

Basic Skills Committee

Tuesday March 26th, 2019

3:00 PM – 4:00 PM

**Members Present:** G. Dyer, C. De La Toba, E. Fuchs, C. Rutan (Chair), K, Wada, M. Wyly

**Guests:** E. Matthews

**Meeting began at 3:02 PM**

**AB 705 Regulations and Updates:** The Board of Governors adopted the revised Title 5 regulations related to the implementation of AB 705 for mathematics and English. Colleges following the default placement model will not have to submit additional validation data to the Chancellor’s Office but are still required to collect data related to effectiveness of the model and to ensure there is no disproportionate impact. Colleges may opt to not follow the default placement model but those colleges will have to submit their placement model to the Chancellor’s Office by June 30 and will have to validate their model within two years. The revised regulations require colleges to demonstrate that students have demonstrated mathematics competency at the level of Intermediate Algebra or higher for an associate degree. If high school transcripts don’t demonstrate this, colleges may require students to complete a quantitative reasoning course that has been approved to meet the competency requirement.

Despite the changes in course placement, colleges have been advised against removing prerequisites from COR of mathematics and English because this could jeopardize existing C-ID approval. Corequisite support courses for students of designated GPAs may only be required if the parent course has a prerequisite. If a corequisite is required for all students, regardless of high school GPA, the corequisite is permissible in the absence of a prerequisite, but it should be listed on the COR and have been approved by the local curriculum committee in accordance with Title 5 Section 55003. If a mathematics or English course has no prerequisite, it is open access to any interested student. Additionally, some students are required to demonstrate proficiency in intermediate algebra, and colleges not offering intermediate algebra are not well positioned to support those students.

**AB 705 and ESL:** C. Rutan reported that the AB 705 ESL Workgroup continues to meet and the newly adopted regulations are not intended to apply to ESL students. AB 705 requires colleges to use “evidence-based measures” when placing ESL students, which could include high school performance data but is not required to. A memo about the implementation of AB 705 for ESL students is expected to be distributed by the Chancellor’s Office in April. Colleges are permitted to continue their existing assessment processes, including the use of assessment tests in 19-20.

**ESL and Transfer General Education:** Some ESL courses should be considered for submission for Transfer General Education (CSU GE Breadth and IGETC), as noted in December’s AB705 ESL FAQ. Once one college is able to get a course approved for a general education area it will be easier for more colleges to follow. Cypress College has submitted some courses already, but they have not submitted an ESL equivalent to composition yet.

Cypress College’s certificates in ESL demonstrate how Chancellor’s Office-approved certificates require non-basic skills ESL courses and courses from another discipline. Title 5, Section 55070 does not allow colleges to create a Certificate of Achievement that consists of only ESL courses. These Guided Pathways Milestones Certificates include not only advanced ESL coursework, but also at least one course outside of ESL. Some colleges were reluctant to move ESL courses from basic skills in the past because of basic skills funding.

Meeting adjourned at 3:54 PM

Respectfully submitted,

Craig Rutan

Approved April 3, 2019