

Mt. San Antonio College

Assessment and Matriculation Committee Minutes

December 12, 2012 – 2:45–4:00 p.m.

Committee Members:

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| <input checked="" type="checkbox"/> Evelyn Hill-Enriquez | <input checked="" type="checkbox"/> Jim Ocampo, Co-Chair | <input checked="" type="checkbox"/> Michelle Dougherty |
| <input type="checkbox"/> Maria Tsai | <input checked="" type="checkbox"/> Hugh Griffith, Co-Chair | <input checked="" type="checkbox"/> Donna Hutter |
| <input type="checkbox"/> Deejay Santiago | <input checked="" type="checkbox"/> Tom Mauch | <input checked="" type="checkbox"/> Michelle Sampat |
| <input checked="" type="checkbox"/> Antoine Thomas | | |

1. Minutes from the November 28, 2012 meeting were approved with revisions.
2. Mt. SAC/High School Faculty Meeting: The high school dialog went very well. H. Griffith suggested a more informal dialog next year rather than a lecture format. Math faculty discovered that Algebra 1 is the lowest high school math course. Writing and Reading faculty became aware of the pressure being placed on high school English teachers to have students place into English 1A. High school teachers are so constrained to teaching to the test that they lose the ability to serve students adequately. Each breakout session received over 90% of “Excellent” or “Good” ratings. Suggestions were made to include administrators in the dialog, keep lines of communication open, invite english and math teachers to the next workshop, have more time for dialog, and have an interactive workshop looking at different programs or working out math problems.
3. Proposed Rubric for AWE: E. Hill-Enriquez shared the proposed revised AWE Rubric. The organization of the proposed rubric has been designed to make it much easier for Readers to score the AWE. Further, AMLA faculty feel this proposed format will ensure more accurate placement and higher Satisfaction ratings. M. Dougherty shared that the original rubric was repetitive. This repetition has been removed in the proposed rubric. P. Arterburn shared the rubric with the English department and they approved the format of the rubric. The content is still being revised. M. Sampat expressed concerns that the rubric is unclear in terms of distinguishing between courses. In some instances, the lower level course seems to denote a higher level of achievement than the higher level course. AMLA and English representatives will continue to edit the content of the rubric. J. Ocampo noted that readers will learn to distinguish and place students according to the rubric at norming sessions. This will help readers distinguish between the items in the rubric that may seem unclear as written. J. Ocampo shared that he felt this proposed format is a significant improvement. In terms of content, faculty must determine what to include in the rubric. E. Hill-Enriquez noted that this process would be much more effective if Learning Assistance Faculty joined the meetings. J. Ocampo noted that the research that took place in developing the original rubric has not been discounted by reformatting the rubric. J. Ocampo also urged Learning Assistance Faculty to participate in the development of the rubric. D. Hutter suggested including a mediator to attend future meetings. Jim Jenkins and Meghan Chen were suggested as potential mediators.
4. Multiple Measures for English 67: After much discussion, the English Department unanimously determined that to place into English 67, the English department should determine the Multiple Measures indicators. The English department felt it would be discriminatory to hold different students to different standards. Previously, the Learning Assistance indicators were used to place into English 67. AMLA did not determine the indicators

for placement into English courses. For placement into Math 50, Math faculty's Multiple Measure indicators will be used. If there are any concerns from Learning Assistance, M. Sampat will share them at the next meeting. The new use of Multiple Measures will be implemented in January 2013.

5. Math Update: Students who score a 3 on the AP math test will be eligible to take Math 180. Students who score a 4 or 5 will be eligible for credit for Math 180.
6. English/AWE Update: The third prompt choice is currently being developed by AWE facilitators. Learning Assistance is currently not participating in the development of the third prompt. English faculty feel very strongly that a text based prompt choice is needed. The current prompt choices will remain.
7. Counseling Update: None
8. Learning Assistance Update: Sonia Ortiz-Mercado sent a recent email in regards to the potential for a K-12 Common Core Assessment developed by Smarter Balanced to be used for placement into college-level transfer courses. Faculty input is being requested. M. Sampat will share the email with the committee.

The Legislative Analyst's Office issued recommendations regarding Adult Education. One of the recommendations is to move all English courses below transfer level and all math courses below Intermediate Algebra into non credit. This is just a recommendation at this point. No legislation has been proposed yet.

9. Continuing Ed Updates (ESL/ABE): None