Student Success & Support Program
Advisory Meeting Agenda
June 18, 2014

1. SS&SP Region 7 report

2. LACCD SS&SP report: BR 8200, 8600, E72

3. WLAC 2013/2014 SS&SP Year End Report

4. SSSP Assessment sub-committee report: Placement model revisions

5. Common Assessment Initiative update

6. SSSP Plan / Match
Student Success and Support Program
Advisory Committee Meeting

Advisory Meeting Minutes: June 18, 2014

Attending: Murrell Green, Clare Norris, Scott Kecken, Marty Turner, Helen Young, Nancy Ruano, Glenn Schenk, Phyllis Braxton, Sarah Doerrer, Rebecca Tillberg, Tim Russell, Patricia Banday, Ana Chang

1. SS&SP Region 7 report
   The Region 7 report indicated that a Region 7 meeting was held at El Camino College and conflicted with a number of other meetings so the attendance was small. The discussion at the meeting included topics concerning the SS&SP practices and policy at the represented colleges: Glendale, East LA, Pasadena, El Camino and El Camino Compton and WLAC, with the new SB1456 mandates, discussion about the SS&SP allocation and District match

2. LACCD SS&SP report : BR 8200, 8600, E72
   Discussion concerning the LACCD Board regulations for SS&SP and Admissions:
   8200 standards for: probation, dismissal: appeals, removal and notification, and re-admission.
   8600: standards for SS&SP: Student/institution responsibilities, registration priority, loss of registration priority, appealing loss of registration priority, limitations on enrollment, challenges to limitations on enrollment, pre-requisites and co-requisites, and advisories, college policies and procedures, challenge process, role of curriculum committee. The discussion included an overview of the forms and petitions offered to students through appeals@wlac.edu under the auspices of Admissions handled by the Admissions Evaluator.

3. WLAC 2013/2014 SS&SP Year End Report
   Discussion concerning the SS&SP Year End report sent out to all ASO / faculty / staff / and Administrators.

4. SS&SP Assessment sub-committee report: Placement model revisions
   Placement model revisions were made by the Assessment Sub-committee in the areas of Math, English and English as a Second Language. Placement messages were updated to reflect changes and recommendations made by the Chairs and Supplemental Instruction faculty.

5. Common Assessment Initiative update: Discussion concerning WLAC as selected to participate in the State-wide Common Assessment Pilot facilitated by the Chancellor’s office. Work group meetings will happen in forthcoming months.

6. SS&SP Plan / Match:
   The SS&SP plan was discussed portions pertaining to: Outreach and School Relations, Research, Professional Development / Student Success (ATD), Counseling, and budget were given to the respective department contact representatives to complete for the plan.

Next Meeting:
August 14th, 2014
Student Success & Support Program
Advisory Meeting Sign In Sheet
June 18, 2014

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Assessment Sub-Committee meeting - 5/14/2014 1:30 PM

I. we eventually want to use the data we collect in an Assessment Portfolio for the chancellor's office

II. Matt says he hasn’t looked at this stuff before
   A. Patty asked Matt to look more closely at the placement message and advisement paragraphs to check the wording / content

III. Bill Dexler says (via email) not all placements have a special paragraph, but Patty, Sue and Sarah agree that ESL 8, for example, is so close to placing into lower-level English that they may need that additional explanation

IV. may want to add ESLX classes to a new version of the English course sequence. Patty speculated Sarah might be able to do this, but this will have to go through Dr. Analy and Sue may need to meet separately to work out Sarah could take a stats class at Pitt in English ESL side by side

V. Matt says we should say something in the placement messages if a student places into 105 or 110/112, that they should really not do 115 / 125 because it will be too fast
   A. Sue says they need more time for absorption and re-absorption, rather than losing a lot of the gain between semesters (good reason for the A-B-C courses)

VI. at best a 50% success rate in Math 115
   A. Matt says we may need to slightly elevate the cut score minimum for Math 115
      1. He asked if we can get some numbers on how students labeled for math classes placed into Stats 105/104?
      2. Patty says the vast majority will have assessed into 115 - compare grades to scores last semester on attempting 115? Tables will be shared at a later date (Fall 2013/Winter 2013/Fall 2012) could do the same thing with 125

2. English equivalents 20A and 20C - really low success rates - we could do the same with these courses. might be useful to do similar analysis - ESL would be good too, particularly 4A - being bumped up by 2 notches
   a) BUT it may be that because it's our lowest level here, so we have to accept any student (may be true for ESL 4A, which really skews the success rate)

C. Matt said he has only 1 student who’s in his Stats class who was in 105, but he probably won’t make it - Matt says he may have blasted through too quickly, though he has improved as a student
   a) Nancy: for ESL, Skyline is looking at high school transcripts

D. multiple measures have never been validated but are commonly used now
   1. they’re already weighted as part of the scores the students get
   2. Sue thinks we could add a test to prove this

3. Nancy would like to fashion a common question around Academic Reading - what do they think it is? (she thinks Sarah could help with this)
Nancy says we have to emphasize the reading apprenticeship approach - students overrate themselves with reading and writing even though they're verbally fluent.

2. Sue says contextualized learning has become the new M.O. for LSK
   a) LSK1 designed for pre-placement people - Sue wants to calibrate the test
   b) she suggests there may be better ways to hone LSK courses to be in support of what's lacking in English / ESL more closely
      (1) would like to have an ESL section and a non-ESL section
      (2) Nancy says the int'l program isn't something she has an in to yet, so is meeting with Angel this week

3. Patty said some students go to SMC because it's not a brown / black campus like ours and they think they're less likely to transfer from here

4. ESL5 is paired with PD40 online - they all used to be paired with college courses thus sending message that its transferable and acclimating them to academic life but not all faculty members are on board with this anymore - they plant the seed to say 'you can take content classes all through ESL if you want' - the gist of the conversation is that you need to lay the foundation
   a) students can't take the equivalent of the English course in their native language
   b) the top student in Patty's English 101 class was an ESL person AND the winner of the poster showcase was an ESL person!
   c) Nancy always couches it as 'academic language' not ESL - Patty also wonders if we can change from ESL to something else
      (1) Sue suggests ELA - English Language Acquisition rather than ESL
         (a) Nancy says it's been brought up to chair of the discipline committee (Academic English for Multilingual Learners - pulled from UC Santa Barbara) but they've been told by the powers that be that you can't change the name of a discipline
            (i) Patty and Sue think it might still be possible - bring it up with Bobbi Kimble ("That's where the buck stops")
            (ii) She said they tried to stop the change from Personal Dev. to Counseling
(iii) BUT it may be tied to money
   a) Suggest that any of us could talk to A4 at a training about the
      pairing of ESL w/ A4, History (will probably do it again w/ A4)
   b) Nancy wonders how well students do who see into content
      simultaneously w/ A4, w/ history. Hoped that would be a success.
   c) She was told they can learn instance in which they will make a
      plan to Rebecca to try.
   d) She has a question about this, is that she says she was told we
      can answer (she will email later, and we will try to get it
      anyway).

F. Nancy says there used to be a pairing of ESL and American History but it killed
   the students.

G. Early alert along the lines of possible language interference with grades could be
   good (Nancy) - maybe they get referred to a counselor who sends them to Nancy
   or Patty

   1. Nancy: it takes caring, astute faculty to notice when English is an issue
      for a student's struggle.

   2. Patty suggests Nancy could initiate a quick one-page and literal faculty
      about students falling off in many cases, language interference being
      one of them (or we could add this link to an early alert messages
      faculty get), and tell counselors to encourage them to reach out to experts
      in the field (multilinguals).

      a) Ana (sp?) seemed to like this idea of how to reframe ESL students

      b) video is coming too very soon - Patty: "should be as advertised
         and published as Global Studies, etc"

3. Sue wants to have students take LSK1 - the most basic foundational
   course - basically Academic Reading with taking the placement exam as
   the outcome of the course - instructional not online.

   a) Patty wants to reframe the placement messages to suggest not just
      Pres Dev courses but also LSK courses.

   b) there used to be a pre-assessment bootcamp - Sue has two
      courses ready for something like this (one in summer, one in
      winter).

   1) Patty said that currently, they can only test once a year but
      we could offer to incentivize them to take the bootcamp
      and then be allowed to retest after only a semester.

   2) Nancy suggested 1 unit pre-assessment 'teaser' with the
      other 2 units after you assess, couching as a support to
      other classes.

      a) Sue said we have a bridge program but it's kind of
         crumbling
(b) Nancy and Patty agreed it's not holistic - you have to piece it together and these students aren't good at piecing it together

(i) by comparison UC and CSU students are coddled

(ii) we have no welcome message to newly enrolled students much less a welcome center

(a) Nancy said the course above could be the welcome center in lieu of a physical center

(b) Patty said maybe we could take more of a leadership role speaking as loudly as Math and English does

c) next meeting: Tuesday, June 10th - 10 am

Sue asked the following students: do you think Air Force is taken at 5:10? How is it going? She will email me with all the data she wishes she could get.
Dear Nabil:

Congratulations! West Los Angeles College has been selected to participate in the Common Assessment Initiative (CAI) as a Pilot College. Thank you for your application and initial interest in the pilot process. A detailed email outlining roles, responsibilities, and timelines will follow and will include a template for presidential sign-off, acknowledging your formal acceptance to participate.

This is a very exciting statewide initiative and I look forward to working with you and West Los Angeles College going forward. Please contact me with any questions you may have. Thank you for your commitment to the CAI.

~ Jennifer Coleman, EdD
Statewide Program Manager
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