

### Notes—Group #1 Instruction

#### 1. Managing Noncredit Growth & Relationship to Credit to Support the New Funding Formula

Activity	Objectives	Responsible	Notes	Funding
Expand and Enhance Noncredit English and Math Review Courses	Summer Bridge as Prep for English 1A and Math 100 Level	SCE Dean ABE Director HSS Dean NS Dean English Chair Math Chair	<ul style="list-style-type: none"> <li>Immediate Need Courses <ul style="list-style-type: none"> <li>contextualized, diagnostic (match to course competency)</li> <li>modular pre-enrollment</li> </ul> </li> <li>English &amp; NC – awareness, referral process</li> <li>Online class preparation, STDY 85C, NC (How to use canvas, Prep Course, Open Lab)</li> <li>Tutoring Centers as a reference point</li> <li>Summer Jam (Non-credit in Bridge)</li> <li>AQ Needs</li> <li>Bio/CTE – ESL/ABE Support – contextualized, mirrored courses</li> <li>Transition Non-Credit students into Credit</li> <li>How does Non-Credit fit into Guided Pathways – alignment</li> <li>Needs of re-entry student</li> <li>Credit faculty involvement</li> <li>Articulation (credit by exam)</li> <li>Credit to Non-Credit Mirrored Course</li> <li>Non-Credit/Credit Summit with Chairs, increase dialog within departments.</li> <li>How to use the Non-Credit Canvas.</li> <li>Summer and Winter preparation.</li> <li>NC/CR Counselor bridge.</li> <li>Early alert.</li> </ul>	
	First Year Experience Sections to Establish Cohort			
	Late Start Sections for English and Math Withdrawals			
Create Noncredit Co-Requisite Skills Course Template	Increase CTE course success and program completion by providing open-entry, open-exit, competency-based fundamental skills acquisition and upgrading	SCE Dean collaborate with Division Deans and Department Chairs of CTE Programs		

#### 2. Summer Swing

Activity	Objectives	Responsible	Notes	Funding
Adopt Academic Calendar to Support Summer Swing	Alternate Summer Swing FTES to maximize New Funding Formula allocation until financial stability is reached.	320 Team	<ul style="list-style-type: none"> <li>Summer Library hours – increase, start with Sundays , include tutoring centers, extend Summer</li> <li>Data question: Summer student profile</li> <li>AQ Needs – NC</li> <li>Check CSU Schedule</li> <li>Reverse transfer <u>schedule</u></li> <li>Growth – increase success/unit limits (policy issue)</li> <li>“Make-up” classes</li> <li>High demand – (<u>data</u>)</li> <li>Increase Library Hours</li> <li>Math/English Prep classes</li> <li>Increase Summer hours campus-wide (policy issue)</li> <li>Summer Special Admits (schedule)</li> <li>Distance Learning</li> <li>Online counseling/chat connection</li> <li>Full schedules in Winter and Summer</li> <li>Streamline processes – clearance</li> <li>Winter and Summer advertisement</li> </ul>	

#### 3. Dual Enrollment

Activity	Objectives	Responsible	Notes	Funding
Produce CTE Certificates in High School	Increase New Funding Formula points for 9 and 18+ unit certificates	Dual Enrollment Team	<ul style="list-style-type: none"> <li>80-100 FTES, English &amp; Math Pathways – CTE Pathways</li> <li><u>On campus</u> Summer classes for high school students</li> <li>Growth targets?</li> <li>Math placement processes?</li> <li>Role of Non-credit support</li> <li>Share data – Success - College enrollment, connection to Mt. SAC</li> <li>ROP – articulation</li> <li>Pathways</li> <li>Transition support, dual enrollment</li> <li>Data on student success and support</li> <li>Irene reviewed input from Groups 1 and 2</li> <li>Increase staffing – classified support, outreach staff faculty.</li> <li>High school district interest.</li> <li>2<sup>nd</sup> Group:</li> <li>Share data.</li> <li>Student profile.</li> </ul>	
Improve Assessment Testing in Dual Enrollment for More Advanced Placement in English & Math	Increase points for Completion of Transfer English & Math both in HS and at Mt. SAC	Dual Enrollment Team		

#### 4. Completing Transfer Math and English in the First Year

Activity	Objectives	Notes	Funding
Effective Multiple Measures Placement with Support	Provide concurrent academic support for students placed in Transfer Math & English	<ul style="list-style-type: none"> <li>• More classrooms</li> <li>• Access to computer, printers, internet (Drop-in Lab)</li> <li>• Library and Tutoring Center staff and faculty, printers/computers with programs.</li> <li>• Space for SI and Tutors training</li> <li>• Access to statistics with support, MARC, tutors for Statistics (targeted),</li> <li>• Increase Library use early in term</li> <li>• English 1A/AML 1A</li> <li>• Inescapable student support</li> <li>• Structural incentives</li> <li>• Library class visits by English</li> <li>• Incentives for students, need students' voice</li> <li>• Math avoidance, new culture – pre-enrollment</li> <li>• Include HS counselors, HS Math and English teaches, and parents</li> <li>• High School College Information Day</li> <li>• Structural support for students</li> <li>• Integrate College information into curriculum.</li> </ul>	
High School Dual Enrollment	Early into Transfer Math & English		
Noncredit Support Courses	Improve Completion Rate		
Ed Plan → Semester Course Schedule	Take Appropriate Math & English	Acquire software for Ed Plan to Semester Course Schedule, e.g. EAB or EduNav	
Early Alert	Improve Course Success Rate		
Increase Capacity and Coordination for Tutoring, SI, Success Centers	Improve Course Success Rate	Coordinate Academic Support throughout campus Study be deployment/redeployment of existing staff and resources	

#### 5. Curriculum Course and Program Impacts

Activity	Objectives	Responsible	Notes	Funding
Increase Approved ADTs	Offer ADTs for which courses exist	Academic Senate and Curriculum Cmte	<ul style="list-style-type: none"> <li>• English 1A/AML 1A</li> <li>• Reading Needs</li> <li>• Curriculum is faculty purview, develop narrative of need – with data, (incentives)</li> <li>• Pedagogy &amp; professional development, example: communities of practice, equity, diversity, race issues</li> <li>• Co-requisite model/role of Statway</li> <li>• Online English and Math</li> <li>• Alternative scheduling</li> <li>• Irene reviewed input from Groups 1 and 2</li> <li>• Curriculum approval process (streamline)</li> <li>• Are there missing ADTs?</li> <li>• Examine local degree requirements</li> <li>• Look at 4 year review in light of the current funding model</li> <li>• Degree Completion – student data – who enrolls in Summer &amp; Winter</li> <li>• Cohorts with guaranteed enrollment</li> <li>• Affective interventions</li> <li>• Increase text books on reserve</li> <li>• Food availability on campus in off hours</li> <li>• Evening services (food, counselors, student ID, management support)</li> <li>• Winter Connect 4</li> <li>• Step for all student</li> <li>• Information in campus</li> <li>• Message to all faculty</li> <li>• New communication strategies in-reach</li> </ul>	
Certificates Expanded to 16+ Units	Review 12+ Certificates for 16+ units	Departments and Curriculum Committee		
Create 9+ Unit CTE Certificates	Meet Labor Market Skill Needs			
Increase Articulation/ Acceptance of Courses from other Colleges	Increase awards of degrees and certificates	Academic Senate		
Review Programs with Few Awards	Improve students taking courses leading to degrees and certificates	Instruction Team		