



AB705 REQUIREMENTS FOR ALTERNATIVE PLACEMENT

DATA AND RESEARCH REQUIREMENTS FOR ALTERNATIVE PLACEMENT UNDER AB705

Discipline Day
Los Angeles City College
September 21, 2018

LACCD English and Math Placement: 2016-17

Placement Level	English	Math
Transfer Level	10,025 (30%)	3,945 (10%)
1 Level Below Transfer	10,684 (31%)	6,591 (18%)
2 Levels Below Transfer	7,429 (22%)	7,669 (20%)
3 Levels Below Transfer	3,748 (11%)	11,779 (31%)
4 Levels Below Transfer	91 (.5%)	8,009 (21%)
Level Undefined	1,837 (5.5%)	
Total	33,814	37,993

Currently, 52% of students (those placing at 3 or more levels below transfer) have to re-take all high school Math

AB 705 Requirements

- Colleges must maximize the probability that the student will
 - Enter and complete transfer-level coursework in English and mathematics within a one-year timeframe; three-year timeframe for ESL
 - Use high school coursework, high school grades, and high school grade point average in English and Math placement

Default Placement Rules: English

English		
High School Performance Metric for English	Recommended AB 705 Placement for English	Estimated % LACCD Students
<p>HSGPA \geq 2.6</p> <p>Success rate = 78.6%</p>	<p>Transfer-Level English Composition No additional academic or concurrent support required</p>	70.3%
<p>HSGPA 1.9 - 2.6</p> <p>Success rate = 57.7%</p>	<p>Transfer-Level English Composition Additional academic and concurrent support recommended</p>	25.8%
<p>HSGPA $<$ 1.9</p> <p>Success rate = 42.6%</p>	<p>Transfer-Level English Composition Additional academic and concurrent support strongly recommended</p>	3.9%

- ***70% of students will be impacted***
- ***Almost 24K additional students per academic year placed at transfer level***

Default Placement Rules: Non-BSTEM Math

Non-BSTEM		
High School Performance Metric for Statistics/Liberal Arts Mathematics	Recommended AB 705 Placement for Statistics/Liberal Arts Mathematics	Estimated % LACCD Students
<p>HSGPA ≥ 3.0</p> <p>Success rate = 75%</p>	<p>Transfer-Level Statistics/Liberal Arts Mathematics</p> <p>No additional academic or concurrent support required for students</p>	53.2%
<p>HSGPA from 2.3 to 2.9</p> <p>Success rate = 50%</p>	<p>Transfer-Level Statistics/Liberal Arts Mathematics</p> <p>Additional academic and concurrent support recommended for students</p>	30.7%
<p>HSGPA < 2.3</p> <p>Success rate = 29%</p>	<p>Transfer-Level Statistics/Liberal Arts Mathematics</p> <p>Additional academic and concurrent support strongly recommended for students</p>	16.1%

Default Placement Rules: BSTEM Math

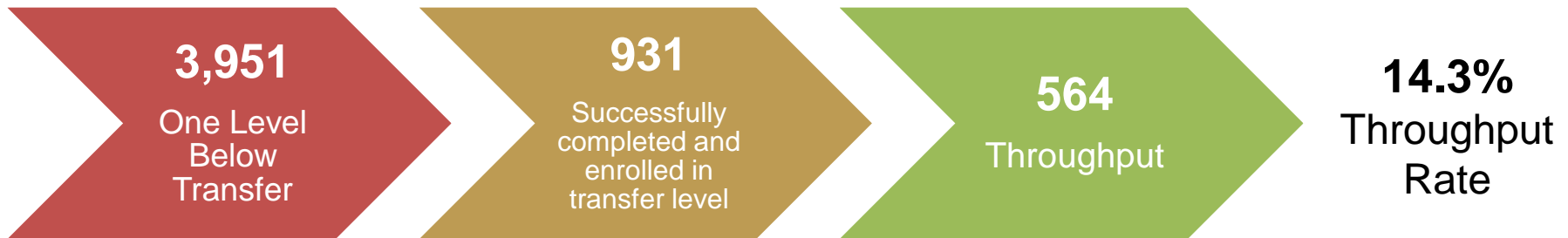
BSTEM		
High School Performance Metric BSTEM Mathematics	Recommended AB 705 Placement for BSTEM Mathematics	Estimated % LACCD Students
<p>HSGPA ≥ 3.4 OR HSGPA ≥ 2.6 AND enrolled in a HS Calculus course</p> <p>Success rate = 75%</p>	<p>Transfer-Level BSTEM Mathematics No additional academic or concurrent support required for students</p>	27.8%
<p>HSGPA ≥ 2.6 or Enrolled in HS Precalculus</p> <p>Success rate = 53%</p>	<p>Transfer-Level BSTEM Mathematics Additional academic and concurrent support recommended for students</p>	45.5%
<p>HSGPA ≤ 2.6 and no Precalculus</p> <p>Success rate = 28%</p>	<p>Transfer-Level BSTEM Mathematics Additional academic and concurrent support strongly recommended for students</p>	26.6%

Throughput vs Successful Course Completion

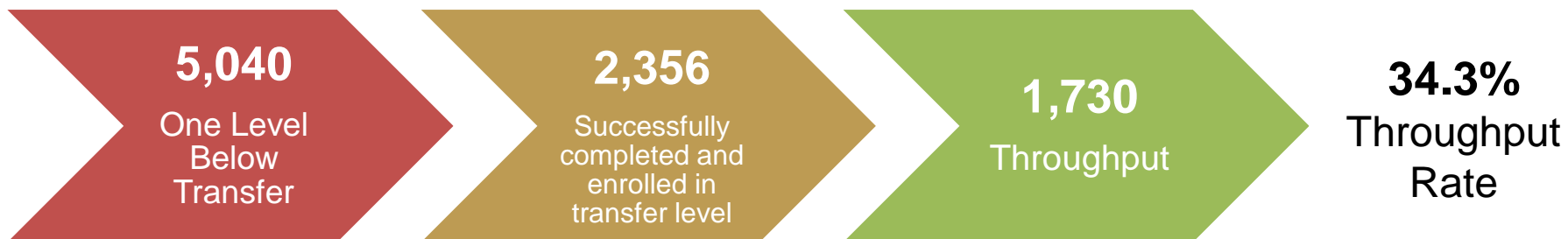
- Default placement rules **maximize throughput**-- the number of students successfully completing transfer level Math and English
- **Throughput**
 - Number of students attaining significant momentum points (e.g., completion of transfer level Math or English)
 - Rate calculated between course levels
- **Successful Course Completion**
 - Number of students completing course with grade of C or above
 - Rate calculated at course level

Current English and Math Throughput: LACCD Rates from Basic Skills Tracker (Fall 2016 to Spring 2017)

- Math: One Level Below to Transfer in One Year

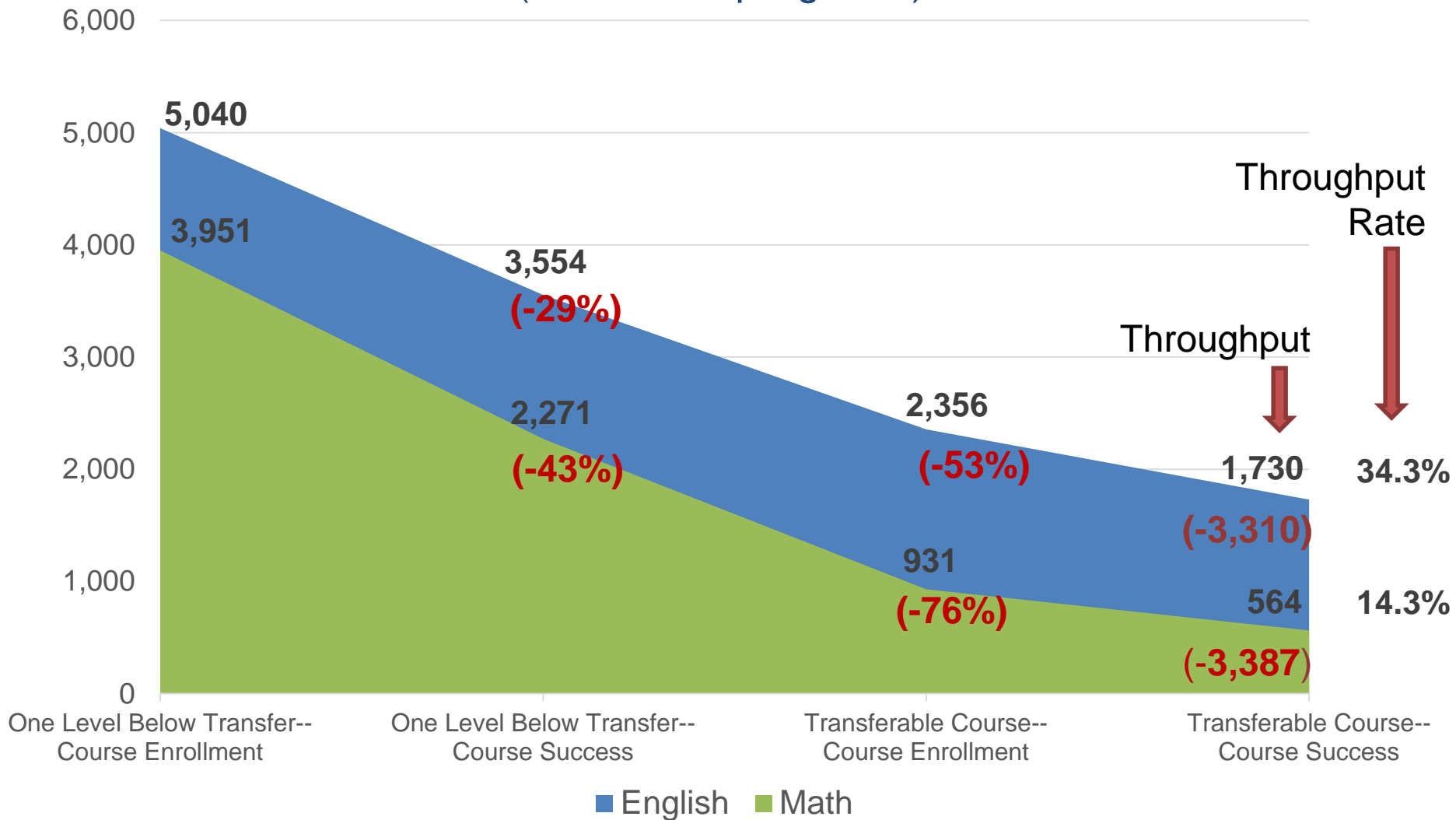


- English: One Level Below to Transfer in One Year



Another Look at Throughput: English and Math Attrition

(Fall 2016 - Spring 2017)



AB705 Requirements for Alternative Placement

AB705 requires that colleges develop evidence demonstrating that:

- **Students are highly unlikely to succeed through direct placement into transfer level**
 - Success rate students placed at transfer level is lower than rate associated with default placement rules

AND

- **Completion of pre-transfer level course will increase the likelihood of success* in the transfer level course**
 - Throughput rate resulting from alternative placement must exceed that associated with default placement rules
- **Colleges have a two year period for data collection/research**
- **Validation protocols and reporting framework (TBD)**

*Extent of improvement is not yet defined

Throughput Example: Fall 2016 to Spring 2017

Course	Enrollment	Successful	% Successful
Math 228A	184	134	73%
Math 228B	86	70	81%

Throughput Rate = $70 / 184 = 38\%$
 THIS DATA IS FOR ALL STUDENTS

- **College must show for specific GPA band**
 - Successful course completion for students receiving direct placement into transfer level is less than state rate, **AND**
 - One-year throughput rate for pre-transfer student placement > state rate*
- **Factors to consider:**
 - Attrition counts against validation
 - Disproportionate impact?

*Extent of improvement is not yet defined



Alternative Placement Considerations



- How would alternative placements be implemented--what would students be told?
- What are the pros/cons of implementing alternative placements?
- How would we know if throughput is being maximized?
- How would we design alternative placements—what data/information would be useful?
- How would we ensure that no group is disproportionately impacted under an alternative placement model?
- If the alternative placement model is proposing a multi-course sequence, how would attrition be addressed?

Research Opportunity

- Researchers at USC Rossier School of Education are planning on partnering with LACCD to study AB705 implementation
 - Conduct surveys and interviews to collect data and evaluate implementation
 - Use LACCD data to measure student outcomes pre- and post-AB705

District Support for Alternative Placement Research

- Data to assist colleges with validation studies
 - Enrollment
 - Placement
- District Research Committee
 - College/District collaboration
 - Interpret/understand state validation protocols
 - Develop/adapt methodologies
 - Share research findings

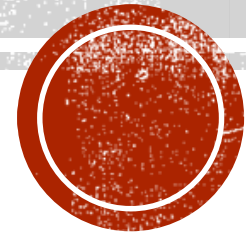
Questions?



PROPOSED COLLEGE MODES FOR AB 705 IMPLEMENTATION

LACCD District Discipline Day, LA City College, September 21, 2018

Dr. Daniel Keller, Dean, Curriculum and Instructional Support
Services, LACCD



AB 705 IMPLEMENTATION GUIDANCE

- [AB 705](#) requires placement based on multiple measures
 - High school achievement (GPA, courses, and grades)
 - Guided self-placement
 - Assessments approved by the Board of Governors (currently not an option)
- [Chancellors Office Guidance memo AA 18-40](#)
 - “Default” placement tiers based on HSGPA and coursework
 - English, Statistics/Liberal Arts Math, BSTEM Math
- [CCC/ASCCC FAQs on AB 705](#)

THE PLACEMENT TIERS

ENGLISH

Tier	HSGPA	Placement	Support	Through-put
1	≥ 2.6	Transfer-level	No additional	78.6%
2	1.9 to $< 2.6^*$	Transfer-level	Academic and concurrent <i>recommended</i>	57.7%
3	< 1.9	Transfer-level	Academic and concurrent <i>strongly recommended</i>	42.6%

*The guidance memo does not list “<” but implies it by the greater than or equal to sign in Tier 1.

- What is the different between “recommended” and “strongly recommended?”
- What is “through-put?”

THE PLACEMENT TIERS

STATISTICS/LIBERAL ARTS MATH

Tier	HSGPA	Placement	Support	Through-put
1	≥ 3.0	Transfer-level	No additional	75%
2	2.3 to $< 3.0^*$	Transfer-level	Academic and concurrent recommended	50%
3	< 2.3	Transfer-level	Academic and concurrent strongly recommended	29%

*The guidance memo lists “to 2.9.”

THE PLACEMENT TIERS

BSTEM MATH

Tier	HSGPA	HS Course ¹	Placement	Support	Through-put
1	≥ 3.4		Transfer-level	No additional	75%
	≥ 2.6	<i>and</i> Calculus			
2	≥ 2.6	<i>or</i> Precalculus	Transfer-level	Academic and concurrent recommended	53%
3	$< 2.6^2$		Transfer-level	Academic and concurrent strongly recommended	28%

¹ Enrollment in

² The guidance memo lists “ \leq ” 2.6

- Does “enrollment in” mean “eligible for” or “passed?”
- Can other courses be used?
- Can grades in courses be used?

ENGLISH TIER 1

DEFAULT	HSGPA ≥ 2.6	Transfer	Concurrent	Other
LACC	> 2.6	101 (3/3)	Rec 108 (.5/1)	Embedded tutoring, success coaches
ELAC	Default	101 (3/3)		
LAHC	> 3.0	101 (3/3)		
LAMC	> 2.6	101 (3/3)		
LAPC	Default	101 (3/3)		Embedded tutoring, Canvas review, updating course
LASC	Default			
LATTC	Default	101 (3/3)		Many services for optional assistance
LAVC	Default	101 (3/3)		[Outline significantly revised]
WLAC	Default	101 (3/3)		

ENGLISH TIER 2

DEFAULT HSGPA 1.9 to < 2.6 Transfer Concurrent

Other

LACC	Default	101 (3/3) Rec 104 (3/3)	Boot camp, embedded tutoring, success coaches
ELAC	Default	101 (3/3) Rec READING 101 (3/3)	
LAHC	2.0 to 3.0	101 (3/3) Rec 107B (1/2)	
LAMC	Default	101 (3/3) Rec 072 (1/2) or 104 (3/3)	Supplemental instruction option (being considered)
LAPC	Default	101 (3/3)	Preparatory workshop, embedded tutoring, Canvas review, updating course
LASC	Default		
LATTC	Default (with Tier 1)	101 (3/3)	Many services for optional assistance
LAVC	Default	101 (3/3)	[Outline significantly revised]
WLAC	Default	101 (3/3) Rec 072 (1/2)	

ENGLISH TIER 3

DEFAULT	HSGPA < 1.9	Previous	Transfer	Concurrent	Other
LACC	Default		101 (3/3)	Rec 104 (3/3) and 108 (.5/1)	Boot camp, embedded tutoring, success coaches
ELAC	Default		101 (3/3)	Rec 104 (3/3)	
LAHC	< 2.0	Rec DEV COM 090 (4/6) or E.S.L. 008 (6/6), or ENGLISH 100 (3/4)	101 (3/3)		
LAMC	< 2.6 (with Tier 2)		101 (3/3)	Rec 072 (1/2) or 104 (3/3)	Supplemental instruction option (being considered)
LAPC	< 2.6 (with Tier 2)		101 (3/3)		Preparatory workshop, embedded tutoring, Canvas review, updating course
LASC	Default				
LATTC	Default		101S or Req 100 (3/4)		Student may challenge by taking an exam
LAVC	Default	Rec 028 (3/3) or 300 (5/5) or concurrent courses	101 (3/3)	Rec 072 (1/2) or previous courses	[Outline significantly revised] Embedded tutoring, writing center, and others
WLAC	< 2.6 (with Tier 2)		101 (3/3)	Rec 072 (1/2)	

STATISTICS/LIBERAL ARTS MATH TIER 1

DEFAULT	HSGPA \geq 3.0	Transfer
LACC	Default	227 (4/4) or 230 (3/3)
ELAC	Default	227 (4/4)
LAHC	\geq 3.0 AND pass Alg 2 or Integ Math 3 or higher	227 (4/4)
LAMC	Default	227 (4/5) or 235 (5/5)
LAPC	Default	227 (4/4)
LASC	Default	
LATTC	Default	227 (4/4)
LAVC	Default	STAT 101 (4/4)
WLAC	Default	227 (4/4) or 230 (3/3)

STATISTICS/LIBERAL ARTS MATH TIER 2

DEFAULT	HSGPA 2.3 to < 3.0**	Previous (1-below)	Transfer	Concurrent
LACC	Default		227 (4/4) 230 (3/3)	Rec 157 (1/2)
ELAC	Default		227S (4/6)	
LAHC	2.6 to 2.9 AND pass Alg 2 or Integ Math 3 or higher		227 (4/4) or 227S (4/6) [once articulation is complete]	Req 100 (.5/2)
LAMC	Default		227 (4/5) or 235 (5/5)	Req 157 (1/2)
LAPC	Default		227 (4/4) or 227S (4/6) [once articulation is complete]	
LASC	Default			
LATTC	Default	Req 125 (5/5) or 125S (5/6) or 137 (5/5)	227 (4/4)	
LAVC	Default	Rec 100 (1/2) or 125 (5/5)	STAT 101 (4/4)	
WLAC	Default	Rec ACAD PR 016CE (0/1.5-6.5, 1st 8 wks, open entry/exit) & 015CE (0/1.5-4, 1st 8 wks, open entry/exit) OR as concurrent	227 (4/4)	Rec ACAD PR 016CE (0/1.5-6.5, 1st 8 wks, open entry/exit) & 015CE (0/1.5-4, 1st 8 wks, open entry/exit) OR as previous
		Rec ACAD PR 016CE (0/1.5-6.5, 1st 8 wks, open entry/exit) & 018CE (0/3-7, 2nd 8 wks, open entry/exit) OR as concurrent		Rec ACAD PR 016CE (0/1.5-6.5, 1st 8 wks, open entry/exit) & 018CE (0/3-7, 2nd 8 wks, open entry/exit) OR as previous

STATISTICS/LIBERAL ARTS MATH TIER 3

DEFAULT	HSGPA < 2.3	Previous (1-below)	Transfer	Concurrent
LACC	Default		227 (4/4) or 230 (3/3)	Rec 157 (1/2) AND BSICSKL 023CE (0/2) Rec BSICSKL 023CE (0/2)
ELAC	Default (with Tier 2)		227S (4/6)	
LAHC	< 2.6	Req 137 (5/9)	227 (4/4)	
LAMC	Default	Req 137 (5/5) Req 125 (5/5)	227 (4/5) or 235 (5/5)	
LAPC	Default	Req 228A (5/5)	227 (4/4)	
LASC	Default			
LATTC	Default	Req 125 (5/5) or 125S (5/6) or 137 (5/5)	227 (4/4)	
LAVC	Default	Rec 100 (1/2) or 125 (5/5)	STAT 101 (4/4)	
WLAC	< 3.0 (with Tier 2)	Rec ACAD PR 016CE (0/1.5-6.5, 1st 8 wks, open entry/exit) & 015CE (0/1.5-4, 1st 8 wks, open entry/exit) OR as concurrent	227 (4/4)	Rec ACAD PR 016CE (0/1.5-6.5, 1st 8 wks, open entry/exit) & 015CE (0/1.5-4, 1st 8 wks, open entry/exit) OR as previous
		Rec ACAD PR 016CE (0/1.5-6.5, 1st 8 wks, open entry/exit) & 018CE (0/3-7, 2nd 8 wks, open entry/exit) OR as concurrent	230 (3/3)	Rec ACAD PR 016CE (0/1.5-6.5, 1st 8 wks, open entry/exit) & 018CE (0/3-7, 2nd 8 wks, open entry/exit) OR as previous

BSTEM MATH TIER 1

DEFAULT	HSGPA ≥ 3.4 or ≥ 2.6 AND enrolled in Calculus	Entry-level transfer	Other	Upper-level transfer
LACC	>3.0	236 (5/5) or 245 (3/3) 260 (5/5)	Embedded tutoring, success coaches	
ELAC	Default	241 (3/3) or 260 (5/6)		
LAHC	≥ 3.4 AND pass Alg 2 or Integ Math 3 or higher or ≥ 2.6 AND pass Calculus	240 (3/3) or 260 (5/6)		
LAMC	Default	215 (3/3) 238 (5/5) 240 (3/3) 245 (3/3)		
	> 2.6 AND enrolled in Calculus			265 (5/5)
	≤ 2.6 AND enrolled in Calculus			260 (5/5)
LAPC				
LASC	Default			
LATTC	Default	235 or 236 or 241 or 245		
LAVC	Default	215 (3/x) or 238 (5/x) or 241 (3/x) or 245 (3/x) or 259 (6/x), where x=2 to 3 additional hours with lec/lab ratio adjusted to equal same units		
WLAC	Default	241 (4/4) 245 (3/3)		

BSTEM MATH TIER 2

DEFAULT	HSGPA \geq 2.6 or enrolled in Precalculus Previous (1-below)	Entry-level transfer	Concurrent
LACC	2.3 to 3.0	236 (5/5) or 245 (3/3) 260 (5/5)	Rec New (1/2) Rec New (1/2)
ELAC	Default	241S (4/5) or 260S (6/6)	
LAHC	3.0 to 3.3 AND pass Alg 2/Integ Math 3 or higher	125 (5/6) 240 (3/3) or 260 (5/6)	
LAMC	Default	215 (3/3) 238 (5/5) 240 (3/3) or 245 (3/3)	215L (1/2) 238L (1/2) 240L (1/2) 245L (1/2)
LAPC			
LASC	Default		
LATTC	Default	Req 125 (5/5) or 125S (5/6)	235 or 236 or 241 or 245
LAVC	Default	215 (3/x) or 238 (5/x) or 241 (3/x) or 245 (3/x) or 259 (6/x), where x=2 to 3 additional hours with lec/lab ratio adjusted to equal same units	
WLAC	Default	Rec ACAD PR 016CE (0/1.5-6.5) & 017CE (0/1.5-4) OR as concurrent	241 (4/4) or Rec ACAD PR 016CE (0/1.5-6.5) & 017CE (0/1.5-4) OR as previous
		Rec ACAD PR 016CE (0/1.5-6.5) & 018CE (0/3-7) OR as concurrent	245 (3/3) Rec ACAD PR 016CE (0/1.5-6.5) & 018CE (0/3-7) OR as concurrent

BSTEM MATH TIER 3

DEFAULT	HSGPA < 2.6** (no Precalculus or Calculus)	Previous (1-below)	Entry-level transfer	Concurrent
LACC	< 2.3		236 (5/5) or 245 (3/3) 260 (5/5)	Rec New Course (1/2) & BSICSKL 023CE (0/2) Rec New Course (1/2) & BSICSKL 023CE (0/2)
ELAC	Default	125 (5/5) or 125S (5/7) under consideration	241S (4/5) or 260S (6/6)	
LAHC	< 2.9 AND pass Alg 2 or Integ Math 3 or higher	125S (5/7)	240 (3/3) or 260 (5/6)	
LAMC	Default	125 (5/5) 125 (5/5) 125 (5/5) 125 (5/5)	215 (3/3) 238 (5/5) 240 (3/3) 245 (3/3)	
LAPC				
LASC	Default			
LATTC	Default	Req 125 (5/5) or 125S (5/6)	235 or 236 or 241 or 245	
LAVC	Default	215 (3/x) or 238 (5/x) or 241 (3/x) or 245 (3/x) or 259 (6/x), where x=2 to 3 additional hours with lec/lab ratio adjusted to equal same units		
WLAC	Default (with Tier 2)	Rec ACAD PR 016CE (0/1.5-6.5) & 017CE (0/1.5-4) OR as concurrent Rec ACAD PR 016CE (0/1.5-6.5) & 018CE (0/3-7) OR as concurrent	241 (4/4) or 245 (3/3)	Rec ACAD PR 016CE (0/1.5-6.5) & 017CE (0/1.5-4) OR as previous Rec ACAD PR 016CE (0/1.5-6.5) & 018CE (0/3-7) OR as concurrent

SUMMARY

- English models are nearly aligned
- STATS/Liberal Arts models are nearly aligned in tiers 1 and 2
- BSTEM models are more diverse

WHAT IS BEST FOR LACCD?

- Default tiers?
- Direct placement in tier 1?
- Concurrent support in tier 2?
- Previous enrollment support in tier 3?
- Non-curricular support?
- Required or recommended (or strongly recommended)?

WHAT IS BEST FOR LACCD STUDENTS?

The default appears in the top row, with colleges below it.

Rec/Req=recommended (in blue)/required previous/concurrent enrollment

Numbers in parentheses=units/hours per week

COURSES:

S/L/+ Added support hours

LACCD

ACAD PR 15CE Data Analysis
ACAD PR 16CE Algebra
ACAD PR 17CE Geometry
ACAD PR 18CE Preparatory Math
BSICKL 23CE College and Schol Assess Prep
DEV COM 90 Inter Reading/Comp
ENGLISH 28 inter Reading/Comp
ENGLISH 72 Eng Bridge
ENGLISH 100 Acc Prep: College Writing
ENGLISH 101 College Read/Comp
ENGLISH 104 College Writing Support
ENGLISH 107B Read/Comp Lab
ENGLISH 108 Writing Wrkshp
ENGLISH 300 Inter Reading/Comp
E.S.L. 8 Adv ESL Comp
E.S.L. 10 Adv Integ Lang Skills
MATH 100 Math Wrkshp
MATH 125 Inter Algebra
MATH 125S Inter Algebra w/Support
MATH 137 Prestatistics
MATH 157 Just in Time Support
MATH 215 Princip of Math I
MATH 215L Princip of Math I w/Lab
MATH 227 Statistcs
MATH 227S Statistics w/Support
MATH 228A Stats Pathway Part I
MATH 228B Stats Pathway Part II
MATH 230 Math for Lib Arts
MATH 235 Finite Math
MATH 236 Calc for Bus and Soc Sci
MATH 238 Calc for Bus and Soc Sci
MATH 238L Calc for Bus and Soc Sci w/Lab
MATH 240 Trig
MATH 240L Trig w/Lab
MATH 241 Trig w/vectors
MATH 241S Trig w/vectors w/Lab
MATH 245 College Algebra
MATH 245L College Algebra w/Lab
MATH 259 Precalc w/trig
MATH 260 Precalc
MATH 260S Precalc w/Support
MATH 265 Calc w/Analyt Geometry I
READING 101 College Read/Critic Think
STAT 101 Stats for Soc Sci

OTHER

ENGLISH 1A College Reading and Composition (ECC)
MATH 15 Foundations of Algebra (GCC)
MATH 30 Intermediate Algebra for SLAM (GCC)
MATH 90 intermediate Algebra for BSTEM (GCC)

ENGLISH

Tier	HSGPA	Placement	Support	Through-put
1	≥ 2.6	Transfer-level	No additional	78.60%
2	1.9 to $< 2.6^*$	Transfer-level	Academic and concurrent recommended	57.70%
3	< 1.9	Transfer-level	Academic and concurrent strongly recommended	42.60%

*The guidance memo lists "to 2.6."

STATS/LIBERAL ARTS MATH

Tier	HSGPA	Placement	Support	Through-put
1	≥ 3.0	Transfer-level	No additional	75%
2	2.3 to $< 3.0^*$	Transfer-level	Academic and concurrent recommended	50%
3	< 2.3	Transfer-level	Academic and concurrent strongly recommended	29%

*The guidance memo lists "to 2.9."

BSTEM

Tier	HSGPA	HS Course ¹	Placement	Support	Through-put
1	≥ 3.4		Transfer-level	No additional	75%
	≥ 2.6	<i>and</i> Calculus			
2	≥ 2.6	<i>or</i> Precalculus	Transfer-level	Academic and concurrent recommended	53%
3	$< 2.6^2$		Transfer-level	Academic and concurrent strongly recommended	28%

¹ Enrollment in

² The guidance memo lists " \leq " 2.6

	DEFAULT HSGPA ≥ 2.6	Transfer	Concurrent	Other
LACC	Default	101 (3/3)	Rec 108 (.5/1)	Embedded tutoring, success coaches
ELAC	Default	101 (3/3)		
LAHC	Default	101 (3/3)		
LAMC	Default	101 (3/3)		
LAPC	Default	101 (3/3)		Embedded tutoring, Canvas review, updating course
LASC	Default			
LATTC	Default	101 (3/3)		Many services for optional assistance
LAVC	Default	101 (3/3)		[Outline significantly revised]
WLAC	Default	101 (3/3)		
COC	All students	101+ (4/4)		[Additional unit/hour, outline significantly revised]
ECC	All students	1A (4/4)	Rec/Req? coreq	

DEFAULT HSGPA 1.9 to < 2.6			Transfer	Concurrent	Other
LACC	Default	101 (3/3)	Rec 104 (3/3)		Boot camp, embedded tutoring, success coaches
ELAC	Default	101 (3/3)	Rec READING 101 (3/3) or ESL 010 (3/3)		
LAHC	Default	101 (3/3)	Rec 107B (1/2)		
LAMC	Default	101 (3/3)	Rec 072 (1/2) or 104 (3/3)		Supplemental instruction option (being considered)
LAPC	Default	101 (3/3)			Preparatory workshop, embedded tutoring, Canvas review, updating course
LASC	Default				
LATTC	≥ 1.9 (with Tier 1)	101 (3/3)			Many services for optional assistance
LAVC	Default	101 (3/3)			[Outline significantly revised]
WLAC	Default	101 (3/3)	Rec 072 (1/2)		
COC	All students	101+ (4/4)			[Additional unit/hour, outline significantly revised]
ECC	All students	1A (4/4)	Rec/Req? coreq		

DEFAULT HSGPA < 1.9		Previous	Transfer	Concurrent	Other
LACC	Default		101 (3/3)	Rec 104 (3/3) and 108 (.5/1)	Boot camp, embedded tutoring, success coaches
ELAC	Default		101 (3/3)	Rec 104 (3/3)	
LAHC	Default	Rec DEV COM 090 (4/6) or E.S.L. 008 (6/6), or ENGLISH 100 (3/4)	101 (3/3)		
LAMC			101 (3/3)	Rec 072 (1/2) or 104 (3/3)	Supplemental instruction option (being considered)
LAPC	< 2.6 (with Tier 2)		101 (3/3)		Preparatory workshop, embedded tutoring, Canvas review, updating course
LASC	Default				
LATTC	Default		101S (4?/5?) or Req 100 (3/4)		Student may challenge by taking an exam
LAVC	Default	Rec 028 (3/3) or 300 (5/5) or concurrent courses	101 (3/3)	Rec 072 (1/2) or previous courses	[Outline significantly revised] Embedded tutoring, writing center, and others
WLAC	< 2.6 (with Tier 2)		101 (3/3)	Rec 072 (1/2)	
COC	All students	101+ (4/4)			[Additional unit/hour, outline significantly revised]
ECC	All students		1A (4/4)	Rec/Req? coreq	

DEFAULT HSGPA ≥ 3.0

		Previous (1-below)	Transfer	Concurrent
LACC	Default		227 (4/4) or 230 (3/3)	
ELAC	Default		227 (4/4)	
LAHC	Default		215 (3/3) or 227 (4/4)	
LAMC	Default		227 (4/5) or 235 (5/5)	
LAPC	Default		227 (4/4)	
LASC	Default			
LATTC	Default		227 (4/4)	
LAVC	Default		STAT 101 (4/4)	
WLAC	Default		227 (4/4) or 230 (3/3)	
COC	≥ 3.0 AND taken Alg 2?		Stats or Lib Arts	
GCC	In development	Optional 015 (5/7) AND Req 030+ (7/8.5) OR Req 030 (6/6)	Stats, Lib Arts, or Math for Elem Teachers	
SMC	Default		Transfer	For later implementaiton: coreq w/affective domain elements

DEFAULT HSGPA 2.3 to < 3.0**		Previous (1-below)	Transfer	Concurrent
LACC	Default		227 (4/4) 230 (3/3)	Rec 157 (1/2)
ELAC	Default		227S (4/6)	
LAHC	Default		215 (3/3) or 227 (4/4) or 227S (4/6) [once articulation is complete]	Rec 100 (.5/2)
LAMC	Default		227 (4/5) or 235 (5/5)	Req 157 (1/2)
LAPC	Default		227 (4/4) or 227S (4/6) [once articulation is complete]	
LASC	Default			
LATTC	Default	Req 125 (5/5) or 125S (5/6) or 137 (5/5)	227 (4/4)	
LAVC	Default	Rec 100 (1/2) or 125 (5/5)	STAT 101 (4/4)	
WLAC	Default	Rec ACAD PR 016CE (0/1.5-6.5, 1st 8 wks, open entry/exit) & 015CE (0/1.5-4, 1st 8 wks, open entry/exit) OR as concurrent	227 (4/4)	Rec ACAD PR 016CE (0/1.5-6.5, 1st 8 wks, open entry/exit) & 015CE (0/1.5-4, 1st 8 wks, open entry/exit) OR as previous
		Rec ACAD PR 016CE (0/1.5-6.5, 1st 8 wks, open entry/exit) & 018CE (0/3-7, 2nd 8 wks, open entry/exit OR as concurrent	230 (3/3)	Rec ACAD PR 016CE (0/1.5-6.5, 1st 8 wks, open entry/exit) & 018CE (0/3-7, 2nd 8 wks, open entry/exit OR as previous
COC	< 3.0 OR? not taken Alg 2?		Stats or Lib Arts	Noncredit coreq (0/1)
GCC	In development	Optional 015 (5/7) AND Req 030+ (7/8.5) OR Req 030 (6/6)	Stats, Lib Arts, or Math for Elem Teachers	
SMC	Default		Transfer	For later implementaiton: coreq w/affective domain elements

DEFAULT HSGPA < 2.3		Previous (1-below)	Transfer	Concurrent
LACC	Default		227 (4/4) or 230 (3/3)	Rec 157 (1/2) AND BSICSKL 023CE (0/2) Rec BSICSKL 023CE (0/2)
ELAC	< 3.0 (with Tier 2)		227S (4/6)	
LAHC	Default	Rec 125 (5/6) Rec 137 (5/9)	215 (3/3) 227 (4/4)	
LAMC	Default	Req 137 (5/5) Req 125 (5/5)	227 (4/5) or 235 (5/5)	
LAPC	Default	Rec 228A (5/5)	227 or 228B (5/5)	
LASC	Default			
LATTC	Default	Req 125 (5/5) or 125S (5/6) or 137 (5/5)	227 (4/4)	
LAVC	Default	Rec 100 (1/2) or 125 (5/5)	STAT 101 (4/4)	
WLAC	< 3.0 (with Tier 2)	Rec ACAD PR 016CE (0/1.5-6.5, 1st 8 wks, open entry/exit) & 015CE (0/1.5-4, 1st 8 wks, open entry/exit) OR as concurrent	227 (4/4)	Rec ACAD PR 016CE (0/1.5-6.5, 1st 8 wks, open entry/exit) & 015CE (0/1.5-4, 1st 8 wks, open entry/exit) OR as previous
		Rec ACAD PR 016CE (0/1.5-6.5, 1st 8 wks, open entry/exit) & 018CE (0/3-7, 2nd 8 wks, open entry/exit OR as concurrent	230 (3/3)	Rec ACAD PR 016CE (0/1.5-6.5, 1st 8 wks, open entry/exit) & 018CE (0/3-7, 2nd 8 wks, open entry/exit OR as previous
COC	< 3.0 OR? not taken Alg 2 (with Tier 2)?		Stats or Lib Arts	Noncredit coreq (0/2?)
GCC	In development	Optional 015 (5/7) AND Req 030+ (7/8.5) OR Req 030 (6/6)	Stats, Lib Arts, or Math for Elem Teachers	Additional lab (1/1)
SMC	Default	Req prereq	Transfer	Req coreq

DEFAULT	HSGPA ≥ 3.4 or ≥ 2.6 AND enrolled in Calculus	Previous (1-below)	Entry-level transfer	Concurrent	Other	Upper-level transfer
LACC	>3.0		236 (5/5) or 245 (3/3)			
			260 (5/5)		Embedded tutoring, success coaches	
ELAC	Default		241 (3/3) or 260 (5/6)			
LAHC	Default		240 (3/3) or 260 (5/6)			
LAMC	Default		215 (3/3) or 238 (5/5) or 240 (3/3) or 245 (3/3)			
	> 2.6 AND enrolled in Calculus					265 (5/5)
	≤ 2.6 AND enrolled in Calculus					260 (5/5)
LAPC						
LASC	Default					
LATTC	Default		235 or 236 or 241 or 245			
LAVC	Default		215 (3/x) or 238 (5/x) or 241 (3/x) or 245 (3/x) or 259 (6/x), where x=2 to 3 additional hours with lec/lab ratio adjusted to equal same units			
WLAC	Default		241 (4/4)			
			245 (3/3)			
COC	≥ 3.0 AND taken Alg 2?		Trigonometry			
GCC	In development	Optional 015 (5/7) AND Req 090+ (7/8.5) OR Req 090 (6/6)	Alg/Precalc/Bus Calc			
SMC	Default		Transfer		For later implementation: coreq w/affective domain elements	

DEFAULT	HSGPA \geq 2.6 or enrolled in Precalculus	Previous (1-below)	Entry-level transfer	Concurrent
LACC	2.3 to 3.0		236 (5/5) or 245 (3/3)	Rec New (1/2)
			260 (5/5)	Rec New (1/2)
ELAC	Default		241S (4/5) or 260S (6/6)	
LAHC	Default	Rec 125 (5/6)	240 (3/3) or 260 (5/6)	
LAMC	Default		215 (3/3)	215L (1/2)
			238 (5/5)	238L (1/2)
			240 (3/3) or	240L (1/2)
			245 (3/3)	245L (1/2)
LAPC				
LASC	Default			
LATTC	Default	Req 125 (5/5) or 125S (5/6)	235 or 236 or 241 or 245	
LAVC	Default	215 (3/x) or 238 (5/x) or 241 (3/x) or 245 (3/x) or 259 (6/x), where x=2 to 3 additional hours with lec/lab ratio adjusted to equal same units		
WLAC	Default	Rec ACAD PR 016CE (0/1.5-6.5) & 017CE (0/1.5-4) OR as concurrent	241 (4/4) or	Rec ACAD PR 016CE (0/1.5-6.5) & 017CE (0/1.5-4) OR as previous
		Rec ACAD PR 016CE (0/1.5-6.5) & 018CE (0/3-7) OR as concurrent	245 (3/3)	Rec ACAD PR 016CE (0/1.5-6.5) & 018CE (0/3-7) OR as concurrent
COC	< 3.0 OR? not taken Alg 2?		Transfer (trig?)	Noncredit coreq (0/1)
GCC	In development	Optional 015 (5/7) AND Req 090+ (7/8.5) OR Req 090 (6/6)	Alg/Precalc/Bus Calc	
SMC	Default		Transfer	For later implementaiton: coreq w/affective domain elements

DEFAULT	HSGPA < 2.6** (no Precalculus or Calculus)	Previous (1-below)	Entry-level transfer	Concurrent
LACC	< 2.3		236 (5/5) or 245 (3/3) 260 (5/5)	Rec New Course (1/2) & BSICSKL 023CE (0/2) Rec New Course (1/2) & BSICSKL 023CE (0/2)
ELAC	Default	Req 125 (5/5) or 125S (5/7) under consideration	241S (4/5) or 260S (6/6)	
LAHC	Default	Rec 125S (5/7) or 134 (6/9)	240 (3/3) or 260 (5/6) 215 (3/3) or 238 (5/5)	
LAMC	Default	Req 125 (5/5)	or 240 (3/3) or 245 (2/2)	
LAPC				
LASC	Default			
LATTC	Default	Req 125 (5/5) or 125S (5/6)	235 or 236 or 241 or 245	
LAVC	Default	215 (3/x) or 238 (5/x) or 241 (3/x) or 245 (3/x) or 259 (6/x), where x=2 to 3 additional hours with lec/lab ratio adjusted to equal same units		
WLAC	Default (with Tier 2)	Rec ACAD PR 016CE (0/1.5-6.5) & 017CE (0/1.5-4) OR as concurrent Rec ACAD PR 016CE (0/1.5-6.5) & 018CE (0/3-7) OR as concurrent	241 (4/4) or 245 (3/3)	Rec ACAD PR 016CE (0/1.5-6.5) & 017CE (0/1.5-4) OR as previous Rec ACAD PR 016CE (0/1.5-6.5) & 018CE (0/3-7) OR as concurrent
COC	< 3.0 OR? not taken Alg 2 (with Tier 2)?			
GCC	In development	Optional 015 (5/7) AND Req 090+ (7/8.5)	Alg/Precalc/Bus Calc	Additional lab (1/1)
SMC	Default	Req prereq	Transfer	Req coreq



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

UNDERSTANDING THE AB 705 FAQ AND ANSWERING THE NEW QUESTIONS IT CREATED

Craig Rutan, ASCCC Secretary

2018 Fall AB 705 Regional Meeting
San Bernardino Valley College

QUESTIONS ABOUT PLACEMENT FOR ENGLISH AND MATHEMATICS

Can we still use placement tests?

Beginning in Fall 2019, no placement tests can be used for placement in mathematics or English. Colleges may continue to use approved ESL tests and writing samples.

Colleges can continue to use approved placement tests for courses like general chemistry.

A new process for submitting placement tests for approval by the Board of Governors has not been established yet.

What is the definition of “highly unlikely to succeed”?

There is no statewide definition of highly unlikely to succeed.

State groups have various definitions that range between 4% and 49 %, but this is ultimately a local decision.

The Chancellor’s Office has indicated that they are more concerned with throughput than what colleges set as the threshold for highly unlikely to succeed.

If we choose not to use the default placement rules and we create new developmental courses, do we have two years to collect data to demonstrate that our placement rules and courses meet or exceed the results from the default placement rules?

Yes, colleges that develop new curriculum have up to two years to collect data and demonstrate that it is more effective than default placement.

Colleges exploring this option will need to disaggregate throughput data into HS GPA bands and each band must perform meet or exceed the default.

Colleges do not have two years to collect data on existing curriculum. Your college already has data on those courses.

Are colleges required to only use high school performance data when placing students?

No, colleges can also use guided self placement, but high school performance data must be the primary placement tool.

For example, a college could choose to use the default rules and give all students access to transfer level statistics, but share sample assignments with them and allow the student to choose whether or not to enroll concurrent support.

Is it okay to have questions/problems for students to solve in order to give them an idea of the types of skills necessary for the class?

Yes, you can provide students with sample exams/assignments to give them an idea of what a particular course requires.

You cannot require students to complete any problems and use that information in the placement process. That is considered a placement test and would need to be approved by the Board of Governors.

Can GED/HiSET still be used to place students?

Colleges are allowed to use GED, HiSET, and other high school equivalents to place students.

There are currently no statewide standards that specific scores corresponding to specific course placements, so colleges will need to develop their own placement models for these students.

Does AB 705 guarantee students access to any transfer level mathematics course? For example, can all students now enroll in Calculus I?

No! AB 705 does not automatically bypass transfer level prerequisites.

Your college can still place students into Calculus I, but students must be assessed to be Calculus ready or have completed the prerequisite.

Can a college require students to enroll in a corequisite course?

Per the FAQ, colleges can require students to enroll in a credit or noncredit corequisite course.

Colleges creating new curriculum will have up to two years to collect data showing that students are more successful (than the default prediction or local data) than students not taking the corequisite course.

While there are currently no limits on the number of hours/units a corequisite can have, AB 705 encourages colleges to minimize the number of units that students accumulate.

What should we do if a student doesn't want to take the corequisite?

Colleges should use their established challenge processes to review these requests.

The goal of AB 705 is increase the number of students completing transfer level courses, so colleges should consider whether they want restrict enrollment if a student doesn't want to take the recommended support course.

QUESTIONS ABOUT BASIC SKILLS COURSES

Can we offer courses that are below transfer in mathematics and English?

Yes, colleges can continue to offer basic skills courses in mathematics and English.

Students can only be placed into existing basic skills courses if the college has data that shows they will maximize the likelihood of completing transfer level in one year.

Colleges that develop new basic skills courses have up to two years to demonstrate that the sequences maximize the likelihood of completing transfer level in one year.

Should we delete our basic skills prerequisites from transfer level courses?

Colleges should not delete any prerequisites at this time.

Modifying prerequisites will require colleges to resubmit courses for articulation review and there is currently no guarantee your courses will be approved.

Placement processes does not impact the articulation of your courses. Articulation is based on requisites, content, assignments, etc.

Should we delete our basic skills courses from the college catalog?

Colleges can choose to do this, but it is likely that you will have students that will not be ready for transfer level, even with concurrent support. If you delete all of these courses, they will go somewhere else.

QUESTIONS ABOUT THE CLOCK

Will my college be penalized if a student does not complete transfer level English or mathematics in the one year timeframe?

No, your college will not be penalized.

Colleges are required to create curricular structures and implement placement that will maximize a student's likelihood of completing transfer level, but they are not guaranteed to be successful.

If a noncredit student enrolls in a noncredit mathematics or English course does it start the one year clock?

No, the clock only applies to students that are seeking an associate degree or transfer that are enrolled in the credit program.

If a credit student enrolls in a noncredit mathematics or English course does it start the one year clock?

This may start the clock if the noncredit course is part of a sequence leading to transfer level.

Remember that colleges are not responsible for a student choosing to take a noncredit course, they are responsible for placing a student into a course that maximizes the likelihood that they complete transfer level in one year.

QUESTIONS ABOUT TRANSFER AND ARTICULATION

Will the prerequisites on the C-ID descriptors be changed?

Not at this time. Until we have had more complete discussions with the CSU and UC about changes to those course descriptors, no changes will be made.

How will corequisites impact ADTs?

Corequisites have no impact on ADTs, whether they are credit or noncredit. An ADT is approved because it is possible for a student to complete the degree in 60 units, but it does not guarantee that every student will.

Courses with embedded support that increased units also has no impact because there are options that allow students to complete the degree in 60 units.

Is Intermediate Algebra no longer required for transfer level quantitative reasoning courses?

CSU EO removed the explicit requirement of an intermediate algebra prerequisite for courses to qualify for CSU GE Area B4.

IGETC Standards allow for the acceptance of statistics courses with alternative prerequisites.

Other courses for IGETC still have intermediate algebra as a required prerequisite.

It is unclear whether the removal of intermediate algebra would impact course to course articulation.

OTHER MISCELLANEOUS QUESTIONS

What does AB 705 mean for the mathematics competency requirement for associate degrees?

§55063 requires students to complete a course equivalent in rigor to Intermediate Algebra with a prerequisite of Elementary Algebra or "achieving a score determined to be comparable to satisfactory completion of the specified mathematics course"

With the elimination of assessment testing, the existing regulation will be reviewed by the California Community Colleges Curriculum Committee (5C) to determine if it needs to be revised.

Until the regulation is revised, colleges will locally decide if a student has satisfied the requirement.

What about placement tests for other classes like chemistry?

Any chemistry placement test that is currently approved can still be used to place students into general chemistry.

Any future approvals will need to be done by the Board of Governors. At this time, the Chancellor's Office has not developed a process for submitting any new assessment tests for review and approval.

Can colleges create an approved noncredit certificate program composed only of noncredit corequisite courses?

This might be possible, but the initial information from the Chancellor's Office has been no.

A certificate program requires a sequence of courses leading to an educational goal. While supporting transfer is an allowable goal, it isn't clear that one English and one mathematics support course would constitute a sequence.

ADDITIONAL QUESTIONS?



STUDENT CENTERED FUNDING FORMULA

UPDATE ON STUDENT CENTERED FUNDING FORMULA

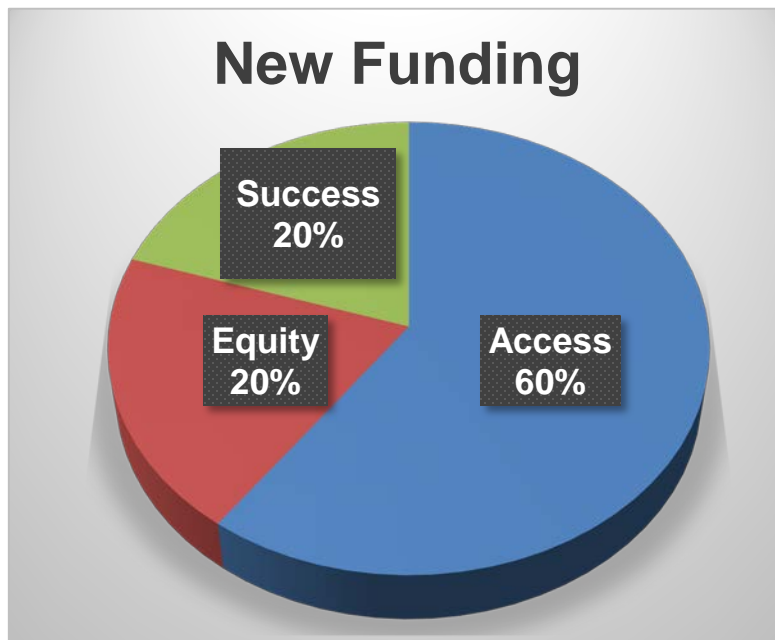
Institutional Effectiveness & Student Success Committee
September 26, 2018

Status of Metrics

- Access
 - July submission of FTES 320 report
 - Planned resubmission in October with expected increase in the proportion of special admits
- Equity
 - MIS Submission planned for next week
 - Ongoing development College Promise Grant coding and cleaning
- Success
 - Awards data submitted to MIS in mid September
 - Using state offered numbers for living wage and transfer
 - Developing Clearing House methodology to replicate transfer numbers

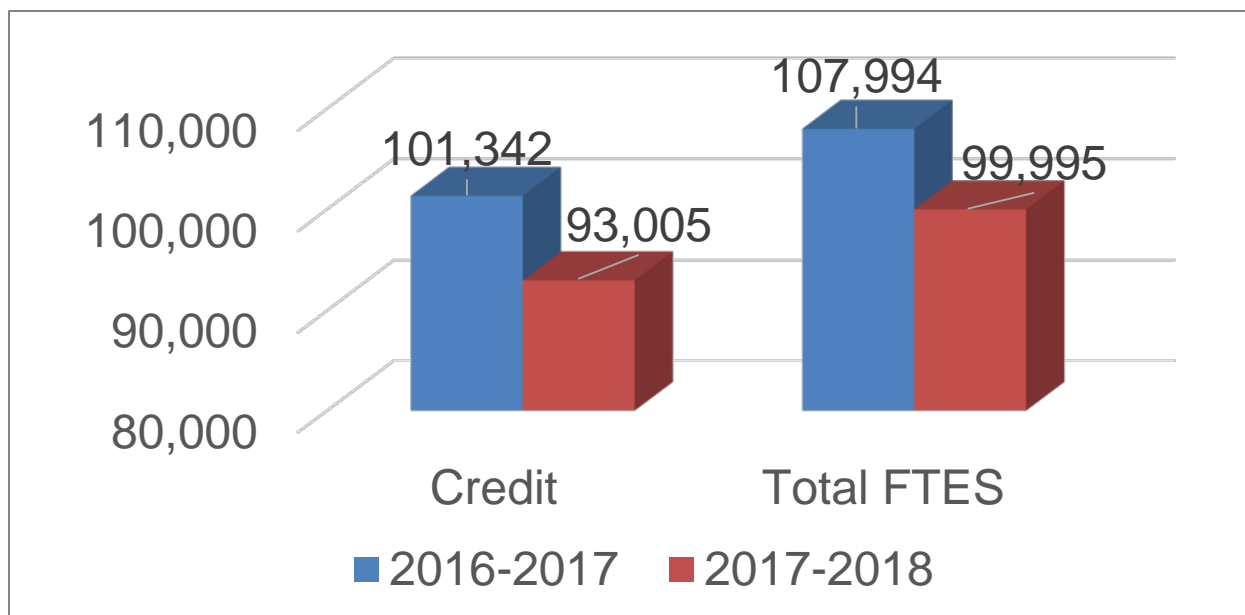
Student Centered Funding Formula

- Access

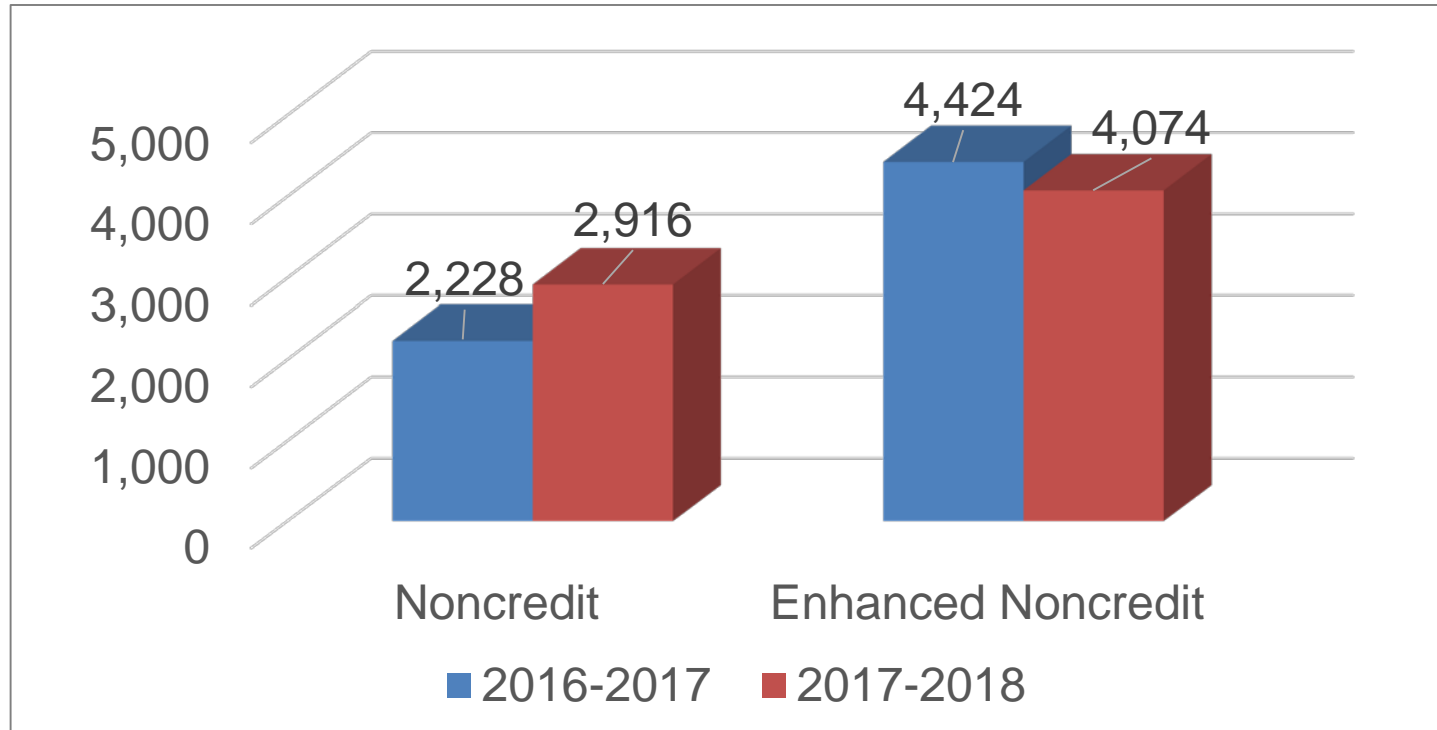


Category	Funding per FTES
Credit	60% Rate- \$3,274
Noncredit	Full Rate - \$3,347
Noncredit CDCP	Full Rate - \$5,457
Concurrent/Dual Enrollment	Full Rate - \$5,457

Access



Access



2018-2019 Base Allocation FTES

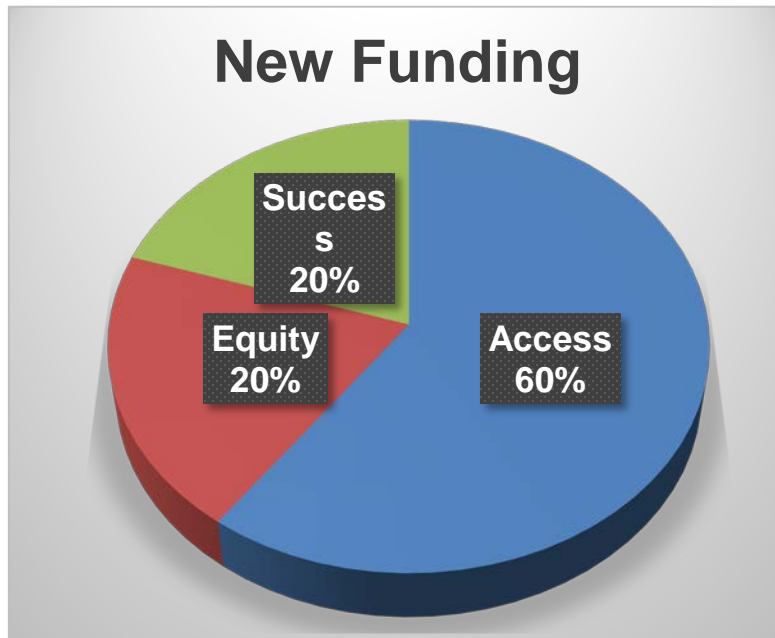
HOME CAMPUS	Special Admit	Noncredit	Enhanced Noncredit	Credit	Credit Adjusted	Total FTES
City	414	391	742	10,393	9,979	11,525
East	1,983	732	1239	23,596	21,613	25,568
Harbor	297	81	0	6,290	5,993	6,371
Mission	338	247	234	6,684	6,346	7,165
Pierce	369	353	2	14,113	13,744	14,468
Southwest	229	204	440	4,227	3,998	4,870
Trade-Tech	566	346	670	11,079	10,513	12,094
Valley	340	67	731	11,690	11,350	12,487
West	289	267	133	7,713	7,423	8,112
TOTAL	4,826	2,687	4,191	95,784	90,958	102,661
State Number	5,149	2,211	4,423		92,184	103,967

Access Highlights

- Special Admits
 - ELAC – 7.8% total FTES
 - Average 4.7%
 - Range 2.7-7.8%
- CDCP
 - Southwest – 9% total FTES
 - Average 4.1%
 - Range 0-9%

Student Centered Funding Formula

- Equity

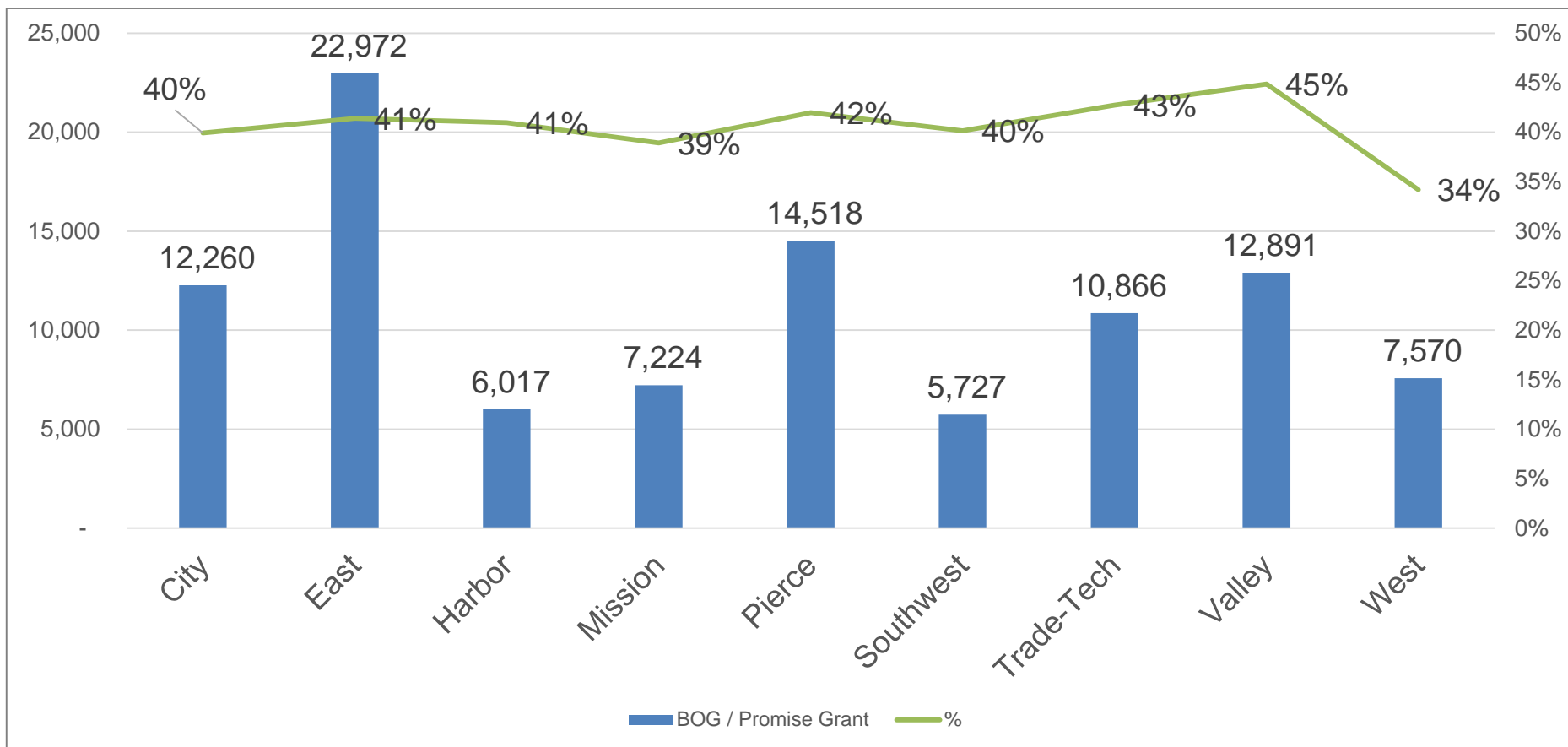


Category	Funding per Student
AB 540	\$919
California Promise Grant	\$919
Pell Grant	\$919

Equity

2017-2018 Current Estimates				
HOME CAMPUS	AB540	BOG / Promise Grant	Pell Grant	Total
City	866	12,260	4,893	18,019
East	1,437	22,972	9,509	33,918
Harbor	308	6,017	2,465	8,790
Mission	487	7,224	2,811	10,522
Pierce	909	14,518	6,092	21,519
Southwest	153	5,727	2,299	8,179
Trade-Tech	840	10,866	4,642	16,348
Valley	817	12,891	5,782	19,490
West	369	7,570	2,588	10,527
TOTAL	6,186	100,045	41,081	147,312

Current Pell Gaps

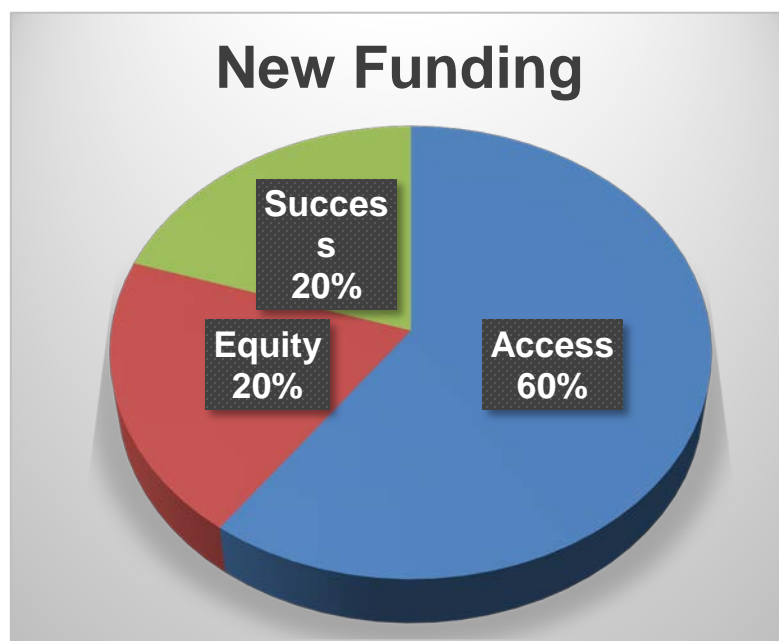


Equity Highlights

- Promise grant down less than enrollment declines
 - Range 0% down to 8% down
- Pell Grants down greater than enrollment declines
 - Range -11% to -22%
- Pell Gap of greater than 50,000
 - Major potential for additional Pell
 - Address verifications
 - Improve SAP interventions
 - Communication plans

Student Centered Funding Formula

- Success



Category	Funding per Completion
ADT	Regular \$1,760 Pell \$666 Promise \$444
AA/AS/BA	Regular \$1,320 Pell \$500 Promise \$333
Certificate Transfer English and Math	Regular \$880 Pell \$333 Promise \$222
Transfer to a four year	Regular \$660 Pell \$250 Promise \$167
9 CTE units Living Wage	Regular \$440 Pell \$167 Promise \$111

Success

CAMPUS	2017-2018							Living Wage - estimated
	9+ CTE Units	AA/AS Degrees	Bacc. Degrees	ADT (AAT / AST)	Certif. (16+ units)	Transfer - Estimated	Transfer Math & English 1st Year	
City	2,033	732	-	318	778	1,293	109	1318
East	4,690	1,295	-	864	1,439	2,625	165	3069
Harbor	781	1,076	-	299	395	1,132	161	984
Mission	979	1,077	-	284	675	744	115	976
Pierce	2,316	2,266	-	660	1,379	2,516	370	2298
Southwest	560	635	-	93	261	388	43	604
Trade-Tech	3,943	597	-	59	1,269	459	37	2444
Valley	1,860	861	-	514	1,055	1,652	145	1496
West	1,759	720	28	315	779	690	80	1256
TOTAL	18,921	9,259	28	3,406	8,030	11,500	1,225	14,446
	20,035	8,927		2,540	7,983	11,500	643	14,446

Success Highlights

- 4% increase in local degrees
 - Transitioning to Transfer Degrees
- Increase ADTs by 33%
- 8% increase in certificates
- Increase of 50% for English and Math Completion
 - Half of the increase generated by the Promise
- 6% decline in CTE unit metric
 - Metric is heavily impacted by declining enrollment

Initial Budget Impact

TCR + COLA	\$622,254,912
State Scenario	\$652,910,481
Internal Estimates	\$640,256,583
SCFF Projected Impact	\$18,001,671

Actions to Date

- January 2018 - June 2018: Regular presentations of the proposed funding formula were presented to the District Budget Committee, Executive Committee of the District Budget Committee, Cabinet and the Board subcommittees
- July 2018 - August 2018: The division for Educational Programs and Institutional Effectiveness presented the funding formula to the District Budget Committee and the Board subcommittee on Institutional Effectiveness and Student Success
- AB 705 Summit August 10
- Chancellor's Retreat September 6 – 7
- Fin Aid Retreat September 18
- Chancellor's Cabinet September 19
- Discipline Day September 21
- Special Pres Council October 5
- Leadership Training October 26
- Deans/Directors Early Nov – TBD
- Scaling Up GP November 28 – 29

College Presentations

College presentations

- Trade Tech – Classified Convocation (8/1); Faculty Convocation (8/23)
- Mission (8/23)
- West (9/20)
- Harbor (9/24)
- Southwest (9/28)
- Valley (10/2)
- East (10/8)
- Pierce (TBD)
- City (TBD)

Reporting

- **Quarterly Reports (Beginning November 2018)**
 - The Enrollment reports are being updated to align with the new funding formula
- **Daily Reports (Beginning November 2018)**
 - The District is updating daily reports on enrollment to be divided by the core areas of enrollment
- **Accountability Reports (To be updated October and Ongoing)**
 - The Colleges are completing annual projections for enrollment, equity and student success metrics
 - The outcomes will be tracked throughout the year as the data becomes available to determine whether colleges are meeting their projections and goals

Access

Category	District Activities	College Activities
General	<ul style="list-style-type: none"> Development of queries for use by college researchers Support through District marketing efforts Enhancements and defect resolution for the PeopleSoft system Analysis of course taking based on educational plans 	<ul style="list-style-type: none"> Marketing and outreach
Credit FTES	<ul style="list-style-type: none"> Regular monitoring Revision of daily enrollment reports Revision of quarterly reports Support of the LA College Promise 	<ul style="list-style-type: none"> Development of new programs Scheduling and course reductions Recruitment and support for the LA College Promise
Noncredit	<ul style="list-style-type: none"> Support for the implementation of AB 705 Development of a model for online noncredit 	<ul style="list-style-type: none"> Expansion of tutoring Development of curriculum Implementation of AB 705
Enhanced Noncredit	<ul style="list-style-type: none"> Coordination of adult education deans Update of the curriculum inventory for adult education Support for program approval at the state-level 	<ul style="list-style-type: none"> Development of new programs Scheduling and section increases
Dual Enrollment	<ul style="list-style-type: none"> Coordination of CCAP agreements Expansion of CCAP to charter schools Coordination with LAUSD district-level leadership 	<ul style="list-style-type: none"> Development of local addendums with LAUSD Program development and scheduling Outreach

Equity

Category	District Activities	College Activities
AB 540	Continuation of the DACA Taskforce Social media campaign with Imprenta Board resolutions in support of undocumented students Development of the SB 68 Pathway to AB 540	Development of the Dream Resource Centers Distribution of state financial assistance for AB 540 students
College Promise Grant	Launch of online College Promise Grant application through PeopleSoft	Outreach to students Requirement of LA College Promise High School outreach
Pell Grant	Awareness campaign with all colleges Financial Aid Summit (September 18) Follow-up communication strategy development with recommended experts Development of outreach materials Launch of Pell marketing campaign (Interact) Development of lists of “Promise - No Pell” students Development of communications to Pell eligible students Launch of new software service to assist in federal Pell verifications	Outreach to students Requirement of LA College Promise High School outreach

Success

Category	District Activities	College Activities
ADT	<ul style="list-style-type: none"> Coordination of completing the degree audit system Development of a new curriculum system Review and reporting of current and available transfer degrees Regular reporting District-wide launch of Program Mapper 	<ul style="list-style-type: none"> Review of transfer and local degrees Determination of whether duplicative local degrees are needed Development of new degrees Promotion and marketing of transfer degrees Implementation of guided pathways
AA/BA	<ul style="list-style-type: none"> Creation of data queries to identify students close to completion Regular Reporting District-wide launch of Program Mapper 	<ul style="list-style-type: none"> Implementation of guided pathways Local activities as identified in the college educational master plans and/or at the October 5th event
Certificates	<ul style="list-style-type: none"> Creation of data queries to identify students close to completion Regular Reporting District-wide launch of Program Mapper 	<ul style="list-style-type: none"> Implementation of guided pathways Local activities as identified in the college educational master plans and/or at the October 5th event Marketing campaign as a project of the regional Strong Workforce Project
Transfer	<ul style="list-style-type: none"> Development of district wide transfer agreements Support and expansion of the Reverse Transfer model launched with CSUN and the valley colleges Implementation of the Vicky Chang Scholarship 	<ul style="list-style-type: none"> Continued development of transfer relationships with universities Implementation of guided pathways Local activities as identified in the college educational master plans and/or at the October 5th event Development of CCAP partnerships that lead to transfer

Success

Category	District Activities	College Activities
9 units of CTE	Regular Reporting	Implementation of guided pathways Local activities as identified in the college educational master plans and/or at the October 5 th event Marketing campaign as a project of the regional Strong Workforce Project
Completion of Transfer English and Math	Completion of the modifications of PeopleSoft to support AB 705 and multiple-measures placement (December 2018) Support of AB 705 implementation Continued professional learning for improved teaching in English and Math Development of noncredit online accounting method	Implementation of AB 705 Curricular changes Scheduling changes Enhanced tutoring models Implementation of guided pathways Local activities as identified in the college educational master plans and/or at the October 5 th event
Living Wage	Regular Reporting Coordination of regional relationships Implementation of agreement with LA County Department of Human Resources Continued development of Job Placement models	Implementation of guided pathways Local activities as identified in the college educational master plans and/or at the October 5 th event Marketing campaign as a project of the regional Strong Workforce Project

Questions?

