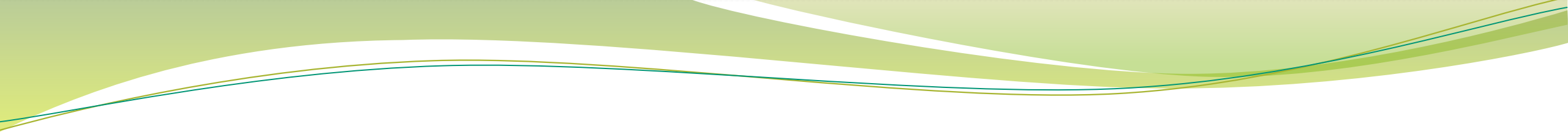




A Dialogue: Academic Success in Light of AB 705 Implementation

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- Why is AB 705 Being Implemented?
 - Which Processes Are Changing?
 - Timeline of Implementation
 - Current Approaches: co-requisite models
 - Implications for Learning Assistance Programs

Overview

Evidence suggests that community colleges are placing too many students into remediation and that many more students would complete transfer requirements in math and English if allowed to bypass remedial prerequisite courses and enroll directly in transfer-level English and math courses.

- The goal of AB 705 is to ensure that students are not placed into remedial courses that may delay or deter their educational progress unless evidence suggests they are highly unlikely to succeed in the college-level course

Timeline of Implementation

SPRING 2018

- “Develop methods to make high school data central in the assessment and placement process” – what does this mean? Which steps will colleges need to take to enable this?
- Begin curricular exploration and development consistent with the law
- Engage professional learning to support curricular shifts in math, English and ESL

What Colleges are Doing Now

Curricular Changes

- New accelerated course curriculum in math & English for many colleges
- Popular model: students take a 3-5 unit lecture course w/ additional .5 - 2 unit co-requisite, support course (typically 5-8 units total). This model accelerates student into college-level math/English course after one semester
- Phase-out of courses 2 levels or more below transfer

Placement/Assessment Changes

- Generally use multiple measures including placement cut scores to direct students into college-level course with additional support

Timeline of Implementation

SPRING 2018

- The Chancellor's Office will release guidance on multiple measures reporting, as it relates to the 2017-18 basic skills allocation within the next one to two weeks.
- CCCCO assembling AB 705 implementation team to assist with guidance & technical assistance

Timeline of Implementation

FALL 2018

CCCCO Recommends

- Shift local assessment and placement practices to include high school data as a primary predictor for all students in spring 2019
- Submit locally developed curriculum changes for approval

Questions and Concerns

- How will corequisite support courses be validated?
- Can corequisite support courses be offered through noncredit? Will there be a limit?
- What if high school data is no longer relevant? (*self-reported HS information, guided placement including self placement are recommended*)
- What data are colleges required to collect?
- What will come of CA academic senate questions about AB 705?

Resources

- Co-requisite Support Resources

- <http://accelerationproject.org/Corequisites>
- Henson, Leslie; Huntsman, Hal; Hern, Katie; and Snell, Myra. (September 2017). Leading the Way: Cuyamaca College Transforms Math Remediation. Sacramento, CA: The California Acceleration Project.

College Co-requisite Models for English and Math

- <http://accelerationproject.org/Portals/0/Documents/english-information-sheet.pdf?ver=2018-02-26-122105-740>
- <http://accelerationproject.org/Portals/0/Documents/math-information-sheet.pdf>

Resources

Trainings & Technical Assistance

- Workshops through California Acceleration Project (check for future dates)
- Chancellors office AB 705 Implementation Team and other technical assistance to be announced
- Chancellors Office web site:
<https://assessment.cccco.edu/ab-705-implementation/>