AB 705 Simplified

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AB 705: Outlining the Issues

• Decade of attention on improving basic skills success

• Innovative practices to date: accelerated curriculum, support reforms, and instructional design shifts

• BSSOT grants and results

• Multiple measures research
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

• Limited success for students to successfully move through developmental sequences, especially students of color and low-income
AB 705: Key Legislative Elements

• One-Year time frame to enter and complete transfer-level English and mathematics/quantitative reasoning

• 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 Implementation Advisory Committee

• Established in November 2017
• 32 members including 11 faculty, CSSOs, CIOs, CEOs, CO, Success Center, Assessment Centers staff, RP Group, MMAP team,
• Meeting monthly
• Developed implementation timeline
• Established guidance and definitions
• Evidence-based decision-making

https://assessment.cccco.edu/ab-705-implementation/
Assessment and Placement
Transfer-Level English Throughput Rates

- **11th grade GPA < 1.9**
  - 43% pass rate
  - ~10% of students

- **11th grade >=1.9 and D or worse in 11th grade English**
  - 49% pass rate
  - ~5% of students

- **11th grade >=1.9 and C- or better in 11th grade English**
  - 62% pass rate
  - ~23% of students

- **11th grade GPA >=2.6**
  - 80% pass rate
  - ~62% of students
Maximizing Throughput: English

One-year English throughput rate by placement level for students with less than a 1.9 high school GPA

- 43% pass rate
- ~10% of students
# AB 705: Recommendations for English

<table>
<thead>
<tr>
<th>High School Performance</th>
<th>AB 705-Compliant Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGPA ≥ 2.6</td>
<td>Transfer-Level English Composition</td>
</tr>
<tr>
<td></td>
<td>No additional academic or concurrent support required</td>
</tr>
<tr>
<td>HSGPA 1.9 - 2.6</td>
<td>Transfer-Level English Composition</td>
</tr>
<tr>
<td></td>
<td>Additional academic and concurrent support recommended</td>
</tr>
<tr>
<td>HSGPA &lt; 1.9</td>
<td>Transfer-Level English Composition</td>
</tr>
<tr>
<td></td>
<td>Additional academic and concurrent support strongly recommended</td>
</tr>
</tbody>
</table>
## Statistics Throughput Rates

<table>
<thead>
<tr>
<th>11th grade GPA &lt; 2.3</th>
<th>11th grade GPA &gt;= 2.3 and C- or worse in Algebra II</th>
<th>11th grade GPA &gt;= 2.3 and C or better in Algebra II</th>
<th>11th grade GPA &gt;= 2.3 and C or better in Pre-Calculus</th>
<th>11th grade GPA &gt;= 3.0</th>
</tr>
</thead>
</table>
| 40% pass rate  
~12% of students | 49% pass rate  
~10% of students | 58% pass rate  
12% of students | 70% pass rate  
~4% of students | 80% pass rate  
~62% of students |

**AB 705 Analysis of Pass Rates of Groups of Students in Transfer-level Statistics**
Maximizing Throughput: Statistics

One-year Math throughput rate by placement level for students with less than a 2.3 high school GPA

<table>
<thead>
<tr>
<th>Placement Level</th>
<th>Throughput Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer-level</td>
<td>40%</td>
</tr>
<tr>
<td>One-level below</td>
<td>10%</td>
</tr>
<tr>
<td>Two-levels below</td>
<td>2%</td>
</tr>
<tr>
<td>Three-levels below</td>
<td>2%</td>
</tr>
<tr>
<td>Four-levels below</td>
<td>1%</td>
</tr>
</tbody>
</table>

- 40% pass rate
- ~12% of students

11th grade GPA < 2.3
### AB 705: Recommendations for Statistics

<table>
<thead>
<tr>
<th>High School Performance</th>
<th>AB 705-Compliant Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGPA ≥ 3.0</td>
<td>Transfer-Level Statistics or Liberal Arts Mathematics</td>
</tr>
<tr>
<td></td>
<td>No additional academic or concurrent support required</td>
</tr>
<tr>
<td>HSGPA from 2.3 to 2.9</td>
<td>Transfer-Level Statistics or Liberal Arts Mathematics</td>
</tr>
<tr>
<td></td>
<td>Additional academic and concurrent support recommended</td>
</tr>
<tr>
<td>HSGPA &lt; 2.3</td>
<td>Transfer-Level Statistics or Liberal Arts Mathematics</td>
</tr>
<tr>
<td></td>
<td>Additional academic and concurrent support strongly recommended</td>
</tr>
</tbody>
</table>
# AB 705: Recommendations for B-STEM

<table>
<thead>
<tr>
<th>High School Performance</th>
<th>AB 705-Compliant Placement</th>
</tr>
</thead>
</table>
| HSGPA ≥ 3.4 OR HSGPA ≥ 2.6 and enrolled in a HS Calculus course | **Transfer-Level Gateway STEM Math**  
No additional academic or concurrent support required |
| HSGPA ≥ 2.6 or Enrolled in HS Precalculus | **Transfer-Level Gateway STEM Math**  
Additional academic and concurrent support recommended |
| HSGPA ≤ 2.6 and no Precalculus          | **Transfer-Level Gateway STEM Math**  
Additional academic and concurrent support strongly recommended |
Local Curriculum Innovation

• Small number of students may not fit into direct placement modeling
• Encourage innovation within legal framework
• Two years of research
• Meet or exceed the direct placement thresholds
• Evaluation of reforms over time
• Report local research
Co-Curricular Support
Implementation Considerations

• Guided pathways framework and placement

• Scheduling for students’ goals

• Instructor support

• Resources for implementation
What Can Leaders Do?

What can Governing Board Members and Presidents do to help with implementation?

- Encourage and support innovation
- Request updates and model the use of data
- Evaluate efforts
- Ensure compliance
- Discuss guidance and regulations
- Demonstrate a willingness to adapt as more is learned
- Develop a communication campaign to students
Questions and Discussion