

ALL THINGS AB 705

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2018 Fall AB 705 Regional Meeting
Cosumnes River 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.

Will my college be penalized if a student does not complete transfer level English or mathematics in the one year timeframe?

No, your college will not be penalized, under AB 705.

Colleges are required to create curricular structures and implement placement that will maximize a student's likelihood of completing transfer level, but this does not guarantee the student will be successful.

If a noncredit student enrolls in a noncredit mathematics or English course does it start the one-year clock?

No, the clock only applies to students that have stated a goal of an associate degree or transfer that are enrolled in the credit program.

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"

What is the definition of “highly unlikely to succeed”?

There is no statewide definition of highly unlikely to succeed.

State groups have various definitions that range between 4% and 49%, but this is ultimately a local decision.

The Chancellor’s Office has indicated that they are more concerned with throughput than what colleges set as the threshold for highly unlikely to succeed.

If a credit student enrolls in a noncredit mathematics or English course does it start the one year clock?

This may start the clock if the noncredit course is part of a sequence leading to transfer level.

Remember that colleges are not responsible for a student choosing to take a noncredit course, they are responsible for placing a student into a course that maximizes the likelihood that they complete transfer level in one year.

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

Can we still use placement tests?

Beginning in Fall 2019, no placement tests can be used for placement in mathematics or English. Colleges may continue to use approved ESL tests and writing samples.

Colleges can continue to use approved placement tests for courses like general chemistry.

A new process for submitting placement tests for approval by the Board of Governors has not been established yet.

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

If we choose not to use the default placement rules and we create new developmental courses, do we have two years to collect data to demonstrate that our placement rules and courses meet or exceed the results from the default placement rules?

Yes, colleges that develop new curriculum have up to two years to collect data and demonstrate that it is more effective than default placement.

Colleges exploring this option will need to disaggregate throughput data into HS GPA bands and each band must indicate performance that meets or exceeds the default.

Colleges do not have two years to collect data on existing curriculum. Your college already has data on those courses.

Can a college require students to enroll in a corequisite course?

Per the FAQ, colleges can require students to enroll in a credit or noncredit corequisite course.

Colleges creating new curriculum will have up to two years to collect data showing that students are more successful (than the default prediction or local data) than students not taking the corequisite course.

While there are currently no limits on the number of hours/units a corequisite can have, AB 705 encourages colleges to minimize the number of units that students accumulate.

What should we do if a student doesn't want to take the corequisite?

Colleges should use their established challenge processes to review these requests.

The goal of AB 705 is increase the number of students completing transfer level courses, so colleges should consider whether they want restrict enrollment if a student doesn't want to take the recommended support course.

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

Does AB 705 guarantee students access to any transfer level mathematics course? For example, can all students now enroll in Calculus I?

No! AB 705 does not automatically bypass transfer level prerequisites.

Your college can still place students into Calculus I, but students must be assessed to be Calculus ready or have completed the prerequisite.

Are colleges required to only use high school performance data when placing students?

No, colleges can also use guided self placement, but high school performance data must be the primary placement tool.

For example, a college could choose to use the default rules and give all students access to transfer level statistics, but share sample assignments with them and allow the student to choose whether or not to enroll concurrent support.

Can students retake a corequisite course if they aren't successful in the parent course?

Students may re-enroll in a noncredit corequisite (§55040)

Students may not retake a credit corequisite in which they have earned a passing grade. These courses are not repeatable (§55041)

Can the grade of a corequisite course be linked to the grade in the parent course?

A corequisite course must have a course outline of record (§55002) that contains content, assessments, and grading criteria. This course must have content and assessments that are not part of the parent course.

Additionally, Standard II.A.9 requires colleges to issue course credit based upon students completing the stated learning outcomes for a course. The corequisite will have distinct learning outcomes from the parent course.

Therefore, having the grades linked does not appear to be appropriate.

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 January 31, 2019
- 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

Options for Placing Students into Transfer English

- Placement into traditional transfer composition
- Placement into a transfer composition course with a corequisite designed for English Language Learners
- Placement into a transfer level ESL course equivalent to traditional transfer English

Other Placement Tools Currently Available

- Placement Tests – currently available placement tests and writing samples are still available to be used. ASCCC continues to advocate for the option to use placement tests and writing samples for placement of ESL students.
- Guided Self Placement – colleges are allowed to use this method with all ESL students, even if they have four years of high school data.

What Should Colleges Be Doing?

- Colleges should examine their existing sequences. Sequences longer than 6 ESL courses before transfer composition will not be compliant under AB 705.
- It is possible that students could require additional English instruction before being ready for credit ESL, so colleges may wish to have noncredit options available.
- It is allowable to create new courses that have more units, but those types of courses will decrease the number of non-ESL courses that students can take. Try to minimize the number of units students need to complete to be successful.
- Explore the idea of corequisites to help ESL students transition into traditional English composition.
- Determine how to help students placed into transfer English to “drop back” into ESL if needed.

ESL Re-envisioning

- ESL departments are encouraged to reimagine their ESL sequences to provide their unique populations with the best support and language skill building within timeline laid out by the law. Campuses must support this.

Suggestions:

- *Integrating* ESL Reading/Writing/Grammar (separate sequences / multiple strands of required courses may no longer be compliant)
- *Revising* existing pathways where ESL feeds directly into developmental English
- *Exploring* cohort models, sections taught by professors with dual MQs, transferable ESL
- *Collaborating* across disciplines

Existing Courses that Satisfy CSU GE Area A2

College	Course	Title	Units
ARC	ESLW 340	Advanced Composition	4
CITRUS	ESL 101	Reading and Composition	3
CRC	ESLW 340	Advanced Composition	4
DAC	ESL 5	Advanced Composition and Reading	5
FOOTHILL	ESLL 26	Advanced Composition and Reading	5
SCC	ESLW 340	Advanced Composition	4

CSU GE Breath - Area C2: Humanities

For transferable ESL courses, they might be eligible for GE credit on CSU GE Breadth. CSU C2-Humanities: Advanced ESL courses might fulfill this because of the rich cultural components to our courses

Guiding Notes for General Education Reviewers (2017):

"Advanced foreign language courses may be approved if they include literature or cultural aspects." (p. 17)

"Courses in English as a Second Language may – despite their focus on proficiency and the acquisition of skills – be advanced enough to meet the objectives of the Humanities Subareas C2 and Area 3B." (p. 18)

IGETC - Area 3B: Humanities

Many colleges have transferable ESL courses that have been approved for UCTCA, but might be eligible for IGETC Area 3B.

IGETC 3B - Humanities (transfer pattern for UC and other universities): ESL could possibly fulfill this, but the process for approval is more complex

Now that there appears to be an increased desire for integrated ESL classes, will they allow longer classes that grant fewer units?

The Chancellor's Office has given no indication that they will be making exceptions to the regulations on the credit hour (§55002.5)

Will the test items developed during the Common Assessment Initiative be made available? Could they be used to create an ESL assessment test?

All materials developed during the CAI project belong to the Chancellor's Office and are currently in their possession.

There has been no indication that the Chancellor's Office will release the item banks or use them to build an assessment test.

Is there anything in AB 705 that prohibits colleges from connecting our ESL noncredit program as a bridge to our ESL Credit program?

There is nothing preventing this in AB 705 and colleges were encouraged to do this under AEBG.

ASCCC will continue to advocate that the five semesters of ESL prior to college composition should only apply to credit ESL.

GUIDED SELF PLACEMENT

Students Without Transcript Data

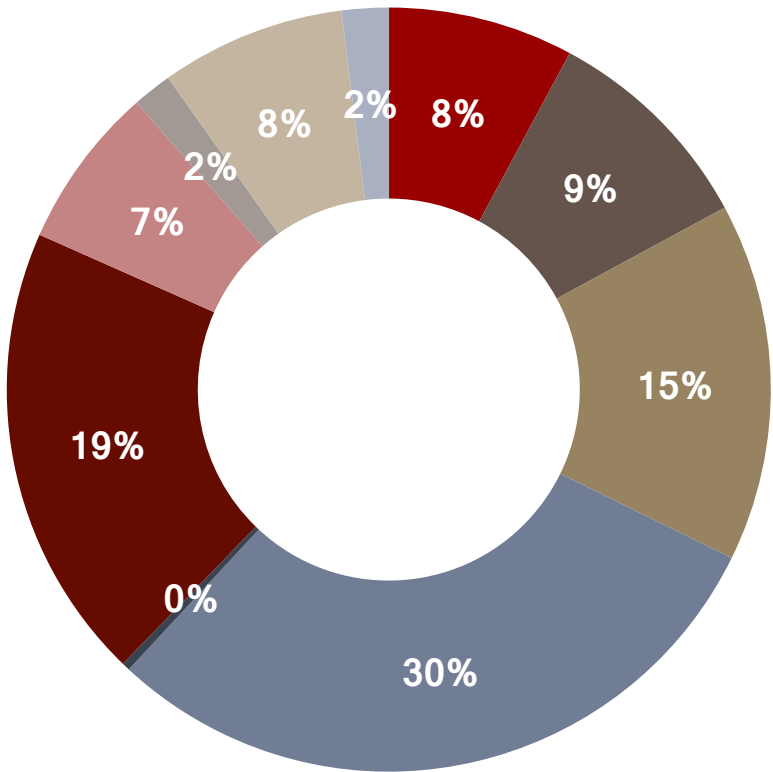
- Many of our students will not have high school transcript data or may be returning students that haven't been in school in decades.
- In the past, colleges would have used assessment tests or locally developed measures to place these students, but those tools will not be allowable beginning in Fall 2019.
- Currently, colleges can 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

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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 Meta major 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.

Is it okay to have questions/problems for students to solve in order to give them an idea of the types of skills necessary for the class?

Yes, you can provide students with sample exams/assignments to give them an idea of what a particular course requires.

You cannot require students to complete any problems and use that information in the placement process. That is considered a placement test and would need to be approved by the Board of Governors.

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



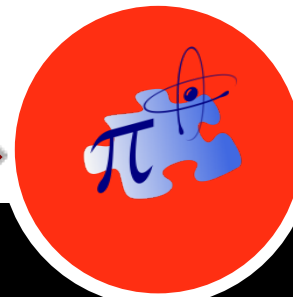
- STEM (Science, Technology, Engineering, or Math)
- Business and Accounting
- Education
- Social Sciences & Public Safety, Communication, Allied Health, Human Resources, Journalism
- Humanities, Hospitality, Technical Majors
- Public Safety
- Other

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

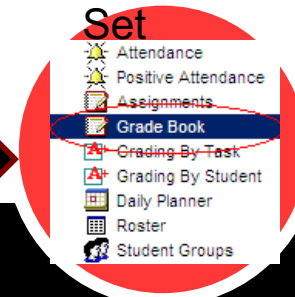
- STEM calculus
- Business
- Education
- Statistics
- Career Technical

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

OTHER QUESTIONS RELATED TO AB 705

Can GED/HiSET still be used to place students?

Colleges are allowed to use GED, HiSET, and other high school equivalents to place students.

There are currently no statewide standards that specific scores correspond to specific course placements, so colleges will need to develop their own placement models for these students.

Can we offer courses that are below transfer in mathematics and English?

Yes, colleges can continue to offer basic skills courses in mathematics and English.

Students can only be placed into existing basic skills courses if the college has data that shows they will maximize the likelihood of completing transfer level in one year.

Colleges that develop new basic skills courses have up to two years to demonstrate that the sequences maximize the likelihood of completing transfer level in one year.

Can students choose to take courses below transfer level?

Yes. Students should be informed about their course placement and options before them such as

- Course sequencing
- Time to completion, based on their course choice
- Course hours both in-class and out of class
- other implications...

Also, CA Ed Code §**66010.4** requires us to offer remedial instruction for those that need it.

Should we delete our basic skills prerequisites from transfer level courses?

Colleges should not delete any prerequisites at this time.

Modifying prerequisites will require colleges to resubmit courses for articulation review and there is currently no guarantee your courses will be approved.

Placement processes does not impact the articulation of your courses. Articulation is based on requisites, content, assignments, etc.

Should we delete our basic skills courses from the college catalog?

Colleges can choose to do this, but it is likely that you will have students that will not be ready for transfer level, even with concurrent support. If you delete all of these courses, they will go somewhere else.

Will the prerequisites on the C-ID descriptors be changed?

Not at this time. Until we have had more complete discussions with the CSU and UC about changes to those course descriptors, no changes will be made.

How will corequisites impact ADTs?

Corequisites have no impact on ADTs, whether they are credit or noncredit. An ADT is approved because it is possible for a student to complete the degree in 60 units, but it does not guarantee that every student will.

Courses with embedded support that increased units also has no impact because there are options that allow students to complete the degree in 60 units.

Is Intermediate Algebra no longer required for transfer level quantitative reasoning courses?

- CSU EO removed the explicit requirement of an intermediate algebra prerequisite for courses to qualify for CSU GE Area B4.
- The UC recently published revisions to the UCTCA stating that UC faculty will not consider the prerequisite during the evaluation process.
- IGETC Standards allow for the acceptance of statistics courses with alternative prerequisites.
- Other courses for IGETC still have intermediate algebra as a required prerequisite.
- It is unclear whether the removal of intermediate algebra would impact course to course articulation.

What does AB 705 mean for the mathematics competency requirement for associate degrees?

§55063 requires students to complete a course equivalent in rigor to Intermediate Algebra with a prerequisite of Elementary Algebra or "achieving a score determined to be comparable to satisfactory completion of the specified mathematics course"

With the elimination of assessment testing, the existing regulation will be reviewed by the California Community Colleges Curriculum Committee (5C) to determine if it needs to be revised.

Until the regulation is revised, colleges will locally decide if a student has satisfied the requirement.

What about placement tests for other classes like chemistry?

Any chemistry placement test that is currently approved can still be used to place students into general chemistry.

Any future approvals will need to be done by the Board of Governors. At this time, the Chancellor's Office has not developed a process for submitting any new assessment tests for review and approval.

Can colleges create an approved noncredit certificate program composed only of noncredit corequisite courses?

This might be possible, but the initial information from the Chancellor's Office has been, no.

A certificate program requires a sequence of courses leading to an educational goal. While supporting transfer is an allowable goal, it isn't clear that one English and one mathematics support course would constitute a sequence.

ADDITIONAL QUESTIONS?
