

A community college may use funds to implement equitable placement and completion policies and practices including, but not limited to, any or any combination of the options provided below. Select all the activities that the college will invest in. (Ref. EC 78213.2 (e)). For each option selected, one additional question will appear to gather more detail about how the funds will be used.

- x Developing Corequisite Support Models: Colleges will use funds for "Faculty release time to design, implement, and evaluate corequisite transfer-level mathematics/quantitative reasoning and English courses at scale" (Education Code 78213.2(e)(1)).

*When developing corequisite support models, in what areas will your colleges be using funds for faculty release time to design, implement, and/or evaluate and improve corequisites according to best practices (e.g., low-unit, integrated registration into linked sections, taught by same instructor to allow seamless integration of relevant just-in-time remediation)? Check all that apply*

X English Composition

X English composition for ESL students or develop ESL-version of English composition

X Gateway math courses that satisfy course requirements for Business, Science, Technology, Engineering and Mathematics (BSTEM) programs, including corequisites for calculus

Statistics and Liberal Arts Mathematics (SLAM) math

Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

- x Providing Professional Development /Technical Assistance: Colleges will use funds for "Professional development for faculty, including subject pedagogy, classroom climate, and corequisite implementation, including evaluation and iterative improvement of the effectiveness of the professional development" (Education Code 78213.2(e)(2)).

*Which professional development/technical assistance activities will the college invest in? Check all that apply \**

- X Professional development for faculty focused on high challenge, high support equity-minded teaching practices and equitable grading with the goal of achieving stronger, more consistent, and more equitable pass rates across sections of the same transfer-level course
- X Communities of practice for faculty teaching gateway courses to share activities and practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotypes
- X Professional development for faculty that creates safe places for equity conversations about section-level success rate data disaggregated by race, income, gender, etc. to help faculty develop a reflective teaching practice that fosters innovation to improve learning outcomes for marginalized student populations
- Targeted professional development for counselors to support counseling with empathy and equity-minded, anti-racist, asset-based approaches to foster students' positive self-esteem and self-efficacy and to ensure that all students have the confidence and support to begin in English and math coursework for their program that maximizes the student's chances of completing courses that satisfy requirements for the intended program
- Faculty participation in existing training programs (workshops, online courses, communities of practices) that support the goal of improving successful completion of transfer-level math/quantitative reasoning and English, such as the Puente Collaborative, Grading for Equity, and Reading Apprenticeship
- X Collaboration between faculty and Institutional Research and Planning Professionals (IRP) to evaluate effectiveness of professional development and to make improvements

- X Aligning Concurrent Student Support Services: Colleges will use funds for "Creation, implementation, and evaluation of concurrent support or support services to increase throughput rates for transfer-level mathematics/quantitative reasoning and English courses" (Education Code 78213.2(e)(3)).

*When aligning concurrent student support services, check all the options the college will invest in. \**

X Develop or expand support labs, tutoring centers, and embedded tutoring and incentivize student participation in these support services

Utilize early alert systems to connect struggling students with relevant supports, monitor the efficacy of these systems and make improvements as necessary

Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc.

X Work with Institutional Research and Planning Professionals (IRP) to evaluate the effectiveness of concurrent support and support services and make improvements

Innovating Course Sequences: Colleges will use funds for "Faculty release time to redesign, implement, and evaluate certificate and associate degree pathways to ensure mathematics/quantitative reasoning and English courses associated with the pathways are transfer-level courses" (Education Code 78213.2(e)(4)).

*When innovating course sequences, for which activities will faculty use release time to redesign, implement, and evaluate certificate and associate degree pathways to include transfer-level courses? Check all that apply \**

Develop or expand transferable quantitative reasoning options for students seeking only the associate degree, including options taught by disciplinary faculty outside of mathematics, that articulate to the CSU to satisfy quantitative reasoning requirements for general education (e.g., transferable quantitative reasoning courses, such as Financial Literacy taught in the Accounting or Business department, Technical Mathematics for the Trades taught by disciplinary faculty in CTE programs, Liberal Arts Math, contextualized statistics courses taught in the Business, Psychology or Ethnic Studies departments, etc.).

Ensure that for students in local associate degree programs, the default placement is appropriate transfer-level math or quantitative reasoning courses.

Ensure that for associate degree programs requiring coursework with pre-transfer level math/quantitative reasoning prerequisites, prerequisites are satisfied by any one of the following: 1) placement into, enrollment into, or completion of transfer-level math or quantitative reasoning to fulfill the prerequisite or 2) satisfactory completion of equivalent high school coursework.

X Additional Approved Investments: Colleges will use funds for "Any other services suggested by community colleges and approved by the chancellor's office for which there is evidence of their likelihood of improving the successful completion of transfer-level mathematics/quantitative reasoning and English courses by students within a one year timeframe of their initial attempt in the discipline" (Education Code 78213.2(e)(5)).

*For which additional approved assessments will you college be using funds? Check all that apply \**

X Expand the capacity of Institutional Research, Planning and Effectiveness (IRPE) offices through hiring of new staff, training, and external support to partner with subject matter experts in the development and evaluation of corequisites and other support models, and to automate disaggregation of data to inform equity conversations and plans for improving transfer-level math and English completion rates and address equity gaps. Importantly, IRPE offices should be involved early in the development and evaluation of a new support model.

Establish comprehensive research and evaluation planning. Developmental education reform is a campus-wide initiative to transform academic and student services policies, processes and structures that need to be carefully monitored and assessed to ensure effectiveness. The development of a new support model, course sequence, or curriculum should include a plan and process for gathering and assessing quantitative and qualitative data on the impact of those changes. When possible, an evaluation plan should include random assignment to both control and treatment conditions. When it is not possible, other mechanisms, such as propensity score matching, should be used to identify comparable students who may have a similar chance of succeeding in a course without the intervention.

Invest in Strategic Enrollment Management (SEM) through opportunities for training in or support with SEM to ensure that colleges are maximizing access to transfer-level math/quantitative reasoning and English, and offering enough sections of corequisite support to meet student needs.

X Invest in technology improvements through opportunities for IT training or support to ensure up-to-date coding of changes to placement processes, seamless registration of students into corequisite sections linked to transfer-level course sections, and other IT needs to aid implementation of AB 1705 strategies and mandates.

X Invest in comprehensive, campus-wide strategic communications: Implement the strategies from the AB 1805 Resource Guide: The AB 1805 Resource Guide was developed after an analysis of the AB 1805 Submission Form, and the Considerations for AB 1805 Implementation Guide research brief (MMA/PP Group) assessing how colleges communicated AB 705 policies to students across different materials – college website, catalog, orientation, and counseling resources. The AB 1805 Resource Guide identifies methods for colleges to improve communication materials to be more holistic and equity minded. The AB 1805 Resource Guide also contains promising communication practices shared by innovative colleges.