



Student Preparation and Success Council
Student Services Center, 9B – Ragan Room

September 19, 2016 – Minutes

Members

- | | | | |
|-----------------------------------|---------------------------|---------------|----------------------|
| ■ Audrey Yamagata-Noji (Co-Chair) | ■ Martin Ramey (Co-Chair) | | |
| ■ Jeff Archibald | □ LeAnn Garrett | ■ Tom Mauch | ■ Sandra Padilla |
| ■ George Bradshaw | □ Luisa Howell | ■ Bruce Nixon | ■ Ana Silvia Turcios |
| □ Sun Ezzell | ■ Matt Judd | ■ Jim Ocampo | |

Student Representatives:

- | | |
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| ■ Corey Case | ■ Maia Lopez |
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Guests:

- | | |
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| Evelyn Hill Enriquez | Dianne Rowley |
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Item	Agenda Topic	Discussion	Recommendations
1.0	Review Agenda & Minutes from June 6, 2016	2. AP 5075 – should read “20%” (not 30%) 3. “LGBTQ” 5. #10 – “CCSSE” 6. “CCSSE” and “co-requisite”	Minutes approved with changes as noted.
2.0 a.	Student Equity - Review and accept minutes	No minutes provided to council	
b.	SSSPAC Advisory - Review and accept minutes	No minutes provided to council. April minutes were corrected from “PC” to “PAC” May 25, 2016 minutes were just approved by SSSPAC – will be on SP&S next agenda	
c.	Basic Skills - Review and accept minutes	May 26, 2016	Accepted minutes of May 26, 2016
3.0	Purpose and Function statement – Review and approve	Change to Purpose/Function statement was the name change of the former Assessment/Matriculation Committee to Student Success and Support Program Advisory Committee. Appointments to the council were confirmed.	Approved with revision and updated membership. To be sent to Academic Senate for review and approval.



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4.0	Common Assessment presentation (Jim, Evelyn & Diane)	<p>One faculty vacancy; one student vacancy.</p> <p>Jim, Evelyn Hill-Enriquez (AmLa and AWE) , Diane Rowley (Reading) presented an update on the Common Assessment Initiative (CAI).</p> <p>Non-SSSPAC members are assisting with the Common Assessment Initiative. There are 8 sub-teams that are assigned various tasks:</p> <ul style="list-style-type: none"> • Writing and Reading • ESL • Math • Multiple Measures • Research • IT Implementation • Application for Funding • Outreach <p>Communication was shared from the state delaying the official implementation of the Common Assessment Initiative. No indication of a new timeline.</p> <p>The CAI is meant to be an “adaptive test” – students will answer questions and based on their answers, the test will adapt to the student’s level of knowledge. (students’ answers determine the next questions). It will include both</p>	



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		<p>assessment preparation and multiple measures. Placement is locally determined by each campus – the raw data is portable from college to college, not the placement level. The platform and software were through an outside company, but test items and competencies were developed by faculty across the state. David Beydler from Mt. SAC’s math department worked on the math competencies. The CAI wasn’t validated on criterion referenced validity as there was insufficient time/ability to test the placement success.</p> <p>Originally, Mt. SAC was due to implement CAI in April-June of 2017.</p> <p>Students start at a particular entry point based on responses to pre-test survey questions. If the student does well, can be advanced to potentially higher placement levels. Likewise, the navigation will changes if students starts at a higher point and needs to move lower.</p> <p>Math places up to calculus (Math 180) and has 3 entry points: pre-algebra, intermediate algebra, college algebra</p> <p>Competencies are statewide. Our faculty are working to align competencies with our curriculum.</p> <p>Scoring will be done by both human scoring and machine scoring. “Computer-graded writing is not how a professor</p>	



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		<p>would grade it.” Artificial intelligence will be used for machine scoring of writing samples.</p> <p><u>Multiple Measures</u> It was never predicted that multiple measures would be ready when the CAI was released. Non-cognitive measures like “grit” and self-reported GPA will be included. The intent is to validate and integrate multiple measures. It is a college choice on how to sue multiple measures. Colleges can use their own MMs or the state-derived MMs. Many data points are being reviewed for MMs:</p> <ul style="list-style-type: none"> • HS cum GPA • Grade in HS course • Delay between HS and college <p>Non-Cognitive Measures:</p> <ul style="list-style-type: none"> • Do you find it difficult to meet new challenges? • Can you find resources to help you solve problems <p>Our research team is looking at these particular items. Multiple Measures Assessment Project (MMAP) is the statewide group. Our RIE group will begin assessing our MMs this fall. Grit/hope type questions:</p> <ul style="list-style-type: none"> • Do you find it difficult to meet new challenges? • Can you find resources to help you solve problems? <p>Research shared show that students who transfer tend to have a “C” in the transfer level English or math course over</p>	



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		<p>those with an “A”.</p> <p>Coordination between Counseling and High School Outreach is important to inform high school officials about the structure of the CAI (number of hours of testing).</p>	
5.0	Student Equity Update	Audrey provided a brief update of various Student Equity activities. The college has not yet received its 2016-17 allocation and no statewide reporting has been requested to date.	
6.0	Agenda items for 2016-17	<ul style="list-style-type: none"> • AP 3540 Sexual Assaults on Campus: check on status of the faculty committee; Jeff will meet with Andi Sims to review next steps based on changes from PC/PAC • Multiple Measures: review the use of multiple measures for placement • Establish goals and report on outcomes for 2016-17 • Basic Skills Progression Research study • Academic Senate recommendation to review the APs and BPs in the 5000 series – to make sure that all versions are accurately posted on the website • Children on Campus—need to follow up with “unattended children” 	