

## AB 705 Steering Committee Meeting

November 1, 2018

### Attendees:

Casie Wheat, Mallory Newell, Erick Aragon, Stacey Shears, Renee Augenstein, Monica Ganesh, Felisa Vilaubi, Jamie Joseph, Lydia Hearn, Craig Norman, Pati Carobus, Erika Flores, Angelica Strongbone, Joseph Ngo, Rob Mieso, Jerry Rosenberg, Melissa Aguilar, Yvette Alves-Campbell, Dawn Tu-Lee, Thomas Ray, Patty Guitron, Lisa Mandy

October 11 notes approved by consensus. Lydia raised a question about input that was given for the October 18 FHDA District Assessment Taskforce notes. Casie confirmed that all requested edits had been included. Meeting notes could be viewed [online](#). Any additional edits could be sent to Casie for inclusion.

It was noted that the next meeting on Thursday, December 6 from 12:30-1:30pm in ADM109.

The Prerequisite change notification item was moved up to the next agenda item. Casie displayed all courses with prerequisites of MATH114 or below or one level below EWRT1A. Jerry stated that the math department was meeting twice during the month of November to discuss three major issues and that decisions would need to be made by the end of this fall quarter so that the college would have a clear assessment for placement model before Outreach started to recruit at high schools. The first issue that need to be discussed was that the Accuplacer College Level, Elementary Algebra, and Arithmetic tests would retire in January; and the department need to determine what would be used to assess students without these tests. Casie noted that the locally developed Calculus Readiness test could be used through spring census, but that it could not be used when assessing students for fall term. The second issue was that the department needed to determine next steps regarding the conversation of notifying those non-math courses that had basic skills math prerequisites. Jerry shared that the math department started to do a survey with those non-math disciplines. Cheryl said that the survey was not yet complete and that more conversations would be held at the November 2 department meeting. In addition, Math had created and approved a pre-Statistics course and pre-Pre-Calculus course for the purposes of replacing MATH114: Intermediate Algebra. Lastly, the third issue was how the math department would define the intermediate algebra proficiency requirement for the AA/AS degree given that the Accuplacer math tests would no longer be available after January. Even though students could enroll directly into transfer-level math courses, Jerry cautioned, course eligibility was not the same as demonstrating a proficiency in that subject area.

Lydia asked how prerequisite changes would affect articulation when the course was no longer offered and there was no longer placement into those courses. Renee noted that course prerequisites shown on the list were required for articulation and could be adjusted but not removed. While prerequisites could remain the same for articulation purposes, it was the college's responsibility to clearly message students, and also to ensure that the internal processes (i.e. Banner and registration practices) reinforced the defined prerequisites. Renee shared that the deadline for changes to those prerequisite statements was now because the extended deadline to submit courses for UC review was November 15. Renee encouraged departments to work with her as soon as possible to ensure changes were considered for the 2019-2020 academic year.

For the guided self-placement (GSP) model discussion, Casie shared the [Miracosta English model](#). Casie recommended that ESL, Reading and English departments collaborate on model development so that the college had a way to direct ESL students to the ESL course sequence. In the current assessment process, students with a U.S. high school GPA, would automatically be assigned an English placement. It was noted that some U.S. high school students may be English learners and thus the college needed a way to identify this population so that they take the ESL test at the Assessment Center. Casie then showed a [MATH10: Statistics](#) video created by Foothill. The group thought that similar videos could be developed. Yvette noted that some schools had informational videos for each class in math with students previewing course concepts and expectations. Then a robust discussion was held about how to assess students that do not have a high school transcript. The idea of accepting International Baccalaureate transcripts (Foothill currently accepts them) was raised.

Casie reminded the group that Outreach began their recruiting season on February 1 when the spring, summer, and fall applications opened. If possible, the campus should aim to launch a GSP tool no later than spring census (mid-April). Casie again stated that locally developed tests—the Calculus Readiness test and the English writing sample—could continue to be used up to spring census. However, the college should plan to have an AB705 compliant placement model in place before summer term registration began in May.

Lydia asked if there would be faculty compensation for developing a GSP model given the short timeline. Rob shared that funding may be available from basic skills and possibly the new Student Equity and Achievement (SEA) Program funding formula which replaced the Student Success and Support Program (3SP) funding. Rob then emphasized the importance of creating a clear and consistent message for the college's assessment model and course sequences. Erick gave an overview of the placement messaging at Outreach events. He noted that last year when the college changed the assessment model in June, some 1,000 students who had already been assessed under the old model, had to be reassessed with the new placement rules. Erick also shared that the New Student Orientation would be revised as the state no longer required campuses to follow the form 3SP orientation guidelines. Lastly, Casie noted that the GSP tool and the AB705 assessment model could be included in the revised orientation.