MULTIPLE MEASURES 10.2.17

- **Collection of Student High School Performance Data**
    - *Unweighted, cumulative high school GPA*
    - *Highest math course passed*
    - *Grade in highest math course passed*
    - *Highest math course taken*
    - *Grade in highest math course taken*
    - *Grade in 12th grade English course completed*
- **IT: Program Student Data to Placement Recommendation**
    - *Create separate "decision tree" to collect data and export to Banner versus developing in Banner*
    - *Use CCC Apply for new students (and opt-in to collect high school data)*
    - *Use current MM Questionnaire ("Student Success Inventory") to gather data (for continuing students not accessing CCC Apply)*
- **IT: Link Placement Recommendation to Student Portal**
    - *How students will view their placement recommendation*
    - *Instruction/advisement online regarding placement recommendation*
- **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*
- **Articulation**
    - *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 EWSR*
    - *Levels of 12th grade English course (AP versus CP versus EWSR ...)*
        - *Schedule meeting with school district and high school administrators to review changes and identify implications*
        - *Establish guidelines and initiate discipline dialogs with math and English department chairs*
        - *Articulate a crosswalk for AP and IB courses/grades*
    - *The need to re-do crosswalk articulation for courses taken at other colleges (non high school)*
    - *Submission of high school transcripts to Cal-PASS Plus*
- **Assessment**
    - *Briefing sheets, visual aids to advise students on which path to take to assess*
    - *Review changes to Test Information and Preparation Sessions*

- ➤ **Develop Communication Strategies to Students**
    - o *Communicate key decisions to campus community; students*
    - o *How to communicate changes to students – in advance (Winter and Spring 2018)*
        - ▪ *Student advisory sheets ready for dissemination*
    - o *Utilization of online and other forms of advisement to students*
    - o *Create video on overview of assessment*
    - o *Create short videos to help guide students*
- ➤ **Campus-wide Briefing(s) and Professional Development**
    - o *How to best communicate changes to campus in general*
    - o *Communications/discussions with key departments more critically involved*
    - o *Provide support to faculty, staff, managers involved in planning and implementing*
    - o *Professional development (Spring Flex?) to review the new system*
- ➤ **Non-Traditional Student Groups – How to Process?**
    - o *Students with disabilities*
    - o *ESL/non-native English students*
    - o *International students*
    - o *Re-entry students who have been out of school for more than 10 years*
    - o *Students from other states (non-CA high school standards)*
    - o *Students transferring from other community college with placement recommendations*
    - o *Students transferring from baccalaureate institutions*
    - o *Students with lower GPAs*
- ➤ **Impact on Other Areas**
    - o *LERN*
    - o *AMLA*
    - o *MARC/TMARC, Computer Lab, Writing Center, LAC, LARC*
    - o *High School Outreach Connect 4 Process*
    - o *Summer Bridge*
    - o *Pathways to Transfer*
- ➤ **Impact on Other Processes**
    - o *Scheduling of classes*
    - o *Prerequisites for other classes*
    - o *Additional courses – curriculum approval process*
    - o *Current placement testing (AWE; Math Placement Test)*
    - o *Reading placement process*
- ➤ **Support Needs**
    - o *How to increase the role of counseling in assisting students with interpretation and appropriateness of placement recommendations*
    - o *How to have division/department offices and faculty available for consultation with students*
    - o *Establish "on line support" and online tutorials*
    - o *Self-help/tutorials to explain inputting of GPA/course data*
    - o *Self-help/tutorials to interpret placement recommendations*
    - o *Professional development for math, English, counseling faculty*

- ➤ **Curricular Concerns; Link to Other/Additional Courses**
  - ○ *Clarification of purpose of additional coursework (coreqs)*
  - ○ *Clarification of how students will/will not be required to enroll in additional courses (coreqs)*
- ➤ **Amend BPs and APs Related to Assessment and Placement**
  - ○ *Impact on other procedures – section transfers, repeatability*
- ➤ **Amend All Printed and Online Information (Schedule; Catalog), Links, References**

SUGGESTED WORKGROUPS

- ▪ **Oversight** workgroup – measure how process is going, make adjustments – includes VPs, and key leads from Math, English, Assessment, IT
  - • **Implementation** workgroup – the doers, the implementers
    - ○ **IT** interface program student data collection; link to Banner screens
    - ○ **Research** ongoing – dedicated staff support for MM
    - ○ **Enrollment Management/Course Scheduling** instruction team
    - ○ **Support Need/Services** interventions; counseling
    - ○ **Communications** strategies
    - ○ **Articulation** with high schools
    - ○ **Curricular Concerns** VPSS, Academic Senate, C&I

CURRENT CRITICAL DECISIONS

- ➤ **Length of Time Since Prior Course Enrollment**
  - ○ Do we impose a time limit for high school English and math courses taken
- ➤ **Decision on Criteria for WHO Should Take AWE/Math Placement Tests**
  - ○ When/how to advise/require students to take AWE; Math Placement Test
  - ○ How to use results from AWE/Math Placement Test as separate or as part of placement recommendation
- ➤ **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
- ➤ **How Recommendation Will Be Made to Student**
  - ○ For students who have both HS data + assessment test results, which take precedence?
  - ○ What will student see?
  - ○ Link placement information to MAP (DegreeWorks)
- ➤ **Curricular corequisites and prerequisites**
  - ○ Mandatory or optional

- o How to advise students on options
- o Prerequisite validations
➢ **Additional Resources Needed**
  - o Planning
  - o Ongoing

TIMELINE

➢ **October**
  - Clarify and confirm key decisions
  - Acceptance of math recommendations
  - Acceptance of English recommendations
  - Clarify curricular issues (additional corequisite classes—existing and new)
  - Convene key stakeholders
  - Plan for Summer changes; summer class scheduling
➢ **November**
  - Communication "warning" to students
  - Initiate discipline dialogs to work on articulation issues and clarify placement levels
  - Convene counseling and faculty dialogs on campus to plan for interventions
  - Discuss fall scheduling concerns/options
➢ **December**
  - High School Educators Conference—review changes to process
  - ??Summer schedule narrative changes
➢ **January**
➢ **February**
➢ **March**
  - ??Fall schedule narrative changes
➢ **April**
➢ **May**
  - Summer registration begins
➢ **June**
➢ **July**
  - Fall registration begins
➢ **August**

CONCERNS

- ➤ **Placement Appropriateness**
  - ○ *How to measure/insure new placements are working*
  - ○ *What happens if students are not successful*
- ➤ **AB 705 and Students Not Eligible**
  - ○ *Approach for students with low GPAs, low prior performance*
  - ○ *How to implement standard placement testing without penalizing students*
  - ○ *Developing 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*
- ➤ **Student Success Rates**
  - ○ *Ongoing research to determine which student profiles are most in need of additional interventions*
  - ○ *Ongoing analysis as to the impact of the change*
- ➤ **Curricular alignment**
- ➤ **Common Assessment**
- ➤ **Ability to Meet Implementation Timeline**
- ➤ **Ability to Make Adjustments "Mid Stream"**
- ➤ **Public Relations – Ability to Communicate and Implement Smoothly**
- ➤ **Budget and Staffing**
  - ○ *Ongoing, additional budget needs*
  - ○ *Impact on existing departments and staffing levels – how to accommodate changes in assignment (Assessment)*
- ➤ **Coordination with Bookstore**