CRITICAL DECISIONS TO BE MADE

- Approval of Multiple Measures Criteria
 - Math
 - English
- Approval of Begin Date
 - Summer 2018
 - Fall 2018

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

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

IT

- Mapping the entire process A-Z
- Investigate existing resources—how much already exist? (CCC Apply has ability to take in some MM info)
- Identify resource gaps sufficient time/people technical and human resources
- "You guys" need to tell us what we need to do
- Project timeline
- Recruit functional users
- Iterative development: review process for development
- Training and ongoing support
- Develop a budget
- Automated process
- Identify shareholders; training
- Communication and feedback to students

RESEARCH

- How will we know if we are successful? What will we do (if) we're not successful?
- Formative/summative assessments how to measure and make corrections and measure results
- Student Learning Outcomes --- will they be connected to this work?
- Develop a budget
- Dedicated staff needed
- Develop a work plan
- Teacher workload is this something that research needs to measure?
- Estimation for enrollment management probability of those who will try to enroll
- Why do students try to enroll in courses? Time, place, teacher, priority reg.

ENROLLMENT MANAGEMENT/COURSE SCHEDULING

- Data models to predict #s of sections
- Outside of E/M courses use of prereqs what will the impact be?
- Need mock schedule to check compliance issues
- Reconfigure block schedules especially to accommodate support classes paired
- Section level transfers need review how to assist students to make changes early on
- Cascade effect: if most students are in courses with higher units, this impacts their enrolling in other courses –
 this might be temporary as they should complete their E/M course sequences earlier

SUPPORT NEEDS/SERVICES

- Work flow what will happen if students don't place where they expected to Etc
- Avenues for support -tutorial services sufficient numbers of tutors at higher level courses; space
- How to collaborate between areas like library books on reserve what other areas are impacted
- Adjusting budgets greater need for support; space needs
- Additional workgroups English/AmLa/Math cost effective interventions and support strategies
- Additional training if students are placed differently who will they go to?

CURRICULAR CONCERNS

- Reevaluate section transfer process
- Utilize Early Alert Progress Reports (fully implement)
- Clarify prereq issues (with other courses E 68 prereq)
- Clarify process, policy on skipping levels and overriding current placement
- Create FUND and evaluate student support systems (tutoring, labs, Sls)
- Determine a Plan B for students who pass the coreq course but not the primary course

COMMUICATIONS

- All existing communications need to be updated (print, online)
- When do you make these changes? When we are inbetween the development/implementation what should the timeline be?
- Who needs to know what by when? Look at different audiences—high school students, current, returning all need something a bit different
- What do they need to know? Need clarification.
- When? Time the messages
- Who? Identify stakeholders
- List of updates
- Dependent on what others share and when changes need to be made

OVERSIGHT

- Philosophy: to be inclusive; the Oversight team must be inclusive (avoid blindspots)
- Tasks: communication and REPORTING on progress and process; getting reports; measure progress on timelines
- Help support training needs; get word out to many
- Criteria clear; process clear; keep looking at processes to make sure that message received is the message we're trying to send
- Timeline: develop and publish it
- Professional development
- Discipline Dialogs (Articulation): math/English HS teachers with college faculty; understanding the high school courses and how to articulate it to our courses (integrated math, EWSR).
- High School Communication: we are trusting high school teachers to help us to determine prerequisites and that the grades they give will determine their students' placement
- Prioritization: we need to know who needs what done in what order
- Meeting schedule