

**TO:** Chief Executive Officers  
Chief Instructional Officers  
Academic Senate Presidents  
Institutional Research Planning and Effectiveness Professionals

**FROM:** Dr. Aisha Lowe  
Vice Chancellor, Educational Services & Support Division

Dolores Davison  
President, Academic Senate for California Community Colleges

**RE:** Equitable Placement (AB 705) Validation of Practices Data Reporting

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As we continue to work toward fulfillment of the *Vision for Success* and the equity *Call to Action*, effective implementation of Assembly Bill 705 (AB 705) is essential and remains a primary priority for the Board of Governors and all California Community Colleges. As a reminder, under title 5, section 55522(c)(2), placement methods must be designed to maximize the probability that students with a goal of transfer to a four-year institution, earning a certificate, or a local associate degree will enter and complete transfer-level (or the required college-level) coursework in English and mathematics (quantitative reasoning) within one year. Placement methods must not place students in a remedial sequence or pre-transfer coursework in English or math 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.

This guidance memorandum addresses:

- The one-year preliminary validation of guided placement or self-placement processes for English or math extension provided June 23, 2020
- The enclosed Equitable Placement Validation of Practices data template for college completion

### **One-year Preliminary Validation of Guided Placement or Self-placement Processes**

The Chancellor's Office previously provided provisional approval for districts that plan to employ a guided placement or self-placement method that requires Chancellor approval. Under title 5, [section 55522](#), if the adopted methodology incorporates sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, it requires Chancellor's Office approval. If this is the case, the district must collect data to demonstrate students benefit from the guided placement or self-placement model implemented, including but not limited to throughput and successful completion rates, as well as the college's placement results and students' initial enrollments in the discipline. Districts are allowed no more than two

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years to innovate and validate their guided placement or self-placement methodology, supporting the needs of their local student population. Toward that end, districts are required to provide a preliminary report on their validation data after one year of implementation, which would have been due spring 2020. This deadline was extended to December 30, 2020 with additional guidance detailing the process for submission forthcoming. This memorandum serves as that additional guidance.

As per title 5, section 55522(c)(1)(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.

In guidance memorandum [AA 19-19](#) released April 15, 2019, the Chancellor's Office provided provisional approval for districts to develop guided placement and/or self-placement processes. To validate those practices, "district[s] must collect data to demonstrate that students benefit from the guided and self-placement models implemented. Data reported shall include throughput and successful pass rates, and the college's placement results (e.g., the number of students assessed, the number of students placed into the colleges curricular offerings in English and mathematics/quantitative reasoning, and whether concurrent support was recommended, disaggregated by race and ethnicity)."

To support that data collection and submission process, the Chancellor's Office has prepared the enclosed Equitable Placement Validation of Practices data template. Colleges are to review the flow chart in tab zero and follow the prompts for question 3 to enter data for English and/or math guided placement or self-placement processes (detailed instructions are provided in the template).

### Equitable Placement Validation of Practices Data Template

Validating equitable placement practices is required per title 5, section 55522 under which district placement methods:

- Must place students with a goal of transfer to a four-year institution, earning a certificate, or a 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
- Shall be designed to maximize the probability that students will enter and complete transfer-level coursework in English and mathematics (or quantitative reasoning) within one year
- Must use all available high school performance data as the primary means for placement in English and mathematics (or quantitative reasoning)

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- May utilize multiple measures to increase a student's placement recommendation, but may not lower it
- Must be based on localized research supported by data and research showing throughput rates at or above those achieved by direct placement into a transfer-level course (or college-level courses where appropriate)

Per title 5, 55522(c)(3): Within two years of the adoption of a district placement method, the district shall report to the Chancellor on its placement method's efficacy. The Chancellor may order the district to relinquish the district placement method and adopt a placement method published by the Chancellor's Office under any of the following circumstances:

(A) the district's failure to report within two years of adoption;

(B) the district's failure to demonstrate that the local placement method meets or exceeds the throughput rate of a placement method published by the Chancellor's Office.

As we work together to fulfill these regulatory mandates, the goal is to engage in a cycle of continuous inquiry and improvement. We have undergone a significant system-wide transformation in practice and implementing with fidelity requires we self-assess and amend our practices as needed. This initial review of AB 705 implementation to date is an opportunity for us to do just that. Where local data shows placement practices need to be improved, colleges will be provided an opportunity to make those improvements in coordination with the Chancellor's Office.

As the two-year validation deadline for English and math placement processes approaches, the Chancellor's Office has prepared a data template to streamline data submission. This multi-tab data template allows colleges to submit the required data in a uniform and expedited fashion. Submission of this data at this time supports colleges in assessing 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 allowed an opportunity to revise their implementation plans (if needed) for the July 2021 submission.

### **Requested Action**

All California Community Colleges are to complete the enclosed Equitable Placement Validation of Practices data template by December 30, 2020 using this link: [Equitable Placement Validation of Practices Submission Form](#) . The data template is enclosed and will be reviewed during a system webinar on Wednesday, November 18, 2020, 4:00-5:00pm on Zoom (see details below). Please review the template in advance of the webinar and come prepared to engage with CO and MMAP/RPG researchers on how to complete the template.

Additionally, the Chancellor's Office acknowledges that there is concern about the potential impact of Covid-19 on student outcomes, and how that might affect throughput rates. We will address how to navigate Covid-19 impacts in future guidance.

If you have questions about this guidance, please contact Vice Chancellor Aisha Lowe at [alowe@cccco.edu](mailto:alowe@cccco.edu) or (916) 322-4285.

## **Equitable Placement Validation of Practices Data Reporting**

November 13, 2020

You are invited to a Zoom webinar.

When: Nov 18, 2020 04:00 PM Pacific Time (US and Canada)

Topic: Equitable Placement (AB 705) Validation of Practices Data Reporting

Please click the link below to join the webinar:

<https://cccconfer.zoom.us/j/99434988821>

Or iPhone one-tap :

US: +16699006833,,99434988821# or +13462487799,,99434988821#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 6833 or +1 346 248 7799 or +1 253 215 8782 or +1 312 626 6799 or +1 646 876 9923 or +1 301 715 8592

Webinar ID: 994 3498 8821

International numbers available: <https://cccconfer.zoom.us/j/99434988821>

cc:

Chief Student Services Officers  
Chief Business Officers  
Eloy Ortiz Oakley, Chancellor  
Dr. Daisy Gonzales, Deputy Chancellor  
Marty Alvarado, Executive Vice Chancellor  
CCCCO Staff

Attachments:

- Equitable Placement Validation of Practices Data Template