

BASIC SKILLS SUBCOMMITTEE

Co-chairs: Paulette Hopkins, Becky Stephens and Stefanie Johnson Shipman

Voting Members: Paulette Hopkins (Co-Chair/Administrator), Gerald Ramsey (Administrator), Becky Stephens (Faculty Co-Chair/BSI Co-Coordinator), Stefanie Johnson Shipman (Faculty Co-Chair/BSI Co-Coordinator), Cheryl Vallejo (Faculty, Developmental Math), Anne Gloag (Faculty, Developmental Math), Ken Reinstein (Faculty, Developmental English/ESOL), Denise Maduli-Williams (Faculty, Developmental English/ESOL), Randy Claros (Faculty, Counseling), Dave Clark (Faculty, Counseling), *VACANT* (Faculty), Xi Zhang (Classified Staff), Reylyn Cabrera (Classified Staff), Meredith McGill (Classified Staff), Mark Johnson (Student)

Staff/Resource: Todd Simonson (Project Assistant, Office of Instruction)

Approved 5/7/2018

Minutes of April 16, 2018

Present: Paulette Hopkins, Stefanie Johnson Shipman, Becky Stephens, Xi Zhang, Reylyn Cabrera, Neal Erlandsen (proxy for Meredith McGill), Donnie Tran, Cheryl Vallejo, Anne Gloag, Ken Reinstein, Denise Maduli-Williams, Randy Claros, Dave Clark

Guests: Jesse Lopez, Ben Gamboa, Clarissa Padilla, Alex Stillos, Brett Bell, Lisa Clarke, Tonia Teresh, Lou Ascione, Wayne Sherman, Kirk Webley, Dana Stack, Allen Andersen, Linda Thomas, George Beitey, Linda Woods

Absent: Gerald Ramsey, Mark Johnson

1. **Call to Order:** The regular meeting of the Basic Skills Subcommittee was held on Monday, April 16, 2018 in Miramar College Room N-206. The meeting was called to order at 1:17 pm by co-chair Stefanie Johnson Shipman, a quorum being present.
2. **Approval of Agenda:** A motion to approve was raised by K. Reinstein and seconded by R. Cabrera, unanimously carried to approve the agenda.
3. **Approval of Minutes from April 2, 2018:** D. Clark motioned to approve the minutes, and seconded by C. Vallejo, unanimously carried to approve the agenda.
4. **Old Business:** No Old Business
5. **New Business**
 - a. **Presentation: AB 705 and its impact on Miramar:**

A. Gloag began a presentation on AB 705, a discussion and information session about the bill and upcoming changes to curriculum and the campus. The meeting began by splitting into groups to discuss what faculty knows so far and what they hope to learn, summarized with what they have learned from

their groups. Some questions raised by the meeting attendees want to know how this will affect part-time students, funding, and how this will affect underrepresented students. Other concerns were stated about the consequences of non-compliance, funding, and changing school-wide curriculum.

A Gloag continued the presentation by reading and breaking down each component of the bill. The intent of the bill is to clarify existing regulations and ensure that students are not placed into remedial courses which could delay their educational progress, unless there is evidence that they are highly likely to fail the college-level course. The reasoning is that the current system in place has been shown to be ineffective. Maximizing the probability that students will succeed means higher “throughput rates.”

Evidence suggests that too many students are placed remedially, and more would pass if allowed to bypass remedial prerequisite courses and enroll directly in transfer-level English and math courses. Assessment tests tend to under-place students when used as primary criterion for placement. Student’s high school performance is a stronger predictor than standardized tests. The goal of AB 705 is to maximize the probability that a student will enter and complete transfer-level courses within one year for English and mathematics, and three years with English Language Acquisition. High school coursework, high school grades, and high school GPA are the recommended indicators of performance but low performance on one measure may be offset by high performance on another measure. A student can demonstrate preparedness by any one of the indicators, not necessarily all of them.

When high school transcripts are difficult to obtain, colleges can use self-reported high school information, guided self-placement, or self-placement of students. Evidence shows guided self-placement is a better indicator than Accuplacer. For students who seek a goal other than transferring, in a certificate or degree program with specific requirements that are not met with transfer-level coursework, the community college must maximize the probability that the student will enter and complete the required college-level coursework in English and mathematics within one year.

Assessment is defined as the process of gathering information about a student, including student skills, English language proficiency, need for special services, and should be sensitive to different cultural backgrounds and demographics. The timeframe in place states that all schools must be in compliance with AB 705 no later than Fall 2019.

During Fall 2017, schools gathered information and engaged stakeholders, reviewing the legal requirements. In Spring 2018, schools should develop methods to make high school data central. Engage

professional learning to support curricular shifts in math, English and ESOL. In Fall 2018, shift local assessment and placement practices. Submit locally developed curriculum changes for approval. By Spring 2019, schools should be approving locally-developed curriculum and publishing the new structures so that all schools will be in compliance by Fall 2019. If schools are not fully compliant, much funding is tied to this including Guided Pathways. Mesa ran a pilot self-placement program in Mathematics, which Miramar plans to try as soon as Fall 2018.

AB 705 and English (C. Jay)

One issue that is important to discuss is how to determine how a student can be “highly unlikely to succeed.” The Chancellor’s office means that based on GPA. If there is a high school GPA, the student will be placed into transfer level English.

Meetings last week, RP presentation, State Chancellor’s Office. English District Assessment. Moving from Accuplacer to directed self-placement, students will answer questions about past academic experiences, and reading and writing self-efficacy to yield a course recommendation. Options include meeting with a counselor, faculty or staff member for more guidance. If high school GPA is available, we cannot use guided self-placement, as told by English faculty at RP presentation meetings.

This will create an increase in the number of students placed into ENGL 101, increase the need for supplemental instruction and professional learning. BSSOT-funded Accelerated English course ENGL 265C/29 two-unit co-requisite will be offered. Half the students are placed directly into this course, half placed not, with a peer cohort model proposed (82% success rate). Scaled up for Fall, the one section offered has been increased to ten sections, and will replace prerequisite remedial sequences with just-in-time support for students.

The committee plans to use embedded tutoring, scaling up co-requisite Accelerated English with SIs in every class. Most students in accelerated English courses do not go on to pass college composition. There are large equity gaps for underrepresented students who enroll in accelerated English courses. Research is needed to determine if English learners and students with disabilities benefit from longer developmental sequences.

AB 705 and ELAC (D. Maduli-Williams)

ELAC differs from the other subjects because students have three years, not one year for transfer requirements. Recently ELAC experienced curriculum change and was aligned across the district,

integrating reading, writing, and grammar courses. There is a new separate strand of academic listening/speaking courses, an elective pronunciation course, and accelerated co-requisites available to prepare students to hoping to challenge and jump a level with a delayed start in the 3rd week of the semester. This course helps students to work on their portfolio of work and prepares them to jump but does not guarantee it.

In the past few months, there has also been an ELAC professional learning series with all District colleges, including Continuing Education. The group met once a month for full-day workshops led by experts in the field, in addition to a three-day summer institute which received funding mostly from Mesa and City Colleges.

The ELAC Assessment workgroup has met each month working towards the goals of AB 705. The group began with literature review and an examination of current processes and placement practices across the state. In addition there is discussion about creating a pathway for Continuing Education students to transfer to credit classes. The group is awaiting further guidelines from the state specific to ESL forthcoming in May.

AB 705 and Math (A. Gloag)

The District workgroup for Math has discussed the role in deciding which students get an MMAP score and placing students without MMAP, for different student populations. Mesa piloted this program last year, which is a placement assistant that allows students to place themselves. Miramar would like to bring this program to the campus. There are pathways for different students coming from different levels to enter classes, depending on the needs of the student, i.e. STEM, non-STEM, life-science, liberal studies, etc., that will place students into MATH 46, 47A, 48A, 92, or 96X. Assessment office on campus. Last math class in 5 years and higher than 2.4 gpa.

6. Other - None

7. Adjournment – D. Maduli-Williams motioned to adjourn the meeting at 2:48 pm, seconded by P. Hopkins.

Todd Simonson