

**Mt. San Antonio College**

**Assessment and Matriculation Committee Minutes**

**March 27, 2013 – 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 checked="" 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       |   |  |

Guest: Sun Ezzell

1. Minutes from the March 13, 2012 meeting were approved with minor revisions.
2. Test Approval Status: The AWE, DRP, and ESL placement tests were fully approved by the Chancellor's Office.
3. Success rates of AWE tested students based on multiple measures approval (MMA) into writing courses were shared. M Tsai cautioned that the sample size for much of these data is too small to draw accurate conclusions from at this time. In 2011, 31% of students who Multiple Measured into English courses took the higher placed course. In 2012, 25% of the students who Multiple Measured into English courses took the higher placed course. M. Tsai shared that this data is just a snapshot and sample sizes are relatively small. S. Ezzell asked if it was possible to include several years of past Multiple Measures data to analyze success rates. It is possible, but M. Tsai shared that some of the records have not been accurately entered. She had to spend some time reviewing and ensuring that the data was correct. Also, MM data of earlier years might not be in the BANNER system. If the data is accurately entered into Banner we might be able to look at past data. AWE tested students who receive multiple measures would have Multiple Measure Approval (MMA) or MMNA records. Data entry is very important as it impacts the accuracy of the research results. M. Tsai mentioned that a research interest of getting the outcomes of MM placement recommendation is listed in the Student Services PIE. M. Tsai indicated that B. McNeice-Stallard, Director of Research and Institutional Effectiveness, recommends that this committee discusses and considers requesting a standard ARGOS report from IT, so the outcomes of MM placement can be reviewed on a more regular basis.

In Banner, a score of 15 is English 1A. A score of 14 indicates that students placed into 1A with MM. Students do not know whether they placed into 1A or Multiple Measured into 1A. M. Sampat suggested identifying these students in some way so that professors can provide additional services. However, it was noted that this may place an unfair burden or stigma on students that would impact their performance in class or the manner in which faculty perceive them.

Success rates of MMA students including and excluding a "W" grade:

There were 60 MMA students who enrolled in English 1 A. 58.3% of MMA students (including Ws) passed English 1A while 66.1% of the college wide population passed English 1A. 72.9% of MMA students (excluding Ws) passed English 1A while 78.5% of the college wide population passed.

There were 217 MMA students who enrolled in English 68. 63.6% of MMA students (including Ws) passed English 68 while 70% of the college wide population passed English 68. 69% of MMA students (excluding Ws) passed English 1A while 77.6% of the college wide population passed.

There were 37 MMA students who enrolled in English 67. 89.2% of MMA students (including Ws) passed English 67 while 66.4% of the college wide population passed English 67. 91.7% of MMA students (excluding Ws) passed English 67 while 74.2% of the college wide population passed English 67. S. Ezzell noted that the success rates for English 67 might reflect the faculty decision to require 3 points rather 2 to MM into the class. Faculty based the decision to raise the cut score for MM placement under the new Multiple Measures for English 67 based on earlier MM data indicating lower success rates for students who were multiple measured into English 67.

It's unclear why students drop courses. S. Ezzell suggested that it would be interesting to have more data on why students drop courses. If there was a way in which students could indicate why they dropped, there may be a better understanding of how to intervene before they drop.

It was noted that the Grand Total in the data column indicated that 73% of students are successful overall after being Multiple Measured into a higher level course. M. Sampat inquired whether this success rate is satisfactory when the success rate for the college is 77%. The intent is to use Multiple Measures to place students accurately. In light of the course repetition policy, it is important to make sure that students are being placed accurately to maximize success. The sample sizes are relatively small. As more data is collected and analyzed, a clearer picture of success rates as impacted by new Multiple Measures placement will emerge.

D. Hutter noted that the students who multiple measured had a chance to try to the higher level course. Without multiple measures, many of these students would not have taken and passed the higher level course. M. Dougherty stated that data has shown that the more students who place 3 levels below college level courses are less likely to complete. In light of that data, it seems preferable to place students higher with MM. Students can appeal their placement. They are currently informed they can contact the department if they have questions regarding their placement.

4. AWE Update: A mediation meeting is taking place tomorrow. Donna Burns will mediate. Eric Kaljumagi, Sun Ezzell, Pam Arterburn, and Evelyn Hill-Enriquez will attend.

M. Sampat requested that the Committee refer to the timeline proposed in the AWE rubric. Matriculation should examine and evaluate the rubric after departments provide feedback and make recommendations.

5. Math Update: Modifications were made to the Math Assessment Information sheet. The information sheet will be updated and shared with Math and Learning Assistance faculty for further input and approval.
6. English Update: M. Dougherty reported that Tom Edson, an English faculty member, shared some information about the English Department's process in reviewing the AWE Rubric with members of the Academic Senate Executive Board. The English Department chair and other English faculty are concerned that the department's processes are being misrepresented.
7. Counseling Update: Counselors are working on the new orientation process for Connect Four students and developing an Education Plan. There are four to five thousand incoming freshman. The orientation needs to be scalable. In SP&S there is some discussion of enrollment priorities.

Early data indicates that Connect Four students have higher persistence and success rates. Approximately 1600 new students participate in Connect Four each year. This data is preliminary. After the fall semester, students go to the bottom of the priority list again. It would be beneficial for all students in Basic Skills courses to be guaranteed spots in the next course. There seem to be classes that create a bottleneck. We need to make sure that students are not failing to progress when placed in classes below transfer level because of lack of access to the next course in the sequence.

Funding will be based on participating in the Scorecard. Early education plans in which students declare a major are part of the Scorecard. A.Thomas noted the concern that students are being forced to choose a major very early in their education. Students can change their majors at any time, but they do have to speak to a counselor before changing their major.

8. Learning Assistance Update: None
9. Continuing Ed Updates (ESL/ABE): Noncredit faculty is working with English department faculty to ensure that noncredit students transition successfully into English courses.