



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Colleagues,

On behalf of faculty and consistent with our established positions, the ASCCC has submitted a letter of opposition to AB705 to Governor Brown asking him to veto the bill. We support the intent of the bill and have advocated for better tools for assessment for placement, improved use of multiple measures, and adequate support for students to progress through the curriculum as quickly as they are able. That said, specific concerns regarding the language of the bill and the implementation of the bill have resulted in the Executive Committee determining at its September meeting to document our concerns in a letter of opposition to the Governor.

As the letter explains, the language in the bill may undermine the ability of colleges to utilize rigorous content review for sequential courses in English and mathematics. Additionally, the implementation date of January 2018 is problematic, especially with the interpretation that students must complete transfer level English and mathematics in one academic year. If the bill is enacted in this time frame, the level of disruption this would cause in our system risks possible harm to our students.

As of today, the ASCCC is the only registered opposition to AB705 and the Governor must sign or veto the bill by October 15. Should your academic senate wish to express an opinion regarding the bill, the language sent to the Governor from the legislature can be found at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB705. The attached letter details the ASCCC's opposition. Local senates may direct their correspondences to Governor Brown's office in the following ways:

Call the Governor's Office: [\(916\) 445-2841](tel:9164452841).

OR

Fill out the email form, [found here](#).

Correspondences should be sent as soon as possible.

Should the Governor choose to sign this legislation into law, the ASCCC fully intends to work with the Chancellor's Office to ensure it's implementation meets both the needs of the system to comply with the law and the needs of our students. Should the Governor

choose to veto this legislation, we will need to address the concerns raised in a meaningful way to ensure our processes and services to students are optimized to ensure the best outcomes for our students.

Respectfully,

Julie Bruno
President, Academic Senate for California Community Colleges
Professor of Communication Studies, Sierra College
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AB-705 Seymour-Campbell Student Success Act of 2012: matriculation: assessment. (2017-2018)

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CALIFORNIA LEGISLATURE— 2017–2018 REGULAR SESSION

ASSEMBLY BILL**No. 705****Introduced by Assembly Member Irwin****February 15, 2017**

An act to amend Section 78213 of the Education Code, relating to community colleges.

LEGISLATIVE COUNSEL'S DIGEST

AB 705, Irwin. Seymour-Campbell Student Success Act of 2012: matriculation: assessment.

(1) Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state. Existing law, the Seymour-Campbell Student Success Act of 2012, provides that the purpose of the act is to increase California community college student access and success by providing effective core matriculation services of orientation, assessment and placement, counseling, and other education planning services, and academic interventions. Existing law prohibits a community college district or college from using any assessment instrument for the purposes of these provisions without the authorization of the board of governors.

This bill would require a community college district or college to maximize the probability that the student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe, and use, in the placement of students into English and mathematics courses in order to achieve this goal, one or more of the following: high school coursework, high school grades, and high school grade point average. The bill would authorize the board of governors to establish regulations governing the use of measures, instruments, and

placement models to ensure that these measures, instruments, and placement models achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe, and that a student enrolled in English-as-a-second-language (ESL) instruction will enter and complete degree and transfer requirements in English within a timeframe of 3 years. The bill would also authorize the board of governors to establish regulations that ensure that, for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, a community college maximizes the probability that a student will enter and complete the required college-level coursework in English and mathematics within a one-year timeframe.

The bill would prohibit a community college district or college from requiring students to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework shows that those students are highly unlikely to succeed in transfer-level coursework in English and mathematics. The bill would authorize a community college district or college to require students to enroll in additional concurrent support, including additional language support for ESL students, during the same semester that they take the transfer-level English or mathematics course, but only if it is determined that the support will increase their likelihood of passing the transfer-level English or mathematics course.

To the extent the bill would impose additional duties on community college districts and colleges, the bill would impose a state-mandated local program.

(2) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: yes

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. (a) The Legislature finds and declares all of the following:

(1) The California community college system is the nation's largest system of higher education, and a critical entry point to higher education and opportunities for upward mobility.

(2) California's community colleges identify more than 75 percent of its students as underprepared, and refer this overwhelming majority of students to remedial courses.

(3) The choice of assessment instruments and placement policies has serious implications for equity, since students of color are more likely to be placed into remedial courses.

(4) There are serious adverse consequences to a college incorrectly assigning a prepared student to remediation. These adverse consequences include discouraging some students from pursuing a postsecondary education, as well as burdening other students with higher educational costs and delaying their degree plans.

(5) Students placed into remediation are much less likely to reach their educational goals. According to the Student Success Scorecard, just 40 percent go on to complete a degree, certificate, or transfer outcome in six years, compared to 70 percent for students allowed to enroll directly in college-level courses.

(6) Numerous reputable studies suggest that community colleges are placing too many students into remediation and that many more students would complete transfer requirements in math and English if allowed to bypass remedial prerequisite courses and enroll directly in transfer-level English and math courses.

(7) Instruction in English as a second language (ESL) is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both of the above.

(8) The Board of Governors of the California Community Colleges has established rules to protect students from being excluded from courses in which they can be successful. This was in response to a Mexican American Legal Defense and Education Fund lawsuit that was settled in 1991 and was driven by concerns that assessment tests disproportionately placed Latino students into remedial prerequisite courses.

(9) Community colleges are prohibited from requiring students to take a prerequisite course unless they are highly unlikely to succeed in a higher-level course without it pursuant to Section 55003 of Title 5 of the California

Code of Regulations, but this policy is not followed in practice. In math, broad exceptions allow community colleges to block students from courses in which they can be successful in the service of four-year university transfer policies.

(10) Colleges are also required to use multiple measures in determining course placement pursuant to Section 55522 of Title 5 of the California Code of Regulations, but Title 5 of the California Code of Regulations does not provide enough guidance in the use of multiple measures to ensure that students are not excluded from courses in which they can be successful.

(11) A 2016 report by the Public Policy Institute of California found that California community colleges still use placement tests extensively, and that the use of other student achievement measures for placement was sparse and unsystematic.

(12) There is evidence that when used as the primary criterion for placement, these tests tend to underplace students—leading colleges to assign students to remedial courses when those students could have succeeded in college-level courses. The reliance of test scores as the determinant factor for high-stakes placement decisions runs contrary to testing industry norms.

(13) Research shows that a student's high school performance is a much stronger predictor of success in transfer-level courses than standardized placement tests.

(14) The community college system is in a good position to improve placement practices. The system's Multiple Measures Assessment Project and Common Assessment Initiative have conducted deep and research-driven work on the use of high school performance to greatly improve the accuracy of the placement process.

(15) The Legislature has made significant investments to improve student assessment and placement. These investments most recently include the Community College Basic Skills and Student Outcomes Transformation Program grants, which are providing selected colleges with funding to redesign remedial assessment and placement, as well as curriculum and career pathways.

(16) The goal of this act is to ensure that students are not placed into remedial courses that may delay or deter their educational progress unless evidence suggests they are highly unlikely to succeed in the college-level course.

(b) It is the intent of the Legislature that the State Department of Education and the Chancellor's Office of the California Community Colleges work collaboratively to ensure timely access to data regarding high school performance for purposes of community college student placement.

SEC. 2. Section 78213 of the Education Code is amended to read:

78213. (a) No community college district or college may use any assessment instrument for the purposes of this article without the authorization of the board of governors. The board of governors may adopt a list of authorized assessment instruments pursuant to the policies and procedures developed pursuant to this section and the intent of this article. The board of governors may waive this requirement as to any assessment instrument pending evaluation.

(b) The board of governors shall review all assessment instruments to ensure that they meet all of the following requirements:

(1) Assessment instruments shall be sensitive to cultural and language differences between students, and shall be adapted as necessary to accommodate students with disabilities.

(2) Assessment instruments shall be used as an advisory tool to assist students in the selection of appropriate courses.

(3) Assessment instruments shall not be used to exclude students from admission to community colleges.

(c) The board of governors shall establish an advisory committee to review and make recommendations concerning all assessment instruments used by districts and colleges pursuant to this article.

(d) (1) (A) A community college district or college shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe, and use, in the placement of students into English and mathematics courses in order to achieve this goal, one or more of the following measures:

(i) High school coursework.

(ii) High school grades.

(iii) High school grade point average.

(B) Colleges shall use evidence-based multiple measures for placing students into English-as-a-second-language (ESL) coursework. For those students placed into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within three years.

(C) Multiple measures shall apply in the placement of all students in such a manner so that either of the following may occur:

(i) Low performance on one measure may be offset by high performance on another measure.

(ii) The student can demonstrate preparedness and thus bypass remediation based on any one measure.

(D) When high school transcript data is difficult to obtain, logistically problematic to use, or not available, a community college district or community college may use self-reported high school information or guided placement, including self-placement for students.

(E) The board of governors may establish regulations governing the use of these and other measures, instruments, and placement models to ensure that the measures, instruments, and placement models selected by a community college demonstrate that they guide English and mathematics placements to achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe and credit ESL students will complete transfer-level coursework in English within a timeframe of three years. The regulations should ensure that, for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, a community college district or college maximizes the probability that a student will enter and complete the required college-level coursework in English and mathematics within a one-year timeframe.

(2) Notwithstanding Section 78218 or any other law, a community college district or college shall not require students to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework shows that those students are highly unlikely to succeed in transfer-level coursework in English and mathematics. A community college district or college may require students to enroll in additional concurrent support, including additional language support for ESL students, during the same semester that they take a transfer-level English or mathematics course, but only if it is determined that the support will increase their likelihood of passing the transfer-level English or mathematics course. The community college district or college shall minimize the impact on student financial aid and unit requirements for the degree by exploring embedded support and low or noncredit support options.

(e) For purposes of this section, "assessment" means the process of gathering information about a student regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance.

SEC. 3. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

Intensity

Title 5, section 55002(a)(2)(C) establishes the standard that degree-applicable credit courses must be designed with sufficient scope and rigor to require students to spend additional, independent study time beyond class hours. This standard interacts with title 5, sections 55002(b)(2)(B) and 55002.5, where the calculation of units is based on total student learning hours, inclusive of all hours spent inside and outside of the class. The COR should provide sufficient scope and rigor to account for outside-of-class hours.

Prerequisites and Corequisites

Title 5, section 55002(a)(2)(D) requires that local curriculum approval include an assessment of entry skills that may be necessary for students to successfully complete the course, but that are not covered in the course. This section of regulation is primarily directed at the pre and corequisites other than communication or computation, which are covered in the next section. The total standards, criteria, and approval process for prerequisites and corequisites is covered in title 5, section 55003 and further explained in subsequent sections of this Handbook.

Basic Skills Requirements

Title 5, section 55002(a)(2)(E) outlines the requirement of establishing a pre or corequisite of eligibility for entry into an associate degree level course in English or math when student success in the course is dependent on skills in communication or computation. Of note in this regulation is the following clause:

“If success in the course is dependent upon communication or computation skills, then the course *shall require...*”

Local curriculum approval must include an assessment of this area and, where it is determined that students must be able to communicate or compute at college level, the establishment of pre or corequisites in English or math. The establishment of requirements under this section must conform to the standards and criteria specified in title 5, section 55003.

Difficulty and Level

Title 5, section 55002(b)(2)(F) and (G) require that degree-applicable courses include work requiring critical thinking and understanding and application of concepts at a college level. Additionally, the local approval process must ensure that each degree-applicable course includes learning skills and vocabulary that are at college level.

Except in very limited circumstances, the content of a course may not be designated as repeatable for credit. Title 5 §55041 states that the content of a course may only be designated as repeatable if the course meets one of the following conditions: repetition of the course is necessary to meet the major requirements of CSU or UC for the completion of a bachelor's degree; for the purposes of intercollegiate athletics, as defined in §55000; and for intercollegiate academic or vocational competition, as defined in §55000, where enrollment in the course and courses that are related in content, as defined in §55000, is limited to no more than four times for semester courses or six times for quarter courses. This enrollment limitation applies even if the student receives a substandard grade or “W” during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances as provided in §55045.

COURSE FAMILIES

Where repeatability is not applicable, local curriculum committees may designate course families for “active participatory courses” where appropriate. Active participatory courses are those courses where individual study or group assignments are the basic means by which learning objectives are obtained. Courses that are related in content—families—are courses with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each variation.

Because, with few exceptions, students can only take each of the specified active participatory courses once, colleges may establish courses families. Title 5 allows for no more than four levels or experiences within a family such that each course may only be taken one time. Course families should provide students with an opportunity to build their knowledge, skills, abilities, and fitness levels in physical activity courses within a set or family of discreet individual courses. The need to develop leveled or distinct courses should be founded on these principles and should be done to ensure programmatic needs are met, where appropriate.

Course content for each course in a course family must be significantly different although the courses are related in content, including level-specific course objectives and outcomes. When local colleges create multiple courses or course levels, the courses may be offered simultaneously rather than scheduled separately, with the enrollment across all sections being counted together for minimum or maximum enrollment considerations, FTES computation, and teaching load. For example, a local college may create a Beginning, Intermediate, and Advanced Ceramics course sequence (CERM 100, 101, 102 for this example). CERM 100, 101, and 102 can then all be scheduled for Tuesdays and Thursdays from 9 to 12 with the same instructor.

A variation on leveling is to create courses with a more specific focus within an area of emphasis. For example, some colleges may split painting up into oil, acrylic, and watercolor courses or separate out relief printmaking from intaglio, lithography, or screen-printing. There are both curricular and pedagogical justifications for this approach. The primary concern with this approach is that receiving institutions (UC and CSU in particular) typically do not break up the curriculum in this way. Most schools in the CSU or UC systems only require one or two courses in any given medium for major transfer preparation. Local faculty should work closely with their articulation officers to assess the potential impact of this approach on students preparing to transfer.

Local curriculum committees are encouraged to be conservative in making such decisions. The definition of “courses that are related in content” is not intended to be so narrow that it becomes inhibiting or useless, but neither is it intended to allow colleges to proliferate levels and active participatory courses by turning every course in the curriculum into a family.

CLASS SIZE

Enter the number of the recommended class size. Base the recommended maximum enrollment on the largest number of students who can be accommodated for sound learning conditions. Take into account the average drop-out rate in the discipline area when recommending class size.

The "Rationale for recommended size" is a text field. Rationale for the class size determination should be based on pedagogical reasons. See §19.402 of the Collective Bargaining Contract for more information on class size.

GRADING

- Letter grade or P/NP means that faculty can award either pass/no pass or a letter grade
- Non-Credit course does not receive a grade (and should be numbered 500-599)
- P/NP course only awards a "pass" or a "no pass" for the course
- Letter Grade Only awards only letter grades of A, B, C, D or F for the course.

Degree/Transfer Applicability

This information indicates the degree applicability of the course. Note: This information must correspond with the assigned course number.

Non-Credit Course

A course may be offered as non-credit only if it fits one of the following categories:

1. Parenting, including parent cooperative preschools, classes in child growth and development of parent/child relationships, and classes in parenting.
2. Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts.
3. English as a Second Language
4. Citizenship for immigrants
5. Education programs for substantially handicapped.
6. Short-term vocational programs with high employment potential Education programs for older adults
7. Education programs win home economics
8. Health and safety education

All new non-credit courses must be approved by the Chancellor's Office prior to the course being offered. See Part III of the PCAH 6th edition.

General Education

Refer to the current SCC General Catalog under "Graduation Requirements" and "Transfer to Four-Year Colleges and Universities" to determine whether the proposed course is associate degree, IGETC and/or CSU G.E. applicable. This area should be completed AFTER consulting with the Articulation Officer.

Articulation Information

Required for transferrable courses only. Describe the work done on articulation with 4-year institutions. Provide detailed answers for all areas and attach supportive materials to the proposal when submitted to the Curriculum Office. For courses numbered 1 through 99, indicating transferability to U.C. and/or CSU, the completed course proposal application must be signed by the Articulation Officer BEFORE it can continue through the signature process. The Articulation Officer's recommendations are for advisory purposes.

Requisites

Although all corequisites and prerequisites must be validated every 5 years, the Committee allows the use of the "Re-validation of Prerequisite and/or Corequisite" form and process for those courses that have course preparations which have been validated by the department and approved by the Committee previously and have not changed. In order to add requisites, a requisite analysis must have been performed. ***For content review, it is required that the requisites and requisite analysis be reviewed and approved.***

Co & Prerequisites

CO-REQUISITES

There are two types of co-requisites:

O N E

A course or equivalent preparation that must be taken concurrently with another course. The skills and proficiencies of a co-requisite course are so INTERDEPENDENT with the content of another course that the courses (or equivalent preparation) must be taken together. The criterion for this type of course is not just that without the skills in one course the student will not reasonably succeed in the other but further that skill "A" in course "X" must be learned before the student can learn skill "B" in course "Y" - sort of back and forth or two-way prerequisite.

T W O

Course "X" is required for course "Y", but also course "Y" is not required for course "X". A course or equivalent preparation that may be completed before OR taken concurrently with another course. This forms a "one-way" co-requisite: Course "X" may be taken before or during course "Y".

Both types of co-requisites are listed under "Prerequisites," but the second type is followed by the parenthetical phrase "may be taken concurrently." A student's enrollment in a course with a co-requisite is blocked until the requirements of the co-requisite are satisfied.

PREREQUISITE

DEFINITION

A course or equivalent preparation that must be completed before enrolling in another course. Skills and proficiencies gained in the prerequisite course or equivalent preparation are not taught in the subsequent course but, in order for students to succeed in the subsequent course, they must have the skills and or/ proficiencies provided in the prerequisite course or equivalent preparation.

A student’s enrollment in a course with a prerequisite is blocked until the requirements of the prerequisite are satisfied.

COURSE PREPARATION OPTIONS

- Sequential courses within and across disciplines
- Standard Co/Prerequisite
- Co/Prerequisite of a course in communication and/or computation for a course outside of those disciplines
- Recency or other Measures of Readiness
- Health and Safety

All corequisites and prerequisites must be validated and revalidated at least every five years during the curriculum review process. The validation process varies, depending

upon the type of co/prerequisite:

TYPE OF CO/PRE REQUISITE	REQUIRES CONTENT REVIEW?*	REQUIRES STATISTICAL VALIDATION?***	OTHER REQUIREMENTS
Sequential within & across disciplines	✓		
Standard Co/Prerequisite	✓		
Course in communication or computational skills outside the discipline as co/prerequisites for courses other than another skills course	✓	✓	Identify and provide the names of at least three UC and/or CSU campus that offer the equivalent course with the equivalent prerequisite.
Recency & other measures of readiness	✓	✓	If there is no statistical validation information for existing courses with co/prerequisite of recency or other measure of readiness, the co/ prerequisite MUST be removed from the course.
Health & Safety	✓		Narrative Justification

*The content review process consists of matching entry skills required in the subject course with the exit skills of the prerequisite course or other experience (such as employment in a given field.) Content review requires the completion of the prerequisite forms “Content Review Matrix” and “Course Outline of Record Addendum”.

**In order to perform statistical validation, instructors should contact Peter Cammish who has all of the necessary information. Only new courses that have never been offered have a two-year grace period to complete the statistical validation component.

Program Co/Prerequisite: in order to put a co/prerequisite on a program, the same co/prerequisite must be required in at least one course within the program (not necessarily the first course).

The Content Review Matrix in CurricUNET is where authors should list:

- OUTCOME knowledge and/or skills developed in the co/prerequisite course without which students would be unlikely to satisfactorily complete the Proposed Course. (These skills will not be taught in the Proposed Course.)
- ENTRY KNOWLEDGE/SKILLS needed in Proposed Course without which students would be unlikely to receive a satisfactory grade.

Using the Content Review matrix, list OUTCOME knowledge and/or skills developed in the co/prerequisite course without which students would be unlikely to satisfactorily complete the Proposed Course. (These skills will not be taught in the Proposed course.)



Using the Content Review matrix, list matching ENTRY KNOWLEDGE/SKILLS needed in Proposed Course without which students would be unlikely to receive a satisfactory grade.



Content Review Matrix Screenshot.

BEST PRACTICE:

A course's assignments must be appropriate to its advisories. Example: if a student will be required to complete a research paper, or to perform extensive writing and reading, the advisory should reflect that level of proficiency expected.

Co/Prerequisites must be revalidated every five years, during Curriculum Review.

Course Advisories

Sheila Kaushal

From: Joshua Scott
Sent: Saturday, September 30, 2017 11:23 AM
To: Michael Wyly; ALL-FACULTY
Cc: Sheila Kaushal; Celia Esposito-Noy; David Williams; LaNae Jaimez
Subject: RE: For the Review of All Faculty, Pending Legislation AB 705, Academic Senate Meeting - October 2, 2017
Attachments: AB705EquityInfograph.pdf

Colleagues,

In the rebuttal I wrote at the Senate's request, I refer to an infographic which I have attached. The rebuttal is also below for your convenience.

Colleagues,

I am grateful for the opportunity to respond to Michael's email, as the passage of AB705 is an extremely important issue. In fact, no state legislation in my adult lifetime has the potential to do more to address the inequity that so many of us have devoted our professional lives to addressing. Michael is right—the evidence is unequivocal: the reforms mandated in AB705 (use of high school multiple measures, insistence that math and English pre-reqs be statistically validated) will improve access and success rates for hundreds of thousands of our students, predominantly students of color. Many on our campus are already familiar with the numbers from presentations members of the Basic Skills Committee have given over the years, but I've attached an infographic developed by the Campaign for College Opportunity which reveals to what an extent our traditional methods of assessment and placement have discriminated against students of color.

And without this legislation, students will continue to suffer. Michael points out that our English department has already made these reforms, but nothing in the current curriculum process has mandated that we do so, and if our department had chosen to ignore the evidence, our students would still be in the traditional pathway, meaning that many of our students would never achieve their dream of a degree, certificate, or transfer. In fact, many English and math departments around the state are maintaining (and in at least one case expanding) their traditional basic skills sequence, despite the fact that evidence now overwhelmingly shows that this long sequence of basic skills classes will impair students' ability to achieve transfer-level. For despite what the ASCCC asserts in their letter, **there is not a current process for a robust validation of prerequisites within the same discipline.** As anyone who has spent time on our curriculum committee knows, there are two processes in place for prereqs, a robust validation process for prereqs across disciplines (a math prereq for a nursing course, for example), but a much simpler process for prereqs within disciplines (e.g. English 360 before English 1). In the latter case, discipline faculty can simply assert, after reviewing course outlines, that the prereq is needed, even if data to the contrary exists internally or on a state-wide level. AB705 rectifies this gap, and will force departments who have chosen to ignore the evidence to look at it more closely.

And the people of California, as represented in both houses at the state capitol, have overwhelmingly seen fit to demand that individual math and English departments look at the evidence, and that they and their Curriculum Committees must hold prereqs and placement processes to this greater scrutiny. AB705 passed unanimously in both houses, and now sits on Governor Brown's desk. Governor Brown needs to sign this bill. It's a moral and right action, one which will make our state a better place and will help to end discriminatory placement and assessment policies.

I also should point that the ASCCC's letter is wrong in another important regard: they claim that AB705 includes a January 2018 start date, **but this is not true and is not included in the legislation.** You can read the AB705 in full

here: https://leginfo.legislature.ca.gov/faces/billVersionsCompareClient.xhtml?bill_id=201720180AB705&cversion=20170AB70592ENR

And Michael made it a point to separate the conversations regarding the content of the bill from the process by which it was composed, with the latter being where he finds most fault. On the face of it, this confuses me—if legislation clearly benefits our students, then we, as advocates for our students and for an equitable system, seem duty bound to support that legislation. There are a hierarchy of loyalties and concerns, and as professionals in the community college system, our greater loyalty should be to our students’ chance to experience a meaningful education and their chance to experience justice. But this is especially troubling because **his claim that ASCCC was not adequately consulted is simply not true, and the ASCCC makes no such claims in the letter which he sent us.** On the contrary, in the first paragraph of their letter, they state,

“The Academic Senate has communicated with Assembly member Irwin’s office since February 2017 regarding our concerns. We are grateful for Assembly member Irwin’s willingness to collaborate with us to reach solutions, and through this collaboration we have been able to address a number of our concerns in several areas of the bill.” And if you look through the different versions, you will see exactly this sort of collaboration in place, perhaps most noticeably when they voiced concerns regarding the CTE program math requirements last spring, and the legislation was changed as a result.

The ASCCC are not critiquing the process; instead, they are concerned about 1) the start date (which is a misunderstanding as it is not in the legislation) and 2) with this language (again, quoting from their letter):

“Notwithstanding Section 78218 or any other law, a community college district or college shall not require students to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework shows that those students are highly unlikely to succeed in transfer-level coursework in English and mathematics.”

We know high school data is the most reliable predictor of success. We know that Title V already mandates that prereqs only exist when students are “highly unlikely to succeed” without that prereq in place. We know that our legislature has the right to hold us to account, to demand that we create a system that is equitable and takes our students’ needs seriously. And remember, we now know that schools that ignore these reforms are hurting their most vulnerable students, primarily students of color and students of lower socio-economic status. The people have spoken, and we embrace these reforms. And for the ASCCC to now speak in our name, saying that we, the faculty of California, are opposed to this legislation when many of us in fact believe in it very strongly is unacceptable, especially when they have not done due diligence and surveyed us, the faculty who are interacting with our students and seeing the consequence of placement and prereq policies on a daily basis. On this specific issue the ASCCC doesn’t speak for me, and I hope they don’t speak for our school. This is not who we are.

Respectfully,

Josh Scott

From: Michael Wyly

Sent: Friday, September 29, 2017 5:36 PM

To: ALL-FACULTY <ALL-FACULTY@solano.edu>

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Subject: For the Review of All Faculty, Pending Legislation AB 705, Academic Senate Meeting - October 2, 2017

Importance: High

Colleagues:

If you will review the senate agenda for Monday, October 2, 2017, you will find, as both an item for information and for action, agenda items related to the proposed legislation for AB 705 (Irwin) which would amend Education Code 78213, as it relates to community colleges.

At issue is whether the Solano Community College Academic Senate will endorse the position of the Executive Committee for the Academic Senate for California Community Colleges (ASCCC) who has opposed the legislation, or whether the Solano Community College Academic Senate will endorse the pending legislation, or whether the Solano Community College Academic Senate will take no action. This action will also inform future senate positions on related issues, when voting at plenary, for example. Any action would need to occur prior to the October 15 deadline for the signing of the legislation, hence the timeline.

AB 705 would prohibit a community college district or college from requiring students to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework shows that those students are highly unlikely to succeed in transfer-level coursework in English and mathematics. The bill would authorize a community college district or college to require students to enroll in additional concurrent support, including additional language support for ESL students, during the same semester that they take the transfer-level English or mathematics course, but only if it is determined that the support will increase their likelihood of passing the transfer-level English or mathematics course.

Please see the complete proposed legislation at

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705

As I have already conveyed to the senators and subcommittee chairs, it is my opinion that one key issue for the senate or consider is the process by which AB 705 has been composed/refined, including possible insufficient consultation with state senate, per ASCCC Exec, as well as a lack of response from CCCCO legal per ASCCC requests. (This is especially true after significant May 2017 revisions to the bill; see <http://www.asccc.org/sites/default/files/AB%20705%20Letter.pdf> for more, as well as the current position of the Academic Senate included in the attached letter). Moreover, at issue is canonizing in state law these approaches which would impose curricular change at the expense of existing local control, including prerequisites. For this reason, you will also find information re: requisite validation, including our Curriculum Handbook and the Program and Course Approval Handbook (2017). I also suggest that faculty should also consider the idea of additional precedent for legislature affecting how we educate given the ASCCC position of insufficient/inadequate consultation with ASCCC.

In preparation for this action item, I have also solicited a position statement from our BSI Coordinator, Joshua Scott, who argues for the pending legislation, which you may also find attached to this document.

As this is an important and possibly contested issue, and as time management is at a premium, I have strongly encourage senators to identify the consensus of the faculty they represent prior to October 2. As such, please convey your questions, concerns or position to your senator, especially if you have not heard from them to date.

Moreover, there might be time limits imposed on individual comments and overall debate, as needed, for purposes of time-management of senate business, including our meeting with our guests, members of the ACCJC visiting team.

I will add, support or opposition to the position taken by the ASCCC should not be conflated with support or opposition to the curricular changes implemented at Solano Community College or elsewhere. As we have seen via BSI reports and presentations, local changes to curriculum have had significant positive impact on student access and success, including significant reductions in success-equity gaps for both placement as well as completion. At Solano Community College, these changes have been most notable in English, thanks to the important work of our BSI subcommittee, including their leadership state-wide in acceleration and multiple measures. And, I suggest that our senate has continued to support these local efforts, including similar work in Mathematics. Please see our AY 2017-2018 priorities.

Thank you for your attention.

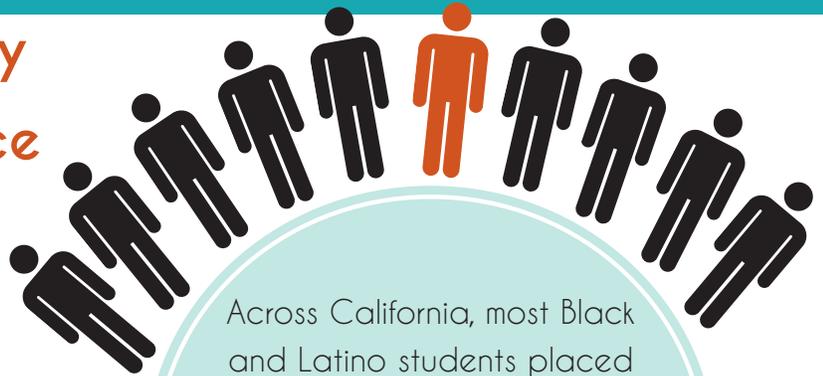
-Michael

Michael J. Wyly
Academic Senate President
Solano Community College

ENSURING ASSESSMENT EQUITY AT CALIFORNIA COMMUNITY COLLEGES

Placement is destiny. A single test should not determine a student's destiny. Yet, each year over 75% of students learn that they have assessed as not college ready and must enroll in at least one remedial course.

Black and Latino students are **more likely** to be placed in multiple remedial classes. With every remedial class required, **their chance of completing drops.**



Across California, most Black and Latino students placed into remediation must take **3+ remedial math courses.** Fewer than **1 in 10** of these students will complete the math for a degree.

50-60% of racial achievement gaps in college completion are driven by initial placement into English and math.

Students of color often benefit the most from remediation reform

At **Las Positas College**, students with a high school GPA of 2.5+ now bypass English remediation, and access to college English has **tripled for Black and Latino students.**

When **Florida** made remediation optional for many students, racial achievement gaps shrank and **completion of college math and English nearly doubled for Black students.**



Through multiple measures placement and co-requisites at **Cuyamaca College**, access to transfer math is now 3.5 times higher for all students and **7 times higher for Black students.**

When **Tennessee** replaced traditional remediation with co-requisites, completion of college math quadrupled overall and was **7 times higher among minority students.**

***Co-requisite model:** under-prepared students are not excluded from college-level courses. Instead, they receive additional support to be successful there.

***Multiple measures:** student placement is determined by high school grades and other measures, not just a single test.



#fixplacement

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