

Equitable Placement (AB 705) Validation of Practices Template Submissions Frequently Asked Questions

All materials related to this submission, including a recording of the webinar held November 18, 2020, can be found in the Equitable Placement community in the Vision Resource Center (<https://visionresourcecenter.cccco.edu/>).

Can you provide a more detailed definition of the difference between guided placement and self-placement (GSP)?

Both guided and/or self-placement should be included in the same place in the data template and more detail about guided placement and self-placement is available in [AA 19-19](#):

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

Self-Placement: In many ways, self-placement is a subset of guided placement where at the end of the process after consideration of their self-assessment and other relevant factors, students choose their placement or which course to enroll in.

Is this submission designed to be completed by the college or by the district?

As placement may vary between colleges in some districts, the submission was designed to be submitted by each college.

Should we only count successful completion of a transfer-level class within the college, or within the district?

Although this template is designed for college submission, completion of transfer-level (or degree appropriate) coursework within the district would be allowable for purposes of validation, if available. This would be especially applicable in districts that share placement methods across colleges and cross-enrollment is common.

Similarly, in such instances, if possible, it would be appropriate to only include the student in the cohort at the college in which they are enrolled in the first course in the sequence in Fall 2019.

The template frequently refers to students' enrollment. If a small number of students self-placed into an optional pre-transfer course, does that mean the scenario applies? All students are still placed into transfer-level courses.

This is a continuous improvement process designed to assist in validation of an institution's placement method, the ultimate consequence of which is students' enrollment. Placement methods in which all students are placed into transfer-level (or, in mathematics, degree-appropriate, college-level) courses but substantial numbers of students enroll below that

level suggest possible issues with the validity of the method of placement and bear closer examination. Thus, this template asks colleges to provide data for any method in which students are enrolling in pre-transfer or pre-degree level courses.

If a student is enrolled in English and mathematics, does that student appear once or twice in the template?

Data on all tabs are student counts within a sequence so students may appear in both English and mathematics sections if their first enrollments in those courses was in Fall 2019, **except Tab 10.**

Tab 10, however, is unique, **unduplicated** counts of students enrolled in English or mathematics for the first time in Fall 2019.

Why are the ethnic categories different on tab 10?

The only difference is Filipino which is represented in a data element not originally included on the statewide data used to construct the comparisons on Tab 10, where they were included in the Asian category. Tab 10 is designed to help provide a college-wide comparison rate for each college, adjusted for the ethnic composition of the students initially attempting English or mathematics at the college. On Tab 10, please include Filipino students in the Asian category but disaggregate them as a separate category on the other tabs.

If a GSP Math instrument presents students with sample math problems and asks students to assess how familiar they are with each type of question but does not require the student to solve them, does this constitute "any use of sample problems" and therefore need to be validated?

Yes, this needs to be validated. This falls under demonstrating skills by survey.

Should students who first enrolled in Summer 2019 be included? Students whose first enrollment was in Spring 2020?

Required implementation of AB705 began in Fall 2019 so students whose first enrollment in English or mathematics was prior to Fall 2019 need not be included. However, if students first enrollment in at least one discipline was in Fall 2019, their data should be included in that discipline and in Tab 10.

Students whose first enrollment in the discipline was in Spring 2020 should not be included as they have not yet had a full year from their first enrollment. Outcomes for students who first enrolled in Spring 2020 will be addressed in subsequent submissions.

Tab 1 includes total students enrolled and then total students who completed the appropriate course within a year. Does total enrolled count a student once, even if they enrolled in the course multiple times within the year (one failure, then one pass, etc.)?

Total enrollment within a sequence should only count that student once. It establishes the total number of relevant students for that Fall 2019 cohort.

Where do we count students who did not provide a GPA?

Students for whom high school GPA is not reasonably available are included on specific tabs, as appropriate.

Why were co-requisite and transfer-level enrollment data combined?

The predominant focus at this stage is on establishing validation of any pre-transfer-level placement and, in the case of both stand-alone transfer-level and transfer-level with corequisite support, students beginning at transfer-level. While future validation may focus on closer evaluation of the consequences of placement/selection of co-requisite options, the current validation focuses primarily on pre-transfer-level placement and enrollment to help keep the validation template more manageable for colleges.

For students who completed transfer-level English and mathematics while in high school, how would they be counted if they are new to Fall 2019 and are wanting to transfer?

Placement below transfer-level or even in entry level transfer-level coursework would not be relevant for validation of placement methods into the discipline for such students, given they would have already completed the transfer-level courses and thus wouldn't need placement, and thus would not be included for validation purposes in this data submission.

What do we do when students change their educational goals? Should this request be based on their application/first selection only?

In this case, if available, the educational goal at the time of enrollment in the first class in the discipline would be most appropriate.

Do we need to suppress small cell sizes ($n < 10$)?

No. These are not public documents, so suppression is not necessary. All relevant data should be included.

Is there a cohort size (number of students in cohort), for which the system won't calculate DI's? E.g., if we have 3 Asian students and 1 Pacific Islander student?

Please provide data in all cases. The Chancellor's Office will carefully consider the impact of small sample size in reviewing any possible disproportionate impact.

On what basis should we group students into SLAM or B-STEM for the purposes of mathematics placement?

That determination has to be made locally in part because which majors might require BSTEM mathematics pathways differ by institution. Most frequently, colleges should differentiate which group to put students in using the same manner they would differentiate students who have different mathematics requirements. Most commonly, this would entail using student major because of the different placement opportunities/restrictions for students with different majors.

Although there are challenges to the completeness and quality of student major provided by students, that will typically be the best option for the institution. If you wanted to improve the accuracy, institutions could use a stepwise method similar to the types of methods used in various statewide dashboards to determine whether or not students are on different educational journeys by checking their informed educational goal, then their matriculation educational goal, and then their course-taking behavior. You could use a similar procedure where you determine whether to categorize students into which math pathway stepwise – collecting your majors that require a BSTEM mathematics sequence and then checking SS02 for a match, then SM02, then mathematics course-taking behavior, *provided that a different method isn't being actively employed to determine student placement and access to courses in mathematics.*

When we are asked to separate out students who have an educational goal of transfer versus an educational goal of an associate degree, how should we report students who have the goal to obtain an associate degree and transfer to a four-year institution? What about students with undecided or unreported goals?

Students with both a degree and transfer goal should be reported as having a transfer goal. Such students need to be counted among those who have to meet the mathematics and English requirements for transfer.

Students with undecided or unreported goals should be reported with students having transfer goals. The substantial majority of students arrive at a community college with the goal of a bachelor's degree. In the absence of a state goal otherwise or the collection of a more informed educational goal, for the purposes of this validation, those students should be counted with the students as having transfer goals.

In English, students with educational goals to transfer and those with educational goals of an associate degree have to meet the same requirements so students with both those goals and those with undecided or unreported goals should be reported there as well.

Can we receive clarification on what is meant by “new curricular” approach?

Colleges have the opportunity in this template to validate new approaches taken in the English and mathematics disciplines to support the requirements of AB705 to maximize students' likelihood of completion of transfer-level (or the required college level) courses. Such approaches might include redesigns of courses one-level below or stretch courses that extend the transfer-level course over multiple semesters. Such approaches must be validated against the comparison of students' completion of the transfer-level or degree appropriate level course in mathematics if directly placed there.

Is there a preferable data source for HS GPA? (CalPASS Plus, CCCApply, HS Transcripts -- as we usually see discrepancies when we use different sources)?

The source of high school data used by the college is a local decision. Each source type may be vulnerable to different flaws or limitations (the snapshot data of CalPASS Plus, faulty memory or self-effacing or self-enhancing tendencies of self-report, practical challenges across districts for arranging local data, interpretation and processing of individual transcripts, etc.). The Multiple Measures Placement Service, which is available free to

colleges, does seek to help support balancing the challenges of arranging to get higher quality data but maintain the ease of availability by providing high school performance data wherever available for students, either through CalPASS Plus or CCGI and, coming soon, throughout CDE, and supplemented by CCC Apply where not available. **The data source the college uses for reporting in this template should be the same as the one used for placement, given the requirements of AB705.**

Do we answer yes to question 2 if we didn't use the state model in fall 2019 but changed to the state model in fall 2020?

Yes. You would submit data based on Fall 2019. However, you can note this change in the electronic form and July of next year you will have an opportunity to update your data submission.

What is the time frame to determine one-year transfer level course completion?

The intent of AB705 was that colleges maximize the likelihood of completion of the transfer-level or degree appropriate gateway course in the discipline within one academic year, meaning two primary academic semesters (fall and spring) or three primary academic quarters (fall, winter, spring). Colleges may, if they choose, include completion data from Summer 2020 in their data submissions.

Are the students we include in the cohort defined as First Time Ever In College Students Or First Term at the local institution (meaning, they could have transferred from a different institution)?

Because of the challenges of properly adjudicating what placement and enrollment may or may not have occurred previously for the purposes of this validation, please include all students with their first enrollment in the discipline at your college, regardless of previous enrollment at other colleges (other than in the exception above for colleges in the same district where intradistrict, intercollege data are readily available).

What exactly is the "lowest GPA band?"

For purposes of validation, the lowest high school performance band being used for comparison is the one identified in the statewide default placement rules.

Do we need to complete the data template if:

- **If our college follows the state recommended placement process for making recommendations to students to take a co-requisite support course, but does not place students into any pre-transfer courses for English and mathematics, do we need to submit data?**
- **At our institution all students are permitted to enroll in transfer-level coursework. The only pre-transfer courses offered are the corequisite courses. I believe our placement model is more liberal than the statewide model. Do we need to complete anything, given we don't have pre-transfer courses?**

- **In Fall 2019, our institution placed ALL incoming students in transfer-level English courses (some with a co-requisite course attached). Co-requisite support was based solely on HS GPA or HS English grades. According to this flowchart, which sheet does our institution need to complete?**

You may not need to complete the data template or all of the data template. However, please carefully review all the questions and instructions in the data template and check to determine whether students are still enrolling in pre-transfer level courses in either or both disciplines to be certain.

Additionally, all colleges must complete and submit the submission survey form, where it would afford you the opportunity to indicate this.

We offer our courses to some students who are concurrently enrolled in high school. Do we report on them differently? What about dual enrollment or special admit students?

Based on previous guidance, colleges may use the statewide default placement recommendations for dual or concurrently enrolled students. However, colleges are not required to include such students for the purposes of validation, though they are allowed to do so if it is easier to include them in the reporting or they choose to for the purposes of validation.

Do we include students taking statistics or liberal arts mathematics courses outside of mathematics as completions of transfer-level mathematics?

Yes. Students who attempt any such course or any course that would be a prerequisite to that course (e.g., pre-statistics), even if outside the discipline of mathematics, would count towards the initial cohort and completion of a transfer-level course that meets the transfer requirement would be included as a completion.

How do we know if transcript information is considered “reasonably available”

Student high school transcript information or high school performance data is reasonably available if available through CalPASS Plus, the MMPS, local data sharing agreements, paper transcript review, or student self-report.

As we know, COVID19 may have affected many students in Spring 2020. If we are looking for completion within one year of student’s beginning that would include Spring 2020, how will that be addressed?

The Chancellor’s Office is aware of the many impacts on students since Spring 2020 and have been working hard to support colleges in supporting students during this challenging period for higher education in our state. We’ve examined the statewide impacts of the pandemic on completion of courses and what students and colleges were able to accomplish under the circumstances was remarkable. Even when including excused withdrawals as noncompletions, statewide successful completion only decreased by ~2.5%. Moreover, this is designed to be a continuous improvement exercise, to help colleges improve their outcomes with guidance and support from the Chancellor’s Office. As a result, in the validation of new guided or self-placement or new curriculum, outcomes close to that achieved by students

who start directly at transfer-level will receive close consideration for continuation of the practice.

Can you help clarify what “pre-degree courses” means?

In mathematics, students with a degree goal may not be required to complete transfer-level mathematics but instead may only be required to complete a mathematics course one-level below transfer. However, those students might have been placed in courses prior to that course, or pre-degree coursework, in ways that are parallel to students with transfer-level mathematics requirements being placed into pre-transfer-level coursework.

If the only English course that students at our college enrolled in below transfer level were co-requisite support courses for our English 100 course, would that count for having students enrolling in pre-transfer-level courses?

Typically not, as students are still afforded direct access to transfer-level coursework. However, you would still need to complete the submission survey to indicate so.

With regards to Q2, our college slightly altered statewide placement, but only the "recommended" tier for English, placing them to take a coreq of a transfer course. Our lowest HSGPA band remains the same. From the look of Tab 4, it looks like you are only interested in if colleges forced lower than transfer-level placement. It doesn't make sense for us to say yes to this Q then, correct?

That is correct, the focus of this cycle of validation is principally on pre-transfer-level placement and enrollment.

Students with no or insufficient US high school information who went through counseling guidance to get course eligibility, is this considered guided placement?

Yes. That would be an example of a guided placement process.

Will there be a help hotline? Where do we send questions that were not answered during the webinar?

Send questions to
John Hetts: jhetts@cccco.edu
Aisha Lowe: alowe@cccco.edu

Do all colleges need to report regardless of whether or not they are using statewide placement rules? Some colleagues thought that we need to only report if we are not using the state placement rules.

All colleges should complete the electronic submission form. As the statewide placement recommendations generally recommend placement at transfer-level or transfer-level with support, colleges that are placing students below transfer-level (or below degree-level) or if students are enrolling there, should provide data in the appropriate locations in the reporting template. If that is not the case, simply indicate that on the submission survey.

How is "Column 11 - Decision Conditional on Sample Size?" being calculated in Tabs 2, 4 and 6?

In "Column 11. Decision Conditional on Sample Size?", if the data entered for the college is less than 100, the decision is conditional on the sample size and therefore the statewide throughput rate is displayed as a comparison to the college's local throughput rate. If the data entered for your college is 100 or greater, the data is not conditional and the throughput rate for comparison is based on the college's local data, not on the statewide rate.

If the total number of students enrolled in transfer-level course is less than 100, the template uses an adjusted state-wide throughput reference rate (See tab 10 for more info). If the sample size is above 100, the college throughput rate for students directly placed into transfer-level course work is used as the reference. Rates calculated with sample sizes below 100 can be unreliable and can fluctuate which makes them not ideal as reference points. Therefore, the adjusted state-wide throughput rate is used in those cases.

Do we include incarcerated students in the data template?

There are no caveats or allowances in AB 705 for incarcerated students. You may duplicate the necessary tabs and report separately on your incarcerated students if preferred.

Additional Questions

Can you speak to whether the ESL adoption plans will include credit and non-credit ESL? Many colleges have local assessments for non-credit ESL that will expire this year.

The ESL adoption plans due July 1, 2021 will be specific to credit ESL, as is our current work to validate and approve ESL assessments.

When will we more information about assessments being used for non-credit be available?

We hope to be able to start addressing that next year.

Many K-12 schools and districts moved to P/NP grading in many of their courses in Spring 2020 as part of their response to the COVID-19 pandemic. How should colleges address using completion of the coursework in application of the placement recommendations?

As colleges are reviewing students high school performance for completion of particular courses, whether it be for the statewide placement recommendations or locally implemented rules, colleges should strongly consider using any course completions with Pass or Credit grades as meeting the required completion for placement, including circumstances in which a higher grade (e.g., a B or better) may have been set as a condition previously. Collectively, we want to support our K-12 partners in the same ways that we have needed similar support from our 4-year partners as we had to adjust our practices.