fall 2019.

Implementations for Learning Support Services

- Expansion of the PASS Program?
- Expansion of the Embedded Tutor Program?
- Expansion of the Campus Tutoring Programs?
- How can matriculation, counseling, English, and ESL work together to guide students to enroll in the courses most appropriate for them?
- How can counselors, English, and ESL work together to encourage retention and success for various groups of students enrolling in English 101A?

Implications for Counseling

- Counseling will continue to work closely with English and math department for implementation of multiple measures based on AB 705.
- Counseling will continue to work closely with high school partners to inform high school partners of changes in multiple measures based on AB 705 and the impact this will have on high school students course placement.
- Counseling will implement multiple measures based on AB 705 with incoming and returning students.

Implications for Articulation

From the UC Articulation Coordinator:

- How the CCC conducts their placement process is up to the CCC.
- The CCC determines whether a student has met the requirement to place into a course.
- If a CCC intensive or blended course otherwise meets all the criteria for approval, then the intensive course, if approved for the TCA, will earn the equivalent units as the UC-transferable portion of the course.

Implications for CCA

- BC has announced its will eliminate its Academic Development program. President Sonya Christian has pledged that no faculty will be laid off. Faculty in the Academic Development Program will transferred into the program in which they meet minimum qualifications: English, Education, or Math.
- Implementation of AB 705—at BC immediately, and at other colleges over the long run—will most likely reduce the number of classes taught by adjunct faculty.