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

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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

**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**

<table>
<thead>
<tr>
<th>Student headcount (N)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>210</td>
</tr>
<tr>
<td>Asian</td>
<td>892</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1290</td>
</tr>
<tr>
<td>Native American</td>
<td>97</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>65</td>
</tr>
<tr>
<td>Two or more races</td>
<td>345</td>
</tr>
<tr>
<td>Unknown</td>
<td>276</td>
</tr>
<tr>
<td>White</td>
<td>1678</td>
</tr>
<tr>
<td>Total</td>
<td>4853</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>English - Lowest High School GPA Performance Band with an Educational Goal of Degree or Transfer</th>
<th>Students Enrolled in Pre-Transfer/Multi-Term Sequence Sections</th>
<th>Students Enrolled in Transfer-Level Course with or without a Corequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Total Enrolled</td>
<td>2. Subtotal who Completed Transfer-Level Course within One Year</td>
</tr>
<tr>
<td>Overall</td>
<td>641</td>
<td>485</td>
</tr>
<tr>
<td>African American</td>
<td>56</td>
<td>43</td>
</tr>
<tr>
<td>Asian</td>
<td>120</td>
<td>105</td>
</tr>
<tr>
<td>Filipino</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Hispanic</td>
<td>145</td>
<td>124</td>
</tr>
<tr>
<td>Native American/Alaskan Native</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Multi-Ethnic</td>
<td>45</td>
<td>23</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>23</td>
<td>12</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>210</td>
<td>154</td>
</tr>
<tr>
<td>Unknown</td>
<td>27</td>
<td>13</td>
</tr>
</tbody>
</table>

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.
**Review Outcomes in the Data Template:**

1. Which comparison is used? Local data or statewide data?
2. Does the course/placement maximize throughput?
3. Are there disproportionate impacts?

<table>
<thead>
<tr>
<th>Decision Rule</th>
<th>Disproportionate Impact (DI) Analysis for Pre-Transfer Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>0.0%</td>
</tr>
<tr>
<td>African American</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
</tr>
<tr>
<td>Native American/Alaskan Native</td>
<td></td>
</tr>
<tr>
<td>Multi-Ethnicity</td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
</tr>
</tbody>
</table>
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.

**Question 2**

In fall 2019, did your college place students, who had an educational goal of transfer, degree or certificate requiring transfer-level English or college-level math or quantitative reasoning, and for whom you had high school transcript data, using a local placement model other than the statewide default placement rules?

**NO**

Do not complete Tabs 3 and 4. Proceed to Question 3.

**YES**

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