

AB705 Steering Committee Fall Quarter Meeting **Notes**
November 7, 2019 / 12:30-1:30PM / Admin 109

Attendees

Pati Carobus, Raymond Brennan, Iva Tracey, Barbara Dalkhe, Felisa Villaubi, Monica Ganesh, Marcy Betlach, Renee Augenstein, Melissa Aguilar, Thomas Ray, Kim Palmore, Jerry Rosenberg, Roland Amit, Erick Aragon, Casie Wheat

Meeting Notes

1. Introductions & Committee Purpose

The group discussed the AB705 Steering Committee's purpose for this academic year. It was noted that last year the charge of the group was to report out to the campus on AB705 changes related to English and math. However, this year would be dedicated to AB705 ESL planning as well as evaluating the impacts of the English and Math structural changes. The group determined that there was no longer a need for the Steering Committee to meet on a formally scheduled basis. Moving forward, focused workgroups and discipline departments would coordinate their own meetings.

2. Approval of [June 13, 2019 meeting notes](#)

Notes approved by consensus.

3. AB705 Initiatives & Funding Needs

The English and ESL faculty requested funding for EWRT1A, LART250+EWRT1A, EWRT1AS and ESL 5 norming sessions to determine EWRT1A exit criteria and entry standards for EWRT2. Thomas requested that a proposal be completed by the departments so that it could be submitted to the Administration for consideration. Also, the request for a new Guided Self-Placement (GSP) assessment platform funding was approved. Heidi and Casie had identified a potential platform. A demo of the platform would be held on Thursday, November 14 from 12:30-1:30PM in MLC243. English, ESL and Math faculty were encouraged to attend.

4. Assessment to Registration Messaging

The English Department found that a significant portion of EWRT1A eligible students were unknowingly registering for the EWRT1A+LART250 or EWRT1AS courses. Thomas noted that the footnotes for these courses were updated by the department; however not all students would read the footnote statements. The group reviewed the Open Course Finder messaging for the paired EWRT1A+LART250 and math co-requisite courses. The group requested that the message be updated to remind students to check their course placements before registering for EWRT or MATH courses with co-requisites. Casie would coordinate the message change with Foothill before sending the update message request to ETS. Felisa asked if it was possible to change the registration criteria for EWRT1A, EWRT1A+LART250 and EWRT1AS so that students could only register for the course that they were placed into. Casie responded that, technically this was possible, however the English department would need to approve this change in the placement model and the courses' registration logic would need to be rebuilt. Furthermore, locking a student into a single course placement would then require an intervention to allow a student to register for a different course; this process could have a negative impact on registration.

Jerry shared that the Math department and IR developed a survey for the purposes of capturing student voices on course placement (i.e. Do you feel this course was the right level for you? Do you feel you are successful in this course?) Kim requested that the questions be shared with the English Department.

5. Placement Model Change & Impact on Student Success

The group discussed strategies for helping a student after their first unsuccessful attempt at a transfer-level English or Math course. Felisa asked if the college could automate an email when the unsuccessful grade was posted. Casie noted that this was possible; however, final grades were often posted after students registered for the next academic term. Kim stated that the instructor would be the best option for notifying a student when they were not going to pass a course. Kim noted that this was not a requirement of a faculty member. Should the college be interested in this type of communication plan, the faculty should be compensated for this work. If this was a request for funding, Casie suggested that the workgroup develop a proposal.

6. Anything else?

The ESL Department provided an updated on their AB705 implementation plans. ESL implementation was required for fall 2020. The department was working to reduce the number of units of their courses, and to integrate some of the course levels. In addition, the department would offer mirrored non-credit ESL 234 and 244 courses.