

AB 1705 and Its Impact on English and Math

October 2022 Flex Day
Michael Peterson, Mike Sato, Katie Eagan

Our Previous “Stairway” Model of Advancement

In response to a perceived lack of preparation for transfer-level English and math, colleges added multiple levels of remedial coursework to prepare students.

- Some English programs had four levels below transfer (LPC had two)
- Many programs added reading courses and entire reading programs.
- Some math programs had four levels below transfer (LPC had three)
- All programs used assessments that have now been disallowed because they were not predictive of success and erected barriers to transfer level courses.



However, Throughput Was Horrible

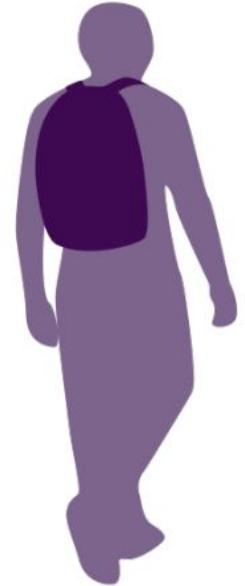
With so many levels, many students would “leak” out of the pipeline (fall off the stairway?) and never get to transfer-level work.

Often, this was hard for us to see in English:

- success rates in English 104 were strong
- students who passed 104 often did well in 1A
- However, this ignored the negative impact that an additional level of English had on throughput.

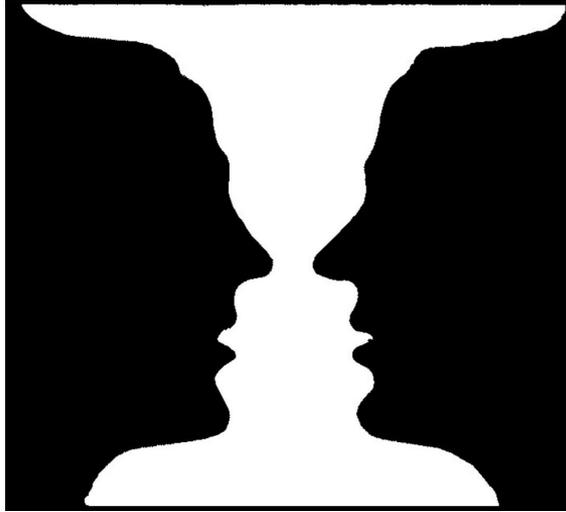
In Math, different courses used varying levels of prerequisite material.

- Example: Elementary statistics did not use much content out of intermediate algebra, even though it was a prerequisite course.
- Students frequently had a more challenging time passing algebra than statistics, which negatively impacted throughput.



(A student near the gate but lacking English and math)

The Paradigm Shift of AB705



Do you see two faces or a pedestal (or is that a goblet)? Course success rates or throughput?

Public policy researchers and many faculty began to promote high school GPA as a better placement tool than an assessment test.

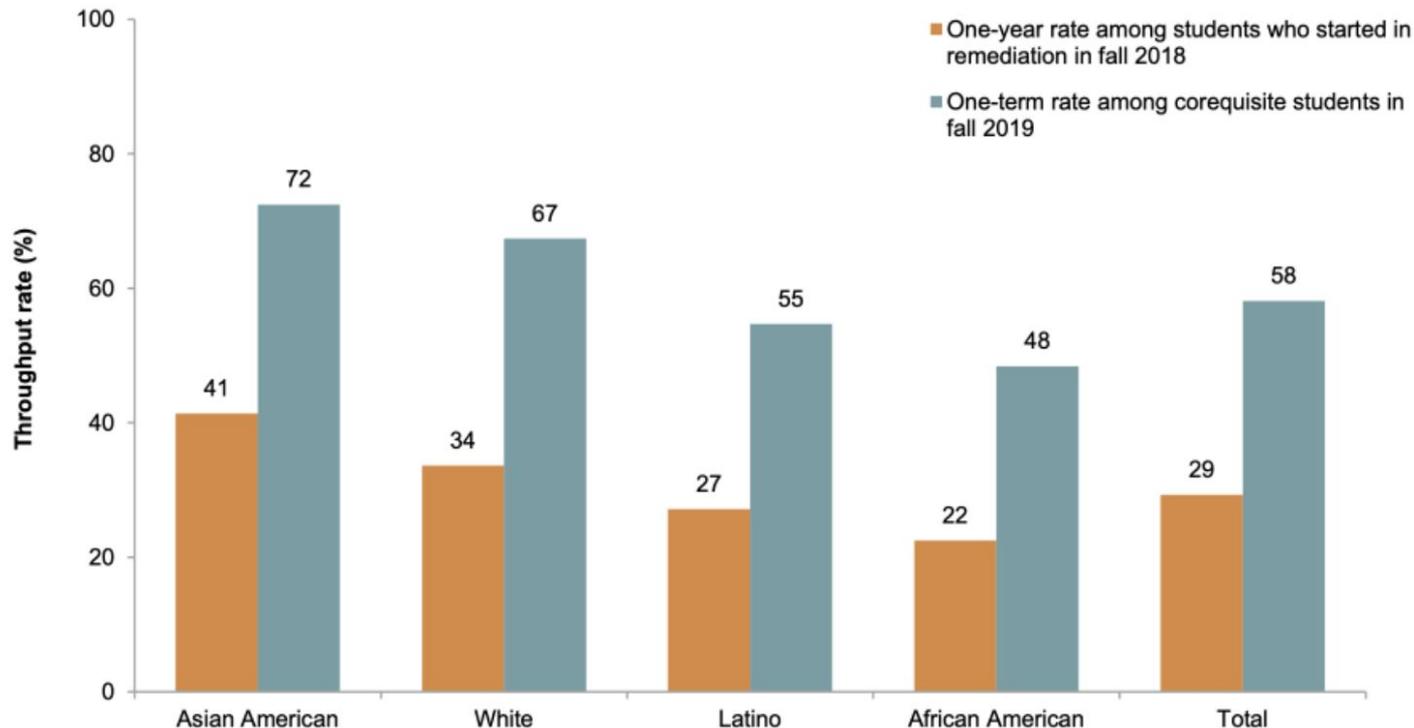
Many faculty advocated for

- contextualized learning
- "just-in-time" remediation for the necessary grammar or basic math concepts

AB705 codified this approach: Placement is by **high school GPA**, and colleges required to "maximize the probability that the student will enter and complete transfer-level coursework in English and mathematics within a **one-year timeframe.**"

FIGURE 13

Corequisite models see remarkable gains in student outcomes relative to traditional remediation

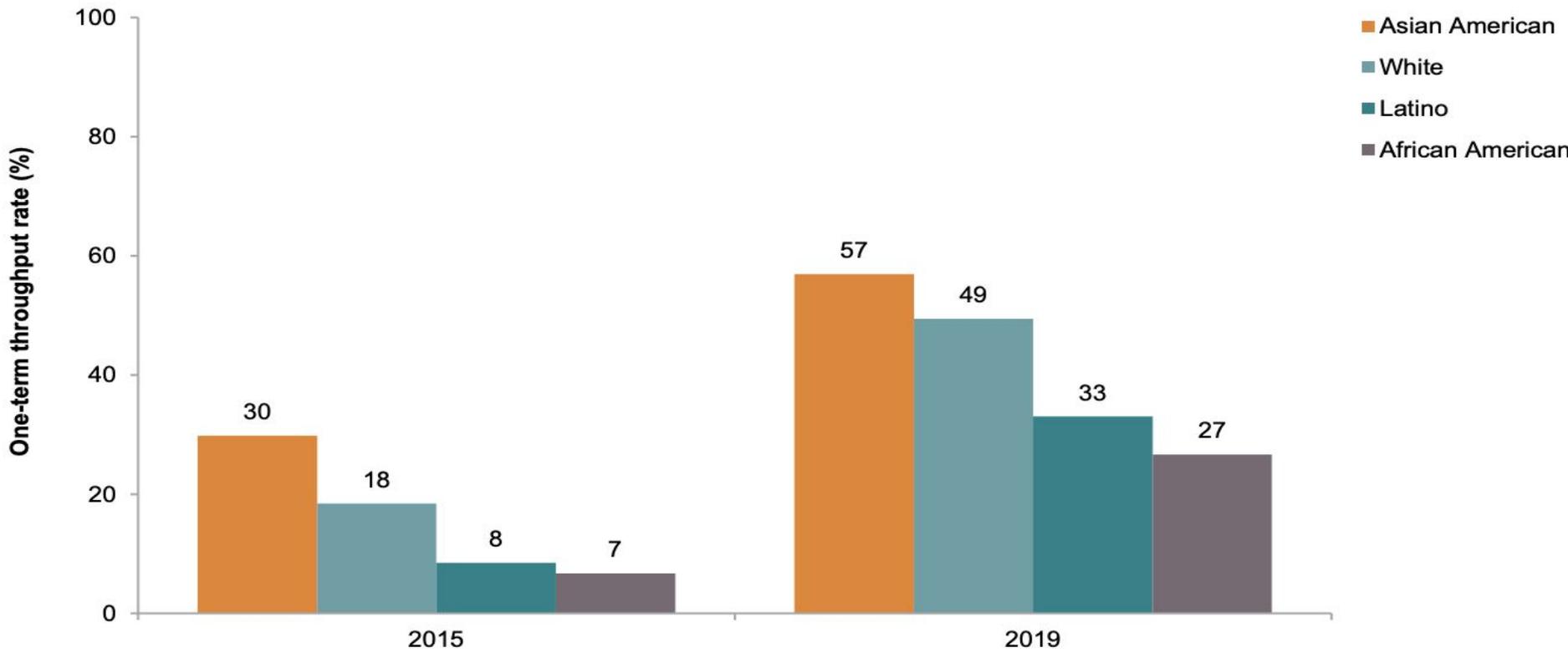


SOURCE: Authors' calculations using COMIS data.

NOTES: Fall 2019. 101 colleges offered a corequisite model in fall 2019. The figure includes 98 of those colleges. Two colleges were excluded because their enrollment in the corequisite course was not available through the COMIS data, and one college was excluded because of concerns with the accuracy of its data. A total of 32,500 first-time English students enrolled in corequisite models in fall 2019, and 41,500 students started in a developmental English course in fall 2018.

FIGURE 31

One-term throughput rates in math increased more for white students, widening equity gaps



SOURCE: Authors' calculations using COMIS data.

NOTES: Fall of each year. All 114 colleges included. There were 82,000 Latino students, 39,000 white students, 19,100 Asian American students, and 9,100 African American students in fall 2015. Meanwhile, there were 70,000 Latino students, 27,000 white students, 16,200 Asian American students, and 6,300 African American students in fall 2019. See the glossary of terms at the end of this report for definitions.

Student outcomes have improved across all metrics

- When students are placed equitably their path to completion is expedited and persistent opportunity gaps are diminished.
- More students are taking and completing gateway math and English.
 - No matter their high school performance
 - Across all subgroups

Results of Assembly Bill 705



A student who has gotten through the gate

Students' knowledge of English and math not as deep or vast, but they were passing; this means that they transfer at higher rates, an important goal given the poor retention rates in community college.

July 2021 CCC presentation (above) led to concern that many colleges still disproportionately enrolling DI students in basic skills despite transfer placement.

November 2021 memo from CCC said that colleges could no longer offer basic skills coursework unless we could demonstrate that throughput the same or better for students who begin in remedial coursework.

AB1705 was in the works by that time.

Caveats to the Success of AB705/Concerns about AB 1705

- Asian-American and white students are still outperforming Latinx and Black students
- Success varies quite a bit for students depending on h.s. GPA band
- High numbers of students NGR-ing and withdrawing (though we never tracked students who leaked out of the pipeline/fell off the ladder before)
- More students NGR-ing and withdrawing are DI students—students may be intimidated by fast pace and/or lack the time to put into accelerating.
- English and math in the first year might be more challenging for students who need to spend more time developing skills but also have to work.
- Grades are not as high.
- While many students with disabilities have been more successful, others do not do well with co-requisite support and can no longer come to us for some English/math exposure to bring to workplace

AB1705 Codifies Enrollment into Transfer-Level into Title V

All [students] shall be directly placed into, and ... shall be enrolled in, transfer-level English and mathematics courses if their program requires mathematics or English.

Exceptions:

- Students who have not graduated from a United States high school or been issued a high school equivalency certificate.
- Students with documented disabilities in educational assistance classes who are otherwise not able to benefit from general college classes even with appropriate academic adjustments, auxiliary aids, and services.
 - [Oxnard College](#)
 - [City College of San Francisco](#)
 - [Chabot College](#)
- Students enrolled in a certificate program without English or mathematics requirements.

**LPC Students with no High School Diploma (Not currently in High School)
Unduplicated Headcount by Academic Year (Fall and Spring Only)**

Status by Prior Enrollment	2019-20	2020-21	2021-22
New LPC Students	53	32	60
Continuing / Returning Students	149	111	88
Total	202	143	148

NOTE: "Continuing / Returning Students" are those who were enrolled in previous academic years.

**LPC Students with no High School Diploma (Not currently in High School)
Unduplicated Headcount by Term: Fall 2019 to Spring 2022**

	AY 2019-20		AY 2020-21		AY 2021-22	
	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Total	166	137	108	102	122	111

NOTE: Unduplicated within the term.

Enrollment in Chabot Educational Assistance Classes

	Fall 2021	Spring 2022	Fall 2022
Learning Skills: Reading (LNSK 117/217)	1	6	8
Learning Skills: Read/Write (LNSK 118A)	36	12	30
Learning Skills: Write/Read (LNSK 118B)	3	29	7
Learning Skills: Mathematics (LNSK 119/219)	28	34	28
Learning Skills: Study Strategies (LNSK 120)	17	9	17
Learning Skills: Strategies (LNSK 121)	11	12	14
Total	96	102	104

Questions:

- Possible revisions to data of students without a high school diploma
 - Include GED?
 - Include students with a high school degree from abroad?
- Should LPC consider offering educational assistance classes again?
- Is there interest among students in taking math for “lifelong learning” purposes
 - Cannot be pursuing a degree or certificate that has a math requirement
 - Auditing?
- Can we assist students in [self-study courses](#) or [competency-based education](#)?

Also in the text of AB 1705

Effective Fall 2024

College must place ***and enroll*** students in math and English courses that **count towards a requirement** for the student's academic goal (i.e. degree or certificate) unless both of the following hold:

- a. Student is otherwise highly unlikely to succeed in required course
- b. Enrollment will improve the student's probability of completing the required course within one year.

The college must inform the student that any such course is optional and does not improve their chances of success in the required course.

Also in the text of AB 1705

Effective Fall 2025

If a student must take Calculus 1 as a part of their academic goal, they **cannot** be required to take a pre-Calculus course unless all of the following hold:

- a. Student is otherwise highly unlikely to succeed in Calculus 1
- b. Enrollment will improve the student's probability of completing the required course
- c. Enrollment will improve the student's persistence to and completion of Calculus 2

Student Success Strategies

Help students be open to persisting and repeating

Students are withdrawing and possibly NGRing at higher rates, but they may be more likely to succeed if they stay in a class before repeating it.

English 1A success 2016-17: 75%

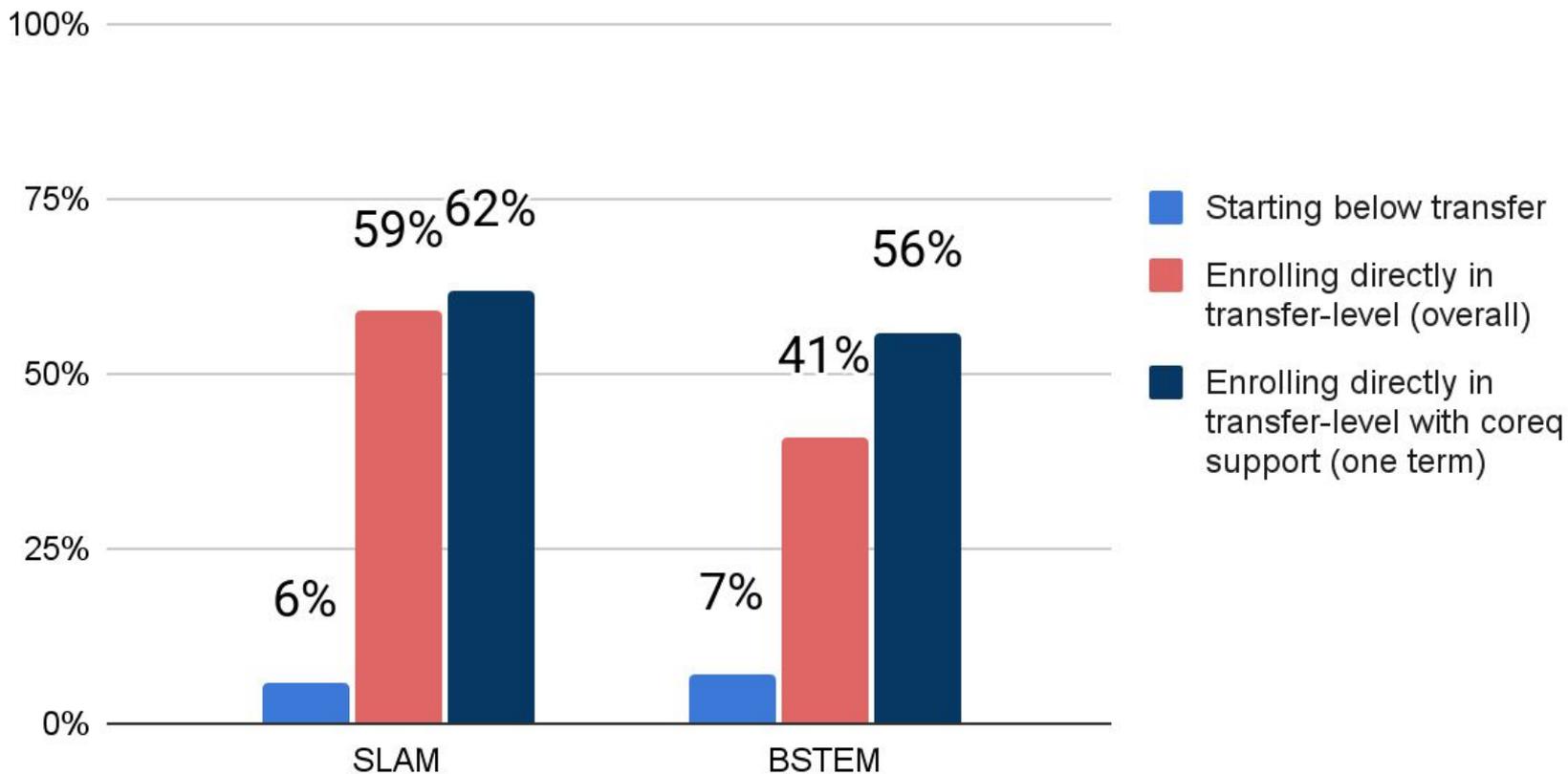
English 1A success 2021-22: 61%

English 1A withdrawal 2016-17: 14%

English 1A withdrawal 2021-22: 24%

Completion of Transferable Math

Las Positas College



Inform and remind students about academic support and embed when possible

RAW (Reading and Writing) Center

Math Jam / Concurrent support

Smartshops

Tutoring

Learning communities

Noncredit English and Math courses

Consider possible application of new legislation

- **(55022) – Pass-No Pass Grading Option** – the major shift in this policy revision is in subsection (a)(2), in which each student may now elect to be graded Pass – No Pass or with a letter grade *“until the last day of instruction.”* Additionally in (a)(2)(b), the revision outlines that “units earned on a “pass-no pass” or “credit-no credit” basis in accredited California institutions of higher education or equivalent out of state institutions shall be *“counted in satisfaction of community college curriculum requirements”*.”
- **(58509) – Refund of Enrollment Fees and Withdrawal Due to an Extraordinary Condition** – the major shift in this policy revision is in subsection (c)(1), which establishes a more permissive set of conditions for a student to receive an EW (Excused Withdrawal), establishing that EWs **“shall be allowed to students in extenuating circumstances at any time, upon petition of student or their representative.”** Additionally, in (c2) simply states than the **“extenuating circumstances” in (c)(1) “means cases of accidents, illnesses, or other circumstances beyond the control of the student.”** (c)(2) also calls out the **responsibility of the college to “identify available college support services that may mitigate the extenuating circumstances and prevent withdrawal”**, but also that the **“EW is granted if those mitigation efforts are unsuccessful, and also that students cannot be denied an EW “due to a college’s “inability to respond to the petition or provide sufficient assistance to mitigate.”**

Review course prerequisites

“Eligibility for English 1A” is a common prerequisite or recommendation that no longer distinguishes students’ preparedness. Instructors might address crucial “eligibility” skills in their classes.

Upon completion of this course (English 104), the student should be able to:

- A. Use strategies to assess a text’s difficulty, purpose, and main idea prior to the act of reading
- B. Annotate a text during the act of reading
- C. Employ strategies that enable a critical evaluation of a text
- D. Respond critically to a text through class discussions and writing
- E. Use concepts of paragraph and essay structure and development to analyze his/her own and others’ essays
- F. Write effective summaries of texts that avoid wording and sentence structure of the original
- G. Respond to texts drawing on personal experience and other texts
- H. Organize coherent essays around a central idea or a position
- I. Apply structural elements in writing that are appropriate to the audience and purpose
- J. Provide appropriate and accurate evidence to support positions and conclusions
- K. Produce written work that reflects academic integrity and responsibility, particularly when integrating the exact language and ideas of an outside text into one’s own writing
- L. Utilize effective grammar recall to check sentences for correct grammar and mechanics
- M. Proofread his/her own and others’ prose

Do changes in English affect other disciplines?

Success in Math 30s and 40s by highest successful English course, fall 2002 - spring 2005:

No English = 65%

English 100A = 70%

English 104 = 71%

English 1A = 72%

If these courses (and others, like social science) do not typically have English prerequisites or advisories and will not, instructor should address what assumptions they are making about students' reading, writing, and research skills.

Even more significantly, if science courses can no longer have certain math prerequisites, their assumptions will have to change. How will CORs change?

Group Discussion

AB705 has been around since 2019, and fewer and fewer students have been taking ESL, English 104, and math basic skills coursework. We are also coming out of a pandemic.

- Are there particular skills that you feel students are struggling with? Knowledge that they lack?
- What other factors do you think might be interfering with students' ability to gain these skills?

Since AB1705 means that even fewer students will be passing through ESL on the way to English, English 104 will no longer be offered, and basic skills math will no longer be offered, please consider the following:

- How might your teaching adjust to meet students where they are?
- What support do you need in making that adjustment?

Questions and Suggestions!

Workshop Evaluations	Reporting Hours	Global Survey
 <p data-bbox="282 678 589 710">Workshop Evaluation</p>	 <p data-bbox="803 678 1110 710">Reporting Hours</p>	 <p data-bbox="1344 678 1651 710">Global Survey</p>
<a data-bbox="185 792 685 825" href="https://tinyurl.com/bdcvucr">https://tinyurl.com/bdcvucr	<a data-bbox="720 792 1201 825" href="https://tinyurl.com/3uz8t6t4">https://tinyurl.com/3uz8t6t4	<a data-bbox="1242 792 1758 825" href="https://tinyurl.com/4bsmp782">https://tinyurl.com/4bsmp782