



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

WHAT DO YOU KNOW ABOUT AB 705 AND WHAT ARE YOUR CONCERNS?

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AB 705 North Regional Meeting

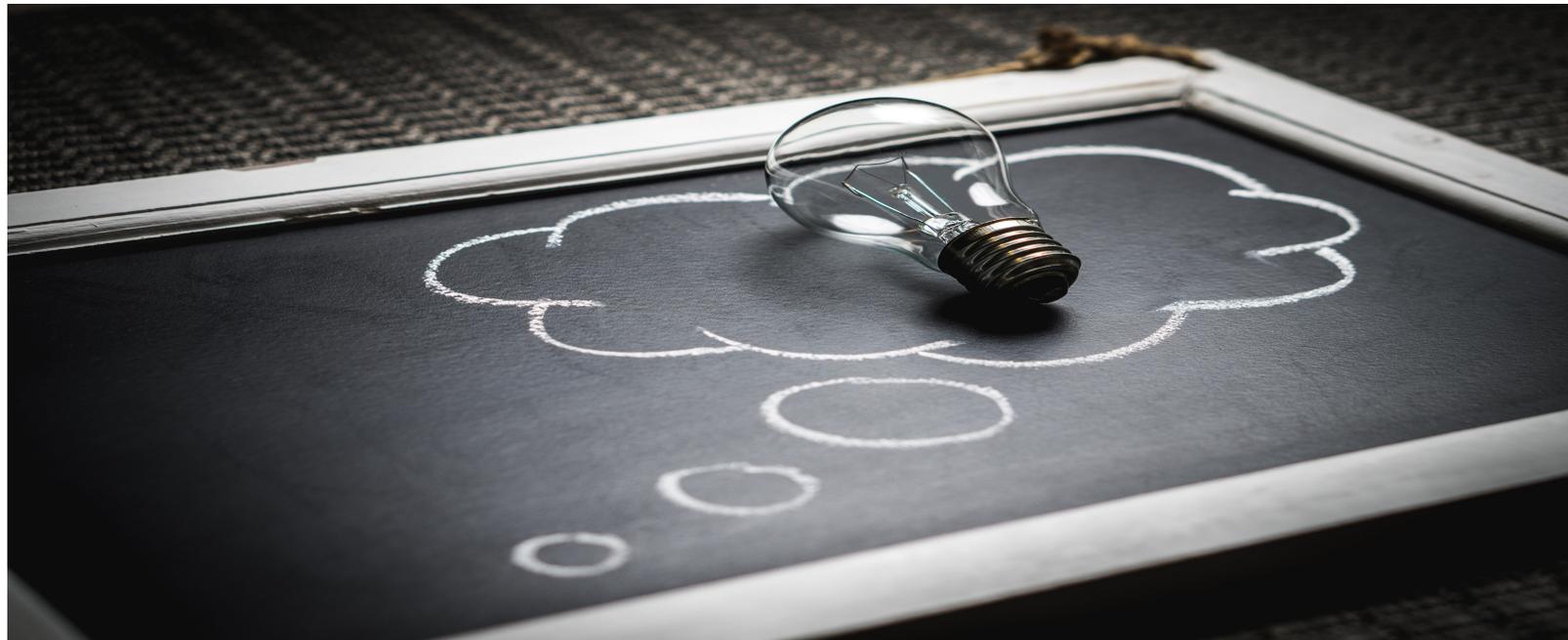
September 28, 2018

WHAT IS AB 705?

Please take 5-10 minutes to develop a short explanation of AB 705. Each table will then share their explanation.



WHAT CONCERNS –
IF ANY – DO YOU
HAVE ABOUT AB 705?



WHAT IS AB 705 AND...

What are the Implications for Umoja students?

Overview

- AB 705 – Guided Pathways – Guided Self-Placement – And more...
- AB 705 FAQs
- Guided Self-Placement
- Considerations

IS AB 705 INHERENTLY BAD?

AB 705 – Guided Pathways – Guided Self-Placement – And more...

- AB 705 - Improve English, ESL, and math outcomes
 - Increase “throughput”
 - Decrease time spent in pre-transfer level preparatory courses
 - Increase access to transfer-level courses
- Guided Pathways – Improve EVERYTHING
 - Simplify student choices
 - Remove institutional barriers
 - Create opportunities for risk-free (or low risk) exploration
- Guided Self-Placement – Provide students with the information they need to select the courses that meet their needs
- And more?

Assessment for Placement >> Placement without Assessment

- AB 705, like guided pathways, requires dramatic changes
- <https://assessment.cccco.edu/faq>
- **Can placement tests be used as a tool to help students evaluate the best placement for themselves?**
- No, for English and mathematics/quantitative reasoning at this time all placement tests must be approved by the Board of Governors, which also includes “surveys” or “questionnaires” if they are being used as placement instruments. The Board of Governors has declined to approve any standardized placement tests beyond Fall 2019 for English or mathematics/quantitative reasoning.
- This does not apply to ESL, but the Board of Governors has not yet approved an instrument for ESL.

Placement without Assessment

- **CEC 78213.** (d) (1) (A) A community college district or college shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe, and use, in the placement of students into English and mathematics courses in order to achieve this goal, one or more of the following measures:
 - ① High school coursework.
 - ② High school grades.
 - ③ High school grade point average.
- (B) Colleges shall use evidence-based multiple measures for placing students into English-as-a-second-language (ESL) coursework. For those students placed into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within three years.
- **“Easy” approach to compliance – Default Placement Rules**

Default Placement Rules for English

High School Performance Metric for English

Recommended AB 705 Placement for English

HS GPA \geq 2.6
Throughput rate of 79%

Transfer-level English composition
No additional academic or concurrent support required

HS GPA 1.9 - 2.6
Throughput rate of 58%

Transfer-level English composition
Additional academic and concurrent support recommended

HS GPA $<$ 1.9
Throughput rate of 42%

Transfer-level English composition
Additional academic and concurrent support strongly recommended

Default Placement Rules for SLAM

**High School Performance Metric for
Statistics/Liberal Arts Mathematics**

**Recommended AB 705 Placement for
Statistics/Liberal Arts Mathematics**

**HS GPA \geq 3.0
Throughput rate of 75%**

Transfer-level **Statistics/Liberal Arts
Mathematics**
No additional academic or concurrent
support required for students

**HS GPA from 2.3 to 2.9
Throughput rate of 48%**

Transfer-level SLAM
Additional academic and concurrent
support recommended for students

**HS GPA $<$ 2.3
Throughput rate of 29%**

Transfer-level SLAM
Additional academic and concurrent
support strongly recommended for
students

Default Placement Rules for B-STEM

High School Performance Metric BSTEM Mathematics	Recommended AB 705 Placement for B-STEM Mathematics
HS GPA \geq 3.4 or HS GPA \geq 2.6 AND enrolled in a HS Calculus course Throughput rate of 74%	Transfer-level B-STEM mathematics No additional academic or concurrent support required for students
HS GPA \geq 2.6 or Enrolled in HS Precalculus Throughput rate of 54%	Transfer-level B-STEM mathematics Additional academic and concurrent support recommended for students
HS GPA \leq 2.6 and no Precalculus Throughput rate of 28%	Transfer-level B-STEM mathematics Additional academic and concurrent support strongly recommended for students

What additional Measures may help to place students into courses above the initial transfer level?

- GSP
- AP scores
- CLEP
- EAP
- ERWC
- SAT
- ACT



AB 705 QUESTIONS...

Can we still use placement tests?

- Beginning in Fall 2019, no placement tests can be used for placement in mathematics or English. Colleges may continue to use approved ESL tests and writing samples.
- Colleges can continue to use approved placement tests for courses like general chemistry.
- A new process for submitting placement tests for approval by the Board of Governors has not yet been established.

<https://assessment.cccco.edu/faqs/>

- **Can we and should we keep offering courses below transfer-level?**
- Colleges can continue to offer courses below transfer. These courses may be part of plans to serve various aspects of the college community. However, colleges cannot require students to enroll (in such courses) unless the students are;
 1. ***highly unlikely to succeed*** in the transfer course AND
 2. ***enrolling in the pre-transfer course will increase the likelihood of success in the transfer-level course.***

What is the definition of “highly unlikely to succeed”?

There is no statewide definition of highly unlikely to succeed.

Some groups have stated that it is somewhere between 5% and 10%, but this is ultimately a local decision.

The Chancellor’s Office has indicated that they are more concerned with throughput than what colleges set as the threshold for highly unlikely to succeed.

If we choose not to use the default placement rules, and we create new developmental courses, do we have two years to collect data to show that our placement rules and courses meet or exceed the results from the default placement rules?

Yes, colleges that develop new curriculum have up to two years to collect data and demonstrate that it is more effective than default placement.

Colleges exploring this option will need to disaggregate throughput data into HS GPA bands and each band must meet or exceed the default.

Colleges do not have two years to collect data on existing curriculum. Your college already has data on those courses.

Are colleges required to only use high school performance data when placing students?

No, colleges can also use guided self placement, but high school performance data must be a primary placement tool.

For example, a college could choose to use the default rules and give all students access to transfer level statistics, but share sample assignments with them and allow the student to choose whether or not to enroll in concurrent support.

Is it okay to have questions/problems for students to solve in order to give them an idea of the types of skills necessary for the class?

Sort of...

You can provide students with sample exams/assignments to give them an idea of what a particular course requires.

You cannot require students to complete any problems and use that information in the placement process. That is considered a placement test and would need to be approved by the Board of Governors.

Is Intermediate Algebra no longer required for transfer level quantitative reasoning courses?

CSU EO removed the explicit requirement of an intermediate algebra prerequisite for courses to qualify for CSU GE Area B4.

IGETC Standards allow for the acceptance of statistics courses with alternative prerequisites.

Other courses for IGETC still have intermediate algebra as a required prerequisite.

It is unclear whether the removal of intermediate algebra would impact course to course articulation.

Does AB 705 guarantee students access to any transfer level mathematics course? For example, can all students now enroll in Calculus I?

No! AB 705 does not automatically bypass transfer level prerequisites.

Your college can still place students into Calculus I, but it must be established that the students are Calculus-ready or have completed the prerequisite.

Can a college require students to enroll in a corequisite course?

Per the FAQs, colleges can require students to enroll in a credit or noncredit corequisite course.

Colleges creating new curriculum will have up to two years to collect data showing that students are more successful (than the default prediction or local data) than students not taking the corequisite course.

While there are currently no limits on the number of hours/units a corequisite can have, AB 705 encourages colleges to minimize the number of units that students accumulate.

Joint Memo from CSU and UC concerning CSU Breadth and IGETC

- In light of the extensive curricular modifications the CCC campuses are making due to AB 705, CSU and UC are offering an extended deadline for the annual GE CSU GE Breadth and IGETC reviews for courses in **CSU Subarea B4/IGETC 2A (Mathematics/Quantitative Reasoning)** and **CSU Subarea A2/IGETC 1A (English Composition / written communication)** for this year only.
- The regular deadline for all courses is December 7, 2018. For the **above-listed areas only**, the extended deadline will be March 1, 2019. **The effective date for approved courses** in both cases will be fall 2019.
- Additional details will be provided in the annual call for course submissions which will be distributed shortly.

What should we do if a student doesn't want to take the corequisite?

Colleges should use their established challenge processes to review these requests.

The goal of AB 705 is to give students access to transfer level courses, so colleges should consider whether they want to restrict enrollment if a student doesn't want to take the recommended support course.

Should we delete our basic skills prerequisites from transfer level courses?

Colleges should not delete any prerequisites at this time.

Modifying prerequisites will require colleges to resubmit courses for articulation review and there is currently no guarantee your courses will be approved.

Placement processes does not impact the articulation of your courses. Articulation is based on requisites, content, assignments, etc.

Default Placement Rules for English

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Support..

- Recommended, Strongly Recommended, and/or Required
- ***How*** do you supply this support?



Concurrent Support

- The AB 705 initial guidance from the CCCCO mentions offering - and possibly requiring - students to participate in some form of concurrent support.
- There are many types of concurrent support that colleges could offer to students:
 - redesigned credit courses
 - corequisite credit or noncredit courses (lecture or lab)
 - increased access to learning centers
 - embedded tutoring
 - supplemental instruction
 - “extend the class”
 - writing centers/math labs
 - directed learning activities

Credit Course with Embedded Support

The college could create a new version of the transfer course that includes additional lecture or laboratory hours.

- A 4-unit composition course could be changed to 5 units by adding 18 hours of lecture **or** 54 hours of lab.
- The same 4-unit lecture-based composition course could be changed into 3 units of lecture and 1 unit of lab, leaving the total at 4 units by changing 18 hours of lecture to 54 hours of lab.
- **For the CCCs, the difference between lecture and laboratory are the number of hours of outside work that is expected of the student.**
- What kind of support is needed: homework or in-class?

Credit Course with Embedded Support

Possible Advantages

- All students enrolled have been identified as needing additional support
- The same instructor for all course material
- Students can reenroll if they are not able to pass the course

Possible Disadvantages

- Student must pay additional fees (due to increased units)
- Student accumulates additional units
- College may need to rearticulate the course, which could take 2 years
- All students would receive the same additional instruction, but they may have different needs
- Financial aid issues (if unit load is increased)

Credit Corequisite

- A credit corequisite course would require students to enroll in the transfer course. Students could be placed into the corequisite course and then be able to enroll in the transfer course.
- The corequisite course could be lecture, lab, or a combination.
- The corequisite course could have variable units to allow different amounts of corequisite support to be scheduled with only one course outline.
- Courses are required to have an approved course outline that meets the requirements outlined in Title 5 §55002 (this includes specifying possible topics that will be covered in the course content).
- Such support can be required if the college can demonstrate that it increases the likelihood of successfully completing the transfer level course.

Credit Corequisite (2)

Possible Advantages

- 1) Courses can have different content that can be adjusted to the skills needed by the student
- 2) Does not require the transfer course to be rearticulated
- 3) Minimizes the impact on students who do not need the extra help

Possible Disadvantages

- 1) Students must pay for the additional course
- 2) Students accumulate additional units
- 3) If the courses are not linked, the student cannot reenroll if they pass the support course and do not pass the transfer course
- 4) Students may have a different instructor for the support course and the primary lecture
- 5) Students could be in the transfer course with students that are much more prepared

Questions

- 1) Will the corequisite be required for some students?
- 2) Will passing one (either corequisite or transfer course) be contingent on the other and is that allowable?
- 3) What coding will you use for the corequisite course?

Be Cognizant of the Unit Load

- Some colleges that have adopted the corequisite model are requiring 6 – 8 units for a mathematics course.
- How will this impact part-time students who may only take 3-4 units each semester?
- Consider the impact on financial aid – students must successfully complete 66.7% of their total attempted units and maintain a 2.0 GPA. Failure to achieve either puts a student on warning. After two semesters on warning, the student is no longer eligible for financial aid at the college.
 - 8 units is 66.6666.7% of a typical 12-unit load

Corequisite Calculator

Traditionally, these ratios are expressed as follows:

Instructional Category	In-Class Hours	Outside-of-Class Hours
Lecture (Lecture, Discussion, Seminar and Related Work)	1	2
Activity (Activity, Lab w/ Homework, Studio, and Similar)	2	1
Laboratory (Traditional Lab, Natural Science Lab, Clinical, and Similar)	3	0

Corequisite Calculator

3 unit course +1 lab unit			
Current 3 unit course	Original	added coreq	Final new class with c
lecture units	3	0	4
hours	54	0	54
outside of class hours	108	0	108
lab units 1 unit =3 hours	0	1	1
lab hours	0	54	54
total in class time	54	54	108
total hours	162	54	216
total cost	\$138.00	\$46.00	\$184.00
Hours per week	9	3	12

3 unit course + 2 lecture units to 5 unit lecture course			
Current course	Original	added coreq	Final new class 2 unit
lecture units	3	2	5
hours	54	36	90
outside of class hours	108	72	180
lab units 1 unit =3 hours	0	0	0
lab hours	0	0	0
total hours in class	54	36	90
total hours	162	108	270
total cost	\$138.00	\$92.00	\$230.00
Hours per week	9	6	15

Check out the ramifications corequisite unit

MATHEMATICS

MATH-010 Just-In-Time Support-Int Alg 3.0

Pass/No Pass only.

Prerequisite: Appropriate placement.

Corequisite: Concurrent enrollment in MATH 110 at Cuyamaca

College.

9235 07

5 Unit course + 3 lecture unit

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MATH-110 I

Prerequisi

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Current course	Original	added coreq	Final new c
lecture units	5	3	8
hours	90	54	144
outside of class hours	180	108	288
lab units 1 unit =3 hours	0	0	0
lab hours	0	0	0
total hours in class	90	54	144
total hours	270	162	432
total cost	\$230.00	\$138.00	\$368.00
Hours per week	15	9	24

Corequisite Noncredit Course

- A corequisite course in noncredit is allowable, but it is not clear that it can be a required.
- The corequisite course could have variable hours to allow different amounts of corequisite support to be scheduled with only one course outline.
- Courses are required to have an approved course outline that meets the requirements outlined in Title 5 §55002 (this includes specifying possible topics that will be covered in the course content).
- Noncredit courses are built on completion of outcomes, not time (e.g. a semester) if open-entry/open-exit is used.
- Noncredit courses can also be based upon managed enrollment.

Corequisite Noncredit Course (2)

Possible Advantages

- Students enroll in the class for free
- Students don't accumulate additional units
- Courses could be scheduled as open entry/open exit or regularly scheduled times
- Student can reenroll in the support course until they pass the transfer course.

Possible Disadvantages

- Course would not count towards financial aid eligibility
- Restricted to basic skills
- Cannot require the student to enroll (based on current interpretation)
- Student may have different instructor for lecture and support course
- Student may be in lecture course with students that are for more prepared
- Colleges would currently be paid at the noncredit rate (not enhanced funded)
- Courses are not covered by streamlined approval at the CO

Scheduling Corequisite Courses

Colleges have several options when scheduling corequisite courses (depending on whether they are credit or noncredit).

- **Paired Scheduling (Credit or Noncredit)** – The same students will be enrolled in the lecture and the support course with the same instructor. Many colleges that have attempted corequisites in CCC have used this method successfully. This reduces the scheduling flexibility for the student.
- **Unpaired Scheduling (Credit or Noncredit)** – Maximizes the flexibility for the student because they can choose any open corequisite section. This could mean that the student will have different instructors for the parent and the corequisite courses and the parent lecture will likely have a mixture of student preparation levels.
- **Open Entry/Open Exit (Noncredit)** – Colleges could schedule noncredit corequisites as open entry/open exit to allow students to enroll late and drop in when they realize they need more help.

Additional Considerations for Corequisites

- There are no unit restrictions in AB 705, having corequisites that bring the units for English or mathematics to 7, 8, or more restricts the ability of the student to take other courses and could cause financial aid issues for the student if they need to drop or don't pass.
- Noncredit corequisites will not increase the unit load for the students, they don't count towards financial aid requirements, and they provide more time in the classroom for the students. Many students have to work and have other commitments and excess hours could force them to make other choices.
- Noncredit corequisites have no repetition issues, but credit corequisites are not repeatable. If the student passes the corequisite and not the parent course, they cannot retake the corequisite.
- Corequisite courses must have an approved course outline that includes specific content and assessments. **These are not sessions for students to get help with their homework from the parent lecture.**

Should we delete prerequisites from transfer-level courses?

Colleges should not delete any prerequisites at this time.

Modifying prerequisites will require colleges to resubmit courses for articulation and there is no guarantee that articulation won't be lost.

Placement processes do not impact the articulation of your courses. Articulation is based on requisites, content, assignments, etc.

Will my college be penalized if a student does not complete transfer-level English or mathematics in the one year timeframe?

No, your college will not be penalized.

Colleges are required to create curricular structures and implement placement that will maximize a student's likelihood of completing transfer level, but they are not guaranteed to be successful.

If a noncredit student enrolls in a noncredit mathematics or English course does it start the one year clock?

No, the clock only applies to students that are seeking an associate degree or transfer that are enrolled in the credit program.

If a credit student enrolls in a noncredit mathematics or English course does it start the one year clock?

This will start the clock if the student is placed into a noncredit course that is part of a pathway leading to transfer level.

Remember that colleges are not responsible for a student choosing to take a noncredit course, they are responsible for placing a student into a course that maximizes the likelihood that they complete transfer level in one year.

Placing Students

- AB 705 requires that colleges maximize the likelihood of completing transfer level in one year; it does not specify:
 - **how** students will be placed or
 - **which** courses students should be placed into.
- Colleges may choose to allow all students to access the first transferable course on their pathway, they may choose to require them to enroll in a corequisite course (credit or noncredit), or they may choose to place the student into a below transfer level course.
- **Remember that requiring students to take a prerequisite that is below transfer or a corequisite does require some type of validation.**

Creating Placement Models

- The default rules specify that students with 11th grade high school transcript data should be placed into transfer level courses (with the exception of BSTEM if the student has never taken Intermediate Algebra/Algebra 2).
- Colleges can consider other information, like specific course grades and courses completed, when determining how to place a student.
 - *A student might have had a 2.4 GPA in high school, which your college has determined would place the student into freshmen composition without a corequisite, but this student received two Cs and a D in the first three years of high school English. Your placement model could require students with this GPA to take a corequisite if they did not earn at least a C in each of their high school English courses.*
- **How do you place a student for whom there are no data?**

Guided or Directed Self-Placement

- A permitted placement option for all students – and potentially a necessity for those who have incomplete or no transcript data
- Students are asked a series of questions and/or presented with sample materials and courses are recommended based on answers
- The questions may be about the students' perceptions of their abilities for a particular subject and their previous work as a student
- Students may choose to enroll in classes other than those recommended by the college's placement process or the college could direct the student to a particular course based on their responses

Benefits of Guided Self-Placement?

- Consistent with a guided pathways framework – helping students to make informed choices
- Students are provided with the information they need to make the choices that best meet their needs
- Student discomfort with a seemingly arbitrary placement may be addressed with exposure to course expectations – or validated
- If a range of supports are available, a well-designed process can help students identify the supports that they need

Placement Challenges

- A robust and effective guided self-placement process requires collaboration and integration of perspectives
- Identifying the right math option may be complicated for many students
 - Limiting options may be the default for students with unclear goals and minimal math background
 - Selection of the wrong math pathway can dramatically impact time to degree
- The “right” place may not currently exist for a select student population – feedback mechanisms need to be in place to ensure the appropriate sharing of information
- How do you provide information about a student’s chances of success without encouraging them of over-place or under-place?

Ideally...

- Local processes encourage student to reflect on their prior course experiences and abilities – incorporating the wide range of multiple measures many colleges historically used in determining placements
- Students are informed of their placement based on local processes and provided information regarding:
 - their likelihood of success with or without recommended or required support
 - the impact of choosing a pre-transfer level course on their time to completion
 - the coursework they will be expected to perform and/or the skills they will be expected to possess
 - the math pathway(s) that each math option feeds into
- A GSP process empowers students to make the decision that best meets their needs

Placement of Students from Noncredit/Adult Education

- Students with an Adult High School Diploma
 - Would be placed like traditional high school students
 - Transcript data is good for a minimum of 10 years
- Students with High School Equivalency (GED/HiSET/TASC)
 - No default placement rules have been determined
 - Students would be placed based on a college's local evaluation
 - The Chancellor's Office is assembling a group to determine whether additional guidance should be developed

Guided Self-Placement

Guided Self-Placement (GSP) a locally developed tool or process that allows students, in consultation with counselors or other faculty to determine suitable coursework including the appropriate mathematics, English, and English as a Second Language (ESL) entry-level course.

GSP encourages students' personal metacognitive evaluation and self-determination as a part of the placement process.

Establishing an effective GSP process can be the first step in ensuring students select an appropriate place to begin their academic journey.

Guided Self-Placement

GSP tools provide students with basic information about multiple measures and help them, through questions, examples, and course descriptions, determine the appropriate level of placement aligned with the student's educational goals.

The goal of GSP is not to challenge transfer-level placement but rather to help students integrate self-analysis with data and course expectations with the goal of optimizing student investment, experience and resolve.

GSP is being implemented by many CSUs and has been used effectively across the U.S. when implemented appropriately.

Step 1: Career Counseling

Step 1: Career Counseling

Students should be informed about the difference between degrees, certificates, transfer and professional degrees and be provided an opportunity to explore their interests and potential employment options.

Step 2: Selecting a Metamajor and Major

Step 2: Selecting a Metamajor and Major which helps to clarify the Mathematics and GE Pathways. Colleges should list the desired mathematics pathways by metamajors and/or programs for students to reference (This list is not intended to be exhaustive and the structure and designation of metamajors is locally determined).

1. STEM (Science, Technology, Engineering, or Mathematics)- pre-calculus, trigonometry, calculus, biostats, College Algebra
2. Business and Accounting – finite mathematics, business calculus, statistics
3. Education – liberal studies mathematics, contemporary mathematics, Fundamentals of Mathematics
4. Social Sciences & Public Safety, Communication, Allied Health, Human Resources, Journalism– Statistics, Behavioral Science Statistics
5. Humanities, Hospitality – Quantitative reasoning
6. Technical Majors – Technical Mathematics, preferably transferrable

Step 3: Clarify Overall Educational Goal

Step 3: Clarify Overall Educational Goal (degree, certificate or transfer)

Begin with a student's informed goal: students should select a goal that is aligned to their ultimate educational pathway. If the intent is to continue their education beyond a certificate or an associate degree at some time in the future, this will influence current course-taking, even if the student's short-term goal is to complete a certificate or associate degree and get a job.

Step 4: Clarify Appropriate Coursework

Step 4: Clarify English or English as a Second Language (ESL) and Mathematics Coursework

- Colleges should provide sample coursework for transfer level composition courses including examples from integrated reading, writing, English as a Second Language (ESL), or other appropriate coursework. In addition, sample mathematics work for entry level skills beginning with the graduation requirements for quantitative reasoning, career technical courses and sequential mathematics courses, should be provided, recognizing students may enter higher than the entry level courses based upon previous work.

Step 4: Review Any Previous Coursework

Step 5: Review previous coursework in high school, at other colleges or through testing

- Students should examine their High School GPA
- Students should review any AP, CLEP or other diagnostic testing scores e.g. EAP, SAT, ACT, etc
- Students should review completed coursework in English, English as a Second Language (ESL) and Mathematics

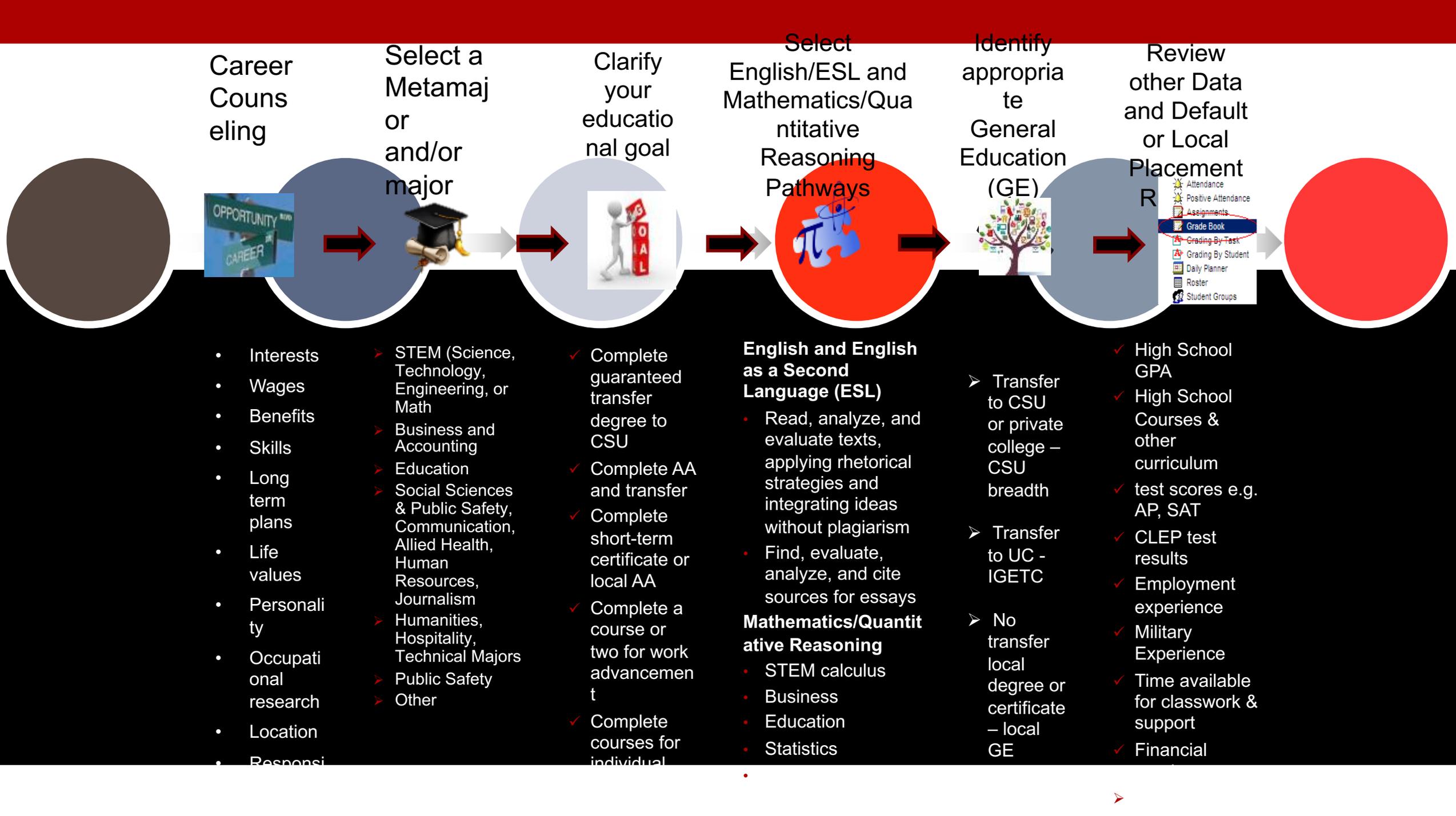
Step 6: Identify Potential GE Pathway

Step 6: Identify Potential GE pathway to clarify requirements meeting graduation and transfer

- Does the student intend to complete coursework to transfer?
- Transfer to CSU or Private – CSU Breadth or IGETC – ADT (Associate Degree for Transfer)
- Transfer to UC – IGETC and Transfer Agreement

Step 7: Review Placement Rules

Step 7: Review the Default placement rules or locally determined placement rules. The Default rules are below. (The English as a Second Language (ESL) and English rules are similar in terms of the GPA Decision Rules). Note: Each high school GPA is associated with the predicted success rate.



Career Counseling



- Interests
- Wages
- Benefits
- Skills
- Long term plans
- Life values
- Personality
- Occupational research
- Location
- Responsi

Select a Metamajor or major



- STEM (Science, Technology, Engineering, or Math)
- Business and Accounting
- Education
- Social Sciences & Public Safety, Communication, Allied Health, Human Resources, Journalism
- Humanities, Hospitality, Technical Majors
- Public Safety
- Other

Clarify your educational goal



- ✓ Complete guaranteed transfer degree to CSU
- ✓ Complete AA and transfer
- ✓ Complete short-term certificate or local AA
- ✓ Complete a course or two for work advancement
- ✓ Complete courses for individual

Select English/ESL and Mathematics/Quantitative Reasoning Pathways



English and English as a Second Language (ESL)

- Read, analyze, and evaluate texts, applying rhetorical strategies and integrating ideas without plagiarism
- Find, evaluate, analyze, and cite sources for essays

Mathematics/Quantitative Reasoning

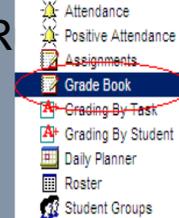
- STEM calculus
- Business
- Education
- Statistics

Identify appropriate General Education (GE)



- Transfer to CSU or private college – CSU breadth
- Transfer to UC - IGETC
- No transfer local degree or certificate – local GE

Review other Data and Default or Local Placement



- ✓ High School GPA
- ✓ High School Courses & other curriculum
- ✓ test scores e.g. AP, SAT
- ✓ CLEP test results
- ✓ Employment experience
- ✓ Military Experience
- ✓ Time available for classwork & support
- ✓ Financial

<https://www.sierracollege.edu/student-services/assessment/placement-tool/index.php>



Placement Tool

This tool will help you determine whether or not you should take the English and/or Math Placement Exam at Sierra College. Review your High School transcripts for Course Numbers and GPAs. This is not a replacement for meeting with a counselor.

Choose a Subject

English

Math



Placement Tool

This tool will help you determine whether or not you should take the English and/or Math Placement Exam at Sierra College. Review your High School transcripts for Course Numbers and GPAs. This is not a replacement for meeting with a counselor.

Math **1** 2 3 4 Result



What status did you receive on the EAP (Early Assessment Program) Math test?

Didn't Take the EAP Ready Conditional Not Ready / Incomplete Don't Know

Next



Placement Tool

This tool will help you determine whether or not you should take the English and/or Math Placement Exam at Sierra College. Review your High School transcripts for Course Numbers and GPAs. This is not a replacement for meeting with a counselor.

Math 1 2 3 4 Result



Your Highest Math Course Completed in High School

AP Calculus ▼

B+ ▼

Next



Placement Tool

This tool will help you determine whether or not you should take the English and/or Math Placement Exam at Sierra College. Review your High School transcripts for Course Numbers and GPAs. This is not a replacement for meeting with a counselor.

Math 1 2 3 4 Result



Your High School GPA

Next



Placement Tool

This tool will help you determine whether or not you should take the English and/or Math Placement Exam at Sierra College. Review your High School transcripts for Course Numbers and GPAs. This is not a replacement for meeting with a counselor.

Math 1 2 3 4 Result



Do you plan to transfer to 4 year college or university with one of the following majors?

- Biology Chemistry Computer Science Engineering Math Physics Other Science
 None of the above

View Result



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Math 1 2 3 4 **Result**



Please schedule a New Student Group Counseling session. There you can learn more about the appropriate math course for your major. For Rocklin: (916) 660-7400, Nevada County: (530) 274-5303, Tahoe-Truckee: (530) 550-2225.

Pending verification of your High School transcripts

You Are Eligible For

Math 30

 **Submit your High School transcripts to assessment@sierracollege.edu >**

Or in person to the Assessment/Placement Office
at the Rocklin Campus.

[Take the English Placement Tool >](#)

Considerations

- As new processes are implemented, data collection should be a component of the implementation – plan to obtain the data you need to answer the questions you want to ask
 - Don't forget to have a plan for gathering qualitative data
- The state level Default Placement Rules may not reflect how your student population should be placed or accurately predict their performance
- Like many of the changes we are making, some thing will work and others won't – getting all of this right is not likely to happen right away

SUMMARY

Remember These Are Our Students

- Many students will fit into the default placement rules and will thrive, but those rules will not work for all of the students at your college.
- Colleges need to be prepared to place every student into the "best" class for them.
- Placement tests didn't always get it right and AB 705 is intended to help us do better. The scenarios we discussed here are the types of situations your counselors will be facing this spring.
- Running your models through these kinds of scenarios can help you identify gaps before they negatively impact students.