

Committee Recommendation to Student Preparation and Success Council From Student Success and Support Program Advisory Committee (SSSPAC)
February 27, 2019

Issue/Topic	Specific Recommendation, Request, Information Item	Rationale/Background	Impacts on Other Departments; Approvals from Other Committees
Non-native English Speaker (NNES) Placement	AWE remains in use for spring and summer for NNES students who do not have three years of high school English in the US.	Guidance on NNES placement was received in December via FAQs from state senate and on January 30 via email from the chancellor's office. March 2019: analysis of data. April 2019: guidance to CCCs on NNES placement. May: Title 5 language. Current NNES placement instruments may be used through December 2019	Information item for counseling, director of international students, English, AMLA, READ, LERN
Who takes the AQ	We recommend that students be required to take the AQ to become eligible for English, AMLA, Math, Reading courses. We recommend that no general registration hold be placed on students who don't complete the AQ. As an example, a student who does not take the AQ would not be eligible for English 1A or Math 110, but they could take other Mt. SAC courses depending on their prerequisites (for example, ANIM 100, which doesn't have any prerequisite).	This is how the Phase 1 AQ already works. As rationale, the Phase 2 AQ will provide more than just a list of courses for which a student is eligible. It will provide context for these courses as well as many recommendations based on a student's high school GPA, coursework, and other factors. It will also guide students through a self-reflection process, which will help them better identify which courses suit them best. While all students should be encouraged to take the AQ, they should not be blocked with a general registration hold from taking courses that do not have English, AMLA, Math, Reading requirements. For example, students seeking certificates with no English, AMLA, Math, Reading requirements should not have to take the AQ before enrolling classes that fulfill their certificate.	Information item for counseling, Student Services departments, English, AMLA, Math, Reading department and division staff.

Retaking the AQ	<p>We recommend that the existing policy remain. That is, after a student completes the AQ, they must bring their official transcript to a counselor if they wish to update their AQ information.</p>	<p>Under the Phase 2 Math Placement model, to gain eligibility for Math 140, Math 160, or Math 180 a student must have been enrolled in a prerequisite course in high school. We think that it is important that the student's self-reported high school records be as accurate as possible. Allowing students to reenter high school records would make it too easy for students to change their records until they gain the eligibility they want. In the end, it would harm students who are not ready for these courses. If a student needs to update their high school records in the AQ to gain eligibility for Math 140, Math 160, or Math 180, then they could visit a counselor, a Math Placement Specialist, or the Math Department Chair with their official transcript.</p>	<p>Information item for counseling, Student Services departments, English, AMLA, Math, Reading department and division staff.</p>
Previous Placement Test Results	<p>We recommend that all past eligibilities given by placement tests be honored. That is, if a student received an eligibility for Math 160 by taking the level 3 Math Placement Test, then the student should still be eligible to take Math 160 as long as the test results remain valid (which is 2 years after taking the test). If the student also takes the AQ, then the student should be given the highest course eligibilities they received by the placement tests and the AQ.</p>	<p>Under the current Phase 1 placement system, students receive the highest eligibility given by the AQ and placement tests. We think that Phase 2 should continue this policy. We think that this policy aligns with the spirit of AB 705: "low performance on one measure may be offset by high performance on another measure." (Section 78213 d, 1, C, i)</p>	<p>Information item for counseling, Student Services departments, English/AMLA/Math/Reading department and division staff.</p>