

| College | Best Practice | What are they doing? |
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| Cabrillo | High Access to Transfer-Level | |
| Chaffey | High Access to Transfer-Level | Support: https://www.chaffey.edu/acc/stem/sme-docs/free_math_support_classes.pdf |
| Citrus College | Approaching Equity (4.0/5) | Place all students into math based on their high school record, or an evaluation of college transcripts for those students who've already completed course work at another college. In addition, we've eliminated our basic skills sequence and place all students directly into transfer-level math courses. For students in need of extra support, we've developed co-requisite courses at the transfer-level that are schedule back-to-back with the main course as a block, hard linked as a learning community, and taught by the same instructor. In addition, we utilize just-in-time remediation, productive struggle, and growth mindset in the classroom. We also utilize embedded tutors in the classroom as well as after class study sessions. The classroom experience has been transformed from a passive lecture-based format to an active collaborative environment where students work together as a cohort and learn from each other instead of being lectured to the whole time. Our faculty came together to conduct research on promising practices, learn from one another, and to understand what other campuses implemented successfully. As a result, our faculty members have created an inclusive, student-centered classroom environment where students build confidence, collaborate with their peers and learn critical thinking skills contextualized to the real world. Faculty led the changes and will continue to make adjustments to implementation as they analyze data and garner student feedback. Key ingredient to success: an ongoing community of practice among math faculty that meets bi-weekly (initially weekly). They are offering only two sections of Intermediate Algebra in spring 2022. Good example of math pathways: Math map: https://hancockcollege-my.sharepoint.com/:w:/g/personal/jmcgee_hancockcollege_edu/EYbXT0XUikBEnVBUE3V2S7cBDwSVuJoDC1JuBybH5CoKDQ?e=Xo3AeR&wdOrigin=TEAMS-WEB.p2p.bim&wdExp=TEAMS-CONTROL&wdhostclicktime=1643062633168 . Here is a summary of their data: https://www.continuous-learning-institute.com/blog/transforming-instruction-in-math |
| College of Alameda | High Access to Transfer-Level; Equity (3.7/5 - needs improvement) | They have a good example of a math map sequence for SLAM vs. BSTEM. Looks like they don't place into Algebra 2. BMath map: https://hancockcollege-my.sharepoint.com/:w:/g/personal/jmcgee_hancockcollege_edu/EYbXT0XUikBEnVBUE3V2S7cBDwSVuJoDC1JuBybH5CoKDQ?e=Xo3AeR&wdOrigin=TEAMS-WEB.p2p.bim&wdExp=TEAMS-CONTROL&wdhostclicktime=1643062633168 STEM flowchart: https://alameda.edu/wp-content/uploads/2021/10/STEM-Pathways-for-Students.pdf . |
| College of the Canyons | Huge changes from pre-AB 705 to post - first time students taking BTL- percent change 2019-20-62% | They offer noncredit certificates in arithmetic, pre-algebra, algebra skills for BSTEM. They also show their placement chart: https://www.canyons.edu/_resources/documents/student-services/assessment/math-english-sequence-updated-10-05-2021-.pdf and data can be found here: https://www.canyons.edu/_resources/documents/administration/irpie/CanyonsAB705Fall2019Data.pdf#search=ab705 |
| College of the Redwoods | High Access to Transfer-Level; Approaching Equity (4.00/5.00) | range of courses from noncredit pre-college level to high transfer level. List of courses and support here: https://www.redwoods.edu/Portals/160/MathPathways_031320%20%281%29_1.pdf |
| College of the Sequoias | eliminated BTL courses, 56% success, CTE Sections – 30%, , 47% students starting in coreq models; High Access to Transfer-Level; Approaching equity (4.5/5) | |

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| College of the Siskiyous | Approaching Equity (4.2/5) | <p>There is no need for placement tests at College of the Siskiyous. Our transfer level math and English courses have embedded tutors and lab time built into the class, so you get help immediately when you need it as well as additional assistance throughout the course.</p> <p>College of the Siskiyous has been recognized in publications for the success of our students! Siskiyous students directly enrolling in statistics courses increased dramatically from 14 percent in 2015 to 81 percent in 2018. And more students passed the statistics course for transfer. One-year completion rates increased from 17 percent in 2015 to 56 percent in 2017. Cuyamaca and Siskiyous changed their math courses by adding corequisite supports, eliminating placement exams and allowing students to use their self-reported high school grade-point averages to decide which math to take. Corequisite is a popular type of remediation attached to the classes that can transfer to universities and may give students who need additional help more one-on-one teaching, more lab time or tutoring. Siskiyous officials attached corequisite courses to all transfer-level math classes at the college, so students had additional support whether they needed it or not. Although students may need to retake one math class, they haven't had to re-take it more than two times, said Valerie Roberts, associate dean of student services at Siskiyous.</p> <p>https://edsource.org/2019/two-community-colleges-show-how-students-can-succeed-without-remedial-math-courses/619740</p> |
| Cuyamaca College | Equity | <p>Positive messages about ability to complete math: https://www.cuyamaca.edu/student-support/counseling-center/placement/index.php; math pathways: https://www.cuyamaca.edu/academics/academic-and-career-pathways/stem/mathematics/math-pathway-flowcharts.php. The community college system offers two pathways to take transfer-level math: One is Statistics and Liberal Arts math. The other is Business, Science, Technology, Engineering and Math, or B-STEM. Students decide which math pathway fits their major and career choice.</p> <p>After Cuyamaca changed its math program, all students at the college began to pass those courses that transfer to a university in greater numbers. But Latino students not only closed the achievement gap with their white counterparts, but surpassed the percentage of white students at the college who passed those math transfer courses. Cuyamaca saw a shift in progress as it opened access and direct enrollment into math courses for transfer. From 2015 to 2016, enrollment in these classes more than doubled. By fall 2018, more than 75 percent of first-time math students were starting in a transfer-level course at the college. And more of them were passing the course. In 2018, 380 students completed the college-level math class compared to just 163 completions in fall 2015, according to PPIC. Cuyamaca made multiple changes at once, so it is difficult to pinpoint why the achievement gap closed for Latino students. But she also credits the college for focusing on "student-centered" classes. For example, Cuyamaca instructors can attend a teaching program at the college that helps educators create an equity-focused classroom for students and helps them to recognize their own cultural biases. The program helps faculty figure out ways for the college to change to help students, instead of demanding students change to fit the college. Shamon, the Cuyamaca student, said she used to be afraid of math. But she got an A in the college's revamped math class and enjoyed it so much that she changed her major to civil engineering and is planning to transfer to San Diego State University in the spring.</p> <p>"I had spent all of high school thinking I wasn't a math person," Shamon said. "But you get to college and it shifts. I have a whole new perspective on math. I look at my courses and think, 'So what if it's math-intensive, it's fine.'" https://edsource.org/2019/two-community-colleges-show-how-students-can-succeed-without-remedial-math-courses/619740</p> |

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| De Anza College | success rate - 74% success, CTE Sections – 27% | <p>Flowcharts: https://www.deanza.edu/assessment/documents/Math-Placement-HSTranscript-05.11.20.pdf; they have this program: https://deanza.edu/mps/. The Math Performance Success (MPS) program aims to help all underrepresented students meet their goals by improving student success in math through innovative and collaborative approaches including extended lecture time, in-class tutoring, and embedded counseling services. With the Math Performance Success (MPS) program, you'll find a team of instructors, counselors and tutors who work closely with students to provide a supportive environment and help them succeed in Math.</p> <p>teaching</p> <p>If you have had a tough time with math in the past, MPS can help!</p> <p>Benefits: MPS students receive:</p> <p>Extra class time Tutoring services (Inside and outside of the classroom) Academic, career, and personal counseling services (Inside and outside of the classroom) Calculator loan Program activities (i.e., workshops and field trips) Mindfulness training inside the classroom</p> |
| Diablo Valley College | Success rate - 71% success, , CTE Sections – 26%; High Access to Transfer-Level | |
| Feather River College | Success rate - success 60%, CTE Sections – 57% | |
| Foothill College | Success rate - 72% success, , CTE Sections – 24% | |
| Goldenwest College | Approaching Equity (4.1/5) | |
| Grossmont College | Equity | |
| Imperial Valley | Huge changes from pre-AB 705 to post - first time students taking BTL - percent change 2019-20 – 161% | https://www.imperial.edu/student-support/study-skills-center/ab705/ |
| Irvine Valley | High Access to Transfer-Level | |
| LA City | Huge changes from pre-AB 705 to post - first time students taking BTL - percent change 2019-20 – 111% | Placement: https://www.laccd.edu/Students/Documents/Student%20FAQ/LACCD-EnglishMath-Placement-Criteria.pdf , math tiers: https://www.lacitycollege.edu/Admissions/SSSP/2-Assessment/Math-Placement-Tiers |
| Las Positas | High Access to Transfer-Level | |
| Merritt College | High Access to Transfer-Level; Approaching Equity (4.00/5.00) | Choose your best math pathway: https://www.merritt.edu/math/mathematics/choose-your-best-math-pathway/ |
| Norco College | Approaching Equity (4.0/5) | |
| Oxnard College | Success rate - 67% success, CTE Sections – 21% | |
| Palo Verde | High Access to Transfer-Level | |
| Pasadena City | eliminated BTL courses, 59% success, CTE Sections – 22%, 24% students starting in coreq models; High Access to Transfer-Level; Equity - Needs improvement (3.9/5) | Coreq - 4 hours + 2 hours coreq, coreq covers just in time remediation, deeper understanding, reviews, metacognition. Extra: free graphing calculator; in class tutors. Pasadena provides a Canvas shell for Stats with coreq for teachers to use to find materials: https://canvas.pasadena.edu/courses/1104824/ . Great presentation: https://prezi.com/view/hpyvvsVjMd6cPmJPbMB9/ |
| Porterville College | eliminated BTL courses, 66% Success, CTE Sections – 20%, 32% students starting in coreq models; High Access to Transfer-Level; Approaching Equity (4.7/5) | Math Corequisite support 2 units, taught back to back with same instructor; Support courses for Stats, College Alg, and Pre-Cal; Jump start Program - offered after finals week and summer too; Math mentors; PASS leaders (supplemental instruction - students who have past that come back and offer peer support in the classroom); Make math fun! |
| Reedley College | eliminated BTL courses success 59%, CTE sections – 35%, 9% students starting in coreq models; High Access to Transfer-Level | Reedley College is no longer offering pre-transfer level courses in either English or math. Math courses offered: https://www.reedleycollege.edu/academics/divisions/division-bjstem/mathematics.html |
| Riverside | High Access to Transfer-Level | |

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| Santa Ana College | Approaching Equity (4.0/5) | course placement recommendations, noncredit math: https://sac.edu/StudentServices/AssessmentCenter/Pages/UNDERSTANDING-YOUR-COURSE-RECOMMENDATIONS.aspx |
| Santa Barbara City College | High Access to Transfer-Level; Equity - needs improvement (3.8/5) | Eliminated all below-transfer math courses except Algebra 2 (or equivalent); Created co-requisite support courses for transfer math; Created/expanded "jump start" short courses right before start of term |
| Sierra | High Access to Transfer-Level | |
| Ventura | High Access to Transfer-Level; Equity - needs improvement (3.5/5) | Slowly started to get rid of below-transfer and in Fall 2022 will have no Algebra courses. Have noncredit class for remedial math review that is open entry, open exit. They have math for nursing. They also have dual enrollment for beginning and intermediate alg but those are not compliant and don't plan to be by fall 2022. They have a guided self placement tool that is helpful to select the math class. https://www.venturacollege.edu/math-department-self-placement-home-page . For BSTEM majors, "A support class will add 2 units to your math class. Taking a support class will give you a review of algebra skills that are needed for the main course. A Support course is offered as a pass/no pass class and is designed to give you additional time to develop your math concepts and college success skills in an engaging and supportive way. Taking a support course will give you the support you need to help you complete your college-level math class in the same semester." |
| Victor Valley | eliminated BTL courses, 47% success, CTE Sections – 29%, 61% students starting in coreq models; High Access to Transfer-Level | Course offerings: https://www.vvc.edu/course-descriptions-2 and math support: https://www.vvc.edu/mathematics-department |