

Santa Rosa Junior College
STUDENT SUCCESS & ASSESSMENT SERVICES

To: Education Planning Coordinating Council

From: Kirby Bunas, Faculty, Mathematics / Assessment Lead
Li Collier, Senior Dean, Counseling & Student Success
Lori Kuwabara, Faculty, English / Department Chair
KC Greaney, Director, Institutional Research
Robert Holcomb, Dean, Language Arts & Academic Foundation
Victor Tam, Dean, Science, Technology, Engineering & Mathematics
Carlos Valencia, Faculty, College Skills / Department Chair
Michelle Vidaurri, Director of Assessment Services & Student Success Technology

Re: Intent to implement placement methods to align with Assembly Bill 705

Date: September 25, 2018

Background

[AB 705](#) is a bill signed by the Governor on October 13, 2017 that took effect on January 1, 2018. The legislative intent is to:

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

The bill requires that, by [Fall 2019](#), colleges maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average. High school performance metrics have been shown to be most predictive, especially when the student is within ten years of high school graduation.

Under AB 705, colleges are prohibited from placing students into a pre-transfer course in mathematics or English unless the following conditions exist:

1. Students must be highly unlikely to succeed in the transfer-level course AND
2. Enrollment in the pre-transfer course will improve the students' likelihood of completing the transfer-level course in a one-year time frame.

The bill also calls for the review of placement methods into English as a Second Language (ESL) courses and seeks to increase the number of students entering ESL and completing transfer-level English coursework within three years. For ESL, colleges must be in full compliance by [Fall 2020](#).

Further guidance

In July of 2018, Executive Vice-Chancellor Laura Hope (CCCO) and ASCCC President John Stankas authored a [memorandum of guidance](#) that shared evidence-based default placement rules with related success rates demonstrated within a framework that measures the success of a student moving through transfer-level math and English coursework in a one-year timeframe. These success rates associated with the default placement rules are a minimum threshold for colleges to meet or exceed with their locally-adopted practices.

If there is a strong, evidence-based rationale which demonstrate that students are highly unlikely to succeed in transfer-level courses if placed there directly, colleges may develop and adopt their own placement rules that place students into pre-transfer level course work. Colleges must then conduct validation research to show

success rates equal or surpassing direct placement into a transfer-level course within a two-year data collection period.

High school performance-based placement rules shall apply to all students who have completed high school in the United States within the last ten years. Assembly Bill 705 and all subsequent guidance has noted a Guided Self-Placement as the allowable alternative. The tool should provide enough information for the student to self-evaluate, assume agency, and decide which course is most suitable for themselves.

As a response to the impact on students who have already received a placement by previous methods, the Chancellor's Office recommends that students retroactively benefit from improvements to their placement recommendations once colleges implement AB 705 compliant infrastructure.

Local Placement Rules Proposed

[Santa Rosa Junior College math and English placement rules](#) align with the default placement models in most areas. However, with the following rationale, the Mathematics Department has chosen to require the completion of high school Algebra 2 or Integrated Math 3 for placement into Business/STEM math courses ([Math 9, 16, 25, 27 or 58](#)). The Business/STEM default placement rules presume student completion of Intermediate Algebra, Algebra 2, an equivalent such as Integrated Math 3, or higher course in high school. SRJC is using this presumption as the rationale to require students who have not completed Algebra 2 or Integrated Math 3 to take Intermediate Algebra (Math 154, 155, 156) before taking Math 9, 16, 25, 27 or 58, as students may be highly unlikely to succeed without the completed coursework.

Students who have not completed Algebra 2 or higher in high school but who enter college with intentions to major in STEM fields are rare. The college will conduct and review an outcomes comparison between those placed via the prerequisite and the state's minimum default success rate (measured within a one-year through transfer level framework) in order to meet the validation requirements. Students may fulfill the required completion of Integrated Math 3 through reported high school records and Algebra 2 by high school or college records.

Local Placement Procedures Proposed

Continuing SRJC students will also receive a placement based on the new models upon initial implementation. Therefore, a system is in development to recalculate placements for all students upon final Board approval of changes.

As demonstrated in the [placement experience map](#), students who have completed high school in the United States within the last ten years will have an opportunity to submit their high school information either through CCCApply or, for continuing students, an internal platform. Students will be directed to check their portal for retroactive placement calculation in line with faculty-adopted placement rules, and will then watch a short (transcribed) video that informs them of the new methodology, related success rates, academic and support services available to them, which also includes access to course content preview via the Guided Self-Placement modules.

Students who have not completed high school in the United States within the last ten years will watch the same video and will be directed to use the [Guided Self-Placement](#) tools. Once the activity is complete, students will have access to transfer level math and English and will self-place in the course that they determine is most suitable. Subsequent validation will follow to determine the efficacy of the tools.

Action Requested

In addition to seeking approval of the Education Planning Coordinating Council, we are asking for the SRJC Academic Senate's endorsement to adopt the new placement rules in recognition of the processes described above. Additionally, the new placement rules and procedures prompts a need to revise Board Policy and 8.1.11/P, 8.3.4/P and 8.6/P which we are also seeking approval for. If approved, the Board Policy and Procedure revisions will be brought further through shared governance with a final read and expected approval from Santa Rosa Junior College Board of Trustees Members during the January 8, 2019 meeting. The Student Success & Assessment Office will be prepared to implement new placement practices in the following days to be effective for summer and fall 2019 enrollment.

The ASCCC, the Chancellor's Office and the SRJC colleagues who propose this action recognize this will be an iterative process and outcomes will be monitored at both the state and local level for efficacy.