

AB705 Steering Committee Meeting Notes

5/30/19

Attendees:

Ola Sabawi; Thomas Ray; Mehrdad Khosravi; Melissa Aguilar; Joseph Ng (by phone); Patty Guitron; Iva Tracey; Marcy Betlach; Barb Dahlke; Roseanne Quinn; Monica Ganesh; Erika Flores; Mallory Newell; Casie Wheat

Notes:

1. April 25 meeting notes approved without changes.
2. Schedule updates:
 - a. The last monthly meeting of this year would be held on June 13.
 - b. The FHDA District Assessment Taskforce meeting would be held on June 5 from 12:30-2PM in Admin 109.
3. Guided Self-Placement (GSP)
 - a. English Guided Self-Placement (GSP) content and design was complete. Assessment was working with ETS to export student data from Canvas to Banner. This would be the last step to complete before the college could go live with offering GSP in the Assessment Center.
 - b. The math GSP content was complete. The design was still in progress.
 - c. Both GSP tools should be live by July 8 to meet the AB705 compliant timeline.
4. Status Update: Non-math courses with math prerequisites
 - a. Psychology, Sociology and Economics Departments would accept math placement earned by GPA or GSP to meet their course math prerequisites.
 - b. The Chemistry and Physics Departments had not yet responded. If these departments chose to disallow the use of math assessment results to meet the math prerequisite, students would be required to complete MATH114 or a higher level math course before enrolling in CHEM25, 30A, 1A or PHYS 10.
 - c. Casie noted that any changes to non-math courses with math prerequisites would need to be changed in Banner as soon as possible. Fall registration began July 8. In addition, counselors would need to be updated.
5. AA/AS Degree & Certificates of Advanced Achievement proficiency by assessment statements
 - a. Any changes to degree and certificate statements would need to be changed for the 2019-2020 catalog. Catalog edits were due to Communications by the end of May.
 - b. If not action was taken, students with a US high school GPA would meet the math or English proficiency by assessment result without taking a math or English course for the degree or certificate.
 - i. It was noted that ESL students would still need to meet the language requirement.
 - c. It was unclear which body on campus would make this determination.
 - d. The group discussed the intermediate algebra proficiency statement for the AA/AS degree and noted that the math test would no longer be offered. The college would need to determine if GPA and/or GSP results would be accepted in place of placement test results.
 - e. The group discussed the eligibility for MATH114 statement and eligibility for EWRT1A statement for the Certificates of Advanced Achievement and noted that the math and English tests would no longer be offered. Furthermore, under AB705 all students would be eligible for MATH114 and EWRT1A.
 - i. The group suggested that the departments offering the certificates determine what math or English course, if any, should be required. It was recommended that Curriculum Chair Erick Woodbury attend the next weekly meeting to discuss possible next steps.
6. Department Updates
 - a. ESL provided the new ESL to English course sequence eligibility rules.

- i. ESL students would need to complete ESL 272+273 or place into ESL 5 by ESL test before they could attempt the English GSP. The rules would go into effect when the English GSP was made available to students.
 - b. Math shared that the decision rules by GPA were complete.
 - i. Communications was creating a Math course placement map. Next steps for the assessment for placement by GPA model change included identifying and notifying eligible students of their new course placement. Because summer registration was ongoing, the model change would impact summer enrollment. The college was required to make the model change before fall registration began on July 8.
 - ii. The new math placement model and course sequence would include co-requisites. The department was working to schedule the co-requisite section and balance faculty load.
 - iii. Math would offer three intermediate algebra courses (MATH 109, 114 and 130). The department was currently discussing if the newly created courses should be considered equivalent. Mehrdad would report out on the department's final decision.
 - c. English shared that they were also working to schedule the new course sequence courses.
 - i. The new English placement model and [course sequence](#) went live May 17 just before summer registration began on May 20.
- 7. IR's Winter Quarter Analysis
 - a. Mallory shared the [AB705 Fall 2018 and Winter 2019 Summary](#). The entire report could be found [online](#).
 - i. While success rates in math and English stayed consistent, it was noted that the new assessment by GPA placed more students from underrepresented groups into transfer-level courses than the old assessment by placement test model.
 - ii. IR would continue to track student success rates and impacts of the new math and English co-requisite support models which would begin in the fall.
 - iii. Mallory also shared the [Enrollment in Other GE Courses After Passing Transfer-Level English and Math](#) report which provided a brief look at throughput rates to beyond transfer level English as well as an increase in other GE courses with the completion of EWRT1A and Math 10.
- 8. IR's Student Drop & Withdraw Survey
 - a. Mallory shared the Drop/Withdraw Survey and asked for feedback from the group. Mallory noted that Foothill and De Anza would use the questions to survey all students. Feedback collected to help inform the college about AB705 changes and impacts on students.
- 9. College Planning for Assessment Model & Course Sequence Changes
 - a. The [Online Explainer Tool](#) for Assessment was now live. This tool had dual purpose; it could be used for students, families, and guidance counselors; and it met AB1805 requirements to clearly post AB705 placement processes online.