

Equitable Placement Reform Is Critical to Removing Barriers and Reaching Attainment Goals



AB 705 & AB 1705 promote equitable transfer pathways for California’s most diverse system of higher education

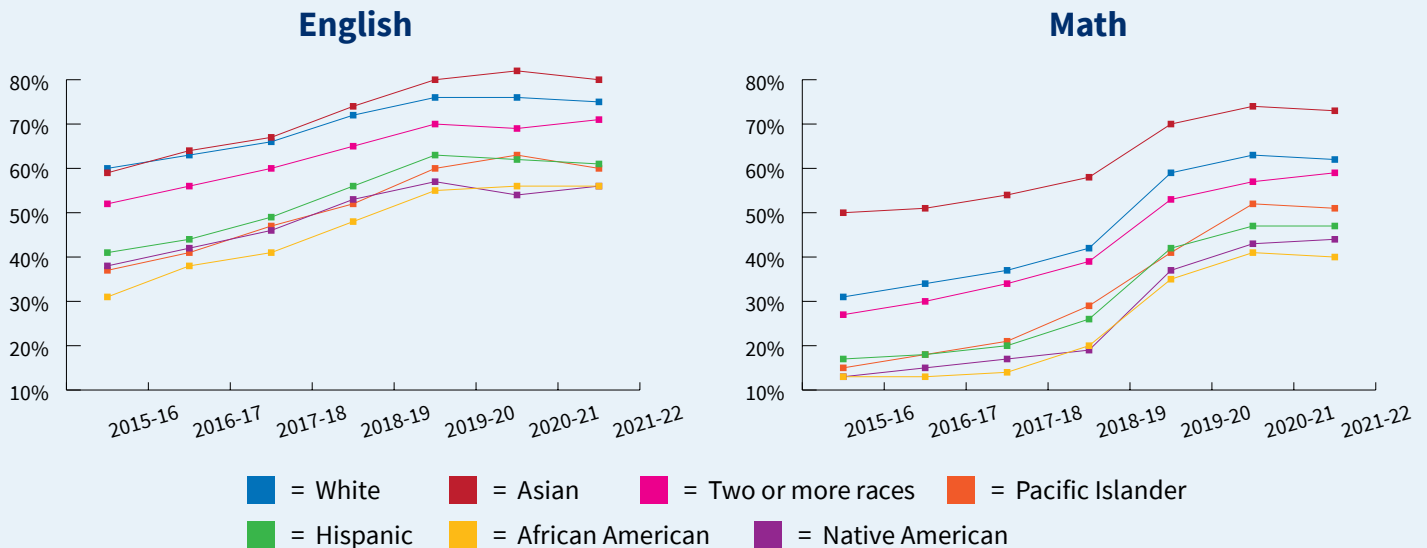
AB 705 and 1705 have worked in tandem to ensure that students are provided equitable placement into transfer-level courses, replacing archaic and inefficient assessment practices and supporting placement strategies proven to increase student completion rates and close the achievement gap. Ensuring students have equitable access to key transfer-level coursework is not only **important for student success** but will help us **achieve the State’s goal for 70 percent postsecondary degree and certificate attainment** among working-age Californians by 2030.

Data Shows Student Success and Completion in Transfer Level Courses

According to the **latest data**, students from the first enrollment demonstrate **successful completion** of transfer-level coursework. Completion in English improved from 49% to 67%, while math **more than doubled** from 26% to 55%. While equity gaps persist, successful completion of transfer-level English and Math increased for all racial and equity groups.

Overall, there is a quantifiable reduction in course failures post-AB 705 implementation. That means **fewer students experience a failed attempt in English or Math courses** (even when accounting for changes in enrollment year over year). Combined with the drastic improvements in successful completion of transfer-level courses, there is a lack of evidence AB 705 is harmful to student success. It is quite the opposite.

SUCCESSFUL COMPLETION OF TRANSFER-LEVEL ENGLISH AND MATH

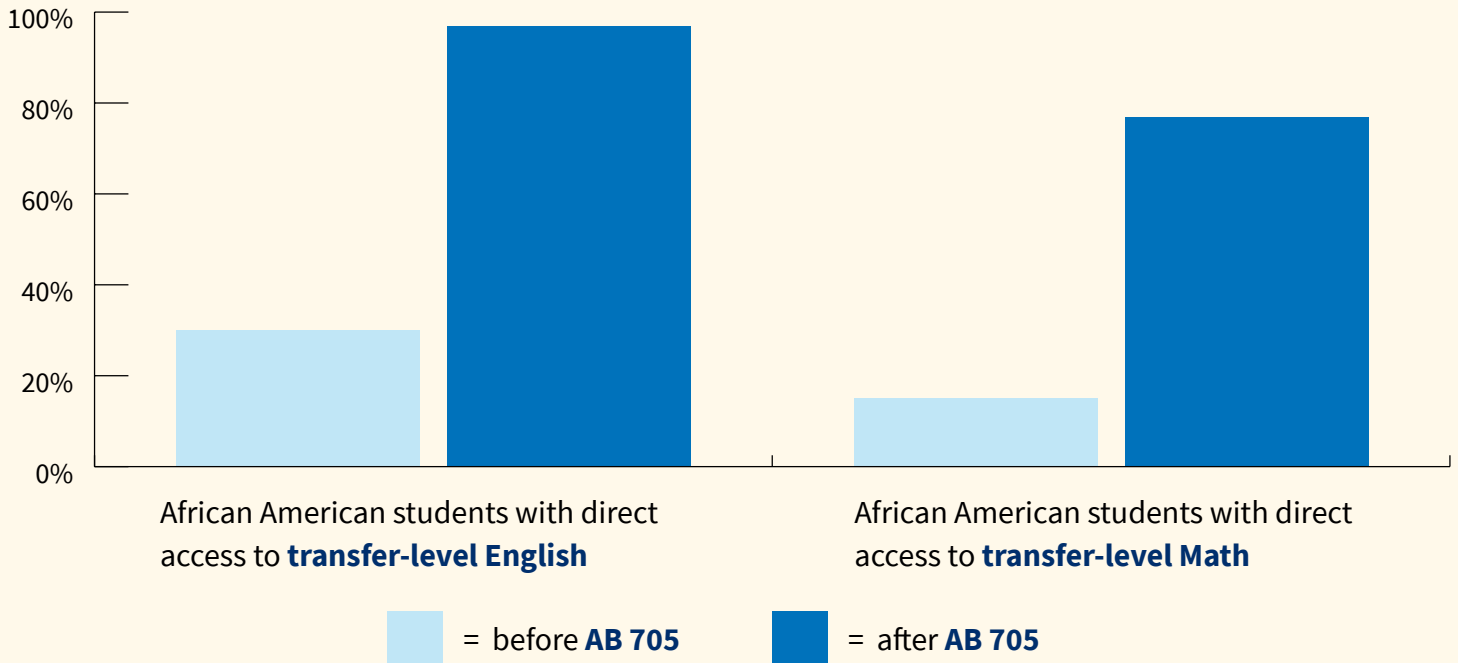


■ = White ■ = Asian ■ = Two or more races ■ = Pacific Islander
■ = Hispanic ■ = African American ■ = Native American

Increasing Access Helps Eliminate Racial and Equity Barriers

Equitable placement has shown to have a considerable and tangible impact on students, leading to enrollment increases across all racial groups, and substantially narrowing equity gaps.

Prior to AB 705, **only 30% of African American students** had direct access to transfer-level English; **this rate is now 97%**. Similar increases can be identified for math courses, with **access for African Americans up from 15% to 77%**.



Creating equitable pathways and implementing student-centered strategies are proven to help close equity gaps and foster student success so Californians can achieve their higher education goals.

AB 705 and AB 1705 make the difference.

