



# AB705

*“AB 705 requires community college districts to maximize the probability that a student will enter and complete transfer-level coursework in math and English within a one-year timeframe by utilizing assessment measures that include high school performance to achieve this goal.”*

*(A student enrolled in ESL within a timeframe of 3 years.)*

# Pre-existing regulations

## Section 55003 of Title 5 of the California Code of Regulations:

*“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.”*

**However, this policy is often not followed in practice.**

# Pre-existing regulations

## **Section 55522 of Title 5 of the California Code of Regulations:**

*“Colleges are required to use multiple measures in determining course placement.”*

**However, the regulation does not provide sufficient guidance in the use of multiple measures to ensure that students are not excluded from courses in which they can be successful.**

# Intent of AB705

The bill was written to clarify existing regulation and ensure that students are not placed into remedial courses that may delay their educational progress *unless* evidence suggests they are highly unlikely to succeed in the college-level course

# Intent of AB705

The California community college system is the nation's largest system of higher education, and a critical entry point to higher education.

The California community college system identify more than 75 percent of its students as underprepared and refer this overwhelming number of students to remedial education.

# Intent of AB705

Assessment instruments and placement policies have serious implications for equity, since students of color are more likely to be placed in remedial courses; and, students placed into remediation are much less likely to reach their educational goals.

**Student Success scorecard says:** just 40% of students placed in remedial courses complete a degree, certificate, or transfer outcome within 6 years compared to 70% for students allowed to enroll directly in college-level courses.

# Intent of AB705

Evidence suggests that community colleges are placing too many students into remediation and that many more students would complete transfer level requirements in math and English if allowed to bypass remedial prerequisite courses and enroll directly in transfer-level English and math courses.



# Intent of AB705

The goal of AB 705 is to ensure that students are not placed in remedial courses that may delay or deter their educational progress unless evidence suggests they are highly unlikely to succeed in the college-level course.

# Intent of AB705

Evidence suggests that when used as the primary criterion for placement, assessment tests tend to under-place students; and, a student's high school performance is a much stronger predictor of success in transfer-level courses than standardized placement tests.

# What do colleges need to do?

Every college is required **to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe (three years for ESL students)** and use, in the placement of students into English and math courses in order to achieve this goal, one or more of the following measures:

- **High school coursework**
- **High school grades**
- **High school grade point average**

# What do colleges need to do?

Multiple measures shall apply to placement in such as manner as either:

- Low performance on one measure may be offset by high performance on another measure
- A student can demonstrate preparedness and thus bypass remediation based on any one measure

# What do colleges need to do?

State Department of Education and Chancellor's Office will ensure timely access to data regarding high school performance.

When high-school transcripts are difficult or impossible to obtain, colleges can use self-reported high-school information, guided placement or self-placement of students.

# What do colleges need to do?

**For students who seek a goal other than transfer**, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, a community college needs to maximize the probability that the student will enter and complete the required college-level coursework in English and mathematics within a one-year timeframe.

# Assessment Instruments

**“Assessment” means** the process of gathering information about a student regarding student skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services.

**Assessment methods include:** interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high-school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures.

# Assessment Instruments

- Shall be sensitive to cultural and language difference and accommodate students with disabilities
- Shall be used as an advisory tool to assist students in course selection
- Shall not be used to exclude students from admission to community colleges



# Timeframe

- All community colleges are required to be in compliance with AB 705 no later than

**Fall 2019**

## **Fall 2017**

- Gather information and engage stakeholders regarding current assessment practices including discipline faculty, counselors, institutional research and assessment staff
- Review the legal requirements of AB 705

# Timeframe

## Spring 2018

- Develop methods to make high school data central in the assessment and placement process
- Begin curricular exploration and development consistent with the law
- Engage professional learning to support curricular shifts in math, English and ESOL.

# Timeframe

## Fall 2018

- Shift local assessment and placement practices to include high school data as a primary predictor for all students in Spring 2019
- Submit locally developed curriculum changes for approval

# Timeframe

## Spring 2019

- Approve locally-developed curriculum in math and English
- Connect new assessment and placement rules with curriculum
- Publish new structures in college materials

**Fall 2019:** Full compliance with AB 705

# AB 705 IMPLEMENTATION TIMELINE

For Math and English

