

AB705 Steering Committee Notes

June 21, 2018

Attendees:

Roseanne Quinn, Jordan English, Yvette Alves-Campbell, Jim Mailhot, Mallory Newell, Thomas Ray, Casie Wheat, Christina Espinosa-Pieb, Rob Mieso, Lisa Mandy, Felisa, Monica Ganesh, Patti Carobus, Lisa Mandy, Brandon Bailey, Patty Carobus, Renee Augenstein, Erick Arragon, Kevin Glapion, Ola Sabawi, Lorrie Ranck

June 7 meeting minutes approved by consensus.

The Math, English, Reading and ESL Departments voted to use self-reported U.S. high school transcript data.

Jim Mailhot reported out on the math changes (see attached handout). Summer registration had been ongoing since May 21. Students currently enrolled in spring math sections and registered for summer courses should be notified as soon as possible about the math placement changes so they could make informed decisions about their course selection. Yvette Alves-Campbell shared that the MPS program would offer sections of MATH 114, 10 and 41.

The changes to the math placement model would have serious implications on student registration. Casie Wheat noted that these it might not be possible to complete any Banner course changes before fall registration began on July 9. If the new codes could not be added at the course level, then students would be blocked from registering from the courses and would need to request clearance before adding the course. Math courses, and courses with math prerequisites would need to be manually changed at the course section level so to allow students with the new assessment codes to register.

Rob Mieso reported that the college would need to better understand the full breadth of courses that had math pre-requisites and that pre-requisite should be over-written by the new assessment model. Casie would meet with Curriculum, Scheduling, ETS and discipline departments to see what could be done given the compressed timeline.

IR was asked to identify all students who had already assessed in academic year 2017-18 for the purposes of grandfathering them in under the new assessment model; and also students who had already taken courses within the last year so that Communications could message the student groups. It was agreed that any student with a 2.6 GPA (or higher) should be notified that they were EWRT1A eligible. Counseling requested that a clear message be provided to staff/faculty so that they could advise students appropriately before the email messages were sent to students. Rob said that an update to counseling would be given as soon as possible; and that additional updates would be made as these changes would be ongoing throughout the summer. After all processes were in place and working, the college could reassess which additional student groups should be automatically grandfathered in under the new placement model.

Thomas Ray shared an AB705 English and Reading Presentation. Thomas noted that all new curriculum had been approved by the Curriculum Committee. Prior to AB705 changes, the English/Reading placement model had 20 units of basic skills, and the AB705 compliant model placed students a GPA of 2.6 or higher EWRT1A (5 units); students with a GPA of 1.9—2.59 would be placed into EWRT1A and LART250 (10 units); and students with a GPA of below 1.9 would be placed into a stretch course, 1AS to 1AT, with support built in over two quarters (10 units total; 5 units per quarter). The stretch model would be approved for fall 2019. Casie shared that ESL will be using U.S. high school transcripts to provide an ESL placement to students using the state recommended MMAP rulesets; this would be in addition to their ESL placement test results. Because eligible students would be given two placements in ESL, they would be referred to Counseling to choose which level of ESL would be most appropriate for their skill level and educational goal.

Casie requested that any department chair changes for the coming academic year be shared via email so that the AB 705 Steering Committee listserv could be updated. In addition, Casie would schedule the meetings on Thursday afternoons between 12:30-1:30PM, unless new members requested a date/time change. Meetings would resume in October.

Last Friday (June 15) the math department voted to make the following changes to student placement, and would like to implement them as soon as possible (i.e. effective Su 18):

- Students may *self-report* their high school GPA, and (where relevant) high school coursework data.
- Students may *self-place* directly into the following transfer-level courses: **Math 10, Math 11, Math 44 and Math 46, or below**, regardless of their high school GPA, and without having to take a placement test.
- Students with a high school **GPA greater than or equal to 3.4** may place directly into **Math 41**. Likewise, students with a high school **GPA greater than or equal to 2.6 and who enrolled in a high school Calculus** course may *self-place* directly into **Math 41**. Students with a sufficient score on the Calculus Readiness Exam may also be placed into Math 41. Students who don't fit any of the above criteria must successfully complete Math 114 before being allowed to take Math 41.
- Accuplacer, Calculus Readiness, or other College placement tests will be used for placement into Math 42 and above.
- We will continue to offer sections of Math 210 (Pre-Algebra), Math 212 (Beginning Algebra) and Math 114 (Intermediate Algebra) to accommodate students who wish to have the option of starting with transfer-level math but who feel they would be better served by beginning with developmental-level classes.

Recommendations:

Summer:

1. All students currently enrolled and those who continue to enroll in Summer '18 classes and who are potentially affected by these changes should be notified as soon as possible. These include students enrolled in or continuing to enroll in: **Math 210, 212 and 114**.
2. Students should be informed that the placement policy has been changed (effective immediately) and they are now eligible to enroll in **Math 10, 11, 44 or 46** or continue their enrollment in developmental-level classes. They may choose to remain at their current level, or they may select any level math class up to and including **Math 10, 11, 44, or 46**.
 - a. The math department **strongly recommends** that if summer students do decide to move up to Math 10 or 11 that they **wait until Fall quarter**, since Summer quarter is only six weeks instead of twelve, and consequently moves at twice the speed.
3. Summer counseling and tutoring availability should be adjusted to provide the necessary support for students who will no longer be required to successfully complete basic skills level courses.
4. All relevant College stakeholders should be notified. Necessary changes in the College, Assessment, Division, and other relevant web sites should be immediately updated to reflect the changes. Counseling (both central and distributed) should be informed and work with the math department and PSME Division to ensure a uniform and accurate description of the changes are communicated to students and that the Math Department and PSME Division receive any feedback that will help smooth the implementation process.

Fall:

1. Students who have already been placed for Fall quarter and who were placed into developmental-level classes should be notified of the placement policy change and their new options.
2. Students should be explicitly reminded that they still have the option to take developmental-level classes if they feel they would benefit from the extra foundation this provides.
3. The math department **strongly recommends** that students with a high school **GPA less than 2.3** who opt to register for Math 10 or students who feel they may need additional support to succeed in Math 10 consider enrolling in an **MPS section of Math 10**.
 - a. It would be very helpful if this recommendation is automatically included in written placement notifications to students.
 - b. It would be helpful if a link to the MPS web site and a phone number to call for MPS information is included in written placement notifications to students.
4. Fall (and subsequent quarter) counseling and tutoring availability should be adjusted to provide the necessary support for students who will no longer be required to successfully complete basic skills level courses.
5. All relevant College stakeholders should be notified. Necessary changes in the College, Assessment, Division, and other relevant web sites should be immediately updated to reflect the changes. Counseling (both central and distributed) should be informed and work with the math department and PSME Division to ensure a uniform and accurate description of the changes are communicated to students and that the department and that the PSME Division receives any feedback that will help smooth the implementation process.
6. The College Institutional Research Office should work closely with the Math Department and PSME Division to identify relevant areas of data collection so that student enrollment and success patterns can be monitored and tuned as these new policies are implemented.