



# Basic Skills Initiative

Funded Projects from 2011 to 2012  
September 24<sup>th</sup>, 2012

Basic Skills Initiative (BSI) & Planning for Institutional Effectiveness (PIE)  
2011 to 2012

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## Executive Summary

During the 2011-2012 academic year, the college provided the support and funding for a total of 29 basic skills projects from funds provided by the Basic Skills Initiative (BSI). The total funding for the 29 projects was \$748,441. Projects were funded in the following areas:

• Adult Basic Education	5
• English as a Second Language	5
• Humanities and Social Sciences Division	4
• Instruction	5
• Library and Learning Resources	4
• Student Services	6

Additionally, the college funded \$379,121 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 an effective practice identified in the **Basic Skills Initiative (BSI)** literature review, *Basic Skills as a Foundation for Student Success in California Community Colleges*. Linking the college's basic skills projects with the effective practices is important because the practices identify institution-based actions that foster student success, retention, and persistence through the delivery of highly integrated developmental education programs and services (Boroch et. al, 2007).

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.

Terri Long, Ed.D  
Dean, Instructional Services  
Glenda Bro  
Faculty Coordinator, Basic Skills

## Acknowledgements

The Research and Institutional Effectiveness (RIE) department would like to thank the Mt. San Antonio College (Mt. SAC) managers, faculty, as well as the supporting staff that both envisioned and realized the Basic Skills-funded projects in 2011 to 2012. 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 for these projects; we are very grateful. Our Basic Skills Initiative (BSI) funding this year 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 many 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.

In most cases, in order to conduct their BSI-funded project, employees had to fit their new project(s) and accompanying duties into their normal day-to-day activities. It is with ceaseless energy and innovation that employees worked to improve developmental education for Mt. SAC students.

Our students' desire for academic excellence ultimately drives the creation of these projects. A special thank you goes out to all the students who participated in the programs and services. In addition, it is important to recognize those who spent their time completing program evaluations (e.g., surveys and student learning outcomes).

Barbara McNeice-Stallard, M.Sc.  
Director  
Research & Institutional Effectiveness

Daniel Lamoree, B.S.  
Educational Research Assessment Analyst  
Research and Institutional Effectiveness

**Project:** Adult HS - Hourly personnel - Counselor intervention for low performing Adult HS Diploma Students

**Description:** The counselor intervention project provides counseling to Adult Basic Education (ABE) students who are enrolled in noncredit basic skills courses, including basic math, reading, writing, and social science. Specifically, the students are enrolled in the Adult HS Diploma Program and the High School Referral Program. Counselors employ a case management approach to serving students and monitor students closely for progress. Special emphasis is placed on providing interventions to students who are low progressing, at-risk of failing, or failing.

**Objective:** As a result of in-class tutoring and intervention counseling, there will be improved academic outcomes for GED, High School Referral (HSR) and Adult HS Diploma (AD) students.

**Assessment:** 2011-12 student achievement data will be collected from ABE database and Argos reports for students attending the GED, HSR and AD programs.

**Summary of Data:** HS Referral - In the previous year there was a larger than normal increase in the number of courses completed. During this assessment period, the number of courses completed by HS Referral students decreased to 59%, which is a 4% decrease. However, 59% is consistent with past years and a respectable outcome given the transiency of the student population. GED- There was a 7% decrease in the number of GED tests passed as reported by students. Adult Diploma - There was a 10% increase in the number of courses completed in the Adult Diploma Program. This is highest overall increase in two years and a very significant improvement considering the intensive needs of these students. This is most likely due to two factors that were introduced to the students in this assessment period. The first was peer support groups that met twice monthly and the implementation of the Progress policy whereby students received scheduled intervention when they reached a specified number of attendance hours.

**Use of Results:** HSR Outcomes - Upon disaggregating the enrollment, it was determined that there was an increase in enrollment of students from schools that have historically completed courses at a lower rate than others. Program staff and faculty will take more time to identify student demographics and be more aware of the student population. Outreach efforts to include a more focused orientation, and timely intervention with students is needed for next year. It is also recommended that tutors are provided professional development on strategies for tutoring students with more intensive academic needs. GED Outcomes - The major limitation for this SLO is the ability to identify GED Completers. We only learn if a student has passed the GED if he/she brings the results to the school or if we are able to gather that information directly from students. Otherwise, we cannot find out students' results. Thus, it would be more accurate to state that ABE was able to identify 7% less completers than last year. It is assumed that there are more students who passed but did not inform us of these outcomes. Additionally, in the past when Mt. SAC housed an official GED testing site, we had immediate access to these scores. It is hoped that Mt. SAC be a GED test site in the future. Then we would have greater access to student data and that the actual rate of completion may not be as disparate as reported. AD Outcomes - These outcomes are significant due to the intensive needs of these students. It is believed that the continued funding of in-class tutors, timely counseling

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interventions, and introduction of peer support groups are responsible for this increase. Faculty believe that the tutors need more input and training on tutoring strategies and student classroom needs. In the next academic year, faculty will schedule regular meetings with the tutors to discuss tutoring and communication strategies to aid them in assisting these nontraditional students. Counselors will also continue providing interventions and more importantly, facilitate ongoing peer support groups.

## Project: Adult HS Diploma Program-Tutors/Teacher Aides

**Description:** This project provides tutoring to Adult Basic Education (ABE) students who are enrolled in noncredit basic skills courses, including basic math, reading, writing, and social science. Specifically, these students are enrolled in the Adult HS Diploma program. The tutors and teaching aides provide in-class tutoring to adult students who lack in basic skill proficiency, have learning disabilities, and need intensive academic support services.

**Objective:** Students who receive tutoring in as social science and English will demonstrate that they are able to independently identify critical details in a reading passage.

**Assessment:** After receiving assistance from tutors in social science and English, students will complete an assessment that measures students ability to 1) find definitions of words/terms using the textbook chapters, the glossary, and the index, 2) provide the definition of the terms they located, and 3) describe how they would use the textbook to find definitions in the future.

**Summary of Data:** 371 students completed the assessment. Of these, 88% (n=328) scored at least 12/16 on the assessment.99% of students were able to find a definition in the text, 85 percent could locate a definition in the glossary, and 77 percent could use the index to find a term within the text. With regard to giving the proper definition of the term after it had been located, only 40 percent of students who found a definition in the textbook chapters could provide a correct definition compared to the glossary section where 85 percent of students provided the correct definition.At the end of the survey students were asked to describe where they would look for definitions/terms and 98 percent of students were able to explain what resource in the text they would utilize.The criterion was met.

**Use of Results:** The assessment focused on finding definitions and terms, as that is a consistent issue for which students request tutor assistance across subjects. The data indicate that students are able to effectively identify definitions and locate terms within their textbooks. However, the lowest performing area was using the index to locate terms. This suggests that tutors should include and emphasize the index when discussing textbook resources with students.In addition, although 90 percent of students were able to identify the vocabulary term in the chapter, only 40 percent of those were able to properly write its meaning. This suggests that students could benefit from additional training in note taking and practice using the glossary to ensure that their ability to locate terms within the text is beneficial to their studies.

## Project: AmLa Faculty tutors (hourly)

**Description:** The AmLa Faculty Tutors project provides funding for tutors trained in teaching ESL for American Language (AmLa) tutoring. AmLa students have specialized tutoring needs. Even though the tutors in the Writing Center and the Tutoring Center are trained and qualified tutors, they often cannot meet the needs of the AmLa students because of the specialized subject matter and grammar. We can never expect peer tutors to be as proficient, or to have as profound an impact on success rates as tutors with degrees in the area of teaching English as second language. Many of the grammar issues ESL students confront require tutors with this kind of specialized training to effectively explain and teach.

**Objective:** AMLA 42 and AMLA43 students who receive specialized AMLA faculty Tutoring will have a 5% higher success rate than those not receiving specialized tutoring.

**Assessment:** Comparative data will be collected during Spring 2012 on students taking AmLa courses; those having received specialized AmLa tutoring will have a higher success rate for the course they were tutored than AmLa students that did not receive any specialized tutoring.

**Summary of Data:** AmLa 42 students who received tutoring had a 65.12% success rate, while non-tutored students had a 65.49% success rate. However, AmLa 43 students having received tutoring had a 84.13% success rate while non-tutored students had a 66.08 success rate. In aggregate, the success rate of tutored students in AmLa 42 and AmLa 43 (81 out of 106) was 76.41% while non-tutored students had a success rate of 65.81% (206 out of 313).

**Use of Results:** Success rates for 2010-2011 and 2011-2012 are inconsistent. In 2010-2011, results were opposite 2011-2012: 42 met the SLO but 43 did not meet the SLO last year. Because success data over the last two years continue to perplex AMLA faculty, we will do the following: 1) Since there appears to be a decrease in the overall success rate for AMLA 42 and 43 for 2010-2011 vs. 2011-2012, we will study department-wide success rate changes to determine reasons for the change.2) We will consult a researcher regarding the success data to analyze it further for variables and causes and use this analysis to implement changes in the curriculum if warranted.3) Members of the department will brainstorm for ways to have more consistent student success in tutoring.

**Objective:** AmLa 42 and AmLa 43 students receiving specialized AmLa faculty tutoring will have a 5% higher retention rate than those not receiving specialized tutoring.

**Assessment:** Comparative course retention data were collected during Spring 2012 for students that received tutoring and those who did not.

**Summary of Data:** AMLA 42 students who received tutoring had a 97.67% retention rate, while non-tutored students had a 92.96% retention rate-a 4.71% increase. The criterion of success of 5% retention increase was not met for AMLA 42 students. AMLA 43 students who received tutoring had a 96.83% retention rate, while non-tutored students had a 93.57% retention ratea 3.26% increase. The criterion of success of a 5% increase was not met for AMLA 43.

**Use of Results:** Retention goals were not met, but faculty determined that we probably should not continue to measure retention given the high overall retention rates for our population. Gains were shown in retention for tutored students, but they were not

statistically significant due to overall AMLA 42 and 43 retention rates in the 92-93 percent range.

**Project:** Basic Skills Tutoring, Writing Center - Tutorial Assistant I, part-time and peer tutors.

**Description:** Funding for this project provides tutoring and academic support in the Writing Center. The additional peer tutors and the tutorial assistant allow the Writing Center to be open for tutoring four evenings per week. In addition to the increased hours, the tutorial assistant provides intensive training for the tutors. The funding also allows for the development of the Writing Center website, which provides students with services such as access to workshop information, links to relevant academic resources for writing and research, use of the online tutoring service, and an online handbook. The tutorial assistant also teaches workshops and produces handouts focused on basic skills topics.

**Objective:** On a survey, at least 70% of students will report they developed a greater awareness of their own writing process as a result of working with a tutor.

**Assessment:** Survey once a year in Spring semester.

**Summary of Data:** 74% of students in our Spring 2012 survey were able to identify in an open-ended question a specific rhetorical or grammatical skill/element they learned as a result of their tutorial, e.g. "rules regarding comma usage," "how to write a good introduction," "how to put an outline together," "how to write a comparison/contrast paragraph," "how to punctuate clauses," etc.

**Use of Results:** The results support the conclusion that students are learning substantive skills during tutorials that they are able to recall in an open field question on the W. Center survey. This supports our goal of helping students not just improve specific papers, but improve their overall composition skills.

**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 pulled from Banner by the Research and Institutional Effectiveness Office.

**Summary of Data:** In the Fall of 2011, students in English 67 who visited the W. Center three or more times had a success rate ("C" or better) of 81%, compared to the course average success rate of 61.2%. This constitutes a 19%+ difference as a result of the usage of peer tutoring in the W. Center. In the Spring of 2012, students in English 67 who visited the W. Center three or more times had a success rate ("C" or better) of 78.8%, compared to the course average success rate of 54.2%. This constitutes a 24%+ difference as a result of the usage of peer tutoring in the W. Center.

**Use of Results:** These results are very strong: a 20%+ higher success rate for English 67 students who used the W. Center (630 non-duplicated students) in the main terms of the past academic year. The numbers exceed by 50-100% previous success rate differentials for this population. This is attributable, I believe, to the more aggressive staff trainings developed in the past year to address basic skills elements in composition and, most importantly, to the introduction and widespread use of DLAs (Directed Learning Activities). Further focused research into the impact of the DLAs on basic skills students needs to be undertaken in the coming academic year as well as efforts to expand their use.

**Project:** Developmental Education Conference - Funding for the annual Dev Ed Conference

**Description:** The Developmental Education Study Team (DEST), consisting of faculty and managers from across the college, has held the Parachutes and ladders Developmental Education Conference annually since 2002. The conference has brought in keynote speakers on various topics applicable for instructors teaching basic skills students, including Brain Based Learning, Strengthsquest, Hope in Education, Technology and Education, and Student Engagement and Motivation. Attendance ranges from 75-125 participants, mainly Mt. SAC faculty. This professional development opportunity that focuses on student learning and effective teaching therefore has the potential to positively impact thousands of students.

**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:** 35 of 39 (89.74%) participants indicated that they have a greater understanding of the impact that the challenges students bring to the classroom will have on their learning.

**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 2012 event with a Gallery Walk or panel discussion, continuing with themes of Hope and Perseverance. The tentative date will be Nov. 2, with a back-up date of Oct. 26, for 30-40 people.

## Project: High School Outreach Program - Senior's Day Expenses

**Description:** High School Outreach has been successful in assisting with the recruitment and matriculation of high school students from our 48 local high schools in the Mt. SAC district. High School Outreach staff not only work directly with high school seniors by helping to facilitate the application and assessment process, the staff also coordinate various large-scale events each year. Funding provides hourly personnel, student ambassadors, and adjunct counselors to support the Connect 4 program. The intent is to inspire students to act and remain engaged in the process of matriculation as they prepare for the transition from high school to college.

**Objective:** To provide new students' parents with an overview of the changes they should expect from their son/daughter through their transition to college.

**Assessment:** On May 19th 2012, the parents of incoming freshmen were assessed by way of survey. The survey asked participants four questions using a 5-point Likert-scale.

**Summary of Data:** Out of 63 respondents averaged over the four questions asked on the survey, 88.50% responded with Agree or Strongly Agree.

**Use of Results:** When disaggregating the questions, it was found that the first question pertaining to Financial Aid had more neutral responses than the others. This may have been due in part to the fact that the presenters had less time than was allocated to them. In the future, we shall endeavor to keep better time of previous presenters to allow all presentations equal time. Additionally, there were many Spanish-speaking parents that would have liked the forms (i.e., FAFSA Worksheet, Who Qualifies For Financial Aid) to be also presented in Spanish.

**Project:** LAC - Learning Assistance Center Supplemental Instruction for Learning Communities

**Description:** Funding for this project provides peer tutors for students in basic skills level courses, including math 50, math 51, English 67 and most AmLa classes. Peer tutors assist students one-on-one with both content-related questions and study skills. They are trained to help students learn independently, rather than simply solving problems or answering questions for the students. This philosophy of tutoring increases students' confidence in their own academic abilities and helps students to advance in their college courses.

**Objective:** Summer Bridge participants will report an increased confidence in their ability to navigate college.

**Assessment:** Summer Bridge participants will complete pre-and post-surveys reporting on their confidence level with common college tasks, such as registration, choosing classes, and using resources.

**Summary of Data:** 62.20% reported higher scores on question 2 (I feel confident planning which classes to take so I can reach my educational goals).48.03% reported higher scores on Q3 (I know what I need to do so I can succeed in college).22.05% reported higher scores on Q5 (College is the right place for me).

**Use of Results:** As part of the Basic Skills Tutoring initiative, Summer Bridge 2013 students will be tracked to find out if participation in Supplemental Instruction in Summer Bridge helps them progress through Basic Skills course pathways more successfully than non-Bridge students in Basic Skills courses.

**Project:** LLR - Learning Assistance Center tutoring in LAC and MARC

**Description:** Funding for this project provides training for the tutors who work in the Learning Assistance Center (LAC) and the Math Activities Resource Centers (MARC). Peer tutors assist students one-on-one with both content-related questions and study skills. The training gives the tutors the skills to help students learn independently, rather than simply solving problems or answering questions for the students. This philosophy of tutoring increases students' confidence in their own academic abilities and helps students to advance in their college courses.

**Objective:** Tutors who receive training will have knowledge on program procedures and tutoring strategies.

**Assessment:** In fall 2011, the Project Program Specialist and Tutorial Services Assistant II will provide effective developmental math tutor training on solving beginning algebra word problems and will administer a pre-training and post-training assessment as to the effectiveness of the training.

**Summary of Data:** 11 pre-training and 11 post-training surveys were completed in Fall 2011: 36.4% of those surveyed on the pre-test scored in the 3-4 point range; 63.6% scored in the 0-2 point range. For the post-training survey, 81.8% scored in the 3-4 point range while 18.2% scored in the 0-2 point range.

**Use of Results:** Although our stated goal of 70% of tutors scoring in the 3-4 point range has been met, some improvements among the math tutors may be needed. Further training sessions will be provided in spring 2012 to ensure the reliability of the findings.

**Objective:** Students in Basic Skills math courses (Math 50/51) will benefit from LAC Tutorial Services.

**Assessment:** Analyze course success rates of students who received at least 90 minutes of tutoring or 6 hours of Supplemental Instruction for Basic Skills Math courses.

**Summary of Data:** For Fall 2011: Math 50--non-tutored success rate: 52%; tutored success rate: 59% Math 51--non-tutored success rate: 43%; tutored success rate: 57%

**Use of Results:** Criterion was once again not met on this AUO, however, tutoring clearly has an impact on student success in Math courses. It would be beneficial to survey the math faculty to get their perspective on what further intervention is needed to increase the success rates.

**Project:** Summer Bridge Supplemental Instruction (2011-12)

**Description:** This project addresses improving students' foundational skills in writing and math as well as developing students' learning and study skills. Peer tutors (SI Leaders), working with summer Bridge students, conduct group study sessions for pre-transfer level courses (LERN 49, math 50, LERN 81, and ENG 67) to review course content and success strategies, tutor students individually, and coordinate with Summer Bridge staff to address barriers to student success.

**Objective:** Summer Bridge students will participate in tutoring and/or Supplemental Instruction at higher rates than non-Summer Bridge students in the same classes in subsequent semesters.

**Assessment:** With the assistance of RIE and/or IT, LAC staff will gather data on Summer Bridge students rates of participation in tutoring and/or SI.

**Summary of Data:** 68% of Basic Skills students overall participate in academic support. 75.35% of Summer Bridge 2011 students participated in academic support in Fall 2011.

**Use of Results:** The Summer Bridge 2011 cohort will be tracked in Spring 2012 to see if the level of participation in academic support is maintained. Data will be refined to compare Summer Bridge 2011 students with students who took Basic Skills courses in Summer but were not part of Bridge. Data will be further refined to narrow down the students who participated in tutoring CRNs, rather than all lab CRNs.

## Project: Summer Bridge Orientation - Supplies/Materials

**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 challenges/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. The Summer Bridge 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. This program includes a Parent Orientation program that 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. By providing students with the necessary tools, skills, and support to succeed in college, the Summer Bridge Program counteracts the challenges they may face.

**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 3 student support services and how they would help increase their student success.

**Use of Results:** Continue to assess students on their ability to identify and explain how 3 student support would increase their student success. We plan to increase the criterion of success to 85%, 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:** The Writing Center - Tutors in the Classroom Support for English 67, AmLa 42W-43W - Tutors in the Classroom provides funding for hourly tutors and part time hourly instructor for supervision and administration of the Tutors in the Classroom program.

**Description:** The Tutors in the Classroom program matches experienced peer tutors with instructors in English 67 course 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 the tutoring center. 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:** In the 2011-12 academic year (fall-winter-spring terms) the BSI-funded TC-supported English 67 sections had an OVERALL success rate, on average, of 75.2% (458 students with a C or better out of 609). This is in comparison to a 59% success rate for all English 67 sections. Please note that this year we assessed success for the entire section, not just the differential between students who did and did not take advantage of their TC. This means the success rate for TC-supported Eng. 67 sections exceeded the average by just over 15%.

**Use of Results:** Assessment of overall section results indicates that the impact of the TC program is significant (15% increase in success rates) on entire classes supported by a TC and not just those students who visit the TCs five or more times. However, the trend to higher success rates with increased contacts is very substantial. English 67 students with 11 or more contacts with the TC had an 85% success ("C" or better) rate. This coincides with research presented at the recent Supplemental Instruction conference in May 2012 from University of Florida at Gainesville indicating that mandatory attendance to supplemental instruction sections in composition resulted in success rates exceeding 90%. Based on our findings and this research from another institution, the Writing Center believes that mandatory regular use of TC group sessions would result in very dramatic and highly cost-effective success rates in TC-supported English 67 sections (and 68 sections, if they were funded). We intend to

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explore with the English dept. and the division options for creating a more mandatory structure for participation. In the meantime, the Writing Center will continue to support and seek funding for what is already a highly successful and cost-effective mode of academic support.

**Project:** WIN - tutors

**Description:** Funding for this project provides tutors for student athletes enrolled in the WIN Program. These students are members of Mt. SAC athletic teams, who must maintain a minimum academic eligibility to participate in athletics. The majority of the students attending the WIN Program are taking basic skills reading, English, and math courses. It is imperative that tutors providing service in WIN are sensitive to the needs of the student athletes and provide alternative methods for academic support. The objective of the project is to increase student outcomes and improve overall student success.

**Objective:** Student athletes receiving tutoring and counseling in the WIN Program will be academically successful.

**Assessment:** The GPA and success rates of student athletes (grades of A-C) will be examined during Fall 2011 and Spring 2012 semesters.

**Summary of Data:** In Fall 2011, there were 778 WIN student assessed, and for Spring 2012 there were 597 WIN assessed. Additionally, although designated space for the WIN Program is much smaller in size, students continue to use tutoring services. In Fall 2011, hours of attendance in WIN were 25065 and Spring 2012, attendance hours totaled 17051 (Argos NC hours report). The part-time WIN counselor also saw a continuous stream of student athletes, including those on a walk-in basis. From Fall 2011 - Spring 2012, she had 1043 contacts with student athletes. She saw them to create ed plans, general academic advising specifically related to student athletes, personal referrals, and appeals. Below is the summary of data that directly addresses the criteria:(1) Students who received tutoring and counseling in the WIN Program earned the GPA during the following semesters:\* Fall 2011- 2.68\*Spring 2012 - 2.83(2) WIN students had these course success rates:\*Fall 2011 - 76%\*Spring 2012 -72%It should also be noted that the success rate for non-WIN students during spring was 68%. 3) Retention rates for WIN students:\*Fall 2011 - 92%\*Spring 2012- 89%During Spring 2012 non-WIN students were retained at 85%.Thus, the criteria was met. The data show that WIN student athletes were overall academically successful in the 2011-12 primary terms. The students met the 3 criteria for GPA, course success and retention. Additionally, Spring 2012 data showed that WIN athletes had a higher course success rate and were retained at a higher rate than non-WIN students. Because the WIN students comprise a smaller sample, it was possible for WIN faculty and counseling faculty to utilize a case-management type of approach. One factor that encourages a case management student service approach is due to one of the strict NCAA mandates that govern student athletes. In-season student athletes must have a 2-year ed plan on file within the first month of the semester. Progress reports are done once a semester on the 7th week prior to the drop date so that appropriate counseling and tutoring interventions can be targeted towards students who are at-risk of failing or dropping. The strong relationships with the campus faculty are another reason for the positive outcomes. For example, in one situation, campus faculty collaborated to create study groups specific to a course. This is common-place with other disciplines such as basic skills math and English.

**Use of Results:** The WIN faculty and staff will continue to maintain strong relationships with campus faculty and should build more relationships with additional faculty. For those students who did not successfully complete courses or who were not retained, WIN faculty

and staff can continue to reach out to coaches and athletic faculty who may be underutilizing progress report data. Another strategy to improving student success and retention is to use course success data that is disaggregated by course. This would be helpful in identifying basic skills courses in which student athletes have been less successful. Then WIN faculty, with appropriate resources, may be able to create subject specific study groups for courses that show a trend of lower success and retention. The smaller WIN space may also be a factor in some students not taking advantage of the tutoring services provided by WIN. This is especially concerning when students are struggling academically. The facility gets very crowded during long peak periods and there are no quiet study spaces. The previous WIN space (in Bldg45) had adequate space for quiet study. There are also few opportunities to use a classroom located in the same building for overflow due to the fact it is being utilized during peak hours. Increased tutoring budgets that would allow for longer WIN hours could help address the space issue.