

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

September 22, 2021  
 2:30–4:15 pm  
 Online via Zoom

**Committee Members:**

x	George Bradshaw (Co-chair) (Assessment)		Dianne Rowley (LERN)	x	Maria Tsai (RIE)
x	David Beydler (Co-chair) (Math)	x	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), Dana Johnson (ACCESS)

<u>ITEM</u>	<u>DISCUSSION</u>	<u>OUTCOME</u>
1. Approval of <a href="#">Minutes from September 8, 2021</a>		Minutes approved
2. Updates		
3. Fall 2021 AQ Survey ( <a href="#">Faculty</a> , <a href="#">Student</a> , <a href="#">Math-Specific</a> , <a href="#">Math Question Flowchart</a> ) (Vera, David)	<p><b><u>Student Survey</u></b></p> <ul style="list-style-type: none"> <li>• Reviewed and discussed math part of the AQ survey as there is a possibility of removing Math 71 from being offered. David shared that the goal of the questionnaire is to try and capture <i>the student's perception of math 71</i>.</li> <li>• Maria questioned, do students understand what taking away Math 71 means?</li> <li>• Vera noted that the question instructions can be edited, so students understand the implications of removing Math 71. There was discussion of a Version I or Version II regarding questions #5, 6 &amp; 7                         <ul style="list-style-type: none"> <li>- Did you take Math 71 at Mt. SAC? Did it prepare you?</li> <li>- Do you think you benefited from taking Math 71?</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>• Concern that question #4 responses would be “all over the place” if the question is open-ended. It was decided that the initial instructions will be clarified to minimize student confusion with questions #3 and #4.</li> <li>• Elizabeth concerned about question #4, it seems like it is indicating there is one less class to take.</li> <li>• Vera – For questions #5 &amp; #6, unless the student takes college-level courses, saw value in Math 71</li> <li>• Question #8, Why did you enroll in this class? Change to “I wanted to prepare for higher-level math class” and make only 3 options.</li> <li>• Vera asked if we want it structured where the student can only select one response or all that apply (Write each bullet point or a checklist of reasons)? She noted there are varied reasons for taking Math 71 such as: <ul style="list-style-type: none"> <li>- Preparing for a transfer level</li> <li>- Or students did not know they could take transfer-level math</li> </ul> </li> <li>• Dana (guest) noted that we also want to capture information from older adults who took remedial classes in high school or are changing careers in the questionnaire.</li> <li>• Liza – Recommended to simplify the 3 bullets: <ul style="list-style-type: none"> <li>- I only need to take this class for my program</li> <li>- I wanted to prepare for a higher-level math class</li> <li>- I did not know I was eligible for a transfer-level math class</li> </ul> </li> <li>• Maria inquired if LERN 48 and LERN 49 classes should be asked the new questions pertaining to Math 50 and Math 51.</li> </ul> <p><b><u>Faculty Survey</u></b></p> <ul style="list-style-type: none"> <li>• No major changes to the faculty survey. It was suggested that the one change that could be made to the survey is to list students by their last name as is it is easier for the Canvas rosters. It was decided that the students would be sorted by their last names, but should be displayed using the first name first.</li> </ul>	<p>David is going to check with Dianne to see if she wants LERN 48 and LERN 49 included in the new math questions.</p>

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	<ul style="list-style-type: none"> <li>• Vera did 5 surveys last year by CRN and course. This semester she wants to consolidate surveys sent. A reminder email and an email invite will be sent. There is a consent page which faculty will read; they then will click on the subject/course they are teaching. It will only ask about their subjects/CRN.</li> <li>• All data will be in one place. This will help determine that if there is a problem in one survey, then do not have to check all other surveys. Easier to manage participants and data. Skeleton at this point - still building and need to add student information.</li> <li>• Only classes/CRN's that are surveying will be displayed. Only courses/CRN's listed in the system will be surveyed.</li> <li>• No 8-week courses to be surveyed, make sure to take out and replace them with other courses</li> <li>• Vera modified some of the questions, she "reordered" and "refocused" which of the following parts of the AQ did you find helpful? Added a question for 'other reasons'</li> <li>• New question: "Please describe how you go about getting help with this class – mark all that apply."</li> <li>• Jesse noted that there are still questions related to the placement test, "After receiving you AQ placement please describe your reasons for taking class – Mark all that apply" and "I was directed to take it after I took a placement test." These questions are to be deleted.</li> <li>• Delete "I took the highest level I was eligible for" and change to "I took the course at the level I was most comfortable with."</li> <li>• Per Fall 2020 AQ Survey, 40% of students selected that their Educational Plan was the reason they took a certain course.</li> <li>• Combine instructor and counselor responses for this question: "After receiving your AQ placement please describe your reasons for taking this class (Mark all that apply)."</li> <li>• Vera noted that there is a difference between 2 response options; with a lengthy list of options, students sometimes begin to check the bottom options if previous boxes/responses did not apply to them.</li> </ul>	<p>Vera to work on survey and submit to committee before it is sent out.</p>

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	<p>This is described as “Primacy” vs “Recency,” what applies/does not apply to student</p> <ul style="list-style-type: none"> <li>• Vera will work on survey language that goes out to faculty and students. <ul style="list-style-type: none"> <li>- Upload Qualtrics</li> <li>- Background programming</li> <li>- Edit email invite</li> <li>- Email faculty to let them know that they will be receiving the survey 1 week prior to it going out</li> <li>- Edits will be sent to the committee</li> </ul> </li> <li>• Elizabeth asked how it was determined which departments/classes were selected for the survey. David stated that departments looked at sections to determine which classes to survey to cover: <ul style="list-style-type: none"> <li>- Corequisites</li> <li>- Day/night courses</li> <li>- 2-day and 3-day classes</li> <li>- Online vs in-person classes</li> </ul> <p>The goal is to have ample representation from several types of course offerings and student populations.</p> </li> <li>• David recommended that the committee formally approve the revised Fall 2021 AQ surveys.</li> </ul>	<p>David made a motion to approve, all committee members approved.</p>
<p>4. AMLA 1A and AQ (Elizabeth, David)</p>	<ul style="list-style-type: none"> <li>• There has been some testing, it is almost good to go.</li> <li>• If a student is placed into AMLA 1A does that make them eligible for courses that have an English 1A prerequisite? This needs to be addressed with Curriculum. Once it goes through, then AMLA 1A students can take courses with ENGL 1A eligibility.</li> <li>• Francisco thought prerequisites were removed due to AB 705 as there would be issues for course eligibility. This would have an adverse impact on students and issues of equity.</li> <li>• There was discussion that some California Community Colleges have dropped prerequisite components due to AB 705.</li> </ul>	<p>Check in with Kristina Allende to communicate with various departments and put changes into WebCMS.</p>

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	<ul style="list-style-type: none"> <li>• Elizabeth asked how we move forward with this process to remove barriers which can delay students from getting into other classes.</li> <li>• David stated that in the meantime, the goal is to get AMLA 1A on the AQ (<i>can address prerequisites –side issue-in the future</i>)</li> <li>• Need to make sure testing works well and what placement message looks like.</li> <li>• Maria – students who are new AMLA 1A placement and do AQ, will they be given new placement/eligibility?</li> <li>• READ placement screens also need to be updated to corresponding READ AQ admin overrides.</li> <li>• Minor revisions for AMLA AQ</li> </ul>	
5. AQ: Proposed AMLA Branching Change (Elizabeth)	<ul style="list-style-type: none"> <li>• AMLA branching – AQ2 Placement Branch</li> <li>• Get rid of 2<sup>nd</sup> ‘diamond’</li> <li>• Only a handful of homeschool students will check “No, did not attend U.S. high school”</li> <li>• Leave list to the right alone – go see AMLA</li> <li>• To keep AQ simple, leave off “I was homeschooled in the U.S.”</li> <li>• Elizabeth shared that most AMLA students did not answer one of the AQ questions and were placed in ENGL 1A (where they did not belong)</li> </ul>	David will check with Audrey if revisions need to go through all the approval channels or can it just go through?
6. SPEAC: Joint Subcommittee Meeting (David)	<ul style="list-style-type: none"> <li>• David shared that Audrey wants to convene a joint meeting with the Retention &amp; Persistence, Student Equity, and Assessment &amp; Matriculation committees to discuss the latest Chancellor’s Office movement regarding pre-transfer-level courses – PPIC, RP Group review and see what it means for Mt. SAC</li> </ul>	David will follow up with Audrey.
7. RIE Update (Maria)	None	
8. Counseling Update (Jesse, Francisco)	None	
9. READ Update (Dianne)	Not present	

<b><u>ITEM</u></b>	<b><u>DISCUSSION</u></b>	<b><u>OUTCOME</u></b>
10. AMLA Update (Elizabeth)	None	
11. English Update (Ned)	None	
12. Math Update (David)	See above	
13. School of Continuing Education Update (Liza, Naomi)	None	

Next Meeting: October 13, 2021 from 2:30-4:15pm online via Zoom.

DRAFT