



California
Community
Colleges

Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans

Introduction and Form Instructions

This page provides an introduction of this form and instructions about completing this process.

Introduction

By fall 2022 the California Community College system must transition to full implementation of AB 705 and associated regulations by sun-setting local placement practices explicitly prohibited by legislation and regulation, and by ensuring that all U.S. high school graduate students are placed into and enroll in coursework that maximizes the probability that they complete transfer level math and English within a year of their first enrollment in the discipline (where math and English requirements exist).

With some limited exceptions, this means that by fall 2022 all U.S. high school graduate students, both new and continuing, in certificate, degree or transfer programs, will be placed into and enroll in transfer level English and math/quantitative reasoning courses (whether with or without support). Every college will submit an Equitable Placement and Completion Improvement Plan to describe changes in placement practices and curricular structures the college will implement to reach this goal.

The Improvement Plan does not require the submission of data for colleges that will, by fall 2022, ensure transfer level placement in both math/quantitative reasoning and English for all U.S. high school graduates, along with no pre-transfer level enrollments, including multi-term transfer-level courses, for students in certificate, degree or transfer programs.

For colleges that plan to continue placements and/or enrollments into pre-transfer level courses or multi-term transfer-level courses in fall 2022, the Improvement Plan requires completion of a Data Addendum to validate that such practices meet AB 705 standards. In the Data Addendum colleges will submit local data in an attempt to show completion is maximized for a specific program or student group that enrolls, by requirement or by choice, into pre-transfer level courses or multi-term transfer-level courses.

Instructions

As described in guidance memorandum ESS 21-300-015 Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans released November 17, 2021 (link below), all California Community Colleges are to complete the enclosed Equitable Placement and Completion Improvement Plan by March 11, 2022 using this form. Please review the memo for more details and please follow the detailed instructions in the form and data template closely. These materials will be reviewed and questions addressed during a system webinar on Monday, November 29, 2021, 3:30-5:00pm. If you are unable to attend, you will be able to find the slides and a recording of the webinar in the Equitable Placement and Completion community in the Vision Resource Center (<https://visionresourcecenter.cccco.edu/>) approximately a week after the webinar.

Please download the guidance memorandum describing the Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans by clicking on the link below:

[ESS 21-300-015 Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans](#)

Please download the Improvement Plan form by clicking on the link below (the pdf is provided for reference only; submit the form by completing this electronic form):

[Link: Improvement Plan Form \(for reference only\)](#)

6) Our college will adjust the class schedule to expand existing corequisite or enhanced sections of transfer-level coursework (check each that apply):

for English

for BSTEM math

for SLAM math

for Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

7) Our college will do the following: (Check all that apply)

Develop or expand transferable quantitative reasoning options, including options for students seeking only the associate degree (i.e. transferable quantitative reasoning courses, such as Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.) that articulate to the California State University (CSU).

Develop or expand the use of student high school performance for placement beyond the entry level transfer-level course in mathematics.

Develop or expand support labs, tutoring centers, and embedded tutoring and incentivize student participation in these support services.

Utilize early alert systems to connect struggling students with relevant supports, monitor the efficacy of these systems and make improvements as necessary.

Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc.

Invest in professional development focused on high challenge, high support equity-minded teaching practices with the goal of achieving stronger, more consistent and more equitable pass rates across sections of the same transfer-level course.

Invest in communities of practice for instructors teaching gateway courses to share activities and practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotype-threat.

Create safe places for equity conversations about section-level success rate data disaggregated by race, income, gender, etc. to help faculty develop a reflective teaching practice that fosters innovation to improve learning outcomes for marginalized student populations.

Other practices as described in the following. - Write In:

Note, many of these strongly recommended best practices are already implemented at our college.

Part B

Part B of the Improvement Plan includes additional reporting requirements for colleges that plan to still have pre-transfer level enrollments as of fall 2022.

You selected one of the following options: 3a or 3b above. Therefore, you must complete Part B of the Improvement Plan which includes additional reporting requirements for colleges that still have pre-transfer-level enrollments as of fall 2021.

In light of the extensive national, state, and local research showing that pre-transfer level enrollment weakens students' chances of completing transfer requirements and is more likely to adversely impact marginalized student populations, colleges choosing to continue pre-transfer level enrollments should take proactive steps to ensure AB 705 rights and protections for students.

The following practices are recommended to ensure that students are fully aware of their rights to access to transfer-level courses and that they are intentionally and systematically encouraged to follow their transfer-level advisement. Colleges are asked to review and consider these practices and to check (below) any the college plans to utilize.

8) Our college will do the following: (Check all that apply)

Ensure students are informed of their rights to access transfer level courses or credit ESL and support as required by AB 1805, AND of the benefits of doing so.

Remove options and recommendations for pre-transfer level courses (or multi-term transfer-level courses) from the placement process.

Block enrollment into pre-transfer-level courses (or multi-term transfer-level sequences) until the student completes a petition that explains their right to enroll at the transfer-level and the benefits of doing so.

Intentionally design the messaging within the placement process, as well as matriculation, orientation and advising services, to encourage transfer-level enrollment by communicating an equity-minded belief in student capacity to succeed in transfer-level coursework and provide information about available academic supports.

Increase scheduling flexibility aligned with default transfer-level placement and enrollment by replacing pre-transfer level sections with concurrent supports for transfer-level sections (e.g., enhanced transfer-level sections or corequisites). As a reminder, colleges that continue to enroll students in pre-transfer level are required to validate outcomes in the Improvement Plan Data Addendum Template.

Ensure that for students in associate degree programs that are not math intensive, the default placement is appropriate transfer-level math or quantitative reasoning courses (e.g., Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.).

Ensure that for students in more math intensive associate degree programs, the default placement is a contextualized math course that articulates with CSU for Area B4.

Ensure that for associate degree programs requiring coursework with pre-transfer level math/quantitative reasoning prerequisites, prerequisites are satisfied by any one of the following: 1) placement into, enrollment into, or completion of transfer-level math or quantitative reasoning to fulfill the prerequisite or 2) satisfactory completion of equivalent high school coursework.

Use other mechanisms to ensure that U.S. high school graduate, degree-seeking students enrolling in pre-transfer college math are in “certificate or degree programs with specific requirements that are not met with transfer-level coursework”.

Other practices as described here - Write In:

Part C. Data Addendum Template

Part C of the Improvement Plan requires completion of the Data Addendum Template.

You selected options 3a and/or 3b above, therefore you must complete this section of the plan. Complete and attach the Improvement Plan Data Addendum Template to attempt to validate placement practices that require pre-transfer level enrollment or that result in pre-transfer level enrollment in fall 2022 and beyond. The data template has been designed to show if results meet the requirements of AB 705 (see data template for detailed instructions).

Please Note: To date the review of statewide data, individual college data, and college submissions has failed to produce evidence that pre-transfer level enrollments meet AB 705 requirements. Colleges planning to allow or require continued pre-transfer level enrollment that cannot submit evidence that it meets the standards of the law will be expected to place and enroll all U.S. high school graduate, certificate, degree and transfer students in transfer-level coursework (with appropriate concurrent support as needed) by fall 2022.

The Improvement Plan Data Addendum Template is located here:

[AB 705 Improvement Plan Data Addendum Form](#)

9) Complete and attach the Improvement Plan Data Addendum Template.

Certification Page

This page collects information for the certification of the form.

10) Please provide the name, title, email address, and contact telephone number for the district President/Superintendent/Chancellor or their designee in the space below.

First Name: _____

Last Name: _____

Title: _____

Email Address: _____

Phone Number: _____

President/Superintendent/Chancellor Signature via Adobe Sign:

Adobe Sign Date for President/Superintendent/Chancellor:

11) Please provide the name, title, email address, and contact telephone number for the college's Chief Instructional Officer (CIO) or their designee in the space below.

First Name: _____

Last Name: _____

Title: _____

Email Address: _____

Phone Number: _____

Chief Instructional Officer (CIO) Signature via Adobe Sign:

Adobe Sign Date for Chief Instructional Officer (CIO):

12) Please provide the name, title, email address, and contact telephone number for the college's Academic Senate President or their designee in the space below.

First Name: _____

Last Name: _____

Title: _____

Email Address: _____

Phone Number: _____

AS President Signature via Adobe Sign:

Adobe Sign Date for AS President :

Thank You!

Thank you for taking the Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans Form. You will be receiving a confirmation email with a PDF copy of your submission. An editable link will be included in the email if you wish to change any responses.
