



# Basic Skills Initiative

Funded Projects from 2012 to 2013

**MT. SAN ANTONIO COLLEGE**

October 29, 2013

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## Executive Summary

During the 2012-2013 academic year, the college provided the support and funding for a total of 25 basic skills projects from funds provided by the Basic Skills Initiative (BSI). The total funding for the 25 projects was \$880,842. Projects were funded in the following areas:



Additionally, the college funded \$392,812 for the following five permanent full and part time positions.

- Adult Basic Education, Assistant Director
- MARC Technician
- ESL Lab Technician
- Tutorial Services Supervisor
- Full Time Assistant for Basic Skills

Each project and position funded was linked to one of two five-year goals as outlined in the 2012-2013 Action Plan. They are as follows:

1. Beginning 2012-13, increase by 2% annually the percentage of basic skills students who participate in basic skills funded interventions that have demonstrated increased student success.
2. The successful progression rate of basic skills students will increase 5% over the 2009-10 baseline over the next five years.

While the final approval of the funding allocation rests with the Vice-President of Instruction and the Vice President of Student Services, the members of the Basic Skills Coordinating Committee, a shared governance committee of the Academic Senate, worked diligently to examine, evaluate, and recommend projects for funding approval through a thoughtful and well established process. Each proposed project was evaluated and ranked using a predetermined rubric for its feasibility, potential for improving student achievement outcomes, direct support to students, supporting data or rationale to support need, and direct connection to effective basic skills practices.

Many of the project managers and the teams of the funded projects, in collaboration with Research and Institutional Effectiveness, completed a formalized assessment review known as BSI-PIE. These project reports included the establishment of goals, projected outcomes (Student Learning Outcomes, Strategic Actions, and Administrative Unit Objectives), research methodology, assessment, and outcomes. The details of the individual project assessments are included in this report.

Several funded projects are not included in the assessment portion of this report because the projects are not appropriate for direct assessment of student learning outcomes, the projects fund support people, or the projects provide funding for infrastructure. Some of these are as follows:

- Faculty and staff development in the areas of curriculum development and support for SLO's in the non-credit areas of Adult Basic Education and ESL
- Professional development and travel related to basic skills
- Adjunct counseling and adjunct library faculty
- Hourly personnel for front counter counseling support and ESL registration clerks and test programmer
- Basic Skills office supplies and equipment
- Reassigned time for Basic Skills Faculty Coordinator

The assessment of outcomes for this year's projects shows great success. The college's basic skills student population has been provided with myriad opportunities and support services that have resulted in increased retention and success. Additionally, faculty, managers, and staff involved in the projects have become a community of learners dedicated to providing quality programs and services that support our basic skills students. We encourage you to read the project summaries that are provided in this report in order to more fully appreciate the efforts of all the people involved with the basic skills projects.

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## Acknowledgements

The Research and Institutional Effectiveness (RIE) department would like to thank the Mt San Antonio College (Mt. SAC) managers, faculty, and staff that both envisioned and realized the Basic Skills-funded projects in 2012 to 2013. These projects were made possible by the Basic Skills Coordinating Committee (BSCC), Academic Senate (AS) and the College administration. The BSCC, AS, and College administration collectively recognized the need for and thus the funding was awarded to programs and support services which illustrated quality and excellence. These projects strived to improve developmental education with overarching goals of attaining student success, persistence, and transfer at the highest level possible.

Our own Mt. SAC family of employees conceptualized and designed the BSI-funded projects within this report. Through a team-oriented approach between the project staff and RIE, these projects were set out by the managers, faculty, and staff. Project outcomes were created through the lens of our internal Student Learning Outcomes process. The results were then analyzed through coordination from the RIE department when applicable. Collectively, these steps in project development and management have been applied to our BSI-funded projects to generate campus enthusiasm in BSI projects and research. The project goals aim to encourage research-related dialogue, to instill a culture of inquiry for developmental education, and to inform effective pedagogy and services for developmental learners.

Due to a temporary staff re-assignment of an Educational Research Assessment Analyst during the latter part of 2012-2013, projects were re-assigned to other RIE employees. Each team member interacted with the project manager and provided their expertise and support to complete the project's assessment schedule. All of the project outcomes assist in supporting the campus' efforts to increase student success and address long-term plans to improve the basic skills student's experience. This report provides a great deal of information related to activities involving faculty, staff, administrators, and staff. All of these efforts were designed to strengthen student support and incorporate the study's findings into the college's integrated planning process. This report is also an example of how Mt SAC is able to incorporate course outcomes and student service areas so that others may understand how services on campus are beneficial and produce successful collaborations.

### **Research and Institutional Effectiveness Team Members**

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## Project: ABE Counseling

**Description:** This project provides funding for counseling and intervention services utilizing a case management approach for tracking ABE student progress, especially those who are low performing. This project impacts approximately 3,500 students enrolled in the HS Program and ABE programs. Because of this project, there is potential for improvement in the following outcomes: completion of diploma and passing the GED test, progress in the number of credits earned, persistence, matriculation to credit or higher educational opportunities, and use of counseling.

**Objective:** Track Adult Diploma students who are placed onto levels of the Progress Policy so that timely interventions can be implemented and Adult Diploma outcomes will be improved.

**Assessment:** Students placed on the progress policy due to low progress will do the following: 1. Meet with a counselor at 100 hours and create an intervention plan which includes strategies for completing the course. 2. Meet with a tutor and instructor after 20 hours of class attendance. 3. Complete the course within 40 hours of class attendance.

**Summary of Data:** The course completion rate for students on the Progress Policy is currently at 85%. The average course completion rate for AD students not on the progress policy 2012-13 was 41%. This represents a 43% higher rate of course completion for those on the progress policy than those who were not. Intensive tracking, timely counselor intervention, and increased communication among instructional faculty and other relevant ABE staff has resulted in continued positive results for students who need structured and timely intervention. It is also suspected that the overall increase in Adult Diploma courses completed which has risen by 16 percent (16%) in the past two years, is due in part to this intervention.

**Use of Results:** The processes developed for tracking Progress Policy students will continue, and it is anticipated that the positive outcomes will continue. Utilizing the ABE database to track these students has made this process more manageable, but due to the different types of data needed, weekly tracking is very time and labor intensive. At least 4 permanent staff members are involved in tracking efforts. Thus, a permanent database technician focused solely on tracking these students would relieve some of these staff from this task.

## Project: ABE SLO Plan/Outcomes

**Description:** This project allows non-teaching ABE faculty to collaborate with and provide direct support to department faculty in the development of curriculum and new courses, the ongoing SLO process, and course outline updates. This project is partly driven by the action item noted in the recent Continuing Education accreditation Visiting Team's report. Faculty, with the support of department managers, is responsible by Spring 2013 for creating a systematic, inclusive SLO structure that completes the assessment cycle for 60% of ABE courses. Additionally, faculty is responsible for preparation of the upcoming changes in State HS Content Standards.

**Objective:** A faculty outcomes team established an ongoing structure for the SLO cycle to ensure that courses are assessed, outcomes are discussed, and results are used to drive improvement in student learning.

**Assessment:** Faculty leaders will create a 3-year plan for assessing SLOs. They will hold regular faculty meetings that include discussion of assessment, results and use of results (ongoing). They will assess specific SLOs annually and evaluate the quality of assessment methods and Use of Results as part of their discussions.

**Summary of Data:** A 3-year SLO Plan for ABE was established in September 2012, and faculty meetings were held monthly, bi-monthly, and on a semester basis. These meetings included on-going faculty dialogue regarding assessment, data collection and summary, and use of results. Twenty percent (20%) of ABE courses were assessed. ABE faculty have been actively assessing SLOs and collecting data, and there has been an increase in faculty involvement and leadership regarding SLOs. Although the criteria were met and faculty participation increased, there still exists a challenge engaging faculty in the full cycle of assessment. Once the cycle turns to data evaluation and use of results stage, faculty find it difficult to dedicate the time needed to complete the cycle and recommend meaningful changes to student learning. Part of the reason for this challenge is the timing of the SLO cycle although faculty agree that the end of the academic year is the best time to collect and evaluate SLOs. However, faculty leading the assessment process believe that more data collection stages and/or slight alterations within the cycle are needed. Another challenge is that there are a large number of courses (51) that ABE faculty must assess over the 3-year cycle.

**Use of Results:** A positive outcome is the increased participation and leadership by ABE faculty in assessing SLOs. ABE Faculty involvement has increased with more faculty taking greater leadership roles. This trend needs to increase so that student learning can be assessed and evaluated, and more importantly, needed curriculum and instructional changes can be made. In order to improve faculty involvement in the evaluation of data and Use of Results, the faculty will add an additional data collection point, occurring at midpoint within the cycle. Evaluation and tentative Use of Results can be created. The end-of-year data collection will be completed and added to midpoint data. This may initiate a more effective end-of-cycle data collection and evaluation and increase faculty's ongoing engagement in the SLO process. It is expected that these modifications by faculty will help to increase involvement; however, there remains a strong need for a full-time ABE faculty curriculum leader to facilitate this process.

## Project: ABE Tutoring

**Description:** Funding for this project provides tutoring to students in the HS/GED programs in Adult Basic Education. Many students who enroll in these programs have dropped out of high school and/or have not experienced academic success in traditional educational settings, thus needing intensive academic support services. In-class tutoring is the most effective tutoring approach given ABE's independent study instructional structure. Tutors are highly qualified and knowledgeable of the student's learning styles and tutoring approaches needed.

**Objective:** As a result of in-class tutoring, ABE students will pass course assessments.

**Assessment:** This SLO will be assessed as follows: 1. Faculty will identify students with low overall test scores and refer them to in-class tutors in preparation for exams. 2. Tutors will track which students were assisted with course assessments and study skills. 3. Data will be gathered on students' test performance.

**Summary of Data:** In 2012-13, 378 ABE students were sampled and received one-on-one tutoring prior to taking formal assessments. The total number of tutoring sessions was 1,752. Data show that 77% of tutored students got above a 70% on test and quizzes and had an average test score of 78%. The overall average for tests and quizzes for the general population is 70%. Thus, those who specifically sought out tutoring prior to taking exams and quizzes had a higher average test score. Outcomes relating to tutoring incidences were unexpected. Those who met the criteria and had at least 5 tutoring sessions achieved an overall test average of 79%. An unexpected result occurred in that those who sought out tutoring 1 time (28%) had the same test average of 79%. Furthermore, 77% of those who did not meet the criteria had tutoring 2-4 times. The data show that instances of tutoring are related to student outcomes, except in the case where a student attended a single tutoring session. Some students initiated contact with tutors while others were referred by faculty. The practice of mandatory tutoring may have improved student outcomes and support on-going student achievement. Previously, assumptions on ABE student exam success for tutored students were mostly anecdotal. Faculty and tutors believed that students who pursue support are more likely to succeed in their class and pass course assessments. The data for this project support the theory that not only tutoring, but multiple numbers of tutor interactions result in student success on assessments. Faculty and tutors speculate that the small number of students who accessed only one tutoring session were already adequately proficient in course material. Another reason for this outcome is also very possible. Due to the transiency of ABE students, it is also likely that students receiving one tutoring session may have dropped out of their program. For students who did not meet the criteria, faculty and tutors suggest that some students may have been deterred by the wait time for tutor assistance. Additionally, lower test scores perhaps occurred because these students may not have been assigned mandated tutoring by their instructors. In some cases, tutor impaction may be why students were not mandated to seek tutoring.

**Use of Results:** In order to continue improving test results, the faculty and tutors are advocating requiring students to meet with tutors after failing assessments or with low course progress. Additionally, because this will increase tutor interaction and need, then it will be necessary to hire additional tutors. Although increasing tutors may promote

continued success in course assessments, a stable tutoring staff is needed. Most ABE students possess very low literacy and study skills and to serve them, it is necessary to hire permanent tutors who are qualified and trained to work with these students. Faculty also believe that improving study guides to reflect a more interactive approach between tutor and student would promote the development of college ready skills among ABE students. It is intended that this SLO be repeated with an increased criteria for success and an assessment of mandated tutoring versus self-initiated tutoring.

## Project: Aspire Program

**Description:** The Aspire Program is a student support program aimed at addressing retention/persistence among African American and other students at Mt. San Antonio College. The Aspire Program serves to assist students in achieving academic success through mentoring, progress monitoring, counseling, and advisement. Funding provides hourly personnel, counselors, textbooks, and events to support the Aspire Program. Counselors ensure all students have an up-to-date educational plan and provide interventions to students. Intervention efforts target students on academic probation or in danger of being placed on academic probation, and students in danger of failing a course(s). The funding also provides textbooks and peer tutors (SI Leaders) to Aspire students who are enrolled in basic skill level math and English courses.

**Objective:** As a result of participation in an Aspire Program Basic Skills learning community, the student will meet with a counselor to create a clear path by which to achieve their academic goal.

**Assessment:** Students participating in Aspire Basic Skills learning communities will be required to submit an educational plan as part of the counseling curriculum.

**Summary of Data:** The Aspire Program provided over 500 counseling appointments to students in 2012-2013 as per SARS appointment tracking report. 93% of students participating in Aspire Basic Skills learning communities met with a counselor to develop an educational plan. The education plans were submitted to counseling faculty as part of a graded assignment in Counseling 1 and Counseling 2 courses.

**Use of Results:** Having students submit an educational plan as part of graded assignments within the curriculum of the counseling courses was proven effective. We will continue to require students to submit an educational plan as part of the counseling curriculum within the Aspire Basic Skills learning communities.

**Objective:** Participants of Aspire will have a higher success rate than their non-Aspire counterparts in the same course.

**Assessment:** Data obtained through Argos reports indicating student success outcomes by course and term.

**Summary of Data:** All of the Aspire Program 2012-2013 course success rates were in the range between 54% and 97%. Specifically, English 67 (73%), English 68 (54%), Math 50 (61%), Math 51 (65%), Read 90 (70%), Speech 1A (97%), History 31 (84%).

**Use of Results:** The results will be used to identify what resources are lacking within the Aspire courses. Requests for additional resources will be made, including requests for Tutors and Peer Advisors, in order to increase the success rates.

**Objective:** Students participating in Aspire's Basic Skills Learning Communities will have a higher success rate than their non-Aspire counterparts in the same course.

**Assessment:** Data obtained through Argos reports indicating student success outcomes by course and term.

**Summary of Data:** The Aspire Program 2012-2013 Basic Skills course sequence success rates were between 54% and 73%. Specifically, English 67 (73%), English 68 (54%), Math 50 (61%), and Math 51 (65%).

# Basic Skills Initiative Year End Report

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Use of Results: The results will be used to identify what resources are lacking within the Aspire Basic Skills courses. Requests for additional resources will be made, including requests for Tutors and Peer Advisors, in order to increase the success rates of Aspire's Basic Skills courses.

**Project:** Basic Skills Success through Individual Peer Tutoring

**Description:** Funding for tutoring in the Writing Center enhances the coordination between the classroom and academic support in delivering direct support to students with Basic Skills needs in writing. Current success rates for English 67 courses run, on average, below 65%. We employ discipline-specific practices, namely in the fields of composition and tutoring pedagogy, to improve the success and completion rates of students working on Basic Skills in the Basic Skills defined courses of English 67 and AmLa 41W- 43W.

**Objective:** English 67 students who attend three or more individual tutoring sessions will have success rates 10% higher than the average for all English 67 students.

**Assessment:** Student success data will be extracted from Banner by the Research and Institutional Effectiveness Office.

**Summary of Data:** In the fall of 2012, students who had 3 or more contacts with individual peer tutors in the Writing Center had success rates of 10% higher than the average for all English 67 students.

**Use of Results:** The Writing Center will continue to seek additional funding in order to expand individual peer tutoring to more BSI students.

## Project: Basic Skills Tutoring

**Description:** This project, a collaboration of several tutoring centers, provides tutoring to students in Basic Skills courses. Peer tutors and Supplemental Instruction Leaders directly support student success. This combined project fulfills the three priorities of the Chancellor's Office, as it is large scale, sustainable, and measurable.

**Objective:** Students who are repeating a Basic Skills class for the first or second time who receive 90 minutes or more of tutoring during the semester will be less likely to have to repeat the class than repeating students who do not participate in tutoring.

**Assessment:** With help from Research and Institutional Effectiveness, comparative data will be gathered to assess whether tutoring participation makes it less likely for students repeating a class to have to repeat again.

**Summary of Data:** In Fall 2012, the data showed that the majority of students repeating a Basic Skills course seek tutoring; those that do seek tutoring have higher comparable success rates than their repeating peers that do not seek tutoring. For those students that repeated for their second, third, fourth or fifth time and received 90 or more minutes of tutoring, the success rate in their Basic Skills level class was 14% higher than students that repeated for their second, third, fourth or fifth time and received less than 10 minutes of tutoring. Those who received 90 minutes or more of tutoring had a 16% higher success rate than students that repeated for their second, third, fourth, or fifth time and received between 10 and 90 minutes of tutoring.

**Use of Results:** This AUO will be repeated in 2013-14 to ensure consistency of data. In addition, a larger campus discussion with faculty will take place to determine how to get this research out to faculty and how to implement measures to address it.

**Objective:** Students attempting a Basic Skills class for the first time who participate in tutoring (90 minutes or more per semester) will progress through the Basic Skills pathways in a subsequent BSI course more successfully than those who don't participate in tutoring.

**Assessment:** With help from Research and Institutional Effectiveness, comparative data will be gathered to assess whether tutoring participation makes it more likely for students to successfully pass their first Basic Skills course and pass the next course in the subject.

**Summary of Data:** Results showed a significant difference in the percentage of students who enrolled in the next or higher level course based on whether they participated in tutoring for at least 90 minutes. Tutored students were 14% more likely to enroll in the next or higher course in English, 6% more likely in MATH 50, and 12% more likely in MATH 51.

**Use of Results:** While this AUO originally aimed to look at success in the next course, the significant difference occurred in the rate of enrollment in the next course. Success rates were about the same in all categories. This research will be repeated next year to ensure consistency of results.

<b>Project:</b>	Bridge Program
<b>Description:</b>	<p>The Summer Bridge program targets first generation, low-income freshmen who are entering Mt. SAC at the basic skills level and have self-identified barriers to succeed in college. The Summer Bridge Program students enroll in a basic skill course (LERN, English or math) along with a community course and an introduction to college counseling course. This program is designed to help graduating high school students transition to college, receive critical preparation for college, and become connected to their new roles as college students. A parent orientation program provides both the students and their parents with information about the courses and college expectations. Also, a financial aid presentation is provided to all students and their parents/guardians regarding the financial aid process, opportunities, deadlines, and the importance of the student portal for updates. Another important component of the project is peer advising. These advisors are former Bridge or Learning Communities students who support the current students through one-on-one mentoring, advising, and role modeling. By providing students with the necessary tools, skills, and support to succeed in college, the Summer Bridge Program counteracts the challenges they may face. Additionally, this project funds an annual Learning Communities Institute and yearlong training where faculty who plan to teach in a learning community or faculty who want to know more about learning communities are able to develop their curriculum and pedagogy.</p>
<b>Objective:</b>	Learning community students will report a positive experience after receiving peer advisor's mentoring, advising, and role modeling.
<b>Assessment:</b>	Survey students in learning community classes to assess their experience with peer advisors.
<b>Summary of Data:</b>	<p>In the Summer Bridge 2012 student survey, there were two questions specific to Peer Advisors. The results that follow are from an average of 50 randomly selected surveys. The scale ranges numerically from 1: Strongly Disagree to 7: Strongly Agree. For the question, "I had a positive experience with the support I received from the Peer Advisor", the average was 6.5. For the question, "The Peer Advisor provided me with mentoring, advising, and role modeling," the average was 6.28.</p>
<b>Use of Results:</b>	Continue to assess the benefits of peer advisors. In the future, we would like to add an open ended question or conduct a focus group to gather more specific information related to how the Peer Advisors helped/mentored/impacted students.

**Project:** Developmental Education Conference

**Description:** The Developmental Education Study Team (DEST), consisting of faculty, classified staff, and managers from across the college, has held the Parachutes and Ladders Developmental Education Conference since 2002. The conference has brought in keynote speakers on various topics applicable for instructors teaching basic skills students, including:  
Brain Based Learning  
Strengthsquest (Identifying faculty and student strengths)  
Hope in Education  
Technology and Education  
Student Engagement and Motivation

**Objective:** As a result of attending the Developmental Education Conference, participants will have a greater understanding of the impacts that the challenges students bring to the classroom will have on their learning.

**Assessment:** Attendees were administered a survey immediately following the keynote and breakout sessions.

**Summary of Data:** 88% of the participants (22 out of 25 surveys) indicated they have a greater understanding of the impact that the challenges students bring to the classroom will have on their learning. In addition, 80% of the participants (20 out of 25 surveys) shared discoveries they made about themselves as teachers and their students. Moreover, 20 participants expressed an interest in attending and/or participating in a Fall Follow-up event at which they can discuss and share the changes they made in their classes as a result of what they learned at the conference.

**Use of Results:** Comments from the surveys indicated the importance of following up with the topics introduced at the conference. The DEST is planning a Fall 2013 event with a student panel discussion, a poster session, and round table discussions emphasizing the theme of building connections with students. The date will be October 17th. Dr. Reveles will facilitate discussions with students in the morning and teachers in the afternoon. In between these sessions, there will be a "building connections" lunch to allow students and teachers to come together outside of their classrooms.

## Project: ESL and VESL Annual Outcomes Retreats

**Description:** The goal of this project is to provide curriculum development and professional training opportunities for the all-adjunct ESL and VESL (Vocational ESL) Career Paths faculty in order to continue the delivery of high-quality instruction and support services in line with Continuing Education division's Student Learning Goals (SLGs). The two events within the scope of the project are the annual ESL Retreat and the annual VESL Career Paths Retreat. The retreats allow participants to dialog about issues and share best practices, develop SLOs and analyze results, and building consensus upon new processes that promote student progress through the seven level of ESL. These annually cyclical events are also time for faculty and staff to reaffirm the Continuing Education vision to help noncredit learners transition into credit programs and career pathways.

**Objective:** ESL faculty will develop lesson plans, classroom activities, and assessment tools to use during spring term in order to measure how well the program is addressing "effective communicators," which is identified as one of the Division's student learning goals (SLGs).

**Assessment:** Using a common rubric, faculty will evaluate student performance and students will self-assess their own performance in a communicative activity that requires sustained conversation on a predetermined topic.

**Summary of Data:** The program's overall average student-teacher agreement rate was 86%. The average rates of student-teacher agreement in Pre-Level 1 to Level 5 all surpassed the projected rate of 80%. However, Level 6 (high advanced) resulted in a 71% agreement rate, not meeting the projected outcome.

**Use of Results:** The assessment results affirm that our students' perception of their speaking skills parallel the instructors' perception of their students' speaking skills. This indicates that our students are improving their English skills and becoming effective communicators through the guidance of their instructors and the curriculum. There are other noteworthy themes that emerged from the assessment results. As indicated in the included Level-specific results, mostly in the categories of fluency and vocabulary, the students' self-evaluations did not always match their instructors' evaluations (Pre-1, Levels 2, 4, and 6). Level 5 students' self-evaluations in the category of pronunciation actually rated higher than their teachers' evaluations. This may suggest that our students want more instruction and practice in order to strengthen their speaking fluency and vocabulary; it is strongly recommended that instructors integrate classroom activities strategically aimed to fulfill these students' needs. Several instructors expressed their uncertainty about students being able to fully understand each statement on their self-evaluation form since some statements seemed confusing for the students. Instructors also reported that evaluating the entire class while all of the students were conversing posed a special challenge due to the high level of noise in the classroom. Furthermore, while tabulating the results, the ESL Outcomes Team noticed that some of the evaluation results did not add up to the total number of students who participated because some forms were incomplete. If the ESL Department were to do a similar assessment in the future, the ESL Outcomes Team needs to provide clearer instructions for students as well as stress the importance of having students fill out their forms completely, which will ensure greater consistency in the assessment.

**Objective:** VESL Career Paths faculty, students, and support staff will review data and implement curricular and support service changes that promote VESL students' persistence and progress into college and career pathways.

**Assessment:** Participants will complete an anonymous survey.

**Summary of Data:** All nine retreat participants completed the survey anonymously. 100% of the survey participants strongly agreed that the VESL retreat was beneficial and that the items they contributed toward the agenda regarding issues and concerns involving the VESL students' future academic and career success were adequately covered. The participants also strongly agreed that they understood better about the policies and regulations that might affect VESL as well as the VESL students' aspirations and needs. The survey results indicated that it was a valuable opportunity for all stakeholders to brainstorm, bond, and collaborate as a team to improve the program. Other themes that emerged from the survey results included improving student recruitment and retention, continuing to address success rates on transitioning students, and the further development of the piloted tutoring program.

**Use of Results:** The annual VESL Retreat has become a crucial venue for all key individuals in the program to work collectively to better facilitate VESL students' academic and career success. It is essential that each year we review what the program has accomplished, examine new and recurring issues, and continue improving the program (matriculation process, data collection, and student recruitment and retention) in order to further enhance noncredit VESL student transition into credit and career pathways.

## Project: High School Students College Preparation Day 2013

**Description:** To assist high school students who are primarily Basic Skills, in their transition to college through a series of workshops that informs and prepare students for college success. Additionally to provide parents with workshops that informs them of resources available to their son/daughter at Mt. SAC and to provide insight into the life of a college student.

**Objective:** As a result of HSO Student Ambassadors involvement as co-presenters in our High School Students College Preparation Event, parents and students will be more knowledgeable about college choices, college student experiences, and the cost of attending college.

**Assessment:** The Research Office scanned survey responses of all parent and student participants. Students interested in participating in the survey must be 18 years or older. Students under the age of 18, were required to submit a signed parent consent form. Consent forms were emailed to underage guests prior to the event and were also available at the event should the parents chose to sign them. 18 year old guests, parents, and underage guests with signed parental consent form were permitted to complete the survey. All workshops included testimonies/presentations from HSO Student Ambassadors.

**Summary of Data:** The survey was administered upon the completion of the event on April 27, 2013. College Preparation Day served a total of 125 students and 77 parents. The intended outcome was surpassed with, 92 survey participants of which 32 identified as parents, 53 as students, and 7 unidentified. 98% of respondents were satisfied with the information provided at the event. 98% of survey respondents described a better understanding of college student's experiences. 94% of respondents understand the costs associated with attending college. 95% of respondents are more aware of the different educational options available post high school graduation.

**Use of Results:** The results show that the event surpassed our expectations. We will continue to include student ambassadors as co-presenters in future HSO events. As the student voice of Mt. SAC, it is important for potential new students to hear directly from their peers pertinent information that may positively influence their college going decisions and assist with their college success.

## **Project:** Improve Writing Skills Competency through Workshops

**Description:** The basic skills need being addressed is supervised tutoring and academic support. This position in the Writing Center allows us to be open for tutoring four evenings per week. In addition, it allows us to properly train and supervise 17% more tutors than we could without the position (i.e., 4 tutors, approximately 60 hours more tutoring per week; 120 more sessions). In addition, this position developed and piloted our first Directed Learning Activities in the past year and delivers dozens of workshops each semester on targeted issues in rhetoric, grammar, documentation, and the writing process.

**Objective:** By attending workshops in the Writing Center, students will make measurable progress in learning key skills in areas such as research writing, correct sentence construction, and proper citation methods.

**Assessment:** Online surveys and pre/post tests for selected workshops.

**Summary of Data:** For Winter 2012 to Fall 2012 Starting Your Research Workshops, students met the goals for all four of the SLOs. For SLO 1, 90% of the workshop students wrote a sufficiently narrow research question, and 94% included two to three key concepts, thereby meeting the 90% goal. For SLO 2, 87% of the students were able to both get results relating to their topic and identify main concepts. The goal of 80% was met. For SLO 3, 91% of the students wrote a search statement that combined at least two of their identified terms, and 80% were able to apply it successfully in their research statement. Therefore, the goal of 70% was met. Finally, for SLO 4, 73% of the students named an article that came from an article database, and 80% of the students found articles that appeared related to their research question. The goal of 70% was met.

**Use of Results:** From the conversation between the librarians and the Writing Center staff on July 25, 2013, we decided we would like students to be able to identify the difference between general reference sources and specific articles. Therefore, we revised our Starting Your Research survey to include boxes with specific choices so the students can refine the type of sources found during the workshop.

## Project: Online DLA Tutoring

**Description:** Directed Learning Activities are a highly successful mode of tutorial intervention whose impact on completion and success rates and cost-effectiveness have been well-documented at recent RP Group Conferences. Supported by BSI funding, the Writing Center piloted Directed Learning Activities (DLAs) in an online environment for a number of developmental writing issues, including sentence boundaries, thesis generation, summarizing skills, and four other topics, identified by faculty as critical needs for their students. The DLA involves a student working through activities online and on paper that teach a particular element of successful college writing. The student then meets with a peer tutor to review the materials and to ensure that the student understands and can apply to their own writing the concept practiced in the DLA. All DLAs have been developed in consultation with English and AmLa faculty.

**Objective:** The introduction of online DLAs will lead to a 50% increase in access to and usage of Directed Learning Activities.

**Assessment:** Assess increase in attendance from data collected in WOnline--the online tutoring platform.

**Summary of Data:** Online DLA tutoring contributed to a 4% increase in the usage of DLAs.

**Use of Results:** The online format has proven to be an ineffective platform for DLA tutoring. We will continue to pursue online tutoring of papers, which has been effective, as well as in-person DLAs which continue to grow in usage, but the combination of the online format and the DLA has been suspended. The funding requested and granted for 2013-14 was for online tutoring and for DLAs but not for online DLA tutoring.

## Project: READ 90 Study

**Description:** A study to track READ 90 student cohorts over a five-year period with a regression discontinuity analysis of placement scores to look at the comparative success of completers of READ 90 and those who did not take the class.

**Objective:** Students in READ 90 at Mt. SAC who complete the coursework will succeed in at a higher rate.

**Assessment:** Assessment will be done by cohort tracking over a five-year period with a regression discontinuity analysis of placement scores to look at the comparative success.

**Summary of Data:** Takers are students that enrolled in a developmental reading course. Passers are not required to enroll in a developmental reading course. The first measure: For persistence to semester 2 - 98% of Passers persisted compared to 89% of Takers. The second measure: Average grade for Gateway courses was 2.69 for Passers and 2.66 for Takers. The third measure: Credits for Passers at 4th semester were 32, for Takers were 29. The fourth measure: Passers had a 42% graduation rate, Takers had a 35% graduation rate after 4 years.

**Use of Results:** While the READ 90 Takers did not perform better than the Passers, it can be concluded that READ 90 is leveling the playing field. READ 90 students are persisting to the next semester at a high level. They are passing Gateway courses at about the same rate. They are also accumulating credits at similar rates. However, they may need more than four semesters to graduate. Overall, students who take READ 90 are positive outliers when compared to statistics of other pre-collegiate read course takers.

## Project: Roadmap for Student Success

**Description:** Mt. San Antonio College's Roadmap to Student Success is a virtual and interactive web-based tool for students providing them with information on applying to college, financial aid, tutoring and other student services, and information regarding degrees, certificates, and transfer. The BSI project funded the hourly rate for development of the web site, the incentives for focus groups, and also the costs for marketing the finished product.

**Objective:** By the spring 2013 semester, complete the virtual interactive web based Roadmap for Student Success including the following pathways: Get Started, Get Help, Get Tutoring, Get Involved, Get a Plan and Get Going.

**Assessment:** By the end of the spring 2013 semester, conduct at least three focus groups to view the Roadmap and give evaluative feedback and input about how to launch the program. Such groups will comprise both students and faculty from representative areas of the college with a minimum of 7 participants in each group.

**Summary of Data:** During the spring 2013 semester two focus groups were conducted. The first focus group comprised 22 students in a Bridge Counseling class. The other comprised six staff members who work in Mt SACs High School Outreach program. The following questions were asked: 1. Would you use this Roadmap if it was available to you 2. Do you have any recommendations for improving this Roadmap 3. Do you like the format/style of the Roadmap 4. What additional information do new students need when they come to this campus for the first time that should be included on the Roadmap 5. Would student testimonials that include personal experiences with various groups and activities on campus be useful 6. What other suggestions do you have 7. Would you tell other students about the Roadmap 8. If you used the Roadmap once, what would make you go back and use it again 9. What would be the best way to let other students know about the Roadmap Both the students and the staff gave valuable feedback about possible changes to the website and how the website could be marketed and promoted to students entering Mt. SAC.

**Use of Results:** The comments and suggestions from the focus groups were brought to the Roadmap team. The team then brought these suggestions to the web site developers and changes were made. The ideas from the focus groups were used in the marketing and promoting of the website in the summer of 2013.

**Project:** Summer Bridge

**Description:** The Summer Bridge program targets first generation, low-income freshmen who are entering Mt. SAC at the basic skills level and have self-identified barriers to succeed in college. The Summer Bridge Program students enroll in a basic skill course (LERN, English or math) along with a community course and an introduction to college counseling course. This program is designed to help graduating high school students transition to college, receive critical preparation for college, and become connected to their new roles as college students. A parent orientation program provides both the students and their parents with information about the courses and college expectations. Also, a financial aid presentation is provided to all students and their parents/guardians regarding the financial aid process, opportunities, deadlines, and the importance of the student portal for updates. Another important component of the project is peer advising. These advisors are former Bridge or Learning Communities students who support the current students through one-on-one mentoring, advising, and role modeling. By providing students with the necessary tools, skills, and support to succeed in college, the Summer Bridge Program counteracts the challenges they may face. Additionally, this project funds an annual Learning Communities Institute and yearlong training where faculty who plan to teach in a learning community or faculty who want to know more about learning communities are able to develop their curriculum and pedagogy.

**Objective:** The Summer Bridge Program will maintain a 90% retention rate.

**Assessment:** Success and Retention Data collected from Research Office

**Summary of Data:** There were 353 students enrolled in the 2012 Summer Bridge Program, the retention rates for Counseling 1 and LCOM 80 were 99.72% and 99.44% respectively. These two courses are courses that all students must enroll in as part of the Summer Bridge Program. The retention rate for the other academic courses are as follows: English 67: 99.29%, English 68: 100%, Lern 49: 100%, Lern 81: 100%, and Math 50: 98.84%.

**Use of Results:** We will continue to collect retention data for the summer session. It is great to see our retention rate increase from 91% in summer 2008 to our current 99% rate. Internally, our database shows that we had 352 students in the program, yet the research data shows 353 students, this information will help us to better monitor the drops that occur once the summer bridge program begins and to make sure we also utilize census date for our internal number.

**Objective:** Summer Bridge participants will be able to identify how three support services will help the student be successful during the Summer Bridge Program.

**Assessment:** At the conclusion of the summer bridge program, students will complete a one page survey; an open-ended question will ask participants to describe how three support services will help them be successful in college.

**Summary of Data:** Of the 50 randomly selected surveys, 40 (80%) respondents were able to identify three student support services and how they would help increase their student success.

**Use of Results:** Continue to assess students on the student's ability to identify and explain how three student support would increase their student success. We plan to increase the

criterion of success to 85% in summer 2013, up from 80% in 2012. We plan to reinforce the student support services that can increase student success by way of the student scavenger hunt during the second week of summer bridge. In the future, we will recommend to faculty that discussion immediately following the student scavenger hunt will focus on how the student support services they visited will increase their student success instead of merely where they had visited during the scavenger hunt.

## Project: Tutors in the Classroom

**Description:** The Tutors in the Classroom (TC) program matches experienced peer tutors with instructors in English 67 courses and AmLa 42W and 43W. These tutors then work closely with the professor and the students both in the classroom and in group tutoring and one-on-one tutoring sessions for a total of 12-14 hours per week. The need for such tutoring is apparent since English 67 students, for example, have overall success rates of only 62-66%. Moreover, attendance data shows that English 67 students are less likely than more advanced students to visit tutorial services on their own initiative; the Tutors in the Classroom program takes the initiative by bringing the tutors to the students rather than waiting for them to come to us. AmLa students, for their part, require intensive support since their efforts to develop basic writing skills are challenged by language acquisition issues. Both groups of students need more intensive academic support to succeed and benefit from the intensive and well-coordinated support that an assigned tutor provides.

**Objective:** The Writing Center will enhance student success in English 67 through its Tutors in the Classroom program. Courses supported by a TC will have an overall success rate at least 5% higher than courses not supported by a TC. Students who have 5 or more contacts with the TC will have a success rate of 10% or more higher than the overall average for the course for all sections.

**Assessment:** Comparison of success rates of students participating in a TC section with overall success rates of students who are not participating in a section of 67 with either a TC or an SI.

**Summary of Data:** Data from Tutors in the Classroom, also funded by Basic Skills, for the fall of 2012 shows success rates for students with three or more TC sessions of 83% and 85%, respectively, for English 67 and English 68. This is 20% or more higher than the overall averages for these courses. AmLa rates were even higher with a 95% success rate in sections of AmLa 43W.

**Use of Results:** These results confirm the efficacy of the program when students have multiple contacts with their tutor over the course of the semester. Overall, English 67 SECTIONS with a TC had a success rate of 69% as opposed to only 62% for all other sections of English 67. This differential of 7% meets the criterion defined by the RP Group for a successful intervention. However, the success rates of students with two or more contacts climbs to 80%, and over 55% of the students in sections with a TC had two or more contacts. The success rates continue to rise with 5 or more contacts appearing to be the optimum range for creating success rates of 85% and above. The Writing Center continues to work with faculty to encourage "full participation" since the results of such participation as indicated by our own numbers and a review of the literature suggest that mandatory engagement with a supplemental instructor (TC in this case) generates very high success rates. Our participation in the Pathways to Transfer is one such program as is our effort to work with the English department to allow requiring of TC usage by a professor with a TC for her class.

**Project:** VESL Career Paths

**Description:** VESL 2 students exiting the program will provide feedback on the program and make recommendations for improvement that will be used as evidence for the VESL strategic planning retreat.

**Objective:** VESL 2 students exiting the program will provide feedback on the program and make recommendations for improvement that will be used as evidence for the VESL strategic planning retreat.

**Assessment:** At the end of each major term, VESL will conduct two focus group meetings, one for daytime and one for evening program, with a minimum of 7 participants in each group.

**Summary of Data:** VESL students have high regard for the program and provided examples of ways their academic and employment status has improved as a result. They requested additional computer lab time to practice keyboarding and Microcomputer applications skills as well as additional support with writing assignments.

**Use of Results:** Computer lab time has been extended and VESL tutoring hours have been arranged for spring and beyond.

**Project:** WIN Boot Camp

**Description:** The WIN Program Summer Boot Camp was designed to remediate prospective student athletes who placed into basic skills math and English courses in an effort to accelerate their progression through the basic skills sequence and promote course success. Before or after attending an orientation, incoming freshman aspiring to be student athletes took the Mt. SAC placement test. Noncredit math and English review courses were provided to the targeted students who placed into basic skills courses. After completing the boot camps, students retake the math and/or English placement tests with the expectation of placing at a higher level than on the initial placement. The second objective for this project was to implement an early alert and intervention system for students at-risk failure. Students involved in the project were evaluated through a statistical model designed by RIE to predict student success and/or lack of success given the presence of specific socioeconomic and previous educational factors. Counselors then identified students and provided intervention and intensive case management.

**Objective:** Eligible freshman students and potential student athletes as a result of a math and English boot camp (noncredit short-term review course) will improve their initial placement test scores and have success in their fall English and math coursework.

**Assessment:** Incoming freshman credit students who are aspiring to become student athletes will take an English and math basic skills boot camp. These short-term noncredit review courses are recommended to students who have placed into basic skills English and math. After taking 8 hours of English and math review, along with study skills strategies, eligible students will retest. Some may be testing for the first time, although most will retest (after the 3 month waiting period). The success of the Boot Camp will be evaluated using the EEASY (Extreme Early Alert SYstem) predictive model developed by RIE. The binary logistic regression will help determine if the Boot Camp significantly contributed to the success of the students in their math and/or English coursework.

**Summary of Data:** 89 unduplicated students enrolled in the bootcamps, with 3 taking more than one class. Of these, 53 students were referred to or chose to retest on a math or English placement exam with 29 or 55% of these students achieving a higher placement than their first test. Additionally, 42 bootcamp students subsequently enrolled in English credit courses and 34 enrolled in credit math courses. The EEASY model was run to determine if the bootcamp significantly predicted the course success of students in Fall 2012. The outcome was significant with 78% course success for English bootcamp students in comparison to the general population of credit students, who had an overall English course success rate of 58%. Moreover, English bootcamp recipients were also more likely to earn an A, B, or C grade in English classes than other non-bootcamp students. Secondly, math bootcamp students achieved a 62% course success compared to 51% of the general population. Math bootcamp participants were more likely to earn a B or C than the general population, although not an A. Even though the sample was very small and some data are still pending, initial examination of the data show that the bootcamps did provide students with needed remediation of basic and study skills and may have contributed to course success. In addition, 29 students were able to accelerate their basic skills sequence, thus improving their chances of completing a degree or certificate. Again,

the sample was small but the outcomes support the efforts for acceleration within the basic skills sequence. The project intended for the sample to be much larger in scope. However, mandating students to attend a bootcamp was inconsistent among athletic faculty. Another barrier that affected participation and possibly the outcome of the project was lack of counseling support at the start of the project. Thus, monitoring and tracking these students enrollment and progress in credit classes was difficult and many were unreachable after the summer session. More importantly, 24 students never enrolled in math and English credit courses after taking the bootcamp. The absence of a counselor was clearly evident.

**Use of Results:** In order to gain meaningful, significant data, it is necessary to increase the number of students enrolled in short-term review/bootcamps. This could occur in part with increased involvement from athletic faculty who can mandate incoming freshman to take the review course. Additionally, in order to improve results with regards to tracking and ensuring English and math enrollment, a counselor will need to be fully engaged from the start of the bootcamps.

## Project: WIN Counseling

**Description:** This project provides on-site counseling to student athletes attending the WIN Program. Annually, between 900 - 1000 student athletes and potential student athletes, 70% of whom are basic skills students, attend the WIN program. Due to strict NCAA academic requirements, it is imperative that student athletes enrolled in basic skills courses continue to have frequent access to counseling and advising services. Access to counseling support improves these students' success as reported by increased GPA, retention and successful completion of courses.

**Objective:** Students who attend the WIN Program and obtain counseling and tutoring will be retained and have course success.

**Assessment:** Students will be tracked via SARS appointments and attendance hours in WIN. Student success and retention data will be requested and collected from RIE.

**Summary of Data:** Achievement outcomes continue to show that overall WIN students are academically successful. Fall 2012 retention and course success for WIN students, 92% and 75%, compared with all other credit students, 86% and 67%. Winter 2013 retention and course success for WIN students, 95% and 82%, compared to all other credit students, 93% and 82%. GPA for WIN students in Fall 2012 was 2.7 and Winter 2013 was 2.81. These outcomes are positive and are explained by a few possible factors relating to tutoring and counseling: Onsite athletic counselor who utilizes a case-management approach and is available during WIN hours of operation, so immediate interventions can be done. The availability of semester progress reports and achievement data provided by the WIN program with critical, time, and sensitive follow-up by the on-site counselor if students have deficient grades. Increased communication between the on-site counselor and WIN coordinator with campus faculty. Although there is a high number of WIN students who completed courses and were retained, there is still a number of students who did not complete courses. Although the factors that prevent student athletes achievement may be unrelated to the WIN program, the lack of facility space may create less access for some students. Additionally, the lack of full-time staff dedicated to coordination of efforts among Athletics, Counseling and Continuing Education could improve these outcomes.

**Use of Results:** The counselor can focus on communicating with athletic faculty whose teams have historically not achieved course success. Communication among faculty should yield the greatest improvement in outcomes. Other factors unrelated to counseling may also impact results. The lack of space in the WIN Program has limited student access. Additionally, the WIN Program is supported solely by part-time staffing and by a majority of categorical funding, such as Basic Skills Funding. There is a need for more permanent full-time staffing. Given the ongoing need of student athletes for a central location for student support and the continued success of the program, a full-time coordinator is needed to increase access to critical services that impact student achievement.