



Academic Senate
for California Community Colleges

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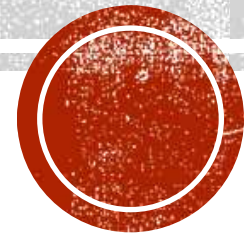


AB 705 MOVING FORWARD

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A BRIEF HISTORY



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- Historical commitment to supporting skills development in the system
- Basic Skills as a Foundation for Success in the California Community Colleges
- BSI funding and Basic Skills grants to support innovation
- Basic skills curriculum and placement across the system
- Call for action





ASSEMBLY BILL 705

Purpose of the Bill:

- Increase the numbers of students who enter and complete transfer-level English and mathematics/quantitative reasoning in one year
- Minimize the disproportionate impact on students created through inaccurate placement processes
- Increase the number of ESL students completing transfer-level English within three years





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





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THE GOAL OF IMPLEMENTATION

Erase barriers to equitable outcomes

Increase student success and completion

Maximize access to and completion of transfer-level course work





ASSESSMENT AND PLACEMENT

The law prohibits students from placing students into pre-transfer courses in English or mathematics/quantitative reasoning **UNLESS:**

1. Students are highly unlikely to succeed in the transfer-level course **AND**
2. Enrollment in the pre-transfer course will improve students' likelihood of success in completing the transfer-level course





ASSESSMENT AND PLACEMENT

- Colleges can use the “default placement rules” based on the MMAP research and analysis—see tables
- College can develop their own placement rules using MMAP methodology, but they must use the legal criteria for placement
- Colleges must gather evidence about their local design and placement efforts and will be required to report rationale and data after a 2 year window

The Chancellor’s Office will be reviewing and evaluating compliance with the law
(validation instructions will follow)



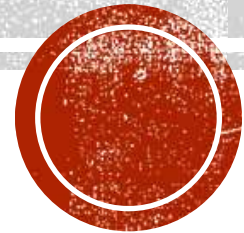


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PLACEMENT TESTS





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CURRICULAR DESIGN

- Innovation encouraged for concurrent support and curriculum reform
- Mathematics pathways not just algebra
- Serving the local community
- The “clock” to define the “one-year” timeframe

Students should not be placed or directed in any way such that their completion of the transfer-level gateway course would be less likely than it would have been with direct placement in the course





CO-CURRICULAR SUPPORT

- Concurrent additions to the transfer course: reasonable unit limits
- Reading and English collaboration
- Learning center support outside of the classroom
- Learning support within the classroom
- Other innovations





NON-CURRICULAR SUPPORT

- Integration of student services and instruction to support students
- Support at scale
- Guided pathways elements related to AB 705





IMPLEMENTATION CONSIDERATIONS

- Scheduling considerations for more transfer-level English and mathematics/quantitative reasoning
- Curriculum deadlines and processes
- Support for faculty
- Resources for implementation





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NEXT STEPS

- Revision of CB-21
- title 5 regulations updated to reflect AB 705
- Data collection, evaluation, and monitoring
- Professional learning





MAIN TAKE-AWAYS

- Intent and structure of the law will require a shift in curricular design, placement reform, and institutional mindset to accomplish
- Colleges are encouraged to innovate within the framework provided
- Institutional integration of resources and the Guided Pathways framework should be central to design
- Robust evaluation at the local and systemic level must drive decision-making
- This is the beginning





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Questions

