

Mt. San Antonio College
Student Success and Support Program Advisory Committee Minutes

November 9, 2016 from 2:30–4:15 pm

Location: 9B-Regan Room

Committee Members:

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| <input type="checkbox"/> Jim Ocampo, (co-chair) | <input type="checkbox"/> Lucy DeLeon | <input checked="" type="checkbox"/> Angel Lujan | <input checked="" type="checkbox"/> Maria Tsai |
| <input checked="" type="checkbox"/> Evelyn Hill-Enriquez
(co-chair) | <input checked="" type="checkbox"/> Sun Ezzell | <input checked="" type="checkbox"/> Tom Mauch | <input checked="" type="checkbox"/> Dianne Rowley (minutes) |
| <input checked="" type="checkbox"/> David Beydler | <input checked="" type="checkbox"/> Kristina Allende | <input checked="" type="checkbox"/> Nico Martinez | <input checked="" type="checkbox"/> Naomi Avila |
| | | | <input type="checkbox"/> Jade Pearce |

Guests:

ITEM	DISCUSSION	OUTCOME
1. Minutes	1.1 Meeting minutes from October 12 th and October 26 th were reviewed.	1.1 Minutes approved with minor changes
2. Multiple Measures and MM Research	<p>2.1 E. Hill Enriquez shared RP Group website with information on Multiple Measure Assessment Project (MMA) questions. MMA is now part of Common Assessment. The website contained College Student Self Assessment Survey (CSSAS) questions on academic self efficacy such as “I know how to study in order to perform well on tests,” “I know many strategies I can use to succeed in my classes,” and “I can find a place to study without distractions.”</p> <p>Hope data may be available to colleges, but it may not be included in test score or multiple measure.</p> <p>Discussion among SSSPAC members followed and referenced Long Beach City College’s use of GPA and high school transcripts as multiple measures (this is overseen by the RP Group) and other colleges use of student and counselor interviews and discussions to evaluate test scores and high school transcripts to determine placement.</p>	2.1. A recommendation was made to use Mt. SAC’s Hope Theory Multiple Measure questions as an early alert for student who may elect to take a support course as early as possible.

<p>3. New Student Orientation</p>	<p>3.1 Counseling will integrated test information from Math Placement Test, DRP, and AWE into the New Student Orientation.</p>	<p>3.1 A. Lujan will share a draft of the New Student Orientation (revised) outline with SSSPAC</p>
<p>4. Updates</p>	<p>4.1 AWE: Concerns were raised that some high schools are not ensuring all students complete multiple measure inventory questions in Banner. There was also discussion regarding high school students who have little or no desire to take the AWE and as a result do not submit their best writing sample. New AWE readers will be hired soon to ensure that there is a rapid turn-around for scores.</p> <p>4.2 Learning Assistance: READ 90 enrollment has decreased. To ensure this is not the result of students taking the DRP multiple times to receive a higher placement, Learning Assistance would like a report of “re-takers.” Learning Assistance faculty members have expressed concern over ambiguous or negative language used in the context of low placement scores. As an example, an English Department student video testimonial on the assessment website references basic skills classes as a waste of time. D. Beydler recommended that the language should be changed to empower students to seek an “accurate” placement.</p> <p>4.3 Counseling: A. Lujan is moving offices from 9D to portable 9G</p> <p>4.4 Continuing Ed: Concerns were raised over the possibility of lowered enrollment regarding non-credit students (specifically AB540 students) using CCCApply due to the residency question. A suggestion was made to use Equity funds, SSSP funds, or Basic Skills funding to provide workshops with staff or in a lab setting to help students apply through CCCApply to Continuing Ed.</p> <p>4.5 AmLa: AmLa is placing an AmLa 31R advisory on AmLa 41, an AmLa 32R advisory on AmLa 42, and an</p>	<p>4.2 Nico will run a report of “re-takers” so the raw data can be shared with Learning Assistance to see if retakes are affecting READ 90 enrollment over the past two to three years.</p> <p>K. Allende will discuss the AWE Assessment video with the English Department, and D. Beydler will evaluate how the language used in Math Info Sessions can emphasize accurate placements rather than higher or lower placements.</p>

	<p>AmLa 33R advisory on AmLa 43 in anticipation of discontinuation of Compass tests in Spring 2017.</p> <p>A concern was raised over “mixed” groups of students who will no longer be given the Compass Reading test option and may elect to take the DRP because that’s what the other students are taking.</p> <p>Discussion followed on the effectiveness of advisories and a suggestion was made to create an LCOM linking AmLa 41 and 31R.</p> <p>4.6 English: The ENGL 90 five unit pilot course (combines ENGL 67 & 68) has an eligibility for READ 90 advisement prerequisite. Pilot results will be shared with the English Department in December. The course will be offered in Spring 2017.</p> <p>4.7 Math: Mt. SAC’s Common Assessment implementation date of Spring 2018 with implementation in Fall 2018 was discussed considering that all Common Assessment “pieces” such as writing sample, test prep, MMAP integration, and the actual test may not be in place.</p> <p>4.8 SSP Project/Program Coordinator: None</p> <p>Meeting adjourned at 3:30pm</p>	<p>4.7 D. Beydler will contact Jennifer Coleman asking to place Mt. SAC on the tentative CAI timeline for Fall 2018 for implementation in Spring 2019</p>
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Next Meeting: Wednesday, December 7, 2016 at 2:30pm in 9B Conference Room (Wednesday, 11/23 will be **cancelled**)