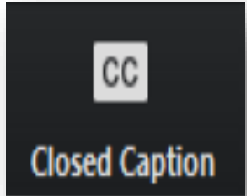


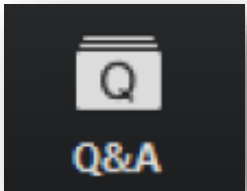
Equitable Placement and Completion Improvement Plans

November 29, 2021

Webinar Logistics



Click the Closed Caption (CC) tab to read live captions



Click the Question & Answer (Q&A) tab to enter questions for the presenters and to read their responses

Presenters

Aisha Lowe – CCCCCO Vice Chancellor, Educational Services and Support

John Hetts – CCCCCO Visiting Executive, Research and Data

Mallory Newell – The RP Group & Supervisor, Institutional Research and Planning,
De Anza College

Agenda

- Equitable Placement and Completion Implementation Status and Next Steps
- Effective Implementation and Promising Practices
- Improvement Plan Form and Data Addendum Template
- Q & A

Equitable Placement and Completion Implementation Status and Next Steps



Memorandum ESS 21-300-015

- Background and context on AB 705 implementation to date
- Results of the Validation of Practices data submitted by colleges and the implications for AB 705 implementation and evaluation
- Guidance for effective implementation of AB 705 for English and math
- Required submission of Equitable Placement and Completion Improvement Plans to ensure full implementation of AB 705
- Status and next steps for English as a Second Language (ESL) implementation

Summary

- This applies to students with a goal of transfer to a four-year institution, earning a certificate, or a local associate degree.
- Colleges are being directed to shift to transfer-level math and English courses for the vast majority of students (where math and English course requirements exist).
- Pre-transfer level courses have not been disallowed. However, colleges are required to demonstrate the effectiveness of those pre-transfer level courses per the standard set by AB 705 which is successful entrance into and completion of the relevant gateway courses within one year of initial enrollment in the discipline (i.e., placement, enrollment & completion).

Summary, cont.

- Under what circumstances below-transfer level courses potentially may be allowed:
 - for students who seek a goal other than transfer
 - in certificate or degree programs with specific math requirements that are not met with transfer-level coursework
 - E.g., Algebra and Trigonometry for Technicians
 - where college-level mathematics courses maximize the probability that a student will enter and complete the required college-level coursework or higher within one year of initial enrollment in the discipline
 - Students who start in a college-level course are more likely to complete that course than **similarly qualified** students who start in a transfer-level course that would also satisfy the requirement
 - where students hadn't previously successfully completed the prerequisite in high school

Summary, cont.

- Colleges are being provided with promising practices they are encouraged (but not required) to implement to improve AB 705 outcomes.
- Colleges will ultimately be held accountable for the results of advising, placement, course offering, and concurrent support practices – by student enrollment and success outcomes.

Implementation Progress

October 2017	Legislation Signed
March/July 2018	Default Placement Rules Established
March 2019	English and Math Regulations Approved
July 2019	English and Math Adoption Plans Submitted
Fall 2019	Implementation Deadline for English and Math
March 2020	ESL Regulations Approved
Spring 2020	ESL Adoption Plan Deadline extended to July 1, 2021 for Fall 2021 Implementation
Spring 2020	Published Equitable Placement Toolkit

Implementation Progress	
Spring 2021	English and Math Validation of Practices Data Collected
Spring 2021	<u>Transfer Level Gateway Completion Dashboard Created</u>
Spring 2021	ESL Data Analysis and Research
July 1, 2021	ESL Adoption Plans Due
July 2021	Equitable Placement & Completion BOG Spotlight: Results of Validation of Practices
Fall 2021	Implementation Deadline for ESL
Fall 2021	Reconstituted Assessment Committee
Fall 2021	Assessing ESL Adoption Plans
Fall 2021	Equitable Placement & Completion Improvement Plans

Validation of Practices

- Validation of Practices data submitted by colleges
- [CCCCO's Transfer Level Gateway Completion Dashboard](#)
- Colleges' published placement rules, schedule of classes for fall 2019 and the Basic Skills Progress Tracker

Evidence from all of these sources supports one key finding: When local placement practices require, encourage or allow students to enroll in pre-transfer level coursework, throughput is not being maximized. Students are more likely to complete transfer requirements in math and English when they are placed and enroll in transfer-level coursework.

Chancellor's Office Response

Per title 5, 55522(c)(3): Within two years of the adoption of a district placement method, the district shall report to the Chancellor on its placement method's efficacy. The Chancellor may order the district to relinquish the district placement method and adopt a placement method published by the Chancellor's Office under any of the following circumstances:

- (A) the district's failure to report within two years of adoption;
- (B) the district's failure to demonstrate that the local placement method meets or exceeds the throughput rate of a placement method published by the Chancellor's Office.

From Compliance to Continuous Improvement

Access

Comprehensively informing students

Data-driven advising

Defaulting to transfer-level placement

Enrollment

Ensuring students enroll in gateway courses (not simply giving them the option to)

Performance

Investing in concurrent support

Ensuring equity in classroom curriculum and pedagogy

Full Implementation

- By fall 2022 all U.S. high school graduates, both new and continuing, in certificate, degree or transfer programs, will be placed into and enroll in transfer-level English and math/quantitative reasoning courses (whether with or without support)
 - where English and math requirements exist. Colleges are not being required to create new English and/or math requirements.
 - with some limited exceptions (as described earlier)

Required Action

- By fall 2022, the California Community College system must complete full implementation
- Ending all local placement practices explicitly prohibited by legislation and regulation
- Ensuring that all U.S. high school graduates are placed into and enroll in coursework that maximizes the probability that they complete transfer-level math and English within a year of their start in the discipline

Required Action, cont.

- **Every college** will submit an *Equitable Placement and Completion Improvement Plan* to document changes in placement practices and curricular structures the college will implement to reach full implementation.
- For colleges that have already reached this goal, reporting requirements are minimal.
- For colleges in transition to realizing this goal, plans will highlight a broader suite of strategies involving course options and availability, support structures, and professional development to consider.
- For colleges planning to maintain limited pre-transfer enrollments, plans will also include additional strategies designed to ensure AB 705 rights and protections for students.

Required Action, cont.

- For colleges that plan to continue placements and/or enrollments into pre-transfer level courses or multi-term transfer-level courses in fall 2022, the Improvement Plan requires completion of a Data Addendum to validate that such practices meet AB 705 standards.
- In the Data Addendum colleges will submit local data in an attempt to show completion is maximized for a specific program or student group that enrolls, by requirement or by choice, into pre-transfer level courses or multi-term transfer-level courses.

Effective Implementation and Promising Practices



Key elements of full implementation

- Placement practices should provide equitable access and the same rights to access transfer-level courses to all students, regardless of time since high school or special population status.
- US HS graduates should be placed and enrolled in transfer-level English or ESL equivalent, with appropriate support if needed.
- For students on BSTEM pathways, corequisite support at the gateway transfer-level course is more likely to be effective than prerequisite pathways.
- Dual enrollment should follow the same placement rules.

Promising practices to consider

- Development of corequisite support across multiple levels of early transfer-level written communication and quantitative reasoning courses across the curriculum
- Add sufficient corequisite course offerings to meet demand
- Develop/expand alternative transferable quantitative reasoning courses, contextualized for alternative mathematics pathways
- Place and enroll students who have completed mathematics beyond institution's entry level course into the next available course subsequent to the last one they successfully completed.

Promising practices to consider

- Develop and use early alert systems, including using high school performance information, to connect students with effective supports
 - Checking the effectiveness of the supports and the early alert mechanisms
- Integrate first-time student resources into transfer-level courses,
 - connections to academic supports, library services, success centers, and student support services including those around basic needs, DSPS, mental health services and stress management, etc.
- Invest locally in professional development and support for instructors, particularly high challenge, high support equity minded practices
 - with specific attention to addressing differential equity gaps by program, course, and instructor

Key practices to implement if maintaining below transfer-level courses

- Students should have clear, carefully detailed information about their rights to access transfer-level courses (or credit ESL where appropriate) **and the benefits** of starting in such courses.
- Below transfer-level course offerings should be limited in number and access should be restricted
- Transfer-level courses with and without support should be scheduled sufficiently to meet demand
- Placement, matriculation, orientation, and advising should be designed in student supporting, equity-minded ways
- **Below transfer-level courses should be minimal, restricted to cases with clear, demonstrable need and effectiveness**

Additional Resources

- Equitable Placement and Completion Toolkit: in the Vision Resource Center Equitable Placement and Completion community (does not currently include ESL)
- The many research briefs and reports provided
- Managing impacts of COVID-19: [Considerations for Spring 2020 when Evaluating AB 705](#) (MMAP/RP Group)
- [CCCCO's Transfer Level Gateway Completion Dashboard](#)

Improvement Plan Form and Data Addendum Template



Improvement Plan Form

Form is to be electronically completed: [Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans \(alchemer.com\)](https://alchemer.com)

- Introduction and Form Instructions
- District and College Information
- Improvement Plan Overview, from which you choose one of four options

Improvement Plan Response Options

Option 1: As of fall 2021, the college has already effectively implemented AB 705, meaning there is default transfer-level placement in both math/quantitative reasoning and English AND no pre-transfer level enrollments (including multi-term transfer-level courses)

- If this is true of your college, no further reporting is required
- Submit the form with option 1 indicated
- The form will be routed through AdobeSign for signatures

No matter which option is chosen, **all colleges** should review the practices provided throughout the form and use them to improve AB 705 implementation (review the pdf provided).

Improvement Plan Response Options

Option 2: By fall 2022, the college will have default transfer-level placement in both math/quantitative reasoning and English AND no pre-transfer-level enrollments (including multi-term transfer-level courses)

- If this is true of your college, complete **Part A** of the Improvement Plan:
 - Certify compliance with current law and regulations (reviewed above)
 - Consider promising practices and indicate which will be implemented (reviewed above)

No matter which option is chosen, **all colleges** should review the practices provided throughout the form and use them to improve AB 705 implementation (review the pdf provided).

Improvement Plan Response Options

Option 3: The college will have default transfer-level placement and enrollment into math/quantitative reasoning and English for all or most students by fall 2022 but will continue to enroll some students into pre-transfer level courses, either by requirement or choice.

- If this is true of your college, choose option(s) A and/or B to further describe the college's plan for pre-transfer level (or multi-term transfer-level course) enrollment
- Complete the full Improvement Plan
 - Certify compliance with current law and regulations (reviewed above)
 - Consider promising practices and indicate which will be implemented (reviewed above)
 - Indicate plans to ensure AB 705 rights and protections for students (reviewed above)
- Complete the Data Addendum Template

No matter which option is chosen, **all colleges** should review the practices provided throughout the form and use them to improve AB 705 implementation (review the pdf provided).

Improvement Plan Response Options

Option 3 (A): By fall 2022, the college will have default transfer-level placement and enrollment into math/quantitative reasoning and English, with no required pre-transfer level enrollments, but will continue to allow some students to enroll in pre-transfer level courses (or multi-term transfer-level courses).

Option 3 (B): By fall 2022, the college will have local exceptions to default transfer-level placement in math/quantitative reasoning and/or English and, as a result, will continue to require pre-transfer level enrollments or multi-term transfer-level courses for these students.

Improvement Plan Data Addendum Template



What does it mean to maximize throughput?

- Maximizing throughput means that students enrolling below transfer-level complete a transfer-level course within a year of initial enrollment in a discipline at a rate equal to or higher than students with similar high school achievement who begin directly in a transfer-level course*.
 - Throughput for students who start below transfer-level is calculated within the data addendum by dividing the number of students whose first course of enrollment is below transfer-level by those same students who start below transfer level and complete the transfer-level course within one full year.
 - Throughput for students who start at transfer level is calculated by dividing the number of students whose first course of enrollment was in a transfer-level course by those same students who started at transfer level and successfully completed the transfer-level course within one full year*.
 - The difference between the transfer level cohort throughput rate and the below transfer level cohort throughput rate is examined to determine whether below transfer-level enrollment is maximizing throughput (displayed as either Yes or No).

Indicating if throughput is maximized:

- After entering all the requested data, the data addendum will indicate if throughput is maximized for the GPA bands entered (regardless of sample size).
- If throughput is not maximized it is indicated as "No",
- If throughput is maximized for the student population it is indicated as "Yes".
- In both instances, colleges completing the data addendum are required to submit the completed data addendum to the CCCCO for review.

Disaggregate by High School Achievement:

- **English:** *Highest: HSGPA ≥ 2.6 Middle: HSGPA 1.9 - 2.6 Lowest: HSGPA < 1.9*
- **SLAM:** *Highest: HSGPA ≥ 3.0 Middle: HSGPA 2.3 - 2.9 Lowest: HSGPA ≤ 2.3*
- **B-STEM:** *Highest: HSGPA ≥ 3.4 OR HSGPA ≥ 2.6 AND enrolled in a HS Calculus course Middle: HSGPA ≥ 2.6 or Enrolled in HS Precalculus Lowest: HSGPA ≤ 2.6 and no Precalculus*
- Default placement rules: <https://bit.ly/DefaultPlacement>

What is the reporting timeframe?

- Students who receive the curricular innovation, local placement model, guided or self-placement, or enrolled in college-level math at anytime in Fall 2019, Winter 2020, Spring 2020, Summer 2020 and Fall 2020 tracked for one academic year (from initial enrollment), including intersessions.
 - For example, if a student started in a discipline in the fall, they would be tracked through completion of the gateway course (college-level or transfer-level course appropriate to their educational goal) through the following summer term.

Reporting Tabs:

1. Curricular innovations
2. Local placement models
3. Guided or self-placement models
4. College-level math courses



Which students are included in the cohort for Curricular Innovations?

- Report enrollment in courses below transfer-level that are not part of the traditional developmental math sequence and are not corequisite support courses associated with transfer-level courses.
 - These courses may include the following: newly developed courses designed to prepare students for transfer-level courses, an accelerated course sequence that starts students in a pre-transfer level course, a transfer-level course stretched over two terms, or a required jumpstart or bootcamp course that starts students below transfer level.
- Report enrollments for all students who received the newly developed innovation and whose first course of enrollment in English or math/quantitative reasoning was in the intervention and within the timeframe tracked for one year.
- If a student was enrolled in multiple courses over the timeframe, report only the first or lowest course of enrollment in the discipline*
 - For example, if a student was enrolled in intermediate algebra, precalculus, and calculus in the one-year timeframe, report enrollment in intermediate algebra as the initial enrollment.



Which students are included in the cohort for Local Placement and Guided or Self-Placement?

- **Local Placement Models:** report enrollment in courses below transfer-level that result from placement rules that deviate from the statewide default placement rules.
- **Guided or self-placement:** report enrollment in courses below transfer-level that result from placement processes that are used when high school information is not available.
- Report students who received the new placement method at any time and who enrolled in the discipline for the first time within the timeframe tracked for one year.
- Report enrollments regardless of where the student was placed.
 - For example, if the guided or self-placement model placed students into a transfer-level course, but a student enrolled in a below transfer-level course after engaging with the GSP process, report the students' enrollment in the below transfer-level course.

Which students are included in the cohort for College-Level Math?

- Report any enrollments in existing college-level math sections (including intermediate algebra or contextualized versions of intermediate algebra) for students who enroll (voluntarily or as a result of placement) in math courses appropriate to their educational goal and program of study.
 - Enrollments into newly developed college-level math courses should be reported under Curricular Innovations.
- Report enrollments for all students who were enrolled in existing college-level math courses whose first course of enrollment was in the college-level course within the timeframe tracked for one year.
- If a student was enrolled in multiple courses over the timeframe, report only the first or lowest course of enrollment in the discipline.

The cohort for Curricular Innovations

- Report enrollment in courses below transfer-level implemented on or after Fall 2019 that are not part of the traditional developmental math sequence and are not corequisite support courses associated with transfer-level courses.
 - These courses may include the following: newly developed courses designed to prepare students for transfer-level courses, an accelerated course sequence that starts students in a pre-transfer level course, a transfer-level course stretched over two terms, or a jumpstart or bootcamp course that starts students below transfer level.
- Report using the first course of enrollment in which a student was enrolled. If a student was enrolled in multiple courses over the timeframe, report only the first course of enrollment in the discipline within the curricular innovation being reported.

Entering data for Curricular Innovations

- Report data in **BLUE** cells, all other cells auto-populate.

1	Directions: Enter data into the blue cells; all other cells are populated automatically. See definitions for each column and the rows below the table.	
2	Course subject area (select and enter only one): English, SLAM or B-STEM:	
3	Educational goal of cohort (select and enter only one): Transfer/Unknown/Undecided, Degree or Certificate:	
4	Course name and short description:	

What if your college has more than one scenario to report in the same tab?

- If your college has multiple scenarios to report within a category listed in Tabs 2, 3, 4 or 5, make a copy of the respective tab and complete it for each scenario.
 - For example, if your college had pre-transfer-level enrollments in SLAM (e.g., Pre-Stats or Statway I or other preparation for Statistics-Liberal Arts Math), and an innovative Algebra Preparation for STEM, and a Technical Math course taken by associate degree students, you will need to complete Tab 2 three times, once for each of the three newly developed interventions.

Entering data for Curricular Innovations

	Students Enrolled in Pre-Transfer/Multi-Term Course Sections			Students Enrolled in Transfer-Level Course with or without a Corequisite			Throughput Rates	
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Maximize Throughput?
Overall	0	0		0	0			
GPA Unknown								
Highest GPA Band								
Middle GPA Band								
Lowest GPA Band								

Example data for Curricular Innovations

	Students Enrolled in Pre-Transfer/Multi-Term Course Sections			Students Enrolled in Transfer-Level Course with or without a Corequisite			Throughput Rates	
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Maximize Throughput?
Overall	93	71	76.3%	951	839	88.2%	-11.9%	No
GPA Unknown	12	8	66.7%	89	76	85.4%	-18.7%	No
Highest GPA Band	23	21	91.3%	450	400	88.9%	2.4%	Yes
Middle GPA Band	13	10	76.9%	232	202	87.1%	-10.1%	No
Lowest GPA Band	45	32	71.1%	180	161	89.4%	-18.3%	No

The cohort for Local Placement Model

- Report all students who were placed using the newly developed local placement model and enrolled in an English or math/quantitative reasoning course for the first time in Fall 2019, Winter 2020, Spring 2020, Summer 2020 and Fall 2020 tracked for one academic year.
- Report only the first course of enrollment in English or math/quantitative reasoning in which a student enrolled after interacting with the placement model.
- If a student was enrolled in multiple courses over the timeframe, report using the first course of enrollment in the discipline after interacting with the local placement model.
 - For example, if a student enrolled in a below-transfer-level Pre-Stat and transfer-level Statistics in the timeframe, report enrollment in Pre-Stat.

Entering data for Local Placement Model

- Report data in **BLUE** cells, all other cells auto-populate.

Course subject area (select and enter only one): English, SLAM or B-STEM:	
Educational goal of cohort (select and enter only one): Transfer/Unknown/Undecided, Degree or Certificate:	
Placement rule (define and describe local rules):	

Entering data for Local Placement Model

	Students Enrolled in Pre-Transfer/Multi-Term Course Sections			Students Enrolled in Transfer-Level Course with or without a Corequisite			Throughput Rates	
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Maximize Throughput?
Overall	0	0		0	0			
GPA Unknown								
Highest GPA Band								
Middle GPA Band								
Lowest GPA Band								

The cohort for GSP Model

- Report all students who were placed using the newly developed guided or self-placement model (GSP) and enrolled in an English or math/quantitative reasoning course for the first time in Fall 2019, Winter 2020, Spring 2020, Summer 2020 and Fall 2020 tracked for one academic year.
- Report only the first course of enrollment in English or math/quantitative reasoning in which a student enrolled after interacting with the GSP model.
- If a student was enrolled in multiple courses over the timeframe, report using the first course of enrollment in the discipline after interacting with the GSP model.
 - For example, if a student enrolled in a below-transfer-level Pre-Stat and transfer-level Statistics in the timeframe, only report enrollment in Pre-Stat.

Entering data for Guided or Self-Placement Model

- Report data in **BLUE** cells, all other cells auto-populate.

Course subject area (select and enter only one): English, SLAM or B-STEM:	
Educational goal of cohort (select and enter only one): Transfer/Unknown/Undecided, Degree or Certificate:	

Entering data for GSP Model

	Students Enrolled in Pre-Transfer/Multi-Term Course Sections			Students Enrolled in Transfer-Level Course with or without a Corequisite			Throughput Rates	
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Maximize Throughput?
Overall	0	0		0	0			
GPA Unknown								
Highest GPA Band								
Middle GPA Band								
Lowest GPA Band								

The cohort for College-Level Math

- Report all **existing** college-level math course enrollment for students with a transfer goal (including unknown and undecided) or students with a degree or certificate goal enrolled in programs with specific requirements that **are not** met with transfer-level coursework.
- Newly created college-level math courses (including intermediate algebra or contextualized versions of intermediate algebra) should be reported in Tab 2: Curricular Innovations.

What is the purpose of reporting College-Level Math?

- AB 705 states, "The bill would also authorize the board of governors to establish regulations that ensure that, for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, a community college maximizes the probability that a student will enter and complete the required college-level coursework in [English and] mathematics within a one-year timeframe."
- The bill further states, "The bill would prohibit a community college district or college from requiring students to enroll in remedial [English or] mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework shows that those students are highly unlikely to succeed in transfer-level coursework in [English and] mathematics."
- This tab provides colleges an opportunity to report enrollments into a college-level course (or below) and the successful completion of the gateway course (college-level or transfer level) appropriate to a student's educational goal.

Entering data for College-Level Math

Math pathway: B-STEM:	
Course name and short description:	

Students with a Degree or Certificate Goal in Programs with Math Requirements Not Satisfied by Transfer Level Coursework

Table 1. Students with a Degree or Certificate Goal in Programs with Math Requirements Not Satisfied by Transfer-level Coursework

	Students Enrolled in College-Level or Below			Students Enrolled Directly in Transfer Level with or without a Corequisite			Throughput Rates	
Degree Goal	1. Total Enrolled	2. Subtotal who Completed College-Level or Higher within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level or Higher within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Maximize Throughput?
Overall	0	0		0	0			
GPA Unknown								
Highest GPA Band*								
Middle GPA Band**								
Lowest GPA Band***								

B-STEM GPA Bands:

*Highest: HSGPA ≥ 3.4 OR HSGPA ≥ 2.6 AND enrolled in a HS Calculus course

**Middle: HSGPA ≥ 2.6 or Enrolled in HS Precalculus

***Lowest: HSGPA ≤ 2.6 and no Precalculus

Students with a Transfer Goal including Unknown and Undecided

Table 2. Students with a Transfer Goal including Unknown and Undecided

	Students Enrolled in College-Level or Below			Students Enrolled Directly in Transfer Level with or without a Corequisite			Throughput Rates	
Transfer, Unknown, Undecided Goal	1. Total Enrolled	2. Subtotal who Completed Transfer-Level within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer Level within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Maximize Throughput?
Overall	0	0		0	0			
GPA Unknown								
Highest GPA Band*								
Middle GPA Band**								
Lowest GPA Band***								

B-STEM GPA Bands:

*Highest: HSGPA ≥ 3.4 OR HSGPA ≥ 2.6 AND enrolled in a HS Calculus course

**Middle: HSGPA ≥ 2.6 or Enrolled in HS Precalculus

***Lowest: HSGPA ≤ 2.6 and no Precalculus

Reminder: Practices Must be Validated

To date, the review of statewide data, individual college data, and college submissions has failed to produce evidence that pre-transfer level enrollments meet AB 705 requirements.

Colleges planning to allow or require continued pre-transfer level enrollment that cannot submit evidence that it meets the standards of the law will be expected to place and enroll all U.S. high school graduate, certificate, degree and transfer students in transfer-level coursework (with appropriate concurrent support as needed) by fall 2022.

Questions?



Next Steps

- Maintain Equitable Placement and Completion (AB 705 and AB 1805) implementation as a top priority on campus
 - Re-establish or re-energize implementation leads and teams
 - Fold into strategic planning processes
 - Utilize funding sources to support implementation
- Participate in the Learning Series
- Share local practices and support one another
- Send questions & suggestions to AB705@cccco.edu

Equitable Placement and Completion

2021-2022 Learning Series

- July 12, 2021: [Board of Governor's Spotlight](#)
- August 4, 2021: System Webinar - *Leading Courageous Conversations about Equitable Placement* (recording in the VRC under the CCC | Webinars, Conferences, and Events community)
- September 8, 2021: [Transfer Level Gateway Completion Dashboard](#) (recording in the VRC under the Equitable Placement and Completion community)
- October 29, 2021 (2:00-3:00pm): RP Group/MMAP webinar - *Emerging Practices and Resources to Support ESL Placement and Throughput: Guided Self-Placement* ([click here to watch](#))
- November 5, 2021 (2:00-3:00pm): RP Group/MMAP webinar - *Emerging Practices and Resources to Support ESL Placement and Throughput: Innovations and Practices* ([click here to watch](#))
- Forthcoming: Curricular Reforms; Student Communication & Counseling; ESL Adoption Plans & Promising Practices

Thank you for attending

This webinar, the slides, the guidance memo and the template will be posted in the Equitable Placement and Completion community in the Vision Resource Center.

Email: AB705@cccco.edu