

From: Scroggins, William T.
Sent: Wednesday, January 16, 2019 9:55 AM
To: Yamagata-Noji, Audrey <ayamagata-noji@mtsac.edu>; Burley, Virginia <vburley@mtsac.edu>
Subject: RE: AQ - READ Placement Message

Audrey and Ginny,

I see the logic in Dianne Rowley's argument. Students with three years of secondary school performance would be placed by GPA and others would be referred for placement. International Students would continue to be placed in AMLA by AWE and thus in Reading by AMLA placement—with the AMLA placement eventually being updated to be without the AWE. All of this seems to work for now.

Bill

From: Yamagata-Noji, Audrey <ayamagata-noji@mtsac.edu>
Sent: Tuesday, January 15, 2019 9:54 PM
To: Scroggins, William T. <bscroggins@mtsac.edu>; Burley, Virginia <vburley@mtsac.edu>
Cc: Yamagata-Noji, Audrey <ayamagata-noji@mtsac.edu>
Subject: FW: AQ - READ Placement Message

Hi Bill and Ginny,

Attached is what I received last week after the SSSPAC meeting regarding the Reading Placement proposal for students who begin to register for Spring 2019. (Continuing students begin registering Thursday, January 17; statutorily approved special populations register Wednesday, January 16). I responded to the footnotes attached to the department's 3.1 GPA cut off for READ 100 placement. Chuong Tran sent me the READ department's proposal on January 9 and I responded the same day. My comments/questions (shown below in red) were forwarded to Dianne Rowley on Thursday January 10. Dianne's response was received at 9:28 PM tonight, January 15.

I would like your input/direction as to whether we should move forward to implement the proposed READING PLACEMENT as attached for Spring 2019.

THANK YOU!
Audrey

From: Rowley, Dianne <drowley@mtsac.edu>
Sent: Tuesday, January 15, 2019 9:28 PM
To: Yamagata-Noji, Audrey <ayamagata-noji@mtsac.edu>
Cc: Tran, Chuong <ctran@mtsac.edu>; Beydler, David K. <dbeydler@mtsac.edu>; Hill-Enriquez, Evelyn <ehill-enriquez@mtsac.edu>
Subject: AQ - READ Placement Message

Hi Audrey,

My responses to your comments are in blue:

1. Special admit and dual enrollment students will be given the same placements and recommendations as high school graduates. I have concerns about this because by operational practice, dual enrollment students can be in the 9th grade. I'm not sure of the validity of a 3.1 GPA in the 9th grade. It would have the same weight/value as a 12th grade student. That doesn't make sense. Unfortunately, I have not yet read the state guidance on reading placement. To my knowledge, the Chancellor's Office has not issued reading placement guidelines. This is a local decision. I believe since 9th and 10th grade dual enrollment students would not have three years in a US high school, they would receive a message to contact the Learning Assistance Dept. chair.
2. Students with Adult High School Diploma or High School Equivalency will be given the same placements as high school graduates. If this does not apply, students will be advised to visit Learning Assistance Department Chair. This makes no sense either. Are we talking about using some kind of a GPA for students from the Adult Diploma Program and those students who take equivalency courses? If they do not generate a commensurate GPA, how can we place them based on a 3.1 GPA threshold? Since it is possible that some GED and Adult Diploma students may have a GPA and three years of study in a combination of high school, adult school, or alternative school, it follows that these students would receive a college-level reading placement. Those without a GPA or three years, would be advised to contact the Learning Assistance chair.
3. International students without three years of US high school English on their transcripts would use the corresponding AMLA writing placement for reading, i.e. AMLA 41 writing goes into AMLA 31 reading, AMLA 42 writing goes into AMLA 32 reading, AMLA 90 writing goes into AMLA 33 reading OR if placement is above AMLA 90, student should see the Learning Assistance Department Chair. International student placement appears to be based on what is still pending as AMLA placement recommendations. Since there isn't an AMLA placement process right now, this recommendation does not resolve the placement predicament for international students without a US diploma and 3 years of HS English. It is my understanding that since students will be able to take the AWE through Spring 2019, this placement is currently valid. Since spring registration starts this week, it is imperative that students receive an AQ reading placement before registration. Already, there is a semester's worth of students who are in reading placement "limbo." As AmLa continues work on its placement proposal for Fall 2019, reading will collaborate and align with parameters set for international students. For now, international students will be advised to take the AWE.

Thank you,

Dianne

Dianne Rowley

Department Chair, Learning Assistance

Assistant Curriculum Liaison

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