

Proposed Assembly Bill 1705 – An update to AB705
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Existing law: “Seymour-Campbell Student Success Act of 2012

Intent: increase California community college student access and success

Requires: CA community colleges to maximize the probability that students will enter and complete transfer-level coursework in English and mathematics within one year” ([Assembly Bill 705](#))

AB705 Impact at Hartnell (from [Enrollment and Success](#)):

AB705 clicked on for AY 2018-2019; pandemic arrived spring 2020; limited data sets

English Pre-AB705 (through spring 2018)

From 2 levels below to transfer level in 3 semesters--**19%** of students made it
From 1 level below to transfer level in 2 semesters--**42%** of students made it

English Post-AB705: in one semester (multiple measures for placement; ENG 1Ax introduced; for AY 2018-2019 & pre-pandemic)

55% of students make it

- In 2019-20, students successful in Transfer-level English increased by 34% compared with those in Accuplacer era
- Nearly 500 additional students successfully completed transfer level English as compared with Accuplacer era

Math 13 Pre-AB705 (through spring 2018)

From 2 levels below to transfer level in 3 semesters--**19%** of students made it
From 1 level below to transfer level in 2 semesters--**28%** of students made it
Even if given 3 semesters, only **41%** made it

Math 13 Post-AB705 in one semester (multiple measures for placement; additional support built in to courses; AY 2018-2019 & pre-pandemic)

64% of students make it

- In 2019-20, students successful in Transfer-level statistics increased by 54% compared with those in Accuplacer era
- Nearly 500 additional students successfully completed transfer level statistics as compared with Accuplacer era

CA Assembly Committee on Higher Ed. [Analysis](#) post-AB705 at tees up AB1705:

“One – year completion of transfer-level courses increased from 49% to 67% in English and from 26% to 50% in mathematics, from fall 2015 to fall 2019;” (1)

“In fall 2021, Chancellor’s Office of the CCC found that students are much less likely to complete transfer-level English and mathematics courses within a one year timeframe when local placement practices require, encourage, or allow those students to enroll in pre-transfer coursework” (1-2)

“Implementation of AB 705 is uneven and some colleges increased pretransfer-level offerings in fall 2020;” (2)

“In fall 2020 at one in five colleges, a third or more of students were enrolled in pretransfer-level mathematics.” (2)

Under proposed AB1705 (blue italicized text is bill language)

Intent: increase California community college student access and success

Requires, beginning July 1, 2023:

1) CA community colleges to maximize the probability that students will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe *of their initial attempt in the discipline,*

2) for a student with a declared academic goal, that the transfer-level coursework satisfies a requirement of the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline.

3) By July 1, 2023, if a community college places and enrolls students into transfer-level mathematics or English coursework that does not satisfy a requirement for the student’s intended certificate or associate degree, or a requirement for transfer within the intended major, the bill would require the community college to verify the benefit of the coursework to the students, as specified.

4) high school transcript data must be the primary means for placement into transfer-level English and transfer-level mathematics courses

5) multiple measures placement cannot be used to place students into pre-transfer courses

6) all new and continuing United States high school graduate students and those who have completed a *GED, who plan to pursue a certificate, degree, or transfer program offered by a California community college, to be directly placed into, and, when beginning coursework in English or mathematics, enrolled in, transfer-level English and mathematics, as provided.*

ESL:

7) *Community colleges shall use multiple evidence-based measures (including guided placement or self-placement) for placing students into English-as-a-second-language (ESL) coursework. For those students placed into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within three years.*

Timeline of passage of AB1705:

Passed unanimously by the Assembly's Committee on Higher Education on 4/26/22.

The draft bill goes to Appropriations, then heads to the floor for a vote. Deadline for A vote is 5/27/22.

CFT union, for one, expects it to pass the Assembly.

AB 1705 will then head to the Senate where the Senate Rules Committee will assign it to a policy committee. Then the process continues in the Senate.

Additional Information:

The Faculty Association of CA Community Colleges (FACCC) is hosting a presentation on Fri, May 13 from 9:30a - 12p, "Reclaiming Student Success: AB 705 in the Context of Minority Students." [Register in advance here](#).

Broadly, the FACCC's take: "Nearly 100,000 students placed directly in transfer level math & English were unsuccessful in the 2019 - 20 academic year. Many more dropped out completely. Black and Latinx students are disproportionately represented in these numbers and equity gaps continue to grow."

Implications for Hartnell:

Panther Learning Lab
Certificate Programs
English
Math