Navigating and Networking Through AB 705 Implementation: We’re All in This Together

Craig Hayward, Bakersfield College + The RP Group
John Hetts, Educational Results Partnership + CalPASS Plus
Mallory Newell, De Anza College + The RP Group
Alice Perez, California Community College Chancellor’s Office
Terrence Willett, Cabrillo College + The RP Group
Agenda

• 10:00-10:15 - Introductions and overview of workshop
• 10:15-10:45 - Results from early adopters of AB 705
• 10:45-12:00 - College experiences
  – Cabrillo College, Foothill College and San Jose City College
• 12:00-12:30 - Networking lunch
• 12:30-1:30 - Breakout sessions/Facilitated discussions
  – Course Sequencing and Supports: De Anza College - Math
  – Supporting Faculty: City College of San Francisco
  – Guided Self-Placement: San Jose City College
  – Messaging and Communication: Foothill College
  – Multiple Measures Platform: CCC Tech Center
• 1:30-2:15 - Report out from breakout sessions
• 2:15-2:45 - Q&A with the Chancellor’s Office
• 2:45-3:00 Closing
Results from Early Adopters of AB 705
De Anza College
Pretransfer math includes 3 levels below transfer tracked for three terms, fall 2016 to spring 2017. Fall 2018 statistics became open enrollment with no coreq, represents one-term success rates.
Pretransfer English and Reading includes 2 levels below transfer for each course tracked for three terms, fall 2016 to spring 2017. Fall 2018 reading was integrated into English and open to > 2.6 HSGPA with no coreq, represents one term success rate.
Change in ENGL1A Success Rate and Volume of Successful Completions: Fall 2017 vs. Fall 2018

The overall success rate increased by 1% and total successful completions increased by 218 total students.

< 2.6 HSGPA eligible in fall 2018.
The overall success rate remained the same and the total successful completions increased by 398 total students. Open access to statistics in fall 2018.
Foothill College
Statistics: # of Successful Completions
Fall 2017 vs. Fall 2018

Open enrollment in Fall 2018, with tutors added to some sections. Overall success rate declined from 71% to 62%, but the number of successful completions increased.
Precalculus: # of Successful Completions
Fall 2017 vs. Fall 2018

Open enrollment into sections offered with a corequisite in Fall 2018. Overall success rate declined from 63% to 60%, but the number of successful completions increased.
Cabrillo College
While the overall success rate for Statistics decreased, total completions increased by 156 students. Open access to statistics in fall 2018. Success in 1st calculus course increased 18% and by 133 total students. Default placement rules.
The overall success rate for English1A + corequisite remained the same but the stand alone English1A decreased 1%, total completions increased by 633 students. Default placement rules.
College of the Redwoods
Initial Math & English Level: Of students beginning the Math or English sequence at CR, what percent began in a transfer-level course?

**ENGLISH**

**MATH**

- Transfer-Level
- One Level Below Transfer-Level
- Two or More Levels Below Transfer-Level

% of Total Term-Enrollment in Subject
Transfer-Level Enrollment & Success: How many transfer-level enrollments result in success?

### Transfer-Level English
- **Enrollment #**
  - Fall 2013: 220
  - Fall 2014: 259
  - Fall 2015: 288
  - Fall 2016: 281
  - Fall 2017: 339
  - Fall 2018: 426

- **Successful #**
  - Fall 2013: 145
  - Fall 2014: 172
  - Fall 2015: 207
  - Fall 2016: 177
  - Fall 2017: 214
  - Fall 2018: 274

- **Success Rate**
  - Fall 2013: 66%
  - Fall 2014: 66%
  - Fall 2015: 72%
  - Fall 2016: 63%
  - Fall 2017: 63%
  - Fall 2018: 64%

### Transfer-Level Math
- **Enrollment #**
  - Fall 2013: 179
  - Fall 2014: 195
  - Fall 2015: 190
  - Fall 2016: 195
  - Fall 2017: 185
  - Fall 2018: 352

- **Successful #**
  - Fall 2013: 127
  - Fall 2014: 132
  - Fall 2015: 126
  - Fall 2016: 104
  - Fall 2017: 107
  - Fall 2018: 206

- **Success Rate**
  - Fall 2013: 71%
  - Fall 2014: 68%
  - Fall 2015: 66%
  - Fall 2016: 53%
  - Fall 2017: 58%
  - Fall 2018: 59%

---

**Initial course in subject at CR?**
- **No**
- **Yes**
Citrus College
First-Time Enrollment in Transfer-Level English

<table>
<thead>
<tr>
<th>Year</th>
<th>Below transfer-level</th>
<th>Transfer-level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 15</td>
<td>50% (n=1,061)</td>
<td>50%</td>
</tr>
<tr>
<td>Fall 16</td>
<td>51% (n=1,072)</td>
<td>51%</td>
</tr>
<tr>
<td>Fall 17</td>
<td>53% (n=1,134)</td>
<td>53%</td>
</tr>
<tr>
<td>Fall 18</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
First-Time Enrollment in Transfer-Level Math

- Fall 15: 2,291 (18% n=405)
- Fall 16: 1,940 (19% n=366)
- Fall 17: 2,165 (24% n=511)
- Fall 18: 1,971 (56% n=1,101)
One-Year Completion in Transfer-Level English

<table>
<thead>
<tr>
<th>Term</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 15-Spring 16</td>
<td>49%</td>
</tr>
<tr>
<td>Fall 16-Spring 17</td>
<td>55%</td>
</tr>
<tr>
<td>Fall 17-Spring 18</td>
<td>54%</td>
</tr>
<tr>
<td>Fall 18</td>
<td>65%</td>
</tr>
<tr>
<td>Spring 2019</td>
<td></td>
</tr>
</tbody>
</table>
One-Year Completion in Transfer-Level Math

<table>
<thead>
<tr>
<th>Term</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 15-Spring 16</td>
<td>19%</td>
</tr>
<tr>
<td>Fall 16-Spring 17</td>
<td>23%</td>
</tr>
<tr>
<td>Fall 17-Spring 18</td>
<td>28%</td>
</tr>
<tr>
<td>Fall 18</td>
<td>32%</td>
</tr>
<tr>
<td>Fall 18 Statistics</td>
<td>59%</td>
</tr>
<tr>
<td>Spring 2019</td>
<td></td>
</tr>
</tbody>
</table>
### Statistics and English 101 Course Success Rate: Fall 2018

<table>
<thead>
<tr>
<th></th>
<th>Statistics (with Corequisite)</th>
<th>Statistics (Regular)</th>
<th>Statistics (Overall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Rate</td>
<td>63%</td>
<td>59%</td>
<td>60%</td>
</tr>
<tr>
<td>Enrollment</td>
<td>486</td>
<td>939</td>
<td>1,425</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Reading &amp; Composition (with Corequisite)</th>
<th>Reading &amp; Composition (Regular)</th>
<th>Reading &amp; Composition (Overall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Rate</td>
<td>60%</td>
<td>66%</td>
<td>63%</td>
</tr>
<tr>
<td>Enrollment</td>
<td>1,162</td>
<td>1,146</td>
<td>2,308</td>
</tr>
</tbody>
</table>
Q5. Which of the following best captures your feeling about this course?*

- This course is too easy for me. (5%)
- This course is the right level for me. (73%) - the majority of students felt the course was just right for them
- This course is too difficult for me. (22%)

...but how well did these students do in the course?

<table>
<thead>
<tr>
<th>Q5 Response</th>
<th>Total respondents (that provided Student ID)</th>
<th>% of respondents successful in course</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is too easy for me.</td>
<td>11</td>
<td>91%</td>
</tr>
<tr>
<td>This course is the right level for me.</td>
<td>218</td>
<td>90%</td>
</tr>
<tr>
<td>This course is too difficult for me.</td>
<td>61</td>
<td>64%</td>
</tr>
</tbody>
</table>
“Growth Mindset

“when I understand the concept...once I make that connection and understand it, it makes me feel happy. When you’re happier, you are going to try harder and be more successful so I do feel like this class has made me feel better about myself mentally.”
- Samantha

“I feel like it’s mostly having the confidence to be able to do the math work because I know in high school I didn’t have the confidence. I still overthink myself but I keep trying...”
-Oscar

“We learned how to struggle in the beginning will actually help you succeed in life. I learned when we get the problem we struggle to figure out how to solve it. We learned nothing is easy and if you do struggle, it will be easier later in life to do other problems.”
-Izabel

“One thing that I take away from this class that I use outside is from time to time [Professor Berbery will] show inspirational videos – he’ll show a lot of Michael Jordan and stuff. But outside of math, being able to look at a problem and not give up necessarily and just know that it is a temporary setback and you can figure it out...the grass is always greener on the other side, right?”
- Phillip

“Mr. B talks about all the time how he wants us to succeed and it is okay if we don’t get it the first or third time; as long as we just try hard and push ourselves we will eventually get there.”
-Courteny

“It had helped me not have a fixed mindset about doubting myself, instead actually trying it and trying to learn instead of doubting myself that I can’t learn it. That has really helped me.”
-Crystal

[The phrase] “Never give up” is something that has always helped me but now receiving it every day from team mates younger than me and from the professor who is always saying, ‘The fact that I tried matters.’ So that helped me a lot. I feel like I’m not alone.”
-Reina

Normally I’m not good at math but I felt it helped me feel more motivated that I could actually understand math.
-Anononymous
Statewide Results
Transfer-level success rate by GPA Band – English Corequisite (13 Colleges)

Students with high school transcript data available in CalPASS Plus with verified enrollments in English AND a simultaneous corequisite course, F2016-F2018 – n = 4332
Transfer-level success rate by GPA Band – Statistics Corequisite (Five Colleges)

Students with high school transcript data available in CalPASS Plus with verified enrollments in Statistics AND a simultaneous corequisite course, F2016-F2018 – n = 1888
Transfer-level success rate by GPA Band – Open Access SLAM (Four Different Colleges)

- HSGPA < 2.3 (N=404) - 28%
- HSGPA 2.3 to 3.0 (N=460) - 54%
- HSGPA ≥3.0 or HSGPA ≥2.3&Precalc (N=495) - 93%

Statewide adjusted success rate if placed directly without support – 29%
Statewide 1 year throughput if begin one-level below: 8%

Open Access SLAM (Four Different Colleges)

Students with high school transcript data available in CalPASS Plus with verified enrollments in open access Statistics or Liberal Arts Math course, F2016-F2018 – n = 1359
Transfer-level success rate by GPA Band – STEM Corequisite (One College)

- **HSGPA < 2.6 (N=77):** 62%
- **HSGPA ≥ 2.6 or Precalc (N=143):** 76%
- **HSGPA ≥3.4 or HSGPA ≥2.6 & Calc (N=21):** 95%

Statewide adjusted success rate if placed directly without support – 28%

Statewide 1 year throughput if begin one-level below: 13%

Students with high school transcript data available in CalPASS Plus with verified enrollments in PreCalculus or Business Calculus AND a simultaneous corequisite course, F2016-F2018 – N=241
College Experiences
AB 705 @ Foothill College

Valerie Fong & Ram Subramaniam
AB 705 & Math

- Four Math faculty members and dean attended the CAP workshop on co-requisite remediation on 2/9/2018

- Math department retreat on 4/13/2018 (FT and PT math faculty, counselors, facilitators, dean)

- Retreat Outcomes:
  - Eliminate arithmetic and elementary algebra classes
  - New 2.5 unit credit co-requisite developed and approved for pre-calculus 1
  - No enforcement of pre-requisite for Statistics
  - Developed and approved Quantway curriculum as an optional pre-college class to be used to meet Associate degree requirement
  - Decrease offerings of Intermediate Algebra
  - Develop a Community of Practice for pre-calculus and statistics instructors
  - Embedded tutors (peer or Supplemental Instructors) in all sections of statistics and pre-calculus
  - Curriculum approval in the spring quarter of 2018
  - Full implementation of all changes in Fall 2018
  - Share information with departments using elementary and intermediate algebra as pre-requisites (chemistry, engineering, economics, allied health)
Outcomes of Math AB 705 Implementation

- Placement: who is in the co-requisite class?
- Placement: who should enroll in Quantway, Statway, Statistics?
- Overall increase in access to college-level classes
- Increase in number of Latinx students in statistics and pre-calculus
- Not enough data on African American students
- Student success in statistics and pre-calculus is comparable to previous years
- More Latinx students succeeded
- Disproportionate impact exists and continues to exist
- Higher GPA students are benefiting from embedded tutoring
- No differences in effects of tutoring by peers vs. supplemental instructors
- Overall decline in enrollment
AB705 & English
Current basic skills-to-transfer pathways

English 1A
Composition & Reading
Transfer level, 5 units (quarter)

ESLL Level 5
ESLL 125 / ESLL 249

ESLL Level 4
ESLL 236 / 237

ESLL Level 3
ESLL 226 / 227

ENGL 110
Intro to College Writing
Pre-transfer, 5 units

ENGL 209
Intro to College Reading
Pre-transfer, 5 units

ENGL 1T
Integrated Comp & Reading
Transfer level, 5 units

ENGL 1S
Integrated Comp & Reading
Transfer level, 5 units

ENGL 242B
Credit, 2 units

ENGL 242A
Credit, 2 units
AB 705 Transfer-level options & MM Placement (Fall 2019 implementation)

- **GPA >2.59**
  - ENGL 1A Composition & Reading Transfer level, 5 units (quarter)

- **GPA 1.9 - 2.59**
  - ENGL 1A Composition & Reading Transfer level, 5 units (quarter)
  - NCEN 401 Bridge to Transfer English Non-credit, 2 hrs/week

- **GPA <1.9**
  - ENGL 1T Integrated Composition & Reading Transfer level, 4 units
  - NCEN 442B Portfolio Publication Non-credit, 2 hrs/week
  - ENGL 1S Integrated Composition & Reading Transfer level, 4 units
  - NCEN 442A Portfolio Development Non-credit, 2 hrs/week
# Throughput Data (2009)

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<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Two Levels Below Transfer</td>
<td>2,774</td>
<td>2,194</td>
<td>1,547</td>
<td>1,261</td>
<td>1,253</td>
<td>1,054</td>
<td>745</td>
<td>662</td>
</tr>
<tr>
<td>% of starting cohort</td>
<td>100%</td>
<td><strong>79%</strong></td>
<td>56%</td>
<td>45%</td>
<td>45%</td>
<td>38%</td>
<td>27%</td>
<td>24%</td>
</tr>
<tr>
<td>% from previous step</td>
<td>---</td>
<td>79%</td>
<td>71%</td>
<td>82%</td>
<td>99%</td>
<td>84%</td>
<td>71%</td>
<td>89%</td>
</tr>
</tbody>
</table>

*Note: Two Levels Below = 100, 104A or 108, One Level Below = 110, 104B or 108, Transfer A = English 1A, Transfer B = 1B*
Basic Skills Redesign: 1S/T “stretch” pathway

English 1A
Composition & Reading
Transfer level, 5 units
(quarter)

English 110
Intro to College Writing
Pre-transfer level, 5 units

English 209
Intro to College Reading
Pre-transfer level, 5 units

ENGL 1T
Integrated Composition &
Reading
Transfer level, 5 units

ENGL 1S
Integrated Composition &
Reading
Transfer level, 5 units

ENGL 242B
Portfolio
Management/Publication
Credit, 2 units

ENGL 242A
Portfolio
Development
Credit, 2 units
How we got here: ENGL 1S/T “stretch”

<table>
<thead>
<tr>
<th>Year</th>
<th>Events</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>LC Redesign</td>
<td>Dean VPI</td>
</tr>
<tr>
<td>2009</td>
<td>Broad scope</td>
<td>Stakeholders</td>
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<tr>
<td>2010</td>
<td>Throughput Data</td>
<td>Stakeholders</td>
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<tr>
<td></td>
<td>CAP workshops</td>
<td>Faculty Work Group</td>
</tr>
<tr>
<td></td>
<td>AIC workshops</td>
<td>Dean</td>
</tr>
<tr>
<td></td>
<td>IRW workshop</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>Wrote Rationale</td>
<td>Curriculum</td>
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<tr>
<td></td>
<td>Wrote CORs</td>
<td>Division Curriculum</td>
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<tr>
<td></td>
<td>Presented to Dept.</td>
<td>FH Curriculum</td>
</tr>
<tr>
<td></td>
<td>Met w/ Articulation Officer</td>
<td>Articulation Officer</td>
</tr>
<tr>
<td>2011</td>
<td>Curriculum Approval</td>
<td>Stakeholders</td>
</tr>
<tr>
<td></td>
<td>Course Numbering</td>
<td>Faculty Work Group</td>
</tr>
<tr>
<td></td>
<td>Hard-Soft Break</td>
<td>VPI</td>
</tr>
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<td></td>
<td>Degree Applicability</td>
<td>Dean</td>
</tr>
<tr>
<td></td>
<td>General Ed</td>
<td>EOPS</td>
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<tr>
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<td>Distance Ed</td>
<td>Financial Aid</td>
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<tr>
<td></td>
<td>Articulation</td>
<td>Curriculum Coord.</td>
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<tr>
<td>2012</td>
<td>Faculty PGA</td>
<td>Stakeholders</td>
</tr>
<tr>
<td></td>
<td>Course Counseling in-service</td>
<td>Faculty Cohort</td>
</tr>
<tr>
<td></td>
<td>Assessment Outreach</td>
<td>Meetings</td>
</tr>
<tr>
<td></td>
<td>Scheduling</td>
<td>Conduct Research</td>
</tr>
<tr>
<td>2013</td>
<td>Pilot sections</td>
<td>Stakeholders</td>
</tr>
<tr>
<td></td>
<td>Faculty Cohort Meetings</td>
<td>Curriculum</td>
</tr>
<tr>
<td></td>
<td>Outreach Scheduling</td>
<td>Revision to lower</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1S/T unit count: 4 units</td>
</tr>
<tr>
<td>2017</td>
<td>Up to 5 sections</td>
<td>Some enrollment challenges/class cancellations</td>
</tr>
<tr>
<td></td>
<td>Puente, Umoja, FYE</td>
<td></td>
</tr>
</tbody>
</table>

Some enrollment challenges/class cancellations

Curriculum revision to lower 1S/T unit count: 4 units
### AB 705

**2017 - 2018**

**CAP workshops (ENG/ESL)**
- 1A Co-requisite curriculum (credit)
- Pilot MM placement

**Curriculum:**
- Noncredit 1A co-requisite
- Noncredit 1S/T co-requisites
- Explore ESL co-requisite; ESL-1A; mirrored ESL levels 3/4

**Multiple Measures Placement**
- >2.59: ENGL 1A
- 1.9-2.59: ENGL 110 or ENGL 1S/T (w/242A/B)
- <1.9: ENGL 209 or ENGL 1S/T (w/242A/B)

**Phase out ENG 110/209**
- Academic renewal?

**Stakeholders**
- Assessment taskforce
- Assessment office
- Faculty Workgroup
- Institutional Research
- Dean

**2018 - 2019**

**Conduct Research**
- Build fall schedule
- Numbers of sections
- Co-req assignments
- Load considerations

**Curriculum committees**
- Dean
- Assessment taskforce (district)
- FA

**Stakeholders**
- Assessment office
- Counseling
- Faculty Workgroup (ENG and ESL)
- Institutional Research!

**Guided Self-placement**
- No HST
- International

**MM placement polices**
- Dual Enrollment
- Homeschool

**Fall 2019**

AB705 Implementation
Thank you

Ram Subramaniam
PSME, BHS Dean

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A NEW PRACTICE
COREQUISITE
COREQUISITE

ELEMENTARY STATISTICS

2 UNIT CO-REQ
end of week 10

RETENTION

190 90% 190
COMMUNITIES of PRACTICE
Faculty leading efforts to improve teaching practices
EARLY ALERT

1. Disruptive Behavior
2. Low Test Scores
3. Missing Assignments/Homework
4. Tardiness
5. Unsatisfactory Attendance
6. Unprepared
READ 120 & ENGL 120

READ 120 College Reading: reading support for composition
• 12 weeks, 2 units

ENGL 120 Essay Development: writing support for composition
• 12 weeks, 2 units

Both offered in SP19, SU19 and FA19
READ 120 Enhancing Critical Reading and Thinking Skills
We have developed a few course options for ENGL 1A students

- ENGL 1A
- ENGL 1A (8wk) + ENGL 1B (8wk) cohort format
- ENGL 1A (8wk) + ENGL 1C (8wk) cohort format
- ENGL 1A + ENGL 120 (12wk)
- ENGL 1A+READ 120 (12wk)
- ENGL 92 (8wk) + ENGL 1A (8wk) cohort format
- ENGL 1A (w/ESL focus)
Wrap Around Support Services: ENGL 1A with Embedded Tutoring
(tutoring also offered in the RWC)
Possible Future Pathways

- **ENGL 1A + GUIDE 130** (for SAS)
- **ENGL 92/ENGL 1A** two semester stretch model
- **ESL 1A/ESL 1R** (ESL 1R future 2-un support class for ESL 1A)
Thank you!

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AB 705 Implementation at Cabrillo College

Amy Lehman, Anya Finke, Stephen Blohm, Terrence Willett
De Anza College April 12, 2019
The Hero's Journey

Call to Adventure
Supernatural aid
Threshold Guardian(s)

KNOWN

Return

UNKNOWN

Threshold (beginning of transformation)

Atonement
Transformation

REVELATION

Abyss
death & rebirth

Mentor
Helper

Challenges and Temptations
Overview of Changes

- English
  - 2 course remedial sequence $\rightarrow$ college composition with co-requisite option

- Math
  - 3 course remedial sequence $\rightarrow$ open statistics $\rightarrow$ open transfer level with co-req

- ESL
  - Sequence leading to transfer $\rightarrow$ Remedial only $\rightarrow$ parallel English

- Assessment
  - Tests $\rightarrow$ guided self placement

- Research
  - Validation $\rightarrow$ Evaluation
Good-bye assessment tests, Hello AB705

My new working title: Placement Services Coordinator

New department name: Placement Services
Implementing AB705 Placement

- Creating Placement Rules
  - Our faculty agreed to use entirely self-reported up-to-date information – no transcripts, no CalPASS (always a year behind)
  - Using the state rules from CO and RP, we wrote placement messages with Cabrillo specific course information
  - We created local rules to generate additional preparation and service referrals with branching for ESL and math

- The Placement Tool and System
  - eForms
Don’t forget AB 1805

- Created a new Placement Services website to outline the new process with full transparency to students.
- Added a banner in WebAdvisor
- Still reviewing websites and documents to replace assessment with placement
- Preparing to report placement data
Placement and Planning Workshop

- Development Team – Retreat, Counselors, Student Services Assistants, Assessment Staff
- Input from Discipline Departments – Materials, guidance, presentation review
- Staffing and Structure
  - Cross-training
  - Facilitation Team
- Challenges and Lessons Learned
  - Communication
  - Steps to Success
- Next Steps
- Workshop Survey Results
I am required to take the Math and English courses that are recommended to me on the placement form.

651 responses

- 61.8% True - I must register for the recommended courses
- 33% False - I can take what I feel is best for me
- Not sure
**Student Voices**

- I like how we don’t have to take a assessment test
- it was gr8!
- This workshop was a perfect introduction to understand what I am able to do at Cabrillo College and helped me with a view to get started.
- I liked finding out what classes I have to take. I also enjoyed finding music classes so then I can improve my musical theory and music skills!
- Counselors were very helpful, I feel very secure in my future at Cabrillo.
- Before I came here I had no idea what I was going to do, and now this set me in the right direction and I think I know what I’m going to do
- This was very helpful, thank you! I now have a better understanding of my plan for next year
- It was extremely helpful and the counselors were really nice.
- Making a reservation was a little convoluted and confusing.
- good to not have a test
- the counselors were great help and I learned a lot.
- Some of the intro was a bit unnecessary
- The papers/handouts don't seem to be necessary but the hands-on planning on the computer and slides are great.
While the overall success rate for Statistics decreased, total completions increased by 312 students. Open access to statistics in fall 2018. Success in 1st calculus course increased 18% and by 133 total students. Default placement rules.
Success Rate for English Courses Fall 2017 VS. Fall 2018 (Success Count)

<table>
<thead>
<tr>
<th>Course</th>
<th>2017FA</th>
<th>2018FA</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-255</td>
<td>132</td>
<td>1027</td>
</tr>
<tr>
<td>ENGL-100</td>
<td>498</td>
<td>289</td>
</tr>
<tr>
<td>ENGL-1A</td>
<td>683</td>
<td>130</td>
</tr>
<tr>
<td>ENGL-100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL-101A &amp; ENGL-1A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Success Rates:
- ENGL-255: 70% (2017FA) vs. 69% (2018FA)
- ENGL-100: 64% (2017FA) vs. 65% (2018FA)
- ENGL-1A: 69% (2017FA) vs. 69% (2018FA)
- ENGL-101A & ENGL-1A: 50% (2017FA) vs. 69% (2018FA)
Planned Improvements

- Co-requisites for math
- New noncredit options
- Website redesign
Thank you!

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Breakout Sessions
Supporting Faculty

Hal Huntsman, City College of San Francisco
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April 12, 2019
Agenda

• An overview of models for supporting faculty (Much of this section is borrowed from a presentation by Cuyamaca College instructor, Terrie Nichols, at the Feb. 2019 California Acceleration Project annual conference: https://bit.ly/2IbsaWH.)

• Discussion and preparation to report out to the larger group
Types of Support for Faculty: Formal and Informal

• One-time workshops
  IVC Workshops – bit.ly/2IcicEn
  CCSF Retreat – bit.ly/mathretreat

• Community of practice (COP) – regular ongoing support throughout the semester

• Supportive environment for instructor transformation
One-time Workshop (Includes Retreats):
Goals

• Provide evidence-based motivation for action
• Promote a collaborative, supportive department environment
• Establish and develop framework for
  o The student-centered classroom
  o Lesson plans
Community of Practice: Goals

- Change expectations
- Support implementation of pedagogical reforms
- Provide intentional support for the affective domain (for faculty)
Community of Practice: Structure

- Regular meetings
- Job shadowing – see Observe Me handout from Cuyamaca College: https://bit.ly/2WxtI0Y
- Mentoring program
Community of Practice: Typical Meetings

• Classroom management
• Lesson plan review and revision
• Subject matter training for faculty
• Assessments
• Support for affective domain (faculty)
• Individual student cases
• Exploring instructor biases
Supportive Environment for Faculty Transformation

- Address the fears of faculty
- Safe and equitable environment for part-time and full-time faculty
- Pay people for their time

Discussion

• What difficulties do you anticipate faculty having in the new post-AB 705 environment?
• How can we design PD that supports faculty through those difficulties?
Thank you!

Hal Huntsman: shuntsma@ccsf.edu
Multiple Measures and Enabling the AB 705 Legislative Mandate: An Integrated Student Journey
Multiple Measures Placement Service

- Developed in collaboration with the Chancellor’s Office and the AB 705 Advisory Committee

- Development partners:
  - CCC Tech Center
  - California College Guidance Initiative (CCGI)
  - Educational Results Partnership (ERP)
Your Presenter...

John Hadad, Product Manager

- Over 10 years working in Higher Education Technology
- California Community College Tech Center since 2015
  - MMPS since 2018
- Colorado native, live in Phoenix, love California
Multiple Measures Placement Service

- MMPS Overview - How MMPS works
- Implementation Requirements
- Frequently Asked Questions
- Next Steps
Multiple Measures Placement Service

- Facilitates placement in three steps:
  
  Step 1: Collect available high school transcript information
  
  Step 2: Generate recommended placements
  
  Step 3: Deliver placement information to colleges
Step 1: Collect Transcript Data

- Submission of application on CCCApply triggers MMPS workflow
- MMPS accesses multiple sources of transcript data:
  - California College Guidance Initiative
  - CalPASS +
  - Self-reported data from CCCApply
  - CDE (CalPADS) *future development*
Step 2: Generate Placements

• Select prioritized dataset
• Execute decision logic:
  o Statewide AB 705 decision logic for English and math
  o Statewide MMAP decision logic for Higher Level Math
Step 2: MMPS Recommended Placements

- AB 705 Recommended Placements and Recommended Support Level:
  - English
  - Statistics and Liberal Arts Math (SLAM)
  - Science, Technology, Engineering and Math (STEM)
- Higher Level math placements, when applicable:
  - Trigonometry
  - Pre-Calculus
  - Calculus
Step 3: Deliver Placements to Colleges

- Placement data delivery to colleges achieved via one of two methods:
  - Downloadable CSV file via new download client, or
  - Writing to staging table within a college’s SIS via the SuperGlue College Adaptor
- Locally developed script to update the core registration tables
Proposed Placement Recommendation Logic (version 3)

- SSID Match with CDE
- CCCApply/MyPath Process Steps
- Collect Self-Reported data
- Multiple Measures Placement Step
- Application and Placement Data
- Math/English Placement Recommendation Plus all available data
- Colleges
- AB705 Rules Engine (Ed Results)
- Store CDE’s batch data to CCCCO’s DW accessible only to colleges and for their students only.

Diagram:
- Use SSID Match
  - Yes
  - Does record exist in CCGI
    - No
    - Does record exist in CalPASS
      - No
      - Does record exist in CDE (real-time API)
        - No
        - Add Self-Reported data
  - Yes
- If CDE interface is batch
  - Yes
- Does record exist in CDE
Technical Requirements for MMPS

• Use of CCCApply
  o Opt-In to self-reported high school transcript questions
• Implementation of selected SIS integration
• Locally developed script to update the core registration tables
Frequently Asked Questions
Frequently Asked Questions

How will students receive their placement recommendations?

The current version of MMPS does not deliver placements and recommended support directly to students.

Future development efforts enables functionality to deliver the placements and recommended support directly to students via an integration with MyPath.
Frequently Asked Questions

What if self-reported data would result in a more accurate recommendation?

In situations where self-reported data results in a more accurate Math placement recommendation, MMPS uses a combination of both verified and self-reported data to produce placement.
Can we customize the decision logic to locally defined thresholds?

The current version of MMPS supports only the statewide decision logic. Support for local customization is not currently in scope.
Frequently Asked Questions

How do we place students for whom we do not have any data?

MMPS will notify a college that an attempt was made to generate placement, but no placement was produced due to lack of data.

Students who do not receive placement recommendations from MMPS should be placed by a locally-developed self-guided placement process.
Does MMPS support Guided Self-Placement?

The current version of MMPS does not offer functionality to assist students in guided self-placement.
Frequently Asked Questions

What data will my college receive from MMPS?

In addition to identifying information and the placement recommendations, colleges receive several data elements to support the placement process.

Please refer to the MMPS Implementation Guide for a complete data dictionary.
I’m interested!
What’s next?
Next Steps

Contact John Hadad (jhadad@ccctechcenter.org) to schedule an MMPS overview session with your local AB 705 implementation team.
Questions?
Thank you!
HISTORY OF THE SELF-GUIDED PLACEMENT TOOL AT SJCC

- Starting Summer 2016
- Math and Language/Arts faculty
  - Department and Division meetings
- Counselor meetings
- Multiple Measures Task-Force
- President’s Cabinet
- Research, Planning & Institutional Effectiveness
- Information Technology Services & Support (ITSS)

- Curriculum and Articulation staff
- Guided Pathways team members
- Student Accessibility Services
- Academic Senates
- Division Deans (Language Arts, Math Science, Counseling)
- Outreach & Recruitment
- AB 705 Coordinators/Leads
DEVELOPING THE SELF-GUIDED PLACEMENT TOOL

- Model Institutions
  - Sierra College
  - Contra Costa College
  - Moorpark College

- Draft iterations of SGPT
  - Tested with faculty, staff and students

- Roll-out scheduled for FA18
  - To be used for SP19 registration
  - Timeline pushed back due to
    - Testing
    - Changes in interpretation of law
SGPT WORKFLOWS

- Ability for counselors to waive Math and English course requirements
- Process information from CCCApply to place students
- Process self-declared information from SGPT
- Use the new multiple measure data from CCCApply (future)
Current:
- SJECCD imports CCCApply HS data to user fields in the Applicant’s file.
- Query produces a csv file for active students with CCCApply HS data and no AB705 non-course on record.
- Custom batch import process creates the non-course records from the csv file.

Future:
- Use WebAPI and .net to produce lists and the non-course records in a single step.
SGPT PROCESS

SGPT allows students to enter HS GPA & highest courses taken (same logic as CCCApply)

SGPT was built using Frevvo

• responsive design
• dynamic content capabilities
SGPT PROCESS

SGPT has four steps + results page:

1. **Student Info**: Name, SID, contact

2. **HS Info**: Attending, graduation, GPA

3. **Other Academic Info**: ESL, DSP, International, GED, AP, etc.

4. **English/Math Info**: Course/grade

**Results**: Placement and recommendations
SGPT PROCESS CONTINUED

College Website (No Auth)
- Web Form
- Email w/PDF
- Database Record

Web Advisor (Auth)
- Web Form
- Email w/PDF
- Pre-Req Waiver
- PDF to Doc Imaging
- Database Record
SELF-GUIDED PLACEMENT TOOL: VERSION 1.0
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