**What is AB 705 and how does it impact Community Colleges?**

The creation of Assembly Bill 705 insists that California Community Colleges revise their existing assessment and placement processes to give all students the best possible opportunity for success and also to rectify existing policies and processes that created inequities for students of color and underrepresented populations (AB 705, Section 1 [3]).

**Accuplacer is not as effective a placement measure as High School GPA.**

Accuplacer is no longer used as a measure of placement at College of the Redwoods. Instead of a placement test, students dialogue with a counselor one-on-one or in a Guided Pathways workshop about their needs and goals and choose courses based on their identified pathway and their high school performance. Students are an active part of their own journey toward their academic goals.

**AB 705 is data-driven. The law mandates college place most students into transfer-level courses with appropriate support.**

For most students ***at all high school GPA levels***, research shows that students enrolling directly into transfer-level courses in English and math are more likely to pass the transfer level course than students who take a remedial course ***prior*** to taking the transfer-level course. Because the research shows that the transfer-level course is the most likely pathway to success, Assembly Bill 705 instructs colleges to maximize placement into transfer-level coursework (AB 705, Section 1; Ed Code 78213)

**Why is remedial coursework a roadblock to success?**

Students who start in remedial coursework have a smaller chance of completing their educational goals for several reasons. One reason is the time it takes to complete levels of coursework reduces likelihood of persistence from one level to the next (AB 705, Section 1 [5]). According to statewide data, students enrolling in the transfer level course have a higher likelihood of success as compared to students in the same GPA range taking a remedial course before taking the transfer-level course. Data statewide and nationally also shows that success in mathematics is higher when students have the option to enroll in a math pathway that fits their long-term career goals.

Tangible, local, data-driven example to illustrate. –English 350-102/150-1A

Math 380-102/194-Math15

Infographic of comparison bar graphs TL –1LB—2LB

**Transfer-Level + lateral support creates successful learning communities**

We understand that enrolling in a transfer-level course may cause students to worry that the courses will be challenging. Although they may not feel ready for that challenge or confident in their abilities, we believe in their ability to be successful if given the opportunity and appropriate support. We offer many options for support while students are taking transfer-level coursework that create a sense of belonging and empowerment while providing necessary academic support.

**College of the Redwoods Provides Several Academic Support Services**

Both English and Math offer Transfer-Level + Support (S) linked, learning communities. Students enroll for a section of the transfer-level course that is also linked to the “S” support course. The same students and the same professor are in both the Transfer-level course and the support course. This creates a fluid, learning community environment and tailors the support to the specific needs of the class section and the students.

**Chemistry 2** with math support (Math 101)

**EPIC: Embedded Peer Instructional Cohort (Supplemental Instruction).**

Description of EPIC and why it is awesome goes here.

Both the transfer-level + S course sections and the standalone transfer course sections may have EPIC support.

**Academic Support Center (free tutoring)** by appointment or drop in is available for multiple subjects including English and Mathematics.

**Math Lab (credit and noncredit assistance with mathematics homework)**

**Read 260 (noncredit literacy assistance with EPIC support)**

**ESL 211, 215, 217 (noncredit beginning and intermediate ESL instruction and computer instruction)**

**CIS 210 (noncredit computer instruction)**

**Special Programs (EOPS, TRiO, DSPS, Cap and Gown, CalWORKS)** offer support to special populations within the CR student body. Most students are eligible for one or more of these support programs that can provide advising, tutoring, supplies and book vouchers, bus passes, and designated learning and studying spaces on campus.

**Multicultural and Diversity Center** is open to all students and provides a safe space to connect, study, learn, and share diverse backgrounds and experiences.

**Counseling and advising staff are a key component to student success**

Inspirational message that also calls C&A staff to action as pivotal piece in making change.

**-CR counseling and advising**

**-High School Counseling and Advising**

**-High School Outreach**

**Contact information for key people who know what’s up.**