# Executive Committee Agenda Item

| SUBJECT: Resolution F20 18.01: Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways | | Month: March | Year: 2021 |
|---|---|---|---|
| | | Item No: IV. B. i | |
| | | Attachment: Yes (1) | |
| DESIRED OUTCOME: | The Executive Committee will provide feedback on a draft survey. | Urgent: NA | |
| | | Time Requested: 10 mins. | |
| CATEGORY: | Action | **TYPE OF BOARD CONSIDERATION:** | |
| REQUESTED BY: | Virginia May | Consent/Routine | |
| | | First Reading | X |
| STAFF REVIEW[1]: | April Lonero | Action | X |
| | | Information | |

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

In fall 2020, the delegates to the ASCCC passed Resolution F20 18.01: Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways

In order to begin addressing the 2nd Resolved statement some qualitative data is needed on local placement in English, English as a Second Language, and mathematics pathways that includes the areas of success, areas where improvement is needed, and what support colleges and faculty need in order to close equity gaps and ensure students meet their educational goals.

2nd Resolved:

*Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, write a paper on optimizing student success by evaluating placement in English, English as a Second Language, and mathematics pathways for consideration at the Spring 2022 Plenary Session.*

Attached is a draft of survey to be disseminated to Academic Senate Presidents, Curriculum Committee Chairs, and Department Chairs of English, English as a Second Language, mathematics, and counseling. The department chairs should seek input from related disciplines that are affected by placement.

The Executive Committee is asked to provide feedback so that a perfected survey can be considered at the April Executive Committee, and if approved, disseminated by the end of April.

---

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

# Survey Overview

**Purpose**:
To evaluate Placement in English, English as a Second Language, and Mathematics Pathways

**Respondents**:
Academic Senate Presidents, Curriculum Committee Chairs, and Department Chairs of English, English as a Second Language, mathematics, and counseling. The department chairs should seek input from related disciplines that are affected by placement.

**Background**:
In fall 2020, the delegates to the ASCCC passed Resolution F20 18.01: Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways.

In order to begin addressing the 2nd Resolved statement some qualitative data is needed on local placement in English, English as a Second Language, and mathematics pathways that includes the areas of success, areas where improvement is needed, and what support colleges and faculty need in order to close equity gaps and ensure students meet their educational goals.

2nd Resolved:
*Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, write a paper on optimizing student success by evaluating placement in English, English as a Second Language, and mathematics pathways for consideration at the Spring 2022 Plenary Session.*

**Preparation to Respond to Survey**:
It is recommended that you read through the survey before responding. If you have access to institutional, departmental, or other sources of data to support your responses please include, although not required.

# Survey Questions

1. What college are you from? (drop-down menu) This information will be confidential unless you consent to making it public.

2. What is your role at the college? (drop-down menu with "other" option)

3. Are you interested in participating in a follow-up survey or focus group? [yes (provide name and email), no, depends (provide name and email)]

   If you selected English, English as a Second Language, or Mathematics in #2 respond to questions 4-9.

   If you selected Counselor in #2 respond to questions 10-14.

If you selected Academic Senate President or Curriculum Chair in #2 respond to questions 15-19.

If you selected "other" in #2 respond to questions 20-25.

For English, English as a Second Language, or Mathematics respondents:

4. Describe your placement protocols as implemented to meet the goals and intent of AB 705 (Irwin, 2017). How are students placed? How has access to transfer-level coursework changed as a result of changes to the placement protocols? How has enrollment changed? How has completion changed?

5. Describe the successes since AB 705 implementation.

6. Describe the challenges since AB 705 implementation.

7. How has implementation of AB 705 affected equity gaps in access/placement, enrollment, and completion?

8. What kind of support would be helpful to faculty at your college for improving access/placement, enrollment, and completion?

9. Describe the feedback or responses from students about the placement protocols, course offerings, and supports? How do students perceive their access to and support in the coursework they need in order to be successful and meet their educational goals? What is the student's perception of the effect on equity?

For Counselor respondents:

10. Describe the successes since AB 705 implementation.

11. Describe the challenges since AB 705 implementation.

12. How has implementation of AB 705 affected equity gaps in access/placement, enrollment, and completion?

13. What kind of support would be helpful to counselors at your college for improving access/placement, enrollment, and completion?

14. Describe the feedback or responses from students about the placement protocols, course offerings, and supports? How do students perceive their access to and support in the coursework they need in order to be successful and meet their educational goals? What is the student's perception of the effect on equity?

For Academic Senate President or Curriculum Chair respondents:

15. Describe the successes since AB 705 implementation.

16. Describe the challenges since AB 705 implementation.

17. How has implementation of AB 705 affected equity gaps in access/placement, enrollment, and completion?

18. What kind of support would be helpful for faculty leaders at your college for improving access/placement, enrollment, and completion?

19. Describe the feedback or responses from students about the placement protocols, course offerings, and supports? How do students perceive their access to and support in the coursework they need in order to be successful and meet their educational goals? What is the student's perception of the effect on equity?

For "other" respondents:

20. Explain your role at the college.

21. Describe the successes since AB 705 implementation.

22. Describe the challenges since AB 705 implementation.

23. How has implementation of AB 705 affected equity gaps in access/placement, enrollment, and completion?

24. What kind of support would be helpful for faculty in roles similar to yours at your college for improving access/placement, enrollment, and completion?

25. Describe the feedback or responses from students about the placement protocols, course offerings, and supports? How do students perceive their access to and support in the coursework they need in order to be successful and meet their educational goals? What is the student's perception of the effect on equity?