

MLEA REPORT FOR 2.8.23 ACADEMIC SENATE MEETING – Katie Eagan

MLEA continues to work on our response to AB705 and now AB1705, and now we have the Feb. 7 webinar to give us a little more guidance.

- A reminder: math and English now have no remaining below-transfer courses besides those available to high school students (Middle College), so we were ready for AB1705's requirement that a student's first attempt in the discipline be a transfer-level course. ESL has non-credit courses that are mirrored and transferable courses (23, 24, and 25). English and math have concurrent support, whether freestanding (math non-credit, mirrored for credit) or embedded (English 1AEX with its additional lab unit). Math requires concurrent support for certain GPA bands, and English has it optional, in part in response to student need and in part due to SB1440, the 2010 Student Achievement Transfer Reform Act. English is working on a different concurrent support model so that we will have options to experiment down the road. We are considering Math Jam to be "concurrent" because it is offered for registration in the same semester and is taken for a week immediately before the primary course. It is not a pre-requisite.
- Another reminder: throughput rates in math and English have increased significantly due to AB705, and data does not show that traditional remedial interventions are as successful overall, though we know that of course they were beneficial for some students. Yes, success rates in individual courses have lowered, but keep in mind that many students never even got to transfer-level courses in the old remedial model.
- What now?
  - We are awaiting one-time funding from the state to respond to AB1705. ESL is still responding to AB705, and we hope to use some of that funding to help them—they are going through huge changes due to various assessments being disallowed and the new one not yet being approved. We are also preparing to respond to AB 1705's additional requirements that math examine its pre-requisites for calculus. In English, we are working to build new curriculum that increases success rates and start a Community of Practice. We are concerned that we may no longer have release time for these efforts in math and English.
  - We are gathering plans to request data from IR concerning success numbers, number of students NGR-ing, success rates for different groups as defined by race/ethnicity, gender, and disability, etc.
  - We will be offering a Flex Day session on how to "meet students where they are" in a post-pandemic, AB1705 landscape, and would **\*love\*** to hear about what faculty outside of English, math, and ESL are observing about their students' reading, writing, and computational skills.