Partnership for Student Success Steering Committee: 2018-19 Report

The Partnership for Student Success had an eventful academic year in 2018-2019. This was the last year for Basic Skills Initiative funds, which had been overseen by the PSS committee. The committee made a decision to use rollover funds to fund one last set of projects in Basic Skills areas in credit and non-credit. Proposals were solicited in December and the committee selected proposals in English, English Skills, Mathematics, ESL, Non-Credit Adult High School/GED, and Non-Credit ESL. The projects were all one-time, short-term projects to be completed by June 30th. Reports from each project are included in this report.

As a result of the elimination of BSI funds, others on campus had expressed concerns about the need for the Partnership for Student Success moving forward. The committee took up this discussion, reflecting on the existence of the Partnership PRIOR to BSI funds to the college and the need for continued and expanded faculty awareness and evaluation of student success programs on campus. In addition, it is currently the only committee with non-credit faculty representation. The committee suggested a proposal to change the by-laws for the committee and those suggestions are included at the end of this report.

Accudemia is still a work in progress, though it is hoped that by Fall 2019 it will be in use more widely on campus and will allow more robust data collection in all tutoring areas on campus. Reports for our four main Student Success areas include Accudemia data analysis from our consultant Dr. Darla Cooper, Executive Director of the Research and Planning Group. With the elimination of BSI funds and budget concerns for this next academic year, it is likely we will need to work with SBCC's Institutional Research office for future data analysis and consider training committee members to do the data analysis moving forward.

Brief reports, including data analysis from the 2017-2018 year, for the Writing Center, Gateway, Math Lab, and Academic Achievement Zone, as well as reports from the 2018-2019 PSS projects and proposed new by-laws for the PSS committee follow.

PSS Program Reports

Academic Achievement Zone – Michael Gamboa

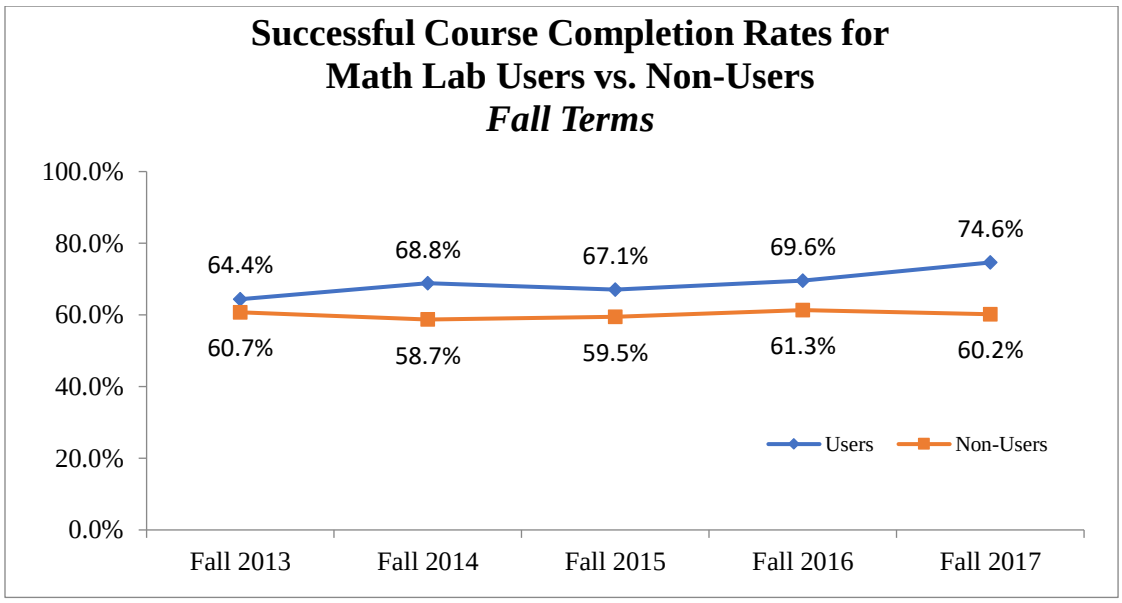
The AAZ, a tutoring center geared to the needs of SBCC student athletes, continues to flourish, The number of student athletes enrolled as fulltime students has steadily increased from 275 in 2007 to 425 in 2017. At SBCC, each student athlete must be enrolled in a minimum of 12 academic units, including nine units of mandatory core academic courses in order to be eligible to complete at the California Community College Athletic Association (CCCAA) level. Since 2007 the course completion rates have consistently remained higher for AAZ users compared to non-users. In 17 semesters, the AAZ users' course completion rate of 74.7% compared to 62.4% for non-users shows a difference of 12.3%, indicating that those student athletes who are using the AAZ are staying in class and trying to succeed instead of withdrawing, whereas the non AAZ student athletes are withdrawing more frequently. In this nontraditional environment, effective tutor and mentor training

has assisted these tutors and mentors with strategies and qualities that continue to support student achievement, progressively increasing the GPA, persistence, transfer readiness and course completion rates of underprepared student athletes.

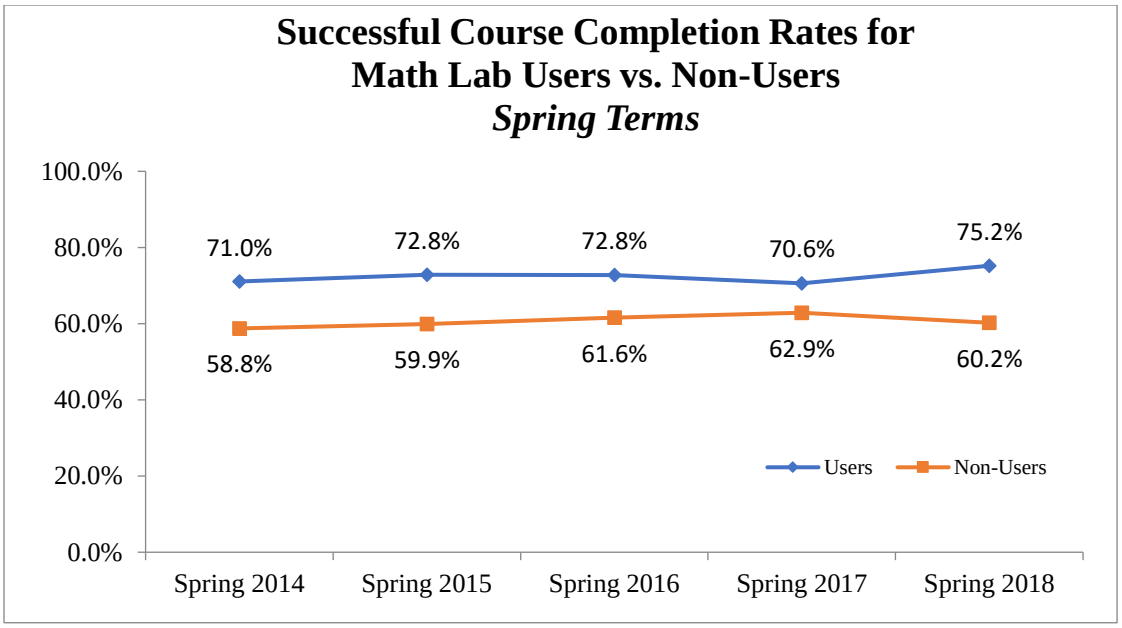
Math Lab – Pam Guenther

<u>Data from 2017-2018</u>

The graphs and data for successful course completion for students that use the Math Lab are given below. While new data collection software has been acquired (Accudemia), its implementation is still in the beginning stages. Thus, the data collection is still not as accurate as it could be. Also, there is still no central location for students to enter the lab and be forced to login upon entrance.



Users continue to have higher course completion rates than non-users.



There appears to be an increase in the success rates among lab users over the last year to the highest levels over the last 5 years.

Successful course completion rates in math classes for students who used vs. those who did not use Math Lab services

Fall Terms

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	Success	Success	Success	Success	Success	Success	Success	Success	Success	Success
Visits	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count
One	62.8%	235	61.4%	162	62.3%	127	61.5%	150	70.6%	264
Two	67.2%	127	67.8%	103	59.4%	41	65.0%	80	74.4%	148
Three to Four	61.5%	115	61.7%	66	55.0%	55	65.6%	82	76.7%	158
Five to Nine	62.0%	134	70.5%	98	70.9%	95	69.9%	116	71.0%	137
Ten to 19	67.6%	98	76.1%	102	71.7%	76	78.6%	99	81.1%	129
20 or more	70.6%	72	81.7%	107	86.5%	77	86.0%	98	83.5%	76
All Users	**64.4%**	**781**	**68.8%**	**638**	**67.1%**	**471**	**69.6%**	**625**	**74.6%**	**912**
Non-Users	**60.7%**	**2,144**	**58.7%**	**2,098**	**59.5%**	**2,195**	**61.3%**	**3,443**	**60.2%**	**3,240**
Difference	**3.7%**		**10.1%**		**7.6%**		**8.3%**		**14.4%**	

Spring Terms										
	Spring 2014		Spring 2015		Spring 2016		Spring 2017		Spring 2018	
	Success	Success	Success	Success	Success	Success	Success	Success	Success	Success
Visits	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count
One	71.7%	213	71.8%	186	65.8%	144	63.1%	128	69.7%	221
Two	62.8%	86	64.7%	90	67.9%	91	71.3%	67	75.9%	129
Three to Four	66.1%	84	73.3%	85	73.5%	100	66.1%	82	71.4%	160
Five to Nine	61.3%	95	70.0%	112	69.2%	92	72.1%	111	76.9%	176
Ten to 19	73.9%	102	74.8%	83	89.9%	80	75.6%	62	82.9%	126
20 or more	88.7%	134	83.1%	128	86.7%	65	87.7%	71	87.2%	68
All Users	**71.0%**	**714**	**72.8%**	**684**	**72.8%**	**572**	**70.6%**	**521**	**75.2%**	**880**
Non-Users	**58.8%**	**1,981**	**59.9%**	**2,061**	**61.6%**	**2,227**	**62.9%**	**3,071**	**60.2%**	**2,888**
Difference	**12.3%**		**12.9%**		**11.2%**		**7.7%**		**15.0%**	

It continues to be the case that as the number of visits to the lab increase, so do the success rates. In addition, it is worthwhile to note that the number of students visiting the math lab has increased considerably in the last year. The recent remodel likely contributes to this increase in numbers. The lab has become a more functional, inviting space to students. Something else not captured in these data is the number of students who work together on mathematics in the outdoor area in front of the lab, where there are several whiteboards and tables. These students do not login to the lab and there currently is not enough staffing to have tutors available to work in the outdoor area

The most recent data analysis includes the Math Lab data disaggregated by specific demographics:

Math Lab Success and Participation Rates by Low-Income Status

Fall 2017

	Users			*Non-Users*			Success Rate Difference	Participation Rate
BOG	**Total Count**	**Success Count**	**Success Rate**	**Total Count**	**Success Count**	**Success Rate**		
Yes	671	458	68.3%	1,593	829	52.0%	16.2%	29.6%
No	551	454	82.4%	1,647	1,122	68.1%	14.3%	25.1%
Total	1,222	912	74.6%	3,240	1,951	60.2%	14.4%	27.4%

Spring 2018

	Users			*Non-Users*			Success Rate Difference	Participation Rate
BOG	**Total Count**	**Success Count**	**Success Rate**	**Total Count**	**Success Count**	**Success Rate**		
Yes	603	422	70.0%	1,375	733	53.3%	16.7%	30.5%
No	567	458	80.8%	1,513	1,006	66.5%	14.3%	27.3%
Total	1,170	880	75.2%	2,888	1,739	60.2%	15.0%	28.8%

In Fall 2017, BOG (Board of Governors' waiver) recipients that used the Math Lab services succeeded at a rate 16.2% higher than the BOG recipients that did not use the Math Lab services. In Spring 2018, BOG recipients that used the Math Lab services succeeded at a rate 16.7% higher than the BOG recipients that did not use the Math Lab services. Also, the proportion of BOG recipients that used the Math Lab both semesters is slightly higher than the proportion of non-BOG students that used the Math Lab (29.6% vs. 25.1% in Fall 2017, 30.5% vs. 27.3% in Spring 2018.)

Math Lab Success and Participation Rates by Gender

Fall 2017

	Users			*Non-Users*			Success Rate Difference	Participation Rate
Gender	Total Count	Success Count	Success Rate	Total Count	Success Count	Success Rate		
Female	600	461	76.8%	1,467	902	61.5%	15.3%	29.0%
Male	610	440	72.1%	1,726	1,020	59.1%	13.0%	26.1%
Unknown	12	11	91.7%	47	29	61.7%	30.0%	20.3%
Total	1,222	912	74.6%	3,240	1,951	60.2%	14.4%	27.4%

Spring 2018

	Users			*Non-Users*			Success Rate Difference	Participation Rate
Gender	Total Count	Success Count	Success Rate	Total Count	Success Count	Success Rate		
Female	570	439	77.0%	1,308	818	62.5%	14.5%	30.4%
Male	587	430	73.3%	1,534	889	58.0%	15.3%	27.7%
Unknown	13	11	84.6%	46	32	69.6%	15.1%	22.0%
Total	1,170	880	75.2%	2,888	1,739	60.2%	15.0%	28.8%

In Fall 2017, female students that used the Math Lab services succeeded at a rate 15.3% higher than the female students that did not use the Math Lab services. In Spring 2018, female students that used the Math Lab services succeeded at a rate 14.5% higher than the female students that did not use the Math Lab services. Also, the proportion of BOG recipients that used the Math Lab both semesters is slightly higher than the proportion of non-BOG students that used the Math Lab (29.6% vs. 25.1% in Fall 2017, 30.5% vs. 27.3% in Spring 2018.) In fact, female users of the lab succeeded at higher levels than male users and all non-users. Male students that used the Math Lab also succeeded at higher rates than all non-users in both semesters.

Math Lab Success and Participation Rates by Ethnicity

Fall 2017

	Users			*Non-Users*			Success Rate Difference	Participation Rate
Ethnicity	**Total Count**	**Success Count**	**Success Rate**	**Total Count**	**Success Count**	**Success Rate**		
American Indian/Alaskan Native	5	4	80.0%	9	5	55.6%	24.4%	35.7%
Asian	69	54	78.3%	278	215	77.3%	0.9%	19.9%
Black/African American	34	18	52.9%	78	33	42.3%	10.6%	30.4%
Filipino	6	3	50.0%	33	26	78.8%	-28.8%	15.4%
Hispanic	497	353	71.0%	1,400	717	51.2%	19.8%	26.2%
Other Non-White	0	0	0.0%	0	0	0.0%	0.0%	0.0%
Pacific Islander	1		0.0%	6	3	50.0%	-50.0%	14.3%
Two or More Races	81	58	71.6%	166	94	56.6%	15.0%	32.8%
Unknown	10	8	80.0%	23	18	78.3%	1.7%	30.3%
White	519	414	79.8%	1,247	840	67.4%	12.4%	29.4%
Total	1,222	912	74.6%	3,240	1,951	60.2%	14.4%	27.4%

Spring 2018

	Users			*Non-Users*			Success Rate Difference	Participation Rate
Ethnicity	**Total Count**	**Success Count**	**Success Rate**	**Total Count**	**Success Count**	**Success Rate**		
American Indian/Alaskan Native	4	2	50.0%	16	10	62.5%	-12.5%	20.0%
Asian	81	73	90.1%	278	209	75.2%	14.9%	22.6%
Black/African American	43	30	69.8%	58	32	55.2%	14.6%	42.6%
Filipino	12	5	41.7%	25	15	60.0%	-18.3%	32.4%
Hispanic	463	311	67.2%	1,201	611	50.9%	16.3%	27.8%
Other Non-White	12	9	75.0%	10	7	70.0%	5.0%	54.5%
Pacific Islander	1	1	100.0%	6	5	83.3%	16.7%	14.3%
Two or More Races	46	39	84.8%	132	78	59.1%	25.7%	25.8%
Unknown	11	9	81.8%	30	19	63.3%	18.5%	26.8%
White	497	401	80.7%	1,132	753	66.5%	14.2%	30.5%
Total	1,170	880	75.2%	2,888	1,739	60.2%	15.0%	28.8%

As a designated Hispanic-serving Institution, it is worth noting that students that identified as Hispanic (as defined by the college) that used the Math Lab services succeeded at a rate 19.8% higher than Hispanic non-users in Fall 2017 and 16.3% higher in Spring 2018. In fact, in almost every demographic break-down, users succeed at higher rates than non-users. The instances where the success rates are not higher are very small total numbers of users (under 20). It also appears that for most groups, the proportion of students that use the Math Lab are similar to the overall average proportion of users--or even higher. (Again, for the ones that appear to be significantly lower, the numbers of students are quite small.)

Ongoing Efforts/Issues

Beginning this fall 2018, the alternative model for statistics tutoring is being piloted and so far has been promising. This new model is informing discussions about tutoring needs in transfer-level mathematics when AB705 is fully implemented.

Funding continues to be an issue for this intervention and weekend tutoring. Currently, grant funds are being used to cover both the new statistics tutoring model and weekend tutoring. It is hoped that there will be an increase in funding to provide appropriate coverage and support for all students in transfer-level mathematics beginning in Fall 2019. Given that our new funding formula depends on success rates and throughput and given that students that utilize the Math Lab succeed at higher rates than those who do not, expanding student support needs to be a high priority.

The Math Lab is also discussing the creation of a video about the lab, including a virtual tour and comments from students and tutors. It is hoped this video will help stakeholders on and off-campus (such as students, staff, administrators, donors, etc.) have a better understanding of the Math Lab and its use.

Gateway to Success Program – Vandana Gavaskar

In 2017-2018, 264 full time and adjunct faculty members participated in the Gateway Program in two broad categories of courses: Basic Skills, and introductory courses in Humanities, Social Sciences, and STEM. 347 sections of these courses were supported by 324 tutors each semester, 75% of whom are peer tutors at SBCC. Gateway tutors are recommended by faculty and work in classrooms and labs by supporting collaborative high impact practices; they also extend classroom learning by offering group and individual tutoring sessions in approved areas that provide adequate line of sight supervision. Gateway tutoring continues to be a valued program by faculty, tutors and students, and strives to support faculty and students in the context of student learning. The equity focus of the program is supported by data that is captured realtime (as possible) when students visit the Math Lab, the Tutoring Commons in the CLRC, and the Gateway Center. The data presented in the report is based on this "live capture." However, the program is working in collaboration with IT and our college processes to install additional check-in stations in approved tutoring locations, and encouraging tutors and students to check in on a daily and weekly basis. The data that is gathered by the Tutoring Center Coordinator has helped the committee to study budgets, allocations, and spend meeting times discussing the needs of college in the context of the budgets, and more importantly in the context of models of tutoring. This collaboration continues to be vital to the growth and impact of the programs. The success data is comparative between users and non-users as well as by group; however it is limited to the data captured in the centers that currently have tracking software. Capturing data remains an ongoing effort and comparing data with non-Gateway classes in the same course would make data most meaningful and inform future practices. However, a true comparison would not be possible since the majority of course sections are Gateway supported and faculty use high impact practices in all course sections.

The Gateway to Success program remains a marquee program at SBCC and in the state for peer embedded tutoring, for collaboration across disciplines, for scaled up efforts at student-centered learning and for the emphasis on formative and evaluative data that is presented by the program and studied by the Partnership for Student Success for continuous improvement. The committee collaborates together to make recommendations and suggestions in practice, training and impact.

This report demonstrates the complexities of gathering and analyzing data that is impartially gathered primarily at three different kiosks in the Gateway Center, the CLRC Tutoring Commons, and the Math Lab. The data cannot disaggregate by funding source (Gateway, Basic Skills, IPATH and Title III grants). A more stable source of data has been course data and that remains the primary basis of success data. Allocation data related to budgets and tutor demographics is another source of accurate record keeping which has helped with calculating the size and impact of Gateway tutoring across the disciplines.

Fall 2017

In its eleventh year, the Gateway to Success program continued to support courses across disciplines. In Fall 2017 there were 116 sections and 68 Faculty in Basic Skills English, ESL, and Math and 157 sections with 104 faculty in First Year Courses in the Humanities, in Social Sciences,in STEM, and in 44 CTE sections. 324 tutors supported Gateway tutoring; 218 of tutors (67%) were peer tutors and 106 were tutors with an AA degree or higher (33%). Success in the context of this report is defined by the percentage of students who earn a C or better in the course as compared to other students in the course.

The success data in Fall 2017 hovers at 71.6%, seeing a decrease from Fall 2016 (3.6%) although the number of sections increased by 76 in a year with new sections and faculty being added to the cohort.

The most important factor in accurate success data remains robust and reliable data capture methods that can be automated when students check in and check out. PSS continues to review the data we do capture and understands the immediate need for uniform and reliable processes, via Accudemia, for data collection in all areas where there is out-of-class tutoring. We also need to co-relate tutoring to course information throughout the semester, as some changes occur when class enrollments fluctuate, when tutors are pooled in some areas for maximum impact, and when students who are not in a particular section are helped by a tutor. At the same time, the processes need to be designed with the three groups of users in mind: faculty that serve as supervisors and content area experts; tutors who utilize the systems, and students who seek and receive tutoring.

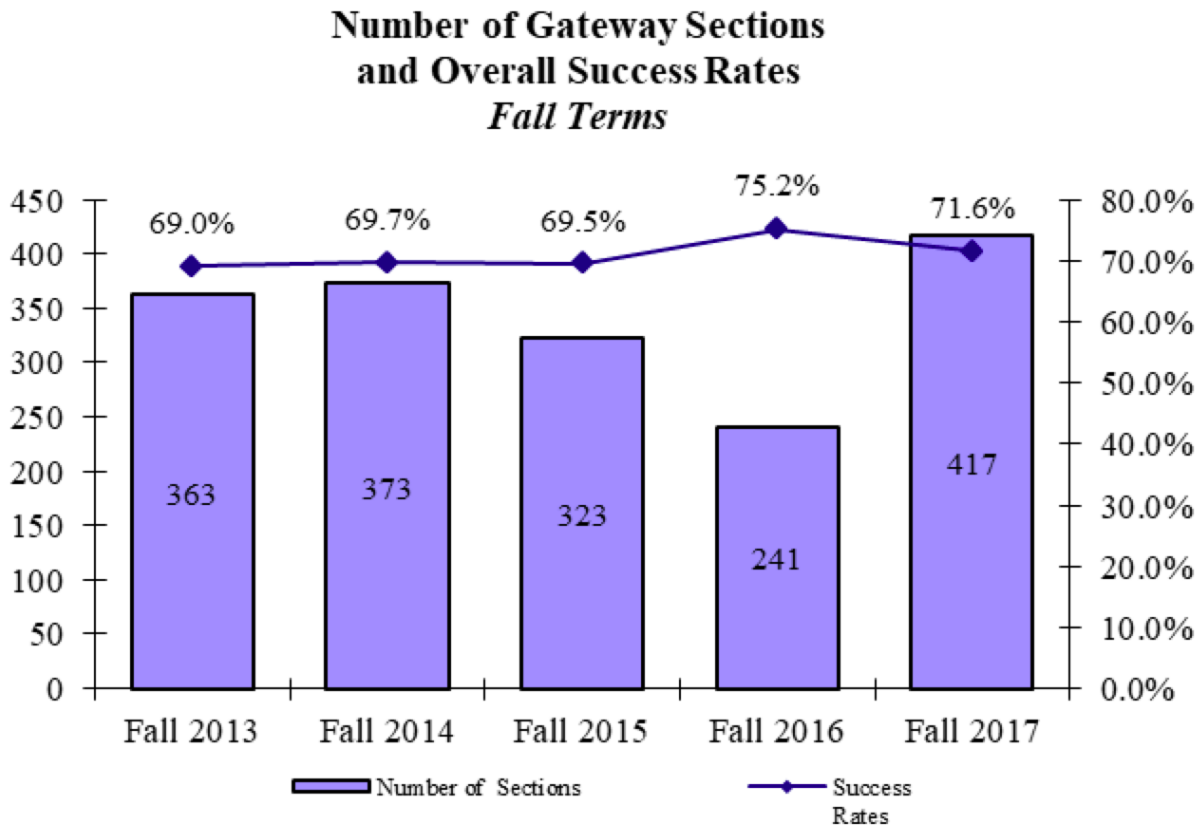
Currently, success data is based on out of class support offered at the Gateway and Math Centers and at the Tutoring Commons of the CLRC, and on the overall success data of the course and CRN. Data capture for out of class time support in other areas is an ongoing project for the college, and includes installing check-in kiosks for Accudemia, and staff support for line of sight supervision of processes outside Gateway and the CLRC. In the future, capturing in-class support qualitatively and quantitatively is important as well as developing success rates of in-class only tutoring on the one hand and for courses that offer both in-class and out of class support. Hours of tutoring support also needs to be adequate for supporting all students. PSS can recommend factors such as class size, importance of course to student pathways and models of tutoring.

These are ongoing discussions that reflect the true collaboration of the program with PSS and with faculty in areas served by Gateway programs.

Fall Terms

Semester	**Overall**	
	Number of Sections	Success Rates
Fall 2013	363	69.0%
Fall 2014	373	69.7%
Fall 2015	323	69.5%
Fall 2016	241	75.2%
Fall 2017	417	71.6%

**Note: There is concern about the accuracy of the 417 number for Fall 2017. The sections given to the consultant indicated there were 417 sections; however, other discussions have indicated that number is likely not accurate and is more likely something closer to 300.*



The reduction in success rates may not be representative of all the data that could be gathered. Encouraging a greater percentage of students to visit tutoring, plans to enhance tutor training, and increasing faculty collaboration via committees continue to be important to the programs and to PSS.

Spring 2018:

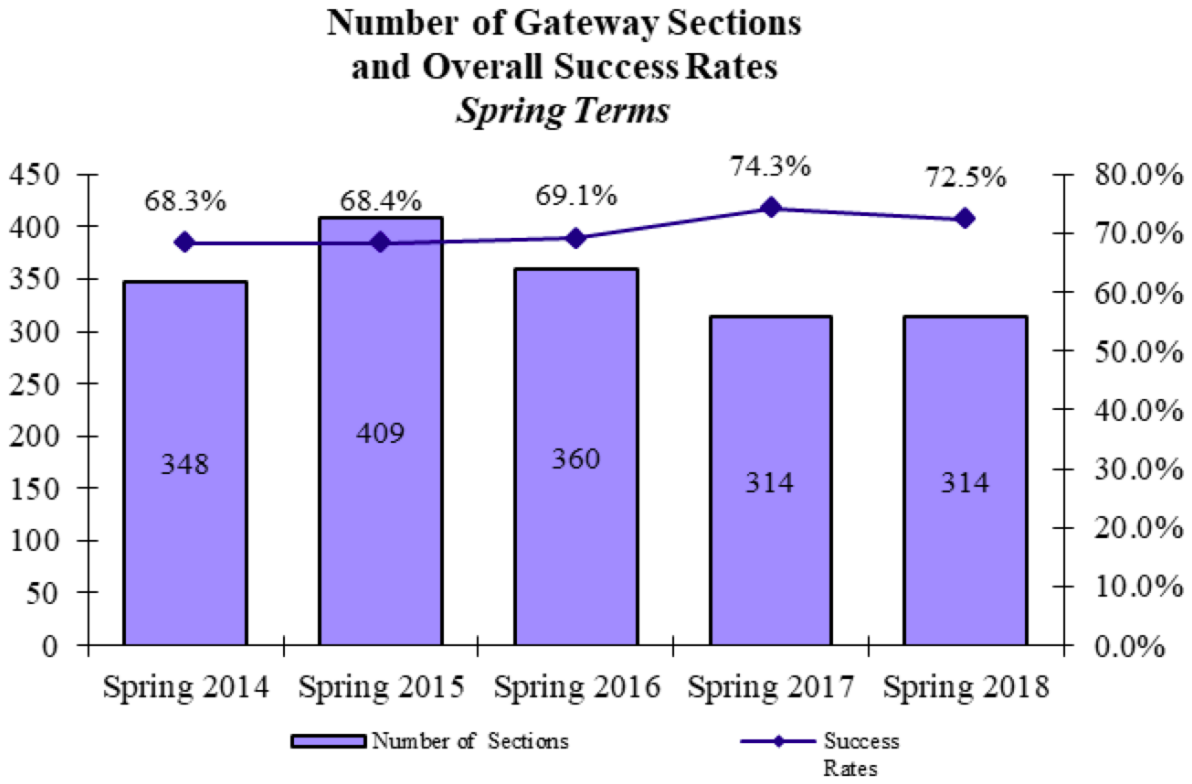
In Spring 2018 there were 67 sections of Basic Skills and 48 Gateway faculty with 92 Faculty supporting 98 sections of first year courses across the disciplines. In addition 111 sections of courses in Math and STEM focused areas were supported by Title III grants and were not able to be disaggregated from the overall data captured by Accudemia (data is linked to courses and not funding). 38 other sections were accounted for by data which could be data capture from IPATH, or ESP supported sections.

In Spring 2018, significant sections of Gateway-designated courses (by precedent) were supported by the Title III grant: Removing Barriers to STEM which is in its second year of implementation. As a point of comparison in Spring 2018, 2541 tutoring hours were spent in Basic Skills tutoring; 901 tutoring hours were spent in first year courses (non STEM) and 2351 tutoring hours were spent in STEM tutoring. 319 tutors supported these (which) courses; 234 of tutors (74%) were peer tutors and 85 (26%) were postgraduate students.

The overall success rate for Spring 2017 was 74.3%, a 5.2% increase from Spring 2016. There is a slight decrease in success rates between Spring 2017 and Spring 2018-- from 74.3% in Spring 2017 to 72.5% in Spring 2018. Given the challenges with data gathering described above, this difference if not statistically significant.

Spring Terms

Semester	**Overall**	
	Number of Sections	Success Rates
Spring 2014	348	68.3%
Spring 2015	409	68.4%
Spring 2016	360	69.1%
Spring 2017	314	74.3%
Spring 2018	314	72.5%



The slight decrease in success rates in Spring 2018 may demonstrate the need for greater data collection as indicated in the report. Moving forward, Gateway programs may consider student success rates by disciplinary groupings. In addition it is important to look at participation rates, effective models, and enhanced equity focused tutor training.

Gateway Programs 2017-2018

Students who utilized tutoring benefitted in Fall 2017 and Spring 2018. As is demonstrated below, the total counts in relation to the total were small, 673 of 4,035 in Fall 2017 and 392 of 2,180 in the Spring with participation rates of 14.3% and 15.2% respectively. The difference in success rates is significant between users and non-users: 19.2% in Fall 2017 and 16.9% in Spring 2018.

The focus of faculty collaboration will be on developing training and models, and on actively encouraging students to use tutoring throughout the semester. The number of hours of tutoring allocated should support student needs and these are ongoing discussions for the college. This year, success rates by number of visits was also calculated. One visit yielded a success rate of 81.3% in the Fall 2017 and 78.4% in the Spring 2018, three to four visits 90.3% success in Fall 2017 and 88.6% in Spring 2018.

Further disaggregating data by student groups and disciplines will allow deeper understanding of findings. Users in the tables below are students who used Gateway tutors, and Non-Users are students who did not use tutoring as presented by the data.

Gateway Center

Overall Success and Participation

Term	*Users*			*Non-Users*			Success Rate Difference	Participation Rate
	Total Count	**Success Count**	**Success Rate**	**Total Count**	**Success Count**	**Success Rate**		
Fall 2017	673	571	84.8%	4,035	2,648	65.6%	19.2%	14.3%
Spring 2018	391	326	83.4%	2,180	1,450	66.5%	16.9%	15.2%

Success by Number of Visits

	Fall 2017			**Spring 2018**		
	Total Count	**Success Count**	**Success Rate**	**Total Count**	**Success Count**	**Success Rate**
One	336	273	81.3%	204	160	78.4%
Two	119	105	88.2%	61	54	88.5%
Three to Four	113	102	90.3%	70	62	88.6%
Five to Nine	68	57	83.8%	42	40	95.2%
10 or more	37	34	91.9%	14	10	71.4%
Total	**673**	**571**	**84.8%**	**391**	**326**	**83.4%**

Participation rates by BOGW (Board of Governors Waiver) now known as California College Promise Grant participants is one measure that will help us study success by participant groups. In Fall 2017, the success rates of users was significantly higher than non users at a success rate difference of 23.1%. In Spring 2018, the success rates by users (approximately 50% of all users) was also significantly higher than non-users at a success rate difference of 18.7%. Alignment with equity efforts at the college remains a significant goal for Gateway tutoring: reducing the equity gaps between groups of students; developing tutoring and learning techniques that relate to equity-minded practices and relating tutoring interventions to retention and persistence.

Fall 2017

BOGW	*Users*			*Non-Users*			Success Rate Difference	Participation Rate
	Total Count	**Success Count**	**Success Rate**	**Total Count**	**Success Count**	**Success Rate**		
Yes	343	281	81.9%	1,895	1,114	58.8%	23.1%	15.3%
No	330	290	87.9%	2,140	1,534	71.7%	16.2%	13.4%
Total	673	571	84.8%	4,035	2,648	65.6%	19.2%	14.3%

Spring 2018

BOGW	*Users*			*Non-Users*			Success Rate Difference	Participation Rate
	Total Count	**Success Count**	**Success Rate**	**Total Count**	**Success Count**	**Success Rate**		
Yes	199	159	79.9%	1,094	670	61.2%	18.7%	15.4%
No	192	167	87.0%	1,086	780	71.8%	15.2%	15.0%
Total	391	326	83.4%	2,180	1,450	66.5%	16.9%	15.2%

This year, Gateway success data was also disaggregated by ethnic groups. The two largest self-identified groups that are impacted by tutoring are Hispanic (LatinX) and white students in both Fall 2017 and Spring 2018. The success rate difference between users and non-users in Fall 2017 and Spring 2018 for Hispanic students was 23.4% and 22% respectively. For white students in comparison the comparative success rate difference in Fall 2017 and Spring 2018 was 18.3% and 12.3% respectively. The total success rate difference for all groups was 19.1% in Fall 2017 and 16.9% in Spring 2018.

Other impacted groups are listed below. The overall numbers of students that take advantage of tutoring and peer learning is important for course success and for students. This impacts the learning of all students as tutoring becomes the structure that encompasses student focused learning in every course. Students learn from the diversity of successful learning techniques that are demonstrated in peer learning environments supported in a center and in classrooms where students can check in and check out and where there is supervision by classified and faculty colleagues.

The percentage of groups should match the demographics of the college, and demonstrate greater participation by disproportionately impacted groups of students, especially as they are disproportionately represented in basic skills courses. These are qualitative measures that relate to subject-related strategies, and best practices for culturally responsive tutoring pedagogies.

Tutoring in the context of course class time, and out of course tutoring highlights different successful models of tutoring. PSS can name these ongoing practices. Perhaps we can create best practices document that can support faculty and tutors alike. It will create true collaboration and cooperation between faculty, tutors and staff.

Fall 2017

Ethnicity	*Users*			*Non-Users*			Success Rate Difference	Participation Rate
	Total Count	**Success Count**	**Success Rate**	**Total Count**	**Success Count**	**Success Rate**		
American Indian/Alaskan Native	4	4	100.0%	14	7	50.0%	50.0%	22.2%
Asian	52	45	86.5%	307	223	72.6%	13.9%	14.5%
Black/African American	26	16	61.5%	120	55	45.8%	15.7%	17.8%
Filipino	3	3	100.0%	42	32	76.2%	23.8%	6.7%
Hispanic	283	233	82.3%	1,597	941	58.9%	23.4%	15.1%
Other Non-White	2	2	100.0%	4	3	75.0%	25.0%	33.3%
Pacific Islander	0	0	0.0%	4	1	25.0%	n/a	0.0%
Two or More Races	37	28	75.7%	243	157	64.6%	11.1%	13.2%
Unknown	4	4	100.0%	48	47	97.9%	2.1%	7.7%
White	262	236	90.1%	1,656	1,188	71.7%	18.3%	13.7%
Total	673	571	84.8%	4,035	2,654	65.8%	19.1%	14.3%

Spring 2018

Ethnicity	*Users*			*Non-Users*			Success Rate Difference	Participation Rate
	Total Count	**Success Count**	**Success Rate**	**Total Count**	**Success Count**	**Success Rate**		
American Indian/Alaskan Native	1		0.0%	9	3	33.3%	-33.3%	10.0%
Asian	35	32	91.4%	164	120	73.2%	18.3%	17.6%
Black/African American	10	8	80.0%	56	39	69.6%	10.4%	15.2%
Filipino	3	2	66.7%	20	9	45.0%	21.7%	13.0%
Hispanic	152	125	82.2%	881	531	60.3%	22.0%	14.7%
Other Non-White	2	0	0.0%	9	7	77.8%	-77.8%	18.2%
Pacific Islander	2	2	100.0%	3	2	66.7%	33.3%	40.0%
Two or More Races	19	14	73.7%	111	66	59.5%	14.2%	14.6%
Unknown	7	7	100.0%	36	25	69.4%	30.6%	16.3%
White	160	136	85.0%	891	648	72.7%	12.3%	15.2%
Total	391	326	83.4%	2,180	1,450	66.5%	16.9%	15.2%

Notes for Continuous Improvement:

1. Data gathering in real time so that we might draw more frequent reports to share with PSS.
2. Accuracy of data disaggregated by funds.
3. Participation and success rates by disciplinary areas.
4. (others as recommended by PSS)

The Writing Center - Vandana Gavaskar

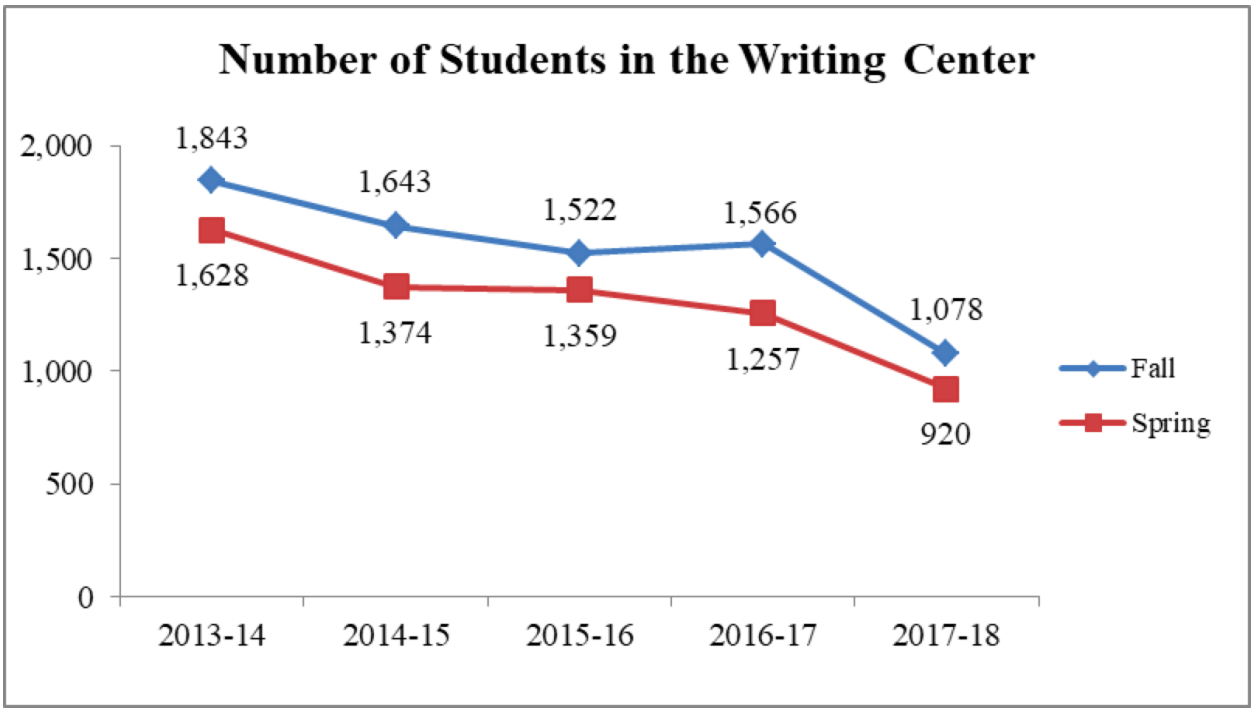
Tutoring Visits: While the success rates of the Writing Center have remained steady and increased in both Fall and Spring: Fall 2017 (86.3% to 87.7%) and Spring 2018 (87.5% to 90.4%), the reductions in tutoring visits (2,370 from 3,349 in the Fall and 1,818 from 2,511 in the Spring) may reflect lowered college enrollments (13,966 in Fall 2017 from 16,180 in Fall 2009) and fewer tutors working in the Writing Center . The number of students who visited the center in Fall 2017 decreased from 1,566 to 1,078 in the Fall and from 1,078 to 920 in Spring 2018. While there was no dramatic shortfall in the budgets for the Writing Center beyond the cost of benefits, there have been no additional resources to increase the budget or hire new tutors. The budget management and existing staff development continues to be strong, managed by the LRC Supervisor Barb Freeman and based on the drop-in budget provided by the Educational Support program of Learning Support Services of which the Writing Center is a part. Staff development based on observations, feedback, and regular professionalization continues to serve the students who visit the Writing Center well. One successful strategy for enhanced quality tutoring was to assign regular shifts to the two writing center LTAs, which served two purposes: it allowed LTAs to model their practice for tutors and also supported their work with students who had needs for extended shifts or a need to work with more experienced staff. Tutors and LTAs continue to fill in for the Office Assistant at the Writing Center Front Desk during evening hours and for FMLA breaks.

Workshops, Online Tutoring, and DSPS Students: In 2017-2018, the Writing Center worked closely with the Faculty Director of Learning Support Services to evaluate handouts and update the website to meet the needs of students in basic skills courses with Writing Skills Workshops and handout resources. The workshops offered by the Writing Center are evolving with new workshops related to the Reading Apprenticeship model of metacognitive reading practice, and with interactive workshops in writing process and writing research. These workshops are well-attended, and draw the interest of students who are looking for opportunities to build their skills in several different disciplines. The Writing Center would like to expand workshops that can be requested, and continue to develop new workshops online. In the future, workshops will be hosted as online resources for all students, paying attention to the needs of online students. As a result of a campus-wide decision to participate in the CVC-OEI (California Virtual College-Online Education Instruction), online tutoring is being provided by NetTutor and the platform can be adapted by our own tutors and staff. DSPS students

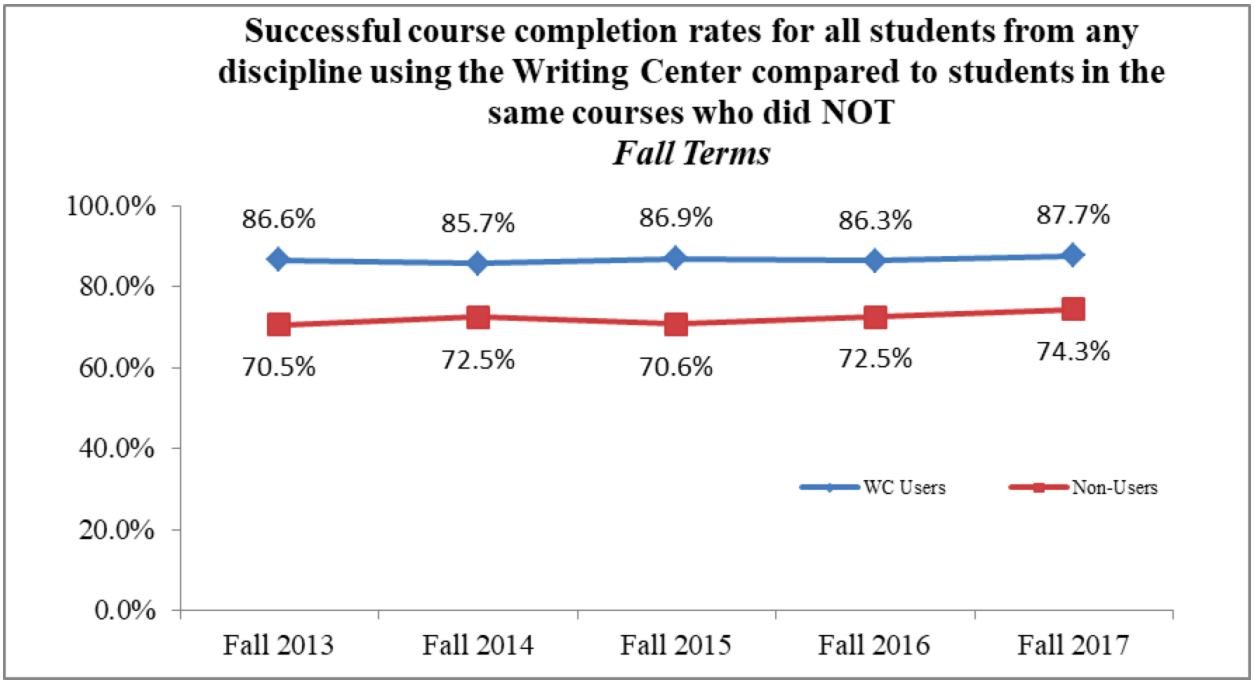
are supported with extended time in the Writing Center and are tutored by Writing Center LTAs. These modes or tutoring and workshops, diversify our approaches to supporting students with reading and writing.

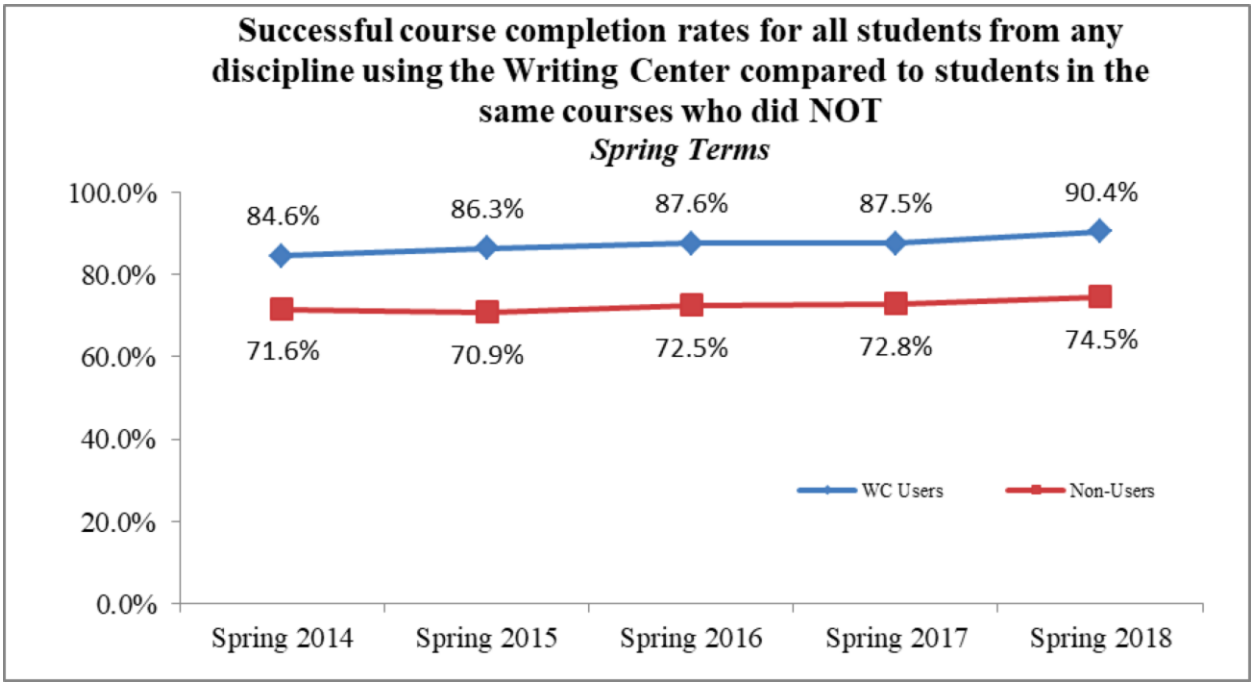
Writing Center Usage Trends

The following tables demonstrate trend in usage over a five-year period with numbers of visits and numbers of students.



The drop-in numbers are affected by many factors including matching the number of tutors in the Writing Center with the students' class schedules, frequency of writing assignments, and completion time for "required visits." Other factors to consider are the different kinds of writing tutoring available with Gateway English, ESL, Ethnic Studies, Anthropology, Sociology, Global Studies and other courses where students are working on writing projects. One-on-one tutoring offered in half-hour appointments also affects the number of students who can be served at any one time. The Writing Center is considering other models of tutoring.





The course completion rates for all students who use the Writing Center compared to those that did not is significant--15.9% in Spring 2018 and 13.4% in Fall 2018.

The following tables demonstrate the declining percentages in both the total number of visits and the number of students over a five year period. The cumulative numbers over this period demonstrate a decline in number of visits of -39.8 % and -41.5% in the number of students in Fall semesters, and correspondingly -46.2% in the number of visits, and -43.5% in the number of students in Spring semesters. These steady declines have been instructive to the Writing Center planning to continue to develop proven relevant models and services.

Participation Rates by Students--Historical

Semester	WC Users	Non-Users
Fall 2013	86.6%	70.5%
Fall 2014	85.7%	72.5%
Fall 2015	86.9%	70.6%
Fall 2016	86.3%	72.5%
Fall 2017	87.7%	74.3%

Semester	WC Users	Non-Users
Spring 2014	84.6%	71.6%
Spring 2015	86.3%	70.9%
Spring 2016	87.6%	72.5%
Spring 2017	87.5%	72.8%
Spring 2018	90.4%	74.5%

Participation Rates by Students in Basic Skills Courses: The participation rates by basic skills courses in English below demonstrates that English 80 students have participated at the greatest rates (44.1% in Fall 2017 and 43.2% in Spring 2018). It is also useful to look at the overall participation rates across all courses:

The courses that did not see high percentages of student participation may have had the availability of course-embedded tutoring and/or instructor support. Research on students who are currently achieving at developmental levels students demonstrates that active outreach from instructors and tutors is important to the non-cognitive factors that impact the success of currently achieving at developmental levels (*Campus Writing Centers, Student Attendance, and Change in Student Writing Performance*, Susana Glass Brown, Dissertation, University of Southern Mississippi 2015). Brown also cites that at least 4 productive visits to the Writing Center impact student grades. This can be demonstrated in the data below. The Writing Center will enhance its outreach practices and workshops for students, making the center Student Ready.

Fall 2017				
Course	Users Count	Non-Users Count	Total Enrollment	Participation Rate
ENG 068	6	16	22	27.3%
ENG 070	5	73	78	6.4%
ENG 075	15	32	47	31.9%
ENG 080	182	231	413	44.1%
ENG 088	9	67	76	11.8%

Spring 2018				
Course	Users Count	Non-Users Count	Total Enrollment	Participation Rate
ENG 070	7	113	120	5.8%
ENG 075	3	22	25	12.0%
ENG 080	104	137	241	43.2%
ENG 088	12	45	57	21.1%
ENG 089	1	12	13	7.7%
ENG 098	92	366	458	20.1%
ENG 103	1	20	21	4.8%
ENG 110	144	879	1,023	14.1%

Number of students who used the Writing Center services and the number of times they visited the Center from 2013-14 to 2017-18

Fall Terms

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate
One	956	85.1%	871	83.2%	805	84.9%	680	85.4%	639	84.2%
Two	348	88.3%	300	87.7%	307	86.0%	287	87.0%	249	89.6%
Three to Four	291	87.9%	257	91.1%	257	92.1%	259	86.0%	202	95.0%
Five to Nine	105	90.5%	112	89.6%	98	93.3%	105	89.7%	67	89.6%
10 or more	11	100.0%	7	70.0%	14	93.3%	16	94.1%	10	100.0%
All Users	**1,972**	**86.6%**	**1,806**	**85.7%**	**1,704**	**86.9%**	**1,347**	**86.3%**	**1,167**	**87.7%**
Non-Users	**12,942**	**70.5%**	**11,781**	**72.5%**	**11,358**	**70.6%**	**10,027**	**72.5%**	**9,015**	**74.3%**
Difference		**16.1%**		**13.2%**		**16.3%**		**13.8%**		**13.3%**

Spring Terms

Visits	Spring 2014		Spring 2015		Spring 2016		Spring 2017		Spring 2018	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate
One	857	81.9%	723	85.3%	723	86.2%	570	85.8%	595	87.7%
Two	352	86.1%	279	88.0%	279	87.2%	262	89.1%	210	93.3%
Three to Four	205	89.5%	234	89.0%	234	89.6%	185	89.4%	130	95.4%
Five to Nine	87	93.5%	65	83.3%	65	93.8%	71	91.0%	41	100.0%
10 or more	10	100.0%	11	78.6%	11	92.3%	8	88.9%	8	87.5%
All Users	**1,787**	**84.6%**	**1,520**	**86.3%**	**1,509**	**87.6%**	**1,096**	**87.5%**	**984**	**90.4%**
Non-Users	**12,660**	**71.6%**	**10,838**	**70.9%**	**9,607**	**72.5%**	**8,911**	**72.8%**	**7,915**	**74.5%**
Difference		**13.0%**		**15.4%**		**15.2%**		**14.7%**		**15.9%**

<u>Success and Participation Rates by Student Groups</u>:

Student data matched with Banner information reveals significant success for Writing Center visits by BOG recipients of 14% in the Fall 2017 and 18% in Spring 2018. The difference in participation between BOG and non-BOG participants is not significant. This data from one year will be studied over time in the future to identify trends in disparity and equality.

While it is important to be cautious about the success causes for the students that visit the Writing Center, the data does not reveal any outliers. It also provides baseline data for the future with numbers of students, and can be matched with qualitative data from the intake forms and the notes added to SARS/Accudemia by tutors. These strategies will also help our SLOs, as we are in a new three-year cycle.

Equity in the Writing Center:

Participation in the Writing Center by ethnic groups as compared to non-users in each group reveals a success rate difference that remains consistent except in the case of Black African Americans in Fall 2017 who did not seem to receive a significant boost. The success of Black African Americans became more equitable the following semester, with every student group on campus. We will actively seek more diversity among tutors, and students, enhancing our models to meet the reading and writing needs of students.

Gender Equity in the Writing Center:

In Fall 2017, students who identified as female participated in the Writing Center at 1.5% higher rates than those that identified as Male. Students who are in the column unknown chose not to identify and these numbers are small at a total headcount of 15.

In Spring 2018, students who identified as female participated a a slightly higher rate of 1.9%, but the total numbers of female and male students were lower (557 as compared to 623 in the Fall for female and 417 as compared to 529 for males in the Fall).

Writing Center Success and Participation Rates by Gender
2017-18

Fall 2017

	Users			***Non-Users***			**Success Rate Difference**	**Participation Rate**
Gender	**Total Count**	**Success Count**	**Success Rate**	**Total Count**	**Success Count**	**Success Rate**		
Female	623	566	90.9%	4,481	3,504	78.2%	12.7%	12.2%
Male	529	442	83.6%	4,394	3,086	70.2%	13.3%	10.7%
Unknown	15	15	100.0%	140	110	78.6%	21.4%	9.7%
Total	1,167	1,023	87.7%	9,015	6,700	74.3%	13.3%	11.5%

Spring
2018

	Users			***Non-Users***			**Success Rate Difference**	**Participation Rate**
Gender	**Total Count**	**Success Count**	**Success Rate**	**Total Count**	**Success Count**	**Success Rate**		
Female	557	506	90.8%	4,094	3,186	77.8%	13.0%	12.0%
Male	417	374	89.7%	3,720	2,633	70.8%	18.9%	10.1%
Unknown	10	10	100.0%	101	79	78.2%	21.8%	9.0%
Total	984	890	90.4%	7,915	5,898	74.5%	15.9%	11.1%

Developments of Writing Center Services: The primary developments in 2017-2018 for the Writing Center relate to preparing for integrating tutoring services with state-wide measures AB705 and Guided Pathways. Locally, in the face of declining enrollments, the main focus has been to plan for scaling Writing Center services in order to ensure that the center is able to serve more students and expand the modalities (one-on-one, group, and drop-in tutoring) in which writing-centered tutoring is offered. The Director and Supervisor, as well as the LTAs, visited the Writing Center at Mira Costa College that works with a hybrid model of peer and professional tutors, some of whom are embedded in courses. Learning from other models has been beneficial because the maximum number of sessions in a semester at SBCC Writing Center are regulated by the half-hour appointment model. While the pedagogy of the Writing Center continues to focus on all stages of the writing process, the Writing Center will develop a different kind of expertise and support by creating a hybrid model of professional and peer tutors who are drawn from many disciplines, have been successful in key English courses, and can mentor students in the reading and writing tasks related to the assignments for English and for other disciplines. The importance of strategic learning in the context of SBCC is important to the success of students who are enrolled in many different courses where writing is intrinsic to meaning making. Students writing in different disciplines include formerly-identified basic skills students who can be supported in many courses. The data demonstrate the need to include courses in the Humanities and the Sciences, developing student-led learning support and instituting a broader understanding of the reading and writing literacies needed for courses in tutor training. Simply put, students who are coming to the Writing Center for their English course are also reading and writing for other courses at the same time.

We are beginning to develop data literacy as the faculty and staff of the Writing Center, trying to account for the dips in usage trends, and seeking to increase our success rates with different groups of students. We are grateful for the support of our data analyst who has worked in partnership with the Writing Center and the raw data collected by SARS. We are working to implement the use of Accudemia this year, which will allow us to develop more just-in-time data literacy.

BSI/PSS Projects 2018-19

Multi-Literacy English Transfer Program (MET)—Clara Oropeza

Throughout the Spring semester, the PSS grant funded our research activities, including conference attendance, planning workshops, and training with a composition scholar. The focus of this research was on designing pedagogy for the newly created English 101(MT) support courses. We also created research methodology to help us assess the impact of the course in the Fall 2019. MET faculty anticipate that critically examining our pedagogy will strengthen student success in English 101 and 110 MET courses.

Math Chromebooks—Bronwen Moore

Background:

The math department requested funding for 108 Chromebooks, three Chromebook carts and corresponding installation costs. The purpose of this project to create three new digital classrooms to (a) relieve and hopefully divert from the math computer lab the technological burden of an increase in Math 117 courses due to AB 705 and (b) allow for pedagogical innovation thorough the increase in access to technology on a daily basis (rather than having to schedule limited lab visits well in advance).

Update:

The hardware has been purchased, paid for and received (PO# P0008109) for a cost of $36,627.66.

The wiring has been completed and the costs have also been invoiced (PO# P0008213) for $3,603.00.

The carts and Chromebooks will be installed in IDC 215, IDC 216 and IDC 217 by our IT department prior to the beginning of Fall 19. So no further costs are anticipated.

English Chromebooks—Barbara Bell

1. Chromebooks in Priority Classrooms

The new California law, AB 705, "require[s] a community college district or college to maximize the probability that the student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe" and prohibits community colleges from placing students into developmental English and math courses. Thus, when fully implemented in Fall 2019, all students will be placed into transfer-level English (Eng. 110), including the 70-74% of students who would have placed 1-3 levels below Eng. 110 via our previous assessment/placement process.

Research in English suggests that student progress is recursive, that students will make gains, plateau, and even "regress" as they face increasingly complex rhetorical tasks. Writing students exhibit growth over time through progress in a calibrated sequence; the state mandate effectively denies students this opportunity. Research also suggests that the most effective pedagogical strategy to help mitigate the erasure of a sequenced curriculum and growth over time is individualized

instruction, including individualized responses to student drafts and essays, individual student conferences, and workshop time focused on student application of the foundational principles of the reading, composition, and research processes.

Thus, in order to provide the necessary support to our students, and in response to the Chancellor's Office "urgent call to innovate" (link to 7.10.18 memo), we are revising our Eng. 110 pedagogy to incorporate additional opportunities for in-class writing workshops and instructor feedback. This kind of support requires that students have in-class access to their drafts on computers (laptops, Chromebooks, thin clients, etc.), a practice made possible when classes are scheduled in rooms equipped with a set of laptops.

Currently only three of our priority classrooms are equipped with these computers, and those rooms will serve only a fraction of the huge number of Eng. 110 sections we will be expected to offer beginning in Fall 2019. Thus, we requested funding to equip with computers three additional priority classrooms that will be dedicated to our English 110 classes.

Thanks to BSI funding, those three classrooms have now been equipped with Chromebooks.

2. Professional Development Related to AB 705

English faculty need training in how to address the needs of our changing student population in Eng. 110.

Thanks to BSI funding, we were able to support three English Division workshops:

1. April 15--This workshop focused on exploring transforming institutional values through anti-racist pedagogy as an approach to discuss ways to close the equity gap in our classrooms that may persist as a consequence of AB 705.
2. May 13--This workshop reviewed what has been successful in Eng. 98 and how to apply best practices from Eng. 98 into Eng. 110. We also looked at a 110 syllabus-in-progress and talked about how to develop and sequence assignments into a post-AB 705 Eng. 110 class.
3. June 25--This workshop focused on how to incorporate Reading Apprenticeship pedagogy into a post-AB 705 Eng. 110 class.

The English Division hopes to continue the professional development initiated via the BSI funding. Specifically, we plan to develop Eng. 110 cohorts that will allow Eng. 110 instructors to conduct ongoing discussions related to AB 705-related pedagogy. We are also developing an English 110 Canvas shell where we can share materials we developed during our workshops.

English Division Anti-Racism Training—Melissa Menendez & Kimberly Monda

BSI funding provided professional development for English 110 instructors to prepare for the impact of AB705 in the fall when all incoming students will be placed into English 110, some with an available one-unit support course. (Historically, approximately 30% of our students have placed directly into English 110, with the remaining 70% of our students placing into developmental reading and/or writing classes up to three levels below English 110). We sought anti-racism training in order to increase success rates for what will be a more diverse range of students.

We had a half-day workshop on February 27, 2019, led by facilitator Jessica Torres from Crossroads Antiracism Organizing and Training. (Seven English division faculty had participated in the first of three grant-funded workshops led by Crossroads and felt our division could benefit from a training geared to the composition classroom. Crossroads was able to accommodate our request by coming the afternoon before the second workshop.) We learned about "white institutional values" and the need to disrupt them in order to create more inclusive classroom spaces.

On April 3, 2019, we had a follow-up workshop to learn about "transforming institutional values" through anti-racist pedagogy. We read four articles to prepare for our look at "white supremacy culture" characteristics, as defined by Tema Okun. We discussed how these characteristics related to our own classrooms and pedagogical practices to understand how we can unknowingly undercut equity efforts by perpetuating the "broken ladder metaphor" as defined by USC's Center for Urban Education and discussed strategies to transform our practices and pedagogy.

In the fall, 2019, we will continue the work on anti-racism that began with our Crossroads workshop. In our efforts to close the achievement and equity gaps in our classrooms, the English department will adopt a cohort model for English 110 instructors based on one that we experimented with during our last two years of teaching our developmental composition courses. Cohorts will consist of 5-6 English 110 instructors who will meet 3-4 times over the semester to focus on topics such as retention, revision strategies, and equity and student agency. Additionally, one of our division's mini-retreats in the fall will focus on syllabi, assignments, classroom activities, and reading strategies with the goal of disrupting "white supremacy culture" behaviors.

April 3, 2019 Reading:

- "White Institutional Values" - a handout created by our Crossroads facilitators and shared at our last "mini-retreat"
- "White Supremacy Culture" by Tema Okun (more detailed discussion of "white institutional values" with "anecdotes" to show ways of disruption)
- "Transforming Institutional Values" - a handout created by our Crossroads facilitators and shared at our last "mini-retreat"
- "Anti-Racist Pedagogy: From Faculty's Self-Reflection to Organizing Within and Beyond the Classroom" by Kyoko Kishimoto

Noncredit ESL Online Orientation—Sachiko Oates & Pat Sherman

The purpose of this project is to expand and update the noncredit ESL student orientation process to meet the needs of noncredit ESL students. Currently, there exists no systematic approach to orientation and education planning for noncredit ESL students. Furthermore, there are no student support services provided at our 12 off-site locations. Reaching every student in the noncredit ESL program to help set goals, develop education plans, and stay on track will result in higher student success rates. We will create an online orientation video and goal setting materials to be used in class to reach all noncredit ESL students. A team of noncredit ESL students, assessment coordinators

(CASAS), student service staff, faculty (noncredit and credit) and administrators including the interim Vice President of the School of Extended Learning will update the student orientation and advisement materials to include new course offerings and pathways. The team will develop a new online video orientation system and its implementation plan. In addition, the team will create instructor training materials for in-class implementation and offer two training sessions for instructors and staff

The expected outcomes are:

1. 50 % goal attainment in 2 pilot classes
2. higher student persistence rates
3. higher overall positive attendance hours (FTES)
4. higher certificate completion rates

We haven't reached the implementation stage. We will use the noncredit student information system that we use for grant management (TopsPro) as well as Banner to collect student data on goal attainment, persistence rates, FTES, and certificate completion rates in 2019-2020.

We also plan to conduct surveys and follow up interviews to get students' and staff feedback.

We are working on establishing baseline data and will be able to compare the data once our plans are implemented.

Many programs and areas (Career Skills Institute, Adult High School/GED, ESL, assessment, student services, and administration) in the School of Extended Learning shared information and worked together to streamline the orientation process. We have created an online orientation program. Starting in fall 2019, noncredit ESL students will once again be oriented and introduced to the education planning process. Our goal is to reach at least 50 % of the students (500 students) by the end of the next academic year (2019-2020). 18 instructors, 9 instructional aides, 5 assessment staff members, and 3 student service staff members attended the training. They are ready to help implement the new orientation system. The instructional team and the assessment team are ready to refer students to Student Services. The student services staff members now have updated and accurate information on our programs and thus are better able to support the noncredit ESL students. All of our program areas are now better connected and are collaborating to serve the noncredit students.

Getting members from all areas on board was challenging. After a few meetings to establish our common goals and plans, the project moved along smoothly.

Creating a video, streamlining the process, implementing the new system, and collecting data within 6 months was too ambitious. We haven't reached the implementation and outcome data collection stages at this point. We would give ourselves more time to work on this project. We plan to continue collecting relevant data and evaluating the new orientation system.

Integration of Interactive Multimedia Materials into Adult HS and GED Courses—Patricia Mautone

The purpose of the project was to begin to integrate materials from educational software programs into a set of existing Adult High School and GED courses to help update and enhance course assignments. This would not only afford more interactive exercises for AHS and GED students, but would also provide needed scaffolding and supplemental support for students of varying reading and math levels. The need for this program was particularly urgent, as the online programs that we had been using for several years (parts of which were used in required assignments for many of our AHS courses) was no longer available.

We researched options for incorporating more up-to-date educational software exercises into the curriculum. Our focus was to enhance the curriculum and make it more accessible to a wider range of students, particularly those with learning difficulties, who would benefit from more interactive, varied, and visually rich materials. Exercises would also be integrated into GED curriculum. GED students would not only benefit from additional instruction in the exam content areas, but would also be given the opportunity to interact with a variety of online materials, and practice tests, which particularly beneficial as the actual GED Exam is only offered on computer.

The intended outcomes of the enhanced materials were to help AHS and GED students to: (1) learn the material at a deeper level, such that they could **better understand and apply** key concepts; (2) express **greater engagement** and maintain **motivation and persistence** by providing them with a greater variety of interactive materials (3) increase attendance and improve course completion rates; (4) develop **transferrable skills** that will help them when they take the GED exam and when graduate and transistion to the credit campus.

To measure the effectiveness and impact of the course format and material, we (1) interviewed students who interacted with the software, asking them about their likes, dislikes, and interest in taking courses with a similar format; (2) looked at test scores to determine how interacting with the materials improved test scores; (3) gathered feedback from other instructors about the value of the software and about students' experiences interacting with it.

We ended up selecting two types of software programs. One was **Aztec's GED Flash**, which allowed our GED students to practice and apply their test-taking and content-knowledge skills in a computer based (as opposed to textbook-based) format. Their interaction with short sets of GED-type questions followed by immediate and guided feedback not only **gave students practice with computer-based testing**, but also helped them to **see patterns** in their responses, and to **develop strategies** for how to approach a wide variety of problems. All of the students in the small focus group who interacted with the materials **expressed that they liked the short sets of problems and the detailed feedback**; they added that they **thought it was beneficial** and they continued to interact with the materials even when it was optional. Instructors who also interacted with the materials expressed that they thought it was beneficial, though they did have some reservations about the randomization of questions (i.e., the fact that an instructor could not pull up specific questions or go back and see which particular question a student missed.)

Given the timing of the implementation, and the small sample size of the focus group, we were not able to gather sufficient data regarding how implementation impacted attendance rates, but we will continue to gather data on that and on effectiveness on GED test scores. We do know that those

students who interacted with the software modules, did end up taking the GED tests shortly after, with most of them obtaining passing scores.

The second software program we selected, **Edmentum,** was geared more toward our AHS students. During the project time period, we primarily interacted with the demo version that the company provided. Because of that, we only had instructors and a few students test out the materials. For the most part, both instructors and students indicated that like that the materials provided more variety in how the material is presented (text, video, interactive, diagrams, etc.), and that they thought it would be valuable when fully integrated into some of our more challenging courses. One student, who had trouble focusing when doing the text-only course, demonstrated increased persistence when interacting with some of the demo exercises; another small group also reacted favorably to having a greater variety of materials. We will look at the impact on attendance and course completion rates once the program is fully implemented.

Our greatest success was in promoting increased student engagement with the course, the program, and the material. The GED test practice program, with the short sets of questions and the immediate and guided feedback, provided students with the opportunity to practice in a more relaxed environment compared to other text-based and online test practice materials we had used in the past. The other software program shows a lot of promise as well.

There were so many software options, and the purchasing process (using other grants) took a bit longer than normal, so we were not able to interact with some of the software as fully as we would have liked. We were able to address this by getting as much out of the demo versions as we could, and by mapping out which components of the programs we would utilize first, once we get the full versions up and running in the classrooms.

ESL Pilot Integration Project—Robin Goodnough & Marit Ter Mate-Martinsen

Description

The credit ESL program is immersed in the initial stages of complete curriculum redesign of our five-level program in order to meet AB 705 requirements by the compliance date of Fall 2020. The purpose of the pilot integration project was to pilot integration of both themes and language skills in ESL core courses. Our objectives were:

- to update the skills and knowledge of all ESL faculty to prepare them to employ updated/current ESL pedagogy for the benefit of our students
- pilot methods and develop course materials prior to revising our curriculum in order to employ lessons-learned in the revision process
- incorporate current methodologies and materials to improve the learning process, language development, and success of ESL students
- engage all faculty in the process of re-creating our program (to be submitted in Spring 2020)

Steps

We held six whole team pilot integration meetings that included the majority of our ESL adjunct faculty and full time faculty. The whole team pilot integration workshops/meetings were held on

January 28, February 11, March 6, April 26, May 6, and June 26. The focus of these meetings was to:

- provide project updates and goals for this project
- inservice faculty on use of the shared integration matrix
- coordinate and support planning in level teams
- explore how the integration of skills looks different at the lower versus the higher levels
- work with faculty and level groups to build integrated units that incorporate all the language skills at each level
- support and assist faculty in identifying/creating supplemental materials and activities
- provide training on how to use a backwards planning approach by identifying a learning outcome, incorporating all language skills, and creating appropriate activities/materials for each
- Reflect on the pilot integration project: what worked well, what didn't work well, questions/concerns
- Reflect on textbook choices and make recommendations for future textbook usage to support new curriculum

Our final pilot integration meeting occurred on June 26. In addition to the whole team pilot integration workshops/meetings, team members also met regularly in small groups at their level as well as in skill teams to coordinate planning, materials development and theme/skill integration across level. All work was documented for the entire pilot integration group in a shared GoogleDoc matrix at each level. These required activities were documented and reported on at the end of each month by all team members to full-time faculty coordinators.

Outcomes

- nearly 100 percent of ESL faculty have participated in the workshops and learning process of creating new materials and beginning the process of integrating language skills and themes in ESL courses
- ESL faculty have engaged in meaningful professional development activities to increase understanding of the changes ahead and how they will affect our ESL curriculum and teaching methods. Research on current methodologies was accompanied by discussion and planning on how best to incorporate new pedagogy into instruction and materials development.
- Through level teaching teams, faculty have shared knowledge, methods, materials and problem-solving to improve coordination and consistency and enhance instructional approaches.
- Matrices shared at all levels and completed by all pilot faculty provided collaboration and coordination of level and course activities and will also serve as a resource moving forward. The matrices include: teaching materials and activities; supplemental readings, videos, and

handouts; lesson plans; assessment tools. These matrices will continue to be used to assist faculty and share new information in Fall 2019.

- 4 levels of ESL instructors, classes and students were introduced to new learning methodologies and integrated approaches to acquiring language, metacognitive and academic skills. The lessons learned will now serve as an ongoing foundation for continued development of new curriculum, professional development of ESL faculty, and progress towards compliance with AB705

101RS Professional Development, By and For English Skills Full-Time Faculty—Margaret Prothero

The purpose of this project was to support the full-time English Skills faculty in professional development specifically focusing on our department's newly approved reading studio course, 101RS, that will be offered beginning fall, 2019. The six full-time faculty met for a six-hour professional development day during the spring semester on April 24th, 2019.

During our day, we had presentations from and discussions with three people from our campus (details below), as well as a 30 minute presentation by each full-time member of our department.

We began with Jordan Molina from the English Department, who came in to talk with us about her experiences and to share with us her advice after having taught the first semesters of the writing studio course. Next, Annette Cordero taught us about the latest research on translingualism and how we could apply this to our teaching of our course. SBCC articulation officer Laura Castro came in to talk with us about the role the 101RS course will play in CSU transferability of our students. Sheila Wiley focused on a deep dive of some parts of Reader's Apprentiship, metacognition, think-aloud approaches, and "Golden Line." Jason File shared materials and work on the KWL reading strategy, as well as variations (eg "KWKLQ".) We had a working lunch in which we were joined by Miriam Theis, Divison Secretary, and discussed our new course with her, as well as ways she could help students learn about it. After lunch, Margaret Prothero shared the rhetorical reading strategy "Anticipation/Reaction Guide" and materials, active reading videos, and two online resources for our classes: Quizlet (vocabulary practice tool), and Scrible (online annotation tool.) Eileen Vlcek-Scamahorn presented on visual vocabulary assignments for critical thinking and analysis. Anita Cruse presented 4T ("Talking to the Text") and led us in an Imagery Lesson poetry-writing activity. We created a team drive in which to share our developed materials, and discussed the selection of reading articles, recruitment strategies, and next steps for our work together.

The main intended outcome of the project was to pool the extensive collective resources of our full-time English Skills faculty as we develop the materials and pedagogies of our new reading studio course, 101RS.

Due to the implementation of AB-705, most students who previously would have accessed into English Skills courses will now directly enter English 110. Across campus, we will have many students who would greatly and directly benefit from having more reading strategies in their repetoire and from deepening their knowledge of active reading and critical thinking that they can apply in all their courses.

The 101RS course is a 2 unit course intended to directly support the reading needs of any student on campus. This means that students who are in English 110, Philosophy 100, History 101, Biology 100, or any course on campus who may be struggling with the reading assignments in these courses, can be given direct support and intervention by working with our faculty to learn specific reading strategies that they can immediately apply to the readings in all their courses.

While our English Skills department developed an outline of the 101RS course in order to meet the curriculum committee deadlines, our faculty needed this time to work together in the spring semester in order to determine and create all the specifics and planning that the successful launch of this new course requires.

The biggest challenge of this project this semester was the logistical difficulty of getting everyone together for a block of time. With all the changes due to AB705, the extra work and meetings of our whole division made significant demands on our time and getting all of us together was problematic and prevented us from holding our intended second day. Instead, we decided we would work in teams and/or independently to create and contribute materials to a shared team drive.

Proposed Changes to Partnership for Student Success By-Laws

The Partnership for Student Success committee pre-dates the Basic Skills Initiative, so the elimination of BSI funds should not mean an elimination of the committee.

Here are the current by-laws related to PSS:

Partnership for Student Success Steering	*Academic Senate Committee*
Time: 1st F 9:30-11:00	*Responsible to:* Academic Senate
Membership: ● 1 Gateway Director ● 1 Gateway/LRC Dean ● 1 Math Lab Representative ● 1 Academic Achievement Zone Director ● 1 LRC Director ● 1 Counseling Services Representative ● 1 ESL Representative ● 1 CTE Representative ● 1 EOPS Representative ● 1 Faculty ● 1 Academic Senate Liaison	*Functions and Responsibilities:* ● Carries out PSS Program Evaluation. ● Reports to Senate on status of PSS. ● If ESL/Basic Skills funds available, requests and evaluates proposals and recommends allocation to the Senate for approval.

In addition to this membership as stated in the by-laws, we have had two non-credit faculty as regular members of the committee—one from ESL and one from Adult HS/GED.

The committee feels that rather than the committee being eliminated or folding into another committee, there is a more urgent need to strengthen and broaden the committee to include all student success work on campus, such as AB705 work, Guided Pathways, Equity programs, the various grant activities, etc. Committee representation does not have to be divisional, but rather program/activity related. Especially as resources become scarce, it's important for there to be continuous, data-informed analysis of student success programs and collaboration among various stakeholders in developing best ways to improve student success. This committee can help maintain a strong faculty voice in student success efforts on campus.

In addition, in the future, PSS could absorb TAC, as tutoring is essential for student success. However, ***now*** is not the time. TAC currently has major issues that require extensive work/resolution prior to any change in committee structure, including:

- Funding/allocation resolution (this will take at least another year)
- AB705 impact analysis
- Data collection implementation (Accudemia stations are not all in place)
- Data analysis will need to be developed and planned for
- Tutor training and tutor manual are still in development and departments require input on the content prior to implementation

The committee proposes the following additions/changes to the by-laws:

Membership:

- Formalize the non-credit faculty membership (one from ESL and one from Adult HS/GED)
- Add representatives from AB705, Equity, Guided Pathways, English, Library, and possibly grants (or invite grant representatives as needed)

Functions and Responsibilities

- Umbrella for ***all*** student success work on campus with continued emphasis on data collection, analysis, and modification cycle to improve programs/activities, as well as analyzing needs and gaps in services to students.
- Keep abreast of statewide initiatives (AB705, SEA, Vision for Success, etc.) and SBCC's progress towards meeting any deadlines or goals.

Days/Times:

- First Fridays: 8:45 to 10:15

The committee welcomes any opportunity to discuss the future of the Partnership for Student Success with senate members in person or via email.

Respectfully submitted,

Pam Guenther
Chair, PSS Committee