

## Foothill College Assessment/Placement Ad Hoc Taskforce Agenda

February 24, 2015, 1:00 – 3:00 pm

Altos Room

Members Attending: Carolyn Holcroft; Thomas Shepard; Victor Tam; Katie Ha; Eric Reed; Kathy Perino; Hilda Fernandez; Allison Herman; Debbie Lee

Members Absent: Mariele Estrada Bonilla; Elaine Kuo; Paul Starer; Patrick Morriss; Andrew LaManque; Valerie Fong

- 1) February 5, 2015 minutes approved by consensus
- 2) MALDEF/Title 5 review
  - Holcroft briefly reviewed key elements of the 1991 Matriculation MALDEF lawsuit that shed light on the current rules and regulations regarding assessment and placement, and referenced a 2006 paper from Charles Wiseley (to be electronically distributed after the meeting).
  - The group reviewed sections of Title 5 Regulations regarding assessment and placement, including §55502 (Definitions) and §55522 (Assessment). We also discussed relevant portions of §55003, Prerequisites.
- 3) Review of Foothill College's current retesting policies
  - Shepard reviewed current policies, available at <http://www.foothill.edu/placement/testfaqs.php> and copied below:
    - i. "English test: once every 365 days  
ESL test: once every 365 days  
Math test: You may take the same Math Placement test a second time after waiting 24 hours but no later than 7 working days after your first attempt. You must enroll in the course printed on your report after the second attempt. Exceptions to this policy by permission of the Dean Physical Sciences, Math & Engineering only.  
Chemistry test: once every 365 days.
    - ii. ESL students who would like to challenge their placement exam results should see the Dean of Language Arts to receive the Placement Challenge. The ESL faculty will administer the placement challenge. F1 students who would like to challenge their placement exam results should see the International Student Office."
  - Discussion about history/rationale for current policies. Proposed that the math policy was to allow students chance to retest if they'd had a bad test day the first time but short 7-day period intended to prevent students from cramming enough info to improve test score without gaining actual mastery.

- Many questions about logistics of the tests. There are three tests for math and only one for English. Concern was raised about the branching questions the funnel students to the math test. The general consensus was that this is something that needs to be explored further to determine if the questions actually appropriate funnel students to the correct level math test.
- Much discussion about need to communicate importance of reviewing prior to test.
  - i. The group is interested in knowing whether review could be imposed as a requirement rather than only a recommendation.
  - ii. Currently, students are emailed with a link to the review materiel, including EdReady, when they make their appointment to test. We have also begun additional outreach (phone calls) to students between the time the take their appointments and when they test to go over the importance of the tests and the need for review.
- Discussion of potential advantage to students when we allow them to retest, Holcroft mentioned data showing student scores tended to improve on second attempt and were still subsequently able to succeed. Concern that forcing students to wait one year may be resulting in underplacement with loss of time and money.
- Group agreed to facilitate discussion with discipline faculty about possible adjustments to the retest policy. Shepard advocated for adopting a common policy rather than distinct policies for each discipline/test.

#### 4) Follow-up items

- Survey of student knowledge about assessment – Shepard is working on building this into the testing center Service Area Outcomes and assessment for this year

#### 5) Multiple Measures of Assessment Discussion Guide – Holcroft

- Holcroft facilitated discussion about the data in the guide. The group talked at length about whether over- or under-placement is a worse problem for students. Many anecdotal stories shared. Group agreed they would like to review more actual data in future meetings.

#### 6) 2015 Strengthening Student Success Conference (RP Group) announcement – Assessment/Placement/Alignment strand – Holcroft

- October 7-9, 2015 in Oakland, CA
- The group agreed there is interest in sending a team to attend the Assessment, Placement and Alignment strand. Holcroft to inquire about the possibility of obtaining funding and report back.