



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

IMPLEMENTATION REQUIREMENTS FOR AB 705

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2018 Fall AB 705 Regional Meeting
San Bernardino Valley College

REQUIREMENTS OF THE LAW AND DEFINITIONS

AB 705

- AB 705 (signed October 13, 2017) requires colleges to use one or more of the following when placing students into courses in mathematics 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.
- Colleges must fully comply with the requirements for mathematics and English by Fall 2019.

AB 705: What is a Year?

- Per the memo from the Chancellor's Office, one year will be two semesters (or three quarters).
- If a student were placed more than one level or more below transfer, it would be impossible for them to complete transfer level course work in one year at a semester college.

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”

Placement for Mathematics and English

- Colleges are expected to place students into mathematics and English courses that maximize the likelihood that they enter and complete transfer level in one year.
- Colleges are permitted to place students into a below transfer level course **only if the student is highly unlikely to succeed at the transfer level and the college can demonstrate that the students likelihood of completing transfer level in one year is at least as high as direct placement.**

DEFAULT PLACEMENT RULES FOR MATHEMATICS AND ENGLISH

Default Rules for English

High School Performance Metric for English

Recommended AB 705 Placement for English

HSGPA \geq 2.6
Throughput rate of 79%

Transfer-Level English Composition
No additional academic or concurrent support required

HSGPA 1.9 - 2.6
Throughput rate of 58%

Transfer-Level English Composition
Additional academic and concurrent support recommended

HSGPA $<$ 1.9
Throughput rate of 42%

Transfer-Level English Composition
Additional academic and concurrent support strongly recommended

Default Rules for SLAM

**High School Performance Metric for
Statistics/Liberal Arts Mathematics**

**Recommended AB 705 Placement for
Statistics/Liberal Arts Mathematics**

HSGPA \geq 3.0

Throughput rate of 75%

Transfer-Level Statistics/Liberal Arts
Mathematics

No additional academic or concurrent
support required for students

HSGPA from 2.3 to 2.9

Throughput rate of 48%

Transfer-Level Statistics/Liberal Arts
Mathematics

Additional academic and concurrent
support recommended for students

HSGPA $<$ 2.3

Throughput rate of 29%

Transfer-Level Statistics/Liberal Arts
Mathematics

Additional academic and concurrent
support strongly recommended for
students

Default Rules for B-STEM

| High School Performance Metric BSTEM Mathematics | Recommended AB 705 Placement for BSTEM Mathematics |
|---|--|
| HSGPA ≥ 3.4 or HSGPA ≥ 2.6 AND enrolled in a HS Calculus course Throughput rate of 74% | Transfer-Level BSTEM Mathematics No additional academic or concurrent support required for students |
| HSGPA ≥ 2.6 or Enrolled in HS Precalculus Throughput rate of 54% | Transfer-Level BSTEM Mathematics Additional academic and concurrent support recommended for students |
| HSGPA ≤ 2.6 and no Precalculus Throughput rate of 28% | Transfer-Level BSTEM Mathematics Additional academic and concurrent support strongly recommended for students |

Students Not Requiring Transfer Level Coursework

- AB 705 specifically refers to students that are seeking terminal degrees and certificates

“for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, a community college district or college maximizes the probability that a student will enter and complete the required college-level coursework in English and mathematics within a one-year timeframe.”
- If a student is in a degree program that requires a specific quantitative reasoning course that is below transfer level, but meets the requirements in §55063, then students should be placed into those courses instead of transfer level.
- Students should not be forced to take a transfer level course if a college level course allows them to complete their educational goal.

PARTIAL PLACEMENT RULES FOR CREDIT ESL

Credit 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 are viable for students with 4 years of high school in the United States. This represents ~ 25% of ESL students.
- 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.
- Additional ESL guidance is expected by December 2018.
- Colleges should continue with their current ESL placement practices, including assessment tests, for now.
- Full implementation for ESL is required by Fall 2020.

ESL Placement (Students with 4 yrs US High School)

| High School Performance Metric for English | Recommended AB 705 Placement for English |
|---|---|
| HSGPA \geq 2.6 Success rate = 79% | Transfer-Level English Composition No additional academic or concurrent support required |
| HSGPA 1.9 - 2.6 Success rate = 58% | Transfer-Level English Composition Additional academic and concurrent support recommended |
| HSGPA $<$ 1.9 Success rate = 42% | Transfer-Level English Composition Additional academic and concurrent support strongly recommended |

GUIDED SELF PLACEMENT

Students Without Transcript Data

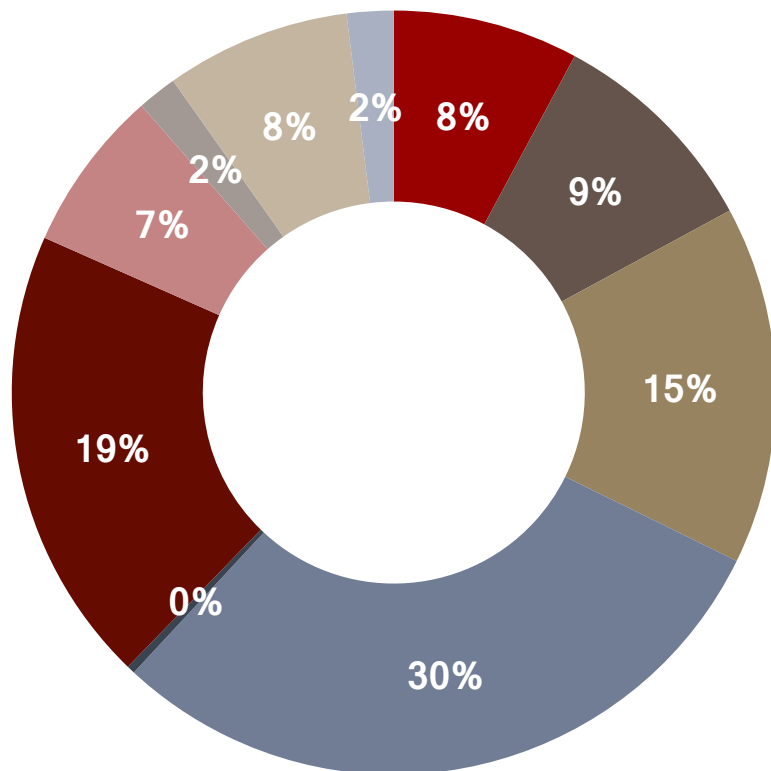
- Many of our students will not have high school transcript data or may be returning students that haven't been in school in decades.
- In the past, colleges would have used assessment tests or locally developed measures to place these students, but those tools will not be allowable beginning in Fall 2019.
- Currently, colleges can only use guided self-placement if official or self reported high school information is not available.
- While guided self-placement can only be the primary placement tool for students without transcript data, several steps will apply to all students during the onboarding process.

Pathways and CCC Students



• What are their Educational Goals?

2016-17 degrees awarded by percent of award



- Associate in Science for Transfer (A.S.-T) Degree
- Associate in Arts for Transfer (A.A.-T) Degree
- Associate of Science (A.S.) degree
- Associate of Arts (A.A.) degree
- Certificate requiring 60+ semester units
- Certificate requiring 30 to < 60 semester units
- Certificate requiring 18 to < 30 semester units
- Certificate requiring 12 to < 18 units

Guided Self-Placement

Guided Self-Placement (GSP) a locally developed tool or process that allows students, in consultation with counselors or other faculty to determine suitable coursework including the appropriate mathematics, English, and English as a Second Language (ESL) entry-level course.

GSP encourages students' personal metacognitive evaluation and self-determination as a part of the placement process.

Establishing an effective GSP process can be the first step in ensuring students select an appropriate place to begin their academic journey.

Guided Self-Placement

GSP tools provide students with basic information about multiple measures and help them, through questions, examples, and course descriptions, determine the appropriate level of placement aligned with the student's educational goals.

The goal of GSP is not to challenge transfer-level placement but rather to help students integrate self-analysis with data and course expectations with the goal of optimizing student investment, experience and resolve.

GSP is being implemented by many CSUs and has been used effectively across the U.S. when implemented appropriately.

Step 1: Career Counseling

Step 1: Career Counseling

Students should be informed about the difference between degrees, certificates, transfer and professional degrees and be provided an opportunity to explore their interests and potential employment options.

Step 2: Selecting a Metamajor and Major

Step 2: Selecting a Metamajor and Major which helps to clarify the Mathematics and GE Pathways. Colleges should list the desired mathematics pathways by metamajors and/or programs for students to reference (This list is not intended to be exhaustive and the structure and designation of metamajors is locally determined).

1. STEM (Science, Technology, Engineering, or Mathematics)- pre-calculus, trigonometry, calculus, biostats, College Algebra
2. Business and Accounting – finite mathematics, business calculus, statistics
3. Education – liberal studies mathematics, contemporary mathematics, Fundamentals of Mathematics
4. Social Sciences & Public Safety, Communication, Allied Health, Human Resources, Journalism– Statistics, Behavioral Science Statistics
5. Humanities, Hospitality – Quantitative reasoning
6. Technical Majors – Technical Mathematics, preferably transferrable

Step 3: Clarify Overall Educational Goal

Step 3: Clarify Overall Educational Goal (degree, certificate or transfer)

Begin with a student's informed goal: students should select a goal that is aligned to their ultimate educational pathway. If the intent is to continue their education beyond a certificate or an associate degree at some time in the future, this will influence current course-taking, even if the student's short-term goal is to complete a certificate or associate degree and get a job.

Step 4: Clarify Appropriate Coursework

Step 4: Clarify English or English as a Second Language (ESL) and Mathematics Coursework

- Colleges should provide sample coursework for transfer level composition courses including examples from integrated reading, writing, English as a Second Language (ESL), or other appropriate coursework. In addition, sample mathematics work for entry level skills beginning with the graduation requirements for quantitative reasoning, career technical courses and sequential mathematics courses, should be provided, recognizing students may enter higher than the entry level courses based upon previous work.

Step 4: Review Any Previous Coursework

Step 5: Review previous coursework in high school, at other colleges or through testing

- Students should examine their High School GPA
- Students should review any AP, CLEP or other diagnostic testing scores e.g. EAP, SAT, ACT, etc
- Students should review completed coursework in English, English as a Second Language (ESL) and Mathematics

Step 6: Identify Potential GE Pathway

Step 6: Identify Potential GE pathway to clarify requirements meeting graduation and transfer

- Does the student intend to complete coursework to transfer?
- Transfer to CSU or Private – CSU Breadth or IGETC – ADT (Associate Degree for Transfer)
- Transfer to UC – IGETC and Transfer Agreement

Step 7: Review Placement Rules

Step 7: Review the Default placement rules or locally determined placement rules. The Default rules are below. (The English as a Second Language (ESL) and English rules are similar in terms of the GPA Decision Rules). Note: Each high school GPA is associated with the predicted success rate.

Career Counseling



- Interests
- Wages
- Benefits
- Skills
- Long term plans
- Life values
- Personality
- Occupational research
- Location
- Responsibilities
- Employment trends

Select a Metamajor and/or major



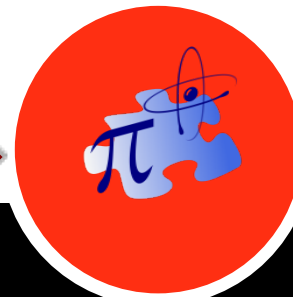
- STEM (Science, Technology, Engineering, or Math)
- Business and Accounting
- Education
- Social Sciences & Public Safety, Communication, Allied Health, Human Resources, Journalism
- Humanities, Hospitality, Technical Majors
- Public Safety
- Other

Clarify your educational goal



- ✓ Complete guaranteed transfer degree to CSU
- ✓ Complete AA and transfer
- ✓ Complete short-term certificate or local AA
- ✓ Complete a course or two for work advancement
- ✓ Complete courses for individual interest

Select English/ESL and Mathematics/Quantitative Reasoning Pathways



English and English as a Second Language (ESL)

- Read, analyze, and evaluate texts, applying rhetorical strategies and integrating ideas without plagiarism
- Find, evaluate, analyze, and cite sources for essays

Mathematics/Quantitative Reasoning

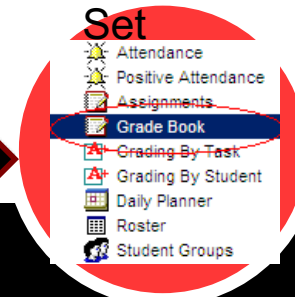
- STEM calculus
- Business
- Education
- Statistics
- Career Technical

Identify appropriate General Education (GE)



- Transfer to CSU or private college – CSU breadth
- Transfer to UC - IGETC
- No transfer local degree or certificate – local GE
- No GE requirements

Review other Data and Default or Local Placement Rule Set



- ✓ High School GPA
- ✓ High School Courses & other curriculum
- ✓ test scores e.g. AP, SAT
- ✓ CLEP test results
- ✓ Employment experience
- ✓ Military Experience
- ✓ Time available for classwork & support
- ✓ Financial needs
- See default placement using high school GPA

Clarify the student's education goal:

| Statewide Awards 2017-2018 | Number |
|---|----------------|
| Associate in Science for Transfer (A.S.-T) Degree | 18,597 |
| Associate in Arts for Transfer (A.A.-T) Degree | 21,855 |
| Associate of Science (A.S.) degree | 28,688 |
| Associate of Arts (A.A.) degree | 61,707 |
| Certificate requiring 60+ semester units | 565 |
| Certificate requiring 30 to < 60 semester units | 40,059 |
| Certificate requiring 18 to < 30 semester units | 16,804 |
| Certificate requiring 12 to < 18 units | 5,540 |
| Certificate requiring 6 to < 18 semester units | 15,487 |
| Other Credit Award, < 6 semester units | 2,634 |
| | 211,936 |



Bachelor's Degrees 135 awarded

SUMMARY

What Colleges Should to Do?

- Colleges should develop curricular structures and placement models that maximize the likelihood that students will complete transfer level mathematics and English in two semester (or three quarters).
- Colleges should review the different types of concurrent support and explore curricular revisions for Fall 2019 and beyond.
- Colleges will likely need to revise their class schedules to increase the number of sections of transfer level composition, statistics, and liberal arts mathematics.

What Colleges Should Avoid?

- Do not remove existing prerequisites from your courses. Changing the prerequisite will require your AO to resubmit your courses to the UC and CSU and there is no guarantee that they will continue to be accepted by both systems.
- Be cognizant of the correct math pathway
- Do not limit multiple measures, students may place beyond the entry level transfer course
- Avoid placing students in the wrong course for their education goal (e.g. nursing, public safety should be on statistics pathways)
- Colleges SHOULD rethink the quantitative reasoning requirements

QUESTIONS?
