

Governing Board of Trustees

October 25, 2017

Academic Affairs Report

Kiran Kamath, VPAA

1. Enrollment Update on Late Start Classes:

Late Start classes began the week of October 16. These Late Start classes provide students, who missed enrollment deadlines in August, an opportunity to enroll for classes in the second half of the fall semester, and become “continuing students” in spring 2018.

The initial data, which includes projected data for “Positive Attendance” classes, is good. This strategy of Late Start classes not only supports student success and completion, but also supports the college to maintain or grow FTES lost during the course of the semester.

Monterey Peninsula College	Number of Sections	Total FTEF	Total FTES	Productivity
All campuses, except South Bay	72 (out of 940)	10.20 (out of 202)	132.21 (out of 2700)	13.0

2. Guided Pathways:

The Office of California Community College Chancellor, Eloy Ortiz Oakley, has announced the first phase of the California Community Colleges Guided Pathways Award Program. All **participating colleges** will receive fiscal allocations over the five-year period specified in the legislation. These resources are intended to provide support for planning and initial implementation of Guided Pathways. The Chancellor’s Office expects colleges to use a variety of resources including Equity, Basic Skills (BSI), Student Success and Support Program (SSSP), and in the long term integrate unrestricted base funding to sustain the Guided Pathways framework.

In a memo to the colleges, Executive Vice Chancellor of Educational Services and Support, Laura Hope, states, “The Guided Pathways framework will support the redesign of many instructional and support programs on our campuses in order to amplify student success, ameliorate achievement gaps, and increase goal completion.”

Guided Pathways is described as a highly structured and comprehensive approach to student success that provides all students with a clear set of course-taking patterns that promotes better enrollment decisions and prepares students for future success. It integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.

In order to participate, colleges are required to complete three steps:

- 1) **Attend an IEPI work shop focused on the self-assessment process** – A team of 10 members from MPC attended the workshop sponsored by the Institutional Effectiveness Partnership Effectiveness on October 23, 2017 in Oakland. The cross-functional team included the College President, VPAA, Dean of Instruction – CTE, Director of Student Success, Academic Senate representative, 3 counselors, Director of Research, and Career Pathways Specialist
- 2) **Complete the Guided Pathways self-assessment** by December 23, 2017
- 3) **Complete a multi-year work plan** by March 2018

It is understood that each college will develop its multi-year work plan based on its student population and its particular circumstances. MPC held two retreats to discuss the navigation the college through the eyes of the student under the rubric “From Recruitment to Completion” (R2C) in fall 2015. For the second of the two R2C retreats at MPC, many read the book on which the state Guided Pathways framework is based, “Redesigning America’s Community Colleges: A Clearer Path to Student Success” by Thomas Bailey, Shanna Smith Jagers and Davis Jenkins. These discussions will provide helpful input for the work plan due in March, 2018.

3. AB 705 requiring community colleges to use high school performance in course placement has been signed into law by Governor Brown:

As the state focuses on alignment between the various educational institutions and student success and completion, colleges are now required to use high school performance as one of multiple assessment instruments for placement in English and math.

Chancellor Oakley stated in his press release on October 13, 2017:

“This is a win-win for our students, colleges and the state’s taxpayers. Requiring unnecessary remediation courses can have severely damaging consequences. It’s clear that the use of traditional assessment skills tests as the main variable in placing students in math and English courses does not work. Many of our colleges have started using a student’s high school coursework and GPA as the primary determining factors for placement. Research shows high school performance is a more accurate predictor of college readiness than assessment tests – even for students who do not enroll directly in college from high school.

AB 705 calls on our system to engage in statewide reforms that will provide every student with a strong start on their way to earning a degree, certificate or transferring to a university. Currently, too many of our students are stuck in courses that do not count toward their educational goals and cost them valuable time and money. I applaud the governor for signing this bill that establishes a stronger assessment process and will ultimately lead to a dramatic improvement in our student completion rates. This is an important milestone in the drive to improve student success and the first of several steps our system is taking to put students at the center of all policy discussions because they come with different circumstances and we need to be able to adapt to meet their needs.”

Faculty in English and Math, and the Basic Skills Committee have already begun to study this new legislation. They are reviewing curriculum and multiple measures for placement in collaboration with their respective deans and the Director of Student Success.

A team of five members from MPC will be attending a workshop at Foothill College on November 1, 2017 called "Thinking Outside the (Placement) Box: Leveraging Technology and Promising Practices to Impact College Readiness and Student Success". The MPC team includes the Dean of Instruction – Liberal Arts, Dean of Instruction – STEM, English Faculty, Math Faculty, and the Director of Student Success.

- 4. Assessment:** We are making good progress in the assessment of our **courses** as a result of the good work of our faculty and the support of members of Learning Assessment Committee. Many faculty are also continuing to streamline their curriculum by archiving courses.

The Learning Assessment Committee is also making initial progress with the Divisions on assessment at the **program** level.

This month's update is on the next page.

Historical Data

Updated:
10/05/17

	Active Courses	Assessed Courses	Percentage of Assessed Courses	Active Programs
Beginning	1442			160
2/28/2017	1394			160
3/8/2017	1380			160
3/15/2017	1378	724	52.5%	158
3/29/2017	1223	705	57.7%	158
4/26/2017	1220	739	60.6%	157
5/3/2017	1218	739	60.7%	157
5/10/2017	1194	745	62.4%	157
5/17/2017	1175	743	63.2%	156
6/16/2017	1159	760	65.6%	145
7/17/2017	1157	772	66.7%	145
8/11/2017	1160	780	67.2%	145
8/21/2017	1156	814	70.4%	145
8/24/2017	1156	817	70.7%	145
8/31/2017	1156	844	73.0%	145
9/7/2017	1156	849	73.4%	145
9/14/2017	1156	868	75.1%	145
9/21/2017	1156	876	75.8%	145
9/28/2017	1156	889	76.9%	145
10/5/2017	1156	900	77.9%	145

Summary of Active & Assessed Courses by Division

Updated: 10/05/17

Division	Active Courses	Assessed Courses	Percentage of Assessed Courses
Business & Technology	110	74	67.3%
Counseling	4	3	75.0%
Creative Arts	254	149	58.7%
Humanities	133	125	94.0%
Learning Skills	23	22	95.7%
Library	2	2	100.0%
Life Science	159	124	78.0%
Nursing	23	20	87.0%
Older Adult Program	4	2	50.0%
Physical Ed	145	140	96.6%
Physical Science	60	53	88.3%
Public Safety Training	79	70	88.6%
Social Science	160	116	72.5%
Total	1156	900	77.9%