

District Assessment Taskforce

May 29, 2018

Attendees: Yvette Alves-Campbell, Mallory Newell, Ola Sabawi, Ram Subramaniam, Lan Truong, Joseph Ngo, Kent Mcgee, Roland Amit, Nazy Galoyan, Renee Augenstein, Erik Aragon, Melissa Aguilar, Erika Flores, Elaine Kuo, Angelica Strongone, Thomas Ray, Kristin Skager, Isaac Escoto, Jordan England, Andrew LaManque, Kennedy Bui, Jerry Rosenberg, Doreen Finkelstein

Approval of the minutes from [April 24, 2018 Notes](#). Mallory Newell reviewed the mandatory timeline for English and math as no later than fall 2019 and ESL no later than fall 2020.

Each campus and department provided an update to their AB 705 changes.

Ram Subramaniam shared Foothill's math department course changes: embedded tutors will be in all sections, either peer tutors or supplemental. The department is not changing any prerequisites at this time. All changes will be implemented in fall 2018. Also starting in fall 2018, the assessment will include only high school transcript data (including self-reported data) and students may take the test to increase their placement level. If a student does not have high school transcript data or an international transcript with an American GPA, they will be required to take the assessment test. All students would be placed into transfer level math either on the STEM or non-STEM path. For non-STEM pathway students would either take Statistics (5 units) or Statway (217 + 17; 5 units each), or Liberal Arts Math 44/42 (5 units) or the STEM pathway of either Pre-calculus (5 units) or Pre-Calculus with a corequisite (5 units + 2.5 units co-requisite). They will continue to offer optional courses below transfer-level including Intermediate Algebra (5 units) or a new course: Quantitative Reasoning (5 units). The only course that will have a co-requisite is pre-calculus. They have developed a way to help students determine if they are on a STEM or non-STEM pathway with help from marketing and counseling and have it available on their webpage. It was also noted that Foothill is offering non-credit basic skills courses for students who request or for students with an identified disability in high school.

Foothill's English department shared via email that they will be using high school GPA bands to place students into existing courses this fall. The lowest level will be into an English stretch course of 5 units plus 2 units corequisite for two consecutive quarters.

Jerry Rosenberg shared for the De Anza math department and reported that they had removed Math210 from the sequence starting immediately. The college needs to develop a plan on how to notify students and steps moving forward. The math department is meeting June 15th to discuss more details around AB 705 compliance and what to do about the next two levels (Math 212, Math 114) in the sequence below transfer-level. Jerry reported that the math department is using multiple measures to place students up to transfer-level math (Math 10, 11, 44, 46, 41).

Kristin Skager shared that the De Anza EWRT and Reading departments will be placing all students with a 2.6 GPA or higher directly into EWRT1A. Students between 1.9 and 2.59 will be placed into EWRT1A (5 units) and LART250 (5 units). Students with less than a 1.9 GPA will be placed into EWRT200 (5 units) and READ200 (5 units). Starting June 1, the English department will be using high school transcripts to place students into the courses. If high school transcripts are not available, then a student will write an essay which will be used for placement. If a student would like to be placed higher than where placed with transcripts, they may choose to write an essay. The essay can only bump them up, not down. Students may also choose to take the Accuplacer test to place higher in Reading and English until January 2019.

It was also reported that the De Anza ESL department will be using multiple measures to place students who have high school transcript data available.

Nazy Galoyan noted that she is working with ETS to develop specifications to meet AB 705 requirements and clear students to be able to register into new courses. There is a group of individuals that are working on it across the district. Nazy also noted that we need to make sure that the placement codes we are using are correctly clearing students for priority registration. She requested that ETS be encouraged to prioritize requests from the college around AB 705.

The group then discussed how each college will be placing international students. Foothill is currently accepting international transcripts if it includes an American GPA. De Anza does not currently have any processes in place for international students other than the test.

The group then discussed how they will be notifying students who have already taken a placement test or started the math and English sequences already. The counseling department at Foothill will be visiting classroom this spring and summer to make presentations around the change in the course sequences. Foothill created a new webpage that assists students in choosing a math pathway, either STEM or non-STEM: <https://foothill.edu/assessment/pdf/assessment-math-sequence.pdf>. The assessment office is working on a self-guided interactive tool that captures their GPA, career interests, interest in transfer and based on this information will show them a list of courses that they may enroll in. Lan Truong shared that the Counseling department at Foothill is changing their orientation. They are asking students to first submit their high school transcripts, then they will give them a placement and then they will have a counseling session. They will meet with counselors in a 15 student per 1 counselor format. Instead of taking a 4-hour assessment test, they will receive counseling and advising instead. Lan noted that it is important that the counselors have a clear understanding of the process at both campuses so they can advise students correctly. The Foothill IR office also built 'if then' statements so counselors can sit down with a student, look at their transcript and determine which courses they are eligible for. Lan also informed the group that the counselors are changing students' educational plans. They have already updated the plans for all new students in spring. They are currently working on marketing and messaging students around educational plans and updating the appropriate web pages. They are also discussing messaging students who did not pass the course or asses into a course that no longer exists. They plan to go back a few years to notify students. It was noted that this should take place on both campuses.

The group agreed that the colleges need to establish grandfathering rules of which students will be notified of the changes. It was noted that counseling need to be included in this discussion.

The group agreed that the District Assessment Taskforce should work on developing a district wide assessment policy with common cut scores. They would also like direction on how to place 9th and 10th grade students using their high school transcript information. It was also agreed that all students at both campuses should only see one placement level in MyPortal, not multiple placements as it confuses students. ETS will not make any changes until it is agreed upon by both campuses.