

Almost Weekly AB705 Assessment Update Meeting **Notes**

10.24.19 @ Language Arts Conference Room

Agenda

1. Will we have a quarterly district meeting?
2. Agenda for 11/7 Quarterly Meeting
3. IR's First Time Student Enrollment Report
4. Forming Groups - Our priorities for academic year 2019-20
 - Developing a Student Safety Net
 - Faculty Professional Development (norming, grading, etc.)
 - Tracking Student Success Rates
 - New GSP Platform
 - Creating a Seamless Assessment to Registration Process
 - Challenge Process
 - Intersection of AB705 & Guided Pathways
 - ESL AB705 Changes - Planning for Fall 2020
5. Outreach Messaging to High School ELD students
6. English Placement Model Messaging/Catalog Details
7. Anything else?

Reminders:

- Important Dates
 - Winter 2020 registration begins November 12
 - Spring 2020 registration begins February 24
 - Fall 2020 registration begins July
- Fall Meeting Schedule
 - Almost Weekly Meetings 10/3, 10/24, 11/14, 12/5 from 1230-130PM @ Language Arts Conference Room
 - Quarterly Meeting 11/7 from 1230-130PM @ Admin 109
 - FHDA District Meeting – TBD

Notes

Attendees: Felisa Vilaubi, Kim Palmore, Patty Guitron, Mallory Newell, Iva Tracey, Thomas Ray, Erick Aragon, Christian Rodriguez, Jerry Rosenberg, Pati Carobus, Casie Wheat

1. Will we have a quarterly district meeting?
 - The group decided not to have a district quarterly meeting this fall as there were no proposed district policies or initiatives.
2. IR's First Time Student Enrollment Report
 - Mallory shared the First Time Student Enrollment Report.
3. Agenda for 11/7 Quarterly Meeting
 - Agenda items for the quarterly AB705 steering committee meeting should include: funding needs, student success strategies for all student groups, and streamlining the assessment to registration process. Patty and Erick would also reach out to all counselors to see if there were any other items that should be included on the agenda.
4. Forming Groups - Our priorities for academic year 2019-20
 - The group agreed on 8 workgroup goals. Group leaders were assigned and can be viewed on the AB705 Workgroup Goals for AB201920 O365 spreadsheet: https://foothilldeanza-my.sharepoint.com/:x/g/personal/10468035_fhda_edu/EWmyU7_JUIFGgouDyhoSE8oBs9JfwAKcKRbt8mdUX2ALn

[Q?e=qN4wgm](#) Group leaders were encouraged to reach out to additional staff/faculty to participate in the workgroup conversations.

- Group leaders could report out on progress at the Almost Weekly AB705 Meetings.
5. Outreach Messaging to High School ELD students
- Under AB705, students who complete at least 9-11th grade in a US high school will automatically be assigned an English placement. Erick shared that the Outreach team currently informs ELD students and English Learners to take the ESL assessment to earn an ESL assessment.
 - Iva, Patty, Marcy, Felisa, Erick and Casie would meet to discuss the development a more robust outreach campaign to inform high school ELD students of the ESL program offerings at De Anza. Thomas asked if ESL assessments could be included in Outreach events on campus.
6. English Placement Model Messaging/Catalog Details
- Kim shared that many students in her LART250+EWRT1A courses were eligible for standalone EWRT1A, and that these students were unaware of which EWRT1A version they were registering for. The group discussed the need to onboard students about the placement and registration process. The LART250 placement messaging currently stated that EWRT1A students have the option to take LART250 or EWRT1AS. The English department would need to determine if that message should be changed. Final message changes would need to be determined and submitted to Communications and ETS as the current [English course placement model and course sequence](#) allows EWRT1A students to register for LART250 or EWRT1AS. Thomas also requested that the message found inside the open course finder be more informative and to tell students to check their placements before registering for a course. Casie would submit the request to ETS.
 - Kim shared that there were many misplaced English students as well as ESL students in her English courses. The group discussed the possibility of having English faculty offer an English diagnostic during the first week of class. When students were recommended to move into another English course, or into an ESL courses, there may be a need for late start course offerings.
7. Anything else?