

AB705 Steering Committee Meeting Notes

2/28/19

Attendees: Iva Tracey, Mehrdad Khosravi, Mallory Newell, Thomas Ray, Raymond Brennen, Monica Ganesh, Felisa Vilaubi, Brian Malone, Nazy Galoyan, Roseanne Quinn, Erick Aragon, Patty Burgos, Erika Flores, Joseph Ngo, Marcy Betlach, Monica Ganesh, Kristin Skager

Meeting notes from January 31 approved with no changes.

Discipline departments shared updates on the guided self-placement beta testing. Mallory provided the student ids for the selected courses to Heidi King so that they could be added to Canvas for testing. Iva would have ESL student participate in testing on the week of March 4. The math department would have all faculty take the GSP on March 15. Changes based on feedback will be made after the initial review. The math department noted that students should have the opportunity to retake the GSP upon requested. The English department would like to add an option where students could see all placement options (EWRT1A, LART250+1A or EWRT1AS to 1AT) and provide an opportunity to choose the course that best fit their learning style.

The departments then shared out on general progress. Math was adding a 2.5 unit co-requisite with the same teacher, which will be offered in two time blocks. The department will continue to offer MATH114. In addition, intermediate algebra courses would also be offered this fall. The new courses include a pre-statistics course, MATH130, for non-STEM majors and also a pre-pre-calculus course, MATH109, for STEM majors. The department planned to continue to offer MATH210 and MATH212. Lastly, MATH1A placements will be based off of the state recommendations for Calculus placement by high school transcript.

There was discussion around when catalog changes needed to be submitted if there was a change in the intermediate math requirement for the AA degree. The group wondered what the process was for making any changes to a degree, and what groups would need to be involved (Curriculum, Academic Senate, etc). Mallory confirmed with Marisa Spatafore that any degree requirement changes would need to go through the curriculum process.

The ESL department reported that they were waiting on the state to make any changes to ESL AB705 implementation. In addition, there was a very serious concern about F1/FZ students, who may be ESL students, having access to the English GSP. The department made a request for an alternative form of assessment.

The English department shared the following:

1. LART250 + EWRT1A will be taught by the same instructor. This was causing scheduling issues. They are exploring a 3-day a week schedule for LART250 + EWRT1A of either MWF or TRF.
2. In summer term, two to three sections of LART250 + EWRT1A as a 6-week session for a total of 8 units.
3. Since the change to the use of high school transcripts for English placement, faculty have found that their classes were now composed of a widespread range of skills. Because of this, the department wanted to complete qualitative studies to learn about how their students were feeling about their course placements. IR offered to assist with these surveys. In addition, faculty began a discussion to use a portfolio for LART250.
4. The department was having discussions around where to send students when they are not passing a course for the first time.

Iva noted that when addressing the issues of student success, especially in the cases of underprepared students, faculty need to be proactive rather than reactive and it was recommended that a diagnostic be used in the first week of the quarter so that students' skills can be assessed early on, and appropriate actions can be taken to ensure student success. For example: giving a student the opportunity to enroll in the ESL course sequence; or to enroll in the LART250+EWRT1A for more support. Roseanne noted that many English faculty were already using diagnostics in the first week of class, and there were discussions about making it more common practice. Iva also mentioned that ESL 274, Grammar and

Proofreading for Academic Writing, is an elective course, which provides students with additional ESL support, and it can be utilized as a support class for ELL students enrolled in EWRT 1A. This information should be shared with counselors.

There was discussion around messaging students about the new placement model and placement changes. The group wondered how far back the college should go when notifying students of any placement update under the new placement model. Discussions with the administration should be held. The ESL and math departments requested to see the language used in the student email for their placement. Mallory said she would share it with them. The group wondered when students will receive EWRT1S placements. Also there was a question about if students currently saw LART250 or EWRT1AS placements in MyPortal.

See Casie Wheat's responses to the questions raised in the meeting:

When will students receive EWRT1AS placements?

The curriculum for EWRT1AS will not be approved until fall 2019. Registration for fall 2019 begins in early July. Students will begin receiving placement for EWRT1AS (to 1AT) in July. Note: Summer term begins the first week of July and will overlap with the beginning of fall registration. The college will need to be very specific to students when stating that EWRT1AS placements would be for fall 2019 quarter only.

When will students receive LART250 placements?

If LART250 placements go live to the public for summer registration in May, students will need to receive LART250 placements no later than April 22 to align with spring census.