

1. Assessment Plan - Three Column



PIE - Student Services: BRIDGE Unit

2. Where We Are Now: Year at a Glance

2020-21

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Summary of Notable Achievements: Summer Bridge 2021 Online program started with 240 students (capacity was 240) = enrollment in all learning community cohort classes was 100%.

Summer Bridge 2020 Online program started 240 students (capacity was 240) but 2 students dropped on the first day. Only 13 students opted for EW's in all of their Summer Bridge courses. Summer Bridge 2020 overall success rate in general education courses was 83% (this rate includes PN, D, F, and EW).

Collaborated with Financial Aid to offer workshops specifically for Summer Bridge students to complete financial aid applications which lead to high rates of students applying for financial aid (FAFSA/CA Dream Act).

The majority of Summer Bridge 2020 students applied for financial aid (SB 2020 students must complete 2 financial aid application years (2019-2020 and 2020-2021):
93% (224 of 240) applied for year 2019-2020
99% (238 of 240) applied for year 2020-2021

Piloted EAB (Early Alert feature) with Fall 2020 Bridge English, Math, and Counseling faculty. Educational Advisor served as main point of contact and followed up on cases.

78% of Fall and Spring Bridge students submitted a Progress Report.

In addition to the Summer Bridge family/parent orientations (1 in English and 1 in Spanish), we provided additional family/parent orientations in the fall semester (1 in English and 1 in Spanish).

Program Planning for Retention and Success: Summer Bridge 2020 Data:

86% are first generation college students

85% are Latinx.

96.6% (230 of 238) SB 2020 students persisted to the Fall 2020 semester.

89.9% (214 of 238) SB 2020 students enrolled in the Spring 2021 semester.

78% (167 of 214) SB 2020 students completed the Spring 2021 semester.

Summer Bridge 2020 overall success rate in general education courses was 83% (this rate includes PN, D, F, and EW).

The top 5 high schools with the highest number of SB 2020 participants are:

1. Sierra Vista 25
2. La Puente 21
3. Nogales 20
4. Workman 16
5. Garey 16

These high schools are low-resourced schools with a high percentage of Latinx students.

External and Internal Conditions Analysis: 1. Campus closure due to Covid -19 presented some challenges and opportunities to review program processes and services. The most challenging were 1) how to keep our students engaged and connected with the program and 2) online classes, many students commented that taking English and Math in an online format was not conducive to their learning styles. Some of the Bridge course offerings were Asynchronous and students preferred a hybrid online format.

2. This past year Bridge had limited staff support due to 2 staff members on maternity leave and Educational Advisor position being vacant for 5 months.

3. The demand for Bridge Program courses is higher in the summer and fall, with a slight decrease in the spring semester. This may be due to AB705 (not as many sequence courses needed to reach college-level courses).

Critical Decisions Made by Unit: 1. To increase communication with Bridge students, Bridge worked with a 'mailer' vendor to send students postcard messages at various times throughout the year. This communication campaign included messages reminding students about registration and Bridge counseling appointments, motivational messages to prepare for finals, and SB 2020 students received a 'congratulations, you completed your first year of college' at the end of the Spring 2021 semester.

2. Similar to last year, Instead of hosting one large SB 2021 Student and Family Orientation followed by one make-up session, we decided to offer over 10 student orientations (with a max of 50 students per session) and 2 family orientations (1 in English and 1 in Spanish) via ZOOM. Understanding that parents/families have time commitments which may impact their ability to attend the orientation, a Summer Bridge Family Handbook (in English and Spanish) was mailed to all SB students, along with the Summer Bridge Student Handbook.

Contributors to the Report: Lyssette Trejo, Bridge Counselor
Lynn Matthiesen, Bridge Program Specialist
Cynthia Orozco, Bridge Educational Advisor

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Increase Success, Retention, and Engagement for Summer Bridge and Fall/Spring Bridge students - Bridge students, of whom the majority are first-generation, Latinx, and financial aid recipients, will successfully pass the courses offered in the Bridge Program.</p> <p>Status: Active</p> <p>Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22</p> <p>Goal Entered: 09/18/2019</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21</p> <p>% Completed: 75</p> <p>Summer Bridge 2020 overall success rate in general education courses was 83% (this rate includes PN, D, F, and EW).</p> <p>238 students enrolled in the SB Online Program; 13 students opted for the EW (Excused Withdrawal) option.</p> <p>222 of 225 students (98.7%) persisted to the Fall 2020 semester (this rate does not include the 13 students who opted for EW). When EW is included, 230 of 238 (96.6%) SB students persisted to the Fall 2020 semester.</p>

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Report directly on Goal

214 of 238 SB 2020 students (89.9%) enrolled in the Spring 2021 semester. Of the 214 students, 167 (78%) completed the Spring 2021 semester.

Fall 2020 total Bridge learning communities: 11 cohorts (linked courses)

Spring 2021 total Bridge learning communities: 9 cohorts (linked courses) plus 3 additional stand-alone Counseling cohorts (07/11/2021)

Request - No Funding Requested - In order to increase the number of students who participate in the Summer Bridge Program, facilities that accommodate 125-150 students are needed. The Summer Bridge instruction model (LCOM 80 course) requires group activities and engagement. Currently, only 9C-Stage has the flexibility to organize the room for group activities. In addition, for the fall and spring semesters, classrooms are needed to offer tutoring sessions and English and math courses.

Describe Plans & Activities

Supported (Justification of Need):

The Summer Bridge Program has successfully supported first-time, first-generation, recent high school graduates to transition to Mt. SAC. A challenge with growing the program has always been the lack of large classrooms that can accommodate large (non-lecture style) classes. Facilities that are flexible in design and space, will support the growth of Summer Bridge so that more students can participate.

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

For the fall and spring Bridge Programs, availability of classrooms has been an issue that has impacted our tutoring sessions as well as the number of English and math courses designated for the Bridge Program.

Lead: Francisco Dorame/Lina Soto

What would success look like and

how would you measure it?: The number of Summer Bridge student participants will increase by 35%. The number of courses offered in the Fall/Spring Bridge program will increase by 20%.

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: Medium

Total Funding Requested: 0

Request - Full Funding Requested -

Provide faculty who teach for the Bridge Program a stipend to attend on-going faculty professional development, Bridge Program faculty meetings, and to develop curriculum specific for their learning community (ex. shared assignments, integrate courses). On average there are 30 faculty who teach for the Bridge Program within summer, fall and spring Bridge learning communities.

Describe Plans & Activities

Supported (Justification of Need): A

key component for a successful learning community program is faculty professional development

Reporting Year: 2020-21

% Completed: 25

Faculty, both Part-time and Full-time, who teach for the Bridge Program are not offered any compensation for attending program meetings, trainings, or for designing curriculum and interventions with their learning community faculty partner. Although not all instructors will request compensation for their work with the Bridge program, it does serve as an incentive for participation. Previously, a stipend was available for Bridge Program faculty, it ranged from 15-30 non-instructional rate hours per instructor. There has been a decrease in attendance at Bridge Program meetings/trainings since the stipend is no longer an option. (07/11/2020)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

and incentives for faculty participation. Currently, we do not provide faculty stipends for participating in the Bridge Program which has resulted in a very small number of faculty who participate in meetings and training. The training would consist of effective practices for teaching in a learning community, as well as culturally relevant teaching. The goal of professional development for faculty who teach for Bridge is to ensure that they have an understanding of Bridge students (their background and strengths), learn innovative, engaging, and culturally relevant strategies to deliver their course content in a learning community format, and to work with learning community partners to address early alert interventions and supports for students. A stipend for faculty who teach in a learning community/Bridge was previously offered at Mt. SAC but was eliminated several years ago. This has resulted in less participation in professional development, especially among adjunct faculty.

Lead: Francisco Dorame/Lina Soto

What would success look like and how would you measure it?: Faculty participation in Bridge professional development will increase resulting in higher course success rates for Bridge learning communities.

Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide

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professional learning opportunities for Mt. SAC employees.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 25000
Total Funding Requested: 25,000

Bridge Program center resources and services will be used to increase success in college.

- Bridge students will utilize the resources and services offered in the Bridge Program such as the study areas, study rooms, computers and laptops, printing, peer advising, and counseling and advising to feel connected to the college and to engage with the program.

Status: Active

Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

Goal Entered: 09/01/2016

Report directly on Goal

Reporting Year: 2020-21

% Completed: 75

Due to the Covid -19 pandemic and campus closure, only counseling and advising services were tracked.

Bridge SARS reports for Counseling and Advising:

July 1, 2020 - June 30, 2021 = 1,172 Showed Appointments

July 1, 2019 - June 30, 2020 = 1,371 Showed Appointments

July 1, 2018 - June 30, 2019 = 1,234 Showed Appointment

Please note that the Bridge Educational Advisor resigned in January 2021 and the position was not filled until June 2021 thus limiting advising appointments for 5 months. (07/11/2021)

Request - Full Funding Requested -

Bridge Program entrance doors need to have a mechanism for locking from the inside in case of an emergency. There was progress made on this request, Bridge staff can now use their key fobs to lock the doors but must go outside to do so.

Describe Plans & Activities

Supported (Justification of Need):

Currently, the main entrance doors (from both sides) cannot lock manually. The doors are operated and controlled (opened and closed) by facilities. After the Active Shooter training for student services, it became even more clear, that the mechanism for locking and opening

Reporting Year: 2020-21

% Completed: 50

The Bridge main entrance doors and key fobs were modified so that full-time employees can now lock the doors but it requires that staff leave the center and go outside to lock them. For safety purposes, we are still requesting for the locks to be modified so they can be closed from the inside or a button (to close the doors) be installed at the front counter area for emergencies that require that we shelter in place. (07/14/2020)

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the doors must be changed so that the doors can be manually locked from the inside.

Lead: Lina Soto/Jolene Chong

What would success look like and how would you measure it?:
Employees and students will feel safer.

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 3000

Total Funding Requested: 3,000

Request - Full Funding Requested -
Bridge Student Staff salaries

Describe Plans & Activities Supported (Justification of Need):
Peer Advisors are an important and valuable part of the Bridge Program and a college success best practice. They provide support and mentorship to students in the program, both in and outside the classroom. Peer Advisors also work closely with faculty who teach in the Bridge Program to connect students to resources and make referrals as needed. Funding is requested for Peer Advisors to provide academic support to the learning communities via tutoring and peer advisement. Peer Advisors also work closely with Counseling faculty to ensure students schedule educational planning and personal, academic, and career counseling appointments.

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Lead: Anabel Perez/Jolene Chong
What would success look like and how would you measure it?: The number of student visits to the Bridge Program center will increase by 10%.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 55000
Total Funding Requested: 55,000

<p>Increase collaboration with English and Math departments via English and Math faculty liaisons positions. - Improve collaboration and communication with English and Math departments by designating faculty in each department as a Bridge liaison. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 50 Bridge liaisons have been made possible by the NRA process. The funding for these positions are not enough to cover both english and math liaisons. Will explore the liaison roles at the non-instructional rate assignment or re-assign time. The challenge has been when faculty use this assignment as load. But having an identified english and math faculty work closely with the Bridge Counselor/Coordinator does facilitate communication on scheduling, professional development, and challenges which may arise. (07/11/2021)</p>
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Request - Full Funding Requested -
 Reassigned time for Bridge faculty (English and Math) liaison positions
Describe Plans & Activities Supported (Justification of Need):
 Requesting to reinstate English and Math faculty liaison positions that were eliminated during previous budget cuts. Progress has been made on this request. LHE was approved for 1 English and 1 Math faculty for the Spring 2020 semester. Updating this request to change from LHE to a non-instructional rate assignment.

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The liaisons are responsible for: scheduling Bridge courses, recruiting faculty in their respective departments to teach for Bridge, consistent communication between program and department, providing professional development specific to their discipline, and meeting with the Bridge Counselor/Coordinator. This new assignment at the non-instructional rate would support Fall and Spring semesters consistent with the Fall and Spring Bridge Program learning communities which focus on English and Math.

Lead: Anabel Perez

What would success look like and

how would you measure it?: English and Math Bridge scheduling would be completed on a timely basis.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Medium

On-Going Funding Requested (if applicable): 20000

Total Funding Requested: 20,000

<p>Increase English and Math courses success and completion via a First Year Experience program - Provide Bridge students a positive and successful First-year Experience program that includes learning communities to facilitate success through English and math courses at first attempt. Status: Active Goal Year(s): 2018-19, 2019-20,</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 50 This past year, all Bridge learning communities were online. Many Bridge students noted challenges in this learning format and life situations such as: increase work hours, not living in environments conducive to online learning or studying, difficulty focusing in front of a computer for extended periods of time, and losing motivation. The aforementioned factors will impact Bridge success rates and completion of English and math at first attempt. Working with Research Office for data.</p>
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2020-21, 2021-22
Goal Entered: 09/01/2016

Report directly on Goal

Fall 2020 success data is pending.
 Spring 2021 success data is pending. (07/11/2021)

Request - Full Funding Requested -
 A Full-time Bridge Program Counselor to teach in the program, provide necessary interventions, meet with learning community English/Math faculty link partner(s), provide proactive, on-time, academic, personal and career counseling, and engage with the families of students.

Describe Plans & Activities Supported (Justification of Need):
 Bridge is a comprehensive learning community program providing majority first- year, first-generation, low-income, and disproportionately under-served students an academic experience by offering Counseling courses and services, integrating English, math and general education courses, providing tutors and peer advisors to ensure student success.

Reporting Year: 2020-21
% Completed: 0
 A request for a new FT Counselor position for the Bridge Program was approved by the Counseling department in 2019 and 2018 but the position does not rank high enough in the new Faculty Request Prioritization process through Academic Senate.
 Due to Covid-19 in Spring 2020 and budget implications, requests for New Faculty positions were put on hold. (07/11/2020)

A goal of the Bridge Program is to support students to successfully complete (at first attempt) English and math courses and to clarify career and major goals. With AB705, students - especially Bridge students- are in need of more support to be able to pass college-level English and math courses. Bridge courses are not producing as high success rates from previous years, thus a new FT Counselor would support our students to pass English and math Bridge courses,

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clarify goals, identify relevant guided pathways, and develop comprehensive educational plans. In addition, a new Counselor would support the program by facilitating a family/parent program that continues post the Summer Bridge Family Orientation in an effort to engage the families of our students on a more consistent basis as part of a First-Year experience program.

The Bridge Program counseling faculty consists of 1 FT Counselor and 1 FT Counselor/Coordinator which limits the ability of the program to serve students for counseling services. With increased new cohorts of students and continuing Bridge students from past years/past cohorts, Bridge counselors are limited in their ability to provide services critical to the student population (first generation, low-income) such as proactive counseling/interventions and career exploration. Bridge Counselors have noticed an increase in personal counseling appointments and student concerns related to mental health. Thus, a new Counselor would support those efforts as well. A new FT Counselor would replace a previous FT Counselor position that the Bridge Program had through a previous Title V Grant.

Lead: Francisco Dorame/Lina Soto
What would success look like and how would you measure it?: Bridge English and math course success rates

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will be higher than non-Bridge courses.

The number of Bridge students who have a comprehensive educational plan by the end of their first year will increase from 30% (SB 2018 statistic) to 60%.

The number of counseling and advising appointments will increase by 40%.

The achievement gaps of disproportionately impacted students (i.e. first generation, low-income, Latinx) will decrease.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Urgent

On-Going Funding Requested (if applicable): 85000

Total Funding Requested: 85,000