

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

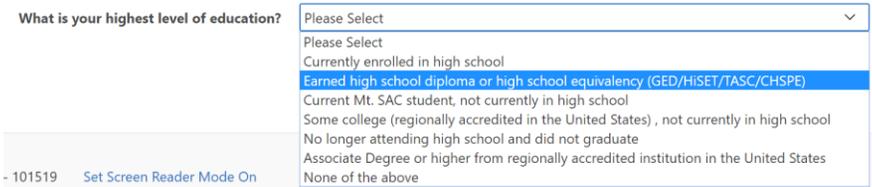
Guests: Nico Martinez (Assessment Center)

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

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	<p>So, it looks like we can just continue to use the AWE in Fall 2020. Audrey also shared concerns about how the Student Success Inventory (SSI) questions were developed and the binary rubric that was implemented. Committee briefly discussed the SSI.</p> <p>Students Directed to Take the AWE</p> <p>The Committee discussed the issue of students who are currently directed to take the AWE while the campus is closed. It was shared that students can visit counselors via their phones, and can be cleared for courses this way. What if students need to take AWE?</p> <p>Francisco: Students can request an electronic appointment with a counselor. Maybe add a link. If have to do overrides, counselors can do so.</p> <p>After discussion, the Committee agreed to pursue the following temporary solution for students directed to take the AWE:</p> <ol style="list-style-type: none"> 1. Change the AQ so that students who are directed to take the AWE are instead given a "See Counselor" message. 2. Possibly update the Assessment Center website with a message, in case students have already received a message to take the AWE and are looking for information about how to take it. 3. Send counselors updated instructions about how to handle students who are directed to see a counselor by the AQ. This includes questions to filter native vs. non-native speakers of English, as well as the newly-created "Can-Do" guided self-placement statements to help place NNES 	<p>Francisco will update counselors about the removal of the DRP.</p> <p>About a temporary solution for students who are directed to take the AWE:</p> <ol style="list-style-type: none"> 1. David will create a draft of the Committee's recommended temporary solution to the AWE issue, and will e-mail the draft to the Committee for feedback/revisions. 2. Ned and Elizabeth will work with their departments to approve the "Can-Do" guided self-placement statements. 3. David will e-mail Audrey, Chisa, Lance, and Chuong the recommendation, in

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	<p>students into ENGL 1A, ENGL 1A+80, AMLA 90, AMLA 80, AMLA 70, or ESL.</p> <p>Currently, through the AQ Administrative form, counselors can only override ENGL 1A (and/or READ 100). AMLA eligibilities would have to be made through one-term Banner overrides.</p> <p>Maria: One-term Banner overrides might be difficult with data collection. If we can change the AQ Administrative form to allow for AMLA 70, 80, and 90, it would be cleaner. We should check with Chuong about how best to implement this.</p> <p>Reading Placements and the DRP</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>hopes that the implementation of this temporary solution can be expedited.</p> <p>The Committee unanimously approved recommendation 50.</p>

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	<p>Jesse shared that some counselors might not be aware of self-placement tool for Reading.</p> <p>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.</p> <p>Dianne also shared that counselors can refer students to her as the Reading Department Chair.</p> <p>Recommendation 50: Process for students with less than 3 years of US high school or “None of the above” in AmLa branching options</p> <p>David shared a draft of recommendation 50, which the Committee had discussed during our March 11th, 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.</p> <p>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.</p>	

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	After some revision, the Committee unanimously approved recommendation 50.	
5. Student Success Inventory (Elizabeth)	Due to the coronavirus situation, no progress had been made on this issue.	
6. High School Equivalency students (Naomi)	<p>TASC</p> <p>Naomi reported that the TASC is no longer being offered as of a few months ago.</p> <p>Discussion about the removal of TASC from the AQ ensued (specifically, from the education level question - see below).</p>  <p>The Committee felt that we should leave the TASC in the AQ for students who have taken it in the past.</p> <p>Recommendation 51: High School Equivalency students and collection of GED test scores</p> <p>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.</p> <p>The Committee discussed recommendation 51, which addresses the collection of GED test scores in the AQ. Naomi advised that</p>	David will revise recommendation 51 based on the Committee’s discussion and forward it to Liza, Donna Necke, Naomi, Dianne, Ned, and Elizabeth for feedback. The recommendation will be brought back to the next Committee meeting.

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	<p>currently the GED subject area tests are more relevant for students entering into college-level courses than the HiSET tests.</p> <p>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.</p>	
7. Review placement mapping document (David)	This item was covered as needed in above items.	
8. RIE Update (Maria)	Tabled.	
9. Counseling Update (Jesse)	Tabled.	
10. READ Update (Dianne)	Tabled.	
11. AMLA Update (Elizabeth)	Tabled.	
12. English Update (Ned)	Tabled.	
13. Math Update (David)	Tabled.	
14. Change April 8 meeting due to Expanded PAC? (David)	David reported that the status of the Expanded PAC meeting is unclear. We will keep our April 8 th A&M meeting on the calendar 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.