Assembly Bill (AB) 705 Implementation

July 11, 2018

Under AB 705, colleges are prohibited from placing students into a pre-transfer course in mathematics or English unless the following conditions exist:

1. Enrollment in the pre-transfer course will improve the students' likelihood of completing the transfer-level course in a one-year time frame.

The purpose of these standards is to assure that the risk of student underplacement is minimized and the probability of student completion is maximized. These two tenets are most readily understood through the use of the research conducted by the Multiple Measures Assessment Project, MMAP, team in support of the AB 705 Implementation Advisory Committee. This research indicates that direct placement into transfer-level English and/or mathematics/quantitative reasoning may best serve many students, particularly those who recently completed high school. The MMAP analysis represents an (2007-2014) analysis of students who were given a placement recommendation using Accuplacer and then correlated to their high school grade point averages and success in the class in which they first enrolled. The comparison, and AB 705, identify "throughput" as a baseline metric, meaning that students must have a better completion rate within one year if placed below transfer than the baseline rate from the data analysis. The following data tables demonstrate that a higher percentage of students are more likely to successfully complete a transfer level course in one year than the data from the cohort placed one level below. Hence, more students get through transfer level (throughput) when unfettered from even a single basic skills course using the current curricular and support mechanisms in place.

The following tables provide baseline success rates for students that are within ten years of high school graduation. Analysis performed by the MMAP team demonstrates that even students with the lowest levels of high school performance are more likely to successfully

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HSGPA 2.6	Transfer-Level English Composition
	No additional academic or concurrent
Success rate = 78.6%	support required
HSGPA 1.9 - 2.6	Transfer-Level English Composition
	Additional academic and concurrent
Success rate = 57.7%	support recommended
HSGPA < 1.9	Transfer-Level English Composition
	Additional academic and concurrent
Success rate = 42.6%	support strongly recommended

Recommended AB 705 Placement for
Statistics/Liberal Arts Mathematics
Transfer-Level Statistics/Liberal Arts
Mathematics
No additional academic or concurrent
support required for students
Transfer-Level Statistics/Liberal Arts
Mathematics
Additional academic and concurrent
support recommended for students
Transfer-Level Statistics/Liberal Arts
Mathematics
Additional academic and concurrent
support strongly recommended for
students

High School Performance Metric BSTEM	Recommended AB 705 Placement for
Mathematics ¹	BSTEM Mathematics
HSGPA 3.4	

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HSGPA 2.6 or Enrolled in HS Precalculus	Transfer-Level BSTEM Mathematics
Success rate = 53%	Additional academic and concurrent
	support recommended for students
HSGPA 2.6 and no Precalculus	Transfer-Level BSTEM Mathematics
	Additional academic and concurrent
Success rate = 28%	support strongly recommended for
	students

MEASURING INNOVATION

The thresholds in these tables provide a minimum threshold for comparison for colleges who seek to conduct their own research and develop their own innovations, taking care to use the benchmark rates for students at the same level of high school achievement. For instance, if a college has an acceleration model that includes the use of a prerequisite course in preparation of a transfer-level English and/or mathematics/quantitative reasoning course, the throughput for those innovations should meet or exceed the percentages in these tables for all students at similar levels of high school achievement. As title 5 currently allows in <u>55003(g)</u>, colleges have not more than two years to innovate and validate their own innovations and compare the effectiveness of those designs to the tables above. The primary philosophy in this recommendation is that students should not be placed or directed in any way such that their completion of the transfer-level gateway course would be less likely than it would have been with direct placement into the course.

The complexity of the placement process cannot be overstated. The diversity of student goals, skills, and educational history are all considerations when developing effective placement models. Not all students are matriculants from high school; for some institutions more than half the students are over the age of 25. Colleges will need to innovate to determine how best to serve returning students. Similarly, colleges must also serve other populations who may have foundational learning needs, and these students must also be served within the context of AB 705, but their needs may require colleges to consider other curricular supports or reforms.

Many practitioners have inquired about the future of cognitive assessment tests going forward. AB 705 prohibits colleges from using testing instruments that have not been approved by the Board of Governors. Currently, the Board of Gov