

AB 705 at Los Rios

Theresa Matista, Deputy Chancellor

Mario Rodriguez, Associate Vice Chancellor of Finance

Process of Change

- AB 705 committee
 - Co-chaired by Vice Chancellor of Educational Services and District Academic Senate President
 - Representatives from four colleges (subject, deans, VPs, etc.)
- Initial recommendations for Fall 2017
 - Higher GPA required than CCCCCO standards

English Placement Rules

High School GPA CCCCO Default	Recommended AB705 Placement
HSGPA 2.6 and above Success rate: 78.6%	Transfer-Level English Composition (No additional academic or concurrent support required)
HSGPA 1.9 – 2.59 Success rate: 57.7%	Transfer-Level English Composition (Additional academic or concurrent support recommended)
HSGPA 1.89 and below Success rate: 42.6%	Transfer-Level English Composition (Additional academic and concurrent support strongly recommended)

High School GPA in LRCCD	Recommended AB705 Placement
HSGPA 3.0 and above	Transfer-Level Composition (No additional academic or concurrent support required)
HSGPA 2.3 – 2.99	Transfer-Level English Composition with required corequisite support course <u>OR</u> English composition course one level below transfer
HSGPA 2.29 and below	English Composition course two levels below transfer

Math (STEM) Placement Rules

High School GPA CCCCO Default	Recommended AB705 Placement for BSTEM	High School GPA in LRCCD	Recommended LRCCD Placement
HSGPA 3.4 and above <u>OR</u> HSGPA 2.6 – 3.39 and enrolled in a HS Calculus course Success rate: 75%	Transfer-Level BSTEM Mathematics (No additional academic or concurrent support required)	HSGPA 3.4 and above <u>OR</u> HSGPA 3.0 and above and enrolled in a HS Precalculus or Algebra IIB	Transfer-Level BSTEM Mathematics: College Algebra, Trigonometry, Business Math
HSGPA 2.6 and above <u>OR</u> Enrolled in HS Precalculus Success rate: 53%	Transfer-Level BSTEM Mathematics (Additional academic and concurrent support recommended)	HSGPA 2.8 – 3.39	One level below transfer: Algebra II
HSGPA 2.59 and below and no Precalculus Success rate: 28%	Transfer-Level BSTEM Mathematics (Additional academic and concurrent support strongly recommended)	HSGPA 2.4 – 2.79	Two levels below transfer: Algebra I
		HSGPA 2.39 and below	Three levels below transfer: Pre-Algebra
		No minimum GPA	Four levels below transfer: Arithmetic

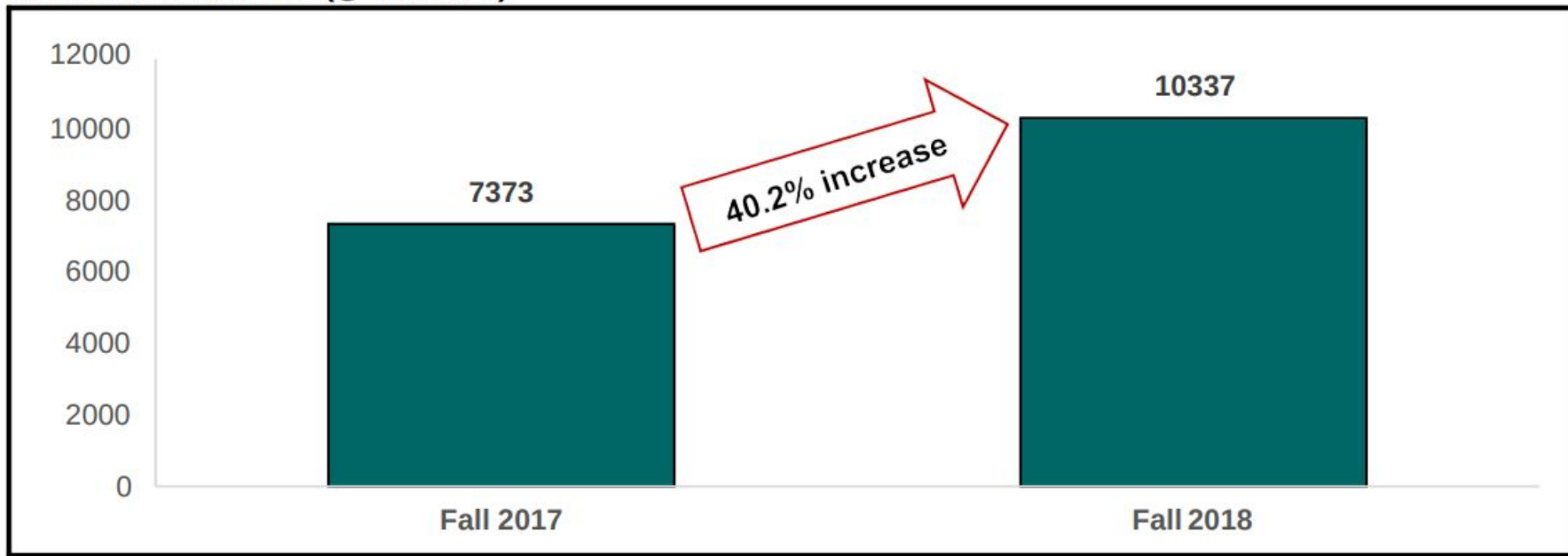
Math (Stats) Placement Rules

High School GPA CCCCO Default	Recommended AB705 Placement
HSGPA 3.0 and above Success rate: 75%	Transfer-Level Statistics/Liberal Arts Mathematics (No additional academic or concurrent support required for students)
HSGPA 2.3 – 2.9 Success rate: 50%	Transfer-Level Statistics/Liberal Arts Mathematics (Additional academic and concurrent support recommended)
HSGPA 2.2 and below Success rate: 29%	Transfer-Level Statistics/Liberal Arts Mathematics (Additional academic and concurrent support strongly recommended)

High School GPA in LRCCD	Recommended LRCCD Placement
HSGPA 3.0 and above OR HSGPA 2.3 and above and passed HS Precalculus	Transfer-Level: Statistics or General Mathematics
HSGPA 2.8 – 2.99	One level below transfer: Algebra II
HSGPA 2.4 – 2.79	Two levels below transfer: Algebra I
HSGPA 2.39 and below	Three levels below transfer: Pre-Algebra
No minimum GPA	Four levels below transfer: Arithmetic

English Placement Comparison

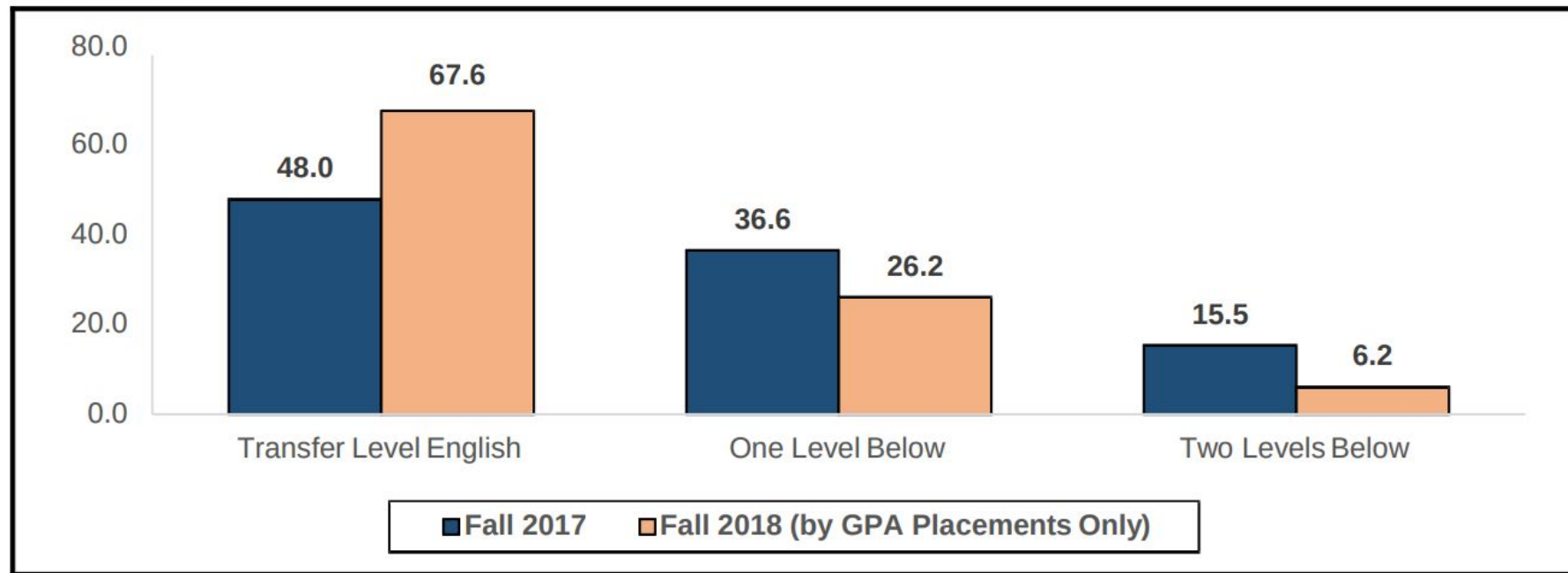
**First Time Freshman Total English Writing Placement Counts in Assessment Table:
Fall 2017 and Fall 2018 (@ 8.28.2018)**



Fall 2018 Total Placement Counts based on all placements in assessment table for Fall 2018 @ 8.28.2018

English Placement Comparison

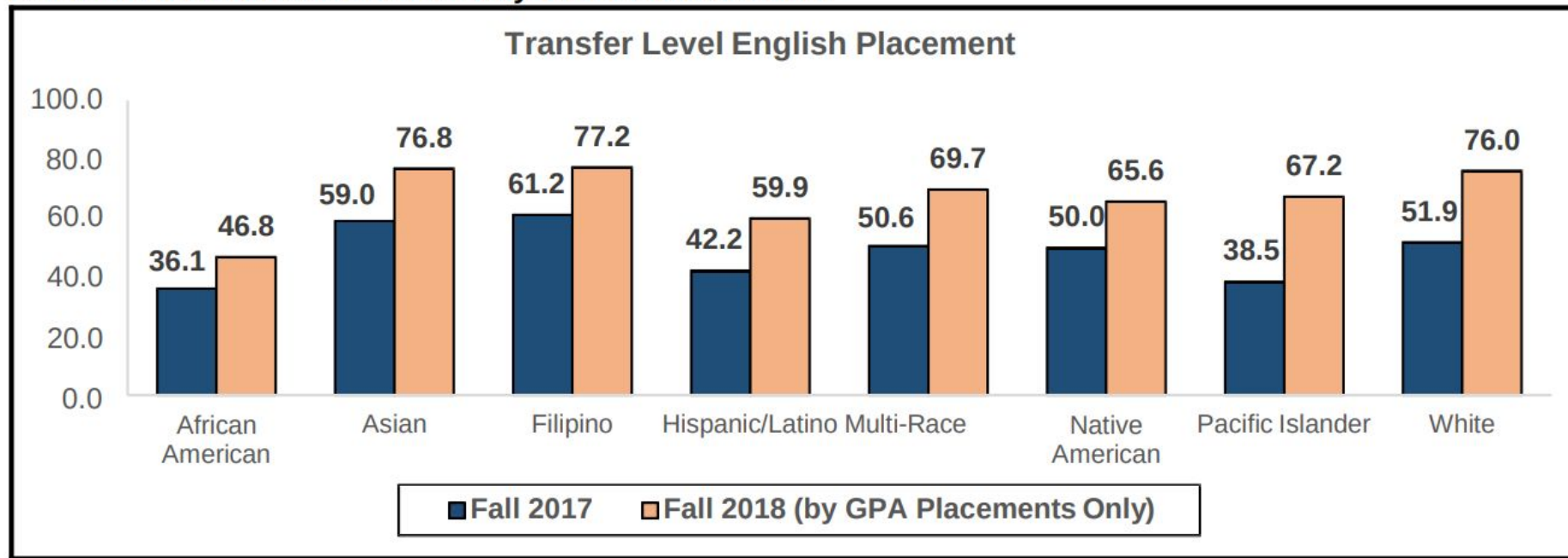
First Time Freshman English Writing Placement (in proportions): Fall 2017 Placements and Fall 2018 by GPA Placement ONLY



Fall 2018 Placement data by GPA reflects placement data for those students who ONLY have GPA data in the assessment table.

English Placement Comparison

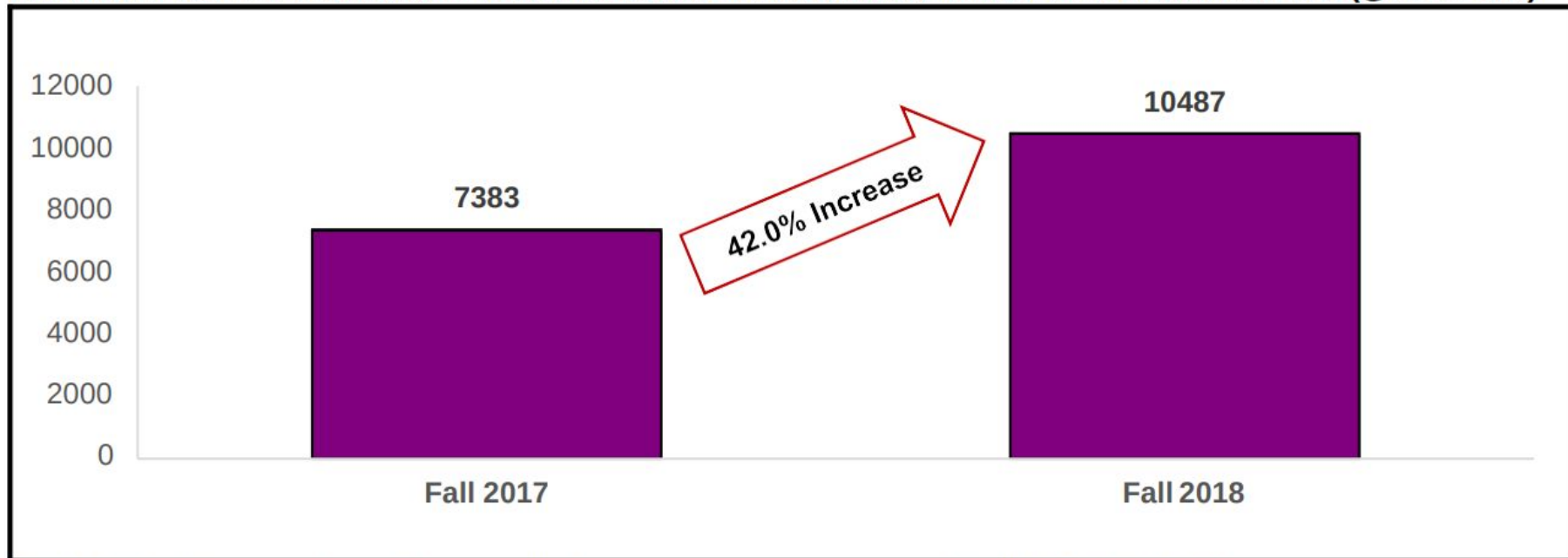
**First Time Freshman Transfer Level English Writing Placement by Race/Ethnicity:
Fall 2017 Placements and Fall 2018 by GPA Placement ONLY**



Note small N's for Filipino, Native American and Pacific Islander

Math Placement Comparison

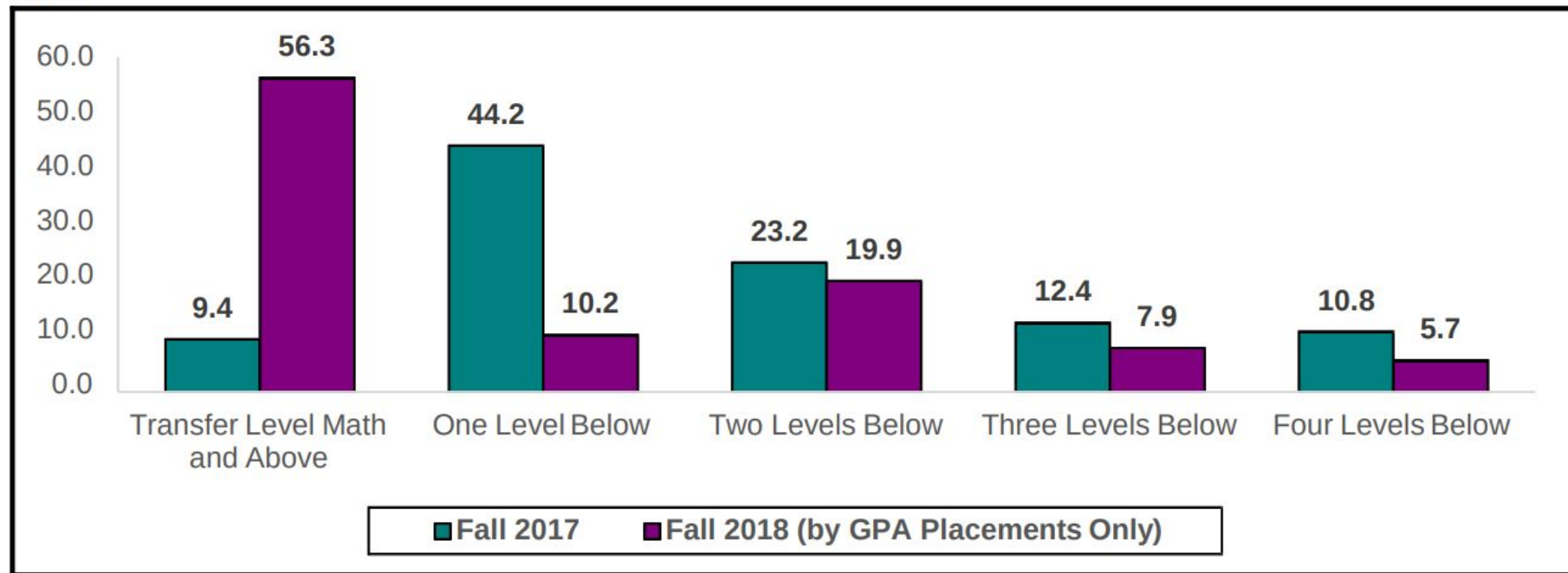
First Time Freshman Total Math Placement Counts in Assessment Table: Fall 2017 and Fall 2018 (@ 8.28.2018)



Fall 2018 Total Placement Counts based on all placements in assessment table for Fall 2018 @8.28.2018

Math Placement Comparison

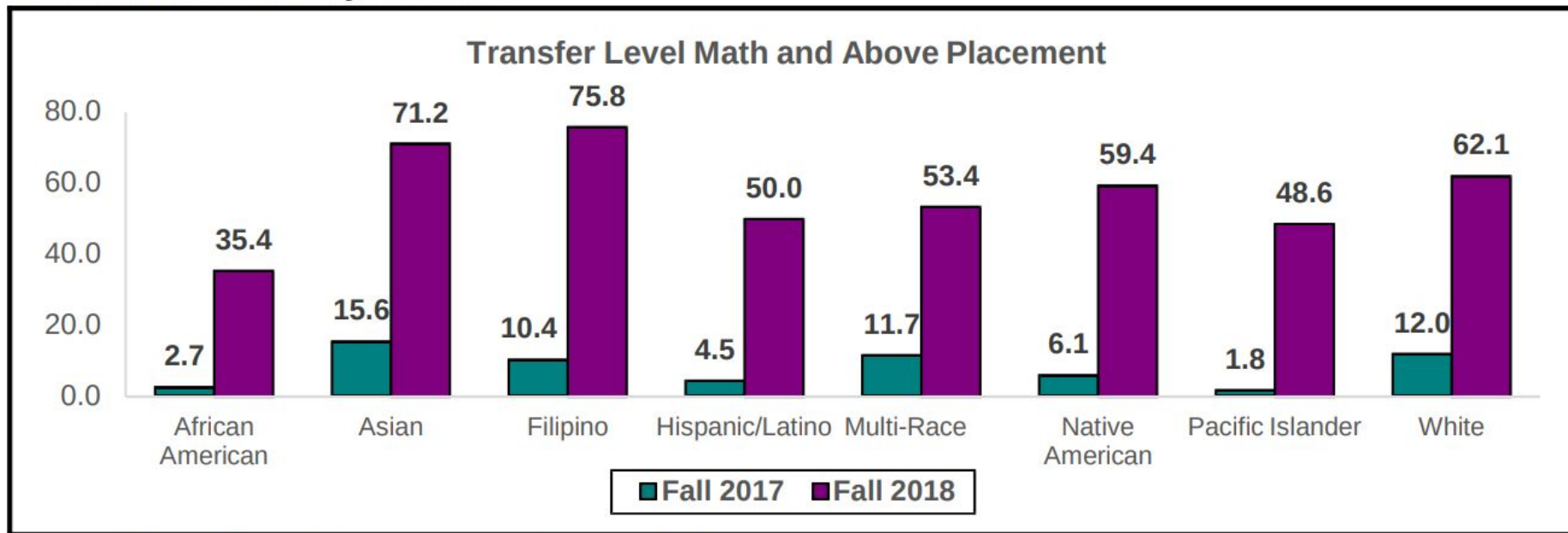
First Time Freshman Math Placement (in proportions): Fall 2017 Placements and Fall 2018 by GPA Placement ONLY



Fall 2018 Placement data by GPA reflects placement data for those students who ONLY have GPA data in the assessment table.

Math Placement Comparison

**First Time Freshman Transfer Level and Above Math Placement by Race/Ethnicity:
Fall 2017 and Fall 2018 by GPA ONLY**



Note small N's for Filipino, Native American and Pacific Islander

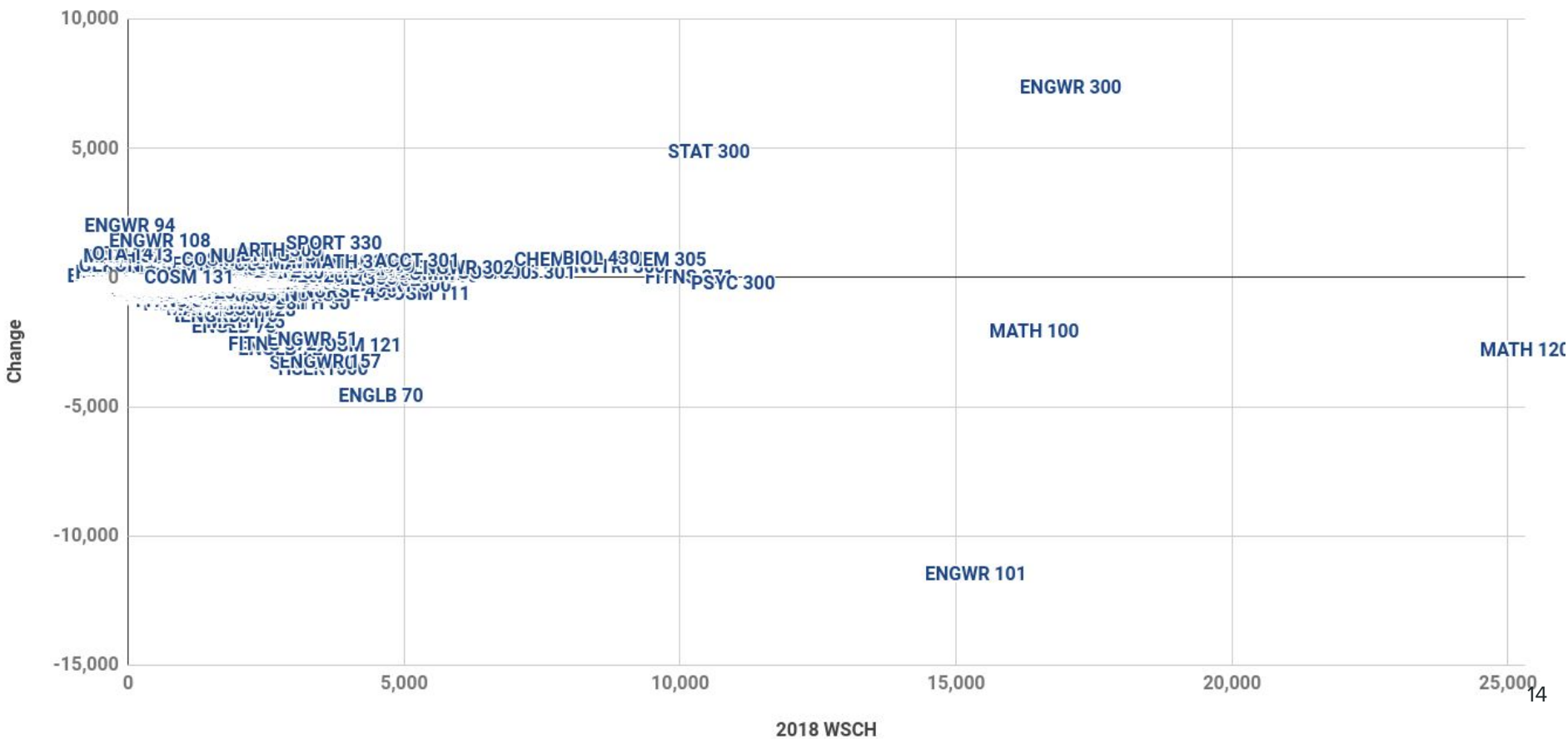
Reading Transition

- One of the only districts still with a reading proficiency requirement
- 24 tenured reading faculty
 - Most “should” receive equivalency in English
 - Mentoring with experienced English faculty
 - Many “may” receive equivalency in other areas (history, music, business, etc.)
 - Professional development leave
 - Tuition reimbursement
 - Some likely to be placed as tutor center coordinators

Pre-requisite vs. Co-requisite Productivity

- Pre-requisite
 - 1st term: Remediation course (3 units, 35 cap)
 - 2nd term: Transfer course (3 units, 35 cap)
- Co-requisite
 - 1st term:
 - Transfer course (3 units, 35 cap)
 - Support course (2-3 units, 15-25 cap)
- Good for success, bad for efficiency
- Fewer math/English units results in more major/GE units

Faculty Load



Faculty Load

- Changes in types of courses
 - Reduction in remedial sections
 - Elimination of some courses
 - Increase in support courses
- Future changes
 - Increase in major and general education courses

Student Load

Level	English				Mathmatics			
	Fall 2018		Fall 2017		Fall 2018		Fall 2017	
	Students	Average Units	Students	Average Units	Students	Average Units	Students	Average Units
Transfer	6,259	11.63	3,957	11.33	4,061	12.04	691	12.93
1 Below	3,182	10.81	2,767	10.90	2,094	11.60	3,342	11.91
2 Below	964	8.97	1,667	10.09	2,144	10.64	1,783	11.04
3 Below	0	0.00	63	7.95	901	10.15	964	10.05
4 Below	0	0.00	0	0.00	1,344	8.96	850	8.87
Total	10,405	11.13	8,454	10.92	10,544	11.11	7,630	11.23

Student Load

- Less students needing remediation
 - Over 3,000 more students placed into transfer English
 - Over 3,100 more students placed into transfer Math
- Students take more units the higher they are placed
 - Pattern holds true before/after assessment change

Future conversations

- Will students persist/complete?
- Will co-requisite model payoff?
- Will units in support courses reduce and/or course caps model increase?
- Will students take less math/English and more major/GE?
- What to do with assessment center space and staffing?
- How will these changes impact tenure-track positions by department?

Questions?