

<b>Proposal Title</b>	First-Year Experience Pilot, Year 3
<b>Proposal Lead</b>	Melissa Reeve and Corrine Kirkbride
<b>Date</b>	February 7th, 2014

### Proposal Description

Please write a **brief** description of your proposal, what it is, what it hopes to achieve and why it is necessary.

The Educational Master Plan of Solano Community College includes under “Goals and Strategies”: “Improve basic skills of all students.” One of the strategies listed in this sections reads: “ Implement ‘First Year Experience’ program to channel students through skill improvement and services for all need levels.”

The First Year Experience Program referenced in the EMP has been created and implemented, and is now in its second year at Solano Community College. This program integrates cohort-based learning communities, intrusive counseling and a rich array of academic resources. The program’s aim as we head into our third year is to continue to expand, with an additional cohort at the Main Campus and one in Vacaville. We will continue to refine and scale this program to the point where it becomes, within 3-4 years, the institutional norm for incoming students placed in developmental English and math. Our aim is to create a scalable model requiring few, if any, additional resources beyond the hiring of a program Coordinator.

I. The first pilot cohort of 39 students started the program in Fall 2012. All were enrolled in Math 330 (Elementary Algebra) and English 348G (open-access developmental English). Preliminary data indicate that students enrolled in the FYE cohort performed significantly better than non-FYE students in the same levels of English and math in other recent semesters:

	Math 330 pass rates		English 348G pass rates
<b>FYE students Fall 2012</b>	Success rate = 48.7%	<b>FYE students Fall 2012</b>	Success rate = 69%
<b>All students Spring 2012</b>	Success rate = 40%	<b>All students Spring 2012</b>	Success rate = 39%

Another important indicator of program success is student persistence. We see that persistence rates in the FYE cohort are are, in most cases, much higher than those of students not in the program. Overall, over half our original group still enrolled in one or both second-semester courses of the FYE program, while many other members are enrolled in other sections of English and Math.

	Math persistence rates		English persistence
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			rates
<b>FYE passing students</b> (Fall 12-Spr. 13)	19 out of 19 passing students continued in FYE Math 104 (100% persistence)	<b>FYE passing students</b> (Fall 12-Spr. 13)	20 out of 27 passing students continued in FYE Engl. 001 (74% persistence)
<b>ALL passing students</b> (Sp. 12-Fall 12)	108 out of 185 passing students continued in Math 104 (58% persistence)	<b>ALL passing students</b> (Sp. 12-Fall 12)	18 out of 37 passing students continued in Engl. 001 (49% persistence)
<b>FYE Non-passing students</b> (Fall 12-Spr. 13)	9 out of 20 students who did <u>not</u> pass Math 330 re-enrolled in other developmental math courses (47% persistence)	<b>FYE Non-passing students</b> (Fall 12-Spr. 13)	3 out of 12 student who did <u>not</u> pass Engl. 348G re-enrolled in other developmental English classes (25% persistence)
<b>ALL non-passing students</b> (Sp. 2012-Fall 2012)	51 out of 281 students who did <u>not</u> pass Math 330 re-enrolled in other developmental math courses (18% persistence)	<b>ALL non-passing students</b> (Sp. 2012-Fall 2012)	15 out of 57 students who did <u>not</u> pass Engl. 348G re-enrolled in other developmental English courses (26% persistence)

The following table gives the second semester (Spring 2013) pass rates for the first cohort of students compared to the general student population. Also note that the general student population is not limited to first year students, and includes students repeating these courses.

	Math 104 pass rates		English 1 pass rates
<b>FYE students Spring 2013</b>	Success rate = 89% (17/19)	<b>FYE students Spring 2013</b>	Success rate = 77% (14/18)
<b>All students Spring 2013</b>	Success rate = 49% (125/256)	<b>All students Spring 2013</b>	Success rate = 63%

Though the small cohort size provides limited data, we see a promising trend: students in the First Year Experience Program had much higher persistence and pass rates than the general student population.

The benefits of cohort-model programs extend beyond basic metrics of student success, into intangible / affective areas such as students' sense of connectedness with the College. To measure some of these

intangibles, we administered a survey to students completing FYE in Spring '13. Sample responses to the question "What was the most satisfying aspect of the First Year Experience Program?" included:

"Being able to transition comfortably in college with the same group of people. It made it easier."

"The support that I had. Even when I didn't care or when I made my job come first FYE was a friendly reminder to keep going."

"The program was meaningful to me because I felt like it really helped me go through my first semesters successfully."

II. The second iteration of the First Year Experience program included the following changes:

1) Students were invited to attend an orientation organized by counselor Amanda Greene. Students met instructors in the program, other students in the program, and participated in ice breakers.

2) A big issue from the first pilot year came from the fact that all cohort students were placed into Elementary Algebra, while many should have begun in Prealgebra. To improve student success through more accurate intake placement, students in the second year cohort were given access to an online math program over the summer which allowed them to remediate their Algebra skills. Students were then given a small assessment during the orientation, and thirty students participated. From the results of this test, it was suggested to ten students that they move down a level from the math course in which they were initially enrolled. Ideally, every student planning on entering FYE would be required to take an assessment.

3) Students in the second year were placed into one of three math courses: Prealgebra, Elementary Algebra, or Intermediate Algebra. These courses were all taught in concurrent time slots, to enable students from the various math sub-cohorts to re-group into common cohort sections of English 360 and Counseling 007. Setting up sub-cohorts in 3 different math levels not only allowed for more finely-tuned intake assessment, as described above, but also allowed the inclusion of a wider range students in the program-- an important consideration as we continue to scale up the cohort size.

4) The majority of students (45 out of 50 student) took a Counseling 007 course along with the math and English courses the first semester, allowing the completion of transfer-level credits within their first term as college students.

5) Twenty-five cohort students were placed in a cohort section of Comm 1 in Spring 2014, our first effort to incorporate a GE course into the program.

III. The second cohort began in Fall 2013 with approximately fifty students. Fall success rates for this group are as follows:

	Math pass rates		English 360 pass rates
FYE students	Success rate =	FYE students	Success rate = 55%

Fall 2013	Math 320 - 53.3% (15 began, 8 passed) Math 330 - 45.5% (22 began, 6 withdrew, 10 passed) Math 104 - 42% (12 enrolled, 5 withdrew, 5 passed)	Fall 2013	Spring '14 Persistence: 89% for students who passed  43% for students who failed
All students Fall 2013	Success rate = Math 320 - 57.5% Math 330 - 43.4% Math 104 - 46.8%	All students Fall 2013	Success rate = 54.4%

Note that the general student population is not limited to first year students, and includes students repeating these courses.

The question, "So far, what has been the most satisfying aspect of the First Year Experience Program?" was posed to some of the current FYE students recently, and these were two responses:

"For me, First Year Experience has made my college experience less stressful. Coming into college for the first time is really kind of a scaring transition! Good thing, the first day of school I was told about FYE, I learned a lot about classes to take in just that first meeting with Amanda Greene. She helped me out by walking me through the classes and even helped set me up for next semester, which was great because I didn't personally have to stress over it. Also, being in classes with the same people, makes for an easier classroom setting! I really enjoyed the FYE program and I hope other students will too, it is a great way to ease new students into the college experience!"

"What I like about this program is, that I can finish faster with English and math classes, so I can quickly complete my required classes to transfer."

This proposal hopes to continue funding the FYE program so that it can continue to grow and evolve. The current plan for Fall 2014 is to increase the cohort to 75 students at the main campus, and a 25-student cohort at the Vacaville Center. Due to delays in approval for funding, since the beginning of the FYE program we have up to this point been unable to get a coordinator hired who can begin recruiting before the summer begins. We believe that with proper recruitment, assessment and orientation, we can get strong cohort of first-year students ready to begin at Solano Community College in Fall 2014.

### Links to Outcomes

*Use this section to describe how your proposal links to the outcomes of your course, program, department or the institution. In particular how it will strengthen or enhance delivery of those outcomes?  
This part will most likely be from an opportunity for*

*improvement identified through program review and outcomes assessment.*

**Outcome**

**How does the proposal support the outcome?**

**English Department Outcomes:**

Demonstrate an ability to compose and communicate using rhetorical patterns and writing strategies required by fields in English and other fields of study and in professional, personal and/or civic life.

Students often have difficulty applying what they practice in their English courses to the writing requirements in other disciplines. Integrated assignments in the learning community will explicitly bridge this gap, as students will practice writing assignments in their English courses that also fulfill the requirements of GE courses such as Speech,, Counseling, Sociology, and History.

Demonstrate reading, writing, and analytical skills necessary to succeed in college, to transfer to four-year institutions, and to increase career and professional opportunities.

Though eligibility for or successful completion of English 1 is a prerequisite for many transfer-level content courses, students often enroll in such courses without first completing their English requirements. First-Year Experience will ensure that students acquire the needed analytical reading and writing skills at the start of their college careers, leading to greater success within and beyond the program.

**Math Department Outcomes:**

Solve a problem applying appropriate math concepts and ideas.

Effectively communicate solution(s).

Though eligibility for or successful completion of Math 104 is a prerequisite for many transfer-level content courses, students often enroll in such courses without first completing their math requirements. In addition, many students have their graduation plans delayed or choose certificates over degree programs due to discovering, late in the game, the need to complete the lengthy math course sequence. First-Year Experience will ensure that students acquire the needed math concepts and skills at the start of their college careers, leading to greater success as they move into their GE and major courses.

**Institutional Outcomes:**

**Write** – Students demonstrate the ability to:

--Communicate thoughts, ideas, information, and messages in writing.

--Compose and create documents such as manuals and graphs as well as formal academic essays,

Integrated assignments in the learning community will allow students to practice writing assignments in their English courses that also fulfill the requirements of their counseling and social science courses. This contextualized instruction will improve students' understanding of how to apply

observing rules of grammar, punctuation and spelling, and using the language, style, and format appropriate to academic and professional settings --Check, edit, and revise written work for correct information, appropriate emphasis, form, style, and grammar	the skills from their English courses in other academic and professional contexts.
<b>Research</b> – demonstrated by the ability to: --State a research question, problem, or issue --Synthesize, evaluate, and communicate information using a variety of information technologies	English 1, in the second semester of the FYE program, will build this skill in the context of the paired Social Science course.
<b>Notes:</b>	

<b>Proposal Activities</b>	
<i>Use this section to talk about specific activities or milestones associated with your proposal. This will help the evaluator get a sense of what needs to be done by when</i>	
<b>Target Date</b>	<b>Activity</b>
February-June 2014	FYE Coordinator will work with local high schools to recruit graduating seniors
July 2014	2013-14 FYE instructors and Coordinator will attend the 2014 National Summer Institute on Learning Communities at The Evergreen State College, July 14-18, 2014.
Summer 2014	FYE Coordinator will continue recruitment, assessment, and placement efforts
July-August 2014	FYE students will have access to <a href="http://www.mymathtest.com">www.mymathtest.com</a> math preparation software to review / prepare for their algebra courses
June-July 2014	FYE Coordinator / Counselor will hold intake appointments with each student

August 2014	Student orientation
Fall Semester 2014	Students will be enrolled in 3 courses: English 360, level-appropriate developmental math courses (320, 330, 104), and either Counseling 050 or Comm 001.
Fall Semester 2014	Embedded tutors will be placed in all FYE sections of developmental math (one class each of 320, 330, and 104)
Fall Semester 2014	FYE instructors will meet to monitor student progress and to plan integrated assignments.
Fall Semester 2014	Each student will have 2 counseling appointments: one approximately 3-4 weeks after the semester begins, and another to plan Spring '15 schedule
December 2014	Students will be surveyed regarding what is working well and what needs improving in the program. Results can be used to improve the Spring '15 semester as well as the AY '15-'16 program.
Spring Semester 2015	Continuing FYE students will be enrolled in 3 courses: level-appropriate developmental or transfer-level math courses (330, 104, or 11), English 1, and transfer-level Social Science course. Students not passing their Fall 2014 courses will be placed in the appropriate Spring 2015 course.
Spring Semester 2015	Embedded tutors will be placed in all FYE sections of developmental math (one class each of 330, 104, or 11)
Spring Semester 2015	Each student will have 2 counseling appointments: one approximately 3-4 weeks after the semester begins, and another to plan Summer and Fall 2015 schedule
Various dates in Fall and Spring	FYE students will participate 1-2x per semester in social gatherings and field trips
February-June 2015	FYE Coordinator will work with local high schools to recruit graduating seniors: goal to increase cohort size by at least 50% in Fall 2015
Summer 2015	FYE Coordinator will continue recruitment, assessment, and placement efforts

Proposal Outcomes	
<i>Use this section to talk about the specific outcomes of the proposal. You can also add detail on how you expect to measure the success of the outcome. Evaluation of proposal outcomes will be important in end of year follow up.</i>	
Outcome	Evaluation Method

Improve pass rates of student enrolled in developmental Math courses (320, 330, 104)	Track data with the assistance of Peter Cammish
Improve persistence rates through the Basic Skills Math sequence	Track data with the assistance of Peter Cammish
Improve pass rates of students enrolled in developmental English (360)	Track data with the assistance of Peter Cammish
Improve persistence rates of students from English 360 to English 1	Track data with the assistance of Peter Cammish
FYE students will complete and pass 7-10 units of transfer-level coursework alongside Basic Skills courses within their first year at the college.	Track data with the assistance of Peter Cammish
FYE students will feel a sense of engagement, support, and connectedness with their instructors, peers, and the College	Student surveys

Proposal Budget		
<i>Use this section to describe the funds you are requesting to implement the proposal and why the money is needed</i>		
Amount Requested (\$)	Description	Rationale
\$12,167	30% release time for FYE Coordinator Fall 2013 and Spring 2014 semesters 72 hours per semester x \$66.01.	In order for FYE to function optimally, a coordinator is needed to recruit students, and organize the program.
\$3,300.50	Stipend for Summer FYE Coordination \$66.01 x 50 hours	Summer recruitment and coordinator is essential for the program to begin smoothly in fall
Free	Students will be given access to MyMathTest, where they can remediate their math deficiencies. Before the beginning of the Fall semester, multiple measures will be used to determine the most appropriate math placement.	Students are often placed in the wrong math course and lose at least a semester when they need to withdraw. This would help alleviate that and retain the maximum amount of students.
\$800.00	FYE Coordinator/Counselor will attend	Knowing what is going on with



	at least one FYE or BSI related conference during 2013-2014 .	other schools can help strengthen our own program.
\$7,393.12	Stipend for up to seven instructors to meet one hour per every two weeks for 16 weeks - 7 x \$66.01 x 8 for two semesters.	The ability to troubleshoot student issues is integral to the success of the program. Meetings are also important for the creation of integrated assignments.
\$7,392.00	7 hrs of a math embedded tutor per week for 16 weeks at \$11/hr x 6 math courses for two semesters	An embedded tutor will provide opportunities for students to get help during class time and in small group tutoring sessions.
\$500.00	Materials for recruitment (e.g., copies , flyers, brochures, posters, etc.)	Needed for ensuring a robust cohort.
\$300.00	Miscellaneous office supplies	Student supplies given at orientation
\$300.00	Materials for faculty development (e.g., books, etc.)	Especially in the creation of integrated activities, faculty may need to purchase materials
\$1,000.00	Community Building Activities Misc. expendables for social events, etc. (e.g., food, etc.)	Orientation lunch for students, and mid-semester social activities.
\$1,400.00	Transportation and boxed lunch for students to attend college preview day at UCD and CSUS (2 trips). Transportation = \$800 (\$400/trip) and boxed lunch =\$600 (\$300/trip; 28 students and 2 faculty @\$10 each)	Social bonding and academic inspiration.
\$34,552.62	TOTAL	

<b>Funding Source (please select one)</b>		
<i>Use this section to request funds from a particular source. VTEA and SB70 funds are restricted to</i>		

<i>certain types of proposals. The general fund can be used without restriction. If you are unsure please leave blank.</i>		
<b>Fund (select ONE only)</b>	<b>Restrictions</b>	<b>Approx 2013/2014 Allocation</b>
VTEA <input type="checkbox"/>	CTE related funding that supports activities such as marketing, curriculum development, student services, professional development, and student success.	\$200,000
SB 1070 <input type="checkbox"/>	Activities that support curriculum development, career pathways development, faculty development in health information technology, drafting, mechatronics, welding and water/wastewater.	\$150,000
General <input checked="" type="checkbox"/>	No restrictions	\$300,000

**Other Required Resources**

*Please indicate if any other pre-existing resources are required for the proposal. This may include office space, pre-existing equipment or any other resources that do not need additional funding.*

The FYE learning community primarily comprises combining courses already offered at the College, by faculty already teaching here. The cost of offering these courses requires no additional funding.

**Other Sources of Funding**

*Use this section to outline any other sources of funding such as grants or loans that may be used to supplement the proposal.*

**Final Comments**

*Use this section to add any additional comments you would like to be included in the evaluation of your proposal.*

The District has committed to sending a team of 9 faculty and one administrator to the National Summer Institute on Learning Communities at Evergreen College in Olympia, Washington in July 2014. The team will include 3 instructors from the FYE program: one each from English, math and Counseling. The stated goals of the team are to coordinate our existing first-year programs, including FYE, Umoja, and Puente, and through coordination, develop a platform to further grow and diversify first-year cohort offerings. In addition to representatives from the 3 programs mentioned, the team also includes faculty from the Communications and Sociology departments, with the intent building our capacity to integrate

high-demand GE courses into the cohort programs. The development of a broadly-inclusive program of first-year cohorts directly addresses the mandates and advisories of SB 1456 to ensure appropriate intake assessment, Ed Plan development, major selection, immediate attention to any needs for remedial coursework, and the completion (by Basic Skills students) of up to 10 units of transfer-level coursework within the first year of college.