



AB 705 Experience: Faculty Experience Survey

February, 2021

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Introduction

This report summarizes a survey conducted to provide the Palomar College faculty perspective on the implementation of AB 705, which went into effect in the fall term of 2019. Faculty perceptions of placement accuracy were central to the study, and student engagement, professional development, and suggestions for supporting students were also addressed. This study is part of a larger research project on the implementation of AB 705. This report includes a description of the data, the results, and a brief summary. Appendix A contains the text of the survey questions.

Data

The data come from an online survey of Palomar College faculty teaching courses in the placement sequences for English, ESL, and math. It was conducted during the Fall 2020 semester, from November 5 to November 22, 2020. An email request with a link to the online survey was sent to these faculty, followed by two reminders. A total of 86 faculty members completed the anonymous survey.

Results

Respondent Characteristics

There were 44 English, 5 ESL and 38 math faculty who completed the survey. These were split evenly between full and part-time.

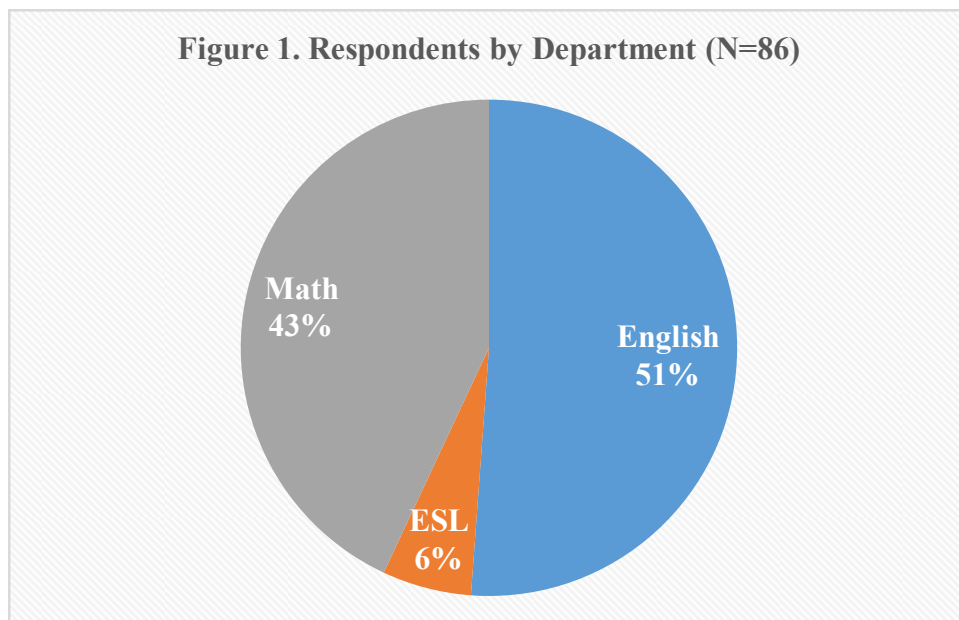
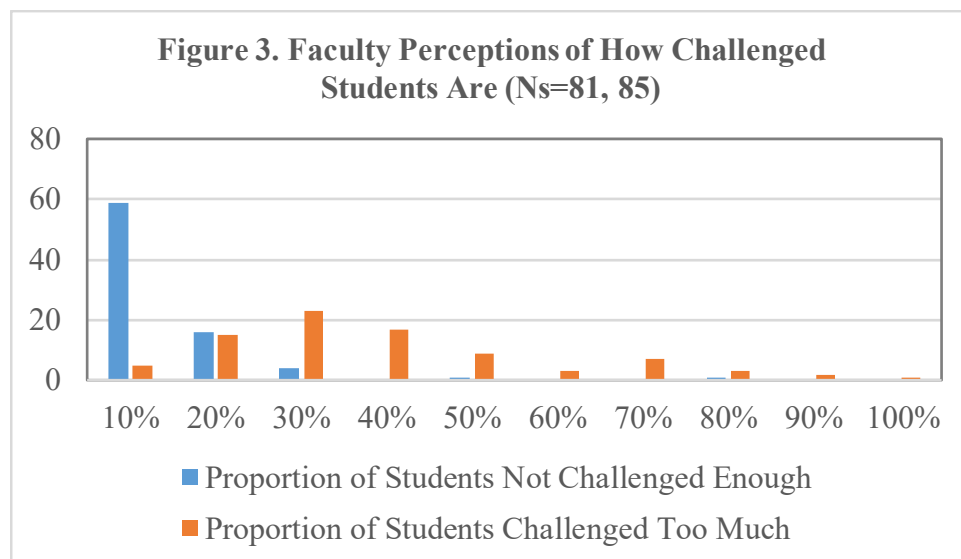
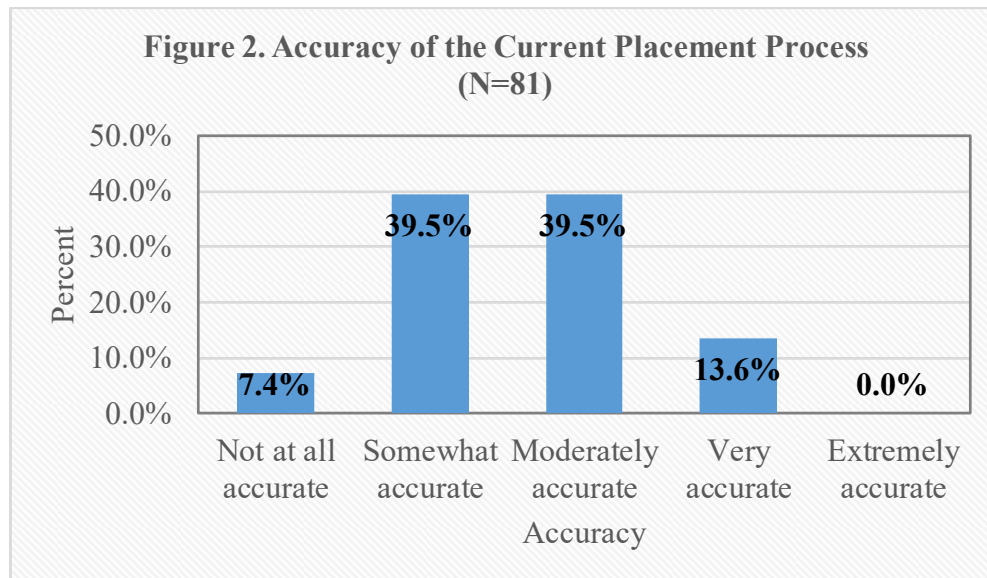


Table 1. Faculty Status

Faculty Status	Number	Percent
Part-time	44	51.2
Full-time	42	48.8
Total	86	100.0

Placement Accuracy

Faculty did not view the placement process to be very accurate, as illustrated in Figure 2. Figure 3 shows that faculty thought that very few of their students were not challenged enough, while many students were in courses too challenging for them.



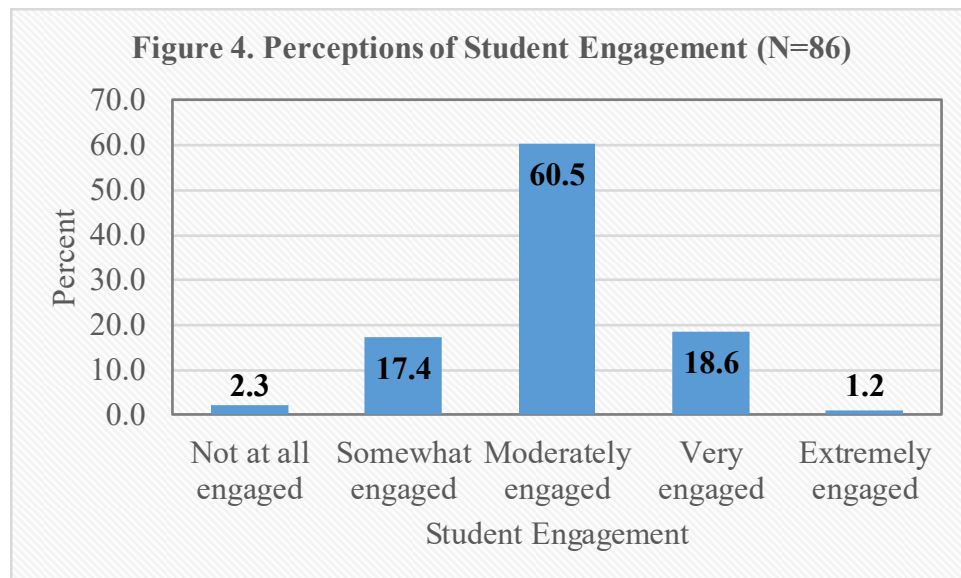
Student Level Variability

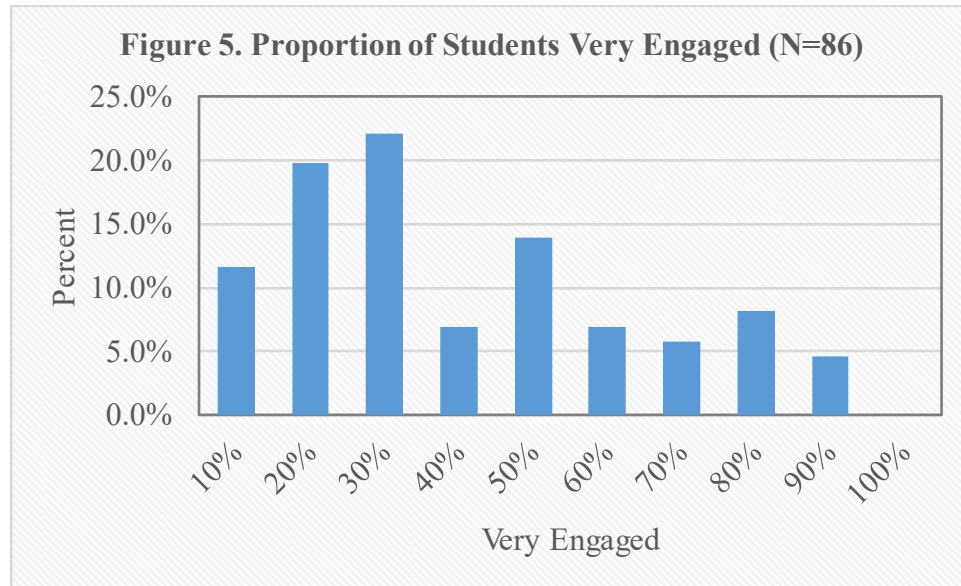
Table 2 shows that faculty found there was too much heterogeneity in skill level in their classes. This is also reflected in some of the faculty statements presented in sections that follow.

Table 2. Respondents by Variability in Skill Level		
Variability	Number	Percent
Not enough	2	2.5
An appropriate amount	34	43.0
Too much	43	54.4
Total	79	100.0

Student Engagement

Figure 4 shows that students were typically viewed as moderately engaged. When asked about how many students were *very engaged*, the median and modal response was 30%, as illustrated in Figure 5.





Professional Development and Support

Table 3 shows that over three quarters (77.8%) of the respondents had participated in professional development related to AB 705. Those who had participated in AB 705-related professional development found it moderately useful, as shown in Figure 6. All respondents were asked about how useful AB 705 could be, and about the likelihood of them attending an AB 705 professional development training. Figures 7 and 8 show that faculty think AB 705 professional development would be moderately useful, and about half (47.6%) would be very or extremely likely to attend such a training. Those indicating they were very or extremely likely to attend were asked about the type of training they would be most likely to attend. Table 4 contains their responses.

Table 3. Participated in AB 705-related Professional Development		
Participated in AB 705 PD	Number	Percent
Yes	63	77.8
No	18	22.2
Total	81	100.0

Figure 6. Usefulness of AB 705-related Professional Development Attended (N=63)

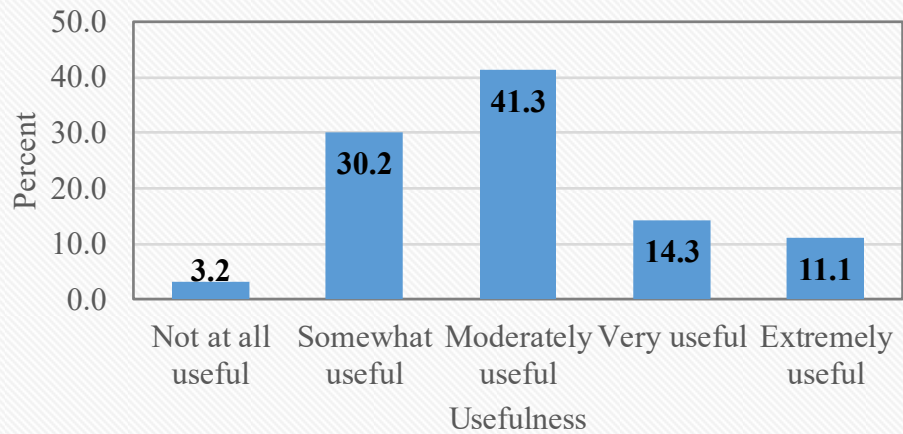
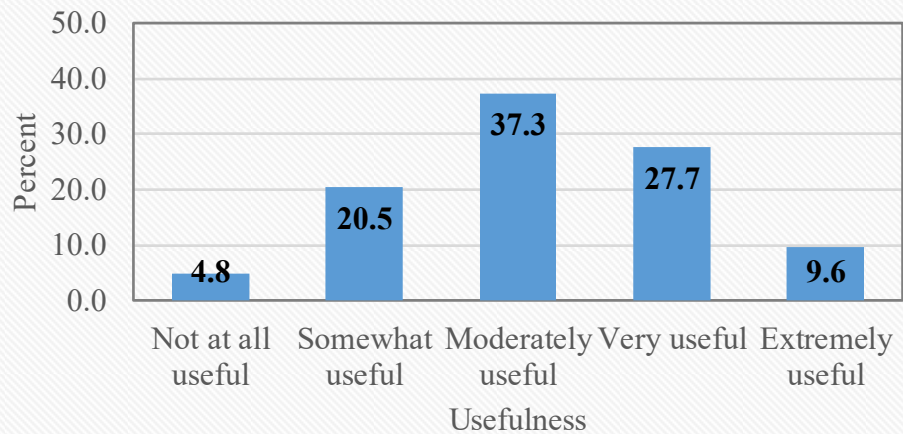


Figure 7. Usefulness of AB 705-related Training (N=83)



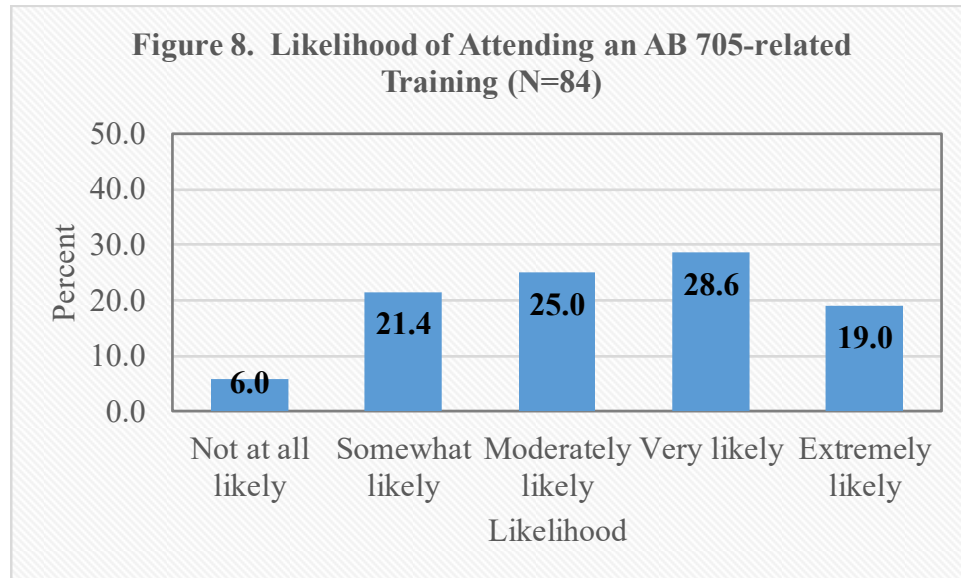


Table 4. Type of AB 705-related Training Respondent Would Attend

activities and tools to use in classes.
Adjustments to curriculum for special needs students, e.g. those who are hearing or vision impaired or those with autism.
All of it
As an adjunct, I would benefit enormously from a paid training that at this point is virtual and asynchronous with multiple categories of modules that pertain to teaching in this AB-705 reality. Scaffolding and resources are needed in order to support a varying array of student competencies, the majority of whom that are not prepared for ENG 100/49.
assessment and learning outcomes
Assignment Rubric design
Best practices for the support hour
Best ways to assist very underprepared students, especially those with a multitude of grammar and sentence error issues.
discipline specific cohort meetings
How to approach an online classroom with students of levels from intermediate ESL to native English speakers.
How to develop engaging exercises or discussions for the classroom.
How to fill in the very large gaps that require lots of work on the part of the student when the student is not willing to put in the work.

Table 4. Type of AB 705-related Training Respondent Would Attend (Continued)

How to help unprepared students get up to speed before the semester starts. How to help students engage during COVID remote learning semesters. But the biggest issue is how students get the information of the placement, what it means and the recommended classes to take next. So training on developing a better system and know how to use it is valuable.
How to navigate the widening disparity between skill levels among incoming students now that there is no effective placement test.
How to teach affective domain
How to teach classes with students of different levels. How to help students with the placement process. Strategies to help struggling students.
I am not sure that there is a training that could overcome the problem: instead of going back to the primary and secondary level, where writing problems originate, we are now pretending that learning that was previously distributed over three semesters can now be accomplished in one. The best training short of bringing back one "remedial" class would be ideas for mitigating measures that could help in not jeopardizing transfer level readiness while encouraging the most intimidates students to give the class their best effort. We are all trying to do just that, but additional ideas would be welcome.
I can't say. The artificial blending of remedial students with students prepared for college writing is based on incomplete data and the students' questionable ability to rate their skills. Their perceptions of their skills is based on K-12 data and instruction and thoroughness seems to vary from school to school. The blended classes waste the taxpayers' time and money.
I love the in-person training where teachers compare how they have handled different teaching situations and share creative ideas for teaching students of different abilities. At the last forum I learned about the extra resources available to students, but I know students are a little more challenged when accessing them online.
I'm not sure what training I would need, save for explaining the requirements of AB 705.
Information related to AB705 statistics.
Knowing the different Student Services programs and Academic programs to help students succeed academically.
Live or recorded Zoom training
Math specific training relating to classes I teach and focused on ways to use free resources to improve interaction in synchronous online classes.
Most anything, but curriculum development would probably be near the top of the list.
Pedagogical training including active learning, equity, creating effective classroom culture, productive struggle, metacognition, mindset
Practical strategies on teaching.
Related to practical hands on type training.

Table 4. Type of AB 705-related Training Respondent Would Attend (Continued)

Something along the lines of a "activity/lesson show and tell" where faculty members share successful activities and lessons
Specific activities/lessons that have been effective.
Strategies for improving reading comprehension for students who have difficulty with college-level reading.
Teaching remediation to under prepared students in the classroom.
Teaching Techniques Use of Tutoring
The biggest challenge has been students who lack the basic skills they would have refined in English 10 and 50, as well issues around ESL students. Training that addresses the needs of those populations would be much appreciated.
The most useful thing is not really training, rather a placement process that prevented students from starting a transfer-level required college course like ENG 100 when they are so seriously underprepared. There has always been a range of skill levels among students in ENG 100, but it has become extreme during the past year. Getting underprepared students into the sections supported with ENG 49 is difficult once classes start, though those supported sections are definitely better, at least from my point of view as someone who has not taught them. What I hear from colleagues who have taught them is that the task is nearly impossible. It is not that we need "training" to learn how to teach underprepared students, though we welcome efforts to support us in this new situation -- and my department has done much to develop and offer it. It's more that being expected to do it in only two extra class hours per week is just never going to be realistic and will never be adequate for helping these students truly succeed. The real damage of AB 705 is that it has communicated to students that they "should" be able to pass ENG 100 in one semester, and that if they don't succeed, the class is "too hard" -- which can only ultimately result in a lowering of standards and abandoning real learning as the basis of student success.
The type that has already been offered.
Training on enhancing engagement for online courses
Training that focuses on keeping young men of color enrolled [the drop out/failure rate is highest in this population in my 100/49 classes.
Training that provides ideas and strategies, creative assignments or resources that could be used to supplement and/or provide actual instructional material. This is particularly necessary now that we're teaching online only--I feel as if I'm reinventing the wheel trying to find quality materials to include in my online delivery.
Ways to remediate effectively to bring the lower students up without having the top students feel they are wasting time.
We need honest discussions about how to serve the needs of our students. AB 705 had/has good intentions but with unintended consequences that are yet to be addressed. We need to understand all the issues and seek a means of addressing them.

Table 4. Type of AB 705-related Training Respondent Would Attend (Continued)

Workshops on working with students with a wide range of capabilities
Writing skills. How can we help students improve and not spend so much time on basic grammar? I have students who don't know rules of capitalization.

Suggestions and Comments

Suggestions

Respondents were asked what they thought was the most important thing Palomar College could do to support students now that our new placement system is in place. Their responses, found in Table 5, often related to tutoring or communication.

Table 5. Most Important Thing to Do to Support Students with the Placement Process

100 classes NEED embedded tutors.
At the self-identification process: (1) Provide them with samples of writing aligned with the types of essays they will write. In other words, so they can “see” the type of mastery required to thrive (succeed) in a transfer level English course. (2) Perhaps provide them with a questionnaire that asks them to identify components in an effective essay. Or, have them answer a series of questions that may determine their level of knowledge concerning effective composition.
Automatic embedded tutors that can offer remedial and executive functioning services to differentiate and support the instruction. The majority of students in this class are on track to fail and lack the inner framework to pass this class.
Be honest with them and provide the personnel support and other resources needed to help students do well in their courses.
Better way of displaying placements on MyPalomar. Train math teachers in using the placement guide and make it possible for teachers to find it.
Change the ways in which we assess students' writing.
Continue free tutoring and provide basic writing skills workshops that help students with grammar and sentence structure issues.
Continue to emphasize the importance of resources on campus to help them succeed in their classes through CANVAS, Palomar website, and Starfish. Look at innovative activities to get more students to participate in online classes.
Continue to offer services in the Math Center and other tutoring centers.
Dismantle the system. It's not working and is negatively effecting students and faculty.

Table 5. Most Important Thing to Do to Support Students with the Placement Process (Continued)

Don't push them into classes they are not prepared for in order to justify AB705.
Email the students directly about tutoring and other services.
Embedded tutors or an SI program, student peer tutors
Encourage them to use the English department's Writing Center.
Ensure that the understand how to register in both Eng 100 and Eng 49; I've heard that the registration process has been confusing for them.
Expand the offerings of 100 49 and do whatever possible to encourage more students to enroll.
Extensive tutoring services.
flexibility and personal attention
Frankly, let them know that they are in college and that time management and study skills must be maintained and improved.
Give the students a realistic view of the skills they have and the work they need to put in to gain the missing skills for the class. Give the students a realistic view of the type of work expected in the course and the time required. If they do not have a good minimum skill level and are not willing to put in extra time they may want to choose a lower level math course.
Give them realistic options. Struggling students should not take more than 12 units.
Have a tutoring center.
Have more communication with counseling about placing students appropriately.
Have students type a one page paper and have have 3 different instructors review the writing before placing students. As English instructors, we can quickly discern where these students should be placed. However, the English 10 and English 50 options being scrapped were arguably the worst decision made in all of this. Having taught everything from English 10 to 49, 50, 100 & 202, the English 10 acted as a great bridge to bring students who are behind the curve more up to speed and the English 50 course helped prepare them for English 100 - Without these competency bridge courses, way too many potential students are left behind and their hope is crushed in the process. I have heard several others in the administration and in the department argue that "If students want to succeed and they are behind, then they will want to chase the bus and catch up". This is wrong on so many levels as most students find giving up on college altogether a much easier and more prudent choice. After all, it was K-12 that often failed them and the only way to patch the broken academic road they've travelled to get here is by offering a full complement of these bridge courses to give them the opportunity to succeed not only in college, but in life. If we want to become an anti-racist institution, then killing off English 10 and English 50 has only served to cull many people of color from higher education - could there be anything more racist that we could do than this?

Table 5. Most Important Thing to Do to Support Students with the Placement Process (Continued)

Help them to understand that they should change levels in the first week if the material is too challenging.
Hire and pay more tutors and Writing Center people. Assign designated tutors for specific classes.
I think it helps me to have a relationship with students so that I can recognize patterns in their work and help them overcome the challenges of each new type of writing. I think it is also important that instructors recognize the significant life challenges community college students face, including the language challenges of our foreign students. If we are to meet students where they are and help them advance to the next step, we need to listen to them and try to direct them to resources that can help them meet their goals.
I understand and support AB 705. I agree with the Legislature that non-transfer courses like Engl 10 and 50 can and do hold students back. However, it feels as if everyone is simply now "lumped" into Engl 100. I would really love if we could: - Divide Engl 100 up by topic or interest. Post the "theme" (only needs a few words even) to the Schedule. If we had themes for 100 (like video games for gaming majors, cars for automotive majors, medical history for nurses, etc.) it would be more likely that students would engage in the material. - Theming Engl 100 would mean that some groups would naturally select themselves. -English faculty don't need to be content experts in every area to help students with different majors or backgrounds. For example, I teach Pinker's "Enlightenment Now" which heavily focuses on science, but is written for a lay audience. -This would NOT change the SLOs at all. The focus must be composition and communication, but the reading options and discussions could be centered around specific areas of interest that students can choose. Thank you!
I wish that there was a way for students to be able to switch classes easily after the first test. While I assign homework and minor projects early in the semester, the first test doesn't happen until almost 4 weeks in. Too many students don't realize until the first test that they're in over their heads.
Indicate the student's level upon entry. Provide them feedback about where they place so they have some understanding of the 6 unit course before they take it.
Keep offering the additional 2-unit supplemental courses, but I feel we need an alternative way to teach basic skills for some students. Too many enter English 100 with deficiencies too severe to address with the 6-unit class; these students feel overwhelmed and drop out. It seems this fact needs reality needs to be addressed when addressing the effectiveness of AB-705.
Lower class maximums.

Table 5. Most Important Thing to Do to Support Students with the Placement Process (Continued)

Make sure that all counselors know Math Department recommended class sequences. STEM students are often placed into Math 115 to take Math 135 when the Math Department recommendation is that they take Math 110 then Math 115. If they do that, they don't need to take Math 135 to take Math 140. Make sure students understand they don't need to take Math 56 or 60 if they take the corequisite classes. Make sure that students have a balanced schedule and take Counseling 100. I have students in my corequisite classes who are also taking Anatomy and Chemistry. Only one student is confident they will pass all 3 classes.
Make sure that every student knows how to reach out for tutoring, an essential support for students in English 100/49.
Make sure that support services like tutoring are well-funded and involve faculty at all opportunities.
Make sure they are placed in the correct course based on previous courses AND current knowledge.
Make the placement more clear. our process now is not good with the group assignment and then reading the spreadsheet does not work for many students
Making sure they place and can enroll in the most appropriate math course for their needs and goals.
Maybe re-think the "English 49" part of the course design. Right now, my sense, talking with other professors and observing my own teaching style, these extra 2 hours aren't really providing anything more substantial than a bit more time. Remember back in the day when we taught English 10 and 50--focus was on basic skills? I'm not (personally) able to replicate that kind of instruction in the new set up.
More clarity on English 49 for the students themselves. Many students who enroll in that course have no idea what it is, why they're in it, what it involves, and that it is a separate but related grade.
More tutoring? Make it mandatory for students who are not maintaining a C
My understanding at the moment is that there is no placement system in place. It would be helpful to have one again. If there is currently a placement system, I either don't understand it, or it isn't helping very much. Not sure how to answer.
Offer extracurricular tutoring and workshops for students that are struggling with prerequisite material.
provide handouts or prep quizzes so they are aware of what is expected of them when enrolling in a transfer level class that does not have a corequisite class tied with it.
Mention and promote more the bridge to college math program, so that the math department can help in the prep of students before semesters start.
Offer ongoing, consistent professional tutoring and skills workshops specific to basic skills and to ESL learners that we can send our students to, as well as embedded tutors with expertise [e.g. not peer tutors].

Table 5. Most Important Thing to Do to Support Students with the Placement Process (Continued)

Offer prealgebra and beginning algebra courses for those students who need them.
Provide additional resources for them outside of standard instruction time---embedded tutoring would be nice. In-house online resources would be useful as well, things like embedded Canvas grammar tools and quizzes.
Provide them with easy to use information to choose their classes. Learn about their needs and goals to assist them in choosing classes. Help them use the online placement tool.
Provide tutoring services and, when we're back on campus, provide a fully staffed Math Center.
Regarding math, advise students to take a support course if they haven't taken math in awhile, or if there performance in high school wasn't strong. I had a Calculus student who got a C in high school precalculus last year but could not perform many preALGEBRA procedures.
REOPEN REMEDIAL CLASSES! I have students in 100 that can't even write clear sentences, have 0 experience with writing essays, and as far as any critical thinking skills go, are only able to regurgitate memorizes bits of things told to them. PLEASE REOPEN, AT LEAST A FULL SEMESTER ENGLISH 50 CLASS. Approx 1/3 of my classes are not receiving a passing grade, so for all of the State Assembly's good intent, now these student have an F their 1st semester in a transferable class. WAY TO GO REPRESENTATIVES! This will only result in more dropouts.
since we offer no remedial English classes, we need a lot of tutoring help [embedded tutors would be great]
Students need to understand that being put into a class that they are not ready for is a problem, not a solution. We need to find realistic ways or helping them deal with these very real problems.
study skills, college expectations, tutoring
Support real learning as the basis for their success.
Teach them that they are responsible for their learning. They have to work hard at learning. School must be a priority for them.
Test their reading skills. Give them an in class timed ESSAY TO WRITE
To engage them to make good use of AB 705 concept.
Tutoring services.
Tutoring support
We love our job, we care for students, we work hard for them, but if students are not interested in Math and are not not doing their Homework (most of them) we cannot do anything at all or what can we do? I am sorry, I wish I could give you more positive feed back. Sorry, I teach Math and I love it.
We need improved messaging about which classes come with support.
You can offer more tutorials.

Comments

Faculty were asked if they had any other comments on the survey topics. The comments offered are found in Table 6.

Table 6. Comments

A couple thoughts about interpreting responses around the margins of a few of the questions: Qs 4, 5, and 8 don't list a 0% option, though it's perhaps as relevant as the 100% option. Q6 might be read as "given AB 705" or "not given AB 705," with correspondingly different answers. Q9 and 9a perhaps imply but don't specify Palomar, which is relevant for PTers. For example, I had AB 705-oriented PD and taught accelerated classes at Southwestern 2-3 years before we got going with it here. (In fact, I attended training in acceleration at Mesa in 2011.) While our department's COP was strong once we had it, the department's initial degree of buy-in compared to other colleges' was low, late, and ad hoc, and it may have been less useful in the sense that PTers may have already gotten it elsewhere. Q10: "you" and "your colleagues" might be two very different things. I formally advised [Name Redacted] and the department when it was coming up to speed, but I can't say I'm sure even now how informed FTers (or PTers) are broadly on the theory behind the practice. To be clear, we have an absolutely wonderful department; nevertheless, when it comes to such a significant shift in paradigm, I would offer we would be even better served if PT and FT were having this conversation at an equal level from the very top, not just after it comes "down" via PD or other channels. PTers are a largely untapped resource here.

AB 705 is just the latest attempt to fix a problem that can't be fixed from our end. The academic disadvantages that our students face are the result of social and economic inequities that need to be addressed directly (like providing students enough financial aid so that they don't have to work as much and have enough time to study, or instilling in them a sense of belonging and self-advocacy that can motivate them to seek resources and the help that they need when they need it).

AB 705 seems more concerned with the state's statistical reports than the actual educational opportunities.

AB705 placement works very well for many students, but not all. It is so very depressing when only 20% of the students pass the class. Most of them do not have the math skills, study skills or the perseverance to succeed in a class where they are too far behind. If they are a little behind they seem to work on the skills needed. If they are too far behind and are too far behind so that it seems like an insurmountable barrier, they never rise to the challenge.

Allowing students to retake a class without paying again by getting some type of grade similar to an I would be helpful. Perhaps students could get credit for work done and have time to redo some that needs work.

Table 6. Comments (Continued)

Although some students are making an effort to engage, English 100 is not a "one size fits all" class, and this is made worse with the online-only teaching. I hope we can reverse these policy changes.
Aside from "not at all," the rest of the options are all too positive. How's about "Not very much" instead of "somewhat engaged?"
Beginning and Prealgebra classes are no longer offered at Palomar. This is a tremendous disservice to a great many of our current students.
Bring back English 10 and English 50 - Make them part of a two-semester 10/50 and 50/100 program, giving these students one year with the same instructor much of the same cohort. Dropping these courses was an exceptionally bad decision.
For example, a student who has a high school degree and is still likely to fail a college algebra class has problems that go way beyond the academics of the class. There are so many other issues that no amount of academic support can solve. I don't have a solution but I'm trained in mathematics, not social work. The tone of my comment here is harsher than is my feeling on the topic, but we need to not ignore the non-academic aspects that contribute, and continue to contribute, to the problems AB-705 attempts to address by failing, in my opinion, to do anything about these issues.
Help students better identify the path they need to be on. Too many students in Math 56/60 classes that should be in Math 54 or Math 120 with support.
How much have the standards been lowered in order to get students through a college level math class?
I am afraid that my answers may not be accurate. It is difficult to remember pre-covid times. I have seen larger than expected numbers of students that stop showing up to class. These are usually the weaker students.
I am very concerned about the future of our students who lack basic skills, and the lack of resources available to them. I understand and support the spirit of AB705, but without resources to compensate for the loss of 10 and 50 it is failing our students.
I need more training in teaching to the affective domain.
It is very difficult to gauge student engagement in this current on-line environment. Many students do not complete assigned work. I don't know if they are struggling with the math concepts or other things in life. Very few students ask questions and a large number have disappeared from my classes.
It seems too basic and not want to ask hard questions. If this survey was only admin developed, then need more input from faculty to really capture meaningful questions so we can fix systemic issues that prevent students to do well in our system.
Many students who signed up for the English 49 support did so not really understanding what the purpose of the extra class was for. On several occasions, I've had students enrolled in that class who were over-qualified; other times, I've had students who were woefully unprepared. It's the unprepared ones that I'm not sure this class set up is helping, maybe for reasons I stated earlier. Thanks.

Table 6. Comments (Continued)
N/a
N/A
no
No
No - sorry
No, just re-emphasizing the last comment on more transparency regarding English 49 for the students themselves.
No.
Nope! Thanks for doing this!
Not at this moment.
Note that teaching via Zooom makes engaging with students and evaluating their competency more difficult than usual.
okay.
Performance in Calculus seems to be dropping. Something is going wrong with Calculus placement and or preparation.
Thanks for helping students.
Tutoring support is a major element of making English 100 work especially when the tutoring is coming from English focused tutors and when it feels more connected to the class [as with embedded tutors]
When the district removed "remedial" classes, they incurred the responsibility to add more tutoring support.
While time away from school is not a consideration in the placement process, it needs to be an important part of the schedules we advise students to take. Many of the students in the corequisite classes have poor study skills and while we work on that in the classes, it is hard for them to develop the skills they need if they are overwhelmed. We need to do a better job of asking questions about the students responsibilities and putting more general education classes in their first year, so they have time to adjust.
Why is there no consideration of the added pressure on adjuncts--who are already stressed and overworked--as a labor force in the community, as opposed to hyper concern for student success?
Yes, emphasize the importance of how to be an effective/successful student in online courses.
Yes. I am upset to say the least that the emphasis from the state level on down to the districts and the faculty departments is on "student success" when a majority of the students have no idea why they are pursuing higher education or indeed have no desire to continue school. Much of the fault lies within the broken public education system, but community college, from my vantage, is not designed to ready the students for employment in the gig economy. Much of what they must take for general education requirements is useless for what they are going to encounter in the marketplace. There should be a trade school track and an academic track. The liberal arts model should be

Table 6. Comments (Continued)

abolished insofar as the students' interests do not lie in the pursuit of a knowledge of history, the arts or culture. If the mandate of higher education is to get people off the dole, and get them employed, then there is no need for people like me who are trying impart a skill (writing) that depends on curiosity about the humanities and a competency in reading. My job gets harder every year in this transactional environment in which everything is an exchange of value. Grade=paid. Students are only interested in getting the retirement fulfilled with the least effort possible, and while this may not be true across the board, it is for the vast majority. Meanwhile, no attention is paid to the glaring inequity among adjuncts and tenured faculty. Nowhere do I see any action being taken on the political level to address the horrendous labor exploitation that dismisses the needs of real working people who are teaching to keep a roof over their heads and foods in the mouths of their families. Community college teaching, if it's all about preparing people for the real world, should not be marshaled by moonlighters who already have pensions, or newly graduated youngsters who can take any job anywhere and migrate to where there are full time jobs. If this is called "community college" and depends (except for online) on the community for its customers, then why are the teachers not chosen from the community? Instead, the colleges hire PhDs from across the country because they have published or attend every education conference in the world, not because of their continued service or years of experience at the school at which they teach. I have a living to try to maintain and this zealous emphasis on what we can do for out students completely ignores and insults the plight of the poor stiff who have to do the actual work.

Summary

This survey is part of a larger research project on the implementation of AB 705. It was conducted to provide a faculty perspective on the implementation of AB 705. The survey of faculty teaching courses in the placement sequences for English, ESL, and math, conducted in the Fall, 2020 term, focused on faculty perceptions of placement accuracy, student engagement, professional development, and suggestions for supporting students. Eighty-six faculty members completed the survey.

The central question of the survey was the perceived accuracy of the placement process implemented as the result of AB 705. In general, faculty found the placements to be only somewhat or moderately accurate, and reported that students were more likely to be over placed than under placed.

Faculty found students generally to be moderately engaged, with about a third perceived to be very engaged. They also expressed interest in AB 705-related professional development. Suggestions regarding how to support students tended to focus on tutoring or effective communication with the students.

Appendix A: Survey Questions

Q1. What department do you teach in here at Palomar College?

- ☐ English
- ☐ ESL
- ☐ Math

Q2. Are you ...

- ☐ Part-time
- ☐ Full-time

Placement Accuracy

Q3. How accurate do you think the placement is that students are receiving through our current placement process?

- ☐ Not at all accurate
- ☐ Somewhat accurate
- ☐ Moderately accurate
- ☐ Very accurate
- ☐ Extremely accurate

- ☐ Don't know

Q4. What proportion of the students in your classes are likely to find the class *not challenging enough*?

- ☐ 0%
- ☐ 10%
- ☐ 20%
- ☐ ...
- ☐ 100%

- ☐ Don't know

Q5. What proportion of the students in your classes are likely to find the class *too challenging*?

- ☐ 0%
- ☐ 10%
- ☐ 20%
- ☐ ...
- ☐ 100%

- ☐ Don't know

Class Fit and Student Level Variability

Q6. How much variability would you say there is in [SUBJECT] skill level among the students in your [SUBJECT] classes when the semester starts?

- ☐ Not enough
- ☐ An appropriate amount
- ☐ Too much

- ☐ Don't know

Student Engagement

Q7. How engaged would you say your students are in your classes?

- ☐ Not at all engaged
- ☐ Somewhat engaged
- ☐ Moderately engaged
- ☐ Very engaged
- ☐ Extremely engaged

- ☐ Don't know

Q8. What proportion of the students in your class are very engaged in the class?

- ☐ 0%
- ☐ 10%
- ☐ 20%
- ☐ ...
- ☐ 100%

- ☐ Don't know

Professional Development and Support

Q9. Have you participated in any professional development relating to AB 705?

- ☐ Yes
- ☐ No

- ☐ Don't know

[ASK IF Q9 = Yes]

Q9a. How useful has the professional development been in helping you deal with changes resulting from AB 705?

- ☐ Not at all useful
- ☐ Somewhat useful
- ☐ Moderately useful
- ☐ Very useful
- ☐ Extremely useful

- ☐ Don't know

Q10. How useful for you and your colleagues do you think training would be on issues related to teaching now that AB 705 has been implemented?

- ☐ Not at all useful
- ☐ Somewhat useful
- ☐ Moderately useful
- ☐ Very useful
- ☐ Extremely useful

- ☐ Don't know

Q11. How likely would you be to attend a training on issues related to AB 705?

- ☐ Not at all likely
 - ☐ Somewhat likely
 - ☐ Moderately likely
 - ☐ Very likely
 - ☐ Extremely likely
-
- ☐ Don't know

[ASK IF Q11 = Moderately likely to Extremely likely]

Q11a. What type of training would you be most likely to attend?

Q12. What is the most important thing we can we do to support students now that our new placement system is in place?

Comments

Q13. Do you have any other comments on the topics covered in this survey?