## Mt. San Antonio College Student Success and Support Program Advisory Committee Minutes

March 25, 2020 2:30–4:15 pm Online via Zoom

## **Committee Members:**

	George Bradshaw (Co-chair) (Assessment)	Х	Dianne Rowley (LERN)	Х	Maria Tsai (RIE)
Х	David Beydler (Co-chair) (Math)	Х	Ned Weidner (English)	х	Liza Becker (Associate Dean, Continuing Ed.)
х	Francisco Dorame (Dean, Counseling)	х	Jesse Lopez (Counseling)	Х	Michelle Sampat (Associate Dean, Instruction)
х	Elizabeth Casian (AmLa, AWE)	х	Naomi Avila (Counselor, Continuing Ed.)		

**Guests: Nico Martinez (Assessment Center)** 

	<u>ITEM</u>	<u>DISCUSSION</u>	<u>OUTCOME</u>
1.	Approval of Minutes from		March 11, 2020 minutes
	March 11, 2020		were approved.
2.	Volunteer for taking		David volunteered to take
	minutes today?		minutes.
3.	Review Research Action	Maria reported that the AmLa satisfaction survey will still happen.	Committee will continue to
	Plan (Maria)	Almost ready with online versions. Once instruction starts March	review the Research Action
		28, about 400 AmLa students will be asked to complete the survey.	Plan, and send feedback
		Hoping that instructors will encourage participation from students.	and prioritization
			suggestions to Maria.
		If there are any urgent items on the Research Action Plan for Spring	
		2020, please let Maria know so she can prioritize them.	
4.	AmLa placement	David shared an e-mail from Audrey about the Credit ESL	The Committee confirmed
	implementation	placement timeline. In a recent meeting that Audrey attended, a	that the DRP should no
	(Elizabeth)	Chancellor's Office representative said that they were pushing back	longer be administered by
		the Fall 2020 implementation deadline because the relevant	the Assessment Center.
		regulations have not yet been approved by the Board of Governors.	

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	So, it looks like we can just continue to use the AWE in Fall 2020.	Francisco will update
	Audrey also shared concerns about how the Student Success	counselors about the
	Inventory (SSI) questions were developed and the binary rubric	removal of the DRP.
	that was implemented. Committee briefly discussed the SSI.	!
		About a temporary solution
	Students Directed to Take the AWE	for students who are
	The Committee discussed the issue of students who are currently	directed to take the AWE:
	directed to take the AWE while the campus is closed. It was shared	1. David will create a
	that students can visit counselors via their phones, and can be	draft of the
	cleared for courses this way. What if students need to take AWE?	Committee's
		recommended
	Francisco: Students can request an electronic appointment with a	temporary solution
	counselor. Maybe add a link. If have to do overrides, counselors	to the AWE issue,
	can do so.	and will e-mail the
		draft to the
	After discussion, the Committee agreed to pursue the following	Committee for
	temporary solution for students directed to take the AWE:	feedback/revisions.
	1. Change the AQ so that students who are directed to take	2. Ned and Elizabeth
	the AWE are instead given a "See Counselor" message.	will work with their
	2. Possibly update the Assessment Center website with a	departments to
	message, in case students have already received a message	approve the "Can-
	to take the AWE and are looking for information about how	Do" guided self-
	to take it.	placement
	3. Send counselors updated instructions about how to handle	statements.
	students who are directed to see a counselor by the AQ.	3. David will e-mail
	This includes questions to filter native vs. non-native	Audrey, Chisa,
	speakers of English, as well as the newly-created "Can-Do"	Lance, and Chuong
	guided self-placement statements to help place NNES	the
		recommendation, in

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	students into ENGL 1A, ENGL 1A+80, AMLA 90, AMLA 80,	hopes that the
	AMLA 70, or ESL.	implementation of
		this temporary
	Currently, through the AQ Administrative form, counselors can only	solution can be
	override ENGL 1A (and/or READ 100). AMLA eligibilities would	expedited.
	have to be made through one-term Banner overrides.	
		The Committee
	Maria: One-term Banner overrides might be difficult with data	unanimously approved
	collection. If we can change the AQ Administrative form to allow	recommendation 50.
	for AMLA 70, 80, and 90, it would be cleaner. We should check	
	with Chuong about how best to implement this.	
	Reading Placements and the DRP	
	There was also discussion about Reading placements. It was	
	brought to the attention of the Committee that the DRP is still	
	being offered at the Assessment Center, and that some counselors	
	are referring students to take it.	
	Dianne confirmed that students should not be taking the DRP.	
	Students should instead be receiving a "See Counselor" message.	
	Counselors can help walk students through the Reading	
	Department's guided self-placement to determine READ 100	
	eligibility. All students should at least be allowed eligibility for	
	READ 90. And students who are trying to meet the reading	
	competency may take the guided self-placement tool.	
	There was some question about whether the AQ is directing	
	students to take the DRP. While it's unlikely, this will be verified by	
	Maria.	

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	Jesse shared that some counselors might not be aware of self- placement tool for Reading.	
	It was mentioned that counselors can currently override a READ 90 placement to READ 100 by clicking on the reading box in the AQ Administrative form.	
	Dianne also shared that counselors can refer students to her as the Reading Department Chair.	
	Recommendation 50: Process for students with less than 3 years of US high school or "None of the above" in AmLa branching options  David shared a draft of recommendation 50, which the Committee had discussed during our March 11 <sup>th</sup> , 2020 meeting. Currently, students who take the AQ and report less than 3 years of US high school or "None of the above" from the AmLa branching options are directed to see a counselor. The recommendation is to insert a question in the AQ to determine if the student is a native speaker	
	of English or not. This way, students would not have to take the extra step of seeing a counselor.	
	The draft recommendation originally included two questions: one about the student's speaking abilities, and one about the student's writing abilities. Ned and Elizabeth agreed that the question about the student's speaking abilities could be removed, since it is not as relevant to ENGL 1A success as the question about writing abilities.	

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		After some revision, the Committee unanimously approved	
		recommendation 50.	
5.	Student Success	Due to the coronavirus situation, no progress had been made on	
	Inventory (Elizabeth)	this issue.	
6.	High School Equivalency	TASC	David will revise
	students (Naomi)	Naomi reported that the TASC is no longer being offered as of a	recommendation 51 based
		few months ago.	on the Committee's
			discussion and forward it to
		Discussion about the removal of TASC from the AQ ensued	Liza, Donna Necke, Naomi,
		(specifically, from the education level question - see below).	Dianne, Ned, and Elizabeth
		What is your highest level of education?	for feedback. The
		Please Select Currently enrolled in high school Farned high school diploma or high school equivalency (GED/HISET/TASC/CHSPF)	recommendation will be
		Current Mt. SAC student, not currently in high school Some college (regionally accredited in the United States), not currently in high school	brought back to the next
		No longer attending high school and did not graduate Associate Degree or higher from regionally accredited institution in the United States - 101519 Set Screen Reader Mode On None of the above	Committee meeting.
		The Committee felt that we should leave the TASC in the AQ for	
		students who have taken it in the past.	
		Recommendation 51: High School Equivalency students and	
		collection of GED test scores	
		David shared that back in April 2019 the Math Department	
		approved the use of GED Math test scores in giving students	
		support recommendations via the AQ. In a rush to get the Phase 2	
		AQ implemented, we did not have time to include the collection of	
		GED Math tests scores last spring.	
		The Committee discussed recommendation 51, which addresses	
		the collection of GED test scores in the AQ. Naomi advised that	

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	currently the GED subject area tests are more relevant for students	
	entering into college-level courses than the HiSET tests.	
	Dianne shared that Reading has been supportive of using GED	
	Language Arts scores, and can start to discuss specific	
	recommendations. Ned shared that the English Department also	
	would like to use GED Language Arts scores.	
7. Review placement	This item was covered as needed in above items.	
mapping document		
(David)		
8. RIE Update (Maria)	Tabled.	
6. Kie Opuate (Maria)	Tableu.	
9. Counseling Update	Tabled.	
(Jesse)		
10. READ Update (Dianne)	Tabled.	
10. KLAD Opuate (Dialilie)	Tableu.	
11. AMLA Update (Elizabeth)	Tabled.	
12. English Update (Ned)	Tabled.	
13. Math Update (David)	Tabled.	
14. Change April 8 meeting	David reported that the status of the Expanded PAC meeting is	
due to Expanded PAC?	unclear. We will keep our April 8 <sup>th</sup> A&M meeting on the calendar	
(David)	until we are sure there is a conflict with Expanded PAC.	

Next Meeting: April 8, 2020 from 2:30-4:15pm online via Zoom. This is tentative due to possible conflict with Expanded PAC.