

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.