



California Community Colleges

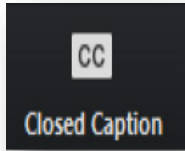
Remedial Education Reform: Celebrating Progress – Finishing the Work

Dr. Aisha Lowe, Vice Chancellor, Educational Services &
Support Division, ESLEI Office

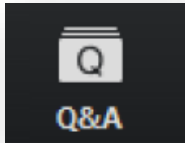
Dr. John Hetts, Executive Vice Chancellor, Innovation, Data,
Evidence & Analytics (IDEA) Office

February 7, 2023

Webinar Logistics



Click the Closed Caption (CC) tab to read live captions



Click the Question & Answer (Q&A) tab to enter questions for the presenters and to read their responses

Agenda

- Impact of AB 705 and progress the system has made to date
- Implementation guidance
- Next steps



Equitable Placement and Completion

2021-2022 Learning Series

- July 12, 2021: Board of Governor's Spotlight
- August 4, 2021: System Webinar - *Leading Courageous Conversations about Equitable Placement* (recording in the VRC under the CCC | Webinars, Conferences, and Events community)
- September 8, 2021: Transfer Level Gateway Completion Dashboard (recording in the VRC under the Equitable Placement and Completion community)
- October 29, 2021: RP Group/MMAP webinar - *Emerging Practices and Resources to Support ESL Placement and Throughput: Guided Self-Placement* ([click here to watch](#))
- November 5, 2021: RP Group/MMAP webinar - *Emerging Practices and Resources to Support ESL Placement and Throughput: Innovations and Practices* ([click here to watch](#))
- November 29, 2021: AB 705 Implementation Improvement Plans (recording in the VRC under the Equitable Placement and Completion community)

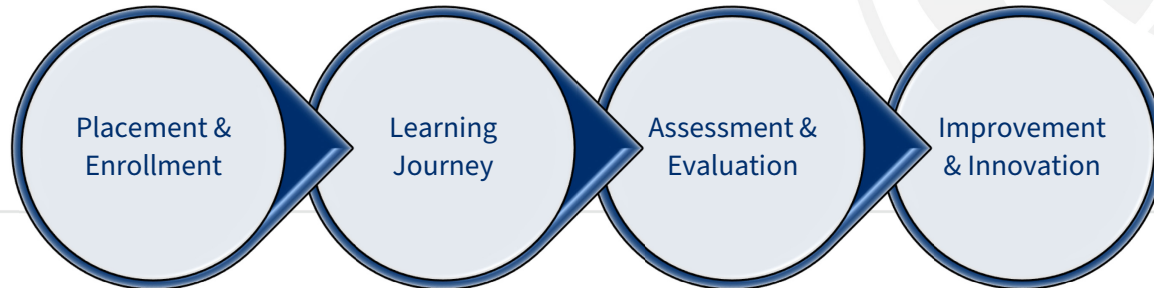
Equitable Placement and Completion

2021-2022 Learning Series

- February 8, 2022: RP Group/MMAP webinar – Transition in Math from High School to Community College Before and After AB 705 ([click here to watch](#))
- February 14, 2022: Moving from Compliance to Ensuring Learning: Conducting Ongoing Examination, Evaluation and Reflection (recording in the VRC under the Equitable Placement and Completion community)
- March 24, 2022: Equitable and Complete Messaging and Communication to Guide Student Enrollment (recording in the VRC under the Equitable Placement and Completion community)
- April 14, 2022: The RP Group Conference – From Compliance to Advocacy: Equitable Placement to Advance Equitable Outcomes ([see slides here](#))
- October 13, 2022: RP Group/MMAP webinar – Supporting Students with Disabilities in Transfer-Level English and Math ([click here to watch](#))
- All RP Group/MMAP resources: https://rpgroup.org/RP-Projects/All-Projects/Multiple-Measures/AB705_Resources

Remedial Education Reform (AB 705/1705)

- **Goal:** Maximize student success
- **Policy Reform:** Stipulates the time to enrollment & completion; what information can be used for placement; and the standard of proof for any below transfer-level (BTL) placements
- **Implementation:** Research to establish standards & best practices; Required adoption plans with a two-year innovation window; Required validation of practices; Enforcement of the law



Implementation Progress

October 2017	Legislation Signed
March/July 2018	Default Placement Rules Established
March 2019	English and Math Regulations Approved
July 2019	English and Math Adoption Plans Submitted
Fall 2019	Implementation Deadline for English and Math
March 2020	ESL Regulations Approved
Spring 2020	ESL Adoption Plan Deadline extended to July 1, 2021 for Fall 2021 Implementation
Spring 2020	Equitable Placement Toolkit Published
Spring 2021	Equitable Placement Dashboard Created
Spring 2021	English and Math Validation of Practices Data Collected
Spring 2021	ESL Data Analysis and Research



Implementation Progress

July 1, 2021	ESL Adoption Plans Due
July 9, 2021	AB 1805 Data Templates Due
Summer 2021	English and Math Validation of Practices Response to Colleges
Fall 2021	Required Improvement Plans (due March 2022) AAC review of second-party vendor ESL assessments
Spring 2022	Collected required Improvement Plans
Fall 2022	AB 1705 legislation passed Improvement Plan responses to colleges AB 1705 guidance disseminated Local college ESL assessment training
Spring 2023	AB 1705 implementation commences Local college ESL assessment validation

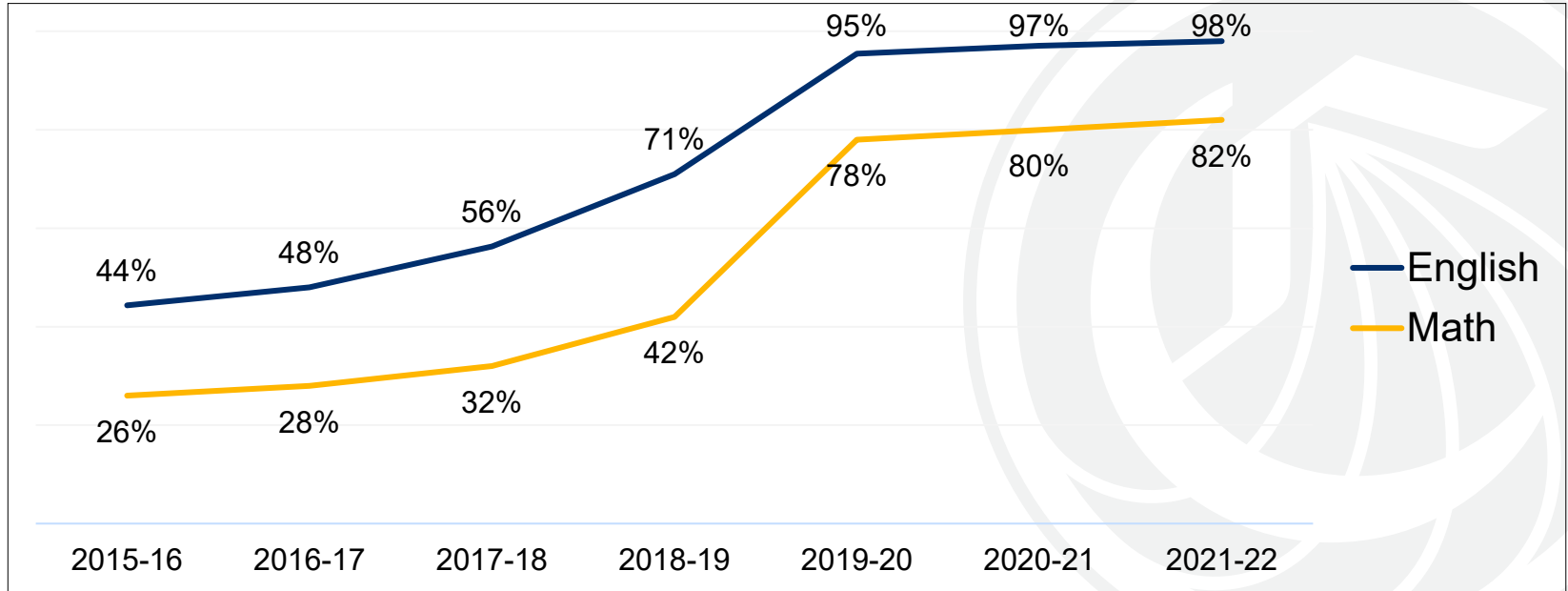


Celebrating Progress

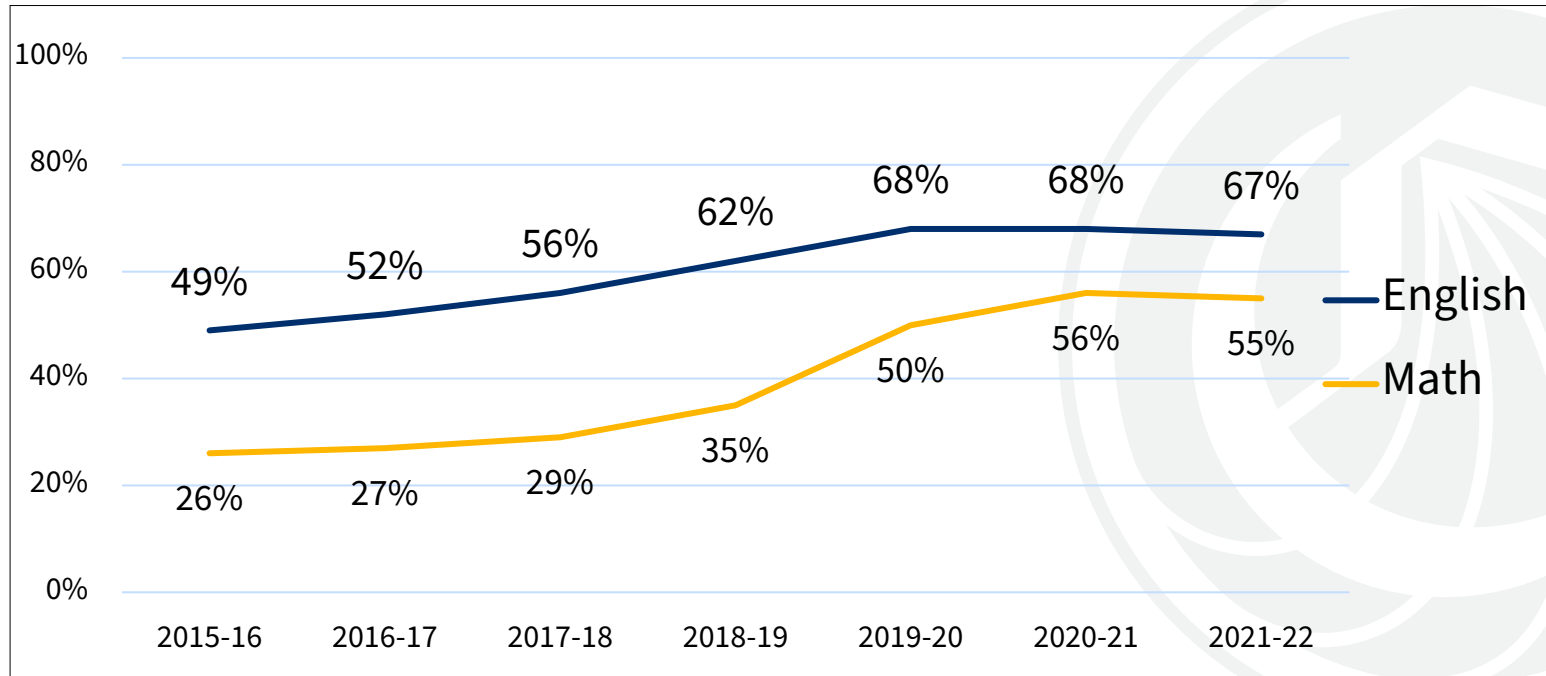
Enrollment and
Success in Transfer-
Level English and
Math

(2015-16 through
2021-22)

The percent of students enrolling directly in transfer-level English and math has risen substantially.

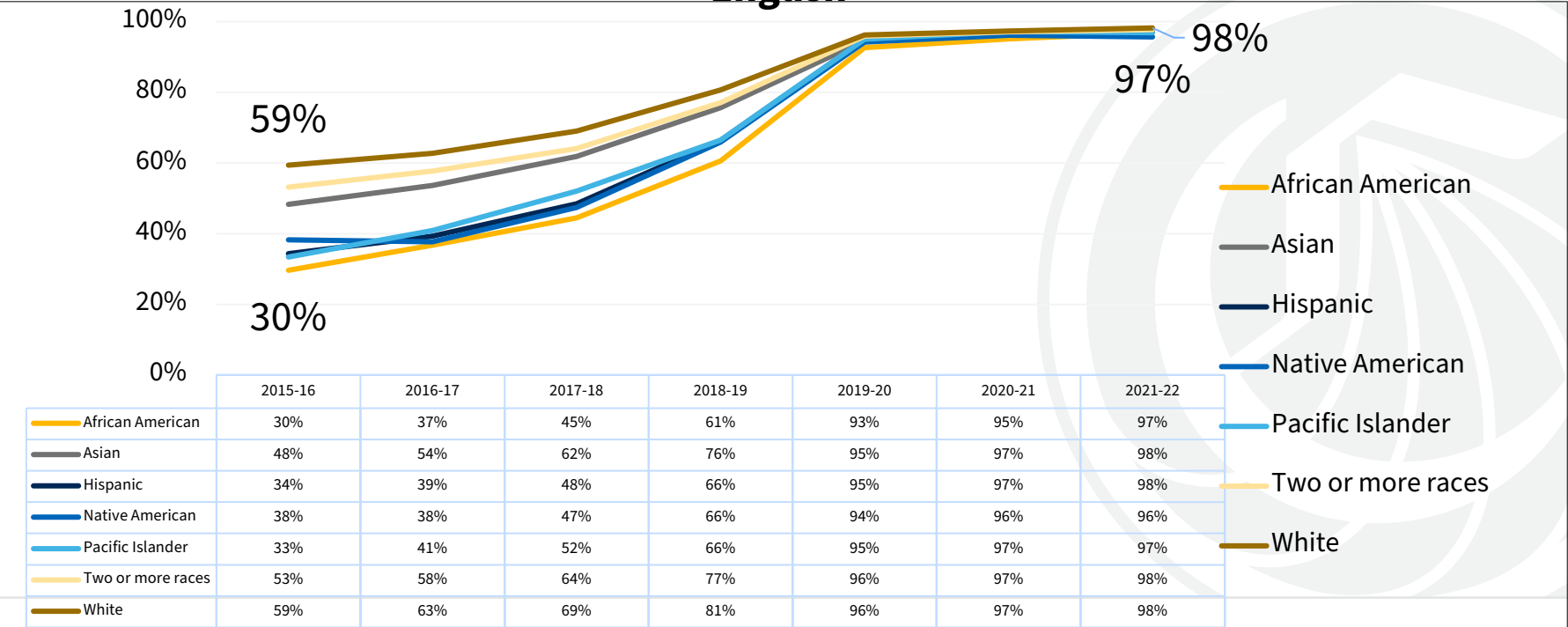


Successful completion of transfer-level English and math (in one year) also increased substantially.



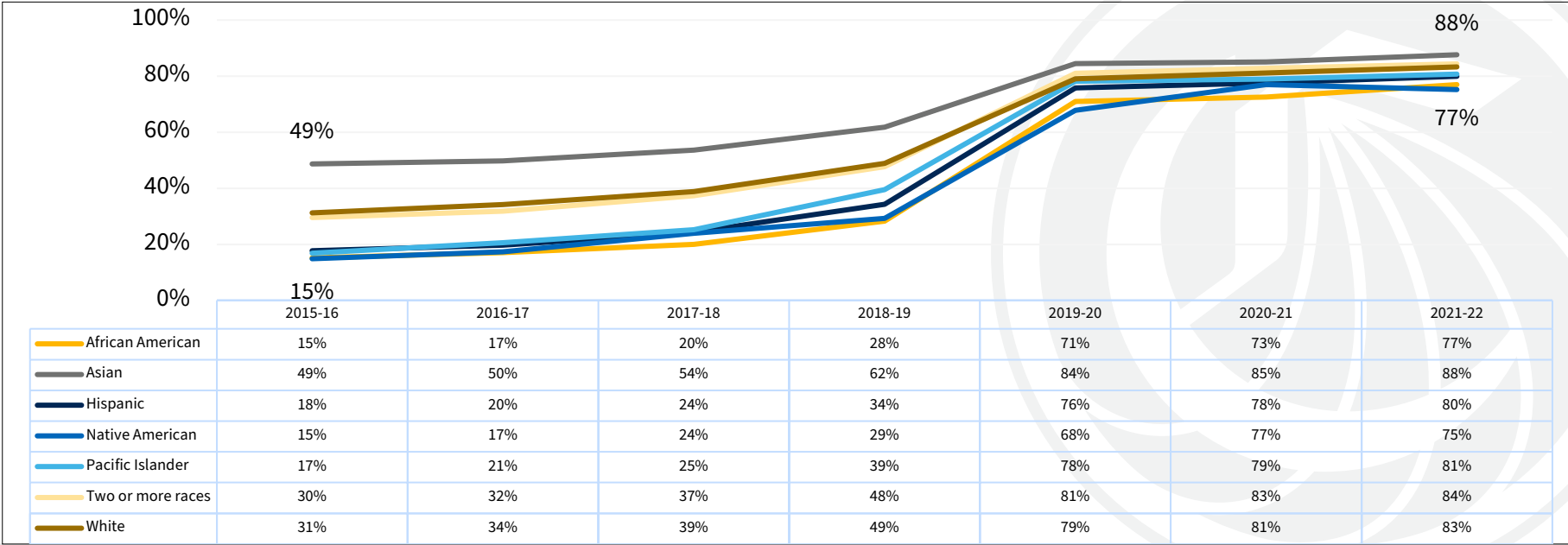
Direct enrollment in transfer-level English and math has increased across all racial/ethnic groups, substantially narrowing equity gaps.

English



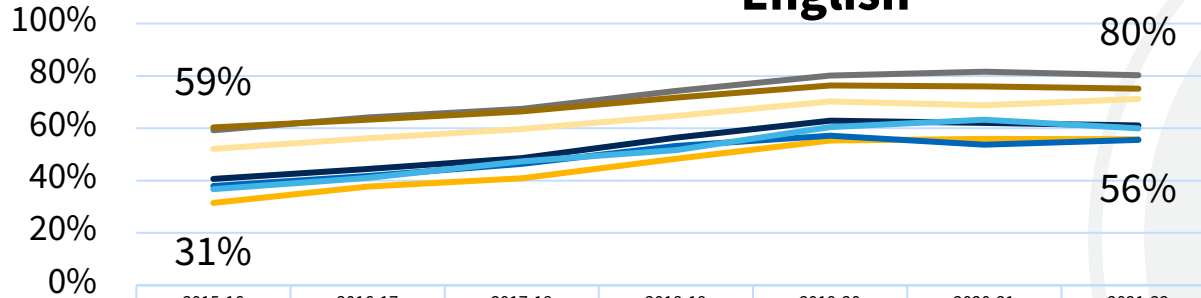
Direct enrollment in transfer-level English and math has increased across all racial/ethnic groups, substantially narrowing equity gaps.

Math



Successful completion of transfer-level English and Math (in one year) increased for all racial/ethnic groups; Equity gaps persist, though narrowing slightly.

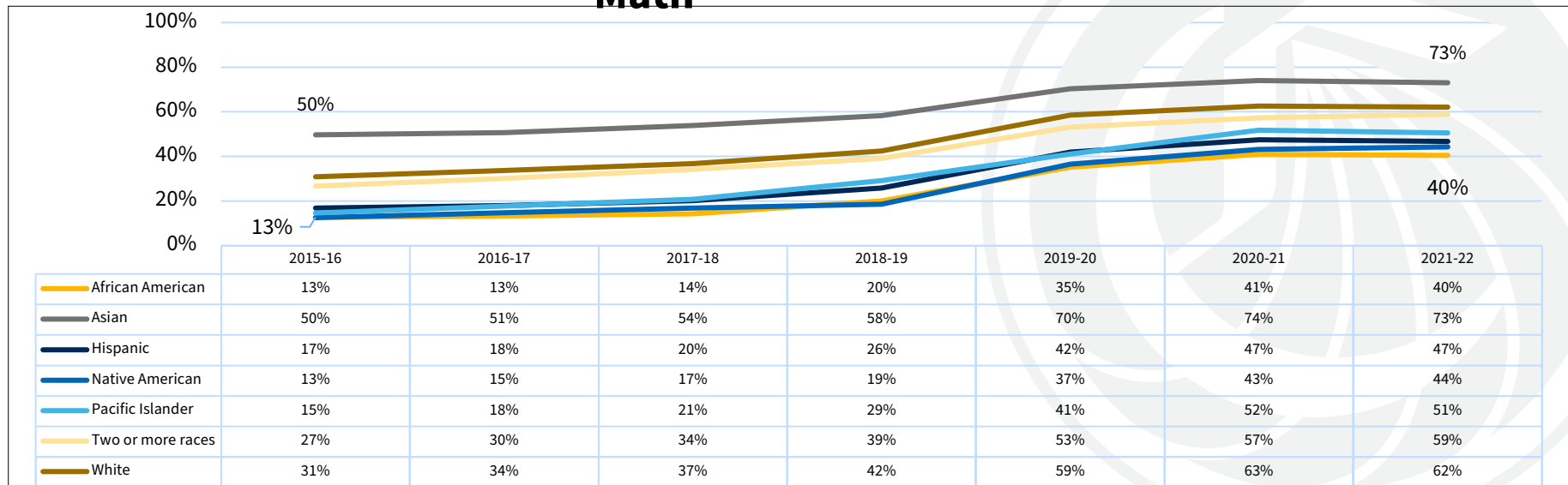
English



- African American
- Asian
- Hispanic
- Native American
- Pacific Islander
- Two or more races
- White

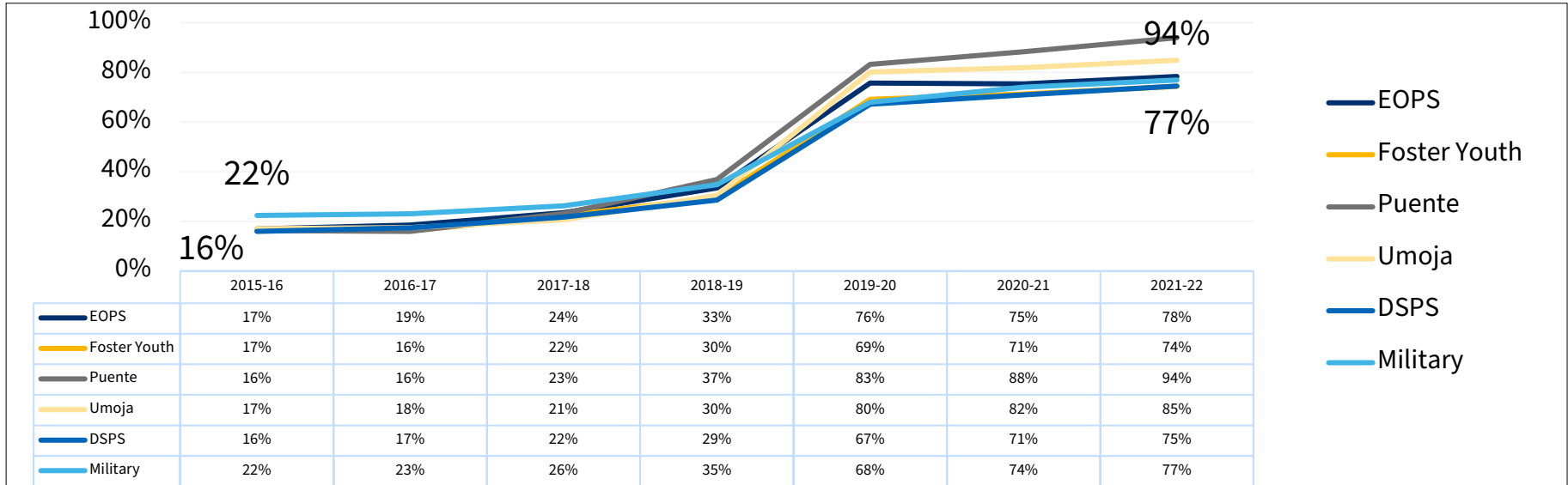
Successful completion of transfer-level English and Math (in one year) increased for all racial/ethnic groups; Equity gaps persist, though narrowing slightly.

Math



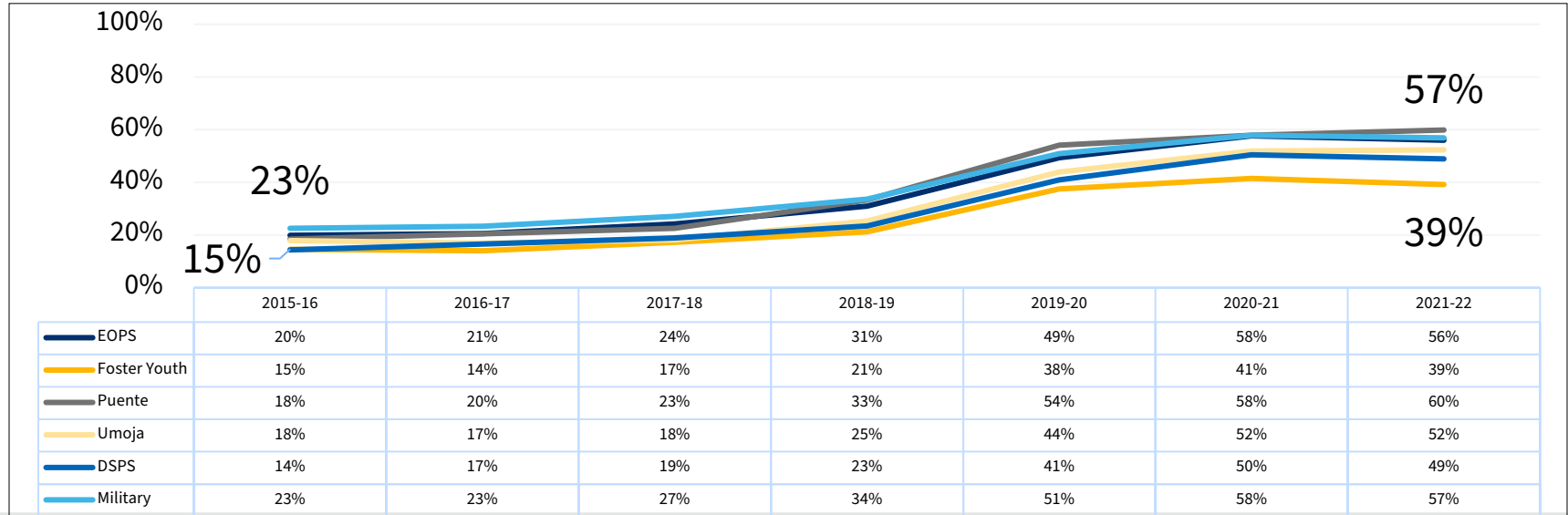
Both enrollment in and completion of transfer-level math improved powerfully across student groups, though access is not yet universal for every group.

Access



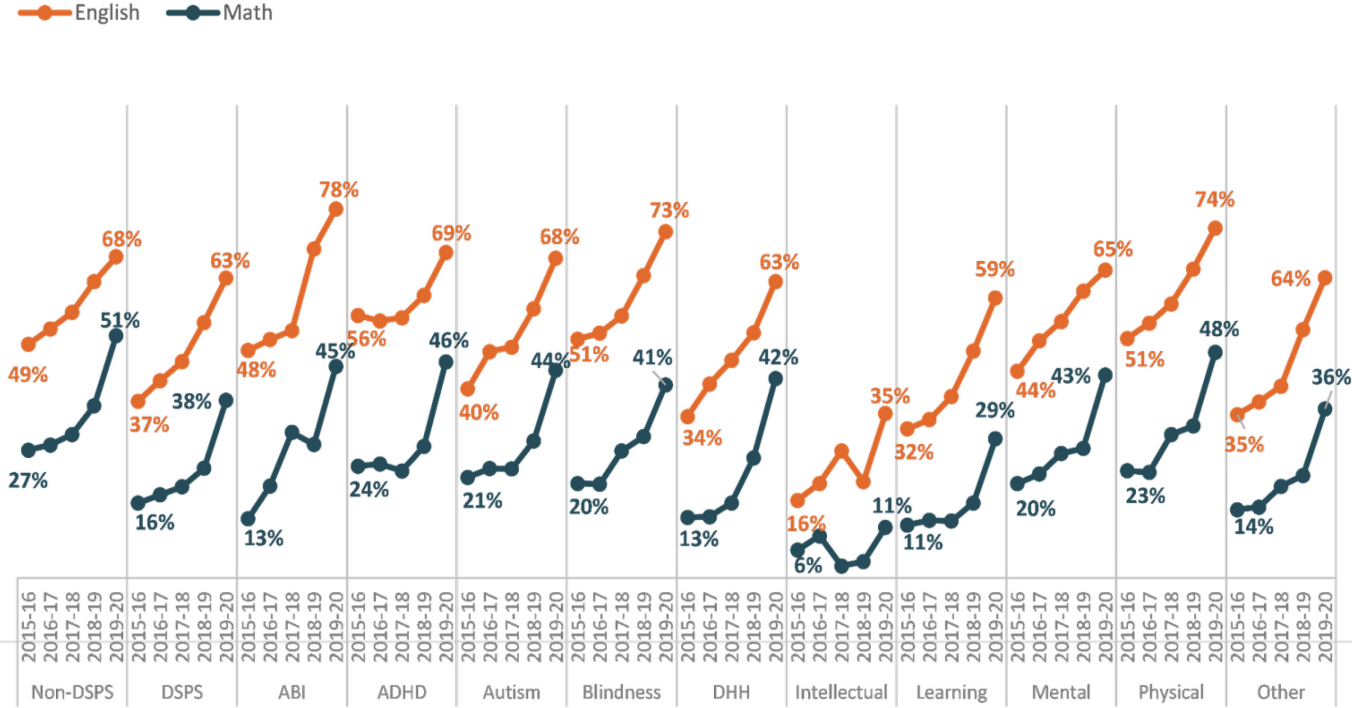
Both enrollment in and completion of transfer-level math improved powerfully across student groups, though access is not yet universal for every group.

One-Year Completion



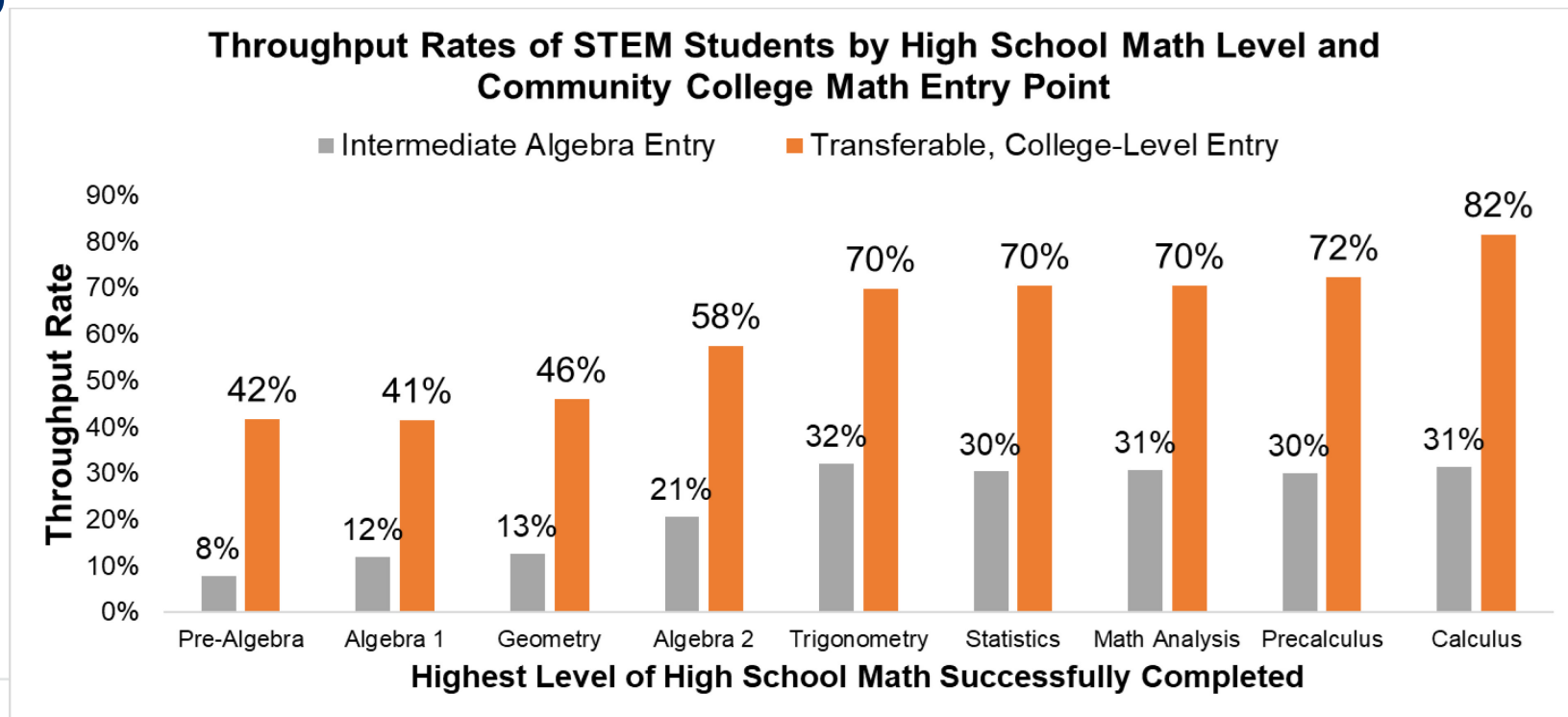
Successful completion of transfer-level English and math increased for DSPS students across all disability types.

Figure 1. One-Year Transfer-Level Throughput Rates by Disability Type

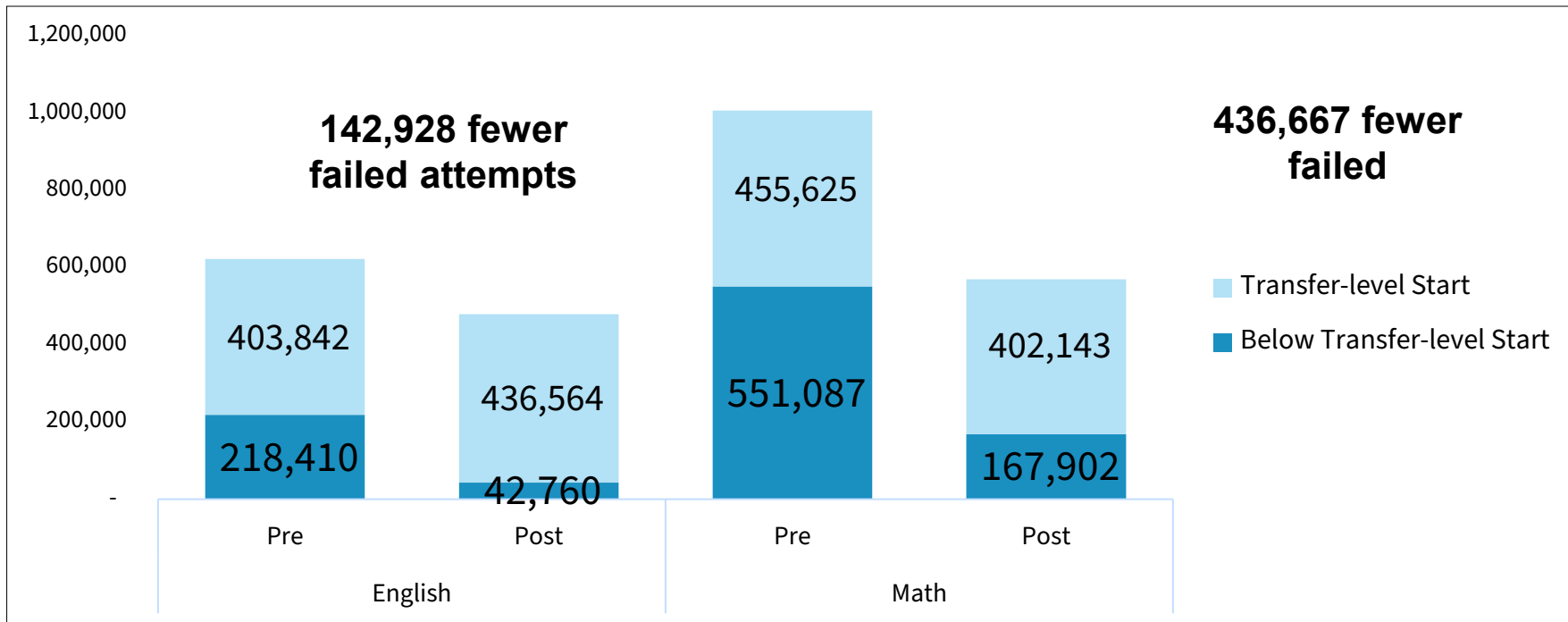


For Accessible Data Table visit the source: https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/AB705_Workshops/Throughput_in_Transfer-level_English_Math_for_Students_with_Disabilities_October2022.pdf?ver=2022-10-07-070102-543

Transfer level math completion is highest when students begin at transfer level, regardless of high school math prep



The total volume of unsuccessful completions (or failed attempts with grade D, F, or W) has decreased.



Fewer students repeating math courses successfully completed in high school, with greatest improvements for underrepresented students of color.

High School to CCC Math Transition	Pre-AB 705 (Fall 2016)	Post-AB 705 (Fall 2021)
% students repeating any math course	78%	47%
% students repeating math above Algebra 2	9%	21%
% of underrepresented students of color who transitioned to transfer level math	Under 25%	Over 80%

The strengths and weaknesses of AB705 implementation

- Transformative changes throughout system
 - Unprecedented access to, enrollment in, and successful completion of transfer-level English and mathematics
 - Improvement across all demographic groups:
 - Ethnicity, Gender, Age, DSPS, Puente, Umoja, Veterans, Foster Youth, EOPS
- Key implementation gaps
 - Use of guided or self-placement in ways that lead to below transfer-level enrollment
 - Not using high school performance for placement above entry level course
 - Addition of noncredit courses as shadow replacement for developmental sequence
 - Lengthening of sequences at transfer-level or stretching transfer-level courses to replace developmental sequence
 - Substantial equity gaps in completion
 - Underdevelopment/provision of support courses

Finishing the Work

AB 1705
Implementation

Implementation of AB 1705

- AB 1705 builds on AB 705 and resolves issues impending implementation and includes:
 - New action items and prohibitions that are now required
 - Specific exemptions to default transfer-level placement and enrollment
 - Validation of practices in some instances
 - A timeline for compliance
 - Allocates enforcement of the law to the Chancellor's Office

AB 1705 Applies to Students with an Academic Goal

- AB 1705 applies to all students with an academic goal of a credit-certificate, degree, or transfer.
- Students with an academic goal must start in courses that maximize the probability that they enter and complete gateway transfer-level English and math/quantitative reasoning requirements for their program within a one-year timeframe of their initial attempt in the discipline.

Key Provisions of AB 1705

Implementation deadline: July 1, 2023

- 1) U.S. high school graduates (or equivalent) shall begin in transfer-level English and math/quantitative reasoning coursework.
- 2) Students with an academic goal of credit-certificate, degree or transfer shall begin in gateway transfer-level coursework that satisfies requirements for the student's intended certificate, degree or transfer within their major
- 3) Students cannot be required to repeat coursework they have successfully completed in math in high school or college or through credit for prior learning.
- 4) Colleges shall not enroll U.S. high school graduates (or the equivalent) into a non-credit English or math course unless the non-credit course is a corequisite to a transfer-level course (for students with a goal of a credit certificate, degree or transfer).
- 5) Pretransfer-level enrollment is only an option for subgroups of students explicitly described in the law (or where validated proof of effectiveness has been provided).

Provision One

U.S. high school graduates (or equivalent) **shall begin in transfer-level** English and math/quantitative reasoning coursework.

- Applies to programs with English or math/quantitative reasoning requirements.

To ensure compliance colleges may choose from two options:

- Continue or implement default transfer-level placement into English and math/quantitative reasoning courses with no pretransfer-level enrollment.
- Continue to implement default transfer-level placement and enrollment into English and math/quantitative reasoning courses with limited pretransfer-level or non-credit enrollments restricted to programs serving students exempted under the law (see next slide for exemptions). Option B requires colleges to clearly define and implement a mechanism for restricting access for any students other than those exempted from the law.

Key Exemptions

Default transfer-level placement and enrollment exemptions apply to:

1. Non-U.S. high school graduates (or high school equivalency certificate)
2. Students in non-transferable certificate/degree programs with English and math requirements if the accrediting body or advisory body requires coursework that cannot be satisfied with transfer-level coursework
3. Non-U.S. high school graduates (or equivalent) enrolled in noncredit ESL coursework
4. Students with documented disabilities who are enrolled in educational assistance classes; all other students with disabilities shall begin in transfer-level English and math coursework

Key Exemptions

Default transfer-level placement and enrollment exemptions apply to:

5. Non-U.S. high school graduates (or equivalent) enrolled in adult education programs; including those enrolled in adult ed coursework other than English or math coursework
6. High school/dual enrollment students
7. The college has verified that the student is highly unlikely to succeed in the transfer-level course and that enrollment below transfer-level improves the likelihood of completing transfer-level

Exemptions are not carte blanche

- The other requirements of AB1705 and AB705 still apply for all students who have expressed a goal of a credit-certificate, degree, or transfer
- If colleges place or enroll students into a pre-requisite for a gateway transfer-level course (whether a below transfer-level or transfer-level pre-requisite), colleges must still demonstrate that students who start in that pre-requisite
 - are highly unlikely to succeed in the gateway transfer-level course without that pre-requisite, and
 - are equally or more likely to complete the gateway transfer-level course in the specified time period than if they started directly in that course (i.e., that the prerequisite pathway maximizes students' likelihood of completion of the target course).

Provision Two

Students with an academic goal of credit-certificate, degree or transfer shall begin in gateway transfer-level coursework **that satisfies requirements** for the student's intended certificate, degree or transfer within their major

2b. Validation is required for transfer-level prerequisites preceding gateway transfer-level courses for degree or transfer in the major (the timeline for STEM programs is extended to July 2024)

- Largely applies to students in transfer-level math courses associated with lower division requirements for the major.
- Colleges should conduct an audit of their degrees and transfer pathways to identify transfer-level prerequisites that do not satisfy required gateway coursework.

To ensure compliance, colleges may choose from two options:

- A. Ensure access, enrollment and support in gateway transfer-level coursework for every program.
- B. Validate that the prerequisite meets the standards of the law. This option requires the completion of a validation template.

Provision Three

Students **cannot be required to repeat coursework** they have successfully completed in math in high school or college or through credit for prior learning.

➤ Applies exclusively to math. All colleges will need to update policies to comply with this mandate.

To ensure compliance, colleges must ensure the following:

- *High school math for placement and prerequisites:* Largely applies to math placement into courses with prerequisites equivalent to high school courses; requires colleges to honor a passing grade of C or better in similar high school courses to fulfill prerequisite requirements.
- *High school math for math competency for non-transferable associate degrees:* Students who passed a high school math course at or above the level of Algebra 2 with a grade of C or better meet the general math competency for a certificate or associate degree.
- *High school math for course credit:* Colleges may require students to take a transfer-level course equivalent to a course they passed in high school if (1) the course satisfies a certificate, degree or transfer requirement, and (2) prior learning is not recognized by current policies to award credit.

Provision Four

Colleges **shall not** enroll students with a goal of credit certificate, degree or transfer **into a non-credit English or math course** unless the non-credit course is a **corequisite to a transfer-level course**.

- While colleges cannot require non-credit coursework for students with a goal of a credit certificate, degree or transfer, colleges may require corequisite non-credit coursework taken concurrently with a transfer-level course.

To ensure compliance, colleges:

1. can offer noncredit math & English courses only as a corequisite to transfer-level courses for students with a goal of a credit certificate, degree or transfer, **and**
2. must restrict enrollment of other noncredit English and math courses to student groups defined as exemptions to default transfer-level placement and enrollment (see “key exemptions” slide). This requires colleges to clearly define and implement a mechanism for restricting access to the exempted populations.

Provision Five

Pretransfer-level enrollment is **only an option** for subgroups of students explicitly described in the law.

- For students in non-transferable certificate or associate degree programs with English or math requirements, pretransfer-level enrollment can occur only if the program's accrediting body or advisory board requires coursework that cannot be satisfied with transfer-level coursework.

To ensure compliance, colleges may choose from two options:

- A. For pretransfer-level math and English courses, offer only courses that are corequisites to transfer-level courses. Discontinue pretransfer-level English and math courses that are not corequisites to transfer-level courses.
- B. Continue some pretransfer-level enrollments in courses that are not corequisites for transfer-level courses, but ensure the college has mechanisms to ensure enrollment is restricted to only the student groups exempted from default transfer-level placement and enrollment under the law.

Changes to Concurrent Support

1. For students who need or desire extra academic support when enrolled in transfer-level mathematics or English coursework, community colleges **shall provide** access to tutoring, support-enhanced transfer-level mathematics and English courses, concurrent low-unit credit or similar contact hour noncredit corequisite coursework for transfer-level mathematics and English, or other academic supports.
2. A community college **may require** students to enroll in additional concurrent support, including additional language support for ESL students, **if it is determined** that the support will increase the student's likelihood of passing the transfer-level English or mathematics course.

Changes to Placement Including Guided Placement or Self-Placement

1. Colleges are still required to use high school transcript data to place students into English and math coursework.
2. Colleges must use self-reported high school information when transcript data is not available; this is not optional but required.
3. High school grade point average as a composite of student performance over multiple years of high school coursework is a sufficient use of multiple evidence-based measures.
4. Guided placement and self-placement shall not result in placement or enrollment below the transfer-level or into transfer-level coursework that does not satisfy requirements for the student's program of study.

Clarification on Specific Prohibitions

Colleges are specifically prohibited from placing or enrolling students into pretransfer-level English or math/quantitative reasoning coursework, or transfer-level English or math/quantitative reasoning coursework that does not satisfy requirements for the certificate, degree or transfer within the student's intended program or major, based on the following:

1. The length of time between a student's enrollment date at the community college and the student's high school graduation date.
2. Whether the student belongs to a special population, including, but not limited to, foster youth, veterans, economically disadvantaged students or those students who participate in extended opportunity programs and services (EOPS), participants in disability services and programs for students (DSPS), and students in Umoja, Puente, or Mathematics, Engineering, Science Achievement (MESA) programs.
3. Whether the student can provide a high school transcript information, self-reports high school information, or uses self-placement or guided placement.

Selected Resources

[Memorandum ESS 22-400-099: Assembly Bill 1705 Implementation](#)

[CCCCO Transfer-level Completion Dashboard](#)

[Comparative Throughput Analysis for AB 705 Compliance: Disaggregation by Gender and Ethnicity to Check for Disproportionate Impact \(MMAAP 2018\)](#)

[Comparative Throughput Analysis for AB 705 Compliance: Disaggregation by EOPS and DSPS Student Populations \(MMAAP 2018\)](#)

[Throughput in Transfer-level English and Math for Students with Disabilities \(MMAAP 2022\)](#)

[Maximizing Math Throughput of Students Who Did Not Complete Algebra 2 in High School \(MMAAP 2021\)](#)

[Community College Math in California's New Era of Student Access \(PPIC 2021\)](#)

[Emerging Practices in ESL Guided Self-Placement \(MMAAP 2022\)](#)

From Compliance to Continuous Improvement

Access

Comprehensively informing students
Data-driven advising
Defaulting to transfer-level placement

Enrollment

Ensuring students enroll in gateway courses (not simply giving them the option to)

Performance

Investing in concurrent support
Ensuring equity in classroom curriculum and pedagogy

Ensuring Full Implementation

Implementation
Guidance

2023 Equitable
Placement, Support
and Completion
Learning Series

\$64 million
Implementation Grant
Source

*(targeted professional development
for key college stakeholders)*

Strategic
Communications

Key Stakeholder
Engagement

Research and
Evaluation



Questions?

Email AB705@cccco.edu

<https://assessment.cccco.edu/ab-705-implementation>



Appendix

The following slides are extracted from the December 2022 guidance memo for reference.



Implementation of AB 1705

AB 1705 builds on AB 705 and resolves issues impending implementation. AB 1705 statutory language is divided into four sections:

1. Legislative Counsel's Digest gives an overview of new amendments to the Education Code.
2. Section 1 states the findings and declarations of the legislature that provide a rationale for the amendments. This section gives an overview of the research into AB 705's positive impact on students and equity, as well as states the problems with uneven and inequitable implementation that AB 1705 addresses.
3. Section 2 state the intent of the legislature in amending the Education Code. Notable is the clarification in §78212.5, subd. (a), that "students shall be directly placed into, and, when beginning coursework in English or mathematics, shall be enrolled in, transfer-level English and mathematics courses."
4. Section 3 integrates new amendments to Education Code §78213 into the familiar mandates of the parent legislation, AB 705.

Key Provisions of AB 1705

Key provisions of AB 1705 are state in 78213, subd. (i) and replicated in its entirety in the four areas:

(1) By July 1, 2023, all United States high school graduates, and those who have received a high school equivalency certificate, regardless of background or special population status, who plan to pursue a certificate, degree, or transfer program offered by the California community colleges, shall be directly placed into, and when beginning coursework in English or mathematics, enrolled in, transfer-level English and mathematics (quantitative reasoning) courses.

(2) If the student has a declared academic goal, the mathematics (quantitative reasoning) and English coursework shall satisfy a requirement of the student's intended certificate or associate degree or a requirement for transfer within the intended major.

Key Provisions of AB 1705, Continued

(3) A community college shall not require students to repeat coursework that they have successfully completed in high school or college or take coursework that repeats competencies that the student has demonstrated through other methods of credit for prior learning.

(4) A community college shall not enroll into noncredit coursework students who have graduated from a United States high school or been issued a high school equivalency certificate, as a substitute or replacement for direct placement and enrollment into transfer level English and mathematics (quantitative reasoning) coursework as described in paragraph (1) of subdivision (c).

Exceptions for Special Populations

1. Some student populations are exempt from §78213, subd. (i), such as students pursuing a GED or students with documented disabilities taking educational assistance classes, or students in certificate programs that do not have math or English requirements. Here is the full list of the seven exceptions from Education Code §78213, subd. (j):

(1) Students who have not graduated from a United States high school or been issued a high school equivalency certificate.

(2) Students enrolled in a certificate program without English or mathematics requirements.

(3) Students enrolled in a noncredit ESL course who have not graduated from a United States high school or been issued a high school equivalency certificate.

(4) Students with documented disabilities in educational assistance classes, as described in Section 56028 of Title 5 of the California Code of Regulations, who are otherwise not able to benefit from general college classes even with appropriate academic adjustments, auxiliary aids, and services.

Exceptions to Special Populations, Continued

- (5) Students enrolled in adult education programs who have not graduated from a United States high school or been issued a high school equivalency certificate.
- (6) Students enrolled in adult education programs who are enrolled in coursework other than mathematics or English.
- (7) Current high school students in dual enrollment or taking courses not available in their local high school.
- (8) The community college has provided local research and data pursuant to subdivisions (e) and (f) to verify the benefit of the placement and enrollment into transfer-level coursework that does not satisfy a requirement for the intended certificate or associate degree or a requirement for transfer within the intended major.

Exemption for College-Level Placement and Enrollment

2. §78213, subd. (d) allows college-level placement and enrollment in lieu of transfer-level placement and enrollment for:

students in career technical programs with specific requirements, as dictated by the program's advisory or accrediting body, that cannot be satisfied with transfer-level coursework

specific groups of students for whom the college has provided local research showing that both of the following are true:

The student is highly unlikely to succeed in a transfer-level English or mathematics course based on their high school grade point average and coursework, and

The enrollment in pretransfer-level coursework will improve the student's probability of completing transfer-level coursework in English and mathematics within a one-year timeframe or, for credit ESL students, completing transfer-level coursework in English within a three-year timeframe.

Exemption to Transfer-Level Prerequisites, non-STEM programs

3. §78213, subd. (e) states an exemption to §78213, subd. (i)(2) by allowing colleges to require transfer-level prerequisite coursework that does not satisfy requirements for a student's intended certificate, degree, or transfer in non-STEM programs if the college has provided local research by July 2023 showing that both of the following are true:

The student is highly unlikely to succeed in a transfer-level English or mathematics course that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major, and

The enrollment will improve the student's probability of completing transfer-level mathematics or English coursework that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe.

Exemption to Transfer-Level Prerequisites, STEM Programs

3. §78213, subd. (f) states the following stipulations and exemptions for STEM programs where transfer-level prerequisite coursework does not satisfy requirements for a student's intended associate degree or transfer within a STEM major:

- A. Transfer-level prerequisite coursework prior to the first calculus course is limited to at most two transfer-level courses as of July 2024.
- B. By July 2024 colleges shall provide local research showing that transfer-level prerequisites to the first STEM calculus course improve the student's progression to and through calculus by showing that all of the following are true:

The student is highly unlikely to succeed in the first STEM calculus course without the additional transfer-level preparation,

The enrollment will improve the student's probability of completing the first STEM calculus course, and

The enrollment will improve the student's persistence to and completion of the second calculus course if required for the program.

Concurrent Support

Education Code §78213, subd. (k) clarifies colleges' obligations to provide access to extra academic support for students enrolled in transfer-level English and math/quantitative reasoning courses. "For students who need or desire extra academic support when enrolled in transfer-level mathematics or English coursework, community colleges shall provide **access to tutoring, support-enhanced transfer-level mathematics and English courses, concurrent low-unit credit or similar contact hour noncredit corequisite coursework for transfer-level mathematics and English, or other academic supports.**"

"A community college may **require students to enroll in additional concurrent support, including additional language support for ESL students, if it is determined that the support will increase the student's likelihood of passing the transfer-level English or mathematics course.**"

Changes to Placement Including Guided Placement or Self-Placement

Education Code §78213, subd. (c) clarifies issues with placement that arose during implementation of AB 705. Five new items are integrated into previous AB 705 mandates outlined below:

1. Colleges are still required to **use high school transcript data to place students into English and math coursework**, for which the AB 705 requirement to use multiple measures is replaced with the clarification that, "**using high school grade point average as a composite of student performance over multiple years of high school coursework is a sufficient use of multiple evidence-based measures.**" (Ed. Code, §78213, subd. (c){4}.)

Changes to Placement, Continued

2. A new addition **prohibits colleges from requiring students to repeat coursework completed in high school.** "The multiple measures placement shall not require students to repeat coursework that they successfully completed in high school or college or for which they demonstrated competency through other methods of credit for prior learning." (Ed. Code, §78213, subd. (c){3}.)
3. Multiple measures placement into **transfer-level coursework is further clarified as transfer-level coursework that satisfies requirements for the student's academic goal.** "The multiple measures placement gives students access to a transfer-level course that will satisfy a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major." (Ed. Code, §78213, subd. (c){3}.)
4. **Colleges must use self-reported high school information when transcript data is not available; this is not optional but required.** (Ed. Code, §78213, subd. (c){6}.)

Changes to Placement, Continued

5. Colleges may use guided placement or self-placement for students who have not graduated from high school, or for high school graduates unable to provide self-reported high school information; however **guided placement and self-placement must now meet the same placement standards used with multiple measures. Specifically, "the placement and enrollment resulting from the guided or self-placement method shall maximize the probability that students enter and complete transfer-level mathematics and English coursework that satisfies a requirement of the intended certificate or associate degree or a requirement for transfer within the intended major,** within a one-year timeframe of their initial attempt in the discipline." (Ed. Code, §78213, subd. (c){7}.)

Guided placement and self-placement shall not result in placement or enrollment below the transfer-level or into transfer-level coursework that does not satisfy requirements for the student's program of study.

Clarification on Specific Prohibitions

In Education Code §78213, subd. (h), AB 1705 specifically **prohibits colleges from using the following as justifications for placing and enrolling students into pretransfer-level coursework or transfer-level coursework** in English, math or quantitative reasoning that does not satisfy a requirement for **the student's intended** certificate or associate degree, or a requirement for transfer within the intended **major**:

1. The **length of time** between a student's enrollment date at the community college and the student's high school graduation date.
2. **Whether the student belongs to a special population**, including, but not limited to, foster youth, veterans, economically disadvantaged students or those students who participate in extended opportunity programs and services (EOPS), participants in disability services and programs for students (DSPS), and students in Umoja, Puente, or Mathematics, Engineering, Science Achievement (MESA) programs.
3. **Whether the student can provide a high school transcript information**, self-reports high school information, or uses self-placement or guided placement.



English as a Second Language (ESL)

AB 1705 made only one clarification to ESL placement as described in AB 705. **The AB 705 phrase "evidence-based multiple measures" is now "multiple evidence-based measures"** in AB 1705.

1. Education Code §78213, subd. (c)(5) states, "Community colleges shall use multiple evidence based measures for placing students into English as a Second Language (ESL) coursework. For those students placed into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within three years."

Validation of Practices

AB 1705 explicitly sets standards for colleges to validate practices that result in enrollments that undermine the core tenet of placement and enrollment into transfer-level coursework required by the student's certificate, associate degree, or transfer within the major, as described in Education Code §78213, subd. (i). These standards do not apply to student groups described in §78213, subd. (j) as exceptions. Validation of practices are required in the following three areas within the prescribed timeline as follows:

Validation of Practices – Pretransfer- Level Enrollment

1. **Pretransfer-level enrollment** (Ed. Code, §78213, subd. (d).) [Note: This does not apply to corequisite support courses linked to transfer-level courses, even if the corequisite course is a pretransfer-level course].

By July 1, 2023, all United States high school graduates, and those who have received a high school equivalency certificate, regardless of background or special population status, who plan to pursue a certificate, degree, or transfer program offered by the California community colleges, **shall be directly placed into, and, when beginning coursework in English or mathematics/quantitative reasoning, enrolled in, transfer-level English and mathematics courses.**

Validation of Practices - non-STEM Programs of Study

2. For students in **non-STEM programs of study, enrollment in transfer-level prerequisites that do not satisfy requirements for the student's certificate, associate degree, or transfer within the major** (Ed. Code, §78213, subd. (e).)

If the college currently requires students in non-STEM programs to take transfer-level prerequisites that do not satisfy the student's intended associate degree, **colleges shall complete the data template provided by the Chancellor's Office by July 2023 to verify that the prerequisite improves student progress in the program** per standards in Education Code §78213, subd. (e). **The prerequisite requirement may only be continued after July 2024 if it meets these standards.**

Validation of Practices – STEM Programs of Study

3. For students in **STEM programs of study, enrollment in transfer-level prerequisites that do not satisfy requirements for the student's certificate, associate degree, or transfer within the major** (Ed. Code, §78213, subd. (f).)

By **July 2024**, colleges shall **have at most two transfer-level prerequisites that do not satisfy the student's intended associate degree.**

If the college currently requires some students in STEM programs to take any transfer level prerequisites that do not satisfy the student's intended associate degree, **colleges shall complete the data template provided by the Chancellor's Office by July 2024** to verify that the student's progress is improved by taking the prerequisite(s) per standards in Education Code §78213, subd. (f). **The prerequisite requirements may only be continued after July 2025 if these standards are met.**

Additional Required Actions, Repeating Coursework

By **July 2023**, a community college shall not **require students to repeat coursework that they have successfully completed in high school or college** or take coursework that repeats competencies that the student has demonstrated through other methods of credit for prior learning.

STEM students who have successfully completed precalculus in high school shall have access to calculus if their program requires calculus.

Additional Required Actions, Noncredit Coursework

By **July 2023**, a community college **shall not enroll into noncredit coursework students who have graduated from a United States high school or been issued a high school equivalency certificate**, as a substitute or replacement for direct placement and enrollment into transfer-level English and mathematics coursework.

Colleges can enroll students into non-credit corequisites that require co-enrollment in transfer-level coursework.

Additional Required Actions, Exemptions and Non-Transferable Programs

By **July 2023**, pretransfer-level enrollment shall only occur for **students described as exceptions to the core tenet of AB 1705** in Education Code §78213, subd. (j).

For students in non-transferable certificate or associate degree programs with English or math requirements, pretransfer-level enrollment can occur only if the program's accrediting body or advisory board requires coursework that cannot be satisfied with transfer-level coursework.