



COLLEGE of the DESERT

K-14 Education Consortium

MINUTES FOR Friday, December 1, 2017		8:30 a.m.	Public Safety Academy, PSA 19 A&B
Members Present:	<p>Allan-Bentley, Beth – Director of Research, OneFuture Coachella Valley Aviña, Steven – Counselor, Palm Springs High School PSUSD Becerra, Sal – Counselor, Desert Hot Springs Hot School, PSUSD Becker, Zerryl – Dean, Applied Sciences & Business, COD Bibo, Kevin – Assistant Principal/CTE, Palm Desert High School, PSUSD Bleza, Michelle – Manager, Career & College Access Planning, COD Daiberl, Carol – Assistant Principal, Palm Desert High School, DSUSD Enders, Jessica – Director, Education Centers, COD Espinosa, Patricia – Interim Director, Upward Bound, COD Fajardo, Gabriel – Principal, Shadow Hills High School, DSUSD Farmer, Carl – MESA Director, COD Herrera, Marcy – Assistant Principal, CTE Programs, Indio High School, DSUSD Jackson, Oron – Principal, Horizon/Summit High School, DSUSD Keuilian, Deanna – CTE Administrator, DSUSD Lee, Bryan – Energize College Program Manager Mesicek, John– Work Based Learning Coord, Desert Hot Springs HS, PSUSD Omier, Julio – Assistant Principal, Rancho Mirage High School, PSUSD Peregrina-Kretz, Diliaana – Director, Talent Search Grant Programs, COD Perotti, Marie – CTE Coordinator, CVUSD Phillips, Amanda – Dean, Counseling Services, COD Pinning, Steve – Director of Linked Learning, CTE, PSUSD Ralston, Pamela – Chair/Vice President of Student Learning, COD Schantz, Ashley – Counselor, La Quinta High School, DSUSD Tabor, Karen – Dean, Math & Science, COD Valenzuela, Michelle – Counselor, Rancho Mirage High School, PSUSD Watson, Erica – Assistant Principal, Desert Hot Springs High School, PSUSD Wells, Leslie – Vice Principal-CTE, Shadow Hills High School, DSUSD Woll, Ryan – Principal, Palm Springs High School, PSUSD</p>		
Recorder:	Mary Lou Marrujo		

AGENDA

1. Call to Order (8:35 a.m.)			
2. Action Items			
2.1 Approval of Agenda			
DISCUSSION	None.		
CONCLUSION	Agenda approved as submitted.		
FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE	

2.2 Approval of November 3, 2017 Minutes			
DISCUSSION	None.		
CONCLUSION	Minutes approved as submitted.		
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
3. Group Discussion			
3.1 Academies, Pathways & Connections			
DISCUSSION	<p>Deanna Keuilian from DSUSD and Marie Perotti from CVUSD shared the tools their districts are using to help people navigate through their academies/pathways. All three districts (PSUSD, DSUSD, and CVUSD) are working on populating COD courses into their Program of Study Worksheets to show an alignment of courses for matriculation.</p> <p>There was a Q & A session among the districts, including discussion on how high schools are working with their feeder schools.</p>		
CONCLUSION			
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
3.2 Update on Assembly Bill 705			
DISCUSSION	<p>Amanda Phillips and Karen Tabor provided an update on Assembly Bill 705, which requires community college districts to maximize the probability that a student will enter and complete transfer-level coursework in Math and English within a one-year timeframe by utilizing assessment measures that include high school performance to achieve this goal. (See attached PowerPoint) This bill will take effect on January 1, 2018.</p> <p>The districts concurred that the high school math faculty need to meet with COD math faculty. Dr. Ralston suggested a series of retreats.</p> <p>Ryan Wool has provided a set of their integrated math textbooks to COD (Karen Tabor). Gabe Fajardo will share their textbooks with Karen; Marie will try to provide a set from CVUSD.</p>		
CONCLUSION			
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
4. Adjournment: The meeting adjourned at 9:58 a.m.			

NEXT MEETING:

Friday, February 2, 2018 – 8:30 a.m.

Location College of the Desert – Public Safety Academy (PSA),
Room 19, A&B

Assembly Bill No. 705

What is AB 705?

- AB 705 is meant to help more students succeed in completing a degree, certificate or transfer by ensuring that they have access to college-level courses in math and English when they first start community college.
- AB 705 authorizes the CCC Board of Governors to establish regulations governing the use of high school performance and other measures, instruments, and placement models to ensure colleges meet the goals of this legislation.

Assembly Bill No. 705

When does the bill become effective?

- AB 705 was signed by Governor Brown on October 13, 2017, and will take effect on January 1, 2018.
- The CCCCO will provide guidance for phased-in implementation with ongoing training and technical assistance for successful multiple measures approaches.

Assembly Bill No. 705

Why is this bill needed?

- AB 705 is meant to maximize the likelihood that students will complete college-level math and English courses within a one-year timeframe.
- Developmental education is considered to be one of the largest impediments to success in California's community colleges.”
 - Of those students placed into remediation, only 40 % go on to complete a degree, certificate, or transfer in six years compared to 70 % for students placed directly into college-level courses¹.
 - Public Policy Institute of California (PPIC) found that 80 % of entering CC students enroll in at least one remedial course in English, math, or both².

1. [California Community Colleges Student Success Scorecard](#)
2. http://www.ppic.org/content/pubs/report/R_1116MMR.pdf

What multiple measures does AB 705 require?

- High school transcript data will be used, including:
 - HS coursework.
 - HS grades.
 - HS grade point average.
- Multiple measures can be used these ways:
 - Low performance on one measure may offset a high performance measure.
 - The student can demonstrate preparedness and bypass remediation based on any one measure.

Assembly Bill No. 705

Assessment instruments will be used as an advisory tool and may include:

- Study and learning skills
- English language proficiency
- Computational skills
- Aptitudes
- Goals and Career aspirations
- Academic performance

Assessment methods may include interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance.

What does this mean for us locally?

- AB 705 leaves room for colleges to exercise local control over placement in response to research with their own student body.
- AB 705 does not dictate specific placement rules or criteria, rather sets standards that colleges must use in their local decision-making.
- These standards are designed to ensure that placement decisions maximize a student's likelihood of completing math and English milestones.

Has COD begun implementing AB 705?

- Math and English faculty
- Counseling