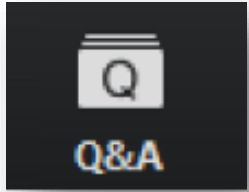


Equitable Placement (AB 705) Validation of Practices Data Reporting

November 18, 2020



Click the Question & Answer (Q&A) tab to enter questions for the presenters and to read their responses

Presenter Introductions

Aisha Lowe – CCCCO Vice Chancellor, Educational Services and Support

John Hetts – CCCCO Visiting Executive, Research and Data

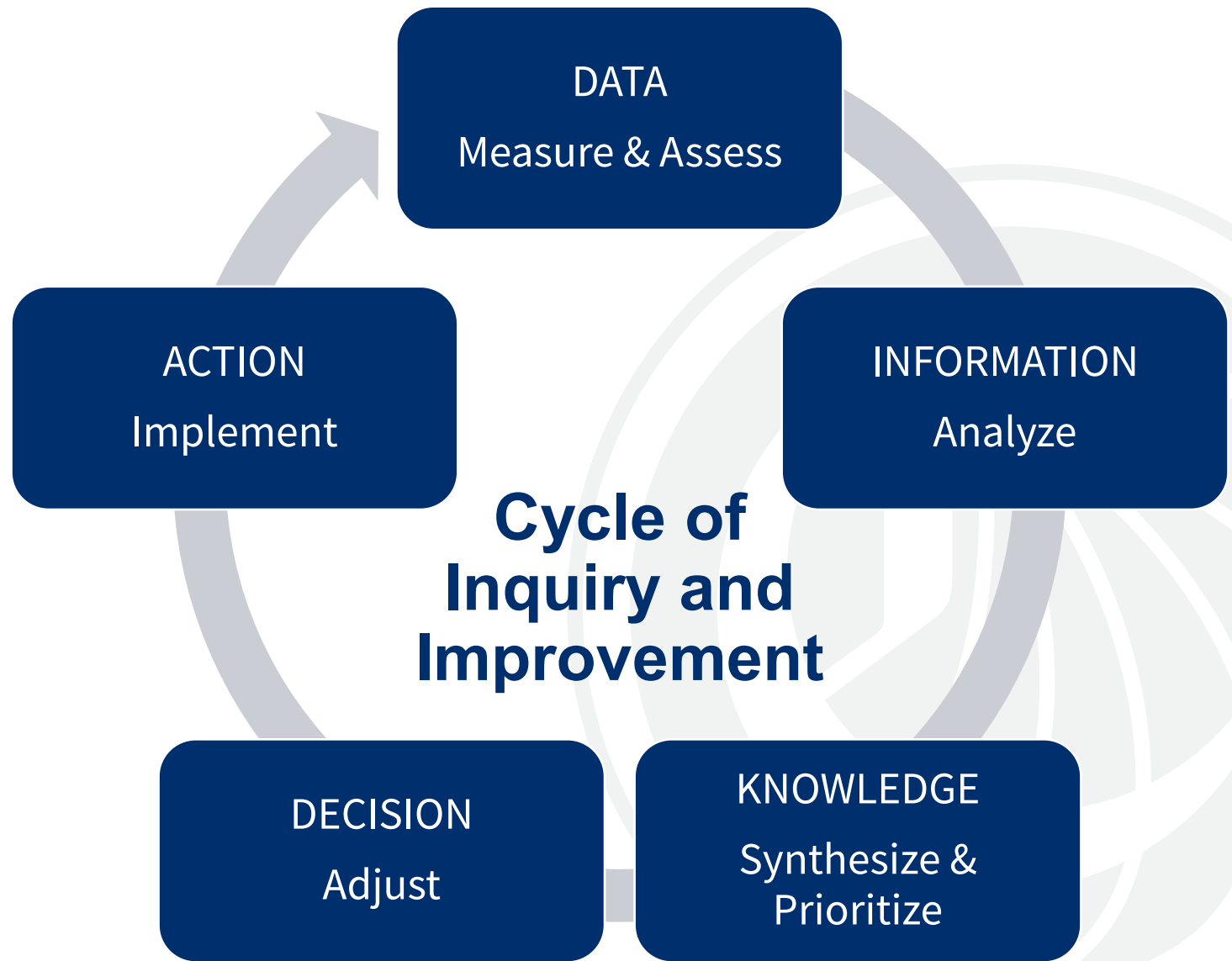
Mallory Newell – Supervisor, Institutional Research and Planning, De Anza College

Loris Fagioli – Senior Research Analyst, The RP Group

Overview

- Guidance Memorandum ESS 20-300-009: Equitable Placement (AB 705) Validation of Practices Data Reporting
- Validation of Practices Data Template
- Q & A

- The goal is to engage in a cycle of continuous inquiry and improvement
- Implementing with fidelity requires we self-assess and amend our practices as needed
- This initial review of AB 705 implementation is an opportunity to assess and innovate
- Where local data shows placement practices need to be improved, colleges will be provided an opportunity to make those improvements



Title 5 Requirements for Equitable Placement Validation

A district placement method must [\(55522\(2\)\)](#):

Place students with a goal of transfer to a four-year institution, earning a certificate or local associate degree in transfer-level (or the required college-level) coursework in English and mathematics (quantitative reasoning), unless

- (A) the student is highly unlikely to succeed in the transfer-level course; and
- (B) enrollment in pre-transfer-level coursework will improve the student's likelihood of completing transfer-level courses in one year.

Title 5 Requirements for GSP Models

- Per title 5, section [55522\(c\)\(l\)\(C\)](#):
 - A district placement method may be based upon guided placement, including self-placement, if a student's high school performance data is not available or usable with reasonable effort. District placement methods based upon guided placement or self-placement, shall not:
 - i. incorporate sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, unless approved by the Chancellor; or
 - ii. 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

Validation of Guided Placement or Self-Placement Processes

- Chancellor's Office provided provisional approval for guided placement or self-placement methods that require approval.
 - Including any use of sample problems or assignments, assessment instruments, or tests or any use for students for whom high school performance data are available
- Must collect data to demonstrate students benefit from the model implemented, including but not limited to:
 - throughput and successful completion rates
 - placement results
- Required to provide report after one year of implementation - extended to 12/30/2020

Title 5 Requirements for Localized Research

Districts adopting placement methods using either guided placement or a method based on local research using high school performance data must report on the method's efficacy within two years, per *title 5*, [55522\(c\)\(3\)](#).

Review and submission of outcome data supports college assessment of their equitable placement practices in advance of the title 5 deadline and potential corrective action. Colleges will receive feedback on any issues or concerns and will be afforded opportunity to revise their implementation plans (if needed).

Requested Action

- All California Community Colleges are to complete the Equitable Placement Validation of Practices data template by December 30, 2020
- This is for English and math only (ESL Adoption Plans are due July 1, 2021)
- Data submissions will be reviewed and colleges will be contacted directly with any questions, concerns or requests for additional information

Step One: Review question 1

Question 1

In fall 2019, did any of these scenarios apply at your college?

1. Students with an educational goal of transfer enrolled in a pre-transfer-level course;
2. Students with an educational goal of degree enrolled in a pre-degree-level course;
3. Students with an educational goal of certificate that requires transfer-level English or college-level math enrolled in a pre-degree-level course; OR
4. Students with a transfer or degree goal enrolled in a multi-term sequence in which they took either (1) a pre-transfer-level course in one term and a transfer-level course in a following term, or (2) a transfer-level course stretched over two terms (i.e., stretch curriculum).

None of the scenarios apply.

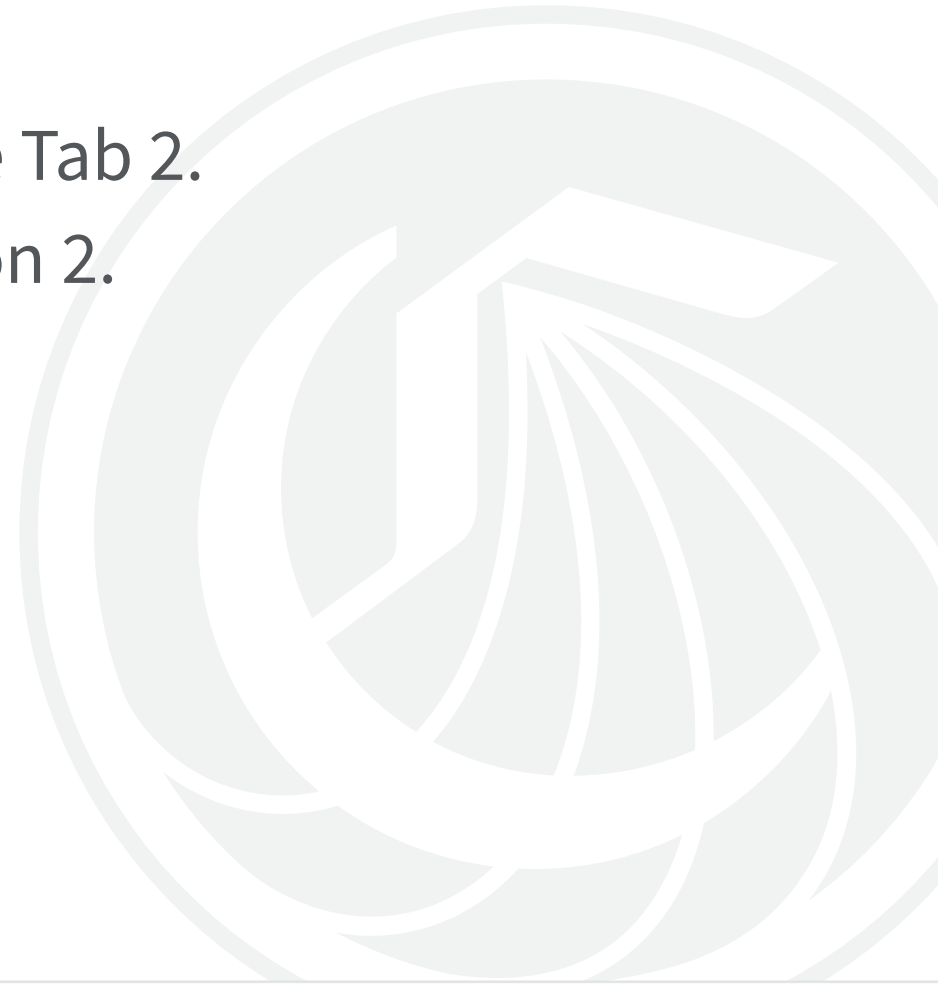
Do not complete Tabs 1 and 2.
Proceed to Question 2.

One or more scenarios apply.

1. Go to Tab 10 and enter data there.
2. Return to Tab 1 to review the instructions.
3. Enter data on Tab 2.
4. Return to this flow chart to review Question 2.

If you answer No to Question 1:

- You do not need to review Tab 1 or complete Tab 2.
- Return to the Flow Chart and review Question 2.



If you answer Yes to Question 1 (or 2 or 3):

Enter data
into Tab 10

6	Enter Name of College (college name missing)		
7			
8	Table 10.1. Fall 2019 Cohort: All students with a degree or transfer goal whose first enrollment in English or first enrollment in Math was in Fall 2019		
9		Student headcount (N)	%
10	African American	210	4.3%
11	Asian	892	18.4%
12	Hispanic	1290	26.6%
13	Native American	97	2.0%
14	Pacific Islander	65	1.3%
15	Two or more races	345	7.1%
16	Unknown	276	5.7%
17	White	1678	34.6%
18	Total	4853	

Note: Fictitious data displayed.

Data to gather for Tab 10:

- To create a locally customized throughput comparison, which weights the statewide rates by the demographic population of your college, you will need to compile:
 - All students with a degree or transfer goal (including unknown) whose first enrollment in English or first enrollment in Math was in Fall 2019
 - Disaggregated by ethnicity

Then...

- Return to Tab 1 to review the instructions
- Proceed to Tab 2 to enter your local data

English - Lowest High School GPA Performance Band with an Educational Goal of Degree or Transfer	Students Enrolled in Pre-Transfer/Multi-Term Sequence Sections			Students Enrolled in Transfer-Level Course with or without a Corequisite			7. Throughput Rate Differences
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	6. Throughput Rate	
Overall	641	485	75.7%	1836	1574	85.7%	-10.1%
African American	56	43	76.8%	234	180	76.9%	-0.1%
Asian	120	105	87.5%	321	289	90.0%	-2.5%
Filipino	12	10	83.3%	56	43	76.8%	6.5%
Hispanic	145	124	85.5%	342	298	87.1%	-1.6%
Native American/Alaskan Native	3	1	33.3%	12	9	75.0%	-41.7%
Multi-Ethnicity	45	23	51.1%	112	98	87.5%	-36.4%
Pacific Islander	23	12	52.2%	63	43	68.3%	-16.1%
White Non-Hispanic	210	154	73.3%	620	560	90.3%	-17.0%
Unknown	27	13	48.1%	76	54	71.1%	-22.9%

Note: Fictitious data displayed.

Data to gather for Tab 2, when applicable:

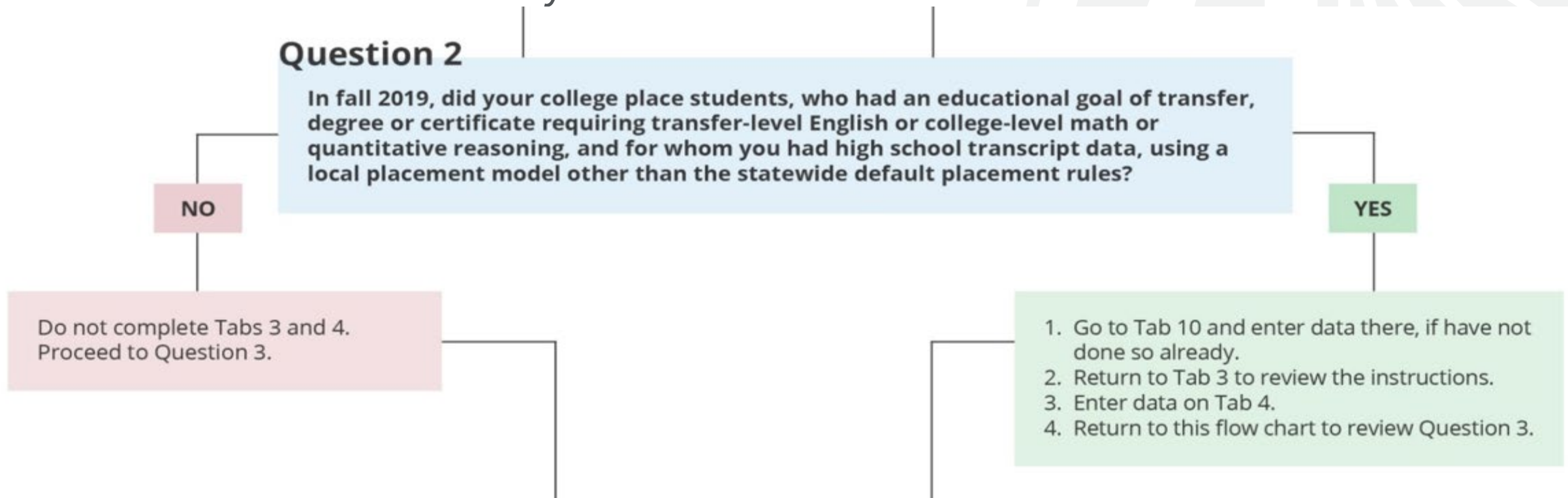
- For students who took their first course in the discipline in Fall 2019, collect total students who attempted their first course AND (of that total) who completed the transfer-level course (or degree-level course where applicable) by Spring 2020, disaggregated by ethnicity, for:
 - Students enrolled in pre-transfer/multi-term sequence sections in Fall 2019 in the lowest [high school performance band](#).
 - Students enrolled in pre-degree/multi-term sequence at degree-level sections in the lowest high school performance band.
 - Students enrolled in a transfer-level course with or without a corequisite

Data to gather for Tab 2, when applicable:

- Provide data, where applicable, for English, Statistics, Liberal Arts Math (SLAM), or Business-Science, Technology, Engineering Math (B-STEM)
 - Disaggregated by educational goal where applicable for mathematics:
 - Transfer and Unknown/Unreported vs. Degree
- Enter data only in **BLUE** columns, all other columns auto-populate.
- Instructions on each column and row are included at the bottom of each tab.
- Definitions of cohorts and statewide throughput rate comparisons can be found in Tab 9.

Return to the Flow Chart to review Question 2

- If you answer No to Question 2, you do not need to review Tab 3 or enter data into Tab 4, proceed to Question 3.
- If you answer Yes to Question 2, proceed to Tab 3 to review the instructions.
- Proceed to Tab 4 to enter your local data.



Data to gather for Tab 4, when applicable:

- For students who took their first course in the discipline in Fall 2019, collect total students who attempted their first course AND (of that total) who completed the transfer-level course (or degree-level course where applicable) by Spring 2020, disaggregated by ethnicity, for:
 - Students enrolled in pre-transfer-level sections using local placement rules or local measures in Fall 2019 in the lowest [high school performance band](#).
 - Students enrolled in a transfer-level course with or without a corequisite.

Data to gather for Tab 4, when applicable:

- Provide data, where applicable, for English, Statistics, Liberal Arts Math (SLAM), or Business-Science, Technology, Engineering Math (B-STEM)
 - Disaggregated by educational goal where applicable for mathematics:
 - Transfer and Unknown/Unreported vs. Degree
- Enter data only in **BLUE** columns, all other columns auto-populate.
- Instructions on each column and row are included at the bottom of each tab.
- Definitions of cohorts and statewide throughput rate comparisons can be found in Tab 9.

Return to the Flow Chart to review Question 3

- If you answer No to Question 3, you do not need to review Tab 5 or enter data into Tab 6. If required to enter data into prior tabs, proceed to Tabs 7 and 8 to review/print a summary of results. Submit your template.
- If you answer Yes to Question 3, proceed to Tab 5 to review the instructions
- Proceed to Tab 6 to enter your local data

Question 3

In fall 2019 did your college use a guided or self-placement process that:

1. Placed students who have an educational goal of transfer into a pre-transfer-level course.
2. Placed students who have an educational goal of degree into a pre-degree-level course.
3. Placed students who have usable high school performance data available.
4. Incorporated sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment.
5. Requested 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.

None of the scenarios apply.

Do not complete Tab 5 and 6.
Proceed to next step.

One or more scenarios apply.

1. Go to Tab 10 and enter data there, if have not done so already.
2. Return to Tab 5 to review the instructions.
3. Enter data on Tab 6.
4. Return to this flow chart and proceed to the last step.

Data to gather for Tab 6:

- For students placed using a guided or self-placement (GSP) model who took their first course in the discipline in Fall 2019, collect total students who attempted their first course AND (of that total) students who completed the transfer-level course (or degree-level course where applicable) by Spring 2020, disaggregated by ethnicity, for:
 - Any students who were placed using a GSP model enrolled in pre-transfer-level sections.
 - Any students who were placed using a GSP model that uses sample problems or requires students to solve problems (see bullets 4 and 5 in question 3).
 - Any students who were placed using a GSP model enrolled in pre-transfer-level sections who had high school transcript data or self-reported data reasonable available, disaggregated by [high school performance band](#).

Data to gather for Tab 6, when applicable:

- Provide data, where applicable, for English, Statistics, Liberal Arts Math (SLAM), or Business-Science, Technology, Engineering Math (B-STEM)
 - Disaggregated by educational goal where applicable for mathematics:
 - Transfer and Unknown/Unreported vs. Degree
 - Disaggregated by [high school performance band](#)
- Enter data only in **BLUE** columns, all other columns auto-populate.
- Instructions on each column and row are included at the bottom of each tab.
- Definitions of cohorts and statewide throughput rate comparisons can be found in Tab 9.

When all Tabs are complete

- Proceed to Tabs 7 and 8 to review/print a summary of results
- Submit your template

Go to Tabs 7 and 8 to review a summary of overall outcomes.

The template is now complete. If you have been instructed to submit data on any tab, submit the template to the Chancellor's Office.

Questions?



Resources

This webinar, the slides, the guidance memo and the template will be posted in the Equitable Placement community in the Vision Resource Center.

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