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AB-1705 Seymour-Campbell Student Success Act of 2012: matriculation: assessment. (2021-2022)

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AMENDED IN ASSEMBLY APRIL 19, 2022

CALIFORNIA LEGISLATURE— 2021–2022 REGULAR SESSION

ASSEMBLY BILL**NO. 1705****Introduced by Assembly Member Irwin****January 26, 2022**

An act to amend Section 78213 of, and to add Sections ~~78212.5, 78213.1, and 78213.2~~ *78212.5 and 78213.1* to, the Education Code, relating to community colleges.

LEGISLATIVE COUNSEL'S DIGEST

AB 1705, as amended, Irwin. Seymour-Campbell Student Success Act of 2012: matriculation: assessment.

Existing

(1) Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state. Existing law, the Seymour-Campbell Student Success Act of 2012, provides that the purpose of the act is to increase California community college student access and success by providing effective core matriculation services of orientation, assessment and placement, counseling, and other education planning services, and academic interventions. The act requires a community college district or community college to maximize the probability that students will enter and complete transfer-level coursework in English and mathematics within ~~a one-year timeframe~~ **and one-year**.

This bill would, among other things, instead require a community college district or community college 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, and 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. 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.

(2) The act requires community college district or community college to use, in the placement of students into English and mathematics courses in order to achieve this goal, one or more of the following: high school coursework, high school grades, and high school grade point average. The act requires colleges to apply multiple measures in the placement of all students to ensure that either low performance on one measure may be offset by high performance on another measure or that the student can demonstrate preparedness based on any one measure.

This bill would ~~make findings and declarations of the Legislature's intent to continue to increase California community college student placement and enrollment in transfer-level English and mathematics. The bill would~~ require that high school transcript data be used as the primary means for determining placement in transfer-level English and transfer-level mathematics courses, and would limit the use of multiple measures by colleges in the placement and enrollment of ~~students so they do not restrict a student's ability to demonstrate preparedness for transfer-level coursework if a~~

~~single measure would satisfy the requirement.~~ *students, as provided.* The bill would ~~require that prohibit~~ a community college district or community college ~~not recommend or require from recommending or requiring~~ students to enroll in pretransfer level English or mathematics coursework, except under specified circumstances.

~~This~~

(3) This bill would require ~~a community college district or community college, by July 1, 2023, to place and enroll~~ all new and continuing United States high school graduate students and those who have completed a ~~GED into~~ *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, with specified exceptions for mathematics placement. The mathematics, as provided. By July 1, 2023,~~ *the* bill would prohibit a community college district or community college from using specified factors as justification for placing a student in a pretransfer level course. ~~The~~

(4) This bill would require the Chancellor's Office of the California Community ~~Colleges to create a Transfer Level Gateway Completion Dashboard by July 2023. The bill would require the dashboard to be updated annually and to contain specified data. Colleges, beginning July 1, 2023, to make available on its internet website a dashboard containing multiyear data, beginning from 2015, and updated annually, containing data submitted to the chancellor's office by community colleges on student progression and completion of transfer-level English, mathematics, and English-as-a-second-language courses, disaggregated by college and subgroup, as provided.~~ The bill would require, beginning ~~September 1, 2023; December 1, 2024,~~ and annually thereafter, the chancellor's office to provide a report to the Legislature with data from the dashboard, as specified.

~~To~~

(5) To the extent the bill would impose additional duties on community college districts and community colleges, the bill would impose a state-mandated local program.

~~The~~

(6) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

(7) This bill would make Legislative findings and declarations, and state the intent of the Legislature, relative to these provisions.

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: yes

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. The Legislature ~~find~~ *finds* and declares all of the following:

(a) Research has consistently demonstrated that when students are placed and enrolled directly into transfer-level written communication and quantitative reasoning courses, ~~with academic support, as needed, completion is expedited and persistent opportunity gaps are diminished.~~ *completion of transfer-level coursework in those disciplines is expedited and persistent opportunity gaps in completion of those courses are diminished.*

~~(b) Significant progress has been made in the number of community college students enrolling directly into transfer-level English and math courses and successfully completing those courses. Still, implementation is uneven and equity gaps persist.~~

~~(c) In Fall 2021, the Chancellor's Office of the California Community Colleges found that students are not completing transfer-level English and mathematics courses within a one-year timeframe when local placement practices require, encourage, or allow those students to enroll in pretransfer-level coursework.~~

(b) As a result of reforms resulting from amendments to Section 78213 of the Education Code made by Assembly Bill 705 of the 2017–18 Regular Session, significant progress has been made in the number of community college students enrolling directly into transfer-level English and mathematics courses and successfully completing those courses. One-year completion of transfer-level courses increased from 49 percent to 67 percent in English, and from 26 percent to 50 percent in mathematics, from fall 2015 to fall 2019.

(c) Research by the RP Group and the Chancellor's Office's Transfer-Level Gateway Completion Dashboard documented significant gains in enrollment and completion of transfer-level mathematics and English coursework for every special population examined, including economically disadvantaged students, foster youth, veterans, and students participating in programs for the disabled.

(d) In fall 2020, community colleges continued to implement Assembly Bill 705 in the face of COVID-19, with steady rates of direct enrollment into transfer-level mathematics and some improvement in the successful completion of transfer-level mathematics courses relative to the previous year.

(e) The Public Policy Institute of California found a strong correlation between increases in student completion of transfer-level mathematics and English and the extent to which the college has expanded students' direct enrollment

into transfer-level courses. They wrote, "it is an important finding that a single variable, within the direct control of colleges, is associated so strongly with improvements in completion."

(f) Assembly Bill 705's reforms made great strides in addressing longstanding racial inequity in both access to, and completion of, transfer-level mathematics and English. Black and Latinx students achieved the largest gains in completion of transfer-level courses in fall 2019 relative to fall 2015 and surpassed the fall 2015 rates of transfer-level completion for White students. Still, equity gaps remain in direct transfer-level enrollment and completion.

(g) In fall 2021, the Chancellor's Office of the California Community Colleges 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 pretransfer-level coursework.

(h) Implementation is uneven and some colleges increased pretransfer-level offerings in fall 2020.

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

(j) Research in California and Florida shows that even when pretransfer-level courses are optional, Black and Latinx students are more likely than their White or Asian peers to end up enrolling in pretransfer-level courses.

(k) Efforts to reform placement practices and expedite completion of transfer-level English and mathematics requirements are consistent with the California Community Colleges Vision for Success goal of reducing the units to earn a degree, time to completion or transfer, and cost of college.

SEC. 2. Section 78212.5 is added to the Education Code, to read:

78212.5. It is the intent of the Legislature that, pursuant to Sections ~~78213, 78213.1, and 78213.2,~~ *78213 and 78213.1,* all of the following are satisfied:

(a) All United States high school graduate students and those who have received a General Equivalency Diploma (GED), regardless of background or special population status, ~~in who plan to pursue a~~ *in who plan to pursue a* certificate, degree, or transfer ~~programs~~ *program* offered by the California Community Colleges, ~~will shall~~ be directly placed ~~into and enrolled in into,~~ *into,* ~~and, when beginning coursework in English or mathematics, shall be enrolled in,~~ *and, when beginning coursework in English or mathematics, shall be enrolled in,* transfer-level English and mathematics courses ~~if those courses meet the written communication and quantitative reasoning requirements associated with the student's goals and program, except those students who have already completed those requirements through high school coursework, credit by examination, or credit for prior learning, unless explicitly prohibited by law or regulation. their program requires mathematics or English.~~

~~(b) California community colleges shall use guided placement and self-placement only when high school data is not available. Guided placement and self-placement are intended to close opportunity gaps among underserved students and shall not be used in a way that reinforces racial stereotypes or leads to test anxiety.~~

(b) California community colleges shall place and enroll students into transfer-level mathematics or English coursework that satisfies a requirement of the student's intended certificate or associate degree or a requirement for transfer within their intended major.

(c) When the California State University and University of California systems require mathematics or English prerequisites, both of the following apply:

(1) Community colleges retain the authority to determine the methods of fulfilling the prerequisite, whether it be through high school coursework, completion of corequisite coursework or concurrent support activity, credit by examination, credit for prior learning, or multiple measures placement into, or completion of, a course with the same or higher prerequisite.

(2) The California State University shall, and the University of California is requested to, work collaboratively with the California Community Colleges to maintain articulation of courses successfully completed at the California Community Colleges.

~~(c)~~

(d) California community colleges create the largest opportunities possible for access to transfer-level courses, ensure the greatest enrollment possible into those courses, and provide students the support they need to perform well and be successful in completing those courses.

~~(d) Where a community college district or community college refers to transfer-level written communication and transfer-level quantitative reasoning courses, those terms have the same meaning as transfer-level English and transfer-level mathematics courses, respectively.~~

SEC. 3. Section 78213 of the Education Code is amended to read:

78213. (a) A community college district or community college shall not use any assessment instrument for the purposes of this article without the authorization of the board of governors. The board of governors may adopt a list of authorized assessment instruments.

(b) The board of governors shall review all assessment instruments and shall ~~approve~~ *consider for approval* those that meet all of the following requirements:

(1) Assessment instruments shall meet established standards of validity and reliability.

~~(1)~~

(2) Assessment instruments shall be sensitive to cultural and language differences between students, and shall be adapted as necessary to accommodate students with disabilities.

~~(2)~~

(3) Assessment instruments shall be used solely as an advisory tool to assist students in the selection of appropriate courses.

~~(3)~~

(4) Assessment instruments shall not be used to exclude students from admission to community colleges.

(c) (1) ~~(A)~~ A community college district or community college shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year ~~timeframe, and use, in the placement and enrollment of students into English and mathematics courses in order to achieve this goal, one or more of the following measures:~~ *timeframe of their initial attempt in the discipline, and 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.*

(2) Community colleges shall use, in the placement and enrollment of students into English and mathematics courses in order to achieve this goal, one or more of the following measures:

~~(i)~~

(A) High school coursework.

~~(ii)~~

(B) High school grades.

~~(iii)~~

(C) High school grade point average.

~~(B) Colleges shall use multiple evidence-based measures 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.~~

~~(C) For the purposes of this section, using high school grade point average as a composite of student performance over multiple years of high school coursework is a sufficient use of multiple evidence-based measures.~~

~~(D) High school transcript data shall be used as the primary means for determining placement in transfer-level English and transfer-level mathematics courses. Colleges shall apply multiple measures in the placement and enrollment of all students in such a manner so that all the following occur:~~

(3) When using multiple measures, colleges shall apply multiple measures in the placement and enrollment of all students in such a manner that all of the following occur:

~~(i)~~

(A) Low performance on one measure shall be offset by a higher performance on another measure.

~~(ii)~~

(B) Multiple measures shall be used to increase a student's placement recommendation and shall not be used to lower it.

~~(iii)~~

(C) Any one measure may demonstrate a student's preparedness for transfer-level coursework.

(D) The multiple measures placement shall not require students to repeat coursework that they successfully completed in high school or college or for which they demonstrated competency through other methods of credit for prior learning.

(E) The multiple measures placement gives students access to a transfer-level course that will satisfy a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major.

(4) For the purposes of this subdivision, using high school grade point average as a composite of student performance over multiple years of high school coursework is a sufficient use of multiple evidence-based measures.

(5) Community colleges shall use multiple evidence-based measures 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.

~~(E)When high~~

(6) High school transcript data shall be used as the primary means for determining placement in English and mathematics courses. When high school transcript data is difficult to obtain, logistically problematic to use, or not available, a community college district or community college may use self-reported high school information or guided placement, including self-placement for students. information.

(7) (A) For students who have not graduated from high school, or for high school graduates unable to provide self-reported high school information, community colleges may use guided placement or self-placement.

(B) The placement and enrollment resulting from the guided or self-placement method shall maximize the probability that students enter and complete transfer-level mathematics and English coursework that 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.

(C) A community college may use guided placement or self-placement to direct English language learners who are not United States high school graduates into credit ESL programs and shall maximize the probability that students in credit ESL programs enter and complete transfer-level English within a timeframe of three years.

~~(F)~~

(D) District placement methods based upon guided placement, including self-placement, shall not do either of the following:

(i) Incorporate sample problems, assignments, assessment instruments, or tests, including those designed for skill assessment.

(ii) Request students to solve problems, answer curricular questions, present demonstrations and examples of coursework designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.

~~(G)~~

(8) The board of governors may establish regulations governing the use of these and other measures, instruments, and placement models to ensure that the measures, instruments, and placement models selected by a community college demonstrate that they guide English and mathematics placements and enrollment to achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and mathematics *that satisfies a requirement of the intended certificate or associate degree or a requirement for transfer within the intended major* within a one-year timeframe and credit ESL students will complete transfer-level coursework in English within a timeframe of three years. The regulations should 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 requirements, as dictated by the program's advisory board or accrediting body, that cannot be~~ met with transfer-level coursework, a community college district or 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.

(9) Programs without mathematics or English requirements are exempt from this subdivision.

~~(2)~~

(d) A community college district or community college shall not recommend or require students to enroll in pretransfer-level English or mathematics coursework unless both of the following are true:

~~(A)~~

(1) The student is highly unlikely to succeed in a transfer-level English or mathematics course based on their high school grade point average and coursework.

~~(B)~~

(2) The enrollment in pretransfer-level coursework will improve the student's probability of completing transfer-level coursework in English and mathematics within a one-year timeframe or, for credit ESL students, completing transfer-level coursework in English within a three-year timeframe.

~~(3) A community college may require students to enroll in additional concurrent support, including additional language support for ESL students during the same semester or quarter that they take a transfer-level English or mathematics course, only if it is determined by college data and research that the support will increase the student's likelihood of passing the transfer-level English or mathematics course within a timeframe of one year, or three years for credit ESL students.~~

~~(4) A community college district or community college shall minimize the impact of paragraphs (2) and (3) on student financial aid and unit requirements for a degree by exploring embedded support and low or noncredit support.~~

(e) (1) 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 community college shall show both of the following to verify the benefit of the coursework to students:

(A) The student is highly unlikely to succeed in a transfer-level English or mathematics course that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major.

(B) The enrollment will improve the student's probability of completing transfer-level mathematics or English coursework that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe.

(2) If the benefit of the coursework, as described in paragraph (1), is not verified, the college shall not recommend or require students to enroll in that course after July 1, 2024, and shall notify students who continue to enroll in the course that it is optional and does not improve their chances of completing subsequent coursework that satisfies a requirement for their intended certificate or associate degree, or a requirement for transfer within their intended major.

(f) (1) By July 1, 2024, for calculus-based associate degrees or transfer majors in science, technology, engineering, and mathematics (STEM), community colleges shall examine the impact of placing and enrolling students into transfer-level course sequences, composed of no more than two transfer-level courses, that prepare students for the first STEM calculus course, in order to verify the benefit of the coursework to students by showing all of the following:

(A) The student is highly unlikely to succeed in the first STEM calculus course without the additional transfer-level preparation.

(B) The enrollment will improve the student's probability of completing the first STEM calculus course.

(C) The enrollment will improve the student's persistence to and completion of the second calculus course in the STEM program, if a second calculus course is required.

(2) If the benefit of the coursework, as described in paragraph (1), is not verified, the college shall not recommend or require students to enroll in that course after July 1, 2025, and shall notify students who continue to enroll in the course that it is optional and does not improve their chances of completing calculus for their STEM program.

(g) Community colleges are encouraged to explore the impact of concurrent support for the first STEM calculus course as an alternative to transfer-level preparatory courses that are not part of the STEM degree or transfer coursework for the STEM major.

(h) By July 1, 2023, a community college district or community college, when considering the placement and enrollment of a student into transfer-level English and mathematics, shall not rely upon any of the following as a justification for placing and enrolling a student into pretransfer-level mathematics or English coursework or 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:

(1) The length of time between a student's enrollment date at the community college and the student's high school graduation date.

(2) Whether the student belongs to a special population, including, but not limited to, foster youth, veterans, economically disadvantaged students or those students who participate in extended opportunity programs and services, participants in disability services and programs for students, and students in Umoja, Puente, or Mathematics, Engineering, Science Achievement (MESA) programs.

(3) Whether the student can provide a high school transcript, self-reports high school information, or uses self-placement or guided placement.

(i) (1) By July 1, 2023, all United States high school graduates, and those who have received a General Equivalency Diploma (GED), regardless of background or special population status, who plan to pursue a certificate, degree, or transfer program offered by the California Community Colleges, shall be directly placed into, and, when beginning coursework in English or mathematics, enrolled in, transfer-level English and mathematics courses.

(2) If the student has a declared academic goal, the mathematics and English coursework shall satisfy a requirement of the student's intended certificate or associate degree or a requirement for transfer within the intended major.

(3) A community college shall not require students to repeat coursework that they have successfully completed in high school or college or take coursework that repeats competencies that the student has demonstrated through other methods of credit for prior learning.

(4) A community college shall not use noncredit coursework to circumvent the direct placement and enrollment of students into transfer-level coursework as described in this subdivision.

(j) The following are exceptions to transfer-level placement and enrollment into mathematics and English coursework, as described in subdivision (i):

(1) Students in a certificate program without English or mathematics requirements.

(2) Students in adult education programs that have not completed high school or a GED.

(3) Current high school students in dual enrollment or taking courses not available in their local high school.

(4) The community college has provided local research and data pursuant to subdivisions (e) and (f) to verify the benefit of the placement and enrollment into transfer-level coursework that does not satisfy a requirement for the intended certificate or associate degree or a requirement for transfer within the intended major.

(5) College-level placement and enrollment in lieu of transfer-level placement and enrollment may occur for:

(A) Students in career technical programs seeking a certificate or associate degree with specific requirements, as dictated by the program's advisory or accrediting body, that cannot be satisfied with transfer-level coursework

(B) Specific subgroups of students for whom a community college district or community college has provided local research and data meeting the evidence standards pursuant to subdivisions (e) and (f) that allow for the placement and enrollment of the student subgroup into pretransfer-level mathematics or English coursework.

(k) (1) For students who need or desire extra academic support when enrolled in transfer-level mathematics or English coursework, community colleges shall provide access to tutoring, support-enhanced transfer-level mathematics and English courses, concurrent low-unit credit or similar contact hour noncredit corequisite coursework for transfer-level mathematics and English, or other academic supports.

(2) A community college may require students to enroll in additional concurrent support, including additional language support for ESL students, during the same term that they take a transfer-level English or mathematics course, if it is determined that the support will increase the student's likelihood of passing the transfer-level English or mathematics course.

(3) Nothing in this subdivision shall be construed as limiting student access to additional concurrent support nor requiring students to enroll into concurrent supports.

(l) The Chancellor's Office of the California Community Colleges may require a community college or community college district to change or adopt a placement policy or practice identified by the chancellor's office to ensure that a community college or community college district's placement and enrollment of students into mathematics, English, and ESL is consistent with the requirements of this section.

(m) Nothing in this section is meant to add mathematics and English requirements to certificate programs that do not have mathematics or English requirements.

~~(d)~~

(n) For purposes of this section, ~~"assessment"~~ *the following definitions apply:*

(1) *"Assessment"* means the process of gathering information about a student regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance.

(2) *"Pretransfer level," with respect to courses, includes basic skills, remedial, and college-level courses.*

(3) *"Transfer-level written communication" and "transfer-level quantitative reasoning" have the same meaning as transfer-level English and transfer-level mathematics, respectively.*

~~SEC. 4. Section 78213.1 is added to the Education Code, to read:~~

~~78213.1.(a) The Legislature finds and declares all of the following:~~

~~(1) Since the enactment of Assembly Bill 705 (Chapter 745 of the Statutes of 2017), the California Community Colleges have made progress in increasing student placement, enrollment, and throughput in transfer-level English and mathematics courses.~~

~~(2) A 2020 report by the Public Policy Institute of California found that in the fall of 2019, 96 percent of students taking an English course for the first time enrolled in transfer-level college composition, and 78 percent of students taking a mathematics course for the first time enrolled in transfer-level mathematics; a stark rise from the fall of 2015 when only 38 percent had access to transfer-level English and 21 percent had access to transfer-level mathematics.~~

~~(3) Despite these increases in enrollment, disparities continue to exist in placement and enrollment throughout the community college system.~~

~~(4) Data continue to demonstrate that one-year throughput rates for students who are placed directly into transfer-level English and mathematics exceed those rates for their counterparts who are placed in remedial or pretransfer-level course.~~

~~(5) Data continue to demonstrate that, on average, all students placed directly into transfer-level courses, regardless of background or special population status, continue to successfully complete transfer-level coursework within one year at a higher percentage rate than those who are placed into pretransfer or remedial courses.~~

~~(6)It is the intent of the Legislature to build upon the foundational work of the California Community Colleges in their implementation of Assembly Bill 705 by providing the clarity to ensure that, regardless of the community college district they enroll in, all students have access to transfer-level coursework to maximize their opportunities to successfully achieve their educational and professional goals.~~

~~(b)(1)Notwithstanding Section 78213, by July 1, 2023, a community college district or community college shall place and enroll all new and continuing United States high school graduate students and those who have completed a GED into transfer-level English.~~

~~(2)Notwithstanding any other law, a community college may offer or require concurrent support for a student with a grade point average below 2.5, or for those whose high school transcript data is not available.~~

~~(c)Notwithstanding Section 78213, by July 1, 2023, a community college district or community college shall place and enroll all new and continuing United States high school graduate students and those who have completed a GED into transfer-level mathematics, unless one of the following has occurred:~~

~~(1)The student has an educational goal other than transfer, and the degree or certificate program has a specific mathematics requirement that is not met with transfer-level coursework. The student shall be informed prior to enrolling in the specific mathematics course that the course will not be used to fulfill requirements for a baccalaureate degree.~~

~~(2)Notwithstanding any other law, a community college district or community college may offer or require concurrent support for any of the following:~~

~~(A)Students who have not successfully completed algebra II.~~

~~(B)Students who have a grade point average below 2.5.~~

~~(C)Students who do not have high school transcript data.~~

~~(3)In placing and enrolling students into business, science, technology, or mathematics pathways, community colleges shall place students into the highest transfer-level mathematics courses based on the courses completed in high school, and shall provide the student with concurrent support if the student has not successfully completed algebra II or its equivalent, and has a grade point average below 2.5.~~

~~(d)Notwithstanding Section 78213, by July 1, 2023, a community college district or community college, when considering the placement and enrollment of a student into transfer-level English and mathematics, shall not rely upon any of the following as justification for placing a student into pretransfer level courses:~~

~~(1)The length of time between a student's enrollment date at the community college and the student's high school graduation date.~~

~~(2)Whether the student belongs to a special population, including, but not limited to, foster youth, veterans, economically disadvantaged students or those students who participate in extended opportunity programs and services, participants in disability services and programs for students, and students in Umoja, Puente, or Mathematics, Engineering, Science Achievement (MESA) programs.~~

~~(e)Notwithstanding Section 78213, by July 1, 2023, a community college district or community college shall place a student who has not graduated from a United States high school or obtained a GED, but has high school transcript data through 10th grade, into transfer-level English and mathematics if the student has maintained a grade point average of 2.5 or above.~~

~~SEC. 5.Section 78213.2 is added to the Education Code, to read:~~

~~78213.2.(a)The Chancellor's Office of the California Community Colleges shall create a Transfer Level Gateway Completion Dashboard by July 2023. The dashboard shall be located on the chancellor's office webpage and shall be readily available to the public. The dashboard shall be updated annually and shall contain data on a statewide basis, and disaggregated by regional, district, and college levels, on all of the following:~~

~~(1)Successful transfer-level completion rates in mathematics, English, and ESL English.~~

~~(2)Successful transfer-level completion counts in mathematics, English, and ESL English.~~

~~(3)Drop-out prior to census date counts in mathematics, English, and ESL English.~~

~~(4)Drop-out after census date counts in mathematics, English, and ESL English.~~

~~(5)Mathematics transfer-level completion and noncompletion rates disaggregated by each of the following:~~

~~(A)Age group.~~

~~(B)Whether the student received corequisite support.~~

~~(C)Receipt of disability services and programs for students.~~

~~(D)Receipt of extended opportunity programs and services.~~

~~(E)Ethnicity.~~

~~(F)Foster youth status.~~

~~(G)Gender.~~

~~(H)Grade point average band for business, science, technology, engineering, and math (BSTEM) students.~~

~~(I)Grade point average band for statistics and liberal arts math (SLAM) students~~

~~(J)Mathematics, Engineering, Science Achievement (MESA) programs.~~

~~(K)Puente students.~~

~~(L)Umoja students.~~

~~(M)Veteran status.~~

~~(6)English and ESL English transfer level completion and noncompletion rates disaggregated by all of the following:~~

~~(A)Age group.~~

~~(B)Whether the student received corequisite support.~~

~~(C)Receipt of disability services and programs for students.~~

~~(D)Receipt of extended opportunity programs and services.~~

~~(E)Ethnicity.~~

~~(F)Foster youth status.~~

~~(G)Gender.~~

~~(H)Grade point average band.~~

~~(I)Mathematics, Engineering, Science Achievement (MESA) programs.~~

~~(J)Puente students.~~

~~(K)Umoja students.~~

~~(L)Veteran status.~~

~~(b)(1)Beginning on September 1, 2023, and annually thereafter, the Chancellor's Office of the California Community Colleges shall provide a report to the Legislature with both of the following:~~

~~(A)Updated annual figures from the Transfer Level Gateway Completion Dashboard as described in subdivision (a).~~

~~(B)The year-over-year changes from the Transfer Level Gateway Completion Dashboard for each of the categories described in subdivision (a).~~

~~(2)The report shall be provided to the Assembly Committee on Higher Education, the Assembly Budget Subcommittee on Education Finance, the Senate Committee on Education, and the Senate Budget Subcommittee on Education.~~

SEC. 4. *Section 78213.1 is added to the Education Code, to read:*

78213.1. *(a) Beginning July 1, 2023, the Chancellor's Office of the California Community Colleges shall make available on its internet website a dashboard containing multiyear data, beginning from 2015. The dashboard shall be updated annually pursuant to subdivision (b) and shall contain data submitted to the chancellor's office by community colleges on student progression and completion of transfer-level English, mathematics, and ESL courses, disaggregated by community college and by all the following:*

(1) Age group.

(2) Whether the student received corequisite support.

(3) Receipt of disability services and programs for students.

(4) Receipt of extended opportunity programs and services.

(5) Ethnicity.

(6) Foster youth status.

(7) Gender.

(8) Discipline-relevant high school performance bands.

(9) Mathematics, Engineering, Science Achievement (MESA) program students.

(10) Puente students.

(11) Umoja students.

(12) Veteran status.

(b) Beginning on December 1, 2024, and annually thereafter, the chancellor's office shall update the dashboard, as established in subdivision (a), and inform the Assembly Committee on Higher Education, the Assembly Budget Subcommittee on Education Finance, the Senate Committee on Education, and the Senate Budget and Fiscal Review Subcommittee on Education of the update.

~~SEC. 6.~~**SEC. 5.** If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.