Basic Skills Initiative – Project Proposal
2016-2017

Date Submitted: March 14, 2016

Check One: New Proposal: ______ Continuing Project: X

Budget Control Number: ___________________ (if project is continuing)

Control # 87-413 - EOPS
Control # 87-221 – LAC SI and Tutoring in LAC and MARC
Control # 87-204 – WIN Tutors

Title of Project: Basic Skills Combined Tutoring

Name of person submitting proposal: Bailey Smith E-mail: bsmith@mtsac.edu

Department/Division: Learning Assistance Center, Library and Learning Resources

(Please see original proposal on file with Instruction Office for signature page)

Department Chair signature: ___________________________ Date: ______________

Immediate Manager’s signature: __________________________ Date: ______________
In order to be considered for funding, please respond completely to all six items below. Please note that these items are aligned by number with the project rating rubric that the Basic Skills Coordinating Committee will use to rank projects.

1. **Project description:** Briefly describe the project. Include the particular population needs being addressed, and the specific basic skills population being served. If the project directly involves students, describe the level of student engagement and/or depth of involvement. Include an explanation of how this project will contribute to continuing success as students progress through a sequence of courses beginning in basic skills. Please include data that demonstrate the need for this project.

The Basic Skills Combined Tutoring Project is requesting $210,968.34 to support academic assistance for diverse populations of students in Basic Skills courses. This project, a collaboration between the EOPS Tutoring Center, Learning Assistance Center (LAC), and WIN Program (center for student athletes) provides tutoring for 5,570 students in pre-college level Math and English courses, targeting services to those who are academically under-prepared and economically disadvantaged.

**Need for the project: Increased student demand for Basic Skills tutoring**

**EOPS Tutoring:** To be part of EOPS, students must show both economic and academic need, with placement into Basics Skills level courses. Eligible students meet with a tutor at least one hour per week for one-on-one assistance in Math, English, AMLA, or LERN courses. Drop-in tutoring is also available.

The EOPS program overall has consistently grown over the last two years, in both student enrollment and tutoring hours.

- Fall 2013- Fall 2015: 16% increase in tutoring hours (2108 to 2444)
- Spring 2014 to Spring 2015: 26% increase in tutoring hours (1641 to 2073).

Despite these significant increases in service and demand, the course success rate for tutored students has held steady, at 81%. The tutoring center has now grown beyond its capacity, with tutors often needing to use space in LAC Tutorial Services to meet with students. *(Source: EOPS Tutoring 2013-2015 Internal Data, compiled Spring 2016).*

**Learning Assistance Center (LAC)/Math Activities Resource Center (MARC):** LAC Tutorial Services assists students with English as a Second Language (ESL), American Language (AMLA), Math 50 and Math 51, and English 67. The Math Activities Resource Center (MARC) assists students with Math 50-Math 71. Approximately 21% of all tutoring in the LAC’s Tutorial Services area is for Basic Skills courses.

The Basic Skills Tutoring Project will now incorporate tutors from the Learning Assistance Resource Center (LARC), who assist students in LERN and READ courses (entry level Math, Writing, and Reading). The majority of tutoring taking place in the LARC is for LERN 49, a Math course focusing on pre-algebra concepts and math study skills. Tutors who work with students in LERN and READ courses receive additional training to help them work with under-prepared students who are starting the Basic Skills course sequence. **Including both the LARC and Tutorial Services math tutoring, the number of students served since 2012 has more than...**

**WIN Program:** Student-athletes are assisted in multiple subjects in the WIN, including Basic Skills Math and English courses. Students who participate in sports in the community college are subject to restrictions imposed by the NCAA on their academic timeline. They have to transfer within two years to maintain their eligibility as athletes. Therefore, student-athletes beginning at the Basic Skills level must be successful in their courses to transfer within the required time. About 75% of student athletes place into at least one Basic Skills course when they start at Mt. SAC, and face a challenge to complete courses on time.

WIN has proven student success data with regards to retention and course completion with its diverse student population. The following data compares WIN student retention and course success to the Mt. SAC student population for Fall 2015 and Winter 2016 (Source: Argos).

<table>
<thead>
<tr>
<th>Term</th>
<th>% Success</th>
<th>% Retain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>WIN 76</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Not WIN 65</td>
<td>86</td>
</tr>
<tr>
<td>Winter 2016</td>
<td>WIN 90</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>Not WIN 84</td>
<td>93</td>
</tr>
</tbody>
</table>

The WIN has had to maintain enrollment at the same level as previous years despite ongoing student demand for services. Due to the lack of space the program cannot increase attendance significantly, but continues to serve about 900 students per year.

**Student Engagement and Involvement: Peer-to-Peer Connection**

Tutoring provides a direct and successful intervention for students needing support in their courses. Peer tutors work one-on-one or in small groups with students in each center, providing an encouraging and engaging academic community. Tutors are trained to help students work independently, using the Socratic method and active learning techniques to draw out student knowledge; training in active listening, communication skills, and working with diverse populations encourages tutors to tailor each tutoring session to the student.

Students consistently rate their satisfaction with tutors very highly:

- 95% of students agreed that LAC tutors are helping them to be successful in their courses (2008-2010 student surveys)
- 75% of students in LAC Basic Skills group tutoring stated that the tutor gave them skills to succeed in other classes as well (Fall 2015 student survey)
- 95% of students tutored in EOPS in Fall 2015 stated that they felt motivated and supported by EOPS Tutoring staff (Fall 2015 student survey)
- Sample student comments: “Great attitude, asked for questions/used examples”; “She was the best, made everything clear”; “Tutor did outstanding job on explaining problem”; “She was clear and precise. Easy to understand.” (Spring 2013 LARC Review Session Evaluations)

BSI Call for Proposals – November 2015
Supporting Students in the Basic Skills Course Sequence

Through several semesters of data gathered by the Combined Tutoring Project with the support of Research and Institutional Effectiveness, tutoring has demonstrated a positive impact on the progression of students through basic skills course sequences.

In the first year of the project (2012-2013) results showed a significant difference in the percentage of students who enrolled in the next or higher level course based on whether they participated in tutoring for at least 90 minutes. Tutored students were 14% more likely to enroll in the next or higher course in English, 6% more likely in MATH 50, and 12% more likely in MATH 51. (Source: Research and Institutional Effectiveness Report, October 2013).

This impact on progression in a course sequence has been maintained, with the most recent data showing that 18% of an original cohort who started in English 67 in Fall 2014 and who attended tutoring for 90 minutes or more per semester were enrolled in English 1A in Spring 2015, while this was true only for 11% of the non-tutored group. (Source: Research and Institutional Effectiveness Report, June 2015).

2. Alignment with committee goals: Describe how this proposal aligns with the long-term goals or activities identified in the call for proposals. Please be specific.

The Basic Skills Tutoring Project for 2016-17 will focus on one long-term goal and two activities of the Basic Skills Action Plan.

**Goal #2: From 2014-2015, the successful progression rate of basic skills students will increase 5% over the 2014-2015 baseline over the next five years**

Persistence data that has been gathered to date as part of the project clearly demonstrates that tutoring has a positive impact on students persisting in and completing Basic Skills course sequences. The focus of the Basic Skills Tutoring Project in 2016-17 will be to gather comparative data on how tutoring assists with the progression of students through a Basic Skills sequence.

**Activity a: Promote and support basic skills tutoring services on campus.**

The project supports three tutoring centers, providing funding for tutors to assist students in Basic Skills courses. Each center works with a variety of stakeholders (instructional faculty, counselors, and athletics) to inform students about available tutoring resources and the benefits of getting academic support.

**Activity b: Increase the number of students who successfully complete the basic skills sequence of English and math.**

Tutoring directly supports this activity of the Action Plan. The Basic Skills Tutoring Project now has three years of data showing that when students meet with tutors on a consistent basis, they are more likely than non-tutored students to enroll in the next course in a sequence. This impact holds throughout a series of courses, with tutored students starting in a sequence in one semester enrolling in subsequent courses at higher rates than non-tutored students.
3. Measure of success: Please explain how the success of this project will be measured. For continuing projects, previous year’s outcome data are also required. Please include the number of students serviced and indicate whether data is duplicated or unduplicated. If the previous year’s project failed to produce expected results, a plan for improvement must be provided. Projects that do not include the aforementioned data will not be considered.

Previous Outcome Data

The Basic Skills Combined Tutoring project has a strong track record of impacting student success in Basic Skills courses and increasing progression of students into the next course in the sequence.

For 2015-2016, the project has two measures of success:

AUO 1: Students who are repeating a Basic Skills class for the first or second time who receive 90 minutes or more of tutoring during a full semester will be less likely to have to repeat the class than repeating students who do not participate in tutoring.

AUO 2: Students attempting a Basic Skills class for the first time who participate in tutoring (90 minutes or more per semester) will persist (pass the first course and enroll in the next course) at a higher rate than those who don’t participate in tutoring.

AUO 1: Impact of Tutoring on “Repeater” Student Success

Data from Fall 2015 shows that students repeating Basic Skills classes are more likely to be successful if they participate in tutoring (all data is unduplicated):

Repeating English 67 students

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Count/ %</td>
</tr>
<tr>
<td>Tutored</td>
<td>47</td>
<td>28/ 60%</td>
</tr>
<tr>
<td>Not Tutored</td>
<td>111</td>
<td>49/ 44%</td>
</tr>
</tbody>
</table>

Repeating Math 50 students

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Count/ %</td>
</tr>
<tr>
<td>Tutored</td>
<td>29</td>
<td>15/ 52%</td>
</tr>
<tr>
<td>Not Tutored</td>
<td>229</td>
<td>106/ 46%</td>
</tr>
</tbody>
</table>

Repeating Math 51 students

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Count/ %</td>
</tr>
<tr>
<td>Tutored</td>
<td>13</td>
<td>6/ 46%</td>
</tr>
<tr>
<td>Not Tutored</td>
<td>190</td>
<td>82/ 43%</td>
</tr>
</tbody>
</table>
AUO 2: Impact of Tutoring on Students Continuing in a Basic Skills Sequence

For students starting with either English 67 or Math 50, their likelihood of persisting in the sequence of courses is higher if they attend tutoring:

**18%** of an original cohort who started in English 67 in Fall 2014 and who attended tutoring for 90 minutes or more per semester were enrolled in English 1A in Spring 2015, while this was true only for **11%** of the non-tutored group.

**33%** of an original cohort who started in Math 50 in Fall 2014 and who attended tutoring for 90 minutes or more per semester were enrolled in Math 51 in Spring 2015, and **9%** were enrolled in Math 71. This was a higher rate of enrollment than the non-tutored group; of the students who didn’t meet with a tutor, **29%** were enrolled in Math 51 and **7%** were enrolled in Math 71. *(Source: Research and Institutional Effectiveness Report, Compiled Spring 2016)*

**2016-2017 Measure of Success: Mt. SAC Basic Skills Tutoring Cohort Tracker**

The statistics for students beginning at a Basic Skills level and getting to transfer level are dismal. The California Chancellor’s Office Cohort Tracker shows only **1%** of students starting at 4 levels below transfer in Math will complete a transfer course in 2 years, and only **9%** of students at 3 levels below transfer in English will complete a transfer course in 2 years. *(Source: Basic Skills End-of-Year Report, October 2014)*

The Combined Tutoring Project will look at data focusing on students who participate in tutoring. Established research already shows that tutoring has a strong impact on individual course success and course-to-course progression. This measure of success for 2016-2017 will mirror the statewide cohort tracker, looking at a longer period of time for a cohort of students who begin the Basic Skills sequence and participate in tutoring. Comparative data will then be shared to show the impact of tutoring on ensuring that students get to transfer level.

**2016-2017 Plans for Continuation: Cost Effectiveness of Tutoring**

In 2015-2016, the Basic Skills Combined Tutoring Project, with the help of Research and Institutional Effectiveness, began exploring how to determine the cost benefits of tutoring in terms of reducing repeated classes and increasing persistence and retention. The project was not included in a statewide research initiative as hoped; however, a researcher has been assigned and is currently investigating various methods of cost benefit analyses to determine the best method. Additionally, she is assessing data needs and sources at the college. This research has been given priority status and will be completed during the 2016-2017 academic year.
4. **Project scale:** Describe the potential to impact large numbers of basic skills students as defined in question #1. Be specific as possible of the number of students that will be impacted.

Since this is a collaborative project impacting various student groups, it will impact over 5,000 students in Basic Skills courses:

- **EOPS:** 200 students
- **LAC/MARC:** 4500 students
- **WIN:** 870 students

5. **Diversity and equity for basic skills students:** Please explain how the project addresses disproportionate impact and addresses the needs of traditionally disadvantaged students.

**Addressing Disproportionate Impact: EOPS Tutoring**

The EOPS program supports students who are traditionally disadvantaged both economically and academically. Their student population participating in tutoring reflects this mission:

- **Asian:** 2%
- **Black/African American:** 8%
- **Latino/a:** 83%
- **White:** 6%
- **Other:** 1%

Despite the hurdles these students face, when they are given the opportunity to get quality tutoring and other assistance, their course success rate averages 81%. *(Source: EOPS Internal Data, Compiled Spring 2016)*.

**Addressing Disproportionate Impact: LAC**

Previous data collected regarding the demographics of the students served by LAC Tutorial Services shows the breakdown of students participating in all tutoring:

- **Asian:** 21%
- **Black/African American:** 7%
- **Latino/a:** 56%
- **White:** 11%
- **Other:** 5%

*(Source: Research and Institutional Effectiveness Report, Spring 2012)*

**Addressing Disproportionate Impact: WIN**

The WIN Program also serves a diverse group of students, who have to balance academic obligations, athletic team obligations, and an accelerated timeline for transfer.
The ethnicity breakdown for the WIN program is as follows:

- American Indian/Alaska Native: 2%
- Asian: 4%
- Black/African American: 15%
- Latino/o: 54%
- Pacific Islander: 5%
- White: 18%

WIN clearly serves a disproportionately impacted population with 67% of the students also being males, specifically males of color (Latino, Black, Pacific Islander) who are noted as highly disproportionately impacted (Source: Continuing Ed Student Profile, November 2015)

Targeting the Achievement Gap for Basic Skills

Data from the Student Equity Plan shows an achievement gap in ESL course completion for Latino and Latina students, as well as in overall Basic Skills course completion for African American and Latino males.

Each tutoring program involved in the Combined Tutoring proposal contributes to the efforts to reduce disproportionate impact in Basic Skills course success. Tutoring has consistently shown a positive effect on course success even for students who are repeating pre-transfer Math and Writing. Beyond individual course completion, tutoring also has an impact on students’ rates of progression into a subsequent course. Providing academic support to a diverse group of students in Basic Skills courses is a crucial intervention for addressing disproportionate impact and existing achievement gaps.
6. **Preliminary budget**: Describe the annual budget needed to support the project. Please provide detailed information on each budget category such as the number of hours, the classification, and the hourly salary rate of the employees including benefits.

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hourly personnel (including benefits)</td>
<td></td>
</tr>
<tr>
<td><strong>EOPS</strong></td>
<td></td>
</tr>
<tr>
<td>60 hours/week @ 12.25/hr for 44 weeks (Summer 2016-Spring 2017)</td>
<td></td>
</tr>
<tr>
<td><strong>Total EOPS</strong></td>
<td>$32,340</td>
</tr>
<tr>
<td><strong>LAC/MARC</strong></td>
<td></td>
</tr>
<tr>
<td>Math (Tutorial Services/MARC):</td>
<td></td>
</tr>
<tr>
<td>108 hours @ $13.84/hr for 28 weeks (Fall/Spring)</td>
<td>$41,852.16</td>
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<tr>
<td>56 hours @ $13.84/hr for 12 weeks (Summer/Winter)</td>
<td>$9,300.48</td>
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<tr>
<td>English (Tutorial Services):</td>
<td></td>
</tr>
<tr>
<td>102 hours @ $13.50/hr for 28 weeks (Fall/Spring)</td>
<td>$38,556</td>
</tr>
<tr>
<td>56 hours @ $13.50/hr for 12 weeks (Summer/Winter)</td>
<td>$9,072</td>
</tr>
<tr>
<td>LERN/READ (LARC):</td>
<td></td>
</tr>
<tr>
<td>72 hours @ $13.30/hr for 28 weeks (Fall/Spring)</td>
<td>$26,812.80</td>
</tr>
<tr>
<td>48 hours @ $13.30/hr for 11 weeks (Summer/Winter)</td>
<td>$7,022.40</td>
</tr>
<tr>
<td><strong>Total LAC</strong></td>
<td>$132,615.84</td>
</tr>
<tr>
<td><strong>WIN</strong></td>
<td></td>
</tr>
<tr>
<td>4 tutors @ $11.25/hr, 900 hours each (daytime hours)</td>
<td>$40,500</td>
</tr>
<tr>
<td>2 tutors @ $11.25/hr, 245 hours each (evening hours)</td>
<td>$5,512.50</td>
</tr>
<tr>
<td><strong>Total WIN</strong></td>
<td>$46,012.50</td>
</tr>
<tr>
<td><strong>Total Project Budget</strong></td>
<td>$210,968.34</td>
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