The Basics of Guided Self-Placement

Guided Self-Placement (GSP) is a locally developed tool or process that allows students, in consultation with counselors or other faculty, to determine suitable coursework including the appropriate mathematics, English and English as a Second Language (ESL) entry-level class. GSP is a response to considerable research that indicates that placement testing and other placement measures are not always effective predictors of success for individual students. In addition, GSP encourages students' personal metacognitive evaluation and self-determination as a part of the placement process. GSP tools provide students with basic information about multiple measures and help them, through questions, examples, and course descriptions, determine the appropriate level of placement aligned with the student's educational goals. The goal of GSP is not to challenge transfer-level placement but rather to help students integrate self-analysis with data and course expectations with the goal of optimizing student investment, experience and resolve.

Step 1: Career Counseling
Students should be informed about the difference between degrees, certificates, transfer and professional degrees and be provided an opportunity to explore their interests and potential employment options.

Step 2: Selecting a Metamajor and Major which helps to clarify the Mathematics and GE Pathways.
Colleges should list the desired mathematics pathways by metamajors and/or programs for students to reference.
- STEM (Science, Technology, Engineering, or Mathematics)- pre-calculus, trigonometry, calculus, biostats, College Algebra
- Business and Accounting – finite mathematics, business calculus, statistics
- Education – liberal studies mathematics, contemporary mathematics, Fundamentals of Mathematics
- Social Sciences & Public Safety, Communication, Allied Health, Human Resources, Journalism– Statistics, Behavioral Science Statistics
- Humanities, Hospitality – Quantitative reasoning
- Technical Majors – Technical Mathematics, preferably transferrable

Step 3: Clarify overall Educational Goal (degree, certificate or transfer)
Begin with a student's informed goal: students should select a goal that is aligned to their ultimate educational pathway. If the intent is to continue their education beyond a certificate or an associate degree at some time in the future, this will influence current course-taking, even if the student's short-term goal is to complete a certificate or associate degree and get a job.
A student should determine whether his or her goal is:
- Completion of a transfer degree with guarantee of transfer to the California State University system?
- Completion of an associate degree at the community college with plans to transfer and completion of a bachelor's degree?
- Completion of a certificate or an associate degree at the community college (usually focusing on employment)?
- Completion of a course or two in order to improve a current employment status or required coursework for professional development?
- Completion of courses relating to individual interest or continuous learning goals?

Step 4: Clarify English or English as a Second Language (ESL) and Mathematics coursework
Colleges should provide sample coursework for transfer level composition courses including examples from integrated reading, writing, English as a Second Language (ESL), or other appropriate coursework. In addition, sample mathematics work for entry level skills beginning with the graduation requirements for quantitative reasoning, career technical courses and sequential mathematics courses, should be provided, recognizing students may enter higher than the entry level courses based upon previous work. These

samples do not serve as an evaluative measure, but rather to provide details for the students to select a placement, get brush up work done before class, and consider the time commitment and expectations of courses and programs.

Step 5: Review previous coursework in high school, at other colleges or through testing
- Ï Students should examine their High School GPA
- Ï Students should review any AP, CLEP or other diagnostic testing scores e.g. EAP, SAT, ACT, etc
- Ï Students should review completed coursework in English, English as a Second Language (ESL) and Mathematics

Step 6: Identify Potential GE pathway to clarify requirements meeting graduation and transfer
Does the student intend to complete coursework to transfer?
- Ï Transfer to CSU or Private – CSU Breadth or IGETC – ADT (Associate Degree for Transfer)
- Ï Transfer to UC – IGETC and Transfer Agreement

Step 7: Review the Default placement rules or locally determined placement rules. The Default rules are below. (The English as a Second Language (ESL) and English rules are similar in terms of the GPA Decision Rules). Note: Each high school GPA is associated with the predicted success rate.

High School Performance Metric for English	Recommended AB 705 Placement for English
HSGPA ≥ 2.6 Success rate = 78.6%	**Transfer-Level English Composition** No additional academic or concurrent support required
HSGPA 1.9 - 2.6 Success rate = 57.7%	**Transfer-Level English Composition** Additional academic and concurrent support recommended
HSGPA < 1.9 Success rate = 42.6%	**Transfer-Level English Composition** Additional academic and concurrent support strongly recommended
High School Performance Metric for Statistics/Liberal Arts Mathematics	**Recommended AB 705 Placement for Statistics/Liberal Arts Mathematics**
HSGPA ≥ 3.0 Success rate = 75%	**Transfer-Level Statistics/Liberal Arts Mathematics** No additional academic or concurrent support required for students
HSGPA from 2.3 to 2.9 Success rate = 50%	**Transfer-Level Statistics/Liberal Arts Mathematics** Additional academic and concurrent support recommended for students
HSGPA < 2.3 Success rate of 29%	**Transfer-Level Statistics/Liberal Arts Mathematics** Additional academic and concurrent support strongly recommended for students
High School Performance Metric BSTEM Mathematics[1]	**Recommended AB 705 Placement for BSTEM Mathematics**
HSGPA ≥ 3.4 OR HSGPA ≥ 2.6 AND enrolled in a HS Calculus course Success rate = 75%	**Transfer-Level BSTEM Mathematics** No additional academic or concurrent support required for students
HSGPA ≥2.6 or Enrolled in HS Precalculus Success rate = 53%	**Transfer-Level BSTEM Mathematics** Additional academic and concurrent support recommended for students
HSGPA ≤ 2.6 and no Precalculus Success rate = 28%	**Transfer-Level BSTEM Mathematics** Additional academic and concurrent support strongly recommended for students

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[1] Note: The BSTEM table presumes student completion of Intermediate Algebra/Algebra 2, an equivalent such as Integrated Math III, or higher course in high school.