

## AB 705 Steering Committee

### 1.31.19 Notes

#### Attendees:

Ola Sabawi, Jerry Rosenberg, Kim Palmore, Mehrdad Khosravi, Joseph Ng, Melissa Aguilar, Erick Aragon, Erika Flores, Felisa Vilaubi, Monica Ganesh, Angelica Strongone, Barb Dalkhe, Iva Tracey, Marcy Betlach, Mallory Newell, Casie Wheat; Remote participation: Kristin Skager, Nazy Galoyan

Mallory shared the results of the AB705 changes as relating to placement enrollment, success, withdraw and drop rates for fall 2018. The summary page can be found online [here](#) and the full report can be found [here](#). Kim asked if in addition to success, withdraw and drop rates that IR could also track student success of those students who would have earned a lower placement by non-AB705 rules. In addition, it was requested that IR also track student success in the subsequent English course and/or other critical thinking courses, and also include further student outcomes such as degree, certificate and transfer.

Casie presented the placement model transition by term diagram. It was noted that the college should complete the transition from testing to guided self-placement (GSP) no later than mid-April so that the college would assess the majority of fall applicants using AB705 compliant assessments. However, the English and Math departments were hoping to complete their GSP tools before spring term registration opened on February 25. Marcy commented that the ESL and English Departments were collaborating on how best to ensure that ESL students were tracked to the ESL assessment and not into the English GSP.

There was discussion about challenge processes. Casie noted that the current challenge process was to refer the students to the appropriate department chair. The English and ESL Departments agreed that any student that wished to challenge an ESL placement with intent to access English courses be referred to ESL department chair. Jerry asked if the GSP tool could be used as a challenge tool for those students that wished to challenge their placement earned by U.S. high school transcript data. Casie confirmed that this question had been sent to the California Community College Chancellor's Office (CCCCO) and that no reply had been received yet.

Casie brought up for discussion the prerequisite change notification agenda item and asked if there were any updates. It was noted that courses with MATH114 prerequisites may be impacted by the coming math placement changes. The group was asked to think about how the college could better support the faculty and students that were impacted by these changes. Melissa shared that the STEM faculty in collaboration with the Office of Professional Development were hosting a March 1 workshop with focus on tutoring.

Casie noted that the CCCC released the [AB705 FAQ 2.0 memo](#) on December 7. The departments then shared out on AB705 changes. Roseanne, recognizing the large shifts on campus due AB705 changes, commented that English inherited 4.5 Reading faculty into the department. In addition, the English department had discussions about the courses that would be lost under AB705 and thought about converting EWRT200, and possibly EWRT211, into non-credit courses. Kristin commented that Reading was considering non-credit course offerings. Also, the LART250 co-requisite would be reduced to 3-units effective summer term. Marcy shared that the ESL department might mirror the lower levels of the ESL course sequence. The group discussed enhanced non-credit courses, the requirements for collecting apportionment, and mirroring credit curriculum. It was shared that the curriculum of a credit course could be mirrored and offered as an enhanced non-credit course as long as the course prepared students to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The group wondered if a single course section could be offered as both a credit and enhanced non-credit course; and if so, how would the college collect apportionment? Casie took note of these questions and would report out on solutions.

The departments then asked IR to look into the following:

- How many students start in ESL and move over to EWRT under AB705 placement rules? How many students have U.S. high school transcripts? If so, how did they perform in the EWRT course?
- How many students were placed into MATH210 or 212 by test are now eligible to go directly into MATH41 by GPA (meaning that they bypassed MATH114)? Are these students successful?

Lastly, Casie commented that once all placement rules and course sequence changes were finalized and the GSP tool was built, Assessment, A&R, Counseling, ETS, Curriculum/Scheduling and Communications would need to be involved to ensure that our students could register for these new courses, that the campus understood the new placement rules, and that these changes were integrated within the applications that the college utilized on a daily basis (Banner, Dashboard, Degreeworks, Starfish, etc.).

The next meeting will be held on Thursday, February 28 from 12:30-1:30PM in Admin109. Also, the FHDA District Assessment Taskforce would meet on Monday, February 2 from 2-4PM at Foothill, President's Conference Room, 1901.