

AB 705 at SRJC

The Law, the Timeline, and the Plan

Key points in the Law: AB 705 (Irwin D) signed into law October 2017

- Colleges must maximize the probability of students entering and completing transfer-level coursework in math and English **within a one-year timeframe**.
 - Requirement to use HS performance to determine readiness for transfer-level English & math
 - Board of Governors to establish guidelines for assessment/placement. Guided Self-Placement allowed.
- Credit ESL placement should maximize the probability that a degree and transfer requirements in English can be completed within three years.
 - Must use evidence-based multiple measures. Not established yet.
- Community Colleges students should be placed below transfer-level only if a college can demonstrate that students are **highly unlikely to succeed** in the transfer course. Colleges:
 - have the burden of proof
 - are encouraged to use low unit co-requisite or supplemental support

Clarity on AB 705 Language

Two key statements:

- ▶ To maximize the probability of students entering and completing transfer-level coursework in math and English within a **one-year timeframe**.
- ▶ Students should be placed below transfer-level only if a college can demonstrate that students are **highly unlikely to succeed** in the transfer course.

Clarity on AB 705 Language

“one-year timeframe” definition as proposed:

- ▶ Two primary terms or three quarters (as applicable) for English and mathematics
- ▶ The clock starts for math, when the student enrolls in first math class.
- ▶ The clock starts for English, when the student enrolls in first English class.

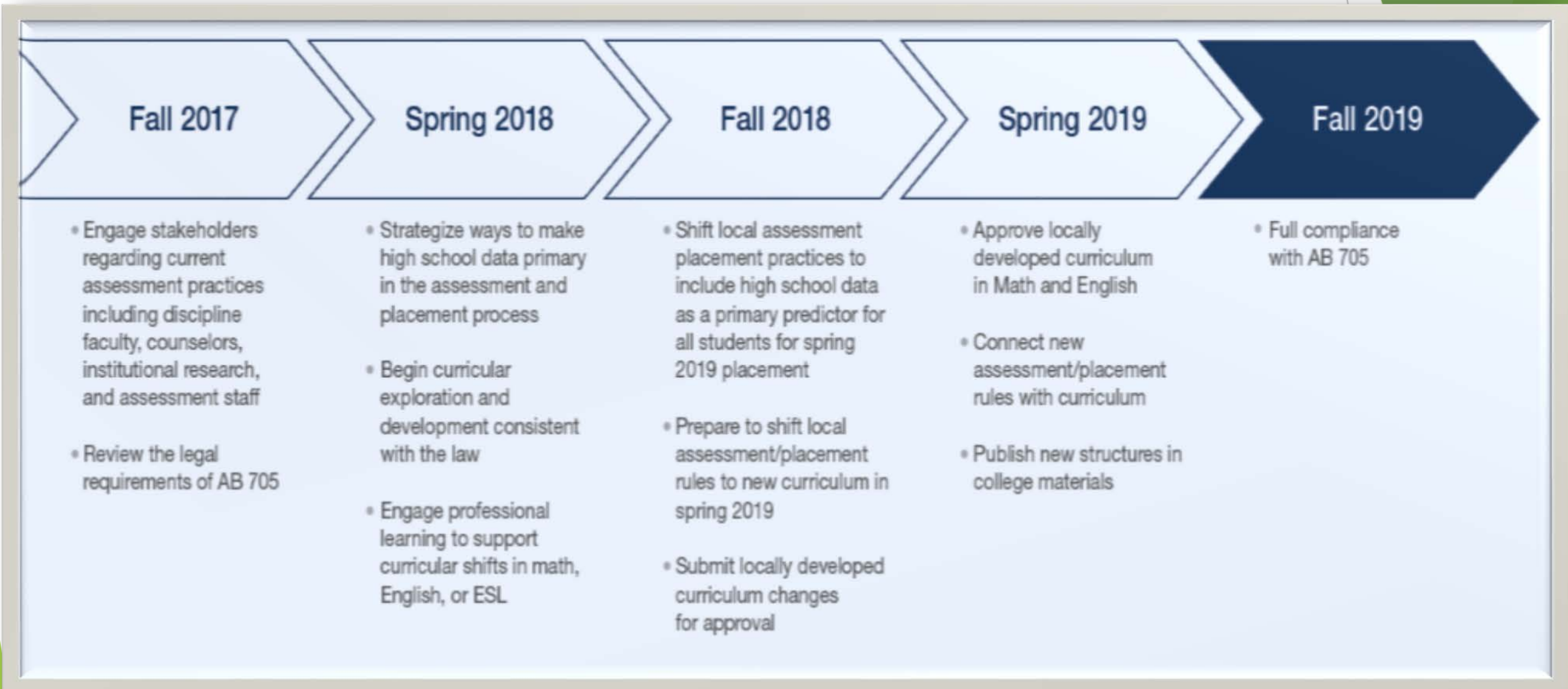


Clarity on AB 705 Language:

“maximize the probability [...]” defined
“[...] highly unlikely to succeed” defined

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 ≥ 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

AB 705 Timeline



Local Assessment Work In-Progress

▶ MATH:

- ▶ Exploring Directed Self Placement Tools
- ▶ Faculty working with CMC³ and MQRTF (Math and Quantitative Reasoning Task Force) for AB705 math placement input. Awaiting CO model

▶ ENGLISH:

- ▶ Reviewed CSU Sonoma Directed Self Placement tool
- ▶ Discussing process and implementation of CO's AB705 Compliant Placement Model

▶ ASSESSMENT WORKGROUP:

- ▶ Meeting on a monthly basis
- ▶ Workgroup comprised of Math, English & CSKLS faculty, Counseling, OIR, IT and Student Services staff and various administrators.

CO's AB 705 Compliant English Placement Model

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 ≥ 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
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AB 705 and the English Department

The old English Pathway with three levels below English 1A will be gone. Under AB705, new students will be placed in one of two English courses:

English 1A

OR

English 1A with a co-requisite (most likely 2 units)

We anticipate up to 80% of our new students will be taking English 1A.

- ▶ English will be revamping English 1A and developing the co-requisite course. We expect students in any given class will have a greater range of abilities, levels, backgrounds, expectations.
- ▶ We are discussing whether we will continue to offer developmental courses at all.

What does this mean for you in non-English disciplines?

- ▶ Students in your classes may have a greater range of reading and writing abilities.
- ▶ Your pre-requisites or recommendations may need to be changed to "English 1A placement" or "concurrent enrollment in English 1A" or "completion of English 1A".
- ▶ We will need more student support services across campus.
- ▶ We may have to resurrect Writing Across the Curriculum as a way to foster dialog and share resources as part of our transition.
- ▶ Other issues to come

GOOD NEWS EVERYONE!

Other colleges have done this. And while placement rates in English 1A doubled, success rates stayed the same.

MQRTF

Math and Quantative Reasoning Taskforce

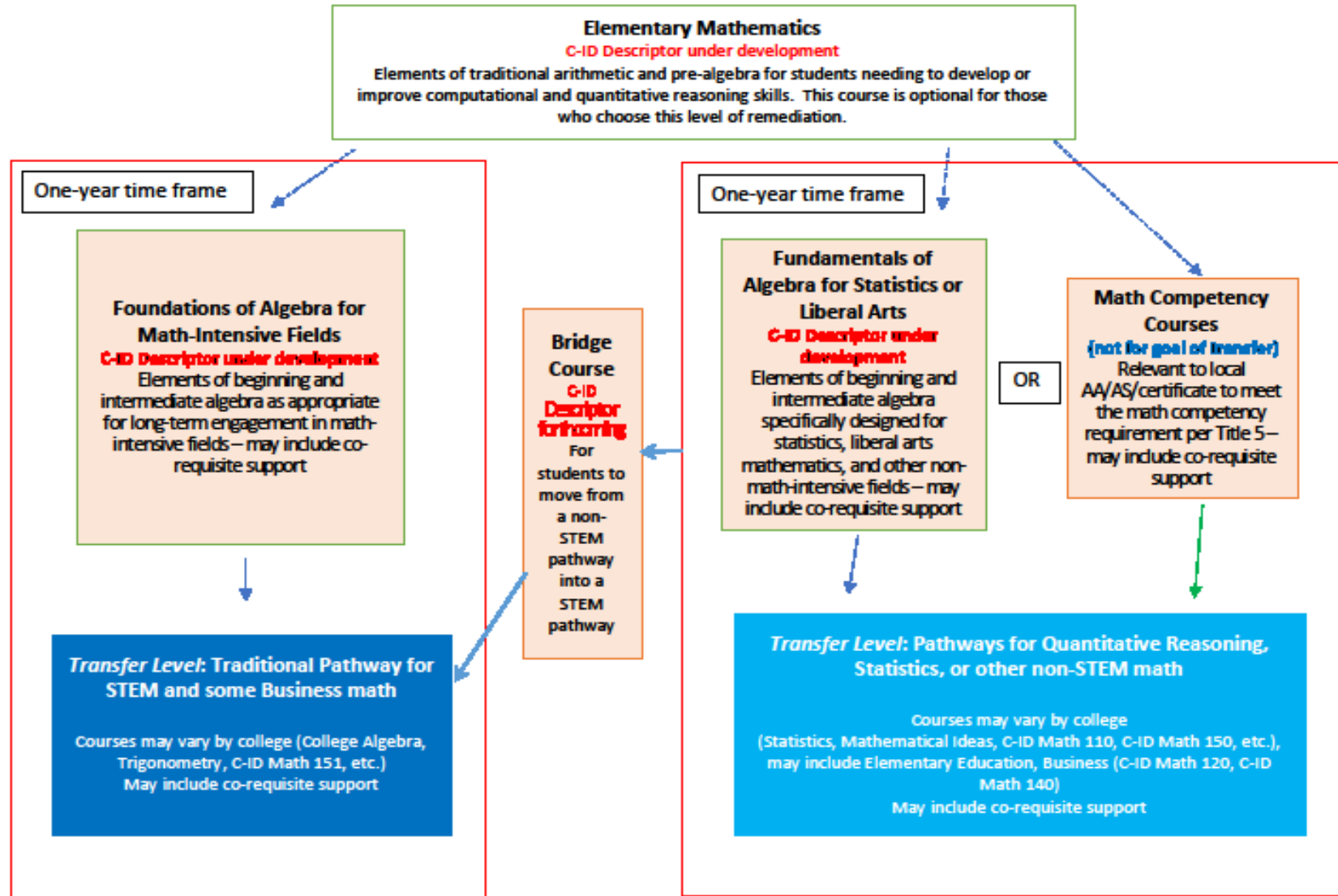
Academic Senate for California Community Colleges (ASCCC), the California Mathematics Council of Community Colleges (CMC³) and the California Mathematics Council of Community Colleges - South (CMC³-South) joined together and formed a task force to address math and quantitative reasoning education in the California community colleges.

The guidelines require that curriculum remain in local control and offer one curriculum design with CID descriptors as one acceptable option.

MQRTF Recommendations

- ▶ Recommendations can be found here:
<https://asccc.org/sites/default/files/MQRTF%20Recommendations%203-3-2018.pdf>
- ▶ Flowchart:
<https://asccc.org/sites/default/files/MQR%20Pathways%20Option%20Flow%20Chart%203-3-2018.pdf>
- ▶ Plenary Resolution 9.02 S18 Pathways to Meet General Education Requirements of Quantitative Reasoning:
<https://asccc.org/sites/default/files/Resolutions%20Packet%20S18%20for%20Friday%204-13-2018%20Final.pdf> endorse the California Community Colleges Math and Quantitative Reasoning Task Force Recommendations-Part I as one option that colleges may consider as they implement changes related to AB 705 (Irwin, 2017)

EXAMPLE CURRICULAR PATHWAYS IN MATH/QUANTITATIVE REASONING



SRJC Mathematics AB 705 Committees

- ▶ Curriculum Committee, chaired by George Sturr, to redesign Math Curriculum to comply with AB 705
- ▶ Assessment Committee, chaired by Kirby Bunas, to redesign math assessment and placement to comply with AB 705

Math Assessment and Placement

It is expected that...

- ▶ The Chancellor's Office will issue requirements for how community colleges are to place students according to HS data (GPA, Coursework, etc.).
- ▶ The Chancellor's office will provide a mechanism for how to get HS data directly from CalPASS, CalPADS, and CCGI (real-time data) so that most students will not need to self-report this data. But, in the meantime we are guided by the C.O. to use self-reported data.

The Advisory group did discuss the use of a mathematics "**Guided (Directed/Informed) Self-Placement Tool**":

- ▶ Only to use when the student did not attend a domestic HS through 11th grade, or possibly when the student exceeded established recency. A first pass review of this group shows an annual headcount of 328 students who fall into this category.
- ▶ The idea to passively offer it to all, circumvents the intent of the law. It is not allowed.

Current Tasks for Math Assessment and Placement Committee:

- ▶ SRJC will likely need to write a Guided Self-Placement Tool or adapt a commercially available platform.
- ▶ Some preliminary work has been done, but none of it can be finalized without direction from the Chancellor's Office.
- ▶ If we do need to write a Guided Self-Placement Tool, in order to meet our deadline, a subcommittee may be working on that over summer.

Math Curriculum

- ▶ At the last department meeting, the Mathematics Department voted on a curriculum redesign plan that closely mirrors the flowchart released by MQRTF, so the Math department officially endorses the MQRTF guidelines.
- ▶ We will have to wait until the state guidelines have been released to work on the details of our new curriculum. We expect that we may be working all summer on this.
- ▶ After the release of the memo on guidelines for English placement, the math department is worried that the state will also require that we place students directly into transfer level math courses. The California Acceleration Project (CAP) has been lobbying for this requirement.
- ▶ No matter what happens it's certain that we need to plan for more Statistics sections, less Algebra and a retooling of our support systems (e.g. math lab, tutoring, and College Skills resources).