

[2]. Narrative Response

Respond to the following questions:

- **How is your college progressing about institutionalizing your basic skills funded programs and projects? What are the obstacles to doing so?**

Basic skills funded programs and activities are being institutionalized at various rates. Reassigned time for faculty leadership for developmental education is institutionalized, while funding for training, professional development, mentoring and outreach is worked into the BSI allocation plan. In our Basic Skills Committee we are defining institutionalization as having a firm commitment to a program by the college community, regardless of the funding source. As an example, our Umoja program has been in place for seven years and the college is committed to the existence and growth of the program. Some of the funding is still coming from BSI while some of the components will now be funded through alternate sources, such as the money allocated through the Student Equity Plan. Acceleration efforts are in place in both the Math and English Departments with both areas firmly committed to developing and implementing a sustainable acceleration program, however, before we can accurately state that acceleration is truly institutionalized, we need to secure long-term and stable support and funding for faculty training. It is not clear how the college defines institutionalization and specifically what the process is in order to secure a long-term funding source.

Obstacles to full institutionalization of basic skills programs and activities have to do both with funding sources and with structure, visibility and support levels for the various ongoing efforts. There is a need for a higher number of full time faculty in the Math and English departments who are able to and interested in participation in these efforts. There is a need to develop a college culture of integrated planning to increase the visibility of the basic skills work being done and build support into existing planning efforts on campus. Raising awareness of existing program success is one way to ensure ongoing support for the programs and the students they serve. Additionally, the college community needs to understand that students enrolled in basic skills courses are simultaneously enrolling in transfer level courses and the efforts made in the areas covered by basic skills will impact the success of the larger college community.

- **How are you scaling up successful projects and programs?**

The Math acceleration program has grown considerably since its inception. The chart below details the types of accelerated offerings the department is coordinating and gives an overview of the curricular and professional development activities involved, including the difference between what was first piloted in 2009 and how the program has grown through the beginning of fall 2014.

	Math 27	Math 29	Mathpath
Description	A 6-unit class designed to prepare students for Statistics. No prerequisite. Does not meet AA requirement	A 7-unit class that combines Math 25 and Math 30. Same prerequisite as Math 25. Meets AA requirement.	Compressed offering of Math 25 and Math 30 in one semester, with scheduled lab hours as support. Meets AA requirement.
Research/piloting	Piloted as 1 section of Math 909 by Myra Snell, 2009. The design was informed by Myra's sabbatical research in the areas of statistics education and affective factors in education.	Piloted as 2 sections of Math 910 by Julie Von Bergen and Pat Wagener, 2011. Course was designed based on research of similar offering from other colleges.	In 2009 Julie Von Bergen and Mara Landers visited Pasadena City College to learn about their program. We then piloted with several adjunct faculty members in 2010-2011 and 2011-2012.
Curriculum	Neither commercial nor local materials have been readily available. Myra Snell	Faculty created materials for this course using the existing Math 25 and Math 30 activities.	Mathpath uses the existing Math 25 and Math 30 activities. However, during the 4-semester pilot, Julie and Mara reviewed textbooks and

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	Math 27	Math 29	Mathpath
	continues to develop curriculum for this course.		created materials for use in the support courses.
Professional Development	BSI allocations are being used to train a group of Math 27 instructors. The funding includes paying Myra to facilitate the group. In Spring 2014 Julie and Myra ran a day-long workshop that included Math 27	Pat is facilitating a small group, also using BSI allocations. In Spring 2014 Julie and Myra ran a day-long workshop that included Math 29.	DE faculty leaders orient and train individual instructors teaching Math Path and Math 910. Adjunct faculty were compensated out of BSI funding.
Offerings	Current offerings are 3 sections per semester. This can/will increase as more instructors are trained and available.	For Spring 2015 we are increasing from 2 to 3 sections.	We have continued to offer 1 fall section (Umoja) and 1 spring section. We are challenged to recruit students.
Trained instructors	4 full time, 5 adjunct, though some have left LMC as of fall 2014	2 full time, 2 adjunct as of fall 2014	2 full time, 3 adjunct as of fall 2014

The newest English acceleration efforts are in the early stages of development. The English department is only in the second semester of offering the new English acceleration course, English 926, Accelerated Reading, Writing, and Critical Thinking. Recently the English acceleration team received BSI funding to help develop the English department's acceleration program further. The funds will be used to train faculty interested in teaching English 926 and to conduct research on the effectiveness of the program. The English department is waiting to hear more from the acceleration team on the progress of the program before taking the steps to institutionalize though the college is supportive of institutionalizing acceleration efforts in general.

- **How does your basic skills fund support the goals of SSSP plans and Student Equity plans?**

The activity goals set by the Basic Skills Committee in 2013-1024 mirror many of the same goals being addressed by the SSSP and Student Equity Plans. In fact, the efforts in place as part of the Developmental Education program at LMC were designed to address many of the student success and equity issues this new legislation is mandating colleges address. The basic skills fund is used to support efforts in orientation, recruitment, informed placement and educational planning that are the hallmarks of the SSSP plan. LMC's Counseling Partnership Program is a longstanding example of this early attention paid to the importance of course embedded counseling and assisted educational planning. With the additional funding now being provided for these types of efforts, the college can expand the reach of the basic skills program by implement proven best practice into areas not addressed by basic skills funding. The importance of equitable student achievement continues to motivate the work being done by the developmental education faculty and the goals set and activities funded through BSI are evidence of this commitment. The planning teams of the BSI, SSSP and SEP plans are working together to identify shared goals and areas of possible collaboration. With the availability of funding dedicated to equity efforts on campus, we now have the opportunity to grow existing programs and introduce programming to groups in order to increase the numbers of students we are able to serve. For example, a dedicated ESL outreach coordinator and counselor was identified by all three plans as a crucial intervention towards increasing student success. This allowed all three plans to collaborate planning and program design in order to make the best use of all available funding sources.

[3]. Data Analysis using the Basic Skills Cohort Progress Tracking Tool

- **Was your college's basic skills program more successful in 2011-2013 than it was in 2009-2011? Explain your answer for each discipline separately.**

Within the English department's basic skills program, we see an increase in the number of students successfully making it through the English sequence pipeline for the 2011-2013 cohort compared to the 2009-2011 cohort. Of the students who enrolled in English 70 (two levels below transfer) in fall 2011, 24% successfully completed English 100 (transfer level) by 2013 whereas of the students enrolled in English 70 in 2009, 20% successfully completed English 100 in 2011. English 70's course success rate has also increased from 69% (Fall 2009) to 71% (Fall 2011). However, English 90's success rate dropped from 75% to 71%. At this time, it is impossible to say with certainty why the success rates have risen or dropped as there are too many factors involved. However, we speculate that the success and completion rates will begin to increase once we have data on our new English acceleration courses and as these courses increase in availability.

When looking at the disaggregated data, we see an increase in success rates for students successfully completing English 100 who started in English 70. This is the case across ethnicity and gender. Most notably, our African American student population has seen a success rate increase from 14% in 2009-2011 to 24% in 2011-2013. The Asian student population's success rate also increased from 24% to 41%. The Hispanic student population's success rate increased from 23% to 25%. Another improvement in success rates shows up in both the female and male populations with the male student population's rate going up from 13% to 21% and the female's from 25% to 27%. As to age, our largest age-group population (18-19 years) remains the same at a 26% success rate. However, the success rate for both the older populations, 20-39 and 40+ years, has gone up. Most notably, the 20-39 age-group increased from 8 to 20%. The 40+ age group went up from 2 to 3%.

Looking at the cohort tracker data comparison for students who begin the developmental math sequence three levels below transfer, we see the success rate is consistent over time with 8% of the Fall 09 cohort started in Math 012 and passed Math 034 in two years. For the Fall 11 cohort it was 9%. This type of data is the exact reason the LMC Developmental Math department is focused on implementing innovative acceleration efforts that can address the need for alternative pathways through the math sequence. With the acceleration efforts already in place, not everyone starts in Math 12. Research to determine the impact of the accelerated offerings is ongoing.

In the ESL program, the data is reflective of the programmatic changes that have been implemented over the time periods being examined as well as the enrollment drop experienced in ESL programs across the state during this last recession. Course success rates in all years are good, showing the majority of students who enroll in a course are completing successfully. The data does not show a movement through the skill levels at any consistent rate, although the data from the 2011-2013 cohort is cleaner and more streamlined due to the finalization of curricular changes and course design. Students successfully complete the course in which they enroll, but only a small number of those students continue throughout the entire sequence. As the program curriculum allows students to focus on a particular skill (reading, writing, etc.) at four different levels, it is difficult to know if movement throughout all courses in one skill level, or movement through one skill area in multiple levels is a truer measure of success. More research is needed to fully understand what our ESL student goals are when they enroll in the program and if progression through the course sequences is really a true measure of goal attainment and success.