

MULTIPLE MEASURES 11.17.17

WORK GROUPS

Information Technology/Assessment – Dale Vickers; Jim Ocampo

- **IT: Program Student Data to Placement Recommendation**
 - *Create separate "decision tree" to collect data and advise students of their MM placement*
 - *Use one site/one method to collect student information about high school grades and courses (not using CCC Apply for new students)*
 - *Utilize information from Articulation workgroup to list titles of English and math courses taught at feeder high schools*
 - *Link placement recommendation to student portal?*
 - *Can students "retake" submission of MM placement information?*
- **Collection of Student High School Performance Data: Students will self report**
 - *Unweighted, cumulative high school GPA*
 - *Latest math course passed*
 - *Grade in latest math course passed*
 - *Latest math course taken*
 - *Grade in latest math course taken*
 - *Grade in 12th grade English course completed [confirm 12th or 11th grade or both]*

Student Guidance Related to Placement: Tom Mauch, Silver Calzada

- **Establish guidance rubric for various student situations**
 - *For students who have both HS data + assessment test results, which take precedence?*
- **What will student see?**
 - *Briefing sheets, visual aids, online videos to advise students on how to respond to MM prompts and what multiple measures mean*
 - *Create captioned video on overview of assessment; Explanation as to options for students to place via MM as well as to take placement tests*
 - *Create captioned videos to help guide students -- explanation as to which students will still be taking placement testing (AWE; Math Placement Test) and how to inform them*
- **Changes to New Student Orientation, Counseling and Advisement Functions**
 - *Content and process changes to New Student Orientation*
 - *Utilization of online and other forms of advisement to students*
 - *Link placement information to MAP (DegreeWorks)*

Multiple Measures Survey/Inventory: Jim Ocampo, faculty from English, Math, Counseling

- **Review current “inventory” to determine which questions to keep**
 - *Decide on additional questions*
- **Develop a rubric to use responses to specific items**
- **Determine how to use the survey/inventory**
- **Rename the survey/inventory**

Plan for Placing Students Without High School Data: Audrey, faculty from AmLa, LERN, DSPS, International

- **Non-Traditional Student Groups – How to Process?**
 - *Students with disabilities*
 - *AmLa/ESL/non-native English students*
 - *International students*
 - *Re-entry students who have been out of school for more than 10 years*
- **Other Student Situations**
 - *Students from other states (non-CA high school standards)*
 - *Students transferring from other community college with placement recommendations*
 - *Students transferring from baccalaureate institutions*
- **Students with lower GPAs not qualifying through MM (GPA; courses)**
- **Process for Continuing Students**
 - *Collection of placement data*
 - *Change in initial placement*
 - *How will we notify and allow continuing students to submit course and GPA information*
 - *What process will we use to allow continuing students to adjust their placement levels*

High School Articulation/Equivalencies – Tom Mauch; Tannia Robles

- **Follow-up with High School Principals; create Discipline Dialogs (Math and English department chairs and Mt. SAC Math/English faculty)**
 - *Work with local school districts to articulate interpretation of high school course equivalencies to*
 - *Mt. SAC math courses, including Integrated Math*
 - *12th Grade English course equivalency, including EWRC*
 - *Levels of 12th grade English course (AP versus CP versus EWRC...)*
 - *Articulate a crosswalk for AP and IB courses/grades*
 - *Submission of high school transcript data to Cal-PASS Plus*
- **The need to re-do crosswalk articulation for courses taken at other colleges (non high school)**

Curriculum Changes/Approvals – John Vitullo

➤ Curricular Concerns; Links to Other/Additional Courses

- *Prerequisites for other classes*
- *Additional courses – curriculum approval process*
- *Clarification of purpose of additional coursework (co-reqs)*
 - *How does English go fit in/work for students?*
- *How enrollment in co-reqs will impact placement recommendations*
- *Will co-reqs be optional or mandatory?*
- *Clarification of how students will/will not be required to enroll in additional courses (co-reqs)*
- *How to provide assistance to students who might struggle with a higher placement*
- *Current placement testing (AWE; Math Placement Test)*
- *Reading placement process*
- *Coordination with Non Credit*

Enrollment Management/Course Scheduling – Joumana McGowan

- *Scheduling of classes*
- *Scheduling of F/T and P/T faculty*
- *Section level transfers*
- *Impacts on programs like Bridge*
- *Monitoring enrollment fluctuations*
- *Ability to add/change courses based on need and course availability*
- *Potential impact on non-English and math courses, especially classes with English 68 or 1A eligibility*
- *Impact on specific student populations with unit thresholds (veterans, athletes)*
- *Offer late start classes for more flexibility in enrollment based on clarifying best placement for students?*

Web/Publication Changes/Communication Strategies – Yen, Eric Turner, Marcus, Matt Bidart

➤ Develop Communication Strategies to Students

- *Communicate key decisions to campus community; students*
- *How to communicate changes to students – in advance (Winter and Spring 2018)*
 - *Student advisory sheets ready for dissemination*

➤ Amend All Printed and Online Information (Schedule; Catalog), Links, References

➤ Campus-wide Briefing(s)

- *How to best communicate changes to campus in general*
- *Communications/discussions with key departments more critically involved*

Support Needs

- *How to increase the role of counseling in assisting students with interpretation and appropriateness of placement recommendations*
- *How to have division/department offices and faculty available for consultation with students*
- *Impact on Assessment and Tutoring*

Oversight

- **Professional development**
 - *Providing faculty training – for English/Math as well as all other faculty*
 - *Counselor and advisor training*
- **Amend BPs and APs Related to Assessment and Placement**
 - *Impact on other procedures – section transfers, repeatability*
- **Research: Track Placement Recommendations**
 - *Continuously gather data about students' placement levels*
 - *Collect profile data of students to further analyze impact of placement recommendations*
 - *Provide English and math departments with ongoing placement data to assist in scheduling of courses*
 - *Share research data; identify ongoing research agenda*
- **Assessment**
 - *Review changes to Test Information and Preparation Sessions*
 - *Which students will still be taking placement testing (AWE; Math Placement Test)*
 - *How to offer/schedule Reading Placement Testing?*
- **Impact on Other Areas**
 - *LERN*
 - *AMLA*
 - *MARC/TMARC, Computer Lab, Writing Center, LAC, LARC*
 - *High School Outreach Connect 4 Process*
 - *Summer Bridge*
 - *Pathways to Transfer*
 - *Current Multiple Measures Survey (Student Success Inventory) – how to use/amend*
- **AB 705 and Students Not Eligible**
 - *Approach for students with low GPAs, low prior performance*
 - *How to implement standard placement testing without penalizing students*
 - *Develop a plan to help students stay on track and move forward – need to substantiate additional requirements that will not move a student to college level within a year*
- **Ability to Meet Implementation Timeline; Ability to Make Adjustments “Mid Stream”**
- **Public Relations – Ability to Communicate and Implement Smoothly**
- **Resources -- Budget and Staffing**
 - *Provide support to faculty, staff, managers involved in planning and implementing*
 - *Ongoing, additional budget needs*
 - *Impact on existing departments and staffing levels – how to accommodate changes in assignment (Assessment)*
- **Coordination with Bookstore**