

Guided Pathways/Academic Senate Student and Academic Support Work Team Formal Recommendations **DRAFT**

Executive Summary

To Note: For the purpose of this report, the term “academic support” refers to programs and activities directly related to academic teaching and content (e.g., English, mathematics, and English as a second language); the term “learning support” refers to programs and activities related to supporting student learning and success, but not directly or solely related to content area objectives (e.g., counseling; resources for students related to housing, food, transportation, childcare; TRIO; EOPS; etc.)

Objectives

In addition to addressing identified ongoing local needs and challenges related to learning and academic support at MPC, this work team’s recommendations are driven by:

- the CCCCO’s [Vision for Success](#) Core Commitment of pairing “high expectations with high support”
- the CCCCO’s [AB 705 implementation guidance language](#), which emphasizes:
 - co-curricular design and non-curricular support
 - collaboration between academic and student support areas to ensure broader, more effective support
- MPC’s Educational Master Plan; while these recommendations intersect with all four goals, there is particular relevance to:
 - Goal 2. Completion Culture
 - Strategic Initiative: “Provide robust academic and learning support services; promote a culture of information literacy knowledge, skills, and habits; promote cohort-based learning communities and affinity groups to support acceleration, retention, and completion.”
 - Goal 3. Innovative Environment
 - “Provide state-of-the-art and sustainable learning environments, technology, and facilities to support student success.”
- Guided Pathways essential practices and equity considerations noted in the [CCCCO Scale of Adoption Self-Assessment](#) (detailed in full report)

The recommendations to follow are intended to result in a structure and set of priorities and considerations that will allow MPC to advance towards these objectives; however, as the college moves to implement any or all of the work team’s recommendations, these objectives must stand as the guide posts in the development of processes, structures, and policies related to learning and academic support.

Summary of Findings

In assessing the inquiry results (detailed in full report), our work team identified four key needs:

- A. High Level of Coordination between Centers/Areas and Communication out to Campus Community**
- B. Enhancement and Expansion of Academic Support Staff Resources**
- C. Intra-Campus Collaboration**
- D. Institutional Commitment to Funding Academic and Learning Support**

Recommendations

Proposed Actions (Immediate)

- Adopt a **centralized Academic Support organizational structure and location** that would allow preservation of individual program identity while providing highly coordinated practices, structures, and policies between programs as well as increased, more seamless access to academic and learning support
 - **Academic Administrator** (Associate Dean of Academic Support)
 - **Centralized location** for existing academic support areas (ESSC/RC, MLC, STEM CEL), and office for Counseling/Student Services follow-up services, as well as proposed Tutorial Services Program
 - **Organizational redesign (changes to existing staff/faculty) positions**, resulting in a broad organizational umbrella (i.e., Academic Support) that would house, support, and coordinate between individual programs
 - The existing programs within this umbrella would be ESSC/RC, MLC, STEM CEL, and Tutorial Services (proposed)
 - **Key Considerations in Full Report:**
 - Reporting structure for both full-time and adjunct faculty and classified staff
 - Change to existing full-time Instructional Technology Specialist position
 - Expansion of existing part-time Administrative Assistant position
 - Change in ESSC/RC Director structure
 - Integration of Instructional Specialists with demonstrated ability to tutor ENSL in the ESSC/RC
 - Establish an ongoing, permanent STEM CEL program as part of the larger umbrella of Academic Support
 - Hire two permanent (1 full-time and 1 part-time) STEM CEL Instructional Specialists II, which would provide consistency and program permanency.

- In order to ensure program permanency, STEM CEL would need to secure an ongoing funding source and establish an annual budget.
- Address identified need for **expansion and enhancement of academic support (proposed new programs and positions)**
 - Establish **Tutorial Services Program** that would provide tutoring resources for disciplines outside English, ENSL, and STEM (within availability of resources) and ensure consistent student tutorial practices by way of training, monitoring, and evaluation
 - For this program, we recommend a new position: Tutorial Services Program Coordinator
 - Establish a **full-time Instructional Specialist** and pilot a **student tutor model at Marina** (dependent on enrollment growth at Marina--projected for ~Spring 2021).
- Establish, expand, and/or strengthen **student tutor and peer mentor** program
- Provide **enhanced support including wraparound support resources** for students, particularly in response to AB 705
 - Establish and enhance intentional, structured coordination with “First-Year Support” Counselor Coordinator in an ongoing, institutionally-supported program
 - In the intervening time, create a Counseling/Student Services hub on the first floor of the LTC to provide follow-up services and first steps in wraparound support resources (academic and learning support)

Full Report

To Note: For the purpose of this report, the term “academic support” refers to programs and activities directly related to academic teaching and content (e.g., English, mathematics, and English as a second language); the term “learning support” refers to programs and activities related to supporting student learning and success, but not directly or solely related to content area objectives (e.g., counseling; resources for students related to housing, food, transportation, childcare; TRIO; EOPS; etc.)

Introduction

In order to address growing student need for more robust academic and learning support at MPC, the LSS Work Group began inquiry in Spring 2019; inquiry and design work continued in Fall 2019 through the Academic Senate/Guided Pathways Student and Academic Support (GP/AS SAS) Work Team, a cross-functional group, which includes representatives from all relevant academic and learning support areas as well as discipline faculty from math, ENSL, and English (because of teaching conflicts, ENSL faculty have not attended, but have been apprised and provided feedback through the process).

GP/AS SAS Team Members (2019-2020)

Team Leads: Adria Gerard (Senate/faculty), Jeannie Kim-McPherson (GP/faculty), Vincent Van Joolen (administrator)

Counseling Faculty: Grace Anongchanya (TRIO), Kelly Fletes (HSI), Elizabeth Gonzalez (Counseling), Chris Calima (Counseling), Yuliana Vasquez (EOPS)

Non-Counseling Faculty: Kathleen Rozman (ARC/Learning Skills), Eric Lake (MLC), Adria Gerard (ESSC/RC), Molly May (ENSL), Elisabeth Thomas (Library), Anita Johnson (English), Joel Pickering (Math)

Classified: Eileen Crutchfield (VRC), Paige Inman (STEM CEL), Elroy Gardenhire (Umoja), Amber Brumley (Orientation/SSSP), Chris Rendon (Dual Enrollment)

Administrator(s)/Managers: Vincent Van Joolen, Heather Tisdale (ESSC/RC), Diego Espinoza (HSI), LaKisha Bradley (MEC/SEA), Jeffery Sundquist (Library)

Objectives

In addition to addressing identified ongoing local needs and challenges related to learning and academic support at MPC, this work team’s recommendations are driven by:

- the CCCCO’s [Vision for Success](#) Core Commitment of pairing “high expectations with high support”
- the CCCCO’s [AB 705 implementation guidance language](#), which emphasizes:
 - co-curricular design and non-curricular support: “[c]o-curricular support will also be an essential component” and “[n]on-curricular support is a fundamental component of redesign discussion and efforts (e.g., counseling, mentoring, and guidance related to students’ goals).”

- collaboration between academic and student support areas to ensure broader, more effective support: “Integration between academic affairs and student services has never been more important.”
- MPC’s Educational Master Plan; while these recommendations intersect with all four goals, there is particular relevance to:
 - Goal 2. Completion Culture
 - Strategic Initiative: “Provide robust academic and learning support services; promote a culture of information literacy knowledge, skills, and habits; promote cohort-based learning communities and affinity groups to support acceleration, retention, and completion.”
 - Goal 3. Innovative Environment
 - “Provide state-of-the-art and sustainable learning environments, technology, and facilities to support student success.”
- the following Guided Pathways essential practices and equity considerations noted in the [CCCCO Scale of Adoption Self-Assessment](#):

2B - Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.

2C - Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year.

2D - Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year.

2E - Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

3C - Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track. (or in college/career exploration group)

GP Equity Considerations

- How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students’ success in their programs?
- How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?
- How does the college ensure that low-income students’ financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?

The recommendations to follow are intended to result in a structure and set of priorities and considerations that will allow MPC to advance towards these objectives; however, as the college moves to implement any or all of the work team's recommendations, these objectives must stand as the guide posts in the development of processes, structures, and policies related to learning and academic support.

Inquiry/Design Process

In Spring 2019, the LSS Work Group and Academic Senate created an inventory of campus academic and learning support programs (both formal and informal); completed a student survey and campus-wide surveys; and completed external site visits to Hartnell College, Santa Barbara City College, Los Medanos College, and College of the Canyons (most by phone and one in person). For each site visit, the LSS Work Group formulated and asked a [set of questions](#).

In Fall 2019, in order to complete inquiry and begin discussing re-design, the GP/AS SAS Work Team completed a SWOT-style analysis, summarized important takeaways from external inquiry (adding participant knowledge of programs at Cabrillo College and Gavilan College), invited Katy Wilson from PRIE-O to present on survey findings, and, throughout the process, engaged in active, collaborative discussion. The resulting documents of our inquiry are linked below:

[Learning Support Services Matrix](#)

[LSS Survey Results](#)

[Senate Learning Support Survey Results \(from Divisions\)](#)

[Senate Learning Support Survey Results \(from programs\)](#)

[Synthesis of Inquiry Document](#)

Summary of Findings

In assessing the inquiry results, our work team identified four key needs:

A. High Level of Coordination between Centers/Areas and Communication out to Campus Community

- Enhance program identity (resources need to be easily identifiable and accessible to students)
- Establish continuous, clear, and consistent communication about available campus resources to students, staff, and faculty
- Improve access to existing academic support areas
 - Establish easily identifiable locations
 - Expand hours to include weekend and evening hours (as needed)

- Establish consistent schedules across all existing academic support centers (including in Marina)
- Provide easy, seamless, user-friendly access for academic support programs for students needing assistance in more than one subject/class
- Strengthen relationships between academic support programs and the disciplines/programs whose students are being served
- Implement and sustain a data collection model (including a universal set of measures) for all academic support areas (one that can be disaggregated to inform individual programs)

B. Enhancement and Expansion of Academic Support Staff Resources

- Employ full-time (versus part-time) paraprofessional staff
- Develop program to integrate peer tutors, peer mentors, ambassadors
 - need for consistent and best practices and clear monitoring of student tutors
- Support student success related to AB 705
 - Embedded tutoring (particularly for English and math), PLTL, SI
 - Specialized tutors for students with disabilities
- Provide tutoring for disciplines outside English and math, including CTE programs
- Increase staff availability
- Integrate Spanish-speaking tutors as appropriate
- Increase availability of online tutoring

C. Intra-Campus Collaboration

- Connect academic and learning support to a robust early alert program
- Communicate and provide access points to available resources for students related to childcare, housing and food insecurity, transportation/car repair, and other personal needs
- Establish larger-scale wraparound support for entering students in light of AB 705
 - Intrusive counseling
 - Embedded tutoring and/or just-in-time tutorial support
 - Special supports for students with disabilities

D. Institutional Commitment to Funding Academic Support

Recommendations

Proposed Actions (Immediate)

1. Adopt a **centralized Academic Support organizational structure and location** that would allow preservation of individual program identity while providing highly coordinated practices, structures, and policies between programs as well as increased, more seamless access to academic and learning support
 - a. **Academic Administrator** (Associate Dean of Academic Support)
 - i. This is a request for a new position. This individual would
 1. provide oversight and management of all existing academic support areas (ESSC/RC, MLC, and STEM CEL), but also work collaboratively with other existing support program areas, including, but not limited to, HSI, TRIO, EOPS, VRC, Library, ARC, High Tech Center, and MEC (faculty, managers, and staff) as well as the larger campus community to ensure highly coordinated, highly structured support
 2. provide the vision, direction, and coordination of implementation of the related immediate and long-term recommendations and ensure sustained implementation in accordance with GP essential practices, GP equity considerations, and best practices related to content-area tutorial support
 3. work closely with the Tutorial Services Program Coordinator (see below) to establish systems, policies, and processes for a robust and effective student tutor program, which would encompass marketing, orientation, training, monitoring, scheduling, mentoring, and evaluating student tutors for all areas that employ student tutors
 4. provide much-needed coordination and planning to ensure consistent, reliable, and effective academic and learning support practices across campus programs (including dual enrollment) and locations (including Marina, PSTC, and online)
 5. in concert with Counseling and academic support and discipline faculty, develop and implement a plan for intrusive counseling for select sections of transfer-level math and English courses
 - ii. In order for this individual to manage faculty (including coordinators and directors), managers, and classified staff while still maintaining a primary focus on academic and learning support, we recommend the designation of Associate Dean.

- iii. As MPC's academic support areas include discipline faculty as well as courses/curriculum nested within academic disciplines, we recommend this individual report to the VPAA and that Academic Support remain in the Academic Affairs organizational structure.
 - iv. This individual's office should be located in the LTC as near as possible to these learning and academic support services in order to ensure high-level awareness of day-to-day operations.
- b. **Centralized location** for existing academic support areas as well as proposed Tutorial Services Program
- i. In order to encourage easier, more student-friendly access to academic and learning support, we recommend that all existing academic support centers as well as the new proposed Tutorial Services Program be housed together on the 1st floor of the LTC, provided there is sufficient space to reasonably accommodate the number of programs, increased foot traffic, and increased usage of not only space, but also facilities, furniture, materials, and technology.
 - ii. Implementation of these recommendations would require coordination between discipline faculty in English, ENSL, and STEM areas; the Library Director; academic support administrators, management, faculty, and staff; GP representative(s); and other key stakeholders.
 - iii. Resources would need to be allocated in order to make some changes to space as appropriate in order to adequately demarcate programs and accommodate tutorial space, offices, etc.
 - iv. Ideally, learning support directly tied to AB705 (e.g., intrusive counseling) and the FYE-based program (which is currently being piloted through HSI) should be in close proximity to academic support in order to provide a more seamless wraparound service experience to all students.
 - 1. To that end, we recommend that an office space be designated on the 1st floor of the LTC to provide an area for learning support interventions (one-to-one counseling and follow-up services/resources) as pilots are launched and evaluated.
 - a. The proposed area administrator would work with appropriate program administrators in Student Services to establish, implement, evaluate, and refine a plan for regular and sustained student services presence.
 - b. In order to be a fully integrated, consistent part of cross-program collaboration, we recommend the

establishment and communication of a regular semester-long staffing schedule in which staff/faculty are present in predictable time blocks.

2. The proposed academic administrator should engage in discussions with appropriate campus stakeholders regarding ways in which academic and learning support can achieve a more seamless experience as it pertains to space, programs, and activities (see below).

c. **Organizational re-design (changes to existing staff/faculty positions)**, resulting in a broad organizational umbrella (i.e., Academic Support) that would house, support, and coordinate between individual programs

- i. The existing programs within this umbrella would be ESSC/RC, MLC, and STEM CEL.
 1. Reassigned full-time faculty as well as adjunct faculty assigned to the ESSC/RC, MLC, or STEM CEL, will remain part of their respective departments but will report to the proposed Associate Dean of Academic Support in all matters concerning academic support services.
 2. Classified staff who are not already reporting to a classified manager would report directly to the proposed Associate Dean of Academic Support.
 3. Because the ESSC/RC currently has both an Administrative Director and an Academic (Faculty) Director, we recommend eliminating one of the positions in order to reduce duplication, provide greater clarity and consistency among programs, as well as provide resources to help facilitate other recommendations.
- ii. Integrate ENSL tutorial resources within existing ESSC/RC structure.
 1. Hire Instructional Specialists with demonstrated ability to tutor ENSL in the ESSC/RC.
 - a. Currently, some ESSC/RC staff members have ESL tutoring/teaching backgrounds; however, in order to provide access to ENSL tutoring, which currently does not exist, we recommend that the program integrate tutors with demonstrated ability to tutor ENSL, which would require prioritization of existing and/or addition of new positions and integration of ESL-specific language into the hiring process and documents.

- iii. The full-time Instructional Technology Specialist (who currently works in the ESSC/RC) would, ideally, work with all areas within the Academic Support organizational framework.
 - 1. This would require discussions with the individual in this position as well as a review of duties in concert with CSEA.
 - 2. Because of the hands-on nature of and the recommended expansion of duties for this position, we strongly recommend that this individual remains housed on the 1st floor of the LTC in close proximity to the academic support programs and report directly to the proposed Associate Dean of Academic Support.
 - 3. We would not support this position as one interchangeable with IT staff as this individual's duties and related skills directly address students' daily academic and learning support needs related to navigating equipment and technology hardware and software.
- iv. There would be a need for a full-time Administrative Assistant within the Academic Support organizational framework.
 - 1. Currently, there is a part-time Administrative Assistant in the ESSC/RC. It may be possible to revise that position into a full-time, 12-month position.
 - 2. This would involve discussions between the individual in this position as well as a review of duties in concert with CSEA.
 - 3. This individual would report directly to the proposed Associate Dean of Academic Support.
- v. Establish an ongoing, permanent STEM CEL program as part of the larger umbrella of Academic Support.
 - 1. Hire two permanent STEM CEL classified positions, one full-time and one part-time, which would provide consistency and program permanency.
 - a. These individuals would coordinate with discipline faculty. In addition, the individuals would act as "lead tutors," providing tutoring on a regular basis in addition to their coordination duties.
 - b. These positions would replace the current part-time temporary STEM CEL coordinator position, which is funded through the Student Equity and Achievement (SEA) Program. Though this reflects a change to an existing position, the position would benefit from a more permanent funding source and

a new job description to reflect a classified staff designation.

c. Program administrators, faculty, and staff, in collaboration with CSEA (if determined to be a classified position), would inform the position description.

d. for these positions, bilingual competency would be preferred.

2. In order to ensure program permanency, STEM CEL would need to secure an ongoing funding source and establish an annual budget.

2. Address identified need for **expansion and enhancement of academic support (proposed new programs and positions)**

a. Create a **Tutorial Services Program** that would provide tutoring resources for disciplines outside English, ENSL, and STEM (limited to availability of resources) and ensure consistent student tutorial practices by way of training, monitoring, and evaluation

i. For this program, we recommend a new position: Tutorial Services Program Coordinator.

1. This individual would work with the proposed Associate Dean of Academic Support to establish systems, policies, and processes for a robust and effective student tutor program, which would encompass marketing, orientation, training, monitoring, scheduling, mentoring, and evaluating student tutors for all areas, in collaboration with academic and learning support center staff and faculty.

2. This individual would work with academic support program and discipline faculty to create tutor training modules/course(s) that would provide training in general tutorial best practices and discipline-specific tutoring practices; faculty would need to drive curriculum development and related approval processes.

a. The proposed Tutorial Service Coordinator would coordinate, track, and follow-up regarding tutor training for all student tutors.

b. The proposed Tutorial Service Coordinator establish and ensure consistent guidelines and effective tutorial practices for student tutors.

3. This individual would coordinate with programs in both Academic Affairs and Student Services who employ

student tutors (e.g., EL CENTRO, TRIO, VRC, STEM CEL, MLC, ACCESS).

4. This individual would create and communicate a process to prioritize student tutorial support based on identified student need.
5. In order to draw and recruit candidates with the ability to create, implement, review, and revise a complex program in close collaboration with and in service to multiple areas of the campus and a broad range of students, we recommend a commensurate placement on the classified salary schedule or designation of classified manager.

- b. Establish a **full-time Instructional Specialist** and pilot a **student tutor model at Marina** (dependent on enrollment growth at Marina)
 - i. Under direction of the area administrator, this individual would evolve academic support at Marina and actively assist in implementation of a student tutor pilot model.
 - ii. To that end, this individual would have the ability to tutor in support of a wide range of student needs and skill levels, at least in one discipline, but preferably in multiple subjects.
 1. This individual would be responsible for working closely with the proposed Associate Dean of Academic Support and Tutorial Services Program Coordinator in order to identify and provide student tutoring for the range of subjects appropriate to course offerings at Marina.
 - iii. This individual would report directly to the proposed Associate Dean of Academic Support and would travel between Monterey and Marina campuses as needed.
 - iv. This program would require collaboration with the ESSC/RC, MLC, STEM CEL, and disciplines whose students are served in Marina to evolve the academic support model at Marina accordingly.

3. Expand and strengthen **student tutor and peer mentor** program
 - a. We encourage enhancement of student tutoring availability within existing academic support areas that employ student tutors.
 - b. For areas that currently do not utilize student tutors, we recommend discussion between discipline faculty/departments/divisions and academic support program representatives to consider how best to integrate student tutors/mentors into existing structures.

- c. As development and expansion of student tutoring occurs, it will be essential for the proposed Associate Dean and Tutorial Services Program Coordinator to create a structure for oversight and effective application of appropriate tutoring and workplace practices as outlined earlier in this report.
 - d. Successful development of a robust student tutoring program will rely upon strong support from discipline faculty in the way of student referrals as well as support for student tutors supporting classroom instruction.
 - e. In order to allow student tutors to accommodate scheduling needs and confirm availability of hours, we recommend that student tutors receive priority registration; this will require discussion and collaboration between the proposed Associate Dean, Tutorial Services Program Coordinator, and the Director of Admissions and Records.
4. Provide **enhanced support including wraparound support resources** for students, particularly in response to AB 705. Wraparound support in this report is defined as coordinated co-curricular (academic support) and non-curricular (counseling/student services) interventions for key identified disciplines; these proposed interventions draw, in part, from the learning community model. It is important to note, however, that these recommendations, in order to provide cross-area interventions to a broader range of students, would not result in replication of learning communities as traditionally defined.
- a. Establish and enhance intentional, structured coordination with “First-Year Support” Counselor Coordinator in an ongoing, institutionally-supported program
 - i. This program would provide cross-area, student services-based, non-curricular (as well as some co-curricular) support, completing the circle of “academic and learning” support.
 - ii. Within this program, the counselor coordinator would
 - 1. work with K-12 partners to provide access points for area students to connect with college in general and MPC in particular
 - 2. coordinate bridge activities including JumpStart and FYE-based support
 - 3. coordinate with General Counseling, Early Alert, and Academic Support to address just-in-time counseling in conjunction with just-in-time academic support interventions
 - 4. act as a resource to connect students to support for non-academic learning support needs, including, but not limited to childcare, food and housing insecurity, and transportation (bus passes, car repair, etc.)

- iii. Currently, many of the duties associated with this position have been assigned to an existing position in support of the HSI Grant. In order to best define and plan for this recommendation, Student Services stakeholders would need to collaborate with Academic Affairs representatives on next steps, timelines, and other key considerations.
- iv. Though it may be determined that this position should remain part of the Student Services organizational structure, we recommend consideration of integration into a centralized location when planning in the long-term (as noted in other areas of these recommendations).
- v. Because this position is currently funded by the HSI Grant, it would be advisable to plan for incremental alternative budget allocation in order to sustain this position into the future.

Proposed Timeline for Recommended Immediate Actions

If possible, the GP/AS SAS Work Team recommends implementation of several (if not all) proposed actions by or before Fall 2020. If it is determined that recommendations will need to be implemented in phases, any plans will require approval from the Guided Pathways Steering Committee and Academic Senate.

Additional Key Considerations (Immediate)

- We strongly encourage the continuing connection and collaboration between academic support programs and discipline faculty/areas as well as between Student Services and Academic Affairs support programs.
- Though these recommendations call for expansion of existing positions as well as new positions, which will require cost analysis and location of funding sources, it is important to note that, in recent years, some programs have experienced significant staffing reductions and budget cuts despite the ever increasing need for academic and learning support, which has resulted in staffing shortages. Ultimately, these staffing shortages will need to be addressed.
- Though GP equity considerations are interwoven into and connected to our recommended actions, there exists the need to more explicitly address these questions through programmatic planning, which the proposed Associate Dean will need to consider and prioritize.
- It is our recommendation that, when implementing this plan (including, but not limited to, discussions of job descriptions, space, and organizational structures), stakeholders continue to maintain a clear commitment to collaboration among areas, which, as noted in the [GP Norms document](#), has ensured recommendations and a vision resulting from collegial and productive cross-functional collaboration.
- This report does not address actions to enhance online tutorial support. Our

recommendation is that the proposed Associate Dean, in collaboration with key campus stakeholders, including the Online Education Committee, continue to pursue and refine plans to enhance online academic support in response to identified student needs.

- Though this report does not detail plans for continued and enhanced support of dual enrollment courses, our recommendation is that the proposed Associate Dean, in collaboration with key campus stakeholders, including the Director of Academic Partnerships and Pathways, continue to pursue and refine plans to enhance learning and academic support for the dual enrollment program in response to identified student needs.
- Because both short- and long-term recommendations rely upon fundamental considerations of space and technology, we strongly recommend the addition of language to MPC's Technology Master Plan and Facilities Master Plan that explicitly addresses needs related to the growth, enhancement, and sustainability of learning and academic support.

Recommendations and Proposed Actions for Long-Term Planning (within Five Years) and Sustained Implementation

In order to further strengthen academic and learning support for students in the long-term, it would be advisable to continue cross-area collaboration of programs and activities. To that end, we recommend consideration of the following:

- a central location that houses academic and learning support programs in one student-friendly, accessible space
 - reimagined space that allows for modular technology, dynamic study space, quiet work areas, one-to-one tutoring, group tutoring, and confidential counseling sessions
- integration of hardware, software, and other technology that would allow for uniform record-keeping, communication between programs, and data collection
- further refinement and evolution of organizational structures to allow for growth; integration of applicable programs; and clarity for students, staff, and faculty

Measure of Success

Though GP representatives, Academic Senate, and the proposed Academic Administrator would need to work with the learning and academic support programs, discipline and counseling faculty, and PRIE-O to establish and report on a universal set of indicators, this work team recommends the following considerations related to measuring outcomes of these recommendations:

- The purpose of these recommended measures is to evaluate progress towards meeting GP essential practices.
- Because AB 705 has guided much of our recommendations as it pertains to increased need for learning and academic support, we recommend that a set of baseline indicators

that speak directly to student retention and persistence in accelerated English and math courses are established, tracked, and evaluated.

- 2018-2019 academic year as the baseline year
- Because equity is a key driver of our recommendations, any data collected must include evaluation of indicators that can be disaggregated by student population.
- Though a long-term goal, a measure of success that we support is CRLA Certification.
- We acknowledge that the impact of learning and academic support on student success is challenging to capture and measure accurately through quantitative measures exclusively; therefore, we strongly recommend inclusion of qualitative data (particularly student feedback) in the process.
- While indicators, process, and subsequent planning will be determined by the program(s), some additional key measures we recommend are:
 - co-enrollment trends between courses (particularly in accelerated English and math courses)
 - success data
 - usage data
 - data related to areas with access to increased tutorial support outside of ENGL, ENSL, and STEM