**Guided Self-Placement (GSP) and Onboarding**

**Check for recoding or CB 21, 25 & 26**

Decisions for colleges to consider:

* Will all students have freedom of self placement or only those without GPA?
* Will placement occur only with college ID or prior to completed application?
* How will high school students (especially dual enrolled) be affected?
* Will students be required to meet with a counselor before enrolling?
* Will adequate advising be available F2F or online?
* Who will be available for advising (counselors, discipline faculty, etc)
* Will non-cognitive variables (growth mindset, hope scale, etc) be considered?

**Reference Guide:**

**Definitions:**

* **Guided Placement:** A process or a tool used to encourage a student to reflect on his or her academic history and educational goals that may include the student evaluating their familiarity and comfort with topics in English or mathematics. After completing the process, students will receive their course placement.
* **Onboarding:** A process of orienting a student to the college and the programs and courses offered. The process often includes collection of information from the student about the student’s educational and career goals, elements of the student’s life that may impact their studies and additional information about the student’s educational and life experiences that will inform and assist the student to choose appropriate courses.
* **Self-Placement:** The process in which a student chooses their placement after consideration of the self-assessment survey results and other relevant factors.

*From CCCCO Memo AA 19-19:* [*AB 705 Guided and Self Placement Guidance and Adoption Plan Instructions*](https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5cb7ae6fe4966bc66ec8cb00/1555541615675/AA%2B19-19%2B%2BAB705%2BGSP%2BGuidance%2Band%2BAdoption%2BPlan%2BInstructions.pdf)

The Chancellor’s Office is providing provisional approval for districts that opt to develop guided placement and self-placement methods that require Chancellor’s approval.

* The district 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).
* Districts will be allowed no more than two years to innovate and validate their own guided and self-placement methodologies.
* Districts will be required to provide a preliminary report on their validation data after one year of implementation.

**MIS Recoding -** Colleges are expected to make revisions to their codes in time for their winter MIS submission, to better track outcomes in the first term of 2019-20. To support colleges in applying the new CB codes or to make adjustments in CB21 levels, ASCCC will devote time at the curriculum Institute in July 2019 to course recoding. Adjustments to the Student Success Metrics and SCFF definitions will be made in 2020.

**CB 21 - Recoding of courses below transfer**

**CB 25 – New Element identifying transfer level Mathematics/Quantitative Reasoning, English and ESL Courses**

**CB 26 – Identifying Support courses for English, ESL, Mathematics/Quantitative Reasoning including noncredit and pre-collegiate courses**

*From CCCCO Memo AA 19-25* New Data Elements (NEED LINK)

**This REQUIRES the collaborative work of discipline faculty, counselors, and staff in assessment, financial aid, and other student support areas.**

College Worksheet

Goal: This exercise works best with a collaborative team and takes about 30 minutes. The goal is to map a potential student pathway from the time they apply to the first week of class. Consider whether this is the way it appears in the catalog from an institutional viewpoint or where students actually end up.

**Flowcharting the Student Experience: In the catalog and on the website it appears linear but it is not linear**

**Can’t find classroom**

**Doesn’t know anyone to ask**

**Fails first quiz**

Revises Ed Plan

1. Using a collaborative team with students, classroom faculty, financial aid staff, A & R staff, and counselors begin with a first time student perspective and map their steps as they apply, orient and register for courses.

* Beginning with the CCC Apply process
* Proceed to matriculation steps
* Connect the requirements for enrolling in courses

CONSIDER: Who your students must contact and how and where that contact usually takes place.

**Draw a flow of where your college has student go to apply, enroll, get financial aid, counseling and register for classes.**

Step 2: Evaluate the services your institution provides for guiding and on-boarding students and do a quick assessment using the table below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Services | How do students find out where to go? | Where is it located? | How long is the wait to see a human? | Is this accessible to first time students? | Should you evaluate and improve this area? |
| Orientation |  |  |  |  |  |
| Placement |  |  |  |  |  |
| Counseling |  |  |  |  |  |
| Financial Aid |  |  |  |  |  |
| Career and job advice |  |  |  |  |  |
| Academic Support SI, tutoring, etc |  |  |  |  |  |
| Purchasing books |  |  |  |  |  |
| Transfer information |  |  |  |  |  |

Resources for Placement

* A practice guide for college and university administrators, advisors, and faculty. Washington, DC: Institute of Education Sciences, What Works Clearinghouse. <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dev_ed_112916.pdf>
* What Works in the Community Colleges: A Synthesis of the Literature on Best Practices. INSTITUTION California Univ., Los Angeles. Graduate School of Education. PUB DATE 2002-12-00 NOTE 57p.; Prepared by the Higher Education and Organizational Change Division. <https://pdfs.semanticscholar.org/909d/94498abfe9d8606994c319509f43ac6b06fa.pdf?_ga=2.264020940.1746833798.1553632938-1415424856.1553632938>
* Chickering, A. W., & Kuh, G. D. (2005). Promoting student success: Creating conditions so every student can learn (Occasional Paper No. 3). Bloomington, Indiana: Indiana University Center for Postsecondary Research.
* IES, Strategies for Postsecondary Students in Developmental Education – A Practice Guide for College and University Administrators, Advisors, and FacultyWhat Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>
* Schunk, D.H. & Zimmerman, B.J. (2006). Competence and control beliefs: Distinguishing the means and ends. In Alexamder, P.A. & Winnie, P.H. (Eds.). Handbook of educational psychology (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
* Shushok, F. r., & Hulme, E. (2006). What's Right with You: Helping Students Find and Use Their Personal Strengths. About Campus, 11(4), 2-8.
* ***Understanding the Student Experience Through the Loss/Momentum Framework: Clearing the Path to Completion (Research and Planning Group for California Community Colleges)***
* A guide to ensure students successfully transition through critical junctures in their educational journey, <https://tinyurl.com/y5u93yxl>
* ***Student Engagement in Guided Pathways Development***
* An overview of six design principles for effective student engagement, <https://tinyurl.com/y3ovco7w>
* ***New Student Onboarding Diagnostic: What First Impression Does Your College Make?* (EAB)**
* A tool to assess key onboarding processes and how they can be improved or strengthened, <https://tinyurl.com/y4fv5zgc>
* ***What We Are Learning About Guided Pathways (Community College Resource Center)***
* A summary of key practices from national Guided Pathways efforts including recommendations for strengthening onboarding practices, <https://tinyurl.com/yyk4bv9p>