

CALIFORNIA COMMUNITY COLLEGES

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TO: AB 705 Implementation Advisory Committee

FROM: Laura Hope
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SUBJECT: ASSEMBLY BILL 705 INITIAL GUIDANCE LANGUAGE

In preparation for the implementation of Assembly Bill (AB) 705, please review the following guidance on the bill's intent and steps that colleges can take to begin to move toward compliance. The Chancellor's Office intends to incorporate these recommendations into a regulations package for consideration by the Board of Governors at a future date. To that end, colleges are strongly encouraged to begin the following:

- Planning for substantial increases in transfer-level offerings to accommodate many more students in transfer-level English and mathematics
- Developing and/or increasing support systems to accelerate skills development of increasing numbers of students who will be placed into transfer-level English and mathematics
- Discussing pedagogical implications resulting from these changes
- Activating the existing function in CCCApply to allow students to self-report their high school performance data

The Chancellor's Office has been working with the AB 705 Implementation Advisory Committee and the Multiple Measures Assessment Project (MMAP) research team to help interpret the standards of the bill and provide guidance to the field. Fundamentally, the bill mandates the use of high school performance data for assessment and placement, citing the predictive validity of that preparation for course success. Further, the bill notes that colleges must "maximize the probability that students will enter and complete transfer-level English and mathematics coursework in one year and that a student enrolled in ESL will enter and complete degree and transfer requirements in English within 3 years." The Chancellor's Office intends to propose regulations to the Board of Governors that would define the one-year time frame as two primary terms or three quarters (as applicable) for English and mathematics, and the three-year time frame as six primary terms or nine quarters (as applicable) as it relates to English as a Second Language (ESL) instruction.

Under AB 705, students can only be placed into remedial coursework (credit or noncredit courses that are part of a sequence) when they are “highly unlikely to succeed” in the transfer-level course and when placement into the remedial coursework increases the probability of completing transfer-level coursework relative to the probability of completion if the student were directly placed into transfer-level. Statewide MMAP data modeling suggests that when compared to the attrition of traditional sequences, students are more likely to succeed in transfer-level English and mathematics if they begin there. Compelling evidence from within California and nationally further suggests that students across all levels of preparation are more likely to complete transfer-level coursework when placed directly into it, especially when they experience appropriate support. Research to date also demonstrates that high school performance has meaningful predictive validity for assessment and placement.

As a result of careful review of data and the language of the law, the Chancellor’s Office believes that all students whose program of study requires transfer-level coursework, for whom transfer is the goal, with high school performance records within ten years of graduation, should be placed into transfer-level English. Further, AB 705 requires that students should be placed below transfer-level only if a college can demonstrate that students are highly unlikely to succeed in the transfer course, **and** they would be more likely to complete the transfer-level course successfully via the alternative path. The information and table below illustrate the evidence that informed the parameters outlined in this memo.

Table 1. Chancellor’s Office AB 705 Compliant Multiple Measures Decision Rules: Transfer-level English

High School Performance	Average Success Rate Students Enrolling Directly in Transfer-Level	One-Year Completion of Transfer-Level Students Enrolling One Level Below Transfer	AB 705-Compliant Placement
High School GPA \geq 2.6	80%	40%	Transfer-Level English Composition No change in level of support required
High School GPA 1.9-2.6	59%	22%	Transfer-Level English Composition Additional academic and co-requisite support should be considered to improve success rates
High School GPA $<$ 1.9	43%	12%	Transfer-Level English Composition Additional academic and co-requisite support should be provided to improve success rates

As shown in Table 1, direct placement into transfer-level English is estimated to double or triple completion of transfer-level English within one year. Thus, under the requirement that colleges use high school performance data to maximize the probability of transfer-level English completion within one year, students should not be denied direct access to the gateway transfer-level English composition course. Note that even students with low high school performance histories are still more likely to succeed when placed directly into transfer-level English than students who are placed only one level below.

The Chancellor's Office, in conjunction with the AB 705 Implementation Advisory Committee, has developed the following recommendations, built from the statewide [MMAP Phase II rule set](#) and the broader analysis on which those placement recommendations were based on studies exploring [multiple measures decision trees](#) and [improving placement accuracy](#).

Clearly, with the incorporation of these changes into California Code of Regulations, title 5, colleges will be placing almost all of their students into transfer-level English courses, and many students will likely require additional support services in order to further improve their likelihood of success. Services may include but are not limited to academic support, English language acquisition support, time management and study skills training, affective development, financial planning, and accommodations as needed. Across the state, this has been accomplished in a variety of ways: co-requisite support courses; learning support centers; supplemental instruction; or a combination of these. Among these strategies, co-requisite support has been mostly widely studied in its capacity to amplify student success. Additionally, two bills are currently under review to make it possible for colleges to collect apportionment for tutoring in college-level courses. It is important to note research indicates that placement changes alone will not help maximize student success. Changes in instructional methodology and strong support infrastructure are also essential to optimize student achievement. Faculty who have been on the cutting edge of these reforms note that these elements are equally important for student success.

While this guidance is a first step for colleges to begin planning, other questions remain, and the Implementation Advisory Committee continues to sort through these issues. Some of those include questions around how to address the implications of AB 705 for ESL students, and a subcommittee is working on those answers. Questions also remain about the implementation for transfer-level math and statistics, and that guidance will be forthcoming this spring. Other concerns the committee is working to address include how to establish effective practices for returning students without transcript data such as self-reported data and guided self-placement, the fate of placement skills instruments, the need to revise CB-21 coding, and review graduation competency considerations. The Chancellor's Office intends to incorporate all guidance and recommendations issued by the Implementation Advisory Committee into a regulatory proposal for consideration by the Board of Governors at a future date.

To further clarify the importance of making these changes, it is also worthwhile to note that funding for both AB 19 and Guided Pathways are contingent upon compliance with AB 705, which is expected by fall of 2019 in accordance with the previously published timeline found on the [website](#).

Look for additional guidance in the next two months and for opportunities to learn from peers about how some of these changes have already been implemented at some colleges in the state. Plans to provide professional learning and research support are already underway with more details to come. Both the [RP Group](#) and the [California Acceleration Project](#) are hosting separate upcoming events, and the Chancellor's Office plans on hosting future events. Additionally, faculty will also be receiving a survey in order to map current and emerging practices and provide professional development in the future. Finally, the Chancellor's Office urges colleges to activate the function in CCCApply to allow students to self-report their GPA data so that colleges can begin to collect that information. In order to do so, please email John Hadad at jhadad@ccctechcenter.org. The Chancellor's Office is working on a high school data agreement to support the logistics, and self-reported data will be just one element of that effort.

This is going to be an iterative process that, despite its challenges, represents a significant step forward for building our students' capacity to achieve their goals and addressing many of the equity gaps that begin at the point of assessment and placement. Stay informed by checking the Chancellor's Office [Assessment and Placement](#) webpage.