



AB 705

ENGLISH and READING at SBVC
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What is AB 705?

- ▶ Legislation passed in Fall, 2017
 - ▶ Requires that colleges “maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe”
 - ▶ Requires that placement is based on one or more of the following
 - ▶ High school coursework
 - ▶ High school grades
 - ▶ High school grade point average

Pre AB 705 - Reading

- ▶ Placement based on standardized test (Accuplacer)
 - ▶ 2% of students were placed 4 levels below college level (READ 905)
 - ▶ 9% of students were placed 3 levels below college level (READ 920)
 - ▶ 16% of students were placed 2 levels below college level (READ 950)
 - ▶ 42% of students were placed 1 level below college level (READ 015)
 - ▶ 30% of students were placed into college level reading (READ 100)
- ▶ 70% of students placed below college level reading
- ▶ Many students required 2 full years of remedial coursework prior to attempting READ 100 (college level reading skills)

Pre AB 705 - ENGLISH

- ▶ Placement based on standardized test (Accuplacer)
 - ▶ 15% of students were placed 3 levels below college level (READ 950)
 - ▶ 31% of students were placed 2 levels below college level (ENGL 914)
 - ▶ 33% of students were placed 1 level below college level (ENGL 015)

- ▶ *data does not include ESL placements

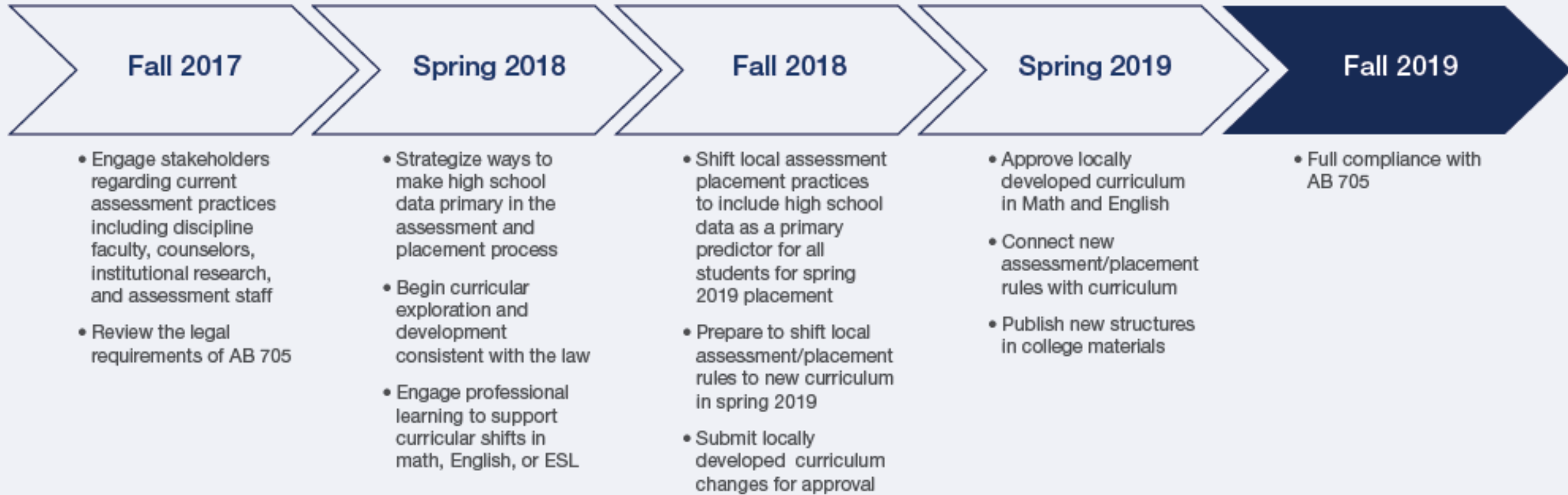
- ▶ 76% of non-ESL placements were below college level English
- ▶ Many students required 2 full years of remedial coursework prior to attempting English 101 (college level English composition)

What Has NOT substantially changed?

- ▶ Entry skills of incoming students has remained consistent for many years and does not change based on legislation

We must find improved ways to support student learning while they are enrolled in college-level classes

AB 705 Timeline



ENGLISH and READING Timeline

- ▶ Fall, 2017
 - ▶ Researched legislation to determine expectations
- ▶ Spring, 2018
 - ▶ Analyzed existing placement data and other information regarding placement and student success
 - ▶ Researched best practices for maximizing probability of student success

ENGLISH and READING Timeline

▶ Fall, 2018

- ▶ Established criteria to be shared with students and counselors regarding guided self-placement (utilized high school GPA and courses taken)
- ▶ Worked with matriculation office to create strategies to share information
- ▶ Submitted new curriculum including 2 co-requisite support courses for English (086 - for students with HS GPA of 1.9-2.6 and 087-for students with HS GPA of <1.9)
- ▶ Updated Reading curriculum, eliminating lowest remediation levels

▶ Spring 19

- ▶ English created a “Community of Practice” with regular professional development readings, discussions and presentations regarding best practices for teaching co-requisite support courses.
- ▶ Monitored placement data for schedule planning

ENGLISH and READING

- ▶ Summer, 19
 - ▶ Piloted new curriculum in English and Reading
- ▶ Fall, 19
 - ▶ Full implementation

Early information: Guided Self-Placement - English

- ▶ 65% of students are currently placing directly into college-level English (ENGL 101)
- ▶ 28% of students are currently placing into college-level English with a 1 unit co-requisite support course (ENGL 101/ENGL 086)
- ▶ 8% of students are currently placing into college-level English with a 2 unit co-requisite support course (ENGL 101/ENGL 087)

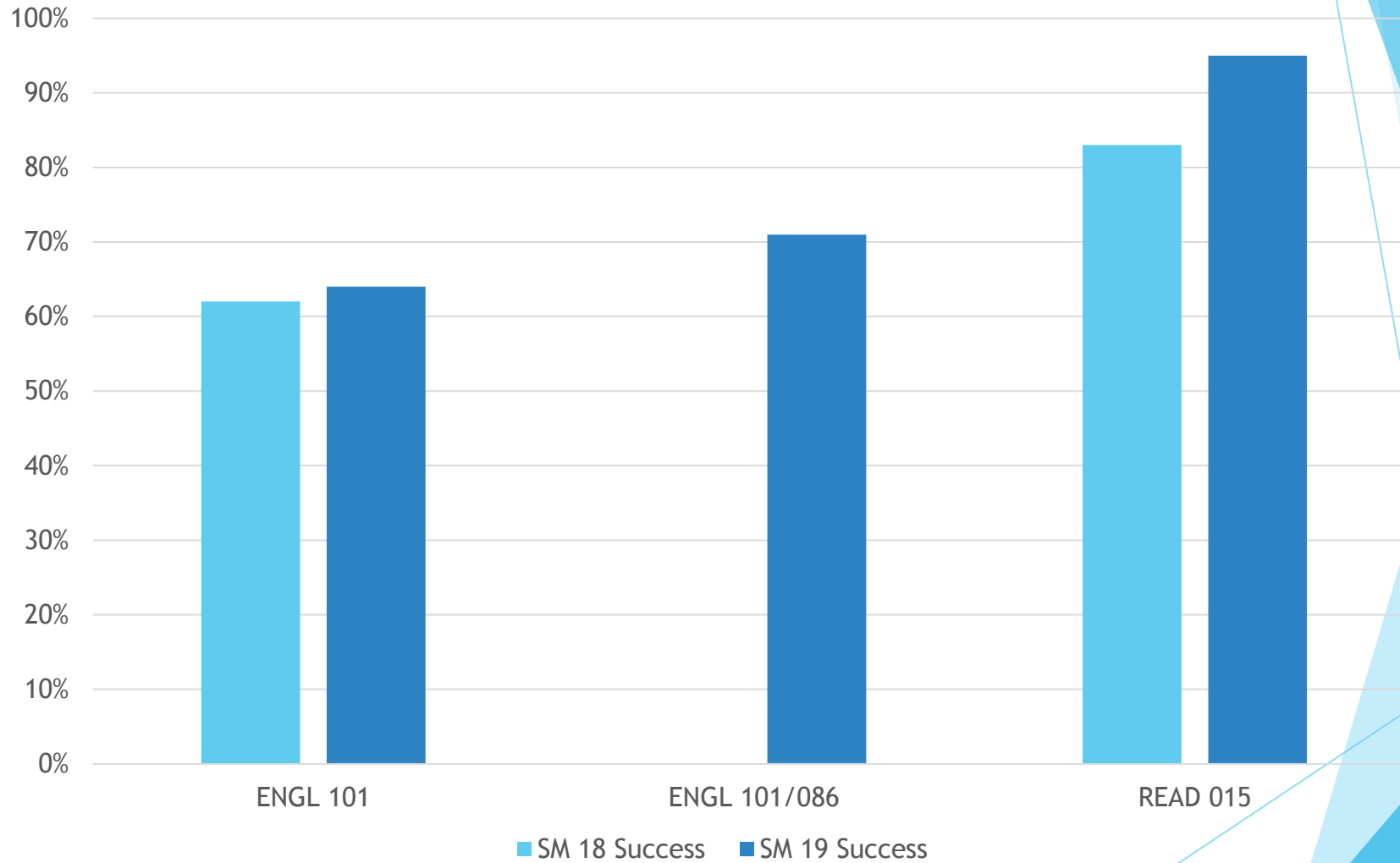
- ▶ Data does not include ESL placements

Early information: Guided Self-Placement - Reading

- ▶ 8% of students place in non-credit reading skills
- ▶ 53% of students place 1 level below college reading
- ▶ 39% of students place in college level reading

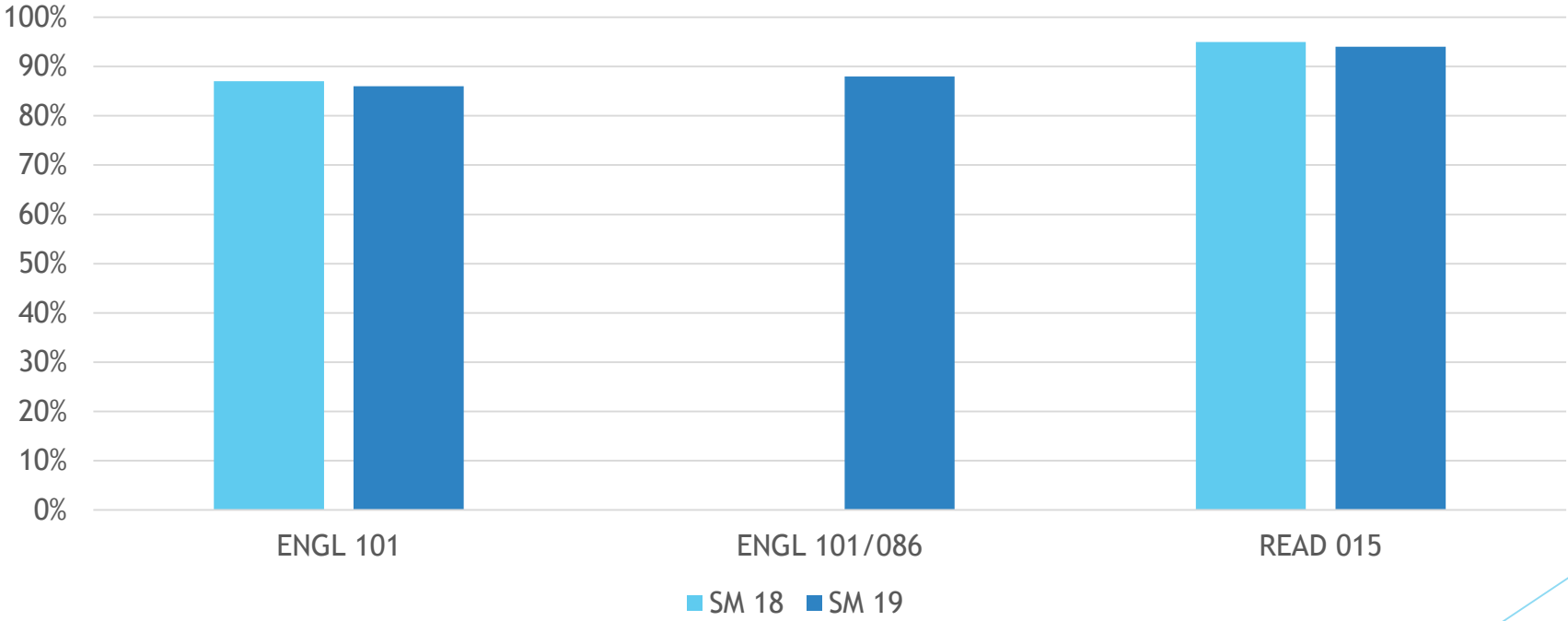
Early Data

Success - SM18 /SM19



Comparison Data - SM18/SM19

Retention



Early Data - Caution

- ▶ Small Sample - summer terms have few sections
- ▶ Students arrived in classes through a variety of mechanisms:
 - ▶ Guided Self-Placement (new students)
 - ▶ Prior placement model (Accuplacer)
 - ▶ Prior enrollment in preliminary courses based on prior assessment

Next Steps



- Ongoing departmental dialogue regarding best practices
- Monitoring of placement data
- Analysis and evaluation of student success and attainment of course outcomes

Questions?