

AB705 Steering Committee Notes

May 24, 2018

Attendees: Diana Alves de Lima, Ola Sabawi, Christina Espinosa-Pieb, Rob Mieso, Melissa Aguilar, Thomas Ray, Jim Mailhot, Yvette Alva-Campbell, Renee Augenstein, Felisa Vilaubi, Erick Aragon, Noemi Teppang, Denica Kelly, Erika Flores, Barb Dahlke, Lorrie Ranck, Joseph Ng, Angelica Strongone, Mallory Newell, Casie Wheat

Casie Wheat motioned to amend agenda item 2. *AB 705 Requirements – Use of Self-Reported Data* to include the Use of Self-Reported Data for Assessment Placement Proposal. The committee approved the amendment.

[April 19, 2018 Meeting Notes](#) approved by consensus.

Casie Wheat presented the AB705 Requirements with Workflow & Timeline document (included in this document). The committee requested that Lisa Mandy be included on the meeting invitations so that Financial Aid would be kept up to date on any AB705 changes and impacts to student aid. Mallory Newell presented the De Anza Study Self-Reported Data Study. The report found that De Anza student self-reported data had high validity; and that overall students typically underreported their high school data.

Casie then presented the first read of the Self-Reported Data for Assessment Placement Proposal for committee consideration. The proposal requested that the college use student self-reported data for placement. Actual high school transcript data would take precedent over self-reported data. In the event that the student did not have a US high school transcript or did not know their grade point average (GPA), those students would be recommended to take the English or ESL essay or self-guided placement assessment for math.

Rob Mieso encouraged the discipline departments to consider the use of self-reported data for assessment with consideration of the AB 705 timeline, the accuracy of De Anza students' self-reported data, anticipated budget reductions, and the sunset of the English Writing, Reading and Math Accuplacer *Classic* test in January 2019. Counselors Felisa Vilaubi, Noemi Teppang, and Denica Kelly expressed concern for the college's current inability to place those students that did not have a US high school transcript (adult and reentry students, International students, etc.). Casie requested that the committee consider the proposal for approval at the next meeting. Casie would follow up via email to the Math, Reading, English and ESL department chairs for consideration.

Casie shared the Math, English, Reading and ESL assessment models (as of May 24, 2018).

The Math Department announced the retirement of placement into Math 210 effective immediately. Students would now be placed directly into Math 212. Those students that were initially assessed and placed into Math 210 would be eligible for Math 212; furthermore, students could now enroll directly into Math 212 without an assessment. Math 210 would continue to be offered for those students that choose to enroll in that course. The college would need to adjust assessment for placement policies, work with counselors to adjust education plans, and reach out to those students that were placed initially into Math 210. The department's conversations about AB 705 changes were ongoing. The [San Diego Mesa Community College Math Self-Assessment](#) example was shared for department consideration. The high school transcript (HST) assessment for math placement up to college level math would continue in academic year 2018-19. Casie added that the implementation of SAT, ACT and EAP results for math placement test exemption was ongoing with an anticipated roll out date of July.

English and Reading had approved the use of HST data following the AB 705 GPA bands by June 1. However, the departments were still working to finalize the newly developed EWRT1A + co-requisite course, which was pending UC approval. Renee Augenstein added that UC may not approve the course in time for fall 2018 enrollment; however, it would be a local decision to schedule the course in fall without UC approval. In addition, the stretch model course would not be ready until next year. It was proposed that the faculty could consider placing students into the pre-existing EWRT and READ course sequence by GPA band, if the departments were not ready to implement the new course sequence.

Casie would follow up with the department to discuss pilot next steps. Casie encouraged the English and Reading Departments to reconsider the SAT, ACT, and EAP proposal because Foothill announced that they would be accepting SATs for English and Math placement test exemption by July for fall registration.

As previously shared at the last meeting, English as a Second Language (ESL) would kick off their HST pilot in the month of June. Casie and ETS were finalizing one last pilot Banner integration detail.

Mallory presented a summary of the [AB 705 Math Recommendations](#) and [EWRT AB 705 Analysis](#). The studies included an analysis of discipline course sequence throughput rates with AB 705 considerations. It was noted that the [AB705 English Guidance memo](#) was released in March 2018. The community colleges have yet to receive the math guidance memo which was anticipated to be released in May.

Due to meeting time limitations, agenda items *6. Prerequisite Change Notification Planning* and *7. How to assess students that do not have an assessable HST* were not discussed.

The next meeting was scheduled for June 7 from 12:30-1:30PM in Admin 109.

The next FHDA District Assessment Taskforce meeting would be held on Tuesday, May 29 from 2-4PM at Foothill, Room 1901.

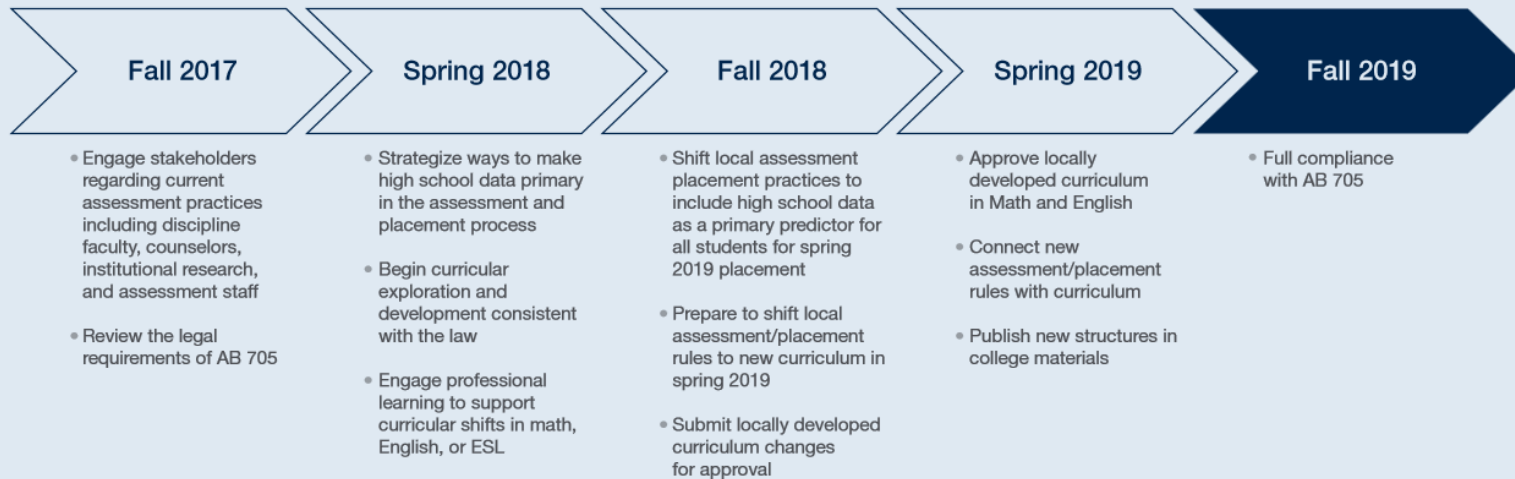
College AB705 Objectives by Discipline		
Reference: https://assessment.cccco.edu		
<i>English & Reading</i>	<i>Math</i>	<i>English as a Second Language (ESL)</i>
1. Community college districts and colleges will maximize the probability that the student will enter and complete transfer-level coursework in English and math within one year .		1. Instruction in English as a second language (ESL) is distinct from remediation in English. Students enrolled in ESL credit 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 of the above.
2. Districts and colleges may not require students to enroll in remedial English or math coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework shows that those students are highly unlikely to succeed in transfer-level coursework.		2. Colleges shall use evidence-based multiple measures for placing students into ESL coursework. For those students placed into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within three years.
3. The community college district or college shall minimize the impact on student financial aid and unit requirements for the degree by exploring embedded support and low or noncredit support options.		3. Under AB 705, a student enrolled in ESL instruction will maximize the probability that the student will enter and complete degree and transfer requirements in English within three years .
4. All students whose program of study requires transfer-level coursework, for whom transfer is the goal, with high school performance records within ten years of graduation, should be placed into transfer-level English. Learn more in the initial guidance in English placement memo .		4. Additional guidance for ESL placement is in development by an ESL Subcommittee of the AB 705 Implementation Committee
5. Use in the placement of students into English and math, one or more of the following measures: <ul style="list-style-type: none"> • High school coursework • High school grades • High school grade point average When high school transcript data is difficult to obtain, logistically problematic to use, or not available, a community college district or community college may use self-reported high school information or guided placement, including self-placement for students.		

Timeline – Math & English/Reading AB705 Compliance required no later than Fall 2019.

Reference: <https://assessment.cccco.edu/implementation-timeline>

AB 705 IMPLEMENTATION TIMELINE

For Math and English



Timeline – ESL AB705 Compliance required no later than Fall 2020.

AB 705 CREDIT ESL IMPLEMENTATION TIMELINE



Draft Workflow for English/Reading & Math.

Note: ESL should be aware of the processes below when planning to meet the Fall 2020 deadline.

English/Reading & Math Project/Process	Participants	Timeline – Fall 2019	Notes
Study of current course sequence throughput rates	Discipline Departments, IR	Ongoing	
Study of assessment for course placement by high school transcript data, course success, course sequence throughput rates	Discipline Departments, IR, Assessment	Ongoing	
Proposal of new assessment tool/decision rules for placement: Self-Placement Others?	Discipline Departments, IR, Assessment	Ongoing	
New course development	Discipline Departments, Articulation, Curriculum, Scheduling	Spring 2018 – Fall 2018	See Curriculum Deadlines: http://dilbert.fhda.edu/curriculum/
Conversations with external discipline departments that are impacted by course changes (i.e. prerequisites, co-requisites, etc).	Discipline Departments, Articulation, Curriculum, Scheduling	Spring 2018 – Fall 2018	
Conversations with district partners & FHDA Assessment Taskforce	De Anza and Foothill Discipline Departments, IR, Student Services	Next Meeting May 29	Will new courses be accepted Foothill? Will curriculum align?
Building courses into banner for registration	Discipline Departments, Curriculum, Scheduling, A&R/Evaluations	Spring– Fall 2018	Pending curriculum approval & course building
Consider registration dates before implementing new assessment processes	Discipline Departments, A&R	Ongoing	If a new assessment process is implemented between registration periods, will the college grandfather in students for previous quarters?
Update course catalog any course changes and assessment changes	Discipline Departments, Articulation, Curriculum, Scheduling, Assessment, Office of Communications	Ongoing – Spring 2018	Print Catalog changes made in the spring for the coming academic year; immediate changes can be made online
Reporting new assessment instruments for 3SP assessment funding	Assessment, District IR	Spring– Fall 2018	
Adjust priority registration logic to include	Assessment, ETS	Spring– Fall 2018	With permission from College

De Anza College - AB705 Compliance & College Workflow

newly adopted assessment tools			
Update student/college messaging of assessment by test, high school transcript (and any other tools)	Assessment, Office of Communications		
Campus communication/professional development re: new courses in course sequences	Discipline Departments, Assessment, All Campus Partners (Especially Student Services--A&R, Outreach, Counseling, Learning Communities, etc.)	Spring– Fall 2018	
Communication/marketing of new courses, course sequences and assessment to students	Discipline Departments, Office of Communications, Assessment, Counseling	Fall – Spring 2018	
Implement new assessment for placement processes	Assessment	Fall – Spring 2018	
Study of new course sequence throughput rates	Discipline Departments, IR	Ongoing	
Study of new assessment for course placement by new high school transcript data, course success, course sequence throughput rates	Discipline Departments, IR, Assessment	Ongoing	
Study of new assessment for course placement by newly adopted placement tools, course success, course sequence throughput rates	Discipline Departments, IR, Assessment	Ongoing	

Lead Contacts

English/Reading	Math	ESL
English Department Chair: Rosanne Quinn Assessment Coordinator: Becky Roberts Reading Department Chair: Kristin Skager Division Dean: Thomas Ray	Department Chair: Jim Mailhot Division Dean: Jerry Rosenberg	Department Chair: Maria Marin, Michele DuBarry Assessment Coordinators: Marcy Betlach, Pati Caribus, Kathy Flores
IR	Articulation	Curriculum & Scheduling
Mallory Newell, Supervisor	Renee Augenstein, Articulation Officer & Transfer Services Coordinator	Mary Clark Tillman, Curriculum Coordinator Mi Chang, Senior Academic Services Technician
Assessment Center	A&R/Evaluations	Office of Communications
Casie Wheat, Supervisor	Veronica Aparicio, Evaluations Coordinator Jose Hernandez, Senior Enrollments Services Supervisor	Leah Mieso, Communications Associate Brandon Bailey, Writer/Editor/Web Content Developer
Foothill Partners		District Partners
Paul Starer, Language Arts Division Dean Ram Subramaniam, PSME Division Dean Kennedy Bui, Assessment Center Supervisor Andrew LaManque, AVP Instruction		Lourdes Parent del Rio, Research Analyst Senior, Data Warehouse Coordinator Jerrick Woo, Business Continuity Group Supervisor