

# **AB 1705 Validation of Equitable Placement and Completion Practices for General Education and Non-STEM Programs**

## **Background and Instructions**

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All colleges must complete a certification form for AB 1705 Validation of Equitable Placement, Support, and Completion Practices for General Education and Non-STEM Programs to report to the Chancellor's Office the college's compliance status. Each college must submit a certification form between **July 1, 2023 and September 1, 2023**.

The certification form asks colleges to certify how they are complying with Required Action #1 (transfer-level placement and enrollment-general education) and how they intend to comply with Required Action #2 (transfer-level placement and enrollment-non-STEM programs). The certification form also provides colleges with the opportunity to submit local data in an attempt to validate the enrollment of students into transfer-level prerequisites that do not satisfy general education or non-STEM program requirements (as detailed in the memo linked below).

Additional resources:

[ESS 23-19 AB 1705 Validation of non-STEM Transfer-level Prerequisites](#)

[AB 1705 Validation of Equitable Placement and Completion Practices for General Education and Non-STEM Programs \(PDF for reference\)](#)

[AB 1705 guidance memo - ESS 22-400-009 Assembly Bill 1705 Implementation](#)

[AB 1705 Implementation Guide](#)

[AB 1705 FAQ \(February 7, 2023\)](#)

[Chancellor's Office Program Contacts](#)

Please direct inquiries regarding this guidance to the Chancellor's Office Educational Services and Support Division at [ab705@cccco.edu](mailto:ab705@cccco.edu).

1. Select Community College District and College. \*

### Page description:

By signing this certification, the college leadership verifies the college's compliance with Required Actions #1 and #2 in the [AB 1705 Implementation Guide](#). For those who wish to validate a transfer-level prerequisite to a gateway math or English course, also complete the **Data Submission Template**.

**Required Action #1:** By July 1, 2023, placement policies, enrollment practices, and academic support structures shall ensure that students begin in transfer-level English and math/quantitative reasoning courses, when they take their first English or math/quantitative reasoning course. \*

Check one option (A or B) for how the college is compiling with this requirement:

- ☐ Option A: Our college will have no pretransfer-level course enrollments, except corequisites to transfer-level courses, after July 1, 2023.
- ☐ Option B: Our college will continue enrollments into pretransfer-level courses, that are not corequisites to transfer-level courses, for some student groups identified in Ed. Code 78213(j). The college will clearly define and implement a mechanism for restricting enrollments to the intended student groups and will document that only the intended student groups are enrolled.

If Option B is checked, indicate the student groups allowed to enroll in pretransfer-level courses:

- ☐ 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, as dictated by the program's advisory or accrediting body, that cannot be satisfied with transfer-level coursework
- ☐ Specific subgroups of students for whom a 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.

**Required Action #2:** By July 1, 2024, placement and prerequisite policies, enrollment practices, and academic support structures shall ensure that students in non-STEM programs begin in gateway transfer-level English and math courses for their intended program, when they take their first English or math/quantitative reasoning course. \*

Check one option (A or B or C) for how the college is compiling with this requirement \*

- ☐ Option A: Our college is compliant. We do not have placement policies, prerequisite requirements, or advising patterns for non-STEM programs that result in students enrolling in transfer-level coursework below the gateway English or math course for their program
- ☐ Option B: Our college plans to make changes to placement, prerequisites, and advising for non-STEM programs to achieve compliance as described in Required Action #2 by July 1, 2024.
- ☐ Option C: Our college will submit data for at least one non-STEM program in an effort to verify that transfer-level prerequisites to gateway math or English coursework improve student's likelihood of completing program requirements.

## 2. Data Submission Template

If your college selected Option C for Required Action #2, then your college has decided to submit data to validate a transfer-level English or math prerequisite to a gateway English or math course for a non-STEM program or programs. Use this template to submit data for each gateway course for which a transfer-level prerequisite needs to be validated.

A gateway course is defined as 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. For example, if an associate degree for Economics includes an applied calculus requirement, and the college requires some students to take college algebra before having access to applied calculus, then the college will need to validate the college algebra prerequisite.

Complete this template for each gateway course for which the college is attempting to validate a transfer-level prerequisite.

- If several programs have the same gateway course with the same transfer-level prerequisite, complete the template for the gateway course only once and report the program cohorts in aggregate.
- If a gateway course for a program has more than one transfer-level prerequisite option, complete the template twice, once for each prerequisite. In this case, data will be submitted for the cohort for each prerequisite separately.

For each gateway course within a program that has a transfer-level prerequisite, the template provides instructions for defining the cohort, cohort timeframe, cohort count, gateway completion count, and gateway course throughput for the cohort.

Upon receipt of the completed template, the Chancellor's Office will review the submission and determine a statewide benchmark for the gateway course for the specific program, compare the local rate to the statewide benchmark, and notify the college of the validation decision.

Colleges where the gateway course throughput from transfer-level prerequisite pathway does not exceed the statewide benchmark must make changes to

their placement, advising, and enrollment patterns for the non-STEM program to achieve compliance as described in Required Action #2 by July 1, 2024.

Colleges whose transfer-level prerequisite pathway meets or exceeds the statewide benchmark for the identified program may continue to enroll students into the transfer-level prerequisite. \*

College Name \*

Program or degree name \*

Enter the program or degree name, e.g., Business Administration AS-T. If more than one program shares the same gateway English or math course with a transfer-level prerequisite, enter all of program names. For example, if the Business Administration AS-T and the Economics AA-T both have Business Calculus as a gateway course, and the Business Calculus has transfer-level prerequisite, such as college algebra, enter both degree names.

Course ID and Course title for the gateway transfer-level English or math/quantitative reasoning for the program(s)

(Optional) If the transfer-level gateway requirement can be satisfied with more than one course and you plan to report completions across multiple courses, include the course ID and course title for all courses that meet the gateway requirement. For example, if the gateway requirement for the program is an applied calculus course, but students can satisfy this requirement by taking STEM Calculus I, enter information about both calculus courses IF you plan to report completions across both calculus courses for students in the program.

Course ID and title of the transfer-level English or math prerequisite to the gateway course (e.g. Math 3 College Algebra)

If a gateway course has more than one transfer-level prerequisite option, complete a separate template for each prerequisite.

Cohort starting and ending time frame \*

Indicate the time frame for the cohort, e.g., summer 2019 through spring 2022, or any other time frame, but specify.

Number of unduplicated students in the cohort(s) \*

- Enter the number of students with the declared program of study whose first enrollment in the discipline is in the transfer-level prerequisite within the time frame specified above.
- If multiple programs have the same transfer-level prerequisite for the same gateway course, combine the cohorts. For example, if applied calculus has a prerequisite of college algebra, and applied calculus is required for an associate degree in Economics and an associate degree in Business Administration, enter the number of students in both degree programs whose first math enrollment is college algebra.

Number of students successfully completing the gateway course within one year

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Enter the number of students who successfully completed, with a C or better, the gateway course within one academic year (up to four academic terms) when starting in the transfer-level prerequisite.

- Completions for cohorts spanning multiple years can be combined as long as each cohort is tracked for a one-year time frame.
- (Optional) If desired, include successful completions of other coursework that satisfies the gateway requirement. For example, if applied calculus is a gateway requirement for the program, but students can satisfy the requirement by taking STEM Calculus I or other forms of calculus, enter all calculus completions for students in the program who started in the transfer-level prerequisite. In this case, make sure that course identifying information is provided for all courses listed as gateway course options.

Completion rate of the gateway transfer-level course \*

Enter the throughput rate: the number of students successfully completing the gateway course divided by the number of students in the starting cohort.

Enter another program/degree for prerequisite validation

## Signature Page

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Please provide the name, title, email address, and contact telephone number for the district President/Superintendent/Chancellor or their designee in the space below \*

First Name,  
President/Superintendent/Chancellor

Last Name,  
President/Superintendent/Chancellor

President/Superintendent/Chancellor Email address

President/Superintendent/Chancellor Signature. Please sign your name to certify this submission. \*

Clear



Sign name using mouse or touch pad

Signature of

First Name, Chief Instructional Officer/Vice President of Instruction

Last Name, Chief Instructional Officer/Vice President of Instruction

Chief Instructional Officer/Vice President of Instruction Email address

Chief Instructional Officer/Vice President of Instruction. Please sign your name to certify this submission.

Clear

Sign name using mouse or touch pad

Signature of

First Name, Academic Senate President

Last Name, Academic Senate

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# Thank You!

Thank you for taking our survey.