AB 705 Guided Self-Placement Plan

<u>Reminder</u>: This is what the law says about guided self-placement SEC.2.78213.D: "When high school transcript data is difficult to obtain, logistically problematic to use, or not available, a community college district or community college may use self-reported high school information or guided placement, including self-placement for students."

<u>Strategy</u>:

1. Update:
   a. Websites (Counseling, Outreach, Matriculation, Testing & Placement Center, etc.)
   b. Renegade App – cover page with info
   c. Flyers – provided to students in welcome center (matriculation/steps to register), testing and placement, anywhere else?
2. Messaging:
   a. InsideBC message "*If you have been out of high school for XX years and have not completed Math and/or English see a counselor for updated placement assistance*"
   b. Emails to targeted groups
      i. CCCapply data can we pull a report of all applicants from Oct 1st to date (for example) ages 20+
      ii. Current students more than 3 years who have not completed Math or English
3. Training:
   a. Targeted for special populations: Vets, Foster Youth, EOPS, DSPS
   b. Welcome center and outreach for individuals returning to campus or non-traditional students starting out
   c. Counselors and advisors - what kind of questions to ask students (the survey questions are a good start)
4. Student Facing:
   a. Survey Tool: Essentially to reach more students, once we know which students need this option, develop a survey of questions that will guide the student in identifying an appropriate placement then upload results to SOATEST. This would avoid students having to complete one on one appointments
   b. Lab style dropins: instead of one on one, provide targeted messaging to students who need this option, and hours where they can get assistance from counseling.
5. For English in particular look into: "The Write Class" - Developed by Bosie State <u>https://english.boisestate.edu/writeclass/</u>, also used by Azusa Pacific University, University of Idaho, College of Western Idaho, Columbia College Chicago, and others.
   a. Tool used to survey students for the best self-placed English placement. It uses multiple measures if available otherwise simply asks students questions to determine best level.

<u>Survey Tool</u>:

The survey below is geared towards building a student facing tool. It will be built through branches. Imagine a webpage with either starting with English & Math branches or starting with educational goal and pathway branches which lead into English & Math branches. This tool is to provide the student with as much information as possible for them to make an informed decision on placement. Ideally the tool will track responses and provide not only what placement is recommended but also track which placement they chose, for reporting purposes.

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Questions to consider for the survey:

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Clarifying information:

1. Educational Goal - Difference between degrees, certificates, and transfer degrees.
   a. Associate of Arts and Associate of Science degrees can be used to obtain necessary skills for a range of possible careers, or they may be used to transfer to a four-year institution.
   b. Associate in Arts/Associate in Science for Transfer degrees (AA-T, AS-T). Students will earn an associate degree as well as being transfer-ready.
   c. Certificates of Achievement are awarded to students who complete formal instructional programs of at least 18 units designed to prepare them for a specific field or endeavor.
   d. Job Skills Certificates are awarded upon the satisfactory completion of coursework (less than 18 units) in a specific area of study
2. Learning and Career Pathways – identifying desired mathematics course options by pathway
   a. Agriculture, Nutrition, & Culinary Arts:
      i. Tech Math B52 Mathematics for Career Education (for non-transfer degrees),
      ii. Math B65 Intermediate Algebra for Statistics Lab Courses (for non-transfer degrees),
      iii. Math B22 Elementary Probability and Statistics,
      iv. Psychology B5 Elementary Statistics for the Behavioral and Social Sciences
   b. Arts, Humanities, & Communication:
      i. Math B65 Intermediate Algebra for Statistics Lab Courses (for non-transfer degrees),
      ii. Math B22 Elementary Probability and Statistics,
      iii. Psychology B5 Elementary Statistics for the Behavioral and Social Sciences
   c. Business
      i. Math B70 Intermediate Algebra (for non-transfer degrees),
      ii. Math B22 Elementary Probability and Statistics,
      iii. Math B23 Finite Mathematics
   d. Education
      i. Tech Math B52 Mathematics for Career Education (for non-transfer degrees),
      ii. Math B65 Intermediate Algebra for Statistics Lab Courses (for non-transfer degrees),
      iii. Math B4a Mathematics for Elementary School Teaching
      iv. Math B22 Elementary Probability and Statistics,

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      v. Psychology B5 Elementary Statistics for the Behavioral and Social Sciences
- e. Health Sciences
    - i. Tech Math B52 Mathematics for Career Education (for non-transfer degrees),
    - ii. Math B65 Intermediate Algebra for Statistics Lab Courses (for non-transfer degrees),
    - iii. Math B22 Elementary Probability and Statistics,
    - iv. Psychology B5 Elementary Statistics for the Behavioral and Social Sciences
- f. Industrial & Transportation Technology
    - i. Tech Math B52 Mathematics for Career Education (for non-transfer degrees),
    - ii. Math B65 Intermediate Algebra for Statistics Lab Courses (for non-transfer degrees),
    - iii. Math B22 Elementary Probability and Statistics,
    - iv. Psychology B5 Elementary Statistics for the Behavioral and Social Sciences
- g. Public Safety:
    - i. Tech Math B52 Mathematics for Career Education (for non-transfer degrees),
    - ii. Math B65 Intermediate Algebra for Statistics Lab Courses (for non-transfer degrees),
    - iii. Math B22 Elementary Probability and Statistics,
    - iv. Psychology B5 Elementary Statistics for the Behavioral and Social Sciences
- h. Social & Behavioral Sciences:
    - i. Math B65 Intermediate Algebra for Statistics Lab Courses (for non-transfer degrees),
    - ii. Math B22 Elementary Probability and Statistics,
    - iii. Psychology B5 Elementary Statistics for the Behavioral and Social Sciences
- i. STEM (Science, Technology, Engineering, & Math):
    - i. Math B70 Intermediate Algebra (for non-transfer degrees),
    - ii. Math B1a Pre-calculus I,
    - iii. Math B1b Precalculus II,
    - iv. Math B6a Calculus I

BRANCH - MATH:

1. On a scale of 1 to 5 (with 1 being not well at all and 5 being very well), how well did you do in high school math?
2. Do you remember the highest level of math you have completed successfully? (Elementary Algebra, Intermediate Algebra, Pre-Calculus, Math Analysis, Calculus)
3. Do you remember your grade in that course? (A, B, C, D, F)
4. On a scale of 1 to 5 (with 1 being not confident at all and 5 being strongly confident), how confident are you in your math skills now?
5. Are you seeking a STEM major? (yes or no)
    a. If yes, identify which one and move to review courses? (list majors to select)
    b. If no, move to next question
6. Are you seeking a major other than a STEM major? (list STEM majors but question is yes or no)
    a. If yes, move to review of courses for non-STEM Pathway math options
    b. If no, provide more info about the difference in pathways route back to STEM question # 5

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SUBBRANCH - STEM Math Pathway:

1. Review each of the following STEM Pathway Math course options (Insert course options with descriptions and SLOs):
    a. Math B70 Intermediate Algebra (College level Non-Transferable, Associates Degree Only):
        i. Course Description: Topics for the course are functions and operations on functions; system of linear equations, linear, and absolute value inequalities; linear, absolute value, and quadratic equations; radicals and operations with radicals; equations involving radicals; exponential and logarithmic equations; and conic sections.
        ii. Student Learning Outcomes: Upon completion of this course the student will be able to:
            1. Translate application problems involving motion, mixture and work by formulating appropriate equations, systems of equations or inequalities. Solve and interpret results.
            2. Classify linear and non-linear functions, including conic and logarithmic. Apply appropriate algorithms, including factoring, graphing, and symbolic representations to find solutions.
            3. Demonstrate mathematical knowledge by clearly communicating linear and non-linear concepts including radicals, exponential and logarithmic concepts in written or verbal form.
        iii. Provide sample work with answers
    b. Math B1A Pre-calculus 1 (Transferable, intended for STEM majors)
        i. Course Description:
        ii. Student Learning Outcomes: Upon completion of this course the student will be able to:
        iii. Provide sample work with answers
    c. Math B1B Pre-calculus II (Transferable, intended for STEM majors)
        i. Course Description:
        ii. Student Learning Outcomes: Upon completion of this course the student will be able to:
        iii. Provide sample work with answers
    d. Math B6a Calculus I (Transferable, intended for STEM majors)
        i. Course Description:
        ii. Student Learning Outcomes: Upon completion of this course the student will be able to:
        iii. Provide sample work with answers
2. After looking at the course descriptions and expected student learning outcomes for STEM math options, which course best describes your ability level? (options of MATH B70, MATH B1a, MATH B1b, or MATH B6a)

SUBBRANCH - Non-STEM majors:

1. Review each of the following non-STEM Pathway Math course options (Insert course options with descriptions and SLOs):
    a. Math B65 Intermediate Algebra for Statistics (Non-Transferable):

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   i. Course Description: An accelerated algebra course for non-STEM majors. Topics include simplifying algebraic expressions, manipulating and applying formulas, solving equations and inequalities in one and two variables, polynomials, and modeling with linear, exponential, and logarithmic functions. Note: This course will only satisfy the prerequisite for Math B22 and PSYC B5. This course should not be taken by Business majors and Elementary Teacher Education majors.

   ii. Student Learning Outcomes: Upon completion of this course the student will be able to:

   iii. *Provide sample work with answers*

 b. Math B4a Mathematics for Elementary School Teaching

   i. Course Description:

   ii. Student Learning Outcomes: Upon completion of this course the student will be able to:

   iii. *Provide sample work with answers*

 c. Math B22 Elementary Probability and Statistics (Transferable, intended for non-STEM majors)

   i. Course Description:

   ii. Student Learning Outcomes: Upon completion of this course the student will be able to:

   iii. *Provide sample work with answers*

 d. PSYC B5 Elementary Statistics for the Behavioral and Social Sciences (Transferable, intended for non-STEM majors)

   i. Course Description:

   ii. Student Learning Outcomes: Upon completion of this course the student will be able to:

   iii. *Provide sample work with answers*

2. After looking at the course descriptions and expected student learning outcomes for non-STEM math options, which course best describes your ability level? (options of MATH B65, MATH B22, or PSYC B5)

ENGLISH OPTION

1. What language do you speak at home?
 a. English
 b. Spanish
 c. …other… (fill in the blank)
 d. …etc…
   i. If English move to BRANCH - ENGLISH section.
   ii. If language other than English move to the BRANCH - EMLS

BRANCH –EMLS

1.

BRANCH - ENGLISH:

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Commented [GC11]: What needs to be asked here?

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1. On a scale of 1 to 5 (with 1 being not well at all and 5 being very well), how well did you do in high school English?
2. Do you remember your grade? (A, B, C, D, F)
3. On a scale of 1 to 5 (with 1 being not confident at all and 5 being strongly confident), how confident are you in your writing skills now?
4. Review each of the following courses (Insert course options with descriptions and SLOs):
    a. ENGL B1a (Transfer level English):
        i. Course description: Critical reading, writing, and thinking. Students will critically read and write primarily expository and argumentative texts that respond to a variety of rhetorical situations and contexts and incorporate college-level research. Minimum 6,000 words formal writing.
        ii. Student Learning Outcomes: Upon completion of this course the student will be able to:
            1. Read and think critically, including a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
            2. Evaluate and establish the credibility of print and online sources.
            3. Demonstrate the legitimate use of scholarly sources by using library and online reference materials. Incorporating summary, paraphrase, and direct quotes. Synthesizing multiple primary and secondary sources. Avoiding plagiarism.
            4. Write essays out of class that • demonstrate the use of expository and argumentative or persuasive forms of writing. • reflect an orderly research and writing process. • use correct MLA form and documentation. • show evidence of drafting, editing, and revision to reflect an academic style and tone.
            5. Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
    b. ENGL B50 (One level below Transfer Level):
        i. Course Description: Emphasizes the writing of expository and argumentative essays and the comprehension and analysis of readings. Prepares students for English B1a. (students taking this course will still have to complete ENGL B1a to graduate and transfer)
        ii. Expected Student Learning Outcomes: Upon completion of this course the student will be able to:
            1. Read and think critically about at least 1 book-length work in addition to selected readings.
            2. Evaluate and establish the credibility of an author's work.
            3. Demonstrate the legitimate use of credible sources by - summarizing and paraphrasing sources - synthesizing multiple sources. - avoiding plagiarism.
            4. Write papers that - demonstrate the use of expository and argumentative or persuasive forms of writing. - demonstrate MLA form and citation. - show evidence of drafting, editing, and revision to reflect an academic style and tone. - use a variety of sentence patterns appropriately and correctly. - use standard conventions of written English--spelling, punctuation, and capitalization.

> **Commented [GC12]:** Provide Explanation of what this means

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5. After looking at the course descriptions and expected student learning outcomes, which course best describes your ability level? (option of ENGL B1a or ENGL B50)