



TO: Chief Executive Officers
Chief Instructional Officers
Academic Senate Presidents
Institutional Research Planning and Effectiveness Professionals

FROM: Aisha N. Lowe, Ph.D.
Vice Chancellor, Educational Services & Support Division

Dolores Davison
President, Academic Senate for California Community Colleges

RE: Equitable Placement: Required AB 1805 Reporting

As a part of the important work of providing students fair and equitable placement in and support for their completion of gateway transfer-level courses in English, mathematics, and English as a Second Language (ESL), the California Community College (CCC) system has been working toward effective implementation of Assembly Bill 705 (AB 705) across all California Community Colleges. In support of those efforts, the CCC system also has additional [Assembly Bill 1805](#) (AB 1805) requirements to fulfill.

Per Education Code 78221.5, “as a condition for receiving funding pursuant to the Student Equity and Achievement Program”, community colleges must:

- Inform students of their rights to access transfer-level coursework
- Annually report to the Chancellor’s Office the college’s placement policies and results
- Publicly post those results

This guidance memorandum addresses:

- The requirements of AB 1805
- The data and information colleges must submit to the Chancellor’s Office to fulfill those requirements
- Continued work toward Equitable Placement across the CCC system and what colleges can expect in the coming months

AB 1805 Requirements and Reporting

As a reminder, under title 5, §55522(c)(2), placement methods must be designed to maximize the probability that students with a goal of transfer to a four-year institution, earning a certificate or a local associate degree will enter and complete transfer-level (or the required college-level) coursework in English and mathematics (quantitative reasoning) within one year. Placement methods must not place students in a remedial sequence or pre-transfer coursework in English or math unless (A) the student is highly unlikely to succeed in the transfer-level

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course; and (B) enrollment in pre-transfer-level coursework will improve the student's likelihood of completing transfer-level courses in one year. Additionally, under title 5, §55522.5 *English as a Second Language Placement and Assessment*, ESL students with a goal of transfer to a four-year institution or an associate degree should enter and complete a transfer-level English composition course or an ESL course equivalent to transfer-level English composition within a three-year timeframe of declaring a transfer- or degree-seeking goal.

Assembly Bill 1805 (Education Code 78221.5) stipulates that community colleges receiving Student Equity and Achievement Program (SEAP) funding shall:

- Inform students of their rights to access transfer-level coursework and academic credit ESL coursework
- Inform students of the multiple measures placement policies developed by the community college (as provided in Education Code 78213)
- Communicate that information “in language that is easily understandable” and ensure that information is “prominently featured in the community college catalog, orientation materials, information relating to student assessment on the community college’s Internet Website, and any written communication by a college counselor to a student about the student’s course placement options”
- Annually report to the Chancellor’s Office the community college’s placement policies and placement results (both assessment/placement and enrollment), disaggregated by race/ethnicity
- Publicly post those results

To support that data collection and submission process, the Chancellor’s Office has prepared the accompanying AB 1805 Reporting Template. This template contains four tabs: an instructions tab, and data tabs for English, math and credit ESL. In each of those three discipline tabs, colleges will report the number of students assessed/placed **and** enrolled (separately in two different tables) across the following four disaggregations: 1) at any level in the discipline overall, 2) into a transfer-level course without concurrent support, 3) into a transfer-level course with recommended or required concurrent support, and 4) into a pre-transfer-level course or multi-term sequence, all further disaggregated by race/ethnicity (detailed instructions are provided in the template).

Colleges will submit the AB 1805 Reporting Template electronically using this online form: [AB 1805 Reporting](#). That form will also ask colleges to certify that students are being thoroughly informed of their right to access transfer-level coursework and academic credit ESL coursework. Colleges will also provide copies of or links to those communication artifacts. To assist with AB 1805 implementation, you may access the [Considerations for AB 1805 Implementation User Guide](#) (MMAP/RP Group) which has helpful tips for and samples of effective communication to students.

Education Code 78221.5 (2)(B) also requires that “for students placed in stand-alone English or mathematics pretransfer-level coursework, a community college district or college shall provide, based on local placement research, an explanation of how effective practices align with” title 5, §55522. This clause will be implemented as part of the next stage of the Equitable Placement Validation of Practices process for which colleges submitted data in January (see the final section of this memo for more details).

Requested Action

All California Community Colleges are to complete and submit the accompanying AB 1805 Reporting Template by July 9, 2021 using this link: [AB 1805 Reporting Form](#). The reporting template is attached and will be reviewed during a system webinar on June 2, 2021 at 4:00pm on Zoom (see details below). Please review the template in advance of the webinar and come prepared to engage with CO and MMAP/RP Group researchers on how to complete the template.

Please note that the AB 1805 Reporting Template is being used to support required reporting for the 2019-2020 academic year. Required reporting on students' placement and enrollment for subsequent academic years will be collected through the new Student Placement Data Record (SL) detailed in a March 19 memo from Management Information Systems (MIS) to Chief Information System Officers and MIS Data Coordinators and Submission Staff.

Additionally, the Chancellor's Office acknowledges concerns about the potential impact of COVID-19 on student outcomes, and how that might affect throughput rates. You may reference a user guide on strategies to assist colleges to evaluate AB 705 despite the system transition to distance education and impacts of COVID-19, [Considerations for Spring 2020 when Evaluating AB 705](#) (MMAP/RP Group).

Implementing Equitable Placement

The AB 1805 Reporting Template has been designed in such a way that colleges can use it to meet the requirements of AB 1805 when publicly posting results on the institutional website. Additionally, in partnership with MMAP/RP Group, the Chancellor's Office has developed an interactive dashboard to publicly display the outcomes of the implementation of AB 705 and AB 1805 for the entire system: The Equitable Placement Dashboard.

The Chancellor's Office appreciates that all colleges have submitted the Equitable Placement Validation of Practices data template, which is now under review. Colleges can expect the following response from the Chancellor's Office in the coming weeks:

- Where the data submitted appears incomplete or inaccurate, colleges will be provided with a more expansive data template to complete to more comprehensively detail discipline course placement and enrollment at the college
- Where data indicate that below-transfer level courses are not maximizing the successful completion of a transfer-level course in the discipline within one year (i.e., throughput), colleges will also be provided with a more expansive data template to more comprehensively detail discipline course placement and enrollment. Said colleges will also submit an updated AB 705 adoption plan outlining adjustments to practices in order to maximize throughput and bring the institution's practices into compliance.

The Equitable Placement Dashboard and the results of the Validation of Practices data review will be presented to the Board of Governors at the July meeting and the dashboard will be available on the Chancellor's Office website thereafter.

As is clear from recent research reports, the colleges of the CCC system have done significant work to implement AB 705 and the positive impact of that work is already evident. While we celebrate those improvements, significant work remains to implement AB 705 and AB 1805,

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closing persistent racial and regional gaps, and ensuring every student has access to transfer-level gateway courses with the support they need to be successful in those courses.

If you have questions about this guidance, please contact Vice Chancellor Aisha Lowe at alowe@cccco.edu or (916) 322-4285.

You are invited to a Zoom webinar:

When: Jun 2, 2021 04:00-5:00 PM Pacific Time (US and Canada)

Topic: AB 1805 Reporting

Please click the link below to join the webinar:

<https://cccconfer.zoom.us/j/95350263573>

Or One tap mobile :

US: +16699006833,,95350263573# or +13462487799,,95350263573#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 6833 or +1 346 248 7799 or +1 253 215 8782 or +1 301 715 8592 or +1 312 626 6799 or +1 646 876 9923

Webinar ID: 953 5026 3573

International numbers available: <https://cccconfer.zoom.us/j/95350263573>

cc:

Chief Student Services Officers
Chief Business Officers
Eloy Ortiz Oakley, Chancellor
Dr. Daisy Gonzales, Deputy Chancellor
Marty Alvarado, Executive Vice Chancellor
CCCCO Staff

Attachments:

- AB 1805 Data Template
- AB 1805 Reporting Online Submission Survey (pdf is provided for reference only; submit using the link provided)