

## Executive Committee Agenda Item

SUBJECT: White Paper on English and Mathematics Placement		Month: April	Year: 2020
		Item No: IV. J.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will provide feedback and consider for approval the draft outline of a white paper addressing English and mathematics placement in the California community colleges.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Information	

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

One of the areas falling under the work of the ASCCC Guided Pathways Task Force includes AB705 implementation (more aptly described as English and mathematics pathways, onboarding, and placement) and evaluation of that implementation. During the February 28, 2020 Guided Pathways Task Force meeting, the GPTF recommended that the GPTF propose a research project to evaluate the implementation of AB705, with transparency and minimization of bias being essential to this work. This was reported to the Executive Committee during the March Executive Committee meeting.

The GPTF is requesting that the Executive Committee provide feedback and approve an outline for a white paper on English and mathematics placement evaluation, as a first step in the research project. The goal is to complete a draft of the paper by the end of May 2020.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.

## Outline for White Paper on Placement Evaluation Draft

Recommended by the GPTF on 4-3-2020

Working Title – Optimizing Community College Student Success in the Shadow of AB 705

- I. Introduction
  - A. Overview of AB705
  - B. Politics surrounding AB705
  - C. Interpretations for Implementation
  - D. Impacts
  
- II. The Problem - Implementation
  - A. ASCCC Recommendations on Implementation
  - B. Pressure for one-size-fits-all type implementation
  - C. Considerations for Implementation – it is complicated – Describe business model and optimize
    - i. Maximize throughput
    - ii. Maximize pass rates/minimize fail rates
    - iii. Minimize dropping out/maximize retention
    - iv. Minimize equity/achievement gaps
  - D. Mitigating language differences within the law, regulations, and guide lines
    - i. Placement needs to be diagnostic
    - ii. Placement should include multiple (more than one) measures
    - iii. Placement for GE, not majors
  - E. How this affected the students
    - i. Acknowledge more students succeeding in English/freshman composition and statistics
    - ii. Describe contemporaneous failure rates
    - iii. Describe the invisible losses -Withdrawals and failure to enroll
    - iv. Lack of options for students (tracking), repeats and support
    - v. Transfer concerns, Financial aid, GI Bill, GPA
    - vi. Equity and Achievement Gaps
  
- III. Effect on the colleges – intended and unintended consequences
  - A. Note SCFF – effect driving to this higher priority and high value completions
  - B. Describe loss of students statewide which contribute to some allocation
  - C. Describe lack of resources and time to implement increase sections and create curriculum with appropriate assessments
  - D. Describe potential influence on overall success, program loss with diversion of resources and lack of understanding regarding the long term and segmental skills students gain
  - E. Without a lot of description, add this COVID-19 crises will further exacerbate losses with unknown but potentially little effect on those that would have succeeded – it was recommended that this really be addressed in a “status report” document (see proposal)
  
- IV. Current data and concerns – data on equity gaps, resource gaps and lack of reliance on faculty expertise – on the ground feedback – concerning student need (some qualitative data)
  
- V. Conclusion: a potential solution

- A. Expand the research time
- B. Continuous cycle of evaluation and improvement at state level
- C. Send out success from those focusing on basic skills need in a different way
- D. Describe allowing options for student need and letting them choose
- E. Need/recommendation for collaboration

VI. Background/Resources:

- A. AB 705 legislation,
- B. ASCCC Positions
- C. AB 705 Reports from MMAP, PPIC, Campaign, CAP articles, current data trends
- D. ASCCC Articles
- E. Board FOCUS Articles
- F. National reports/articles

DRAFT