

PORTLAND COMMUNITY COLLEGE

BREAKING THROUGH REPORT- SCALING UP

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Introduction

Portland Community College (PCC) originally opened as an adult education program within the Portland Public School system, first operating as a separate entity in 1961. In 1968, PCC became a community college district serving a 5-county area and is now the largest postsecondary institution in the state of Oregon. The college is comprised of three comprehensive campuses, Sylvania, Cascade, and Rock Creek and is in the process of expanding the Southeast Center into a fourth comprehensive campus. There are also six education centers and classes are offered at many other locations. Over 93,000 students are served each year, or about 1 in 16 Portland residents. In the 2009-10 academic year, the college's total full time equivalent enrollment was 31,395, with 51% pursuing transfer majors, 30% in career technical education majors, and 7% in adult education. Many adults were served: the average student age is 33.

PCC offers associates degrees, certificate programs, transfer programs, professional technical education (PTE), adult basic education, developmental education, ESL programs, high school completion, and dual credit programs. Six core outcomes are the focus of the college's efforts on behalf of PCC students. These include the development of knowledge and skills related to: communication, community and environmental responsibility, critical thinking and program solving, cultural awareness, and professional competence.

Breaking Through (BT) at PCC

Portland Community College (PCC) was first awarded a grant to become a Breaking Through Leadership College in January 2006. The grant, overseen by Jobs for the Future (JFF) and the National Council for Workforce Education (NCWE), was provided by the Charles Stewart Mott Foundation. With this support, PCC initiated the MOTT (Moving On Toward Tomorrow) program in which cohorts of low-skilled adults were recruited to participate in:

- Courses introducing them to college. These cohort classes included a *College Survival and Success* course and a *College Skills and Career Exploration* course. Free courses and textbooks were provided to participants.
- Wrap-around student services coordinated by a MOTT Advisor at each campus, including academic guidance, advising, community resource information, transportation resources, coaching for success, financial aid assistance, counseling referrals, and other incentives for retention.

- Advising sessions at least twice per term.
- Tutoring services in the form of appointments for one-on-one tutoring, or help with using existing drop-in tutoring services.
- The opportunity to receive a free course upon successfully completing the two MOTT cohort classes.

Under this grant, 329 students in five cohorts of students were served. The groups entered between the Winter06 quarter and the Winter08 quarter and were served at four PCC locations. According to the final evaluation report on these students, the MOTT students' outcomes were better on a wide range of measures than those of comparable students enrolled during the same terms at PCC (Barnett, 2009).

In October 2008, PCC was awarded a second Mott Foundation grant to scale up this project -- \$40,000 was provided annually for three years. Under the terms of this grant, the college was able to continue the MOTT program at one site, the Southeast Center, with a plan to serve a total of 100 students in five cohorts. In addition, they were encouraged to offer some of the program components developed and piloted during the earlier grant period to the entire population of students who placed into two or more developmental education courses upon enrollment at PCC. This has been considered an important part of the work accomplished under the new grant and included the following:

1. New students would receive an orientation to the college including information on financial aid.
2. Face-to-face advisement would be mandatory for those placing into two or more developmental education classes before registering for the first and second quarters.
3. There would be mandatory placement into developmental education for those who earn below the cut-off score on the college placement test. Students could not register for subsequent college-level courses until they had met the pertinent pre-requisites.
4. Students placing into developmental education were to be encouraged to take a free 1-credit College Survival Skills course, using the *On Course* curriculum.

Elisabeth Barnett and Debra Bragg have served as evaluators of the Breaking Through initiative since its inception. In the current round of the evaluation, they were asked to focus on progress made in sustaining and scaling up Breaking Through at the Community College of Denver (Dr. Bragg) and Portland Community College (Dr. Barnett). They were asked to address the following evaluation questions:

- 1) What Breaking Through strategies and practices were scaled up at these sites to support progress towards and acquisition of occupational and technical credentials for lower skilled adults?

- 2) What factors facilitate or hinder the scaling up and institutionalization of these practices in the colleges?
- 3) Are students reaching key milestones and achieving outcomes associated with the Breaking Through initiative?

To address these questions, the evaluators conducted a site visit to each college, and have also provided analysis of unit record data on students enrolled in CCD's FastStart program and PCC's MOTT program.

The current report provides information on the final year of the second Breaking Through grant at PCC. First, I provide an update on the status of the MOTT program, as implemented at the Southeast Center beginning in the Spring of 2009. In addition, and the primary focus of this report, I report on the way scaling up has occurred at PCC. This information is based on a visit to PCC conducted in the fall of 2010 in which the evaluator interviewed key people involved with the program including program leaders, institutional research people, and students, observed student activities, and reviewed documents. Student record data were helpfully provided by Robert Vergun of PCC's Institutional Research office and Dana Jean Maginn, Coordinator of the MOTT program at the Southeast Center.

Update on the MOTT Program

At PCC, the original MOTT program continues only at the Southeast Center with the final cohort to be admitted in the Winter quarter of 2011. It was designed to offer services to 5 cohorts of about 20 students per cohort, entering in the Spring09 through Winter11 quarters. Dana Jean Maginn is the MOTT Advisor; she spends about half of her time supporting these students. According to Ms. Maginn – and substantiated by the evaluator's observations – the program has been going very well.

Students served so far in the MOTT program (not counting the small Spring09 cohort) have the following characteristics:

Characteristics	Response options	# Served (of 49 in data set)
Cohort	Fall09	13
	Winter10	22
	Fall10	15
Gender	Male	25
	Female	24
Prior education	Some high school	3
	High school grad (inc. GED)	30
	Some college	14

	Not known	2
Single parents	Yes	18
	No	31
Employment status	Unemployed	45
	Employed	4

Recruitment: Most students were informed of the opportunity to join the MOTT program when they received their test scores on placement tests taken when they enrolled at PCC. Interested students contacted Ms. Maginn and then went through an application and interview process. To be eligible, students had to place into two or more developmental courses, express interest in entering a career-technical education major, and enroll in at least one other class at the college. While many expressed interest and substantial numbers enrolled, there were fewer that actually participated in the MOTT course and other activities. This is not unusual for highly vulnerable populations such as the students eligible for this program.

Program activities: Students participate in a combined *College Study Skills* and *College Survival and Success* Course that meets twice a week for a total of three hours during one quarter. At the end of the course, they receive separate grades and credit for each of these two courses. The course is taught by Laura Olin, who tailors the curriculum to the needs and interests of the MOTT students. Like most other such classes at PCC, the course makes use of portions of the *On Course* textbook (see <http://www.oucourseworkshop.com>). Laura Olin, the instructor for this course, also tries out some new activities every term. During the fall10 term, the class watched the movie *Twelve Angry Men* and then wrote a paper about it that focused on group dynamics. Ms. Maginn is present for almost all class sessions to assist the instructor and to be readily available to offer support to the students.

After observing the struggles experienced by students in using the computer, a considerable amount of class time is devoted to learning basic computer skills such as communicating by email, making sense of the college catalogue, and using MAP (My Academic Plan), the college's online academic planning system. The MAP program also includes several career assessment tools which students are expected to use. Strong computer skills as seen as necessary for students to be successful in college. The students spend about an hour of class time per week in the computer lab.

Students also meet with Ms. Maginn individually at least twice during the quarter. At their first meeting, in addition to talking about their educational and career goals, she conducts a needs assessment, focusing on aspects of their lives that could deter them from meeting their goals and/or persisting in college. She offers assistance when possible, and also guides them through the financial aid process. At a subsequent meeting, more or less at mid-quarter, she helps them to select and

register for their second quarter courses. Students also know that she's a person they can go to at any time for guidance and help with personal or academic problems. One said, "You can feel the love. It makes you want to be here."

An additional resource to students is a math and writing tutor who is paid to work with MOTT students 10 hours a week. Unfortunately, few students have availed themselves of this opportunity. The MOTT staff are interested in finding ways to help students become more comfortable with asking for this kind of help and are considering different approaches to facilitating this (changes in scheduling, location, etc.). When I (the evaluator) asked the students why the tutor was underutilized, they said that they or their peers are sometimes embarrassed, have trouble finding the time, or are over-confident about mastering the material on their own.

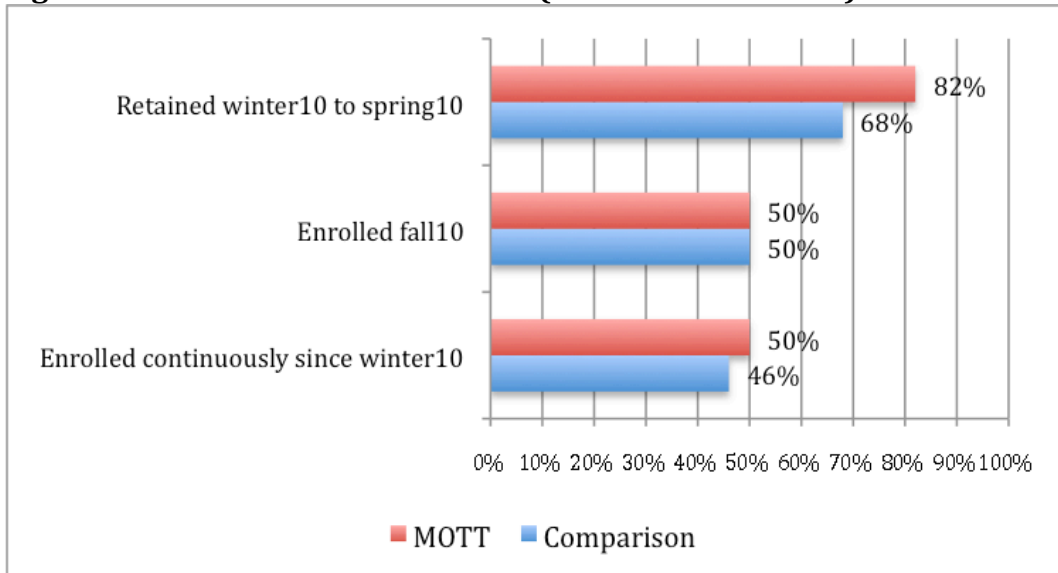
Results: Robert Vergun of the PCC Institutional Effectiveness office has compiled data on MOTT students and a group of comparison students that allows for an assessment of the program's effectiveness and a response to evaluation question 3-- *Are students reaching key milestones and achieving outcomes associated with the Breaking Through initiative?* It should be noted that these data pertain to the MOTT students and not to students affected by the scaling up efforts undertaken at PCC.

In the following charts, the 22 MOTT students who first enrolled in the Winter quarter of 2010 are compared to 22 matched comparison group students.¹ It should be noted that these charts are likely to *underestimate* the impact of the MOTT program. This is because all of the comparison students participated in a College Survival Skills course which is one of the program components of the MOTT program. Even taking this into account, the MOTT students show better outcomes than the comparison group. It is also important to note that both the MOTT students and the comparison group represent students at very high risk of failure, a factor that should be taken into account in interpreting the results.

Figure 1 shows the extent to which the cohort of students who entered in the Winter of 2010 persisted to subsequent terms, as of the 4th week of the Fall 2010 term. We can see that MOTT students were much more likely to continue into the Spring 2010 term with 82% persisting as compared with 68% of the comparison group. However, equal numbers of both MOTT and comparison group students re-enrolled in the Fall of 2010, a disappointing finding.

¹ To obtain a comparison group, Dr. Vergun matched each of the 22 MOTT students who began in the Winter of 2010 with another non-MOTT student with similar characteristics, taking into account: age, gender, race/ethnicity, enrollment in College Survival Skills, studying primarily at the Southeast Center, students' assessment test scores, developmental education status, full vs. part time status, financial aid status, major, and whether they were a new or returning student.

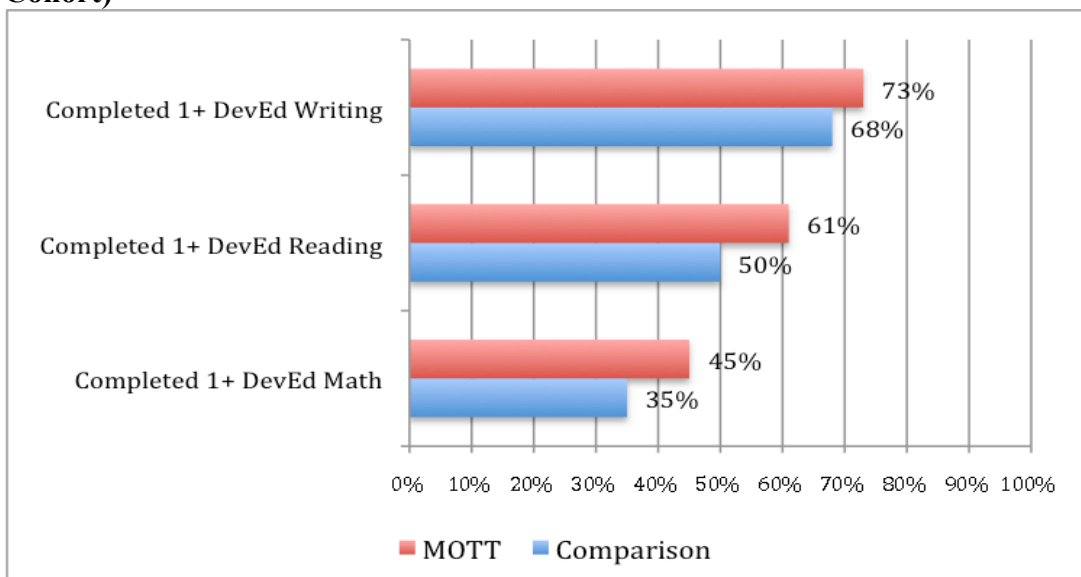
Figure 1: MOTT Student Persistence (Winter 2010 Cohort)



Both groups of students earned very similar GPAs as of the Fall of 2010, with MOTT students earning an average GPA of 2.54 while comparison group students earned an average of 2.63.

All entering MOTT students need to complete two or more developmental education courses before engaging in college level coursework. Therefore progress toward completion of these courses is an important measure of the program's impact. We find that MOTT students were more likely to complete developmental education coursework than were comparison group students, as shown in Figure 2.

Figure 2: Completion of Developmental Education Courses (Winter 2010 Cohort)



There were especially notable differences between MOTT students and the comparison group on completion of reading (11 percentage points) and math (10 percentage points) courses.

Scaling Up Evaluation

The first two evaluation questions pertain to the scaling up of Breaking Through strategies and practices and will be dealt with in tandem. These two questions were: *What Breaking Through strategies and practices were scaled up at these sites to support progress towards and acquisition of occupational and technical credentials for lower skilled adults?* and *What factors facilitate or hinder the scaling up and institutionalization of these practices in the colleges?*

The two questions will be addressed in relation to the three scaled up practices put in place at Portland Community College. In each case, the practice discussed was scaled up to be used with all eligible incoming students. As noted, PCC serves large numbers of students: about 7,400 students entered in the fall of 2010, with about 15% eligible for mandatory, face-to-face advisement. Thus, scaling up at this institution is not a small matter and involved a major commitment of time, energy and funding.

Mandatory Placement

In the state of Oregon, each college sets their own policies with regard to placement into, and out of, developmental education courses as well as course pre-requisites. In 2007, partly as a result of experience with the MOTT program and other similar initiatives, PCC made a decision to institute mandatory placement. While there are important arguments to be made both for and against mandatory placement,² the college decided that students would be more likely to succeed in their college-level courses if they had strong basic skills in English and math. This means that students must have passed into college level reading and writing (Reading and Writing 115/121) and above the lowest level of developmental math (Math 20) before enrolling in most college level courses, including many career-technical education courses.

The college has now fully implemented this policy. Following a transitional year in 2007-08 in which the policy was recommended, but not enforced, full implementation began in the 2008-09 year (with a few exceptions made in subjects such as languages and arts). Kurt Simonds, Division Dean of Liberal Arts and Sciences at the Southeast Center, believes that the implementation of the policy has gone fairly smoothly. As it only applies to entering students, they are unlikely to question the college policies that are

² See, for example, Zeitlin, A.N., & Markus, T.C., *Should Remediation be Mandatory in the Community College*, excerpted from the Community College Review, 1996, Vol. 14; available at <http://www.pcc.edu/resources/academic/prerequisite-implementation/articles/remediation.pdf>

presented to them for the first time. There are reports from faculty that they are now experiencing fewer problems with underprepared students in college level classes.

The college's Institutional Effectiveness department has undertaken some initial assessment of the effectiveness of this policy although this is complicated by the fact that there have been important changes in the economy that influence college attendance and persistence rates. According to Dr. Vergun, the policy has had an influence on the grades of students taking subsequent general education courses. Students who have completed the developmental education sequence under the new policy have better grades, on average, than did prior cohorts. As to the actual cut-scores used, his analyses indicate that a somewhat lower cut score in writing could provide the same benefit (i.e. being ready for WR115 rather than WR121), while the cut score in math appears to be low enough to have little influence on college course-taking patterns.

As to factors that may facilitate the scale-up of this policy, three are worthy of mention. First, this policy change occurred through extensive conversations at the system level (see the timeline in Appendix A). There were opportunities for input from many people and full consideration of the advantages and disadvantages of such a policy. This allowed for involvement of many of the people affected by the decision, leading to a greater likelihood that it would be well and effectively implemented.³ Secondly, the policy was implemented in two stages with the first year involving *recommended* placement and the second year *mandatory* placement. Thus, there was an opportunity to try out the policy and see how well it worked before fully committing to it, shown by research to contribute to effective change.⁴ Finally, PCC puts a great deal of thought into their student advisement system, with both advisors and counselors available to assist students with important decisions. This support network makes it more likely that the policy can be implemented effectively, as students have people available to guide them as needed.

With regard to factors that may hinder (or encourage re-consideration of) the scale-up of this policy, there are ongoing questions in the higher education community about the effectiveness of developmental education as currently taught.⁵ Students, especially those close to the cut-off for placement into developmental education, are often less successful in college if they participate in developmental coursework than are those who do not. PCC has been concerned about these issues as well and is engaged in discussions about ways to restructure developmental education placement, organization, and instruction. As another challenge to the implementation of this policy, the poor economy continues to

³ For more discussion on this, see Fullan, M. (2001). *The new meaning of educational change (3rd edition)*, New York: Teachers College Press.

⁴ See Rogers, E. M. (1995). *Diffusion of innovations* (4th edition). New York: The Free Press, Simon & Schuster, Inc.

⁵ See Bailey, T., Jeong, D. W., & Cho, S. (2008). *Referral, enrollment, and completion in developmental education sequences in community colleges* (CCRC Working Paper). New York: Columbia University, Teachers College, Community College Research Center; also Martorell, P., & McFarlin, I. (2007). *Help or hindrance? The effects of college remediation on academic and labor market outcomes* (Working Paper). Dallas, TX: University of Texas at Dallas, Texas Schools Project.

drive large numbers of people into colleges, making it difficult to serve the growing numbers of students who need developmental education.

Mandatory Advisement

Concurrently with the development of the policy on mandatory placement, it was decided to engage at risk students in mandatory advisement. The original policy required face-to-face advising for all new students who placed into two or more developmental education courses under the assumption that these students need extra guidance in choosing their academic program. While it was not deemed feasible to provide them with the full range of supports offered through the MOTT program, this approach would insure that the targeted students had access to the counsel of someone who could help them to make good choices. Students would meet with an advisor before registering for their first and second term courses. To enforce the policy, targeted students would be unable to enter the online registration system until an advisor had lifted a “hold.” Similarly, they needed to return to the advisor before enrolling for second quarter classes.

Due to economic realities, this policy was amended in the third year of implementation (2009-10). Large numbers of students were entering PCC, while college budgets were under strain from statewide budget cuts. A decision was made to involve all students in an online initial orientation and registration process, offered via Start Labs; then students placing into two or more developmental education courses would meet with an advisor before being allowed to register for the second term. The Start Labs, short for Student Training, Advising, Registration, and Troubleshooting, are staffed with advisors, orientation staff, and peer advisors. They allow students to complete their new student orientation, learn how to use the My PCC student portal, apply for financial aid, obtain first term advising, and complete registration. Students are able to go on a drop-in basis, saving them time, and the college money. It is also advertised by the college as offering students a “‘meet-and-greet’ opportunity to mingle before the start of a term.”

Linda Gettman, Associate Dean of Student Development at the Southeast Center, sees advantages to having all students begin in the Start Lab. In particular, there are many students who are reluctant to use the My PCC portal which is increasingly important to student life. She states that the portal “has been around for 8 years but many students are reluctant to use it.” They get help with navigating it in the Start Labs while also taking care of orientation, testing and registration. However, college leaders see advantages to implementing the initial plans for more extensive face-to-face initial advisement if and when conditions allow.

Students who initially place into two or more developmental education courses are required to meet with an advisor before registering for their second term, as originally intended. By the time of this meeting, many students have identified an area of concentration that will be the basis of future course planning. This is also an opportunity for the advisor to check on how they have been doing in their classes, on any flags in the PCC early warning system, and to discuss any issues that the student identifies. In addition to assistance with registration, advisors often do a lot of coaching. According to

Stedman Bailey, First Year Experience Coordinator, students need encouragement to approach faculty with questions and concerns; many don't realize that faculty are likely to be helpful if approached in the right way. Referrals may also be provided to counselors, tutors, or other college resource people.

As to factors that may facilitate the scale-up of this policy, this change was also the subject of extensive discussion, with considerable opportunity for input from a range of people affected. The policy was more likely to be enacted, as well, because of the fact that MOTT, and other similar programs, had allowed the college to gain experience with this kind of interaction with students. Not surprisingly prior, positive experiences with an initiative are associated with a greater likelihood of scaling them up.⁶ In addition, this approach was very compatible⁷ with PCC's recent increasing emphasis on student services as described in the timeline included in Appendix A.

As described above, this policy was hindered by emerging economic conditions that affected both the number of students needing advisement services and prevailing budgets. It was also influenced by an emerging alternative in the form of the Start Labs. A Start Lab was first used at the Cascade Campus two years ago, and in the past year they have opened at all four of the major PCC locations. This is a case where the scaling up process is influenced by new approaches and technologies in a way that may ultimately be positive for both students and the institution. Empirical assessment would be needed to determine which alternative is most cost-effective.

College Survival and Success Course

The final program activity associated with the MOTT program and scaled up to include many more students is the one-credit *College Survival and Success* course. All PCC students are encouraged to this free course (CG100), especially those who place into two or more developmental education courses. It involves approximately 10 hours of classroom time and is structured around a shortened version of the *On Course* textbook that has been developed specifically for PCC. The course design was modeled on that used by Mt. Hood Community College. According to Ms. Bailey, the course seeks to increase students' understanding of the internal skills needed to be a student, encourages personal responsibility, and promotes good time management, motivation, and interdependence. Those teaching the course build practical experiences into the course such as making an appointment with an advisor or trying out new study skills.

The decision to make this course available to larger numbers of students was influenced by research conducted by Dr. Vergun. In the fall of 2008, a survey was distributed to first year students and the responses of those enrolled in these courses were compared with responses of those who were not. Students in the targeted CG100 courses (using the On

⁶ Rogers, E. M. (1995). *Diffusion of innovations* (4th edition). New York: The Free Press, Simon & Schuster, Inc.

⁷ Compatibility with existing organizational priorities is also emphasized as important for scale up to occur according to Rogers (1995).

Course text) were considerably more likely to feel supported and knowledgeable about how to succeed in college than other first year students. Importantly, students who took the targeted CG100 courses were 11 percentage points more likely to return for the subsequent quarter than were other first year credit students (85% vs. 74%).

A pre-determined number of course sections are available each quarter. The three PCC campuses offer twenty sections each, while the Southeast Center offers ten sections. The free, transferable credit offered is an important draw for students and the college has not had difficulty filling the sections. There are two starting points during each term, and the course generally meets weekly for two hours, for five weeks. About one-third of new students take the course or about 1400-1500 per year.

This course is one of very few in which there is an established, college-wide curriculum and textbook. Faculty interested in teaching it attend a once yearly training at PCC modeled on that offered by the On Course organization. Those teaching include regular faculty, academic professionals such as counselors, and a few managers. There is an On Course faculty ambassador at each campus who can offer support to less experienced faculty teaching the course. Interestingly, some of those attending the training are faculty who are not teaching the course but who are interested in the instructional techniques encouraged.

The scale up of the use of this course has been aided by several factors. In addition to the involvement of college leadership in discussions about its value (and costs), there is a group of people at PCC who are champions of this approach to teaching about college skills. They have played an important role in disseminating information about the course at PCC. Research has found that the involvement of one or more champions for an approach within an organization enhances the likelihood that it will be widely adopted.⁸ Further, there are research results from within the college that indicate that students benefit from taking a college skills class, and that they benefit more from the use of the On Course curriculum/text than from others. And, as with the other policies described above, there is momentum within the college behind the use of student success initiatives.

Hindering the scale-up has been the question of costs. The college has budgeted to serve a certain number of students per term and must balance the costs of providing this course with those of alternative ways to support students. There have also been some difficulties in introducing the notion that just one text and approach should be used in teaching this class. Individual faculty members have their preferred methods and not all were desirous of change.

⁸ Fullan, M. (2001). *The new meaning of educational change (3rd edition)*, New York: Teachers College Press.

Conclusion

Portland Community College continues to be a valued and recognized leader in the national Breaking Through initiative. They have shown a high level of commitment to developing programs and policies that result in better opportunities for adult students. While other colleges are more inclined to focus on traditional students, PCC has been willing to provide postsecondary access to community members in need of a second chance to advance their education and careers.

As PCC has looked at how to scale up Breaking Through, they have sought out ways to make important experiences available to their entire population. This requires courage, commitment, and the appropriation of funds. As grant funds expire, they have made the logical decision to scale back small-scale programs such as MOTT. At the same time, they are seeking ways to make MOTT-like experiences more widely accessible. They are to be commended for taking this approach. They are also to be lauded for their district-wide commitment to reviewing the impact of each new initiative and scaling up – or cutting back – accordingly.

APPENDIX A. Breaking Through Timeline (updated December 2010)

PHASE	KEY EVENTS
Pre- Breaking Through	<p>1) In the early part of the past decade, PCC leadership became increasingly concerned about how to better retain their students. They undertook a series of analyses of the reasons for unacceptably low completion rates. This led to a shift in philosophy in which the college leadership and staff began to see themselves as responsible for student success rather than as only responsible for providing student opportunities.</p>
	<p>2) Under the leadership of Nan Poppe, the college formed a committee to look at the intersection of Adult Basic Skills and Developmental Education, along with ways to support students in these areas. This led to a series of discussions about ways to improve college systems and offerings, including the integration of parallel programs such as the ESL (non-credit) and English for non-native speaker (credit) programs.</p>
	<p>3) A number of programs were developed over time that were directed at particular populations of students believed to need extra help in entering or succeeding in college. For the most part, they were implemented with grant funds. They included the TRIO program (for first generation college students), YouthBuild (combining education and work for high school drop-outs), and LifeTracks (for former homemakers seeking to enter the job market). All involved the use of individual case managers or advisors who were viewed as critical in helping students to overcome barriers to success.</p>
	<p>4) Another influence on the MOTT program design as well as the scaled up supports was the college’s experience using Perkins Advisors. According to the PCC website, each major career area “has a full time Perkins Advisor who facilitates retention activities and prepares new students for success.... A Perkins Fund student advisor provides problem solving help for students dealing with academic issues, learning issues and personal issues.”</p>
BT- Phase I (MOTT program)	<p>5) When Breaking Through grant funding became available, the college developed the MOTT program. Using experiences gained in previous program development, a central focus was the development of “wrap-around services” provided by MOTT Advisors, along with cohort-based College Skills courses. The targeted student population was adult students who placed into developmental education courses.</p>
	<p>6) As the MOTT Advisors became more fully aware of the challenges faced by the students enrolled in the program, they reached out for help in learning how to serve these students more effectively.</p>

	<p>With assistance from JFF, the Seattle Jobs Initiative was asked to assist with the development of a training program that could be offered to the MOTT Advisors as well as other PCC advisors.</p>
	<p>7) Evaluation results showed that MOTT students were more likely than a comparison group to be retained, to complete developmental math, reading, and writing courses, accumulate college credits and earn a higher GPA. However, the majority of students were not completing degrees or certificates; neither were they earning large numbers of college credits.</p>
BT- Phase II (MOTT program plus Scale-Up)	<p>8) Based on this history, the college decided to sustain the MOTT program for as long as grant funds remained to support it. Current grant funding permits one PCC campus to serve one cohort of 20 students per quarter, with a total of five cohorts to be served.</p>
	<p>9) College leadership, in consultation with representatives from Jobs for the Future, decided to identify programmatic aspects of the MOTT program that were appropriate for use with the entire college population. These decisions were also informed by events 1-4 in this timeline. As a result, mandatory placement and mandatory advisement policies were instituted for students placing into two or more developmental education classes. All new students were offered the chance to take a free College Skills class. These policies were fully implemented beginning in the Fall09 quarter.</p>
	<p>10) Due to economic realities, some of these policies have been amended. Mandatory advising, in particular, requires considerable staff time and is expensive. In the past year, PCC has moved toward using the Start Lab as a place to conduct the initial orientation for all students, with higher needs students participating in mandatory advisement before registering for the second term.</p>
Post grant funding	<p>11) Because of economic hardships, small programs for limited numbers of students are unlikely to be offered without the receipt of grant funding. Rather, the college has made it a policy to use these grant-funded programs as a way to pilot practices that can be scaled up to the full population. The MOTT program is not expected to bring in new cohorts after the Winter of 2011 term, following the expiration of the current grant.</p>

Appendix B. PCC—MOTT Program Logic Model

Context	<ul style="list-style-type: none"> College-wide interest in improving outcomes for struggling students Project spearheaded by Campus President and other college leaders History of strong counseling and limited case management High college capacity/commitment re. innovation, data use, program development, service Initial belief that low-skilled adult students can complete the pre-requisites to enter CTE programs with access to 3 cohort courses and case management It is possible to provide higher levels of service to students because of BT grant funds. 			
	Program	<ul style="list-style-type: none"> Dedicated MOTT advisor(s) Supportive college and campus administrators Existing courses: College Survival and Success, College Study Skills College-based tutoring resources CTE programs and career pathways CTE advisors Data systems Community resources 		
		Each BT program participates in/receives:	<ol style="list-style-type: none"> An intake process that includes goal setting and placement testing Cohort courses Regular meetings with MOTT advisors for 2+ terms Access to ongoing advising from MOTT advisors until eligible for Perkins advising. As needed: tutoring, help with course and financial planning, advocacy, referrals, transportation, testing Access to one-on-one tutoring 	
		In support of program	<ol style="list-style-type: none"> MOTT advisors recruit students. They may receive SJI training. They communicate with participants' instructors, CTE advisors, campus managers, and community organizations. Data is collected and analyzed on student progress. 	
Target:		<ul style="list-style-type: none"> About 20 students per quarter per campus in Phase I; 20 student per quarter at the Southeast Center in Phase II. 		
Student Outcomes	Students complete the following milestones:	<ol style="list-style-type: none"> Enrollment in cohort courses. Enrollment in ABE, ESOL, DE, or other courses. Completion of courses. Continuation into next quarter. Completion of quarters. Progress in math, reading and English proficiency levels. Progress in the ability to overcome obstacles independently. 	<i>Comparison Group: students eligible for the MOTT program who did not participate in it</i>	
	MOTT advisors:	<ol style="list-style-type: none"> Express more confidence in their ability to support student progress. Are able to meet students' needs with a minimum of burnout. 		
	<ul style="list-style-type: none"> Students complete the pre-requisites to enter CTE programs. Students enter CTE programs or career pathways. 			
	<ul style="list-style-type: none"> Low-skilled adult students attain occupational degrees and certificates. Low income, low skilled adults employed in good paying jobs in occupations w/career ladders. Other desired outcome: BT practices influence college's approach to supporting all adult students. 			

Appendix C. INTERVIEWS CONDUCTED at PCC (2010)

During Elisabeth Barnett's fall 2010 visit to PCC, the following people were interviewed:

- Kurt Simonds, Division Dean of Liberal Arts and Sciences, and Interim Dean of Student Development at the Southeast Center.
- Linda Gettman, Associate Dean of Student Development at the Southeast Center.
- Dana Jean Maginn, Learning Skills Specialist at the Southeast Center and MOTT Advisor.
- Robert Vergun, Data Analyst, Institutional Research, PCC.
- Stedman Bailey, Coordinator, First Year Experience, PCC.
- Andrew Roessler, Education Coordinator, Professional/Technical Trainings, PCC
- Laura Olin, Instructor, MOTT class, Southeast Center (brief conversation)
- Students enrolled in the Fall10 MOTT course, Southeast Center.