

AB705 Steering Committee Meeting Notes

4/25/19

Attendees:

Jerry Rosenberg; Mehrdad Khosravi; Melissa Aguilar; Joseph Ng; Renee Augenstein; Patty Guitron; Karen Chow; Iva Tracey; Marcy Betlach; Barb Dahlke; Brian Malone; Monica Ganesh; Felisa Vilaubi; Khoa Nguyen; Yvette Alva-Campbell; Erick Aragon; Casie Wheat

Notes:

1. AB705 meeting schedule updates
 - a. FHDA Assessment Taskforce Spring Meeting – TBA; please participate in Doodle poll
 - b. June 20th meeting rescheduled to June 13th – see Outlook update
 - i. It was noted that ESL would not be able to attend the meeting on June 13
2. Casie provided an overview of AB705 tasks to be completed before fall registration began in July; highlighted changes included:
 - a. Updates for the AY201920 catalog – must be finalized in May
 - i. AA/AS degree (GE Breadth Requirements) revision of math proficiency definition – currently references college level placement test as a way to demonstrate intermediate algebra proficiency for degree (page 45 & 46 of catalog)
 - ii. Certificate of Advanced Achievement math proficiency and EWRT1A eligibility – currently references both math and English placement tests as a way to demonstrate eligibility for certificate (page 38 of catalog)
 - b. Retirement of English and Math Accuplacer tests and implementation of Guided Self-Placement (GSP)
 - i. ESL to determine rules for student exit criteria from ESL to EWRT course sequence by placement and by course completion
 - ii. Assessment & ESL collaboration to develop materials about the different between EWRT and ESL; need to create materials in multiple languages
 - c. Communication plan for assessment model change and new course sequence roll out
 - i. Re-assess students under AB705 complaint rules
 - ii. The campaign to communicate changes to campus and community via webpage and printed materials was in progress
3. Guided Self-Placement (GSP) update
 - a. Casie would meet with Heidi on Monday to work on the export of Canvas data to Banner; Mehrdad and Brian said they could be available on Monday if needed.
4. ESL Updates
 - a. Casie and Marcy shared major points from the CCCCCO's [April 18 - AB705 & 1805 Spring 2019 Guidance Language for Credit ESL Memo](#)
 - i. CELSA test + ESL writing sample was approved for use through fall 2020
 - ii. ESL was encouraged to develop, implement and track new ESL placement innovations and share with the state
 - b. Marcy noted that the memo stated “[t]he Default Placement Rules for English are only required for students who have four complete years of high school data” and asked why the college was not following this rule for English placement.
 - i. Casie responded that the college admitted students with at least the completion of 11th grade from a US high school because many of our high school seniors would not receive their completed high school transcript until after our fall registration opened.

- c. There was a need to develop a pathway to guide English learners to the ESL assessment and course sequence
5. Math Updates
- a. The discussion of math placement rules was still in progress
 - b. Jerry shared a locally developed tool that allowed students to view a math placement when reporting their ed goal/major and grade point average (GPA)
 - i. This would be very helpful for counselors and students when trying to navigate the complicated placement rulesets
 - ii. It was noted that student would receive multiple placements and would need to depend on a counselor to tell them which math course was appropriate for their ed goal/major
 - c. Mehrdad requested the development of a survey tool to collect student feedback on course placement
 - i. Casie noted that IR was had developed a survey for students to share why they withdrew or dropped a course
 - d. Mehrdad asked how assessment for placement changes might impact enrollment
 - i. Casie noted that IR's recent study on [FHDA student placement and enrollment](#) found that students typically stayed at the campus where they assessed first due to the different in assessment models and course sequences; however, under AB705 placement rules between campuses would be very similar which may impact enrollment between campuses as well as at neighboring colleges
 - e. The group discussed the offerings of the two newly developed intermediate algebra courses (Math 109 and Math 130) alongside Math 114
 - i. Renee noted that the college could make a request to the UC to make Math 109, 130 and 114 equivalent effective academic year 2020
 - ii. Merhdad shared that no input was received from discipline departments that offered non-math courses with a Math 114 or equivalent prerequisite when asked to review the possible equivalency of these courses
 - f. Casie asked about the status of the discussion on placement earned by GPA or GSP to meet non-math courses with math prerequisites
 - i. Casie noted that placements earned by math test cleared math prerequisites
 - ii. With the retirement of the test, non-math disciplines would need to approve the use of placement earned by GPA or GSP to meet math prerequisites
 - iii. If the departments did not agree on placement by GPA or GSP, students would be required to take Math courses first before enrolling in the non-math courses with a math prerequisite (CHEM, BIO, PHYS, PSYC, SOC, ECON)
 - iv. Jerry noted that more discussion was needed on this issue as it had enrollment implications
6. English Updates
- a. Brian asked Casie to share the English AB705 Tasks tracking sheet
7. English, ESL and Math would present at the May 1 Counseling In-Service (3-5PM @Admin 109) to review AB705 changes to the assessment model and course sequences
8. Casie shared that the CCCCO released the [AB705 Default Placement Rules: Guidance for High School Students Enrolled in Community Colleges](#)
- a. It was noted that the college only admitted 11th and 12th graders, so concurrently enrolled high school students would be assessed following the AB705 default placement rules
9. The next monthly meeting would be held on May 30 (1230-130pm @ Admin109)