



AB 705 is an opportunity to rethink the ways that students can be most successful. Colleges should locally evaluate their current placement practices, examine the default placement rules, conduct research, and design protocols that maximize student success. Maintaining the status quo will not meet the requirements of the law or the needs of students.

Can we and should we keep offering courses below transfer-level?

Colleges can continue to offer courses below transfer. These courses may be part of plans to serve various aspects of

evaluate if there may be better curricular, cocurricular, and non-curricular innovations that would better serve students in order to improve throughput to transfer-level completion.

The BSTEM (business, science, technology, engineering, and math) table presumes student completion of Intermediate Algebra/Algebra 2, an equivalent such as Integrated Math III, or a higher course in high school.

If we choose not to use the default placement rules, and we create new developmental courses, do we have two years to collect data (s) (b) (5) (i) (2) (i) 526169 6526168 6830 (a) 5j -0.0-4TJ-8-7 (t) Tma hi dg

The memo urges colleges to consider the inclusion of concurrent support for students within specific bands with specific background indicators based on high school performance. The recommendation language was directed at the colleges, not at students.

Can a college require a noncredit support course?

Yes, colleges may require a noncredit support course or other innovation within noncredit. This support should be evaluated and, if required, is considered part of the two semesters or three quarters allotted for completion of the transfer-level course. It is also important to evaluate the number of hours the student is expected to complete per week in the noncredit support course and if that time places an undue burden on the student.

Can colleges continue to offer existing curricular sequences and placement practices and study them for the next two years?

No. AB 705 requires that all of the California community colleges adhere to the principles of the law. By the fall of 2019, colleges must reengineer their local assessment practices to utilize high school performance as the primary vehicle for placement recommendations and discontinue the use of standardized placement tests. The Board of Governors must approve placement instruments, and they have not approved any for English or for math; however, they may for ESL. Colleges must also follow the two central conditions of the legislation:

1. Students cannot be placed into pre-transfer courses unless the college can demonstrate that they are highly unlikely to succeed in them
2. Enrollment in a pre-transfer course must improve the students' likelihood of success in the transfer course.

When comparing the likelihood of success, colleges are encouraged to look at the differences between pre-transfer requirements and throughput and direct placement into the transfer course. Unless colleges adopt the default placement rules, they will need to validate local practices and demonstrate that they meet the standards of the law described above.

How is "highly unlikely to succeed" defined?

While this phrase is not defined in statute or the memo, an analysis of the stated intent of the legislation of the approach used to determine the default placement rules suggests that compliance would be achieved if the student's chances of success are higher when he or she is placed into pre-transfer coursework or transfer-level work with support as compared to his or her chances of success with direct placement into a transfer-level course. It should be noted that the placement must not result in the student being required to spend more than two semesters or three quarters to complete the transfer-level work.

Does AB705 only apply to transfer student?

No, AB 705 is applicable to all students who are seeking to complete a degree. While all students need a transfer level English composition course for degree completion, math requirements vary. Placement in math should align with the student's educational goal. If a student declares a major or goal that requires transfer-level math or quantitative reasoning, then the student should be placed in the correct math and at the correct level. If a student declares a major or goal that includes a local degree or certificate, then the student should be placed in the math or quantitative reasoning that matches the student's goal.

Do students have the right to challenge their placement into a pre-transfer course?

Yes. Students already have this right to challenge. If the college cannot illustrate that the conditions above are met, then students cannot be placed into pre-transfer courses. Colleges are encouraged to publicize their implementation to both current and prospective students. Increasingly, students will be insisting on their rights to transfer-level courses, and colleges must be prepared to respond appropriately.

What consequences, if any, are associated with not complying with AB 705?

Eligibility for both AB 19 (College Promise, formerly BOG waiver) and guided pathways funding are contingent upon compliance with AB 705. But even more urgent, the consequences of not reforming our efforts results in a disservice to our students.

Can we continue to offer our summer bridge course that serves as a review of basic skills and college success strategies? Does that course start the two-semester clock?

Yes, colleges may continue to offer summer bridge