

Los Angeles Southwest College ATD Year 1 Intervention Plan

Data Analysis, Results, and Resulting Priorities

Quantitative Data Analyzed: We focused our data analysis on our developmental level Math and English success rates. Two conclusions led us to this focus. 1) Nearly all of our incoming students (90-92%) start at the developmental level, and 2) We notice that once our students reached college level Math and English, their chances of certificate completion, graduation, and transfer dramatically increase. We began our analysis with a cohort of students that began at the Developmental Communications level (three levels below college level English) and track the number and percentage of students that were successful at that level and moved on to English 21 (two levels below college level) . We then looked at the number of students that were successful at that level and moved on to English 28 (one level below college level). We next looked at the number and percentage and number of students that were successful and moved on to English 101, college level English (English 103 is required for graduation).

We disaggregated the data and followed the same process for Mathematics beginning with Math 105 (three levels below college level) on through Math 125, college level intermediate algebra (the sequence is Math 105, Math 112, Math, 115, and Math 125. Math 223 is required for graduation). The results were the same for both. A small percentage of our students that began at the entry level English and Math (where most of our students begin) were successful and ever made it to a college level course in either subject.

In addition to success rates of students that remained in the classes through the term, we also looked at the number and percentage of student that failed to complete the term and dropped the course. Based on the data, we decided to focus our attention on English 21 and Math 112.

Qualitative Data Analyzed: Through the course of the fall and spring semesters, approximately 20 focus groups were conducted. In all, approximately 230 students participated in focus groups. The first round of focus groups focused on barriers students faced in their first three weeks of the semester. The second round of focus groups focused on barriers to success in English 21 and Math 112. The final round of focus groups once again targeted English 21 and students' barrier to success.

Even though the emphases of the focus groups were different, similar themes emerged through each and we grouped them into three categories. First, we found that students came to campus with a variety of unmet personal needs. This was expressed by students through the data as

- Overwhelming personal & family issues that affect school performance
- Lack of understanding and knowledge of support services
- Lack of focus on classes due to outside stressors
- Ineffective or nonexistent time management skills

Secondly, we found that students lacked what would be considered basic prerequisite academic skills and had difficulty accessing academic support services such as tutoring. This was expressed through the

data as

- Not accessing, not understanding the importance of, or knowing there were opportunities to get tutoring and academic assistance in the tutoring labs
- Students did not possess or did not understand many of the basic academic skills needed to be successful in a college setting

Lastly, we found that our students felt there were disconnects between what they felt they needed to be successful and what they believe their professors were willing to do and required of them. Students also felt that many of their professors did not understand who they were as students and there was a question if some sincerely cared about their success. This was expressed through the data with students saying

- There was poor communication between students and their professors.

Major Findings of Data Analysis: The findings of our data analysis were glaring. First, a small percentage of our students were successful through our basic skills sequence. This was true for both English and Math. The data showed that the majority of students in the cohort we studied were not successful and did not complete the course sequence. This ties in directly to our retention rates. The data shows a 50% college semester to semester student turnover rate.

It was also clear that students did not know of or did not know how to access the various student services and academic support services available to them. During focus groups, students would request services that were already available to them on campus.

And lastly, there is a disconnect between students and faculty in terms of what classroom success looks like, what students need to be successful, the skills students come to campus with, and their value and worth as students.

Stakeholders Engaged in Priority-Setting: Stakeholders from throughout the college have been involved in the priority setting process of ATD. From the start of the process, stakeholder groups from throughout the campus have had a voice in the college's decision to become ATD affiliated. The leadership team has five members and represents faculty, staff, and administration. The initiative was presented to the college body at the annual Flex day (back to school day) in August 2010. The College body was allowed to ask questions and give feedback as to our participation. At the end of the program, the college professional community and Associated Students Organization officers signed a commitment supporting the goal of ATD.

The Data team is composed of faculty, staff, and administrators from various departments and offices at the college. The group has become very cohesive and worked very well together to engage students with great professionalism and compassion. The Data team has conducted all of the focus groups during this first year.

The Core team is also a mixed group of faculty, staff, students, and administrators. The Data team

presented the findings and made recommendations to the Core team who then took the initiative to fully develop the intervention plan. This intervention plan will be shared with the general campus community and targeted departments and offices.

Other Information Regarding the Decision Making Process: Deliberate efforts have been taken to include various members of the campus community in discussions both on an off campus. Two of the five leadership team members whom attended the ATD Kick-Off where faculty that represented teaching and non-teaching faculty, the Academic Senate and the department chairs group. One of the administrators was the college President and the other represented the Deans of the campus. The fifth member of the team was a classified staff member and was from the Institutional Research (IR) Office. In preparation for 2011 Strategy Institute, a trustee was invited, as well as the Academic Senate President, and the faculty union chapter chairperson. Unfortunately, only the Academic Senate presidents could participate, but deliberate efforts were made to include others.

The College continues to work to expand the understanding of and participation in ATD efforts. We are working to make sure ATD is a part of all of our improvement strategies and initiatives.

Resulting Priority: The priorities have been developed based on the disaggregated quantitative data and qualitative data from focus groups with students. These priorities are directly tied to student success and involve direct engagement with students and professional development. The priorities are

1. Implementing mandatory orientations
2. Strengthen the existing English and Math labs and tutorial services
3. Implementing a Faculty Learning Academy

Intervention Information:

Priority: The priority is to strengthen the opportunity for incoming student success through improved orientation programs.

Intervention Name: Mandatory In-person Orientations/Freshman Experience Program (Extended Orientation)

Direct or Indirect Student Intervention: Direct

Start Date: Fall 2011

Type of Intervention (choose all applicable): Advising, First-Year Experience, Learning Communities, Other (Direct), Student Success Course, Student Support Services

***Specific Course Content Area (choose all applicable):** All, will improve overall college experience and success

<p>*Target Student Group (choose all applicable): This intervention will be available to and of benefit to all students attending the college.</p>
<p>*Estimate Number of Students Enrolled or Otherwise Benefiting: 3,000 students (After year 4)</p>
<p>*Do students have to satisfy certain criteria to take part in the intervention? Yes</p>
<p>*Will special efforts be made to recruit students to take part in the intervention? Yes</p>
<p>Description: Freshman Experience Program Recruiting- All new students enrolling at the college during each the spring and summer will be invited and encouraged to participate in the Freshman Experience Program to take place over four days, the week prior to the start of the fall semester. Mailed invitations and postcards, texts alerts, telephone calls, and email will be used to recruit students, as well as word of mouth and in-person recruiting.</p> <p>Mandatory In-person Orientation- Student will be required to attend orientation before they can receive their assessment score and register for classes. Also, students will be required to assess before being able to make an appointment with a counselor, which will then push more students to the orientation.</p>
<p>Way(s) the intervention will help close achievement gaps: Focus group data shows that students either, do not know about the support services available to them on campus, do not understand the importance of these support services, or do not understand how to access these services. In addition, focus group data shows that many students do not come to college with an understanding of what it takes to be successful in college and what is the proper decorum for a college environment. Orientations will “frontload” students with information and experiences that they will be able to draw from when accessing resources and taking class. In addition, students will meet college staff that they can call on for information and support.</p>
<p>Measurable Yearly Goals:</p> <p>Freshman Experience (Extended orientation)</p> <ul style="list-style-type: none"> ● In year 1, 75 students will attend the Freshman Experience Program ● In year 2, 125 student will attend the Freshman Experience Program ● In year 3, 175 students will attend the Freshman Experience Program ● In year 4, 225 students will attend the Freshman Experience Program <p>In-person Orientation</p> <ul style="list-style-type: none"> ● In year 1,500 student will attend in-person orientations ● In year 2,000 student will attend in-person orientations ● In year 2,500 student will attend in-person orientations ● In year 3,000 student will attend in-person orientations
<p>Evaluation Plan Description:</p> <p>There will be a pre- and posttest given in each orientation to measure the knowledge gained by each</p>

participant. In addition a brief exit survey will be completed by each participant. On the survey, there will be a box that students can check if they are willing to participate in a focus group to give their opinions on the orientation process. The focus group will be lead by members of the campus Data team. IR staff will work with Orientation coordinators to develop a comprehensive evaluation process, and orientation will participate in the yearly program review process.

In addition, on the entrance/enrollment applications of each categorical/support program there will be an area to indicate how the student heard about the service. Orientation will be an item listed in that area.

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

- Baseline data
- Other Comparison group

Plan to Scale Up: The goal is after four years, to have every new student enrolling at the college participate in orientation. We will expand the number of orientation sessions each semester to accommodate the increase in students. In addition, orientation sessions will be opened to continuing students increase effectiveness.

Sustainability/Institutionalization Plan: Orientation will be institutionalized. Staff will be budgeted and dedicated to the orientation effort. Orientation will be coordinated through the Matriculation Office and Outreach and Recruitment Office. An increase in staffing and budget will be made accordingly each year of implementation.

Communications Plan: The Outreach and Recruitment Office will communicate the orientation process to local feeder high schools. Postings will be made throughout the campus and on the “Jumbo-tron” advertising marquee. In addition, mailings, emails, and text alerts will be employed to inform students of the days, times, and purpose of orientation. In addition, a link on the website will be added to familiarize students with orientation locations and times.

Internal and/or External Resources Needed: Dedicated funding to support the Freshman Experience Program and In-person Orientation. An estimated amount of \$25,000 per year to support both orientation activities has been requested.

Institutional Policy Changes Needed: Orientation will be mandatory. We have not had mandatory orientations or in-person orientation option in a number of years. Also, the matriculation process will be enforced. New students receive a checklist once registered, there is a list of steps that need to be followed and signed-off on before a student can receive services from the next office. This checklist sign-off has not been enforced in recent years. We will re-implement the sign-off policy without exception to ensure all student fully benefit from the matriculation process.

Anticipated Challenges: There will be a number of possible challenges that we will have to meet.

- Enforcement of the mandatory orientation process and matriculation steps will be new to most students on campus and there will most likely be resistance to the new

policies. We will have to re-education students and college staff to the new policies and procedures. We will have to put time, thought, and energy into communicating with the campus community.

- As with any new initiative on campus, this rollout will require patience to work out any challenges that may occur in the process. We will need to be patient in our effort and avoid the desire to abandon the process when challenges occur.
- The budget at the college is in constant flux and the allocation forecast does not look good. As dollars are taken away from the college, we will have to be diligent in adequately funding this initiative.

Priority: The priority is to increase student success in developmental math and English.
Intervention Name: Strengthen the learning support services and activities (labs and tutoring) for developmental English/Math.
Direct or Indirect Student Intervention: Direct
Start Date: Fall 2011
Type of Intervention (choose all applicable): Supplemental Instruction, Tutoring
*Specific Course Content Area (choose all applicable): Math / English
*Target Student Group (choose all applicable): All students in Math 115 (1 level below college level), English 21 (2 levels below college level), and English 28 (1 level below college level)
*Estimate Number of Students Enrolled or Otherwise Benefiting: All students enrolled in Math 115, English 21, and English 28. (The current total for spring 2011 is 1,035 students.)
*Do students have to satisfy certain criteria to take part in the intervention? Yes, the students will need to be enrolled in one of the developmental sections listed.
*Will special efforts be made to recruit students to take part in the intervention? Yes, all students enrolled in Math 115, English 21, and English 28 currently have required lab hours. This intervention will take place through their lab requirement.
Description: The goal of the intervention is to increase student success in developmental math and English (for Math 115, English 21 and English 28) by increasing communications between faculty and tutors in the English/Math labs and tutoring centers. Student in focus groups reported that the methods they are taught in class and the instruction they receive in the labs and tutoring centers were often much different. This has led many students to not go to the labs and tutoring center out of fear that

how they are taught in the labs and tutoring center would not be acceptable by their instructors. It is important that student tutors be more closely linked to the instructor and classroom. To improve the connection between instructors and tutors

- Tutors must be recommended by departmental faculty and approved by the respective Department Chair before tutoring work can begin.
- All tutors will receive training and receive certification
- An orientation will be held for tutors by subject matter faculty to review class syllabi
- Tutors will visit classrooms noting subject content (and how taught, especially important for math as tutors may work problems differently than faculty)
- Tutors to have scheduled meeting with instructor for directions/updates on tutoring progress of students
- Promote supplemental instruction to ensure that tutors know how and what instructors are teaching

Another challenge that students raised is that the labs and tutoring centers are not accessible at the times that are convenient to students. In addition, students reported that since lab and tutoring center hours are limited, many students attend at similar times and there is not enough equipment (computers, printer, etc) accommodate student demand. To meet these needs, the college will

- Extending the lab and tutoring center hours to accommodate when students are available to attend labs, such as labs available on Friday and Saturday in the morning.
- Provide more lab space with more computers

In addition, to promote the use of supplemental academic support such as tutoring, we will work with the English and Math departments to institute “milestone” requirements. This will entail

- Required tutoring (Friday workshops) with faculty or tutors for students who have low performance or do not pass chapter tests with at least 70%.

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

This intervention will closely tie instruction with tutoring. A closer relationship between the faculty and the tutors may make tutoring more inviting the students. And since lab hours are mandatory for lower level courses, the tutoring may also become more meaningful and productive. Using “milestones” criteria focus in on students’ deficiencies on certain subject topics and address them with additional required tutoring (Friday workshops).

Measurable Yearly Goals: Increase the three-year Math 115, English 21, and English 28 success rate from the current rate by 5% the first year, 10% the second year, 15% the third year, and 20% the fourth year.

Evaluation Plan Description: Focus Groups will be conducted by the end of each term with students who participated in tutoring to see how the intervention met the need. Focus group with faculty will be conducted in each term to gather data on faculty experiences. A Focus group will also be conducted for all tutors to gather data on their experiences. The IR Office will collect baseline data for students in Math 115, English 21 and English 28 for three comparable years (Fall 2008 – Spring 2011) as it relates

to course completion and course success, as well as matriculation into the next course level (with completion and success rates). The Spring 2012 data will be compared to the previous 3 years of cohort data (2008-2011). The IR Office will also compare the success rates of students who participated in tutoring vs. those who did not attend tutoring sessions

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

- Randomly assigned control group
- Baseline data

Plan to Scale Up: A pilot group of courses will be targeted in the fall. Each semester, additional courses will be added until all sections of the developmental courses are participating in the efforts. After these courses are in-synch, additional non developmental courses will be identified and the effort will be expanded to include those courses and subjects.

Sustainability/Institutionalization Plan: Improvements to the campus labs and tutoring centers will be incorporated into standard operating procedures. Activities between faculty and tutoring staff will also be made permanent and procedures will be developed to ensure the campus Academic Success Center Coordinator is highly involved in institutionalizing these practices and to ensure faculty continue to get training and support. The cost of equipment and tutors will be absorbed into the budget allocation of the tutoring center and labs.

Communications Plan: The intervention will be communicated to the campus through faculty forums such as department meetings and Senate meetings, as well as training for faculty, Supplemental Instructors, and Tutors. Information on the effort will be posted on the campus website and in common high traffic areas on campus. In addition, information will be shared with the other 8 district college through district level meetings and communications.

Internal and/or External Resources Needed: \$50,000 has been requested to support the development of supplemental instruction program, hiring additional tutors to support expended lab and tutoring center hours, the training and certification of tutors, as well as supporting faculty development and training.

Institutional Policy Changes Needed: The policies regarding required lab hours may need to be modified. Also, a policy will need to be drafted and adopted by the Math and English departments requiring “milestone” tutoring sessions.

Anticipated Challenges: Challenges include getting faculty buy-in and participation. Working with tutors and lab personnel will require a time commitment from the teaching faculty. There may be some reluctance to dedicate time for this activity. Another challenge will be the budget. There are many competing priorities, and hiring additional staff, implementing supplemental instruction in a broad manner, and purchasing equipment will take a budget commitment that may push against other needs of the college.

Priority: The priority is to provide opportunities for faculty professional development with a focus on improving faculty/student communication and engagement.
Intervention Name: The LASC Faculty Academy
Direct or Indirect Student Intervention: Indirect
Start Date: Fall 2011
Type of Intervention (choose all applicable): Faculty Professional Development, Institutional Effectiveness, Other (Indirect), Supplemental Instruction, Tutoring
*Specific Course Content Area (choose all applicable): Math / English / Reading
*Target Student Group (choose all applicable): This intervention will be available to and of benefit to all students attending the college.
*Estimate Number of Students Enrolled or Otherwise Benefiting: 12,000 students over four years (50 faculty x 3 sections x 40 students per section x 2 semesters participation= 12,000 students affected).
*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? No
Description: The Faculty Academy will be a staff development activity for teaching faculty. Initially targeting faculty teaching developmental Math and English courses, but eventually opened to all faculty at the college. The goal is to train faculty on techniques to better engage students, identify and teach to a variety of learning styles and modalities, and to develop better communications with students.
Way(s) the intervention will help close achievement gaps: This intervention will increase student success rates, especially within high fail rate developmental Math and English courses courses. This will be achieved through increases student engagement and connectivity. Faculty will learn techniques to better engage students and differentiate instruction to better meet the learning needs of our students.
Measurable Yearly Goals: Year 1- Fall semester: Develop the Academy, identify pertinent topics and stands, identify facilitators, and recruit faculty. Spring Semester: Begin Academy with pilot group of 10 faculty and collect and analyze data. Year 2- Continue the Academy with 10 new faculty members, expand the program for 2 semesters, and collect and analyze data. Year 3- Continue the Academy with 15 new faculty members and collect and analyze data. Year 4- Continue the Academy with 15 new faculty members and collect and analyze data.
Evaluation Plan Description: The evaluation plan will be fully developed in coordination between a

Senate Committee overseeing the development and implementation of the Faculty Academy and the IR Office. The evaluation plan will tie directly into the goals of the Faculty Academy. This will include faculty self-evaluations, Academy attendee evaluations, peer observations, comparison course success rates, and other quantitative and qualitative data.

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

- Baseline data

Plan to Scale Up: The academy will begin with volunteers that teach in the low success disciplines, such as Math 115 (1 level below college level), English 21 (2 levels below college level), and English 28 (1 level below college level). Each year, the recruitment pool of faculty will be expanded to include more faculty from more disciplines, and eventually be opened to all faculty from all disciplines. The program should be institutionalized by Year 4.

Sustainability/Institutionalization Plan: The ATD Leadership team has committed to supporting the creation of the Faculty Academy. The Development Office is identifying external funds to support the help support the continued development of the faculty Academy. In addition, with the campus renovations, there is a planned faculty resource center that will house the Faculty Academy. There has also been a proposed plan to create a standing committee through the Academic Senate to implement and oversee the Faculty Academy. The campus budget committee has also been asked to allot monies to help support the founding of the faculty Academy.

Communications Plan: Faculty will be encouraged to apply to the Faculty Academy through the ATD newsletter, Academic Senate meetings, and through the development committee. Information will be disseminated throughout the campus and District to highlight the goals for the Academy and the need for faculty participation. Each year the graduating cohort will hold a symposium to share the experience and what they have learned.

Internal and/or External Resources Needed: \$15,000 is being requested yearly to help develop and maintain the Faculty Academy.

Institutional Policy Changes Needed: The mission and goals of the Faculty Academy will need to be cemented and disseminated, and integrated into the existing staff development program.

Anticipated Challenges: Faculty participation is our obvious challenge. Another will be maintaining funding during these times where there is considerable financial hardship for the college.