

## AB 705

ENGLISH and READING at SBVC September 27, 2019

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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

Fall 2017

Spring 2018

Fall 2018

Spring 2019

Fall 2019

- Engage stakeholders regarding current assessment practices including discipline faculty, counselors, institutional research, and assessment staff
- Review the legal requirements of AB 705

- Strategize ways to make high school data primary in the assessment and placement process
- Begin curricular exploration and development consistent with the law
- Engage professional learning to support curricular shifts in math, English, or ESL

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

- Approve locally developed curriculum in Math and English
- Connect new assessment/placement rules with curriculum
- Publish new structures in college materials

 Full compliance with AB 705

#### **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 selfplacement (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

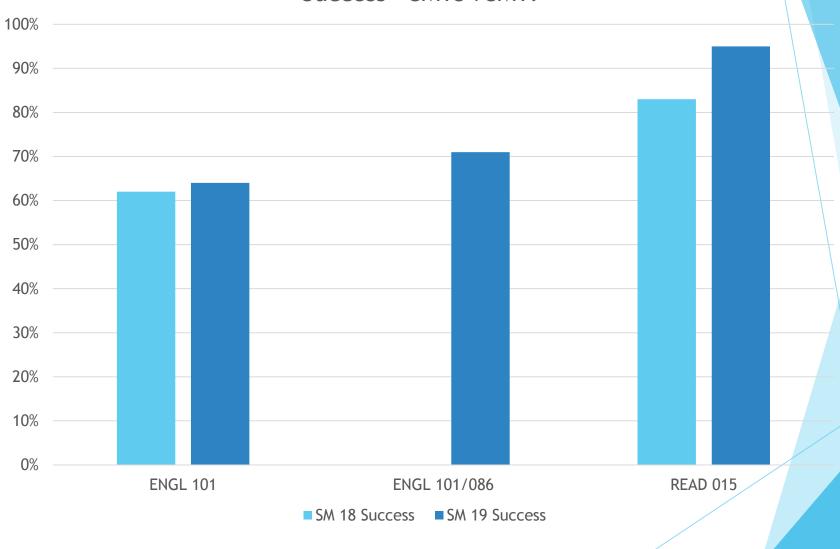
- 65% of students are currently placing directly into college-level English (ENGL 101)
- ≥ 28% of students are currently placing into college-level English with a 1 unit co-requisite support course (ENGL 101/ENGL 086)
- > 8% of students are currently placing into college-level English with a 2 unit corequisite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

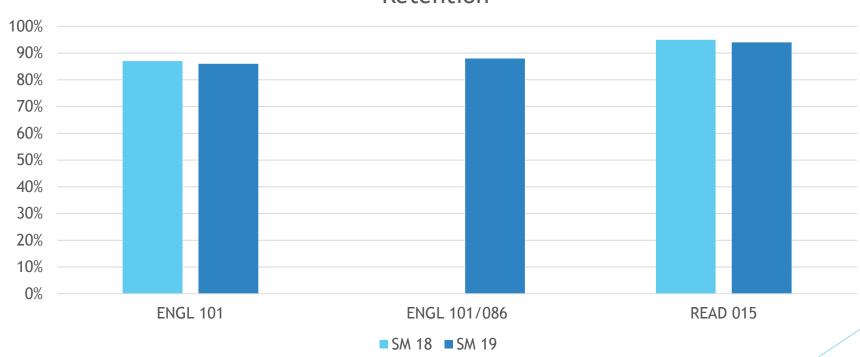
### **Early Data**





### 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?