California Community Colleges

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents

FROM: Alice Perez,
Vice Chancellor, Educational Services and Support

RE: AB 705 Guided and Self Placement Guidance and Adoption Plan Instructions

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A BRIEF HISTORY

Assembly Bill (AB) 705 was unanimously passed by the legislature and signed into law by Governor Brown in October 2017. This bill is designed to accomplish several important outcomes that are paramount to the Chancellor's Vision for Success:

1. Increase the numbers of students who enter and complete transfer-level English and mathematics/quantitative reasoning in one year.
2. Minimize the disproportionate impact on students created through inaccurate placement processes.
3. Increase the number of students completing transfer-level English as a Second Language (ESL) within three years.

GUIDED AND SELF-PLACEMENT GUIDELINES

AB 705 (Education Code §78213) requires that a district placement method for mathematics/quantitative reasoning and English may be based upon guided placement, including self-placement, if a student's high school performance data, including self-reported data, is not available or usable with reasonable effort. Districts must follow Title 5 §55522 in the development of a guided placement method.

District placement methods based upon guided placement, including self-placement, shall not:

- Incorporate sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, unless approved by the Chancellor; or
- Request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.

Colleges are also encouraged to explore guided or self-placement models for credit ESL. The restrictions on guided and self-placement that are outlined in Title 5 §55522 do not currently apply to ESL.

In developing the guided and self-placement methods for your community college district, it is important to be mindful of the following definitions:

Assessment: One of the major components of the student matriculation process, which was created in 1987 by the California legislative mandate Assembly Bill (AB) 3. Assessment is a holistic process through which each college collects information about students in an effort to facilitate their success by ensuring their appropriate placement into the curriculum. Examples of this information include the students' English and mathematics skills, study skills, learning skills, aptitudes, goals, educational background/performance, and the need for special services. (Education Code §78213 and California Code of Regulations §55502)

Guided Placement: A process or a tool used to encourage a student to reflect on his or her academic history and educational goals that may include the student evaluating their familiarity and comfort with topics in English or mathematics. After completing the process, students will receive their course placement.

Onboarding: A process of orienting a student to the college and the programs and courses offered. The process often includes collection of information from the student about the student's educational and career goals, elements of the student's life that may impact their studies, and additional information about the student's educational and life experiences that will inform and assist the student to choose appropriate courses.

Placement: The use of validated assessment measures to specify the highest course or courses a student is eligible to enroll in and recommendations about supports to successfully complete that course.

Self-Assessment Survey: A process or a tool used to encourage a student to reflect on his or her academic history and educational goals that may include the student evaluating their familiarity and comfort with topics in English or mathematics. Survey results may culminate in course recommendations, but not placement. This survey may be part of the college's student onboarding process.

Self Placement: The process in which a student chooses their placement after consideration of the self-assessment survey results and other relevant factors.

GUIDED PLACEMENT, INCLUDING SELF-PLACEMENT ADOPTION PLAN FOR ENGLISH AND MATHEMATICS/QUANTITATIVE REASONING INSTRUCTIONS

The Chancellor's Office is providing provisional approval for districts that opt to develop guided placement and self-placement methods that requires Chancellor's approval. If this is the case, the district must collect data to demonstrate that students benefit from the guided and self-placement models implemented. Data reported shall include throughput and successful pass rates, and the college's placement results (e.g., the number of students assessed, the number of students placed into the colleges curricular offerings in English and mathematics/quantitative reasoning, and whether concurrent support was recommended, disaggregated by race and ethnicity). Districts will be allowed no more than two years to innovate and validate their own guided and self-placement methodologies; however, districts will be required to provide a preliminary report on their validation data after one year of implementation.

All community college districts are required to submit a detailed description of the guided and self-placement methods implemented. In a multi-college district, colleges may opt to implement different GSP methods. If this is the case, a separate form should be submitted. Districts must complete the attached form and submit their guided and self-placement methodologies no later than **July 1, 2019** to AB705submittals@cccco.edu.

If you have questions and/or need assistance regarding the guided self-placement adoption plan instructions, please contact Nicole Alexander at nalexander@cccco.edu or Elena Alcala at ealcala@cccco.edu.

cc: Rhonda Mohr, Vice Chancellor, Educational Services and Support