

**PRELIMINARY ANALYSIS OF AB 705 COMPLIANCE, IMPLEMENTATION,
STUDENT SUCCESS, AND STUDENT RETENTION: 2019–2020**
REPORT 6 of 6: CO/PRE-REQUISITE ANALYSIS

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OVERVIEW: AB 705 was designed to increase the number of students that complete transfer-level Math and English within one year of matriculation at a Community College. One key component of the legislation is that the placement of students into English and Math courses must use a combination of high school coursework, high school grades, and high school grade point average in lieu of traditional placement exams.

The bill also gives the Board of Governors the authority to establish and modify regulations on the use of measures, instruments, and placement models. A few regulations and compliance metrics are provided in the tables on the subsequent page. Table 1 provides information on SBCCD’s compliance with the measures, instruments, and placement model components of the AB 705 legislation and Table 2 briefly describes our implementation approach.

ISSUES TO CONSIDER: There remains some confusion around compliance with the legislation as it relates to the start of the 1-year timeframe (the confusion is state-wide). However, both colleges are corresponding with the State Chancellors Office and making use of professional development opportunities to ensure adherence to the regulations.

TABLE 1: COMPLIANCE WITH MEASURES, INSTRUMENTS, AND PLACEMENT MODELS

	CRAFTON HILLS COLLEGE		VALLEY COLLEGE	
	English	Math	English	Math
No remedial courses greater than 1 level below transfer.	✓	✓	✓	✓ *
Guided Self-placement using multiple measures.	✓	✓	✓	✓
Transfer-level placement percentages publicly available. **	In progress	In progress	In progress	In progress

* SBVC’s Mathematics department still offers courses greater than 1-level below transfer-level Math but placement is based on the students’ self-assessment and the decision on where to be placed is up to the student. This approach is still in compliance with AB 705 legislation.

** AB-1805 – Is a requirement to provide students with easily understandable community college placement policies and requires colleges to report the percentage of students placed into college-level courses.

TABLE 2: IMPLEMENTATION

	CRAFTON HILLS COLLEGE		VALLEY COLLEGE	
	English	Math	English	Math
Increased the number of sections for transfer-level Math and English.	✓	✓	✓	✓
Faculty are attending community of practice workshops to support integration.	✓	✓	✓	✓
Developed linked support courses with embedded tutors. Used corequisite model.	✓	✓	✓	✓
The same faculty teaches the transfer course and the support course.	✓	✓	✓	✓

EXECUTIVE SUMMARY:

Overview: Provides and analysis of course enrollments, successful completions (i.e., receiving an grade of A, B, C, P) and course success rates in Transfer-Level (TL) Math and English for students that **did** and **did not** take a pre/co-requisite course prior to taking Transfer-Level Math or English in 2019-2020.

Finding 1 (Transfer-Level English): Overall, students that were placed directly into Transfer-Level English had **higher** success rates than students that took a co/pre-requisite course prior to taking Transfer-Level English (65.46% vs. 59.91%, respectively).

Finding 2 (Transfer-Level Math): Overall, students that were placed directly into Transfer-Level Math had **lower** success rates than students that took a co/pre-requisite course prior to taking Transfer-Level Math (56.37% vs. 57.37%, respectively).

Finding 3 (Co-Requisite versus Pre-Requisite Models): An interesting pattern emerged when looking at the pre-requisite versus the co-requisite approaches. CHC implemented a Co-Requisite model for English that requires students to take an 9-week accelerated TL-English preparatory course immediately followed by a 9-week accelerated TL-English course. This approach yielded the highest success rate (84.72%) of any of the co/pre-requisite approaches (see Table 2).

Implications for AB-705 Implementation and Compliance: Previous analyses of SBCCD AB-705 implementations (e.g., race, gender, age, special population) have all shown meaningful progress with regards to implementing and complying with the objectives of the legislation. Specifically, SBCCD has increased enrollments and completions of Transfer-Level Math and English by 82.92% and 57.52%, respectively.

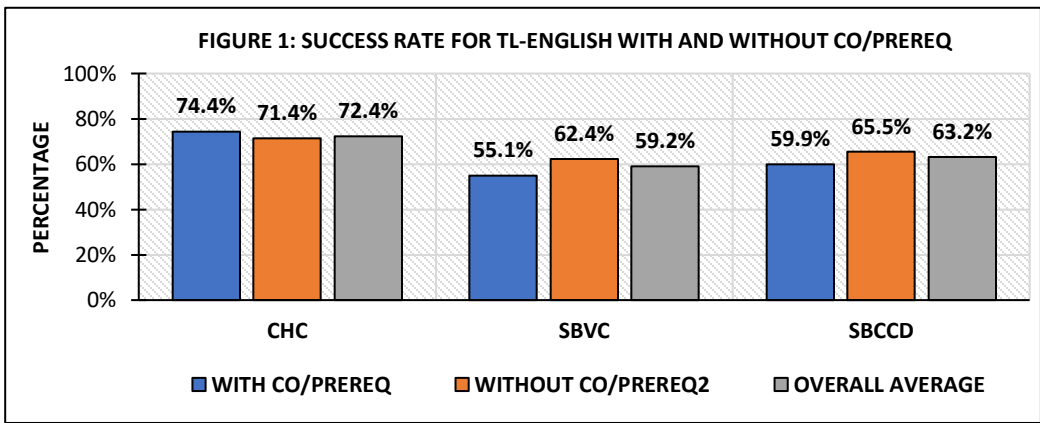
Furthermore, the results from the co/pre-requisite analysis has potential implications for Guided Pathways as the data suggests that the co-requisite model/pathway has the greatest impact on success. The reasons behind the significant success of the co-requisite model/pathway should be further explored by the colleges.

TABLE 1: SSUCCESS AND SUCCESS RATE IN TL ENGL/MATH WITH AND WITHOUT A CO/PREREQ 2019-2020

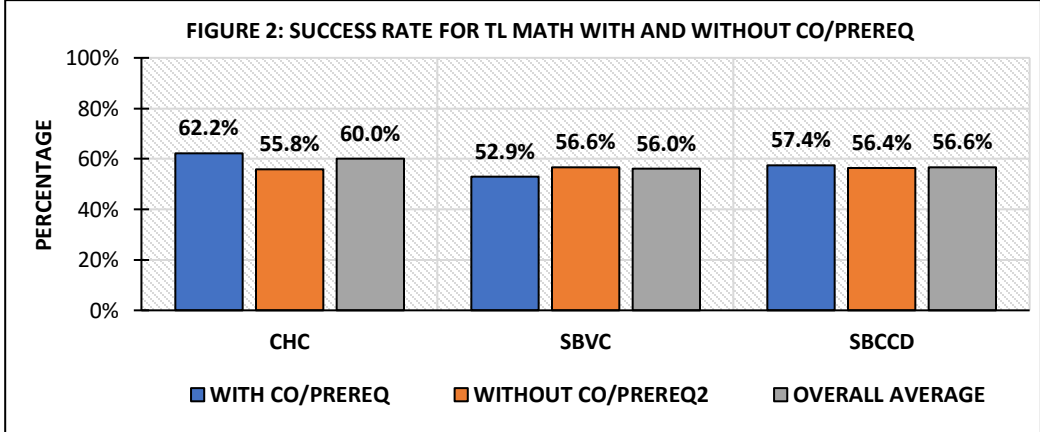
TL-ENGLISH	CHC		SBVC		SBCCD	
	With Co/Prereq	Without Co/Prereq	With Co/Prereq	Without Co/Prereq	With Co/Prereq	Without Co/Prereq
Enrolled	582	1180	1733	2239	2315	3419
Success*	433	842	954	1396	1387	2238
Success Rate	74.40%	71.36%	55.05%	62.35%	59.91%	65.46%
TL-MATH	With Co/Prereq	Without Co/Prereq	With Co/Prereq	Without Co/Prereq	With Co/Prereq	Without Co/Prereq
	With Co/Prereq	Without Co/Prereq	With Co/Prereq	Without Co/Prereq	With Co/Prereq	Without Co/Prereq
Enrolled	595	1130	639	3046	1234	4176
Success*	370	630	338	1724	708	2354
Success Rate	62.18%	55.75%	52.90%	56.60%	57.37%	56.37%

* = Successful completion of course with a grade of A, B, C, P

SUMMARY TABLE 1: Provides the number of successes and the success rate for students that placed directly into a TL English or Math course in comparison to students that were placed in a corequisite support course or a prerequisite course prior to taking TL English or Math. On average (i.e., SBCCD), students placed in a co/prerequisite English course had a **lower** success rate in TL English than students that were placed directly into TL English (59.91% vs 65.46%, respectively). For Math, on average, students placed in a co/prerequisite math course had a **higher** success rate in TL Math than students that were placed directly into TL Math (57.37% vs 56.37%, respectively).



SUMMARY FIGURE 1:
The success rate in TL English for students that did and did not enroll in a co/prereq.
For SBCCD, students placed directly in TL English had the highest success rate (65.5%).



SUMMARY FIGURE 2:
The success rate in TL Math for students that did and did not enroll in a co/prereq.
For SBCCD, students placed in co/prereq had the highest TL Math success rate (57.4%).

TABLE 2: TL-ENGLISH (100/100H) THROUGHPUT AND SUCCESS RATE BY CO/PREREQUISITE COURSE TYPE

	A	B	C	D	F	W	Enrolled	Success*	Success Rate	Completion**
CHC (average)	212	148	73	34	81	34	582	433	74.40%	467
English Support Lab	179	130	63	32	73	33	510	372	72.94%	404
Accelerated Prep for College English	33	18	10	2	8	1	72	61	84.72%	63
SBVC (average)	291	332	331	166	360	251	1731	954	55.11%	1120
Strategies for College Composition	160	178	160	95	197	147	937	498	53.15%	593
Fundamentals for College Composition	131	154	171	71	163	104	794	456	57.43%	527

* = Successful completion of course with a grade of A, B, C, P

** = Includes grades of "D"

SUMMARY TABLE 4: Provides the enrollment, throughput, and success rate for students taking TL English while/after taking one of the 4 co/prerequisite English courses listed above.

TABLE 3: TL-MATH (100-LEVEL COURSES) THROUGHPUT AND SUCCESS RATE BY CO/PREREQUISITE COURSE TYPE

	A	B	C	D	F	W	Enrolled	Success*	Success Rate	Completion**
CHC (average)	122	119	90	41	110	48	530	331	62.45%	372
College Algebra Support	58	55	39	15	55	20	242	152	62.81%	167
Probability and Statistics Support	62	60	45	24	47	26	264	167	63.26%	191
Ideas of Mathematics	2	4	6	2	8	2	24	12	50.00%	14
SBVC (average)	77	91	111	43	166	60	548	279	50.91%	322
Intermediate Algebra	2	1	5	1	2	2	13	8	61.54%	9
Independent Lab	75	90	106	42	163	58	534	271	50.75%	313

* = Successful completion of course with a grade of A, B, C, P

** = Includes grades of "D"

SUMMARY TABLE 3: Provides the enrollment, successes, and success rate for students taking TL Math while/after taking one of the 5 co/prerequisite math courses listed above.