



Basic Skills Annual Report

2014-2015

Mt. San Antonio College

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Executive Summary

During the 2014-2015 academic year, the college provided the support and funding for a total of 14 basic skills projects from funds provided by the Basic Skills Initiative (BSI). The total funding for the 14 projects was \$669,512. Projects were funded in the following areas:

- Adult Basic Education
- English as a Second Language
- Humanities and Social Sciences Division
- Instruction
- Library and Learning Resources
- Student Services
- Counseling

Additionally, the college funded \$429,470 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 2014-2015 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. Beginning 2012-13, 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.

All project managers and the teams of the funded projects, in collaboration with Research and Institutional Effectiveness, completed a formalized assessment review. 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 a myriad of opportunities and support services that have resulted in increased retention and success. Additionally, faculty, managers, and staff involved in the projects have become a community of learners dedicated to providing quality programs and services that support our basic skills students. We encourage you to read the project summaries that are provided in this report in order to more fully appreciate the efforts of all the people involved with the basic skills projects.

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Faculty Coordinator, Basic Skills

Project: Adult Basic Education: Adult Secondary Education Tutoring

Description: The Adult Basic Education (ABE) department faculty conducted a project that included providing in-class tutoring for noncredit basic skills students. ABE students include those enrolled in the GED Preparation, ASVAB (military exam) Preparation, In Home Support Service, High School Programs, and basic skills remediation. ABE students often have difficulties passing course exams, so embedded in-class tutoring was provided to assist students with exam preparation. It was expected that as more students are successful in passing course exams, there would also be an increase in noncredit certificates and course completions.

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

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. Criterion: 1. At least 75% of students who self-referred to tutoring will pass course assessments with an average of 70% or better. 2. At least 75% of students who are primarily referred to tutors by instructors will pass course assessments with an average of 70% or better.

Summary of Data: The results for the tutoring intervention objective demonstrate that tutoring intervention positively impacts student success. 825 students comprised the sample for courses where in-class tutoring was available during the assessment period. Of these students, 49%, or 405 students accessed tutoring, which is lower than expected. However, 67% of students who accessed tutoring passed courses with a "C" or better compared to 49% for the general population. The number of students who received tutoring from the previous year may have decreased because faculty have embedded meeting time within all coursework as an early alert system. Thus, the students may have obtained the intervention they needed from the faculty and therefore, did not seek tutors as often. These results show that a different approach at utilizing tutors such as subject specific group tutoring may accelerate program completion.

Use of Results: There is still a need to hire another permanent tutor. The availability of an additional tutor should result in an increase in student tutoring use and improved outcomes. Group tutoring on test prep is also planned for implementation in 2014-15, which may increase the number accessing tutoring. It may be helpful in improving outcomes to survey students to gauge the impact of tutoring from the student's perspective and to determine any gaps in need. Therefore, students will receive a tutoring survey which asks how prepared they feel for their assessment, once they meet with the tutors.

Project: Adult Basic Education: WIN Program

Description: This proposal was to provide on-site counseling support in the WIN Program. The WIN counselor's role is proactive counseling for basic skills student athletes, including provide academic support and timely interventions. The WIN Program is located within the Kinesiology and Athletic Division Building, which allows student athletes to have access to a counselor. The State BSI e-resource highlighted best practices that yielded student success in situations where counseling and tutoring were provided on-site or targeted to a specific population. This proposal is therefore in line with past best practices. An intended outcome is that basic skills student athletes will persist and demonstrate course success.

Objective: WIN Program students who utilize on-site counseling and tutoring will be academically successful.

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. Progress reports will be submitted by the faculty for basic skills courses once per term. Criterion: 1. WIN students will have an overall GPA of at least 2.6 for fall and winter semesters, and will have at least a 75% course completion and 85% retention rate for fall and winter sessions. 2. At least 50% of students who received deficiency/ies on the progress check will attend a Fall or Spring student success workshop. The student success workshop is intended to provide intervention that will help students improve deficiencies and pass courses.

Summary of Data: WIN students continue to demonstrate solid course outcomes and consistent retention. For Fall 2014, WIN students had a 91 % retention rate, 73 % course success rate and a mean GPA of 2.62. For Winter 2015, WIN students had a 95 % retention rate, 80 % course success rate and a mean GPA of 2.71. These data are

positive, however, GPA could be higher with the inclusion of more college faculty presence, additional professional development for WIN staff, and the presence of a full-time WIN coordinator. 2. Of the 481 WIN students with progress report deficiencies for Fall and Spring, 236 students or 67% of all students with deficiencies attended a student success workshop. The results meet the criteria for success which was that at least 60% of students with deficiencies would attend a student success workshop. More efforts are needed to increase the amount of students with deficient grades to attend student success workshops. It is increasingly difficult to continue relying on a fully part-time staff to ensure student success for student athletes.

Use of Results: Counselors will continue to be available throughout the WIN operating hours for student monitoring, counseling and intervention. WIN faculty and staff aim to strengthen communication and relationships with Mt SAC faculty to better serve students by understanding the WIN's function and services. The WIN Project Program Specialist will try to attend more department meetings at the beginning of semesters for informational purposes and will disseminate program information such as (high lights, successes, important dates, ways to work more effectively as partners, etc.). This may result in higher attendance in workshops and increased counseling contacts. Lastly, athletic counselors or the WIN program could generate an email list serve and send it to all students that need to attend a student success workshop prior to or during the times workshops are scheduled.

Project: Adult Basic Education: ABE Faculty SLO Plan/Outcomes

Description: The purpose of this project was to support ABE faculty in the SLO process and evaluation of course effectiveness. There has been a number of new curricular standards that emerged in the past two years, greatly affecting the SLO process. Furthermore, faculty are still in need of improving in the reporting and evaluation of data.

Objective: A faculty outcomes team will participate in 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. Furthermore, faculty will improve on the quality and evaluation of assessment data.

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 3 SLOs. Faculty will evaluate the quality of assessment data and address the Use of Results for 2012-13. 1. Criterion for success: ABE faculty will assess 40% (21) of ABE courses, discuss the data, and formulate the Use of Results. 2. Faculty will improve the quality of summary and evaluation data.

Summary of Data: Faculty assessed the remainder of the active courses on the 3-year SLO assessment cycle. The only ones not assessed were those not offered during the 3-year period (Guidance and Planning, CAHSEE English). At their annual meeting, ABE faculty created a template to submit SLO data. This was used to submit 2014-15 SLO data, and all faculty whose classes were on this year's cycle completed an SLO template. This was the first time this template was used for the faculty. Because of the specific questions asked on the template the summary of data was much improved over last year. There is still more development needed by the faculty on writing the Use of Results sections and making recommendations based on the data. Many of the SLOs Use of Results Sections can be more focused on the resulting data as opposed to the overall program characteristics. In addition, some of the SLOs appear to be out of date given emerging standards for noncredit curriculum.

Use of Results: The ABE faculty will work on improving the Use of Results section for their SLOs. They will meet and identify samples of well-written Use of Results summaries and then plan a meeting with all faculty to work on evaluating and improving this section summary. This should take place at the Fall faculty meeting and prior to the midpoint. Also, the faculty will need to begin evaluating the currency of SLOs and make sure that assessments are effectively evaluating student learning.

Project: The Basic Skills Combined Tutoring Program-Repeaters

Description: The tutoring centers of the Combined Tutoring project provide academic support services to diverse basic skills populations, including student-athletes, non-native speakers of English, and students enrolled in the EOPS/CARE/CalWORKs program. Data that have now been collected over several semesters show the positive outcomes of the project on student success rates and progression through basic skills course sequences.

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 2014 and Spring 2015) 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. Repeating students who receive tutoring will have a higher success rate than those repeating the course who do not receive tutoring.

Summary of Data:

- In Fall 2014, students who were repeating Eng 67 and participated in tutoring had a success rate of 57%; those who were repeating and did not get tutoring had a success rate of 41%.
- Math 50 and 51 students repeating the course who got tutoring had a success rate of 45% vs. 35% for the students who were repeating and did not get tutored.
- In Spring 2014, students repeating ENG 67 who got tutoring had a success rate of 52%; repeating students who did not get tutoring had a success rate of 43%.
- The difference was notable for Math 50 repeating students: those who got tutoring had a success rate of 64%, vs. a rate of 48% for repeating students who didn't get tutoring.
- For Math 51 students, the difference was 10%--a success rate of 52% for tutored repeating students, vs. 42% for non-tutored repeating students.

Use of Results: 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.

Project: The Basic Skills Combined Tutoring Program-Progression

Description: The tutoring centers of the Combined Tutoring project provide academic support services to diverse basic skills populations, including student-athletes, non-native speakers of English, and students enrolled in the EOPS/CARE/CalWORKs program. Data that have now been collected over several semesters show the positive outcomes of the project on student success rates and progression through basic skills course sequences.

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. Students who participate in 90 minutes or more of tutoring in a basic skills level course will be more likely to pass that course and enroll in the subsequent course in the series.

Summary of Data: In Fall 2014, 1,416 students completed their first attempt of English 67. Of the original 1,416 students 683 or 48% enrolled in classes during the winter 2015 Term. This represented 56% of the tutored students and 45% of not tutored students. Finally, in spring 2015, 1,141 or 81% of the original 1,416 from the fall term enrolled in classes. 369 or 85% of the tutored students enrolled in a class while 79% of the non-tutored students did likewise. During the Spring 2015 term 18% of the original tutored group were enrolled in English 1A while this was true only for 11% of the non-tutored group.

Use of Results: The Basic Skills Combined Tutoring Project will continue this research, looking at persistence through the math course sequence as well. Additional research is planned for 2015-16 to discover the "cost savings" of increasing the persistence rate through a course sequence.

Project: VESL Career Paths: Tutoring & Persistence

Description: The VESL Career Paths program is offered by the ESL department as a bridge for students who are ready to transition from noncredit to credit and career pathways. It is designed with integrated curriculum that promotes communication, computer skills, and career planning. Students go through the two-semester program as a cohort, within a learning community model. In 2013-14, this BSI-funded position for tutoring services piloted then expanded activities for the current year to include additional academic support for the VESL students. Participants will receive assistance in completing assignments in all VESL courses as well as assistance in reviewing course materials previously taught in VESL Speaking and Writing. Through

this tutoring program, students understand that the VESL courses are aligned and integrated; they are able to utilize and practice all the skills they learn across the program, at any point in time or activity. Another component of this project involves an annual VESL retreat that invites participation by the community of practice - i.e., representatives from all constituents and key stakeholders of the VESL Career Paths program attend, including VESL students. The retreat provides coordination and program improvement at all levels in order to support the efforts of the learners. The department tracks the progress of noncredit students into credit programs and collects follow-up data regarding their success rates. This information is reviewed annually, at the retreat, and programmatic and curricular changes are made accordingly, to optimize student outcomes and successful transitions to college and career pathways.

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. Criterion: 80% of VESL students who utilize tutoring will achieve a minimum of one benchmark achievement (VESL 2, VESL certificate, AMLA).

Summary of Data: Overall, 80% of students (daytime and evening cohorts) who attended 4 or more tutoring sessions during VESL 1 progressed to VESL 2; 48% of those who attended 4 or more sessions completed the VESL Career Paths Program and earned a certificate. This has successfully met the criterion that 80% of VESL students who utilize tutoring will meet a minimum of one benchmark achievement (progress to VESL 2, earn a VESL certificate, or enroll in a credit class).

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 (80% vs. 53%). Furthermore, students who attended the same number of sessions obtained a 13% greater program completion rate. This indicates that the tutoring services provided by the VESL Career Paths Program 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 the tutoring services to its students.

Project: ESL New Student Orientation & Goal for Course of Study

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 counselors provide information to groups in regard to campus departments and procedures as well as specific programmatic requirements.

Objective: Pre-/Post new student orientation survey by ESL adjunct counselor on course of study and educational goal in the ESL program.

Assessment: There will be an increase in college and career educational goal for new ESL students after their orientation from uninformed to informed goal and course of study. Criterion: 30% of the students who complete new student orientation in ESL will add a college or career related goal for their course of study in the program.

Summary of Data: Of the 233 sample students who completed the pre/post survey, there was an average score of 2.7 point increase in college and career goal information gained on a 0-5 point scale. Overall, there was a 53% increase in the identification of such goals in the cumulative scores.

Use of Results: New student orientation presentations by ESL counselors provide valuable information for new students, many of whom are first-time college attendees. Presentation slides will continue to be developed and key information will continue to be presented to the noncredit students in other forms, including workshops and college/career exploration presentations.

Project: ESL Retreat- Critical Thinking

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 faculty will develop lessons, practice strategies, and provide ESL learners with resources that promote critical thinking skills that contribute to college and career success.

Assessment: All ESL Level students and VESL 1 students attending class in Week 14 will take the Level-specific reading comprehension assessment which examines students' ability to 1) identify main idea, 2) locate evidence in the reading passage to support details, 3) make logical inferences, 4) interpret meaning of vocabulary words from contextual clues. Criterion: 70% of ESL Level students and VESL 1 students who participate in the reading comprehension assessment will receive a passing score of 70% or higher.

Summary of Data: 81% of all students who participated in the assessment received a passing score of 70% or higher. The average pass rates of ESL Levels Pre-1 to 2, Levels 4 to 6, and VESL also surpassed the projected pass rate of 70%. The Level 3 pass rate was 66%.

Use of Results: The overall pass rate of 81% affirms that our students are strengthening their English skills through the use of critical thinking, one of our Division Student Learning Goals (SLGs), in the daily curriculum. The majority of the test items were about details and inferences; not enough test items regarding main idea and vocabulary were incorporated in the assessments for all levels. This suggests that better representations of all test item types are necessary in order to accurately assess students' reading comprehension ability. The ESL Outcomes Team recommends that the same project be implemented in three years.

Project: Give Me 20 ESL Library Reading & Tutoring Program

Description: The Give Me 20 Reading Program in the ESL Department has been held during brief six-week summer and winter sessions. Our students are recruited in all classes with a brief explanation and short sign up form. Interested students fill out their forms and bring them to the ESL Department library, holding approximately 7,000 volumes of graded readers. Students commit to reading 20 minutes per day, learn new vocabulary, write a two-page book report at the end of each book, and meet one-on-one with a library instructor to review their progress. Students normally take two weeks to read a book; some take less time, and some renew the book. After three book reports are received and reviewed along with a pre- and post-survey, the student receives a nice certificate in his/her class and is cheered on by his/her teacher and classmates. The program promotes basic reading skills through a consistent structured program which tracks students' progress and persistence. This past year (2014-2015) we have seen an expansion of our short-term program to a year-long program thanks to the additional basic skills funding.

Objective: Noncredit ESL students who complete the Give Me 20 reading program (3 book reports and pre/post surveys) will gain reading skills in order to successfully complete their courses.

Assessment 1: Noncredit ESL students who complete the Give Me 20 reading program will pass their ESL level courses. Noncredit ESL students completing the Give Me 20 reading program will demonstrate a 5% higher passing rate as compared to a control group of students from the same courses who did not complete the reading program.

Summary of Data: Give Me 20 Participants had an 85% course success rate vs. Non-Participants who had a 65% success rate.

Use of Results: The overall pass rate for Give Me 20 Participants exceeded the pass rate for Non-Participants. The Give Me 20 Reading Program is effective in assisting students to gain the reading skills they need to pass their courses. It is beneficial to the ESL students to continue offering this program.

Assessment 2: The first and last standardized reading test scores will be collected for all the Give Me 20 students who complete 3 book reports before the end of the program in fall 2014. These scores will be compared with a control group of ESL students who took the same courses, but did not complete the Give Me 20 reading

program. Noncredit ESL students who complete the Give Me 20 reading program will show a 10% larger reading gain from their first to final standardized CASAS reading tests as compared to the reading gain for an equivalent number of students (random sampling) who did not participate in the Give Me 20 reading program in fall 2014.

Summary of Data: While both groups increased their reading scores, the Give Me 20 group increased their mean score by 6.61 points whereas the Control group only increased their score by 4.08 points. A 6 point gain in scaled scores approximately equates to a 20% gain on raw scores whereas a 4 point gain in scaled scores approximately equates to a 15% gain on raw scores.

Use of Results: Although the set criterion of 10% was not quite met, the Give Me 20 group did increase their reading scores by approximately 5% more than the Control group. The Give Me 20 Reading program is beneficial to ESL students as seen in their reading test gains. The program should be continued.

Project: LLC Self Directed Learning Activities for Noncredit ESL

Description: The Language Learning Center serves as a location where professors can bring classes for group work or where individual students come for independent study for their target language. ESL students, for example, frequently come in and ask what they can use to improve their grammar or their pronunciation. The LLC staff guides them to software, media and websites that may be helpful to the learner, but then they move on to assist another student with other technology. While the dedicated and motivated students can learn in this manner, the targets of “grammar,” “pronunciation,” and other skills in ESL are too large to successfully determine completion of the goal. The LLC focused on the following: a) identifying noncredit ESL students’ specific felt needs for them to become effective communicators in their workplace, classroom, and other areas where English is required of them; b) creating Self-Directed Learning Activities (SDLA) designed to focus on these authentic needs and personal problem areas that take advantage of software and media in the LLC; and c) providing in the lab, just-in-time tutoring for these SDLAs by a faculty member trained in Teaching English to Speakers of Other Languages and experienced with technology-enhanced language learning.

Objective: ESL Language Learning Center - BSI 2014-15 LLC Self-Directed Learning Activities for Noncredit ESL: Create SDLAs - The Faculty- Tutor will design 30 or more

new SDLAs appropriate for Levels 4-6 (at least 15 pertaining to oral communication) that meet ESL needs and incorporate LLC software and media.

Assessment: The Faculty-Tutors will design new SDLAs for noncredit ESL student needs. The faculty tutors will design 30 or more SDLAs.

Summary of Data: The faculty tutors designed 37 SDLAs by the end of spring 2015, 30 or which focused on speaking and listening, 7 of which focused on reading and writing.

Use of Results: The faculty tutors created more SDLAs than expected. Approximately one third of the SDLAs were designed due to suggestions made by students as they began completing SDLAs.

Project: Pathways to Transfer

Description: 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. 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, developed a program called Pathways to Transfer. It has been offered to three cohorts of students since the Winter/Spring 2014 semester. Pathways offers its students the community provided by a cohort, makes support resources in the classroom readily available, 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. The data for this report is from the Winter/Spring 2015 cohort of math and English Transfer to Pathways Program.

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.

Assessment Method Category: Persistence: When compared to non-Pathway students, students who participate in the English Pathways to Transfer will be 10% more likely to complete two English courses in sequence within two terms. When compared to non-Pathway students, students who participate in the Math Pathways to Transfer will be 10% more likely to complete two Math courses in sequence within two terms. Success Rates: When compared to non-Pathway students, students who participate in the English Pathways to Transfer will be 10% more successful. When compared to non-Pathway students, students who participate in the Math Pathways to Transfer will be 10% more successful. Student Satisfaction: 75% of the students who participate in English Pathways to Transfer courses will agree or strongly agree that they are in general satisfied with the Pathways to Transfer program. 75% of the students who participate in Math Pathways to Transfer courses will agree or strongly agree that they are in general satisfied with the Pathways to Transfer program.

Summary of Data: Persistence: 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. Students in the Pathways cohorts completed two courses in a sequence at 34% greater frequency than students who were not enrolled in a Pathways cohort. Data related to the success and persistence through three sequential courses or outcomes on degree completion and transfer will be tracked as the semester's progress. In spring 2015, 48.11% of the students who participated in the English 67/68/1A Pathways to Transfer (n=106) completed 2 English courses in sequence within two terms compared to 18.08% of students who were not enrolled in Pathways (n=271). In spring 2015, 55.17% of the students who participated in the English 68/1A/1C Pathways to Transfer ((n=29) completed 2 English courses in sequence within two terms compared to 27.49% of students who were not enrolled in Pathways (n=1026). In Spring 2015, 61.11% of the students who participated in the LERN 49/50/51 Math Pathways to Transfer (n=18) completed two math courses in sequence within two terms compared to 18.48% of students who were not enrolled in Pathways (n=184). In Spring 2015, 43.75% of the students who participated in the MATH 50/51/71 Math Pathways to Transfer (n=128) completed two math courses in sequence within two terms compared to 22.22% of students who were not enrolled in

Pathways (n=207). In spring 2015, 62.07% of the students who participated in the Math 51/71/110 Pathways to Transfer (n=29) completed two math courses in sequence within two terms compared to 14.47% of students who were not enrolled in Pathways (n=311). Success Rates: On average, students enrolled in the spring 2015 English Pathways to Transfer were 13.7% more successful than students who were not enrolled in a Pathways cohort. On average, students enrolled in the spring 2015 Math Pathways to Transfer were 15.7% more successful than students who were not enrolled in a Pathways cohort. Student Satisfaction: 90.04 percent of the students who participated in the English Pathways to Transfer survey (n=231) agreed or strongly agreed that they were satisfied with the program. 92.21 percent of the students who participated in the survey agreed or strongly agreed that having a designated tutor in the classroom is helpful. 21.05% of the students who participated in the survey agreed or strongly agreed that the linked library (LIBR1) is an important part of the English Pathways. 89.13% of the students who participated in the Math Pathways to Transfer survey (n=368) agreed or strongly agreed that they were satisfied with the program. 80.7% of the students who participated in the survey agreed or strongly agreed that having a designated tutor in the classroom is helpful. 32.34% of the students who participated in the survey agreed or strongly agreed that the linked learning community class (LCOM) is an important part of the math Pathways. *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 third cohort of the 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. 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. 2. This is a strong and vital learning community program which could be strengthened with professional development opportunities for the faculty and the tutors. 3. The student satisfaction surveys indicate that students do not agree that the linked LCOM or library classes are effective. Also, several of the English / Library links had to be cancelled in order to maintain enrollment in the English classes. 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. 4. Because of the growth of the program, the College needs to provide support for the coordination and maintenance of this program. It can no longer be the responsibility of the Basic Skills Faculty Coordinator who has other obligations and duties.

Writing Center 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 2014, 326 students in English 67 attended Writing Center tutoring, 226 of these students passed the course with a "C" or better, for a success percentage of 70%. In contrast, only 56% of those students who did not attend tutoring passed the course and only 59% of those enrolled passed.

Use of Results: This data confirms that individual tutoring continues to be effective with English 67 students. More study and consideration may be done as to why this intervention continues to help 67 students, even after the change to the assessment process, while the TC program seems to have been more negatively affected.

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 2014, students repeating English 67 who attended writing tutoring had a success rate of 57% (statistically very close to the 59% overall success rate for the course that term). In contrast, repeater students who did not attend tutoring had a success rate of only 41%. Thus, repeaters who attended tutoring had a 16% higher success rate than those who did not.

Use of Results: This data, together with last year's data, constitutes a two-year overall average of an 18% positive difference in success rates for English 67 repeaters who attend tutoring vs. those repeaters who do not attend tutoring. We will work to publicize these results with the English faculty in order to help ensure that more repeaters are referred to tutoring.

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: 259 students in English 67 completed a DLA in the fall of 2014 and 178 succeeded in the course, for a success rate of 70%. This was 11% higher than the overall success rate for the course of 59%.

Use of Results: The recruiting of faculty to integrate at least three DLAs into their syllabus over the course of the semester has continued to prove the value of this approach to positively impacting success rates in a highly cost-effective manner. The average cost for each student completing three DLAs over the course of the semester is \$12.

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 in the last two years of well under 60%. 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: For the fall of 2014, the rates for English 67 did not meet the criteria of a 5-10% differential. AmLa 33R did meet the criteria as sections with a TC had a 77% success rate compared to a 70% success rate in sections without a TC. In the spring, English 67 sections supported by a TC showed a 1% increase in success over sections without a TC--this did not meet the criteria. We also noted an unusually high withdrawal average for many sections--well over the 19% overall withdrawal average for all sections.

Use of Results: Since the change to the multiple measures, the Writing Center has seen three straight terms (spring, fall, spring) in which the criteria was not met for English 67 in the TC program. The success criteria for English 1A and 1C and, usually, for English 68 have continued to be met during this period. The issue seems to be isolated to English 67. We will be watching the English 67 results closely for fall 2015 to see if the change back to the three multiple measures criteria for placement into English 67 alters both the overall success rate for the course and those success rates

for the TC sections. We are also revisiting our training and articulation of best practices for instructors as well as considering requiring that instructors in 67 agree to certain criteria--such as scaffolding TC group sessions into their assignments--in order to be given a TC.