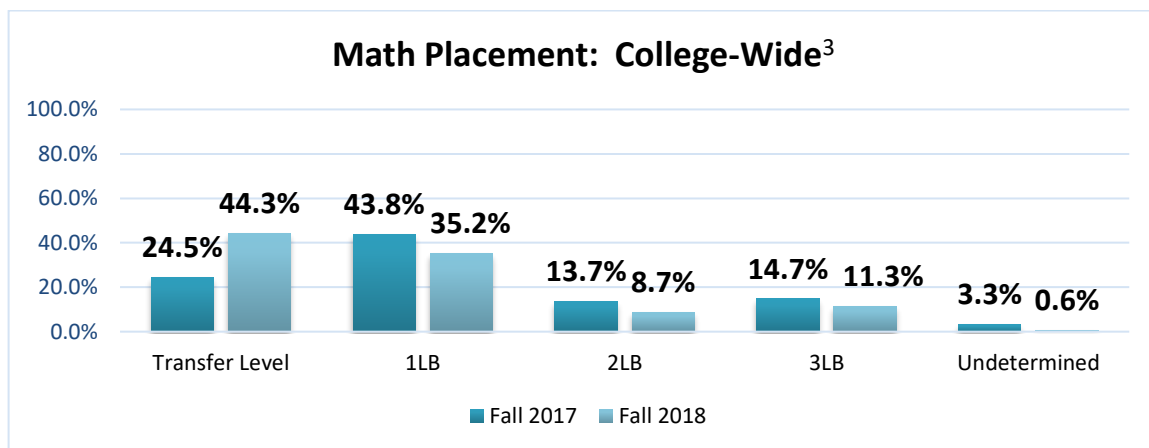
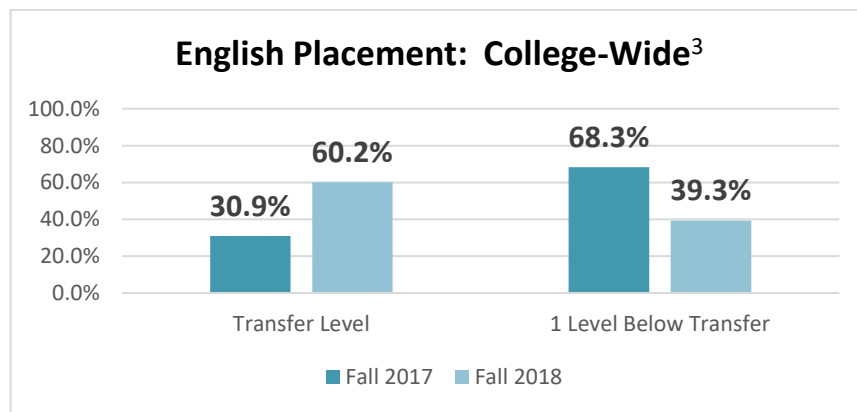


Folsom Lake College
English & Math Placement Report
F17 to F18: First Time New Students

With the passage of Assembly Bill 705, Folsom Lake College is in the midst of a major transformation of developmental education. The bill requires that we maximize the probability that students will enter and complete transfer-level coursework in English and math within a one-year time frame. Relatedly, the bill mandates that we use high school records (e.g., coursework, grades, and/or grade point averages) as the primary criteria for placement recommendations.¹

Beginning with the cohort of new students entering Folsom Lake College in the Fall 2018 term, high school performance data (primarily GPA) was used to give placement recommendations for English. Students were not required to take an English assessment test, however if a student opted to take the test and received a higher placement recommendation through their test results, the higher placement was kept². High school performance data (primarily GPA and grade in highest math class completed) was also used to give placement recommendations for math. Students were required to take the standard math assessment test and the higher placement, either through assessment testing or school performance data, was kept. These changes in assessment practices have resulted in a dramatic increase in the percentage of students being assessed into transfer level English and math³.



¹ <http://www.ppic.org/publication/remedial-education-reforms-at-californias-community-colleges-early-evidence-on-placement-and-curricular-reforms/>

² Assessment/placement practices are likely to change in the coming year as faculty evaluate the impact of curriculum changes and student needs.

³ College-wide data includes only new/first time students. Data represents student placement recommendations, not course enrollments.