AB 705 Implementation Survey Results

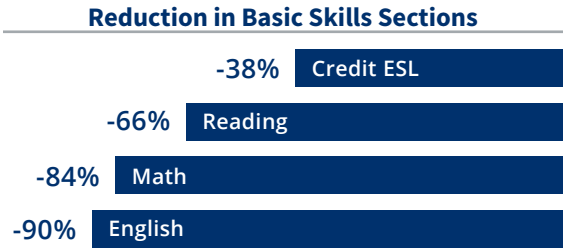
Fall 2018

California Community Colleges

This infographic provides a summary of the results from the AB 705 Implementation Survey that was sent to all California Community Colleges in fall 2018. Out of the 114 colleges in the system, 104 responses were received, for a response rate of 91%. The purpose of the survey is to collect and share what colleges are doing so the community college system may learn from one another; determine what support colleges need to meet AB 705 requirements; and inform the legislature of colleges' plans and actions thus far.

California Community Colleges have significantly decreased their basic skills sections offered.

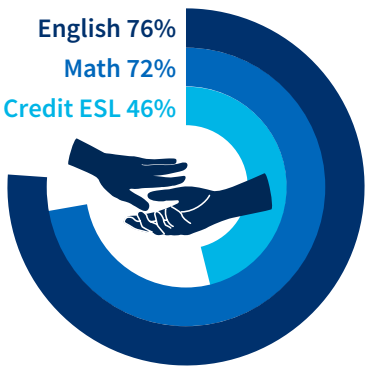
Between 2017 and 2018, colleges reduced basic skills sections for English, math, reading and credit ESL (on a later timeline).



There is a major increase in the number of colleges using high school data now, compared to previous data collected over the past four years. **U.S. high school transcript data** serve as the most widely used form of assessment by English and math departments systemwide, with 75 colleges reporting they use transcript data to assess students who completed 4 years of high school in the U.S.



The majority of English and math departments—and 46% of ESL departments—plan to use guided self-placement in 2019-20.



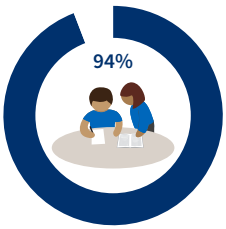
Among colleges piloting curricular changes in 2018-19, a **transfer-level course plus a co-requisite support course** — either required or optional — was the **most widely implemented curricular change to meet new standards for English, math and credit ESL programs.** The highest rate of respondents indicated they are implementing a mandatory co-requisite support course with a two-unit load. The open-ended responses revealed the wide range of implementation plans across all colleges.



2017 Curriculum → **2018-2019 Curricular Change**

Research conducted by **The RP Group**

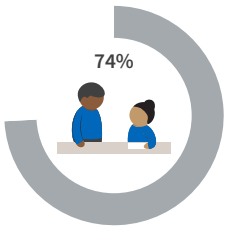
The student services or academic supports most widely offered to students to support them in AB 705-adjusted courses, include:*



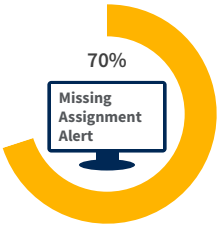
Tutoring Center
(math lab, writing center, etc.)



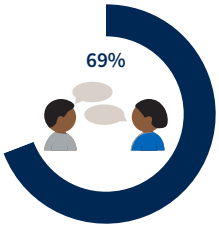
Supplemental Instruction



Embedded Tutoring

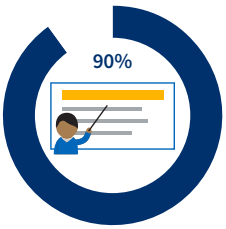


Early Alert

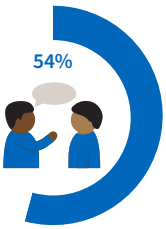


Counseling at the Counseling Center

The most widely adopted institutional changes to support the college in becoming AB 705 compliant include:*



Faculty Professional Development



Faculty Mentoring



Common Assignments/Exams

English, math and credit ESL programs all stated that funding and resources for professional development are most needed in regards to AB 705 implementation. Including additional funding for support services, additional faculty and staff, and other non-curricular supports. Other specific types of resource needs under these categories varied per program.



Funding



Additional Faculty and Staff



Professional Development

The full AB 705 Implementation Survey results, including open-ended responses and examples from colleges are available here: *https://bit.ly/2SQX6SI*
Results specific to credit ESL programs: *https://bit.ly/2GE692u*
Access a list of participating colleges and department-specific contact information: *https://bit.ly/2DnHz1P*

** Percentages calculated out of 104 responses.*