



MEMORANDUM

December 7, 2018

AA 18-65 | Via Email

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents

FROM: Laura Hope,
Executive Vice Chancellor, Educational Services and Support

John Stankas,
President, Academic Senate for California Community Colleges

RE: Assembly Bill 705 Frequently Asked Questions 2.0

Over the last several months, the Academic Senate for California Community Colleges (ASCCC) and the Chancellor's Office have received numerous questions regarding the implementation of Assembly Bill (AB) 705. Here are some very straightforward answers to questions from the field. We encourage all colleges to review the primary source documents of the law, the guidance memorandum for English and quantitative reasoning/mathematics, and the original Frequently Asked Questions. This document is not intended to substitute previous guidance but to supplement previously answered questions.

1. Our college has been told that it is illegal to place students below transfer level in mathematics or English. Is this true?

No. Many students have goals other than transfer in our system, and some colleges may want to continue to offer a small number of these courses to serve their communities. Colleges are expected to serve their communities and populations of students. AB 705 requires that colleges maximize the probability that students will enter and complete transfer-level coursework in English and quantitative reasoning/mathematics within a one-year timeframe. If transfer is the students' goal, the research from the MMAP team indicates that throughput has historically been

Chancellor's Office, Educational Services and Support

1102 Q Street, Sacramento, California 95811 | Sixth Floor | 916.445.8752
www.CaliforniaCommunityColleges.cccco.edu

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CSU have confirmed that the analysis of any prerequisite skills rests firmly with the community colleges, and courses that specifically require a pre-requisite course for articulation should retain their prerequisites.

5. How many placements will a student who is not learning English as a Second Language receive?

Probably three. Students should expect a placement in English, and two placements in mathematics depending on the pathways the college has developed leading to fields requiring calculus and those that do not. Colleges are strongly urged to

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demonstrated mastery of the skill through the assessment process and should not be required to complete a course in intermediate algebra to fulfill the competency requirement. Completing higher level transfer degree requirements satisfies the lower level competency.

9. What if our college decides to use the default placement rules in Fall 2019 and then decides to change to some other placement process aligned with a curricular innovation in Fall 2020? Is that allowed?

Of course. Every college should evaluate its decisions and its effectiveness in serving its community regularly, particularly after a major change in policy or design. However, validation of any new practice will be required by Fall of 2021. Ongoing reflection and evaluation are encouraged

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12. How can colleges' research efforts be supported as they plan determine the ways that the default placement rules locally apply?

The MMAP research team is offering a series of webinars and workshops. The team is also available to support local research efforts and data modeling. Consult the Chancellor's Office website on AB 705 for up to date information about support opportunities.

13. How does AB 705 affect the use of tests for "placement" into courses other than quantitative reasoning/mathematics or English?

Some college courses outside of English or quantitative reasoning/mathematics may use instruments as part of a challenge process (for instance, chemistry or some languages). However, these instruments are not intended for placement but for measuring the completion of foundational competencies. Students may also be able to use high school performance as part of a pre-requisite challenge, per the locally determined college policy. As previously addressed in other documents, colleges may not use test instruments in any aspect of the placement process.

14. How does AB 705 affect placement into courses beyond college algebra or transfer-level statistics?

Colleges are encouraged to use high school performance indicators, as appropriate,

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which encompasses what was formerly known as Basic Skills, can support this work, as can Guided Pathways funding in addition to general fund dollars. Colleges should examine the use of SEA funding to ensure that planning and activities are not solely

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relating to student assessment on the college's website, or any other written communication by a college counselor to a student about the student's course placement options.

Annually report both of the following to the Chancellor's Office in a manner and form described by the Chancellor's Office: the college's placement policies, the college's placement results (the number of students assessed and the number of students placed into the colleges curricular offerings in English, mathematics/quantitative reasoning, and English as a Second Language, and whether concurrent support was recommended, disaggregated by race and ethnicity

cc: Eloy Ortiz Oakley, Chancellor
Daisy Gonzales, Deputy Chancellor