**Official Minutes**
CCSF Academic Senate Executive Council Special Meeting
Concerning Placement Testing and Assessment Policies
**Wednesday, April 18, 2012, 1:30 – 2:15 pm**
Ocean Avenue Campus, Room 303

**Council Members Present:** Jacques Arceneaux, Anna Asebedo, Thomas Blair, Monica Bosson, Steven Brown, Robert Clark, Venette Cook, Anthony Costa, Erin Cunningham, Beth Ericson, Lancelot Kao, Stephan Johnson, Benedict Lim, Suzanne Lo, Susan Lopez, Enrique Mireles, Kitty Moriwaki, Madeline Mueller, Francine Podenski, Indiana Quadra, Maria Rosales-Uribe, Karen Saginor, Louis Schubert, Fred Teti, Diana Verdugo

**Council Members Absent:** Melinda Weil, Kovak Williamson, Kim Wise

**Other Senate Members Present:** Teresa Basnage, Loren Bell, Jessica Brown, Anna Cassia, Karen Cox, Sharon Donavan, Luis Escobar, Cynthia Fong, Sue Homer, Hal Huntsman, Kerin Keys, Lidia Jenkins, Amy Mack, Muriel Meunier-Fiebelkorn, Jeff Liss, Chante McCormick, William McGuire, Caroline Minkowski, H. Brown Miller, Dennis Piontkowski, Barbara Scrafford, Ellen Wall

**Guests**: Carl Bishop, Chelsea Boilard, Nestor Cerda, Jeffrey Fang, Brian Fernandez, Thomas Figg, Debbie Guy, Chrissy Leuma, Verenice Lopez, Elitininanesi Mafua'afa, Olivia Mayorga-Overtone, Brian McDonald, Michael Sierra, Valerie Santibanez, Juan Segundo, William Walker

I. The meeting came to order at 1:14.

II. The Council adopted the Agenda.

III. **Public comment:** Numerous faculty and students presented points of view about placement testing and assessment, including:
- Multiple measures currently used for student placement;
- Concerns with inaccuracies in testing placement;
- Timeline for implementing proposed changes;
- Student requests for greater autonomy in course selection;
- Lack of funding needed to implement changes quickly;
- On-going improvements to placement currently in place.

IV. **Special Order of Business: Resolution concerning English and Math Placement Testing and Assessment Policies:** Council members, faculty and students discussed the resolution. An amendment proposed for Clauses 5) and 6) was discussed and approved by the Council. An amendment was proposed for Clause 3 but withdrawn for lack of a second.

**Resolution 2012.04.18.01 Concerning English and Math Placement Testing and Assessment Policies**

Whereas on April 3, 2012, the Student Preparation and Success Committee endorsed one resolution and three proposals as shown in appendix B; therefore, be it
Resolved that the Academic Senate Executive Council recommend all of the following:

1) That placement testing continue to be included among the multiple measures for course placement assessment of all students;
2) That the Matriculation Advisory Subcommittee continue to consider improvements to Matriculation policies and practices related to English, math, and ESL course placement assessment;
3) That any new placement policies apply to all City College of San Francisco students (both incoming and current);
4) That all students be permitted to retake any English or math placement test after two weeks with a limit of two tests per cycle, regardless of previous enrollment in an English or course;
5) That an English placement "pilot" project be developed during Fall 2012 for possible implementation in Spring 2013 or Fall 2013 using "Placement Plus One," at which time students will be eligible to take the English class recommended through the placement assessment process, or take the class one level higher after an informed decision-making process with their counselors; specific recommendations for implementing "Placement Plus One" will be developed during the pilot project by the English department in consultation with other academic and student services departments impacted by this proposed "pilot;"
6) That students who feel that their English placement should be higher, should be encouraged to pursue other avenues for placement, such a challenge exam, a retake of the English placement test, or a conference with a counselor;
7) That all students, current and entering, who place below college-level math may choose to enroll in a course one level higher than their tested placement level if they can document two of the following three criteria:
    a. Cumulative math GPA of 2.7 or higher, or the equivalent;
    b. Cumulative attendance rate of 90% or higher, or the equivalent
    c. Final CST proficiency level of Basic or above, or the equivalent;
8) That the math and English departments, the Matriculation office, the Research office and the appropriate Shared Governance bodies, including the Academic Senate, evaluate the new policies in one year.

Moved: Teti; Seconded: Verdugo: MC

## Academic Senate Executive Council Special Meeting – Members Sign-In (Guests, please sign next page)

Date: April 18, 2012 Location: **Ocean Campus, Art 316**

| | First | Last Name | Signature |
|---|---|---|---|
| 1 | Jacques | Arceneaux | |
| 2 | Anna | Asebedo | |
| 3 | Thomas | Blair | |
| 4 | Monica | Bosson | |
| 5 | Steven | Brown | |
| 6 | Robert | Clark | |
| 7 | Venette | Cook | |
| 8 | Anthony | Costa | |
| 9 | Erin | Cunningham | |
| 10 | Beth | Ericson | |
| 11 | Bill | Goodyear | |
| 12 | Stephan | Johnson | |
| 13 | Lancelot | Kao | |
| 14 | Benedict | Lim | |
| 15 | Suzanne | Lo | |
| 16 | Susan | Lopez | |
| 17 | Enrique | Mireles | |
| 18 | Kitty | Moriwaki | |
| 19 | Madeline | Mueller | |
| 20 | Francine | Podenski | |
| 21 | Indiana | Quadra | |
| 22 | Maria | Rosales-Uribe | |
| 23 | Karen | Saginor | |
| 24 | Louis | Schubert | |
| 25 | Fred | Teti | |
| 26 | Diana | Verdugo | |
| 27 | Melinda | Weil | |
| 28 | Kovak | Williamson | |
| 29 | Kim | Wise | |

Appendix A – Members and Guests present

**Academic Senate Executive Council Special Meeting – Senate Member (Faculty) / Guest Sign-In**

Date: **April 18, 2012** Location: **Ocean Campus, Art 316**

| | Senate Member (Faculty) Name | Department |
|---|---|---|
| 1 | Hal Huntsman | Math |
| 2 | Muriel Morrison-Gibbons | CDEV |
| 3 | Dennis Piwkowski | MATH |
| 4 | Barbara Shafford | Eng. |
| 5 | Abraham Mulder | English |
| 6 | William A. McGuire | English |
| 7 | Joren Bell | Eng |
| 8 | Kerm Keys | Math |
| 9 | Karen Cox | English |
| 10 | Caroline Minkowski | English |
| 11 | Anne Cassia | English |
| 12 | Jessica Brown | English |
| 13 | Ellen Wall | English |
| 14 | Amy Mack | NSCD |
| 15 | William Walker | AS/Shared Governance Coordinator-Student |
| | [illegible] | [illegible] |
| | Thomas Fryer | JOURN |

| | Guest Name | Department |
|---|---|---|
| 1 | Elitininanesi Mafuriafa | SMAC |
| 2 | Chrissy Leuma | SMAC |
| 3 | Juan Segundo | SMAC |
| 4 | Brian MacDonald | n/a |
| 5 | Chelsea Bolard | Coleman Advocates/SMAC |
| 6 | Valerie Santibañez | Journalism |
| 7 | Gabriel Bandyan | CDEV |
| 8 | Cynthia [illegible] | CDEV |
| 9 | Nestor Cerda | SMAC |
| 10 | Dilma Mayorga-overtone | |
| 11 | Debbie Guy | |
| 12 | Carl D. Bishop | |
| 13 | Michael Swain | CDEV |
| 14 | Brian Fernandez | AS |
| 15 | ~~Caroline Minkowski~~ | ~~English~~ |
| 16 | Luis Lanbar | NSCD |
| 17 | Chandi McCormick | English |
| 18 | Veronica Lopez | POLS 25 |
| 19 | Linda Basnage | ENGL |

Lidia Fontanis Matmulatan

Appendix B: Resolutions and Proposals endorsed by the Student Preparation and Success Committee on April 3rd, 2012.

**Note. Materials brought by members of the English department to the Student Preparation and Success Committee meeting omitted the crucial information that the proposal was for a Pilot project, not for a policy change at this time.**

**Resolution recommended by Matriculation Advisory Subcommittee on March 6, 2012**

Title 5 [(sec. 55521(a)(3)] prohibits placement of students into courses on the basis of a single assessment instrument (i.e., test score alone). Math, English, and ESL course placement is a "multiple measures" assessment process. Additional relevant evidence of student skill (e.g., courses completed at other colleges or high school and grades in those courses, scores on standardized tests, other relevant evidence of math, reading/writing skill) must be evaluated together with test scores to form the "course placement." At CCSF, these multiple measures are evaluated by counselors, whom students see as part of the Matriculation enrollment process. This complete placement assessment process must occur consistently, for every student.

Title 5 [sec 55524] prohibits the use of a placement assessment instrument which has not been approved by the CCC Chancellor's Office. CCSF has conducted all of the required studies (content validity, cut-score validity, reliability, bias, disproportionate impact) in order to receive CCCCO approval for the use of all of the tests in the CCSF Math, English, and ESL multiple-measures placement processes.

Title 5 [sec. 55201(f)(3)] prohibits the use of a "prerequisite or corequisite (that) is unlawfully discriminatory or is being applied in an unlawful, discriminatory manner." This would include a college's use of multiple placement assessment processes that have not been proven (through data collection and analysis) to be equivalent. To determine one student's course placement using test results, and another student's placement without test results, without researching the equivalency of placement validity, would be considered a discriminatory practice.

Whereas CCSF students are not be placed on the basis of a test score alone [Title 5, sec. 55521(a)(3)]; and

Whereas data has been collected and analyzed, demonstrating the validity and fairness of the placement tests used in CCSF Math, English, and ESL course placement processes; and

Whereas the English Department (as of March 2012) lowered the cut-scores across English course placement levels such that approximately 30% of test-takers now receive higher course placements than they would have previously; and

Whereas the College has a long-established process for students to challenge a course placement or prerequisite; and

Whereas the CCSF Placement Test Retake Policy was modified in October 2010 to become more flexible, allowing students to retake the tests at shorter intervals; and

Whereas insufficient research has been conducted to determine the benefit or harm to students if placement testing were eliminated; and

Whereas high-school math and English course content and learning outcomes are not aligned among all S.F. high schools, nor are they aligned with content and learning outcomes of CCSF math and English courses; and

Whereas eliminating CCSF English placement testing will likely cause many non-native English-speaking (ESL) students in need of ESL instruction to by-pass the ESL program and enroll in general English courses for which they are not prepared; and

Whereas recent Title 5 changes place greater restrictions on the number of times that students may repeat a course in order to successfully pass it; and

Whereas the Math Department is working with the SFUHSD (via the Bridge to Success program) to develop an enhanced, multiple measures, placement assessment process, incorporating specific math preparation received in high-school; and

Whereas if CCSF placement testing were eliminated from the placement process for a cohort of students (without evidence of equivalency to the existing placement process), CCSF would be administering inconsistent course placement processes, in violation of Title 5 Matriculation regulations, therefore

Be it **RESOLVED** that the Matriculation Advisory Subcommittee recommend continuing to include placement testing among the multiple measures for course placement assessment of all students, and

Be it **FURTHER RESOLVED** that the Matriculation Advisory Subcommittee continue to consider improvements to Matriculation policies and practices related to Math, English, and ESL course placement assessment.

appendix

## SMAC Proposal

**Student Matriculation Assessment and Choice (SMAC Act 2012)**

Using test scores as a sole measure of placement disproportionately prevents students from reaching their academic goals. Both SMAC and CCSF Administration believe students deserve more options for placing into math and English courses. Both groups support the recent proposed changes to placement policies made by the math and English departments. In addition to the department's changes, SMAC and the CCSF Administration would like to recommend the following conditions:

1. Any new Placement Policies should apply to *all* City College of San Francisco students (incoming and current student)
2. All students are able to retake the placement test after two weeks, regardless if you have previously enrolled in a math and/or English course.

(Recommendation 2 is an amendment to the current retake policy, not the department's policy proposals. You may want to specify this before presenting the second point)

Note. Materials brought by members of the English department to the Student Preparation and Success Committee meeting omitted the crucial information that the proposal was for a Pilot project, not for a policy change at this time.

appendix

## English Placement Proposal

Starting Fall 2012 the English placement would be "Placement Plus One."

Using the existing English Placement Test and other multiple measures students will receive a placement recommendation. Students will be eligible to take that class or the class one level higher.

The choice of "one level higher" will not require any special appeals process. A student would be able to add an open section without signatures or approval.

Examples:

| | |
|---|---|
| Example A) | Lilliana receives a recommended placement of English 93. She is free to sign up for English 93, English 96, or Accelerated English 961A. |
| Example B) | Devon receives a recommended placement of English L. He is free to sign up for English L or English 91. |
| Example C) | Shuang receives a recommended placement of English 9293. He is free to sign up for English 9293 or English 93. |
| Example D) | Sandy receives a recommended placement of English 96. She is free to sign up for English 96, Accelerated English 961A, or English 1A. |

Further Avenues for Placement Change

If a student still feels that her/his placement should be higher than "Plus One," the student is encouraged to pursue other avenues for placement:

- Speaking with the English Department Eligibility Coordinator and arranging to take a challenge exam
- Retaking the placement test through the Office of Matriculation
- Seeing a counselor and receiving a placement recommendation

**Further Recommendations:**

1) Following the recommendations that emerged from the Equity Hearings and which can be found in the research literature, the English Department strongly supports
   - A) Providing students with free "review and refresher" workshops (both face to face and online options) to help students brush up on English and math skills prior to taking the placement tests.
   - B) Creation of mandatory robust orientations (both face to face and online options) to help students understand the steps involved in matriculation, placement, registration, and adjusting to college life and CCSF.
2) As part of a multiple measures process, re-implement having English Faculty Advisors available to students after each placement testing session. (In the past, English advisors were available and were part of multiple measures. They helped to explain placement test results and helped students jump-start the process of placing into a higher course, etc.)
3) As part of multiple measures involved in placement the English Department recommends using an instrument like the LASSI (Learning and Study Strategies Inventory) to provide the student, counselors, faculty, and staff with data concerning a students' beliefs, attitudes, and behaviors connected with learning and schooling. Research has repeatedly demonstrated that these factors contribute significantly to success in college and that they can be learned and enhanced through educational interventions such as learning and study skills courses, study groups, supplemental instruction, etc.

Note. Materials brought by members of the English department to the Student Preparation and Success Committee meeting omitted the crucial information that the proposal was for a Pilot project, not for a policy change at this time.

**MATH PLACEMENT PROPOSAL**

The Bridge to Success Math Placement Team proposes the following opportunity for all students:
Existing CCSF math placement testing policies, including the testing waiver, will continue to apply to entering students.

- All students, current and entering, who place below college-level math may choose to enroll in a course one level higher than their tested placement level if they can document two of the following three criteria:
  - Cumulative math GPA of 2.7 or higher, or the equivalent;
  - Cumulative attendance rate of 90% or higher, or the equivalent;
  - Final CST proficiency level of Basic or above, or the equivalent.
- CCSF will evaluate in one year
- When examining historical data, we found that:
  - Passing Rates: Students who met the listed criteria passed their first math course at CCSF 66% of the time, compared to a passing rate of 47% for students who did not meet these criteria;
  - Cohort Size: These criteria would in a typical year promote an estimated 30% of the incoming class that had placed below college-level math into a math course one level higher. This approximates to roughly 130 students, though size will vary, especially with the new priority enrollment program. Approximately half of these students would be promoted from MATH 860 into college-level math, about one-quarter from MATH 840 to MATH 860, and one-quarter from Arithmetic to MATH 840.

Appendix