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
Mia Keeley, California Community College Chancellor’s Office
Terrence Willett, Cabrillo College + The RP Group

This slide deck: bit.ly/AB705Sierra
FAQ from first convening: bit.ly/AB705FAQAPRIL12
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
  – Sierra College, College of the Redwoods and Butte College
• 12:00-12:30 - Networking lunch
• 12:30-1:30 - Breakout sessions/Facilitated discussions
  – Course Sequencing and Supports: Sacramento City College
  – Supporting Faculty: College of the Redwoods
  – Guided Self-Placement: Woodland College
  – Messaging and Communication: Santa Rosa Junior 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
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.
Change in Statistics Success Rate and Volume of Successful Completions: Fall 2017 vs. 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**
- 2013F: 36%, 39%
- 2014F: 40%, 40%
- 2015F: 49%, 38%
- 2016F: 53%, 43%
- 2017F: 57%, 40%
- 2018F: 77%,

**MATH**
- 2013F: 26%, 61%
- 2014F: 35%, 44%
- 2015F: 35%, 44%
- 2016F: 34%, 29%
- 2017F: 33%, 31%
- 2018F: 59%, 24%

Legend:
- Blue: Transfer-Level
- Orange: One Level Below Transfer-Level
- Gray: Two or More Levels Below Transfer-Level
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>1,061</td>
<td>1,077</td>
</tr>
<tr>
<td>Fall 16</td>
<td>1,134</td>
<td>1,032</td>
</tr>
<tr>
<td>Fall 17</td>
<td>1,174</td>
<td>1,059</td>
</tr>
<tr>
<td>Fall 18</td>
<td>1,134</td>
<td>1,059</td>
</tr>
</tbody>
</table>

Percentage:
- Fall 15: 50% (n=1,061)
- Fall 16: 51% (n=1,072)
- Fall 17: 53% (n=1,134)
- Fall 18: 100%
First-Time Enrollment in Transfer-Level Math

- **Fall 15**: 2,291 students (18% below transfer-level, 82% transfer-level, n=405)
- **Fall 16**: 1,940 students (19% below transfer-level, 81% transfer-level, n=366)
- **Fall 17**: 2,165 students (24% below transfer-level, 76% transfer-level, n=511)
- **Fall 18**: 1,971 students (56% below transfer-level, 44% transfer-level, n=1,101)

The chart illustrates the percentage and count of students enrolling in transfer-level math courses over the specified semesters.
One-Year Completion in Transfer-Level English

- Fall 15-Spring 16: 49%
- Fall 16-Spring 17: 55%
- Fall 17-Spring 18: 54%
- Fall 18: 65%
- Spring 2019: 65%
One-Year Completion in Transfer-Level Math

- Fall 15-Spring 16: 19%
- Fall 16-Spring 17: 23%
- Fall 17-Spring 18: 28%
- Fall 18: 32%
- Fall 18 Statistics: 59%
- Spring 2019: 59%
# Statistics and English 101 Course Success Rate: Fall 2018

![Graph showing success rates and enrollment numbers for Statistics and Reading & Composition courses.]

<table>
<thead>
<tr>
<th></th>
<th>Statistics (with Corequisite)</th>
<th>Statistics (Regular)</th>
<th>Statistics (Overall)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Success Rate</strong></td>
<td>63%</td>
<td>59%</td>
<td>60%</td>
</tr>
<tr>
<td><strong>Enrollment</strong></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><strong>Success Rate</strong></td>
<td>60%</td>
<td>66%</td>
<td>63%</td>
</tr>
<tr>
<td><strong>Enrollment</strong></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>
“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

“I feel like he shows videos outside of class that help me understand it. The videos are motivational videos. For example, he showed videos of Michael Jordan and he would motivate you to keep going. He’d say ‘The fact that I tried matters.’ So that helped me a lot. I feel like I’m not alone.”
- Reina

“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.”
- Courtney

“[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

“One thing that I take away from this class that I use outside is from time to time [Professor Berberyian 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
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)

- HSGPA < 2.3 (N=706) - 45%
- HSGPA 2.3 to 3.0 (N=724) - 58%
- HSGPA ≥3.0 or HSGPA ≥2.3&Precalc (N=458) - 89%

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

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)

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%

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
Sierra College Context
Placements & Assessments

- Multiple Measures – Pre-AB 705
  - Transcripts
  - Uploads
  - Accuplacer
  - Faculty advising

- Multiple Measures – AB 705
  - CCCApply – self-reported data
  - Uploads
  - ESL Assessment
  - Self-guided placement
  - Faculty advising
    - Role of TC

- Continuing Students – one-time placement update
## AB 705 Placement @ Sierra

### English

<table>
<thead>
<tr>
<th>Requirement</th>
<th>SLAM Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥2.3 English 1A (4 Units) Fall 19*</td>
<td>≥2.3 Math 13 (4 units) Fall 19*</td>
</tr>
<tr>
<td>&lt; 2.3 English 1A + Support (4+2 units) Fall 19*</td>
<td>&lt; 2.3 Math 13 +13S (4+2 units) Fall 19*</td>
</tr>
</tbody>
</table>

### Math BSTEM

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Recommended Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 3.4 OR ≥ 2.6 AND enrolled in a HS Calculus course</td>
<td>Transfer-Level BSTEM Mathematics</td>
</tr>
<tr>
<td>≥ 2.6 or Enrolled in HS Precalculus</td>
<td>Transfer-Level BSTEM Mathematics</td>
</tr>
<tr>
<td>&lt; 2.6 and no Precalculus</td>
<td>Transfer-Level BSTEM Mathematics with Support</td>
</tr>
</tbody>
</table>
Curriculum Changes

Math
- BSTEM and Support Courses
- SLAM and Support Courses
  - Stats – 4 units + 2 unit integrated support course
    - Future: 3 unit/3unit split – 1 semester
  - Courses in Sociology & Psychology
- Mirrored noncredit – support courses

English
- English 1A: 3 units to 4 units
  - Includes online research component
  - All sections - hybrid
- English S: 2 unit support course
- Academic Academies – English (noncredit)
The Student Experience

- Registration
  - Placements allow students to register for courses with/without support
  - Course + Support Course – linked as hard co-requisite
- Viewing Placements – Degreeworks
  - Combining Reading & Writing – English
  - List all math options
  - ESL
  - Other – Chemistry, Spanish, etc.
- Website – links to Academic Pages
- Placement Tool – AB 705 Revision

- Communication
  - Updated placement
    - English/Math
    - ESL
    - Other
  - ESL
  - Referrals to Placement Services & Counseling
    - Guided self-placement
    - Update ed plan
  - Academic support options
Guidance & Advising

- Degreeworks
  - Change in placement fields
  - Students choosing remediation
  - Updates to ed plans – reg hold for continuing students
- Counseling: group, online, individual
- Support Specialists
  - Flags & interventions
- HS Grad/Recent HS Grad
  - CCCApply, uploads
  - Transition Counselors
- >recent HS Grads
  - Self-Guided placement
    - Noncognitive measures
    - Course sequencing and content
    - Academic support
  - Advising/Counseling
Increasing the number of embedded PASS peer tutors in our English and Math courses.

Cross-training our PASS Peer tutors to help support students in our Learning Center (Drop-in Writing Center Support, Tutor Center support with Modules).
Noncredit Modules, Writing Support

- English department created open-entry open-exit modules that provide foundational English skills to students.
- For the Fall 2019 semester the curriculum will be delivered to students via the Tutor Center.
- One English faculty member is assisting the Tutor Center coordinator in developing the process for students to access the module content and receive feedback from peer tutors (who are also PASS Peer tutors).
- Expanding our Writing Center to include drop-in writing support during high traffic times in the semester. We will utilize PASS Peers to assist our instructional assistants.
Math Workshops

- Our Math department is developing a series of workshops that will be available to students throughout the semester. The workshops will cover foundational math skills and concepts.
- Exploring how to collaboratively with the Math department to incorporate the Math workshop content through the tutor center.
  - One math faculty, who is working in the Tutor Center, is developing a diagnostic tool that aligns within the parameters set by AB705 to provide a way for students receive just-in-time support in the Math course they are enrolled in.
Academic Support: Student Communication

- Train Faculty and Staff on our new supports, and how to refer students to the most appropriate service.
- Create a WAC rubric that enables English and other subject faculty to give students feedback on writing skills and the supports available to them if needed.
- Success Tool-kits that are subject specific and can be shared with students at the beginning of the semester. This will have a detailed explanation of the resources available to them.
Questions?

Beth Ervin, Dean Enrollment Services
Andre Mendoza, Academic Support Coordinator
College of the Redwoods
College of the Redwoods

AB 705 Implementation

NICOLE BRYANT LESCHER: PROFESSOR OF ENGLISH
LEVI GILL: ASSISTANT PROFESSOR OF MATH
English Sequence circa 2015

Students placed in 350 attended English class & lab for 8 hours per week AND ultimately completed 13.5 units of English IF they completed the sequence through transfer....

From 2011-2015, the average throughput rate for students starting in 350 was 19% after 2 years.
Steps and Success:

8/2016: No longer offer English 350 (2 levels below)

8/2017: Develop co-requisite (1L) for English 1A (limited offerings)  
Revise accelerated course (102)

5/2018: College eliminates Accuplacer

8/2018: 77% of all incoming students enroll directly into 1A
Transfer-Level Enrollment & Success: How many transfer-level enrollments result in success?

Initial course in subject at CR?
- [ ] No
- [✓] Yes

Transfer-Level English

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Successful</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>220</td>
<td>145</td>
<td>66%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>259</td>
<td>172</td>
<td>66%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>288</td>
<td>207</td>
<td>72%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>281</td>
<td>177</td>
<td>63%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>339</td>
<td>214</td>
<td>63%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>426</td>
<td>274</td>
<td>64%</td>
</tr>
</tbody>
</table>

Transfer-Level Math

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Successful</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>179</td>
<td>127</td>
<td>71%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>195</td>
<td>132</td>
<td>68%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>190</td>
<td>126</td>
<td>66%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>195</td>
<td>104</td>
<td>53%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>185</td>
<td>107</td>
<td>58%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>352</td>
<td>206</td>
<td>59%</td>
</tr>
</tbody>
</table>
Building Bridges

11/2018: All below transfer-level courses inactivated, effective Fall 2019

8/2018: Revised 1A (to align with C-ID) and revised co-requisite course (1S)

Old Course Description 1A
A transfer-level course in critical reading and reasoned writing. Students analyze issues and claims presented in visual, oral, or written arguments and write analytical and argumentative essays based on those issues. Research and source-based writing and employing correct MLA documentation is required; minimum 6,000 words formal writing.

New Course Description 1A
This is an introductory course that offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation.

English 100 C-ID
This is an introductory course that offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation.
English Options Fall 2019

Students Choose Their English Option
Mathematics

Before AB 705

• Most innovation was at the pre-transfer level.

• We offered a Path-to-Stats option, but most students still took algebra sequence.

• We offered a Liberal Arts transfer math class, but it barely filled.
Mathematics
After AB 705

Behavioral and Social Sciences, Nursing, Business

Math 102 or Pre-Algebra recommended if no Algebra in High School

Transfer Level

MATH 15
Introduction to Statistics
With or without a support course (Math 15S)
Mathematics After AB 705

STEM: Science, Technology, Engineering, Mathematics, some areas of Business

Intermediate Algebra recommended if no Intermediate Algebra in High School

MATH 30
College Algebra, With or without a support Course (Math 30S)

MATH 25
College Trigonometry
Mathematics After AB 705

- Liberal Arts or Career Education Fields (some)
- Fields that do not require advanced mathematics

- MATH 5
  Contemporary Mathematics
  OR
  MATH 10
  Applied Career-Technical Mathematics
How many classes should be offered?

40% of our students need Stats
10% of our students need Precalculus
35% of our students need Liberal Arts Math
## How many classes should be offered?

<table>
<thead>
<tr>
<th>Placement</th>
<th>Degree-seeking</th>
<th>Certificate-seeking only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>STATS</td>
<td>STEM</td>
</tr>
<tr>
<td>No Support</td>
<td>56%</td>
<td>31%</td>
</tr>
<tr>
<td>With Corequisite Support</td>
<td>44%</td>
<td>69%</td>
</tr>
<tr>
<td>Total</td>
<td>41%</td>
<td>11%</td>
</tr>
</tbody>
</table>
### Disproportionate Impact: Transfer-level **English** Assessment

<table>
<thead>
<tr>
<th></th>
<th>2017 % Placed into Transfer Level</th>
<th>2017 80% Index</th>
<th>2018 % Placed into Transfer Level</th>
<th>2018 80% Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>31%</td>
<td>49%</td>
<td>72%</td>
<td>84%</td>
</tr>
<tr>
<td>Asian</td>
<td>39%</td>
<td>61%</td>
<td>90%</td>
<td>104%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>50%</td>
<td>78%</td>
<td>75%</td>
<td>88%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>54%</td>
<td>84%</td>
<td>84%</td>
<td>98%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>52%</td>
<td>81%</td>
<td>83%</td>
<td>96%</td>
</tr>
<tr>
<td>Unknown</td>
<td>41%</td>
<td>65%</td>
<td>80%</td>
<td>92%</td>
</tr>
<tr>
<td>White</td>
<td>64%</td>
<td>100%</td>
<td>86%</td>
<td>100%</td>
</tr>
</tbody>
</table>

- Data reflect assessment results between March and September.
- 80% index compares the ratio of each subgroup’s transfer-level percentage to that of white students. An index below 80% suggests disproportionate impact.
- Subgroups consisting of fewer than 25 students are excluded.

### Disproportionate Impact: Transfer-level **Math** Assessment

<table>
<thead>
<tr>
<th></th>
<th>2017 % Placed into Transfer Level</th>
<th>2017 80% Index</th>
<th>2018 % Placed into Transfer Level</th>
<th>2018 80% Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>15%</td>
<td>44%</td>
<td>58%</td>
<td>91%</td>
</tr>
<tr>
<td>Asian</td>
<td>52%</td>
<td>160%</td>
<td>56%</td>
<td>90%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>20%</td>
<td>60%</td>
<td>63%</td>
<td>101%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>34%</td>
<td>104%</td>
<td>64%</td>
<td>102%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>27%</td>
<td>81%</td>
<td>66%</td>
<td>104%</td>
</tr>
<tr>
<td>Unknown</td>
<td>29%</td>
<td>88%</td>
<td>52%</td>
<td>82%</td>
</tr>
<tr>
<td>White</td>
<td>33%</td>
<td>100%</td>
<td>63%</td>
<td>100%</td>
</tr>
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</table>

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Butte College
THE BUTTE COLLEGE EXPERIENCE

AB-705

AB 705 Sierra College Meet-up
04-26-2019
The assessment problems we are trying to solve:

- Different methods for different student types.
- Problem of collecting High School information. Incomplete CalPass data.
  - Self reporting seems to be a solution.
- Need a way to re-assess currently enrolled students.
CAP TOOL – REQUIRED FEATURES

• A way to re-assess currently enrolled students.
• Develop one experience that would handle different student requirements.
• Outputs for students and student support faculty/staff
TECHNOLOGY CONSIDERATIONS

• Web advisor going away
• Marriage of the self reporting tool with updating program and goal.
• Communicate between SIS and the tool.
• Storing data for future use
RESOURCES WE NEEDED

- Money - bought overtime and stipends for faculty
- Good IT folks
- Cross functional team to design tool
Program and Goal function is CAP tool is limited. We will work with you to make a selection if you feel there is not a perfect fit.
## BC Career and Academic Profile

### Step 1 of 3: Identify Your Pathway

Your current program(s) of study:  
**Business Management**

Your current education goal: Update Job Skills

Would you like to change your program(s) and/or educational goal?  
- [ ] YES  
- [ ] NO

Please select your primary program of study:

- [ ] AA-T - Associate of Arts degree for Transfer  
- [ ] AS-T - Associate of Science degree for Transfer  
- [ ] CA - Certificate of Achievement  
- [ ] CC - Certificate of Completion

**Note:** If you are planning to transfer to a 4-year college and you do not see a program option that exactly matches your bachelor degree goal, please select a program that most closely relates to your desired major.

Are you planning to transfer to a 4-year college?  
- [ ] Yes  
- [ ] No

(It is okay if your selection here conflicts with your answer to the previous question. This question is used so Butte College can satisfy Department of Education reporting requirements.)
Step 2 of 3: Determine Your English and Math Course Options

Enter your overall high school GPA: 3.3

What was the highest English course you completed in High School? 12th grade English Composition or Literature

What grade did you receive? A(+/−)
Step 3 of 3: Review Your Profile and Recommended Pathways

You entered the following:

Primary Program of Study: Business Management
Planning to Transfer to a 4-year College: Yes
Educational Goal:

High School GPA: 3.3
Earned Math Credits in College with C or Better: No
Highest Completed Math Course: Algebra I, Integrated Math 3
Math course Grade: A(+/−)

Completed College Level English Composition with C or Better: No
Highest Completed English Course: 12th grade English Composition or Literature
English Course Grade: A(+/−)

By clicking submit, you confirm that you have entered the information above to the best of your knowledge.
Step 3 of 3: Review Your Profile and Recommended Pathways

Thank you for submitting your Career and Academic Profile

You are eligible to enroll in any of the following courses to meet your English and math competencies:

**English:**
ENGL-2 or ENGL-3

**Math:**
MATH-11, MATH-12, MATH-13, MATH-18, MATH-20, MATH-26, MATH-4, MATH-5

See course descriptions below.
Print Results or Screen Shot

Liberal Arts Non-STEM
- MATH-11 Description
- MATH-18 Description

Business & STEM
- MATH-4 Description
- MATH-5 Description
- MATH-12 Description
- MATH-13 Description

AA/AS without Transferring
Based on the information provided, your math competency may have been met. Please submit official transcripts to Admissions and Records for evaluation and refer to your chosen program(s) for course requirements.

If you plan to transfer to a UC, successful completion of Intermediate Algebra or the equivalent is required.
COMMUNICATION TOOLS

• PEG Hold – all students required to use the tool – new and returning and continuing
  – Coffee cup sleeves
  – Banners
  – E-mail and texts
  – Announcement for Faculty - Script
  – Student services training
  – Support for students during their use of the tool
COMMUNICATIONS

ATTENTION: ALL STUDENTS
NEW THIS SEMESTER: REGISTRATION REQUIREMENT
The Career and Academic Profile
IN ORDER TO REGISTER FOR CLASSES,
you must complete the Career and Academic Profile tool.
Go to www.butte.edu/assessment
STUDENT RESPONSE

• About 6,500 students within the first 6 weeks of the tool going live.
• About 1,600 were new students and 4,900 continuing/returning students.
• Butte College has about 12,000 students
THANK YOU

Questions and Answers
Lunch

At your tables, discuss the following prompt:

How has your college chosen to fund and support various initiatives around AB 705? From which funding sources? How are funding and resources determined and allocated?
Breakout Sessions

- Course Sequencing and Supports: Sacramento City College
  - Room: LRC 107A
- Supporting Faculty: College of the Redwoods
  - Room: LRC Board Room (Main Room)
- Guided Self-Placement: Woodland College
  - Room: LRC 107
- Messaging and Communication: Santa Rosa Junior College
  - Room: LRC 301
- Multiple Measures Platform: CCC Tech Center
  - Room: LRC 432
Engaging Colleagues: AB 705 Research & Revision

LEVI GILL: ASSISTANT PROFESSOR OF MATHEMATICS, COLLEGE OF THE REDWOODS
NICOLE BRYANT LESCHER: PROFESSOR OF ENGLISH, COLLEGE OF THE REDWOODS
Engage with statewide information
Dialogue across disciplines
Information-based, student-centered decision making
Collaborate to develop and revise content
Facilitate student engagement in the classroom
Faculty development focused on pedagogy in action
Iterative Approach
Iterative Approach
Annotate the Pyramid

- What do you notice?
- What observations do you make when these elements are organized as a pyramid?
- What connections do you make with your own campus’s process toward AB705 compliance?
- What should be added?
- What questions arise for you?

Write all over the diagram in whatever way links ideas and creates clarity and connection for you.
Redwoods’ Story

- Faculty in math & English attended acceleration training and conferences (2013-current)
- AB 705 Coordinator on our campus
- Active local Faculty Senate
- Administration and VP’s on Listservs and CCCCQ website
- Local IR department actively researching and connecting with statewide data
- Local curriculum chair attends statewide meetings

Engage with Statewide Information
BSSOT funds created math and English coordinators
• Held cross-disciplinary meetings as a part of work plan
• Retreats, flex meetings, convocation
• Office intersections, hallway brainstorming

Coordinators worked together to guide institution
• Coordinators maintained presence at all three campuses
• Point of contact & cheerleader at all sites
• Presence to represent/facilitate meetings; sense of shared responsibility

Faculty and Counseling working together
• Developed new advising maps/flyers
• Serve together on guided pathways committee
• Faculty partnership in counseling meetings with students
Information-based, Student-centered Decision Making

- **Work together through anxiety**
  - Local and statewide data
  - Concrete materials/examples help
  - Shared online repository
  - FAQ and timeline information for shared involvement
  - Changes to the classroom mean the environment is representative of our population and Mission.

- **Acknowledge that all departments will have early adopters and late adopters/non-adopters**
  - Focus on the goals *for students*
  - Interact with students, student feedback, and student data
  - “*What is best for students? How do we know beyond analogies?*”
  - Create voting protocol/feedback windows
  - Identify avenues for different disciplinary passions or interests
Collaborate to Develop and Revise Content

- Faculty retreats and meetings
- Shared travel to conferences
- Non-work time together (off campus gatherings, BBQ’s)

English (2013-2019)
- Created acceleration course for 1 level below (2013)
- Inactivated 2 levels below (2016)
- Created corequisite course (2017)
- Revised Writing Center and noncredit (2017-2018)
- Revised corequisite (2018)
- Eliminated Accuplacer (2018)
- Revised English 1A to align with C-ID (2018)
- Inactivated all below-transfer courses (2019)

- Created accelerated Stat Pathway (2015)
- Allow alternate prerequisite to Liberal Art Math (2016)
- Pilot Statistics with corequisite support (2018)
- Drop all prerequisites to Liberal Art Math (2018)
- Eliminated Accuplacer (2018)
- Corequisite support for STEM (2018)
- Algebra Review for Chemistry (2018)
<table>
<thead>
<tr>
<th>FACULTY DEVELOPMENT PEDAGOGY IN ACTION (PRAXIS)</th>
<th>FACILITATE STUDENT ENGAGEMENT IN THE CLASSROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reading Apprenticeship</td>
<td>• Active learning practices</td>
</tr>
<tr>
<td>• Acceleration</td>
<td>• Metacognitive approaches</td>
</tr>
<tr>
<td>• Colleague-led professional development</td>
<td>• Flipped classrooms</td>
</tr>
<tr>
<td>• Statewide presentations</td>
<td>• Reading Apprenticeship Approaches</td>
</tr>
<tr>
<td>• Scholarship of Teaching and Learning</td>
<td>• Embedded tutor support</td>
</tr>
<tr>
<td>• Books, articles, and best-practice reviews</td>
<td>• Engaging and supporting the affective domain</td>
</tr>
<tr>
<td></td>
<td>• Equitizing course content, syllabi, and rubrics</td>
</tr>
</tbody>
</table>
Pair Discuss

Find a partner.

*If possible, choose a partner who works at the same college you do.*

- Share pyramids
- Discuss new ideas or insights
- Add notes/annotations to your pyramids while you discuss
# Team planning

<table>
<thead>
<tr>
<th></th>
<th>What is your campus/department already doing?</th>
<th>What could your campus/department do as a next step on this?</th>
<th>What does your campus/department need to act on this next step?</th>
<th>Who on your campus do you need to work with to act on this next step?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate student engagement in class</td>
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<tr>
<td>Faculty Development Pedagogy in action</td>
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</tbody>
</table>
Share as a Group
Questions and Resources
Questions and Resources

CCCCO website: assessment.cccco.edu/ab-705-implementation

State Academic Senate: www.asccc.org

Professional Development Opportunities

RP: rpgroup.org
CAP: accelerationproject.org
3CSN: 3csn.org

Vision Resource Center: visionresourcecenter.cccco.edu

Levi-Gill@Redwoods.edu        Nicole-BryantLescher@Redwoods.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:
  o CCC Tech Center
  o California College Guidance Initiative (CCGI)
  o 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:
  - Statewide AB 705 decision logic for English and math
  - Statewide MMAP decision logic for Higher Level Math
Step 2: MMPS Recommended Placements

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

• Placement data delivery to colleges achieved via one of two methods:
  o Downloadable CSV file via new download client, or
  o 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

Math/English Placement Recommendation Plus all available data

Application and Placement Data

Colleges

AB705 Rules Engine (Ed Results)

Use SSID Match

Does record exist in CCGI

Does record exist in CalPASS

Does record exist in CDE (real-time API)

Add Self-Reported data

If CDE interface is batch

Does record exist in CDE

Store CDE’s batch data to CCCCO’s DW accessible only to colleges and for their students only.
Technical Requirements for MMPS

• Use of CCCApply
  ○ 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 enable 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.
Frequently Asked Questions

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.
Frequently Asked Questions

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!
Guided Self-Placement
Think Time

Write some of your thoughts about the topics on the posters on sticky notes and put them on the posters.
Jessica Aggrey
Woodland Community College
jaggrey@yccd.edu
Workshop Overview

- Presentation of Woodland’s GSP
  - Program Overview
  - Early version and lessons learned
  - Updated guided self-placement
  - A few survey results
  - questions
- Discussion and share out time
- Networking
ESOL Program at WCC
Credit / Noncredit Mirrored

6-unit integrated reading, writing, discussion, and grammar

There are also support courses

**Academic Accelerated Program**

Transfer Level English

- **Accelerated 1** (250/550)
- **Accelerated 2** (260/560)
- **Accelerated 3** (70/570)
Placement pilots at WCC
Guided self placement 1.0

Are you a beginner? ¿Eres Principeante?

- **Video Introduction**
  Watch a short video to introduce you to our ESOL program and how to use this placement website.

- **Writing Time**
  Take 30 minutes to write about a topic. You will use what you wrote to help you start exploring our classes.

- **Choose a program**
  Before you compare your writing and explore the classes, decide if the weekend noncredit program or the academic ESOL courses are best for you.

- **Compare and Explore the Classes**
  During this step, you'll compare what you wrote with student samples at the various levels.

- **Select a Level**
  Select the level you want to take. Don’t select a level that is too easy. It’s important that the level you select will help you learn new things.

- **Take an Information Survey to Help us Improve our Program**
  We're collecting information to help us improve how we help you. Please take a few minutes to help us improve our program and placement procedures. We appreciate your support.
Directions

Watch this video about how to use this placement website. You can also read the transcript below the video.
Directions

Take out a piece of paper. Write for 30 minutes about the following question. You will use what you write to help you with step three. You can use a dictionary, but don't copy sentences or paragraphs from the internet. This won't help you.

Who is a hero in your life? Why?

Hero = a person who is admired/respected for great or brave acts or fine qualities.
Student Example: Academic 1

My father is my hero because he is an exceptional person. He takes care of me every day. When I’m sick, he makes a tea or another thing for me. Always he texts me in the morning and said have a nice day, I love you. He is my favorite person for talk when I have a problem. He is the best for me. These are the reason because I think he is awesome and he is my hero.

Explore this level more

Student Example: Academic 2

My hero is my mum. I think that when I was a child, I didn’t realize that, but now, I am grown up and I discovered that she is the best heroine! She not only took care of me and my brother in our childhood, but also she was very confident and confiable. Also we shared a lot of funny moments together like travels and parties. But, the most important thing is that she helped me in the decision to come to U.S when I was confused and nervous about it.

Explore this level more
Directions

EXPLORE THIS LEVEL. THEN EXPLORE OTHER LEVELS. WHEN YOU KNOW WHAT CLASS IS RIGHT FOR YOU, CLICK NEXT AT THE BOTTOM.

Example Sentences

- I’m Jessica, and I’m from California.
- My father’s job is very interesting.
- I start work at 9:00 am every morning.
- We always give presents at Christmas.
- Carnival is usually in February or March.
- That red car is mine.
- You shouldn’t leave your passport in an unsecured place.
- He rented a car on his trip to Europe last November.
- I think traveling by plane is more comfortable than traveling by car.
- My nephew is as tall as I am now.

Example Questions

- Where are you from?
- Do you have an interesting job?
- What are Fred and Alex doing right now?
- How was your vacation?
- Why did Alex stay home tonight?
- How many apples do you need for the pie?
- Why do you like fishing?
- Did they go to Europe last year?
- What are big tourist attractions in your country?
- Do you think tourism is good or bad? Give reasons.
- What are you going to do this weekend?
Course Description

This course is designed to help boost (grow) your ability to read, write, and communicate in English. You will use reading strategies, develop writing fluency by writing paragraphs and multi-paragraph compositions, and express your own ideas and opinions by engaging in classroom discussions.

Click on a category below to view more information

- Courses to Take at this Level
- Reading Sample: Biography Chapter
- Typical Class Activities and Assignments
- Typical Homework Assignments
- Course Objectives
Directions

Complete the placement form and click **submit** to send your placement decision to the office of Admissions and Records. Then click **next**.
It was just too complicated.
Reflection

- Too many steps
- Too much information
- Too easy for students to get lost
- We also ran into issues with how to have our placement tool connect with admissions
You can still explore the old version at: esolplacement.yccd.edu/old-front

We also ran into issues with how to have our placement tool connect with admissions.
Find your Placement

Select a program and then find your placement by clicking start.

Noncredit Program
Take classes on Saturdays from 8:00 AM - 12:50 PM. You can take classes from beginning to intermediate.

Academic Program
Improve your English through high challenge/high support classes. These classes are offered during the week.

Are you a beginner? ¿Eres Principiante?

I'm a Beginner  Soy Principiante
Guided Self Placement 2.0

Sorting Questions

Writing Samples

Reading Sample

I’m lost

I understand some - around 50%

I understand almost everything
I’m lost

Placed one level below initial writing sample. If the student selected the first level writing sample, then student is placed at that level but concurrent support class is strongly recommended.

I understand some - around 50%

Placed at this level

I understand almost everything

Placed one level above
We recommend you take ESOL 70 (credit) or ESOL 570 (noncredit)

You must make an appointment with a counselor to finalize your placement. Please call 530-661-5703 to schedule an ESOL placement appointment.
During this appointment, the counselor will complete an ESOL MMAP for the student to clear them in the system for registration.

You must make an appointment with a counselor to finalize your placement. Please call 530-661-5703 to schedule an ESOL placement appointment.
Guided self placement 2.0

Follow on your phones at esolplacement.yccd.edu
student surveys for feedback on the tool
About the Survey

- I had my current students complete the guided self-placement and then complete a survey.
- The survey asked questions about
  - Where it placed them
  - Perceived accuracy
  - Ease of use
  - Usefulness
  - Suggestions
- I then compared their results with my knowledge of their level and how they're doing in my class.
ESOL 250/550
(First accelerated level)

Do you feel that the tool was accurate? (Did it place you in the right level?)

8 responses
ESOL 250/550
(First accelerated level)

Based on your knowledge of the student, the placement recommendation given was:

8 responses

- 75% Accurate
- 25% One level too low
ESOL 70/570
(Third Accelerated Level - 1 below transfer)

Do you feel that the tool was accurate? (Did it place you in the right level?)

19 responses

- Yes: 52.6%
- No: 42.1%
- Maybe: 5.3%
- I don't know: 0%
ESOL 70/570
(Third Accelerated Level - 1 below transfer)

Based on your knowledge of the student, the placement recommendation given was:

19 responses

- 63.2% Accurate
- 31.6% One level too low
- 5% More than one level too low
- 5% One level too high
- 0% More than one level too high
Which list has more statements that describe you?

**List 1**

1. I sometimes have trouble expressing myself in English.
2. I don't usually read books in English.
3. I started learning English after the age of 17.
4. I often speak in my native language with my family and friends.
5. I can use English fluently but not as easily as I can use my native language.
6. I sometimes struggle to write my ideas in English.
7. I don't have experience writing in college.
8. I still make some grammar mistakes when speaking and writing.

**List 2**

1. I don't have trouble expressing my ideas clearly in English.
2. I read books in English.
3. I started learning English at a young age (before age 10).
4. I speak in English all of the time with my family and at school.
5. I can use English with ease and fluency similar to my native or mother tongue.
6. I feel comfortable using English to write ideas.
7. I have successfully completed assignments in English for other college classes.
8. I can speak and write in English with only a few small grammatical errors here and there.
All Participants
(24 on cell phones and 2 on a laptop)

How user friendly was the tool? (How easy was it to use?)

26 responses

(1 very easy - 5 very complicated)
Do you think this is a useful tool to help new students find what class they should take?

25 responses
Suggestions for more questions

○ Need to have questions for students to answer according to their answers, evaluate the level they are belongs to.
○ Maybe it's better to answer some question after reading the article.
○ I think need to add more questionnaire to help improve for new students
○ A quiz
○ Maybe more questions to be more professional.
○ Add a little bit more questions
○ Add more questions
Suggestions for Other Options to select

○ I already enrolled in English 1A, but the tool suggested me to ESOL 570. Maybe it is because I chose "sometimes I can't express myself." Written English is different from spoken English.

○ When I read "the student fear factor" I understand it about 80%, but there was no selection for me to choose. There was only option "I understand some" and "this is easy for me." I think I'm in the middle of those.
Do you have some ideas for how to make the tool better?

Grammar and other
- There should be some grammar structure and examples on that so that it can be helpful for new students.
- Try to use some grammar, because it can be very helpful to know how much English do you understand.
- Ask them by face to face
Placement: Lessons Learned
Developing a solid tool is going to be a process, but with each modification it can get better.
Don’t overcomplicate the process - make it straightforward and easy for students to follow.
Talk to your registrar in advance to figure out how the process you create will connect with your school’s registration software. *(Don’t assume that things will be automatic just because you create a great placement tool.)*
Talk to people to brainstorm ideas and get feedback and give students a chance to test it.
Believe in students and their capacity.
Are there any questions about Woodland’s GSP before we move to workshop time?

Learn more about our program at:

tesolplanner.com/acceleration/woodland
Discussion Time
1. Grab some of the sticky notes that were written at the beginning and discuss them in your group.
2. Group Discussions

Talk with the people around you about placement. You can use the discussion questions to guide you.
3. Placement Share Networking

→ Have quick conversations with as many people as you can in the next 10 minutes.

→ Take some notes and exchange contact info with people.
Thanks!
Any questions?

You can access these slides at: bit.ly/ab705gsp
Screen Captures
Find your Placement

Select a program and then find your placement by clicking start.

**Noncredit Program**
Take classes on Saturdays from 8:00 AM - 12:50 PM. You can take classes from beginning to intermediate.

[Start]

**Academic Program**
Improve your English through high challenge/ high support classes. These classes are offered during the week.

[Start]

Are you a beginner? ¿Eres Principiante?
Do you know some English?

- 👐 No English
- 👐 Some English

🏠 Return Home
Did you attend a high school in the United States for three or more years?

- No, I did not.
- Yes, I did.

Return Home
What student writing sample is most similar to what you can do?

My hero of life is my father. He is my best person. He likes soccer like me. He supports my projects and loves my kids. He always try to keep the family together and if we need something, he is always with us.

Select

My hero is my mum. I think that when I was a child, I didn't realize that, but now I am grown up and I discovered that she is the best person! She not only take care of me and my brother in our childhood, also she was very confident and confiable. Also we shared a lot of funny moments together like travels and parties. But, the most important thing is that she helped me in the decision to come to US when I
Read the following text and then make a selection

Taken from the prologue of *I Am Malala* Young Reader’s Edition

The ride to school was quick, just five minutes up the road and along the river. I arrived on time, and exam day passed as it always did. The chaos of Mingora city surrounded us with its honking horns and factory noises while we worked silently, bent over our papers in hushed concentration.

By day’s end I was tired but happy; I knew I’d done well on my test. “Let’s stay on for the second trip,” said Moniba, my best friend. “That way we can chat a little longer.” We always liked to stay on for the late pickup.

For days I’d had a strange, gnawing feeling that something bad was going to happen. One night I’d found myself wondering about death. What is being dead really like? I wanted to know. I was alone in my room, so I turned toward Mecca and asked God. “What happens when you die?” I said. “How would it feel?”

If I died, I wanted to be able to tell people what it felt like. “Malala, you silly girl,” I said to myself then, “you’d be dead and you couldn’t tell people what it was like.”

Before I went to bed, I asked God for one more thing. Can I die a little bit and come back, so I can tell people about it?

But the next day had dawned bright and sunny, and so had the next one and the one after that. And now I knew I’d done well on
Approximately how well do you understand this text?

I'm Confused. It's very hard.
I don't understand any of this text. I really can't understand this text.

I understand some.
There are many words I don't know, but I can understand about 50%.

This is easy for me.
I understand almost everything very well. This text is easy for me.
We recommend you take ESOL 260 (credit) or ESOL 560 (noncredit) with optional support.

You must make an appointment with a counselor to finalize your placement. Please call 530-661-5703 to schedule an ESOL placement appointment.
Main Take-aways from Breakout Sessions?
Q & A with the CCCCO

FAQ from first convening: bit.ly/AB705FAQAPRIL12
Contacts

Craig Hayward, chayward@rpgroup.org
John Hetts, jhetts@edresults.org
Mallory Newell, newellmallory@deanza.edu
Terrence Willett, twillett@rpgroup.org
Mia Keeley, mkeeley@cccco.edu

This slide deck: bit.ly/AB705Sierra
FAQ from first convening: bit.ly/AB705FAQAPRIL12