

AB 1805 Data Submission Overview

Overview prepared by David Beydler

October 3, 2021

In Summer 2021, Mt. SAC was required to submit evidence to the Chancellor's Office that our college is adhering to AB 1805.

Data Template

We were provided a data template from the Chancellor's Office with worksheets to capture assessment/placement and enrollment data for English, math, and credit ESL. This was completed by researcher Maria Tsai. Per AB 1805, we must report this information annually to the Chancellor's Office. We must also publicly post this information (which can be found here: https://www.mtsac.edu/assessment/placement_data.html).

Data was disaggregated based on whether students were assessed/placed/enrolled into a transfer-level course with or without concurrent support recommendations (in our case, corequisite recommendations). Another column counted number and percentage of students assessed/placed/enrolled in pre-transfer-level courses. All of the data was also disaggregated by ethnicity.

Submission Form

We also needed to certify that we are adhering to the following parts of Title 5, section 78221.5 (which implements AB 1805):

1. Inform students of their rights to access transfer-level coursework and academic credit English as a second language (ESL) coursework, and of the multiple measures placement policies developed by the community college.
2. The information described in paragraph (1) shall be communicated in language that is easily understandable, and shall be prominently featured in the community college catalog, orientation materials, information relating to student assessment on the community college's Internet Web site, and any written communication by a college counselor to a student about the student's course placement options.

Earlier in Spring 2021, members of the Assessment & Matriculation Committee worked to update assessment verbiage in the catalog, website, and orientation materials. For the AB 1805 data submission form, we provided a link to the college catalog, screenshots from the online orientation, a link to the Mt. SAC Assessment website, and a screenshot of the AQ results which counselors use when talking with students about their placement.

Challenges

Despite a Chancellor's Office webinar covering this form, those of us who worked on the form felt it was confusing. We also felt that the data being collected was oversimplified and did not reflect our placement system. With the data submission, we included the following challenges (compiled by Maria Tsai).

1. Cohort limited to first-time credit students - Mt. SAC offers all students the opportunity in using the new AB 705 Multiple Measures placement process instead of just new incoming students. With that, the required data for submission do not truly reflect the overall Mt. SAC placement results.

2. Confusing column headings for enrollment counts in the data template are misleading to indicate that it's related to placement but it should not.
3. Not taking into educational goal into consideration – students with certificate or Associate degree goals are not required to take transfer-level math courses.
4. Over simplified math sequencing method based on support type - with such method in categorizing summary, it won't truly reflect Mt. SAC placement recommendations because we have implemented a complex system in generating math placement recommendations.
5. Unclear instructions on how to separate English and credit ESL placements into two tabs– it's not clear whether it should be based on cohort's English language background or the results of highest English sequence placement.
6. Unresponsiveness of CCCCOC with certain questions raised at and after the June 2 AB 1805 webinar and no public access to the webinar recording and Q&As documentation for updates/clarifications made it impossible for colleges to generate data consistently based on clear/comprehensive guidelines and definitions.
7. Although CCCCOC indicated that individual college's placement and enrollment results prepared through the provided data template could be uploaded onto college's website and used for AB 1805 compliance of public access, the format would not meet the accessibility requirements.

Equitable Placement Webinar Overview

Overview prepared by David Beydler

October 3, 2021

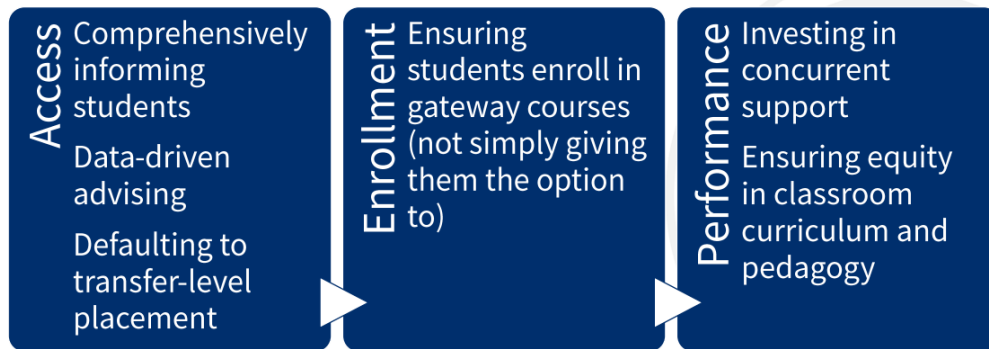
The “Equitable Placement” presentation slides focus on AB 705 implementation and consist of two parts:

1. Slides 1-20: Presented by Vice Chancellor Aisha Lowe to the Board of Governors in July 2021.
2. Slides 21-30: Presented by Aisha Lowe and Chancellor’s Office researcher John Hetts during September 8, 2021 webinar.

Summary:

- Majority of students now enrolling in transfer-level English and math courses.
- 1-year throughputs rates have increased for all subgroups analyzed.
- However, gaps remain for disproportionately impacted students.
- Based on data from December 2020 Validation of Practices Data Template, 7 out of 115 colleges did not enroll students below gateway course. The other 108 colleges “are not maximizing one-year completion for any student groups, maximizing for only one group, submitted incomplete data, or had small sample sizes.”
- Conclusion: “Where local placement practices result in students enrolling in pre-gateway coursework, or where students are allowed to enroll in pre-gateway coursework, results indicate one-year gateway course completion is not being maximized.” Based on this conclusion, the direction of the Chancellor’s Office is:

From Compliance to Continuous Improvement



- Mt. SAC will receive a memo (soon?) about our results and what we’re now required to do. This will include submitting a transition plan this fall detailing how we will achieve full AB 705 implementation by Fall 2022.
- The Chancellor’s Office plans to:
 - Review and update Title 5 regulations for “AB 705 alignment.”
 - Work on credit ESL assessment guidelines.
- The Transfer-Level Gateway Completion Dashboard was demoed: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/transfer-level-dashboard>