

Mt. San Antonio College
Assessment and Matriculation Committee Minutes

May 12, 2021
 2:30–4:15 pm
 Online via Zoom

Committee Members:

x	George Bradshaw (Co-chair) (Assessment)	x	Dianne Rowley (LERN) (Recorder)	x	Maria Tsai (RIE)
x	David Beydler (Co-chair) (Math)		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.)		Jose Rodriguez (Associated Students)

Guest: Nico Martinez (Assessment Center)

<u>ITEM</u>	<u>DISCUSSION</u>	<u>OUTCOME</u>
1. Approval of Minutes from April 28, 2021		4/28/2021 minutes accepted as submitted
2. Updates	• ESL Adoption Plan Form: Accepted by SPEAC on April 19. Will move on to Academic Senate. • Recommendation 51: Implemented in production AQ on May 7, 2021 • Recommendation 53: Implemented in production AQ on May 7, 2021 • Recommendation 55: Implemented in production AQ on May 7, 2021 • Recommendation 56: Approved by Academic Senate Exec on April 15. Waiting for PSYC 10 to finish WebCMS process to remove PSYC 1A prerequisite. Currently at Stage 12 (Mt. SAC Board Agenda). • Elizabeth Casian was reappointed as A&M's AMLA rep for 2021-2024	

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3. Chemistry Placement (David)	D. Beydler contacted Todd Clements about the Chemistry placement test. The Chemistry Department is fine with the current system of using prerequisite overrides with the addition of a few modifications to place students. In certain cases, they would like to be able to use the chemistry test for students who take CHEM 10 and then decide to take CHEM 50; however, for the most part, they will discontinue use of the test. Currently students wishing to be cleared to take CHEM 50 without taking the prerequisite of CHEM 40, are directed to the Chemistry chair and are asked to document prior course work indicating preparedness such as a “3” or better on the AP Chemistry exam, or a “B” or better grade in both semesters of a 1-year high school chemistry course and a “B” or better grade in an algebra-like math course or higher-level math course such as pre-calculus or calculus as verified by unofficial transcripts. Currently, students receive GE credit--not credit for CHEM 40--if they have a score of “3” or better on the AP Chemistry exam. The department would also like to post sample self-guidance questions that may help students self-place into CHEM 40 or CHEM 50. The Chemistry Department needs to collect data on placement method so placement measures can be validated. The Chancellor’s Office longer approves Chemistry assessment tests as Title 5 only requires the CO to approve math, English, and ESL. The CO recommends	

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	using a chemistry placement process that is similar to the multiple measures math placement. Using only the Chemistry Placement Test to place students into chemistry courses does not reflect multiple measures placement. Other measures such as Mt. SAC GPA or grade in CHEM 10 could be used to help ensure accurate placements. The department will also continue to accept courses similar to CHEM 40 from other colleges, as verified by unofficial transcripts. They will continue the policy of not accepting Chemistry for Health Major classes, as currently, they do not allow Mt. SAC students who take CHEM 10 to be eligible for CHEM 50.	
4. Review Math Research (Maria) a. Distribution of AQ Math Corequisite Recommendations b. Tendency of AQ Math Corequisite Recommendations Being Followed c. Distribution of AQ Highest HS Math Courses Enrolled	M. Tsai reminded departments to prioritize research requests and submit to RIE. The committee reviewed three research reports related to math. <i>Math Research Question: How many students are being recommended or strongly recommended to take math corequisite courses by the Assessment Questionnaire (AQ)?</i> May 2019 to February 2020 data were compared to February 2020 to February 2021 data to identify trends in student placement. MATH 140, 160, and 180 have high school GPA and course thresholds. Data was also shared showing how many students enrolled or did not enroll after taking the AQ.	

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	<i>Math Research Question: If the Assessment Questionnaire (AQ) recommended a math corequisite, did the students enroll in the math corequisite?</i> There was also data that showed if students who received corequisite recommendations enrolled in corequisite courses. On average, 30% of students followed the recommendations. Students with missing high school data tended not to take corequisite courses. STEM-track students had higher rates in following AQ recommendations. <i>Math Research Question (Ad Hoc Request): Reported highest high school math courses enrolled in AQ2.</i> About 20% of students self-reported on the AQ that they did not take Algebra 2 or higher in high school.	
5. Committee Outcomes/Accomplishments (David, George)	The committee worked on listing accomplishments related to 2020-21 goals. Goal #3: Sharing with other committees; posting of placement distributions on Assessment & Placement website Goal #5: The following research projects have been requested and reviewed: continuing to monitor data, Fall 2020 AQ survey, success data in Spring 2020 and Fall 2020, throughput data in 2019-20, math corequisite research; due to the current pandemic, we have not implemented revisions to assessment practices based on research findings but plan to review and make recommendations for revisions once we return to campus; change from tests to online for AMLA Goal #6: Reviewed new online orientation	

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6. Department Chair Survey about AB 705 (David, Elizabeth, Ned)	The Academic Senate Exec has asked the AB 705 coordinators to study the campus-wide impact of AB 705. To help with this, the AB 705 coordinators have drafted an AB 705 Campus-Wide Effects Survey for department chairs. The committee offered feedback about the survey. Here are the survey questions: • In what ways do you think English, math, AMLA, reading, and noncredit departments can support your department? Please check all that apply. • Based on feedback from your department faculty, have these placement changes affected your department and/or your students in any way? Please explain. • Based on feedback from your department faculty, in what ways can English, math, AMLA, Reading, and noncredit departments support your department? Please check all that apply. The survey will be sent from the Assessment & Matriculation Committee.	
7. RIE Update (Maria)	Tabled.	
8. Counseling Update (Jesse, Francisco)	Tabled.	
9. READ Update (Dianne)	Tabled.	
10. AMLA Update (Elizabeth)	Tabled.	
11. English Update (Ned)	Tabled.	
12. Math Update (David)	Tabled.	

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13. School of Continuing Education (Liza, Naomi)	Tabled.	

Next Meeting: May 26, 2021 from 2:30-4:15pm online via Zoom.