

**Mt. San Antonio College**  
**Assessment and Matriculation Committee Minutes**

September 8, 2021  
 2:30–4:15 pm  
 Online via Zoom

**Committee Members:**

X	George Bradshaw (Co-chair) (Assessment)	X	Dianne Rowley (LERN)	X	Maria Tsai (RIE)
X	David Beydler (Co-chair) (Math)		Ned Weidner (English)	X	Liza Becker (Associate Dean, Continuing Ed.) (Recorder)
X	Francisco Dorame (Dean, Counseling)	X	Jesse Lopez (Counseling)	X	Sarah Plesetz (Associate Dean, Tech & Health / Instruction Office)
X	Elizabeth Casian (AmLa)	X	Naomi Avila (Counselor, Continuing Ed.)		

**Guest:** Nico Martinez (Assessment Center)

<u>ITEM</u>	<u>DISCUSSION</u>	<u>OUTCOME</u>
1. Welcome Sarah Plesetz! (representing Instruction Office)	Sarah introduced herself, happy to be here; explained that Technology & Health has many CTE programs.	
2. Approval of <a href="#">Minutes from August 25, 2021</a>	Minor clarifications & edits.	Approved as amended.
3. Updates	<ol style="list-style-type: none"> <li>1. <a href="#">Recommendation 56</a>: IT is ready to move to production, pending AMLA 1A updates.</li> <li>2. Adding AMLA 1A to AQ: Subgroup met August 27 (for 3 hours!) to discuss more details. Getting closer to production.</li> </ol>	
4. AQ: Proposed AMLA Branching Change (Elizabeth)	<ul style="list-style-type: none"> <li>• “Did you attend non-English-Speaking HS?” branching to distinguish native speakers from non-native speakers; determining whether or not this is necessary or useful; may consider adding something regarding homeschooling;</li> </ul>	<ul style="list-style-type: none"> <li>• David will reach out to Audrey Y-N to see if IT can program this or go through channels. Will</li> </ul>

<u>ITEM</u>	<u>DISCUSSION</u>	<u>OUTCOME</u>
	<p>response will determine whether they seek counseling or AMLA for recommended English/AMLA.</p> <ul style="list-style-type: none"> <li>• Jesse agreed this rebranching will assist counselors in directing students.</li> <li>• Question of whether to send recommendation all the way through approval process or is it considered a minor change?</li> <li>• Jesse asked how to handle students who do not meet the # of years of English in HS? (e.g., a senior in HS with only 1 year of US High School and following the AQ). If they toggle between AMLA and English, should they be referred to AMLA? Elizabeth said yes, because there's a conversation involved, not just the AQ flowchart; anytime there's a question from the counseling side, go ahead and refer them to AMLA. Bottom line: Counselors will only see students who attended HS in the US.</li> <li>• At today's webinar (CCCCO Transfer Level Gateway Completion Dashboard), Elizabeth asked: If an ESL student with a US high school diploma--who is eligible for transfer-level English--elects to take a BTL (Below Transfer-Level) course, is their timeframe 1 year (for students of English) or 3 years (for ESL students)? Response was: That is a good question. The student would be in the cohort for where they start, English or ESL. You control the timeframe within the dashboard. But for AB 705, if they start in ESL they are given three years; 1 year for English.</li> <li>• Question also came up regarding concurrent students who take English/AMLA 1A + pre-transfer course at the same time; how do they get counted? Elizabeth will ask at next meeting.</li> </ul>	<p>bring back response to A &amp; M for a vote.</p>

<b>ITEM</b>	<b>DISCUSSION</b>	<b>OUTCOME</b>
5. Fall 2021 AQ Survey ( <a href="#">Faculty</a> , <a href="#">Student</a> ) (David)	Subgroup is arranging a meeting with Vera Froman (RIE) to finalize survey items. Final approval will happen at our 9/22 meeting.	
6. Equitable Placement Dashboard (David)	<p>Several committee members attended and asked good questions (item #4). Discussed some of the information in the webinar:</p> <ul style="list-style-type: none"> <li>• Dashboard informative in showing the throughput rates shown statewide, regional, and at the local district; can select by subject, timeframe of completion (e.g. ESL is 3 years), starting course level. Also has a visual for equity gaps.</li> <li>• However, data will have some discrepancies in drill-down data. For example, GPA (one of the criteria) data source is from CalPass. Per Maria, this will not be accurate for us because we collect this information from AQ; also, they count starting cohort differently.</li> <li>• Overall, number of completions in 2019-20 has increased despite the pandemic in spring 2020, a positive impact of AB 705.</li> </ul> <p><a href="https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/transfer-level-dashboard">https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/transfer-level-dashboard</a></p>	
7. Spring 2021 Success Data (Maria)	<p>Maria shared survey results from a survey we do each term. Includes the success rates in AMLA, ENGL, MATH, and READ:</p> <ul style="list-style-type: none"> <li>• EW and W will impact rates of success, depending on whether or not they're included in calculations.</li> <li>• Data is provided by gender and ethnicity; greater gap in ethnicity – specifically with Black/African American and Hispanic/Latino.</li> </ul>	

<u>ITEM</u>	<u>DISCUSSION</u>	<u>OUTCOME</u>
	<ul style="list-style-type: none"> <li>• Maria: Is there any concrete conclusion we can have from this data to improve student success? Any other criteria besides the AQ recommendation? David: Big question is when students self-select and do not take the recommendation; need to ask why that is.</li> <li>• For the grade distribution comparison (Appendix) and trend data, consider that Spring 2019 is when AB 705 was implemented, and Spring 2020 is when COVID-19 affected instruction.</li> </ul>	
<p>8. Review RP Group Report - "Maximizing Math Throughput of Students Who Did Not Complete Algebra 2 in High School" (David)</p>	<p>Key findings:</p> <ul style="list-style-type: none"> <li>• Students who did not successfully complete Algebra 2 in high school and started with Intermediate Algebra had an 8% throughput to transfer-level math; but it's much higher if they start directly in transfer level.</li> <li>• Students who hadn't taken Algebra 2 in HS and went into SLAM class (statistics and liberal arts math) had 37% throughput rate. Students who went into B-STEM (Business Science Tech Eng Math) had 30%.</li> <li>• RP Group's recommendation is to start everyone in transfer-level math</li> </ul>	<p>Math Department has already started reviewing and commenting; will be discussing it in detail.</p>
<p>9. RIE Update (Maria)</p>		
<p>10. Counseling Update (Jesse, Francisco)</p>		
<p>11. READ Update (Dianne)</p>		

<b><u>ITEM</u></b>	<b><u>DISCUSSION</u></b>	<b><u>OUTCOME</u></b>
12. AMLA Update (Elizabeth)	CAP (California Acceleration Project) showcased Mt. SAC for its AMLA 1A class for successfully designing course and outcomes for credit ESL students.	
13. English Update (Ned)		
14. Math Update (David)		
15. School of Continuing Education (Liza, Naomi)		

Next Meeting: September 22, 2021 from 2:30-4:15pm online via Zoom.