

Achieving the Dream

Name of Institution: Los Angeles Mission College
Submission Date: May 7, 2012
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A. Principles for Increasing Student Success through Institutional Improvement

1. Committed Leadership

Los Angeles Mission College (LAMC) has committed leadership to ensuring student success across the entire campus. The President, Vice Presidents, and Deans have been working diligently to make sure policies and procedures are streamlined to meet the matriculation needs of students. The college has a Core and Data team composed of key faculty, department chairs, Deans, Vice Presidents, and the Interim Dean of Institutional Research. Key faculty include the President of the Academic Senate, Coordinator for Student Learning Outcomes, Chair of the Accreditation Steering Committee, and English, Mathematics, Science, ESL/Developmental Communications, and Counseling Faculty. We are also engaging students and members of the community.

2. Use of Evidence to Improve Policies, Programs, and Services

LAMC has acquired quantitative and qualitative (focus groups) data on student persistence, retention, and student success for English, Mathematics, ESL/Developmental Communications and Science. We are also working closely with the Los Angeles Community College District (LACCD) Office of Institutional Effectiveness and the LACCD Student Success Initiative Group to identify policies and procedures that hinder student success.

3. Broad Engagement

The College has established the Core and Data described above. The Office of the President has sent numerous college wide emails explaining the importance and the efforts of AtD. K-12 schools, community organizations, non profits and businesses have been kept abreast of the college's student success efforts.

4. Systemic Institutional Improvement

LAMC is preparing for their 6 year accreditation visit March 2013. The college is heavily engaged in evidence based self evaluation and completion of the proficiency level for Student Learning Outcomes (SLOs). These efforts coupled with the data driven approach to AtD has provided the college with a systemic institutional improvement plan. The plan is instilled into the College's Strategic Plan and will be integrated with the Educational Master Plan and Facilities, Student Services, and the Technology Plans.

B. Data Analysis, Results, and Resulting Priorities

1. Quantitative Data Analyzed:

The quantitative data analyzed is in exhibit A. The Core and Data teams reviewed student persistence, student success, and retention data related to English, Mathematics, ESL/Developmental Communications and Biology over the last three years.

2. Qualitative Data Analyzed:

Focus groups were convened in English, Mathematics, and ESL. Five student focus groups and one faculty focus group were convened for English and Mathematics. Biology and ESL/Developmental Communications are continuing their focus group collection of qualitative data through the end of the Spring 2012 semester. In addition student services' student focus groups were convened as well.

3. Major Findings of Data Analysis:

- On average about 67% of students enrolled at the beginning of the semester are assigned a grade at the end of the semester. Of those receiving a grade, on average 76% earn a passing grade.
- Of those students who receive a passing grade in Math 115 in the Fall semester, about 65% enroll in Math 125 in the following Spring semester, while about 23% enroll in the following Fall semester. This means that about 88% of students who pass Math 115 in the fall, enroll in Math 125 by the following Fall semester.28, achievement is lower with Black student succeeded at 67% and Asians at 74%.
- On average about 50% of all students who enroll in Math 115 pass with a grade of "C" or better.
- Additional topics requiring further research include: identifying the pattern of student withdraws from class over time and Math 115 as a predictor of success in Math 125 adjusted for recency. It is also important that we determine why students withdraw from class.
- English 28 and English 101 (Freshman English) need to have better coordination so that students can accelerate their completion of English 101. For English 101 Black students succeed at 80% while White students succeed at 79%, Asians at 86% and Hispanic students at 69%. For English 28, achievement is lower with Black student succeeded at 67% and Asians at 74%.
- Retention (completion of the course) is higher in English 28 with White students at 89%, Black students at 86%, Asian students at 82%, and Hispanics at 82%
- Student retention related to student persistence (going from one semester to the next) for Asian students is 100%, while Blacks is 82%, Hispanics is 70%, and Whites 79%. Student success related to student persistence over a three year period reveals that White students are at 79%, Black students 65%, Asians 90% and Hispanics are at 70%.
- For Developmental Communications (DEV COM) 1 retention rates are higher with 100% for Asians, 82% for Blacks, 84% for Hispanics, and 90% for Whites, but success rates are much lower with 80% for Asians, 35% for Blacks, 45% for Hispanics and 69% for Whites.
- For DEV COM 36A the next higher course the same trend occurs. Retention is higher than success. For retention Asians are at 88%, Blacks are at 85%, Hispanics 85% and Whites 86%. For success is 61% for Asians, 44% for Blacks, 54% for Hispanics and 69% for Whites.

4. Stakeholders Engaged in Priority-Setting:

The stakeholders engaged in priority-setting were the English, Mathematics, and Counseling faculty and chairs, the Core and Data team participants.

5. Other Information Regarding the Decision-Making Process:

The qualitative data gathered through the focus groups revealed that:

- Complete focus group data and a summary appear in the attached spreadsheets. The proposed intervention is footnoted and refers to these documents.
- English needs to focus on barriers to succeeding in English 28 to prepare for English 100 or Freshman English
- Mathematics students need to succeed at higher rates in Math 115 to prepare for Math 125 (Intermediate Algebra)
- DEV COM needs additional analysis through focus groups with students and faculty to identify specific areas in need of interventions.
- Students want to participate in college orientation at higher levels and need to have pathways as provided through Student Educational Plans (SEP) at greater levels as well.
- Students who persist with the course are very likely to pass, 75%. Thirty-three percent of students who enroll in Math 115 do not receive a grade.

6. Resulting Priority:

The resulting priorities are focused on the following:

- Increase the number of students who complete Math 115
- Increase the number of successful Math 115 students who continue with Math 125 the following semester.
- Better prepare students to take the Math placement test.
- Accelerate mathematics remediation and shorten path from Math 112 (pre-algebra) through Math 125
- Increasing student participation in orientation and obtaining SEPs

C. Intervention Information

Priority: Increasing student success in English 28 and Student Support
Intervention Name: Pathways to Success in English, Mathematics, and Student Support
Direct or Indirect Student Intervention: Direct
Start Date:

Fall 2012 Semester

Type of Intervention (choose all applicable):

There will be three direct interventions. One for English, one for Mathematics and one for Student support services. The Mathematics intervention is described in the second priority section following this priority.

1. English
 - Will also have a Personal Development (PD 40) course in tandem, This will ensure that orientation and SEPs are delivered for every students participating in the pilot.
 - English will also prepare students for the Accuplacer English placement examination so that they can be placed in the appropriate class (e.g. English 28 or English 101).
2. Student Support Services
 - SEPs will be provided to the English pilot courses by enrolling English 28 and English 101 students in PD 40
 - SEPs will also be expanded through online counseling, online chat appointments and hiring an additional counselor (transfer director) to assist.
 - Pilot face to face orientations will be enhanced by partnering with instructional faculty to assist with the presentations.
 - Counseling will also pilot a 3 to 5 week PD class that will provide expanded orientation information, resources, and materials.
 - The financial aid component will be expanded and allow for more information and completion of the financial process by students.

***Specific Course Content Area (choose all applicable):**

English 28, English 101 and PD 40

***Target Student Group (choose all applicable):**

- Age: From 18_ to 30_
- Gender: 50% Female and 50% Male
- Race: Students participating in the initial pilots will reflect the current student demographics of the college with a minimum 70% Hispanic, 10% Black, 10% white, and 10% Asian.
- Financial aid status ; 90% of the students will be Pell Eligible
- GPA range: From_2.0 To 2.5_
- First-time students : A minimum of 50% of the students will be first time students.
- Student enrollment status: Part Time/Full Time : 70% are part time and 30% full time
- Academically underprepared students; 90% of the students are academic under prepared
- ESL/ESOL/ELL: It is estimated at one third of the students will be ESL students.
- First Generation: 90% of the students are first generation
- Other: Please Describe

***Estimate Number of Students Enrolled or Otherwise Benefiting:**

English will have 60 PD 40 and participants of the student support services interventions will be 200 for a total of 380 students.

<p>*Do students have to satisfy certain criteria to take part in the intervention?</p> <p>No</p>
<p>*Will special efforts be made to recruit students to take part in the intervention?</p> <p>Yes</p>
<p>Description:</p> <p>For English and PD they will be freshman and continuing students.</p>
<p>Way(s) the intervention will help close achievement gaps:</p> <p>For English we will increase student success for all students, particularly for Black and Hispanic students.</p> <p>For student support services successful completion of orientation and the increased acquisition of SEPs will demonstrate success.</p>
<p>Measurable Yearly Goals:</p> <p>For English 28 LAMC will increase the three year developmental English 28 course from the current rate (67% for Blacks and 70% for Hispanics) by 10% in the Fall of 2012, 15% in the Fall of 2013, 20% in the Fall of 2014 and 25% in the Fall of 2015.</p> <p>There will be an increase in student completion of orientations and SEPs by 10% in Fall 2012, 15% in Fall 2013, 20% in Fall 2014, and 25% in Fall 2015.</p>
<p>*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable):</p> <ul style="list-style-type: none"> • An increase of 10% for student completion of orientations and SEPs on the Fall of 2012
<p>Evaluation Plan Description:</p> <p>There college will use a formative and summative evaluation design. The summative evaluation will assess the degree to which the goals of the interventions have been achieved. Data will be gathered to see if the quantitative targets are reached. The formative evaluation will assess the specific activities related to each intervention and measure their effectiveness to promote student performance. In addition, the evaluation will compare English 28 students who received the intervention with those English 28 students who did not.</p>
<p>*Evaluation Results Comparison (choose all applicable):</p> <ul style="list-style-type: none"> • <i>Baseline data; Using the three year data on student success for English 28, success of students participating in the pilot will be compared to the baseline.</i> • <i>Students participating in the English 28 pilot will be compared to the non treatment group.</i>
<p>Plan to Scale Up:</p> <p>While the English 28 pilot interventions are launched the college will work on the enrollment and registration policies and procedures to expand English 28 course scheduling that allows for the successful features of the interventions to be college wide. It is expected that the number of sections for English 28 that utilize the successful features will expand in the following sequence:</p> <p>Fall 2012: Pilot 380 students</p> <p>Fall 2013: Second cohort 500 students</p> <p>Fall 2014 Third cohort 750 students</p>

Fall 2015: Fourth cohort 1000 students

Communications Plan:

The Office of the President's Community Relations Assistant will provide monthly updates on the progress of AtD and the interventions for Mathematics, English, and Student Services. The Dean of Institutional Research will post quantitative and qualitative data on the progress of the interventions on the AtD website which is located on the home webpage of the college.

Internal and/or External Resources Needed:

The internal resources needed are:

- English and Counseling faculty willing to implement the English 28 and student support services interventions
- Dean of Institutional Research will be needed to track the progress of the students participating in the interventions
- Tutorial assistance provided by the Learning Resource Center, Academic Success Center, and STEM tutoring program

External resources needed are:

- District support for policy and procedural changes related to matriculation, placement assessment, course scheduling, and cohort sequencing.
- Funding to hire English and other tutors for the students in the pilot

Institutional Policy Changes Needed:

The institutional policies that will need to be changed are:

- No ceiling on the number of times a student can take the placement assessment
- Allowing students to take the placement assessment within a shorter timeframe instead of waiting every six months
- Allowing for courses to be paired and scheduled so that students can take two courses (e.g. English 28/ English 101 and Math 115/125) during the same semester
- Allowing for course pairing and cohort of students will require an examination of the policies related to priority registration

Anticipated Challenges:

- Allowing students to take two courses to accelerate their learning may be challenged by the current policies related to registration of classes.
- Allowing students to take the placement assessment within a short timeframe from their previous examination and to take the assessment as many times as they wish if needed will be challenged by district policy
- Funding will be scarce to sustain this effort particularly year 3 and beyond. Currently the college has funding for year 2 and 3 but will need to institutionalize the successful features of the interventions in year 4.

Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:

The evaluation will be very helpful for accreditation. The next six year accreditation visit is in the spring of 2013. Preliminary results of the Fall 2012 will be critical for Standard II A, IIB, and IA. The results will also be useful as we revise the college strategic plan, educational master plan, and assessment of

student learning outcomes.

D. Is there additional information you would like Achieving the Dream to know about the college or about the implementation proposal?

Los Angeles Mission College (LAMC) youngest of the 9 community colleges in the LACCD. It started in 1975 in a variety of storefronts serving different areas of the Northeast San Fernando Valley. In 1992 it was located in Sylmar, CA with 22 acres of land. Faculty and staff from the storefronts came to the single new location and began to coalesce to build a first rate college.

But it took time for faculty and staff to increase their collaboration, having worked in different store front locations over the years. The college has established a collective identity to serve students first and foremost, but needs to advance common goals even more, particularly as the college and the state have entered an austere budgetary environment.

AtD is the vehicle for the college to advance more common goals related to student success and achievement. Faculty, administrators, staff and community members supporting the college must work closely together to promote college goals that will serve students and the communities of our region even more successfully than ever before.

E. Intervention Information

Priority: Increasing student success in Mathematics 115.
Intervention Name: Pathways to Success in English, Mathematics, and Student Support
Direct or Indirect Student Intervention: Direct
Start Date: Fall 2012 Semester
Type of Intervention (choose all applicable): There will be three direct interventions. One for English, one for Mathematics and one for Student support services. <ul style="list-style-type: none">3. Mathematics<ul style="list-style-type: none">• All Math 115 sections in Fall 2012 will use a custom textbook and all Math 125 sections will be scheduled as a continuation of these sections.• A pilot of 200 students in Math 115 will receive priority enrollment in the corresponding Math 125 sections in the spring if they are passing the Math 115 with a grade of "C" or better at the 12th week of the fall 2012 semester.• Provide Assessment Readiness modular self study portal.• Accelerate the Math 112 through Math 125 sequence..
*Specific Course Content Area (choose all applicable):

Mathematics 115
<p>*Target Student Group (choose all applicable):</p> <p>All Math 115 students (F2012), all Math 112 students (F2013), all students required to take the Math placement test (F2013).</p>
<p>*Estimate Number of Students Enrolled or Otherwise Benefiting:</p> <p>Primary beneficiaries in the fall will be approximately 200 students enrolled in the Math 115 pilot. However all enrolled Math 115 students (approximately 700) should benefit from the redesigned curriculum, custom textbook, and computer aided instruction. By year three with all parts of the proposal in place, the potential benefit would be for all enrolled students in Math 112-Math 125, approximately 1900 students.</p>
<p>*Do students have to satisfy certain criteria to take part in the intervention?</p> <p>No</p>
<p>*Will special efforts be made to recruit students to take part in the intervention?</p> <p>No</p>
<p>Description:</p>
<p>Way(s) the intervention will help close achievement gaps:</p> <p>Increase the number of students completing Math 115 on their first try.</p> <p>Increase the number of students completing the Math 115/Math 125 sequence in one year.</p> <p>Shorten the Math 112 through Math 125 remediation path.</p> <p>Shorten remediation path by placing students in appropriately challenging courses based on their academic training.</p>
<p>Measurable Yearly Goals:</p> <p>Completion rate: Increase the per cent of students completing the course from the current average of 67%. Goals as measured by the number of students receiving a letter grade aggregated over the academic year: 2012, by 3%, 2013 by 5%, 2014 by 5%. This would yield an 80% completion by the end of the 2014 academic year.</p> <p>Passing rate: Increase the percent of passing grades for students who complete the course from the current average of 76%. Goals as measured by the number of students receiving a letter grade of “C” or better aggregated over the academic year: 2012, by 3%, 2013 by 3%, 2014 by 3%. This would yield an 85% passing rate by the end of the 2014 academic year.</p> <p>Placement Exam Improvement: The goal is to effect a shift in the overall placement that will better correspond to the academic preparation of the student, i.e. previous Math courses. At this time data is unavailable to predict percentage improvements. The plan will be updated as data is acquired and analyzed.</p> <p>If achieved, the combined effect of the first two goals will increase the percent of all students who enroll in Math 115 and pass with a grade of “C” or better from the current 50% to 68%.</p>
<p>Evaluation Plan Description:</p> <p>There college will use a formative and summative evaluation design. The summative evaluation will assess the degree to which the goals of the interventions have been achieved. Data will be gathered to</p>

see if the quantitative targets are reached. The formative evaluation will assess the specific activities related to each intervention and measure their effectiveness to promote student performance. In addition, the evaluation will compare Mathematics 115 students who received the intervention with those Math 115 students who did not.

***Evaluation Results Comparison (choose all applicable):**

- Baseline data; Using the three year data on student success for Math 115 students participating in the pilot will be compared to the baseline.
- Students participating in the Math 115 pilot will be compared to the non treatment group.
- Students completing the Assessment Readiness intervention will be tracked and compared with those who do not.
- Students completing the accelerated Math 113-Math 125 curriculum will be compared with students in traditional classes.

Plan to Scale Up:

While the Math 115 pilot interventions are launched the college will work on the enrollment and registration policies and procedures to expand Math 115 course scheduling that allows for the successful features of the interventions to be college wide. It is expected that the number of sections for Math 115 that utilize the successful features will expand in the following sequence:

Fall 2012: Pilot 200 students

Fall 2013: Second cohort 700 students

Fall 2014 Third cohort 1000 students

Fall 2015: Fourth cohort 1900 students

Communications Plan:

The Office of the President's Community Relations Assistant will provide monthly updates on the progress of AtD and the interventions for Mathematics, English, and Student Services. The Dean of Institutional Research will post quantitative and qualitative data on the progress of the interventions on the AtD website which is located on the home webpage of the college.

Internal and/or External Resources Needed:

The internal resources needed are:

- Mathematics and Counseling faculty willing to implement the Math 115 and student support services interventions
- Dean of Institutional Research will be needed to track the progress of the students participating in the interventions
- Tutorial assistance provided by the Learning Resource Center, Title V Math Center, and STEM tutoring program
- Admissions and records must collect data on why students withdraw from class. This could be automated and included in the online withdraw process.

External resources needed are:

- District support for policy and procedural changes related to priority enrollment, matriculation, placement assessment, course scheduling, and cohort sequencing.
- Funding to hire Mathematics tutors for the students in the pilot

Institutional Policy Changes Needed:

- Allowing for courses to be paired and scheduled so that students can take Math 115 and Math 125 in two sequential semesters.
- Allowing for courses to be paired and scheduled so that students can take course 1 and course 2 of the accelerated Math 112-Math 125 curriculum in two sequential semesters.
- Allowing for course pairing in this manner will require an examination of the policies related to priority registration

Anticipated Challenges:

- Allowing students to take two courses to accelerate their learning may be challenged by the current policies related to registration of classes
- Allowing students to take the placement assessment within a short timeframe from their previous examination and to take the assessment as many times as they wish if needed will be challenged by district policy
- Funding will be scarce to sustain this effort particularly year 3 and beyond. Currently the college has funding for year 2 and 3 but will need to institutionalize the successful features of the interventions in year 4.
- Assigning successful Math 115 students highest priority to enroll in Math 125.
- Support from the office of the VP of Student Services to collect data on withdrawing students.
- Access to Student Information System data bases.

Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:

The evaluation will be very helpful for accreditation. The next six year accreditation visit is in the spring of 2013. Preliminary results of the Fall 2012 will be critical for Standard II A, IIB, and IA. The results will also be useful as we revise the college strategic plan, educational master plan, and assessment of student learning outcomes.

Priority Area: English

Two projects: English 28/101 acceleration project

Facilitating Correct Placement into the English Sequence Project

Measurable Yearly Goals:

2012-	10% increase
2013-	15% increase
2014-	20% increase
2015-	25% increase

Work Plan Action Steps	Year One	Year Two	Year Three	Year Four	Lead Staff
English 28/101 acceleration project					
Explore feasibility of lifting prerequisite for English 101	Done				VP Johnson Hawkins

Schedule first pilot 28/101 cohort for fall 12 schedule	Done				Chair Barbato
Mid May 12, recruit students who are successfully completing English 21 for fall 2012 cohort	X				Chair Barbato Veronica Cox Nancy Smith
Early summer determine content of English 28/101 cohorts	X				Veronica Cox and English team
Fall '12 first English 28/101 cohort		X			Taught by Cox
Data on pilot group gathered Winter 13		X			English faculty
Five sections of English 28/101 accelerated cohorts are scheduled for Spring 2013 with 5 sections of PD 40		X			Chair Barbato & Chair Bonilla With assistance from AA for increased number of sections.
Program content is then developed for English 21/28 and also English 101/102 during summer 2013.			X	X	Chair Barbato & English faculty
English 21/28 and also English 101/102 cohorts are scheduled for Fall 2013.					Chair Barbato & English faculty
Data gathered - ongoing				X	Chair Barbato & English faculty
Facilitating Correct Placement into the English Sequence Project					
Objective:					
We would like to address this problem of incorrect assessment by offering the students a pre-assessment workshop which will enable students to:					
<ul style="list-style-type: none"> • realize the importance of their English assessment , • familiarize themselves with the assessment exam and test taking techniques, so that they may perform at their best, and • review some basic principles of English grammar so as refresh their memories and abilities. 					
• Spring 2012 and Summer 2012: Research and develop content of workshops	X				Title V, Basic Skills, English and LRC Counseling
• Fall 2012: Develop modules for two modes of delivery: face to face and		X			English and LRC faculty,

online orientation. Launch Pilot workshops. Conduct pre and post testing. Examine Data.					Title V, Basic Skills Counseling
<ul style="list-style-type: none"> Spring 2013: Pilot materials on students who have made a commitment to the program. Students will be required to pre and post-test. Data will be collected. <p>Instructors will commit to following retention and progression.</p>		X			English and LRC faculty, Title V, Basic Skills Counseling
<ul style="list-style-type: none"> End of spring 2013 assess whether the materials result in higher placement of student. 		X			English and LRC faculty, Title V, Basic Skills Counseling
<ul style="list-style-type: none"> Summer 2013: roll out the workshops as a mandatory element of both face to face and online orientation for all incoming students before assessment. 			X		English and LRC faculty, Title V, Basic Skills Counseling

Priority Area: Student Support Services

Measurable Yearly Goals:

- 2012- 10% increase
- 2013- 15% increase
- 2014- 20% increase
- 2015- 25% increase

Work Plan Action Steps	Year One	Year Two	Year Three	Year Four	Lead Staff
Expand number of Student Educational Plans Provided					
Hire a new Transfer Director/Counselor who will be providing SEP's to students	x				Dean Villegas-Vidal Chair Bonilla
Provide SEP's to students enrolled in English 28/101 during Personal Development 40 which will be taught in tandem with English 28/101		x			Chair Bonilla Chair Barbato Professor Cox

Expand SEP's via online counseling appointments.	x				Dean Villegas-Vidal Chair Bonilla
Provide SEP's during face to face orientation program.	X				Dean Villegas-Vidal Chair Bonilla
Pilot a 3-5 week Personal Development class that will provided SEP's	X				Chair Bonilla PD faculty
<p>Expand Orientation Services:</p> <p>Currently the only orientation students have access to is via an online orientation program that a student takes after taking an assessment test in English/ESL and or Math. Students however, are still not informed on how to register for classes and on the student resources that are accessible to them for their success.</p> <p>We would like to address this problem in the following ways:</p>					
Pilot a Face to Face Orientation Program to begin Fall 2012. Orientation is to be enhanced by collaboration with other faculty to assist with creation, implementation and presentation of program	X				Dean Villegas-Vidal Chair Bonilla Chair Barbato Chair Prostak Chair Smazenka General Counselors Assessment
Financial Aid will expand their orientation to included explanation of critical Financial Aid policy changes that impact student progress and success.		X			VP Ramirez Financial Aid Director Chair Bonilla

Implementation Proposal Work Plan Template

Priority Area: Mathematics

Measurable Yearly Goals:	Completion rate	Passing rate	Aggregate effect
2012-	3% increase	3% increase	5% increase
2013-	5% increase	3% increase	11% increase
2014-	5% increase	3% increase	18% increase

Note: 1) Increases are over the baseline as described in section C above.

2) Aggregate effect refers to the percent of students who enroll in Math 115 and complete the course with a grade of “C” or better.

Work Plan Action Steps	Year One	Year Two	Year Three	Year Four	Lead Staff
Develop customized combined textbook for Math 115/125. Contract with publisher for delivery F2012.	S2012				Math Dept Chair Carole Akl
Establish mechanism to capture data on why students withdraw from Math 115 before receiving a grade.	S2012				VP Student Services
Develop standard My Labs Plus course for Math 115	S2012				Math Dept Chair Carole Akl
Train faculty and tutors on My Labs Plus	Summer 2012				Math Dept Chair
Modify Math 115/125 COR to require homework and My Labs Plus	S2013				Math Dept Chair Tigran Mkrtyan
Switch all Math 115 sections to customized textbook with voluntary inclusion of My Labs Plus	F2012				Math Dept Chair
Schedule Math 115 Math 125 sections sequentially as described in proposal.	F2112 S2013				Math Dept Chair
Pilot priority registration incentive in 5 sections of Math 115	F2112				Math Dept Chair and affected faculty
Conduct focus groups in Math 115 pilot sections	F2012				Math Dept Chair
Collect and analyze data on pilot sections and data collected on withdraws.	S2013				Math Dept Chair Ryan Yamada
Modify Department Web site to include specific Math 115/Math 125 information. Investigate other methods of delivery	Summer F2012				Math Dept Chair Tigran Mkrtyan
Develop standard My Labs Plus course for Math 125	F2012				Math Dept Chair Carole Akl Yoon Yun

					Debby Wong
All Math 125 sections continuing with customized textbook and My Labs Plus	S2013				Math Dept Chair
Collect and analyze data on pilot sections	S2013				Math Dept Chair Ryan Yamada
Adapt assessment tools developed for STEM boot camp to Assessment Readiness.	F2012				Math Dept Chair Carole Akl Yoon Yun Debby Wong
Pilot Assessment Readiness website	S2013				Math Dept Chair Tigran Mkrtchyan
Assessment Readiness available to all students taking MDTP EA or IA placement test.		F2013			Math Dept Chair Tigran Mkrtchyan
All Math 115/Math 125 sections required to use My Labs Plus according to revised curriculum		F2013			Math Dept Chair
Develop Math 112/115/125 Accelerated Curriculum and gain approval	F2012 S2013				Math Dept Chair Carole Akl
Pilot Math 112/115/125 Accelerated course		F2013 S2014			Math Dept Chair Carole Akl
Collect and analyze data from pilot		S2013			Math Dept Chair Ryan Yamada
Ramp up Math 112/115/125 Accelerated		F2013	F2014		Math Dept Chair
Data analysis plan will be in place. The plan will be evaluated and revised as needed on a semester basis.	S2013	F2013 S2013	F2014 S2014	F2015 S2016	Math Dept Chair Ryan Yamada

Please see attached descriptions of these interventions for additional detail.

Comments: The proposal and plan outlined here are meant to serve as a beginning. As data is collected and reviewed the plan may change to best meet the goals outlined above. Key requirements for the success of this proposal is cooperation between academic and student services departments and the support to modify college policies where required.

Implementation Proposal Updated Contacts Template

Achieving the Dream Contact Information

Monte E. Perez, President

Joe Ramirez, Vice President

Robert Smazenka, Chair of Mathematics, Computer Science, and Engineering

Diana Bonilla, Chair of Counseling

Louise Barbato, Chair of English