

EQUITY & AB 705

Meeting Student Needs

Agenda



- What & Why AB 705
- What Have We Done?
- How Has that Impacted Equity?
- What Do We Still Need to Do?

What? Equity and the Prospects of AB 705

- Requires use of high school grades as primary means of placement in English and math, including for English language learners who attended U.S. high school
- Prohibits requiring remedial English/math courses that delay students' progress (w/ very narrow exceptions)



Why? Placement Drives Inequity

A 2015 study of California Community Colleges estimated that 50-60% of racial inequities in degree completion and transfer-readiness is explained by initial placement.

- Greg Stoup
President, RP
Group



Problems & Pitfalls

How Do We
Meet

the AB 705
Standard of

“Maximizing
Completion” of

Transfer-Level
English in One
Year*?

(*Not including
students in
credit ESL)



Placement Response



- HS GPA Based, Guided-Self Placement

Curricular Response



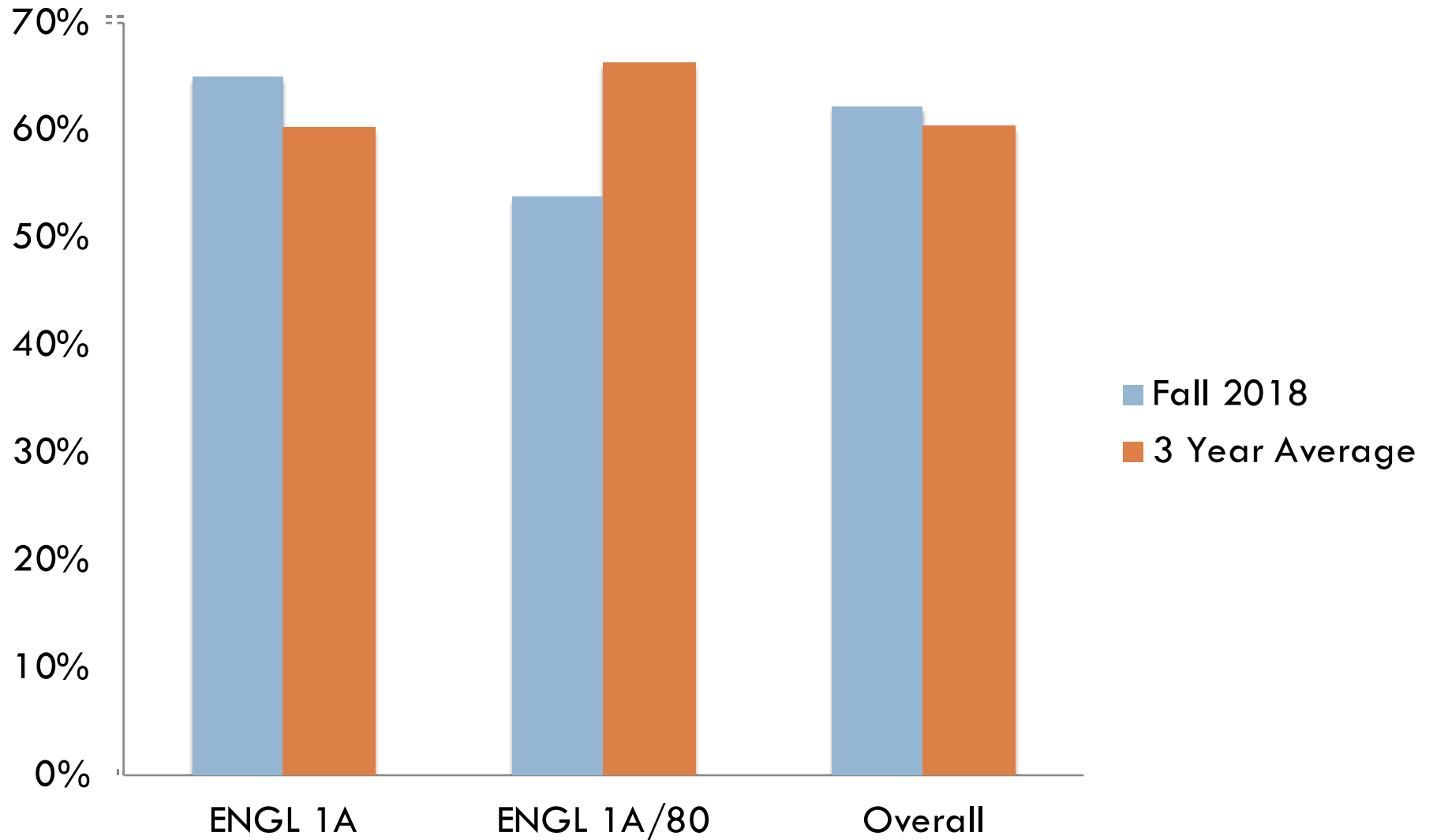
- ENGL
 - ▣ Coreq support course (ENGL 1A/80)
 - ▣ Transfer-level = Open Access
- Math

Pedagogical Response



- Communities of Practice
- Policies
 - ▣ Growth-based policies
- Assessment Practices
 - ▣ Contract grading
- Cultural responsive curriculum

Fall 2018 Success Data

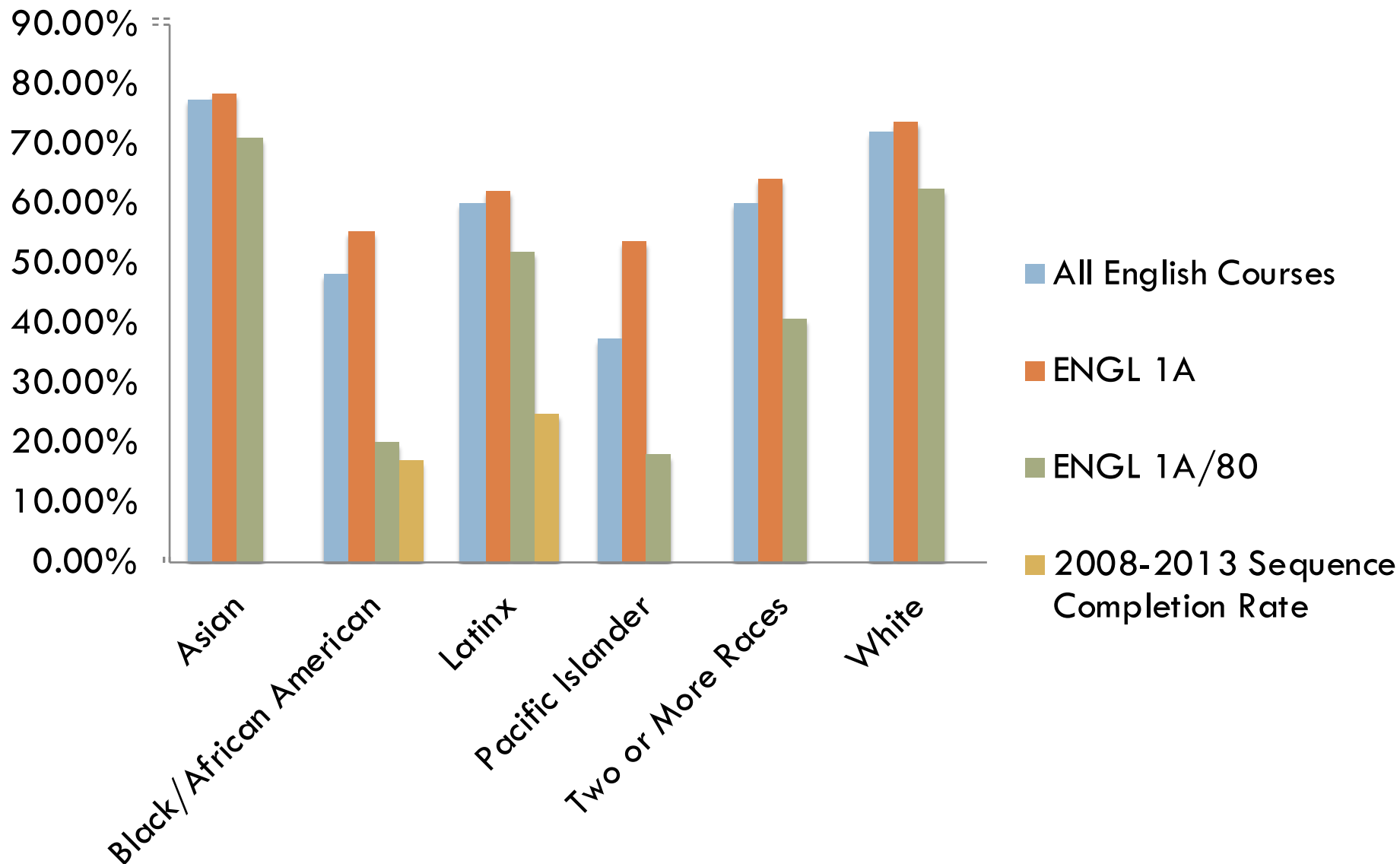


What did disaggregation of the basic analysis show?

- There were no identifiable groups of students within the timeframe of this study who completed a transfer-level course at a higher rate when placed into developmental education than if placed directly into transfer-level.
- ▣ This patterns holds across ethnicity, gender, EOPS and DSPS status (ELL status in high school and Pell-eligible students as well)

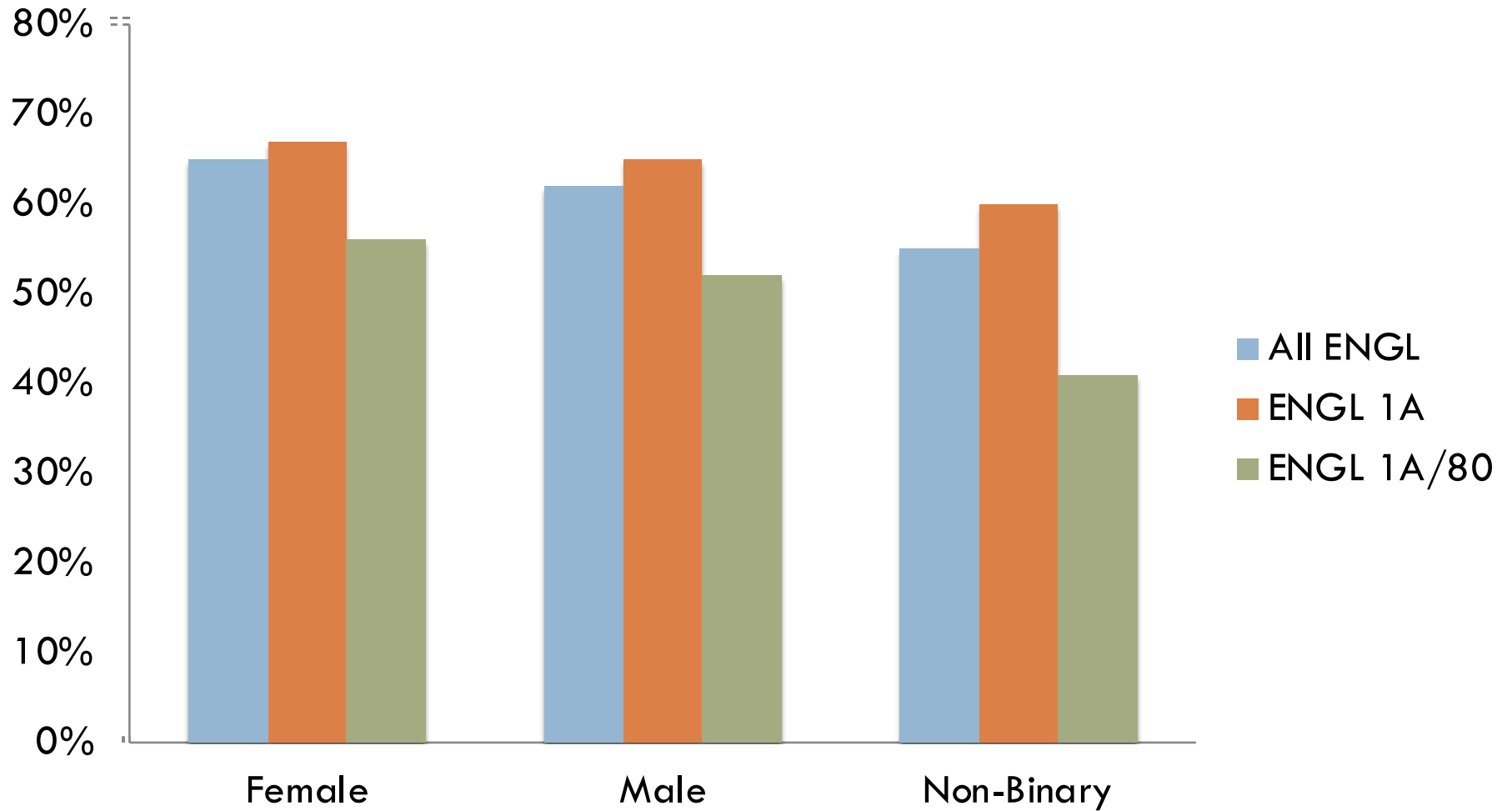
Equity-Related Success Data Post-AB

705



Equity-Related Success Data Post-AB

705



How Are Other Colleges Responding



- Cuyamaca College
 - Instructor-level equity data
- Butte College's FAIR Program
- Skyline Colleges Equity Training Series
- Mesa Colleges Course Redesign Institute

Academic support is not enough!

True equity programs address the “whole” student.



Housing Insecure

60%

Homeless

18%

Food Insecure

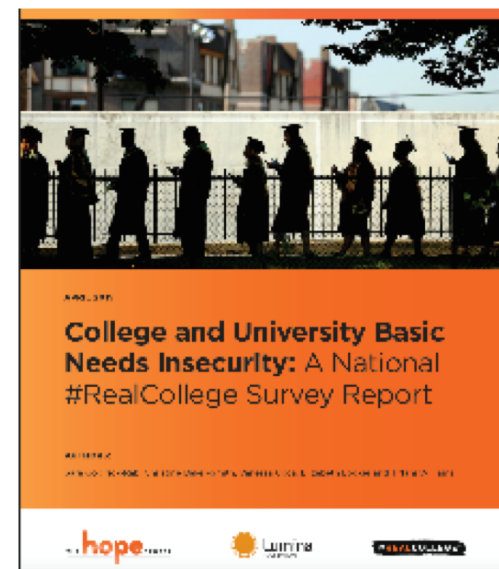
48%

Employed

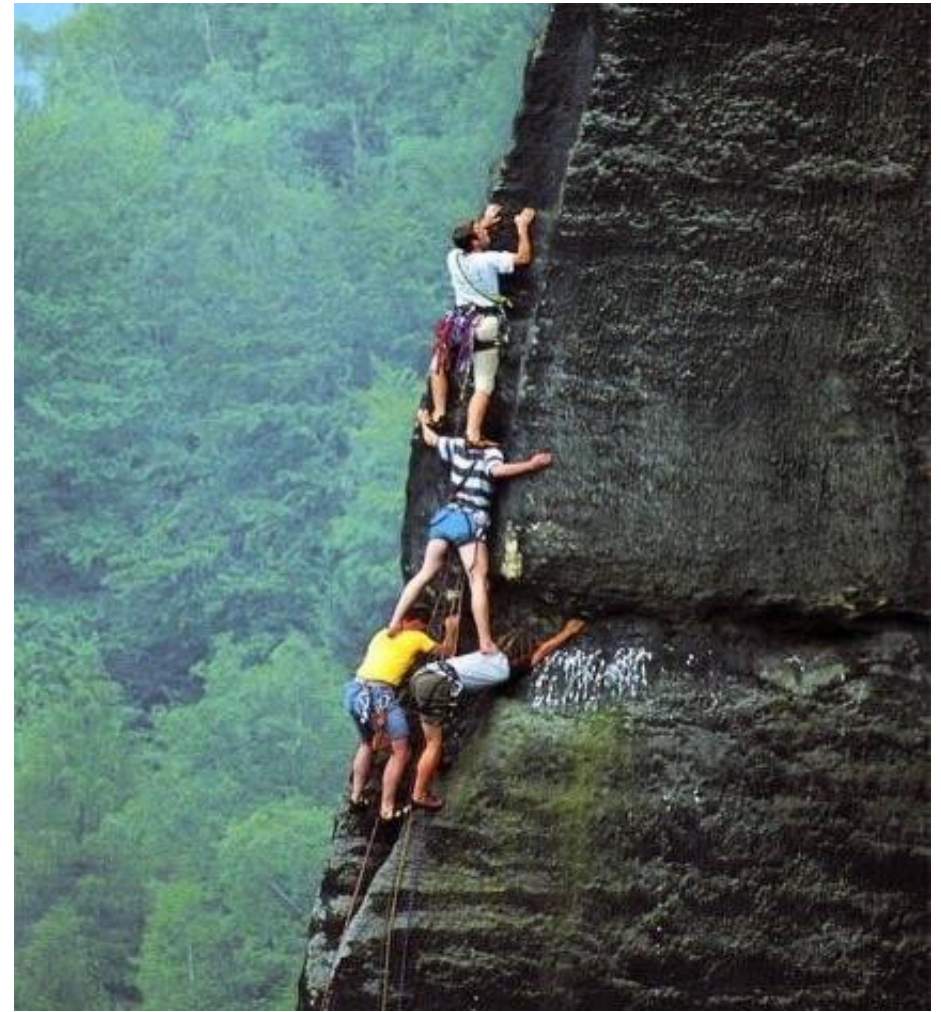
68%

Mental Illness

50%



AB 705 Reality



AMLA AB 705 UPDATE



Legal Requirements – AB 705

- AB 705 (Irwin) requires that colleges maximize the probability that ESL students complete a course equivalent to transfer level English (could be an ESL course) within **six semesters** (9 quarters)
- Colleges must use **evidence based measures** to place students.

Intent of AB 705 and 1805 for ESL

- AB 705 and 1805 both recognize that **ESL is not basic skills or remedial instruction**. It is teaching English to someone that already knows one or more languages.
- AB 705 encourages colleges to consider **integrated curricular options** to reduce the time for students to complete transfer composition to three years (or less).
- AB 705 is **not intended to place all ELL students into transfer composition, to eliminate credit ESL offerings, to shift all ESL offerings into noncredit, to eliminate ESL courses that are not designed to lead to transfer composition, or to eliminate elective, support courses** focused on specific language skills which are not part of the ESL sequence

Where We Are

Pursuant to the July 2018 Initial Guidance for Credit ESL (AA 18-41), institutions are strongly encouraged to explore the following:

- Offer **integrated skills courses** (e.g. grammar/writing, reading/writing, or reading/writing/grammar).
- Develop ESL pathways that transition students from the highest levels of credit **ESL coursework directly into transfer-level English** rather than into developmental English courses (which will not be compliant with AB 705)
- Pursue the possibility of submitting transfer level ESL courses for inclusion in **CSU General Education Breadth Area C2 and for course-to-course articulation**
- Enable **credit ESL faculty to teach English Composition** to ESL students.
- Create a credit **ESL course** that is the equivalent of **transfer-level English** (AMLA 1A approved by C&I)

Where We Are Going

Pursuant to the July 2018 Initial Guidance for Credit ESL (AA 18-41), institutions are strongly encouraged to explore the following:

- Create of cohorts of English language learners to move through credit ESL into English with an ESL instructor (currently in consideration)
- Learning community cohorts that move students through ESL at two or three levels below into transfer-level English (currently in consideration)
- Develop ESL co-requisites and support courses for transfer-level English
- Create degree-applicable ESL Certificates

Challenges—Placement

- NNES AQ (Non-Native English Speaker Assessment Questionnaire) has been piloted, evaluated, and redesigned several times.
- Only 35%-62% of students are actually placing themselves correctly.
- We must explore other assessment tool options.

LERN UPDATE





Noncredit Students



- Noncredit students have the same needs as credit yet do not have the services available to them
- Noncredit has traditionally been the safety net for the most marginalized students and it has expanded due to AB705

So How Will Noncredit Be Impacted?

- The need for utilizing noncredit is growing.
- Many students still want to access basic skills courses that are no longer available through credit instruction and can be offered in noncredit. These courses will need to be modified to fit the noncredit model.
- Noncredit basic skills courses can be an option for students that do not feel ready to take a transfer level mathematics or English course.

AIME English Enrollments and Transfer Level Success 2018-19

AIME English Enrollments and Transfer Level Success 2018 19

AIME English Students	2018-19 Total AIME Enrollment	Attempted ENGL 1A After Taking AIME*	Currently enrolled in ENGL 1A (Fall 2019) After Taking AIME*	% Enrolled in or taken ENGL 1A After Taking AIME	Successful in ENGL 1A After Taking AIME	Success Rate of Students Who Took ENGL 1A After AIME
		46	33	59%	33	72%
	133	46	33	59%	33	72%

AIME Math Enrollments and Transfer Level Success 2018-19

AIME Math Enrollments and Transfer Level Success 2018-19

AIME Math Students	Attempted Transfer Math After Taking AIME*	Currently enrolled in Transfer Math (Fall 2019) After Taking AIME*	% Enrolled in or attempted Transfer Math After Taking AIME	Successful in Transfer Math After Taking AIME

Providing Noncredit Courses to Support Student Success

- Noncredit faculty worked with credit faculty to develop curriculum targeting areas of student need
- English
- Two math courses will be offered: BSTEM and Statistics
- Courses are offered several times per year
- Direct instruction which includes intrusive (embedded) counseling

Student Quotes About AIME

- “I would recommend this course”
- “This course was very helpful”
- “Gave me a chance to practice my writing”
- “Helped me improve because English is my second language”
- “Good refresher”
- “Helped me prepare for English 1 A”
- “Very good program”
- “Helped me prepare for higher level math”
- “Helped build my confidence in math”
- “Feel ready for English 1 A”

What Happens When A Student Takes a High School Equivalency Exam?

- Local Decision
- Mt. SAC
- Math GED
 - ▣ 165 < take any math course below PreCalc
 - ▣ 155 – 164 support courses strongly recommended below PreCalc
- Math HiSET – support courses strongly recommended below PreCalc
- English – recommended to see counselor

Questions

Questions, Comments, Concerns