

Information Technology

Antonio, Bev, Dale, Lee, Ned

Pink – Questions

- Will IT Help Desk have extended hours and extra staff available to answers questions when student are in portal trying to enroll?
- How will we direct students to the guided self-placement tool?
- Will the system be automated to do placement?
- What about dedicated IT support staff?
- How much time does IT need to collect and store in Banner all of the H.S. data and multiple measure data?
- Can we import CCCApply high school info into Banner?
- Linking Courses: When student is dropped from one course, will they be dropped from linked course automatically?
- Will the Banner system be automated to determine placement based on GPA? Or will this require people power? If so who? (i.e. division, counseling)
- When will IT need new prerequisite info to get programmed in time for Summer 2018?

Blue – Tasks

- Research existing tool and possible adaptation
- Extraction of questions
- Create a place holder table to house the info
- Record info to the right tables
- Right mapping *work with the functional owners
- Map entire process
- Investigate existing resources (CCCApply, Banner, etc)
- Identify resource gaps (technical, human, other)
- Develop project timeline
- Recruit functional owners
- Iterative development
- Training & Ongoing Support and stakeholders

Yellow-Comments and additional tasks

- Automated placement based on GPA “Recommended Placement”
- Develop a budget
- Communication and feedback to students

Multiple Measure Work Group Meeting
Monday, October 2, 2017

Articulation

Pink – Questions

- What do we tell high school student NOW? Test or no-Test?
- Articulation across math and writing discipline experts at Mt. SAC – Math: Noncredit, LAC, math Departments and English – Noncredit, Amla, LAC, and English
- How do we look at H.S. integrated Math classes?
- HS GPA – Math, Eng overall are no accurate for some student with IEP's Due to adjusting curriculum in K-12. Self-reported perception is affected by this as well. Only option is testing? Counselors aware and can suggest lower class to start?
- Are accelerated courses transferrable?

Enrollment Management/Course Scheduling

*Megan Chin, Darren Grosch, Karelyn Hoover, Joumana McGowan, Michelle Sampat,
Mark Lowentroun, Matt Judd*

Pink – Questions

- If students pass the Math co-requisite class but fail the Math 130 – What happens?
- How is this going to impact course scheduling and classroom utilization?
- Do we know how many sections of English course at different levels will be needed?
- Do we have prediction on other courses needs that have English prerequisites?
- Do we have data models to predict and know what it might look like?
- Can there be flexibility with block schedules for corequisite courses?
- What consideration will be made for F-1 students who have completed math in an overseas high school?
- How will scheduling be responsive to student demand?
- Maintain flexibility to meet student need.
- Current timeline for level transfers is 4 weeks. Can the decisions on requirements to change courses be decided by then?
- How do you make a CRN both optional and mandatory depending on the student?

Blue – Tasks

- Math faculty need to determine how best students need to proceed.
- Schedule – reconfigure block schedules (alternate) to accommodate support class
- Data models to predict number of sections (include courses outside English and math and math or English prereqs)
- Section level transfers need to be reviewed
- Develop mock schedule to check for compliance issues (FTES)
- Cascade effect – additional units committed to Math and English = fewer nits for other courses

Yellow – Comments and additional tasks

- Any impact on distance learning?
- What about the unit load between math and English. Won't the student just take those courses when they start?
- Who will create these data models? With what data? When?
- How will this affect course scheduling for special programs? Bridge? Pathways? # of sections given to?
- Initially this might be correct but in the long run students will take fewer English and math courses, which will allow them to take more major courses – guided pathways needs to adapt to this shift
- If a student is in Math 71 (5units) w/ co-req (2 units) and English (4 units w/ co-req (1 unit) that is fall time of just English and Math, no room to explore interests, major, "fun" classes.

Multiple Measure Work Group Meeting
Monday, October 2, 2017

Oversight

Michelle Dougherty, Kirk Kirkwood, Grace Hanson, Gary Enke, Irene Malmgren

Pink – Questions

- What is the process for educating front line staff of the changes and ensure consistency and accuracy of info they provide to students?
- What is the deadline and test period for student self-reported and placement tools?
- How can we ensure that ALL areas are represented in main MM “oversight” group?
- How does MMAP impact our current Assessment methods and software?
- Is anyone from LLR division on the oversight team?

Blue – Tasks

- Communication – reporting – process, progress, monitoring
- Inclusion
- Training (HS Outreach, Assessment, A&R, Counseling, division staff, etc)
- Clarification – clear criteria and process
- Timeline: develop and publish
- Professional development
- Disc Dialogues
- Prioritization

Yellow – comments and additional tasks

- Shifting #'s of courses impact LAC and Library planning and delivery of instruction and services.

Multiple Measure Work Group Meeting
Monday, October 2, 2017

Communications

*Lucy De Leon, Tannia Robles, Francisco Dorame, Amrik Johal,
Yen Mai, Ema Burman, Dianne Rowley*

Pink – Questions

- How will continuing student be directed to a new placement based on MM?
- How will students be provided all their placement options upon applying to the college?
- How will current students be informed about the changed in placement system and their options on what classes they are eligible for?
- How will we collect self-reported data (i.e. GPA, courses)?
- How will the high schools be informed?

Blue – Tasks

- Update “steps to apply” and Assessment and International websites
- At orientation – change orientation to address assessment process and test if needed
- Update Portal – Marketing
- Send mass email marketing
- Update Marquee-marketing
- Update TV monitors in buildings (marketing)
- Update Social media
- Update Schedule of classes, catalog, student handbook
- Work with high school/continuing ed
- Update Registration 101 brochures
- Work with international student program and develop a plan to communicate new placement process.
- Create timelines
- Identify/Establish stakeholders
- Continuing students planning and messaging about options of using the new placement process
- Updating all AP’s and BP’s related to assessment/placement
- Create newsletters focusing on new efforts to high schools

Yellow – Comments and additional tasks

- Students should get one email explaining placement
- Develop a budget
- How will students know they still have a reading placement test and chemistry?
- Create caption videos explaining difference in English and math sequences so that students can make an educated decision

Multiple Measure Work Group Meeting
Monday, October 2, 2017

Support Needs/Services

Sandra Padilla, Emily Woolery, David C., Romelia Selinas, Jazmin, Evelyn Hill-Enriques, Jim Smith, Sawn Sara Mestas, Tom Mauch, Don Potter, Tom P, Vit Zelil

Pink – Questions

- How will we ensure students get to speak to a counselor for proper course placement?
- Is the college willing and able to provide the financial, logistic, and staffing resources for tutoring to support this?
- What is the role of the counselor in the process?
- How will tutoring services be integrated into supporting this new structure?
- How does this impact programs like Summer Bridge who rely on improving Basic Skill courses for 400 students per summer?
- How will we support students through the writing center? Space, tutors, other supporting
- What role do you see learning resources tutoring and SI playing in this?
- Will departments work with library faculty and staff to ensure: reserve (textbooks) are up-to-date? General and online collections offer enough resources?
- When a student is being giving options as to what course they can take, who will be advising them? Who will do the actual “placing” of students?
- What is the process for this Winter and Spring?

Blue – Tasks

- Create a workflow chart for new placement
- Look for different avenues and create avenues re: questions about their placement
- Cost analysis/increased tutoring
- Creat group work with math/English/AmLa
- Learn to produce cost effective interventions for tutoring
- Make sure library is being consulted with to ensure textbook (example: for reserved books to ensure there are enough on hand
- Go to assessment center – results on portal (as are currently done)
- Make sure tutoring services are being consulted with for proper resources and training. Tutors need to be at wider range of knowledge or more tutors at their level of math.
- Increase training
- To better enforce use of capital (campus wide)
- Plan for collaboration: developing new strategies, budget, work groups needed, training, and workflow

Yellow – comments and additional tasks

- How is current placement testing such as AWE changing with MMAP?
- Do we need an appeal process for students?
- In class support? TIC?
- Develop a budget

Curricular Concerns

*Jim Ocampo, Bauchi Nguyen, Debbie Rivers, Eric Lara, Margie Whalen,
Jimmy Tamayo, David Beydler*

Pink – Questions

- What does the data show for students who decide to not take a math course in 12th grade?
- For academic courses with English prereqs, what adjustments need to be made, if any?
- Prereqs for Chemistry, Physics?
- Are we verifying self-reported GPA? Do we need to? What if someone rounded up?
- Will SLOs be included in the assessment/determination of student success?
- Are any courses offered in distance learning format? If so, has that learning environment been conserved in terms of placement? Will it be looked at in terms of success?
- Both Engl and math placements depend on small deviations in GPA – this seems to be based on performance data – how will we control what could be large margins of error in that data?
- How will faculty get training in accelerated techniques for teaching for so many levels in one classroom?
- How will we ensure students have support if they are struggling?
- What about VP of Instruction?
- Will there be an opportunity to discuss MM with non-English and math faculty?
- What are the anticipated PD dates for English and math?
- Will the cut-offs change from current AWE placement?
- If a student is in progress in math and/or English, can they leapfrog over sequence?
- What happens when students don't pass part or all of the co-req model? (ex: Math might be units. It is concerning financial aid/FT status?)
- Will there be mobility at the beginning of semester if students are placed too high or too low?

Blue – Tasks

- Re-evaluate section-level transfer process
- Utilize Early Progress Report
- Clarify Pre-req issues
- Clarify process/policy on skipping levels and overriding current placement
- Create, fund and evaluate student support systems
- Determine "Plan B" for students who pass co-re course but not primary course.

Yellow – comments or additional tasks

- How will this impact faculty and staffing?

Multiple Measure Work Group Meeting
Monday, October 2, 2017

Research

Barbara McNiece-Stallard, Maria Tsai, Annel, Jeanne-Marie, Jodi (Rio Hondo)

Pink – Questions

- How do we measure success? Is it following the same #'s of A,B,C,D,F grades as now? Percentages of grades?
- How to ensure detailed HS academic information are available to identify students and to implement the new system
- Have critical data are stored in Banner system for tracking
- Will there be a shift in teacher's workload or more adjuncts?
- How is Mt. SAC going to keep track of years at school? Will there be cutoffs by years/subject?
- What is the plan? We could go data crazy and not achieve much. We need a plan. Pre-implementation measures and one during and one after end of semester

Blue – Tasks

- Dedicated staff
- Formative and summative metrics – Teacher workload and schedule and room availability and support services
- Research Metric Plan – so we have a roadmap – can change over time.
- Data needed – placement rules, implementation data, outcomes (SLOs?) – how did it work, grades, other
- Estimated: Enrollment management – placed into vs % who try to enroll in it.
- Why students try and enroll in courses? Teacher, time, priority reg.

Yellow – comments and additional tasks

- Develop a budget
- What will we do if this doesn't work? How long until we know?