

Foothill College Assessment Taskforce Notes
February 5, 2015, 3:00 – 5:00 pm (revised 2-10-15)
President's Conference Room

Attendees:

Carolyn Holcroft; Thomas Shepard; Elaine Kuo; Paul Starer; Eric Reed; Hilda Fernandez; Valerie Fong; Allison Herman, Andrew LaManque, Mariel Estrada Bonilla

Unable to attend:

Patrick Moriss, Kathy Perino, Katie Ha, Victor Tam

1) Overview

The group walked through the Workplan approved by PaRC as well as the 3SP plan related to Assessment. There was a discussion of the types of policy and practices the group would look at.

Carolyn asked everyone to talk about why they were interested in serving on the committee.

Comments included:

- Wondered about what appeared to be students misplaced at the lower levels – “how did the student get into the class?” – both over and under qualified students
- Outcomes for underrepresented students
- How well the placement test is assessing what we are requiring in our classes
- How can we use diagnostic data to help students?
- Interested in looking at our retest policies

There were a number of comments about the value of pre-assessment and getting students to study before taking the test. We also talked about our current practice around use of the essay for placement in English and ESL. Should we have all students write an essay and then score it if they place on the border?

2) Common Assessment Initiative

Andrew and Carolyn gave an overview of CAI and the potential impact on the work we do at Foothill College. This may include work on Multiple Measures, mapping the common competencies for the test to our curriculum, and establishing cut scores.

3) Multiple Measures Planning

Thomas mentioned that we really do not use multiple measures now. The group talked about how we might begin to implement some multiple measures even before the Common Assessment. This can be something the group looks at later this year.

Research is indicating that more students would be placed at the college level if we used high school GPA in conjunction with the placement test. There is also ongoing research on the use of noncognitive measures.

4) Prioritize issues to be discussed this winter / spring

- We agreed to look at our re-testing and challenge process first.
- We also talked about providing input on a survey is putting together of student knowledge about assessment.
- Other issues included communication with students and providing counselors information of basic skills course content to help them in their discussions with students about placement.

5) Next Steps

We agreed to meet the 2nd and 4th Tuesdays from 1-3pm. Paul asked for an overview of Title 5 as it relates to Assessment: retesting policy, challenges, etc. He also wanted us to provide information on the Mexican-American Legal Defense and Educational Fund (MALDEF) decision.

Thomas will provide detailed information on our re-testing policies.

Carolyn was also going to try to identify student(s) representatives for the task force.