

District Curriculum Committee Meeting Agenda

Tuesday, March 2, 2021

4:00-5:00pm

Hosted Via Zoom

Committee Members	Guests
<input type="checkbox"/> Ann Pfeifle (Chair, MVC)	<input type="checkbox"/> Lijuan Zhai (AVC Ed Services and Institutional Effectiveness, RCCD)
<input type="checkbox"/> Jeannie Kim (Co-Chair, VC Ed. Services)	<input type="checkbox"/> Steven Schmidt (MUS, RCC)
<input type="checkbox"/> Kelly Douglass (ENG, RCC)	<input type="checkbox"/> Bryan Nicol (Staff, RCCD)
<input type="checkbox"/> Brian Johnson (MAT, NOR)	<input type="checkbox"/> Ellen Brown-Drinkwater (AO, RCC)
	<input type="checkbox"/> Nick Franco (AO, NOR)
	<input type="checkbox"/> Jeanne Howard (AO, MVC)
	<input type="checkbox"/> Sabina Fernandez (Staff, MVC)
	<input type="checkbox"/> Casandra Greene (Staff, RCC)
	<input type="checkbox"/> Nicole Brown (Staff, NOR)
Additional Guests:	

Zoom Information

<https://cccconfer.zoom.us/j/94092871087>

+1 669 900 6833 (US Toll)

Meeting ID: 940 9287 1087

Agenda and Minutes

1. Approval of Agenda
2. Approval of Minutes – December 1, 2020

Reports from Colleges

1. Moreno Valley
2. Norco
3. Riverside

Action Items

1. Curriculum Proposals

Discussion Items

1. AOE Discussion – Ann Pfeifle
2. Equitable Placement (AB 705) ESL Adoption Plan Submission (Info Item) – Jeannie Kim

Notice is Hereby Given That Pursuant to Executive Order N-29-20 the Riverside Community College District Curriculum Committee will meet on March 2, 2021 via Zoom Conferencing.

Consistent with Executive Order N-29-20 and Government Code sections 54953.2, 54954.1, 54954.2, and 54957.5, the Riverside Community College District Curriculum Committee will provide to individuals with disabilities reasonable modification or accommodation including an alternate, accessible version of all meeting materials. To request an accommodation, please contact techreview@rccd.edu at least one week prior to the meeting. Requests received after this time will be honored when possible.

Members of the public wishing to comment on an agenda item or other topic within the purview of the Riverside Community College District Curriculum Committee will be given the opportunity via Zoom or may submit commentary to techreview@rccd.edu.



TO: Chief Executive Officers
Chief Business Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents

FROM: Aisha Lowe, Vice Chancellor, Educational Services and Support
Dolores Davison, President, ASCCC

RE: Equitable Placement (AB 705) ESL Adoption Plan Submission

Given the COVID-19 emergency, the AB 705 ESL adoption plans originally due July 1, 2020 were extended to July 1, 2021 (reference memorandum [ES 20-24 Emergency Guidance for AB 705 Implementation](#)). This guidance memorandum provides details on how to submit those adoption plans. Enclosed you will find materials created by the ESL AB 705 Implementation Workgroup, whom we sincerely thank for their partnership and dedication to this effort:

- ESL Adoption Plan Implementation Guide
- ESL Adoption Plan Form
- Adoption Plan Glossary of Terms

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 an important priority for the Board of Governors and all California Community Colleges. As a reminder, under title 5, §55522.5 *English as a Second Language Placement and Assessment*, ESL students with a goal of transfer to a four-year institution or an associate degree should enter and complete a transfer-level English composition course or an ESL course equivalent to transfer-level English composition within a three-year timeframe of declaring a transfer- or degree-seeking goal. Adoption plans should explain the placement method, the evidence to be collected, and why the college/district believes it will be effective.

Per title 5, §55522.5 (b)(2), students who have acquired a United States high school diploma or the equivalent should be placed according to §55522. Therefore, colleges'/districts' adoption planning and implementation will primarily focus on ESL students without a U.S. high school diploma or U.S. high school data (e.g., international students, adult immigrants, refugees, and F1 Visa students). Colleges should collect and review evidence on the effectiveness of their ESL placement including student completion of degree or transfer requirements in English (or equivalent ESL courses) via their campus research offices and make the data available to ESL departments for the purpose of determining the best placement options for credit ESL, consistent with title 5, §55512.

AB 705 ESL Adoption Plan Submission

February 3, 2021

While local practices may have been in flux over the past year, this is a long-term (2-year) plan starting fall 2021 of how you will assess, place and support your ESL students. This is not a report of what you have done in the past or how practices have shifted during COVID. That said, colleges/districts should glean from lessons learned during COVID about establishing flexible processes and procedures given the uncertainty of the pandemic and other yet unknown emergencies that could arise.

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. As you implement, you will likely glean from lessons learned and shift practices to best serve students. That innovation is allowed and encouraged. Within two-years of fall 2021 implementation, the Chancellor's Office will provide a data template for validation of those innovations and practices.

Requested Action

All California Community Colleges are to complete the enclosed Equitable Placement (AB 705) ESL Adoption Plan form by July 1, 2021 using this link: [ESL-Adoption-Plan-Form](#) . The pdf of the form enclosed is for reference purposes only. Please complete the electronic form to submit your plan.

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

cc: Eloy Ortiz Oakley, Chancellor
Daisy Gonzales, Deputy Chancellor
Marty Alvarado, Executive Vice Chancellor
CCCCO Staff

Attachments:

- ESL Adoption Plan Implementation Guide
- ESL Adoption Plan Form (for reference only; submit using the electronic link)
- Adoption Plan Glossary of Terms

Equitable Placement (AB 705) ESL Adoption Plan Implementation Guide

Title 5, §55522.5 ENGLISH AS A SECOND LANGUAGE PLACEMENT AND ASSESSMENT	Implementation Considerations
(a) Scope and Intent	
<p>(1) Instruction in credit English as a Second Language (ESL) is distinct from remediation in English.</p> <p>(2) Students enrolled in ESL coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both.</p>	<ul style="list-style-type: none"> • Does local implementation affirm ESL courses and instruction as distinct from remedial/developmental English? • Does local implementation affirm ESL students as foreign language learners?
<p>(3) ESL students with a goal of transfer to a four-year institution or an associate degree should enter and complete a transfer-level English composition course or an ESL course equivalent to transfer-level English within a three-year timeframe of declaring a transfer- or degree-seeking goal.</p>	<ul style="list-style-type: none"> • Do local ESL placement sequences align with this goal? • Has a plan and process been established to disaggregate data to identify educational goals of degree or transfer for students enrolled in credit ESL courses? • Has a plan and process been established to track and report on student placement and throughput?
<p>(4) Credit ESL placement methods should minimize disproportionate impacts on students.</p>	<ul style="list-style-type: none"> • Has a plan and process been established to disaggregate data to examine disproportionate impact on students enrolled in credit ESL courses?
(b) Placement Methods	
<p>(1) Districts shall place students who are English language learners using evidence based multiple measures from the placement methods for ESL identified below:</p> <p>(A) Any Chancellor's Office ESL placement method published by the Chancellor's Office to implement Education Code §78213;</p> <p>(B) An evidence-based district placement method collected from local research using high school performance data, including self-reported high school performance data;</p> <p>(C) A district placement method based upon guided placement, including self-placement; or</p> <p>(D) Methods based on articulation agreements between the district and partners as defined in §55003.</p>	<ul style="list-style-type: none"> • Are one of these placement methods for credit ESL being used? Can that placement method be described in detail? • Has a plan and process been established to validate the placement methods being used?
<p>(2) Students who have acquired a United States high school diploma or the equivalent shall be placed according to §55522.</p>	<ul style="list-style-type: none"> • Are students with U.S. high school diplomas or equivalent being placed according to §55522? • Has a plan and process been established to disaggregate data to demonstrate said placement?
<p>(3) Placement methods authorized by this section shall be designed to maximize the probability that transfer- or degree-seeking students enrolled in credit ESL will enter and complete a transfer-level English composition or an equivalent ESL course within a three-year timeframe.</p>	<ul style="list-style-type: none"> • Are placement methods designed to maximize the probability of completion of transfer-level English composition (TLC) or an ESL course equivalent to TLC within a three-year timeframe? • Has a plan and process been established to validate the placement methods being used?

<p>(4) Districts adopting a district placement method under subparagraph (b)(1)(B) or (b)(1)(C) shall, by July 1, 2020 [extended to 2021], provide an adoption plan on a form prescribed by the Chancellor, explaining the placement method, the evidence to be collected, and why the district believes it will be effective. Within two years of the adoption of a district placement method, the district shall report to the Chancellor on the 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 either of the following circumstances:</p>	<ul style="list-style-type: none"> • Has a plan and process been established to complete and submit the local ESL adoption plan to the CO by July 1, 2021? • Has a plan and process been established to validate the district placement method?
<p>(A) The district's failure to report within two years of adoption; or (B) The district's failure to demonstrate that the local placement method meets or exceeds the credit ESL throughput rate(s) of a placement method, once published, by the Chancellor's Office.</p>	
<p>(5) Districts must inform students placed into credit ESL coursework prior to fall 2020 of their right to access the newly adopted placement processes that comply with this section and students who have completed a United States high school diploma or the equivalent shall be placed according to §55522. Districts shall disclose their plans to implement retroactive placement recommendations as part of the adoption plan described in subparagraph (b)(4).</p>	<ul style="list-style-type: none"> • Has the district informed students placed into credit ESL coursework of their right to access newly adopted placement processes? • Has a plan and process been established to retroactively place credit ESL students whose current placement does not fit the new placement process?
<p>(6) Any placement for the fall semester or quarter of 2020 must comply with this section and Education Code §78213.</p>	<ul style="list-style-type: none"> • Has a plan and process been established to implement the new placement processes by fall 2021?
<p>(c) Assessment</p>	
<p>The Chancellor shall establish and update, at least annually, a list of the approved assessment tests and instruments for use in placing students in credit ESL courses and guidelines for their use by community college districts. When using an ESL assessment test for placement into credit ESL coursework, it must be used with one or more other measures to comprise multiple measures.</p>	<ul style="list-style-type: none"> • If an assessment test is being used for placement: <ul style="list-style-type: none"> ○ How does the district ensure colleges are using a CO approved assessment test? ○ How does the district ensure colleges are using multiple measures in addition to that assessment test? • Can those placement processes be described in detail?
<p>(1) Districts and colleges are required to use the Chancellor's guidelines for the validation of all assessment tests used for placement to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. Based on this evaluation, the district or college shall determine whether any assessment test, method, or procedure has a disproportionate impact on particular groups of students, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district or college shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.</p>	<p>Only CO approved assessment tests can be used. Locally developed assessments will be validated by processes established by the Assessment Committee (which is being reconstituted).</p>
<p>(2) The Chancellor may identify other measures of a student's college readiness that community college districts may use for student placement into the college's curriculum.</p>	
<p>(d) Each community college district utilizing approved assessment tests or instruments shall adopt procedures that are clearly communicated to students regarding the college's sample test preparation, how the student test results will be used to inform placement decisions, and the district's limits on the student's ability to re-test.</p>	<ul style="list-style-type: none"> • If an approved assessment test is being used for placement: <ul style="list-style-type: none"> ○ Are there procedures to clearly communicate to students regarding the college's sample test

	preparation, how the student test results will be used to inform placement decisions, and the district's re-test policy?
(e) Community college districts shall not, except as provided in subdivision (g), do any of the following:	Can the district certify alignment with the following provisions (1-5)?
(1) Use an assessment test for placement which has not been approved by the Chancellor pursuant to this section, except that the Chancellor may permit limited field-testing, under specified conditions, of new or alternative assessment tests;	
(2) Use any assessment test in a manner or for a purpose other than that for which it was developed or has been otherwise validated;	
(3) Use any assessment test process to exclude any person from admission to a college, except that a college may determine the admission of special part-time or full-time students under Education Code §76002 based on an assessment which involves multiple measures and complies with other requirements of this subchapter;	
(4) Use any assessment test, method, or procedure to exclude students from any particular course or educational program, except that districts may establish appropriate prerequisites pursuant to §55002 and §55003; or	
(5) Use any Student Success and Support Program practice which has the purpose or effect of subjecting any person to unlawful discrimination prohibited by subchapter 5 (commencing with §59300) of chapter 10.	
(f) Colleges or districts that receive funding from the Student Equity and Achievement Program shall do the following pursuant to Education Code §78213:	
(1) Inform students of their rights, pursuant to Education Code §78213 , to access transfer-level coursework in English or in credit academic ESL and of the multiple measures placement policies or other college placement processes including the availability of challenge processes;	<ul style="list-style-type: none"> • Has a plan and process been established to inform students of their rights, pursuant to Education Code §78213, to access transfer-level coursework in English or in credit academic ESL and of the multiple measures placement policies or other college placement processes including the availability of challenge processes?
(2) Include information about the student's course placement options in the college catalog, in orientation and advisement materials, on the college's website, and in any written communication by counseling services;	<ul style="list-style-type: none"> • Has a plan and process been established to include information about the student's course placement options <ul style="list-style-type: none"> ○ in the college catalog, ○ in orientation and advisement materials, ○ on the college's website, and ○ in any written communication by counseling services?
(3) Annually report the college's placement results to the Chancellor's Office, in a manner and form described by the Chancellor's Office: (A) The college's placement results. Colleges shall include the number of students assessed and the number of students placed into transfer-level English composition or ESL equivalent, transfer-level	<ul style="list-style-type: none"> • Has a plan and process been established to gather and report this data annually?

<p>English composition or ESL equivalent with concurrent support or transfer-level or credit ESL coursework, disaggregated by race and ethnicity; and</p>	
<p>(4) Publicly post the college's placement results. Colleges shall include the number of students assessed and the number of students placed into transfer-level English composition or ESL equivalent, transfer-level English composition or ESL equivalent with concurrent support, or transfer-level or credit academic ESL coursework, disaggregated by race and ethnicity.</p>	<ul style="list-style-type: none"> • Has a plan and process been established to publicly report this data annually?
<p>(g) The Chancellor shall provide districts with notice and an opportunity to cure actions found to be out of compliance with this section. The Chancellor may use any means authorized by law to obtain compliance in the event of a failure or refusal to cure.</p>	
<p>(h) The Chancellor's Office shall collect and analyze all placement methods and their impact on throughput rates for ESL students with a goal of transfer to a four-year institution or an associate degree and produce a report for the Board of Governors by January 30, 2023. This report will inform a re-evaluation of credit ESL placement methods by the Chancellor's Office, and whether this section should be amended.</p>	

ESL Adoption Plan Form

Introduction and Contact Information

Page description:

This page provides an introduction of this form and collects college contact information

Introduction

As described in guidance memorandum Equitable Placement (AB 705) English as a Second Language (ESL) Adoption Plan Submission, ESS 21-200-004 released February 3, 2021, (link below), all California Community Colleges are to complete an Equitable Placement (AB 705) ESL Adoption Plan using this form by July 1, 2021. Per Title 5, §55522.5(b)(4), districts shall provide an adoption plan on a form prescribed by the Chancellor, explaining the placement method, the evidence to be collected, and why the district believes it will be effective. Reference the Equitable Placement (AB 705) ESL Adoption Plan Implementation Guide and Glossary of Terms to help direct your planning and completion of this adoption plan (links below):

[Glossary of Terms](#)

[ESL Adoption Plan Guide](#)

1. Contact Information

District

College

Adoption Plan Development Process

Page description:

This page collects details on the college's adoption plan development process.

2. Information about the adoption plan development process. Provide details on the development of the adoption plan. Explain how the development process was organized and communicated to the campus. Which parties were involved in the development? What was the approval process? During the development and approval process, how was feedback gathered?

3. If you have additional information regarding your adoption plan development process in a separate file please upload it here.

Browse...

Localized Placement Method for ESL Students

Page description:

This page ask for information about the college's local placement method for ESL students.

4. Are students with a U.S. high school diploma, or the equivalent, placed using the default placement rules (see glossary of terms)?

- Yes
- No

5. If not, which placement methods are used to place students with a U.S. high school diploma or the equivalent? Select all that apply.

- CO Approved Assessment Instrument
- CO Approved Writing Assessment
- Guided placement
- Self-placement
- International transcripts converted to U.S. GPA scale
- SAT, ACT, EAP, or AP tests
- Self-reported high school data
- Verified high school transcript data
- Educational background and/or English use survey
- Other assessment measures - (Please describe)

6. Please describe the placement process used to place students with a U.S. high school diploma or the equivalent (i.e. provide detail on how the methods checked above are used within the placement process).

7. How will these placement methods be retroactively applied to current students with a U.S. high school diploma or the equivalent?

8. Which placement methods are used to place students who do not have a U.S. high school diploma? Select all that apply.

- CO Approved Assessment Instrument
- CO Approved Writing Assessment
- Guided placement
- Self-placement
- International transcripts converted to U.S. GPA scale
- SAT, ACT, EAP, AP tests
- Self-reported high school data
- Educational background and/or English use survey
- Verified high school transcript data
- Other assessment measures (please describe):

9. Please describe the placement process used to place students without a U.S. high school diploma or the equivalent (i.e. provide detail on how the methods checked above are used within the placement process).

10. How will these placement methods be retroactively applied to current students without a U.S. high school diploma or the equivalent?

11. Does your college use different placement methods for different types of students?

If so, please list and describe the different types of students for whom different placement methods are used. Also, describe and provide the rationale and evidence to support this decision.

12. How do these methods of placement of ESL students maximize the likelihood that ESL students with a goal of transfer to a four-year institution or an associate degree will enter and complete a transfer-level English composition course or an ESL course equivalent to transfer-level English within a three-year timeframe of declaring a transfer- or degree-seeking goal? Provide evidence to support this.

A large, empty rectangular box with a thin black border, intended for the student to provide evidence supporting their answer to the question above.

13. For students who are placed in transfer-level English Composition or an ESL course equivalent, what types of support are provided? Select all that apply.

- Combined pre-requisite and transfer course in one term with no additional units
- Combined pre-requisite and transfer course in one term with additional units
- Course & linked credit co-requisite support
- Course & unlinked credit co-requisite support
- Course & noncredit co-requisite support
- Embedded support (i.e. tutor, counselor, study skills training, time management)
- Specialized tutoring assistance (tutorial center and faculty customized support)
- Other - (Please describe)
- No supports are offered

Disproportionate Impact

Page description:

This page collects information on disproportionate impact.

14. Does your college examine disproportionate impact among ESL students?

- Yes
- No

15. If so, based on what characteristics does your college examine disproportionate impact among ESL students (e.g., ethnicity, language, dialect, linguistic community, or others locally determined)? How are disproportionately impacted ESL students identified?

16. Which groups of students show disproportionate impact among your college's ESL population? How was this determined?

17. How have your ESL placement methods been designed and/or revised to minimize disproportionate impact to the students identified above (i.e. eliminate cultural or linguistic biases)? What evidence was used to establish this method?

Page description:

This page collects information about the college's validation process.

Within two years of the adoption of a placement method, the college/district shall report to the Chancellor on the method's efficacy. The Chancellor's Office shall collect and analyze all placement methods and their impact on throughput rates for ESL students with a goal of transfer to a four-year institution or an associate degree and produce a report for the Board of Governors by January 30, 2023. Toward that end, colleges should establish a process for collecting the data needed to validate its ESL implementation practices.

18. Please verify the following data is being collected in order to validate ESL implementation practices. (Select all that apply)

- Student placement by level of course (e.g., transfer-level to six levels below) and the four skill areas (e.g., Writing, Reading, Speaking, Listening, and/or Integrated, etc.)
- Student enrollment by level of course (e.g., transfer-level to six levels below) and the four skill areas (e.g., Writing, Reading, Speaking, Listening, and/or Integrated, etc.)
- Completion of transfer-level English or ESL equivalent in three years
- Each of the above, disaggregated by race and ethnicity

Assessment

Page description:

This page inquires about the college's assessment practices and policies.

19. Is your college using an assessment instrument to place ESL students?

- Yes
- No

20. If yes, which instrument(s) are being used and with what cut scores?
Please list the type of assessment being used and the cut scores for the assessment.

	Name of Assessment Instrument	Assessment Cut Scores
Assessment Instrument #1	<input type="text"/>	<input type="text"/>
Assessment Instrument #2	<input type="text"/>	<input type="text"/>
Assessment Instrument #3	<input type="text"/>	<input type="text"/>
Assessment Instrument #4	<input type="text"/>	<input type="text"/>

Comments

21. Is your college using a writing assessment to place ESL students?

- Yes
- No

22. If yes, please upload a copy of the writing assessment(s) (i.e. the prompts or questions, not student samples).

Browse...

Per title 5 §55522.5 (e):

Community college districts shall not, except as provided in subdivision (g), do any of the following:

- (1) use an assessment test for placement which has not been approved by the Chancellor pursuant to this section, except that the Chancellor may permit limited field-testing, under specified conditions, of new or alternative assessment tests;
- (2) use any assessment test in a manner or for a purpose other than that for which it was developed or has been otherwise validated;
- (3) use any assessment test process to exclude any person from admission to a college, except that a college may determine the admission of special part-time or full-time students under Education Code section 76002 based on an assessment which involves multiple measures and complies with other requirements of this subchapter;
- (4) use any assessment test, method, or procedure to exclude students from any particular course or educational program, except that districts may establish appropriate prerequisites pursuant to sections 55002 and 55003; or
- (5) use any Student Success and Support Program practice which has the purpose or effect of subjecting any person to unlawful discrimination prohibited by subchapter 5 (commencing with section 59300) of chapter 10.

23. Certify your college is abiding by the provisions of title 5 §55522.5 (e) by checking below:

- Yes, we are abiding by these provisions.

24. How have these provisions influenced your placement processes?

Per title 5 §55522.5 (f):

Colleges or districts that receive funding from the Student Equity and Achievement Program shall do the following pursuant to Education Code §78213:

- (1) Inform students of their rights, pursuant to Education Code §78213, to access transfer-level coursework in English or in credit academic ESL and of the multiple measures placement policies or other college placement processes including the availability of challenge processes;
- (2) Include information about the student's course placement options in the college catalog, in orientation and advisement materials, on the college's website, and in any written communication by counseling services;
- (3) Annually report to the Chancellor's Office, in a manner and form described by the Chancellor's Office:
 - (A) The college's placement results. Colleges shall include the number of students assessed and the number of students placed into transfer-level English composition or ESL equivalent, transfer-level English composition or ESL equivalent with concurrent support or transfer-level or credit ESL coursework, disaggregated by race and ethnicity; and
- (4) Publicly post the college's placement results. Colleges shall include the number of students assessed and the number of students placed into transfer level English composition or ESL equivalent, transfer-level English composition or ESL equivalent with concurrent support, or transfer-level or credit ESL coursework, disaggregated by race and ethnicity.

25. Certify your college is abiding by the provisions of title 5 §55522.5 (f) by checking below:

- Yes, we are abiding by these provisions

26. How have these provisions influenced your placement processes?

Page description:

This page inquires about the colleges communications methods and practices.

27. What methods of communication are being used to inform students of their options? Select all that apply.

- Webpage
- Catalog
- Email
- Other - Please describe

28. Provide uploads of those communication artifacts.

Browse...

29. If applicable, provide links to those communication artifacts.

Link to artifact #1

Link to artifact #2

Link to artifact #3

Link to artifact #4

30. Please provide the name, title, email address, and contact telephone number for the district President/Superintendent/Chancellor or their designee in the space below.

First Name

Last Name

Title

Email Address

Phone Number

Please leave blank, for use later with Adobe Sign

President/Superintendent/Chancellor Signature via Adobe Sign

Please leave blank, for use later with Adobe Sign

Adobe Sign Date for President/Superintendent/Chancellor



31. Please provide the name, title, email address, and contact telephone number for the college's representative or their designee in the space below.

First Name

Last Name

Title

Email Address

Phone Number

Please leave blank, for use later with Adobe Sign

College Representative Signature via Adobe Sign

Please leave blank, for use later with Adobe Sign

Adobe Sign Date for College Representative



32. Please provide the name, title, email address, and contact telephone number for the college's Academic Senate President or their designee in the space below.

First Name

Last Name

Title

Email Address

Phone Number

Please leave blank, for use later with Adobe Sign

AS President Signature via Adobe Sign

Please leave blank, for use later with Adobe Sign

Adobe Sign Date for AS President



Thank You!

Thank you for taking our survey. Your response is very important to us.

Glossary of Terms

Advisory on Recommended Preparation: A condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program (§55000).

Assessment: The process of gathering information about a student regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services.

Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance (Section 2 (e)).

Corequisite: A condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course (§55000).

Combined prerequisite and transfer course in one term with no additional units: A course were prerequisite (e.g. intermediate algebra) course content is combined with a transfer-level course (e.g. precalculus) and the student is able to complete both (e.g. intermediate algebra and precalculus) in the same term and usually receives a single grade, and the transfer-level course has no additional units added (e.g. the course continues to be scheduled for 4 units, the same as previously).

Combined prerequisite and transfer course in one term with additional units: A course were content from a prerequisite course (e.g. intermediate algebra) is combined with a transfer-level course (e.g. precalculus) and the student is able to complete both in the same term (e.g. intermediate algebra and precalculus) and usually receives a single course grade. This combined course has a higher number of units than the transfer-level course without the included prerequisite content (e.g. 4 units for the combined course rather than 3 units for the standalone precalculus course). Course may need to be rearticulated. In addition, not all units may transfer.

Course & linked credit corequisite support: A course (e.g. transfer-level course) with a corequisite course (additional support for the transfer-level course) that is linked together in the college's course registration system (i.e. if a student enrolls in one, they are automatically enrolled in the other and if they drop one, they are dropped from both).

Course & unlinked credit corequisite support: A course (e.g. transfer-level course) and a corequisite support course (additional support for the transfer-level course) that are not

linked together (i.e. a student must enroll in two separate sections and if they drop the course, they need to drop both sections separately).

Course & noncredit corequisite support: A course (e.g. transfer-level course) and a noncredit corequisite support course (additional support for the transfer-level course offered as noncredit).

Default Placement Rules: The placement method laid out in [AA 18-40](#) providing guidance for the use of high school GPA to place students who graduated from a US high school.

HSGPA \geq 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.

Embedded support: Student supports provided within the course such as a tutor or counselor that is part of the course, so students receive the service as part of their enrollment in the section.

Enrollment: A course is considered to occur when a student receives an evaluative or non-evaluative symbol pursuant to §55023 in a credit course (§55000) and is designed to capture the number of distinct students enrolled in a course or a course level at census. If end of term enrollment, this should include withdraws (EW and W grades) as enrollment in the course.

Guided Placement: A process or tool used to encourage a student to reflect on their 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.

Self-Placement:

A process in which a student chooses their placement after consideration of some form of self-reflection and other relevant factors.

Multiple Measures: The incorporation of two or more independent criteria for the placement of students, such as:

- Overall high school performance (e.g., HSGPA) or previous college performance
- Highest level of coursework completed in a subject area and corresponding course grade
- Attitude surveys

- Vocational or career aptitude interest inventories
- Specialized certificates or licenses
- Education and employment histories
- Military training and experience
- Interviews
- Holistic scoring process

Onboarding: A process of orienting a student to the college, the programs and the 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 affect their academic outcomes, and additional information about the student's educational and life experiences that will inform and assist the student to choose appropriate courses.

Placement: The use of validated assessment measures to specify the highest course or courses a student is eligible to enroll in and recommendations about supports to successfully complete that course.

Prerequisite: A condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program (\$55000).

Self-Assessment Survey: A process or a tool used to encourage a student to reflect on their academic history and educational goals that may include the student evaluating their familiarity and comfort with the topic of English. Survey results may culminate in course recommendations, but not placement. This survey may be part of the college's student onboarding process.

Specialized tutoring assistance: Tutoring offered outside of class, usually at a tutoring center, that can be regular tutoring for which faculty customize supports for students to take, such as modules.

District Curriculum Committee

Proposals for Review for Meeting: 03/02/2021

Courses

Course Major Modifications

		M	N	R	Discussion	Action
H	ART 41A Figure Painting-Introduction Rationale: Comply with repeatability Tech Review: Approved, 11/3/2020 MOV: Info Item, 11/10/2020 NOR: Hold, 2/23/2021 No levels in course content. RIV: Approved, 11/10/2020	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Awaiting Norco vote.	
	BUS 15 Street Law: An Introduction to Law and Legal Issues Rationale: Developing curriculum in response to being awarded the designation of being a Pathway to Law School two weeks ago. Tech Review: Approved, 12/1/2020 MOV: Info Item, 2/23/2021 NOR: Info Item, 2/23/2021 RIV: Approved, 2/23/2021	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
	DFT 51 Print Reading Rationale: Only Course title change from "Blueprint Reading" to "Print Reading" due to current term used in industry. Tech Review: Approved, 12/1/2020 MOV: Info Item, 2/23/2021 NOR: Approved, 2/23/2021 RIV: Info Item, 2/23/2021	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
	ELE 864 Programmable Logic Controllers Rationale: Non credit education... part of the non credit mirrored certificate in Industrial Automation Tech Review: Approved, 11/17/2020 Mirrored to MAN 64 and ELE 64. ELE 64 needs a minor edit to the title and minor edits to "Same As" to not include the mirrored non-credit version. MOV: Info Item, 2/23/2021 NOR: Approved, 2/23/2021 RIV: Info Item, 2/23/2021	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
H	PHI 19 Native American Thought Rationale: Crosslisted with ETS 19 Tech Review: MOV: Info Item, 11/10/2020 NOR: Approved, 2/23/2021 RIV: Approved, 11/10/2020	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty is not certain they want to proceed with the ETS crosslisting. Holding for further discussion.	

Courses

Distance Education

CUL 50DE ServSafe Food Safety

Rationale:

Tech Review: Approved, 11/17/2020
Regular and effective contact section could be expanded.

MOV: Info Item, 2/23/2021

NOR: Info Item, 2/23/2021

RIV: Approved, 2/23/2021

M N R Discussion

Action

New Courses

H ETS 19 Native American Thought

Rationale: As Ethnic Studies develops itself as a discipline in the district, and is newly required by the state under AB1460, this course offers students opportunities to fulfill the CSU Area F GE Breadth graduation requirement.

Tech Review: Approved, 11/3/2020
Crosslisted partner is not at Tech Review. Ann will create mirror. PHI-19 will go to College level.

MOV: Info Item, 11/10/2020

NOR: Approved, 11/10/2020

RIV: Approved, 11/10/2020

M N R Discussion

Holding for PHI 19.

Action
