



SBVC ACADEMIC SENATE
Agenda
Wednesday, August 15, 2018
 3:00-4:30 PM AD/SS 207

- | | |
|---|----------------|
| 1. Call to Order and Roll Call (Sign-In) | 3:00 pm |
| 2. Public Comments | 3:05 pm |
| 3. Senate President's Report | 3:10 pm |
| 4. Committee Reports | 3:15 pm |
| a. Ed. Policy – Paula Ferri-Milligan | |
| b. Legislative - | |
| c. Financial Policy - | |
| d. Personnel Policy – Joe Notarangelo | |
| e. Student Services – Ailsa Aguilar-Kitibutr | |
| f. Vocational - Kenny Melancon | |
| g. EEO – Rania Hamdy | |
| h. Elections – | |
| i. Curriculum – Leticia Hector | |
| j. Program Review – Paula Ferri-Milligan | |
| k. Accreditation & SLOs – Celia Huston | 3:20 pm |
| l. Professional Development – Rania Handy | |
| 5. Additional Reports | |
| a. SBCCD-CTA – | |
| b. District Assembly - | |
| 6. Consent Agenda | 3:25 pm |
| a. Minutes 5/16/18 | |
| 7. Old Business | 3:30 pm |
| 8. New Business | 3:35 pm |
| a. Senator Responsibilities & Meeting Norms | |
| b. Senate Standing Committees | |
| c. Starfish Update | |
| d. BP/AP 2410 | |
| e. AB 705 Update | |
| f. Academic Senate Retreat | |
| 9. SBVC President's Report | 4:20 pm |
| 10. Announcements | 4:25 pm |
| 11. Adjournment | 4:30 pm |

Commonly known as the "Ten Plus One," (as articulated in Title 5 of the Administrative Code of California, Sections 53200) the following define "Academic and Professional matters."

1. Curriculum including establishing prerequisites and places courses within disciplines 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. District and college governance structures, as related to faculty roles	7. Faculty roles and involvement in accreditation processes, including self-study and annual reports 8. Policies for faculty professional development activities 9. Processes for program review 10. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon between the governing board and the senate
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Academic Senate Meeting Dates Fall 2018: 8/15/18, 8/29/18 (retreat), 9/5/18, 9/19/18, 10/3/18, 10/17/18, 11/7/18, 11/21/18, 12/5/18, and 12/19/18

Academic Senate

Sign-In Sheet
August 15, 2018

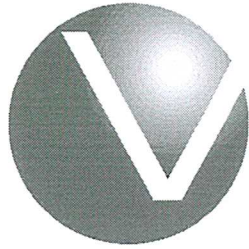
	SENATOR	INITIAL
A	Aguilar-Kitibutr, Ailsa	<i>AK</i>
	Allen, Tammy	<i>TA</i>
B	Barnett, Kellie	
	Beebe, Yvonne	<i>YMB</i>
	Burns-Peters, Davena	<i>DP</i>
C	Calderon, Colleen	
	Castro, Anthony	<i>AC</i>
	Copeland, Mary	
D	Demsky, Jeffrey	<i>JD</i>
F	Ferri-Milligan, Paula	<i>PM</i>
	Fozouni, Daihim	<i>DF</i>
H	Hamdy, Rania	<i>RH</i>
	Hector, Leticia	<i>LH</i>
	Huston, Celia	
J	Jacobo, Magdalena	<i>MJ</i>
	Jones, Carol	<i>CJ</i>
	Jones, EJ	
	Jones, Patricia	<i>PJ</i>
K	Kafela, Kathy	
L	Lopez, Leonard	
M	Massad, Sana	
	Melancon, Kenny	<i>KM</i>
	Milligan, Joshua [Stacey Meyer, proxy]	
	Moeung, Botra	
	Murillo, Joan [Feder Heibel, proxy]	<i>JM</i>

	SENATOR	INITIAL
N	Notarangelo, Joseph	<i>ON</i>
S	Smith, David	<i>DS</i>
	Sobhanian, Soha	
T	Tasaka, Bethany	<i>BT</i>
V	Vasquez, Mary Lou	
	Vasquez, Tatiana	
W	Wall, Patti	<i>PW</i>
	Worsley, Margaret	<i>MW</i>

	FREQUENT VISITORS	INITIAL
B	Briggs, Stephanie	
	Burnham, Lorrie	
J	Johnson, Wally	
L	Long, Terri	<i>TL</i>
M	Maniaol, Albert	
Q	Quach, Patty	
R	Rodriguez, Diana	
T	Thayer, Scott	
W	Weiss, Kay	<i>KW</i>

VISITORS (please print your name)	INITIAL
<i>Lycereta Ting</i>	<i>LT</i>
<i>Lucas Cant</i>	<i>L.C</i>
<i>Yance Carter</i>	<i>Y.C</i>

See reverse side for additional spaces.



San Bernardino
Valley College

**SBVC Academic Senate
Meeting Norms**

- Start and end on time
- Time limits will serve as a general guideline
 - 5 minutes for committee reports
 - 5 minutes for presidents' (Academic Senate and College) reports
 - 2 minutes per person during a discussion
 - Guest time limits at the discretion of the president
- New speakers have a priority during a discussion
- New points only should be introduced in a discussion
- A code of conduct should be used
 - Respect the speaker
 - Value the opinions of others
 - No side-bar discussion
 - Walk in front of speaker only when absolutely necessary
 - Wait to be recognized to speak
- Proportional attendance by division senators is necessary
 - Flex time is available for meetings
 - If a senator must miss a meeting, send a proxy and an email to the Senate President and Secretary before noon of the day of the meeting
 - Any full-time faculty may serve as a proxy for any full-time faculty Senator
- Use of a parliamentary procedure is encouraged, especially for resolutions.



Fall 2018

Calendar of Curriculum Meetings, Deadlines, and Approval Dates

Curriculum Deadline: Launch into CurricUNET by October 2, 2018

All new and modified courses, certificates, or degrees which are planned to be taught in Fall 2019, included in the Fall 2019 Class Schedule, or included in the 2019-2020 Catalog must be in the Curriculum Technical Review Committee by October 31, 2018. All courses must be launched in CurricUNET no later than October 2nd in order to be at the Technical Review level by October 31st.

The Curriculum Committee and Board of Trustees must approve the courses before the Fall Schedule and the Course Catalog publication deadlines. **Please submit the courses early** as the October 31, 2018 deadline is **not** a guarantee that the courses will be approved in time to offer them in Fall 2019.

*Due to the UC Office of the President (UCOP) not allowing CCC's to submit new courses for the UC Transferable Course Agreement (UC TCA) during the annual second review (October 2018) new transferable courses approved in Fall 2018 will not be eligible for articulation until Fall 2020.

Important Items:	Deadline:
Articulation:	Suspended for new and substantially modified transferable courses until Fall 2020.
2019-2020 Catalog Fall 2019 Schedule	Items must be Board Approved by December 2018 Board of Trustees Meeting.

Curriculum Technical Review	Curriculum Committee	Board of Trustee Meetings
<i>Curriculum Technical Review Committee meets on the following dates to review the submitted materials:</i>	<i>Curriculum Committee reviews materials forwarded from the Technical Review Committee on the following dates:</i>	<i>Board of Trustee approves materials forwarded from the Curriculum Committee on the following dates:</i>
TIME: 1:00 – 4:00pm	TIME: 2:00 – 4:00PM	
LOCATION: LA 208	LOCATION: NH 222	
August 27, 2018	September 10, 2018	November 2018
September 17, 2018	September 24, 2018	
October 1, 2018	October 8, 2018	December 2018
October 15, 2018	October 22, 2018	
October 29, 2018	November 5, 2018	
November 19, 2018	November 26, 2018	January 2019
December 3, 2018	December 10, 2018	



WHAT CAN STARFISH DO FOR YOU?

- Raise flags when needed (early alert notifications)
- Automatic flags and grade visibility available with Canvas integration
- Give students kudos
- Make referrals to other offices on campus
- Check on status of flags and referrals
- Receive notifications when flags have been cleared
- Make office hours visible to students online
- Take attendance
- Send messages
- Make appointments
- Personalize your profile
- Make notes

SCHEDULE YOUR DEMO OR TRAINING SESSION

Want a quick overview of one or more Starfish features? Open labs will take place from 1-3pm in LA 208 on:

Monday August 20th

Monday September 10th

Monday September 24th

Monday October 8th

Monday October 22nd

Monday November 5th

Monday December 10th

What are you waiting for? Jump in and get your feet wet with Starfish!

email Breanna Andrews
(Starfish Faculty Support) at
bandrews@sbccd.cc.ca.us
to schedule your appointment

Frequently Asked questions

How do I change how I am emailed by Starfish?

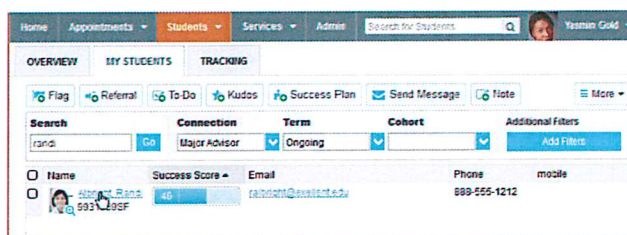
Starfish will email you a calendar item for each appointment and a summary of flag activity for your students. Use the **Email Notifications** tab of your **Profile** to modify details of how and when you receive these notifications. For more information see:



- [Update how you are emailed about Flags To-Dos and Referrals](#) ;
- [Update how you are emailed about Appointments](#)

How do I get more detail on a student?

Click the hyperlink associated with the student's name wherever you find it to reach the **Student Folder**. (E.g. in the student list, on an appointment or in a progress survey).

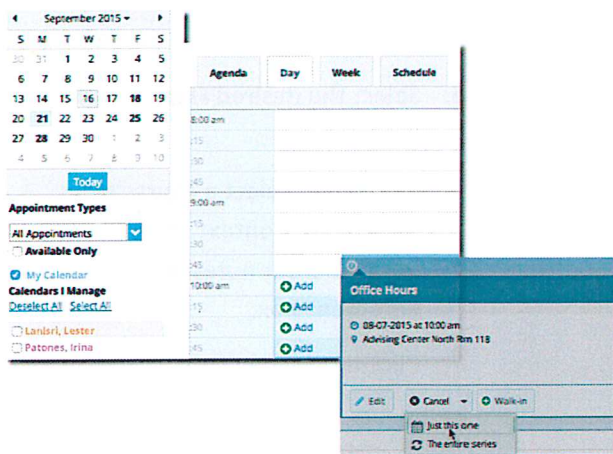


How do I cancel office hours?

Cancel one occurrence

Select the day from the calendar, and *hover* (don't click) over the icon associated with the **Office Hours** on the desired day (🕒).

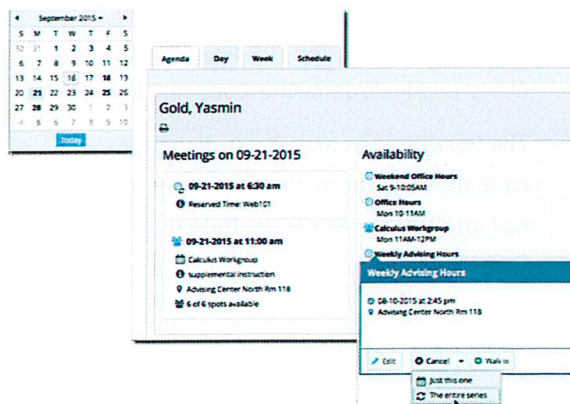
Click the **Cancel** button and select, **"Just this one"** from the pop up **Office Hours** card presented.



Cancel a series

From the **Agenda** view, *hover* (don't click) over the **Office Hours** icon (🕒) next to an office hour title.

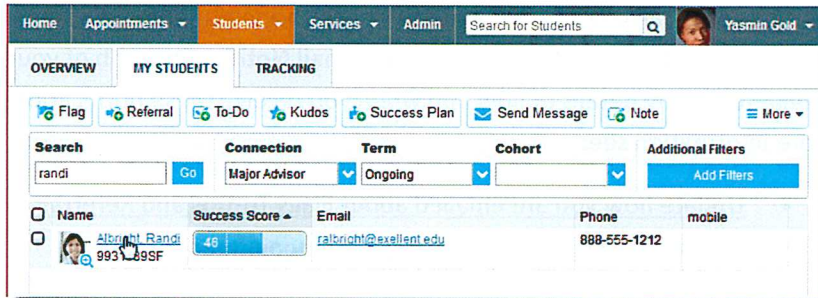
Select **Cancel** from the pop up **Office Hours** card presented. (If the day you have selected on the calendar includes an occurrence, you will have the option to cancel "Just this one" or "The entire series")



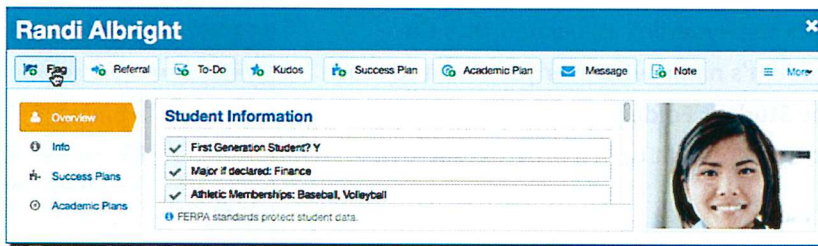
Raise a Flag on one of your students

When you have a concern with a particular student, raise a flag, to-do, or referral to communicate your observations. The appropriate individuals will be automatically notified when you save the item.

1. Click on the **Students** navigation item to see your list of students.
2. Find the desired student by typing the name into the **Search** box.

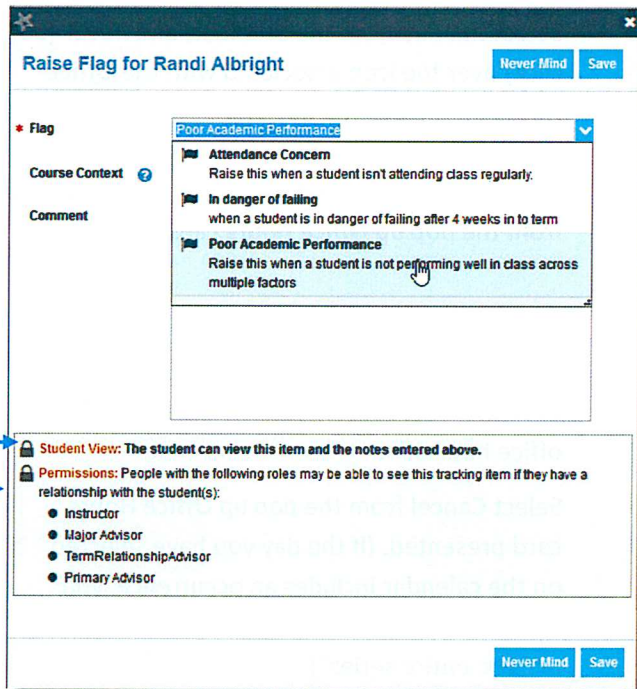


3. Click on the student's name to bring up the **Student Folder**.



4. Click the **Flag** button.
A list of flags that you have permission to raise on this student is displayed.

5. Select the desired **Flag** from the list.
6. If relevant, select a course from the **Course Context**, drop down list, and enter notes in the **Comment** box.
7. Click the **Save** button.



Notes:

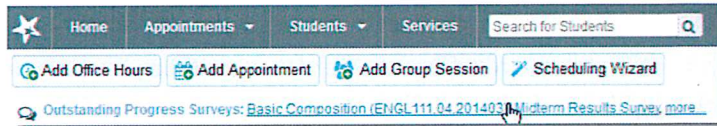
The **Student View**: indicates whether the student can view the flag and the notes you include in the **Comment** box.

The **Permissions** area lists roles that have permission to view the selected flag and the notes you include in the **Comment** box.

Respond to a Progress Report for students in your courses

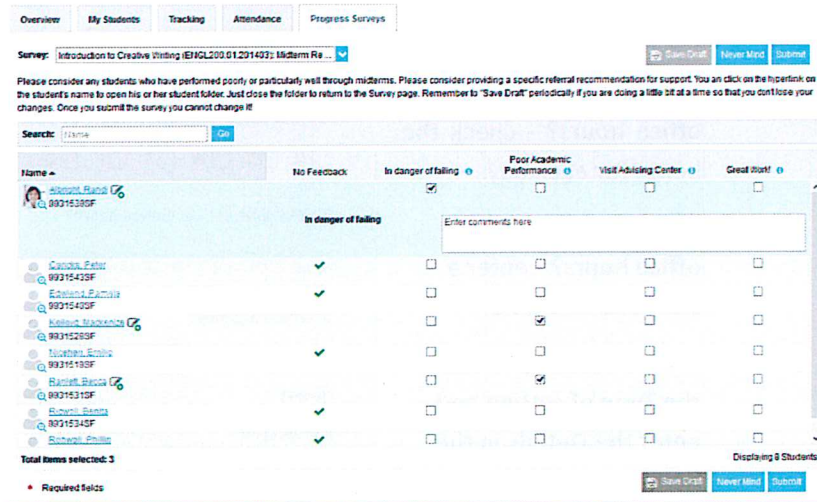
You will receive an email reminder when there is a new survey for you to complete. Each individual survey presents a student roster for one course section on whom you can raise flags.

1. Select the progress report link on your Starfish Home page to go the **Progress report** tab. (only visible when you have active surveys).



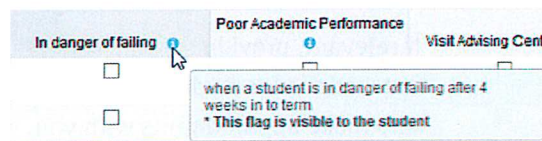
The selected report opens, listing your students on the left, and items you may raise across the top.

2. Check the box for each desired item/student combination.



Click the comments icon (🗨️) to open a text box for your notes.

Click the information icon (ℹ️) associated with an item to verify whether or not the student can view the flag and related comments.



3. Click the **Submit** button *only* when you are finished providing feedback. The items you selected will be raised on your students when you submit the report.

Important

Once you have submitted the survey you will not have an opportunity to add to or undo the items you raised. Use the **Save Draft** option if you aren't ready to submit your report.

Notes:

You may be asked to submit more than one course survey if more than one of your courses has been included in the survey plan for your institution. They will be listed in the drop-down menu on the **Progress Reports** tab.

Watch the [Two Minute Tip on completing a progress reports](#) for a demonstration of this feature.

Setup your first Office Hours block

The first time you log in to Starfish, Starfish will provide a ‘wizard’ to walk you through setting up your office hours, which enables students to schedule time with you. If you do not wish to complete the wizard just yet, check the box labeled “**Show me this Office Hours Setup Page again next time I login if I don’t have any Office Hours**”, and then click the **Close** button.

If your office hours are different week to week, follow the “**If your office hours don’t repeat weekly, [click here](#)**” link.

If your office hours recur:

- Complete the fields presented to specify:
 - What day(s) do you have office hours?** - check the boxes for each day.
 - What time are your office hours?** - enter a start and end time.
 - Where are they?** - select the **Type** of setting and enter the **Details** in the field provided (e.g. the building and room number of your office).
 - If relevant, provide **Instructions** for students who make appointments with you.

Office Hours Setup Wizard
 If your office hours don't repeat weekly, [click here](#).

Go ahead and get started by adding one time block for now! You can always add more later.

1. What day(s) do you have office hours?
 M T W T F S S

2. What time are your office hours?
 to

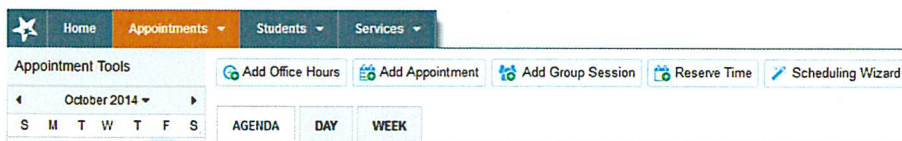
3. Where are they?
 Type: ▼
 Details:
 Instructions:

Show me this Office Hours Setup Page again next time I login if I don't have any Office Hours

- Click the **Set up Office Hours** button to save your office hours.

Notes:

To setup additional office hours or make any changes, use the buttons on your **Home** or **Appointments** page to **Add Office Hours**, **Add Appointment**, **Add Group Session**, **Reserve Time** or use the **Scheduling Wizard**.

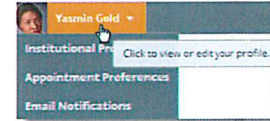


Each of these options is discussed in greater detail in the [End Users' Guide to Co nnect](#). You may also find this Two Minute Tip on [How to Create Office Hours](#) helpful.

Setup your Profile

Some of your profile, such as your contact information, is imported from your LMS or SIS.

1. Click on your name in the Top Navigation bar and select the **Institutional Profile** tab.
2. Help students put a face to your name by using the **Upload Photo** link beneath your existing photo or placeholder to upload a photo.



Browse to a photo file (.jpg, .png, or .gif), and then click the **Upload Now** button to update your photo.

3. Edit your **Phone** and add an **Alternate Email** address to have

Please fill out as much of your profile as possible; students will see this information.

Yasmin Gold [Last Login: 1:10 PM Apr 29, 2014]

Login Page: Default Login Page

Login: **yasminG** Institution Email: **yasmin@starfishcollege.edu**

Phone: Alternate Email: mobile Users

mobile:

Video Phone:

Send my correspondence to: Institution Email Alternate Email Both

Time zone: (GMT-05:00) Eastern Time

Display all time zones

Starfish send email to an address other than your institution email. Select the **Both** radio button to receive email at both accounts.

4. Double check that the **Time zone** selected matches your time zone. This time zone will be used when including appointment times in emails from Starfish.
5. Add information to the **General Overview** and **My Biography** sections to let students know a bit more about you.

General Overview

A general message should go here. Tell people how you can help them during your office hours.

I teach English Composition and Creative Writing and am also an advisor. Please feel free to stop by or schedule a meeting during my posted office hours. When you sign up for your meeting, be sure to select the reason that best describes what you'd like to talk about. I can help you think through topic choices and outlines and help connect you to reference materials particular to your chosen subject. I can also help you decide which English courses are the best options to meet your future requirements and career aspirations.

My Biography

Use this space to tell others about yourself. You can include your educational background, work experience, areas of research and study, or any other information that would be relevant to others on campus. Students are more likely to reach out to you if they know a little about you.

I came to Eckerd University in 2011. My research and teaching interests include twentieth-century and contemporary American literature and documentary film and the use of historical fiction as a teaching support in elementary education. In my free time I work with several local organizations focused on promoting literacy and creative writing for youth. I completed my undergraduate studies at Indiana University of Pennsylvania, and my graduate and doctorate degrees from Pennsylvania State University.

This information will appear to students who can make appointments with you in Starfish.

6. Click the **Submit** button to save your changes.

Notes:

For more information and additional profile settings, reference the [End Users' Guide to Co nnect](#). You may also find the following Starfish Two Minute Tips helpful:

- [Update your Starfish Profile](#);
- [Update how you are emailed about Flags To-Dos and Referrals](#) ;
- [Update how you are emailed about Appointments](#)

Welcome to Starfish®

Starfish gives you a convenient way to keep track of your students – raising flags when you observe a pattern of behavior that concerns you, ensuring that the people on campus who can intervene are aware. It also allows your students to easily book an appointment with you or someone else who can help.

Getting started is easy. Accessible through your existing systems (often your Learning Management or Student Information system) Starfish will automatically display all students that you have been assigned or are enrolled in your courses.

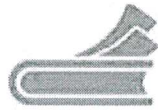
From there, you can raise flags about students, review flags that have been raised about your students, and provide additional information

This guide highlights the steps for completing four common tasks in Starfish:

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How do I get more detail on a student?	6
How do I cancel office hours?	6



California Community Colleges



Academic Senate
for California Community Colleges

LEADERSHIP EMPOWERMENT VOICE

FAQ on AB 705

How do the goals of AB 705 interface with efforts already underway to achieve the outcomes delineated in the Chancellor's Vision for Success?

The following outcomes are consistent with both efforts to improve student success:

- Increase the numbers of students who enter and complete transfer-level English and mathematics/quantitative reasoning in one year.
- Minimize the disproportionate impact on students created through inaccurate placement processes.
- Increase the number of students completing transfer-level English and mathematics/quantitative reasoning within three years.

What does it mean to maximize the probability of completion of transfer-level math and English in one year?

That means that colleges need to put structures in place that ensure that students can engage a curriculum that supports completion of transfer-level English and mathematics/quantitative reasoning in two semesters (or three quarters as applicable). New placement policies will place a majority of students directly into transfer-level courses, but any students who are not must have access to curriculum that allows them to complete transfer level in two semesters (or three quarters as applicable).

Can we place students one-level below transfer-level?

Yes, colleges may determine the best placement for some students is one-level below transfer. However, this should be a significantly smaller proportion than is currently directed toward pre-transfer courses. The work ahead involves providing a rationale and evidence for placement decisions. The law strictly prohibits placing students into pre-transfer levels unless both conditions are met: the students are highly unlikely to succeed in the transfer course AND enrolling in the pre-transfer course will increase the likelihood of success in the transfer-level course. Both conditions must be met in order to place students one level below. Colleges who determine that this placement is necessary will be required to validate that choice statistically using data from the next two years of experimentation. Validation protocols will be published shortly.

Colleges should critically analyze the purpose of and additional time and units that prerequisites require of students. As already required in title 5, prerequisites must be validated to prove they enhance success. AB 705 places a time limit on any English and math prerequisites that may lengthen students' time to accessing

transfer level English, math, and quantitative reasoning courses. If the college can establish that the prerequisite is warranted – that it has significant impact on the students’ likelihood of success – then that prerequisite course’s value with respect to increasing success would permit the course to be required. In other words, the increased likelihood of success in the transfer-level course would justify the placement in a pre-transfer course. As with any prerequisite course, there must be a process by which the student may challenge the prerequisite.

AB 705 is an opportunity to rethink the ways that students can be most successful. Colleges should locally evaluate their current placement practices, examine the default placement rules, conduct research, and design protocols that maximize student success. Maintaining the status quo will not meet the requirements of the law or the needs of students.

Can we and should we keep offering courses below transfer-level?

Colleges can continue to offer courses below transfer. These courses may be part of plans to serve various aspects of the college community. However, colleges cannot require students to enroll unless the students are highly unlikely to succeed in the transfer course AND enrolling in the pre-transfer course will increase the likelihood of success in the transfer-level course. Both conditions must be met in order to place students one level below. That is the reason that many more students are likely to be directly placed into transfer-level English and mathematics/quantitative reasoning under AB 705. As with all course offerings from a college, institutions should evaluate the intention and value of curricular offerings as aligned with their mission and community needs.

What is the purpose of the default placement rules delineated in [the July 10, 2018 memo regarding Assembly Bill \(AB\) 705 Implementation?](#)

The default placement rules provide colleges with a prescribed statistical approach to comply with AB 705. A college may implement an alternative placement approach that results in a greater likelihood of completing transfer-level course work than the default rules. If the default placement rules are not employed, local practices must be evaluated and must employ multiple measures and disjunctive placement models that include high school transcript data, as appropriate.

Can colleges develop and adopt their own placement rules that place students into pre-transfer-level coursework?

Yes, colleges can develop and adopt their own placement rules that place students into pre-transfer-level coursework, but colleges must show success equal or surpassing direct placement into a transfer-level course within the 2-year data collection period. Students may be placed into such courses if it can be demonstrated that those students are highly unlikely to succeed in transfer-level if placed there directly.

If the default placement rules are implemented, does the college have to validate the effectiveness of its recommended placement?

No, not for the purposes of compliance with just AB705. However, as a matter of good practice, colleges should periodically evaluate the effectiveness of their placement recommendations to students. Assuring the effectiveness of both placement policies and curricula is an ongoing effort. All colleges are expected to report the outcomes of their choices to the Chancellor’s Office whether the default placement rules are implemented or some other design is developed.

What is the purpose of the default placement rules where success for the lowest node is so low?

The default placement rules offer a scheme for placing students into courses based on high school grade point average (GPA). Consistent with ensuring student access to transfer-level coursework, it indicates placement into transfer-level coursework even when the chances of success are less than 30% because the throughput is expected to be greater than placing the student in pre-transfer level work based on the MMAP study of state-level data. Because the success rate numbers for the lowest node are low, colleges should evaluate if there may be better curricular, co-curricular, and non-curricular innovations that would better serve students in order to improve throughput to transfer-level completion.

The BSTEM (business, science, technology, engineering, and math) table presumes student completion of Intermediate Algebra/Algebra 2, an equivalent such as Integrated Math III, or a higher course in high school.

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 show that our placement rules and courses meet or exceed the results from the default placement rules?

Yes, colleges that choose not to adopt the default placement rules may create new placement and curricular structures intended to maximize student completion; however, they should not be required for students unless the college can demonstrate that they would be highly unlikely to succeed AND enrolling in the pre-transfer course will increase the likelihood of success in the transfer course. During the two-year data collection period, colleges will study placement and curriculum protocols in order to demonstrate whether or not those policies meet or exceed the throughput rates compared to direct placement. When validating, each "node" based on high school performance will need to be compared and validated. Validation protocols will be forthcoming.

When collecting local data to compare to the default placement rules, what is the aggregate success rate that we should compare to?

Colleges are not aggregating course success rates for their validation. Instead, they are working to improve throughput rates, which are represented in the guidance memo charts by high school performance "nodes." The intent of the legislation is to maximize "throughput" to transfer-level courses, so colleges need to use the MMAP charts to demonstrate within two years that their local practices meet or exceed the throughput rates for students within each node, or simply adopt the default placement rules in order to validate local decision-making.

Can we require students to take corequisite courses?

Yes, co-requisite requirements are already allowed, and the Programs and Course Approval Handbook already addresses the conditions under which they can be required. Essentially, a co-requisite puts a limitation on enrollment, and so within the two-year validation period, colleges will need to demonstrate that the required co-requisite improved the likelihood of success in the transfer-level course. The memo makes recommendations because it is a guidance communication, not regulatory language. Colleges may require co-requisites to transfer-level English or mathematics/quantitative reasoning courses. As with any corequisite course, there must be a process by which the student may challenge the corequisite.

Colleges should critically analyze the purpose of and additional time and units that corequisites require of students. As already required in Title 5, corequisites must be validated to prove they enhance success. AB 705 cautions that excessive unit requirements are a barrier to success but also reinforces co-requisites as a supportable method of accelerating skills development. As with any corequisite course, there must be a process by which the student may challenge the corequisite.

Why does the guidance memo from July 10, 2018 reference concurrent support as “recommended” or “strongly recommended” and not “required” if colleges can require it for students?

The memo urges colleges to consider the inclusion of concurrent support for students within specific bands with specific background indicators based on high school performance. The recommendation language was directed at the colleges, not at students.

Can a college require a noncredit support course?

Yes, colleges may require a noncredit support course or other innovation within noncredit. This support should be evaluated and, if required, is considered part of the two semesters or three quarters allotted for completion of the transfer-level course. It is also important to evaluate the number of hours the student is expected to complete per week in the noncredit support course and if that time places an undue burden on the student.

Can colleges continue to offer existing curricular sequences and placement practices and study them for the next two years?

No. AB 705 requires that all of the California community colleges adhere to the principles of the law. By the fall of 2019, colleges must re-engineer their local assessment practices to utilize high school performance as the primary vehicle for placement recommendations and discontinue the use of standardized placement tests. The Board of Governors must approve placement instruments, and they have not approved any for English or for math; however, they may for ESL. Colleges must also follow the two central conditions of the legislation:

1. Students cannot be placed into pre-transfer courses unless the college can demonstrate that they are highly unlikely to succeed in them
2. Enrollment in a pre-transfer course must improve the students' likelihood of success in the transfer course.

When comparing the likelihood of success, colleges are encouraged to look at the differences between pre-transfer requirements and throughput and direct placement into the transfer course. Unless colleges adopt the default placement rules, they will need to validate local practices and demonstrate that they meet the standards of the law described above.

How is “highly unlikely to succeed” defined?

While this phrase is not defined in statute or the memo, an analysis of the stated intent of the legislation and of the approach used to determine the default placement rules suggests that compliance would be achieved if the student's chances of success are higher when he or she is placed into pre-transfer coursework or transfer-level work with support as compared to his or her chances of success with direct placement into a transfer-

level course. It should be noted that the placement must not result in the student being required to spend more than two semesters or three quarters to complete the transfer-level work.

Does AB705 only apply to transfer student?

No, AB 705 is applicable to all students who are seeking to complete a degree. While all students need a transfer level English composition course for degree completion, math requirements vary. Placement in math should align with the student's educational goal. If a student declares a major or goal that requires transfer-level math or quantitative reasoning, then the student should be placed in the correct math and at the correct level. If a student declares a major or goal that includes a local degree or certificate, then the student should be placed in the math or quantitative reasoning that matches the student's goal.

Do students have the right to challenge their placement into a pre-transfer course?

Yes. Students already have this right to challenge. If the college cannot illustrate that the conditions above are met, then students cannot be placed into pre-transfer courses. Colleges are encouraged to publicize their implementation to both current and prospective students. Increasingly, students will be insisting on their rights to transfer-level courses, and colleges must be prepared to respond appropriately.

What consequences, if any, are associated with not complying with AB 705?

Eligibility for both AB 19 (College Promise, formerly BOG waiver) and guided pathways funding are contingent upon compliance with AB 705. But even more urgent, the consequences of not reforming our efforts results in a disservice to our students.

Can we continue to offer our summer bridge course that serves as a review of basic skills and college success strategies? Does that course start the two-semester clock?

Yes, colleges may continue to offer summer bridge experiences, workshops, or courses that may cover, as part of their curriculum, some review of basic skills. This course will not start the clock as long as it is not required as part of the sequence to college level English or mathematics/quantitative reasoning.

Can placement tests be used as a tool to help students evaluate the best placement for themselves?

No, for English and mathematics/quantitative reasoning at this time all placement tests must be approved by the Board of Governors, which also includes "surveys" or "questionnaires" if they are being used as placement instruments. The Board of Governors has declined to approve any standardized placement tests beyond Fall 2019 for English or mathematics/quantitative reasoning. This does not apply to ESL, but the Board of Governors has not yet approved an instrument for ESL.