

Name of Institution: Los Angeles City College

Submission Date: May 15, 2012

Achieving the Dream Funder (if applicable):

Grant Number (if applicable):

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## **IMPLEMENTATION PROPOSAL NARRATIVE**

### **A. Principles for Increasing Student Success through Institutional Improvement**

#### **1. Committed Leadership**

In the fall of 2010, the LACCD Chancellor asked all nine colleges in the Los Angeles Community College District to participate in the Achieving the Dream Initiative. The Academic Senate at Los Angeles City College voted to approve LACC's participation in the initiative. Subsequently, the College sent a delegation to the Achieving the Dream Kickoff Institute in Seattle in June of 2011. This delegation included the outgoing Academic Senate President, the incoming Senate President, the College President, the Vice President of Student Services, and the Dean of Institutional Effectiveness.

During the Kickoff Institute, a plan was developed to introduce Achieving the Dream to the College at the annual Flex Day and the team discussed a potential structure for implementing the initiative on campus. In July of 2011, the College President created a .40 faculty release time position to serve as the College's Achieving the Dream Coordinator. In the fall of 2011 during the visit by the College's Leadership and Data coaches, it was agreed that the appropriate structure for the initiative on campus was to have the existing Student Success Committee serve as the Core Team and to have the Assessment, Tracking, and Research subcommittee serve as the Data Team. This served to refocus the efforts and activities of the Student Success Committee and to integrate Achieving the Dream into the established structure of the College.

During the fall 2011 semester, the Student Success Committee held a series of meetings at which the committee charge and membership were reevaluated and the committee structure was updated to ensure that Student Success and improvement is a College-wide commitment by identifying representatives from all appropriate constituent groups and realigning the reporting structure of the committee to make it a joint committee of the Academic Senate and the College's Shared Governance Council.

The decision to integrate Achieving the Dream into the existing College committee structure was made to avoid creating the impression that Achieving the Dream was an extra activity that was separate from the existing goals and purposes of the Student Success Committee.

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

The College's Office of Institutional Effectiveness is tasked with providing the data needed to inform the Achieving the Dream activities on campus. Our full-time research analyst attends both the Student Success Committee (Core Team) meetings and the Assessment, Tracking and Research subcommittee (Data Team) meetings. Providing the appropriate data to both of these groups is one of his primary duties.

The Associate Vice Chancellor of Institutional Effectiveness runs the District's Research Office and has been working with the Vice Chancellor of Institutional Effectiveness and the Research Deans at all of the colleges in the District to ensure that the College has access to data compiled at the district level. The Associate Vice Chancellor's office has been actively developing online tools to allow the colleges to access relevant data.

## **3. Broad Engagement**

As mentioned under section 1 "Committed Leadership", the restructuring of the Student Success Committee focused heavily on identifying all of the appropriate constituent groups that needed to be involved in the initiative. The decision to make the Student Success Committee a joint committee of the Academic Senate and the Shared Governance Council was a result of the recognition that Student Success is very much an academic as well as a college-wide matter and therefore needed the direct and constant participation of faculty through the Academic Senate.

During the Spring visit by the ATD Leadership and Data coaches, members of the Core and Data teams gave a presentation to the Academic Senate, detailing the Achieving the Dream activities underway. During that same visit a joint meeting of the Student Success Committee and Student Services Council was organized to provide the opportunity for questions about the initiative. Finally, the coaches met specifically with the counseling staff to focus on interventions and practices in the area of advising.

The Senate president has been working with the Staff and Organizational Development Coordinator and the Professional Development Committee to ensure that there is a focus on professional development opportunities that focus on the classroom and to create Flex Day activities and workshops that focus on student success.

## **4. Systemic Institutional Improvement**

One of the first activities of the Core Team was to create a taskforce to conduct the Achieving the Dream review of policies and procedures. While this process needs to continue and be more refined, it has led to ongoing discussions in the Student Success Committee regarding appropriate and effective systemic changes. One of the interventions covered later in this report focuses on a specific policy/procedure that the committee believes can be changed and will result in addressing one of our major priorities.

Also, the Student Services division has been reevaluating many of its processes in light of recent and expected regulatory changes that we expect will produce more efficient orientation and admission procedures. We have already implemented changes in the area of registration such as disallowing late adds to classes. This particular change is one that was presented at the Achieving the Dream Kickoff Institute in Seattle.

## **B. Data Analysis, Results, and Resulting Priorities**

### **Priority 1**

#### **Quantitative Data Analyzed:**

We began by determining a cohort for analysis that included all first-time students beginning in the fall of 2007 and tracked that cohort until the spring of 2011. The student characteristics we determined to be the most significant were full-time versus part-time enrollment status. We also identified enrollment and preparation for Math and English Developmental Education and gatekeeper courses (e.g. Sociology, History, Political Science). Age was another significant characteristic in our cohort data. We also examined socio-economic status, specifically through fee-waiver receipt.

#### **Qualitative Data Analyzed:**

We are currently in the process of developing focus groups to be conducted in the fall 2012 semester. Therefore, at this point in time, we do not have any qualitative data to report.

#### **Major Findings of Data Analysis:**

The data from our cohort indicated that students tend to experience greater success when enrolled full time. Inline with this particular indicator, the data also showed that students who begin their course of study with 12 or more units are more likely to experience success. We also discovered that 22% of students who earned 60 or more units did not earn a degree or certificate. Among the full-time students, 25% completed Math 125, which is the Associate Degree Math competency requirement. 42% completed English 101, the English competency requirement. 37% completed any development Math course.

Another major finding was that 37% of the cohort did not attempt the Math Assessment/Placement exam during the period examined. We also noted that on average, it takes more than one (1) attempt for most students to complete any Math course below transfer level.

With the exception of Psychology, students in the cohort did not tend to experience success in gatekeeper courses. The rate in Political Science was below 62%, in Sociology the rate was 60%, in Speech the rate was 53%.

Full-time, first year students tend to fall into the following groups: Under 20 = 45%, 20-24 = 21%. 53% of students in the Under 20 group carried 12 units or more. 17% of the 20-24 group carried 12 units or more. 36% of students in the cohort group attempted 12 or more units in the spring of 2008, 28% attempted 12 units or more in fall of 2008. Overall, retention in the cohort from fall 2007 to spring 2008 was 51%.

For the English Assessment exam, 71% of the cohort assessed in or prior to fall 2007. For the Math Assessment exam, 52% assessed in or prior to fall 2007.

#### **Stakeholders Engaged in Priority-Setting:**

The primary stakeholders engaged in the process thus far have been the members of the Core and Data teams, including the chair of the Math department.

**Other Information Regarding the Decision-Making Process:**

Based on the structure created in the fall of 2011, the decision-making process requires that once the Core Team has developed proposed interventions, those interventions must be vetted by the Academic Senate and approved by the Shared Governance Council.

**Resulting Priority:** Increase the number of students taking the Math Assessment/Placement exam.

**Priority 2****Quantitative Data Analyzed:**

We began by determining a cohort for analysis that included all first-time students beginning in the fall of 2007 and tracked that cohort until the spring of 2011. The student characteristics we determined to be the most significant were full-time versus part-time enrollment status. We also identified enrollment and preparation for Math and English Developmental Education and gatekeeper courses (e.g. Sociology, History, Political Science). Age was another significant characteristic in our cohort data. We also examined socio-economic status, specifically through fee-waiver receipt.

**Qualitative Data Analyzed:**

We are currently in the process of developing focus groups to be conducted in the fall 2012 semester. Therefore, at this point in time, we do not have any qualitative data to report.

**Major Findings of Data Analysis:**

22% of students who earned 60 or more units did not earn a degree or certificate. Among the full-time students, 25% completed Math 125, which is the Associate Degree Math competency requirement. 37% completed any development Math course.

Another major finding was that 37% of the cohort did not attempt the Math Assessment/Placement exam during the period examined. We also noted that on average, it takes more than one (1) attempt for most students to complete any Math course below transfer level.

For the Math Assessment exam, 52% assessed in or prior to fall 2007.

**Stakeholders Engaged in Priority-Setting:**

The primary stakeholders engaged in the process thus far have been the members of the Core and Data teams, including the chair of the Math department.

**Other Information Regarding the Decision-Making Process:**

Based on the structure created in the fall of 2011, the decision-making process requires that once the Core Team has developed proposed interventions, those interventions must be vetted by the Academic Senate and approved by the Shared Governance Council.

**Resulting Priority:** Increase the number of students placing into Math 115 or higher.

### Priority 3

#### **Quantitative Data Analyzed (See ATD data below):**

We began by determining a cohort for analysis, focusing on basic skills students for this project, which included all first-time students beginning in the fall of 2007 and tracked that cohort until the spring of 2011. The student characteristics we determined to be the most significant were full-time versus part-time enrollment status. We also identified enrollment and preparation for Math and English Developmental Education and gatekeeper courses (e.g. Sociology, History, Political Science). Age was another significant characteristic in our cohort data. We also examined socio-economic status, specifically through fee-waiver receipt.

#### **Qualitative Data (See ATD data below):**

We are currently in the process of developing focus groups to be conducted in the fall 2012 semester. Therefore, at this point in time, we do not have any qualitative data to report.

#### **Major Findings of Data Analysis Analyzed (See ATD data below):**

This proposal aligns with ATD data in addition to positively impacting Basic Skills Course Completion rates and supporting students' success. Statewide retention for Basic Skills courses for all students is 44.93%.

With the exception of Psychology, students in the cohort did not tend to experience success in gatekeeper courses. The rate in Political Science was below 62%, in Sociology the rate was 60%, in Speech the rate was 53%.

For the English Assessment exam, 71% of the cohort assessed in or prior to fall 2007. For the Math Assessment exam, 52% assessed in or prior to fall 2007.

#### **Stakeholders Engaged in Priority-Setting:**

The primary stakeholders engaged in the process thus far have been the members of the R&WG team; English, ESL, Basic Skills, and OSS faculty including the dean of special programs.

#### **Other Information Regarding the Decision-Making Process:**

Based on the structure created in the fall of 2011, the decision-making process requires that once the Core Team has developed proposed interventions, those interventions must be vetted by the Academic Senate and approved by the Shared Governance Council.

**Resulting Priority:** Increase the number of students advancing from developmental to credit bearing courses in English, ESL, and other mainstream courses requiring reading and written assignments.

### Priority 4

#### **Quantitative Data Analyzed:**

We began by determining a cohort for analysis that included all first-time students

beginning in the fall of 2007 and tracked that cohort until the spring of 2011. The student characteristics we determined to be the most significant were full-time versus part-time enrollment status. We also identified enrollment and preparation for Math and English Developmental Education and gatekeeper courses (e.g. Sociology, History, Political Science). Age was another significant characteristic in our cohort data. We also examined socio-economic status, specifically through fee-waiver receipt.

**Qualitative Data Analyzed:**

We are currently in the process of developing focus groups to be conducted in the fall 2012 semester. Therefore, at this point in time, we do not have any qualitative data to report.

**Major Findings of Data Analysis:**

The data from our cohort indicated that students tend to experience greater success when enrolled full time. Additionally, the data showed that students who begin their course of study at full time enrollment (or close to full-time) are more likely to experience success. We also discovered that 22% of students who earned 60 or more units did not earn a degree or certificate. Among the full-time students, 25% completed Math 125, which is the Associate Degree Math competency requirement. 42% completed English 101, the English competency requirement. 37% completed any development Math course.

Another major finding was that 37% of the cohort did not attempt the Math Assessment/Placement exam during the period examined. We also noted that on average, it takes more than one (1) attempt for most students to complete any Math course below transfer level.

For the Math Assessment exam, 52% assessed in or prior to fall 2007.

**Stakeholders Engaged in Priority-Setting:**

The primary stakeholders engaged in the process thus far have been the members of the Core and Data teams, including the chair of the Math department.

**Other Information Regarding the Decision-Making Process:**

Based on the structure created in the fall of 2011, the decision-making process requires that once the Core Team has developed proposed interventions, those interventions must be vetted by the Academic Senate and approved by the Shared Governance Council.

**Resulting Priority:** Increase the number of students advancing from developmental to credit bearing courses in Math.

**C. Intervention Information**

<b>Priority:</b> Increase the number of students taking the Math Assessment/Placement exam.
<b>Intervention Name:</b> Addressing Math Avoidance
<b>Direct or Indirect Student Intervention:</b> Direct
<b>Start Date:</b> Fall 2012
<b>Type of Intervention (choose all applicable):</b> Developmental Education, First-Year Experience, Gatekeeper Courses, Improved Use of Data, Institutional Effectiveness, Internal Policy Review & Update, Other (Direct), Student Support Services.
<b>*Specific Course Content Area (choose all applicable):</b> Math
<b>*Target Student Group (choose all applicable):</b> First-time students Academically underprepared students Other: All new, continuing, and returning students without placement
<b>*Estimate Number of Students Enrolled or Otherwise Benefiting:</b> 9000
<b>*Do students have to satisfy certain criteria to take part in the intervention?</b> No
<b>*Will special efforts be made to recruit students to take part in the intervention?</b> Yes. The information provided to students upon registration will direct them to sign up for the Math Assessment/Placement Exam at the same time that they sign up for the English Assessment/Placement Exam.
<b>Description:</b> Existing policy allows students to elect not to take the Math Assessment/Placement Exam. The information provided to students will no longer identify the option to elect out and will guide them toward automatically registering for the exam. The Assessment/Matriculation Office will collaborate with the Admissions Office and the Associated Students Organization (ASO) to develop a more effective means of communicating and advertising the Assessment process.
<b>Way(s) the intervention will help close achievement gaps:</b> Among the 22% of students in our cohort who earned 60 or more units, we noticed that

there was a tendency not to enroll in Math and/or English courses. 16% of the cohort completed Math 125. Only 28% of the cohort completed any development Math. We believe that properly placing all students will result in a higher rate of completion of desirable outcomes, i.e. transfer, degree or certificate attainment.

**Measurable Yearly Goals:**

Increase the number of students taking the Math Assessment/Placement Exam by 10% each year.

**\*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable):**

Percent of students who successfully complete developmental courses and progress to credit-bearing courses;  
Percent of students who enroll and successfully complete gatekeeper courses;  
Percent of students who complete the courses they take, with a grade of C or higher;  
Percent of students who re-enroll from one semester to the next; and/or  
Percent of students who earn certificates and/or degrees.

**Evaluation Plan Description:**

The Office of Institutional Research will collect data on the number of students taking the placement exam and success rates in Math courses to determine if improvement is taking place.

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

Baseline data

**Plan to Scale Up:**

The plan is to get all students through the assessment/placement exam upon admission into the college.

**Sustainability/Institutionalization Plan:**

Once we have determined the effectiveness of the plan, we will put in place whatever structures are needed to ensure that all incoming students are properly placed. We will also be considering multiple methods of placement, based on existing research conducted in the Matriculation area.

**Communications Plan:**

The communication plan will involve at least three points of contact. Point one will be through the Admissions Office. When students register for classes, they will receive a registration form that will direct them to the Assessment Office to sign up for the exam. Point two will be to send an email to students through Blackboard Connect, informing students of their exam date. Finally, Registration material on the college website will be written to inform students that Assessment is an expected part of the registration/admission process.

**Internal and/or External Resources Needed:**

No increased costs are expected.

<p><b>Institutional Policy Changes Needed:</b></p> <p>Training will be needed to instruct Admissions Office staff on the new communications procedures.</p>
<p><b>Anticipated Challenges:</b> New procedures are always difficult to implement because people are used to their existing way of doing things. It may take time for staff to adjust to the new communications procedures.</p>
<p><b>Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:</b></p> <p>Positive results from this procedural change will demonstrate to the campus community that the Achieving the Dream methodology is successful and that procedural changes can have a significant impact. That mindset shift will hopefully drive similar policy changes in the future.</p>

<p><b>Priority:</b> Increase the number of students placing into Math 115 or higher.</p>
<p><b>Intervention Name:</b></p> <p>Pre-assessment Math Workshop (PAWS)</p>
<p><b>Direct or Indirect Student Intervention:</b></p> <p>Direct</p>
<p><b>Start Date:</b></p> <p>Summer 2012</p>
<p><b>Type of Intervention (choose all applicable):</b></p> <p>Developmental Education, First-Year Experience, Gatekeeper Courses, Improved Use of Data, Institutional Effectiveness, Internal Policy Review &amp; Update, Other (Direct), Student Support Services.</p>
<p><b>*Specific Course Content Area (choose all applicable):</b></p> <p>Math</p>
<p><b>*Target Student Group (choose all applicable):</b></p> <p>First-time students  Academically underprepared students  Other: All new, continuing, and returning students without placement</p>
<p><b>*Estimate Number of Students Enrolled or Otherwise Benefiting:</b></p> <p>150</p>
<p><b>*Do students have to satisfy certain criteria to take part in the intervention?</b></p> <p>No</p>
<p><b>*Will special efforts be made to recruit students to take part in the intervention?</b></p>

Yes. New and/or continuing students that have cut scores close to, but below, the desired cut score. Students who have completed Math 105 with a grade of "A". Students who have enrolled but failed to complete Math 115. Students who have completed applications for admission but who have not yet taken the assessment/placement exam. Students who have failed to successfully complete Math 112. High school students contacted through outreach and recruitment.

**Description:**

Students will be offered a two-week workshop, scheduled Monday through Friday, once in the morning and once in the afternoon/evening. The workshop will be offered beginning 3 weeks prior to the start of the semester. Students successfully completing the intervention will be guaranteed a seat in a Math 115 section for the upcoming semester.

**Way(s) the intervention will help close achievement gaps:**

We expect that increased preparation and accurate placement will increase successful course and developmental education sequence completion. Increased degree/certificate and transfer rates are also an expected outcome from decreasing Math avoidance behaviors.

**Measurable Yearly Goals:**

2012 – increase number of students completing Math 115 to 50%

2013 - increase number of students completing Math 115 to 55%

2014 - increase number of students completing Math 115 to 60%

**\*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable):**

Percent of students who successfully complete developmental courses and progress to credit-bearing courses;

Percent of students who enroll and successfully complete gatekeeper courses;

Percent of students who complete the courses they take, with a grade of C or higher;

Percent of students who re-enroll from one semester to the next; and/or

Percent of students who earn certificates and/or degrees.

**Evaluation Plan Description:**

The Office of Institutional Research will collect data on the number of students participating in the Pre-assessment Workshop and compare their success rates in Math 115 with those not participating in the Pre-assessment Workshop, during the same academic year

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

Baseline data

Control Group

**Plan to Scale Up:**

The plan is to eventually get roughly 95% of all incoming students enrolled in an

appropriate Pre-assessment Workshop.
<p><b>Sustainability/Institutionalization Plan:</b></p> <p>The college will establish the Pre-assessment Workshop as a permanent event/activity prior to the beginning of each semester (fall and spring).</p>
<p><b>Communications Plan:</b> The communication plan will involve at least three points of contact. Point one will be through the Admissions Office. When students register for classes, they will receive a registration form that will direct them to the Assessment Office to sign up for the exam. Point two will be to send an email to students through Blackboard Connect, informing students of their exam date. Finally, Registration material on the college website will be written to inform students that Assessment is an expected part of the registration/admission process.</p>
<p><b>Internal and/or External Resources Needed:</b></p> <p>Funding will be needed to pay Math instructors to design the pre and post assessment elements of the workshop as well as to pay the instructors who will teach/facilitate the workshop.</p>
<p><b>Institutional Policy Changes Needed:</b></p> <p>The workshop will need to be institutionalized as a standing process/event prior to the beginning of each semester.</p>
<p><b>Anticipated Challenges:</b></p> <p>Communication is likely to be our biggest challenge. As an open access institution, there is little that is communicated to new students upon acceptance to the college. We will need to develop and evaluate our communications plan to ensure that students are being made fully and properly aware of the workshop availability.</p>
<p><b>Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:</b></p> <p>Success of this workshop will demonstrate the efficacy of establishing such pre-semester, non-credit bearing sessions.</p>

<p><b>Priority:</b> Increase the number of students transitioning from basic skills courses to college level coursework.</p>
<p><b>Intervention Name:</b></p> <p>Universal Reading and Writing Gateway</p>
<p><b>Direct or Indirect Student Intervention:</b></p> <p>Direct</p>
<p><b>Start Date:</b></p> <p>Fall 2012</p>
<p><b>Type of Intervention (choose all applicable):</b></p>

Developmental Education, Equity, Faculty Professional Development, First-Year Experience, Gatekeeper Courses, Improved Use of Data, Institutional Effectiveness, Learning Communities, Other (Direct), Student Support Services, Supplemental Instruction, Tutoring.

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

Reading, writing and research for Basic Skills and Gatekeeper courses.

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

- First-time students
- Academically underprepared students
- Other: All new, continuing, and returning students
- ESL, EOPS, DSPS, Guardian Scholars, and Veterans

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

1000 - 3500 (depending on funding levels)

**\*Do students have to satisfy certain criteria to take part in the intervention?**

No

**\*Will special efforts be made to recruit students to take part in the intervention?**

Yes. The information provided to students upon registration will direct them to sign up for the English Assessment/Placement Exam and identify where Reading & Write Gold is available. Basic skills, English, ESL, and reading instructors will refer to various computer labs (English, ESL, OSS, etc.) on campus to obtain a copy of Read & Write Gold to assist them with their course writing and reading assignments.

**Description:** Supervised instruction and training on Read & Write Gold for selected basic skills instructors and other faculty members will be implemented initially for basic skills courses. Students will receive hands-on training from instructional aides with Read & Write Gold and begin using it with their assignments. Students will receive a free copy of the program for home use. Trained OSS CGCAs will provide faculty training and educational tutors will work with students to help them implement the software for their coursework and homework. This intervention will provide text-to-speech, highlighting, word prediction, mobile and remote use, and other assistive technology components, and a proactive linkage between the office of special services, basic skills instructors, English and ESL instructors, and lab assistants teaching reading and writing skills.

**Way(s) the intervention will help close achievement gaps:**

The annual course completion rates at LACC for basic skills English courses from 2008 to 2011, ranged from 51% to 53%. Overall student progress and achievement rates for first time students who showed intent to complete was at 42.5 % beginning in 2004 to 2010 and at 37.4% for students entering in 2005 and exiting in 2011 (ARCC 2012 Report). Training and tutoring students with Read & Write Gold will result in a higher rate of completion of desirable outcomes, i.e. transfer degree or certificate attainment.

**Measurable Yearly Goals:**

Increase the number of students successfully completing basic skills courses by 10% each year. Increase the number of students utilizing R&WG in their English, ESL, and general course work by 5% each year.

**\*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable):**

- Percent of students who successfully complete developmental courses and progress to credit-bearing courses;
- Percent of students who enroll and successfully complete gatekeeper courses;
- Percent of students who complete the courses they take, with a grade of C or higher;
- Percent of students who re-enroll from one semester to the next; and/or
- Percent of students who earn certificates and/or degrees.

**Evaluation Plan Description:**

The Office of Institutional Research will collect data on the number of students taking the English placement exam, base line data on basic skills courses and success rates (retention, successful transition into mainstream courses, etc.) in basic skills courses. Student self evaluation of effectiveness of R&WG skills applied to English, ESL, and OSS course reading and writing assignments will be completed each semester.

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

- Baseline data
- Comparison groups, trained vs. untrained in R&WG.

**Plan to Scale Up:** The plan is to get students to successfully transition from basic skills courses to mainstream courses with the ability to read and write successful course content assignments. Initial technology training and tutoring will be overseen by the Office of Special Services, and then trained assistants in Basic Skills, English, and ESL will continue the process in their areas. Student will receive their own free copy of R&WG in their first semester of coursework to use at college and at home.

**Sustainability/Institutionalization Plan:**

Once we have determined the effectiveness of the plan, we will put in place whatever structures are needed to ensure that all incoming students are properly placed.

**Communications Plan:**

The communication plan will involve at least three points of contact. Point one will be through the Admissions Office. When students register for classes, they will receive a registration form that will direct them to the Assessment Office to sign up for the placement exam. Point two will be to send an email to students through Blackboard Connect, informing students of their exam date. Finally, Registration material on the college website will be written to inform students that Assessment is an expected part of the registration/admission process and that a new assistive technology program and training is available to help them read and write their assignments.

**Internal and/or External Resources Needed:**

No increased costs are expected.

**Institutional Policy Changes Needed:**

Training will be needed to instruct Admissions Office staff on the new communications procedures.

**Anticipated Challenges:**

The R&WG program has already been purchased and has been implemented in a pilot program in ESL and OSS. The challenge will be to arrange time to train basic skills and department faculty on R&WG. The program must also be adapted/implemented to reflect instructor's individual teaching styles. Students will have to be notified of the process to train and receive a free copy of R&WG. Procedures will have to be put in place for students to provide thumb drives or for it to be downloaded online.

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

Positive results from this procedural change will demonstrate to the campus community that the Achieving the Dream methodology is successful and that procedural changes can have a significant impact. That mindset shift will hopefully drive similar policy changes in the future.

<p><b>Priority:</b> Increase the number of students completing Math developmental education courses.</p>
<p><b>Intervention Name:</b> <i>Learning in a (Math) Community</i></p>
<p><b>Direct or Indirect Student Intervention:</b> Direct</p>
<p><b>Start Date:</b> Fall 2012 planning/training Fall 2013 pilot</p>
<p><b>Type of Intervention (choose all applicable):</b> Developmental Education, First-Year Experience, Gatekeeper Courses, Institutional Effectiveness, Other (Direct), Student Support Services.</p>
<p><b>*Specific Course Content Area (choose all applicable):</b> Math, Personal Development</p>
<p><b>*Target Student Group (choose all applicable):</b></p> <ul style="list-style-type: none"> <li>• First-time students</li> <li>• Academically underprepared students</li> <li>• Other: All new, continuing, and returning students in Math 115</li> </ul>
<p><b>*Estimate Number of Students Enrolled or Otherwise Benefiting:</b> 743 new students, not including additional returning/continuing students eligible for Math 113, Math 114 or Math 115</p>
<p><b>*Do students have to satisfy certain criteria to take part in the intervention?</b> Yes. They must have met the prerequisites for enrollment in Math 113 or 115.</p>
<p><b>*Will special efforts be made to recruit students to take part in the intervention?</b> Yes. New, returning and/or continuing students that have placement in Math 113 or 115, which have not already completed PD 40 will be recruited for participation in this intervention. Also, students who have enrolled but did not successfully complete Math 115 will be invited to participate. Students who have completed applications for admission but who have not yet taken the assessment/placement exam will be sent a letter of interest to encourage their participation, as well as inform them of the program for future reference. High school students will be contacted through outreach and recruitment to encourage participation in this program through dual enrollment or traditional enrollment.</p>
<p><b>Description:</b> This program will be a one-semester developmental math learning community. There will</p>

be a cohort of students in three courses (i.e., Math 115, Math 100 and PD 40) during the regular term. The program will incorporate shared assignments, collaboration between faculty teaching pairs including jointly reviewing student progress, as well as connections to student support services. This program is designed to prepare students for the demands of college, while addressing deficiencies in math concepts and learning strategies that may impede student success in a Math course. Also, enrollment in the Math 100 course will ensure access to learning assistance/tutoring and provide the venue for the application of concepts taught in the Math course through the use of directed learning assignments (DLA). The DLA's will be administered by the Math instructor for completion in the Math 100 lab.

**Way(s) the intervention will help close achievement gaps:**

We expect that the intervention will assist in increasing the numbers of students moving through the developmental Math course sequence, as well as increase the numbers of students achieving desirable outcomes (e.g. graduation, transfer, certificate award).

**Measurable Yearly Goals:**

Increase the number of students completing Math 115 by 5% each year.

**\*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable):**

- Percent of students who successfully complete developmental courses and progress to credit-bearing courses;
- Percent of students who enroll and successfully complete gatekeeper courses;
- Percent of students who complete the courses they take, with a grade of C or higher;
- Percent of students who re-enroll from one semester to the next

**Evaluation Plan Description:**

The Office of Institutional Effectiveness (OIE) will collect data on the number of students successfully completing Math 115. OIE will evaluate the persistence and retention rates of students in Math 115, while comparing and contrasting student data for those that participated and those students that did not participate in the intervention.

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

- Baseline data

**Plan to Scale Up:**

The plan is to scale up this intervention to also serve students eligible for Math 105 or Math 112, or Math 125, as well as eventually expand the model to include students eligible for an accelerated statistics course.

**Sustainability/Institutionalization Plan:**

Once we have determined the effectiveness of the plan, we will institutionalize this practice for selected populations. Thus, enabling the offering of learning community classes to students in all levels of the developmental math course sequence. Positive results from this procedural change will demonstrate to the campus community that the Achieving the Dream methodology is successful and that procedural changes can have

a significant impact.

**Communications Plan:**

The communication plan will involve mass email distribution, targeted recruitment from marketing materials and college personnel. An email to eligible students will be sent through Blackboard Connect Ed, informing students of their eligibility to participate in the program. Students will also receive information and communication about eligibility to participate from the college counselors. The classes will be clearly marked in the class schedule with an asterisk and an information blurb explaining pertinent information and criteria. There will be an immediate point of contact for the program (i.e. Math department secretary) whose contact information will be included with all program materials to ensure there is an immediate point of contact for interested students that will also disseminate program information. There will also be material on the college website designed to inform students about the program including the registration process. Additionally, there will be correspondence sent via email to the faculty and staff at the college to encourage their education about program offerings.

**Internal and/or External Resources Needed:**

There is a cost associated with course offerings and materials necessary for assignment completion in the math lab. These costs are variable and contingent on the amount of classes offered, if current offerings are not redirected.

**Institutional Policy Changes Needed:** None.

**Anticipated Challenges:**

The following challenges are anticipated: The challenge of getting students to enroll in all sections of linked courses, recruitment of students interested in enrolling in 9 units, and the cooperation of various campus departments.

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

Positive results from the implementation of this program will demonstrate to the campus community that learning communities build a sense of academic and social engagement which yields positive outcomes. These outcomes may include improved academic achievement, accumulation of course credit, and increased learning. The results will hopefully positively impact campus decisions to increase the amount of learning communities so that students can demonstrate greater academic progress (as demonstrated by higher rates of retention and learning) as a result of their involvement.

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

The Student Success Committee has begun discussing other interventions. These, however, have not been voted on by the committee at this time and are therefore not included in our Implementation Plan. We anticipate developing other interventions as we analyze our data.

## Implementation Proposal Work Plan Template

### Priority Area: Math Placement

**Measurable Yearly Goals:** Increase number of students assessing by 10% each year

Work Plan Action Steps	Year One	Year Two	Year Three	Year Four	Lead Staff
Develop new directions/message to be placed on registration receipts	X				Matriculation Coordinator/ ATD Coordinator
Develop training/professional development activities to teach staff new communication strategies	X				Staff and Organizational Development Coordinator/ Dean of Admissions
Develop new messaging for Admissions/Orientation information on college website	X				College Web Designer/IT Manager
Track results with Assessment, Tracking, and Research team	X	X	X	X	ATR (Data Team)/Core Team
Evaluate results	X	X	X	X	Data and Core teams
Present results to Academic Senate and Shared Governance Council		X	X	X	ATD Coordinator/ Student Success Committee Chair

### Priority Area: Pre-assessment Workshop (PAWS)

#### Measurable Yearly Goals:

2012 – increase number of students completing Math 115 to 50%

2013 - increase number of students completing Math 115 to 55%

2014 - increase number of students completing Math 115 to 60%

Work Plan Action Steps	Year One	Year Two	Year Three	Year Four	Lead Staff
Develop new directions/message	X				Matriculation

to be placed on registration receipts					Coordinator/ ATD Coordinator/ Math Faculty
Develop training/professional development activities to teach staff new communication strategies	X				Staff and Organizational Development Coordinator/ Dean of Admissions
Develop new messaging for Admissions/Orientation information on college website	X				College Web Designer/IT Manager
Track results with Assessment, Tracking, and Research team	X	X	X	X	ATR (Data Team)/Core Team
Evaluate results	X	X	X	X	Data and Core teams
Present results to Academic Senate and Shared Governance Council		X	X	X	ATD Coordinator/ Student Success Committee Chair

**Priority Area: Basic Skills Completion**

**Measurable Yearly Goals:** Increase the number of students successfully completing basic skills courses by 10% each year. Increase the number of students utilizing R&WG in their English, ESL, and general course work by 5% each year.

Work Plan Action Steps	Year One	Year Two	Year Three	Year Four	Lead Staff

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**Priority Area: Math Completion**

**Measurable Yearly Goals:** Increase the number of students completing Math 115 by 5% each year.

Work Plan Action Steps	Year One	Year Two	Year Three	Year Four	Lead Staff
Determine class section availability for Math and PD classes.	X	X	X	X	VPAA/IDWG Dean/ Math Department Chair/ Counseling Department Chair
Determine faculty designated to teach in learning community classes.	X	X			Math Department Chair/ Counseling Department Chair
Develop training/professional development activities for faculty and staff involved with teaching and coordination of learning community.	X	X	X	X	Staff and Organizational Development Coordinator/ Discipline Faculty/ Instructional Lab Assistant(s)
Develop messaging for dissemination of information on college website and in college publications (e.g. class schedule).	X	X	X		College Webmaster/ Math Department Chair/ Counseling Department Chair
Develop directed learning assignments.	X	X	X	X	Math Department Chair/ Math Instructional Faculty/Math

					Lab Faculty Coordinator
Track results with Assessment, Tracking, and Research team.		<b>X</b>	<b>X</b>	<b>X</b>	ATR (Data Team)/Core Team
Evaluate results.		<b>X</b>	<b>X</b>	<b>X</b>	AtD Data Team and AtD Core teams
Present results to Academic Senate and Shared Governance Council.			<b>X</b>	<b>X</b>	AtD Coordinator/ Student Success Committee Chair