

# UNDERSTANDING THE AB 705 FAQ AND ANSWERING THE NEW QUESTIONS IT CREATED

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San Bernardino Valley College

# QUESTIONS ABOUT PLACEMENT FOR ENGLISH AND MATHEMATICS

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## Can we still use placement tests?

Beginning in Fall 2019, no placement tests can be used for placement in mathematics or English. Colleges may continue to use approved ESL tests and writing samples.

Colleges can continue to use approved placement tests for courses like general chemistry.

A new process for submitting placement tests for approval by the Board of Governors has not been established yet.

## What is the definition of “highly unlikely to succeed”?

There is no statewide definition of highly unlikely to succeed.

State groups have various definitions that range between 4% and 49 %, but this is ultimately a local decision.

The Chancellor's Office has indicated that they are more concerned with throughput than what colleges set as the threshold for highly unlikely to succeed.

**If we choose not to use the default placement rules and we create new developmental courses, do we have two years to collect data to demonstrate that our placement rules and courses meet or exceed the results from the default placement rules?**

Yes, colleges that develop new curriculum have up to two years to collect data and demonstrate that it is more effective than default placement.

Colleges exploring this option will need to disaggregate throughput data into HS GPA bands and each band must perform meet or exceed the default.

Colleges do not have two years to collect data on existing curriculum. Your college already has data on those courses.

## **Are colleges required to only use high school performance data when placing students?**

No, colleges can also use guided self placement, but high school performance data must be the primary placement tool.

For example, a college could choose to use the default rules and give all students access to transfer level statistics, but share sample assignments with them and allow the student to choose whether or not to enroll concurrent support.

**Is it okay to have questions/problems for students to solve in order to give them an idea of the types of skills necessary for the class?**

Yes, you can provide students with sample exams/assignments to give them an idea of what a particular course requires.

You cannot require students to complete any problems and use that information in the placement process. That is considered a placement test and would need to be approved by the Board of Governors.

## Can GED/HiSET still be used to place students?

Colleges are allowed to use GED, HiSET, and other high school equivalents to place students.

There are currently no statewide standards that specific scores corresponding to specific course placements, so colleges will need to develop their own placement models for these students.



**Does AB 705 guarantee students access to any transfer level mathematics course? For example, can all students now enroll in Calculus I?**

No! AB 705 does not automatically bypass transfer level prerequisites.

Your college can still place students into Calculus I, but students must be assessed to be Calculus ready or have completed the prerequisite.

## Can a college require students to enroll in a corequisite course?

Per the FAQ, colleges can require students to enroll in a credit or noncredit corequisite course.

Colleges creating new curriculum will have up to two years to collect data showing that students are more successful (than the default prediction or local data) than students not taking the corequisite course.

While there are currently no limits on the number of hours/units a corequisite can have, AB 705 encourages colleges to minimize the number of units that students accumulate.

## **What should we do if a student doesn't want to take the corequisite?**

Colleges should use their established challenge processes to review these requests.

The goal of AB 705 is increase the number of students completing transfer level courses, so colleges should consider whether they want restrict enrollment if a student doesn't want to take the recommended support course.

# QUESTIONS ABOUT BASIC SKILLS COURSES

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## Can we offer courses that are below transfer in mathematics and English?

Yes, colleges can continue to offer basic skills courses in mathematics and English.

Students can only be placed into existing basic skills courses if the college has data that shows they will maximize the likelihood of completing transfer level in one year.

Colleges that develop new basic skills courses have up to two years to demonstrate that the sequences maximize the likelihood of completing transfer level in one year.

## **Should we delete our basic skills prerequisites from transfer level courses?**

Colleges should not delete any prerequisites at this time.

Modifying prerequisites will require colleges to resubmit courses for articulation review and there is currently no guarantee your courses will be approved.

Placement processes does not impact the articulation of your courses. Articulation is based on requisites, content, assignments, etc.

# Should we delete our basic skills courses from the college catalog?

Colleges can choose to do this, but it is likely that you will have students that will not be ready for transfer level, even with concurrent support. If you delete all of these courses, they will go somewhere else.

# QUESTIONS ABOUT THE CLOCK

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**Will my college be penalized if a student does not complete transfer level English or mathematics in the one year timeframe?**

No, your college will not be penalized.

Colleges are required to create curricular structures and implement placement that will maximize a student's likelihood of completing transfer level, but they are not guaranteed to be successful.

**If a noncredit student enrolls in a noncredit mathematics or English course does it start the one year clock?**

No, the clock only applies to students that are seeking an associate degree or transfer that are enrolled in the credit program.

## **If a credit student enrolls in a noncredit mathematics or English course does it start the one year clock?**

This may start the clock if the noncredit course is part of a sequence leading to transfer level.

Remember that colleges are not responsible for a student choosing to take a noncredit course, they are responsible for placing a student into a course that maximizes the likelihood that they complete transfer level in one year.

# QUESTIONS ABOUT TRANSFER AND ARTICULATION

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## **Will the prerequisites on the C-ID descriptors be changed?**

Not at this time. Until we have had more complete discussions with the CSU and UC about changes to those course descriptors, no changes will be made.

## How will corequisites impact ADTs?

Corequisites have no impact on ADTs, whether they are credit or noncredit. An ADT is approved because it is possible for a student to complete the degree in 60 units, but it does not guarantee that every student will.

Courses with embedded support that increased units also has no impact because there are options that allow students to complete the degree in 60 units.

# Is Intermediate Algebra no longer required for transfer level quantitative reasoning courses?

CSU EO removed the explicit requirement of an intermediate algebra prerequisite for courses to qualify for CSU GE Area B4.

IGETC Standards allow for the acceptance of statistics courses with alternative prerequisites.

Other courses for IGETC still have intermediate algebra as a required prerequisite.

It is unclear whether the removal of intermediate algebra would impact course to course articulation.

# OTHER MISCELLANEOUS QUESTIONS

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## **What does AB 705 mean for the mathematics competency requirement for associate degrees?**

§55063 requires students to complete a course equivalent in rigor to Intermediate Algebra with a prerequisite of Elementary Algebra or "achieving a score determined to be comparable to satisfactory completion of the specified mathematics course"

With the elimination of assessment testing, the existing regulation will be reviewed by the California Community Colleges Curriculum Committee (5C) to determine if it needs to be revised.

Until the regulation is revised, colleges will locally decide if a student has satisfied the requirement.

## **What about placement tests for other classes like chemistry?**

Any chemistry placement test that is currently approved can still be used to place students into general chemistry.

Any future approvals will need to be done by the Board of Governors. At this time, the Chancellor's Office has not developed a process for submitting any new assessment tests for review and approval.

## **Can colleges create an approved noncredit certificate program composed only of noncredit corequisite courses?**

This might be possible, but the initial information from the Chancellor's Office has been no.

A certificate program requires a sequence of courses leading to an educational goal. While supporting transfer is an allowable goal, it isn't clear that one English and one mathematics support course would constitute a sequence.

ADDITIONAL QUESTIONS?

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