Mt. San Antonio College
Assessment and Matriculation Committee Minutes
April 22, 2020
2:30–4:15 pm
Online via Zoom

Committee Members:

x	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.)
	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), Chuong Tran (IT), Audrey Yamagata-Noji (VP Student Services)

ITEM	DISCUSSION	OUTCOME
1. Approval of Minutes from April 8, 2020		Minutes from April 8, 2020 were unanimously approved.
2. Volunteer for taking minutes today?		David volunteered.
3. Temporary solution for students who get "Take AWE" message in AQ (Elizabeth, Ned, Francisco, Jesse, David)	David reported the following SPEAC feedback about this item: 1. Lance will present the recommendation to Academic Senate "conceptually." 2. If a student looks at the "Can-Do" statements, feels sure about their column (1-6), and sees a counselor, can the counselor give the student the corresponding eligibility? Or do they need to be directed to the AMLA Department? 3. How will students contact the AMLA Department? About item 2 above, Elizabeth felt that it would be fine to have a counselor give students eligibility based on the "Can-Do"	Maria will work with Chuong about making the English and Reading overrides in the AQ more consistent.

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	statements, if the counselor is comfortable doing so. Audrey supported this, expressing that it would be great if in these cases (with the appropriate training) counselors could help students through the assessment process and give the appropriate eligibility without having to take the additional step of contacting the AMLA Department. *[Note: After the Committee meeting, the AMLA Department decided that they would prefer that counselors send students to the AMLA Department. A more complete discussion of this is in the May 13, 2020 A&M Committee minutes.]* About item 3 above, Elizabeth said students can contact her directly. Future avenues of contact might include a chat feature (like the LLC). Maria: Looking at data for AQ overrides, quite a few students have multiple overrides. It's difficult if one override of English, and then an override of Reading. Based on how data consolidated, one latest record might not show all of eligibility. Is there a more consistent way to enter overrides so it won't produce multiple records? The Committee reviewed the "A&M Recommendation for students directed to take English Writing Placement Test" document. Some of the discussion items included: • The addition of an ESL AQ placement code. • What happens when a student gets an "ESL" placement based on the "Can-Do" statements? Nico shared that students are referred to the ESL Department when they receive an "ESL"	

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	placement after taking the AWE. Liza recommended that we track students who receive an "ESL" placement to make sure that they are following through and contacting the ESL Department.	
	• Implementation details about AMLA reading placements and the AQ Administrative form. Chuong said that the READ Override Code could be automatically populated based on the ENGLISH Override Code (for example, AMLA 33R would automatically populate based on an AMLA 90 ENGLISH Override). In this case, the Reason entries for both READ Override and ENGLISH Override would read "GSP".	
	• David asked a question about students who have less than three years of high school English and are asked to see a counselor: if the students select C or D on the "Writing Ability Student Self-Assessment", should they receive a 1A/1A+80 placement with or without a strong recommendation to take 1A+80? Jesse shared that other factors might weigh-in when a counselor has a discussion with a student.	
	Audrey asked what we should say in the catalog about Reading placements. Dianne agreed that we can say something like "By completing the AQ, you will also get a recommended Reading placement."	
	Ned will share the "Can-Do" statements with the English department, but we should be okay using them going forward.	

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	There was discussion about keeping track of "Can-Do" statement versions, in case there are future changes.	
4. Recommendation 51: High School Equivalency students and collection of GED scores (David, Naomi, Liza)	Recommendation 51 was reviewed by the Committee. Liza recommended formatting the questions differently. Naomi shared that students are able to get their scores easily from the GED website. Scores can even be pulled up when students meet with counselors. *Note: The recommendation was edited after the Committee meeting as follows:* ***Did you take the GED Mathematical Reasoning Test in or after 2014?*** *Dropdown options: Yes, No* *If Yes above:* ***Please enter the score you received on the GED Mathematical Reasoning Test.*** *Dropdown options: 100-200* ***Did you take the GED Reasoning Through Language Arts Test in or after 2014?*** *Dropdown options: Yes, No* *If Yes above:* ***Please enter the score you received on the GED Reasoning Through Language Arts Test.*** *Dropdown options: 100-200*	Recommendation 51 was approved unanimously, with a couple of edits.
5. Recommendation 52: Reading placements in the AQ for "No HS in US" students (David, Dianne)	The Committee reviewed Recommendation 52. David and Maria shared research by Maria that breaks down the number of students over the last year or so that selected the "Yellow" or "Pink" zones of the AMLA Branching options. Also, most students who get a	Recommendation 52 was approved unanimously.

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	"See Counselor" for their Reading placement did not go through the AMLA Branch.	

AQ2 AMLA Branching	Count	Percent	AMLA/ENGL PLACEMENT	READ PLACEMENT
Yellow Zone	1198	60.0%	TEST	SEE COUNSELOR
Pink Zone	147	10.9%	ENGL1A	SEE COUNSELOR
None of the Above	391	29.1%	SEE COUNSELOR	SEE COUNSELOR
Grand Total	1345	100.0%		

AQ2 READ Initial Placement Distribution	AMLA Branching		NOT AMLA Branching		Total	
Placement	Count	Percent	Count	Percent	Count	Percent
READ 100			16196	60.9%	16196	60.9%
READ 90			5473	20.6%	5473	20.6%
AMLA 31R	11	0.0%	57	0.2%	68	0.3%
AMLA 32R			338	1.3%	338	1.3%
AMLA 33R			221	0.8%	221	0.8%
COUNSELOR	1340	5.0%	2917	11.0%	4257	16.0%
TEST	2	0.0%	43	0.2%	45	0.2%
(blank)	3	0.0%			3	0.0%
Grand Total	1356	5.1%	25245	94.9%	26601	100.0%

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6. AMLA placement implementation (Elizabeth)	There was discussion about creating a Guided Self-Placement webpage to house the "Can-Do" statements as well as the reading guided self-placement document. A link to this guided self-placement webpage can be inserted in both the AQ website as well as the Assessment Center website. Wording like: "If you are not a native speaker of English, then you may be asked to use this guided self-placement tool to help determine your English placement."	Nico will create a guided self-placement webpage with the "Can-Do" statements as well as the reading guided self-placement document.
7. Dual Enrollment and English placements (Ned)	Tabled.	

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8. International Student Orientations (Jesse)	Jesse shared that the International Student Orientation is coming up in May. Normally, students take the AWE, go to orientation, and then register for classes. Will they have Can-Do statements? Alan (counselor) could walk through Can-Do statements, and he feels comfortable doing so. If there are specific issues, he could refer students to the AMLA Department. Is it okay for Alan to do this? Audrey asked about the TOEFL vs. IELTS breakdown. Jesse said that his understanding is that it's all over the place. Audrey said that Mt. SAC started to pursue the use of the IELTS assessment instrument for international students, but went away from it. Liza shared that Mt. SAC has some IELTS-trained (and maybe certified?) faculty on campus.	Jesse will find out more from Alan (international students counselor) about the ITELS.
9. Chemistry Test (David)	David shared that he contacted Todd Clements (Chemistry Department Chair) about how to handle CHEM 50/50H placements, now that the Chemistry Test temporarily can't be administered on campus. Todd is okay with students being sent to him to determine CHEM 50/50H eligibility. Nico reported that about 400 students per year take Chemistry Test. Audrey raised the question: How the process will work? Maria we're looking to move away from one-term overrides. Maybe Nico can help with entry into SOATEST?	David will work with Nico about Chemistry placement messaging to post on the Assessment Center website. David will discuss this issue further with Todd, to work out a process for handling CHEM 50/50H placements. David will bring this back to the Committee at the next meeting.

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	VPN access is an issue to consider for entering these CHEM 50/50H placements.	
10. AQ2 Placement Branching document (David)	David shared a document that shows how the AQ2 branches, and what the placement recommendations are (including screenshots from AQ placements).	
11. RIE Update (Maria)	Tabled.	
12. Counseling Update (Jesse)	Tabled.	
13. READ Update (Dianne)	Tabled.	
14. AMLA Update (Elizabeth)	Tabled.	
15. English Update (Ned)	Tabled.	
16. Math Update (David)	Tabled.	

Next Meeting: May 13, 2020 from 2:30-4:15pm online via Zoom.