



**TO:** Chief Executive Officers  
Chief Instructional Officers  
Chief Student Services Officers  
Chief Business Officers  
Academic Senate Presidents  
Articulation Officers  
Curriculum Chairs  
Admissions and Registrars  
Institutional Research, Planning, and Effectiveness Professionals

**FROM:** Aisha N. Lowe, Ph.D.  
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**RE:** Results of Equitable Placement and Completion (AB 705) English and Math Improvement Plans and Next Steps for Implementation

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In November 2021, the Chancellor's Office disseminated guidance memorandum [ESS 21-300-015 AB 705 English & Math Improvement Plans](#), which provided an overview of Assembly Bill 705 (AB 705) implementation to date, provided the results of the 2019-2020 validation of practices, provided guidance for effective implementation, and detailed the required submission of Equitable Placement and Completion Improvement Plans due March 2022. That memo also provided an overview of the status and next steps for English as a Second Language (ESL) implementation, which is not addressed in this memo (see memorandum ESS 21-300-015 for details).

**This guidance memorandum addresses:**

- The California Community Colleges continued progress in implementing remedial education reform
- Systemwide results from the Equitable Placement and Completion Improvement Plans
- Your college's individual results from the Equitable Placement and Completion Improvement Plan your college submitted
- An overview of AB 1705 and implications for implementation
- Resources for Continuous Improvement

### **Continued Progress in Implementing Remedial Education Reform**

Prior to AB 705 implementation, most community college students began English and math in remedial education and few progressed to the gateway courses they needed for transfer and credential completion. Recognizing prior testing and placement practices were hindering student progress and disproportionately limiting students of color, AB 705 and AB 1805 were passed to transform community college placement and support practices. In the first term of full implementation (fall 2019), access to transfer-level courses increased from 38% to 95% in English and from 24% to 78% in math (between 2015 and 2019). Successful one-year completion of those transfer-level courses (fall start) also improved from 49% to 68% in English and from 26% to 51% in math.

Despite pandemic disruptions, these trends of improved access have continued in fall 2020 with 97% of students accessing transfer-level English and 80% transfer-level math. Additionally, successful one-year completion for fall 2020 stabilized to 66% in English and to 54% in math.

These substantial improvements represent thousands of students making progress toward academic achievement who were previously held behind the gate of remedial education. The work of implementing systemwide remedial education reform is being carefully examined, and a number of research briefs have demonstrated the positive benefits of this reform for most all student groups ([link to research briefs](#)). As California community colleges continue to implement Equitable Placement and Completion, colleges must do so with a continued focus on maximizing student access, support, and success, guided by local research and annual cycles of continuous improvement.

### **Systemwide Results from the Equitable Placement and Completion Improvement Plans**

On November 17, 2021, the Chancellor's Office disseminated guidance memorandum ESS 21-300-015 and a corresponding data template. Colleges were asked to submit an Equitable Placement and Completion (AB 705) Improvement Plan and to indicate their level of adoption by selecting from one of three options:

- *Option 1:* As of fall 2021, the college had already effectively implemented AB 705, meaning there was default transfer-level placement in both math/quantitative reasoning and English AND no pre-transfer-level enrollments (including multi-term transfer-level courses).
- *Option 2:* By fall 2022, the college planned to have default transfer-level placement in both math/quantitative reasoning and English AND no pre-transfer-level enrollments (including multi-term transfer-level courses).
- *Option 3:* The college planned to have default transfer-level placement and enrollment into math/quantitative reasoning and English for all or most students by fall 2022, but also planned to continue to enroll some students into pre-transfer level courses, either by requirement or choice.

Colleges that selected option three were required to submit local data via the data addendum template provided to determine if below transfer-level enrollment was maximizing throughput for degree, certificate, and transfer students. Colleges submitting the data addendum template were required to disaggregate the data by high school GPA group (highest, middle, lowest, unknown) according to the [default](#) placement rules, as well as for English and Math courses (SLAM or B-STEM pathways). Colleges were further required to report data for students who enrolled below transfer-level for *Curricular Innovations* (newly developed courses not part of traditional sequences), *Local Placement Models* (models that deviate from the default placement rules), *Guided or Self-Placement* (enrollments resulting from guided or self-placement), or *College-level Math* (existing math courses that were degree-applicable, but not transferrable).

An overview of the improvement plans submitted, and the results of the data submissions received are provided below.

**OVERVIEW OF IMPROVEMENT PLAN SUBMISSIONS**

Of the one hundred and fifteen colleges that submitted a plan:

- Sixty-eight colleges (59%) indicated they would not be offering below transfer-level courses in fall 2022, and thus were not required to submit a data addendum template.
  - Six colleges (5%) indicated they had no pre-transfer level/college-level enrollments in fall 2021.
  - Sixty-two colleges (54%) indicated they would have no pre-transfer level/college-level enrollments by fall 2022.
- Forty-six colleges (40%) indicated they would continue offering below transfer-level courses in fall 2022.
  - Of these forty-six colleges, forty-four (96%) submitted the required data addendum template.
  - Two (4%) did not submit the required data addendum template.
- One college did not submit an improvement plan.

**Table 1. Options Colleges Selected**

Option	Count	%
Option 1: no pre-transfer-level enrollments in fall 2021	6	5%
Option 2: no pre-transfer level enrollments in fall 2022	62	54%
Option 3: some pre-transfer level/college-level enrollments in fall 2022	46	40%
No submission	1	1%
Total	115	100%

## **RESULTS OF THE DATA SUBMISSIONS RECEIVED**

The data addendum template provided for colleges auto-calculated throughput rates for the local data colleges entered. Based on the local data entered and the throughput calculations conducted, the Chancellor's Office carefully reviewed the results to determine if there were any cases where below transfer-level enrollments were more beneficial for students than transfer-level (i.e., were students who began in a below transfer-level course equally or more likely to successfully complete the requisite transfer-level/gateway course as students who began in the transfer-level course).

Data addendum submission results showed that twenty-seven colleges were potentially maximizing throughput for a student group, as reported in the data addendum template submitted. To assess the validity of those potential results, the Chancellor's Office reviewed results against the following criteria to deem them valid:

- **Sample Sizes:** Samples of ten or more students were required.
- **GPA Band:** Only throughput for students in the lowest GPA band was considered. Students outside of the lowest GPA band are not eligible to be placed below transfer level because they are not highly unlikely to succeed, as required by law.
- **Maximizing Throughput:** Throughput for students starting below transfer-level were required to be at or above the throughput rate for students starting at transfer level. Where comparisons to students starting at transfer level were not available at the college, throughput rates identified in the default placement rules for the lowest GPA band were used (English = 43%, SLAM = 29%, BSTEM = 28%).
- **Course Throughput:** Maximized throughput was required to be for the course overall (not a small group of students within a course).

Based upon these criteria, those 27 colleges were grouped into the following categories:

- No evidence of maximizing throughput (19 colleges)
- Potentially maximizing throughput, but additional data is needed (5 colleges)
- Insufficient data submitted (3 colleges)

Below you will find which category your college falls into, along with specific feedback for your college based on your college's submission.

## **Individual College Results from the Equitable Placement and Completion Improvement Plans**

Thank you for submitting an Equitable Placement and Completion Improvement Plan. Upon review, the evidence provided by your college did not demonstrate that below transfer-level

placement or enrollment improved students' likelihood of completion of gateway courses within one year. Given the small cell sizes and the large discrepancy in completion of transfer-level for students enrolling below transfer level compared to similar students systemwide, Compton College should cease allowing guided self-placement below transfer-level immediately. Students should instead only be allowed to self-place into transfer-level courses, with support as appropriate.

Therefore, as was detailed in ESS 21-300-015 (November 18, 2021), it is expected that the college is now placing & ensuring the enrollment of all U.S. high school graduates, both new and continuing, in certificate, degree or transfer programs, in transfer-level English and math/quantitative reasoning courses (whether with or without support) where English and math requirements exist as of fall 2022. The Chancellor's Office will verify those changes have been made. If those changes have not been made, your college must ensure those changes are fully implemented by summer 2023. There are exceptions specifically allowed under AB 1705 (see that section of the memo below). The Chancellor's Office review of fall 2022 and spring 2023 course offerings and student enrollments will take those exceptions into account (further guidance on AB 1705 is forthcoming). As your college continues implementing and evaluating the implementation of AB 705, please carefully plan for the cycles of continuous improvement the college will engage in to research the impact on students and the types of supports students need to be successful (see the resources provided below).

If your individual college feedback requires the submission of additional data or information, please send to [ab705@cccco.edu](mailto:ab705@cccco.edu) within 10 days of receipt of this memo. Per title 5, §55052.5 which went into effect October 20, 2022, community college districts must respond to written requests for information requested by the California Community Colleges Chancellor's Office.

### **Implications of AB 1705**

While the Chancellor's Office prepares a full guidance memorandum on Assembly Bill 1705, a few key provisions of the recently signed law are summarized here to help guide colleges as implementation continues.

AB 1705:

- Continues to require CCCs maximize completion of transfer-level English and math within one year of initial attempt (3 years for ESL)
- Applies to students with a goal of certificate, degree, or transfer
- Requires the use of high school transcript data for placement (including self-reported transcript data)
- Specifies where the use of guided/self-placement is allowed

- Limits placement into noncredit math and English to students who have not completed high school, among others
- Continues students along their high school pathway
- Encourages corequisite support and allows for required corequisite placement (when evidence-based)
- Limits transfer-level enrollment into courses that are not required for the student's certificate or degree (requires evidence of benefit)
- Limits STEM preparation courses to no more than two transfer-level courses
- Provides greater specification on who can be placed into college-level courses:
  - Students in career technical 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 district or community college has provided local research and data meeting the evidence standards pursuant to subdivisions (e) and (f) of the law that allow for the placement and enrollment of the student subgroup into pretransfer-level mathematics or English coursework
- Provides exceptions to transfer-level placement and enrollment for specific students:
  - (1) Students who have not graduated from a United States high school or been issued a high school equivalency certificate.
  - (2) Students enrolled in a certificate program without English or mathematics requirements.
  - (3) Students enrolled in a noncredit ESL course who have not graduated from a United States high school or been issued a high school equivalency certificate.
  - (4) 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.
  - (5) Students enrolled in adult education programs who have not graduated from a United States high school or been issued a high school equivalency certificate.
  - (6) Students enrolled in adult education programs who are enrolled in coursework other than mathematics or English.
  - (7) Current high school students in dual enrollment or taking courses not available in their local high school.

Additionally, the Legislature has established a California Community College Equitable Placement and Completion grant program to assist colleges in implementing equitable placement and completion policies and practices. In addition to a full guidance memorandum on AB 1705, colleges can anticipate details on this funding source in the coming months.

### **Resources for Continuous Improvement**

The California Community Colleges are among a cadre of states and higher education institutions implementing remedial education reform across the nation. This transformational work is the single greatest equity reform of our time, dismantling gate-keeping policies and practices that



systematically limited student progress and success. As the CCC system continues to fully implement remedial education reform toward the full intent of the laws passed, researching and evaluating how we reform is essential to our success. There are a number of resources that will help colleges engage in cycles of continuous improvement to maximize student success. A few are summarized below, and more can be found in the Equitable Placement and Completion community in the Vision Resource Center and on the MMAP/RP Group [webpage](#).

## **EVALUATION RESOURCES**

### [Using Disproportionate Impact Methods to Identify Equity Gaps](#)

This report is for anyone looking to enhance their understanding of the methodology for determining the presence of disproportionate impact (DI). The report is accessible to practitioners of all experience levels interested in how to apply different approaches to calculating DI (i.e., PPG-1, proportionality index, 80% rule).

### [Moving from Compliance to Ensuring Learning: Conducting Ongoing Examination, Evaluation, and Reflection](#)

These slides were used in a webinar providing colleges with guidance on how to continue to evaluate implementation of transfer-level placement. Ideas shared include using the Student Success Factors to ensure learning, collaboration ideas between research and faculty, how to evaluate disproportionate impacts, and considerations post Covid.

### [AB 705 Research and Analysis Ideas for Collaboration between Researchers and Faculty](#)

This report provides data considerations including comparison groups, student variables, instructor effects, and long-term outcomes when evaluating AB 705 implementation.

cc: Dr. Daisy Gonzales, Interim Chancellor  
Dr. Lizette Navarette, Interim Deputy Chancellor  
Marty Alvarado, Executive Vice Chancellor, Equitable Student Learning, Experience, and Impact (ESLEI) Office  
Dr. John Hetts, Executive Vice Chancellor, Innovation, Data, Evidence, and Analytics (IDEA) Office  
All Chancellor's Office Staff

#### Attachments:

- ESS 21-300-015 AB 705 English & Math Improvement Plans (disseminated November 17, 2021); linked above