



Power Moves

to Improve Equity and Completion

A Checklist for Strong AB 705 Implementation

Research Summary: Do these strategies really improve equity and completion?

Ensure that all students start in transfer-level math and English by Fall 2022.

- Replace all pre-transfer-level sections of math and English with transfer-level sections with concurrent support. Two common approaches statewide: 1) 1-2 unit corequisite linked to certain transfer-level sections, or 2) a higher-unit "enhanced" version of the course -- e.g., a 5-unit enhanced version of English 100 with more class time than standard 3-unit course.
- In math, adopt [alternatives to Intermediate Algebra](#) so that all students enroll in transfer level, even B-STEM students without Algebra 2 and career education associate degree students.
 - For business or STEM students who have not completed Algebra 2, replace Intermediate Algebra with open-access transfer-level B-STEM math with support.
 - For career education students in associate programs, replace Intermediate Algebra with math courses that receive general education transfer credit at CSU (Area B4) and therefore meet associate degree math requirements, such as an open-access liberal arts math course or technical math courses.
- If other concerns are keeping your college from eliminating remedial courses, such as remedial math prerequisites for science courses or corequisite registration issues, California Acceleration Project can connect you with colleges that have resolved these issues.

Ensure that students who need academic support get it at the transfer level.

- Require students to enroll in transfer-level sections with additional support if they have weak high school performance (e.g., students in middle and lower bands of statewide default placement rules). Allow other students to choose extra support if they want it.
- For students without high school records, including returning adults, provide a guided placement process for choosing between a regular transfer-level course or transfer level with support. Do not allow students to self-place in below-transfer courses.
- Adopt models of support that foster community, provide additional time with the instructor, and allow for just-in-time remediation (e.g., students enroll as cohort in both transfer-level and linked corequisite).

Support faculty to achieve strong and equitable outcomes in transfer-level English and math classes.

- Use college resources (e.g., SEA funds) to provide professional development in high-challenge, high-support, equity-minded teaching practices, with a goal of achieving stronger, more consistent, and more equitable pass rates across sections.

Learn how other colleges are successfully navigating these issues. Reach out to the California Acceleration Project to be connected with other faculty, researchers, and administrators around the state. CaliforniaAccelerationProject@gmail.com