



# **AB 705 Implementation Updates**

# **Student Services & Counseling**

# AB 705

AB 705 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.

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.



# Implementation

- Spring 2018 began discussion and working with Math, ENGLISH, & READING departments
- At the same time, the state contract with our assessment instrument at the time Accuplacer was expiring and community colleges were notified that we would no longer utilize Accuplacer. This new information/directive allowed us to build the new Guided Self Placement tool for students.
- The new GSP placement would ensure that all new students are placed directly into transfer level math and English with the option of taking a lower course if they choose to by completing the guided self -placement waiver form.
- Continued receiving new information regarding AB 705 from the Chancellor's Memos as it related to using HS data for multiple measures.



# WHY USE HS GRADES

- AB 705 requires colleges to use one or more of the following when placing students into courses in math and English:
  - High School GPA
  - High School Coursework (which courses, how far you've gotten)
  - High School Grades
- If official grades are unavailable, colleges may use self reported grades or guided placement.
- Why is the use of high school grades required?
  - Everyplace anyone looks they are the strongest, most reliable predictor of college performance, including students' first courses in English and math
  - Mandates that California community colleges use multiple measures in their assessment processes: “multiple measures’ are a **required** component of a district’s assessment system and refer to the use of more than one assessment measure in order to assess the student” [emphasis added].



# Considerations for completion of transfer math starting from one -level below

-level

- Not all students goals require transfer -level math
- Need to consider that different majors/pathways lead to different possible math
- Need to account for different curricular entry points after intermediate algebra into transfer level math curriculum

## Placement/Support Recommendations: BSTEM Math

High School Performance	AB 705-Compliant Placement
HSGPA $\geq 3.4$ OR HSGPA $\geq 2.6$ & enrolled in HS Calculus	<b>Transfer-Level Gateway STEM Math</b> No additional academic or concurrent support required for students
HSGPA $\geq 2.6$ or Enrolled in HS Precalculus	<b>Transfer-Level Gateway STEM Math</b> Additional academic and concurrent support recommended for students
HSGPA $\leq 2.6$ and no Precalculus	<b>Transfer-Level Gateway STEM Math</b> Additional academic and concurrent support strongly recommended for students

For students with high school transcripts within 10 years of enrollment at CC and who completed Algebra 2/Intermediate Algebra/Integrative Math 3 or higher in high school\*

## Placement/Support Recommendations: Statistics

High School Performance	AB 705-Compliant Placement
HSGPA $\geq 3.0$ OR HSGPA $\geq 2.3$ & $\geq C$ in Precalculus	<b>Transfer-Level Statistics</b> No additional academic or corequisite support required for students
HSGPA 2.3–3.0	<b>Transfer-Level Statistics</b> Additional academic and concurrent support recommended for students
HSGPA $< 2.3$	<b>Transfer-Level Statistics</b> Additional academic and concurrent support strongly recommended for students

For students with high school transcripts within 10 years of enrollment at CC, completion of HS Algebra\*

## Placement/Support Recommendations: English

High School Performance	AB 705-Compliant Placement
HSGPA $\geq 2.6$	<b>Transfer-Level English Composition</b> No change in level of support or concurrent support required
HSGPA 1.9 - 2.6	<b>Transfer-Level English Composition</b> Additional academic and concurrent support recommended
HSGPA $< 1.9$	<b>Transfer-Level English Composition</b> Additional academic and concurrent support strongly recommended

For students with high school transcripts within 10 years of enrollment at CC, excluding students locally determined to be ESL

# Implementation Cont..

- SBVC took a "high -touch" approach to notify SBVC students enrolled in English courses below transfer level during the fall 2018 semester. English, Math , & Reading Faculty assisted in notifying students in class informing them of the changes in the English, Math, & Reading curriculum and placement, how that effected them and instructions on enrolling for the spring 2019 semester.
- We had counselors complete presentations throughout all the basic skills courses offered
- We held open student forums regarding AB 705 Q&A
- This information was sent out in a mass email to student
- Updated local feeder high school counselors of assessment changes and placement
- Current students also received guidance on how to move from one ENGLISH and/or math course depending upon the current placement. A comprehensive guide was sent out and placed on our AB 705 webpage
- Worked with the math and English department to ensure that all information, polices, and changes were made available to both student and counselors.
- We worked with district IT to build the information AB 705 webpage

( <https://www.valleycollege.edu/student-services/ab-705/index.php> )

# Fall 2020

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As we continue with navigating AB 705 , Student Services & Counseling is taking these further steps:

- Outreach to current students who may need a different math course assigned to their education plan.
- Outreach to current students who may need a different English course assigned to their Education plan.
- Implement new placement strategies for new students during ( Covid ) applying for spring & fall 2021 going forward.

# Is the Implementation Working?

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- More students are passing transfer -level math courses.
- Success rates are low. (Preliminary Analysis Of AB 705 Compliance, Implementation, Student Success, and Student Retention: 2019 - 2020)

## Action

- Improve student awareness, especially those students who need the support.
- Encourage students that are struggling or dropped mid -semester to enroll in Math 601 “ALEKS Lab”.
- Utilize embedded tutors in partnership with Academic Success Centers.

## How can Academic Senate help?

- Professional development
- Funding for faculty training or conferences
- Computer lab space for Math 601 “ALEKS Lab”





# Questions