



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

EVERYTHING YOU WANTED TO KNOW ABOUT AB 705, BUT WERE AFRAID TO ASK

Craig Rutan, ASCCC Secretary

College of the Desert
January 24, 2019

DEFAULT PLACEMENT RULES

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**

HSGPA \geq 3.0

Throughput rate of 75%

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

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

This table assumes completion of Intermediate Algebra/Algebra II or equivalent such as Integrated Math III.

What Do These Tables Mean?

- Traditional assessment and placement was built around trying to identify the English and mathematics course where the student was most likely to be successful.
- The requirements of AB 705 require that college identify the option that maximizes the likelihood that the student enters and completes transfer level in two semesters.
- The analysis by the MMAP team indicates that students are more likely to enter and complete transfer level with direct placement
- If your college chooses to use these rules, you are not actually placing students. You are granting them access to any mathematics or English course that only has basic skills prerequisites.

CHANGES TO REGULATIONS

Summary of Changes Impacting Curriculum

- §55002 and §55003 were modified to make it explicit that noncredit courses can serve as a prerequisite or a corequisite for both credit and noncredit courses.
- §55003 was modified to add the validation criteria for 705 related corequisites (increase throughput)
- §55063 was modified to state that competency is demonstrated by completing a course equivalent to English composition or Intermediate Algebra (or higher).
 - Placement into transfer level mathematics courses like statistics will not automatically satisfy the requirement for an associate degree, but it could if the student took a course equivalent in rigor to Intermediate Algebra in high school

Summary of Changes Impacting Placement

- §55522 has the following changes
 - High school performance data (official or self reported) must be the primary placement tool if it is available.
 - High school equivalency exams approved by CDE can be used for placement
 - Guided placement, including self placement, is permissible if high school data is not available.
 - Guided placement has the following restrictions:
 - Colleges cannot incorporate sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, unless approved by the Chancellor .
 - Colleges cannot request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.

Impact of Proposed Changes

- Colleges cannot use assessment tests for placement into mathematics and English (can still be used for ESL for now)
- Colleges must use high school performance data if it is available and within the last 10 years.
- Colleges may develop a guided placement process that is part of onboarding that includes the identification of career and educational goals, but the process will likely need to be submitted to the Chancellor's Office for approval if the process shows students any sample problems or assignments.
- Students must successfully complete a course equivalent in rigor to Intermediate Algebra to earn an AA/AS degree. Placement into transfer level isn't necessarily sufficient.

COMMON QUESTIONS ABOUT THE IMPACTS OF AB 705

Can a college require students to take a prerequisite course that is below transfer?

Yes, colleges are allowed to require pre-transfer prerequisites if they meet the criteria of the law.

Colleges must demonstrate that requiring the prerequisite course produces throughput rates that are at least as high as those in the default rules.

Throughput rates must be disaggregated by HS GPA.

Throughput

- Throughput is the percentage of students completing transfer level in two semesters/three quarters.
- For example, imagine that 100 students, that all have a HS GPA < 2.6 , enroll in Intermediate Algebra. If 70% of those students complete Intermediate Algebra, 70 students would be eligible to enroll in transfer level. Of those 70 students, 80% enroll in College Algebra the next semester (56 students). If 60% of the students that enrolled in College Algebra are successful, 33 students would have successfully completed transfer in one year. **This would be a throughput of 33%.**
- For a corequisite, throughput is simply the success rate in the transfer level course for students that are also enrolled in a corequisite and then disaggregate that data by HS GPA.

If we choose not to use the default placement rules, and we create new developmental or preparatory courses, do we have two years to collect data to show 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 meet or exceed the default.

Colleges do not have two years to collect data on existing curriculum, if they have data for the students being placed (based on HS GPA). Your college already has data on those courses, and should analyze it as you implement AB 705. If your college does not have data for these students, the Chancellor's Office has indicated that colleges will have up to two years to collect it.

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.

Remember that requiring a corequisite course is part of the assessment process when determining if a student has satisfied a course prerequisite. If the course has no prerequisite, you cannot selectively require some students to take a corequisite.

Do I need to change my current English and math prerequisites and delete all “basic skills” or pre-transfer courses?

No, colleges are NOT required to change prerequisites and can still offer “basic skills” or pre-transfer courses for students that need them.

CA Ed Code §66010.4:

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

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

No! AB 705 does not automatically bypass transfer level prerequisites nor does it guarantee access to transfer level for every student.

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

What does the elimination of placement tests mean for Chemistry?

Chemistry placement tests will not longer be submitted to the Chancellor's Office for approval.

The Chancellor's Office has determined that this types of test is part of a prerequisite challenge process and needs only be reviewed locally for its effectiveness.

CONCURRENT SUPPORT

What is Concurrent Support?

- The initial guidance from the Chancellor's Office mentions offering and possibly requiring students to participate in some form of concurrent support.
- There are several different types of concurrent support that colleges are offering or are considering to offer to students. These include:
 - Redesigned Credit Course
 - Corequisite Credit Course (lecture or lab)
 - Corequisite Noncredit Course
 - Increased Access to Learning Centers
 - Embedded Tutoring
 - Supplemental Instruction
 - Writing Centers/Math Labs
 - Directed Learning Activities

Credit Course with Embedded Support

The college could create a new version of the transfer course that includes additional lecture or laboratory hours.

- A 4-unit composition course could be changed to 5 units by adding 18 hours of lecture, 54 hours of lab
- The same 4-unit composition course could be changed into a 3-unit lecture 1-unit lab, leaving the total at 4 units reducing 18 hours of lecture and 54 hours of lab.
- For the CCCs, the difference between lecture and laboratory are the number of hours of outside work that is expected of the student.

Credit Course with Embedded Support

Possible Advantages

- All students enrolled have been identified as needing additional support
- The same instructor for all course material
- Students can reenroll if they are not able to pass the course
- Easiest for students to understand when enrolling in courses

Possible Disadvantages

- Student must pay additional fees
- Student accumulates additional units
- College will need to rearticulate the course, which could take 2 years
- All students would receive the same additional instruction, but they may have different needs
- Financial Aid issues (later slide)

Credit Corequisite

- A credit corequisite course would require students to enroll in the transfer course. Students could be placed into the corequisite course and then be able to enroll in the transfer course.
- The corequisite course could be lecture, lab, or a combination of the two
- The corequisite course could have variable units (like many physical education courses) to allow different amounts of corequisite support to be scheduled with only one course outline.
- Courses are required to have an approved course outline that meets the requirements outlined in Title 5 §55002 (this includes specifying possible topics that will be covered in the course content).
- Can be required if the college can demonstrate that it increases the likelihood of successfully completing the transfer level course.

Credit Corequisite (2)

Possible Advantages

- Courses can have different content that can be adjusted to the skills needed by the student
- Does not require the transfer course to be rearticulated
- Does not impact students who do not need the extra help as a requirement

Possible Disadvantages

- Students must pay for additional course
- Students accumulate additional units
- Student cannot reenroll if they pass the support course and do not pass the transfer course
- Students may have a different instructor for the support course and the primary lecture
- Students could be in the transfer course with students that are much more prepared
- Enrollment may be difficult for students to navigate
- Will there be support for courses offered outside of math and English?

Corequisite Noncredit Course

- A corequisite course in noncredit is allowable and the FAQ makes it clear that it can be required.
- The corequisite course could have variable hours to allow different amounts of corequisite support to be scheduled with only one course outline.
- Courses are required to have an approved course outline that meets the requirements outlined in Title 5 §55002 (this includes specifying possible topics that will be covered in the course content)
- Noncredit courses are built on completion of outcomes, not time (e.g. a semester) if open entry open exit are used
- Noncredit courses can also be based upon managed enrollment

Corequisite Noncredit Course (2)

Possible Advantages

- Students enroll in the class for free
- Students can be required to enroll
- Students don't accumulate excess units
- Courses could be scheduled as open entry/open exit or regularly scheduled times
- Student can reenroll in the support course until they pass the transfer course.

Possible Disadvantages

- Course would not count towards financial aid eligibility
- Restricted to basic skills
- Student may have different instructor for lecture and support course
- Student may be in lecture course with students that are for more prepared
- Colleges would currently be paid at the noncredit rate (not enhanced funded)
- Courses are not covered by streamlined approval at the CO
- Enrollment may be difficult for students to navigate.

Additional Considerations for Corequisites

- There are no unit restrictions in AB 705, having corequisites that bring the units for English or mathematics to 7, 8, or more restricts the ability of the student to take other courses and could cause financial aid issues for students if they need to drop or don't pass.
- Noncredit corequisites will not increase the unit load for the students. These courses don't count towards financial aid requirements and may require more time in the classroom for the students. Many students have jobs and other commitments, so excess hours could force them to make other choices.
- Noncredit corequisites have no repetition issues, but credit corequisites are not repeatable. If the student passes the corequisite and not the parent course, they cannot retake the corequisite.
- Corequisite courses must have an approved course outline that includes specific content and assessments. **These are not sessions for students to get help with their homework from the parent lecture.**

QUESTIONS?
