AB 1705 IMPLEMENTATION GUIDE

Overview

This AB 1705 implementation guide follows ESS 22-400-009, the AB 1705 implementation guidance memorandum released in December 2022 by the Chancellor's Office for California Community Colleges.

ESS 22-400-009 summarized the impressive progress made by California community colleges in addressing systemic barriers that disproportionately impeded students of color, low-income students, and students with disabilities from achieving essential English and math milestones to a degree and transfer. The memo provided an overview of key provisions of the law, synthesized new mandates into five required actions, and reinforced recommended strategies from the AB 705 Improvement Plans for on-going work to produce strong, equitable, timely completion of transfer-level English and math/quantitative reasoning courses that count for a certificate, degree or transfer within a desired major or program.

This implementation guide summarizes the key required actions of AB 1705 and provides further guidance on how colleges can fulfill these mandates. Review ESS 22-400-009 to gain a fuller understanding of the actual statute. AB 1705 mandates build on extensive research in response to AB 705 that is summarized here (linked here).

AB 1705 Implementation

AB 1705 applies to all California community college students with an academic goal of a certificate, degree or transfer. Importantly, it also applies to students without declared goals or with undecided goals until those goals are declared.

Students with such goals, in programs with math and English requirements, must start in courses that maximize the probability that they enter and they 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.

The phrase *gateway transfer-level course* is used in this implementation guide as a short-hand for the lowest transfer-level course that satisfies the English or mathematics course requirements of the intended certificate or associate degree, or a course requirement for transfer within the intended major. The phrase *academic goal* is used as a short-hand for an academic goal of certificate, degree or transfer.

This implementation guide is organized around the required actions stated in ESS 22-400-009.

AB 1705 Required Actions

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, shall be directly placed into, and, when beginning coursework in English or mathematics/quantitative reasoning, enrolled in, transfer-level English and mathematics/quantitative reasoning courses.
Statute reference: §78213(i)

Pretransfer-level enrollment is only an option for students described in §78213 (j) as exceptions to transfer-level placement and enrollment and for whom enrollment in pretransfer-level math or English maximizes their likelihood of completing transfer-level coursework as described in §78213 (d).
Statute references: §78213(d), (j)

The language of "when beginning coursework in" is important in that neither AB705 nor AB1705 requires students to start English or mathematics immediately nor do they apply to programs without English or math/quantitative reasoning requirements.

Do either A or B to achieve compliance by July 1, 2023

A. Continue or implement default placement and enrollment into transfer-level English and math/quantitative reasoning courses with no enrollments at the college in pretransfer-level English and math courses (including multi-term transfer-level "stretch" courses), unless the pretransfer-level courses are low-unit or non-credit corequisites to transfer-level courses.

   OR

B. Continue or implement default transfer-level placement and enrollment into English and math/quantitative reasoning courses with pretransfer-level or non-credit English and math enrollments restricted to specialized programs serving the following student populations identified in §78213(j)
   - 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
   - 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
   - Students enrolled in adult education programs who have not graduated from a United States high school or been issued a high school equivalency certificate
   - Current high school students in dual enrollment
   - Students in career technical education programs seeking a certificate or associate degree with specific requirements, <u>as dictated by the program's advisory or accrediting body</u>, that cannot be satisfied with transfer-level coursework.
   - Specific subgroups of students for whom a community college district or

community college has provided local research and data meeting the evidence standards of §78213(d) that allow for the placement and enrollment of the student subgroup into pretransfer-level mathematics or English coursework.

Option B requires colleges to clearly define and implement a mechanism for restricting access to pretransfer-level or non-credit courses that are not corequisites to transfer-level courses to student groups described in §78213(j), and to document that students enrolled are from the groups described in §78213(j). If a college's placement process results in pretransfer-level or non-credit English and math enrollments, aside from corequisite enrollments for transfer-level courses, for students other than those groups specified in §78213(j), then the college is not compliant with AB 1705.

2. Students shall begin in the transfer-level English and math/quantitative reasoning coursework that satisfies a course requirement for the student's intended certificate or associate degree or a requirement for transfer within the intended major.
Statute references: §78213 (e), (f), (g) and (i)(2)

U.S. high school graduates (or the equivalent) with an academic goal of certificate, degree or transfer shall begin in their gateway transfer-level course, or higher, in English and math/quantitative reasoning. If the student's intended program does not have specific English or math/quantitative reasoning requirements, the coursework shall satisfy transfer-level general education requirements in English or math/quantitative reasoning.

If a college has provided local research and data to verify the benefit of the placement and enrollment into transfer-level prerequisites to gateway courses as described in §78213 subdivisions (e) and (f), students can be placed and enrolled into the transfer-level prerequisite course. If the transfer-level prerequisite to the gateway courses is not validated, (1) the college shall not require or recommend the prerequisite to students, and (2) the U.S. high school graduate (or the equivalent) shall be placed and enrolled into the gateway course when they begin coursework in English or math/quantitative reasoning.

Validation of transfer-level prerequisites to gateway courses largely applies to the placement and enrollment of students into transfer-level math courses associated with lower division requirements for the major. For example, the Transfer Model Curricula for Business Administration includes applied calculus or finite math as an option but does not include college algebra; therefore, if a college requires some students to take college algebra before having access to applied calculus or finite math, the college will need to validate that this practice improves students' likelihood of successfully completing the applied calculus or finite math requirements for the business degree within one year as described in §78213 (e). Similarly, Calculus I is the lowest transfer-level math course that satisfies requirements for associate degrees based on the Transfer Model Curricula for Physics. If a college requires a college algebra course and/or a trigonometry course as a prerequisite sequence for Calculus I, the college will need to validate such prerequisites as effective in improving students' likelihood of successful completion of Calculus I as described in §78213 (f).

Community colleges are encouraged to explore the impact of concurrent support as an alternative to transfer-level preparatory courses that are not part of the degree or transfer coursework for the

major, and are specifically encouraged to do so for the first STEM Calculus course. (Statute reference: §78213(g))

All colleges should conduct an audit of their degrees and transfer pathways to identify transfer-level prerequisites to students' required gateway coursework in English or math/quantitative reasoning.

Do either A or B to achieve compliance by July 1, 2023. (STEM programs have an extended deadline of July 1, 2024.)

A. Ensure that all students with an academic goal of certificate, degree or transfer begin English and math in an appropriate gateway transfer-level course that satisfies course requirements for the intended goal. For Option A, colleges ensure access, enrollment, and support opportunities.
(1) *ensure access*: placement rules and/or prerequisites give all students access to the transfer-level gateway courses for their programs or majors,
(2) *ensure enrollment*: no longer offer the transfer-level prerequisite if it does not satisfy specific math requirements for a degree or transfer within any major OR restrict enrollment in the transfer-level prerequisite to students seeking a degree or a major for which the course satisfies a transfer requirement for that degree or major, and
(3) *provide concurrent support*: for students with weaker high school math preparation and low high school GPA, provide concurrent support tailored to the gateway course, such as a low unit or non-credit corequisite course.

OR

B. Validate that the prerequisite to the gateway course meets the AB 1705 standards described in §78213(e) by acting in accordance with the statewide validation finding or replicating the validation study locally.

If the transfer-level prerequisite to the gateway courses is not validated, (1) the college shall not require or recommend the prerequisite to students, and (2) the U.S. high school graduate (or the equivalent) shall be placed and enrolled into the gateway course when they begin coursework in English or math/quantitative reasoning.

Timelines for validation:

- Non-STEM programs validate transfer-level prerequisites to gateway English and math/quantitative reasoning courses by July 1, 2023 and make changes if necessary by July 1, 2024 (additional guidance for this validation is forthcoming).
- STEM programs are limited to two transfer-level prerequisites prior to gateway STEM calculus after July 1, 2024. The college must validate the effectiveness of the transfer-level prerequisites to gateway STEM calculus as described in §78213(f) by July 1, 2024 and make changes if necessary by July 1, 2025 (additional guidance for this validation is forthcoming).

3. By July 1, 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.
Statute references: §78213 (i)(3), also in §78213 (c)(3)(D)

This provision applies exclusively to courses that satisfy mathematics/quantitative reasoning. All colleges will need to update policies to comply with this provision.

High school math for placement and prerequisites: For the purposes of **placement or prerequisite clearance**, students cannot be required to repeat coursework that they have successfully completed in math in high school or college or through credit for prior learning. This mandate requires all colleges to make changes to their placement and prerequisite policies to honor successful completion (earning a grade of C or better) in high school math courses. For example, college calculus may have a prerequisite of college algebra or trigonometry or precalculus. A grade of C or better in a full year of high school precalculus should give the student access to an introductory engineering course with a precalculus prerequisite or to the gateway calculus course for calculus-based majors. Concurrent support can be required for students with low overall high school GPA or provided as an option for other students. For the purpose of placement, colleges shall honor a student's self-reported information about high school course taking and grades as stipulated in §78213 (c)(6).

High school math for math competency for non-transferable associate degrees: Satisfactory completion of a mathematics course at or above the level of Intermediate Algebra satisfies the math competency for the associate degree. Because students cannot be required to repeat coursework they successfully completed in high school, a grade of C or better in a math course at or above the level of high school Algebra 2 satisfies the math competency for the certificate or associate degree.

High school math for course credit: For the purpose of awarding course credit toward requirements for an associate degree for transfer, colleges may require a student to take a transfer-level math course that repeats a course they passed in high school if (1) the course satisfies a requirement for the transfer degree within the desired major and (2) the student's prior learning is not recognized by policies that are in place to award course credit. For example, consider a student who is seeking an AS-T in psychology, a degree that requires statistics. If the student passed statistics in high school with an A but does not meet the college's requirements for awarding course credit, such as a Statistics AP score at or above 3, the college can require the student to retake statistics. Similarly, awarding course credit toward satisfying general education requirements for the local non-transferable associate degree can be handled through existing processes at the college. Students seeking the local non-transferable associate degree are only exempt from transfer-level math placement and, when they begin in math/quantitative reasoning, direct transfer-level enrollment under very specific circumstances outlined in the law (78213 subsection (j)).

4. By July 1, 2023, a community college shall not enroll into non-credit 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.
Statute references: §78213 (i)(4)

Colleges shall only enroll U.S. high school graduates (or the equivalent) who have an academic goal of credit certificate, degree or transfer into non-credit math or English coursework if and when the student is concurrently enrolled in a transfer-level English or math/quantitative reasoning course.

To ensure compliance, colleges must restrict enrollment into other non-credit English and math courses to student groups defined as exemptions to transfer-level placement and enrollment in §78213 (j). This requires colleges to clearly define and implement a mechanism for restricting access to exempted populations.

Additional Clarifications and Required Actions

Concurrent Support

For students who need or desire extra academic support when enrolled in transfer-level math/quantitative reasoning or English, colleges shall provide access to tutoring, support-enhanced transfer-level coursework, concurrent low-unit credit or similar contact hour noncredit corequisite coursework for transfer-level math/quantitative reasoning or English, or other academic supports.

A 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 math/quantitative reasoning or English course. Colleges may require enrollment in corequisite support for (1) students in the lowest high school GPA bands of the default placement rules or (2) students who have not previously completed prerequisite coursework to gateway transfer-level math. Given both state and national research has consistently shown that corequisite remediation produces higher completion of transfer-level coursework when compared to prerequisite remediation, validation of the effectiveness of corequisite support is not currently required but is encouraged locally to ensure the effectiveness of the local implementation.

Changes to Placement, Including Guided Placement or Self-Placement

Colleges are still required to use high school transcript data to place students into English and math coursework.

Colleges must use self-reported high school information when transcript data is not available; this is not optional but required.

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.

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.

Clarifications 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 high school transcript information, self-reports high school information, or uses self-placement or guided placement.

In general, a college achieves AB 1705 compliance when placement policies, processes and practices ensure that students with an academic goal begin in transfer-level English and math/quantitative reasoning courses that satisfy a requirement for the certificate, degree or transfer within the chosen major, and when students who want or need concurrent academic support receive it. A college is not compliant when students begin in English or math coursework that hinders or delays their progress toward their academic goals, reducing their likelihood of completing their gateway transfer-level course in the appropriate time frame.

You can find all Equitable Placement, Support and Completion (AB 705/1705) materials here: https://assessment.cccco.edu/ab-705-implementation