

## **BSSOT QUARTERLY REPORT**

**Due: October 12, 2018**

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The BSSOT Task Force has continued to promote activities and enhance programs that advance the goals of the grant--specifically to offer wider access to and increase success rates in transfer-level courses by rethinking assessment processes, redesigning curriculum, connecting students to support services, and strengthening pathways from high school to college and from noncredit to credit.

In August, SCC hosted its second annual **Summer Advantage Academy** (SAA) which brought 459 incoming first-year students to campus for a two-day session. This collaborative effort among administration, faculty, and student services staff allows incoming students to become acquainted with SCC, learn about the programs and resources we provide, interact with faculty, and meet current and other incoming students. The SAA program included academic interventions in English, reading, writing, and math; a faculty boot camp workshop; student-guided campus tours with designated key stops highlighted by support staff; presentations on student services and other campus resources; activities to discover learning styles through an abbreviated Myers-Briggs type indicator; and an orientation about the College Promise Scholarship. Based on findings from last year's program, students that participate in SAA perform better than non-participants--92.6% persisted to the spring semester in comparison to 76.6% who did not participate in the Academy. Furthermore, SAA students had a higher average of units completed in their first semester (10.57 units compared to 8.69 units for non-participants) and a higher overall GPA (2.57 compared to 2.13).

On Sept. 5 and 6, the first **Student Services Showcase** took place at SCC. In eight one-hour sessions, 679 students heard about the various ways they can become connected to helpful campus resources. Presenters included representatives from the First Year Support Center, the Transfer Success Center, the Math Success Center, the Writing Center, the Library, and the STAR Center.

Currently, in **noncredit**, there are five direct instruction math sections being offered for the first time in continuing education--three are for Essential Mathematics and two for Pre-Algebra. Forty students are enrolled, the majority of them referred by the DSPS office. Continuing education math instructors will be attending conferences/workshops to gain best practices for how to work specifically with DSPS student populations. In

continuing ed English, both credit and noncredit students are now enrolled in the College Prep Composition course which articulates to credit English 101.

**Noncredit counselors** continue to serve students with embedded lessons in the five Orange County jails, the ESL noncredit classrooms and the Adult High School Subjects. Over the summer, social media sites were developed for all noncredit students to increase awareness and simplify the transition to the college credit side of instruction.

**Credit Counselors** continue the Transformers Program, having offered the first of three presentations (with the topic of goal setting) to all basic skills English students in the Writing Center as well as intrusive advising and ongoing support.

The English and Math Departments have approved the **guided self-placement** questions, and the modules have been organized in an accessible sandbox. This online series of questions is intended for returning students who have been out of school for ten or more years or who did not complete Algebra II in high school. Representatives from the Reading, Math, and English Departments presented their Guided Self-Placement Exams to the District Assessment Committee on October 3, and implementation is scheduled for November.

**Reading and Writing Workshops** are underway in the Writing Center--nine have been offered (serving approximately fifty students), and sixteen more workshops are scheduled this semester.

Seven new faculty members have started the six-week online training for **Reading Apprenticeship**, including five from English, one from continuing ed, and one from math. After this training, all twelve full-time English faculty will be RA-certified along with almost twenty other faculty members from various disciplines. Currently, Reading 130, Reading Strategies for Across the Curriculum, is attached to a basic skills English course and a Learning Community between English 101 and Chicano studies. In spring 2019, Reading 130 will be joined with Math 219, Statistics.

The **Math Department** is developing new support courses for all transfer-level entry points: 080, 219, 170, 180, 171 (Pre-Calc & Trigonometry), 140. Math faculty have been designing computer/online modules to allow students to strengthen prerequisite skills.

The Writing Center is open 40 hours this fall, and an average of 30-35 students drop by each day for assistance with essays and reading assignments. **English 100** (Freshman

Composition Composition with Integrated Support) has been approved through the curriculum approval process. Adoption of this course will put SCC in full compliance with AB705 as we plan to make English 101 and English 100 available to all students beginning Fall 2019.