Academic Senate Report and Update

Multiple Measures Placement Testing (Success rate for underprepared =38%; success rate for prepared =68%) How much of this difference is navigating the remediation courses, trying to find sections, losing motivation, being with a cohort that are not motivated?

What we did: Research LBCC STEPS project (Student Transcript-Enhanced Placement)

MMAPS (Multiple Measures Assessment Project)

Developed a team of Counseling, ACDV, Math and English

Developed measures – 3 very different ways – Reading, English and Math, created the flow chart describing English, Math and ACDV courses. Reported to high schools.

Reviewed 454 completed transcripts from matriculated (placement test, oriented, students called CalSOAP – a grant that provides FASFA help and guidance for low SES Rural high school students. Reviewed test scores and transcripts multiple measured them into course work and created Abbreviated SEP with math and English in the first semester. Accelerated and bumped improved math testing = 199 more students in college level math, 65 more students in English 1A

What we found: Change of location for testing resulted in much greater success. 3% to 12% in transfer level math and 29% to 31% in English, reading remained the strongest with 60% at transfer level reading. 357 bumps, 199 accelerations or compressions. Between test scores being higher and bumps and acceleration we have 820 student semesters saved = time money seats and hopefully getting through. Many STEM students were able to start science. We were able to guide students to MESA, STEM, AAMP, summer bridges etc. BUT labor heavy!

What's next: Track success and identify factors and reliability of multiple measures. Intrusive interventions with students in cohort. Training of faculty cohort. Change in placement test. Provide test in high schools. Title 5 grant to fund interventions, pay for professional development and restructure our pathways.

Title 5 Grant – Announced April 10 or 11 due May 9.

What: HSI grant of about $525,000/year for 5 years for Hispanic serving institutions working on improving basic skills. Current Hispanic proportion is 57% and incoming freshman = 67%. Only about 32% of Hispanic 11th graders in Kern county meet the English grade levels (less than state of 35%) and only 12% in math (state =11%).

Goal: To increase Hispanic success thru basic skills and on to other outcomes. Scale up to all first-time students within 5 years.

How: CalSOAP cohort created with 454 students. Intrusive counseling and service – success labs, tutoring, early alert, supplemental instruction, writing center, math lab (feedback on these in the CCSSE). Habits of the Mind (feedback in CCSSE) Analyzed BC practices compared to best practices

Written by faculty, admin and WRD Consulting Group [wrd@westernresearch.net].