

Notes—Group #1 Instruction

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

Activity	Objectives	Responsible	Notes
Expand and Enhance Noncredit English and Math Prep Courses	Summer Bridge as Prep for English 1A and Math 100 Level	SCE Dean ABE Director HSS Dean NS Dean English Chair Math Chair	<p>1st Group:</p> <ul style="list-style-type: none"> • Immediate Need Courses – contextualized, diagnostic (match to course competency), modular pre-enrollment • English & NC – awareness, referral process • Online class preparation, STDY 85C, NC (How to use canvas, Prep Course, Open Lab) • Tutoring Centers as a reference point • Summer Jam (Non-credit in Bridge) • AQ Needs <p>2nd Group:</p> <ul style="list-style-type: none"> • Bio/CTE – ESL/ABE Support – contextualized, mirrored courses • Transition Non-Credit students into Credit, points of connection, handoff process. Connect with Equity programs. • How does Non-Credit fit into Guided Pathways – alignment • Needs of re-entry student

			<ul style="list-style-type: none"> • Credit faculty involvement • Articulation (credit by exam) • Credit to Non-Credit Mirrored Course <p>3rd Group:</p> <ul style="list-style-type: none"> • Irene reviewed input from Groups 1 and 2
	First Year Experience Sections to Establish Cohort		<p>To Do:</p> <p>1st Group: Non-Credit/Credit Summit with Chairs, increase dialog within departments. How to use the Non-Credit Canvas. Summer and Winter preparation.</p> <p>2nd Group: NC/CR Counselor bridge. Early alert.</p>
	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	SCE Dean collaborate with Division Deans and Department Chairs of	

	acquisition and upgrading	CTE Programs	
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2. Summer Swing

Activity	Objectives	Responsible	Notes
Adopt Academic Calendar to Support Summer Swing	Alternate Summer Swing FTES to maximize New Funding Formula allocation until financial stability is reached.	320 Team	<p>1st Group:</p> <ul style="list-style-type: none"> ● Summer Library hours – increase, start with Sundays - example: 1:00-9:30 (Sunday Hub), include tutoring centers, extend Summer ● Data question: Summer student profile ● AQ Needs – NC ● Check CSU Schedule <p>2nd Group:</p> <ul style="list-style-type: none"> ● Reverse transfer <u>schedule</u> ● Growth – increase success/unit limits (policy issue) ● “Make-up” classes ● High demand – (<u>data</u>) ● Increase Library Hours ● Math/English Prep classes ● Increase Summer hours campus-wide (policy issue) ● Summer Special Admits (schedule) ● Distance Learning

			<ul style="list-style-type: none">• Online counseling/chat connection <p>3rd Group:</p> <ul style="list-style-type: none">• Irene reviewed input from Groups 1 and 2• Full schedules in Winter and Summer• Streamline processes – clearance• Winter and Summer advertisement
			<p>To Do:</p> <p>Food, Computers – service-centered. Faculty preparation and hiring. Academic calendar.</p>

3. Dual Enrollment

Activity	Objectives	Responsible	Notes
Produce CTE Certificates in High School	Increase New Funding Formula points for 9 and 18+ unit certificates	Dual Enrollment Team	<p>1st Group:</p> <ul style="list-style-type: none"> ● 80-100 FTES, English & Math Pathways – CTE Pathways ● <u>On campus</u> Summer classes for high school students ● Growth targets? ● Math placement processes? ● Role of Non-credit support <p>2nd Group:</p> <ul style="list-style-type: none"> ● Share data – Success - College enrollment, connection to Mt. SAC ● ROP – articulation ● Pathways ● Transition support, dual enrollment to Mt. SAC; example: Library use, early career intervention ● Data on student success and support <p>3rd Group:</p> <ul style="list-style-type: none"> ● Irene reviewed input from Groups 1 and 2

Improve Assessment Testing for More Advanced Placement in English & Math	Increase New Funding Formula points for Completion of Transfer English & Math both in High School and at Mt. SAC	Dual Enrollment Team	To Do: 1 st Group: Increase staffing – classified support, outreach staff from Mt. SAC, faculty. High school district interest. 2 nd Group: Share data. Student profile.
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4. Completing Transfer Math and English in the First Year

Activity	Objectives	Notes
First Year Experience	See below	<p>1st Group:</p> <ul style="list-style-type: none">• More classrooms• Access to computer, printers, internet (Drop-in Lab)• Library and Tutoring Center resources are needed, space for staff and faculty, printers/computers with programs.• Space for SI and Tutors training• Access to statistics with support, MARC, tutors for Statistics (targeted), increase faculty• Increase Library use early in term• English 1A/AMLA 1A• Inescapable student support• Structural incentives• Library class visits by English <p>2nd Group:</p> <ul style="list-style-type: none">• Incentives for students, need students' voice

		<ul style="list-style-type: none"> • Math avoidance, new culture – pre-enrollment • Include high school counselors, high school Math and English professors, and parents • High School College Information Day • Structural support for students • Integrate College information into curriculum. <p>3rd Group:</p> <ul style="list-style-type: none"> • Irene reviewed input from Groups 1 and 2
Effective Multiple Measures Placement	Prepared for Transfer Math & English	<p>To Do:</p> <p>1st Group: Incentives – free books, enrollment - priority registration, maps. Survey students. Orientation directive - include in marketing materials – to take Math and English.</p>
High School Dual Enrollment	Early into Transfer Math & English	

Noncredit Support Courses	Improve Completion Rate	
Ed Plan → Semester Course Schedule	Take Appropriate Math & English	
Early Alert	Improve Course Success Rate	
Increase Tutoring, SI, Success Centers	Improve Course Success Rate	

5. Curriculum Course and Program Impacts

Activity	Objectives	Responsible	Notes
Increase Approved ADTs	Offer ADTs for which courses exist	Academic Senate and Curriculum Cmte	<p>1st Group:</p> <ul style="list-style-type: none"> ● English 1A/AMLA 1A ● Reading Needs ● Curriculum is faculty purview, develop narrative of need – with data, (incentives) ● Pedagogy & professional development, example: communities of practice, equity, diversity, race issues ● Co-requisite model/role of Statway <p>2nd Group:</p> <ul style="list-style-type: none"> ● Online English and Math ● Alternative scheduling <p>3rd Group:</p> <ul style="list-style-type: none"> ● Irene reviewed input from Groups 1 and 2

			<ul style="list-style-type: none"> • Curriculum approval process (streamline) • Are there missing ADTs? • Examine local degree requirements • Look at 4 year review in light of the current funding model
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	

Parking Lot			<p>1st Group:</p> <ul style="list-style-type: none">• Degree Completion – student data – who enrolls in Summer & Winter• Cohorts with guaranteed enrollment• Affective interventions• Increase text books on reserve• Food availability on campus in off hours <p>2nd Group:</p> <ul style="list-style-type: none">• Evening services (food, counselors, student ID, management support)• Winter Connect 4• Step for all student• Information in campus• Message to all faculty• New communication strategies in-reach