

**AB 705 Webinar Q&A**  
**November 29, 2021**

- Celia Cruz-Johnson 03:34 PM
- We will have access to the recording later today?
- John Hetts 03:36 PM
- The recording will be made available on the Vision Resource Center in the Equitable Placement community. It usually takes a few days for everything to be pulled together and posted.
  
- Brian Sanders 03:39 PM
- Since each college's Validation of Practices was reviewed, will each college receive information on the areas they were and were not in compliance with AB705? This would help us prepare for the next phase.
- John Hetts 03:43 PM
- Generally, with very rare and limited/subgroup specific exceptions, colleges enrolling students below transfer-level courses were not in compliance with AB705.
  
- Jason Edington 03:42 PM
- What about students that do not need transfer level math or english for their certificate?
- John Hetts 03:45 PM
- The specific circumstances under which and students for whom pre-transfer level course are allowable under AB705 are covered in the memo and is being answered live currently.
  
- Rocio Avila 03:43 PM
- For the minority who are not successful, how can colleges demonstrate the effectiveness of pre-transfer level courses?
- Mallory Newell (she/her) 03:44 PM
- The data addendum that is part of the discussion today will enable colleges to demonstrate where a pre-transfer course is maximizing completion of the gateway course.
  
- Michelle Beard 03:44 PM
- "Colleges are required to demonstrate the effectiveness of those pre-transfer level courses per the standard set by AB705 which is successful entrance and completion of the relevant gateway course." What if a pre-transfer level course is the goal? For example, we have a "math for nursing" class for our nursing students entering the nursing program. It was designed for nursing students. They don't want to get into transfer level math courses. How do we "validate" this course since it is pre-transfer level?
- Mallory Newell (she/her) 03:47 PM
- There is a tab in the data addendum to enter data for college-level math for degree programs with requirements that are not met with transfer level math.
  
- Mary Gross 03:45 PM
- Are we able to track students among the various California community colleges to see if a student who takes a pre-transfer class at one college, leaves that, but goes on to successfully complete at another college within the year timeframe is considered successful?
- Mallory Newell (she/her) 03:49 PM

- The Transfer Level Gateway Completion Dashboard does just that: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/transfer-level-dashboard>
- Dora Escobar 03:47 PM
- If the data addendum does not show that pre-transfer course is maximizing throughput, then we cannot offer those courses right?
- John Hetts 03:48 PM
- That's correct - the expectation is that the institution will wind down those courses prior to Fall 2022.
- Maria Tsai 03:48 PM
- Is it valid to require evidence with the specified timeframe knowing that data collection period was heavily impacted by COVID-19 pandemic?
- John Hetts 03:49 PM
- The throughput comparison/standard also comes from the COVID-19 pandemic so those impacts exist on both sides of the comparison.
- Brian Sanders 03:48 PM
- The last bullet says: "Where students hadn't previously completed the prerequisite in high school." This seems to be the primary concern of the math professors at my college. If we restrict enrollment to only those students who did not pass the class already in high school, would we still need to complete the full data analysis and submission?
- John Hetts 03:51 PM
- Colleges that enroll any students pre-transfer level coursework still have to submit the data addendum and show that that placement and enrollment practice is effective.
- Jackie Williams 03:48 PM
- What is college-level vs transfer level? Is college-level the same as below-transfer?
- John Hetts 03:52 PM
- In mathematics, courses one-level below transfer are college-level as they count towards the completion of the quantitative reasoning requirements for local associate degrees.
- Audrey Yamagata Noji 03:49 PM
- It would be helpful to distinguish references to "transfer-level" and "college-level" courses -- especially related to the Intermediate Algebra requirement for the AA/AS
- Mallory Newell (she/her) 03:59 PM
- These are defined in the memo, data template, and we will address in a bit.
- Bamdad Samii 03:49 PM
- Does this mean that students can't voluntarily choose to enroll in a pre-transfer courses?
- John Hetts 03:53 PM
- They may but any college that chooses to continue to offer such courses and allow such enrollment must demonstrate the effectiveness of those pathways.
- Liz Russell 03:49 PM

- It states “where students hadn’t previously successfully completed the prerequisite in high school”, does this address the student that did not pass Algebra II in high school yet wishes to take STEM courses?
- John Hetts 04:32 PM
- Based on evidence discussed in the memo, students who did not pass Algebra II in high school are better served by starting at transfer-level with appropriate support.
- David Beydler 03:49 PM
- What about a Radiologic Tech program that needs skills from Intermediate Algebra more than our transfer-level math courses? Intermediate Algebra is not specifically tailored to the program, but it is a best fit. Transfer-level courses like Statistics could meet the math requirement and have higher throughput, but might not best meet the needs of students.
- Mallory Newell (she/her) 03:56 PM
- The data addendum that is part of the discussion today will enable colleges to demonstrate where a pre-transfer course is maximizing completion of the gateway course. Your college can enter the students in this pathway into the template to validate the outcomes that it is working for this particular program.
- Karen Crozer 03:50 PM
- Is it possible to get a copy of these slides?
- Mallory Newell (she/her) 03:51 PM
- The recording and slides will be made available on the Vision Resource Center in the Equitable Placement community. It usually takes a few days for everything to be pulled together and posted.
- Maria Tsai 03:51 PM
- If the throughput outcome of a college not showing maximization by your standards, will the college be required not to allow pre-transfer level enrollment in English/math sequence by fall 2022?
- Mallory Newell (she/her) 04:00 PM
- Per John's earlier response: That’s correct - the expectation is that the institution will wind down those courses prior to Fall 2022.
- Wendy Brill-Wynkoop | FACCC President 03:51 PM
- To clarify... The districts are required to place students in transfer level math and English even if the certificate program pathway DOES NOT include any math or English courses as part of that program?
- John Hetts 03:56 PM
- That’s not accurate. In both the memo and on Slide 7, it’s made clear that the requirement holds only where there are math or English requirements.
- Luke Spence 03:51 PM
- From what I understand, the data being referenced is for the first two years of AB705, so 19/20 and 20/21. Is there a concern about using completion data from the pandemic to craft recommendations? The pandemic and the shift to online is a huge confounding variable.
- John Hetts 04:01 PM
- Potentially, except that the evidence prior to the Fall 2019 was clear that pre-requisite pathways were far less effective. Further, the comparisons being used to determine whether new approaches are effective use local comparisons so that any pandemic effects are on both sides of the

comparison for students that start below transfer-level and students who start at transfer-level (i.e., its a constant and is not being applied to only one of the comparisons). If colleges have any evidence of the effectiveness of alternative, below-transfer-level pathways, they are strongly encouraged to provide it.

- Erica 03:53 PM
- Can you provide the Memorandum?
- Aisha Lowe 04:06 PM
- Just placed all three documents in the chat.
  
- Catherine Eagan 03:53 PM
- Since we know that some students will fail the transfer-level course on their first or perhaps even 2nd attempts, how do you recommend we talk to students about the data, about what to do if they fail or feel compelled to withdraw, so that the college doesn't lose them? Is there no path we can offer to help them, for example a stand-alone non-credit course, other than retaking the transfer-level course and using more support?
- Mallory Newell (she/her) 03:57 PM
- These are great questions, many examples are included in the Improvement Plan which is part of the memorandum.
  
- David Beydler 03:55 PM
- Just to be clear, are students in associate programs that have the "standard" math requirement of Intermediate Algebra or above (without any specific math course or skill needs) required to enroll in transfer-level math because transfer-level math meets the math requirement?
- John Hetts 04:34 PM
- If an institution can demonstrate that an alternative, pre-transfer-level pathway is more effective and provide that data as part of the data addendum, pre-transfer level courses may be allowed for students who haven't previously successfully completed that prerequisite course. However, institutions should make sure to compare that pathway to one in which that material is designed meaningfully into a support course at the transfer level.
  
- David Beydler 03:58 PM
- How would using pre-transfer-level petitions affect compliance with the law? Could you please provide more details about a sample petition system that would work? For example, could students who have failed a transfer-level math course (or who have enrolled and dropped out of a transfer-level math course) petition to take a pre-transfer-level math course? Or could any student take a petition at any time?
- Aisha Lowe 04:21 PM
- Hello David. Instituting a petition process is recommended to ensure students are aware of the potential detriment of the choice they are making. We will be releasing a memo and guidance on student communications and guidance in the new year based on the results of the AB 1805 forms & templates submitted by colleges in July. We will include a sample petition.
  
- Maury Pearl 04:00 PM
- What standard or threshold was used by the CCCC to determine that "throughput was not maximized" and how is this seen from the data that was submitted by the colleges or the transfer completion dashboard?

- Mallory Newell (she/her) 04:03 PM
- This is defined in the memo, data addendum and on the dashboard methodology. We will also address it in a later slide.
  
- Maria Tsai 04:01 PM
- Are (1) all US HS graduates, (2) certificate/degree/transfer students two separate conditions or one combined condition?
- Aisha Lowe 04:23 PM
- This is an "and" condition. So all US HS grads with any of those three educational goals. This basically covers most all credit enrollments.
  
- David Beydler 04:01 PM
- What constitutes a curricular innovation on the form? Do new links between pre-existing courses count as a curricular innovation? For example, pre-transfer-level English with a DSPS course.
- Mallory Newell (she/her) 04:05 PM
- Newly developed on or after Fall 2019. 04:03 PM
  
- Doug Herndon 04:05 PM
- Clarification: Every college will submit an Eq Placement/completion plan, but it will be simplified for those already in compliance?
- Aisha Lowe 04:24 PM
- Correct. John will overview the form shortly.
  
- David Beydler 04:05 PM
- For students who have a goal of transfer but would like to pick up an associate degree on their way, can these students petition to take Intermediate Algebra?
- Aisha Lowe 04:28 PM
- Whether a petition is in place or not, all student outcomes will be assessed and must meet the standards of AB 705 - that where students begin in the discipline is proven (per local data) to be best for students' completion. A student petition does not negate the requirement to demonstrate effectiveness of practice. We cannot allow students to make harmful choices and need to ensure students are properly informed and encouraged to follow a path demonstrated as most beneficial for them.
  
- Stephanie Curry 04:07 PM
- How will this impact articulation agreements that may require below transfer courses?
- Aisha Lowe 04:10 PM
- Hi Stephanie. That is addressed in the materials in terms of how to navigate the current realities. Additionally, we are having conversations with CSU, UC and legislators about the needed alignment with our 4-year partners for full AB 705 implementation.
  
- Debra Breckheimer 04:07 PM
- How about DSPS students?
- Aisha Lowe 04:30 PM
- Hi Debra. Can you clarify your question? To date, results have shown that access and completion have increased for DSPS students. See the dashboard for more details:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/transfer-level-dashboard>

- Jackie Williams 04:08 PM
- If we implemented a new, non-required, low- or no-unit course for students who wanted additional skills practice, does this course count as first coursework in the discipline? In other words, do we need to make sure a non-credit English course or Math course is immediately followed with the transfer-level course in the next semester?
- Aisha Lowe 04:32 PM
- Hello Jackie. Please email your question to [AB705@cccco.edu](mailto:AB705@cccco.edu).
  
- Dr. Marlow Lemons 04:09 PM
- So to make sure: our college 'offers' a developmental course. But, our placement system does not require our students to take it before entering their transfer-level math courses. So, we do not have to complete a data addendum?
- Mallory Newell (she/her) 04:10 PM
- Your college will still need to complete. Placement and enrollment (required or recommended) is included in the data addendum. 04:10 PM
  
- Betty Glycer-Culver 04:10 PM
- Aisha, can you please clarify something you just said about when the calculation for through put first starts...we have been basing it on the FTIC and completing that first year. But I think I heard you say something about first entering their program of study....I didnt quite catch it. thank you
- Aisha Lowe 04:12 PM
- Hello Betty. That's an important clarification. The "clock" starts when a student first enrolls in the discipline.
  
- Erik Armstrong 04:10 PM
- As a follow up, would we have been informed as a college if we already fall into Option #1 for question #2 in the improvement plan (i.e., already achieved full compliance)?
- Mallory Newell (she/her) 04:11 PM
- All colleges are being asked to submit these documents, regardless of prior reporting.
  
- Liz Russell 04:11 PM
- Please clarify: The state default placements for Math STEM courses assume a student has passed Algebra II in high school. If a student has not passed Algebra II in high school is it appropriate to place them into a college level (pre-transfer) level course to learn this content prior to transfer-level STEM courses?
- Aisha Lowe 04:39 PM
- Hello Liz. See the memo which provides guidance on this exact question based on recent research.
  
- Trine Miller 04:11 PM
- Does AB 705 track data for students who begin a transfer-level course but who withdraw from the course before the end of the semester (and who therefore do not receive a grade)?
- Mallory Newell (she/her) 04:14 PM

- Yes, if withdrawing after census, these students would be included in the starting cohort, but only included in the successful completion of the gateway course if they successfully completed within one year of initial enrollment.
- Debra Breckheimer 04:11 PM
- How do you prove the need for students to take pre-transfer courses?
- Mallory Newell (she/her) 04:12 PM
- This would be through the data addendum template that is part of the reporting process. We will address the template in a bit.
- Matthew Trengove 04:11 PM
- Are we evaluating the change in 'through-put' ratios? We've seen significant increases in the denominator (i.e., students taking transfer-level courses in their first year), and a minimal decrease in-course success rates. I just want to stress that we should include measures to determine the number of students taking transfer-level courses.
- Aisha Lowe 04:36 PM
- There is a whole suite of research that is still forthcoming to more fully understand who students are failing and where student performance has been impacted. More to come.

There, we will need to focus on concurrent support and classroom practices to ensure student success.

- Richard Dry 04:11 PM
- Can we still create new pre-transfer level courses for fall '22 that do not yet have any data for but that we believe will be most effective?
- John Hetts 04:40 PM
- Not in an institution-wide way. There has been a substantial period of potential innovation dating back to the Basic Skills Outcome Transformation Grants. There does continue to be opportunities to demonstrate the effectiveness of alternative pathways but, given the evidence to date, the effectiveness of such approaches should be first demonstrated as a pilot before scaling, with clear opportunities for those students to choose transfer-level courses with appropriate support.
- Annette Nylander 04:11 PM
- Why would the district be required to place students in transfer level Math and English even if the certificate program pathway DOES NOT include any Math or English courses as part of that program? If their plan and goals clearly show they do not need to take those classes can they be skipped.
- Aisha Lowe 04:13 PM
- This is detailed in the materials and was highlighted earlier. Colleges are not required to create course requirements that don't currently exist.
- Kyle Crider 04:13 PM
- Will the CCCApply GPA question be changed to collect GPA for students who have been out of high school for more than ten years?
- Mallory Newell (she/her) 04:21 PM
- I have noted this request and will look into it.

- William Silver 04:14 PM
- For John Hetts: Did you say that a student who declares he/she has not decided on a major or educational goal is not exempt from AB 705 transfer enrollments?
- Mallory Newell (she/her) 04:16 PM
- That is correct, they are to be reported with transfer students, including unknown and unreported.
  
- Gary Greco; he, him, his 04:14 PM
- We have asked for the disaggregated data regarding special populations as it relates to DSPS. Is this data available for the field to look at? I know this was requested.
- Mallory Newell (she/her) 04:18 PM
- Yes, there are multiple reports that include outcomes for DSPS students here is one: [https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/AB705\\_Workshops/Enrollment%20and%20Success%20in%20Transfer-Level\\_English\\_and\\_Math\\_for\\_Special\\_Populations\\_July2021.pdf?ver=2021-08-04-114819-053](https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/AB705_Workshops/Enrollment%20and%20Success%20in%20Transfer-Level_English_and_Math_for_Special_Populations_July2021.pdf?ver=2021-08-04-114819-053) including the throughput dashboard: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/transfer-level-dashboard> 04:14 PM
  
- Michelle Beard 04:15 PM
- "Dual enrollment should follow the same placement rules." We have a high school on our campus and the high school students are working through pre-transfer level math. We offer pre-transfer level courses as dual enrollment on their property. What does the above statement mean? Are we not able to continue offering pre-transfer level to high school students?
- Aisha Lowe 04:44 PM
- Hello Michelle. You are not disallowed from offering PTL courses for dual enrollment students. However, please follow the guidance provided in the memo of effective placement of current high school students and ensure dual enrollment is not predominated by PTL courses.
  
- Betty Glycer-Culver 04:16 PM
- thank you for the clarification...this may be something to share more broadly with the field at some point.
- Aisha Lowe 04:15 PM
- These materials were sent across a number of our listservs as well as with the ASCCC and SCCC. Please do share broadly.
  
- Meg Hudson 04:16 PM
- Do you have any recommendations as to whether students should take both college-level English and Math their first semester, or start one in the first and one in the second semester? And, if taken consecutively, which is better to take first semester?
- John Hetts 04:43 PM
- Generally, students tend to do better if they are engaged early in courses within their program of study (it's one of the reasons that's used as an early momentum metric in national Guided Pathways work) so maintaining space for taking such courses is important and taking both English and mathematics in your first semester might serve as a barrier to that engagement. As to which is better, there isn't clear evidence one way or the other to date. However, there is some evidence that students who take courses in their program of study before they take their first math course, including in STEM pathways, are more likely to persist and complete. 04:16 PM



- Courtney Bussell 04:16 PM
- Where can we find and look at that data that shows that English learners are best served by starting in transfer level English?
- Mallory Newell (she/her) 04:19 PM
- Here is one resource:  
[https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/AB705\\_Workshops/Maximizing-English-Language-Learners-Completion\\_September2020.pdf?ver=2021-05-29-104508-203](https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/AB705_Workshops/Maximizing-English-Language-Learners-Completion_September2020.pdf?ver=2021-05-29-104508-203)
- Dr. Marlow Lemons 04:19 PM
- So, is the CCC recommending requiring a transfer-level math course to fulfill math competency for the associate's degree? We currently require a minimum of intermediate algebra (MATH 73 or 80).
- Mallory Newell (she/her) 05:02 PM
- No. Math courses appropriate to the student's educational goal and program of study.
- Craig Chamberlin 04:20 PM
- Of course students are more likely to pass a transfer level course if they only have to take one class. They can look up who the easiest teacher is and take that instructor's class. The question I want answered is whether AB705 implementation will lead to a deeper understanding of Math in the long run.
- Aisha Lowe 04:46 PM
- Effectively instruction of math will lead to a deeper understanding of math. That is a matter of classroom curriculum, pedagogy, and climate.
- William Silver 04:23 PM
- Must ESL students who graduate from U.S. high schools be placed immediately in a transfer level English course or do they have 3 years to take any needed pre-transfer ESL courses as well as complete transfer English?
- Aisha Lowe 04:49 PM
- All US HS grads are to be placed using HS data and those with the representative educational goals should be placed, enroll and supported based on this guidance and Improvement Plan. This includes ESL/ELL students who fall into these categories.
- Maria Coulson 04:24 PM
- and still be in compliance. Do we have to validate non-credit courses?
- Aisha Lowe 04:50 PM
- This current work is specific to credit courses. That said, we will address PTL noncredit practices during Q&A.
- David Beydler 04:24 PM
- Thank you, Aisha, for replying to my petition question earlier. As a follow-up, for students who have a goal of transfer but would like to pick up an associate degree on their way, can these students petition to take Intermediate Algebra? Perhaps this can be addressed in the future memo and guidance that you create.
- John Hetts 05:01 PM
- Students with a goal of transfer would need to complete a quantitative reasoning course that was transfer-level in order to be able to transfer.

- Karen Crozer 04:25 PM
- I saw that 7 colleges did not enroll students below the gateway course, 5 maximized throughput for one group, 66 are not maximizing throughput for any groups, 29 had sample sizes that were too small, and 8 reported incomplete data. How do we find out which category our college is in? Is there a master list published?
- Mallory Newell (she/her) 04:27 PM
- All colleges, regardless of prior reporting, are required to complete an Implementation Plan.
- Matt Wetstein - Cabrillo 04:25 PM
- This is a celebratory statement rather than a question...According to the data mart, Math enrollment in transferable Math classes (vs. all credit math enrollments) rose from 53.5% in 2018-19 to 77.8% in 2020-21. I bet it's over 80% in 2021-22. For English, the numbers went from 78.2% to 93.3%. We don't CELEBRATE this progress enough. We still have equity gains to make, and I get that the Math numbers still need to go up, but as a system, we're rocking and rolling on this effort. Let's keep the equity engine humming with these positive changes.
- Aisha Lowe 04:51 PM
- Thank you for reiterating this Matt. Yes, you all have made significant progress and we will see even more in the coming years.
- Jennifer Vega La Serna 04:26 PM
- Can you describe multi-term transfer-level courses?
- Mallory Newell (she/her) 04:28 PM
- A transfer level course stretched over two terms, for example, Statistics where a student takes 3 units in fall and 3 units in spring and must pass both to receive credit for the course.
- Monique Nakagawa 04:26 PM
- We have pre-transfer math courses that middle and high school students are taking over the summer because they want to take calculus in high school - it's a community we serve. Are we supposed to keep our other students out of these courses??
- Mallory Newell (she/her) 04:32 PM
- You may keep those courses with additional enrollments if there is proof it is maximizing completion of the gateway course.
- Rene Price 04:27 PM
- Are we allowed to require specific students to enroll in a transfer level course with support (versus without)? We are finding that more students are enrolling in the courses without support because they do not want the extra unit(s)... not necessarily because they don't need the support.
- Mallory Newell (she/her) 05:00 PM
- Support requirements and recommendations into transfer level courses are to be determined locally by each college.
- Bamdad Samii 04:27 PM
- How do these apply to dual enrollment pre-transfer courses requested by High schools?
- This question has been answered live
- David Beydler 04:27 PM
- To what extent can noncredit math bootcamps be used before students take transfer-level math? I remember that sequences of noncredit courses to credit courses were discouraged when AB 705

guidance was first released, but that short-term workshops were okay. Are there any limitations to be aware of (like maximum number of hours, weeks, etc.)?

- This question has been answered live
  
- Stephanie Bridges (she/her) 04:28 PM
- Do noncredit BTL courses count?
- This question has been answered live
  
- Luke Spence 04:28 PM
- If a student specifically chooses to take a pre-transfer class, even after being advised about the effectiveness of the “transfer with support” model, what happens there? Is that a demonstrable need for a pre-transfer course, or do we not allow that student to enroll in pre-transfer? Thank you for the chance to have this Q&A, it’s helpful.
- Mallory Newell (she/her) 04:30 PM
- Enrollment, voluntary or recommended or required will need to be reported in the data template. There are examples provided in the Plan to assist students with this type of situation.
  
- Carol Hernandez 04:29 PM
- Can we offer a stand-alone non-credit intermediate algebra course? Do we need to validate non-credit courses?
- This question has been answered live
  
- Debra Breckheimer 04:29 PM
- How do we handle the report if math and English will differ in the pre-transfer offerings?
- John Hetts 04:52 PM
- Any pre-transfer level offerings require institutions to report under Option 3 and report using the Data Addendum but the Data Addendum would only have to be completed for the discipline where enrollments below transfer-level would still be allowed or required.
  
- Kelly Douglass (she/her) 04:30 PM
- What if English and Math fall into different Option categories? Does the college have to do the more detailed plan option even if one of the disciplines might be under option 1 or 2?
- John Hetts 04:52 PM
- Any pre-transfer level offerings require institutions to report under Option 3 and report using the Data Addendum but the Data Addendum would only have to be completed for the discipline where enrollments below transfer-level would still be allowed or required.
  
- Richard Dry 04:31 PM
- Can we still create new pre-transfer level courses for fall ‘22 that do not yet have any data but that we believe will create higher throughput?
- John Hetts 04:53 PM
- Not in an institution-wide way. There has been a substantial period of potential innovation dating back to the Basic Skills Outcome Transformation Grants. There does continue to be opportunities to demonstrate the effectiveness of alternative pathways but, given the evidence to date, the effectiveness of such approaches should be first demonstrated as a pilot before scaling, with clear opportunities for those students to choose transfer-level courses with appropriate support.

- William Silver 04:32 PM
- Must ESL students who graduate from U.S. high schools be placed immediately in a transfer level English course or do they have 3 years to take any needed pre-transfer ESL courses as well as complete transfer English?
- John Hetts 04:58 PM
- Students who graduate from a US high school are required to be informed of their right to enroll in transfer-level English (with specifically designed support if possible and as needed) or an ESL equivalent to transfer-level English or appropriate ESL alternatives.
- Aaron Bradford 04:34 PM
- Are co-requisite support courses considered below transfer-level or is it simply the main English or Math courses that should be considered below or at transfer-level?
- Mallory Newell (she/her) 04:59 PM
- The main course, not the support course which may be coded as basic skills.
- Maria Tsai 04:35 PM
- How are B-STEM, SLAM pathways mentioned in the data addendum template being determined? By declared majors or by enrolled first subject course?
- John Hetts 05:06 PM
- Generally, declared major would be the preferred method.
- Meg Hudson 04:36 PM
- Is it considered throughput if a student moves from Credit ESL to transfer level English?
- John Hetts 05:08 PM
- For ESL, completion of transfer-level English is again the outcome measure for throughput calculations and the probability of successful completion of that course (or ESL equivalent) needs to be maximized for those students as well.
- Maria Tsai 04:39 PM
- Regarding "which enrollments should be reported" on the instruction tab, please define processes change. Change in placement or course? Only report the data of most current existing practices?
- Mallory Newell (she/her) 04:58 PM
- Any change after fall 2019 is considered new.
- Maria Tsai 04:40 PM
- From the instruction of the template, Is guided, or self -placement tab only applicable to students who did not have US HS information? If so, then this group can only be reported as "GPA Unknown"?
- Mallory Newell (she/her) 04:48 PM
- Theoretically yes, but colleges are using it for other students
- Dora Escobar 04:41 PM
- If our Guided Placement does not place students into pre-transfer level, do we have to submit this form?
- Mallory Newell (she/her) 04:48 PM
- If a student engaged with the GSP model and voluntarily enrolls below transfer level, you will need to report them.

- Jordan Lamb 04:42 PM
- Any plans to integrate this reporting requirement with MIS reporting?
- Aisha Lowe 04:53 PM
- Yes Jordan. We are getting the needed data elements into MIS for ease of reporting.
  
- Ryan Barry-Souza 04:44 PM
- So we need to replicate the tab for each student goal?
- Mallory Newell (she/her) 04:47 PM
- That is correct.
  
- Ryan Barry-Souza 04:47 PM
- our pre-transfer students arent ever going to complete transfer math. They are certificate students.
- This question has been answered live
  
- Michelle Brock 04:47 PM
- So students who do not intend to take a transfer level class and they meet their goal with pre transfer level class will be counted against the success rates for throughput?
- Mallory Newell (she/her) 04:57 PM
- You would report these students in the template and they would be counted as a success for students with that same goal.
  
- Maria Tsai 04:48 PM
- Will throughput rates based on small number (which could be fluctuating greatly) be considered when checking throughput maximization?
- Mallory Newell (she/her) 04:56 PM
- Throughput is calculated regardless of sample size as noted in the template.
  
- Bill Demarest 04:51 PM
- This is effectively eliminating the option for students in the CCC system from taking pre-transfer level courses. Do you anticipate a strong push to repeal AB705 once the public realizes that this is the case?
- Aisha Lowe 04:55 PM
- Hello Bill. That is not at all the case and has been clearly detailed in the materials. I don't imagine the public will have any concern with us being required to prove that our practices are best for students.
  
- Catherine Eagan 04:52 PM
- What if the students who enroll in the below transfer course do not have a hs GPA because they are immigrants?
- Aisha Lowe 04:54 PM
- Students who do not have HS data can be placed using guided/self placement.
  
- Karen Crozer 04:57 PM
- Also, while we can use classes below transfer if we provide data, it is highly unlikely that this approach would result in a better throughput. Correct?

- John Hetts 05:10 PM
- Based on all the evidence to date, it's unlikely but if you have such evidence we would very much like to see it.
- Jennifer Fox 04:57 PM
- Do we consider student type in addition to student goal? i.e. students with 4-year degrees taking courses for enrichment would likely fall under the undecided/unknown goal.
- Mallory Newell (she/her) 05:07 PM
- That can be a local decision to determine how best to capture students' educational pathway.
- Melissa Wolfson 04:57 PM
- where can I find the definition of the difference between a "college-level" and a "transfer-level" math course? I looked in the glossary of terms and the other mentioned documents and I am not seeing definitions of these terms anywhere
- Mallory Newell (she/her) 05:05 PM
- Please look in the data addendum template.
- Catherine Eagan 04:59 PM
- Thank you. How do we report their success? Only the bands were shown on the form.
- Mallory Newell (she/her) 05:04 PM
- You may report them in the Unknown GPA band.
- Craig Chamberlin 05:00 PM
- And have you come up with a way to mandate that students do their homework?
- Aisha Lowe 05:03 PM
- I'm happy to share the strategies I used when in the classroom to ensure homework completion. Feel free to reach out: [alowe@cccoco.edu](mailto:alowe@cccoco.edu).
- Gary Greco; he, him, his 05:01 PM
- Thank you for this discussion. Is there a way to have this webinar again for others who were not able to make it today?
- Aisha Lowe 05:03 PM
- Thanks Gary. The recording will be posted in the VRC by next week.
- Craig Chamberlin 05:04 PM
- Awesome. Did you teach math?
- Aisha Lowe 05:10 PM
- Yes, I taught statistics