

# 2017 Fall Plenary Report

Nora Wheeler

## AB 1018:

AB 1018 ([https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB1018](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB1018)) was signed into law on October 13, 2017. It explicitly designates homeless students and gay, lesbian, bisexual, and transgender students as categories to be addressed in equity plans.

## AB 705:

AB 705 ([https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB705)) was signed into law on October 13, 2017 and goes into effect on January 1, 2018. The main points are:

- Colleges must “maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe”.
- Colleges must include high school coursework, high school grades, and/or high school GPA as a measure for placing students into English and mathematics courses. For students whose high school data is unavailable, schools are to use self-reported data.
- Colleges shall use evidence-based multiple measures for placing students into English-as-a-second-language (ESL) coursework. For those students placed into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within three years.
- Multiple measures used for placing students must be applied in a manner so that low performance on one measure may be offset by high performance on another measure or that any one measure can be used to bypass remediation.
- Colleges cannot require students 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. A community college district or college may require students to enroll in additional concurrent support, including additional language support for ESL students, during the same semester that they take a transfer-level English or mathematics course, but only if it is determined that the support will increase their likelihood of passing the transfer-level English or mathematics course. The community college district or college shall minimize the impact on student financial aid and unit requirements for the degree by exploring embedded support and low or noncredit support options.

Implementation is unclear and will be clarified by the Board of Governors sometime following a meeting in mid-November. We will be bound by the interpretation provided by the BOG. Until that clarification is made, we should not make any drastic changes. (Although drastic changes are likely to be necessary so we should start exploring options as soon as possible with the understanding that the changes may have to happen quickly.)

Implementation would likely include creating two or more mathematics pathways based on students' educational goals. Creating bridges between the pathways for students who change their minds is

critical so that they do not have to start back over at the beginning. Keep in mind that the pre-stat pathway model is not good for all students (UC bound, in particular) and can be a detriment to students whose educational goals require a more thorough preparation. CSU work groups have asked for longitudinal studies on how the students in the pre-stat model compare to their intermediate algebra counterparts in obtaining four-year degrees and in entering the work force, but no such study has been conducted.

Another implementation strategy might include co-requisites. Credit co-requisites could be detrimental to students due to the maximum allowable units in TMC/ADT and also reduce their ability to take a variety of electives. They could be non-credit courses, but there are issues there regarding the pay scale for faculty and financial aid for students.

Stretch Courses are also a potential option. This is what is happening at Sonoma State and we could consider using their model, although the high-unit courses could still impact the unit limits on the ADT.

There is a concern that the fast timeline required by AB 705 would be a problem for DRD students.

The Basic Skills funding model does not work with the guided pathways model and doesn't provide for innovation.

The Chancellor unilaterally ended the Common Assessment Initiative (CAI) without any discussion or input. With the death of the CAI, we are back to finding our own placement tests, however AB 705 states that "assessment instruments shall be used as an advisory tool to assist students in the selection of appropriate courses" and it also requires that high school data be used in placement. It is unclear exactly how this will play out. The law now gives the BOG the power to decide which measures may be used for placement. The Chancellor's office still maintains a list of approved placement tests although nothing has been added to it since the CAI began. High school data has been shown to be promising for placement into English and mathematics, but not for ESL.

## What's going on at the CSUs?

Executive Order 1110 (<https://www.calstate.edu/eo/EO-1110.html>), which goes into effect for students entering the CSU system in fall 2018, eliminates placement testing and places all students into college-level mathematics and English courses in their freshman year. For students needing more support to succeed, co-requisites and/or supplemental instruction are encouraged. This order seems to eliminate the need for EAP so we will likely no longer be able to use that for placement. (It is important to note that CSU still has entrance requirements which we do not have.)

CSU officially no longer requires Intermediate Algebra as a prerequisite for Statistics. The departments of the 15 CSU majors that require statistics specifically have been asked to decide if the elimination of the Intermediate Algebra requirement affects the students' success in their programs. So far, all of the ones who have responded have been okay with the change, but there are still 8 that have not made a determination.

The CSU Quantitative Reasoning (QR) Task Force asked for a high school requirement of 4 years of math, but received much opposition, particularly from high schools that cannot staff those classes. The time gap between the last high school class in a student's sophomore or junior year and when they take their math in college is partially responsible for the low placement of students. Dual Enrollment was

proposed as a potential solution allowing students to get college credit for taking math in their junior and senior years.

The CSU system accepts Associate Degrees for Transfer (ADT) based on Transfer Model Curriculum and C-ID course descriptors. This program guarantees admittance into the CSU system (not a specific campus) for students who complete the required coursework and meet CSU minimum eligibility requirements. Some majors do not have an ADT because the unit limits set forth by AB1440 were too restrictive.

## What's going on at the UCs?

UC still requires Intermediate Algebra as a prerequisite to a transferable mathematics course (including statistics) and has indicated no intention of changing at the moment. We need to keep this in mind as we consider alternate mathematics pathways. It is vital that students are accurately advised into the right path to reach their goals.

The UC system has Transfer Pathways (UCTPs) which outline which courses students should take if they wish to transfer to a UC campus in a particular field of study. There is a UCTP for 21 majors which are mostly uniform for all UC campuses, although the website (<http://admission.universityofcalifornia.edu/transfer/preparation-paths/index.html>) does specify special requirements or suggestions for certain campuses. These are similar to the CSU Associate Degrees for Transfer (ADT) based upon the Transfer Model Curriculum (TMC), but a big difference is that the UC does not guarantee admittance. Students are still encouraged to research [assist.org](http://assist.org) and any specific campuses they wish to attend to make sure they are adequately prepared to be competitive.

Six UC campuses offer the Transfer Admission Guarantee (TAG) program. Students may apply for the program at only one campus. If approved, they only need to complete the requirement set forth by the program and they are guaranteed acceptance to that campus.

The UC system and the CCC system are in the process of creating a pilot transfer program similar to the Associate Degrees for Transfer that have been created for transfer to a CSU. The pilot program will provide a guaranteed admittance into the UC system (not a particular campus) for students who complete the required coursework (as stated in the UCTP) and meet a minimum GPA. The pilot is only for Physics and Chemistry majors at this time, and is not in place yet because the UCOP (UC Office of the President) and the CCCCCO (our Chancellor's office) have not yet drafted an MOU.