

California Community Colleges

AB 705 Implementation Survey

Administered in Fall 2018

Summary of Results

MMAP Team

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rpgroup.org

Research conducted by

The RP Group

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Summary of Results from AB 705 Implementation Survey

This report provides a summary of the results of the AB 705 Implementation Survey. The Research and Planning Group (RP Group) distributed the instrument to California Community College (CCC) chief instructional officers via the Chancellor's Office Listserv in late September 2018. By the December 2018 deadline, 104 of 114 CCC responded, achieving a 91% completion rate. The Chancellor's Office AB 705 Implementation Committee and the Multiple Measures Assessment Project Team (MMAP Team) designed the survey to help inform planning around how to best support colleges' efforts as they aim to achieve full implementation of AB 705.

The purpose of the 16-item AB 705 Implementation Survey was threefold. First, it sought to collect and share the experiences of CCC in implementing AB 705. Second, the survey aimed to determine what support colleges need to meet AB 705 requirements. Third, survey data will inform the legislature of colleges' plans and actions to execute AB 705. The results presented here are divided into four key areas in alignment with the domains of the survey instrument:

- Current Landscape and Placement Practices
- Aligning English and Math to AB 705 Requirements
- Student Support for AB 705 Implementation
- Needs Identified to Support the Field with Aligning English and Math to AB 705 Requirements.

The report begins with a high-level summary of responses by each of these four key areas. The next section provides disaggregated data by key area, providing detailed insight into colleges' progress, approaches, and needs by area. The report concludes by incorporating a list of participating colleges and their contact information. The appendix at the end of this document contains open-ended responses categorized by theme.

Summary of Responses by Key Area

Current Landscape and Placement Practices

Between 2017 and 2018, California Community Colleges significantly decreased their number of basic skills courses or sections. **Over 90% of colleges reduced English basic skills sections, while 84% reduced math basic skills**. Sixty-six percent of colleges reduced their reading basic skills courses. Though English as a Second Language (ESL) is adhering to a modified AB 705 implementation timeline with full implementation by fall 2020, 38% of colleges reduced their number of ESL sections.

The number of colleges using high school data to place students into English and math has increased substantially compared to the last four years, according to 2014-2018 data collected by the MMAP Research Team. **U.S. high school transcript data serve as the most widely used form of assessment by English and math departments systemwide**.

Students without high school transcript data sometimes participate in Guided Self-Placement (GSP). According to survey respondents, this practice is currently employed by:

- 27% (27 colleges) of 101 English departments
- 14% (13 colleges) of 93 credit ESL departments
- 27% (27 colleges) of 101 math departments

Programs or departments indicating they **plan to employ GSP in 2019-20** include:

- 76% (74 colleges) of English programs
- 46% (44 colleges) of credit ESL progams
- 72% (70 colleges) of math departments

Aligning English and Math to AB 705 Requirements

Among **colleges that are currently piloting AB 705 curricular changes, the most common modification includes a transfer-level course plus a co-requisite support course**, which may be required or optional. The practices listed below represent the variety of ways colleges are offering transfer-level courses plus co-requisites that support learning and completion. Survey data spotlight the wide range of implementation plans across the system.

ENGLISH COURSES IMPLEMENTING CO-REQUISITES:

- Required co-requisite and graded jointly: 19%
- Required co-requisite and graded independently: 29%
- Optional co-requisite: 18%
- Scheduled non-credit co-requisite course: 2%

CREDIT ESL COURSES IMPLEMENTING CO-REQUISITES:

- Required co-requisite and graded jointly: 3%
- Optional co-requisite: 17%
- Non-credit open-entry co-requisite: 8%
- Scheduled non-credit co-requisite: 3%

STATISTICS COURSES IMPLEMENTING CO-REQUISITES:

- Required co-requisite and graded jointly: 17%
- Required co-requisite and graded independently: 20%
- Optional co-requisite: 20%
- Non-credit open-entry co-requisite: 6%
- Scheduled non-credit co-requisite: 2%

PRE-CALCULUS COURSES IMPLEMENTING CO-REQUISITES:

- Required co-requisite and graded jointly: 17%
- Required co-requisite and graded independently: 10%
- Optional co-requisite: 27%
- Scheduled non-credit co-requisite: 3%

Among colleges that are **planning to modify their curricula in 2019-2020, the most frequently referenced change includes offering a transfer-level course plus a co-requisite support course**. Furthermore, 73% (74 colleges) plan to implement mandatory co-requisite supports with an assigned unit load in 2019-2020. The practices listed below represent colleges' curricular intentions as they work toward full implementation of AB 705.

ENGLISH COURSES PLANNING TO IMPLEMENT CO-REQUISITES:

- Required co-requisite and graded jointly: 16%
- Required co-requisite and graded independently: 30%
- Optional co-requisite: 28%
- Non-credit open-entry co-requisite: 3%
- Scheduled non-credit co-requisite course: 2%

CREDIT ESL COURSES PLANNING TO IMPLEMENT CO-REQUISITES:

- Required co-requisite and graded jointly: 7%
- Required co-requisite and graded independently: 11%
- Optional co-requisite: 15%
- Non-credit open-entry co-requisite: 7%
- Scheduled non-credit co-requisite: 2%

STATISTICS COURSES PLANNING TO IMPLEMENT CO-REQUISITES:

- Required co-requisite and graded jointly: 24%
- Required co-requisite and graded independently: 30%
- Optional co-requisite: 29%
- Non-credit open-entry co-requisite: 3%
- Scheduled non-credit co-requisite: 4%

PRE-CALCULUS COURSES PLANNING TO IMPLEMENT CO-REQUISITES:

- Required co-requisite and graded jointly: 24%
- Required co-requisite and graded independently: 18%
- Optional co-requisite: 28%
- Non-credit open-entry co-requisite: 3%
- Scheduled non-credit co-requisite: 7%

Student Support for AB 705 Implementation

Survey data reveal three central areas of practice most frequently noted by colleges in their efforts to support student learning and increase course completion. These are: (1) student services or academic supports, (2) broad institutional changes, and (3) institutional changes to support student success. Data are presented in order of magnitude.

As community colleges modify their practices to meet the needs of students under AB 705, **the most common forms of student services or academic support include**:

- 94% (98 colleges) Tutoring at a tutoring center, including math lab, writing center, etc.
- 75% (78 colleges) Supplemental instruction
- 74% (77 colleges) Embedded tutoring
- 70% (73 colleges) Early alert
- 69% (72 colleges) Counseling at the counseling center

BROAD INSTITUTIONAL CHANGES TO SUPPORT FACULTY INCLUDE:

- 90% (94 colleges) Faculty professional development
- 54% (56 colleges) Faculty mentoring

EXAMPLES OF INSTITUTIONAL REFORM TO SUPPORT STUDENT SUCCESS INCLUDE:

- 60% (62 colleges) Late-start courses for students who would like to move to a different section
- 32% (33 colleges) Student learning communities
- 22% (23 colleges) In-class embedded diagnostic assessments of student skills and abilities

Needs Identified to Support the Field with Aligning English and Math to AB 705 Requirements

To achieve full implementation of AB 705, California community colleges referenced specific areas of needed support. Broadly speaking, these include: **(1) funding and professional development, (2) guidance and clarification, (3) data and technology, and (4) other forms of augmentation**. The following table presents the diverse support requests denoted in the AB 705 Implementation Survey. Needs are presented in order of magnitude. Accordingly, the number adjacent to the statement indicates how many colleges or survey completers made this request.

TABLE 1. SUPPORT NEEDS FOR ALIGNING ENGLISH AND MATH TO AB 705 REQUIREMENTS

Support Need	English	Credit ESL	Math
Funding and Professional Development (PD)	PD to train faculty, counselors, and assessment staff (55) Funding for additional full-time faculty, tutoring, learning/writing centers, supplemental instruction, and other non-curricular supports (52)	PD for faculty on co-requisite course structure and development, acceleration practices, new curriculum development, student success strategies, and ESL placement (49) Funding for learning support specialists, writing center staff, supplemental instruction, and additional counseling (34) Incentives to encourage faculty collaboration and communication, such as funding for release time/ paid office hours (11)	Funding and resources for needed PD to train faculty, counselors, and assessment staff (57) Funding and resources for additional full-time faculty, tutoring, learning/writing centers, supplemental instruction, and other non-curricular supports (48)
Guidance and Clarification	Reference of best practices for placement models/structure of co-requisites or support courses (15) Resources, directory, or workshops that showcase successful implementation and model lessons from other colleges (14) Guidance on creating GSP tools/ developing an automated placement tool (9)	Guidance and resources to develop an accurate placement or self-placement tool (27) Best practices for supplemental support/implementation strategies across the state (7) Directory that showcases successful implementation and model lessons from other colleges (7)	Reference of best practices for placement models/structure of co-requisites or support courses (20) Guidance on creating GSP tools/ developing an automated placement tool (15) Resources, directory, or workshops that showcase successful implementation and model lessons from other colleges (14)
Data and Technology	IT support with development, implementation, and maintenance of AB 705 changes to registration system (13) Support for data collection, analysis, and institutional planning on the local level/provide metrics for data collection (10)	Informed research on ESL learning, accelerating language acquisition, transition into transfer English, and academic fluency (7) Multiple measures assessment tool for both reading/writing and listening/speaking (6) IT support with development, implementation, and maintenance of AB 705 changes to registration system (5)	IT support with development, implementation, and maintenance of AB 705 changes to registration system (8) Support for data collection, and analysis on the local level (8)
Other	Expedited curriculum through the Chancellor's Office curriculum approval process (6)	Expedited approval of new ESL curriculum through the Chancellor's Office curriculum process (5) Collaboration between ESL and English faculty (3)	Expedited co-requisite options through the curriculum approval process (6)

Disaggregated Data by Key Area

The following section explores each of the four key themes in more extensive detail. Again, these include: (1) Current Landscape and Placement Practices, (2) Aligning English and Math to AB 705 Requirements, (3) Student Support for AB 705 Implementation, and (4) Needs Identified to Support the Field with Aligning English and Math to AB 705 Requirements. For each of the 16 survey items, we provide the question, a summary of the responses, and a table of results.

Current Landscape and Placement Practices

Reduction in Basic Skills Courses, Fall 2017 to Fall 2018

Q1. How would you quantify the reduction in basic skills courses offered as a percent of total course offerings in fall 2018 compared to fall 2017?

Between 2017 and 2018, CCC's significantly decreased their number of basic skills courses or sections. **Over 90% of colleges reduced English basic skills sections, while 84% reduced math basic skills. Sixty-six percent of colleges reduced their reading basic skills courses**. Though English as a Second Language (ESL) is adhering to a modified AB 705 implementation timeline with full implementation by fall 2020, 38% of colleges reduced their number of ESL sections. What is presented below represents the percentage of colleges that have reduced their basic skills courses by 50 to 100%. Important to reiterate is the fact that credit ESL is adhering to a deferred AB 705 implementation timeline.

- 26% (26 colleges) of English programs
- 20% (20 colleges) of Math programs
- 5% (5 colleges) of credit ESL
- 35% (23 colleges) of reading basic skills

TABLE 2. CCC REDUCTION IN BASIC SKILLS COURSES, FALL 2017 TO FALL 2018

	English		Credit ESL		Math		Reading	
	#	%	#	%	#	%	#	%
1%-5% reduction	5	5%	3	3%	10	10%	2	3%
5%-10% reduction	10	10%	10	11%	12	12%	1	2%
10%-20% reduction	7	7%	6	7%	8	8%	1	2%
20%-30% reduction	15	15%	3	3%	13	13%	1	2%
30%-40% reduction	13	13%	5	6%	13	13%	9	14%
40%-50% reduction	15	15%	2	2%	8	8%	6	9%
50%-100% reduction	24	24%	2	2%	16	16%	12	18%
100% reduction	2	2%	3	3%	4	4%	11	17%
No reduction yet	10	10%	55	62%	16	16%	22	34%
Total	101	100%	89	100%	100	100%	65	100%

English Assessment Measures, Fall 2018

Q2. Which assessment measures has your college used in fall 2018 for English and for which student groups? (Select all that apply).

For students possessing four years of **U.S. high school transcripts, they serve as the most widely used form of assessment** by colleges systemwide. Seventy-six colleges maintain they adhere to this practice, with 75 colleges administering an assessment test as a next step. Normally, students hand-walk their transcripts directly to campus.

TABLE 3. ENGLISH ASSESSMENT MEASURES IN FALL 2018

	Students with 4 years of U.S. high school transcripts		**Returning students without high school transcripts**		**International students without U.S. transcripts**		**GED/high school proficiency students**		**Students with only 1 to 3 years (or < 4 years) of high school transcripts**	
	#	%	#	%	#	%	#	%	#	%
High school transcripts brought in by the student	76	21%	12	5%	5	3%	27	12%	49	17%
CCCApply self-reported transcript data	40	11%	29	12%	12	6%	29	12%	31	11%
Self-reported data captured somewhere else	48	13%	49	20%	21	11%	40	17%	44	15%
CalPass Plus data	18	5%	8	3%	2	1%	6	3%	12	4%
Guided-Self placement	20	5%	22	9%	14	8%	19	8%	19	7%
International transcripts converted to U.S. GPA scale	5	1%	3	1%	25	14%	2	1%	1	0%
Local agreement with high schools to share transcript data	22	6%	4	2%	1	1%	2	1%	9	3%
Assessment test	75	21%	81	33%	80	43%	78	33%	78	27%
SAT, ACT, EAP	50	14%	28	11%	12	6%	20	9%	32	11%
Essay	11	3%	10	4%	13	7%	11	5%	13	5%
Total	365	100%	246	100%	185	100%	234	100%	288	1

As reported in the survey data, students without high school transcripts sometimes participate in Guided Self-Placement (GSP). In addition, 25 colleges are converting international transcripts for use in placing students without U.S. high school transcripts.

Survey results indicate that an assessment test is most widely used in English for the following student groups:

- Returning students without high school transcripts: 33% (81 colleges)
- International students without high school transcripts: 43% (80 colleges)
- GED/high school proficiency students:33% (78 colleges)
- Students with only 1 to 3 years of high school transcripts: 27% (78 colleges)

As previously stated, college respondents indicate that students with four years of U.S. high school transcripts most commonly hand-walk them to campus. This is in comparison to self-reported data gathered via CCCApply: 11% (40 colleges), actual transcript data from CalPass Plus: 5% (18 colleges), or transcript data captured somewhere else 13% (48 colleges).

GSP is employed in English for the following student groups:

- Students with 4 years of U.S. high school transcripts: 5% (20 colleges)
- Returning students without high school transcripts: 9% (22 colleges)
- International students without high school transcripts: 8% (14 colleges)
- GED/high school proficiency students: 8% (19 colleges)
- Students with only 1 to 3 years of high school transcripts: 7% (19 colleges)

Credit ESL Assessment Measures, Fall 2018

Q3. Which assessment measures has your college used in fall 2018 for credit ESL and for which student groups? (Select all that apply).

Survey results indicate that **an assessment test is the most widely used criterion for placement in credit ESL** for the following student groups:

- Students with 4 years of U.S. high school transcripts: 35% (78 colleges)
- Returning students without high school transcripts: 44% (80 colleges)
- International students without U.S. high school transcripts: 49% (78 colleges)
- GED/high school proficiency students: 46% (79 colleges)
- Students with only 1 to 3 years of high school transcripts: 41% (78 colleges)

Following an assessment test, **an essay was the next most widely used criterion for placement in credit ESL.**

TABLE 4. CREDIT ESL ASSESSMENT MEASURES IN FALL 2018

	Students with 4 years of U.S. high school transcripts		Returning students without high school transcripts		International students without U.S. transcripts		GED/high school proficiency students		Students with only 1 to 3 years (or < 4 years) of high school transcripts	
	#	%	#	%	#	%	#	%	#	%
High school transcripts brought in by the student	37	17%	4	2%	3	2%	9	5%	23	12%
CCCApply self-reported transcript data	19	9%	15	8%	8	5%	13	8%	14	7%
Self-reported data captured somewhere else	20	9%	21	12%	14	9%	18	11%	17	9%
CalPass Plus data	8	4%	5	3%	3	2%	4	2%	6	3%
Guided-Self placement	12	5%	14	8%	11	7%	12	7%	12	6%
International transcripts converted to U.S. GPA scale	0	0%	1	1%	13	8%	1	1%	1	1%
Local agreement with high schools to share transcript data	9	4%	4	2%	0	0%	2	1%	3	2%
Assessment test	78	35%	80	44%	78	49%	79	46%	78	41%
SAT, ACT, EAP	10	5%	8	4%	2	1%	6	4%	7	4%
Essay	28	13%	28	16%	28	18%	27	16%	29	15%
Total	221	100%	180	100%	160	100%	171	100%	190	100%

Of importance to note is that thirteen colleges are **converting international transcripts** for use in placing international students without U.S. high school transcripts **in credit ESL courses**.

Math Assessment Measures, Fall 2018

Q4. Which assessment measures has your college used in fall 2018 for math and for which student groups? (Select all that apply).

For students possessing four years of **U.S. high school transcripts, they serve as the most widely used form of math assessment** by colleges systemwide, with eighty-one colleges selecting this option, and an additional 77 colleges administering an assessment test as a next step. Normally, students hand-walk their transcripts directly to campus.

TABLE 5. MATH ASSESSMENT MEASURES IN FALL 2018

	Students with 4 years of U.S. high school transcripts		Returning students without high school transcripts		International students without U.S. transcripts		GED/high school proficiency students		Students with only 1 to 3 years (or < 4 years) of high school transcripts	
	#	%	#	%	#	%	#	%	#	%
High school transcripts brought in by the student	81	21%	13	5%	6	3%	28	11%	53	18%
CCCApply self-reported transcript data	46	12%	36	14%	15	8%	35	14%	37	13%
Self-reported data captured somewhere else	53	14%	55	21%	25	13%	44	18%	43	15%
CalPass Plus data	15	4%	7	3%	2	1%	7	3%	10	3%
Guided-Self placement	21	5%	24	9%	13	7%	19	8%	20	7%
International transcripts converted to U.S. GPA scale	8	2%	5	2%	31	16%	5	2%	3	1%
Local agreement with high schools to share transcript data	27	7%	7	3%	0	0%	4	2%	10	3%
Assessment test	77	20%	83	32%	82	43%	81	33%	80	27%
SAT, ACT, EAP	53	14%	25	10%	14	7%	21	9%	33	11%
Essay	2	1%	1	0%	3	2%	3	1%	2	1%
Total	383	100%	256	100%	191	100%	247	100%	291	100%

Survey results indicate that **an assessment test is most widely used in math** for the following student groups:

- Returning students without high school transcripts: 32% (83 colleges)
- International students without US high school transcripts: 43% (82 colleges)
- GED/high school proficiency students: 33% (81 colleges)
- Students with only 1 to 3 years of high school: 27% (80 colleges)

Similar to placement in English, **the assessment measure most commonly used by math departments (21% or 81 colleges) systemwide is four years of U.S. high school transcripts**, which students hand-deliver to campus. This is in contrast to the frequency with which other forms of trasncript data are utilized for placement, like CCCApply self-reported transcript data (12% or 46 colleges), transcript data captured somewhere else (14% or 53 colleges), or actual transcript data from CalPass Plus (4% or 15 colleges).

Survey data indicate **the frequency with which GSP is employed in math** for the following student groups:

- Students with 4 years of U.S. high school transcripts: 5% (21 colleges)
- Returning students without high school transcripts: 9% (24 colleges)
- International students without high school transcripts: 7% (13 colleges)
- GED/high school proficiency students: 8% (19 colleges)
- Students with only 1 to 3 years of high school transcripts: 7% (20 colleges)

Guided Self-Placement Current Practices

Q5. Are you currently using any form of guided self-placement? (i.e., student uses course information and self-evaluative measures to decide in what course to enroll).

Twenty-seven percent of survey respondents (27 colleges) are **currently using GSP to place students** into English and math courses, while 14% (13 colleges) are using GSP for credit ESL. See Appendix, Table 14 for open-ended responses to this question.

Guided Self-Placement Intended Practices

Q6. Do you plan to use any form of guided self-placement? (i.e., student receives course information and determines which course to enroll).

Seventy-six percent of survey respondents (74 colleges) **plan to use GSP to place students** into English courses, 46% (44 colleges) intend to use GSP for credit ESL, and 72% (70 colleges) plan to use it for math. See Appendix, Table 15, for open-ended responses to this question.

Reading Department Practices

Q7. Does your college have a stand-alone reading department?

Forty percent of survey respondents (41 colleges) indicated they have a stand-alone reading department. These colleges were then asked to describe how reading courses and reading faculty are being incorporated into their AB 705 plans. Six themes emerged from the open-ended responses including: Integration (20 colleges); Reduce/ eliminate the number of reading courses (8); New courses (15); Current programming (4); Planning (4); and Miscellaneous (4). The open-ended responses are included in the Appendix, Table 16.

Plans for Alignment to AB 705 Requirements

Current Curriculum Changes, 2018-2019

Q8. Is your college piloting any changes to curriculum to meet AB 705 requirements this academic year (2018-19)? (Select all that apply).

TABLE 6. CURRENT CURRICULUM CHANGES, 2018-2019

	Course + co-requisite support required (graded mutually)		Course + co-requisite support required (graded independently)		Course + co-requisite support optional, not required		Combined prerequisite and transfer course in one term		Non credit open-entry co-requisite		Non credit scheduled co-requisite		Other (please describe below)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	20	19%	30	29%	19	18%	12	12%	0	0%	2	2%	20	19%	103	100%
Credit ESL (by 2020)	1	3%	0	0%	6	17%	2	6%	3	8%	1	3%	23	64%	36	100%
Statistics	9	17%	11	20%	11	20%	5	9%	3	6%	1	2%	14	26%	54	100%
Quantitative Reasoning	3	12%	6	23%	3	12%	2	8%	2	8%	1	4%	9	35%	26	100%
Other Liberal Arts Math	1	5%	4	18%	3	14%	3	14%	1	5%	0	0%	10	45%	22	100%
Business Calculus	3	13%	5	12%	3	7%	3	7%	1	2%	0	0%	8	20%	23	100%
College Algebra	4	12%	7	21%	8	24%	4	12%	2	6%	0	0%	8	24%	33	100%
Trigonometry	3	12%	4	15%	5	19%	3	12%	1	4%	1	4%	9	35%	26	100%
Pre-calculus	5	17%	3	10%	8	27%	4	13%	1	3%	0	0%	9	30%	30	100%
Calculus	1	6%	2	11%	4	22%	3	17%	1	6%	0	0%	7	39%	18	100%
Not applicable - We do not offer this course was removed from the responses.																

English

Survey data show that **68% (71 colleges) of English courses are piloting the implemention of co-requisites**. Of these, 19% (20 colleges) of co-requisites are required and graded mutually with the transfer-level course, 29% (30 colleges) are required and graded independent of the transfer-level course, 18% (19 colleges) of co-requisites are optional, and 2% (2 colleges) are a scheduled non-credit course.

An additional 12 colleges are piloting acceleration courses by combining a prerequisite course and transfer-level course in one semester.

Credit ESL

Survey data show that **31% (11 colleges) of credit ESL courses are piloting the implementation of co-requisites**. Of these, 3% (1 college) of co-requisites are required and graded jointly, 17% (6 colleges) are optional, 8% (3 colleges) are non-credit open-entry, and 3% (1 college) are scheduled non-credit co-requisites.

An additional two colleges are piloting acceleration courses by combining a pre-requisite course and transfer-level course in the same term.

Sixty-four percent of survey respondents (23 colleges) selected the “other” option. These responses included a handful of colleges that felt they were already AB 705 compliant, in that their sequence can be completed within six terms, as reported in the open-ended responses.

Math: Statistics

Survey data show that **65% (35 colleges) of statistics courses are piloting the implementation of co-requisites**. Of these, 17% (9 colleges) of co-requisites are required and graded jointly, 20% (11 colleges) are required but graded separately, 20% (20 colleges) are optional, 6% (3 colleges) are non-credit open-entry, and 2% (1 college) are scheduled non-credit co-requisites.

An additional five colleges are piloting acceleration courses by combining a pre-requisite course and transfer-level course in the same term.

Math: Pre-calculus

Survey data show that **57% (17 colleges) of pre-calculus courses are piloting the implementation of co-requisites**. Of these, 17% (5 colleges) of co-requisites are required and graded mutually, 10% (3 colleges) are required but graded separately, 27% (8 colleges) are optional, and 3% (1 college) are scheduled non-credit courses.

An additional four colleges are piloting acceleration courses by combining a pre-requisite course and transfer-level course in the same term.

See the Appendix, Table 17 for open-ended responses in regards to this question.

Intended Curriculum Changes, 2019-2020

Q9. Is your college piloting any changes to curriculum to meet AB 705 requirements next academic year (2019-2020)? (Select all that apply).

TABLE 7. INTENDED CURRICULUM CHANGES, 2019-2020

	Course + co-requisite support required (graded mutually)		Course + co-requisite support required (graded independently)		Course + co-requisite support optional, not required		Combined prerequisite and transfer course in one term		Non credit open-entry co-requisite		Non credit scheduled co-requisite		Other (please describe below)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	21	16%	40	30%	37	28%	11	8%	4	3%	3	2%	16	12%	132	100%
Credit ESL (by 2020)	4	7%	6	11%	8	15%	4	7%	4	7%	1	2%	28	51%	55	100%
Statistics	29	24%	36	30%	34	29%	4	3%	4	3%	5	4%	7	6%	119	100%
Quantitative Reasoning	9	22%	11	27%	8	20%	2	5%	1	2%	2	5%	8	20%	41	100%
Other Liberal Arts Math	13	23%	15	27%	13	23%	4	7%	1	2%	3	5%	7	13%	56	100%
Business Calculus	10	20%	16	31%	13	25%	3	6%	0	0%	1	2%	8	16%	51	100%
College Algebra	23	27%	21	25%	22	26%	5	6%	2	2%	4	5%	8	9%	85	100%
Trigonometry	17	25%	23	33%	16	23%	4	6%	1	1%	2	3%	6	9%	69	100%
Pre-calculus	17	24%	13	18%	20	28%	4	6%	2	3%	5	7%	10	14%	71	100%
Calculus	5	18%	3	11%	10	36%	2	7%	1	4%	1	4%	6	21%	28	100%
Not applicable - We do not offer this course was removed from the responses.																

English

Survey data show that **79% (105 colleges) of English courses plan to implement co-requisites**. Of these, 16% (21 colleges) of co-requisites will be required and graded jointly, 30% (40 colleges) will be required but graded separately, 28% (37 colleges) will be optional, 3% (4 colleges) will be non-credit open-entry, and 2% (3 colleges) will be scheduled non-credit courses.

An additional 11 colleges will be using acceleration by combining a pre-requisite course and transfer-level course in the same term.

Credit ESL

Survey data show that 4**2% (23 colleges) of credit ESL courses plan to implement co-requisites**. Of these, 7% (4 colleges) of co-requisites will be required and graded jointly, 11% (6 colleges) will be required but graded separately, 15% (8 colleges) will be optional, 7% (4 colleges) will be non-credit open-entry, and 2% (1 college) intend to be scheduled non-credit courses.

An additional four colleges will be using acceleration by combining a prerequisite course and transfer-level course in the same term.

Math: Statistics

Survey data show that **90% (108 colleges) of statistics courses plan to implement co-requisites**. Of these, 24% (29 colleges) of co-requisites will be required and graded jointly, 30% (36 colleges) will be required but graded separately, 29% (34 colleges) will be optional, 3% (4 colleges) will be non-credit open-entry, and 4% (5 colleges) intend to be scheduled non-credit courses.

An additional four colleges will be using acceleration by combining a pre-requisite course and transfer-level course in the same term.

Math: Pre-calculus

Survey data show that **80% (57 colleges) of pre-calculus courses plan to implement co-requisites**. Of these, 24% (17 colleges) will be required and graded jointly, 18% (13 colleges) will be required but graded separately, 28% (20 colleges) will be optional, 3% (2 colleges) will be non-credit open-entry, and 7% (5 colleges) intend to be scheduled non-credit courses.

An additional four colleges will be using acceleration by combining a prerequisite course and transfer-level course in the same term.

See Appendix, Table 18 for open-ended responses to this question.

Co-requisite Supports

Q10. Has your college implemented or do you plan to implement mandatory co-requisite supports with an assigned unit load?

101 colleges responded to this question:

- 73% (74 colleges) Plan to implement mandatory co-requisite supports with an assigned unit load
- 16% (16 colleges) Will not have an assigned unit load
- 11% (11 colleges) Are not sure yet

Co-requisite Supports and Assigned Unit Load

Q11. If your college plans to implement any mandatory co-requisite supports with a required unit load, what will the unit load be?

TABLE 8. CO-REQUISITE SUPPORTS AND ASSIGNED UNIT LOAD

	0 units		1 unit		2 units		3 units		4 or more units		Total	
	#	%	#	%	#	%	#	%	#	%		
English	7	10%	23	32%	36	50%	4	6%	2	3%	72	100%
Credit ESL (by 2020)	5	29%	3	18%	6	35%	2	12%	1	6%	17	100%
Statistics	6	8%	25	33%	40	53%	1	1%	3	4%	75	100%
Quantitative Reasoning	5	20%	7	28%	12	48%	0	0%	1	4%	25	100%
Other Liberal Arts Math	5	19%	10	37%	10	37%	0	0%	2	7%	27	100%
Business Calculus	5	18%	4	14%	15	54%	2	7%	2	7%	28	100%
College Algebra	9	18%	12	24%	24	48%	2	4%	3	6%	50	100%
Trigonometry	8	23%	12	34%	12	34%	1	3%	2	6%	35	100%
Pre-calculus	8	21%	11	28%	15	38%	2	5%	3	8%	39	100%
Calculus	6	55%	3	27%	1	9%	0	0%	1	9%	11	100%

The majority of responses for all courses were two units of mandatory co-requisite supports with a required unit load.

- **English**: 50% (36 colleges) indicated two additional units, followed by 32% (23 colleges) indicating one additional unit.
- **Credit ESL**: Only 17 colleges responded; 35% (6 colleges) indicated a planned two-unit load, 29% (5 colleges) specified there would be no unit load, 18% (3 colleges) claimed a one-unit load, 12% (2 colleges) planned for a three-unit load, and 6% (1 college) responded with four or more units.
- **Statistics**: 53% (40 colleges) indicated two additional units, followed by 33% (25 colleges) indicating one additional unit.
- **College Algebra**: 48% (24 colleges) indicated two additional units, followed by 24% (12 colleges) indicating one additional unit.

Student Support for AB 705 Implementation

Student Services and Academic Supports Provided to Students

Q12. What additional student services or academic supports are being provided to students to support them in courses that have been adjusted to meet AB 705 compliance? Select all that apply.

TABLE 9. STUDENT SERVICES AND ACADEMIC SUPPORTS PROVIDED TO STUDENTS

Embedded counseling within the course	23	22%
Counseling at the counseling center	72	69%
Supplemental instruction	78	75%
Supplemental learning activities	45	43%
Self-paced computer modules	36	35%
Embedded tutoring	77	74%
Tutoring at a tutoring center (including math lab, writing center, etc.)	98	94%
Early alert	73	70%

Percent calculated out of 104 respondents.

In order of magnitude, survey respondents denoted the **most common student support services for students in courses that have been modified to meet AB 705**:

- 94% (98 colleges) Tutoring at a tutoring center, including math lab, writing center, etc.
- 75% (78 colleges) Supplemental instruction
- 74% (77 colleges) Embedded tutoring
- 70% (73 colleges) Early alert
- 69% (72 colleges) Counseling at the counseling center

Institutional Changes to Support Students and Faculty

Q13. What additional institutional changes is your college undergoing to support students and faculty in courses that have been adjusted to meet AB 705 compliance? Select all that apply.

TABLE 10. INSTITUTIONAL CHANGES TO SUPPORT STUDENTS AND FACULTY

Faculty professional development	94	90%
Faculty learning communities	50	48%
Faculty mentoring	56	54%
Embedded diagnostic assessments of student skills and abilities	23	22%
Common assignments/exams	40	38%
Late start courses for students who would like to move to a different section	62	60%
Student learning communities	33	32%

Percent calculated out of 104 respondents.

The most commonly selected responses for **institutional supports for faculty** include:

- 90% (94 colleges) Faculty professional development
- 54% (56 colleges) Faculty mentoring

The most commonly selected **student supports** include:

- 60% (62 colleges) Late-start courses for students who would like to move to a different section
- 32% (33 colleges) Student learning communities
- 22% (23 colleges) In-class embedded diagnostic assessments of student skills and abilities

Needs Identified to Support the Field with Alignment of Courses to AB 705 Requirements

Open-ended responses were categorized into four themes: (1) Funding and Professional Development, (2) Guidance and Clarification, (3) Data and Technology, and (4) Other Needed Resources. The responses within each theme were synthesized separately for English, credit ESL, and math. The count of colleges with similar responses is tabulated beginning on the next page.

TABLE 11. NEEDED RESOURCES IN ENGLISH TO MEET AB 705 REGULATIONS

Q14. In order to assure the majority of transfer-directed students complete transfer-level credit English within two primary semesters (three primary quarters), what resources are most needed from the CCCCO to help colleges with full implementation by fall 2020?

Themes	Responses
Funding and Professional Development	**174**
Funding and resources for needed professional development to train faculty, counselors, and assessment staff	55
Funding and resources for additional full-time faculty, tutoring, learning/ writing centers, supplemental instruction, and other non-curricular support	52
Increased funding and support to implement new curriculum and support programs, such as stipends for faculty	15
Funding to upgrade and enhance classroom technology and design such as upgrades to computer labs/ writing centers	10
Supplemental funding to support AB705 implementation such as staff time, updates to website/catalogue, etc.	10
Additional student support during the transition such as academic advisors or counselors/ accessible student support materials	10
Incentives to encourage faculty collaboration and communication on the college, district, and state levels, such as funds for additional release time/increase paid office hours	5
Funding for outreach to advertise and communicate new changes to new and continuing students and high schools	4
Funding for site-specific AB705 data researcher	4
Funding needed for additional classroom space to schedule additional co-requisite courses	3
Local workshops for faculty professional development that provide practical activities and resources used in co-requisite courses	3
Free online resources for Reading Apprenticeship and other strategies to accelerate pedagogy	1
Funds to establish a First Year Experience course that provides resources in preparation for completing the English/Math and/or ESL sequence	1
Workshops for Learning Centers best practices and Writing Center designs	1
Guidance and Clarification	**83**
A reference of best practices for placement models/ structure of co-requisite or support courses	15
Provide resources, directory, or workshops that showcases successful implementation and model lessons from other colleges	14
Guidance on creating guided self-placement tools/ developing an automated placement tool	9
clear guidance and messaging for students and counselors to navigate and enroll in appropriate instructional and non-instructional supports/ a statewide website/ better communication with high schools	7
Clear guidelines on curriculum changes that are compliant with UC/CSU system	5
Better communication through emails or newsletters/ point person or team for timely answers to important questions	4
Clarification and definition of the term "highly unlikely to succeed" and "increasing the likelihood of success"/ clarity and consistency of interpretation of AB705/ explanation about the “default rules”	4
Clarification on the ability to use SEAP/BSOT/GI Bill funding for embedded classroom tutoring and AB705 implementation	4
Timeline for curricular changes, approval timelines, and articulation assistance	4
Guidance on placement of students who did not succeed in below-transfer courses, without high school transcripts, or out of high school for more than ten years	3

Clarification on the type of data a college can provide to demonstrate the need for certain students to continue placing one level below transfer English	2
Clarification on the one-year completion metrics for students who start in the spring/ students who transfer from other colleges	2
Clarify financial aid implications for those students choosing pre-transfer level classes	1
Clarification on accountability for students who choose to register in below transfer-level courses	1
Clarify permission to require co-req courses	1
Clear messaging to college president and chief administrators on AB705 compliance and deadlines	1
Guidance for Institutional Research officers on the types of data that will help determine which course supports are most effective	1
Guidance on the direction for full-time reading faculty with the reduction of offered reading courses	1
Guidelines on establishing clear pathways from continuing education non-credit courses to transfer courses	1
Guidance on career pathways for those with strong writing skills coming from the state to complement what is advised on the campus level	1
Placement guidelines of students who are out of high school for more than ten years/ students with no US GPA	1
Resources on how to deliver support for distant learning students (correspondence or online)	1
Data and Technology	**41**
Need IT support with development, implementation, and maintenance of AB705 changes to registration system	13
Support for data collection, analysis, and institutional planning on the local level/ provide metrics for data collection	10
The ability to acquire high school transcripts more efficiently and accurately	6
Sample language and data to share with staff and for use in marketing and outreach	2
More local control over CCCapply template/ CCCapply questions related to Multiple Measures should be required by applicants and not optional	2
Data on implications for special populations, i.e. Puente, Umoja, DSPS	2
Allow the colleges to collect tutoring FTES for transfer level English courses and transfer courses that require transfer level English skills	1
Change attendance accounting method for noncredit distance education which does not work with a unitary data system	1
Ensuring that DSCH and WSCH earned equal apportionment would encourage the shorter length accelerated classes	1
More information from the cohort tracker, such as transfer level data and GPA data	1
Provide data regarding student success for transferring students at the four-year institutions	1
Define specific metrics for when English sequencing should begin, with timelines for continuing and returning students	1

Other Needed Resources	22
To expedite co-requisite options through the curriculum approval process	6
Collaboration between K-12 teachers and college faculty	3
Provide support for reduced class sizes at the transfer level	3
Better highlight and communicate the implementation in the classroom through the lens of equity	2
Conferences after fall 2019 could be helpful for more sharing on the regional and state levels	1
Continued guidance through webinars and news letters	1
The need to develop a statewide task force of CCC student enrollment and course management administrators, faculty, and staff to work with programmers from technology vendors (such as Canvas, Banner, etc.) to develop new tools available to all CCCs	1
Provide diagnostic tests that determine where students are struggling in their language development	1
Stress management resources for staff members	1
The ability to offer co-requisite support as non-credit courses	1
Vision and expectations for the impact of AB705 after Fall 2019	1
Address issues of time delay in the academic renewal process	1

TABLE 12. NEEDED RESOURCES IN CREDIT ESL TO MEET AB 705 REGULATIONS

Q15. In order to assure the majority of transfer-directed students complete transfer-level credit ESL within six primary semesters (nine primary quarters), what resources are most needed from the CCCCO to help colleges with full implementation by fall 2020?

Themes	Responses
Funding and Professional Development	**127**
Professional development for faculty on co-requisite course structure and development, acceleration practices, new curriculum development, student success strategies, and ESL placement	49
Funding for learning support specialists, writing center staff, supplemental instruction, and additional counseling	34
Incentives to encourage faculty collaboration and communication, such as funding for release time/paid office hours	11
Funding to upgrade and enhance classroom technology and design such as upgrades to computer labs/writing centers	8
Funding and resources to hire additional full-time faculty (credit and non-credit)	6
Accessible student learning support materials	5
Funding for outreach to advertise and communicate new changes	4
Funding towards faculty time in essay-based ESL placement	2
Continued basic-skills funding	1
Financial aid for students who work and struggle to balance work and school	1
Funding for local research	1
Funding specific to AB 705 planning and implementation	1
Funding that enables Adults Schools to teach more below-college level ESL	1
Funds to establish a First Year Experience course that provides resources in preparation for completing the English/Math and/or ESL sequence	1
Professional development for non-teaching faculty, such as counseling, matriculation, etc.	1
Reimbursement of BSSOT Grant funds spent on AB 705	1
Guidance and Clarification	**73**
Guidance and resources to develop an accurate placement or self-placement tool	27
Best practices for supplemental support/implementation strategies across the state	7
Provide a directory that showcases successful implementation and model lessons from other colleges	6
Guidance on local data collection necessary for continued compliance	5
Continued guidance and communication from the Chancellor's Office	4
Best practices for helping ESL students to navigate college/student resources	3
A method of determining whether to use English or ESL placement rules to replace Accuplacer/how to identify ESL students	3
Access to consultation with experienced faculty coaches in AB 705 implementation for context specific questions from faculty and staff	3
Clarification on the ability to use SEAP funds for embedded classroom tutoring and AB 705 implementation	2
Clarity regarding whether it is permissible to have multiple parallel classes at each level	1

Guidance and Clarification	**73**
Better communication through emails or newsletters/point person or team for timely answers to important questions	1
Clarification an definition of the term “highly unlikely to succeed” and “increasing the likelihood of success”	1
Clarification on accountability metrics for students who choose to register in a lower level course	1
Clarification on what it means to maximize throughput in ESL	1
Clear messaging to college president and chief administrators on AB 705 compliance and deadlines	1
Early guidance on what cognitive test(s) will be allowed for ESL placement	1
Guidance on a clear pathway from ESL to transfer-level English	1
Data and Technology	**26**
Informed research on ESL learning, accelerating language acquisition, transition into transfer English, and academic fluency	7
A multiple measures assessment tool for both reading/writing and listening/speaking	6
IT support with development, implementation, and maintenance of AB 705 changes to registration system	5
The ability to acquire high school transcripts more efficiently and accurately	4
An AB 705 informational website geared towards ESL students in different languages	1
Change attendance accounting method for noncredit distance education which does not work with a unity data system	1
Disaggregated data by goals and background for different ESL learner groups	1
Identify the best media and technology resources available to ESL learning	1
Other Needed Resources	**27**
The college does not offer ESL/credit ESL courses	7
Expedited approval of the new ESL curriculum	5
Collaboration between ESL and English faculty	3
The need to incorporate an essay writing sample into the new ESL placement method	3
Leadership to ensure Advanced ESL courses are UC/CSU transferable	2
Provide support for reduced ESL class sizes	2
Amend the regulations to allow the colleges to collect Tutoring FTES for former ESL students completing coursework in other transfer or CTE areas	1
In-state tuition eligibility for ESL students who didn’t go to three years of high school in California and don’t have a California high school diploma or GED in California	1
More flexibility within the funding formula’s one-year completion metric	1
The advocacy for credit ESL certificates	1
Time extension to develop and implement curriculum changes	1

TABLE 13. NEEDED RESOURCES IN MATH TO MEET AB 705 REGULATIONS

Q16. In order to assure the majority of transfer-directed students complete transfer-level math within two primary semesters (three primary quarters), what resources are most needed from the CCCCO to help colleges with full implementation by fall 2020?

Themes	Responses
Funding and Professional Development	**172**
Funding and resources for needed professional development to train faculty, counselors, and assessment staff	57
Funding and resources for additional full-time math faculty, tutoring, and other support faculty/ problems with staffing	48
Increased funding and support to implement new curriculum and support programs, such as stipends for faculty	19
Funding to upgrade and enhance classroom technology and design such as upgrades to computer labs/ funding for remediation support technology	14
Additional student support during the transition such as academic advisors or counselors/ accessible student support materials	12
Local workshops for faculty professional development that provide practical activities and resources used in co-requisite courses	8
Funding needed for additional classroom space to schedule additional co-requisite courses	6
Funding for outreach to advertise and communicate new changes to new and continuing students	3
Incentives to encourage faculty collaboration and communication on the college, district, and state levels, such as funds for additional release time	3
Funding to provide ALEKS software to students without HS transcripts	1
Funds that are explicitly associated with implementation	1
Guidance and Clarification	**97**
A reference of best practices for placement models/ structure of co-requisite or support courses: lecture/ lab, hours, units, embedded tutoring	20
Guidance on creating guided self-placement tools/ developing an automated placement tool	15
Provide resources, directory, or workshops that showcases successful implementation and model lessons from other colleges	14
Clarification on the ability to use SEAP/BSOT/GI Bill funding for embedded classroom tutoring and AB705 implementation	6
Clarification and definition of the term "highly unlikely to succeed" and "increasing the likelihood of success"/ clarity and consistency of interpretation of AB705/ quantitative reasoning and math competency requirements/ explanation about the “default rules”	5
Clarification on the following one-year completion metrics: part-time students, students who transfer from other colleges, students who start in the spring, and students who need to take a below-transfer math course	5
Timeline for curricular changes, approval timelines, and articulation assistance	5
Best practices for getting students engaged with tutoring services and available supports/ incentives for repeating a failed course	4
Guidance on placement of students who did not succeed in below-transfer courses, students without high school transcripts	4
Access to consultation with faculty who have experience with co-requisite courses for context specific questions from faculty and staff	3
Clarification on how Title 5 will change to address associate degree requirements of intermediate Algebra completion	3

Clear guidelines on placement in math sequence based on major or meta major (e.g. begin at Stat or Algebra for nursing students)	3
Better communication through emails or newsletters with point person or team for timely answers to important questions	2
Clarification on proper implementation of Stretch courses, how they are being communicated to four-year institutions, and the time-line of success funding related to those courses	2
Clear guidelines on curriculum changes that are compliant with UC/CSU system	2
Resources on how to deliver support for distant learning students (correspondence or online)	2
Clarification on accountability for students who choose to register in below transfer-level courses	1
Clear messaging to college president and chief administrators on AB705 compliance and deadlines	1
Data and Technology	**33**
Need IT support with development, implementation, and maintenance of AB705 changes to registration system	8
Support for data collection and analysis on the local level	8
The ability to acquire high school transcripts more efficiently and accurately	7
Provide the means to evaluate the results of AB705, such as a standard template	4
Define specific metrics for when math sequencing should begin, focusing on persistence and success metrics	2
Accessible data on the contents of high school math courses	1
Change attendance accounting method for noncredit distance education which does not work with a unitary data system	1
Consider lowering caps and FTE relief for areas testing new models	1
More information from the cohort tracker, such as transfer level data and GPA data	1
Other Needed Resources	**26**
To expedite co-requisite options through the curriculum approval process	7
A statewide website that informs students about AB705 and their rights to transfer-level courses/ better communication with high schools	3
Collaboration between K-12 teachers and college faculty	3
Address issues of time delay in the academic renewal process	2
The ability to offer co-requisite support as non-credit courses	2
A Math Department list serve regarding AB 705	1
Better highlight and communicate the implementation in the classroom through the lens of equity	1
CCCApply questions related to Multiple Measures should be required by applicants and not optional	1
Provide diagnostic tests that determine which math concepts a student maybe having trouble with	1
Provide feedback on colleges' drafts of implementation models	1
Provide support for reduced class sizes at the transfer level	1
Reconsideration of student placement restrictions	1
Share success data for students who were placed using the new recommended guidelines	1
Vision and expectations for the impact of AB705 after Fall 2019	1

Participating Colleges

The list of colleges that participated in the AB 705 Implementation Survey and provided their contact information for individuals within the English, ESL, math or reading departments can be found at https://bit.ly/2DnHz1P. If the college did not provide a contact for each department, the individual completing the survey is listed instead.

Appendix

Q5. Are you currently using any form of guided self-placement and for which subject areas? (i.e., student uses course information and self-evaluative measures to decide in what course to enroll). If yes, please briefly describe your process for each area.

TABLE 14. GUIDED SELF-PLACEMENT CURRENT PRACTICES

College	Responses
Bakersfield College	GSP is currently used for exceptional cases such as special admit students with advanced coursework who do not yet have an 11th grade cumulative GPA but would like to enroll in advanced coursework at the college. These students are handled on a case by case basis by counselors.
Barstow Community College	Students have conversations with counselors and/or faculty to help determine their best placement option.
Berkeley City College	Counselor usually refers student to math department chair or identified math faculty advisor. The chair/advisors informs the student what content is included in each courses, possibly shares a syllabus that outlines course expectations. The chair/advisor asks the student about their educational goals and then identifies the best options for student to consider. The chair/advisor then refers student back to a counselor to confirm program requirements/transfer requirements with the student. ESOL: student looks at examples of reading assignments, student writing, etc. to self-place, in conjunction with instructor interview and other measures (high school/adult school course completion, TOEFL)
Cañada College	We allow students to utilize g.p.a, guided self-placement and other recommendations.
Chabot College	We will begin self placement in Sp 19.
City College of San Francisco	We piloted a home grown guided self-placement process for students who tested into Basic Skills level math.
College of San Mateo	Yes for all three: Math and English have guidance counselors discuss preparation levels with students who do not meet a certain high school GPA requirements to recommend placement into the appropriate transfer-level or basic skills courses. Non-native speakers answer a questionnaire to help them determine whether to go through the ENGL or ESL placement process.
College of the Redwoods	We developed a set of questions our staff ask students who do not have high school transcript data to help determine if a student should be recommended a support course.
College of the Siskiyous	As a secondary method, we determine student confidence when deciding placement.
Columbia College	Our college's small size enables our Counselors to meet with each student and use data that is self-reported in that discussion to guide students through the English and math sequences most appropriate to their ed goal.
Compton College	In all areas, student have the opportunity to challenge course placement. After a student is placed into a course via multiple measures by a counselor, students may challenge this placement with a writing sample, additional test, or an interview with an instructor (ESL - conversational interview). Based on faculty evaluation of the student and a conversation between the student and respective academic dean, a recommendation to the student is made and a consensus is reached.
Copper Mountain College	Counselor review catalog description, syllabus, and academic history with the student to help student determine best placement.
Cuyamaca	For ESL, a guided self-placement tool is facilitated by an assessment specialist in an interview setting.

College	Responses
El Camino College	Our current multiple measures process is only a pilot, funded by BSSOT funds. In this non-AB705-compliant system, counselors present students with their Accuplacer placement and their placement based on the RP Group Decision Rules. After a conversation, students can decide which course they'd like to enroll in. This is not what is typically meant by guided self-placement, but I thought it should be mentioned.
Feather River College	Students meet personally with an academic adviser and discuss course requirements and make decisions that include multiple measures to choose the appropriate course.
Fullerton College	Students who attend group advising sessions or take dual-enrollment counseling classes at local high schools (and other select groups) watch a brief video with information on our course offerings and the reasons why students might choose to start in each English class. Students also receive a handout with more detailed answers to questions they might have when choosing what English class to take. Students then have a conversation with their counselor when they're creating an educational plan with that information in mind. To us, the most important self-evaluative measure is how much support the student believes they need to be successful in their English class. This will help them choose the appropriate course.
Golden West	The guided self placement tool will be online and will offer two options: i) Students can self-report HS gpa and coursework for a placement recommendation or ii) Students can self-select courses without HS gpa and coursework information.
Grossmont College	With Math, we are using the HS GPA and last math class for dual enrollment placement.
Hartnell College	Informal guided placement with relationships between students and faculty.
Irvine Valley College	As of mid September 2018, students complete a guided self placement tool in the orientation portion of matriculation that does not place them lower than transfer level English or Math. English transfer level co-reqs are currently being offered. Math co-reqs will be offered for the first time in Fall 2019.
Lake Tahoe College	All students must still meet with a counselor to clear pre-requisites. We require an orientation, use multiple measures to help place in English, and provide students with the final exams for math courses to assist in their guided self-placement. We do not offer Credit ESL.
Los Medanos College	Students are given online questions regarding course completion, GPA, major, course currency, and other self-evaluative measures such as preferences on types of curriculum or support structure desired.
Mendocino College	In English, our accelerated course one level below transfer is open and can be chosen as an alternative to the traditional pathway from 3 levels below.
MiraCosta College	English and Math have different approaches to self-placement, but they are essentially the same in their desire to ensure that students maintain agency in their educational journeys and that their cultural differences are respected.
Mission College	ESL Students are permitted to challenge LS levels based on oral interviews with full-time instructors.
Modesto Junior College	https://www.mjc.edu/studentservices/finaid/testing/ab705.php
Monterey Peninsula College	In ESL, we use self assessment for the two lowest levels only. In English, beginning Fall 2017, students had the option of selecting accelerated courses that have included required support.
Moorpark College	Math: Multiple measures are in place, and being further developed for better clarity--particularly in the setting of guidelines for placement based on high school GPA and course completions.
Norco College	Students with over 10 years from high school use this method.
Palomar College	We have begun the discussion to do so with our ESL Department.
Porterville College	We use guided self-placement in English for students who do not have transcripts.

College	Responses
Shasta College	If students and a counselor have a difficult time deciding which math class to take, the student may make an appointment at our Assessment Center to complete the ALEKS PPL placement tool. The English Department has provided Counseling with a document entitled "Materials for Self-Placement in English Courses." Students who are undecided and/or don't have high school transcripts within the last 10 years use course information and a conversation with their counselor to decide on an appropriate placement.
Skyline College	Math - concept sheets with qualitative discussion English - students take survey of high school GPA and preparation .
Taft College	We have guidelines for placement on our assessment website.
Ventura College	The student discusses the results of a short assessment test with an ESL instructor.
Victor Valley College	We just started Nov. 26 - students use a questionnaire that goes with a short video to determine self-guided placement; discussion with a counselor often follows.
West Hills College Lemoore	Guided conversations, sharing course information, review of academic history.
Woodland Community College	No for Math and English, Yes for ESL. Students visit the website esolplacement.yccd.edu and complete 5 steps to help guide them to placement.

Q6. Do you plan to use any form of guided self-placement and for which subject areas? (i.e., student receives course information and determines which course to enroll). If yes, please describe it.

TABLE 15. GUIDED SELF-PLACEMENT PLANNED PRACTICES

College	Responses
Allan Hancock College	For English, we intend to provide students with information about the co-requisite remediation course and why they might want to take it based on their past performance. Students will use the information, along with consultation with a counselor, to determine whether or not to take the co-requisite course. For math, we intend to follow the state guidelines. We plan to use guided self-placement for ESL reading, writing, and grammar. We hope to provide samples of the course content at each level for students to self-select placement.
Antelope Valley College	Math and English are both working on guided self-placement models that will incorporate the standard multiple measures criteria; Math is also going to include sample problems to help students determine their proper placement.
Bakersfield College	We have flow charted a decision tree of questions and information that will be used to provide students who do no have high school transcript information with structured information that will help them place themselves in consultation with a counselor.
Berkeley City College	Math: In our district we plan to develop tools for counselors to help students with self guided placement. The college may choose to develop an online application for students to guide themselves. We want to develop a tool in which a student can determine what Math class they need to take based on their major or area of interest. HS GPA would help in determining in they are required or recommended to take a requisite course. English: Students can access the GSP on phones or computers to help determine how much support they will need. There will be links to materials that will help students learn more about the transfer level class they are going to take, so they can determine if they want the section that is paired with a non-credit extra support class. Some of the materials students can peruse to gain a better understanding of the transfer level class include a short video with student testimonials wherein students who have received the extra support discuss its impact on their academics; a sample student portfolio research paper that is required of every transfer level English section at BCC; a few sets of sample readings and articles that are "typical" reading assignments. The GSP also asks students to consider academic and non-academic time constraints and demands (family, work), their emotional preparedness and their past successes to suggest which level of support is best for them. Overall, they answer a series of about a dozen questions, and it will likely take students 5-45 minutes to complete, depending on how much of the material they choose to view. ESOL: student looks at examples of reading assignments, student writing, etc. to self-place, in conjunction with instructor interview and other measures (high school/adult school course completion, TOEFL).
Cabrillo College	Cabrillo plans on using self-reported GPA (no CalPass) to provide a recommended placement based on default CCCCO rule sets. Departments are working on creating student friendly materials and a placement process that explains the course options. The materials/process should explain the co-requisite options and how to choose a math course (STEM vs non-STEM), and students will make informed decisions. There will be no registration blocks on the transfer level courses.
Cañada College	We will continue to utilize guided self-placement if there are not other areas available.
Cerritos College	We have developed a Guided Self-Placement Tool; that asks students to assess their abilities, review course descriptions, and finally select the course they believe most appropriate to them.
Chabot College	We will begin self placement in Sp 19.
Citrus Community College	Questionnaire based on their intended major.

College	Responses
City College of San Francisco	For English, considering guided self-placement for students without a HS GPA. For ESL, considering guided self-placement carefully.
College of Alameda	Under discussion in district-wide English,, Math and ESOL work groups.
College of Marin	We plan to develop guided self-placement materials for English.
College of San Mateo	Yes. Math, English, and ESL are re-assessing their processes based on state recommendations and lessons learned from other community colleges. All three areas are interested in updating their Guided Placement Measures with some interest in utilizing the decision tree model used by Irvine Valley.
College of the Canyons	The ESL department is planning to use self-guided placement with recommended levels starting fall 2019.
College of the Desert	Open access rubric
College of the Redwoods	We will continue to use guided self-placement for students without transcripts.
College of the Siskiyous	We have been using guided self-placement since fall 2016.
Columbia College	Greater automation of this process among students for whom the GPA guidelines are easily distinguishable is now in the planning stages.
Compton College	We will continue our process currently in place and mentioned above. In ESL, the LOEP test and student interview for speech will continue as well.
Contra Costa College	English- Department will provide side-by-side course comparisons (i.e., English 1A vs. English 1AX) for students to make informed choices.
Consumnes River College	Faculty are currently discussing how this would happen.
Crafton Hills College	In English, everybody says there isn't sufficient funding or staffing to create a robust guided self-placement model, so we are currently working on the best guided self-placement options with Research and the counselors. Not sure yet, though would like to for mathematics. Would like to implement a model similar to what Mt Sac is doing but would need technical IT support to do so. See above need for integration into database system.
Cuesta College	Placement recommendations will also be by student area of focus.
Cuyamaca	The English Department at Cuyamaca is collaborating with colleagues at our sister college, Grossmont, to develop a guided self placement process. We are trying to create an online process that will allow students to self place into transfer level English with concurrent support. In ESL, it is already in place.
Cypress College	Our college's AB 705 workgroup drafted a guided self-placement process to help students identify courses that best meet their needs based on reflection of their previously completed coursework and abilities. This process includes consideration of support, implications of taking pre-transfer courses, and expected skills and performance in transfer-level courses.
De Anza	Not sure yet what it will entail, we are just beginning to work on it.
El Camino College	Again, our answer would depend on the definition of self-placement. We do plan to require co-requisites for students in certain placement categories, which is not self-placement. However, students might elect to enroll in a co-requisite even though they don't need to based on their GPA.
Evergreen Valley College	We are implementing guided self-placement for Math in Spring 2018 and thereafter.
Foothill College	Math: faculty are developing a guided self-placement instrument that will be submitted to the testing center by the end of this academic year. English: faculty are developing modules within an LMS to include course descriptions, sample readings, assignment prompts, and sample essays.
Fresno City College	Our campus has been waiting for further direction on what is allowed. We plan to utilize the ASCCC Webinar guidelines for assistance in creating a GSP tool.
Gavilan College	English and Math are planning on developing a video to help guide students through the self-placement process.
Glendale Community College	We are working in all areas to have this available for students who will begin in fall 2019. We will begin offering guided self placement in March 19.

College	Responses
Grossmont College	GC English Department (along with Math), along with Cuyamaca College English and Math Departments, GC and CC Student Services, and GCCCD District IT and Research departments are meeting (several meetings, Fall 2018) to develop a self-guided placement process for implementation in Fall 2019 registration. We are also consulting with ESL Departments at GC and CC, as a key component of the self-guided model involves assisting students in making the decision to take English or ESL courses. Also, we are concerned about students coming in without a high school transcript, so the self-guided placement will need to incorporate some kind of challenge process (or extended evaluation process) for such students.
Imperial Valley College	The math department will create a website for students to use as a self-guided placement as well as shared with counselors. The placement should be based on the student's ED Plan.
Irvine Valley College	English and Math process is described above. The current ESL guided self placement process is part of the English guided self placement tool routes students to take the ESL assessment or our transfer level English course with or without co-reqs support (students choice). ESL will continue to refine its process as we prepare for Fall 2020.
LA Pierce College	BSTEM students enter the path at Trigonometry but can place higher based on high school math course grades/performance.
Lake Tahoe College	We would like to figure out whether or not counselor clearance of non-college-level pre-requisites should continue to be necessary. We would like to provide clarification on our website regarding guided self-placement. And we would like to develop a set of clear best practices to support students who are under-prepared in math to feel encouraged to pursue STEM majors. We do not want to foster the discouragement of these students if STEM is the direction they most desire.
Laney College	Credit ESL has identified a guided self-placement tool and process from Woodland Community College and plans to use that and the Student Survey from IVC as models to start with.
Los Angeles City College	Math plans to provide students with access to software for diagnostic skills development.
Los Angeles Trade Tech College	English will use guided self-placement by providing students with a detailed list of their course options.
Los Angeles Valley College	For math, the student will go to the college website. They will answer a series of questions, such as, what is your high school GPA, what was the last math class that you took, how do you feel about math, what are your interests, are you comfortable about the following math problems, etc. We will then advise them of the best math class to take based on the answers to those questions. Students taking English will be placed in transfer level English and will be able to self-select additional supplemental coursework as needed.
Los Medanos College	We will be modifying the questions above and the corresponding automated rules based upon the updated research provided by the RP group. Combination of MMAP and guided self-placement video for English.
Merritt	English transcripts, self-placement, assessment
Mendocino College	English will use a matrix with GPA breakdowns and recommendations similar to the table provided in the Chancellor's office guidelines. Additionally, there will be guiding questions to help students choose.
Merced College	Merced Community College District (MCCD) has an AB 705 Taskforce consisting of key stakeholders, including: Academic Deans, Instructional Faculty, Student Services Deans, Student Services Directors, and Information Technology Services staff. The AB 705 Taskforce has developed a plan to use a guided self-placement model for Math and English and will soon begin working on the self-placement model for Credit ESL. MCCD will begin using this Placement Questionnaire (PQ) for course placement in English and Math no later than November 1st, 2018. The questions that are asked pertain to high school GPA, English and math courses taken in high school, and grades in those courses. Most students will immediately receive placement results based on their answers to the PQ and will have an opportunity to review their placement with a counselor.

College	Responses
MiraCosta College	We're currently in development of our processes. Every student will get placed into a transfer level class with the opportunity to choose a pre-transfer (one level below) or co-requisite course.
Mission College	Credit ESL: Not sure yet.
Monterey Peninsula College	For Math, this depends on whether the support courses are required or recommended. If they are recommended, we would want guided self-placement (led by counselors) to help the students determine whether the support course is a good idea for them. It has been suggested that a simple online application might be developed that would guide the student through self-placement. The English department plans to use guided self-placement in fall 2019, including a self-assessment tool for use by students and counselors available on the college's website. The self-assessment tool is currently in development, and among other possible metrics, will provide students a recommendation for English 1A or English 1A + support in accordance with MMAP and CCCCO self-reported high school GPA guidelines. The ESL department plans to use some of self-assessment in which students read samples of levels and content and select the level and course that matches the student's ability. We envision letting students place up to English 1A, perhaps requiring a writing sample to ensure that the ESL student is prepared to English 1A. (If the student has completed 4 years of high school English, we would follow the AB 705 guidelines).
Moorpark College	Math: Multiple measures and high school transcript data will also be used. Self-guided placement has been in effect for over a decade.
Napa Valley College	Developing sample materials; survey reflection to review (English).
Norco College	Process to be determined but would involve meeting one on one with a counselor, 10 years plus.
Ohlone College	We have been developing a co-requisite course for Freshman Composition and selected math courses.
Oxnard College	Math: placement based on educational plan, STEM or non STEM English is planning on using a guided self-placement. ESL: For ESL, we plan to use writing samples representative of student writing at various levels. We are working with the Institutional Research Office in developing a Student Perception Survey.
Palo Verde College	Disjunctive placement as per the MMAP guidelines including a combination of high school GPA and course grades in the discipline.
Palomar College	Preparation of reading and writing levels which students would use to describe their level in each; hoping to try with our currently placed students to see how well it works.
Pasadena City College	For math, students will receive information regarding the different math pathways for each education goal and then will self place into the appropriate pathway. For English, students will be able to choose of they want to enroll in a support course. For Credit ESL, a series of guiding questions will help inform the assessment process.
Porterville College	PC currently has self-placement guidelines in English for entering students without high school GPAs. We plan to review effectiveness of these guidelines and revise them after taking the time to research other self-placement guidelines being used at other community college. PC will be developing self-placement guidelines in ESL following a review of placement guidelines being used by other California Community Colleges. At present, we are particularly interested in developing self-placement guidelines along the lines of the one currently in use at Woodland College.
Reedley College	Guided Self Placement is currently being developed.
Sacramento City College	Math: This is currently being investigated within the district for Math both above and below the first transfer level class. English and ESL: A district-wide committee recently has been formed to work on a guided self-placement tool that would be used district-wide. The committee so far is made up of AB 705 implementation leads in English but will probably eventually include other English and some ESL faculty. ESL faculty will be included because we need an option for students who feel their English language skills are not suitable for transfer-level English writing even with support.

College	Responses
Saddleback College	We are working now on a district wide self guided placement tool to be ready we hope by January 2019.
San Diego Mesa College	Faculty are working on adapting Mesa's current Placement tool to identify students who may benefit from the courses in the credit ESL program by adding a minimum of one question to what is currently in place.
San Joaquin Delta College	We are currently exploring this.
San Jose City College	We have adopted the Default Placement rules for both math and English. In addition, there are questions to determine students' comfort with writing certain formats and lengths of essays. The outputs will recommend certain supports (co-requisites, additional tutoring, etc.) or alternative paths.
Santa Ana College	SAC is currently working on a initial 1.0 version of a Guided Self Placement tool for English and Math that we want to role out November 1st. 2018 to pilot with new students enrolling spring 2019. For ESL we are working on gathering information that will help inform a guided self placement tool for ESL. We would like to role out the tool November 1st, 2019 for new students enrolling spring 2020.
Santa Barbara City College	Working to determine
Santa Monica College	Discussions are currently underway.
Santa Rosa Junior College	Course content preview, exposure to direct placement evidence and options, prompts to reflect on skill and life factors, share support options.
Santiago Canyon College	We are piloting guided self-placements beginning November 1, 2018 for intersession and spring 2019 enrollment for students whose transcripts from HS are older than 10 years. We will collect data to ensure the tool is providing proper guidance and make changes as needed for fall of 2019.
Sierra College	Credit ESL will provide students with comparison writing samples and ask them to identify samples that match their own work. Math is exploring options for a guided question set.
Skyline College	The ESL Department is exploring guided self-placement and the use of an essay as multiple measures for placing ESOL students.
Solano Community College	We are exploring Guided Self Placement with plans to implement in Fall 2019. We are collecting data and examples from other colleges.
Southwestern College	ENGL We are at the early stages of development, but we are planning on using self-guided reading and writing, a video with sample input and explanation of the program, and what their choice would mean to them as a college student. MATH We haven't fully developed the process yet for math. We're hoping to see some models from other schools. We believe it will involve a questionnaire, ideally online, but that may not be possible with our current system. The process would ask students to identify their goals, their background in math, provide sample problems to illustrate the pre-requisite knowledge necessary for each course, etc. Development of this process for Math is at the beginning stages, so a description is difficult to provide now. ESL The ESL process under discussion will primarily consist of gathering self-reported data about previous educational experiences in the US and in other countries, comfort with English, and patterns of use of English. Students will likely be exposed to written and aural texts and written and oral output representative of the different ESL levels along with information about course content and asked to choose the level that they feel would be most appropriate for them. A guided self-placement tool and protocol has yet to be established. The topic has been briefly discussed during our AB 705 workgroup meeting. Developing an online and paper-based tool, as well as establishing a process, will likely become a task for our Guided Pathways Developmental Education Implementation Team.
Taft College	Currently developing a survey with a process for guided self-placement.
Ventura College	Guided self-placement may be used to help determine which math path to take, and for English/ESL guided self-placement may be used to steer students toward concurrent support and/or ESL classes.
Victor Valley College	Yes. See above. This process will continually improve.
West Hills College Coalinga	As recommended by CCCCO.

College	Responses
West Hills College Lemoore	Guided conversations, sharing course information, review of academic history.
West Los Angeles College	Students can opt for instant placement in English 101 and some math courses. STEM student may need to meet with a discipline advisor/chair.
West Valley College	Students will use a guided self-placement test that has messaging based on the state default AB 705 guidelines.

Q7. Does your college have a stand-alone reading department? If yes, briefly describe how reading courses and reading faculty are being incorporated into your AB 705 plans?

TABLE 16. READING COURSES AND FACULTY INCORPORATION

College	Responses
Antelope Valley College	The majority of our reading courses are basic skills courses; the number of offered classes is being reduced, and our reading faculty are qualified to teach English as well.
American River College	Reading faculty are working in district wide work groups on AB 705. Removing the reading competency requirement for local degrees is being voted on at a district level. Reading and Writing are working on ways to integrate with Writing.
Bakersfield College	We have an Academic Development (ACDV) department which houses basic skills Reading, English, and Math courses. It will continue to offer developmental coursework as optional credit and non-credit courses. The majority of the full-time faculty in this area will be teaching in a new Education department or possibly in the English department.
Cabrillo College	English, Reading and ESL have begun working together this semester to create guided self placement materials for all three departments. Reading faculty are in the process of becoming English faculty. Ultimately the college plans on creating one department with all three programs for better collaboration and integration.
Coastline College	There are discussions occurring around the idea of collapsing [Reading] into English.
Copper Mountain College	Beginning Fall 19, we will no longer have a stand alone reading department and the reading requirement will be incorporated into other existing college level courses such as College Level English.
Consumnes River College	Reading will cease to exist as a program with implementation of AB 705. Reading courses are integrated into the composition co-requisite course. Reading faculty are being incorporated into the teaching English and composition courses.
Cypress College	Yes, for now. Several Reading faculty are working on Masters in English in order to have the FSA to teach English courses (one already has this FSA). Although Reading and developmental courses will still be offered, the Reading Department will no longer exist in Fall 2019, as these faculty will become members of the English Department.
De Anza	The Reading Department (in collaboration with the English Department) developed a new five unit (credit/no credit) integrated reading and writing course that serves as a co-requisite for college-level English for students with the HS GPA of 2.0 – 2.59. This course is supported by the LinC (Learning in Communities) Program and is taught by both reading and writing faculty, and all the students are required to enroll in both English Composition (EWRT 1A) and LART 250. LART 250 is a support course that teaches critical reading and writing for college-level work and is meant to be fully integrated with English 1A so that it is not disconnected from the composition course. 1. The Reading Department will participate in developing Self Placement materials so that students who wish to improve their college-reading skills can elect to take our foundational skills classes which will no longer be required under AB 705. 2. he Reading Department is investigating non-credit reading courses to support students who need extra help in college-level reading skills across the disciplines 3. The Reading Department is also working on transfer-level Reading courses to be incorporated into student success learning community programs, such as LinC, First Year Experience and Puente to help students with reading skills in GE coursework.
Hartnell Community College District	Our English courses are integrated Reading/Writing.

College	Responses
El Camino College	Currently, students enroll in basic skills Reading and Writing courses concurrently. We plan to eliminate most or all of our pre-transfer Reading courses. All of our full-time faculty meet the minimum qualifications to teach college-level English. However, some part-time faculty do not, and there is not a comprehensive plan for their role in our college. However, we have been in communication with them often about the potential consequences for their employment, and we've attempted to provide some direction about how they might reach the minimum qualifications. Further direction from the CO about best practices for faculty in this situation would be appreciated.
Grossmont College	Reading faculty who are no longer teaching reading are now receiving training to teach the accelerated English 099 class or the transfer-level English 120 class linked to the English 020 co-requisite support class.
Moreno Valley College	Reading faculty have begun discussion on integrating reading and writing, though no solution is yet on the table. In addition, reading discipline faculty are eligible to teach the English 91 - Academic Support for English 1A.
Victor Valley College	Integrated with English via co-requisite courses.
Sacramento City College	Students may opt into reading courses in fall 2019, but we will be scheduling only the bare minimum reading sections needed to help our reading faculty without qualifications in other areas to make load. Simultaneously, reading faculty are doing course work and other training to become qualified to teach transfer-level writing or courses in another area. Reading faculty will decide soon whether to maintain a separate reading department or merge with English.
Long Beach City College	The Reading Department recently reconfigured and shortened their sequence enabling students to become proficient in one year. Reading and English are piloting an integrated Reading and Writing course which an accelerated course one level below transfer.
Modesto Junior College	3 of the 4 members meet minimum qualifications for English, so they will be re-purposed. The other faculty member may be assigned support courses for the transfer level classes. There has also been discussion about assigning college composition to two disciplines Reading AND English, so that all of the faculty can teach composition.
Reedley College	Reading faculty have been integrated into transfer level courses.
Southwestern College	Though we are offering few classes, the reading department has worked to accelerate their introduction to college reading class with their college reading course. Many of our reading faculty also teach ENGL or ESL, so they have moved into those departments. To support students who might need extra developmental literacy assistance, the reading department has also composed a handful of Non-credit/Continuing Ed courses. Furthermore, the reading department is looking into ways to assist students by offering professional development literacy support training to faculty from across the disciplines. Part of our Guided Pathways group is overseeing developmental education's place in the "paths." In the meantime, students can use our transfer-level course to meet (1) the critical thinking requirement for an AA or AS, or (2) the College's Reading Proficiency Requirement.
West Valley College	Early plan is to integrate reading into English co-requisite courses.
Reduce/Eliminate the Number of Reading Courses	
Cypress College	Yes, for now. Several Reading faculty are working on Masters in English in order to have the FSA to teach English courses (one already has this FSA). Although Reading and developmental courses will still be offered, the Reading Department will no longer exist in Fall 2019, as these faculty will become members of the English Department.
Antelope Valley College	The majority of our reading courses are basic skills courses; the number of offered classes is being reduced, and our reading faculty are qualified to teach English as well.

College	Responses
El Camino College	Currently, students enroll in basic skills Reading and Writing courses concurrently. We plan to eliminate most or all of our pre-transfer Reading courses. All of our full-time faculty meet the minimum qualifications to teach college-level English. However, some part-time faculty do not, and there is not a comprehensive plan for their role in our college. However, we have been in communication with them often about the potential consequences for their employment, and we've attempted to provide some direction about how they might reach the minimum qualifications. Further direction from the CO about best practices for faculty in this situation would be appreciated.
Fullerton College	The Reading Department is in flux. We are gradually phasing out the lowest levels of reading courses and are creating a new "READ 100" general reading skills course. We are continuing to offer a reading critical thinking course which is approved for CSU gen ed. We may propose updating that course for IGETC approval for critical thinking and composition. More than 50% of our Reading faculty have the minimum qualifications to teach English. Some of them will be moving to the English Department on an ongoing basis. There are ongoing discussions of how the remaining Reading faculty can be incorporated into the guided pathways framework and provide additional concurrent support to students in classes across the curriculum.
Sacramento City College	Students may opt into reading courses in fall 2019, but we will be scheduling only the bare minimum reading sections needed to help our reading faculty without qualifications in other areas to make load. Simultaneously, reading faculty are doing course work and other training to become qualified to teach transfer-level writing or courses in another area. Reading faculty will decide soon whether to maintain a separate reading department or merge with English.
Long Beach City College	The Reading Department recently reconfigured and shortened their sequence enabling students to become proficient in one year. Reading and English are piloting an integrated Reading and Writing course which an accelerated course one level below transfer.
San Bernardino Valley College	The READ department is working with departments across the campus to identify areas that would like to add the READ 100 class as an advisory to their courses. Many departments are opting to do this. Additionally, the READ department has eliminated several basic skills read classes, has modified the college level reading class, and has created a non-credit reading class so that students can improve their skills.
Glendale Community College	We will be phasing out reading classes over the next year.
New Courses	
Cerritos College	The Reading faculty have developed a transferable reading course that aligns with the college's guided pathway efforts, including reading courses that align to specific meta-majors.
College of the Desert	Reading Department is developing a reading co-requisite course for transfer level English course.
Crafton Hills College	We are turning credit Reading courses into non-credit certificated courses.

College	Responses
De Anza	The Reading Department (in collaboration with the English Department) developed a new five unit (credit/no credit) integrated reading and writing course that serves as a co-requisite for college-level English for students with the HS GPA of 2.0 – 2.59. This course is supported by the LinC (Learning in Communities) Program and is taught by both reading and writing faculty, and all the students are required to enroll in both English Composition (EWRT 1A) and LART 250. LART 250 is a support course that teaches critical reading and writing for college-level work and is meant to be fully integrated with English 1A so that it is not disconnected from the composition course. 1. The Reading Department will participate in developing Self Placement materials so that students who wish to improve their college-reading skills can elect to take our foundational skills classes which will no longer be required under AB 705. 2. The Reading Department is investigating non-credit reading courses to support students who need extra help in college-level reading skills across the disciplines. 3. The Reading Department is also working on transfer-level Reading courses to be incorporated into student success learning community programs, such as LinC, First Year Experience and Puente to help students with reading skills in GE coursework.
Fresno City College	Our reading department has designed new low credit and noncredit reading support courses.
Fullerton College	The Reading Department is in flux. We are gradually phasing out the lowest levels of reading courses and are creating a new "READ 100" general reading skills course. We are continuing to offer a reading critical thinking course which is approved for CSU gen ed. We may propose updating that course for IGETC approval for critical thinking and composition. More than 50% of our Reading faculty have the minimum qualifications to teach English. Some of them will be moving to the English Department on an ongoing basis. There are ongoing discussions of how the remaining Reading faculty can be incorporated into the guided pathways framework and provide additional concurrent support to students in classes across the curriculum.
Grossmont College	Reading faculty who are no longer teaching reading are now receiving training to teach the accelerated English 099 class or the transfer-level English 120 class linked to the English 020 co-requisite support class.
Norco College	New curriculum will be available for linked reading courses. Transfer-level reading courses in subject areas. The reading faculty hasn't been "incorporated" into anything. Currently, one basic skill reading class is still offered but it doesn't fill the full-time faculty members load. Reading faculty is frantically developing and advertising transfer level coursework in order to stay employed.
Southwestern College	Though we are offering few classes, the reading department has worked to accelerate their introduction to college reading class with their college reading course. Many of our reading faculty also teach ENGL or ESL, so they have moved into those departments. To support students who might need extra developmental literacy assistance, the reading department has also composed a handful of Non-credit/Continuing Ed courses. Furthermore, the reading department is looking into ways to assist students by offering professional development literacy support training to faculty from across the disciplines. Part of our Guided Pathways group is overseeing developmental education's place in the "paths." In the meantime, students can use our transfer-level course to meet (1) the critical thinking requirement for an AA or AS, or (2) the College's Reading Proficiency Requirement.
Rio Hondo College	The Reading Department has collaborated with the English Department to establish a study skills course (Reading 44) which will serve as a co-requisite for English 101S and 101SP. Reading faculty is supporting the implementation of AB705 through tutor training. Reading faculty will create modules to accommodate the newly developed study skills class that compliments English 101s and English 101SP.
Santa Ana College	The reading faculty participate in the AB 705 task force and are collaborating with the English and ESL faculty to have students access the reading courses as needed in their academic journey. Additionally, Reading will be developing low-unit value courses to support Career Education. (Contextualized Reading in CR and NCR formats).

College	Responses
Santa Barbara City College	Through curriculum improvement and professional development. Additionally, a college success course is being considered with the inclusion of Reading Apprenticeship approaches.
Santiago Canyon College	• Reading has adopted a placement model that is aligned with the AB 705 English metrics. • To assist students who will now have access to transfer-level classes, SCC is expanding offerings with new reading support courses and learning communities, pairing reading with counseling, English, math, and Chicano Literature to provide students with strategies for approaching their texts. • The Reading Department chair continues to promote Reading Apprenticeship training for faculty members in all disciplines, and as of this fall, all full-time English faculty will be RA-certified along with twenty other faculty representing disciplines such as math, chemistry, physics, counseling, history, and geography. • The Reading Department is further expanding transfer-level courses and successfully making reading more accessible and relevant to students by developing curriculum for Reading in the Digital Age and Reading for Professional Success. • Several new one-unit Reading Strategies for Across the Curriculum support classes are going through the curriculum approval process to be paired with ACE/ESL, Career Technical Education (CTE), STEM, Social & Behavioral Sciences, and Humanities. • To reiterate the importance of not only writing but also reading skills, nineteen free Reading and Writing faculty-led workshops are open to any student, credit or noncredit, throughout each semester.
San Bernardino Valley College	The READ department is working with departments across the campus to identify areas that would like to add the READ 100 class as an advisory to their courses. Many departments are opting to do this. Additionally, the READ department has eliminated several basic skills read classes, has modified the college level reading class, and has created a non-credit reading class so that students can improve their skills.
Long Beach City College	The Reading Department recently reconfigured and shortened their sequence enabling students to become proficient in one year. Reading and English are piloting an integrated Reading and Writing course which an accelerated course one level below transfer.
Concurrent Programming	
San Bernardino Valley College	The READ department is working with departments across the campus to identify areas that would like to add the READ 100 class as an advisory to their courses. Many departments are opting to do this. Additionally, the READ department has eliminated several basic skills read classes, has modified the college level reading class, and has created a non-credit reading class so that students can improve their skills.
Palomar College	We are scheduling in such a way that students will be able to take a reading course to complement their English composition course, should they so choose. Our Reading Dept. is developing pathway-specific support classes (non-credit; fast-track) to help students who may be struggling in other transfer level, GE, or major classes. Most recently, we've offered a transfer-level English course at our local detention facility and supported it with a non-credit, co-req reading course.
Los Angeles Valley College	There is a plan to redevelop curriculum so that the reading courses will align with the needs of students who register for transfer level English. As an option through self selection, students will be able to focus on reading skills needed while simultaneously taking English.
Modesto Junior College	3 of the 4 members meet minimum qualifications for English, so they will be re-purposed. The other faculty member may be assigned support courses for the transfer level classes. There has also been discussion about assigning college composition to two disciplines Reading AND English, so that all of the faculty can teach composition.

College	Responses
Planning	
American River College	Reading faculty are working in district wide work groups on AB 705. Removing the reading competency requirement for local degrees is being voted on at a district level. Reading and Writing are working on ways to integrate with Writing.
Irvine Valley College	We offer two transfer level and one below-transfer level Reading courses in our Reading curriculum. Our below-transfer level Reading course enrollment had steadily been declining once it was removed as a required pre-req for our two-levels below English writing course. Then once the college scaled up accelerated below-transfer English into one course, our standalone optional below-transfer Reading course could not maintain enrollment to continue to offer it. Our transfer-level Reading courses have maintained steady enrollment, however. Reading faculty have been invited to our district-wide multiple measures placement work-group the past several years. Discussions have taken place with the Reading faculty regarding what other options may work to meet the reading needs of students (such as noncredit).
Oxnard College	Reading faculty are part of the ESL/Transitional Studies Department and are already participating in the implementation plans for our college.
Evergreen Valley College	Faculty from the Reading Department have served side-by-side with the English Department faculty on the AB 705 planning team.
Miscellaneous	
Los Angeles Harbor College	Reading faculty do not meet the minimum qualifications to teach English.
Taft College	We still offer our remedial reading courses.
Monterey Peninsula College	The college does not have a stand-alone reading department. However, we are aware of the need for student support in reading. The college has maintained staff and services in reading for many years, in support of students who are not reading at college level.
Saddleback College	We hope to recommend reading courses to our students, we offer zero unit reading courses and we will advise students into our reading courses as a part of our academic probation protocols.

Q8. Is your college piloting any changes to curriculum to meet AB 705 requirements this academic year (2017-18)? If yes, please briefly describe your innovation.

TABLE 17. CURRENT CURRICULUM CHANGES, 2018-2019

College	Responses
American River College	MATH - Models being voted on by departments currently. ESL - Models being discussed by departments currently.
Antelope Valley College	The English support course will be offered but not required.
Berkeley City College	Math: We are in the process of adding co-requisite support classes (for credit) in Statistics, Pre-calculus (College Algebra), and Trigonometry. We just had them approved through the curriculum process, so we cannot pilot them until Fall 2019. Next steps for us are to develop non-credit versions of these credit support classes. After that, we plan to develop support classes for our Math for Educators course and our Business Calculus and Engineering Calculus Courses. English: The short answer is, "yes and no." We are have been using English 508A, 508B, and 508C (3 non credit hours a week in computer lab setting) for a few semesters now. These classes have been paired with English 1A (transfer level, 4 units), but we've maintained the pre-transfer level of English (English 264A, 264B). We've been ushering in cohorts of 264 students into "accelerated" 1A + 508ABC sections--taught by the same instructor. What we plan to do instead, starting in Fall 2019, is remove all pre-transfer levels of English and replace them with English 1A + 508ABC that will be required of all students who place below the top tier in terms of HS GPA. For more information about the current 508 model that needs to be tweaked a little before Fall 2019, you can visit this link: https://docs.google.com/presentation/d/12dXEvEjEd4tL9fYxFBLwOcJekiIzaLp7dDKaw8lNNko/edit?usp=sharing
Cabrillo College	English is piloting a co-requisite model this semester (Fall 2018)
Chaffey College	We are using a non-credit optional co-requisite for two of the math courses that are 1 level below transfer. A Personal Finance course to meet the B4 requirement has been approved internally.
Citrus Community College	No plans at this time for co-requisite support for Calculus. All other Math course will be implementing the co-requisite support model by fall 2019. For credit ESL, dialogue is ongoing about possible adoption of the co-requisite support model.
City College of San Francisco	Embedded professional tutors in the classes that combine transfer English and co-requisite support courses.
College of Marin	Fall 2018: Implementation of HUM 101/ENGL 101: This is a transfer-level course with no prerequisite, designed to introduce the concept of academic discourse as well as English and critical thinking skills for basic skills students. The course includes the following: - Meets IGETC 3B & CSU Area C2 - No prerequisite - Themed - English instructor - 4 Content instructors - Embedded counselor - Embedded peer tutor - a Multiple Measure for English - Foundational course for Guided Pathways.
College of San Mateo	Math: Intermediate algebra + corequisite support optional, not required Prestatistics + corequisite support optional, not required English: Pilots this and next year include experimenting with different models of instructional support through the Writing Center. English already uses an Integrated Reading-Writing curriculum, a co-requisite ENGL 100 model (a single ENGL 105, 5-unit course option), and multiple measures placement -- leaving only ~100 English students currently placing into transfer-level English. ESL: A new pilot this year was a one-week intensive summer Word Jam with a multiple measure assessment on the last day. Previous to AB705, ESL adopted an Integrated Reading-Writing curriculum for its writing courses, shortened its credit sequence, implemented Peer Tutoring and SI leaders, and began to use multiple measures for placement.
College of the Canyons	Curriculum changes will take effect starting in Fall 2019 (in the next 2019-20 academic year). See response to following question.
College of the Sequoias	2018-2019 data ENGL 261, an accelerated basic skills course one level below transfer with a scheduled non-credit corequisite, has been in place since 2015. All ESL courses have ENGL 400, a supplemental tutoring support course, available.

College	Responses
College of the Siskiyous	For statistics, we have moved to acceleration model in fall 2016. Our success rates have been very promising. As for the remaining transfer-level math courses, we have not yet made adjustments to the curriculum.
Columbia College	In fall 2018, Columbia College offered and filled one section of a 2-unit Statistics with Supports course. That course is an optional support for any of the 4-unit Statistics offerings and is graded independently.
Compton College	We are still figuring out whether the co-req will receive a letter grade.
Contra Costa College	Math: We will offer co-requisite courses for Intermediate Algebra, Statistics, and Precalculus. Additionally, we are adding lab time to Business Calculus and the STEM Calculus sequence to provide some prerequisite content in a contextualized format. Our College Algebra and Trigonometry courses are unchanged. Students wishing to accelerate would take the Precalculus with co-requisite model.
Crafton Hills College	English will be implementing the Course + co-requisite support required (courses graded mutually) in Fall 2019. Since our Business calculus class has a college algebra prerequisite we have not made changes to it.
Cuesta College	Cuesta College is piloting a Statistics Concept Clinic in our Student Success Center. The clinic is regularly scheduled (8 hrs./week) and is being led by an academic success coach with a background in statistics. The content of the clinic combines success strategies and course content in collaboration with the statistics instructors.
Cuyamaca	In English, students currently place into either transfer-level English or transfer-level English with concurrent support. For students at the lower placement level, the concurrent support course is required. Technically the transfer-level course and the concurrent support course are two different course with different grades. The co-requisite support course is optional for students at the higher placement level. We did the pilot stage in fall 2016, and are now fully scaled. In ESL, AB 705 requirements are all in place. Math: This is not a pilot as we have been doing this since fall 2016. Also, we did have College Algebra plus co-requisite in fall 2016 and spring 2017 but the demand was so small we stopped offering it. The reason I checked both for the co-requisite support is because some students are required to take the co-requisite course and some students are not. If the student is not required to take the co-requisite course it is still an option for them.
De Anza	ESL is waiting for state guidelines. Math is using a corequisite attached to precalculus and is using Math Performance Success, MPS, a form of corequisite embedded in the course for all levels.
Evergreen Valley College	English - Reduced unit integrated reading and writing course, one level below. ESL - a non-credit course 6 levels below, integrating reading and writing for students whose intention is not to transfer but to improve their English skills and return to the workforce.
Fullerton College	In English, we are piloting this academic year. Our course (English 100 Enhanced Instruction) can best be described using the first descriptor on the list (course + corequisite support required courses graded mutually). Students don't enroll in separate CRNs. Rather, an additional hour has been added on to select sections of English 100. Those classes also have an embedded tutor and counselor attached to the class to provide students with a link to academic planning on campus. The tutor and counselor are coordinated through the Entering Scholars Program and funded by BSSOT grant funding.
Gavilan College	ESL is piloting integrated skills courses in the mornings and evenings as suggested co-reqs
Hartnell College	Faculty are currently engaged in discussing additional course development to support students in math, English and ESL. No co-requisite courses being piloted now.

College	Responses
Imperial Valley College	The math department is developing a math support course. At the moment, there is no pilot. The ESL program is already AB 705 compliant. Two additional credit courses have been developed and passed by the Curriculum Committee to provide more support to students coming directly from the college's ESL program or who are high-level ELLs transitioning from the high school. These two courses are awaiting CSU C2 Humanities. The ESL department is considering revising additional course offerings to better serve students and document success in their studies at the college. More work will also be done to create additional student pathways.
Lake Tahoe Community College	Much of our effort is focused on implementation in fall 2019. See the next chart. We are offering a co-requisite model for English 101 this academic year.
Laney College	English - workshops to pilot to simulate the support course that will be used in Spring.
Las Positas College	Faculty and the academic deans collaborated to submit curriculum that should be approved by the 2019-20 academic year. Curriculum changes include for credit co-requisite support (optional) and non-credit scheduled co-requisite course.
Long Beach City College	Math Department - the implementation of StatWay which is equivalent to Stat1 upon completion of both Math 21A and 21B. English Department - accelerated options is one below transfer course.
Los Angeles City College	Other English and Math are boot camps for College Promise students.
Los Angeles Valley College	1. Co-requisite support-ESL 2. Tutoring referrals for students needing supplemental instruction.
Los Medanos College	Los Medanos College's ESL Department has already made significant transformations to its curriculum which align with meeting the AB 705 requirements. Over the past two years, the LMC ESL program has been completely re-envisioned and transformed to address and attend to 1) instructional gaps - related to nonnative English speaking students not acquiring an essential English for General Purposes (EGP) language learning base that would serve as a foundational bridge into English for Academic Purposes (EAP) coursework and increase potentiality for success in such coursework – and 2) equity gaps – in relation to the most recent environmental scan data from our Contra Costa Community College District (4CD) research office showing that low income ESL students in our service area were being disproportionately impacted in terms ESL course completion.
Merced College	The Math Department has created three courses one level below college level. Math 88 is a course designed to prepare students for college level Statistics. Math 61 is a course designed to prepare students for the STEM path in math, which would lead them to Trigonometry at the college level. Math 62 is a course designed to prepare students for the Business/Liberal Arts path in math, which would lead them to Finite Math or Math for Teachers.

College	Responses
MiraCosta College	We are discussing noncredit curricular options and the possibility of revising some of the COR's in English and Math. MCC has already done a great deal of work in developing support courses (co-requisites). For ESL: We do not have plans to pilot changes to curriculum at this time because our course sequence in Credit ESL is already short and well within the requirements of AB705, and ESL has already incorporated some relevant changes that could go in the Other category. One of these changes is that working with our Noncredit ESL colleagues, we have developed Noncredit ESL courses that mirror the following Credit ESL support courses. ESL 20: Listening and Speaking for Nonnative Speakers 1 section ESL 30 Reading and Vocabulary for Nonnative Speakers 1 section ESL 40 Grammar for Nonnative Speakers 2 sections This Fall 2018 semester is the first time we have offered this courses, and so far, we are seeing a lot of success. Attendance and measures of student learning for both the credit and noncredit students within the courses look great. Each section has a combination of credit (mainly international students with F1 visas) and noncredit students. Noncredit ESL has this semester submitted proposals for mirrored versions of our Credit ESL 149 and ESL 150, as well as our ESL 80 (Advanced Grammar for Nonnative Speakers). We hope to gain approval for these courses and begin offering them to students choosing either the noncredit option or the credit option in Fall 2019. Beneficial to students is the fact that our two four-unit Credit ESL writing courses, which integrate reading and writing, are UC and CSU transferrable. Also, for several years we have offered several sections of English 100 (transfer level English) with a blurb in the printed and online schedule that designates them as sections designed to support students from multilingual backgrounds. Our instructors for these sections have ESL training and experience. This idea was talked about at the SSS conference, and we have been doing this for many semesters. Another form of support that we put into place years ago is in-class Writing Consultants trained by our Writing Center. (embedded tutoring) One more innovation worth mentioning is that least one of my multilingual sections of English 100 have been supported by SI each semester. Anecdotally, we have seen this SI support as a real plus. Students are highly motivated because they choose to attend. Finally, for several semesters, we have changed sections of ESL 149 and ESL 150 to late starts so as to provide students the chance to make changes after the semester begins, if they feel changes would benefit them.
Mission College	No for ESL: The ESL Department is in the process of discussing curriculum changes and will be holding a January retreat to finalize the steps to reach AB 705 compliance by 2020. For example, we are considering transitioning our 930 level to noncredit as soon as load is clarified by the load committee. This is the easiest solution to become compliant in that we will have only five credit levels below 1A. We are also looking at adding a reading component to our 980 course, which is one level below 1A, to give our advanced students a stronger foundation to succeed at transfer-level English.
Modesto Junior College	We have not piloted any AB705 initiated courses this year. In English we have been using Acceleration and have significantly shortened the timeline to completion of transfer level English. Math's curriculum is going through the Curriculum Committee this week, and implementation will meet the FA19 deadline.
Monterey Peninsula College	English 3 levels below transfer was completely eliminated for Fall 2018.
Moorpark College	Math: We are piloting Intermediate Algebra with support through additional math material and course embedded tutoring this academic year. For soring 2019, we are developing additional support courses for the first-level transfer math classes.
Moreno Valley College	Moreno Valley College is offering a mandatory co-requisite support course, ENG 91, for students enrolling in English composition whose placement is below the recommended high school gpa threshold. The college is collecting data on the success and retention of students enrolled in English composition both with and without the co-requisite support course to determine the effectiveness of this strategy in supporting students completion of the this core GE requirement.
Napa Valley College	No 2018-19 pilots for English Our ESL program is quite small, 8-10 students. Our students get quite a lot of support in class because of the small class size. We will offer optional support in the form of tutoring and instruction at the Writing Center; we are researching the possibility of embedded support in higher level ESL courses.

College	Responses
Norco College	We have created an enhanced Elementary Algebra course (Mat- 42) that acts as a prerequisite for both Statistics (Mat-12) and Liberal Arts Math (Mat-25), allowing students to bypass Intermediate Algebra (Mat-35). For students choosing a B-stem pathway -thereby requiring a greater understanding of Algebra- Mat-42 also serves as a prerequisite for Mat-35.
Ohlone College	Our ESL sequence is only 4 levels
Oxnard College	Math: This year, we will offer College Algebra and Stats with co-requisite support, graded independently. English: We offered 8 sections of co-requisite classes: We offered three co-requisite classes for one-level below transfer and five co-requisite paired classes for transfer-level composition. The idea withe the one-level below transfer is for students who wish to have additional time; once they complete the co-requisite one-level below transfer, they can transition into transfer composition. Basic skills English classes are housed in a different department. English has only degree-applicable and transfer classes. As such, we have one level below transfer, which is degree applicable, and then transfer classes. English will no longer have a prerequisite for transfer composition for Fall 2019. English has already administered a Qualitative Perception Survey to the co-requisite support paired classes (transfer class + co-requisite support class and one-level below transfer + co-requisite support class and their comparative stand-alone classes with no co-requisite support course) and the traditional classes to begin gathering data. We will administer an exit survey at the end of this academic term. We are already developing similar surveys and working with the Office of Institutional Effectiveness (research) for Spring 2019 and Fall 2019 surveys and data collection. English is separate from basic skills, which is in a different department; thus, our data reflect only degree-applicable and transfer courses. We only offer one-level below transfer and transfer courses. ESL: Curriculum changes will take effect Fall 2019.
Palo Verde College	Work in progress on ESL
Palomar College	Both Reading and ESL are working on strategies for supporting students in the overarching pathways, e.g., health sciences.
Pasadena City College	Statistics for Business and Economics : For BET, we have not piloted any co-requisite support for the class this academic year. The Intermediate Algebra prerequisite remains in effect. Business Calculus: The prerequisite of Mathematical Analysis for Business Finite (BUS 14A) remains. Credit ESL: To reduce time to completion, 8 week accelerated courses of ESL levels 3 and 4 of a sequence with 5 levels have been developed to reduce time to completion.
Porterville College	English--We are not piloting any changes to curriculum because we already have a co-requisite in place. Statistics--We are using multiple measures to place students at the transfer level. Quantitative Reasoning--We are using alternative placement. Business Calculus--We are using alternative placement.
Rio Hondo College	In Spring 2019 we will link the reading support course with our English 30 course to evaluate the support design needed and impact on English 30 success. No change to ESL yet. The current English 101 course is a 3.5 unit lecture lab course. the 101 S will be a single 4.5 unit lecture lab course The 101SP will be a single 5.5 unit lecture lab course.
Riverside City College	English co-requisite course is a 2-unit course lined with 4-unit freshman composition course.
Sacramento City College	We have been offering the course + co-requisite model in English since 2015. It began as a pilot, one section with our Umoja - SBA cohort. We are currently offering 20 sections, with 25 planned for spring 2019. We already have a transfer-level writing course, ESLW 340. We have a prerequisite challenge process that allows students to skip courses and move more quickly through our ESL program. We are not making any changes in ESL that will take place this semester since we have not been given clear guidelines on how to implement AB-705 for ESL.
Saddleback College	In fall '18 and spring '19 we have an optional 2 unit support class (English 201) to support our transfer-level English (English 1A) course. Beginning fall '19 our first tier transfer-level math courses will have a support class as well (Math 7,8, 10, 103, 124 and 14).
San Bernardino Valley College	Our changes will all be implemented effective fall 2019. We are creating co-requisites courses for College level English (1 and 2-unit courses). We have established GPA placement thresholds for math classes and are also going to use an ALEKS lab course as supplemental assistance for math students.

College	Responses
San Diego City College	For ESL we redesigned our offerings prior to AB705. We offer 4 levels of core courses with optional co-requisite electives at out two lowest levels to challenge the next integrated reading, writing and grammar level. There three levels of academic listening/ speaking courses.
San Joaquin Delta College	In Fall 2019, we plan to offer English co-requisite courses at full scale. We will no longer be piloting.
San Jose City College	We have implemented non-credit ESL Courses over the past 4-5 terms. We have also implemented non-credit math courses for certain programs.
Santa Ana College	This year there were no curriculum changes.
Santa Barbara City College	Building on previous acceleration efforts: 1 and 2 levels below transfer are combined in quantitative reasoning 1 level below and two levels above are combined in college algebra English is still using MMAP with placements a 1 and 2 levels below transfer ESL is developing integration models and currently piloting several efforts.
Santa Monica College	Statistics and other liberal math courses: Other - implementing one semester only pre-requisite College algebra, Trig, pre-calculus: Other - Implementing adaptive learning course as the required pre-requisite.
Santa Rosa Junior College	English- Access to 1A (transfer level) via prerequisite challenge by using GPA.
Santiago Canyon College	While we offered “course + co-requisite support required model” we are replacing with recommended support (Math) and/or embedded support (English) beginning in the fall of 2019. In credit ESL, because there is an additional year before implementation, we are considering changes in the unit/hour and lab configuration of the core courses, which might result in curriculum changes. Additionally, credit ESL is scheduling reading support courses with the Reading department in the next academic year.
Skyline College	Math: Intermediate Algebra Course + co-requisite support required (courses graded independently) OTHER---English—we are not piloting anything this semester since we have already completed a co-requisite pilot in the 2015-2016 academic year. We already have some supplemental instruction and embedded tutors as additional support, so we are not piloting. We will need to expand SI and embedded tutoring offerings to provide the additional support to help students meet the student learning outcomes and complete transfer-level English within one year. OTHER---ESL—we are not currently piloting anything but did reduce course offerings (level 2 being outsourced to the adult schools starting in Spring 19). We already have some supplemental instruction and embedded tutors as additional support, so we are not piloting. We will need to expand SI and embedded tutoring offerings to provide the additional support to help students meet the student learning outcomes and complete transfer-level English within three years.
Solano Community College	Our English department is actually past the pilot stage and has fully implemented co-requisite support classes.
Southwestern College	We are looking into more co-reqs In 2010, the ESL department changed the curriculum from linear, grammar and skills based, everyday, non-academic ESL to a non-linear, content-based, academic, integrated skills ESL program. Backwards design with a focus on preparing students to succeed in an English class one level before transfer was used. As of right now, we are planning to separate the grades of the course and the co-requisites. However, this may change once we do further research with Student Services.
Victor Valley College	Yes, course with co-requisite option for students who need. Graded mutually.
West Hills College Lemoore	The English combined prerequisite and transfer course in one term is in the 3rd year of offering and throughput and success rates have significantly improved. We initiated a Statistical Literacy class for students in majors that required statistics. We have students taking the Statistical Literacy class this semester and they will then take the transfer-level course in the spring semester and we will do research on throughput.

College	Responses
Woodland Community College	In spring of 2019, the ESOL department will be launching and piloting three new accelerated academic ESOL courses from 1 level, 2 levels, and 3 levels below transfer. These courses will be the core credit ESL pathway and were designed following accelerated andragogy and principals. These courses are designed to help students move through the sequence more quickly through high-challenge high support course design. You can learn a bit more about the program we're piloting at (https://tesolplanner.com/acceleration/woodland).

Q9. Is your college piloting any changes to curriculum to meet AB 705 requirements next academic year (2019-20)? If yes, please briefly describe your innovation.

TABLE 18. INTENDED CURRICULUM CHANGES, 2019-2020

College	Responses
Allan Hancock College	ESL: We are piloting a mirrored entry-level grammar class. Students can choose to take the course as a noncredit or credit option.
American River College	ESL will create a level accelerated model. MATH - No change.
Berkeley City College	Every ESOL course will be offered for credit or non-credit. Math: Once we have developed support classes for Math for Educators and for Business Calculus/Engineering Calculus, we will offer them like we do the others -- course+support required, course + support, optional, courses graded independently.
Cabrillo College	The math department is working on this curriculum now, and will pilot these courses in Fall 2019.
Chabot College	English will begin self placement in Sp 19.
Citrus Community College	No plans at this time for co-requisite support for Calculus. For credit ESL, dialogue is ongoing about possible adoption of the co-requisite support model.
City College of San Francisco	There will a continuation of embedded professional tutors in the classes that combine transfer English and co-requisite support courses from the initial launch in Spring 2019 as noted in Question #19.
College of Alameda	Five-unit English transfer course with integrated support. For ESOL, still engaging in district-wide conversations as to how best to handle.
College of San Mateo	In math, we will continue to offer the courses we are piloting this academic year (see item 19) during next academic year. English will continue to pilot new uses of the Writing Center and may decide to implement a co-requisite language support course for non-native speakers and a co-requisite disability resource course for DRC students in need of this support. ESL will focus on making changes to the placement process next year as well as researching potential changes to the ESL curriculum. The faculty will also be working with the English department to determine whether a team-teaching or co-requisite model for non-native speakers taking ENGL 100/105 would be beneficial.
College of the Canyons	Curriculum changes will take effect starting in Fall 2019 (in 2019-20 academic year) For English, all incoming students will be directly placed in the new enhanced transfer-level course with embedded support. All below-transfer courses will stop being offered. The department is also considering non-credit curriculum to be available as a resource beginning next semester to supplement the new Composition (English 101) course, not as co-/pre-requisite. For Math, all incoming students will be placed into transfer-level courses. Some will be placed in courses with support and others will be placed into transfer-level courses without support. Below transfer-level sections will be significantly reduced and students will not be placed into these levels. Starting Fall 2019, Math will start offering a new transfer-level Liberal Arts Math (without support) which is also a Quantitative Reasoning course. For ESL, the current sequence allows students to complete within fewer than the 6-semeser time frame. No changes will be made with regard to the curriculum/sequence.

College	Responses
College of the Sequoias	2019-2020 data Math 021 Statistics + Math 321 support* Math 010 Structures & Concepts + Math 310 support* Math 035 College Algebra + Math 335 support* *courses graded mutually English 001 + English 301 support - courses graded independently All ESL courses have ESL 400, supplemental tutoring support, available, though not required.
College of the Siskiyous	For statistics, we have moved to acceleration model in fall 2016. Our success rates have been very promising. As for the remaining transfer-level math courses, we have not yet made adjustments to the curriculum.
Columbia College	By fall 2019, Columbia College will offer at least one section of a 2-unit Statistics with Supports course. That course is an optional support for any of the 4-unit Statistics offerings and is graded independently. A Quantitative Reasoning course is also being revamped to meet the needs of students for whom a local Associate's degree is their only ed goal at Columbia College. Development of both a co-requisite 2 unit English 1A Supports (existing 3 unit course + new 2 unit support taken simultaneously) and a "wall to wall" enhanced 5 unit English 1A are underway.
Contra Costa College	The English Department is planning to offer a 5-unit enhanced transfer-level English course in the Fall of 2019 for students who are not eligible for the traditional 4-unit transfer-level English course. The course was already approved for the UC transfer course agreement effective Fall 2018. We are waiting for the course to receive approval for IGETC (area 1A) and CSU GE Breadth (area A-2). ESL: We are working with the English Department on the possibility of offering an advanced ESL Editing and Grammar for Writers course as a co-requisite for students in English 1A who exhibit language needs. We are not certain yet whether the course will graded mutually or independently and whether it will be piloted next academic year. We are also working with our English Department faculty on the possibility of offering a version of English 1A for second language learners.
Crafton Hills College	Since our Business calculus class has a college algebra prerequisite we did not plan to made changes to it.
Cuyamaca	In English, math, and ESL we will continue with what we are currently doing next year.
Cypress College	Co-requisite support for ESL courses is in discussion. Also, ESL is going beyond the AB 705 requirements of completing TLE by seeking fulfillment of CSU C2/IGETC 3B with advanced courses starting 2019. This will allow students to reduce the number of units/courses needed, one of the purposes of AB 705.
El Camino College	We are still in the exploration stage with regards to Credit ESL.
Evergreen Valley College	ESL - non-credit English for Special Purposes courses, 4-5 levels below transfer for students whose intention is not to transfer but to improve their English skills and return to the workforce.
Feather River College	Developing parallel intermediate algebra classes (STEM and non-STEM) that include additional contact hours and focused curriculum for the algebra/calculus and statistics pathways.
Foothill College	We will determine between one of these two and roll it out Fall of 2019.
Fresno City College	We do not plan to pilot, but we plan to implement to scale in Fall 2019.
Fullerton College	In the next academic year, in English we will have a new course, English 101: Enhanced College Writing, which institutionalized the work we've been piloting in the English 100 Enhanced Instruction sections. This course is five units and is a wall-to-wall transfer-level college writing class with corequisite support infused into the course. Starting in fall 2019, we will no longer be offering any basic skills English classes. All students will be able to choose between traditional English 100: College Writing or the new English 101: Enhanced College Writing course. This course is awaiting final IGETC approval in spring before we offer it for the first time in fall 2019. In Math, two unit support courses have been developed for Statistics and College Algebra The ESL Department faculty will pilot a section of the five-hour enhanced transfer-level ENGL course but targeted specifically for ESL students.

College	Responses
Gavilan College	ESL is in the process of modifying its currently existing integrated courses in content and units. ESL will eliminate the lower advanced levels and distribute context down through the lower three levels. ESL is also considering a modification of the highest level and turning into an integrated reading and writing class and a separate grammar class that will better prepare students for English 1A. ESL will be rolling out a newly modified level every semester: * SP 2019: ESL 527+528 * Fall 2019: ESL 537+538 * SP 2020: ESL 547+548 * Fall 2020: ESL advanced integrated English has a two unit credit co-requisite that will be offered late start for students enrolled in English 1A that are struggling to meet the standards/ Math is in development of co-requisite courses but they have not been fully developed.
Imperial Valley College	Mandatory co-requisite support course for students who do not fall within the "default" guidelines provided by the state. This will be true for: Statistics (2 units), quantitative reasoning (2 units), other liberal arts math (1 unit), business calculus (1 unit), college Algebra (1 unit), trigonometry and pre-calculus (1 unit each). The ESL program is already AB 705 compliant.
LA Pierce College	We are creating a new course - Intermediate Algebra with Support - recommended for students in the lowest tier of the BSTEM path. (entering Trigonometry and Business Calculus).
Lake Tahoe Community College	We are offering next year an optional, non-transfer-level, pre-statistics preparatory course. We would also like to develop a plan for Quantitative Reasoning and Liberal Arts math/ statistics, which we do not currently offer.
Laney College	Actually the Math and English departments district-wide are implementing rather than piloting. English is going to have a support course (non-credit) to complement transfer-level English. (Students declaring transfer will be default placed and then GPA will determine whether a support course is required or not. 2.6 is the threshold.) 2 of the 3 other colleges in the district are using the same model. Similarly, Math will have default placement and students will have the same 2.6 GPA as the threshold for mandated support. There are 4 credit course that serve as entry points, and they have support courses as well. One of them is Math for Liberal Arts.
Long Beach City College	English Department - Course + Coreq support (hybrid), accelerated one-below transfer, and (POSSIBLE Pilot of accelerated one-below transfer as Integrated Reading and Writing course), and (POSSIBLE noncredit open entry concurrent support course) Math Department - Math has submitted new course proposals for co-requisite courses for curriculum review for the following courses: Math 45 - College Algebra, Stat1 – Intro Statistics, Math 28 – Math for educators (“liberal arts math”), Math 40 – Trigonometry. We anticipate offering these co-requisite for the 2018-2019 academic calendar.
Los Angeles City College	Other English is an optional non-credit Basic Skills course; English boot camps required for AB19 students. "Other" Math is an optional non-credit course.
Los Angeles Harbor College	For Statistics, on the 3rd tier, a prerequisite is recommended. For College Algebra, on the 2nd and 3rd tier, a prerequisite of intermediate algebra is required. For Trigonometry, on the 2nd and 3rd tier, a prerequisite of intermediate algebra is required. For Pre-Calculus, on the 2nd and 3rd tier, a prerequisite of intermediate algebra is required. For Calculus, on the 2nd and 3rd tier, a prerequisite of intermediate algebra is required.

College	Responses
Los Angeles Valley College	For math, we will change 2 units of lecture to 2 units of lab, thereby while keeping the number of units of each class constant, the number of contact hours will increase by 2 hours per week. These two hours will by used for the co-requisite support necessary for all students. One course below transfer level English will be offered as an option for students who may need additional assistance through self identification, all other basic skills English courses have been archived. Ways to inform students about the availability of the pre-requisite challenge process in order to expedite progression through the curriculum.
Mendocino College	Adding a transfer level quantitative reasoning class as an alternative pathway. Revising math lab to include support for higher level courses.
Merced College	Course plus co-requisite support required would apply to our middle band of students, where highest band requires no support and lowest band is placed one level below.
MiraCosta College	MiraCosta has already developed support courses (co-re model) and made changes to math and English curriculum. We're unsure a to whether further changes will be made. There is some conversation about a noncredit option. For ESL: No plans as of yet, based on the success of the implementations we already have in place and the nature of our Credit ESL program. Open to considering the development of Course + co-requisite required and graded mutually (With changes potentially coming with our ability to use Accuplacer, we would have to figure out how to require ESL students to take a course since many do not have US High School GPA. I have not spoken with my colleagues, Mary Gross on this.) But with our relatively small Credit ESL program, enrollment is always a potential problem. Also, based on research indicating that second language skills need time to develop, providing one or two semesters of academic language writing instruction before transfer level seems the best way to truly help second language students.
Mission College	English other - 5 unit course that provides additional support ESL: We would like to pilot 930-level noncredit courses in academic year 2019-2020 once the load committee clarifies load and we can get such courses through the curriculum process by Fall 2019 or Spring 2020.
Monterey Peninsula College	For Math, we haven't decided yet whether to require versus only recommend the support courses. The English department is implementing the following curricular changes in fall 2019: (a) deletion of all basic skills English courses two or more levels below transfer, (b) elimination of all but 3 sections of English courses one level below transfer (students may self-place into this course), (c) revision of English 1A (3 units) to include an increase in research instruction (previously a core component of the English course one level below transfer), (d) addition of a 2-unit 100-level co-requisite course for English 1A to support accelerated students in some sections, (e) a systematized process for enrolling co-requisite support students in English 400, a non-credit course offered through the college' writing center, which will provide additional support for students on assignments coming out of the parent course. The ESL department anticipates making program changes, which may include collapsing the reading and writing courses into one and eliminating a level in the sequence.
Moreno Valley College	Moreno Valley College is offering a mandatory co-requisite support course, ENG 91, for students enrolling in English composition whose placement is below the recommended high school gpa threshold. The college is collecting data on the success and retention of students enrolled in English composition both with and without the co-requisite support course to determine the effectiveness of this strategy in supporting students completion of the this core GE requirement. ESL faculty are currently discussing the direction of the curriculum restructuring that needs to occur under AB705 pending guidance from the California Community College Chancellor's Office. Note that College Algebra, Pre-Calculus, and Calculus will be offered without additional co-requisite support courses.
Napa Valley College	Debating required v. optional co-req design currently ESL: Plans are not set yet; one proposal is to make our lowest level of classes non-credit, so that students can move through credit ESL courses to college level English within three years. We are also considering stacking credit and non-credit courses; this will likely allow us to increase enrollments.
Norco College	We are revising curriculum in order to prepare students for English classes faster and more effectively.

College	Responses
Oxnard College	Math: Next year, we will offer College Algebra, Stats and Business Calculus with coreq support, graded independently. English: We have already implemented AB 705 and are currently teaching co-requisite support classes with embedded tutors. We will continue to do so, and, hopefully, increase these co-requisite class offerings. We have written multiple curricula for co-requisite classes to accommodate multiple student needs. ESL: ESL 54 (Reading Skills, 3 units) and ESL 64 (Writing Skills,3 units) have been integrated into a one 4-unit course (ESL 65 ESL Reading & Writing Skills). Additionally, ESL 44 Listening Speaking Inter.(3 units) and ESL 46 Listening Speaking Adv. (3 units) have been condensed into one 4-unit course. We are also offering 3 non-credit courses for lower level ESL. All basic reading and writing courses have been co-listed with ESL starting Fall 2018.
Palo Verde College	Work in progress on ESL courses
Pasadena City College	Credit ESL: Additional sections of 8 week accelerated courses of levels 3 and 4 as well as lower levels and level 5 combined with transfer-level English; Also, sections of English 1A taught by ESL instructors who meet minimum qualifications in English.
Porterville College	English--We plan to offer a co-requisite course with a different pedagogy aimed at students who want to take a more layered approach to transfer-level composition. We also plan to offer a suite of one-unit courses aimed at helping students develop college-level reading and writing skills to support them across the disciplines. We envision these courses being offered in late-start and/or fast-track sessions throughout the semester. Credit ESL--We are offering sections of our co-requisite transfer-level composition course taught by an ESL instructor. Other Liberal Arts Math--We will have an open-entry, transfer-level liberal arts math course. Trigonometry and Pre-Calculus--We have a course that combines the two classes and moves the STEM students through the math sequence to calculus in a single semester.
Rio Hondo College	English with support and English with Support Plus will be rolled out next academic year. If curriculum is approved we plan to pilot ENLA composition course with the grammar course as a co-requisite.
Riverside City College	In next academic year, English is no longer piloting course + co-requisite as it is a full implementation. Math is scheduled to have a full roll out in the next academic year; there is no pilot phase.
Sacramento City College	The English Department is considering curriculum that would offer a different co-requisite model and is actively at work on curriculum for optional reading-writing lab support for students in transfer-level writing classes.
Saddleback College	Beginning fall '19 our first tier transfer-level math courses will have a support class as well and open entry into these math classes (Math 7,8, 10, 103, 124 and 14).
San Bernardino Valley College	We are only using high school GPA for math placement. We are not developing any new co-requisite classes. We have created a combination beginning/intermediate algebra course that will be available to students who choose to take it in addition to continuing to offer the intermediate algebra course. We will offer more sections of our non-credit ALEKS lab course to support all math courses.
San Diego City College	We re not exploring a 5 unit English. We are implementing a new math exploration pathway, which could best match the "liberal arts Math" category. But it is not a co-requisite course. It is a "stretch" course.
San Joaquin Delta College	Course and co-requisite support only required for students who place into these courses. Other students will place into transfer-level course alone.
San Jose City College	The pilot phases implemented in Spring 2019 will help determine our courses of action for Fall 2019 and beyond with respect to co-requisite courses or other support for English, and math - primarily statistics and pre-calculus.
Santa Ana College	For English and Math we are considering non-credit and credit refreshers options. Students will also be able to access any open-entry non-credit courses to further support them in their college level course. English will pilot embedded tutoring.

College	Responses
Santa Rosa Junior College	Those noted above will be fully implemented summer 19, not piloted. In addition to the Statistics co-requisite support, the SRJC mathematics department is exploring co-requisite options for Liberal Arts Math, Business Calculus, College Algebra, Trigonometry, and Pre-Calculus. We hope to be able to offer those co-requisites by Fall 2020.
Santiago Canyon College	English is adding a .50 unit to their existing English composition course and embedding support.
Shasta College	For fall 2019, we will provide SI or embedded tutoring support for every entry-level transfer-level course, which includes MATH 8, 9, 2A, and 2.

College	Innovation
Sierra College	ESL - combing top two levels of ESL instruction to enable students to complete ESL sequence & English 1A within 5 semesters. Students can already complete sequence & English 1A within 6 semesters.
Skyline College	OTHER--Both English and ESOL are already in compliance with AB 705. However, we are looking to pilot DRC focused concurrent support courses for DRC students enrolled in ENGL 105 and 100. These courses are currently being used to support DRC students in ENGL 846, so we will work with the DRC to make them available for DRC students in ENGL 105 next academic year.
Southwestern College	ESL and English departments are going to start talking about offering a transfer-level English for ESL learners. We're currently working on redesigning the last semester of credit ESL to ensure that students will be ready to successfully complete transfer level English. We're also planning to articulate credit academic ESL levels with CSU GE breadth and IGETC, and develop ESL certificates. This process would take about 2 years. Again, I am sure only of English and statistics.
Ventura College	Co-requisite support class also created for Math V40, Math Topics for College Students.
West Hills College Lemoore	Our faculty are in the process of creating a required 2 unit lecture support class for all levels of transfer math that we offer. The course will be required for students that are in the 2nd and 3rd band of GPA levels as prescribed by the Chancellor's Office guidelines.
Yuba College	Working through the local Adult Education consortium to move lower level ESL instruction to Adult Basic Education through the County Office of Education with a partnership to help those students transition to the College when they are ready.

Q12. What additional student services and academic supports are being provided to students to support them in courses that have been adjusted to meet AB 705 compliance? Please describe.

TABLE 19. STUDENT SERVICES AND ACADEMIC SUPPORTS PROVIDED TO STUDENTS

College	Responses
Canada College	We are working to obtain additional supports.
Cerritos College	The Adult Education Department is providing Open Entry/Open Exit support courses that allow students in any of the math course to enroll and receive instruction for an non-credit math instructor.
Chabot College	For English: Build community (similar to a learning community) - writing workshops (pair share, small groups) - scaffolded writing instruction in order to ensure student retention of information - activities to build reading comprehension and critical thinking skills -read a louds to help increase reading fluency - debates of different perspectives of themes that emerge from the readings - have more time process the readings, understand writing instruction, and apply multiple literacy skills in classroom activities (similar to the additional time used in the Umoja Promise format at Chabot).
City College of San Francisco	Small group workshops on academic ESL topics in ESL lab.
College of San Mateo	Prior to AB705 (Fall 2017), we were already using the following academic supports in math classes to accelerate/support students: -- Tutoring in the Math Resource Center -- SI (discontinued in Fall 2018) -- Supplemental learning activities (discontinued in Fall 2018) Prior to AB705, we were already using the following academic supports in English classes to accelerate/support students: -- Self-paced computer modules -- Tutoring in the Writing Center -- Embedded Counseling for our Learning Communities (4 sections) Prior to AB705, we were already using the following academic supports in ESL classes to accelerate/support students: -- Self-paced computer modules -- SI -- Tutoring in the ESL Center
College of the Canyons	For English, the following are being provided: Supplemental instruction, Supplemental learning activities, Tutoring at TLC. English department is also working on non-credit curriculum beginning next semester to supplement the new enhanced Composition (English 101) course, as an additional available resource, not as a co-/pre- requisites. Embedded tutoring is in the planning phase. For Math, the department is considering offering non-credit support courses as an additional available resource for students not as co- /pre- requisite. Early alert efforts are being planned as part of Guided Pathways. At this point, the college as identified and adopted the platform for use. AB705-effected students will be one of the groups that are being monitored in the implementation phase.
Compton College	Early Alert has been piloted but the specific application for AB705 is still unclear for us.
Copper Mountain College	Non credit workshops and skills courses are being offered in the summer and winter intercessions to provide additional academic support for students who may not have otherwise placed into transfer level math and English with our previous systems.
Cuesta College	Extended after hours tutoring (nights/weekends before finals, and before drop dates) Writing Center Faculty Coordinators/Mentors- to train and mentor Writing Center tutors Stats Clinic- similar to supplemental instruction specific to Stats with academic success coaching.
Cuyamaca	English: Some sections of our co-requisite-supported transfer-level English courses have embedded tutors, but availability is dependent on funding. Counselors make presentations in our co-requisite-supported transfer-level courses and work with instructional faculty. This, again, is dependent on available funding. Math: Workshops run by a tutor during set times throughout the semester.
Hartnell Community College District	We are still reviewing a variety of structured academic support modalities with the intention of providing modules and opportunities for just-in-time learning.
Lake Tahoe Community College	Special programs have designated tutoring and mentoring, including veterans, athletes, equity students, EOPS/CalWORKs students, and students accessing the Disabilities Resource Center.
Los Angeles Harbor College	The College needs additional funds to increase and improve supplemental support.

College	Responses
Los Angeles Trade Tech College	Thus far we have created a work plan with a list of resources that we would like, such as embedded tutors and at least a writing space with tutors, but we have been promised nothing and told that we "may not" get these resources. Statewide repository of best practices so that we may learn from each other.
Merced College	Smarthinking Online Tutoring. Given the high cost to fund the SI Program and the need to scale services, academic support is moving towards placing Embedded Tutors/Peer Mentors in transfer level courses instead of SI Leaders. This effort will help provide the peer support needed in the classroom and also help connect students with academic support services outside the classroom. Student Services currently provides counseling and plans to implement early alert depending on the implementation of EAB Navigate.
Mission College	ESL: We are also considering making ESL 980 courses late-starts for non-native students in ENG1A or ENG1AX who are struggling and feel they cannot yet achieve success at that level. Faculty mentoring will also be provided at the Writing Center.
Modesto Junior College	We have the previously checked items available to differing degrees in different disciplines. It would be most beneficial to actually get SI to scale and more extensive tutoring available to support the greater needs that may be surfacing.
Monterey Peninsula College	The Math department will *possibly* add embedded counseling within the course as well as supplemental instruction. The Math department does and will continue to have tutoring at a tutoring center. To support students in accelerated English courses, the college provides the following support: (a) non-credit concurrent tutorial support provided through the college's writing center, (b) accommodations and additional academic/technology support for students with disabilities provided through the college's Access Resource Center, The English department is in discussion and initial planning for embedded tutoring and counseling for students in co-requisite support courses, a possible pilot scheduled for fall 2019.
Moorpark College	Math: Created a supplemental support workbook to accompany the course aa a pilot for our college algebra course. Instructors are using the workbook with students who need additional remediation as a "just-in-time" support.
Napa Valley College	Embedded tutoring: would like to develop this - help Office of Academic Affairs!
Norco College	Screen, hire, train additional tutors particularly in Math and English. Currently, we are in the process of working with English and math faculty to develop an embedded tutor program fort he co-requisite model for the change in AB705.
Oxnard College	Math: I like the idea of embedding counseling with course, how does that work? but... embedded tutoring (for now), tutoring at the tutoring center, early alert English: Currently, we have embedded tutors in all our co-requisite classes. I would like to continue and develop this, but it is grant funded. Once the grant is done, I have no idea where we will find the monies it support embedded tutors. They are wonderful to have and the students respond well to them! The idea of an embedded counselor is great! The checks for embedded tutors and a tutoring center are from English. The college uses an early alert system, so I checked that box as well.
Palo Verde College	Student Success Lab
Palomar College	We may be exploring the use of ESL and Reading self-paced computer modules that are tied into specific overarching pathways.
Pasadena City College	Writing instruction workshops out of the Writing Center Embedded counseling and academic coaching in Student Success Centers throughout the campus, including the Library and Learning Assistance Center. Embedded counseling and academic coaches in the empowerment programs such as PUENTE, UJIMA, and Veterans Resource Center. EOPS&S, CalWORKs, and DSP&S continue to provide counseling and support services to our most protected groups of students.
Porterville College	We also have Writing and Math Mentors, offer critical academic skills workshops, and hold registration opportunities to assist as students as they adapt to the new English and math sequences.

College	Responses
Saddleback College	We are working quickly to provide our faculty in English and math with a variety of best practices through Professional Development. How do we apply these efforts to clearing prerequisites for classes that have a math or English prerequisite? Examples (Econ, Psychology courses).
San Diego Mesa College	The counseling office receives a report that has a list of students referred by faculty who can benefit from "follow-up" services. The Counseling Office contacts these students and schedules them with a counseling appointment to discuss ways that we can provide support and intervention if needed.
San Joaquin Delta College	To clarify, we are in the process of adjusting our courses. We already provide the services marked above. But our plan is to continue to include supplemental instruction, embedded tutoring, and tutoring at the tutoring center. We are searching for a mechanism to fund a resource specialist or counseling to provide interventions. Math would like a position that is specific for this support. English also wants resource specialist support--especially if the 5-unit basic skills courses that feature mastery exams are not deactivated
Santa Rosa Junior College	Embedded peer tutoring, and peer success coaching.
Santiago Canyon College	• Summer Advantage Academy to prepare students for success in their math and English courses • Student Support Services Showcase offered to all English classes and providing students with presentations and materials about various support centers on campus--Writing Center, Math Success Center, First Year Support Center, etc. • Math Success Center to assist students (both credit and noncredit) with assignments from all course levels • Writing Center to give students access to English faculty for individual guidance with essay assignments for all classes • Math, English, and Reading Success Workshops offered throughout the semester on various topics and open to all students needing just-in-time remediation, additional practice, or opportunities for asking questions
Southwestern College	We have an ESL Student Advocate to assist incoming English language learners enroll and find the resources that meets their needs. We also have in-class computer labs to help students build academic and technological skills. We plan to incorporate study skills and equity-minded interventions. The counseling department, in conjunction with instructional Schools and Disciplines, are exploring the idea of establishing liaison relationships that increase communication between each division. Within counseling, the idea of a "cohort model" that designates specific counseling faculty for disciplines/schools appears to be gaining promise. Although checked above, an Early Alert service is not currently an additional service being provided to students. However, SWC is in the process of researching a technology platform that includes an Early Alert system. SWC previously maintained a contract with Ellucian for the Advise (Early Alert) component. Unfortunately, the program proved to be riddled with implementation and compatibility issues that resulted in the termination of the contract.
Victor Valley College	Counseling at counseling center, Supplemental Instruction, Learning activities, Self-paced computer modules, Embedded tutoring, Tutoring Center, Early Alert, Growth Mindset framework.
West Hills College Lemoore	We plan on significantly ramping up our academic support with SI leaders assigned to each transfer-level math and English class that has a co-requisite.
West Valley College	Counseling at the counseling center, supplemental instruction, tutoring at tutoring center, basic early alert are currently provided. Plans are to secure funding to also provide embedded tutoring, use a more robust early alert system.

Q13. What additional institutional changes is your college undergoing to support students and faculty in courses that have been adjusted to meet AB 705 compliance? Please describe.

TABLE 20. INSTITUTIONAL CHANGES TO SUPPORT STUDENTS AND FACULTY

College	Responses
American River College	ARC implemented the ACHIEVE program for new incoming students. This program provides case management for students.
Berkeley City College	The English 508ABC support classes (3 non credit hours a week) will take place in a room with computers. The lab environment will allow students to get timely feedback--formative assessment--as they develop their reading, writing and research skills. These "lab" classes will meet either right before or right after the transfer level English classes, so instructors can introduce theories in "lecture" that students can begin to practice in their lab--same instructor in both sections. Ideally, there are three writing coaches in every English 1A + English 508ABC class.
Cabrillo College	This is something the college still needs to work on. What are "embedded diagnostic assessments of student skills and abilities?"
Chabot College	English: late start classes faculty professional development faculty learning communities.
Chaffey College	Additional Supplemental Instruction sections , Additional tutoring, including on-line, Continued revision of curriculum.
City College of San Francisco	The concept of late start classes for student who need to move to another section is effective in theory, but less so in practice. When late-start classes appear in the schedule, along with regular semester classes, often they fill first and don't serve the function they are intended to serve.
College of Alameda	Common SLO assessments.
College of San Mateo	Prior to AB705, we were already using the following in English classes to provide professional development around acceleration/just-in time remediation: -- faculty professional development -- faculty learning communities -- faculty mentoring -- student learning communities (Puente, Writing in the End Zone, Umoja, Mana) Prior to AB705, we were already using the following in ESL classes to provide professional development around acceleration/just-in time remediation: -- faculty professional development -- faculty mentoring -- embedded diagnostic assessments -- common assignments/exams.
College of the Canyons	As further clarification for responses above, the following pertain to the English department: Faculty professional development, Faculty learning communities (English adjunct forums), Embedded diagnostic assessments (common final for first 2 years), late start courses, student learning communities (pop-up workshops in the TLC). In addition, the department has an AB-705 Best Practices English Faculty Inquiry Group. The Math department is expanding professional development and is planning a faculty mentoring program.
Contra Costa College	We have not yet adjusted our courses to meet AB705 compliance. We will be working on that. However, we do offer faculty professional development, faculty mentoring, and common exams in our writing classes.
Evergreen Valley College	Regular meetings of AB 705 teams. Professional Development Day (PDD) presentations for Math and Language Arts faculty and for content area faculty. PDD workshops with adjuncts. Campus-wide collaboration meetings.
Fullerton College	We are providing embedded tutors in our new enhanced transfer-level English courses (currently under pilot and planning to be offered in fall 2019 once approved for IGETC).
Hartnell Community College District	Discussion are ongoing for all the above.
Imperial Valley College	Late start Algebra 2.

College	Responses
Lake Tahoe Community College	We have been supporting the English faculty for many years as part of the California Acceleration Project. We have sent one math faculty member to a number of CAP activities; however, we have only this year been able to engage all of our mathematics faculty to move forward in this area, so we see need for professional development for faculty in math being more of a priority.
Los Angeles Harbor College	Non of the above are in place this ac academic year.. Faculty professional development activities were conducted in the past academic year.
Los Angeles Trade Tech College	Our workgroup's plan of action involves creating professional development opportunities for our adjuncts as we move towards full implementation.
Merced College	Math faculty have been trained to teach Math 88, Math 61, and Math 62. For all courses, there is a focus on classroom activities, where common activities were developed for faculty members to use in instruction. The English faculty are planning to increase faculty development training in Habits of Mind and Reading Apprenticeship to support students across all disciplines in addition to institutionalizing the Interdisciplinary Literacy Center (our reading and writing support center).
MiraCosta College	Common assignment/exams a. Credit ESL works with Pre-Transfer English on our end of semester student portfolio project. b. Credit ESL students in 149 and 150 write a final in-class essay that is holistically scored by all Credit ESL writing faculty. The score is just one part of their final course grade. The purpose is to allow faculty to align expectations and teaching content and to allow students to demonstrate their ability to demonstrate skills unaided by writing consultants or other means of help.
Monterey Peninsula College	In order to support students and faculty in the implementation of AB 705, the English department has engaged in the following endeavors: • Outreach to departments and divisions across campus in order to provide information about and discuss possible implications of AB 705, including a discussion of revisions to prerequisites and/or advisories (in coordination with the college's Curriculum Committee), • Increased collaboration with and input from Counseling faculty, • Professional development for English department faculty: ○ Attendance at CAP and other conferences providing information about and support for AB 705 implementation, ○ Development of local workshops (scheduled for spring 2019) for English department part-time faculty in order to provide information, best practices, and other support for teaching an accelerated English class • In the college's writing center, changes to processes in order to accommodate a larger population of students and ongoing training in supporting accelerated students, • Technology upgrades to classrooms in which co-requisite courses will be scheduled, • Development of a user-friendly self-assessment tool in order to guide student selection of English courses, • Development of an outreach plan to inform students of their right to transfer-level English courses.
Moorpark College	College Algebra has a common final and will continue to do so. Scheduling practices will change, minimizing the number of pre-transfer course, and offering Intermediate Algebra with a later start date so that students who might be struggling in College Algebra could opt to transfer into the Intermediate Algebra section.

College	Responses
Napa Valley College	English: Embedded diagnostic assessments of student skills and abilities - would like but not there yet.
Norco College	Eliminated Basic Skills, implemented English 91 and Math 42. Stopped all assessment testing, incorporated true colors career assessment and created one-stop Ed advising. Canvas resource sites for faculty; two assigned classrooms redesigned to support a collaborative learning environment; Additional tutor training specific to math tutors.
Oxnard College	Math: These are all good ideas English: These are great ideas; I will discuss using some of these with my dean - thanks! Currently, we are not doing any of these.
Palo Verde College	Student Success Lab is being created
Pasadena City College	Faculty book club (Whistling Vivaldi. Claude Steele)
Porterville College	We have a summer bridge program (Jump-Start) to help students prepare for the upcoming semester.
Reedley College	Currently being developed.
Saddleback College	We will be providing a number of Professional Development opportunities to support our English and math faculty. Our AVID program helps to support faculty learning communities. Promise Program and Pass are both learning communities with above and beyond support.
San Joaquin Delta College	English is mentoring. English is also using common assignments/exams. Math's goal is to get to the mentoring stage. Our intent is to offer late start courses for students who would like to move to a different section. English also wants resource specialist support -- especially if the 5-unit basic skills courses that feature mastery exams are not deactivated.
San Jose City College	Our math department is piloting two co-requisite courses in Spring 2019 and will conduct assessments of those courses during and after the term. The data will be used to make any applicable adjustments to those courses moving into Fall 2019.
Solano Community College	We are developing a First Year Experience program in conjunction with our Guided Pathways initiative that will encourage completion of Math and English in the first year.
Southwestern College	The ESL department is considering departmental finals.
Victor Valley College	Professional Development, Faculty learning communities, and others being considered.
Yuba College	Expanding on small pilot first-year experience programs for scaled implementation in Fall 2019.