

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

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- 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*

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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 SSSP 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 SSSP allocation and District match
2. LACCD SS&SP report : BR 8200, 8600, E72  
Discussion concerning the LACCD Board regulations for SSSP and Admissions:  
8200 standards for: probation, dismissal: appeals, removal and notification, and re-admission.  
8600: standards for SSSP: 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&wla.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. SSSP 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. SSSP Plan / Match:  
The SSSP 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 14<sup>th</sup>, 2014

# Student Success & Support Program Advisory Meeting Sign In Sheet

June 18, 2014

1. Maureen Deane
2. Clare Norris
3. Scott Keuken
4. Janet
5. Julie Young
6. Nancy Rhano
7. Glenn Schenk
8. Phyllis Braxton
9. Sarah Darrer
10. Rebecca Talbey
11. Tina Russell
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

**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 LSK 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 Fran - Patty and Sue may meet separately to try this, but Sarah could take a stab at putting Eng / 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
  - B. He asked if we can get some numbers on how students get into Math 115 (did they place into it vs. coming from the earlier classes?)
    1. Patty says the vast majority will have assessed into 115 - compare grades to scores (1st semester only attempting 115) including withdrawals - not too far back (Spring 2013 / Fall 2013 / Fall 2012), could do the same thing with 125 - That's the sore spot
    2. English's equivalent is 20A and 21 - really low success rates - we could do the same with these courses - may be useful to do similar comparison - ESL would be good too, particularly 4A - being bumped up by 2 notches - i.e. how well do they do in the classes they place in?
      - 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)

a) specifically the question: How good are your English writing skills? (validated by offering choices of good writing) - most effective sentence choice

b) but not supposed to be a test, could put it in terms of your academic writing

E. we may also want to check what happens to those who evade Language foundational courses, who skip these (Sarah can check into this somehow)

1. 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

d) Suggested that any of us could talk to Alice Taylor about the pairing of ESL with Art History (will probably do it again with Art 101)

e) Nancy wonders how well students do who go into content simultaneously with ESL or right after - "I count that as a success"

(1) she was told they can't get this data (Sarah will make a plug to Rebecca to try)

(2) Sue has questions like this that she says she was told we can't answer (she will email Sarah 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 email to all faculty about students falling off for many reasons, language interference being one of them (or we could add this explicitly to the early alert messages faculty get) and to counselors to encourage them to reach out to experts in the field for 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 amend the placement messages to suggest not just Pers Dev courses but also LSK courses
    - b) there used to be a pre-assessment boot camp - 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 re-test after only a semester
      - (2) Nancy suggested 1 unit pre-assessment 'teaser' with the other 2 units after you assess couched 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

H. Sue asked me: How well do students do in ESL 4A if they've taken LSK5? (and any other class they've paired with) - she will email me with all the data she wishes she could get

**Banday, Patricia G.**

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**From:** Jennifer Coleman <colemanje@cccnext.net>  
**Sent:** Monday, June 16, 2014 10:17 PM  
**To:** Abu-Ghazaleh, Nabil S.; Banday, Patricia G.  
**Subject:** Common Assessment Initiative Pilot College Selection

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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