

# MULTIPLE MEASURES DRAFT 10.1.17

## 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 12<sup>th</sup> 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*
    - *12<sup>th</sup> 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 12<sup>th</sup> 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

## 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**
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