



## Research Brief: COREQUISITE SUPPORT IMPLEMENTATION AND IMPACT FOR LOW-PLACEMENT-PROFILE STUDENTS POST-AB 705

### Research Overview

Developmental education reform advanced by AB 705 and furthered by AB 705 promotes the use of corequisite support. Colleges provide this academic assistance via a separate support course taken concurrently with transfer-level math or English courses—to increase timely completion among students with a *low placement profile* based on their high school grade point average (HS GPA) and coursework (see sidebar).

Research from the [Multiple Measures Assessment Project](#) examines corequisite implementation and enrollment across the California Community Colleges (CCC) system since AB 705 (2019–20 through 2023–24). It also examines its impact on students' timely completion of transfer-level English and math compared to those who started in developmental education coursework pre-AB 705 and standalone courses since the legislation's implementation.

More than five years into AB 705 implementation, corequisite-supported English and math are widely available across the CCC system. Yet student participation remains limited, especially among those with a low placement profile. Impact is mixed. In English, completion rates in corequisite and standalone courses are similar for low-placement-profile students. In math, standalone courses yield higher outcomes for this group.

### Implementation and Enrollment

#### Corequisites are now systemwide, but most students still take standalone transfer-level courses.

Nearly all colleges offer transfer-level English and math with corequisite support. Yet only 10% of English students and 12% of math students enroll in these sections, with section counts and enrollments declining since their 2019–20 peak.

Zeroing in on low-placement-profile students, fewer than one in four take corequisite-supported English or math. Corequisite sections are also filled primarily with higher-performing students, especially in English

#### Corequisite Support Basics

- Identified as a primary intervention in AB 705 and 1705.
- Involves student enrollment in a support course concurrent with the transfer-level English or math course required for their program.
- Intended to provide academic assistance to low-placement-profile students, based on low overall high school GPA and/or given their course-taking history.

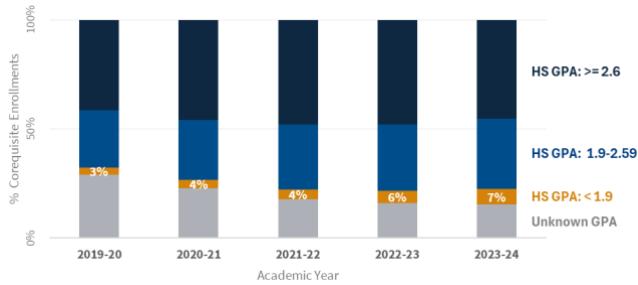
Learn more about [statewide default placement rules](#).

#### Full Report

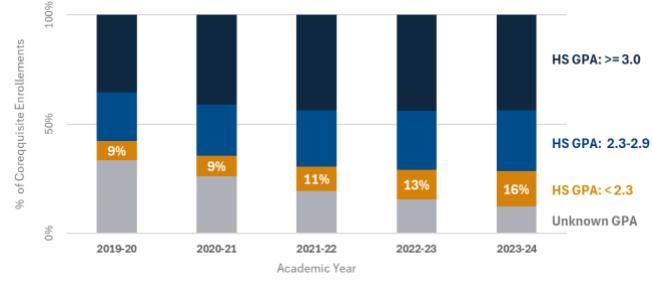
Read the full report for [detailed findings on five-year trends](#), 2019–2020 through 2023–2024.

and Statistics and Liberal Arts Math (SLAM). Science, Technology, Engineering, and Math (STEM) and business math sections with corequisite support are more likely to enroll the intended population.

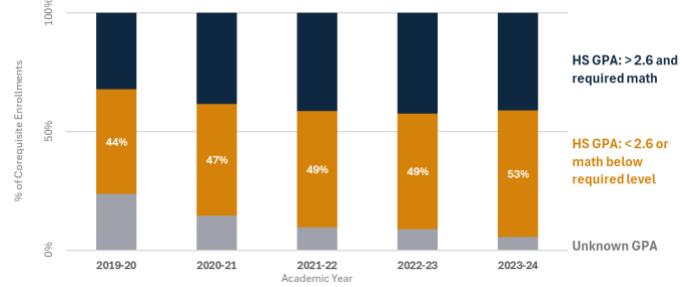
**Figure 1. Percent of corequisite-supported English enrollments by placement band and academic year**



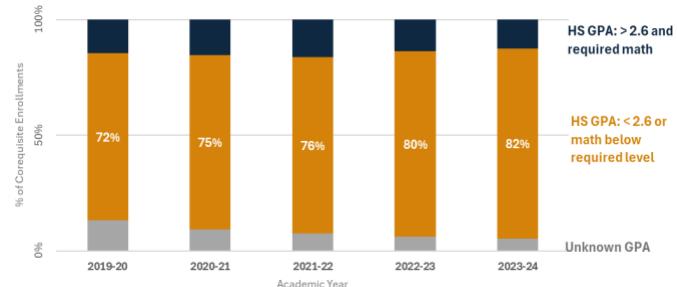
**Figure 3. Percent of corequisite-supported STEM math enrollments by placement band and academic year**



**Figure 2. Percent of corequisite-supported SLAM enrollments by placement band and academic year**



**Figure 4. Percent of corequisite-supported business math enrollments by placement band and academic year**

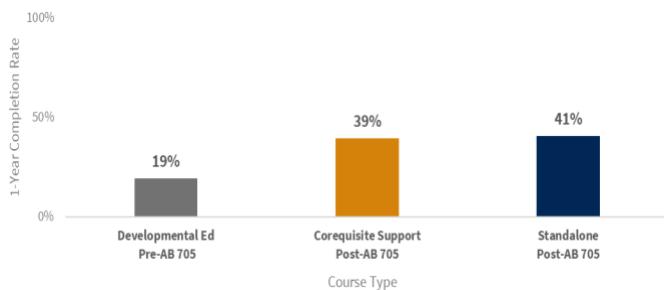


## Impact

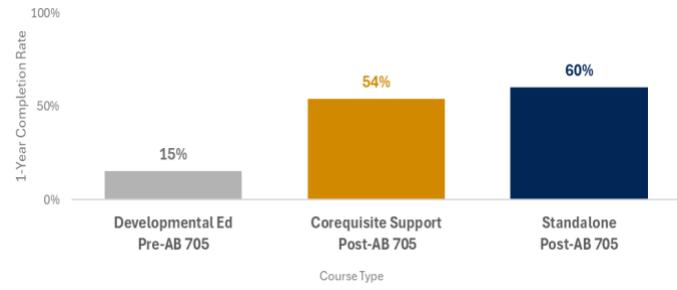
**Students with a low placement profile who start at the transfer level with corequisite support significantly outperform those who begin in developmental education, regardless of discipline.** Across English and math, one-year completion rates are substantially higher than for pre-AB 705 development education courses (Figures 5-6).

**In English, outcomes in corequisite and standalone sections are similar, while in math, standalone sections produce higher completion than those with corequisite support (Figure 7, p. 3).**

**Figure 5. One-year English completion (%) for students with a low placement profile by starting course type**



**Figure 6. One-year math completion (%) for students with a low placement profile by starting course type**



**At the same time, corequisite effectiveness varies widely across colleges, suggesting implementation differences.** Completion rates for low-placement-profile students in corequisite-supported courses span a 75-percentage-point range in English and a 47-percentage point range in math (Figures 8-9).

## Conclusion

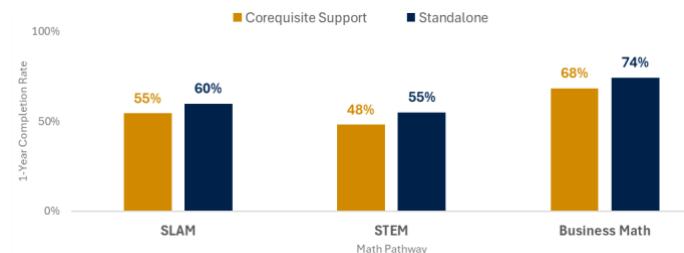
Taken together, these insights suggest that ensuring students with a low placement profile receive the support they need to succeed in transfer-level English and math—an essential educational milestone—will depend on refining existing corequisite models, further understanding the impact of different implementation approaches and exploring the promise of enhanced courses that embed this support.

### Multiple Measures Assessment Project

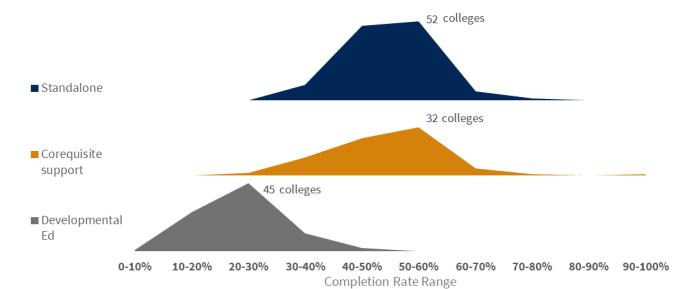
The RP Group launched MMAP in 2014 to support the advancement of developmental education reform in the California Community Colleges. MMAP now supports the California Community Colleges Chancellor's Office with the implementation of AB 705 and AB 1705, which seek to improve equitable placement into, and completion of transfer-level English and math courses required for a student's program of study.

Find more information at [www.rpgroup.org/mmap](http://www.rpgroup.org/mmap).

**Figure 7. One-year math completion (%) for students with a low placement profile by math pathways and starting course type**



**Figure 8. Distribution of colleges within each English completion range for students with a low placement profile by starting course type**



**Figure 9. Distribution of colleges within each math completion range for students with a low placement profile by starting course type**

