

the RP group

Research • Planning • Professional Development
for California Community Colleges SM

AB 705 Implementation Survey

Spring 2020

Summary of Results

MMAP Research Team

June 2020

www.rpgroup.org

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Summary of Results from AB 705 Implementation Survey

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Snapshot of AB 705 Implementation in CCCs Spring 2020

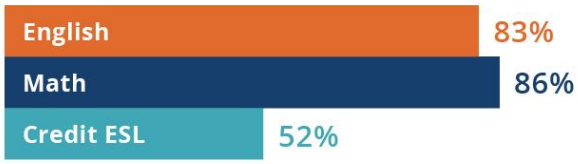
Looking for guidance on AB 705 implementation? A snapshot of implementation efforts by California Community Colleges (CCC) in February 2020 is below.

Go here to view more about AB 705 including guidelines and requirements: ***https://assessment.cccco.edu/ab-705-implementation***

How are colleges assessing their students?

Reporting Colleges Using Guided or Self-Placement Assessments

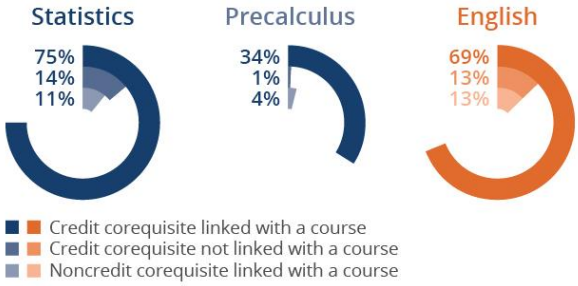
Of reporting colleges, **self-reported high school data AND self-placement or guided placement are the most used placement method for math/ quantitative reasoning and English** courses. For credit ESL, roughly half of reporting colleges use assessment tests, followed by self-placement or guided placement.



What changes are colleges making to curriculum?

Courses Implementing Corequisites

For math and English the **most common modification** according to reporting colleges is the addition of a transfer level course with a **credit corequisite support course.** (These corequisite courses were most often mandatory and two units.)



ESL Pathways and Integration

ESL Strand Integration



Almost half of reporting departments have **completed integrating multiple ESL strands** of required credit courses and **most have already completed the implementation of ESL pathways,** allowing students to transition from the highest level of credit ESL coursework directly into transfer-level English or an ESL course equivalent.

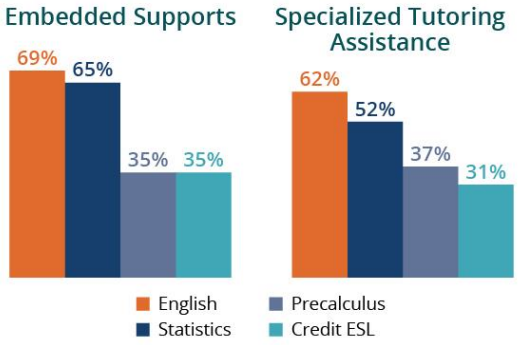
ESL Pathways Implementation



What are the most common types of supports used by colleges?

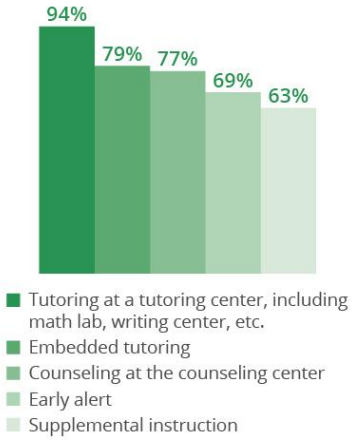
Academic Support

Embedded course supports and specialized tutoring assistance are the most common academic supports in both **math** and **English** courses.



Student Support

Assistance at a tutoring center and embedded tutoring were the **most widely reported student support services used for math and English.**



Which supports do employees need and which are they receiving?

Top 4 Requested Supports/Resources by Department

English

1. Professional Development 79%
2. Dedicated Funding 74%
3. Equity Training 73%
4. Referrals to Best Practices 62%

Math

1. Professional Development 81%
2. Dedicated Funding 81%
3. Equity Training 77%
4. Referrals to Best Practices 73%

ESL

1. Referrals to Best Practices 70%
2. Professional Development 68%
3. Dedicated Funding 66%
4. Guidance on how to create various types of placement tools 62%

Most Common Types of Support Provided to Faculty

1. Professional Development 97%
2. Learning Communities 62%

Out of the 114 colleges teaching English, math, and credit ESL in the system, 73 responses were received, for a response rate of 64%. The purpose of the survey is to help inform planning to support colleges as they move towards full implementation of AB 705. The survey sought to (1) collect and share CCC experiences in implementing AB 705, (2) determine support needed to meet AB 705 requirements, and (3) gather data to inform plans and actions after full implementation of AB 705 for English, math and credit English as a Second Language (ESL).

The full AB 705 Implementation Survey report is available at https://bit.ly/ab-705-implementation-report

Introduction

This report provides a summary of the results of the AB 705 Implementation Survey, which was distributed in early February 2020 by the Research and Planning Group for California Community Colleges (RP Group) to California Community Colleges (CCC) chief instructional officers. It is important to note that the survey was sent prior to COVID-19 county and state shelter-in-place orders and closed in late-March. As a result, these orders were enacted. the survey responses shared in this report represent implementation plans prior to COVID-19. Out of the 114 CCC that were invited to participate, 73 responded, achieving a 64% completion rate. [1]

The Chancellor's Office AB 705 Implementation Committee and the Multiple Measures Assessment Project (MMAP) Team had jointly designed a similar survey the previous year, and the MMAP Team updated the survey this year with review and input from the Academic Senate for California Community Colleges (ASCCC) and the Chancellor's Office. The survey was distributed for informational purposes by the ASCCC, the RP Group, and the California Teachers of English as a Second Language (CATESL) to each of their respective listservs.

The purpose of the survey is to help inform planning to best support colleges' efforts as they aim to achieve full implementation of AB 705. To reach this goal, the 25-item instrument addressed three main areas of inquiry. First, it sought to collect the experiences of CCC in their implementation of AB 705. Second, the survey aimed to determine what support colleges need to meet AB 705 requirements. Third, the survey gathered data that will inform the legislature of colleges' plans and actions after full implementation of AB 705 for English and math in fall 2019, and credit English as a Second Language (ESL) implementation in fall 2021.

The results presented in this report are divided into five key sections that align with the domains of the survey instrument:

1. Current Landscape and Placement Practices
2. Aligning Math, English, and ESL to AB 705 Requirements
3. Student Support for AB 705 Implementation
4. Needs Identified to Support the Field in Meeting AB 705 Requirements
5. Supports for Students Not Successful in Transfer-Level Math or English

The report begins with a high-level summary of responses within each of these five key topics. The next section provides disaggregated data by key area, offering detailed insight into

[1] Some survey respondents did not respond to every item in the survey. The number of respondents for each question are described in the narrative and/or displayed in the tables. Percentages were calculated out of the total responses for each particular question.

colleges' progress, approaches, and needs. The appendix contains "other" responses categorized by theme.

Summary of Responses by Key Area

Current Landscape and Placement Practices

Self-reported high school data and self-placement or guided placement[2] are the most used math/quantitative reasoning and English course placement measures. **Verified high school transcript data is also a commonly used** placement measure for students completing high school with transcripts. For **credit ESL students, roughly half of reporting colleges use assessment tests** for student course placement, followed by self-placement or guided placement. However, for credit ESL students who are U.S. high school graduates, reporting colleges tend to use self-reported high school data.

Guided or Self-Placement Current Practices

Most respondents reported that their colleges **are currently using guided or self-placement:**

- 86% (59 of 69 colleges) for math/quantitative reasoning
- 83% (58 of 70 colleges) for English
- 52% (34 of 66 colleges) for credit ESL

Of colleges who use guided or self-placement (GSP), it is generally **available for returning students without high school transcript data**. According to survey respondents, GSP for returning students is currently employed by the following percentages of colleges:

- 92% (33 of 36 colleges) for math/quantitative reasoning;
- 92% (33 of 36 colleges) for English; and
- 56% (14 of 25 colleges) for credit ESL.

[2] AB 705 specifically refers to guided placement, including self-placement as two alternative methods of placement if high school transcript data are not available or usable with reasonable effort. Chancellor's Office guidance defines guided placement as a process or a tool used to encourage students to reflect on their academic history and educational goals that may include evaluating their familiarity and comfort with topics in English or mathematics. After completing the process, students will receive their course placement. Self-placement is the process by which students choose their placement after consideration of the self-assessment survey results and other relevant factors.

Aligning Math, English, and Credit ESL to AB 705 Requirements

Implementing Corequisites

Among the 71 colleges that reported they are currently implementing curricular changes in response to AB 705, the most common modification is a **transfer-level course with a credit corequisite support course that may or may not be required.** The practices listed below represent the variety of ways colleges are offering transfer-level courses with corequisites that support learning and completion, as well as the different types of implementation between math and English courses. Survey data spotlight the **wide range of implementation plans across the system**.

STATISTICS COURSES IMPLEMENTING COREQUISITES

- Credit corequisite linked with a course: 75% (53 colleges)
- Credit corequisite not linked with a course: 14% (10 colleges)
- Noncredit corequisite linked with a course: 11% (8 colleges)

PRECALCULUS COURSES IMPLEMENTING COREQUISITES

- Credit corequisite linked with a course: 34% (24 colleges)
- Credit corequisite not linked with a course: 1% (1 college)
- Noncredit corequisite linked with a course: 4% (3 colleges)

ENGLISH COURSES IMPLEMENTING COREQUISITES

- Credit corequisite linked with a course: 69% (49 colleges)
- Credit corequisite not linked with a course: 13% (9 colleges)
- Noncredit corequisite linked with a course: 13% (9 colleges)

ESL COURSES IMPLEMENTING COREQUISITES

- Credit corequisite linked with a course: 15% (1 colleges)
- Credit corequisite not linked with a course: 8% (6 colleges)
- Noncredit corequisite linked with a course: 7% (5 colleges)

Implementing Academic Supports

Among colleges that are currently implementing academic supports for students in transfer-level coursework (71 pertaining to math and English; 63 pertaining to credit ESL), survey results

showed that **embedded course supports and specialized tutoring assistance** were the highest selected academic supports in math, English and credit ESL courses.

STATISTICS COURSES PAIRED WITH ACADEMIC SUPPORTS

- Embedded supports: 65% (46 colleges)
- Specialized tutoring assistance: 52% (37 colleges)

PRECALCULUS COURSES PAIRED WITH ACADEMIC SUPPORTS

- Embedded supports: 35% (25 colleges)
- Specialized tutoring assistance: 31% (22 colleges)

ENGLISH COURSES PAIRED WITH ACADEMIC SUPPORTS

- Embedded supports: 69% (49 colleges)
- Specialized tutoring assistance: 62% (44 colleges)

CREDIT ESL COURSES PAIRED WITH ACADEMIC SUPPORTS

- Specialized tutoring assistance: 37% (26 colleges)
- Embedded support: 35% (25 colleges)

ESL Curriculum Change

Colleges were asked to provide information on how they have changed or plan to change curricular offerings under any new placement practices for credit ESL. The highest response was that colleges have already completed the work necessary to transition students from the highest-level credit ESL coursework directly into transfer-level English (TLE) or an ESL course equivalent to TLE (TLEE). Specifically:

- 62% of respondents (39 of 63 colleges) shared that they already **completed planning ESL pathways that transition students from the highest level of credit ESL coursework directly into transfer-level English (TLE) or an ESL course equivalent to TLE (TLEE)**, whereas 25% of respondents (16 of 63 colleges) reported that their colleges were currently working to do so.
- 49% of respondents (28 of 57 colleges) reported that they already **completed integrating multiple strands of required credit ESL skill courses**, whereas 19% of respondents (11 of 57 colleges) reported that their colleges were currently working to do so.

Corequisite Supports and Assigned Unit Load

Colleges that had implemented required corequisite supports with an assigned unit load or added required units to an existing core course typically **added two units of mandatory corequisite supports**—with the exception being for calculus.

STATISTICS COREQUISITE SUPPORTS AND ASSIGNED UNIT LOAD

- Credit Corequisites:
    - Two additional units: 55% (28 of 51 colleges)
    - One additional unit: 31% (16 of 51 colleges)

PRECALCULUS COREQUISITE SUPPORTS AND ASSIGNED UNIT LOAD

- Credit Corequisites:
    - Two additional units: 45% (10 of 22 colleges)
    - One additional unit: 32% (7 of 22 colleges)

ENGLISH COREQUISITE SUPPORTS AND ASSIGNED UNIT LOAD

- Credit Corequisite:
    - Two additional units: 51% (27 of 53 colleges)
    - One additional unit: 28% (15 of 53 colleges)

Integration with Guided Pathways

Survey respondents (71 respondents) largely reported that they are working towards integrating AB 705 implementation into their Guided Pathways process, largely by **helping students determine the most appropriate math pathway for their educational** goal (80%, 57 colleges). Other areas of integration include the following:

- Engaging in campus-wide conversations regarding linkages between AB 705 and Guided Pathways: 73% (52 colleges)
- Providing information to students regarding math pathways on the college's website and/or with print and other communications: 69% (49 colleges)
- Aiding students in the selection of optional corequisite support courses: 68% (48 colleges)
- Informing students with an educational goal of degree and/or transfer of the steps to reach that goal, including the completion of transfer-level English and applicable math or quantitative reasoning courses: 68% (48 colleges)

Support for AB 705 Implementation

Survey data reveal the vast array of student support services provided to students to facilitate success in transfer-level coursework, with **assistance at a tutoring center and embedded tutoring being most widely used**. The full list of student support services identified by the 71 colleges responding include:

- Tutoring at a tutoring center, including math lab, writing center, etc.: 94% (67 colleges)
- Embedded tutoring: 79% (56 colleges)
- Counseling at the counseling center: 77% (55 colleges)
- Early alert: 69% (49 colleges)
- Supplemental instruction: 63% (45 colleges)

Survey respondents indicated they are also supporting faculty within their AB 705 implementation process. Faculty supports include:

- Professional development: 97% (69 colleges)
- Learning communities: 62% (44 colleges)

Institution-wide supports for AB 705 reported by survey respondents included:

- Changes to course scheduling: 77% (55 colleges)
- Surveys on student experiences: 62% (44 colleges)

Resource Needs for Meeting AB 705 Requirements

Survey data (73 respondents) indicate four central areas in which resources are most needed to maximize the probability that students complete transfer-level or degree-appropriate math/quantitative reasoning and English within a one-year timeframe and credit ESL in a three-year timeframe. These are: (1) professional development, (2) dedicated funding, (3) equity training for those working inside and outside the classroom, and (4) referrals to 'best practices' and examples of successful implementation.

Specifically, survey respondents identified their needs in the following ways:

MATH/QUANTITATIVE REASONING

- Professional development (employee training, curriculum design, corequisite support, faculty learning communities): 81% (59 colleges)

- Dedicated funding to support AB 705 implementation based on local needs: 81% (59 colleges)
- Equity training inside and outside of the classroom: 77% (56 colleges)
- References to 'best practices' and examples of successful implementation: 73% (53 colleges)

ENGLISH

- Professional development (employee training, curriculum design, corequisite support, faculty learning communities): 79% (58 colleges)
- Dedicated funding to support AB 705 implementation based on local needs: 74% (54 colleges)
- Equity training inside and outside of the classroom: 73% (53 colleges)
- Guidance on best practices to direct students appropriately to transfer-level English or to an assessment process into credit ESL courses below transfer-level: 64% (47 colleges)
- References to 'best practices' and examples of successful implementation: 62% (45 colleges)

CREDIT ESL

- References to 'best practices' and examples of successful implementation: 70% (51 colleges)
- Professional development (employee training, curriculum design, corequisite support, faculty learning communities): 68% (50 colleges)
- Dedicated funding to support AB 705 implementation based on local needs: 66% (48 colleges)
- Guidance on creating guided or self-placement tools/developing an automated placement tool: 62% (45 colleges)
- Guidance on quality assessment tests designed to evaluate English language proficiency for non-native English learners: 62% (45 colleges)
- Guidance on best practices for students who did not successfully complete transfer-level English (TLE/TLEE) due to ESL language issues: 60% (44 colleges)
- Guidance on 'best practices' to direct students appropriately to direct access to TLE/TLEE or to the assessment process for placement into credit ESL courses: 59% (43 colleges)

Supports for Students Not Successful in Transfer-Level Math or English

As AB 705 has enabled more students to have direct access to transfer-level courses, colleges have an opportunity to evaluate and assess students who are *not* passing a transfer-level course at a much more granular level than was explored previously when tracking students through basic skills sequences. Colleges often did not look at throughput rates or at the completion of the transfer-level course based on the number of students who started the sequence. This shift has been a benefit of increased scrutiny of success in transfer-level courses, with colleges now implementing policies and practices to help support students who do not pass the transfer-level course on the first attempt.

Survey respondents were asked to provide open-ended responses about the supports they are providing to students who did not pass a transfer-level math or English course. Survey data revealed five central areas of practice to support students who did not pass:

(1) No intervention, or an intervention approach that is still in the planning stage

(2) Support services

(3) Support for course re-enrollment

(4) Curricular innovations

(5) Exploration of student needs

Disaggregated Data by Key Area

The following section explores each of the five key themes and provides data tables for each question which includes the counts and percentage of each area. For each of the 25 survey items, we provide the question, a summary of the responses, and a table of results.

Current Landscape and Placement Practices

Math Assessment Measures by Student Group

Q. Which placement measures has your college used for fall 2019 for Math or Quantitative Reasoning and for which student groups? Select all that apply.

Between 2017 and 2019, CCC significantly changed their placement processes, transitioning from a heavy reliance on placement tests to placement using high school transcript data. Colleges were also encouraged to create guided or self-placement tools for assessment purposes as well. The transition away from tests is clearly highlighted in the survey results. Across colleges, self-reported high school data and guided or self-placement are most widely

used, followed by verified high school transcript data, which is largely reserved for students completing high school with transcripts.

Table 1 below provides the results of the math placement measures used by survey respondents. Table 21 of the appendix displays the "other" responses.

Table 1. Math/Quantitative Reasoning Assessment Measures by Student Group

	Students who completed at least 11th grade		Students who completed 10th grade or less		Returning students without high school transcripts		International students without U.S. transcripts		GED/high school proficiency students		Other	
Self-reported high school data	64	90%	38	54%	48	68%	20	28%	34	48%	1	1%
Guided or self-placement	50	70%	42	59%	57	80%	49	69%	56	79%	5	7%
Verified high school transcript data	38	54%	30	42%	5	7%	3	4%	10	14%	0	0%
International transcripts converted to U.S. GPA scale	4	6%	3	4%	3	4%	24	34%	1	1%	0	0%
SAT, ACT, EAP, AP	28	39%	16	23%	14	20%	8	11%	14	20%	3	4%
Other assessment method	8	11%	14	20%	11	15%	15	21%	16	23%	5	7%

Percentages calculated out of 71 total responses.

English Assessment Measures by Student Group

Q. Which placement measures has your college used for fall 2019 for English and for which student groups? Select all that apply.

As with math, self-reported high school data (from CCCApply or any other source) and guided or self-placement are the most frequently used English course placement measures. Again, the third-most used placement measure is verified high school transcript data, though this approach is largely reserved for students completing high school with transcripts.

Table 2 on the following page provides the results of the English placement measures used by survey respondents. Table 22 of the appendix displays the "other" responses.

Table 2. English Assessment Measures by Student Group

	Students who completed at least 11th grade		Students who completed 10th grade or less		Returning students without high school transcripts		International students without U.S. transcripts		GED/high school proficiency students		Other	
	n	%	n	%	n	%	n	%	n	%	n	%
Self-reported high school data	64	90%	35	49%	43	61%	19	27%	33	46%	53	75%
Guided or self-placement	50	70%	38	54%	54	76%	43	61%	54	76%	51	72%
Verified high school transcript data	34	48%	23	32%	4	6%	1	1%	8	11%	23	32%
International transcripts converted to U.S. GPA scale	3	4%	2	3%	2	3%	19	27%	2	3%	1	1%
SAT, ACT, EAP, AP	22	31%	13	18%	13	18%	6	8%	12	17%	16	23%
Other assessment method	6	8%	9	13%	8	11%	17	24%	12	17%	17	24%

Percentages calculated out of 71 total responses.

Credit ESL Assessment Measures by Student Group

Q. Which placement measures has your college used for fall 2019 for credit ESL and for which student groups? Select all that apply.

Roughly half of reporting colleges use assessment tests for credit ESL course placement, followed by guided or self-placement. A large group of reporting colleges also use self-reported high school data to assess high school graduates.

Table 3 on the next page provides the results of the credit ESL placement measures used by survey respondents. Table 23 of the appendix displays the "other" responses.

Table 3. Credit ESL Assessment Measures by Student Group

	English language learner (ELLs) students who have graduated from a U.S. high school		ELL students who graduated from a U.S. high school BUT have less than 4 years of high school completed		ELL students who are returning students without high school transcripts who did not complete high school in the U.S.		ELL students who completed a GED/high school proficiency		International students whose countries of origin use English as the language of education		International students whose countries of origin that DO NOT use English as the language of instruction		Other	
Assessment test	35	49%	37	52%	38	54%	34	48%	33	46%	36	51%	1	1%
Self-reported high school data	30	42%	28	39%	8	11%	17	24%	10	14%	7	10%	1	1%
Guided or self-placement	29	41%	29	41%	27	38%	29	41%	24	34%	24	34%	1	1%
Verified high school transcript data	16	23%	13	18%	1	1%	6	8%	0	0%	0	0%	0	0%
Other assessment measures	15	21%	14	20%	19	27%	18	25%	2	3%	20	28%	5	7%
Essay	13	18%	15	21%	15	21%	12	17%	11	15%	12	17%	1	1%
Not sure yet	8	11%	6	8%	7	10%	8	11%	7	10%	7	10%	2	3%
SAT, ACT, EAP, AP	7	10%	4	6%	1	1%	3	4%	1	1%	1	1%	0	0%
International transcripts converted to U.S. GPA scale	2	3%	2	3%	3	4%	0	0%	10	14%	8	11%	0	0%

Percentages calculated out of 71 total responses.

Guided or Self-Placement Current Practices

Q. Are you currently using any form of guided or self-placement (GSP) and for which subject areas?

Eighty-six percent of survey respondents (59 colleges) are currently using guided or self-placement in math/quantitative reasoning courses. Additionally, 83% (58 colleges) are currently using guided or self-placement in English classes, and 52% (34 colleges) are using it in credit ESL courses. Table 4 below displays the full results.

Table 4. Use of Guided or Self-Placement, by Subject Area

	Math/Quantitative Reasoning		English		Credit ESL	
Yes	59	86%	58	83%	34	52%
No	10	14%	12	17%	32	48%
Total	69	100%	70	100%	66	100%

Percentages calculated out of total responses per column.

Q. If using guided or self-placement for math/quantitative reasoning, which student groups are able to utilize GP for assessment purposes?

Ninety-two percent of respondents (33 colleges) indicated that their colleges allow returning students without a high school transcript to use guided or self-placement for math/quantitative reasoning assessment. Table 5 below displays the full results, and the "other" responses are displayed in Table 24 of the appendix.

Table 5. Use of Guided or Self-Placement, Math/Quantitative Reasoning

	GSP Used		GSP Not Used		Total
Returning students without a high school transcript	33	92%	3	8%	36
Students who completed a GED/high school proficiency	29	85%	5	15%	34
Students who did not complete high school in the U.S.	27	77%	8	23%	35
All students	43	74%	15	26%	58
Students who would like to challenge their high school transcript placement	20	63%	12	38%	32
Other	5	63%	3	38%	8
Students who have completed less than 3 years of high school in the U.S.	20	61%	13	39%	33
We are not currently using guided or self-placement for Math/QR	6	24%	19	76%	25

Percentages calculated out of total responses per row.

Q. If using guided or self-placement for English, which student groups are able to utilize GP for assessment purposes?

Like with math/quantitative reasoning, 92% of respondents (33 colleges) indicated that their colleges allow returning students without a high school transcript to use guided or self-placement for English. Table 6 below includes the full results.

Table 6. Use of Guided or Self-Placement, English

	GSP Used		GSP Not Used		Total
Returning students without a high school transcript	33	92%	3	8%	36
Students who completed a GED/high school proficiency	29	83%	6	17%	35
Students who did not complete high school in the U.S.	25	71%	10	29%	35
All students	41	71%	17	29%	58
Students who would like to challenge their high school transcript placement	23	68%	11	32%	34
Students who have completed less than 3 years of high school in the U.S.	23	66%	12	34%	35
We are not currently using guided or self-placement for English	7	27%	19	73%	26

Percentages calculated out of total responses per row.

Q. If using guided or self-placement for credit ESL, which student groups are able to utilize GSP for assessment purposes?

Table 7 below shows the full results of credit ESL programs using guided or self-placement and which student groups are eligible to use such placement tools.

Table 7. Use of Guided or Self-Placement, Credit ESL

	GSP Used		GSP Not Used		Total
All ELL students	27	63%	16	37%	43
English language learners (ELLs) who have completed less than 3 years of high school in the U.S.	15	58%	11	42%	26
ELL students who did not complete high school in the U.S.	14	56%	11	44%	25
ELL returning students without a high school transcript	14	56%	11	44%	25
ELL students who completed a GED/high school proficiency	12	50%	12	50%	24
ELL students who would like to challenge their high school transcript placement	10	42%	14	58%	24

Percentages calculated out of total responses per row.

Aligning Math, English, and Credit ESL to AB 705 Requirements

Current Curriculum Changes

Q. How have your curricular offerings changed under your new placement practices in your math department? Select all that apply.

STATISTICS

Survey data show that 87% of respondents (62 colleges) indicated that their college statistics courses are using corequisites. Of these, 75% (53 colleges) reported that statistics corequisites are for credit and linked with a course; 14% (10 colleges) reported credit corequisite supports not linked with a course; and 11% (8 colleges) reported noncredit corequisite supports linked with a course.

In addition, 65% (46 colleges) reported that their colleges use embedded supports, and 52% (37 colleges) reported that their colleges use specialized tutoring assistance.

PRECALCULUS

Survey data show that 39% of respondents (28 colleges) indicated that their college precalculus courses are using corequisites. Of these, 34% (24 colleges) reported precalculus corequisites are credit supports linked with a course; 4% (3 colleges) reported that precalculus courses are linked with non-credit corequisite supports, and 1% (1 college) reported that credit corequisite supports are not linked with a course.

In addition, 35% (25 colleges) are using embedded supports, and 31% (22 colleges) are using specialized tutoring assistance.

Table 8 on the next page displays the full results, and Table 25 in the appendix displays the "other" responses.

Table 8. Current Math Curriculum Changes

	Statistics		Quantitative Reasoning		Other Liberal Arts Math		Business Calculus		College Algebra		Trigonometry		Precalculus		Calculus	
Course + linked credit corequisite support	53	75%	9	13%	17	24%	15	21%	38	54%	23	32%	24	34%	5	7%
Course + unlinked credit corequisite support	10	14%	0	0%	1	1%	1	1%	6	8%	4	6%	1	1%	1	1%
Course + noncredit corequisite support	8	11%	1	1%	2	3%	0	0%	4	6%	4	6%	3	4%	1	1%
Combined prerequisite and transfer course in one term with no additional units	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Combined prerequisite and transfer course in one term with additional units	2	3%	1	1%	1	1%	0	0%	2	3%	0	0%	1	1%	0	0%
Combined prerequisite and transfer course in two terms	3	4%	2	3%	1	1%	1	1%	1	1%	1	1%	0	0%	0	0%
Embedded support (e.g., tutor, counselor)	46	65%	15	21%	14	20%	16	23%	26	37%	18	25%	25	35%	11	15%
Specialized tutoring assistance (tutorial center and faculty customize support)	37	52%	11	15%	19	27%	16	23%	18	25%	16	23%	22	31%	21	30%

Percentages calculated out of 71 total responses.

Q. How have your curricular offerings changed under your new placement practices in your English department? Select all that apply.

Survey data show that 95% of respondents (67 colleges) indicated that their English courses are using corequisites. Of these, 69% (49 colleges) reported English corequisites are credit supports linked with a course; 13% (9 colleges) reported that English courses are linked with non-credit corequisite supports; and 13% (9 colleges) reported that credit corequisite supports are not linked with a course.

In addition, 69% (49 colleges) are using embedded supports, and 62% (44 colleges) are using specialized tutoring assistance.

Table 9 below displays the full results and Table 26 in the appendix includes the "other" responses.

Table 9. Current English Curriculum Changes

English Curriculum Changes	Number of Colleges	% of Colleges
Course + linked credit corequisite support	49	69%
Embedded support (e.g., tutor, counselor)	49	69%
Specialized tutoring assistance (tutorial center and faculty customize support)	44	62%
Other	14	20%
Course + unlinked credit corequisite support	9	13%
Course + noncredit corequisite support	9	13%
Combined prerequisite and transfer course in one term with additional units	6	8%
Combined prerequisite and transfer course in two terms	3	4%
Combined prerequisite and transfer course in one term with no additional units	0	0%

Percentages calculated out of 71 total responses.

Intended Curriculum Changes

Q. Have you or do you plan to change curricular offerings under any new placement practices for credit ESL? Select all that apply.

Survey data show that the highest selected response to curricular changes for credit ESL was 'Other.' In regard to corequisite supports, 30% of respondents (22 colleges) indicated that their credit ESL courses are using corequisites. Of these, 15% (11 colleges) reported ESL corequisites are credit supports linked with a course; 8% (6 college) reported that credit corequisite supports are not linked with a course; and 7% (5 colleges) reported that ESL courses are linked with non-credit corequisite supports.

In addition, 37% (26 colleges) are using specialized tutoring assistance, and 35% (25 colleges) are using embedded supports.

Table 10 below displays the full results, and Table 27 in the appendix displays the "other" responses.

Table 10. Intended Credit ESL Curriculum Changes

ESL Curriculum Changes	Number of Colleges	% of Colleges
Other	33	46%
Specialized tutoring assistance (tutorial center and faculty customize support)	26	37%
Embedded support (e.g. tutor, counselor)	25	35%
Course + linked credit corequisite support	11	15%
Course + unlinked credit corequisite support	6	8%
Course + noncredit corequisite support	5	7%
Combined prerequisite and transfer course in two terms	4	6%
Combined prerequisite and transfer course in one term with additional units	2	3%
Combined prerequisite and transfer course in one term with no additional units	0	0%

Percentages calculated out of 63 total responses.

Q. Which curricular changes, if any, is your college working on to meet AB 705 requirements for fall 2020 specific to credit ESL? Select all that apply.

Survey responses indicated the most common curricular changes specific to credit ESL to meet AB 705 requirements for fall 2020 include:

- 62% of respondents (39 of 63 colleges) have already completed planning ESL pathways that transition students from the highest level of credit ESL coursework directly into transfer-level English (TLE) or an ESL course equivalent to TLE (TLEE). An additional 25% of respondents (16 colleges) reported that their colleges were currently working to do so.
- 49% of respondents (28 of 57 colleges) have integrated multiple strands of required credit ESL skill courses, and another 19% of respondents (11 colleges) reported that their colleges were currently working to do so.

Table 11 on the next page displays the full results, and Table 28 in the appendix displays the "other" responses.

Table 11. Current Credit ESL Curriculum Changes

	Already Completed		Yes		Maybe		No		Total
ESL pathway that transitions students from the highest level of credit ESL coursework directly into transfer-level English (TLE) or an ESL course equivalent to TLE (TLEE)	39	62%	16	25%	4	6%	4	6%	63
Integration of multiple strands of required credit ESL skill courses	28	49%	11	19%	12	21%	6	11%	12
ESL pathway that allows for credit ESL faculty to teach English composition to ESL students	12	25%	8	17%	18	38%	10	21%	18
Revising advanced ESL courses to fulfill transfer-level requirements and meet UCTCA	11	22%	7	14%	24	48%	8	16%	24
Creation of an ESL course equivalent to TLE (with CSU 1A/IGETC 1A approval)	10	19%	5	10%	24	46%	13	25%	24
Submission of transfer-level ESL courses for the General Education Breadth area CSU C2	9	17%	14	27%	20	38%	9	17%	20
Submission of transfer-level ESL courses for the General Education Breadth area IGETC 3B	9	18%	11	22%	20	40%	10	20%	20
Creation of a TLE corequisite course for ESL	7	13%	4	8%	33	62%	9	17%	33
Other	4	36%	4	36%	3	27%	0	0%	3
We are not implementing any changes	0	0%	5	19%	21	81%	0	0%	21

Percentages calculated out of the total responses for each row.

Corequisite Supports and Assigned Unit Load

Colleges that had implemented required corequisite supports with an assigned unit load or added required units to an existing core course typically added two units of mandatory corequisite supports with a required unit load—with the exception of calculus.

Q. If your college has implemented required corequisite supports with an assigned unit load or added required units to an existing core course, in which areas and how many units were added to the core course or for the corequisite course?

- **Statistics:**
    - Credit: 55% of respondents (28 of 51 colleges) indicated two additional units, followed by 31% of respondents (16 of 51 colleges) indicating one additional unit.
- **Precalculus:**
    - Credit: 45% of respondents (10 of 22 colleges) indicated two additional units, followed by 32% of respondents (7 of 22 colleges) indicating one additional unit.
- **English:**
    - Credit: 51% of respondents (27 of 53 colleges) indicated two additional units, followed by 28% of respondents (15 of 53 colleges) indicating one additional unit.

Table 12. Assigned Unit Load of Corequisite Supports

	0 Unit		0.5 Unit		1 Unit		2 Units		3 Units		No Units Required		Total
English - Credit	0	0%	2	4%	15	28%	27	51%	6	11%	3	6%	53
English – Noncredit	3	27%	1	9%	3	27%	0	0%	1	9%	3	27%	11
Statistics	0	0%	3	6%	16	31%	28	55%	3	6%	1	2%	51
Statistics – Noncredit	3	30%	1	10%	1	10%	2	20%	0	0%	3	30%	10
Quantitative Reasoning - Credit	1	7%	0	0%	5	36%	4	29%	4	29%	0	0%	14
Quantitative Reasoning - Noncredit	0	0%	0	0%	0	0%	0	0%	2	100%	0	0%	2
Other Liberal Arts Math - Credit	1	5%	2	10%	4	20%	8	40%	0	0%	5	25%	20
Other Liberal Arts Math - Noncredit	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	4
Business Calculus - Credit	0	0%	1	6%	3	17%	9	50%	1	6%	4	22%	18
Business Calculus - Noncredit	0	0%	0	0%	0	0%	0	0%	0	0%	2	100%	2
College Algebra - Credit	1	3%	0	0%	9	27%	19	58%	2	6%	2	6%	33
College Algebra - Noncredit	1	20%	0	0%	1	20%	0	0%	0	0%	3	60%	5
Trigonometry - Credit	1	4%	0	0%	11	48%	8	35%	2	9%	1	4%	23
Trigonometry - Noncredit	1	20%	0	0%	2	40%	0	0%	0	0%	2	40%	5
Precalculus - Credit	0	0%	1	5%	7	32%	10	45%	2	9%	2	9%	22
Precalculus - Noncredit	0	0%	1	25%	0	0%	1	25%	0	0%	2	50%	4
Calculus - Credit	1	11%	0	0%	1	11%	2	22%	0	0%	5	56%	9
Calculus - Noncredit	0	0%	0	0%	0	0%	0	0%	0	0%	2	100%	2
Other - Credit	0	0%	0	0%	2	40%	0	0%	1	20%	2	40%	5
Other - Noncredit	0	0%	0	0%	0	0%	0	0%	0	0%	2	100%	2

Percentages calculated out of the total responses for each row.

Integration with Guided Pathways

Q. How is your college integrating AB 705 with Guided Pathways? (Select all that apply)

The most common means of integrating AB 705 changes within the Guided Pathways framework reported by 71 respondents include the following:

- 80% of respondents (57 colleges) are helping students determine the most appropriate math pathway for their educational goal.
- 73% of respondents (52 colleges) are engaging in campus-wide conversations regarding linkages between AB 705 and Guided Pathways.
- 69% of respondents (49 colleges) shared that their colleges' web, print, and other communications provide information to students regarding math pathways.
- 68% of respondents (48 colleges) are aiding students in the selection of optional corequisite support courses.
- 68% of respondents (48 colleges) are informing students of the steps to complete a degree and/or transfer, including the completion of transfer-level English and applicable math or quantitative reasoning courses.

Table 13 below includes the details, and Table 29 in the appendix includes the "other" responses.

Table 13. Strategies for Integrating AB 705 with Guided Pathways

Guided Pathways Integration	Number of Colleges	% of Colleges
Help students determine the most appropriate math pathway for their educational goal.	57	80%
Engage in campus-wide conversations regarding linkages between AB 705 and Guided Pathways.	52	73%
Web, print, and other communications provide information to students regarding math pathways.	49	69%
Aid students in the selection of optional corequisite support courses.	48	68%
Inform students of the steps to complete an educational goal of degree and/or transfer including the completion of transfer- level English and applicable math or quantitative reasoning courses.	48	68%
Provide an onboarding process that helps students pick a path at the start of their career.	38	54%
Examine new policies and procedures that resulted from AB 705 implementation from a student lens.	34	48%
Ensure meta-majors align with any newly established math, English or credit ESL pathways.	34	48%
Establish practices to ensure students stay on their path or update their declared path if/when it changes.	28	39%

Percentages calculated out of 71 total responses.

Student Support for AB 705 Implementation

Survey data indicate the vast array of student support services provided to students to facilitate direct placement into transfer-level coursework, with **assistance at a tutoring center and embedded tutoring being the most widely used**.

Student Services and Academic Supports Provided to Students

Q. What additional student services and academic supports has your college chosen to provide to students to support them for direct placement into transfer-level coursework, if any? Select all that apply.

In order of magnitude, the 71 survey respondents identified the following most common services to support direct placement into transfer-level coursework:

- Tutoring at a tutoring center, including math lab or writing center (94%, 67 colleges)
- Embedded tutoring (79%, 56 colleges)
- Counseling at the counseling center (77%, 55 colleges)
- Early alert (69%, 49 colleges)
- Supplemental instruction (63%, 45 colleges)

Table 14 below includes the details, and Appendix, Table 30 includes the "other" responses with regards to this question.

Table 14. Student Services and Academic Supports

Student Services and Academic Supports	Number of Colleges	% of Colleges
Tutoring at a tutoring center (including math lab, writing center, etc.)	67	94%
Embedded tutoring	56	79%
Counseling at the counseling center	55	77%
Early alert	49	69%
Supplemental instruction	45	63%
Faculty-led workshops	36	51%
Supplemental learning activities	31	44%
Embedded counseling within the course	19	27%
Self-paced computer modules	16	23%
Directed learning activity (DLA)	15	21%

Percentages calculated out of 71 total responses.

Institutional Changes to Support Students and Faculty

Q. What institutional changes has your college chosen to undergo to support students, faculty, and staff in implementing AB 705, if any? Select all that apply.

Of the 71 responding colleges, the most commonly selected institutional supports designed to help faculty include:

- Faculty professional development (97%, 69 colleges)
- Faculty learning communities (62%, 44 colleges)

The most commonly selected student supports include:

- Changes to course scheduling (77%, 55 colleges)
- Surveys on student experiences (62% respondents, 44 colleges)
- Late-start courses for students who would like to move levels (54%, 38 colleges)

See the Appendix, Table 31 for "other" responses regarding this question.

Table 15. Institutional Changes to Support Students and Faculty

Institutional Changes to Support Students and Faculty	Number of Colleges	% of Colleges
Faculty professional development	69	97%
Changes to course scheduling	55	77%
Faculty learning communities	44	62%
Surveys on student experience	44	62%
Late start courses for students who would like to move levels	38	54%
Faculty mentoring	30	42%
Common assignments/exams	26	37%
Surveys on faculty and staff experience	25	35%
Lower class sizes	22	31%
Embedded diagnostic assessments of student skills and abilities	20	28%
Additional adjunct faculty	19	27%
Student learning communities	18	25%
Professional development on the language of the law/Educational Code, Title 5 and the Guidelines	15	21%

Percentages calculated out of 71 total responses.

Needs Identified to Support the Field in Meeting AB 705 Requirements

Survey data indicate five central areas in which resources are most needed to maximize the probability that students complete transfer-level or degree-appropriate math/quantitative reasoning or English within a one-year timeframe to meet the requirements of AB 705. These are: (1) professional development, (2) dedicated funding, (3) professional development and support for equity training inside and outside the classroom, (4) references to 'best practices,' and (5) guidelines on curriculum changes that meet UC/CSU requirements.

Q. In order to ensure that colleges are maximizing the probability that degree/transfer-seeking students complete transfer-level or degree-appropriate math or quantitative reasoning (QR) within a one-year timeframe, what additional resources are most needed from the CCCCO, in collaboration with the Academic Senate for California Community Colleges (ASCCC), to help your college? Check all that apply.

Survey results from the 73 colleges responding indicate that the resources colleges need the most in order to maximize the probability that students complete transfer-level or degree-appropriate math or quantitative reasoning within a one-year timeframe include:

- Professional development (employee training, curriculum design, corequisite support, faculty learning communities) (81%, 59 colleges)
- Dedicated funding to support AB 705 implementation based on local needs (81%, 59 colleges)
- Professional development and support for equity training inside and outside of the classroom (77%, 56 colleges)
- References to 'best practices' and examples of successful implementation (73%, 53 colleges)
- Clear guidelines on curriculum changes that meet UC/CSU requirements (68%, 50 colleges)

Table 16 on the next page displays the full results, and Table 32 in the appendix includes the "other" responses.

Table 16. Resources Needed to Maximize Success in Math/Quantitative Reasoning Courses

Needed Resources to Maximize Success in Math/Quantitative Reasoning Courses	Number of Colleges	% of Colleges
Professional development (employee training, curriculum design, corequisite support, faculty learning communities)	59	81%
Dedicated funding to support AB 705 implementation based on local needs	59	81%
Professional development and support for equity training inside and outside of the classroom	56	77%
References to 'best practices' and examples of successful implementation	53	73%
Clear guidelines on curriculum changes that meet UC/CSU requirements	50	68%
Support for data collection, analysis, and institutional planning at the local level	45	62%
Guidance on messaging and communicating with students	39	53%
Data and technology support for changes to registration and student information systems	37	51%
Guidance and messaging for special populations (DSPS, Veterans, EOPS, CalWORKS, Foster Youth, etc.)	36	49%
Expedite the curriculum process	36	49%
Ability to acquire high school transcripts more efficiently and accurately	35	48%
Clarification on use of existing funds to support AB 705 efforts (general fund, SEA, other grants, etc.)	32	44%
Guidance on creating self-placement or guided placement tools/developing an automated placement tool	32	44%
Guidance on developing contextualized statistics outside of the math discipline (e.g., psychology statistics)	24	33%
Guidance on reviewing minimum qualifications to expand the disciplines able to teach different types of statistics (e.g., psychology statistics)	19	26%

Percentages calculated out of 73 total responses.

Q. In order to ensure that colleges are maximizing the probability that degree/transfer-seeking students complete transfer-level English within a one-year timeframe, what additional resources are most needed from the CCCCO, in collaboration with the ASCCC to help your college?

Survey results from the 73 colleges responding indicate that the most needed resources to maximize the probability that students complete transfer-level English within a one-year timeframe include:

- Professional development (employee training, curriculum design, corequisite support, faculty learning communities) (79%, 58 colleges)
- Dedicated funding to support AB 705 implementation based on local needs (74%, 54 colleges)
- Professional development and support for equity training inside and outside of the classroom (73%, 53 colleges)

- Guidance on best practices to direct students appropriately to transfer-level English or to an assessment process into credit ESL courses below transfer-level (64%, 47 colleges)
- References of 'best practices' and examples of successful implementation (62%, 45 colleges)
- Guidance on best practices for students who did not successfully complete transfer-level English (TLE/TLEE) due to ESL language issues (60%, 44 colleges)
- Guidance on messaging for special populations (DSPS, Veterans EOPS, CalWORKS, Foster Youth, etc. (58%, 42 colleges)

Table 17 below displays the full results, while Table 33 in the appendix displays the "other" responses.

Table 17. Resources Needed to Maximize Success in English Courses

Resources Needed to Maximize Success in English Courses	Number of Colleges	% of Colleges
Professional development (employee training, curriculum design, corequisite support, faculty learning communities)	58	79%
Dedicated funding to support AB 705 implementation based on local needs	54	74%
Professional development and support for equity training inside and outside of the classroom	53	73%
Guidance on best practices to direct students appropriately to transfer-level English (TLE/TLEE) or to an assessment process for placement into credit ESL courses below transfer-level	47	64%
References of 'best practices' and examples of successful implementation	45	62%
Guidance on best practices for students who did not successfully complete transfer-level English (TLE/TLEE) due to ESL language issues	44	60%
Guidance and messaging for special populations (DSPS, Veterans, EOPS, CalWORKS, Foster Youth, etc.)	42	58%
Support for data collection, analysis, and institutional planning at the local level	41	56%
Guidance on creating self-placement or guided placement tools/developing an automated placement tool	40	55%
Data and technology support for changes to registration and student information systems	37	51%
Clear guidelines on curriculum changes that meet UC/CSU requirements	35	48%
Guidance on messaging and communicating with students	34	47%
Ability to acquire high school transcripts more efficiently and accurately	33	45%
Clarification on use of existing funds to support AB 705 efforts (general fund, SEA, other grants, etc.)	32	44%
Expedite the curriculum process	25	34%
Guidance on reviewing minimum qualifications to expand the disciplines able to teach transfer-level English/ESL	14	19%

Percentages calculated out of 73 total responses.

Q. In order to ensure that colleges are maximizing the probability that degree/transfer-seeking ESL students complete transfer-level English (TLE) or an ESL course equivalent to transfer-level English (TLEE) within a three-year timeframe, what additional resources are most needed from the CCCCO, in collaboration with the ASCCC to help your college with full implementation by fall 2020?

Survey results from the 73 colleges responding indicate that the resources that are needed most to maximize the probability that credit ESL students complete transfer-level English or an equivalent credit ESL course within a three-year timeframe include the following:

- References of "best practices" and examples of successful implementation (70%, 51 colleges)
- Professional development (68%, 50 colleges)
- Dedicated funding to support AB 705 implementation based on local needs (66%, 48 colleges)
- Guidance on creating guided or self-placement tools/developing an automated placement tool (62%, 45 colleges)
- Guidance on quality assessment tests designed to evaluate English language proficiency for non-native English learners (62%, 45 colleges)
- Guidance on 'best practices' to direct students appropriately to direct access to TLE/TLEE or to the assessment process for placement into credit ESL courses (59%, 43 colleges)

Table 18 on the following page displays the full results, and Table 34 in the appendix displays the "other" responses.

Table 18. Resources Needed to Maximize Success in Credit ESL Courses

Resources Needed to Maximize Success in Credit ESL Courses	Number of Colleges	% of Colleges
References to 'best practices' and examples of successful implementation	51	70%
Professional development (employee training, curriculum design, corequisite support, faculty learning communities)	50	68%
Dedicated funding to support AB 705 implementation based on local needs	48	66%
Guidance on creating self-placement or guided placement tools/developing an automated placement tool	45	62%
Guidance on quality assessment tests designed to evaluate English language proficiency for non-native English learners	45	62%
Guidance on 'best practices' to direct students appropriately to direct access to TLE/TLEE or to the assessment process for placement into credit ESL courses	43	59%
Support for data collection, analysis, and institutional planning at the local level	41	56%
Guidance on when and how students should be directed to noncredit ESL	38	52%
Assistance deciding how to place students at a level that will maximize their probability of completing transfer-level English within three years.	37	51%
Guidance on messaging and communicating with students	35	48%
Clear guidelines on curriculum changes that meet UC/CSU requirements	34	47%
Clarification on how to place international students whose countries do not use English as the language of education	34	47%
Professional development and support for equity training inside and outside of the classroom	33	45%
Clarification of how to place U.S. high school graduates	32	44%
Data and technology support for changes to registration and student information systems	31	42%
Guidance and messaging for special populations (DSPS, Veterans, EOPS, CalWORKS, Foster Youth, etc.)	31	42%
Guidance on best practices to direct students appropriately to direct access to TLE/TLEE or to the assessment process for placement into credit ESL courses	31	42%
Clarification on use of existing funds to support AB 705 efforts (general fund, SEA, other grants, etc.)	28	38%
Expedite the curriculum process	23	32%
Ability to acquire high school transcripts more efficiently and accurately	21	29%
Guidance on reviewing minimum qualifications to expand the disciplines able to teach transfer-level English/ESL	10	14%

Percentages calculated out of 73 total responses.

Supports for Students Not Successful in Transfer-Level Math or English

AB 705 has provided an opportunity for colleges to evaluate and assess students who are not passing a transfer-level course at a much more granular level than was explored previously when tracking students through basic skills sequences, as more students now have direct access to transfer-level courses. Colleges often did not look at throughput rates or the completion of the transfer-level course based on the number of students who started the sequence. This shift has been a benefit of the increased scrutiny on success in transfer-level courses, with colleges now implementing policies and practices to help support students who do not pass the transfer-level course on the first attempt.

Open-ended responses were categorized into five themes: (1) no intervention, or an intervention approach is still in the planning stage, (2) support services, (3) support for course re-enrollment, (4) curricular innovations, and (5) exploring student needs. Note that comments provided by colleges may have contained interventions falling under more than one theme, and so there are duplications within the responses count.

Moreover, from college comments, it is difficult to tell if the listed interventions describe actions faculty are undertaking independently or activities that are part of a systematic approach or policy. Likewise, some comments referring to "no intervention" suggest no *formal* intervention and do not necessarily indicate that faculty are not intervening in informal ways.

MATH/QUANTITATIVE REASONING

Respondents indicated that their approach to students who do not pass the course is to encourage them to reenroll in the course (45%, 33 colleges). Of the respondents who encourage reenrollment:

- 45% (15 colleges) encourage or allow students to reenroll in the course,
- 42% (14 colleges) encourage or allow students to repeat the course with support, including corequisite support or embedded tutors, and
- 12% (4 colleges) use early alert systems to identify students who are struggling.

ENGLISH

Respondents indicated that their approach to students who do not pass the course is to encourage them to reenroll in the course (45%, 34 colleges). Of the respondents who encourage reenrollment:

- 53% (18 colleges) encourage or allow students to repeat the course with support, including corequisite support or embedded tutors,
- 32% (11 colleges) encourage or allow students to repeat the course, and

- 15% (5 colleges) use early alert systems to identify students who are struggling.

Table 19 below and 20 on the next page list responses about how respondents are addressing students who do not complete transfer-level math and English courses. The responses were coded into themes to synthesize responses into common areas to identify similarities between respondents.

Q. How are you addressing students who do not successfully complete the transfer-level math/quantitative reasoning course?

Table 19. Interventions for Students Who Do Not Successfully Complete Transfer-Level Math/Quantitative Reasoning Courses

Theme	Responses	Percent
Course Re-Enrollment	**33**	**45%**
Encourage or allow students to repeat the course	15	45%
Encourage or allow students to repeat the course with support (e.g., corequisite, embedded tutors)	14	42%
Use of early alert systems to identify students who are struggling	4	12%
Support Services	**11**	**15%**
Encourage students to access support services (e.g., tutoring, math lab, workshops)	11	100%
No Intervention/Intervention Approach Still in Planning	**15**	**21%**
Curricular Innovation	**12**	**16%**
Late start, short pre-requisite courses, and intersession courses	6	50%
Curriculum redesign/Faculty professional development	4	33%
Offer non-credit support courses	2	17%
Exploring Student Needs	**3**	**4%**
Survey and/or interview students to understand their needs	3	100%
Total Responses Provided	**73**	**100%**

Q. How are you addressing students who do not successfully complete the transfer-level English course?

Table 20. Interventions for Students Who Do Not Successfully Complete Transfer-Level English Courses

Theme	Responses	Percent
Course Re-Enrollment	**34**	**45%**
Encourage or allow students to repeat the course with support (e.g., corequisite, embedded tutors)	18	53%
Encourage or allow students to repeat the course	11	32%
Use of early alert systems to identify students who are struggling	5	15%
No intervention/ Intervention Approach Still in Planning	**14**	**18%**
Support Services	**9**	**12%**
Encourage students to access support services (e.g., tutoring, writing center, workshops)	**9**	**12%**
Exploring Student Needs	**6**	**8%**
Survey and/or interview students to understand their needs	6	100%
Curricular Innovation	**4**	**5%**
Curriculum redesign/Faculty professional development	2	50%
Offer credit and non-credit support courses	1	25%
Offer late-start, prerequisite course for students struggling in transfer-level English	1	25%
Total Responses Provided	**76**	**100%**

Conclusion

In conclusion, **self-reported high school data are the most used placement method for math/quantitative reasoning and English courses**. However, **assessment tests are most used for credit ESL**, with roughly half of respondents using them. The next most widely used placement method for math/quantitative reasoning, English, and credit ESL is guided placement or self-placement. **Guided or self-placement is used most often for returning students without high school transcript data.**

The most common curricular modification for math/quantitative reasoning and English includes a **transfer-level course plus a credit corequisite support course**, which may be required or optional, with two units of mandatory corequisite supports being most common approach. The **most selected academic support reported by respondents are embedded tutors and specialized tutoring assistance** in statistics, precalculus, English and credit ESL courses. The most selected faculty supports reported by respondents included faculty professional development and faculty learning communities.

Most credit ESL departments that responded to the survey have **already completed the implementation of ESL pathways** that transition students from the highest level of credit ESL coursework directly into transfer-level English (TLE) or an ESL course equivalent to TLE (TLEE).

Further, most credit ESL departments report having **already completed integrating multiple strands** of required credit ESL skill courses into their curriculum.

Lastly, the **most requested resource needs for meeting AB 705 requirements reported for math/quantitative reasoning and English** were:

- professional development
- dedicated funding to support AB 705 implementation based on local needs,
- equity training inside and outside of the classroom, and
- references to 'best practices' and examples of successful implementation.

The **most selected resource needs for credit ESL** include: references to 'best practices' and examples of successful implementation professional development, and dedicated funding to support AB 705 implementation based on local needs.

The findings from this survey present the perspective of the 73 colleges who chose to respond prior to campus closures due to the Coronavirus. This information provides a snapshot in time to better understand AB 705 implementation and resources needed to continue with implementation moving forward.

Appendix

As noted earlier, this appendix contains responses to the "other" option for each question included in the survey. The "other" responses provide detailed information from colleges on their implementation of AB 705 that can serve as examples for other colleges. The responses are included in their original form.

Q. Which placement measures has your college used for fall 2019 for Math or Quantitative Reasoning and for which student groups? Select all that apply.

Table 21. Placement Measures for Math/Quantitative Reasoning (Response: Other)

Math/Quantitative Reasoning Responses
Students who do not have high school data through the end of 11th grade and do not know it to self-report, can file a matriculation appeal. High school students taking college courses have their counselors approve them taking college courses.
Students in the "Other Assessment Method" have the opportunity to challenge their placement by completing a Prerequisite Override Petition Form and meeting with the Math Department Chair.
All students without high school records may gain access to our entry-level transfer-level math courses (Survey of College Math, Statistics, Finite Mathematics, College Algebra, and Trigonometry) upon completion of an online assessment questionnaire. If any student would like to gain eligibility for Precalculus, Business Calculus, or Calculus I, then the student may visit the Mathematics and Computer Science department chair.
Placement by Dean
Interview with a counselor about previous high school experience or can self-place to transfer course.
Math faculty advising
Concurrent enrollment students placed based on HS counselor recommendation Incarcerated students without access to transcripts are placed using GSP
Meet with a counselor. Math faculty participated in Internat. Student orientation to advise.
Our primary placement source is CCCApply self-reported data. For all students who do not compete this section for any reason, they are directed to our Placement Assistant. The Placement Assistant includes questions about GED/equivalency exams, previous math and English courses, and international status.
Referred to counseling to determine goals/math needs and prep
For Math, English, and ESL, we use a district developed placement system that allows all students to receive placement via the responses they enter. We do not require transcripts or other documentation for verification. . All students receive placement levels based on how they respond to the questions in the tool. So under one way of understanding guided self-placement, we apply this to all students. However, within the system, identifying yourself as belonging to some of the demographics listed will trigger a specific placement level. In math, the majority of the student categories listed above would receive a placement level of "transfer with support" by default based on the demographic category they fall into. The primary exception is students who graduated high school within the past 10 years who may be placed via the tool at the "transfer without support" level. Once any student receives a placement level, we have a challenge process if they feel their placement is not correct. In math specifically, students who want to change levels may attempt to do so via a challenge exam.
Use CCCApply, stdts not placed use guided-Self Placement
Questionnaire
High School Counselor Recommendation; College Counselor Recommendation
Counselors work directly with students to build Student Confidence
Student who could not self report high school transcripts are referred to an appointment with a counselor. The counselor uses an AB 705 multiple measure assessment tool to help determine the students comfort level with taking college level English or math, and they are placed accordingly.

Q. Which placement measures has your college used for fall 2019 for English and for which student groups? Select all that apply.

Table 22. Placement Measures for English (Response: Other)

Math/Quantitative Reasoning Responses
Students who do not have high school data through the end of 11th grade and do not know it to self-report, can file a matriculation appeal. High school students taking college courses have their counselors approve them taking college courses.
CELSA, TOEFL, IBELT, Students who are 10+ years out of high school are placed in transfer-level
Depending on other language of origin and years of H.S.
Placed with PTESL. GSP tool is in development for Fall 2020.
Placement by Dean
Challenge process
Counseling
Interview with a counselor about previous high school experience or can self-place to transfer course.
Accuplacer
English faculty advising
Concurrent enrollment students placed based on HS counselor recommendation Incarcerated students without access to transcripts are placed using GSP
meet with counselor
Our primary placement source is CCCApply self-reported data. For all students who do not compete this section for any reason, they are directed to our Placement Assistant. The Placement Assistant includes questions about GED/equivalency exams, previous math and english courses, and international status.
Currently all students are cleared for transfer-leve, and we rely on advisors to discuss options as needed.
ESL students w/o HS graduation referred to ESL dept.
High School Counselor Recommendation; ELAC (English Language ACquisition) Test
Counselors work directly with students to build Student Confidence
Student who could not self report high school transcripts are referred to an appointment with a counselor. The counselor uses an AB 705 multiple measure assessment tool to help determine the students comfort level with taking college level English or math, and they are placed accordingly.

Q. Which placement measures has your college used for fall 2019 for credit ESL and for which student groups? Select all that apply.

Table 23. Placement Measures for Credit ESL (Response: Other)

Credit ESL Responses
We do not accept international students and we do not offer credit ELL courses, only noncredit ELL.
A conversation with the student describing the courses and expectations
CELSA, TOEFL, IBELT
These students completed the GSP for English.
Multiple Measure is the "other" assessment Measure. *Other ELL = US permanent residents (not international students) with no US High School
Individual student interviews as part of ESL orientation
Challenge process or TOEFL
Interview with a counselor about previous high school experience or can self-place to transfer course.
GSP in Spring 2020. Special assessment from adult school
ESL faculty advising
Question about level of education in student's country of origin
ESL Reading Sample (developed locally)
Our primary placement source is CCCApply self-reported data. For all students who do not compete this section for any reason, they are directed to our Placement Assistant. The Placement Assistant includes questions about GED/equivalency exams, previous math and English courses, and international status.
Multiple measure for all incoming ESL students is evidence of a college/university education in their native country or the US.
Accuplacer is still permitted & used
Students meet with counselors for placement guidance
multiple measure questions and interviews
We have a placement for international students using TOEFL scores; which can be challenged using the assessment testing
We currently use the CELSA to place ELL students once they have identified themselves under the English placement system. CELSA will be phased out this summer and will be replaced with a guided self-placement tool. The tool will be fully adopted and implemented for Fall 2020 registration.
F19: CELSA + MM Questions & piloted Guided Self Placement
Registration events and on-the-spot counseling from counselors or faculty.
we do not offer credit ESL
We do not offer credit ESL.
College Counselor Recommendation
COS does not offer credit ESL
Student who could not self report high school transcripts are referred to an appointment with a counselor. The counselor uses an AB 705 multiple measure assessment tool to help determine the students comfort level with taking college level English or math, and they are placed accordingly.

Q. If using guided or self-placement for math/quantitative reasoning, which student groups are able to utilize GSP for assessment purposes?

Table 24. Student Groups Able to Use Guided or Self-Placement for Math/Quantitative Reasoning (Response: Other)

Math/Quantitative Reasoning Responses
Discipline faculty
To clarify, upon completion of an online assessment questionnaire all students are given eligibility for our entry-level transfer-level math courses (Survey of College Math, Statistics, Finite Mathematics, College Algebra, and Trigonometry). After the questionnaire, students may view a video that explains the course options and may click to view course information. Guidance about which math course to take based on a student's major is also given. This guidance helps students decide in which math course to enroll.
Students that have completed at least the 11th grade.
Incarcerated students without transcripts
Math GSP was used for the first time for students who entered PCC for Sp 2020
In development
N/A
All students use the same guided-self placement tool and we do not verify the information they provide. In the broad sense, we use guided self placement for all students.
All students have the option to challenge their assessment, but if transcript information is available they are provided with a recommendation

Q. How have your curricular offerings changed under your new placement practices in your Math department? Select all that apply.

Table 25. Changes to Math Department Curricular Offerings Resulting from New Placement Practices (Response: Other)

Math Department Responses
Lecture/lab format for statistics and quantitative reasoning
Math 17A-added a lab component by reducing the lecture time. Added qualifying placement language.
Note that we have some of the other options, columns 6 & 7, but that is NOT a change since AB705, we've always had those
We have a noncredit "bridge/bootcamp" (similar to MathJam) that occurs 2 weeks before fall and spring term. Students may use this to review materials or get a head start for the upcoming semester.
No courses offered below AA-level. Only one or two sections of intermediate algebra. All other courses are transfer-level.
Other is not an option.
We developed NCR workshops and a summer/winter intersession Math Jam
"Other" courses with corequisite support are MATH 010 (C-ID MATH 120) and BUS 119 (C-ID MATH 130).
There is now a full time statistics lab in addition to our Math lab in our Success Center. We also regularly incorporate "just in time" review in our courses.
College Algebra was recently approved to offer Fall 2020 among w/corequisite course.
We also offer Elementary Algebra with corequisite support and Intermediate Algebra with corequisite support. All corequisites are optional. Within the last couple of years, our academic support department started offering Embedded Tutoring as an alternative to the already-existing Supplemental Instructors. Not all courses checked above necessarily have embedded tutors every semester/intersession.
We have added linked corequisite support courses to Intermediate Algebra
Increased staffing in statistics
The college's liberal arts math course is part of the 705 complement of classes, but there has been no demand for support for that course.
The Tutoring Center has a dedicated table/support space to support Stats students.
We restructured our curriculum to offer College Algebra for Calculus and Trigonometry for Calculus as a prerequisite for Engineering Calculus (replacing our prior sequence of Trigonometry followed by Precalculus). The two courses can be taken concurrently.
Not offering any remedial/prerequisite math courses. Our coreq courses are NOT required. They are only 0.5 units, but meet for 2 to 2.5 hrs per week
Our credit support will be changed to noncredit next year. Because we don't force any students to enroll in support course, we have found that they don't fill; therefore, for College Algebra and Math for Liberal Arts, we added one lab hour to all sections.
We created a new course (1-level below) that combined beginning and intermediate algebra in one semester. Enrollment has not been good.
Creation of multiple support courses with an emphasis on study skills, growth mindset/habits of mind, and just-in-time skills needed for the course. Department discussions about teaching topics other than math in our courses.
There is no "Other." We are using the no recommend support; strongly recommended support; and only requiring prerequisite support if in the lowest HS performance and GPA area.
We have developed a two semester math pathway that satisfies the requirements for many associates degrees in Liberal Arts and Business and transfer requirements in some disciplines. The first semester is a 5 unit course (4 lecture hours, 3 lab hours). The second course is 5 units (4 lecture hours, 3 lab hours). The second course is AA/AS applicable in the fields of Fine Arts, Visual and Performing Arts, Humanities, Behavioral Sciences, Social Sciences, Business, Economics, Life Sciences. It is CSU transferrable for a limited number of degrees in some of the afore mentioned areas. It is not UC transferable.

Math Department Responses
We kept one level below transfer for students who did not complete Algebra II in High School.
Precalculus will have corequisite support beginning Fall 2020 Math 124-Math for Liberal Arts course outline changes to streamline course content (will submit Fall 2020)
There are no corequisite courses available for the other classes so far.
Also added concurrent support to Intermediate Algebra
Statistics in 2 8-week courses, during single or multiple semesters
Eliminated some non-transfer-level courses. Offer math boot campus for brush-up opportunities, sponsored by Adult Education funding. Developing pre-calculus course online and for incarcerated students. All math is now Zero Textbook Cost. Approved Personal Finance for CSU math transfer requirement.
Embedded labs in Statistics, Liberal Arts Math, College Algebra, Pre-Calculus and Calculus
Added Technical Math for CTE at the transfer-level
We also provided an optional 1 unit support class for statistics, business calculus, college algebra, trigonometry, precalculus and calculus

Q. How have your curricular offerings changed under your new placement practices in your English department? Select all that apply.

Table 26. Changes to English Department Curricular Offerings Resulting from New Placement Practices (Response: Other)

English Department Responses
Transfer-level English over two quarters.
Supplemental instruction was added to corequisite English courses for selected cohort sections.
We developed NCR workshops and a summer/winter intersession English Refresher workshops
Created an accelerated transfer course with additional unit.
Self-Guided Tool
Our primary curricular change is our linked credit corequisite course support. We adopted the threeband default placement, recommending the corequisite support to students in the middle band (HS GPA between 2.0 and 2.59) and requiring it for students in the lower band (HS GPA 1.9 or below), but we also implemented a very liberal challenge policy so that students who feel that their HS grades do not reflect their skills or needs can opt out of that requirement.
Combine class was already in place pre-AB705. Only change was complete elimination on developmental classes.
Not offering any remedial English courses
We have expanded our transfer-level English classes from 3 units to 4 units to allow for more time in class to support all students entering at the transfer-level.
Supplemental Instruction; online tutoring; online support class
We offer a four-unit enhanced version of English 1A with 3.4 hours of lecture and 2 hours of lab (5.5 WSCH)
We are giving not; strong recommended; and recommended... but not enforcing. We also have skill builder noncredit (4- week) courses around topics (grammar, reading, sentences/paragraphs...)
N/A
We have developed ENGL 13A, an optional 1- unit Basic Skills class (.5 hours lecture, 1.5 hours lab). This class is open to any student that wants additional academic writing support. Students at any level can enroll for 13A and the class, and the class is designed to address the specific needs and writing context of the individual students enrolled.
We created a 4-unit English 101 class and for lowest performing HS students, we have a non-optional non-credit course.
Specialized tutoring assistance will begin Fall 2020
We also created two readings support courses that are optional, supplemental, low/no-credit and contextualized to support non-English classes. There is no placement for these courses - they are purely optional supports. Unfortunately, state groups have been counting these as existing "remediation" courses at this college, which they are NOT.
All options for support courses and transfer courses are offered to incarcerated students. Reducing offerings of (with plan ultimately to eliminate) non-transfer-level English. Plan for designated support for English Language Learners in transfer-level English through Embedded Tutoring.
We implemented an Instructional Support person in the unlinked corequisite course.

Q. Have you or do you plan to change curricular offerings under any new placement practices for Credit ESL? Select all that apply.

Table 27. Changes to Credit ESL Curricular Offerings Resulting from New Placement Practices (Response: Other)

Credit ESL Responses
Integrating curriculum.
We have integrated Reading and Writing courses up to 5 levels- below transfer-level.
Developed mirrored noncredit and credit sequence and transfer-level English equivalent.
We do not offer Credit ESL, only Noncredit ESL.
Integrated Reading/Writing Course
We increased the breadth and "handshake" between Credit and Noncredit
Current credit curriculum is in compliance with AB705; all students have the option to self-place (all courses carry advisories rather than prerequisites). A credit-ESL course one level below transfer has been created and is active this year to bridge the gap between advanced ESL and transfer-level composition. ESL faculty are working on curriculum improvements to further streamline students' paths, which will combine some courses. These updates are planned for Fall 2021 implementation.
ESL Transfer-Level Composition
Workshops
We have shortened our core course sequence leading up to TLE to four courses, down from five.
Support course linked with ENG-1A will target multilingual student needs.
New certificate being developed. Transfer-level course for ELLS (Fall '21)
We have created non-credit versions of our beginning through high-intermediate courses
By request in-class support for classes without embedded support
English 1A + linked credit ESL corequisite support
We already implemented AB 705-compliant accelerated sequence before AB 705.
Blended skills in a single course at each level
We are working on credit ESL certificates as well as ESL version of TLE and applying for ESL courses to fulfill degree requirements.
ESL faculty w/ min-quals are teaching TLE sections that are designated for ESL students.
Our advanced course was redesigned to be a 2-semester bridge directly to English 1. It includes 1-1 faculty support in addition to lab hours.
Mirrored all credit ESL with noncredit ESL. Our program was already designed for students to get to TLE in one year or less. Also offering multiple section of transfer ENG designed for ESL/multilingual students.
We added integrated skills classes for multilingual students to lead directly to transfer-level English rather than leading to remedial English classes.
Integrated Reading discipline into ESL course offerings.
No new placement test yet
We have created an entire series of non-credit ELL (English Language Learner) courses different than our ESL sequence. This is very popular, especially among the adult ed community
New transfer-level integrated reading and writing courses at one- and two-levels below transfer-level English.
We redeveloped our ESL curriculum prior to the implementation of AB705. The redeveloped curriculum met the standards of AB 705 so no additional curricular changes have been put in place as a response to AB705. Our sequence enables a student to complete transfer-level English within three years and includes classes that support a challenge option that enables students to bypass next-level classes in the sequence. These are optional 2-unit corequisite support classes. Students are not required to enroll for these. ELAC 16 is a corequisite for our low-intermediate level core ELAC course offering – Introduction to English Literacy and Communication. Students who

Credit ESL Responses
successfully complete a challenge through ELAC 16 are able to skip our intermediate level integrated reading, writing and grammar class and move to our advanced intermediate integrated reading, writing and grammar class. ELAC 26 is a corequisite for our intermediate level core integrated reading, writing and grammar ELAC course. Students who successfully complete a challenge through ELAC 26 are able to skip our advanced intermediate level integrated reading, writing and grammar class and move to our advanced integrated reading, writing and grammar class. Students can reduce their unit load by 4 unit by utilizing the challenge option available through these classes.
For #12 below -- there are n
We collapsed 4 levels into two and added transfer-level ESL equivalent to ENG 100 (Transfer-level English).
No changes. We have been offering embedded and specialized support prior to AB705. Are streamlining pre-transfer ESL sequence.
"Combined prerequisite and transfer course in one term with no additional units" and "Combined prerequisite and transfer course in one term with additional units" to begin Fall 2020
Reduced the number of units at each level by integrating reading and writing courses.
Classes are mirrored for non-credit in ESOL.
Created a new higher-level ESL to make up for the below transfer English that has been discontinued
We have combined reading and writing curriculum for one level below transfer (ENSL 110 and 155 have become ENSL 11)
we do not offer ESL
We do not currently offer credit ESL. We are discussing reinventing a non-credit bridge support class to assist with transition to credit English and/or adding Embedded Tutoring in transfer-level English specific to ESL needs.
COS does not offer credit ESL

Q. Which curricular changes, if any, is your college working on to meet AB 705 requirements for fall 2020 specific to credit ESL? Select all that apply.

Table 28. Curricular Changes Underway to Meet AB 705 Requirements for Credit ESL (Response: Other)

Credit ESL Responses
We plan to create noncredit classes for students who assess below the Intermediate level. Currently, we refer these students to the adult schools in our AEBG consortium to that students can complete our ESL pathway (not including TLE) in four semesters.
None, we don't have enough students and more and more of the ELL students are going through the County Office of Education.
Incorporating guided pathways principles and development of content-based instruction to ESL pathway & scheduling for AB705
We are developing AmLa certificate. We have curriculum written for three new support courses. We are working on a few Pathways projects.
Created a 2-unit supplement course for English Comp with supports for ESL students
Our college wide AB 705 ESL credit and noncredit departments are working together to meet the criteria of AB 705 fall '20 implementation. Until the all students are given the opportunity to use our Guided Self-Placemen tool
advanced ESL writing course (ESLW340) transfers to CSU A2
We already have ESL faculty who meet min quals for Eng teaching TLE. our credit ESL path has always fed directly to TLE. Our top two ESL courses have always transfer ed (as electives).
We offer 10-12 sections per yr of TLE for ESL/multilingual students including completely online offerings.
As stated before, we are developing a guided self-placement tool to replace the CELSA that will be ready in the fall. Additionally, we submitted our highest-level ELL class for elective credit at the CSU/UC and the class was approved. However, we also attempted to get it approved for the general education breadth areas and we were unsuccessful. A request for support in this area was recorded on a previous question as we would like to secure this. Additionally, we would like to provide clarification on Maybe response to ESL pathway that allows for credit ESL faculty to teach English composition to ESL students. This is not formal at our campus but it is done informally and we try to offer a transfer-level with concurrent support class that is taught by an ESL instructor and is reserved for an ESL cohort of students. Low enrollment has caused this class to be opened to a general cohort of students in the past few semesters.
4crse (2 yr) credit ESL path thru Trans-Level English (In process)
we do not offer credit ESL
COS does not offer credit ESL

Q. How is your college integrating AB 705 with Guided Pathways? Select all that apply.

Table 29. Strategies for Integrating AB 705 with Guided Pathways (Response: Other)

Guided Pathway Responses
Guided Pathways may include AB705 integration in the coming academic year.
Pathways and AB705 are both integrated in the District's Strategic Plan. Information about math requirements was provided to participants in our Meta Majors summit.
All of the above are under consideration.
these groups are working very closely on our campus
Collaboration with other ELAC programs from other SDCCD colleges and noncredit in the adjustment of the Guided Self-placement tool to make it more comprehensive.
We are actively engaged in mapping all CTE and AD-T programs and moving to all other degrees. We are implementing new software for our catalog to better present data on the Web
Those left unchecked are in progress at this time.
Some of these "checks" are "in progress." We could use state help with a tool or tools that will help complete, organized, track, and utilize education plans to help students with schedule planning and the college with scheduling, student support, retention, and completion.

Q. What additional student services and academic supports has your college chosen to provide to students to support them for direct placement into transfer-level coursework, if any? Select all that apply.

Table 30. Additional Student Services to Support Direct Placement into Transfer-Level Coursework (Response: Other)

Additional Student Services Responses
Spring semester: Student Achievement Interns visit ENGL 1 PLUS courses for a 30-minute orientation on success skills & college knowledge. Then, SAI offers weekly success workshops (e.g., time management, how to email professors, ghosting, being "prepared") during the semester and established a Transfer, Career, Workforce Academy. Mid-semester "tune-up" classroom visits may also happen if necessary. We also offer embedded tutoring for our ENGL 1 Plus classes as well as some selected late-start ENGL 105 classes for students who were not succeeding in ENGL 1 Plus classes. We also worked with Basic Adult Ed to offer referrals for open entry/exit 600
Support Courses, MESA Support Center
Hired ESL Support and Outreach Specialits; planned acquisition of text to assist ESL students in practicing English outside the classroom
For all ESL, not specific to TLC
corequisite courses (math and English); free reading and conversations clubs (ESL).
Textbook loans, Summer Bridge
STEM retention specialist to support case management
Via a group batch process, we provided retroactive transfer-level placement to continuing students. Counselors worked with returning students to request transfer-level placement. We have created an AB 705 informational video to inform students about the new placement process. Ongoing AB 705 meetings with discipline experts in English, Math, and ESL to monitor data and refine AB 705 efforts.
Success Coaches
Community of Practice and tutor training
Summer Math Jam sections
More training for counselors to understand the different needs of ESL students and their preparedness for TLE vs. just automatically assuming and recommending TLE.
Embedded tutoring(in accelerated transfer-level ESL course only)
GRASP - weekly Group faculty tutoring sessions; Cohorts: courses with free textbooks and designated counselors
ESOL Orientations
student success courses taught by embedded counselors
Embedded lab time for remediation when needed

Q. What institutional changes has your college chosen to undergo to support students, faculty, and staff in implementing AB 705, if any? Select all that apply.

Table 31. Institutional Changes to Support Students, Faculty, and Staff in Implementing AB 705 (Response: Other)

Institutional Changes Responses
English portfolio reviews and department norming sessions.
Hybrid ENGL 1 PLUS
Curriculum Development, reassigned Time for AB 705 Professional Development Coordinator
Regular meetings and collaboration among course level English and Math faculty.
Communities of Practice for co-req Math instructors
Boot Camps
In addition to professional development around curriculum and pedagogy, we are offering faculty professional development focused on developing students' affective domain
Most English instructors use an informal diagnostic to help address student needs early in the semester. The Math Guided Self Placement includes links to readiness questions for each course.
We would like to add an insight under the category of "Late start courses for students who would like to move levels." This is a practice that we have implemented but it is negatively impacting student's financial aid. Students need to be enrolled in all of their classes by a certain deadline in order to receive a full financial aid distribution but we are finding that they are waiting to enroll – we think because they are waiting to enroll in Math and English until they get to campus and can get some guidance on which class to enroll in. The late start classes are there to enable this but those students are having financial aid delays now. Additionally, we have not lowered the caps on Math classes because of financial pressure and it is unlikely that this will change in the future without some guidance from the state that this is a practice worth pursuing. We have no comparative data that supports an argument to lower the caps on Math classes; however, math faculty report better outcomes in smaller classes anecdotally. If campuses have implemented smaller class sizes and have comparative data, this would be a valuable resource for making the case in our district.

Q. In order to ensure that colleges are maximizing the probability that degree/transfer-seeking students complete transfer-level or degree-appropriate math or quantitative reasoning (QR) within a one-year timeframe, what additional resources are most needed from the CCCCO, in collaboration with the Academic Senate for California Community Colleges (ASCCC) to help your college? Check all that apply.

Table 32. Resources Needed to Maximize Student Success in Math/ Quantitative Reasoning Transfer-Level Courses (Response: Other)

Resources Needed in Math/Quantitative Reasoning Responses
Physics/math, Intermediate Algebra, CT/Math
Guidance for evaluating the effectiveness of our existing guided self-placement tools
More funding for embedded tutors, and another computer lab for teaching statistics classes
It would be helpful to see model curriculum that is different from traditional lecture course. For instance, what does a successful active learning College Algebra look like: What physical support (E.g. classroom furniture, manipulatives), instructional support (e.g. added class time, outside of class workshops), curriculum choices (e.g. (de)emphasis of particular topics, new text, assumption of student prerequisite skills, class activities), assessment techniques (e.g. group tests, journals). If we want math instruction to change to make the most of acceleration model, then it would be helpful to produce annotated lesson plans for a curriculum as publishers have for K12 math curriculum; this will help with professional development for new faculty as well as encouraging current faculty to try new things without being overwhelmed.
We now offer basic skills concurrent support classes linked to transfer-level courses. We want to explore the possibility of a higher unit transfer-level courses but we have concerns about the impact on Associate Degrees for Transfer. Guidance and support in this area and in expediting curriculum (and articulation if possible) would be appreciated. Additionally, we believe students are delaying enrolling in math because of confusion over their options when they receive their placement information. Best practices, examples and guidance on messaging and communicating with students to enable early math enrollment would also be valuable. We also know that students are making decisions based on financial aid. One example we are aware of are Veterans who are opting for classes that do not have a corequisite support course attached to them because their fees for the support course are not paid for if their goal is transfer. Additionally, we would like to suggest that one form of support for data collection, analysis, and institutional planning at the local level could take the form of state support for a Tableau Server (CCCCO would host the server for the colleges) and financial support for staff at the campuses, or grants/ongoing financial support for campuses to implement Tableau independently. Our Guided Self Placement system makes it possible for most students to receive placement information without coming to the campus. While this reduces barriers for them, we believe it also puts them in a situation where they are unable to get questions answered about their placement levels. We are interested in examples of successful uses of technology to address that need. For example, are campuses using live chat with students or other tools to enable direct communication. What has that looked like and what resources were required and what was necessary for implementation. Samples from other campuses of materials that are used to successfully communicate math pathways to students would be appreciated.
Wording for COR's on grading corequisite math classes (i.e., can these courses be graded together?)
Clarification of Credit v Non-Credit minimum qualifications
Guidance on pre-requisites for courses transferring to UCs/CSUs.

Q. In order to ensure that colleges are maximizing the probability that degree/transfer-seeking students complete transfer-level English within a one-year timeframe, what additional resources are most needed from the CCCCO, in collaboration with the ASCCC to help your college? Check all that apply.

Table 33. Resources Needed to Maximize Student Success in English Transfer-Level Courses (Response: Other)

Resources Needed in English Responses
Transparent communication regarding AB 705 with College and District administration
Dedicated funding and training for robust & comprehensive tutor support
We would like to have the time to implement, gather, and respond to data with the understanding that we move in semester-long units. Structural support for exploring additional curriculum delivery options would also be helpful. We are particularly interested in learning about how to design and implement a stretch option for students who, if they don't pass in the first semester, don't have to take a failing grade but could be given some kind of continuation mark to continue the course in the next semester. How does that work with the curriculum design, the implementation, the enrollment management, scheduling, and grade notations. We are very interested in this idea, but it would be helpful to have some of the technical and bureaucratic difficulties get addressed. Best practices for Writing Centers and non-curricular out-of-class support structures.
Earmarked allocation for corequisite English support courses.
Funding for wrap around student support services, best practices on SI, expedited articulation
Funding for smart classrooms, embedded counseling/librarians/tutors/wrap around services
Institutional support for marketing, prof dev, community outreach
We now offer basic skills concurrent support classes linked to transfer-level courses. We want to explore the possibility of a higher unit transfer-level courses but we have concerns about the impact on Associate Degrees for Transfer. Guidance and support in this area and in expediting curriculum (and articulation if possible) would be appreciated.
Guidance and best practices on advising and prerequisite language and communication with other disciplines.
Guidelines on pre-requisites for courses that meet UC/CSU requirements.

Q. In order to ensure that colleges are maximizing the probability that degree/transfer-seeking ESL students complete transfer-level English (TLE) or an ESL course equivalent to transfer-level English (TLEE) within a three year timeframe, what additional resources are most needed from the CCCCO, in collaboration with the ASCCC to help your college with full implementation by fall 2020? Check all that apply.

Table 34. Resources Needed to Maximize Success of degree/transfer seeking ESL Students in Their Completion of a Transfer-Level English Course (Response: Other)

ESL Resources Needed Responses
Funding and Training for Robust & Comprehensive tutoring program
transcript support
Professional development for counselors in advising ESL students.
UC/CSU Approval Process
Assessment test options for ESL specifically.
Re-convene assessment committee; extend time for colleges to use currently approved language acquisition leveling instruments
How to validate a local writing assessment
This area needs the most help - especially with clarification on assessment testing and self-placement
Extend to compliance deadline to fall 2021. Delayed guidance and still pending Title 5 language on ESL placement assessment make the fall 2020 deadline unrealistic.
We would like support for submitting ESL classes for the General Education Breadth Area CSU C2 and IGETC 3B. We attempted to do this but it did not meet their criteria. Standards, however, have not been uniformly applied and other colleges have been able get what appear to be equivalent classes approved. There was a resolution about this at the Academic Senate Plenary. We need guidelines from the CSUs/UCs that ensure consistency with approval.
How to place students who have not completed Algebra 2 in high school into STEM math classes
Additional Facilities / Design
Best practices and models for self-placement.
Support for educational planning tools.

Research and Planning Group for California Community Colleges

The RP Group strengthens the ability of California community colleges to discover and undertake high-quality research, planning, and assessments that improve evidence-based decision-making, institutional effectiveness, and success for all students.

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