Los Angeles Harbor College
AtD Retreat at L.A. Mission
March 22, 2013

Bobbi Villalobos, Ed.D., Dean of Academic Affairs: Project Director, AtD Core Team Co-Chair
Sally Fasteau, Director of Learning Assistance Center: AtD Core Team Co-Chair
Rhea Estoya, Research Analyst: AtD Data Team Co-Chair
Dan Ruiz, Retention Counselor: AtD Data Team Co-Chair
Kristi Blackburn, Ph.D., Dean of Institutional Effectiveness
Leige Doffoney, Emeritus Dean of Academic Affairs
Beginning the Data Dialogue—Data Team Year 1

- 2011 Fact Book (hot off the presses!)
- Leakage Point Analysis Hand out (from Lumina)
- LAHC readiness submission to Lumina for the grant
- Alignment of College/District Strategic Plan (presented to the Board June, 2011)
- Powerpoint of Aligning AtD with Accreditation activities
- Drop Survey results from Spring 2011
- Financial Aid data
- Learning Assistance Center data—work in progress
- Powerpoint from Dr. Richards—Who are our Students?
- Article—7 Myths of Student Retention

- LAHC Highest Enrollment Courses X demographic
- LAHC Highest failure courses X demographic
- Financial Aid guidelines provided and discussed
- Matriculation Committee Report/Assessment Data
- Summary of Orientation data from E. Colocho
- Exit Point Analysis (aka “Leakage Points” or “momentum points”)
- Course availability based on placement data (Report)
- Articles: A Period of Adjustment? Race-adjusted Rates for a State Accountability; Trickle-Across Theory: Student Flow Into and Away from the California Community Colleges
- Multiple files on Qualitative data collection technique (Focus Groups)
- ARCC data report from LATTC which has all colleges in District comparison
- Student Survey 2010 (District)
Additional Data

Projects in Year 1:

Focus Groups
- Used Matching group characteristics between interviewers and participants for in-group communication (age/gender/race/ethnicity)
- 2.5 hours/training including conducting Pilot Groups (2)
  - Pilot Groups were convenience participants. Self identified as AGS students, ASO student, 2-4.0 students. None on probation or other sanction
- All on probation. Recruited by Retention Counselor. Received workshop credit for participating
- 2 Latino male groups: Jassiel Dominguez, Daniel Ruiz, Joaquin Arias, Andres
- 2 African American groups (one male, one female): Ralph Davis, Angela Sanders, LaShelle Daisy, Tungie

Math Questionnaire
- Came out of Focus Group data as an area of further exploration
- Administered to students enrolled in Math 112, 123A, and Learning Skills 10

Areas Identified for Intervention

Front Door (Focus Group data)
- Felt needed more academic preparation coming in the door:
  - “I just jumped in head first”
  - “Counselors come to the high schools, [there are] college fairs, which are beneficial, but need more one on one visits [from college personnel]”
- Would have loved to have had an orientation!
  - “When you think of an orientation, you think of a tour of the school, you think of people, not flipping through things on a screen”
  - “The online orientation was a waste of time after the placement test”
  - EOPS orientation was helpful. Clear expectations. Tours, guidelines of the college presented.
Areas Identified for Intervention

Math Progression
- Pipeline & Factbook data; Focus Group/Survey data
  - Prepare for Math placement?
    - Focus groups: Overwhelmingly No; Only 1 went in prepared 1; 1 student had AP Math credit; 1 student given a choice based on self placement and didn’t take advantage of it at the time. Expressed regret and wants to go back and take it. No racial or gender differences reported.
    - Majority of Students had over a 3 year gap between math classes. Very few had gone straight from a h.s. class to enrollment at Harbor

Equity
- Pipeline & Factbook data; Focus group data
- Subtle issues of tension between Latino Males and African American males. Groups gave examples which reflected discomfort.
- Development of an “urban center” – what would it mean to students? Focus Group results:
  - It would help students connect. Would want to see concerts for a small fee.
  - “The big space up in Seahawk is a ‘waste of space’ because it isn’t used”
  - “A better selection of activities and things to do at Seahawk would make me want to stay and spend time on campus”
  - “Seahawk is a big place and yet people don’t use it”
  - “Nothing is open in the evenings, except the library, which is when I am here”
  - “Computers would be beneficial”
  - Space like at “CSU-DH where they have couches, chairs, tables, electronics”
  - “A place to have a beer after class would be a draw for people to stick around” (group laughed)
Math Progression: A tale of 2 Paths

Curriculum Re-design
California Acceleration Project (3CSN) 2012-13 successful applicant

• STEM Pathway
  – Approach 1:
    • 4 semester sequence Pre-Algebra to Calculus
    • Summer Bootcamp prep for students
  – Approach 2:
    • Inbedded tutoring

• Non-Stem Pathway
  – Pre-req of Pre-Algebra with completion of course leading into Math 227 (Stats)

• Syllabi for courses available on our LAHC AtD website

Fast Track
• Began in 2011, before AtD.
• Increased with AtD momentum
• Learning Assistance Center
Curriculum Re-Design: STEM

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C or P</th>
<th>D</th>
<th>F or NP</th>
<th>W</th>
<th>Retained</th>
<th>Completed</th>
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<tr>
<td>STEM Section</td>
<td>14</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>88.6%</td>
<td>80.0%</td>
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<td>ALL Math 123A</td>
<td>71</td>
<td>65</td>
<td>78</td>
<td>33</td>
<td>59</td>
<td>75</td>
<td>80.3%</td>
<td>56.2%</td>
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<tr>
<td>ALL Math (excl. Math 100 – lab)</td>
<td>37</td>
<td>38</td>
<td>3</td>
<td>502</td>
<td>19</td>
<td>257</td>
<td>80.9%</td>
<td>59.4%</td>
</tr>
</tbody>
</table>

- All STEM students (28) who successfully completed the course in Fall 2012 enrolled the following semester.

- Of the 28 STEM students who successfully completed the course in Fall 2012, 92.9% enrolled in Math 123B the following semester. Grades in this course will be tracked.

Fall 2012 STEM section 9600, Math 123A
Instructor: Jimenez-Zeljjack.

The STEM cohort had a higher retention rate (88.6%) compared to all Math 123A and all other Math students.

The STEM cohort also had a significantly higher completion rate (80.0%) compared to all Math 123A (56.2%) and all other Math students (59.4%).

Course alignment with Math 227
## Fast Track

### Winter 2011  \( N = 137 \)

<table>
<thead>
<tr>
<th>Assessment BEFORE Fast Track</th>
<th>Assessment AFTER Fast Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS10/M112</td>
<td>51</td>
</tr>
<tr>
<td>Math 105</td>
<td>1</td>
</tr>
<tr>
<td>Math 123A</td>
<td>18</td>
</tr>
<tr>
<td>Math 123B</td>
<td>4</td>
</tr>
<tr>
<td>Math 123C</td>
<td>1</td>
</tr>
<tr>
<td>Referral</td>
<td>2</td>
</tr>
<tr>
<td>Transferrable</td>
<td>1</td>
</tr>
</tbody>
</table>

*TOTAL: 78 40*

*Duplicated -- Five students took the assessment test before AND after the Fast Track program. Three were placed at the same level, 2 placed at a higher level.*

### Sum 2011  \( N = 131 \)

<table>
<thead>
<tr>
<th>Assessment BEFORE Fast Track</th>
<th>Assessment AFTER Fast Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS10/M112</td>
<td>35</td>
</tr>
<tr>
<td>Math 105</td>
<td>1</td>
</tr>
<tr>
<td>Math 123A</td>
<td>22</td>
</tr>
<tr>
<td>Math 123B</td>
<td>1</td>
</tr>
<tr>
<td>Math 123C</td>
<td>1</td>
</tr>
<tr>
<td>Referral</td>
<td>1</td>
</tr>
<tr>
<td>Transferrable</td>
<td>0</td>
</tr>
</tbody>
</table>

*TOTAL: 61 29*

*Duplicated -- Four students took the assessment test before AND after the Fast Track program. No changes found in their math placements. All 4 placed at the same level as before.*

### Fall 2011  \( N = 245 \)

<table>
<thead>
<tr>
<th>Assessment BEFORE Fast Track</th>
<th>Assessment AFTER Fast Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS10/M112</td>
<td>56</td>
</tr>
<tr>
<td>Math 105</td>
<td>1</td>
</tr>
<tr>
<td>Math 123A</td>
<td>106</td>
</tr>
<tr>
<td>Math 123B</td>
<td>1</td>
</tr>
<tr>
<td>Math 123C</td>
<td>2</td>
</tr>
<tr>
<td>Referral</td>
<td>3</td>
</tr>
<tr>
<td>Transferrable</td>
<td>0</td>
</tr>
</tbody>
</table>

*TOTAL: 169 22*

*Duplicated -- Five students took the assessment test before AND after the Fast Track program. No changes found in their math placements. All 5 placed at the same level as before.*

### Winter 2012  \( N = 201 \)

<table>
<thead>
<tr>
<th>Assessment BEFORE Fast Track</th>
<th>Assessment AFTER Fast Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS10/M112</td>
<td>82</td>
</tr>
<tr>
<td>Math 105</td>
<td>2</td>
</tr>
<tr>
<td>Math 123A</td>
<td>56</td>
</tr>
<tr>
<td>Math 123B</td>
<td>1</td>
</tr>
<tr>
<td>Math 123C</td>
<td>1</td>
</tr>
<tr>
<td>Referral</td>
<td>1</td>
</tr>
<tr>
<td>Transferrable</td>
<td>0</td>
</tr>
</tbody>
</table>

*TOTAL: 143 17*

*Duplicated -- Two students took the assessment test before AND after the Fast Track program. No changes found in their math placements. Both placed at the same level as before. Additionally, 1 student took the test twice after the Fast Track Program. No changes found in the level of placement. Student placed at the same level as before.*

### Spring 2012  \( N = 121 \)

<table>
<thead>
<tr>
<th>Assessment BEFORE Fast Track</th>
<th>Assessment AFTER Fast Track</th>
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<tbody>
<tr>
<td>LS10/M112</td>
<td>45</td>
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<td>Math 105</td>
<td>1</td>
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<td>Math 123A</td>
<td>24</td>
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<tr>
<td>Math 123B</td>
<td>1</td>
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<td>Math 123C</td>
<td>0</td>
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<td>Referral</td>
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</tr>
<tr>
<td>Transferrable</td>
<td>0</td>
</tr>
</tbody>
</table>

*TOTAL: 71 22*

*Duplicated -- Seven students took the assessment test before AND after the Fast Track program. No changes found in math placements for 6 students. They placed at the same level as before. One student student showed improvement. However, it should be noted that the test taken before Fast Track was in Fall 1994.*

### Sum 2012  \( N = 380 \)

<table>
<thead>
<tr>
<th>Assessment BEFORE Fast Track</th>
<th>Assessment AFTER Fast Track</th>
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</thead>
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<tr>
<td>LS10/M112</td>
<td>102</td>
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<tr>
<td>Math 105</td>
<td>1</td>
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<td>Math 123A</td>
<td>53</td>
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<td>Math 123B</td>
<td>0</td>
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<tr>
<td>Math 123C</td>
<td>5</td>
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<td>Referral</td>
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</tr>
<tr>
<td>Transferrable</td>
<td>1</td>
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</table>

*TOTAL: 162 133*

*Duplicated -- Ten students took the assessment test before AND after the Fast Track program. No changes found in math placements for 7 students. They placed at the same level as before. Three students student showed improvement by placing one level higher than the previous placement.*
Fast Track

N= 1215

- 37.6% took first math class before FT
  - Higher retention rate after FT: 84.3% (compared to 77.7%)
- 22.1% after or concurrent with FT
  - Higher completion rate after FT: 57.8% (compared to 52.7%)
- 40.3% no math enrmt

### Math Persistence

<table>
<thead>
<tr>
<th>N</th>
<th>Cohort</th>
<th>Math Enrollment 1 semester after</th>
<th>2 semesters after</th>
<th>3 semesters after</th>
<th>4 semesters after</th>
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<tbody>
<tr>
<td>137</td>
<td>Winter 2011</td>
<td>43.1%</td>
<td>24.1%</td>
<td>19.7%</td>
<td>14.6%</td>
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<td>131</td>
<td>Summer 2011</td>
<td>33.6%</td>
<td>25.2%</td>
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<tr>
<td>244</td>
<td>Fall 2011</td>
<td>28.3%</td>
<td>15.6%</td>
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<tr>
<td>201</td>
<td>Winter 2012</td>
<td>42.8%</td>
<td>20.9%</td>
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<tr>
<td>121</td>
<td>Spring 2012</td>
<td>14.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>380</td>
<td>Summer 2012</td>
<td>37.1%</td>
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</table>

### Overall Persistence

<table>
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<th>N</th>
<th>Cohort</th>
<th>LAHC Enrollment 1 semester after</th>
<th>2 semesters after</th>
<th>3 semesters after</th>
<th>4 semesters after</th>
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<td>137</td>
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<td>70.1%</td>
<td>56.2%</td>
<td>71.5%</td>
<td>43.8%</td>
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<tr>
<td>131</td>
<td>Summer 2011</td>
<td>84.7%</td>
<td>71.0%</td>
<td>62.6%</td>
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<tr>
<td>244</td>
<td>Fall 2011</td>
<td>77.9%</td>
<td>48.4%</td>
<td></td>
<td></td>
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<tr>
<td>201</td>
<td>Winter 2012</td>
<td>91.5%</td>
<td>67.7%</td>
<td></td>
<td></td>
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<tr>
<td>121</td>
<td>Spring 2012</td>
<td>73.6%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>380</td>
<td>Summer 2012</td>
<td>86.3%</td>
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</table>
FRONT DOOR INTERVENTION: FYE

Summer Bridge Retreat 2012

Official Kick-Off of the FYE Program

- 2 day event: Aug 21st & Aug 22nd
- Complete the matriculation process & fully integrate all FYE students to LAHC
- Components of the SBR:
  a) New Student Orientation
  b) Campus Tour
  c) 3 different student success workshops
  d) Team Building Activities
  e) CTE (Econ & Workforce) Growth
  f) Service Learn 100 Course Orientation

- Evaluation of SBR
  - n=68 students completed evals
  - Overwhelming response of recommending it to a friend (all components)
FYE Survey Fall 2012: Questions

- With whom and how often are they interacting (#1)
- Questions about participation in class and engagement (#2, #5)
- Use of student services (#3)
- What the transition to college has been like for them (#4)
- Alcohol consumption (#6)
- Diversity (#7, #8)
- Activities and engagement (#9)
- Where will they be in one year? (#10)
- Qualitative expressions on the benefits to participating in FYE (#11)
- Qualitative expressions on recommending FYE to new students (#12). 100% of respondents said YES they would recommend it
- Improvements for FYE to consider (#13)
FYE End of Semester Survey/Results n=62

- Close to 80% indicated using faculty office hours. 10% using 2-3 times/week or more
- 85% interacted with Counselors. 30% seeing them once/week or more
- 40% experience interference from work in meeting academic deadlines
- 98% indicated that feedback from Professors helps them determine their status in the class
- 96% felt the contributions they make in class are valued
- 55% took advantage of Study Skills Enhancement workshops
- 77% use the Math Learning Center
- 58% never use the Writing Center
  - We should explore this area further
- 46% use the Learning Assistance Center
- 65% indicate it has been hard to learn to manage time effectively
- 90% had volunteered in community
- 85% has asked a teacher for assistance after class
- 98% have social interactions with someone of a different race/ethnicity
<table>
<thead>
<tr>
<th>OUTCOMES DATA</th>
<th>FALL  2012</th>
<th>n</th>
<th>Course Retention</th>
<th>Course Successful Completion</th>
<th>GPA</th>
<th>Avg Units Attempted</th>
<th>Avg Units Completed</th>
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</thead>
<tbody>
<tr>
<td>FYE Cohort</td>
<td>Art 103</td>
<td>104</td>
<td>99.0%</td>
<td>93.3%</td>
<td>2.74</td>
<td>10.44</td>
<td>10.70</td>
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<tr>
<td></td>
<td>English 28</td>
<td>72</td>
<td>98.6%</td>
<td>81.9%</td>
<td>2.70</td>
<td>10.57</td>
<td>11.06</td>
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<td>PD 17</td>
<td>73</td>
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<td>97.3%</td>
<td>2.70</td>
<td>10.49</td>
<td>10.97</td>
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<tr>
<td></td>
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<td>67</td>
<td>98.5%</td>
<td>85.1%</td>
<td>2.74</td>
<td>10.42</td>
<td>11.00</td>
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<td>Total</td>
<td>316</td>
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<td>89.9%</td>
<td>2.72</td>
<td>10.48</td>
<td>10.91</td>
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<td>Comparison</td>
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<td>38</td>
<td>76.3%</td>
<td>63.2%</td>
<td>2.38</td>
<td>8.58</td>
<td>6.87</td>
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<td></td>
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<td>75</td>
<td>82.7%</td>
<td>61.3%</td>
<td>2.18</td>
<td>9.12</td>
<td>8.03</td>
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<tr>
<td></td>
<td>PD 17</td>
<td>27</td>
<td>96.3%</td>
<td>96.3%</td>
<td>2.77</td>
<td>8.44</td>
<td>7.41</td>
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<tr>
<td></td>
<td>ServLrn 100</td>
<td>25</td>
<td>84.0%</td>
<td>72.0%</td>
<td>3.23</td>
<td>8.00</td>
<td>8.80</td>
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<td>Total</td>
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<td>83.6%</td>
<td>69.1%</td>
<td>2.46</td>
<td>8.72</td>
<td>7.78</td>
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<tr>
<td>All Courses</td>
<td>Art 103</td>
<td>192</td>
<td>77.6%</td>
<td>60.9%</td>
<td>2.50</td>
<td>8.14</td>
<td>6.98</td>
</tr>
<tr>
<td>(Includes Comparison Group)</td>
<td>English 28</td>
<td>590</td>
<td>84.4%</td>
<td>67.6%</td>
<td>2.35</td>
<td>9.02</td>
<td>8.00</td>
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<td></td>
<td>PD 17</td>
<td>167</td>
<td>94.0%</td>
<td>89.2%</td>
<td>2.58</td>
<td>8.99</td>
<td>8.43</td>
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<tr>
<td></td>
<td>ServLrn 100</td>
<td>25</td>
<td>84.0%</td>
<td>72.0%</td>
<td>3.23</td>
<td>7.98</td>
<td>8.78</td>
</tr>
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<td></td>
<td>Total</td>
<td>974</td>
<td>84.7%</td>
<td>70.1%</td>
<td>2.44</td>
<td>8.82</td>
<td>7.89</td>
</tr>
</tbody>
</table>
Equity

• Addressing Poverty
  – Financial Literacy
    • Bank of America grant plus leveraging Title V grant
    • CGCA (Counseling Guidance Career Assistant) role
    • Outreach to high schools and continuation schools
    • Martin Luther King, Jr. “Days of Service”
  – AtD Finish Line game
    • Faculty played game at Flex (Fall 2012)
    • 10 faculty evaluations (Qualitative data)

• Multicultural Center
  – Cultural Literacy
  – (AtD year 2 = planning; year 3= implementation; year 4= evaluation)

• Grant Application
  – Culturally responsive training (faculty/staff/students)
  – Seed money to establish Multicultural Center
  – Submitting end of April
After learning about financial literacy, how will you manage your money now?

- **I will use/continue to use a money management system.** 49%
- **I feel more prepared to manage my money.** 49%
- **No answer** 2%

How much have you learned about budgeting techniques and utilizing the money that you receive?

- **I am confident and will use/continue to use at least one budgeting technique.** 43%
- **I feel somewhat prepared to handle my budget.** 26%
- **I understand budgeting, but probably won't do it.** 17%

What do you now know about using credit and getting out of debt?

- **I know how credit and interest works, so I will use techniques to help me manage and decrease my debt.** 53%
- **I know that it's hard to get out of debt, so I should pay a little more than requested each month.** 20%
- **I can pay minimum, low payment and I'll be fine.** 2%
- **I will wait to get a credit card until I know I will be responsible using it.** 24%
- **No answer** 2%

To what extent do you now understand how your family/cultural background affects your relationship with money?

- **I understand that my family/cultural background determines my values...** 59%
- **There is some relation, but I don't fully understand it.** 15%
- **I don't believe it affects me.** 22%
- **I still don't understand the connection** 3%

What do you now know about Martin Luther King Jr’s commitment to service?

- **Very knowledgeable.** 59%
- **A little knowledgeable.** 39%
- **No answer** 2%

Pre-Test/Post-Test Survey Design  
**n= 60**  
Students reflected improvement in knowledge of financial literacy.
AtD Year 3: Scaling up & Institutionalizing

• Making sure initiatives are in the College’s Educational Master Plan (and College Annual Plan); prioritized with budget
  – Outcome of attending Promoting Academic Success for Men of Color: Understanding challenges, seizing opportunities at the DREAM conference
• Integrating AtD work into existing shared governance committees on the campus
  – May involve expanding the nature/work of the committee
  – May involve expanding the membership of the committee
• Creating and implementing Face to Face Orientation which involves the campus community
• Continuing data examination and discussion
  – ACCJC Data Reporting changes expected to include disaggregation of data AND how we are attempting to overcome inequities (services, etc.)
  – ACCJC 2013 Annual Report: Success targets set
    • Standard for Course Completion: 70%
    • Standard for retention: 53%
    • Standard for degree completion (number): 539
    • Standard for student transfer to 4-year (number): 350
    • Standard for student certificate completion: 102
AtD Data Team & Core Team Members

Data
- Rhea Estoya, Co-Chair
- Daniel Ruiz, Co-Chair
- Ivan Clarke
- Sally Fasteau
- Bobby Henrichs
- Jose Luna
- Elena Reigadas
- Sara Rubio
- Citlally Santana
- Bobbi Villalobos
- Kristi Blackburn
- Mercy Yanez

Core
- Bobbi Villalobos, Co-Chair
- Sally Fasteau, Co-Chair
- Carmen Carillo
- Elizabeth Colocho
- Brian Gamble
- Ellen Joiner
- Shazia Kahn
- Lauren McKenzie
- Susan McMurray
- Lisa Mednick

Core
- Joneen Ohlaker
- Sara Rubio
- Daniel Ruiz
- Andrew Sanchez
- Jim Stanbery
- Lynn Yamakawa
- Paula Brown

For More Information/Data/Presentations:
http://www.lahc.edu/facultystaff/atd/index.html