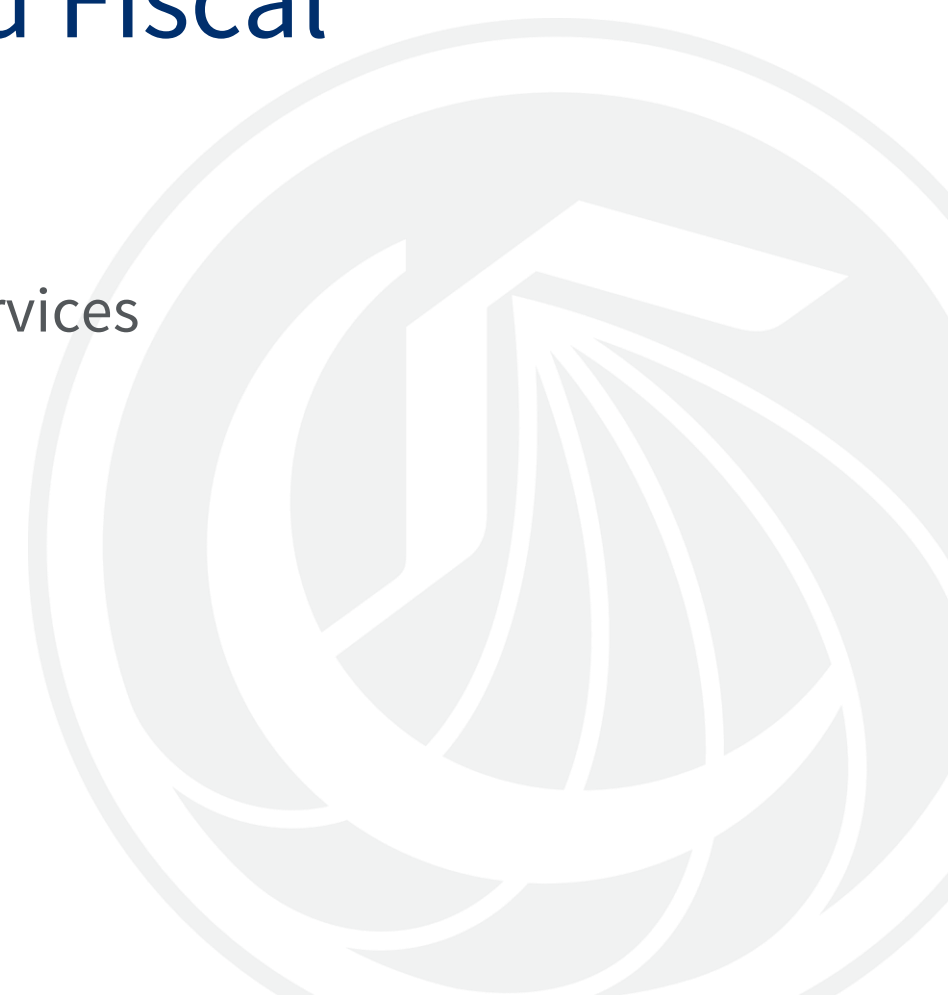


AB 705 – Requirements and Fiscal Impact

Rhonda Mohr, Vice Chancellor – Educational Services
Chancellor's Office



AB 705: Key Legislative Elements

- **One-Year time frame to enter and complete transfer-level English and math**
- **Three-Year time frame for ESL mastery**
- **High school performance as primary placement vehicle**
- **BOG approval of regulation and placement instruments**
- **Highly unlikely to succeed**
- **Increase the likelihood of passing the transfer course**

AB 705: Mindset Shifts



Throughput rather than course success: the number of students who finish the gateway transfer course

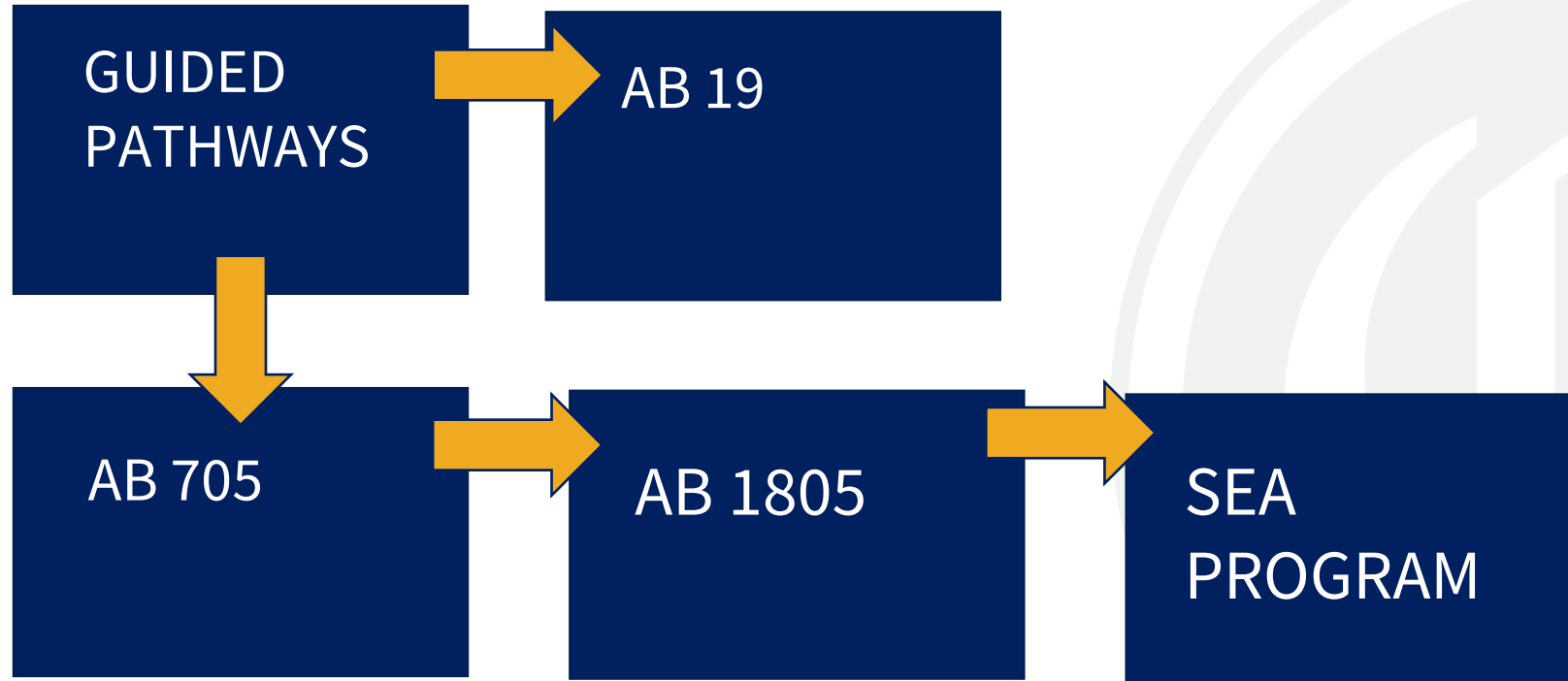


Belief in student capacity: an investment in the students' preparation, life experience, and skills to learn

AB 705: Outlining the Issues

- Historical “under-placement” as a result of a reliance on unreliable tests
- Limited access to transfer-level English and math among students of color or low-income students
- Inability of students to successfully move through developmental sequences
- Protracted curriculum sequences

Policy Connections and Funding



AB 705: Outlining the Issues

- Historical “under-placement” as a result of a reliance on unreliable tests
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- Inability of students to successfully move through developmental sequences
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AB 1805

- Inform students of their rights to access transfer-level course work and multiple measures placement policies: catalog, orientation, website, etc.
- Annual reports to the Chancellor's Office regarding placement policies, placement results and course details, explanation of effectiveness and alignment with AB 705
- Related to SEA eligibility

Nuts and Bolts

- Placement must utilize high school performance, including documented or self-reported data
- Districts must, for fall 2019 placements do one of the following:
- Implement the default placement rules published July 2018 or
- Conduct local research using high school data to validate local placement recommendations

Default Placement Rules - English

High School Performance Metric for English	Recommended AB 705 Placement for English
HSGPA \geq 2.6 Success rate = 78.6%	Transfer-Level English Composition No additional academic or concurrent support required
HSGPA 1.9 - 2.6 Success rate = 57.7%	Transfer-Level English Composition Additional academic and concurrent support recommended
HSGPA $<$ 1.9 Success rate = 42.6%	Transfer-Level English Composition Additional academic and concurrent support strongly recommended

Statistics/Liberal Arts

High School Performance Metric for Statistics/Liberal Arts Mathematics	Recommended AB 705 Placement for Statistics/Liberal Arts Mathematics
HSGPA \geq 3.0 Success rate = 75%	Transfer-Level Statistics/Liberal Arts Mathematics No additional academic or concurrent support required for students
HSGPA from 2.3 to 2.9 Success rate = 50%	Transfer-Level Statistics/Liberal Arts Mathematics Additional academic and concurrent support recommended for students
HSGPA $<$ 2.3 Success rate of 29%	Transfer-Level Statistics/Liberal Arts Mathematics Additional academic and concurrent support strongly recommended for students

BSTEM Mathematics

High School Performance Metric BSTEM Mathematics	Recommended AB 705 Placement for BSTEM Mathematics
<p>HSGPA \geq 3.4 OR HSGPA \geq 2.6 AND enrolled in a HS Calculus course Success rate = 75%</p>	<p>Transfer-Level BSTEM Mathematics No additional academic or concurrent support required for students</p>
<p>HSGPA \geq 2.6 or Enrolled in HS Precalculus Success rate = 53%</p>	<p>Transfer-Level BSTEM Mathematics Additional academic and concurrent support recommended for students</p>
<p>HSGPA \leq 2.6 and no Precalculus Success rate = 28%</p>	<p>Transfer-Level BSTEM Mathematics Additional academic and concurrent support strongly recommended for students</p>

Local Placement Recommendations

- Local models must be submitted and approved by the CO prior to fall 2019 placements
 - Districts have 2 years to validate innovations but must still comply with AB 705 for fall 2019 placements (confusing!)
- Local models must meet both criteria defined in law:
 - A student is highly unlikely to succeed in transfer or college level coursework and
 - Enrollment in pre-transfer or college level will improve the likelihood of completing transfer or college level work within one year
- Any standardized test included must first be approved by the CO
 - As of January 1, 2019, no tests will have approval

Guided Self-Placement

- May be used in the event that documented or self-reported high school performance data is not available
- Draft regulations will require districts to submit models to the CO for approval
- Must not incorporate tests that are not BOG approved

Co-requisites and Other Support

- AB 705 supports the use of co-requisite support courses, provided through credit or non-credit courses
- Districts may not design co-requisites that exceed reasonable unit limits when combined with the transfer or college level course
- Co-requisites may be required
 - Districts must monitor the effectiveness of required courses
- Students have the right to decline co-requisite courses either recommended or required by districts
- Students may also need other support services to improve the likelihood of success

Implementation and Impacts at Los Rios

