

Foothill-De Anza District Assessment Taskforce

10.18.18 / 2- 3:30PM / De Anza, Admin 109

Attendees: Erick Aragon, Casie Wheat, Patty Guitron, Jerry Rosenberg, Cheryl Balm, Kim Palmore, Thomas Ray, Melissa Aguilar, Karen Chow, Mallory Newell, Renee Augenstein, Doreen Finkelstein, Kennedy Bui, Felisa Valubi, Isaac Escoto

Remote participation: Lark Cratty, Bernie Day, Valerie Fong

Both colleges were asked to share their AB705 changes. De Anza English was piloting two new courses in academic year 2018-19. These courses included a 5-unit LART 250 co-requisite hard-linked to EWRT1A and a two quarter EWRT1A model. Both courses should be approved by Fall 2019. Until the courses were open to all students in Fall 2019, students would continue to be placed into basic skills courses but would also have the option to participate in the pilot courses. The English Department followed AB 705 compliant GPA bands for students that self-reported their U.S. high school GPA on the CCC Apply application and actual transcript data from CalPass Plus. The Accuplacer test and writing sample was available for those students that did not have a U.S. high school GPA or wanted to earn a higher placement after earning a U.S. high school transcript placement.

Beginning fall 2018, De Anza's Math 10, 11, 44, 46 and developmental math courses were changed to open access for all students. Like English, math placements were derived from self-reported GPAs from the CCC Apply application and actual transcript data from CalPass Plus. The Accuplacer tests and local Calculus Readiness test were used to place students into the Pre-Calculus series and Calculus. The Math Department shared that curriculum was written for two new 1-level below courses specifically to prepare students for Pre-Calculus and Statistics. The department was having discussions about how to possibly restructure the Pre-Calculus series; and in addition, co-requisites for the Pre-Calculus series, Statistics, and Finite math had been created. It was noted that when the course sequence was changed, other issues arose such as: the redefinition of the intermediate algebra proficiency requirement for local degrees; and impacts on courses that had math basic skills prerequisites. Lastly, math was hosting professional development days this Friday and Saturday to discuss what the new course sequence should look like, what the new placement model would be, and which co-requisite courses would be recommended or required.

De Anza ESL was continuing to use the CELSA placement test and writing sample. After taking a test, if a student had a U.S. high school transcript, the student would earn an additional placement following the Multiple Measures Assessment Project (MMAP) ESL rule sets. It was anticipated that the CCCCO would release the ESL guidelines at the beginning of 2019.

Foothill Math continued to offer Math 10, 11, 42, 44 and developmental courses as open access. Pre-Calculus was offered with and without a co-requisite based on student placement following the MMAP rules. U.S. high school transcript data was captured by a local assessment survey. The math department followed the MMAP rule sets and placed students through Math 1A. If students did not have a U.S. high school transcript, they would still need to take the Accuplacer test (through January when the test would expire). Statistics had no co-requisites at this time; but, all Statistics and Pre-Calculus sections, with the exception of online courses, had embedded tutors in the classroom. Tutors also hosted workshops outside of class multiple times a week and held office hours.

Foothill English was also following the AB 705 compliant GPA bands for student placement into the English course sequence. U.S. high school transcript data was collected from the local assessment survey. For non-U.S. high school students, the Accuplacer test was available through January 2019. The ENGL 209 and 110 basic skills courses were slowly being phased out. By Fall 2019, the course sequence would be composed of ENGL 1A, a 2-unit co-requisite + ENGL 1A model, and the already developed ENGL 1S to 1T stretch model. It was noted that the stretch model was under revision for a unit reduction from 14-units to 10-units. The department was exploring pay equity around non-credit programs. The group discussed and confirmed that co-requisites for transfer level courses could not be listed as basic skills; and thus the co-requisites were not eligible for enhanced non-credit. Mallory would explore how non-credit courses and

mirrored course sequences worked, and would share out with the group. If a non-credit prerequisite was required, it would be counted in the AB705 English one year time frame requirement for transfer level completion.

In addition, a discussion about co-requisites that were 2.5 units and faculty load was held. For example, two 7.5 unit classes equaled a full load. So an instructor would be teaching two classes with co-requisites. If an instructor was only scheduled for one section of 7.5 units, then they would automatically end up with a 2.5 unit overload. The 7.5 units would be scheduled in three 2.5 hour blocks. (i.e. MWF 10:00AM-12:30PM). Thus, it would be the same instructor for the entire 7.5 hours.

The group also had a discussion on course sequence changes and how best to ensure that students who may have been unsuccessful in a basic skills course should be notified of the course retirement date and have the opportunity to retake the course for the purposes of making up the non-passing grade. De Anza shared that they were in discussion about a policy, similar to academic renewal, which would allow students to remove non-passing basic skills grades due to AB 705 changes.

The departments from both colleges expressed interest in a self-guided placement model. Discipline faculty would be reaching out to their counterparts to have discussions around what a Foothill-De Anza District guided self-placement assessment for English and for Math might look like. It was noted that Canvas could be used to host such a tool, and that San Francisco State had already created a Canvas based assessment tool. The point was made that community colleges were open to everyone and as a district, Foothill-De Anza needed to continue to be mindful that any process that was in place, such as a guided self-placement process, would need to be inclusive of all student experiences, backgrounds, and educational goals.

Doreen shared the results of an analysis of Foothill's English 1A compared to the English stretch course (1S to 1T) by similar GPA levels. The study found that students with above a 2.6 GPA are more successful when placed directly into English 1A. Students with a GPA of below 2.6 placed into 1A and the stretch course had very similar throughput rates at 60% and 61% respectively. It was noted that there was a challenge concerning the interpretation of the data and therefore disbelief in the reliability of any conclusions drawn from it. In addition, the issue was raised as to whether students with the same throughput rate should be required to enroll in a stretch course or if they should have the opportunity to enroll directly into English 1A.

Due to meeting time constraints, Casie quickly provided an overview of the need to notify disciplines about AB 705 changes and impacts on courses with basic skills math courses. Casie announced that the fall 2019 application opened February 1, so any placement model changes would need to be confirmed before the end of this fall quarter so that changes could be implemented by department partners (ETS, A&R, Counseling, etc.) before the application opened.

The next meeting will occur in winter quarter at Foothill College. Casie would send out a Doodle poll to see what date might work best for folks.