

Basic Skills Committee

Wednesday May 15th, 2019

5:00 PM – 6:00 PM

**Members Present:** C. DeLaToba, G. Dyer, E. Fuchs C. Rutan (Chair), K. Wada, Michael Wyly

Meeting called to order at 5:02 PM

**AB 705 Memos on Plan of Adoption and Guided Placement**

C. Rutan reported that the Chancellor’s Office had distributed memos related to the AB 705 Plan of Adoption, Guided and Self Placement, and placement of special admit and CCAP student under AB 705. The memo on Plan of Adoption indicated that if a college is using the default rules and requiring no additional support, they would not need to submit any additional information, but that even if the default rules are used in conjunction with required support, a plan of adoption must be submitted to the Chancellor’s Office and additional validation data will be required.

If colleges have a guided placement process, no matter what it is, they will need to submit it to the Chancellor’s Office. Samples of what students are expected to know are perfectly, but they will need to be submitted to the Chancellor’s Office for approval. The Chancellor’s Office has agreed that colleges will have two years to collect data to demonstrate the effectiveness of their model and preliminary data will needed to be submitted after one year. The nature of the validation data is unknown at this time. There have been discussions about comparing the results to the default rules, but the majority of students being placed by these methods will not have a high school GPA, so it isn’t clear how to compare them to students being placed using high school performance data. In assessment validation, questions are analyzed for bias. Preliminary discussions at Assessment Committee indicate that guided placement questions colleges ask will need to be validated for bias, but the methodology has not been determined.

Dual Enrollment students might be special admits seeking advanced coursework or students seeking pre-collegiate coursework through CCAP/AB288 dual enrollment. AA19-21 clarifies high schools’ role with regard to placement for dual enrolled students.

**AB 705 and ESL**

ESL Workgroup will meet in the second week of June. C. Rutan asked that committee members share the ESL memo widely with ESL faculty, counseling faculty, and anyone involved in assessment at their colleges. Unlike English, ESL must be able to place students into multiple levels of ESL, so most of the guided placement methods that have been developed in the CCCs are showing students samples of writing and having them evaluate how close their own writing is to the sample. Colleges must develop a methods to determine if a student would benefit from ESL instruction or if they should be placed using the English placement methods. K. Wada indicated that an assessment of language competency is essential.

Regulatory language is intended to be drafted by the end of 2019. Work will need to occur over summer for this goal to be met.

**ESL Certificates**

Under current regulations, a certificate including only credit ESL courses will not be approved. Cypress college has attained approval for ESL certifications which emphasize CTE in a guided pathways framework but are heavily ESL.

Meeting adjourned at 5:54 PM

Respectfully submitted,

Craig Rutan