



**Academic Senate
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

PLACEMENT MODELS FOR MATHEMATICS/QUANTITATIVE REASONING AND ENGLISH

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San Bernardino Valley College**

DEFAULT PLACEMENT RULES

Default Rules for English

High School Performance Metric for English

Recommended AB 705 Placement for English

HSGPA \geq 2.6
Throughput rate of 79%

Transfer-Level English Composition
No additional academic or concurrent support required

HSGPA 1.9 - 2.6
Throughput rate of 58%

Transfer-Level English Composition
Additional academic and concurrent support recommended

HSGPA $<$ 1.9
Throughput rate of 42%

Transfer-Level English Composition
Additional academic and concurrent support strongly recommended

Default Rules for SLAM

High School Performance Metric for Statistics/Liberal Arts Mathematics

HSGPA \geq 3.0

Throughput rate of 75%

Recommended AB 705 Placement for Statistics/Liberal Arts Mathematics

Transfer-Level Statistics/Liberal Arts Mathematics

No additional academic or concurrent support required for students

HSGPA from 2.3 to 2.9

Throughput rate of 48%

Transfer-Level Statistics/Liberal Arts Mathematics

Additional academic and concurrent support recommended for students

HSGPA $<$ 2.3

Throughput rate of 29%

Transfer-Level Statistics/Liberal Arts Mathematics

Additional academic and concurrent support strongly recommended for students

Default Rules for B-STEM

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

LOCAL PLACEMENT PROCESS

Placing Students

- AB 705 requires that colleges maximize the likelihood of completing transfer level in one year; it does not specify in which courses students should be placed.
- 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.
 - For example, 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.

Onboarding Students

- AB 705s requirements will be integrated into the onboarding process that colleges will be developing with their Guided Pathways work.
- Whether students have complete high school transcripts or not, colleges should consider including the following steps when onboarding a new student:
 1. Career Counseling
 2. Select a major or metamajor
 3. Identify the educational goal
- Colleges may want to have sample assignments for students to choose between particular mathematics options or to decide between English or ESL pathways.
- Students should not be expected to complete any problems as part of the assessment and placement process. This would be considered a placement test and would need to be approved by the Board of Governors.

SAMPLE STUDENT PLACEMENT

Scenario Questions

- For each of the following student cases, think about how you would answer the following questions.
 1. Is there any other information you would like to know before placing this student?
 2. What English class would you place this student into?
 3. Would you require this student to participate in concurrent support for English?
 4. What math class would you place the student into?
 5. Would you require the student to participate in concurrent support for their math course?

Student A

Matthew is 19-year-old HS graduate that qualified for the College Promise

- Matt graduated high school in the spring and was accepted to California State University, Fullerton as a Biology major out of high school, but was not accepted to San Diego State University, Matt's first choice. He wants to begin at your college and transfer to SDSU as soon as possible. Matt is not sure he wants to be a full-time student, but is anxious to complete and transfer. He is considering working to earn money for SDSU. He has a 3.8 cumulative GPA

Student B

Isabella is an 18-year-old HS graduate. She is also a first-generation AB 540 (DREAMer) Latina student.

- Isabella has chosen Business Administration as a major. She tested in to Basic Math (Arithmetic – 3 levels below transfer) and English 2 levels below transfer but was multiple measured into one level below transfer in English and began taking Algebra (3 levels below transfer). Isabella wants to be a full-time student and is eager to complete her degree. Her HS GPA is 2.5. She feels she has the support of her family. Since Isabella is the eldest child (of three), she carries the responsibility of setting the bar for her siblings while making a financial contribution to her household. She will be attending your college part-time and taking 6 units or 2 classes each semester.

Student C

Daisy is a 25-year-old Veteran student.

- Daisy is a Filipina student who tested into College Level English and College Level Math. Her HS GPA was 3.2. She has identified her major as Fire Technology but is not sure she is dedicated to this major. She thinks she wants to get her general education done while she decides. While serving in the military, Daisy endured an injury and now is partially deaf in one ear.

Student D

Tiffany is a 35-year-old re-entry student.

- Tiffany is a Hispanic first-generation student. Tiffany completed HS with a GPA of 1.95 and was attending college but decided to discontinue attending when she became pregnant. Tiffany has made the decision to return to school after a five-year gap. She wants to major in Early Childhood Education. She is eligible for Math two levels below transfer (algebra) and English one-level-below transfer. Tiffany left in the middle of her first term and did not properly withdrawal from her course. As a result, she is now on academic probation and has financial aid restrictions. Tiffany is struggling with the decision to return. As a single parent, she wants to advance her degree but struggles with the feasibility of her goals.

PLACEMENT OF STUDENTS OUTSIDE OF DEFAULT

Guided or Directed Self Placement

- An allowed placement option for students 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 or the college could direct the student to a particular course based on their responses.
- Colleges implementing guided self placement have not seen a significant change in success rates

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 statewide placement rules have been determined yet
 - 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.

Scenario Questions

- For each of the following student cases, think about how you would answer the following questions.
 1. Is there any other information you would like to know before placing this student?
 2. What English class would you place this student into?
 3. Would you require this student to participate in concurrent support for English?
 4. What math class would you place the student into?
 5. Would you require the student to participate in concurrent support for their math course?

Student E

Theo is an African-American, 21-year-old, first-time student.

- Theo opted to go into the workforce and dropped out of high school with a 1.75. He completed a GED. Theo was hired by one of the local petroleum companies; he made a decent income and worked with the company for three years. He was recently laid off and he wants to come back and earn several certificates in Automotive Technology to transition back into the workforce as quickly as possible. He is looking for other employment opportunities and is only able to commit to a part-time schedule.

Student F

May is an 18 -year-old international student attending college for the first time

- May has very strong written English skills and is excellent in Math. The assessment test placed her into transfer level math and English. She wants to double-major in Psychology and Biology and then transfer to a CSU for a bachelor's degree. As an international student, she does not have HS GPA data.

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.

ADDITIONAL QUESTIONS?
