

Santa Ana College

AB 705
Guided Pathways &
Equity

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AB 705 is a legislative policy that brings systemic changes and aligns with guided pathways to transform and equitize our institutions



AB 705 (Irwin)

Hope and Stanskas Memo (July 11th, 2018)

Use high school performance data and any other multiple measure assessment.

“High school performance metrics have been shown to be most predictive, especially when the student is within ten years of high school graduation.”

Maximize student’s probability of completing transfer-level English and Math in their first year
(the “clock” starts as soon as they enroll in their first English or Math course. Non-credit courses can count if their Academic goal is a degree/transfer)

“1. Increase the numbers of students who enter and complete transfer-level English and mathematics/quantitative reasoning in one year.
2. Minimize the disproportionate impact on students created through inaccurate placement processes.”

Use of “highly unlikely” standard
(burden of proof is on the institution)

“Colleges are prohibited from placing students into pre-transfer course in mathematics or English unless...
1. Students must be highly unlikely to succeed AND
2. Enrollment in the pre-transfer course will improve the students likelihood of completing within 1 year.....”

AB 705 (Irwin)

Perez and Stanskas Memo (July 20th, 2018)

“Maximize probability that... a student enrolled in ESL will enter and complete degree and transfer requirements in English within three years.”

Implementation timeline Fall 2020.
“ Colleges are strongly encourage to begin the following:
“Review currently offered credit ESL curriculum and consider integrating skills...Develop ESL pathways that transition students from the highest levels of credit ESL coursework directly into transfer-level English ...” Additional 7 items were specified in the memo titled “Initial Guidance Language for Credit ESL

Implementation timeline Fall 2020

SAC Assessment and Placement

- No more standardized testing for all new students that apply to SAC November 1st. 2018 for Spring 2019.
- Standardized testing will continue to be used sparingly for students that fall under catalog 18-19 or prior.
- We will use HS GPA/Grades for students that have graduated from HS within the last 10 years.
- If it is more than 10 years or they did not graduate from HS there will be a self-guided assessment tool that students can take to determine appropriate placement. Faculty are currently working on this tool needs to be ready no later than early October 2018.

Minimal Compliance with AB 705



English

High School Performance Metric for English	Recommended AB 705 Placement for English
HSGPA \geq 2.6 Success rate = 78.6%	Transfer-Level English Composition No additional academic or concurrent support required
HSGPA 1.9 - 2.6 Success rate = 57.7%	Transfer-Level English Composition Additional academic and concurrent support recommended
HSGPA $<$ 1.9 Success rate = 42.6%	Transfer-Level English Composition Additional academic and concurrent support strongly recommended

Math (Statistics/Liberal Arts)

High School Performance Metric for Statistics/Liberal Arts Mathematics	Recommended AB 705 Placement for Statistics/Liberal Arts Mathematics
HSGPA \geq 3.0 Success rate = 75%	Transfer-Level Statistics/Liberal Arts Mathematics No additional academic or concurrent support required for students
HSGPA from 2.3 to 2.9 Success rate = 50%	Transfer-Level Statistics/Liberal Arts Mathematics Additional academic and concurrent support recommended for students
HSGPA $<$ 2.3 Success rate of 29%	Transfer-Level Statistics/Liberal Arts Mathematics Additional academic and concurrent support strongly recommended for students

Math (BSTEM)

[\[1\]](#) Note: The BSTEM table presumes student completion of Intermediate Algebra/Algebra 2, an equivalent such as Integrated Math III, or higher course in high school. Students who have not completed Algebra 2 or higher in high school but who enter college with intentions to major in STEM fields are rare. However, good practice suggests they should be informed that Algebra 2 is highly recommended as preparation for a STEM-oriented gateway mathematics course and that their likelihood of success will be higher in a statistics course.

High School Performance Metric BSTEM Mathematics	Recommended AB 705 Placement for BSTEM Mathematics
HSGPA ≥ 3.4 OR HSGPA ≥ 2.6 AND enrolled in a HS Calculus course Success rate = 75%	Transfer-Level BSTEM Mathematics No additional academic or concurrent support required for students
HSGPA ≥ 2.6 or Enrolled in HS Precalculus Success rate = 53%	Transfer-Level BSTEM Mathematics Additional academic and concurrent support recommended for students
HSGPA ≤ 2.6 and no Precalculus Success rate = 28%	Transfer-Level BSTEM Mathematics Additional academic and concurrent support strongly recommended for students

How does AB 705 impact all faculty?

- Please ask the following two questions in your departments:
 - Do you currently require any English, Reading, Math, EMLS pre-requisites?
 - Do you have any AA degree Math/Reading proficiency requirements that are in place based on discipline specific accreditation bodies and/or any other state requirements?
 - Example: Math and Reading proficiency requirements for AA degree
 - Currently can be met via standardized testing for Reading, and Math
 - Once this option goes away, does it impact any programs? If so how?
 - Recommend that you contact the department and myself to further discuss.

Additional Information

- <https://assessment.cccco.edu/> (CCC Assessment and Placement)
- <http://accelerationproject.org/> (Conferences, workshops, etc.)
- <https://rpgroup.org/> (Research, data, etc.)
- “Born To Learn: Believing in student’s capacity to succeed”
(<https://app.box.com/s/tn35gd0p6psqn1602a8malqdx8i3r5w/file/305295735691>)

Questions?

