

Basic Skills Reform to Support Student Success

The Role of Trustees in the Implementation of AB 705 and AB 1805

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Framing the Issue

- Over a decade of attention on improving basic skills
Accelerated curriculum, support services, instructional design, examination of educational pathway requirements, changes to assessment and placement
- Legislative focus on poor outcomes, particularly for students in basic skills, resulted in CAI (AB 743, 2010) and SSSP (SB 1456, 2012)
- Legislature funded basic skills transformation (BSSOT) grants in 2015 and 2016 to encourage basic skills innovation and reform
- AB 705 (2017) and AB 1805 (2018) mandated system-wide reforms to assessment and placement and reporting/disclosure

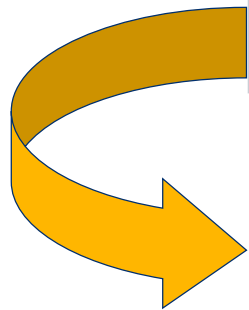
AB 705: The Policy Drivers

- 80% of CCC students placed into remedial courses by standardized placement tests
- Students of color disproportionately excluded from transfer-level courses – 50% of equity gap can be traced to remedial math and English placements
- Limited success for student throughput when placed into basic skills courses, most would pass if placed into transfer level directly

ENGLISH: Can students succeed in transfer level?

Statewide Research from Multiple Measures Assessment Project

High School Criteria	Average Success Rate in College English
GPA 2.6 and above (62% of students in statewide sample)	73% and higher
GPA 1.9-2.6 (28% of students in statewide sample)	49%
GPA below 1.9 (10% of students in statewide sample)	43%



Would the lowest group do better if they start below transfer?

1 level below: 13% complete transfer level in a year

2 levels below: 2% complete transfer level in a year

STATISTICS: Can students succeed in transfer level?

Statewide Research from Multiple Measures Assessment Project

High School Criteria	Average Success Rate in College Statistics
GPA 3.0 and above OR GPA 2.3-3.0 & earned C or higher in Pre-Calculus (58% of students in statewide sample)	70% and higher
GPA 2.3-3.0 & passed Algebra II with C or higher (19% of students in statewide sample)	58%
GPA 2.3-3.0 & did <u>not</u> pass Algebra II with C or higher (10% of students in statewide sample)	49%
GPA below 2.3 (12% of students in statewide sample)	40%



Would the lowest group do better if they start below transfer?

1 level below: 10% complete transfer level in a year
2 levels below: 2% complete transfer level in a year

AB 705: Key Legislative Elements

- “Maximize the probability” of students to complete transfer level math and English within one year of entering.
- Three-Year time frame for ESL students
- High school performance as primary placement vehicle
- BOG approval of regulation and placement instruments

Prerequisites allowable when:

- {** Students are “highly unlikely” to succeed without; and,
- }** Courses increase the likelihood of passing the transfer course

AB 705: Mindset Shifts

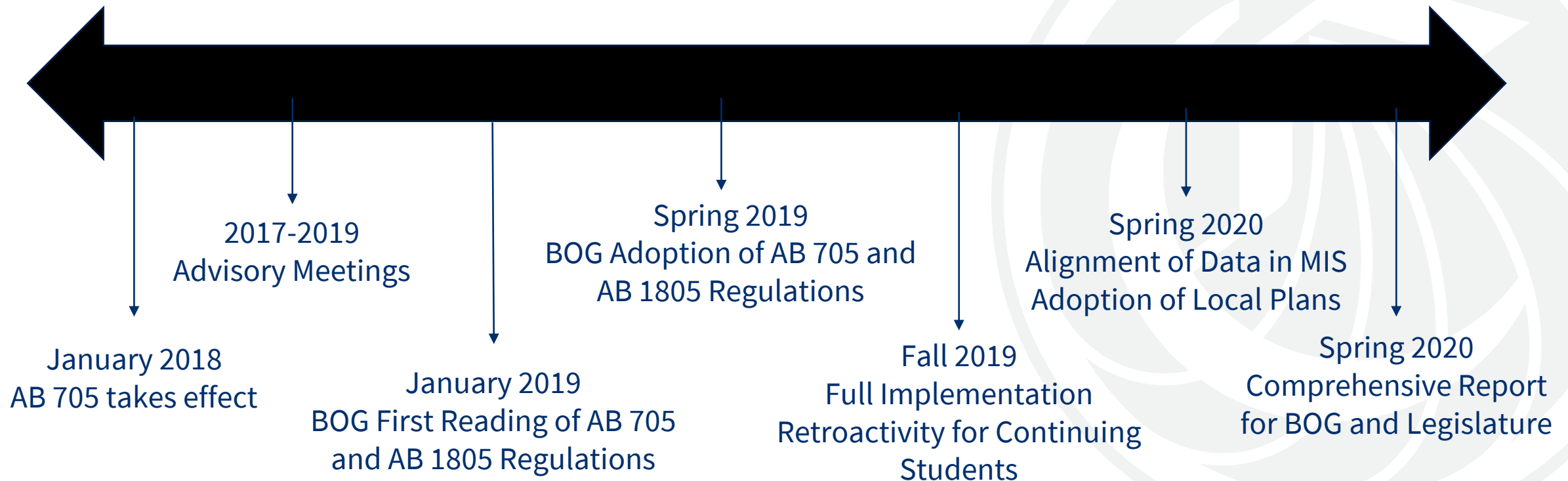


Throughput rather than course success: the number of students who finish the gateway transfer course



Belief in student capacity: an investment in the students' preparation, life experience, and skills to learn

Timeline for Implementation



Key Elements of the Regulations

- Require colleges to **maximize transfer-level access** in mathematics and English using: (A) Chancellor's Office default placement method, (B) district's method based upon localized research, and (C) district's placement method based upon guided placement
- **Prohibits placing students into remediation** except under certain circumstances - courses intended as support for transfer-level English or math must increase the likelihood the student will pass the transfer-level course
- Flexibility with clear **validation requirements** for colleges that “customize” the default placement rules. If using own placement method **must report to the Chancellor** to ensure compliance
- Clarification about **guided self-placement** and requirements and for colleges to submit a local protocol for guided self-placement
- **Inform students of their rights** (and retroactivity) to access transfer-level and multiple measures placement, via catalog, orientation, website, etc
- Annual **reports to the Chancellor's Office** regarding placement policies, placement results and course details, explanation of effectiveness
- Consequences for **non-compliance** (AB 19, GP, and SEA funding)

English Default Placement Rules

Implementation memo (CCCCO/ASCCC) July 2018

High School Performance Metric for English	Recommended AB 705 Placement for English
HSGPA \geq 2.6 Success rate = 78.6%	Transfer-Level English Composition No additional academic or concurrent support required
HSGPA 1.9 - 2.6 Success rate = 57.7%	Transfer-Level English Composition Additional academic and concurrent support recommended
HSGPA $<$ 1.9 Success rate = 42.6%	Transfer-Level English Composition Additional academic and concurrent support strongly recommended

Math Default Placement Rules

Implementation memo (CCCCO/ASCCC) July 2018

High School Performance Metric for Statistics/Liberal Arts Mathematics	Recommended AB 705 Placement for Statistics/Liberal Arts Mathematics
HSGPA \geq 3.0 Success rate = 75%	Transfer-Level Statistics/Liberal Arts Mathematics No additional academic or concurrent support required for students
HSGPA from 2.3 to 2.9 Success rate = 50%	Transfer-Level Statistics/Liberal Arts Mathematics Additional academic and concurrent support recommended for students
HSGPA $<$ 2.3 Success rate of 29%	Transfer-Level Statistics/Liberal Arts Mathematics Additional academic and concurrent support strongly recommended for students

BSTEM Default Placement Rules

Implementation Memo (CCCCO/ASCCC) July 2018

High School Performance Metric BSTEM Mathematics	Recommended AB 705 Placement for BSTEM Mathematics
HSGPA ≥ 3.4 OR HSGPA ≥ 2.6 AND enrolled in a HS Calculus course Success rate = 75%	Transfer-Level BSTEM Mathematics No additional academic or concurrent support required for students
HSGPA ≥ 2.6 or Enrolled in HS Precalculus Success rate = 53%	Transfer-Level BSTEM Mathematics Additional academic and concurrent support recommended for students
HSGPA ≤ 2.6 and no Precalculus Success rate = 28%	Transfer-Level BSTEM Mathematics Additional academic and concurrent support strongly recommended for students



AB 705

Why Boards Need to Monitor Implementation

Why Monitor the Course Schedule?

Continuing to offer remedial courses may put colleges at risk of losing funding under the new student-centered funding formula.

Funding is linked to:

- Student Equity, Guided Pathways and College Promise programs

Are There Questions That Trustees Can Ask?

- For Math and English – How many sections are being offered in below transfer and introductory transfer-level courses?
- If below transfer-level courses are being offered, what programs or student populations are the intended audience?

- Does the number of course sections fit the size of these populations and who are the intended students?
- What steps are the colleges taking to prevent students from under-placing themselves?
- Under AB 1805, colleges are required to notify students of their rights to access transfer-level courses. How is the college doing this?

The Big Picture

“ These changes may feel overwhelming in number, scope and pace. Viewed one way, they can be seen as a series of unconnected initiatives that need to be separately implemented... I urge us all to take a broader view – these reforms are all connected to and depend on, one another. It is only when taken together, that they truly form the fabric of transformational change intended to improve student outcomes as envisioned in the *Vision for Success*. ”

– Chancellor Eloy Ortiz Oakley

Questions and Discussion

1. What is your college planning to be compliant with AB 705?
2. What questions might you ask of the college when you return?
 - How many units is your co-requisite course?
 - Who will be required to take the co-requisite course?
 - What does your guided self placement process look like?
3. What can the Chancellor's Office do to help your college's efforts to innovate and comply?