CRITICAL COMPONENTS

- **Collection of Student High School Performance Data**
  - Unweighted, cumulative high school GPA
  - Highest math course completed
  - Grade in highest math course completed
  - 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
  - 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

- **Articulation**
  - The need to re-do crosswalk articulation for courses taken at other colleges (non high school)
  - 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
  - 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**
  - How to communicate changes to students – in advance (Winter and Spring 2018)
  - Utilization of online and other forms of advisement to students
  - Create video on overview of assessment
  - Create short videos to help guide students

- **Campus-wide Briefing(s) and Professional Development**
  - How to best communicate changes to campus in general
  - Communications/discussions with key departments more critically involved
  - Provide support to faculty, staff, managers involved in planning and implementing
Professional development (Spring Flex?) to review the new system

- **Non-Traditional Student Groups – How to Process?**
  - Students with disabilities
  - ESL/non-native English students
  - International students
  - Re-entry students who have been out of school for more than 10 years
  - 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

- **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

- **Impact on Other Processes**
  - Scheduling of classes
  - Prerequisites for other classes
  - Additional courses – curriculum approval process
  - Current placement testing (AWE; Math Placement Test)
  - Reading placement process

- **Support Needs**
  - Counseling and advising services
  - Self-help/tutorials to explain inputting of GPA/course data
  - Self-help/tutorials to interpret placement recommendations
  - 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
- **Implementation** workgroup
- **IT** interface program student data collection; link to Banner screens
- **Research** ongoing – dedicated staff support
  - Share research data; identify ongoing research agenda
- **Enrollment Management/Course Scheduling**

- **Support Need/Services** interventions; counseling
  - 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
  - Establish “on line support” and online tutorials

- **Communications** strategies
  - Communicate key decisions to campus community; students
  - Student advisory sheets ready for dissemination

- **Articulation**
  - 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

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### CURRENT CRITICAL DECISIONS

- **Approval of Multiple Measures Criteria**
  - Math
  - English

- **Approval of Begin Date**
  - Summer 2018
  - Fall 2018

- **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
  - How to advise students on options
  - Prerequisite validations

- Additional Resources Needed
  - Planning
  - 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**