

First Friday Noncredit Webinars

September 7, 2018

A Noncredit Community of Practice Activity

**Brought
to you by:**

Academic Senate for California Community Colleges (ASCCC)

Association of Community and Continuing Education (ACCE)

Chancellor's Office

Career Ladders Project (CLP)

California Community Colleges Success Network (3CSN)

Overview

Welcome!

Featured Guest Presenters

Questions

Closing/Wrap-up



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.



CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

IMPLEMENTATION REQUIREMENTS FOR AB 705

Laura Hope, Executive Vice Chancellor of Educational Services and Support

Donna Necke, Professor, Adult Basic Education, Mt San Antonio College

Craig Rutan, ASCCC Secretary



AB 705

- AB 705 (signed October 13, 2017) requires colleges to use one or more of the following when placing students into courses in mathematics and English:
 - High School Coursework
 - High School GPA
 - High School Grades
- If colleges are not able to obtain official transcript data, they can use self-reported data or guided placement.
- Colleges must fully comply with the requirements for mathematics and English by Fall 2019.

Placement for Mathematics and English

- Colleges are expected to place students into mathematics and English courses that maximize the likelihood that they enter and complete transfer level in one year.
- Colleges are permitted to place students into a below transfer level course **only if the student is highly unlikely to succeed at the transfer level and the college can demonstrate that the students likelihood of completing transfer level in one year is at least as high as direct placement.**

Default Rules for English

High School Performance Metric for English	Recommended AB 705 Placement for English
HSGPA \geq 2.6 Throughput rate of 79%	Transfer-Level English Composition No additional academic or concurrent support required
HSGPA 1.9 - 2.6 Throughput rate of 58%	Transfer-Level English Composition Additional academic and concurrent support recommended
HSGPA $<$ 1.9 Throughput rate of 42%	Transfer-Level English Composition Additional academic and concurrent support strongly recommended

Default Rules for SLAM

High School Performance Metric for Statistics/Liberal Arts Mathematics

HSGPA \geq 3.0

Throughput rate of 75%

Recommended AB 705 Placement for Statistics/Liberal Arts Mathematics

Transfer-Level Statistics/Liberal Arts
Mathematics

No additional academic or concurrent
support required for students

HSGPA from 2.3 to 2.9

Throughput rate of 48%

Transfer-Level Statistics/Liberal Arts
Mathematics

Additional academic and concurrent
support recommended for students

HSGPA $<$ 2.3

Throughput rate of 29%

Transfer-Level Statistics/Liberal Arts
Mathematics

Additional academic and concurrent
support strongly recommended for
students

Default Rules for B-STEM

High School Performance Metric BSTEM Mathematics	Recommended AB 705 Placement for BSTEM Mathematics
HSGPA ≥ 3.4 or HSGPA ≥ 2.6 AND enrolled in a HS Calculus course Throughput rate of 74%	Transfer-Level BSTEM Mathematics No additional academic or concurrent support required for students
HSGPA ≥ 2.6 or Enrolled in HS Precalculus Throughput rate of 54%	Transfer-Level BSTEM Mathematics Additional academic and concurrent support recommended for students
HSGPA ≤ 2.6 and no Precalculus Throughput rate of 28%	Transfer-Level BSTEM Mathematics Additional academic and concurrent support strongly recommended for students

Credit ESL

- Colleges are expected to maximize the likelihood that credit ESL students complete transfer level coursework in English (could be an ESL course equivalent to freshmen composition) in three years.
- Placement models based on high school performance data are viable for students with 4 years of high school in the United States. This represents ~ 25% of ESL students.
- A workgroup is meeting to develop tools for placement into credit ESL courses and develop strategies colleges could explore to decrease the time it takes for students to complete ESL sequences.
- Additional ESL guidance is expected by December 2018.
- Colleges should continue with their current ESL placement practices, including assessment tests, for now.
- Full implementation for ESL is required by Fall 2020.

ESL Placement (Students with 4 yrs US High School)

High School Performance Metric for English	Recommended AB 705 Placement for English
HSGPA \geq 2.6 Success rate = 78.6%	Transfer-Level English Composition No additional academic or concurrent support required
HSGPA 1.9 - 2.6 Success rate = 57.7%	Transfer-Level English Composition Additional academic and concurrent support recommended
HSGPA $<$ 1.9 Success rate = 42.6%	Transfer-Level English Composition Additional academic and concurrent support strongly recommended

Corequisite Noncredit Course

- A corequisite course in noncredit is allowable and may be required (per AB 705 FAQ released August 2018) if the college can demonstrate that the corequisite increases the likelihood of success.
- The corequisite course could have variable hours to allow different amounts of corequisite support to be scheduled with only one course outline.
- Courses are required to have an approved course outline that meets the requirements outlined in Title 5 §55002 (this includes specifying possible topics that will be covered in the course content)

Corequisite Noncredit Course (2)

Possible Advantages

- Students enroll in the class for free
- Students don't accumulate excess units
- Courses could be scheduled as open entry/open exit or regularly scheduled times
- Student can reenroll in the support course until they pass the transfer course

Possible Disadvantages

- Course would not count towards financial aid eligibility
- Only open to legal California residents (could be changed soon)
- Restricted to basic skills
- Student may have different instructor for lecture and support course
- Student may be in lecture course with students that are for more prepared
- Colleges would currently be paid at the noncredit rate (not enhanced funded)
- Courses are not covered by streamlined approval at the CO

Tutoring Models

- **Drop-in**

- Most common model in most colleges
- Free to student; does not require additional units

- **Embedded tutoring**

- Tutor is embedded in the classroom; meets with instructor, supports all students in the class
- Some models have tutors meeting individually or in small groups outside of class
- Free, no obligation to student
- Creates a community of practice

- **Possible Challenges**

- Currently restricted to basic skills, but there are two bills that would expand the use of tutoring
- The Chancellor's Office is currently exploring revised guidance (or possible regulatory changes) to permit tutoring for transfer level courses related to AB 705 implementation.

Noncredit Short Term Review Courses

Target Audience – Pre-enrollment and those who withdraw/fail

- Noncredit and credit faculty come together to create curriculum
- Free
- Math review to include a STAT and STEM pathway
- Open entry/exit
- Flexible scheduling
- Customized to student need based on diagnostic testing, competency-based
- Embedded tutors and counselors

Placement of Students from Noncredit/Adult Education

- Students with an Adult High School Diploma
 - Would be placed like traditional high school students
 - Transcript data is good for a minimum of 10 years
- Students with High School Equivalency (GED/HiSET/TASC)
 - No statewide placement rules have been determined yet
 - Students would be placed based on a college's local evaluation
 - The Chancellor's Office is assembling a group to determine whether additional guidance should be developed.

Noncredit 1st Friday “Community of Practice” Webinar Schedule (2018-19)

Date	Webinar Topic
09/07/18	AB 705
10/05/18	Guided Pathways
11/02/18	Distance Education Series
12/07/18	Distance Education Series
01/04/19	TBD
02/01/19	TBD
03/01/19	TBD
04/05/19	TBD
05/03/19	TBD
06/07/19	TBD

Webinars are 12 noon to 1:30 pm unless indicated otherwise

Webinar archives posted to the [CCCCO](#) and [ACCE](#) websites

MAY THE NONCREDIT FORCE BE WITH YOU!