

Foothill College Assessment Taskforce Notes
November 20, 2015

Present

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Katie Ha

1. Update on the Meeting with De Anza

The group discussed the meeting with De Anza to talk about a common re-testing policy. De Anza representatives included faculty, and both instructional and student services administrators. The discussion was generally very positive about the need to talk about placement policies in general, for the good of our students. The De Anza re-testing policy for both math and English requires some type of instructional work before a student can re-test. The Foothill policy does suggest it would be beneficial for students but does not require any type of test preparation before retesting. The De Anza faculty spent quite a bit of time working on the policy (English in particular) so while there was an openness to discuss changes, we will need to be respectful of that work. All agreed that APM would probably be the best place to take up a proposal for some type of District Assessment Taskforce supported by the Chancellor.

2. Multiple Measures Pilot in Spring with EngTm F3 12 Tf1 0E1 0 0 1 T0.0240.6 Tm2.JIET3f1 Tf1 0

provide some good information. On the other hand, if students were not successful because they were placed too high this could have a negative impact for them reaching their educational goals. Setting the GPA at 3.0 or higher would likely ensure those that were placed higher would be likely to be successful but would leave out students that may have benefited from the higher placement. In the end the group agreed to take the safe bet and follow the state model, even with its limitations (R squared of .3 using data that includes students with different demographics as Foothill College).

Liz promised to bring data on the likely number of students that would be in the pilot this spring (by high school GPA and ethnicity) to the next meeting. The early estimate is that the pilot may only involve 100-200 students receiving a higher placement because it is focused on first time to college students ó

