

Common Assessment/Multiple Measures Steering Committee Notes

April 19, 2018

Attendees: Tamica Ward, Sheila White Daniels, Jim Nguyen, Jim Mailhot, Renee Augenstein, Becky Roberts, Rob Mieso, Melissa Aguilar, Mallory Newell, Ola Sabawi, Amy Leonard, Erika Flores, Thomas Ray, Felisa Vilaubi, Barb Dahlke, Erick Aragon, Pati Carobus, Casie Wheat

1. [February 28, 2018](#) meeting notes approved by consensus.
2. Committee Name Change Proposal approved by consensus. Moving forward, the committee will be called the AB705 Steering Committee.
3. The EAP, SAT, ACT for English and Math Placement Testing Exemption Proposal was approved by the Math Department. The English Department reviewed the proposal but was not ready to vote yet as the usage of these standardized exam scores for placement was still under discussion. Becky Roberts stated that the English Department felt strongly that students should continue to take the English essay for EWRT placement. Casie reminded the group that the SATs were administered internationally and the ACTs were administered nationally. The adoption of these exams for placement would give the college a way to assess students who did not have high school transcripts.
4. Pati Carobus shared that the ESL Department would vote on the ESL High School Transcript Assessment Pilot using the state recommended MMAP rules at the April 24 department meeting.
5. Jim Mailhot shared that the Math Department was still discussing AB705 mandated changes and that they were not ready to discuss the MMAP Decision Rules for Math placement through Calculus. Mallory Newell shared the AB705 Taskforce would release the AB705 compliant high school transcript assessment for placement rules in the spring.
6. With the implementation of AB705 course sequence changes and new assessment tool adoptions there would be a need for the steering committee to communicate to the college of any math and English course sequence changes. Casie Wheat requested assistance from the committee on how best to approach discipline departments that had math or English prerequisite courses. Renee Augustine said that a list of courses with math and English prerequisites could be requested from the Curriculum Office. A communication plan would then need to be developed.
7. Casie reported out on the April 11-13 RP Group Conference where CCCCO Student Services Dean Mia Keely provided an AB705 update. Keely stated that the CCCCO and the UC and CSU systems were working together to ensure that articulation agreements would “not be jeopardized” by any AB705 changes. Renee responded that although the AB705 changes were impacting the entire community college system in the same way, it would be very important for the college to ensure that any course changes (curriculum, C-ID, etc.) be considered carefully; as course changes could, in fact, result in the denial of articulation agreements. Renee agreed to meet with Casie to review and draft a plan for proposing any course sequence changes.

8. Casie presented the CCCCO's March 22 AB 705 Initial Guidance Language Memo that included the AB705 compliant decision rules for English assessment/placement. Becky reported that the English Department approved a high school transcript assessment model and new English course sequence following AB705 mandates. The department requested that the pilot begin in June to capture students enrolling for the fall term. That assessment model for students with high school transcripts would be as follows:
- EWRT 1A direct placement for students with a 2.6 GPA or higher;
 - EWRT 1A + co-requisite for students with a 1.9-2.59 GPA; and
 - EWRT 1A stretch course (over 2 quarters) for students with below a 1.9 GPA.
 - The English essay would be administered to only those students that have less than a 2.6 GPA.

Becky said that the co-requisite curriculum, grading, transcript listing and scheduling details had yet to be determined. Thomas Ray confirmed that the EWRT 1A curriculum was not changing. Thomas also stated that the Reading Department had not yet approved the English high school transcript assessment model. Renee added that Scheduling and Registration would also need to be involved with course development.

Shelia White Daniels stated the change in the English course sequence would need to be communicated with campus partners to include Counseling, Athletics (eligibility) and other student services for the purpose of updating student education plans. Furthermore, the college would need to think about how best to communicate these new placements to students that were assessed under a different model. Rob Mieso said that the Office of Communications should be consulted.

Mallory, who participated in the April 18 CCCCO AB 705 taskforce meeting via phone, reported that the state was working on a partnership with the California Department of Education which would grant community colleges access to high school transcripts. It is anticipated that colleges could have access by the summer. Also, the ESL workgroup would not provide official recommendations until 2020.

9. Casie presented the Fall 2018 Placement Test Retest Counts by Subject report (dates 10/9/17 – 1/14/18). Overall, about 10% of students retested after the District Placement Test Retest Policy was adopted in October 2017. The next level of analysis of retest policy impacts would include student success rates. Casie shared that while overall testing was down about 7% in academic year 2016-17, the Assessment Center was still serving students by retesting. The next level of analysis of the retest policy impacts would include student success rates and enrollment trends at Foothill and De Anza.
10. Regarding the assessment for placement brainstorm, Casie reported that the TOEFL analysis was ongoing. Thomas commented that the TOEFL analysis should include a correlation of placements in both English and ESL so that both departments could consider the TOEFL for placement. Other assessments for consideration included IB, CLEP, and self-guided placement (i.e. interview with counselor or discipline faculty).

Mallory then asked the group to think about the plan for international students and students without transcripts, or with transcripts that were more than 10 years old. Lastly, Mallory asked Jim Nguyen if the Academic Senate could play a role in AB705 implementation as it would take the entire college to

coordinate the many changes to come. Jim said that academic senate could begin by devoting a webpage to AB705.