STUDENT SUCCESS AND SUPPORT PROGRAM
ASSESSMENT SUB-COMMITTEE MEETING
AGENDA
MAY 9, 2014 & MAY 13, 2014

1. WLAC Math/ English / ESL Placement Model
2. Math / English/ ESL Placement Totals
3. Math / English/ ESL Placement messages
4. Multiple Measures
5. WLAC Second Party Test Developer Requirements
6. Common Assessment Pilot
7. Next meeting
Minutes:

1. WLAC Math/ English / ESL Placement Model
   Both models were reviewed and changes were suggested. The Chairs were asked to make revisions and forward back to SSSP P. Banday for coordination with APMS director.

2. Math / English/ ESL Placement Totals
   Placement totals were reviewed. N. Sander suggested cut-score changes for ESL 4. In response, R. Tillberg suggested looking at placement totals by score and student success rates by scores. P. Banday will request this information from W. Duxler as well as perhaps WLAC research.

3. Math / English/ ESL Placement messages
   Placement messages were reviewed for updates and changes. Each Chair, Math, English and Learning Skills faculty (English and Math) will revise messages for their area.

4. Multiple Measures
   Multiple Measures where reviewed and N. Sander has suggested that additional work needs to be done in apprising students about selecting ESL courses and the ESL assessment test in place of English courses or English assessment. She suggested that ESL is in the process of developing a student centered video for International and other students who would be appropriate for ESL courses. More work needs to be done in this area.

5. WLAC Second Party Test Developer Requirements
   We briefly reviewed the CCCCCO requirements for The Second party publisher and community colleges. The Chancellor’s office is in the discussion process concerning the re-instatement of site visits, until such time the college should continue to look at disproportionate impact and Assessment testing as well as maintain an Assessment portfolio describing the yearly review of assessment placements, cut scores, messages,
the 6 year cycle for consequential validity and content validity studies. The ACT / Compass test developer provides test bias and validity studies for the college to review.

6. Common Assessment Pilot:
WLAC has submitted the application to the Chancellor’s office for participation in the Common Assessment Initiative. The Vice-President has worked with the college committees and Academic Senate for approval to move forward.

Next meeting: June 10th at 10:00 am SSB 420
Assessment Sub-Committee meeting - 5/13/2014 1:30 PM

I. we eventually want to use the data we collect in an Assessment Portfolio for the chancellor’s office

II. Matt says he hasn’t looked at this stuff before
   A. Patty asked Matt to look more closely at the placement message and advisement paragraphs to check the wording / content

III. Bill D Duxler says (via email) not all placements have a special paragraph, but Patty, Sue and Sarah agree that ESL 8, for example, is so close to placing into lower-level English that they may need that additional explanation

IV. We may want to add LSK classes to a new version of the English / course sequence - Patty speculated Sarah might be able to do this? but this will have to go through Fran – Patty and Sue may meet separately to try this, but Sarah could take a stab at putting Eng / ESL side by side

V. Matt says we should say something in the placement messages if a student places into 105 or 110/112, that they should really not do 115 / 125 because it will be too fast
   A. Sue says they need more time for absorption and re-absorption, rather than losing a lot of the gain between semesters (good reason for the A-B-C courses)

VI. at best a 50% success rate in Math 115
   A. Matt says we may need to slightly elevate the cut score minimum for Math 115
   B. He asked if we can get some numbers on how students get into Math 115 (did they place into it vs. coming from the earlier classes?)
      1. Patty says the vast majority will have assessed into 115 - compare grades to scores (1st semester only attempting 115) including withdrawals - not too far back (Spring 2013 / Fall 2013 / Fall 2012); could do the same thing with 125 - “That’s the sore spot”
      2. English’s equivalent is 20A and 21 - really low success rates - we could do the same with these courses - may be useful to do similar comparison - ESL would be good too, particularly 4A - being bumped up by 2 notches - i.e. how well do they do in the classes they place in?
         a) BUT it may be that because it’s our lowest level here, so we have to accept any student (may be true for ESL 4A, which really skews the success rate)
      C. Matt said he has only 1 student who’s in his Stats class who was in 105, but he probably won’t make it - Matt says he may have blasted through too quickly, though he has improved as a student
         a) Nancy: for ESL, Skyline is looking at high school transcripts
      D. multiple measures have never been validated but are commonly used now
         1. they’re already weighted as part of the scores the students get
         2. Sue thinks we could add a test to prove this
         3. Nancy would like to fashion a common question around Academic Reading - what do they think it is? (she thinks Sarah could help with this)
a) Specifically the question ‘How good is your English writing skills?’ (validated by offering choices of ‘good’ writing) - most effective sentence choice

b) But not supposed to be a test! could put it in terms of your academic writing

E. we may also want to check what happens to those who evade Language foundational courses, who skip these (Sarah can check into this somehow)

1. Nancy says we have to emphasize the reading apprenticeship approach - students overrate themselves with reading and writing even though they’re verbally fluent

2. Sue says contextualized learning has become the new M.O. for LSK
   a) LSK1 designed for pre-placement people - Sue wants to calibrate the test
   b) she suggests there may be better ways to hone LSK courses to be in support of what’s lacking in English / ESL more closely
      (1) would like to have an ESL section and a non-ESL section
      (2) Nancy says the int’l program isn’t something she has an in to yet, so is meeting with Angel this week

3. Patty said some students go to SMC because it’s not a brown / black campus like ours and they think they’re less likely to transfer from here

4. ESL5 is paired with PD40 online - they all used to be paired with college courses thus sending message that its transferable and acclimating them to academic life but not all faculty members are on board with this anymore - they plant the seed to say ‘you can take content classes all through ESL if you want’ - the gist of the conversation is that you need to lay the foundation
   a) students can’t take the equivalent of the English course in their native language
   b) The top student in Patty’s English 101 class was an ESL person AND the winner of the poster showcase was an ESL person!
   c) Nancy always couches it as ‘academic language’ not ESL - Patty also wonders if we can change from ESL to something else
      (1) Sue suggests ELA - English Language Acquisition rather than ESL
         (a) Nancy says it’s been brought up to chair of the discipline committee (Academic English for Multilingual Learners - pulled from UC Santa Barbara) but they’ve been told by the powers that be that you can’t change the name of a discipline
            (i) Patty and Sue think it might still be possible - bring it up with Bobbi Kimble (“That’s where the buck stops”)
            (ii) She said they tried to stop the change from Personal Dev. to Counseling
(iii) BUT it may be tied to money

d) Suggested that any of us could talk to Alice Taylor about the pairing of ESL with Art History (will probably do it again with Art 101)

e) Nancy wonders how well students do who go into content simultaneously with ESL or right after - “I count that as a success”
   (1) she was told they can’t get this data (Sarah will make a plug to Rebecca to try)
   (2) Sue has questions like this that she says she was told we can’t answer (she will email Sarah and we will try to get it anyway)

F. Nancy says there used to be a pairing of ESL and American History but it killed the students

G. early alert along the lines of possible language interference with grades could be good (Nancy) - maybe they get referred to a counselor who sends them to Nancy or Patty

1. Nancy: it takes caring, astute faculty to notice when English is an issue for a student’s struggle

2. Patty suggests Nancy could initiate a quick one-page email to all faculty about students falling off for many reasons, language interference being one of them (or we could add this explicitly to the early alert messages faculty get) and to counselors to encourage them to reach out to experts in the field for multilingual
   a) Ana (sp?) seemed to like this idea of how to reframe ESL students
   b) video is coming too very soon - Patty: “should be as advertised and published as Global Studies, etc”

3. Sue wants to have students take LSK1 - the most basic foundational course - basically Academic Reading with taking the placement exam as the outcome of the course - instructional not online
   a) Patty wants to amend the placement messages to suggest not just Personal Dev courses but also LSK courses
   b) there used to be a pre-assessment boot camp - Sue has two courses ready for something like this (one in summer, one in winter)

   (1) Patty said that currently they can only test once a year but we could offer to incentivize them to take the bootcamp and then be allowed to re-test after only a semester
   (2) Nancy suggested 1 unit pre-assessment ‘teaser’ with the other 2 units after you assess couched as a support to other classes
      a) Sue said we have a bridge program but it’s kind of crumbling
(b) Nancy and Patty agreed it’s not holistic - you have to piece it together and these students aren't good at piecing it together

(i) by comparison UC and CSU students are coddled

(ii) we have no welcome message to newly enrolled students much less a welcome center

(a) Nancy said the course above could be the welcome center in lieu of a physical center

(b) Patty said maybe we could take more of a leadership role speaking as loudly as Math and English does

c) next meeting: Tuesday, June 10th - 10 am

H. Sue asked me: How well do students do in ESL4A if they’ve taken LSK5? (and any other class they’ve paired with) - she will email me with all the data she wishes she could get