

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

April 11, 2018
Location: Assessment Center

Committee Members:

Jim Ocampo, (co-chair)	Margie Whalen	David Beydler	Debbie Rivers
Evelyn Hill-Enrique (co-chair)	Maria Tsai	Tom Mauch	Angel Lujan
		Dianne Rowley	

See notes attached

<u>ITEM</u>	<u>DISCUSSION</u>	<u>OUTCOME</u>

Next Meeting: April 25

Attended: Evelyn Hill-Enriquez, Jim Ocampo, Angel Lujan, Maria Tsai, Margie Whalen, Dianne Rowley, Sun Ezzell, Tom Mauch, David Beydler

Guests: Nico Martinez (Assessment Center), Debbie Rivers (Math), Gary Enke (English), Pam Arterburn (English)

1. Assessment Questionnaire

Reviewed AQ statistics.

Dianne: What do students see when take placement test? We had talked about LERN 48 is open access course. Could we see that placement result screen?

Jim: Do we want to advise students to take LERN 48?

Dianne: Some students don't want to take a placement test, so they take the open access class. LERN 81 also open access (no placement test required).

Jim: For students who don't have access to HS transcript info, give them both options: take AQ to best of knowledge, or help talk about getting HS transcript.

Margie: Talked with Madelyn Arballo about adult ed. She said student with GED should be able to place into 1A+80. Don't need a GPA for GED students. She'll talk with faculty about HiSET program. If student has GED, then they should be able to place via AQ (don't have to take AWE). Will talk with Chuong about this.

Tom: Chuong will be changing placements into English courses. Counselors will go to Connect 4 students and change MAP if they placed higher due to English placement change.

Jim: Students won't need to retake AQ. Placement will be updated automatically.

2. Discussions Related to Course Placement by the AQ

English

Margie: I'd like to explain why English decided to make the change. Must maximize probability of success within 1 year. That led us to remove ENGL 67 as an offering starting this Summer. Will offer 1 section in future for deaf students.

Gary: 1-year time frame doesn't apply to deaf students because not native English speakers.

[Margie's additional comments that were made during the meeting but submitted via e-mail: "In addition to dropping English 67 from our department as an offering, we are also implementing a 1-point Multiple Measure on the AWE to shift students from LERN 81 to English courses--Engl 1A/80 with the option to take English 90 or English 68 if the student prefers."]

Margie: Can only place students into remedial courses when highly likely to succeed in transfer-level courses. It's not an "or," it's an "and." When students MM'ed out of LERN 81 into ENGL 67, drop in success. But John Barkman looked at data again and said not enough data to produce reliable results. Also looked at throughput. That's why we let English 67 go. Equity: 50% of African Americans placed 2-3 levels below transfer. Disproportionate placement of African American and Hispanic students into 2+ levels below transfer. That's why we decided to make the changes we made.

[Margie's additional comments that were made during the meeting but submitted via e-mail: "In addition to the mandate that student placement would 'maximize the probability that students will enter and complete transfer-level English and mathematics in one year,' we are also responding to the sentence that outlines only TWO conditions under which students can be placed in remedial coursework: when they are highly unlikely to succeed in the transfer-level class AND 'when placement in the remedial coursework increases the probability of completing transfer-level coursework.' The letter from the Chancellor's Office makes clear that we must consider both of these elements: it's an AND, not an OR situation. Given the very low throughputs for our LERN 81 classes and English 67 classes, (8.93% for LERN and 32.99% for English 67), we think placing students in these classes is out of compliance with the intent of AB 705 and the data we have been studying for the last two years."]

Discussion about the success rates of students who MM'ed out of LERN 81 into ENGL 67.

Maria: Overall success rate of ENGL 67 dropped, so it's hard to know cause/effect.

Learning Assistance

Dianne: We handle students with extreme skill deficiency. We would hope that students have a place to have a soft landing at Mt. SAC for a session or intersession, so they're not inadvertently overplaced. Other data shows that students who make developmental courses do well in future courses if they make it there. We're in the business of persistence.

Evelyn: Where can we give a note to students pointing them to a soft landing?

Dianne: In orientation, they'll find us. A lot of students who have been out of HS for 15 years, etc.

Jim: Trend is to not have courses 67 or below or 51 or below as credit classes. Noncredit okay.

Dianne: For this population, soft landing not there yet.

Jim: Where is Learning Assistance going to fit?

Dianne: Asking about a 1-point MM. If get 1-point MM, then can place into ENGL 80, etc. But if not, then LERN 81?

Tom: New funding formula that hasn't passed yet is about transfer-level degree completion.

Gary: Students have different needs. How do we handle these different needs?

Discussion about equity.

Pam: Statewide looking at students who place into developmental courses who same inequities.

Margie: Maybe AmLa could make 2-unit corequisite to attach to English 1A for non-native speakers.

Gary: English Department sees this as beginning. Need to think about best support.

Dianne: Got to see script of storyboard of orientation. Got to have Learning Assistance slide in there.

Margie: In what ways can we get messaging out in courses?

Tom: High schools will have to start messaging students that they need to be ready before going to Mt. SAC. Will be culture change at that level, too.

Margie: Counseling/Assessment website that can help students decide about which English/math course? Then Learning Assistance can get information out alongside English/math.

Flyers in reentry center?

Margie: Will be running corequisite courses in intersessions.

AmLa

Evelyn: Before only direct placement into AMLA 41 and AMLA 42. Now students who have had 3 years or more of some HS in US taking English language development courses can place into AMLA 43 or AMLA 90 or test. If 1 year ESL and 2 years regular English, then defaults to ESL placement and need to take test.

Discussion about students who transition from ESL to regular English in high school, and how we might handle those cases in terms of placement.

Evelyn: All placement into AMLA 43 should now have the additional choice of AMLA 90. Our AMLA 43 will likely be gone soon.

Margie: Who's going to do central location thing for decision-making for Learning Assistance, Math, English?

Jim: If it has to do with initial understanding of placement, then Assessment. Counseling might be overwhelmed. Assessment then placement both at Assessment Center. Uyen, Nico, Eric, Matt Bidart can create website.

Sun: Student testimonials on website. Will take back to department.

Send to Nico.

Maybe Assessment Center can link to English, math, AmLa, Learning Assistance websites with more placement guidance.

Note to self: What about “bootcamp” during intersessions where refresh skills before taking courses in semesters?