

1. Assessment Plan - Four Column



PIE - Student Services: BRIDGE Unit

Where We Are Now: Analysis and Summary

2018-19

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External Conditions, Trends, or Impacts (Student Services): Assembly Bill 705: AB 705 increased placement results into higher level English and math courses. With an understanding that basic skills level English and math would not be where most students would be placing, our Summer Bridge and Fall/Spring Bridge program reflected that change and offered more general education courses and college-level English and math.

Guided Pathways Initiative: with a focus on improving the on-boarding process and supporting students to clarify their goals from initial entry to college, Summer Bridge 2019 implemented career exploration curriculum.

Student Centered Funding Formula: Includes completion of transfer-level mathematics and English courses within first academic year of enrollment; Bridge focused on supporting students to complete English and math courses during the fall and spring semesters.

Internal Conditions, Trends, or Impacts (Student Services): Local Changes to Assessment and Placement: Starting in April 2018, Mt.SAC implemented the Assessment Questionnaire (AQ) and updated the AQ in Spring 2019 in an effort to more accurately place students by using High School grades and GPA. With this new process for assessment and placement - fewer students will require basic skills courses which impacts the courses offered in Summer Bridge. The Fall and Spring Bridge Programs reflected this change and offered more college-level English and math courses.

Increase in follow up services to Summer Bridge 2019 applicants and participants: In an effort to ensure that applicants completed the necessary steps to qualify for the Summer Bridge Program, Bridge staff hosted 4 on-campus Information Sessions, coordinated phone banking to applicants, and sent email reminders. In addition, once students were accepted into the Summer Bridge Program, more follow up was necessary to remind and help students apply for Summer 2019 admission term, complete the revised AQ, complete the Promise Plus application, and follow up on FAFSA/CA Dream Act applications (2018-2019 & 2019-2020). Summer Bridge students must complete two financial aid applications because summer term is part of the current academic year financial aid process. There has been a noticeable increase in follow up services over the last couple of years.

Low number of African American students: the number of African American students who participate in Summer Bridge continues to be low. In Summer 2019, only 7 African American students participated. These numbers are consistent with past years data; in Summer 2018, 7 participated. The Summer Bridge Program must enhance the diversity of the students who participate and increase the number of African American students who apply to Summer Bridge.

Limited Facilities: There are only two large on-campus venues that can accommodate up to 400 people for program events (Bldg 13-1700 & the Sophia Clarke Theater). The format of the SB community class (LCOM 80) is interactive, engaging, and collaborative (group work). Only 9C-Stage is able to accommodate the LCOM course (round tables) but with a capacity of 120-125 students. The limited facilities for both program events and LCOM courses therefore, impacts the ability for the program to grow and

serve more students.

Limitations on Tutors and Classrooms: There are a limited number of tutors (ASAC & WC) available to meet the demand of Bridge and other programs therefore some of our Bridge LC's did not have a tutor assigned. In addition, limitations on classroom availability to hold tutoring sessions impacted the tutors ability to hold sessions. Bridge was able to host SI sessions in the large study room inside the Bridge area (max capacity: 8 -10 students) but the demand was larger than the room capacity (there were about 15 students in attendance).

Critical Decisions Made by Unit: Summer Bridge 2019 Refocus on Courses Offered: In Summer 2018, Summer Bridge offered a combination of English, math, speech, and literature courses. For English, only English 1A and 1A/80 combinations were offered. For Math, we continued to offer basic skills courses such as Math 50 and 51. Based on the success rates of the English and math courses (English 1A and Math 51 were lower than previous years and lower than the comparison group; Math 50 was also lower than previous years and 1% higher than the comparison group), we decided to not offer English and math in the summer but to refocus the courses that we offered to general education courses. The literature and speech courses offered in summer 2018 had higher success rates than the comparison group which gave us an indication that students would do well in general education courses. Thus for summer 2019, our schedule reflected only general education courses. To support Guided Pathways, for Summer 2019, we incorporated COUN 51 (Intro to Career Exploration) to review from the on-set, the guided pathways available at Mt. SAC. The COUN 51 course also included career assessments and educational planning.

Fall/Spring Bridge Programs: The AQ increased the number of students who begin in college level English and math courses. To align with the new results of the AQ, Fall and Spring Bridge Programs increased the number of college-level and transfer-level English and math courses.

Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: 1. Summer Bridge 2018 to Spring 2019 persistence rate was 86% (of 234 summer bridge students, 202 completed the Spring 2019 semester).

2. Fall 2018 Bridge students had higher success rates in English 1A (72%) and Math 71 (60.5%) than non-Bridge students, English 1A (69.8%) and Math 71 (52.5%).

3. In Spring 2019, held a Professional Networking Dinner which consisted of 1) a workshop on dinner etiquette presented by Richard Hanna, Professor of Culinary Arts and 2) a panel of professionals in various careers who were former Bridge and Mt. SAC alumni. Knowledge of professional dinner etiquette increased from 20% (pre) to 100% (post). Having an understanding of educational paths towards different careers increased from 50% (pre) to 97% (post).

Notable Achievements for Theme B: To Support Student Access and Success: 1. Summer Bridge 2018 retention rate was 97.4%.

2. Increased by 28%, the number of student contacts and use of program services (includes computer usage, printing services, textbook reserves, study area, and study rooms) from 22,509 in 2017-2018 to 28,717 times/contacts in 2018-2019 (duplicated numbers).

Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources: 1. Continue to be funded by Student Equity.

Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration: 1. Collaboration with Mountie Mentor for Latinx themed event.

2. Participated in several outreach and recruitment events, HSO Educator's Conference (SB Presentation), Junior's Day & Senior Saturday, and ACCESS event.

3. Participated in Counselor Day.

4. Collaborated with Dream Program and RAICES for documentary screening and discussion (ROCIO movie).

5. In collaboration with several student equity programs, participated in joint events (university tour, cultural events).

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Jolene Chong, Coordinator, Project/Program, Counseling/Bridge

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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Increase Success, Retention, and Engagement for Summer Bridge and Fall/Spring Bridge students - Bridge students, of whom the majority are first-generation, Latinx, and financial aid recipients, will successfully pass the courses offered in the Bridge Program.
Status: Active
Goal Year(s): 2018-19, 2019-20
Goal Entered: 09/18/2019

Request - Full Funding Requested -
 In order to increase the number of students who participate in the Summer Bridge Program, facilities that accommodate 125-150 students are needed. The Summer Bridge instruction model (LCOM 80 course) requires group activities and engagement. Currently, only 9C-Stage has the flexibility to organize the room for group activities. In addition, for the fall and spring semesters, classrooms are needed to offer tutoring sessions and English and math courses.

Describe Plans & Activities Supported (Justification of Need):
 The Summer Bridge Program has successfully supported first-time, first-generation, recent high school graduates to transition to Mt. SAC. A challenge with growing the program has always been the lack of large classrooms that can accommodate large (non-lecture style) classes. Facilities that are flexible in design and space, will support the growth of Summer Bridge so that more students can participate.

For the fall and spring Bridge Programs, availability of classrooms has been an issue that has impacted our tutoring sessions as well as the

Reporting Year: 2017-18
% Completed: 0
 The Bridge Program increased the number of learning communities from 13 learning community links (Summer 2016) to 18 learning community links (Summer 2017). (03/22/2018)

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number of English and math courses designated for the Bridge Program.

Lead: Francisco Dorame/Lina Soto

What would success look like and how would you measure it?: The

number of Summer Bridge student participants will increase by 35%.

The number of courses offered in the Fall/Spring Bridge program will increase by 20%.

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: Medium

Request - Full Funding Requested -

Provide faculty who teach for the Bridge Program a stipend to attend on-going faculty professional development, Bridge Program faculty meetings, and develop curriculum specific for their learning community (ex. shared assignments, integrate courses).

Describe Plans & Activities

Supported (Justification of Need): A key component for a successful learning community program is faculty professional development and incentives for faculty participation. Currently, we do not provide faculty stipends for participating in the Bridge Program which has resulted in a very small number of faculty who participate in meetings and training. The training would consist of effective practices for teaching in a learning community, as well as culturally

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relevant teaching. The goal of professional development for Bridge faculty is to ensure that the faculty have a clear understanding of who the Bridge students are (their background and strengths) as well as innovative and engaging ways to deliver their course content in a learning community format.

Lead: Francisco Dorame/Lina Soto

What would success look like and how would you measure it?: Faculty who are trained to teach in a learning community will result in higher course success rates and will increase engagement for the students who enroll in the Bridge Program.

Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 22000

Bridge Program center resources and services will be used to increase success in college. - Bridge students will utilize the resources and services offered in the Bridge Program such as the study areas, study rooms, computers and laptops, printing, peer advising, and counseling and advising to feel connected to the college and to engage with the program.

Status: Active

Goal Year(s): 2018-19, 2019-20

Goal Entered: 09/01/2016

Request - Full Funding Requested - Bridge Program entrance doors need to have a mechanism for locking from the inside in case of an emergency.

Describe Plans & Activities Supported (Justification of Need): Currently, the main entrance doors (from both sides) cannot lock manually. The doors are operated and controlled (opened and closed) by facilities. After the Active Shooter training for student services, it became even more clear, that the

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mechanism for locking and opening the doors must be changed so that the doors can be manually locked from the inside.

Lead: Lina Soto/Jolene Chong

What would success look like and how would you measure it?:

Employees and students will feel safer.

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 3000

Request - Full Funding Requested -

Bridge Student Staff salaries

Describe Plans & Activities

Supported (Justification of Need):

The Bridge Program center is a high-traffic student area with various reasons why students are in the center. The student staff serve as receptionist to the center, answer phones, and trouble shoot any issues that may arise. Student staff provide the welcoming environment so that students return to the center. A trend is an increase in the use of the center services. During the 2018-2019 academic year, the center was utilized 28,717 times for a variety of services, compared to 22,509 times during the 2017-2018 academic year. The student staff are instrumental to the daily operations of the Bridge Program center.

Lead: Anabel Perez/Jolene Chong

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What would success look like and how would you measure it?: The number of student visits to the Bridge Program center will increase by 10%.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 25000

Increase collaboration with English and Math departments via English and Math faculty liaisons positions. - Improve collaboration and communication with English and Math departments by designating faculty in each department as a Bridge liaison.
Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20
Goal Entered: 09/01/2016

Request - Full Funding Requested - Reassigned time for Bridge faculty (English and Math) liaison positions
Describe Plans & Activities Supported (Justification of Need): Requesting to reinstate faculty liaison positions that were eliminated during previous budget cuts. Request for 6 LHE per year per faculty (2 Faculty) to serve as Liaisons from their respective departments with the Bridge Program. The liaisons are responsible for: scheduling Bridge courses, recruiting faculty in their respective departments to teach for Bridge, consistent communication between program and department, providing professional development specific to their discipline, and meeting with the Bridge Counselor/Coordinator.
Lead: Anabel Perez
What would success look like and how would you measure it?: English and Math Bridge scheduling would be completed on a timely basis.
Type of Request: STAFFING: Requests for permanent employee positions or

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temporary/hourly employees.
Planning Unit Priority: Medium
On-Going Funding Requested (if applicable): 15000

Increase English and Math courses success and completion via a First Year Experience program - Provide Bridge students a positive and successful First-year Experience program that includes learning communities to facilitate success through English and math courses at first attempt.
Status: Active
Goal Year(s): 2018-19, 2019-20
Goal Entered: 09/01/2016

Request - Full Funding Requested -
 A Full-time Bridge Program Counselor to teach in the program, provide necessary interventions, meet with learning community English/Math faculty link partner(s), and provide pro-active, on-time, academic, personal and career counseling.
Describe Plans & Activities
Supported (Justification of Need):
 Bridge is a comprehensive learning community program providing majority first- year, first-generation, low-income, and disproportionately disadvantaged students an academic experience by offering Counseling courses and services, integrating English, math and general ed courses, providing tutors and peer advisers to ensure student success. A goal of the Bridge Program is to support students to successfully complete (at first attempt) English and math courses and to clarify career and major goals. With AB705, students - especially Bridge students- are in need of more support to be able to pass college-level English and math courses. Bridge courses are not producing high success rates from previous years, thus a new FT counselor would support our students to pass English and math Bridge courses,

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clarify goals and identify a guided pathway, and develop comprehensive educational plans.

Currently, there is only 1 FT Counselor and 1 FT Counselor/Coordinator in the program which limits the ability for the program to serve students. With increased new cohorts of students and continuing Bridge students from past years, Bridge counselors are limited in their ability to provide services critical to the population such as proactive counseling/interventions. The number of students served (duplicated) for the last 3 years are as follows: 839 students (2018-2019), 1,359 (2017-2018), and 1,037 students (2016-2017). With increased new students and continuing Bridge students from past years, Bridge counselors are limited in their ability to provide services critical to the population such as proactive counseling/interventions.

Lead: Francisco Dorame/Lina Soto
What would success look like and how would you measure it?: Bridge English and math course success will be higher than non-Bridge courses.

Increase the number of students who have a comprehensive educational plan by the end of their first year from 30% (SB 2018 statistic) to 60%.

Increase the number of counseling

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and advising appointments by 40%.

Significantly increase the success of first year students and close the achievement gaps of underrepresented students (i.e. first generation, low-income, disproportionately populations).

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 75000