



Basic Skills Annual Report

2013-2014

FINAL

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Executive Summary

During the 2013-2014 academic year, the college provided the support and funding for a total of 19 basic skills projects from funds provided by the Basic Skills Initiative (BSI). The total funding for the 19 projects was \$841,276. Projects were funded in the following areas:

• Adult Basic Education	3
• English as a Second Language	3
• Humanities and Social Sciences Division	5
• Instruction	2
• Library and Learning Resources	1
• Student Services	4
• Combined Divisions (Tutoring and Pathways to Transfer)	2

Additionally, the college funded \$412,514 for the following five permanent full and part time positions.

- Adult Basic Education, Assistant Director
- Math Activities Resource Center (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.

Some 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:

- Professional development and travel related to basic skills
- Adjunct counseling faculty
- 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.

Madelyn Arballo Director, Adult Basic Education
Glenda Bro, Faculty Coordinator, Basic Skills

Project: ABE Counseling

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: Improve the tracking of 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: Counselors will do a pre-Progress Policy intervention at 50 hours who have not completed at least half of the course assignments in order to encourage students to complete their course more quickly. In addition, it may be important to know if the progress policy increases student productivity and performance and thus confirms that the Progress Policy promotes completion and course success.

Summary of Data: The Pre-intervention was implemented in late October 2013. Overall the number of students on the Progress Policy went down by approximately 11%. 2. 100% of students who were not passing the course when put on the Prescribed Intervention phase assignments passed the course with a grade of 70% or higher. Both criteria were met. More importantly, there was a 24% increase from the previous year in the number of students earning credits in Adult Diploma with 79 additional students earning credits. This trend indicates that the Progress Policy continues to provide some students with the intervention needed to complete classes successfully. Those who succeed after being placed on the Progress Policy seem to need just that "kick start" early in their class to get them refocused. Those who may not be successful even with the Progress policy are faced with personal issues or were unaware of the high academic expectations and rigor needed to succeed in the adult diploma program. Second language learners also face challenges in completing classes.

Use of Results: Students on the Progress Policy have consistently demonstrated excellent completion rates and an earlier intervention prevented some from being at risk of not completing courses. In addition, the tracking systems for the Progress Policy are working as intended. It is, however, very time consuming to track students and requires instructors, faculty and support staff to contribute a significant amount of time identifying and tracking students. Thus, it is necessary to have a permanent data technician maintain track students in need of interventions. An additional full-time counselor is also needed to continue the early alert system that the progress policy has provided and to connect the efforts to the SSSP requirements.

Project: ABE Faculty SLO Plan/Outcomes

Description: ABE faculty collaborate in the development of curriculum and new courses, the ongoing SLO process, and course outline updates. This project also addresses a Continuing Education priority for systematic evaluation of data as noted in the Division accreditation action plan. Faculty are responsible for maintaining a systematic inclusive SLO structure that completes the assessment cycle for 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 will continue to hold regular faculty meetings that include discussion of assessment, results, and use of results (ongoing). They will continue with the SLO process by assessing Year 2 SLOs. 3 Faculty will evaluate the quality of assessment methods and address the Use of Results for 2012-13.

Summary of Data: Faculty met the criteria by assessing and discussing Year 2 SLOs, which comprise 40% (21) of ABE courses. Based on previous years recommendations, faculty established a mid-year collection point for data to reduce the amount of year-end data collection for analysis and to predict trends earlier in the year. The midpoint data collection gave a snapshot of the SLOs and provided instructors with a checkpoint in student learning and also allow faculty to start reflecting about upcoming curriculum and program changes and needed resources needed. The data reflect ABE faculty's continued growth in the systematic assessment of SLOs. With an all-adjunct faculty, it remains a challenge for instructors to engage in ongoing, meaningful dialogue and address recommendations in curriculum and instruction.

Use of Results: It is recommended that in August 2014, ABE faculty hold a strategic planning meeting to review the SLOs that are being assessed, to set dates to administer assessments and collect data, to review data collection processes, and to continue to determine if streamlining is possible using the database. In addition, it would benefit the process if faculty could have more discussions on how to write the data summary and to have a consistent format for submission of data with a common language. Resources needed for ABE to continue its cycle of assessment include full-time ABE faculty and funding for hourly adjunct faculty.

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 students' learning styles and tutoring approaches needed.

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

Assessment: This SLO will focus on the relationship between student outcomes and instructor-referred tutoring. 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 and there will be a comparison of outcomes for all, those self-referred to tutoring, and students referred to tutoring by instructors.

Summary of Data: In 2013-14, 564 ABE students were sampled and received one-on-one tutoring prior to taking formal assessments. The total number of tutoring sessions was 3,531. Of these, 313 students were referred by their instructors for mandatory tutoring due to low grades on prior assessments. Overall 74% of students who received tutoring obtained an assessment average of at least 70%. There was a clear difference between students who had self-referred, 78% of whom had an average of 70% or higher, and students who were instructor referred, only 69% of whom had an average of 70% or higher. The criteria were partially met. Instructors and tutors observed that students who were self-referred met the criteria because they had higher overall literacy skills than students who were given mandated tutoring. Those who self-referred to tutoring demonstrated better study skills and self-monitoring abilities and were observed to be more engaged to school. Instructors and tutors concluded that students who were mandated for tutoring wanted to complete the class with the minimum 70% or higher, whereas those who sought tutoring on their own had the desire to earn a higher grade. It was also evident, however, that mandated tutoring assisted at-risk students. Students who previously were routinely failing tests were able to improve their test scores and pass class(es) as a result of mandated tutoring. Given the positive relationship between mandatory tutoring and course completion rates, several strategies will be implemented in order for this practice to continue and improve

Use of Results: To help improve and maintain the outcomes, instructors and tutors should actively communicate and monitor the progress of students who are at risk. Use of comprehensive study guides to help prepare for exams is also recommended. Tutors are a critical element in the classroom given the intensive literacy needs by the populations served in ABE programs. For instance, more in-class learning supports are particularly needed in classes with high ELL enrollments as well as math and science courses. There is often a high turnover among tutors due to limitations with hiring hourly staff, and this negatively affects continuity in the classroom. Having permanent tutor positions would alleviate this issue and create an improved learning environment.

Project:	Adjunct Library Support
Description:	The primary goal of this project is that students, who are enrolled in basic skills courses, utilize library collections, instruction, and services. The secondary goal of this project is that students report greater confidence in using the library to find useful books. Specifically, Library professors work with students enrolled in Read 70 and 80 courses. During their visits, students receive one-on-one instruction on using the Library catalog. Upon receiving this instruction, students find and check out books that are useful for understanding their research topics.
Objective:	1. Students enrolled in Basic Skills courses will utilize Library collections, instruction, and services. 2. Students enrolled in Basic Skills courses will be able to report increased ability to utilize Library collections, instruction, and services.
Assessment:	Students enrolled in Basic Skills courses will complete a quiz in which they are asked to use the Mt. SAC Library Catalog (WorldCat Local) in order to locate books in the Library collection. Library faculty will issue the quiz to students at the conclusion of the reference interaction.
Summary of Data:	The Library did not issue a quiz to students enrolled in Basic Skills courses. However, librarians obtained feedback from five READ professors. Six sections of READ classes reported use of the Library: 1 READ 70 section and 5 READ 80 sections. An estimated 132 students visited the Library. READ professors shared the following information about the class use of the Library. Some students independently visited library and worked with librarians. Other students attended library workshops. In some cases, students worked in class with their READ professors to use online library resources via classroom computers. Students and professors used a variety of resources. Some students used books to find background information about the Holocaust. Other students used magazine articles and streaming videos to find information about human rights. In terms of student reaction to the visits, students reported feeling lost and shy in the library. They also reported library visits were (1) a good experience overall; (2) useful for READ assignment; (3) useful for other classes; and (4) useful for college career information.
Use of Results:	Indirect evidence indicates that READ 70 and 80 students successfully completed class assignments by using library collections, instruction, and services. Library faculty did not produce direct evidence to connect library use to improved student learning of READ students. BSI allocations to the Library have decreased from \$90,000 in 2010-2011 to \$15,000 in 2013-14 [83% reduction]. Library faculty suspect the lack of a proven direct connection between library use and student learning has resulted in ongoing decreases to Library BSI allocations. As a result, Library faculty will request support from Research and Institutional Effectiveness to (1) collect demographic data on library users and (2) investigate data that connects library use to improved student learning.

Project:	Basic Skills Pathways To Transfer
Description:	<p>More than 60% of incoming Mt. SAC students test into Math 50 or below. In English, more than 70% of incoming students test into Eng. 67 or below. Therefore, the majority of our students have to navigate the algebra sequence, the writing sequence or both before they are eligible for a degree or a transferable math class. The success rates for these classes are typically around 50% in math and 60-65% in English. Unfortunately, a large majority of those testing in at low levels in math and/or English never manage to successfully complete a college level math or English class. For a variety of reasons, even among successful students, many never register for the next class.</p> <p>The reasons for the lack of success are many and varied. Some are completely outside our control, but it is possible to significantly improve these success rates under the right circumstances. Members of the Math, English, LAC, Library and the Counseling Departments, in partnership with the LAC and the Writing Center, propose to develop Pathways to Transfer. Pathways offers its students the community provided by a cohort, makes support resources in the classroom readily available, links classes with ancillary 1-unit support classes, and reduces the number of “exit” points at which students do not take the subsequent courses and complete the sequence. These classes are accessible to all eligible students. This project aims to significantly increase the number of students who make it through basic skills math and English classes and become eligible to take transfer level classes and transfer.</p> <p>The initial success of this project lies predominantly in the faculty who teach the project. Some of the faculty members who are teaching these linked classes have already worked in learning communities, but many come without that experience. We can benefit from in-house expertise to share and compile best practices for success. Also, as this is a new concept, the faculty need some initial paired curriculum development time. The faculty also need opportunities for reflection and assessment at the end of the semester. Hopefully, the lessons learned can be captured and shared in order to be passed on to future faculty members. We envision this to develop into a faculty community that could be then converted to future faculty professional development offered through the vehicle of POD offerings taken for faculty salary crossover opportunities.</p>
Objective:	The goal of this project is to significantly increase the percentage of students who successfully navigate their way through the math and writing sequences in preparation for college level work.
Assessment:	Success and persistence data for Pathways participants and non-participants will be tracked to determine success and persistence in classes and ultimate outcomes of degree and certificate completion and transfer. In addition, participants will be surveyed regarding their levels of satisfaction (or dissatisfaction) with the program and their levels of engagement in class and with school in general.
Summary of Data:	Students in the Pathways to Transfer courses were able to persist through two levels of both English and math at significantly greater percentages than non- participants. Data related to the success and persistence through three sequential courses or outcomes on degree completion and transfer will be tracked as the semesters progress. 55.4% of the students who participated in the English Pathways to Transfer (n=83) completed 2 English courses in sequence within two terms compared to 28.3% of students who were not enrolled in Pathways (n=389). 56.2%

of the students who participated in the Math Pathways to Transfer (n=121) completed two Math courses in sequence within two terms compared to 20.0% of students who were not enrolled in Pathways (n=225). 94.4 percent of the students who participated in the English Pathways to Transfer courses agreed or strongly agreed that they were satisfied with the program. 89.3 percent of the students who participated in the Math Pathways to Transfer courses) agreed or strongly agreed that they were satisfied with the program. *A complete report of all of the data from this project will be available for the Basic Skills annual report.

Use of Results: The data from the first Pathways to Transfer sequence show that this project is highly successful in terms of successfully guiding students through a sequence of classes which leads to completion of basic skills English and math. These results will be used to support the continuance and growth of this program by adding more links in subsequent semesters. In order for this program to grow and become institutionalized, the following issues should be resolved: 1. IT scheduling issues need to be worked out so that the registration process is more automated and transparent to students. 2. The schedule of classes and the benefits and success of the program need to be advertised to students, faculty, counselors and administration so that classes are continually filled during registration. 3. Scheduling of Pathways classes should be an integral part of initial scheduling discussions at the English and Math department and division levels, not add-ons after the semesters have been planned. All of the faculty of the departments involved need to work as a team to facilitate scheduling of linked classes and team collaboration. 4. We need to continue to evaluate the role of the linked classes to determine their role in the increased levels of student success and to make adjustments as necessary. 5. The institution needs to provide support in the form of release time or other compensation for the organization, evaluation, and promotion of the Pathways program, particularly as we add sections.

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 2013, the success of students in English 67 who had previously failed the course ("repeaters") was assessed. Repeaters who attended tutoring had a success rate of 61% as compared to the overall success rate for repeaters of 42%. Thus, attending tutoring had a significant impact (+19%) for students who had previously failed. This positively impacts retention as well as progression through the basic skills English sequence.
Use of Results:	Efforts will be made to publicize these results to English faculty to encourage more robust referral of students to tutoring. We also plan to explore possible ways that "repeaters" might be encouraged through "early alert" formats to attend tutoring in greater numbers.

Project:	Supporting Course Success for Repeaters in English 67
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 90 minutes or more of tutoring in the Writing Center and who are repeating the course will have success rates 10% or higher than those repeating students who do not attend tutoring.
Assessment:	Review success results of the target population.
Summary of Data:	In the Fall of 2013, repeaters in English 67 who received tutoring had a success rate of 61% as opposed to an overall success rate for repeaters of 42%. This was a 19% increase in success for repeaters who attended tutoring.
Use of Results:	The fact that success rates for repeaters has been shows to have been improved by 15% or more in two separate academic year assessments strongly argues for steps to be taken to increase the number of repeaters who attend tutoring--perhaps through the development of a more robust early alert system.

Project: Bridge Program

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: Summer Bridge students will report an increase in having a sense of direction and purpose.

Assessment: Summer Bridge students will complete a survey at the end of the Summer Bridge Program and will be surveyed again in the fall and spring semesters via email.

Summary of Data: Summer Bridge 2013 students were surveyed in the summer (n=232) and asked to rate their sense of direction and purpose before and after summer bridge; combining the responses from moderately high (4) and high (5), 201 students sense of direction and purpose increased, in other words, 86% of students showed an increase in having a sense of direction and purpose by the end of the summer bridge program. Summer Bridge 2013 students were surveyed again in the fall semester (n=97) and once more in the spring semester (n=19). The average response in the summer was 4.36 (from a scale of 1 (low) to 5 (high) , by spring this average decreased slightly to 4.26. The surveyed administered in the summer was a paper and pencil survey therefore the response rate was excellent. The fall and spring surveys were administered via email to the students Mt.SAC portal, the response rate was not good.

Use of Results: The results indicate that Summer Bridge students sense of direction and purpose increases after the Summer Bridge program. When asked to rate their sense of direction and purpose Before Summer Bridge, the result was 2.29, After Summer Bridge it was 4.36. By the fall semester, the average was 4.15, and by spring the average is 4.26. The results indicate that the students sense of direction and purpose stays consistent within the 4 range. The yield for the spring surveys (n=19) was too low. Therefore, broad assumptions about students sustaining a high level of sense of direction and purpose cannot be made. In the future, we need to develop a better method of informing our students about the online survey and develop incentives to encourage participation to gather more data.

Objective:	Summer Bridge Retention Rate
Assessment:	Data collected from Research Office
Summary of Data:	The Summer Bridge program retention rate was 97%.
Use of Results:	The program continues to maintain an excellent retention rate in summer bridge designated courses. A challenge for the program is being able to expand the program to serve more students. The high retention rate, along with the high success rate, is an indicator that the summer bridge program is effective for first time freshmen, particularly basic skills, under-served groups. This data helps the program continue to gain campus wide support and advocate for growth of the program.
Objective:	Summer Bridge students will increase their ability to form a study group.
Assessment:	Summer Bridge 2013 students will be surveyed at the end of the Summer Bridge program. Additionally, SB 2013 students will be re-surveyed mid fall and mid spring semesters.
Summary of Data:	Summer Bridge students were asked to rate (before summer bridge and after summer bridge) their ability to form a study group from a scale of 1 = low to 5= high. Results indicate that before summer bridge, there were only 21 students (9%) who rated themselves between a 4 and 5; After summer bridge, the result was 167 students (71%) who now indicated between a 4 and 5 rating, that's an increase of 62%. By the fall semester, the average rating decreased to 3.62 and 3.7 for the spring semester.
Use of Results:	The results reveal that although there was a significant number of students who increased their ability to form a study group, there are still many (n= 55) who indicated Neutral = 3, even after their summer bridge experience. The good news is that the number of students who indicated a 1 and 2 (low and somewhat low) went from 165 before summer bridge to only 12 after summer bridge! Although we are increasing student's ability to form a study group, the results from the fall and spring surveys indicate that students may not have the tools needed to feel that they have the ability to form study groups. The program will review these results and bring together faculty and staff to discuss ways to incorporate study groups into the program and the classes (from adapting curriculum to peer advisers sharing their experiences, to use of study rooms in 9D).
Objective:	Faculty members who attend the LC Institute will implement at least one pedagogical strategy learned in the training workshop within a year.
Assessment:	Survey Instrument
Summary of Data:	There were 38 participants who attend the half day LC Institute on May 21, 2014, only 19 completed the survey/training evaluation. Of those who completed the evaluation, 100% indicated that they plan to implement the strategies learned within a year. 47% of the faculty reported that they planned to utilize what they learned immediately in their classes.
Use of Results:	Respondents, 55%, also indicated that they would like to see more workshops to improve some aspect of Learning Communities offered in the future. In addition, a common response was 'more time' in the LC Institute to apply the strategies

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learned. This information will be reviewed by the LC Institute planning team and used to plan next year's LC Institute.

Project:	Combined Tutoring
Description:	<p>This project continues a collaborative effort between five tutoring centers to support tutoring for students in Basic Skills courses. The tutoring programs included in this project are American Language Tutoring, EOPS Tutoring, Tutorial Services in the LAC, WIN (tutoring for student athletes), and the Writing Center. The tutoring programs included in this proposal all serve Basic Skills students, but the particular populations served by each program have unique needs:</p> <ul style="list-style-type: none"> •American Language (AmLa) students are learning English as a foreign language and tutors there are specifically trained to work with language acquisition. •The EOPS program serves students who are academically under-prepared and low-income, facing challenges in both college and daily life. •The LAC’s Tutorial Services is a campus-wide service, assisting students in a range of Basic Skills courses, including AmLa, Math, and English. •WIN assists student athletes, who have to adhere to strict rules and timelines for their academic progress. •The Writing Center assists students with all subjects and levels of writing assignments. Basic Skills tutoring (writing courses up to English 68) constitute 30% of all Writing Center drop-in tutoring.
Objective:	Students who are repeating a Basic Skills class for the first or second time who receive 90 minutes or more of tutoring during a full semester (Fall 2013 and Spring 2014) 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:	BSI 2013-14: Combined Tutoring: Overall, students who were repeating ENG 67 or Math 50/51 courses in Fall 2013 and who received at least 90 minutes of tutoring had a success rate of 50%; non-tutored repeating students had a success rate of 35%. The gain for tutored students was most significant in ENG 67: the success rate for tutored students was 22% higher than for non-tutored students.
Use of Results:	This assessment will be repeated in the 2014-15 academic year to ensure that results are consistent. In addition, to contribute data that will support Activity 3 of the Basic Skills Plan (increase the number of students who successfully complete the basic skills sequence of English and math), assessment reports from the project will include the number of students participating in tutoring, to be compared year-to-year and to determine whether the number is increasing. Given tutorings impact on student success and the number of students involved, it is a cost-effective intervention since tutoring increases success and progression and therefore increases access to entry-level courses for new students. As part of improving data collection, a more structured cost-effectiveness measurement will be proposed for 2014-15, to indicate a more exact amount that the college is saving through supporting tutoring efforts.
Objective:	Students attempting a Basic Skills class for the first time who participate in tutoring (90 minutes or more per semester) will persist (pass the first course and enroll in the

next course) at a higher rate 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 enroll in 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, but will be refined to better examine the success rates of tutored and non-tutored students, and whether the two populations are comparable. In addition, to contribute data that will support Activity 3 of the Basic Skills Plan (increase the number of students who successfully complete the basic skills sequence of English and math), assessment reports from the project will include the number of students, to be compared year-to-year and to determine whether the number is increasing. This assessment will be refined to better examine the success rates of tutored and non-tutored students, and whether the two populations are comparable.

Project:	Directed Learning Activities
Description:	The Directed Learning Activity 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 current DLAs have been developed in consultation with English and AmLa faculty.
Objective:	Students in English 67 or 68 who complete one DLA will have a success rate of 5% higher than the average for the respective course; students who complete two or more will have a success rate 10% or higher than the average for their respective courses.
Assessment:	Comparative analysis of success rates facilitated by Research department.
Summary of Data:	During the Fall of 2013, a total of 666 students from AmLa, English 67, and English 68 completed DLAs. During the Spring of 2014, a total of 593 students from AmLa, ENG 67, and ENG 68 classes completed DLAs in the Writing Center for a total of 2,326.5 hours. Overall, 2,567 DLAs were completed by 1,259 students in the two main terms of the 2013-14 academic year. The success rate for English 67 students participating in the DLA program was 78% as compared to the overall English 67 success rate of 64%. This was a positive impact on success of 14%.
Use of Results:	The over 200% increase in DLA usage in the past academic year has proven the scalability of this intervention tool for students in the English Basic Skills sequence. The improvement in success rates for participants in the pilot DLA program establish that the program is not only scalable but effective in creating significant increases in student success when the DLAs are integrated into the instructors' course curricula. In 2014-15, we will seek further faculty participation and further funding support for this program.

Project: ESL Adjunct Counselor

Description: The counselors assist students in the use of online assessments to help students clarify job clusters, and develop specific educational plans that help noncredit students meet their career goals. Additionally, the counselor will provide information to groups in regard to campus departments and procedures as well as specific programmatic requirements.

Objective: Advanced ESL students who are taking level 5 and 6 will meet with ESL adjunct counselor to review and update their education plan and progress toward their stated goals they inputted into the ESL Database upon entering the program.

Assessment: Over 70% of the students who attend an educational planning workshop or meet with the ESL adjunct counselor during office will reaffirm or adjust their educational plan (per ESL database or VESL counseling course) in order to advance in their jobs or transition to credit in subsequent terms.

Summary of Data: Of the 277 advanced (Level 5, 6, & VESL) students at advanced levels of the program who attended matriculation presentations, 80% passed their course and progressed to the next level (target was 70%). Of the 79 students who met the counselor by appointment, 100% reviewed their educational plans and 98.6% successfully passed their level. The number of students who came into contact with Michale through orientation was 338, and consisted of students from all levels of the program.

Use of Results: Results affirm the need to provide additional counseling support for ESL in order to promote persistence and goal achievement for noncredit students. Focus of services on new student orientation, continuing student matriculation presentations, and office hours clearly have a positive impact on benchmarks of success. The department will continue to seek funding support to enhance counseling and advising needs for noncredit ESL.

Project: ESL Retreat: Lifelong Learning Habits for College & Career

Description: The primary goal of this project is to ensure that noncredit ESL students are adequately prepared for academic and career pathways upon exiting the ESL and VESL Career Paths programs. The funds are used for annual ESL and VESL retreats organized and facilitated by ESL faculty and the VESL coordinator. This proposal has played a critical role in streamlining the teaching and learning process by providing an opportunity for the all adjunct faculty to gather and develop department-wide SLOs, lesson plans, and rubrics dealing with one or more of the following themes:(1) effective communication, (2) critical thinking, and (3) lifelong learning for college/career success. Referenced in the Continuing Education division as Student Learning Goals (SLGs), these themes are integrated into the daily lesson plans and assessed as a formal SLO on an annual basis, thus helping to create a strong foundation for academic success for our non-traditional population.

Objective: ESL adjunct faculty will develop lessons, practice strategies, and provide ESL learners with resources that promote lifelong learning habits that contribute to college and career success

Assessment: WEEK 3: Each student enrolled in ESL Level class completed an ESL Study Plan indicating English language goal for the semester, two ways to achieve that goal, and what type of evidence would be used to prove their effort. All classes used identical study plan form; students chose one goal from a set of level-specific study goals which were determined by the corresponding Level instructors at the ESL retreat. // WEEK 9: Students conducted mid-term self evaluation on their goal progress. Instructors met with students individually to discuss and sign the study plan. // WEEK 14: Students conducted end-of-term self evaluation on their achievement. Instructors & students dsigned study plan acknowledging the student's progress or lack of. Students also indicated on their study plan whether they would continue to work on their study goal after the semester.

Summary of Data: Of the 918 students who participated in spring term, 77% made progress toward their individualized plans which were based on student and teacher identified criteria. By end of the semester, 82% of these students achieved their study goal (surpassing projected 70% SLO). End of year survey results indicate that 96% of all students who participated in this SLO plan to continue to develop independent study plans that improve their English language development.

Use of Results: This SLO provided a valuable opportunity for noncredit ESL students to cultivate the concept of goal setting as part of their English study and to become better lifelong learners. Noteworthy themes emerged that include the desire to mprove pronunciation/speaking skills the most, followed by listening skills. At the advanced levels of the program, students were interested in further developing their vocabulary, reading, and writing skills. It is strongly recommended that instructors strategically integrate classroom activities to boost the aforementioned skills. In addition, instructors commented that students who achieved their semester study goal experienced a sense of accomplishment whi ch helped them to increase their confience regarding their English abilities as well as to effectively become independent learners. Faculty further reported that this particular SLO was rigorous and many students had difficulties finding time to study independently outside of class due to their busy lives, juggling classwork, homework, work schedule, and

family obligations. It is suggested that faculty and ESL curriculum provide students with more guidance and tools such as learning logs and progress checks in order to promote self-directed learning beyond the classroom.

Project: ESL/VESL Curriculum Improvement / Prof. Dev.

Description: With the VESL retreat in particular, there is participation by the community of practice- i.e., representatives from all constituents and key stakeholders of the VESL Career Paths program attend. VESL Career Paths is offered as a bridge to credit for students who are ready to transition from noncredit to credit and career pathways. The retreat provides coordination and program improvement at all levels in order to support the efforts of the learners. With adequate support, the department will track the progress of noncredit students into credit programs and collect follow-up data regarding their success rates

Objective: Key VESL program stakeholders (faculty, counselors, students, staff) will analyze program outcomes data in order to improve curriculum and processes that target the college and career transitioning goals of noncredit ESL learners at the highest level of the program.

Assessment: Survey 50 VESL and 50 non-VESL/Level 6 students who have exited the program to gain baseline data as to rates of success in areas of transitioning to credit, getting a job, keeping a job, or getting a promotion -- as identified by the students in the ESL database as a learning goal, at the beginning of the fall 2013 semester

Summary of Data: Of the students who participated in the survey, 52% of VESL students and 38% of non-VESL students responded that they achieved their learning goal after exiting the program.

Use of Results: The 14% higher rate of goal attainment identified by VESL students in comparison to their non-VESL counterparts affirms that VESL Career Paths curriculum and processes better facilitate students' college and career transitions. It is essential that the key VESL program stakeholders (faculty, counselors, students, and staff) continue to work collectively and improve the program in order to further boost VESL students' academic and career success.

Project: High School Outreach

Description: The goal of this project is to assist Connect 4 students, in their transition to college by providing Student Ambassador (SA) led support services and workshops that inform and prepare students for college success while at Mt. SAC. The purpose is to provide an avenue through which new incoming students can learn from SA's how to make positive and informed choices that will assist them in achieving their educational goals. Although SA's interact with over 3,000 Connect 4 students, the scope of this project focuses on responses from our Seniors' Day Event which includes parents and students. The focus of this event is to increase Connect 4 students' awareness in three areas; the college student experience (including pathways leading from basic skills to college level), financial literacy, and educational options post high school. Because the majority of our Connect 4 students are at the basic skills level, SA's focus on encouraging and informing students on the resources available that assist students in navigating towards college readiness. SA's are the college voice in affirming that a college education is accessible. SA's provide resources to a diversity of students regardless of their abilities to assist them in discovering and achieving their educational goals while navigating through the basic skills level pipeline.

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

Assessment: Scanned survey responses of all parent and student participants. Students interested in participating in the survey must be 18 yrs 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 yr 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. Students rated all items on a 4 point likert scale from 1 Strongly Disagree, 2 Disagree, 3 Agree to 4 Strongly Agree.

Summary of Data: On Saturday, March 8, 2014, 224 students and 52 parents participated. Only 41 surveys were returned to us, with 39 identifying as students and 2 not identifying. There were a couple of reasons why we received such a low amount (1) the surveys were being provided at check-in and required parent permission. If the student was underage and the parent was not present, they could not participate in the survey (2) providing the surveys at check-in slowed down our line and created a lot of disorganization and chaos. The decision was made by the administration that was present, to not offer the survey and focus on getting the students checked in (3) although the parent permission slips were provided as an attachment to each student that registered to attend, zero students brought their signed parent consent form with them on the day of the event. Overall students were pleased with the variety and quality of presentations and were also pleased with the varied information offered through the resource fair. 56% Strongly agreed that they were satisfied with the info provided, 54% had a better understanding of college students experiences after attending the event, 85% agreed to strongly agreed that they had a better understanding of financial aid resources, and 91% agreed to strongly agreed that they were more aware of the educational options available to them post high

school.

Use of Results: The HSO team is content with the results and plans to continue to include Student Ambassadors as the student college voice for all events. However we are disappointed that only 41 surveys were collected from 276 guests. Due to Mt. SACs RIE policy of not allowing underage students (even if they already have a Mt. SAC ID#) participate in evaluations without parent permission, this presents many challenges to evaluating this group. The results of this evaluation ascertain our belief that peer to peer interactions even in the form of presentations seem to work best for new incoming students. Since receiving the results of this survey in March 2014, we have already started to schedule our student ambassadors to not only present at events but during our Mountie STARS information sessions which are geared towards new incoming students that just applied, are not a part of Connect 4, and do not know what to do next.

Project: Persistence Project

Description: It is a fact that basic skills students who start two, three, or more levels below the math, English and reading courses required for completion do not persist. For a variety of reasons, students exit through this pipeline despite the fact that they are successful in the previous class. The reasons for this lack of persistence are anecdotal: students cannot enroll because there is not an available class, students leave the college and go to a different college, students have family issues, or students don't have sufficient finances to keep going. It is necessary to document these reasons why rather than to rely on what we feel or what we perceive to be true. If we can determine the reasons why students do not persist, then we can make better decisions concerning scheduling of classes, enrollment practices, and interventions.

Objective: Understanding why students do not persist in the next required basic skills class in the sequence despite having passed the previous class.

Assessment: Between May 6 and June 8, 2014, staff at the SSRC completed 248 telephone interviews with students from Mt. San Antonio College who fit the aforementioned description. Respondents were asked a short series of questions about their experiences at Mt. San Antonio College and the reasons for failing to enroll in the next course in a basic skills sequence. The survey instrument, along with the distribution of survey responses for each item, can be found in the Appendix of this report.

Summary of Data: An item on the survey instrument read, "There are many reasons why you may not have enrolled in [NEXT CLASS NAME1] at Mt. SAC. Which of the following are the reasons why you did not enroll in [CLASS NAME] at Mt. SAC" Respondents were instructed to select all that applied from a list of nine reasons, with an option to specify some "other" reason. The majority of survey respondents (n = 189; 76.2%) selected one reason, however 42 (16.9%) selected two, 12 (4.8%) cited three, four (1.6%) identified four reasons, and one (0.4%) selected five. The proportion of respondents who selected each reason is illustrated in the chart below. Because respondents could endorse more than one reason, the percentages depicted in the chart sum to more than 100%. As shown, class availability was the reason cited by the largest proportion of survey respondents (n= 105; 42.3%), followed by work obligations (n = 51; 20.6%) and personal reasons (n = 42; 17.3%). Meanwhile technical difficulties, lack of non-financial support, and financial reasons were the explanations indicated by the smallest proportion of survey respondents. See Figure 3 in Full Report Attachment.

Use of Results: The results of the current study suggest that lack of course availability is the primary reason students failed to enroll in the next required course of their basic skills sequence. Personal reasons and not wanting to or realizing they needed to enroll in the next course were the second and third most commonly cited primary reason for not enrolling, although work obligations were also viewed as a significant barrier to enrollment. Lack of support (non-financial), as well as financial, and technological barriers, was cited as a barrier by the smallest proportion of survey respondents. However, the qualitative data suggest that students subsumed financial reasons under "personal," "work," and "transportation" issues. This may in part be due to the discomfort respondents feel attributing their inability to enroll to a financial constraint.

Additionally, financial reasons may be viewed as secondary to more primary issues such as needing to work to support dependent children. Relatedly, the results of the current study also suggest that many of the barriers assessed through the survey instrument co-occur in this population of students. Thus for many students, lack of course availability does not occur in isolation. Rather many of the students who cited course availability also offered evidence that courses are not available on the days and times that they need. Conflicting course schedules and employment obligations often limit the number of courses available to students. There are also another group of students who choose simply to take a break from the basic skills course sequence by enrolling in another course. Student demographic characteristics seem to put students at risk for experiencing certain barriers at a disproportionately high level. For example, first generation college students in this study were more likely to cite personal problems and work obligations as a reason for not enrolling in the next required course compared to those whose parents had at least some college experience. Despite not having enrolled in the next required course in the basic skills sequence, the majority of study participants hold a positive impression of the campus. Overall, Mt. SAC is viewed by respondents as being a campus that offers a variety of opportunities, excellent faculty and staff, and a supportive environment. This report will be shared with the Basics Skills Coordinating Committee for further discussion. Also, in light of the recent work on the Student Equity Plan, the information from this study about how demographic factors, ethnicity and economic disadvantages affect course persistence will be shared with the Student Equity Committee. Mt. San Antonio College Basic Skills Course Persistence Telephone Survey: Study Results Submitted By: Laura Gil-Trejo, MPH, MA, Frederick Rose, MPH Social Science Research Center California State University, Fullerton

Project: Peter Bahrs Study

Description: The goal of this project is to leverage prior work in order to better understand who are students are, what their goals are, and how we compare state-wide regarding student completion outcomes.

Objective: The high level goal of this project was to give campus decision makers better information about the nature of our students. The immediate goal of this project was to leverage prior work in order to better understand who are students are, what their goals are, and how we compare state-wide regarding student completion outcomes.

Assessment: Replicated the Bahr cluster analysis studies to: a) describe the groupings of students present at Mt. SAC b) compare the mix of Mt. SAC students to that of other California Community Colleges

Summary of Data: The research data showed that first-time Mt. SAC students group into the following clusters: Skills builder: 10.2% Short-term noncredit: 41.8% Noncredit: 6.4% Completion likely: 21.8% Completion unlikely: 21.8% CTE: 4.4%. This distribution of students by cluster puts Mt. SAC into the Community Education Intensive cluster of community colleges.

Use of Results: The information about the distribution of types of students was presented to the Basic Skills Committee, resulting in productive discussion about the needs of Mt. SAC students. In particular, awareness was reinforced of the large numbers of students who participate in noncredit programs. This led to plans to further research the way noncredit students group into distinct populations. The information was also shared with the broader Institutional Research community in the form of a conference presentation and a chapter in a book. This will help other colleges understand community college student patterns, and especially to be more aware of noncredit students. The initial results indicated that the coding used by Bahr was inadequate to describe noncredit students. Two actions came from this result: a) A simple recoding was adopted to distinguish short-term noncredit students from the credit students they were being grouped with in the original coding. b) Follow up research is planned for 2014-2015 to identify the clusters within the population of noncredit students.

Project:	VESL Curriculum Improvement & VESL Coordinator
Description:	<p>The VESL Career Paths program is designed with integrated curriculum that promotes communication , computer skills, and career planning. Students go through the two-semester program as a cohort</p> <p>This BSI funded position is expanding activities for the current year to include a tutoring component for the VESL students. (The pilot will begin in April, 2013.) Students will receive assistance in completing assignments in all VESL courses as well as assistance in reviewing course material s previously taught in VESL Speaking and Writing. Through this tutoring pilot, student will understand that the VESL courses are aligned and integrated; they will utilize and practice all the skills they learn across the program, at any point in time or activity.</p>
Objective:	VESL students who utilize tutoring services provided by the VESL Coordinator will have a higher rate of persistence, completion, and transition into credit in comparison to students who opt out.
Assessment:	Students who are enrolled in the VESL 1 and VESL 2 programs (approx. 90 students per semester) and who utilize the tutoring services provided by the VESL Coordinator/Instructor will achieve one or more of the following benchmarked goals: progress from VESL 1 to VESL 2, earn a VESL Career Paths certificate, or enroll in a credit class such as AMLA.
Summary of Data:	Overall, 88% of students who attended 4 or more tutoring sessions during VESL 1 progressed to VESL 2; 63% of those who attended 4 or more sessions completed the VESL Career Paths program and earned a certificate.
Use of Results:	VESL students who attended 4 or more tutoring sessions indicated a significantly higher persistence rate to VESL 2 than those who attended 0 to 3 sessions (88% vs. 43%). Furthermore, students who attended the same number of sessions obtained a 13% greater program completion rate. This may suggest that the VESL tutoring services provided by the VESL Coordinator facilitate better persistence and program completion rates among students who utilize the services. It is recommended that the VESL Career Paths Program continue to offer tutoring services to its students.

Project: WIN Program 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: Retention and course success data will be gathered by the Research Department and GPA information will be provided by the IT department via an Argos report.

Summary of Data: For fall 2013, the WIN had a 93% retention rate, 75% course success rate and a mean GPA of 2.72. For winter 2014, the WIN had a 97% retention rate, 91% course success rate and a mean GPA of 2.88. This is compared to the general population for which there was an 86% retention rate and a 66% course success rate in fall 2013; and for the winter 2014, there was a 92% retention rate and a 79% course success rate. Based on these results, criteria was exceeded. Numerous factors contributed to student success at the WIN, such as designing WIN as an on-site student athlete success center where students are more likely to seek out support services. This is inclusive of consistent availability of onsite counseling services, constant student monitoring, and early interventions through progress checks, intervention workshops, and student success workshops.

Use of Results: Counselors will continue to be available throughout WIN day time operating hours for student monitoring, counseling and intervention. It is also recommended that additional funding be provided so that counselors can be available for evening WIN students. Additionally, the counselors would like to add more workshops each semester, focusing on effective time management skills, note taking strategies, how to manage finances as a college student, etc. Lastly, progress checks will continue to be a platform for academic intervention and counseling services. In order to continue the supporting the WIN program as a "Student Success Center," with comprehensive services for student athletes, additional counseling hours and a full-time WIN coordinator is needed.

Project:	Writing Center - Tutor in the Classroom (TC)
Description:	This supplemental instruction program provides tutoring support for Basic Skills courses in AmLa and English in the form of trained, supervised tutors assigned to individual classes for the duration of the course. These tutors attend class and meet both individually and in a group setting with students. 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. The goal is to improve the success and retention rates of these students and enable their progress to college level writing courses.
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:	The TC program has had a history since before it even began being supported by BSI of consistently generating success rates for students in TC sections that are 10-25% higher than the course average. But, for the first time in six years of existence, the TC program did not meet all its success differential objectives in every category in the 2013-14 academic year. More on this development soon, but, first, a review of the elements that did meet our targets. AmLa 43 sections and English 68 sections with an assigned TC in the fall of 2013 had a 14% and 6% increase, respectively, in success rates over the course average. In the spring 2014 term, students with an assigned TC in English 1A had a success rate of 10% above the overall course average and 11% above the rate for sections without a TC. In addition, students in the Pathways program that began in the winter term of 2014, had completion of the basic skills sequence that were twice the rate of students not in this accelerated sequence (45% completion rate of Basic Skills writing sequence as opposed to 23% for students not in Pathways.) In spite of this success, there was clear evidence of certain issues in the program as success rates for English 67, funded by Basic Skills, did not meet our outcome targets (for the first time, again, in the program's history). In the fall term, the success rates for TC-supported sections of 67 was only 2% higher than the overall average, and, in the Spring, the number was actually lower than the overall average (another first for the program). The data is attached and a consideration of the meaning of this data is included in use of results.
Use of Results:	The TC program has had a history since before it even began being supported by BSI of consistently generating success rates for students in TC sections that are 10-25% higher than the course average. The inconsistent results for the TC program

this year underscored a reality that has been emerging as a consensus in the research literature into supplemental instruction across the country: supplemental instruction works when a. teachers integrate the supplemental instruction into the course, making the supplemental instructor (in this case, TC) integral to the course and b. when some form of obligation to attend is clearly communicated to students. There is a direct correlation in our data between high attendance rates and high success rates and another direct correlation between high attendance rates and instructors integration of the TC into the course via assignment construction, classroom participation, group session assignments that involve the instructor's input, and syllabus obligations for usage of the TC. To address this issue, the Writing Center TC program, beginning in the Spring of 2015, will begin to require some form of orientation for instructors who request a TC. This orientation will involve presentations by WC staff, including TCs, as well as by experienced professors who have effectively integrated their TCs in the past. It will offer strategies for including the TC element in the syllabus and design of the course and offer instructors the opportunity to work closely with their TCs in brainstorming modes of collaboration, assignment support, group session content, and the fostering of good habits of mind for the students in their sections. The key, then, to maintaining the program's standard of excellence is more robust professional development of participating faculty.