

Overview, Links, and Highlights: AB705

Assembly Bill No. 705

From the Legislative Counsel's Digest and the AB 705 Bill:

PLACEMENT

- Students must enter and complete transfer-level coursework in English and math **within one year**
- Appropriate **placement tools** to maximize the probability that a student will enter & complete within one year:
 - High school coursework
 - High school grades
 - High school GPA
- Cannot prohibit students from enrolling in transfer-level courses unless **placement research that includes HS GPA and coursework** shows they are **highly unlikely to succeed**
- Colleges can required **additional concurrent support during the same semester** as transfer-level English or math, only if the support will increase their likelihood of passing
- Low performance on one measure may be offset by high performance on another measure
- The student can bypass remediation **based on any one measure**
- No college may use any assessment instrument without the authorization of the BOG
- Students placed into credit ESL coursework should have maximized potential to **complete degree and transfer requirements in English within 3 years**
- When high school transcript data is difficult to obtain, logistically problematic to use, or not available, a community college district or community college may use self-reported high school information or guided placement, including self-placement for students

Implementation of AB 705 from the Chancellor's Office (Highlights)

California Community Colleges Memorandum AA 18-40 (Assembly Bill (AB) 705 Implementation)

- If a college adopts the default placement rules, the college is AB 705 compliant but that is the minimum level of compliance.
- Colleges may develop their own placement rules:
 - If placed differently than the default rules, the college **must collect data to show students benefit from those local decisions**
 - Must show students were **highly unlikely to succeed in transfer-level** course work if placed there **AND**
 - The lower placement gives students the **best chance of completing transfer-level**
- The burden of proof is not on the student but on the college

Sierra College Self-Placement Tool: <https://www.sierracollege.edu/student-services/assessment/appointment.php>

COURSEWORK AND SUPPORT

- A college may require students to enroll in **additional concurrent support during the same semester** that they take a transfer-level English or mathematics course, but only if it is determined that the support will **increase their likelihood of passing the transfer-level English or mathematics course**.
- The community college district or college shall **minimize the impact on student financial aid and unit requirements for the degree** by exploring embedded support and low or noncredit support options.
- Colleges should be acting now to evaluate and redesign all aspects of developmental education and transfer attainment focused on these areas: **assessment and placement, curricular design, co-curricular design, and non-curricular support**.

FAQs: <https://assessment.cccco.edu/faqs>

- Co-req courses can be required
- Must demonstrate required co-req improves the likelihood of success in transfer-level
- There must be a process to challenge the co-req
- Critically analyze the purpose of and additional time and units that co-reqs require
- Can require noncredit as part of the 2 semesters
- Summer bridge programs are okay but can't be required
- Must discontinue use of assessment tests

Background Information and Findings Included in AB 705:

- More than 75% of California Community College students are underprepared
- Students of color are more likely to be placed into remedial courses
- There are serious adverse consequences to incorrectly assigning a prepared student to remediation
- Students placed into remediation are much less likely to reach their educational goals
- Numerous studies suggest that colleges are placing too many students into remediation
- Instruction in English as a second language (ESL) is distinct from remediation in English
- The Board of Governors of the California Community Colleges has established rules to protect students from being excluded from courses in which they can be successful.
- Community colleges are prohibited from requiring students to take a prerequisite course unless they are highly unlikely to succeed in a higher-level course without it
- Assessment tests tend to underplace students—leading colleges to assign students to remedial courses when those students could have succeeded in college-level courses
- Research shows that a student's high school performance is a much stronger predictor of success in transfer-level courses than standardized placement tests.
- The **goal of this act** is to ensure that students are not placed into remedial courses that may delay or deter their educational progress unless evidence suggests they are highly unlikely to succeed in the college-level course.

DEFAULT RULES

High School Performance Metric for English	Recommended AB 705 Placement for English
HSGPA ≥ 2.6 Success rate = 78.6%	Transfer-Level English Composition No additional academic or concurrent support required
HSGPA 1.9 - 2.6 Success rate = 57.7%	Transfer-Level English Composition Additional academic and concurrent support recommended
HSGPA < 1.9 Success rate = 42.6%	Transfer-Level English Composition Additional academic and concurrent support strongly recommended

High School Performance Metric for Statistics/Liberal Arts Mathematics	Recommended AB 705 Placement for Statistics/Liberal Arts Mathematics
HSGPA ≥ 3.0 Success rate = 75%	Transfer-Level Statistics/Liberal Arts Mathematics No additional academic or concurrent support required for students
HSGPA from 2.3 to 2.9 Success rate = 50%	Transfer-Level Statistics/Liberal Arts Mathematics Additional academic and concurrent support recommended for students
HSGPA < 2.3 Success rate of 29%	Transfer-Level Statistics/Liberal Arts Mathematics Additional academic and concurrent support strongly recommended for students

High School Performance Metric BSTEM Mathematics ¹	Recommended AB 705 Placement for BSTEM Mathematics
HSGPA ≥ 3.4 OR HSGPA ≥ 2.6 AND enrolled in a HS Calculus course Success rate = 75%	Transfer-Level BSTEM Mathematics No additional academic or concurrent support required for students
HSGPA ≥ 2.6 or Enrolled in HS Precalculus Success rate = 53%	Transfer-Level BSTEM Mathematics Additional academic and concurrent support recommended for students
HSGPA ≤ 2.6 and no Precalculus Success rate = 28%	Transfer-Level BSTEM Mathematics Additional academic and concurrent support strongly recommended for students

¹ Note: The BSTEM table presumes student completion of Intermediate Algebra/Algebra 2, an equivalent such as Integrated Math III, or higher course in high school. Students who have not completed Algebra 2 or higher in high school but who enter college with intentions to major in STEM fields are rare. However, good practice suggests they should be informed that Algebra 2 is highly recommended as preparation for a STEM-oriented gateway mathematics course and that their likelihood of success will be higher in a statistics course.

Colleges have not more than two years to innovate and validate and compare the effectiveness of designs to the tables above. The thresholds in the tables are a minimum threshold for comparison for colleges who seek to conduct their own research and develop their own innovations. The throughput for innovations should meet or exceed percentages in the tables for all students at similar levels of high school achievement. Comparative data is based on throughput to transfer-level, regardless of the initial course.

Links to math curriculum (Cuyamaca, Los Medanos, Community College of Denver)

<https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b96d5ca70a6ad039758d850/1536611787458/Correq-Information-Sheet-Math-May-2018-final.pdf>

Link to English curriculum (Porterville, Irvine Valley College, San Diego Mesa, Allan Hancock, Fullerton . . .)

<https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b96d5ca70a6ad039758d850/1536611787458/Correq-Information-Sheet-Math-May-2018-final.pdf>