

DEPARTMENT OF FINANCE BILL ANALYSIS

AMENDMENT DATE: 06/15/2022
POSITION: Neutral, note concerns

BILL NUMBER: AB 1705
AUTHOR: Irwin, Jacqui

BILL SUMMARY: Seymour-Campbell Student Success Act of 2012: matriculation: assessment.

This bill requires a community college (CCC) or community college district to maximize the probability that students will enter and complete transfer-level coursework in English and mathematics, specifically within a one-year timeframe of student's initial attempt in a discipline. This bill also requires, for students with a declared academic goal, that the transfer-level coursework satisfies a requirement the English and mathematics coursework requirements 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. Additionally, this bill requires the CCC Chancellor's Office to develop a dashboard that reflects specified information related to transfer-level math, English, and English as a Second Language courses.

FISCAL SUMMARY

The CCC Chancellor's Office estimates one-time and ongoing Proposition 98 General Fund cost pressures in the tens of millions of dollars to provide additional supports related to transfer-level course offerings, including providing additional concurrent and co-requisite supports, providing professional development to faculty, and collecting and reporting data on student placements. However, the 2022 Budget Act appropriated \$524 million to the Student Equity and Achievement Program, for the purpose of in advancing the system-wide goal to boost achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups. Additionally, the 2022 Budget Act included \$64 million one-time Proposition 98 General Fund to support the implementation of equitable placement and completion policies and practices. CCC districts would be expected to utilize these resources to support the implementation of this bill.

Because the vast majority of the requirements of this bill for districts are contingent upon receiving funds for the Student Equity and Achievement Program, it is unlikely that this bill would result in a reimbursable state mandate.

The CCC Chancellor's Office (CCCCO) estimates this bill is expected to create General Fund costs of up to \$812,000 and six positions to support workload associated implementing this bill.

COMMENTS

Finance is neutral on this bill because it is further supports recent efforts by CCCs to adopt evidence-based assessment and placement practices that were expected to improve student success and reduce the time it takes students to complete their degrees and programs. Further, enhancing the use of evidence-based assessment and placement practices will support the CCC system efforts to achieve the goals outlined in the recently developed CCC multi-year roadmap that focuses on equity, student success, and enhancing the system's ability to prepare students

Table with 4 columns: Analyst/Principal, Date, Program Budget Manager, Date. Includes rows for Department Deputy Director, Governor's Office, and signature lines for Position Approved and Disapproved.

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COMMENTS (continued)

for California's future.

However, we note the following concern:

- This bill is expected to create General Fund costs of up to \$812,000 and six positions to support workload associated with implementing this bill. Because the 2022 Budget augmented the CCC Chancellor's Office state operations budget by \$3.9 million ongoing General Fund to support 26 new positions at the CCC Chancellor's Office, it is likely that much of this workload could be supported by that augmentation. The fiscal benefit to students' completing their degree of certificate programs in a more timely fashion is assumed to significantly outweigh the CCC Chancellor's Office state operations costs.

The author's office indicates that this bill is needed to improve implementation of remedial education reform efforts reflected in Chapter 745, Statutes of 2017 (AB 705). According to the author's office, AB 705 has been implemented unevenly across the CCCs and continues to disproportionately impact underrepresented students. AB 705 required CCCs to use, at a minimum, either high school coursework, grades, or grade point average, when assessing and placing students into English and math courses. AB 705 also prohibited CCCs from requiring students to enroll in remedial coursework that lengthens their time to complete a degree, unless research on student placement policies demonstrates that those students are highly unlikely to succeed in transfer-level coursework.

As a condition of participating in the Student Equity and Achievement Program, this bill:

- Prohibits CCCs from placing and enrolling students in pretransfer-level math or English coursework, except under very limited circumstances.
- Clarifies that current equitable placement practices should be consistent with existing regulations and guidance.
- By July 1, 2024, requires CCCs to examine the impacts of placing students in Science, Technology, Engineering, and Mathematics (STEM) majors into transfer-level courses that prepare STEM majors for the first STEM calculus course.
- Encourages CCCs to consider the impact of offering co-requisite course opportunities to STEM majors.
- Requires CCCs to provide access to student support services, such as tutoring, to students placed into transfer-level courses.
- Requires colleges to utilize data and local research evidence to inform a student's placement and concurrent support.

Additionally, this bill requires the CCC Chancellor's Office to develop a dashboard that reflects specified information related to transfer-level math, English, and English as a Second Language courses.

BILL ANALYSIS--(CONTINUED)

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Code/Department Agency or Revenue Type	SO	(Fiscal Impact by Fiscal Year)					Fund Code
	LA	(Dollars in Thousands)					
	CO	PROP	FC	2022-2023 FC	2023-2024 FC	2024-2025 Code	
	RV	98					
6870/Comm College	LA	Yes		----- No/Minor Fiscal Impact -----		0001	
6870/Comm College	SO	No	C	812 C	812 C	812 0001	