

## Guided Pathways Steering Committee

### Meeting Notes

Feb. 5, 2018

In Attendance: Sabrina Sencil, Dana Wassmer, Alex Casareno, Kim Harrell, Paolo Soriano, Iris Dimond, Tonya Williams, Joel Powell, Kathy Sorensen (presenter), Howard Lewis, Shannon Mills, Lisa Abraham (presenter), Bud Hannan, Paul Meinz, Tadael Emiru, Julie Olson, Andi Adkins Pogue, Rochelle Perez, Collin Pregliasco, Ed Bush, Shannon Cooper, Yolanda Carcia-Gomez, Kimberly McDaniel, Cory Wathen, Eddie Fagen, Colette Harris-Mathews, Amber Lopez, Rick Schubert, Oscar Mendoza Plascencia.

Note Taker: Dana Wassmer

Item	Discussion/Action Plan	Who's Responsible	Deadline
<p><a href="#">AB 705</a> Multiple Measure for Math</p>	<ul style="list-style-type: none"> <li>• Background-AB 705 is effective Jan. 1, 2018.</li> <li>• Math faculty workgroup met last fall to create an implementation plan to be initiated Spring 2018.</li> <li>• Reviewed the current math course offerings               <ul style="list-style-type: none"> <li>○ MATH 20 is the lowest level math course offered.                   <ul style="list-style-type: none"> <li>▪ We need to question if this should be a credit-bearing course.</li> <li>▪ Students enrolled are primarily older adults who have not had math in a very long time.</li> </ul> </li> </ul> </li> <li>• The District and colleges are looking at technology available to assist with math placement.</li> <li>• ALEKS PPL by McGraw-Hill was reviewed               <ul style="list-style-type: none"> <li>○ <a href="https://www.aleks.com/highered/ppl">https://www.aleks.com/highered/ppl</a></li> <li>○ Cost is ~\$15/student (can take the assessment test up to 5 times for this price).</li> <li>○ Only proctored exam counts (student can take a practiced/un-proctored exam).</li> <li>○ (FYI, ACCUPLACER is ~\$1/exam <a href="https://www.accuplacer.org">https://www.accuplacer.org</a>)</li> </ul> </li> <li>• Although more expensive, what is the cost for the College and the student if the student is misplaced?</li> <li>• Co-requisite/supplemental instruction is being reviewed.</li> <li>• Investigate 3 branches of math: STEM path, Non-STEM path (e.g., STAT), and quantitative reasoning path.</li> </ul>	None	None
Questions/	<ul style="list-style-type: none"> <li>• What is the implication of AB 705 for non-STEM focus?</li> </ul>	None	None

Concerns	<p>(i.e., how will other STAT [MATH 110 C-ID equivalent] courses be integrated? Via program template?)</p> <ul style="list-style-type: none"> <li>As student success goes up—will we be able to meet the students’ course needs?</li> <li>When we place students—how can we be ensured that it is equitable?</li> </ul>																	
English Multiple Measures	<ul style="list-style-type: none"> <li>The English faculty across the District have worked diligently and collaboratively to devise the best placement for our students.</li> <li>Placement utilizes multiple measures: US high school GPA and Accuplacer score. <ul style="list-style-type: none"> <li>Student is placed based on whichever assessment yields the higher course placement.</li> <li>Accuplacer is not ideal but was an quick replacement after the end of Compass (a multiple choice placement assessment test).</li> </ul> </li> <li>CRC is working to eliminate three levels below college.</li> </ul> <p><b>DRAFT-CRC Composition Sequence-DRAFT</b></p> <table border="1" data-bbox="396 940 1133 1436"> <thead> <tr> <th></th> <th>Spring 2018</th> <th>Fall 2018</th> </tr> </thead> <tbody> <tr> <td>Transfer level</td> <td><b>480—Honors</b> 3 units <b>300</b> 3 units</td> <td><b>480—Honors</b> 3 units <b>300</b> 3 units</td> </tr> <tr> <td>One level below</td> <td><b>WR 109/ RD 113</b> 4.5 units <b>101</b> 4 units</td> <td><b>108 + 300A</b> 3 units + 3 units <b>101</b> 4 units</td> </tr> <tr> <td>Two levels below</td> <td><b>58</b> 4 units</td> <td><b>58</b> 4 units</td> </tr> <tr> <td>Three levels below</td> <td><b>42</b> 3 units</td> <td><b>DELETE</b></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li><b>The chart above represents probable courses for CRC, Fall 2018.</b></li> <li><b>At SCC</b> the number of sections of the supplemental 108 + “300A” courses has increased while sections/enrollment in 101 has decreased.</li> <li><b>At SCC</b>, students placed in 108+300A have a higher success rate without any equity gap compared to 101.</li> </ul>		Spring 2018	Fall 2018	Transfer level	<b>480—Honors</b> 3 units <b>300</b> 3 units	<b>480—Honors</b> 3 units <b>300</b> 3 units	One level below	<b>WR 109/ RD 113</b> 4.5 units <b>101</b> 4 units	<b>108 + 300A</b> 3 units + 3 units <b>101</b> 4 units	Two levels below	<b>58</b> 4 units	<b>58</b> 4 units	Three levels below	<b>42</b> 3 units	<b>DELETE</b>	None	None
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**DRAFT- Disjunctive (MMAP) Placement for Accuplacer Writing Courses-DRAFT**

Students should receive placements based on the *higher* of their Accuplacer scores or their USA high school GPAs.

	THE HIGHEST OF EITHER:		
	Accuplacer Score (RC + SS)/2	USA High School GPA	Course Placement
Honors	106-120	GPA >= 3.2*	ENGWR 480*
Transfer level	79-120	GPA >=3.0	ENGWR 300
One level below	52-78	GPA 2.3-2.99	ENGWR 300 + 108 ENGWR 101
Two levels below	0-51	GPA <= 2.3 or no USA GPA	ENGWR 58

\*One possibility that's being suggested

- CRC has seen levels of success consistent with past levels in students with HS cumulative GPA of 2.6 and placed in ENGWR 300 courses. However, 3.0 was set for the district and it is the criteria used by CSU.
- Current data will not allow us to separate those who are 2.6 in the 2.3-2.99 group to further assess this.
- GPA is not the only criteria being used.

**DRAFT-Disjunctive (MMAP) Placement for Accuplacer Reading Courses-DRAFT**

Students should receive placements based on the *higher* of their Accuplacer scores or their USA high school GPAs.

	THE HIGHEST OF EITHER:		
	Accuplacer Score (RC + SS)/2	USA High School GPA	Course Placement
	>84	>=3.2*	Competency met
Transfer level	79-120	GPA >= 3.0	ENGRD 310
One level below	52 – 78	GPA 2.3–2.99	ENGRD 311** ENGRD 110
Two levels below	0-51	GPA <= 2.3 Or no USA GPA	ENGWR 58***

\*Suggested, but not yet agreed to by all colleges

\*\*This is an accelerated Reading course being proposed for Fall 18. Its prerequisite will be ENGWR 58.

\*\*\*This is an integrated Reading and Writing course, so an Accuplacer score of 0-51 will place a student into this class.

	<p style="text-align: center;"><b>DRAFT- Los Rios Comp Sequences for Fall 18-DRAFT</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">GPA</th> <th style="text-align: center;">ARC</th> <th style="text-align: center;">CRC</th> <th style="text-align: center;">FLC</th> <th style="text-align: center;">SCC</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Transfer level</td> <td style="text-align: center;">&gt;3.0</td> <td style="text-align: center;">300</td> <td style="text-align: center;">300</td> <td style="text-align: center;">300</td> <td style="text-align: center;">300</td> </tr> <tr> <td style="text-align: center;">One level below</td> <td style="text-align: center;">2.3-2.99</td> <td style="text-align: center;">94 + 300A</td> <td style="text-align: center;">108 + 300A 101</td> <td style="text-align: center;">33 + 300A 101</td> <td style="text-align: center;">108 + 300A 101</td> </tr> <tr> <td style="text-align: center;">Two levels below</td> <td style="text-align: center;">&lt;2.3</td> <td style="text-align: center;">50</td> <td style="text-align: center;">58</td> <td style="text-align: center;">51 46</td> <td style="text-align: center;">51</td> </tr> </tbody> </table>	Level	GPA	ARC	CRC	FLC	SCC	Transfer level	>3.0	300	300	300	300	One level below	2.3-2.99	94 + 300A	108 + 300A 101	33 + 300A 101	108 + 300A 101	Two levels below	<2.3	50	58	51 46	51		
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<p>Questions/ Concerns</p>	<ul style="list-style-type: none"> <li>• We will continue to place students as we go through this process.</li> <li>• There are many unknown factors involved to estimate how many students we may need to accommodate</li> <li>• The equity gap also exists in high schools and is carried over to college.</li> <li>• English faculty wants to be at the table when GP works on template/curriculum/GE. Please contact Lisa and she will send a representative.</li> <li>• Likewise, Math faculty will want to be at the table.</li> </ul>	<p>All – when working on curriculum, program template, GE—please contact ENG or MATH faculty for input</p>	<p>As needed.</p>																								
<p>Questions/ Concerns about AB 705</p>	<ul style="list-style-type: none"> <li>• How will we coordinate AB 705 with the onboarding/MM/Program Template? <ul style="list-style-type: none"> <li>○ Work of Entering the Path Workgroup</li> <li>○ Consider combining this with FYE and AB 19</li> <li>○ Can we block enroll 1,000 or more seats in math and English to ensure our students will be guaranteed the classes they need?</li> </ul> </li> <li>• CCCApply will change to incorporate AB 705</li> <li>• Concern with the high school GPA (3.0 vs. 2.0 or 2.6) when we say that 2.0 is passing. <ul style="list-style-type: none"> <li>○ Cumulative high school GPA is only one of the criteria/measure used in assessment/placement of students.</li> <li>○ Course grade and the actual MATH and ENG course students take in high school (i.e., 11<sup>th</sup> and 12<sup>th</sup> grade) could be considered.</li> </ul> </li> <li>• CRC will continue with the pilot.</li> <li>• Summer experience can be utilized to help students (e.g., boot camp; review/re-take) prepare for the placement test.</li> </ul>	<p>None</p>	<p>None</p>																								

	<ul style="list-style-type: none"> <li>• Do we have the capacity to have students take pre-test/practice placement test?</li> <li>• Concern regarding the huge onboarding process where the registration date is too early and can cause a problem with placement.</li> <li>• Assessment test is just an advisory piece.</li> <li>• If the model with English (with a co-req) is successful, can this be scaled to other disciplines?</li> <li>• Students who test into 300 can take a lower level by choice. (This option is still allowed.)</li> <li>• What types of academic support services are required? What can be institutionalized? How can we make these intentional?</li> <li>• Where will we find the resources necessary to provide all the services?</li> </ul>		
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**Next meeting:**

Guided Pathways Steering Committee, Monday, Feb. 12, 2018, 3:00-4:30 p.m., 106 Winn Center. Please check your email for any update.

Agenda topic: How will we define what determines a student is on a guided pathway?

Agenda Items for Future Steering Committee Meetings:

- ✓ Follow-up on MM/District alignment