Mt. San Antonio College
Assessment and Matriculation Committee Minutes
June 10, 2020
2:30–4:15 pm
Online via Zoom

Committee Members:

x	George Bradshaw (Co-chair) (Assessment)	x	Dianne Rowley (LERN) (Recorder)	x	Maria Tsai (RIE)
x	David Beydler (Co-chair) (Math)		Ned Weidner (English)	x	Liza Becker (Associate Dean, Continuing Ed.)
x	Francisco Dorame (Dean, Counseling)	x	Jesse Lopez (Counseling)	x	Michelle Sampat (Associate Dean, Instruction)
x	Elizabeth Casian (AmLa, AWE)	x	Naomi Avila (Counselor, Continuing Ed.)		

Guests: Nico Martinez (Assessment Center), Audrey Yamagata-Noji (VP Student Services), Jessica Inthavong (Noncredit ESL faculty)

ITEM	DISCUSSION	OUTCOME
1. Approval of Minutes from May 27, 2020	As the minutes were being reviewed, a couple of updates/comments were given: 1. Jesse sent guidelines related to English and Reading placements to counselors via e-mail. 2. Elizabeth pointed out that the AQ is not requiring students to select Yes/No to the English 9th and 10th grade fields. This is causing an issue when she uses the AQ Administrative form. It was suggested that we request IT make Yes/No for English 9th and 10th grade required fields.	Minutes for May 27, 2020 were approved.
2. Noncredit ESL Placement Test (Liza, Jessica Inthavong)	Jessica Inthavong gave an overview of the online self-placement test. Orientation in different languages. At end of online orientation, students click on placement. The placement is self-guided in the sense that they can choose level they begin with: Beginning, Intermediate, or Advanced. The student is then tested based on what choice they make. Each placement test is 10 questions, and covers listening, vocabulary, reading, and grammar. Uses ProProfs. Answers and time taken are recorded. If 5/10 correct, will recommend that this level is too difficult and recommend take lower test (message is "This test is too hard for you.").	

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	If 9/10 correct, recommend higher level. If 7/10 correct, then suitable level. 6 and below, recommend lower. Inside ProProfs, there are reports that ESL reviewer can look at to help decide if a student should be placed at a certain level.	
	ESL Department designed assessment test by looking at the CORs and going through textbooks covering vocabulary and grammar points. Been using this test since April, when went remote.	
	Previously, used in-house computer-adaptive placement test. Chancellor's Office approved it. Faculty contributed to it. Already did required validity, reliability, etc.	
	Orientation online was done since went remote, too. Three languages available: English, Spanish, Chinese. Over 60% of noncredit ESL population is Chinese.	
	Students are logged in as having completed orientation. ESL faculty was commended for short turnaround time developing this tool. Jessica invited the group to use the tool by providing "Practice" as the username.	
	Jessica created nine videos available on YouTube with content on "How to participate in Canvas," "How to Change Password," "How to Claim your Mt. SAC Portal Account," etc. These tutorials help English Language Learners to access critical tools and resources necessary for access and active participation in ESL program.	

3. Review Prioritized Research Action Plan (Maria, David)
    a. Goals: Clarify and prioritize.
    b. Submit prioritized requests via the online Department
	Work on Research Action Plan will continue throughout the summer. There are twenty-nine projects listed on the plan with seventeen listed as priorities. The most urgent/needed information must be identified as priorities due to the volume of projects. For example, throughput rate will not be available until after spring so a cohort can be created. M. Tsai asked for request forms to be submitted online so projects can be	Over the summer, Assessment & Matriculation will work on prioritizing and submitting research requests.

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Research Request Form (https://www.mtsac.edu/research/help.html).	tracked. These projects will be prioritized as essential. The form asks for deadline, information, and additional details to help clarify project. A recommendation was made for the Assessment & Matriculation Committee to submit a research request on throughput data for Math/AmLa/English as this data is a central theme to AB 705. D. Beydler shared the prioritized version of the Research Action Plan. High priority items need to be noted as "common" high priority items related to impact of AB 705. M. Tsai stated that clarification is needed in terms of research questions. For example: Are placement recommendations are accurately placing students? This question also relates to placement distribution into classes is related to the Math Department's request to gather data on support courses. Since there are multiple factors influencing student success in classes such professor grading practices, it is imperative to collect as many details as possible to provide comprehensive answers to research questions. Data can be used to build a student profile to identify students who may be unsuccessful in Math, English, and AmLa so interventions can be created. Research can show which student populations are not enrolling in transfer-level courses, but the data cannot show why. COVID-19 will impact data. Here are some research topics that were discussed: • Throughput (Assessment & Matriculation request) • Effectiveness of corequisites (Math & English Departments request) • Placement, enrollment, success in courses (overlaps with Student Equity agenda) • Who is failing? (Assessment & Matriculation request) • Impact of placement changes on wider campus (Assessment & Matriculation request) Barbara McNeice-Stallard will be giving a presentation to the Board of Trustees on longitudinal equity data on student success.	D. Beydler will e-mail the committee with a link to the research request form. He will mention that department-specific requests can be made by each department, but that any research requests that cover multiple disciplines can be discussed within this committee

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4. AQ: "None of the above" education level (David)
 	
    a. In production AQ, students who select "Yes" to "Attended HS in US?" are not asked about their high school records.
 	
    b. In development AQ, Chuong has fixed this.
	There may be students who look at the list of education levels listed on the AQ drop down menu and choose "None of the above" (for example, if they went to high school and graduated but then went on to a tech school). Since their highest level of education would not be high school or a regionally accredited college, students may select "None of the above." D. Beydler shared that this is a technical fix and that high school data needs to be collected when a student attends a program after high school. Chuong will implement this change and close the gap in data collection regarding high school completion.	

5. AMLA placement implementation (Elizabeth) a. AWE Consequential Validity Report (Maria)	E. Casian has been using the guided self-placement tool and web link to "Can-Do" statements. As a result, students have been successfully enrolling in classes. A new Chancellor's Office memo will be forthcoming extending use of assessment measures for non-native English speakers through 2021-2022. M. Tsai shared a recent report titled "Spring 2020 AmLa Placement Satisfaction Survey Results in Measuring AWE Consequential Validity." This project was planned before the change to remote learning prior to March. Seventeen AmLa classes were surveyed. A total of two-hundred-and-twenty-eight student responses were collected. The survey was administered after remote instruction began resulting in smaller number of student participation. Students surveys will be tied with initial AWE results and courses they enrolled in. These parameters limited student number to seventy out of the original two-hundred-twenty-eight. Eighty-seven percent of AmLa faculty rated students as "belongs at course level." Student responses for "this course is the right level for me" showed 88.6% in agreement. Faculty and student perceptions of accurate course placement level correlate; however, seventy students is a low sample size. Data by demographics could not be disaggregated due to the small sample size. Three additional questions were asked about students needing help with their	

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	class, if the class improved their writing, and estimating their current grade. (A similar analysis in 2017 gathered over 1,000 student responses.)	

6. Chemistry Placement Model (David)	Todd Clements, Chemistry Chair, wrote up details about how students are being placed in Chemistry. Currently, students email Todd and provide their background in chemistry. Unofficial transcripts are submitted by the students. The following is Todd's summary:
	
	"As a temporary measure, students are being directed to the Chemistry department chair. After e-mailing the chair, the students are asked to provide some background information on their experience in Chemistry, including any laboratory work that has been done. Unofficial transcripts are requested to verify previous chemistry work. Based off of this information, students are given clearance to enroll in Chem 50 if any of the following conditions are met.
	
	a. The student has taken the AP exam and scored 3 or higher (verified by an unofficial document or screen shot showing scores)
	b. The student has received grades of "A" or "B" in one year of high school chemistry AND
	    i. Shown proficiency in math through good overall math grades (primarily A and B) -or-
	    ii. Shown proficiency in math by having taken and passed higher level math courses (pre-calculus or higher)
	
	If students do not meet the above criteria, or their responses about lab work are minimal, I generally send back a message to the student indicating my concern about their preparation, pointing out what I see as the weak spot (low grade in chemistry, struggle in math). I remind them that Chem 50 is a numerically intensive course, and students are expected to come in with good	

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	knowledge of several chemistry fields, which I list (primarily stoichiometry, calculations involving solutions, significant figures, limiting reactants, net ionic equations). I ask them to think about their experiences and how comfortable they are with those subjects and the math behind them. If they respond affirmatively, that they are comfortable with that, then I have approved them. Several students have replied after receiving this information that they think it best they take Chem 40. So far, of the approximately 40 or so students who have e-mailed about Chem 50 eligibility, I have said yes to every single one who has continued to pursue their request. The only students who are not receiving clearance are those who voluntarily halted their request. I am intentionally erring on the generous side." A question was raised about additional compensation for faculty who facilitate AmLa and chemistry guided self-placement process. AB 705 Coordinator roles are compensated and have previously been used to pay for work on guided self-placement. Chemistry has not received any AB 705 Coordinator funds.	
7. Update about Recommendations 51 and 52 (David) 　a. They were approved by Academic Senate on June 4! 　b. In development AQ, Chuong has implemented Recommendation 52.	• D. Beydler shared that Lance reported that Recommendations 51 & 52 have been approved by Academic Senate. • Students who indicate they have not attended a high school in the US will either receive a "See AmLa Department" message for both English and reading, or will receive an ENGL 1A placement along with a default READ 90 placement. Students who select "None of the above" to the AmLa branching dropdown will get a "See Counselor" message for both English and reading. • READ 90 has received CSU transfer status and this will be added to AQ placement information.	

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	• On the AQ website, it was agreed that the English/Math/Reading Eligibility Recommendations page will be color coded by subject to help students discern information.	
8. Fall 2020 meeting schedule (David and George)	Wednesday, November 11th, 2020 meeting will be cancelled since it's a holiday. All fall meetings will be on Zoom. Spring meetings are tentatively in the Student Services first floor conference room.	D. Beydler will send updated meeting schedule for 2020-21.

9. 2020-21 Membership (David and George)
   a. Learning Assistance
   b. AWE Facilitation
   c. At-Large
   d. Student
	Dianne Rowley volunteered to continue to represent READ.
	Elizabeth Casian volunteered to continue as AWE facilitator (this is a year-to-year appointment).
	At-large and student positions are vacant.	

10. RIE Update (Maria)	Tabled	
11. Counseling Update (Jesse)	Tabled	
12. READ Update (Dianne)	Tabled	
13. AMLA Update (Elizabeth)	Tabled	
14. English Update (Ned)	Tabled	
15. Math Update (David)	Tabled	

Next Meeting: August 26, 2020 from 2:30-4:15pm online via Zoom.