

Foothill-De Anza Assessment Taskforce Meeting Notes

April 24, 2018

Attendees: Mallory Newell, Casie Wheat, Kennedy Bui, Valerie Fong, Patrick Morriss, Stacey Shears, Erick Aragon, Felisa Vilaubi, Jim Nguyen, Isaac Escoto, Andrew LaManque, Melissa Aguilar, Jerrick Woo, Christina Espinosa-Pieb, Thomas Ray, Elaine Kuo, Doreen Finkelstein, Lorrie Ranck, Ram Subramaniam, Renee Augenstein, Rob Mieso, Kristin Skager, Erika Flores, David McCormick, Iva Tracey, Cheryl Balm

Participation via phone: Karen Chow, Nazy Galoyan, Lan Truong

The majority of the meeting was devoted to Foothill (FH) and De Anza (DA) faculty sharing new course sequences and assessment placement models to meet AB705 requirements.

Math Share Out:

- FH: Patrick Morris and Ram Subramaniam reported that FH will continue with high school transcript assessment for placement following the state recommended model. They are working to radically change their course sequence and drafting course outlines. Starting fall 2018, Math 105: Intermediate Algebra (comparable to De Anza's MATH114) will begin to be phased out and replaced with a quantitative reasoning course that will meet the intermediate algebra requirements for degrees, prerequisites, etc. Essentially most students will go directly into transfer level math by fall 2018. They will be placing students according to the RP Group recommendations.
- DA: Cheryl Balm and Jerry Rosenberg said that DA will continue with their high school transcript pilot through college level, while continuing to discuss AB705 mandated course sequence changes.

English Share Out:

- DA: Kristin Skager reported that DA English and Reading will be using high school transcript data following the AB705 compliant grade point average (GPA) decision rules for placement into a new course sequence starting fall 2018. The model includes: direct EWRT1A placement (above a 2.6 GPA), EWRT1A + co-requisite (1.9 – 2.59 GPA), and EWRT1A stretch model over two quarters (less than 1.9 GPA). Grading rules, repeatability, and units are still being discussed. The English essay will be required for those students that do not place directly into EWRT 1A with a GPA of 2.6 or higher. The essay would only improve a student's English placement. The corequisite will be an integrated reading and writing course (LART).
- FH: Valerie Fong shared that FH's model will be very similar to De Anza's and students will be placed into ENGL 1A or ENGL1A + co-requisite or stretch model (using the already established 1S to 1T) following the AB705 GPA decision rules. FH may not make any course sequence changes until after fall 2018, but before fall 2019.
- Both FH and DA are working to develop their English curriculum.

ESL:

- FH: David McCormick reported that FH is discussing AB705 and has yet to make changes.
- DA: Iva Tracey reported that DA approved the piloting of high school transcript assessment with the state recommended MMAP rule set. This will be for students assessing fall 2018.

Other major themes included:

- Articulation
 - Renee Augenstein shared that the UCs will provide information about possible changes to UC-TCA guidelines at the end of May; and that C-ID's prerequisite requirements are also under review (anticipated completion date: TBA).
 - It was emphasized that Articulation, Scheduling, Curriculum and Enrollment Services be included in any new course development and course changes.
- Conversations surrounding any English/Reading and Math course changes will impact external departments that have English/Reading, Math prerequisites.
 - FH is currently placing students using high school transcripts; however, math and English placements earned by high school transcript assessment need to be incorporated in to banner to allow students to register for other courses with math and English pre-requisites (i.e. Biology, etc.).
 - DA is working to develop a communication plan to notify affected departments.
- How to maximize college resources to ensure that any approved AB705 changes that are scheduled for fall 2018 are developed and implemented as soon as possible.
 - As new course curriculum is approved by the CCCCO, each new course will need to be built into Banner; only then can Assessment and Registration begin to place and enroll students.
 - At FH, Enrollment Services oversees the building of courses in Banner
 - At DA, Curriculum and Scheduling oversee the building of courses in Banner
 - ETS involvement in these time sensitive updates is crucial
- DSPS student support with the adoption of high school transcript assessment for placement and new course sequences
 - The RP Group research found that DSPS and EOPS students performed similarly to the general population when placed with high school transcript data. It is recommended that DSPS and EOPS continue to receive the same support.
 - Can DSPS collaborate with English and Math to provide additional support?
- Strategic messaging to students and campus staff/faculty of new placement models is key
 - Clearly communicate any changes to counselors to ensure that student are registering for the correct courses
 - Anticipate the need to update education plans
 - Outreaching to students that were assessed under the old model, did not enroll, and are now eligible for different courses under new model
- Enrollment impacts of having different assessment models and course sequences between FH and DA

Future Spring Quarter Meetings

- Agenda items: Anticipated spring release of the CCCCO's AB705 Math Implementation Guidelines
- Next meetings are scheduled for May 8 and June 1
- FH and DA made requests to change the meeting dates as Curriculum meets on Tuesdays at 2PM. New meeting dates will be sent out.