

**Student Success Mission**
The mission of the Student Success Committee is to implement a cohesive and comprehensive institutional plan to ensure student’s continuous progression towards self-defined goals and inspire an increased awareness and commitment to lifelong learning.

**Student Success Vision**
Student success is defined by individual achievement and no longer predicted by socio-economic status, ethnicity, race or gender.

**Committee Co-chairs**
Marilyn Martinez-Flores, Dean
Carla Reible, Associate Professor of English

**Current Committee Members**
| Kristine Anderson, English | Miguel Reid, English as a Second Language |
| Joy Chambers, Admissions and Records | Ernesto Reyes, Mathematics |
| Veasna Chiek, Mathematics | Clifford Ruth, Speech Communication |
| Deanna Murrell, Student Financial Services | Christine Sandoval, English |
| Shannon Hammock, Library | Victor Sandoval, Reading |
| Lani Kreitner, English | Eva Sands, Writing and Reading Center |
| Jacqueline Lesch, Library | Oliver Thompson, Administration of Justice |
| Tara McCarthy, Academic Support | Pamela Whelchel, Mathematics |
| Rebecca Moon-Stone, Academic Support | Debbie Whitaker, Early Childhood |
| LaTonya Parker, Counseling | Don Wilcoxson, Business |

**DESCRIPTION:**
This document summarizes the work of the Student Success Committee for the 2011-2012 academic year. The Student Success Committee (SSC) is comprised of the above members from various disciplines and departments who are working towards improving student success and ensuring equity. The SSC committee has established a clear mission and vision statement. A summary of the activities and their alignment to the college’s strategic goals and Basic Skills Initiative Effective Practices are included in this document, and the goals and practices can be found in the Appendix. These activities include projects funded through the Basic Skills Initiate (BSI) funding and others identified through the SSC. At the beginning of each academic year, requests for BSI funding are submitted to the Student Success Committee. These requests are ranked by a subcommittee comprised of representatives of the SSC, the Strategic Planning Councils and the Academic Senate. The requests are then prioritized and submitted to the Strategic Planning Committee for approval based on the SSC and Academic Senate recommendation.
<table>
<thead>
<tr>
<th>Project Name</th>
<th>Alignment to College Strategic Plan</th>
<th>Alignment to BSI Effective Practices</th>
<th>Project Status Cont. or Comp.</th>
<th>BSI Fund</th>
<th>Other Source Fund</th>
<th>2012-2013 Request</th>
<th>Inst. in 2012-2013</th>
<th>Core Indicators of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Rush</td>
<td>A2, A4</td>
<td>A5</td>
<td>Cont. X</td>
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<td>X</td>
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<tr>
<td>Acceleration in Context</td>
<td>A4</td>
<td>D6, D10</td>
<td>Cont. X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>Center for Communication Excellence DLA’s</td>
<td>A2, A4-A7, B1, C1</td>
<td>A1, D1, D3, D6</td>
<td>Cont. X</td>
<td>X</td>
<td>X</td>
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<td>Community for Academic Progress (CAP)</td>
<td>A1, A2, A3, A4</td>
<td>A3-A6, B1-B4, C1-C5, D1-D10</td>
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<td>Math 90 Classroom Assistants</td>
<td>A2</td>
<td>A1, D1, D10</td>
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<td>X</td>
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<td>Referral Card</td>
<td>A2-A4, A6, B2</td>
<td>A1-A2, A5, C1, D2</td>
<td>Comp. X</td>
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<td>X</td>
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<td>Supplemental Instruction (SI)</td>
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<td>A3, A5, D10</td>
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<td>A3, A5, D6, D10</td>
<td>Cont. X</td>
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<td>Student Success Summit</td>
<td>C1</td>
<td>A2, A7, C1, D3</td>
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<td>Toolbox</td>
<td>A2, A5, B3</td>
<td>A5</td>
<td>Cont. X</td>
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<td>X</td>
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<td>Writing Workshop</td>
<td>A2, A4</td>
<td>A3, A6, B2, C4, D1, D2, D3, D5, D6, D9</td>
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</table>
1. PROJECT: Academic Rush

1. Alignment to College Strategic Plan (See Appendix):
   A2, A4
2. Alignment to BSI Effective Practices (See Appendix):
   A5
3. Department/Discipline(s) involved:
   Academic Support Programs/Services and Student Services
4. Lead Project Member:
   Dr. Marilyn Martinez-Flores and Tara McCarthy
5. Participating Faculty/Staff:
   Staff of Student Services and Academic Support
6. Project Status:
   Continuing Project

2. FUNDING

1. Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding?
   Currently (2011-2012)
   Previously (2011 or before)
2. Has this project received funding from another source?
   No
3. If you answered yes to the previous question, please indicate the source of funding.
   N/A
4. What has the majority of funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis.
   Publicity-printing of flyers (BSI funds)
5. Do you intend to request BSI funding for the 2012-2013 academic year?
   Yes
6. If you answered yes to the previous question, please indicate the amount of funding and for what purpose.
   $100 will be requested to print flyers to announce the event.

3. DESCRIPTION

1. Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)
   The purpose of this event is to raise students, faculty, and staff awareness of academic programs on campus that serve all students at RCC. Similar to the ASRCC Club Rush event, we would like to give academic services and programs an opportunity to reach out to students, faculty, and staff.
2. Select the core indicators of success that this project intends to address?
   Access
   Basic Skills Success
   Certificate Completion
   College Readiness
   Course Completion
   Course Success
   Engagement
   Retention
   Transfer-Ready
3. What is the estimated number of students impacted? Please include student demographics.
   200+

4. Describe the project activities
   During Club Rush, the Academic programs and services had booths with information available for students, faculty, and staff in front of the Cesar Chavez building.

5. Briefly describe the progress that has been made towards completion of the project.
   This project will continue to be offered to students at the beginning of each new semester.

4. OUTCOMES
   1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.
      Anecdotal data was gathered from the participating staff members to assess the effectiveness of student contact. A survey will be distributed to the participating support programs to see if they had any increased use out of their centers from this event.
   2. How has this project increased student success? Provide a brief outcomes summary/analysis of your project to date.
      The event was well received by faculty, staff, but especially students. As a result, Academic Rush will continue to be held every fall and spring semester during the 2nd or 3rd week of classes.
   3. Provide a statement on how you will make improvements, if any, based on your evaluation.
      Signs need to be made to clearly show the difference between Club Rush and Academic Rush. The event should be held in a different location on the same day to show the difference of the services that are provided to students versus the clubs that are available.
   4. Will this project be institutionalized in the 2012-2013 academic year?
      No, see question #6
   5. If you answered yes to question #4, describe how it will be institutionalized?
      N/A
   6. If you answered no to question #4, describe the necessary steps for funding and/or funding resources needed to institutionalize.
      The college would need to commit to the small funding costs associated with the project.

5. DISTRIBUTION
   1. Are you willing to present your project and findings in any upcoming Council (committee) meetings, regional meetings and/or conferences?
      Yes
   2. If you have already done so, please indicate to whom and when you have presented your project.
      Student Success Committee
1. **PROJECT: Acceleration in Context**
   1. Alignment to College Strategic Plan (See Appendix):
      - A4
   2. Alignment to BSI Effective Practices (See Appendix):
      - D6, D10
   3. Department/Discipline(s) involved:
      - English and Reading
   4. Lead Project Member:
      - Christine Sandoval
   5. Participating Faculty/Staff:
      - Victor Sandoval and Brit Osgood-Treston
   6. Project Status:
      - Continuing Project

2. **FUNDING**
   1. Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding?
      - Currently (2011-2012)
   2. Has this project received funding from another source?
      - Yes
   3. If you answered yes to the previous question, please indicate the source of funding.
      - General funds paid for the Accuplacer retest (minimal expense).
   4. What has the majority of funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis.
      - $260 Special projects for faculty to grade challenge exams (BSI funds)
   5. Do you intend to request BSI funding for the 2012-2013 academic year?
      - Yes
   6. If you answered yes to the previous question, please indicate the amount of funding and for what purpose.
      - The amount is undetermined at this time; however, we will seek funding to continue Acceleration practices including challenge exams and Accuplacer.

3. **DESCRIPTION**
   1. Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)
      - The goal of this project is to accelerate students entering in ENG at a lower level (ENG 60A or B) so that they can more quickly acquire the skills they need to be successful in transfer-level courses and progress to the transfer-level English class
   2. Select the core indicators of success that this project intends to address?
      - Access
      - Basic Skills Success
      - College Readiness
      - Engagement
      - Retention
   3. What is the estimated number of students impacted? Please include student demographics.
      - Two sections of Fast, Furious, and Focused (fall and spring) equal approximately 60 students. Two sections of Double Time (fall and spring) equal approximately 60 students as well, so 120 students over all.
4. Describe the project activities

Fast, Furious, and Focused: Right now Fast, Furious, and Focused is running as a pilot project. To continue the project, a Course Outline of Record needs to be written and approved through the curriculum process. This accelerated 60A learning community is a unique opportunity for committed and motivated students to accelerate through English 60B and Reading 82. During the course of the semester, students will take English 60A paired with Reading 81 and will receive intense instruction in writing and reading. At the end of the semester, the students will be allowed to challenge English 60B through a writing exam as well as through a second attempt at the Accuplacer. Their Accuplacer score may also allow them to jump up in their reading placement. For the hard-working and serious student, this course pairing offers a new way of progressing through the English and Reading series.

Double Time: This pairing of fast-tracked courses (English 60B and English 50) and Supplemental Instruction is ideal for motivated students who want to move through the English sequence more quickly. It allows students to complete two classes in the English sequence within a single semester, effectively making them college ready in half the time it would normally take. Students work through both courses’ SLOs, but because the same cohort of students takes both classes and meets with the instructor for two hours a day, four days a week, the instructor can use the same textbook for both classes and is able to combine similar SLOs from both CORs so that there is no redundancy. In this configuration, the instructor spends more time scaffolding the critical reading and college writing processes required by both courses, gradually reducing the scaffolding as the semester progresses.

5. Briefly describe the progress that has been made towards completion of the project.

Fast, Furious, and Focused: This semester has been an experiment in what curriculum is necessary and in what instructional methods best prepare motivated students for college-level English and Reading. Based on our findings, we will write the COR to put through the curriculum approval process in fall 2012 so that we may begin offering the course as an approved course in the spring of 2013.

Double Time: This semester has also been experimental for this project. Early results suggest the need for an additional reading component. Therefore, we will tailor a Reading 86 class or something similar (Reading 87 or 887) so that its content and presentation enhances student success.

4. OUTCOMES

1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.

Both classes were evaluated by looking at student progression, retention, success and persistence. The results will be brought to the discipline for discussion regarding how successful aspects of these projects have been.

2. How has this project increased student success? Provide a brief outcomes summary/analysis of your project to date.

In Double Time Learning Community, spring 2012, 38% of participants moved from ENG 60B to ENG 1A in one semester. In the Fast, Furious, and Focused, spring 2012, at the end of the semester, 9% of participants entering in ENG 60A tested into 1A, and 23% tested into ENG 50.

3. Provide a statement on how you will make improvements, if any, based on your evaluation.

The English discipline will review the data produced from these models and determine how to implement them in the future.

4. Will this project be institutionalized in the 2012-2013 academic year?

Yes, see question #5
5. **If you answered yes to question #4, describe how it will be institutionalized?**

The English discipline intends to create a new course outline of record for a course including reading which will minimize the number of courses taken by the students in fall 2012. Provided the work can be completed in fall, at least one accelerated model should be available for students in spring 2013.

6. **If you answered no to question #4, describe the necessary steps for funding and/or funding resources needed to institutionalize.**

N/A

5. **DISTRIBUTION**

1. **Are you willing to present your project and findings in any upcoming Council (committee) meetings, regional meetings and/or conferences?**

No

2. **If you have already done so, please indicate to whom and when you have presented your project.**

Student Success Committee, English Discipline, English and Media Studies Department
1. **PROJECT: Center for Communication Excellence Directed Learning Activities**

   **1. Alignment to College Strategic Plan (See Appendix):**
   
   A2, A4-A7, B1, C1, D1, D3

   **Goal A: Student Access and Support**

   Continued and additional support for the CCE helps to “ensure comprehensive and equitable services exist” (A2) while ensuring “learning support services are available for all students” (A2) through expanded services in learning support (A2). The marketing efforts of the CCE have worked and continue to work towards identifying “low performing student populations based on student equity report data” and continue to refine its developed “a comprehensive plan” (A2) while increasing awareness of open access enrollment (A6). One of the components in refining this plan is finding the “right” course cap that does not limit the faculty’s ability to provide individualized student tutoring and does not compromise student access; finding this delicate balance has been a challenge, and it will be a more serious challenge if the CCE hours remain at the anticipated 9 hours per week.

   The CCE is a model of an “improved instructional delivery mode” (A4) that is a highly innovative approach to basic skills instruction (A4). This is the greatest strength of the CCE. Because of this unique design, basic skills by default becomes a comprehensive focus integrated into the general curriculum (A4). Beyond individualized faculty tutoring, the warm and welcoming and comfortable environment has also created the added benefit of the CCE also serving as student engagement center (A5). The increases of student success in their academic courses will also “promote degree and certificate completion” due to its design that also improves job skills (A7). Communication skills are the greatest demand of all employers.

   **Goal B: Responsiveness to the Community**

   As mentioned above, communication skills (mostly listening and speaking) are demanded of all employers, meeting RCC’s goal of enhancing career pathways (B1). The faculty tutors in the CCE from the Communication Studies department are specialists in these skills.

   **Goal C: Culture of Innovation**

   As discussed within Goal I above, the design of the CCE is highly innovative. Previous learning centers have been connected to mandatory lab time, however, the CCE’s innovation includes an open invitation to all RCC students and employees of RCC, meeting RCC’s Goal III,B because the CCE “enhances development opportunities for all employees”.

   **Goal D: Resource Development**

   The non-credit course that supports the initial institutionalization of the CCE by funding the faculty working in the CCE demonstrates maximizing “the resources of the colleges and seek[ing] alternative funds to support a comprehensive learning environment” (D1). Goals IV, 1 and 2 seek RCC to find ways to secure additional public funding and grants. The CCE could be the model for a future Title V grant that expands non-credit courses to include further interdisciplinary support (i.e. the library working in conjunction with the CCE in an adjoining space). Additionally, the design of the CCE could be a model for other disciplines that will have to alter their curriculum design to align with the expectations of SB1440.
The CCE strongly enhances “the college’s state and national image to better influence public policy with regard to financial resources” (D3). If the success rates of students remain consistent, the CCE could be the state and national model for reducing costs associated with redundancy in learning due to course repetitions. The national average of course repetitions for community college students is 2.5. The national average for attrition rates of community college students is 40-50%. These types of rates represent significant costs for RCC. If the course repetitions can be minimized, while retention and success rates are increased, this becomes a cost savings that limits the necessity for resource development because of its efficiency and effectiveness in positively contributing to the bottom line. The CCE helps to reduce course repetition as students that utilize the CCE are over 26% more successful than the students in the same courses that do not utilize the CCE.

2. Alignment to BSI Effective Practices (See Appendix):

A1, D1, D3, D6

A1 “Developmental education is a clearly stated institutional priority”. Creating and making these DLA’s available to students will provide them practice and an additional opportunity to learn the content and should result in a higher success and completion rate for our students.

D1 “Sound principles of learning theory are applied in the design and delivery of courses in the developmental program” A DLA will provide students an additional way to master content and subject areas in courses outside of traditional lecture. Each DLA will define and explain skills or theory followed by scenarios, examples or tasks created to address the content or subject area. The faculty tutor in the CCE will work with the student in order to ensure student comprehension.

D3 “The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth”. The CCE fosters a supportive climate where students feel comfortable, therefore an atmosphere that allows for the social and emotional development of the students. The CCE is staffed by Communication Studies discipline experts which enhances the cognitive growth of the students.

D6 “Developmental education faculty employ a variety of instructional methods to accommodate student diversity”. The CCE allows faculty of multiple areas to access an alternative instructional mode to reinforce content area material and help students develop the organizational and presentation skills necessary to succeed in college. The CCE reinforces these concepts/skills as they are a primary component of our courses and necessary for students to be successful in a variety of courses.

3. Department/Discipline(s) involved:
Communication Studies

4. Lead Project Member:
Center for Communication Excellence Advisory Committee (CCEAC)

5. Participating Faculty/Staff:
Joanie Gibbons-Anderson, Estrella “Star” Romero, Clifford Ruth, and Micherri Wiggs

6. Project Status:
Continuing Project

2. FUNDING

1. Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding?
Currently (2011-2012)

2. Has this project received funding from another source?
No

3. If you answered yes to the previous question, please indicate the source of funding.
N/A
4. What has the majority of funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), Materials (BSI funds).

Hourly Support for Faculty to Design during the winter intersession (BSI funds)

5. Do you intend to request BSI funding for the 2012-2013 academic year?

Yes

6. If you answered yes to the previous question, please indicate the amount of funding and for what purpose.

Approximately $18,000 with the unilateral cuts of ILA-800, which was the funding mechanism for the CCE, we need staffing!

3. DESCRIPTION

1. Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)

The 6 semesters the Center for Communication Excellence (CCE) has been open has demonstrated need for directed learning activities (DLA) in some subject areas. Faculty surveys indicate that students regularly come in for help in reoccurring subjects like topic selection, organization, language, etc. DLA’s will provide students focused, active practice in addition to the faculty tutoring already available in the CCE. Data shows that once a student comes to the CCE, they generally return to utilize the services that we offer. Therefore, instructors that teach the subject areas will be encouraged to encourage their students to utilize the services of the CCE, including completing the DLAs. Instructors encouraging the use of DLAs will invite the basic skills students who are reluctant, to utilize academic support centers despite their greater need for tutoring. Once the student comes to the CCE, including the DLAs targeted towards students’ specific needs, they will be encouraged to utilize all of the different services the CCE offers in order to be more successful.

2. Select the core indicators of success that this project intends to address?

Access
Basic Skills Success
Certificate Completion
College Readiness
Course Completion
Course Success
Engagement
Retention
Transfer-Ready

3. What is the estimated number of students impacted? Please include student demographics.

About 175 students were impacted.

4. Describe the project activities

Over the winter intersession, Communication Studies faculty designed and created 20 DLA’s which have been in use during the spring semester of 2012.

5. Briefly describe the progress that has been made towards completion of the project.

The DLA’s are completed. Now students will continue to utilize these DLA’s going forward.

4. OUTCOMES

1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.

In addition to utilizing the DLA’s for the CCE, the DLA’s have been utilized in a Com 51 class and anecdotal data shows evidence of enhanced communication skills as a result of completing the DLA’s.

2. How has this project increased student success? Provide a brief outcomes summary/analysis of your project to date.

With the DLA’s just being utilized this Spring Semester, there is no analysis or data at this time to support increased student success.
3. Provide a statement on how you will make improvements, if any, based on your evaluation.
   Once we are able to assess the effectiveness of the DLA’s, we will either continue the use as/is or modify the DLA’s.

4. Will this project be institutionalized in the 2012-2013 academic year?
   No, see question #6

5. If you answered yes to question #4, describe how it will be institutionalized?
   N/A

6. If you answered no to question #4, describe the necessary steps for funding and/or funding resources needed to institutionalize.
   N/A
1. **PROJECT: Community for Academic Progress (CAP)**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Alignment to College Strategic Plan (See Appendix): A1, A2, A3, A4</td>
</tr>
<tr>
<td>2.</td>
<td>Alignment to BSI Effective Practices (See Appendix): A3-A6, B1-B4, C1-C5, D1-D10</td>
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<tr>
<td>3.</td>
<td>Department/Discipline(s) involved: Academic Support, English, Math, Social&amp; Behavioral Sciences, and Counseling</td>
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<tr>
<td>4.</td>
<td>Lead Project Member: Dr. Marilyn Martinez-Flores</td>
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<tr>
<td>5.</td>
<td>Participating Faculty/Staff: Math, Social&amp; Behavioral Sciences, and Counseling faculty, Tara McCarthy, Ashley Martinez, Rebecca Moon-Stone and Janelle Wortman</td>
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<td>6.</td>
<td>Project Status: Continuing Project</td>
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2. **FUNDING**

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<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding? Currently (2011-2012) Previously (2010 or before)</td>
</tr>
<tr>
<td>2.</td>
<td>Has this project received funding from another source? Yes</td>
</tr>
<tr>
<td>3.</td>
<td>If you answered yes to the previous question, please indicate the source of funding. The general fund has provided minimal faculty funds for planning and meeting.</td>
</tr>
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<td>4.</td>
<td>What has the majority of funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), Materials (BSI funds). Educational Advisor, Supplemental Instructional Leaders (SIs), SI Coordinator, and Researcher</td>
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<tr>
<td>5.</td>
<td>Do you intend to request BSI funding for the 2012-2013 academic year? Yes</td>
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<tr>
<td>6.</td>
<td>If you answered yes to the previous question, please indicate the amount of funding and for what purpose. The funding would be for a 70% Educational Advisor, SI Coordinator, SIs and Researcher to assist with development and implementation of the CAP program services that are provided to the students.</td>
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3. **DESCRIPTION**

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<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Describe the rationale or intended outcomes of the project? The intended outcome of this project would be to increase the success and retention of basic skills students.</td>
</tr>
<tr>
<td>2.</td>
<td>Select the core indicators of success that this project intends to address? Access Basic Skills Success Certificate Completion College Readiness Course Completion Course Success Engagement Retention</td>
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3. What is the estimated number of students impacted? Please include student demographics.

Approximately 439 students

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<tr>
<td>Under 18</td>
<td>12.0</td>
<td>5.1%</td>
<td>11</td>
<td>5.4%</td>
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<tr>
<td>18-19</td>
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<td>Over 35</td>
<td>22</td>
<td>9.3%</td>
<td>22</td>
<td>10.9%</td>
</tr>
<tr>
<td>Total</td>
<td>237</td>
<td>100.0%</td>
<td>202</td>
<td>100.0%</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>147</td>
<td>62.0%</td>
<td>126</td>
<td>62.4%</td>
</tr>
<tr>
<td>Male</td>
<td>89</td>
<td>37.6%</td>
<td>76</td>
<td>37.6%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>1</td>
<td>.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>237</td>
<td>100.0%</td>
<td>202</td>
<td>100.0%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>11</td>
<td>4.6%</td>
<td>7</td>
<td>3.5%</td>
</tr>
<tr>
<td>African American</td>
<td>23</td>
<td>9.7</td>
<td>30</td>
<td>14.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>158</td>
<td>66.7%</td>
<td>134</td>
<td>66.3%</td>
</tr>
<tr>
<td>Native American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>3</td>
<td>1.3</td>
<td>1</td>
<td>.5%</td>
</tr>
<tr>
<td>Multiple Ethnicity</td>
<td>2</td>
<td>.8</td>
<td>6</td>
<td>3.0%</td>
</tr>
<tr>
<td>White</td>
<td>31</td>
<td>13.1%</td>
<td>21</td>
<td>10.4%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>9</td>
<td>3.8</td>
<td>3</td>
<td>1.5%</td>
</tr>
<tr>
<td>Total</td>
<td>237</td>
<td>100.0%</td>
<td>202</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

4. Describe the project activities

The project activities strive to create successful learning communities beginning in basic skills up to transfer-level. These learning communities have integrative assignments and themes. Supplemental Instruction (SI) is provided to specific basic skills courses, including English, Reading and Math. The Educational Advisor contacts students to schedule a counseling appointment to create a two-year Educational Plan and then meet with the Educational Advisor to plan their schedule. Students are invited to go on campus tours to four-year universities. Laptops are checked out to students to take home and use for the semester.

5. Briefly describe the progress that has been made towards completion of the project.

Success rates have continued to increase compared to non-CAP students (Table 4). Retention rates have also continued to be higher in CAP than non-CAP students (Table 7).

<table>
<thead>
<tr>
<th></th>
<th>CAP subgroup</th>
<th></th>
<th>Non-CAP Subgroup</th>
<th></th>
<th>Percentage of difference between the two groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td># of students who successfully completed</td>
<td>Percent</td>
<td>Total</td>
<td># of students who successfully completed</td>
<td>Percent</td>
</tr>
<tr>
<td>2006 Fall</td>
<td>648</td>
<td>319</td>
<td>49.23%</td>
<td>5,573</td>
<td>3,104</td>
</tr>
<tr>
<td>Year</td>
<td>Cap Program</td>
<td>RCC</td>
<td>The percentage difference between the two groups (A-B)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>-----</td>
<td>-----------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>First Term</td>
<td>Next Term</td>
<td>Persistence Rate (A)</td>
<td>First Term</td>
<td>Next Term</td>
</tr>
<tr>
<td>Fall 2006 To Spring 2007</td>
<td>152</td>
<td>129</td>
<td>84.87%</td>
<td>15,863</td>
<td>10,131</td>
</tr>
<tr>
<td>Spring 2007 To Fall 2007</td>
<td>137</td>
<td>101</td>
<td>73.72%</td>
<td>15,562</td>
<td>8,989</td>
</tr>
<tr>
<td>Fall 2007 To Spring 2008</td>
<td>242</td>
<td>196</td>
<td>80.99%</td>
<td>17,283</td>
<td>11,190</td>
</tr>
<tr>
<td>Spring 2008 To Fall 2008</td>
<td>144</td>
<td>96</td>
<td>66.67%</td>
<td>16,678</td>
<td>9,802</td>
</tr>
<tr>
<td>Fall 2008 To Spring 2009</td>
<td>290</td>
<td>220</td>
<td>75.86%</td>
<td>19,390</td>
<td>13,093</td>
</tr>
<tr>
<td>Spring 2009 To Fall 2009</td>
<td>191</td>
<td>129</td>
<td>67.54%</td>
<td>20,278</td>
<td>11,664</td>
</tr>
<tr>
<td>Fall 2009 To Spring 2010</td>
<td>239</td>
<td>186</td>
<td>77.82%</td>
<td>20,854</td>
<td>14,282</td>
</tr>
<tr>
<td>Spring 2010 To Fall 2010</td>
<td>296</td>
<td>198</td>
<td>66.89%</td>
<td>19,265</td>
<td>11,894</td>
</tr>
<tr>
<td>Fall 2010 To Spring 2011</td>
<td>237</td>
<td>201</td>
<td>84.81%</td>
<td>19,227</td>
<td>13,770</td>
</tr>
</tbody>
</table>

Data taken from CAP_Program_Evaluation(Fal10-Spr11).

4. OUTCOMES

1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.

All CAP students complete a CAP Student Experience Survey at the end of the semester. Success and retention data is calculated.

2. How has this project increased student success? Provide a brief outcomes summary/analysis of your project to date.

The CAP student success rate is 12.33% higher than the Non-CAP student success rate. A possible reason for this increase may include instructor and/or course pairing improvements; since the inception of the CAP program, instructors have received more concentrated training and course pairings have been modified in ways to advance the CAP program.

Students will become part of a community of self-reliant, active and engaged learners. Students will acquire knowledge and skills to connect learning in the classroom and beyond. Students will develop relationships with other students and the institution to increase student success. The data will be available when the annual CAP report is completed in fall 2012.

3. Provide a statement on how you will make improvements, if any, based on your evaluation.
We will continue to provide services to students and faculty/professional development opportunities for the faculty to create effective integrative assignments.

4. Will this project be institutionalized in the 2012-2013 academic year?
   No, see question #6

5. If you answered yes to question #4, describe how it will be institutionalized?
   N/A

6. If you answered no to question #4, describe the necessary steps for funding and/or funding resources needed to institutionalize.
   In order to institutionalize CAP, it would require that the college fully fund three staff positions: Educational Advisor, Research Specialist and SI Coordinator.
## Project: Jumpstart

1. **Alignment to College Strategic Plan (See Appendix):**
   - A1, A2, A3, A4

2. **Alignment to BSI Effective Practices (See Appendix):**
   - B1, B2, B3, B4, D1, D2, D3, D4, D5, D6, D7, D8, D9, D10

3. **Department/Discipline(s) involved:**
   - English, Reading, Math, Supplemental Instruction (SI), Academic Support and Completion Counts

4. **Lead Project Member:**
   - Marilyn Martinez-Flores and Cindy Taylor

5. **Participating Faculty/Staff:**
   - Ashley Martinez, Christine Sandoval, Victor Sandoval, Rebecca Moonstone, Janelle Wortman, Bibiana Lopez, Jason Spangler, Ginka Gavrilov and Ginny Haguewood

6. **Project Status:**
   - Continuing Project

## Funding

1. **Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding? (check all that apply)**
   - Currently (2011-2012)
   - Previously (2010 or before)

2. **Has this project received funding from another source?**
   - Yes

3. **If you answered yes to the previous question, please indicate the source of funding.**
   - Completion Counts

4. **What has the majority of funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), Materials (BSI funds).**
   - Printing materials (BSI and Completion Counts)

5. **Do you intend to request BSI funding for the 2012-2013 academic year?**
   - Yes

6. **If you answered yes to the previous question, please indicate the amount of funding and for what purpose.**
   - The costs of materials for advertising and recruitment

## Description

1. **Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)**

   The intent of the JumpStart program is to enable our student population the opportunity to “remember what they already know.” Instruction is provided for English, Reading, Mathematics and Student Success Strategies to enable students to re-take their placement test and place at a higher level. This provides a “jump-start” in their first year experience, giving the students the opportunity to earn equivalency of up to two years of developmental level classes.
2. Select the core indicators of success that this project intends to address?

Access
Basic Skills Success
College Readiness
Course Success
Engagement
Retention

3. What is the estimated number of students impacted? Please include student demographics.

A total of 105 students were able to retake their assessment. 76 students participated in the program while another 29 students served as a control group.

4. Describe the project activities

The intent of the JumpStart program is to enable our student population the opportunity to “remember what they already know.” Instruction is provided for English, Reading, Mathematics and Student Success Strategies to enable students to re-take their placement test and place at a higher level.

5. Briefly describe the progress that has been made towards completion of the project.

Summer 2012 is the third Jump Start session at RCC. The college intends to continue this project next summer.

4. OUTCOMES

1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.

In the past, a pre and post survey for students has been conducted; however, summer 2012 due to changes in personnel, the only tool for evaluation is the test score prior to and after the class. The scores are compared to show improvement in placement.

2. How has this project increased student success? Provide a brief outcomes summary/analysis of your project to date.

Students taking the Jump Start classes are allowed to retest and jump in placement to a higher level. The chart below shows the students’ progress level by original placement scores.

<table>
<thead>
<tr>
<th>Original Placement</th>
<th>Students</th>
<th>Progress Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-52</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAT-65</td>
<td>MAT-52</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td>32%</td>
</tr>
<tr>
<td>MAT-64</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAT-65</td>
<td>MAT-52</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>MAT-65</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAT-65</td>
<td>MAT-52</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>38%</td>
<td>31%</td>
</tr>
<tr>
<td>ENG-60A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG-60A</td>
<td>ENG-60B</td>
</tr>
</tbody>
</table>
### 3. Provide a statement on how you will make improvements, if any, based on your evaluation.

In summer 2013, student feedback will be included in the evaluation process as it was in previous years. When recruiting, the advisor will make sure that the students have completed the AOC process prior to enrollment in Jump Start so that their participation is processed correctly.

### 4. Will this project be institutionalized in the 2012-2013 academic year?

Yes.

### 5. If you answered yes to question #4, describe how it will be institutionalized?

The only outside funding needed this summer was for printing. However, at this point, all documents can be emailed directly to students. Therefore, as long as sections are allocated by departments for Jump Start in the summer, the project will be institutionalized.

### 6. If you answered no to question #4, describe the necessary steps for funding and/or funding resources needed to institutionalize.

N/A

### 5. DISTRIBUTION

1. Are you willing to present your project and findings in any upcoming Council (committee) meetings, regional meetings and/or conferences?

   No one is available due to personnel changes.

2. If you have already done so, please indicate to whom and when you have presented your project.

   Student Success Committee
1. **PROJECT:** Math 90's Classroom Assistants
   
   1. Alignment to College Strategic Plan (See Appendix):
      - A2
   
   2. Alignment to BSI Effective Practices (See Appendix):
      - D10, A1, D1
   
   3. Department/Discipline(s) involved:
      - Mathematics
   
   4. Lead Project Member:
      - Ernesto Reyes and Veasna Chiek
   
   5. Participating Faculty/Staff:
      - Ernesto Reyes, Veasna Chiek, Jason Wong, Pamela Whelchel, and Shelly Dawson.
   
   6. Project Status:
      - Continuing Project

2. **FUNDING**
   
   1. Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding?
      - Currently (2011-2012)
      - Previously (2010 or before)
   
   2. Has this project received funding from another source?
      - No
   
   3. If you answered yes to the previous question, please indicate the source of funding.
      - N/A
   
   4. What has the majority of funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis.
      - The funding was used to pay classroom assistants (Basic Skills).
   
   5. Do you intend to request BSI funding for the 2012-2013 academic year?
      - Yes
   
   6. If you answered yes to the previous question, please indicate the amount of funding and for what purpose.
      - $12,000 for Math 90s and Redesigned Courses

3. **DESCRIPTION**
   
   1. Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)
      - The outcome would be to improve the learning environment by having additional instructional support.
   
   2. Select the core indicators of success that this project intends to address?
      - Basic Skills Success
      - College Readiness
      - Course Success
      - Engagement
      - Retention
   
   3. What is the estimated number of students impacted? Please include student demographics.
      - Approximately 150 unduplicated students
   
   4. Describe the project activities
      - Classroom assistants provide instructional support.
   
   5. Briefly describe the progress that has been made towards completion of the project.
      - Having classroom assistants in the Math 90’s is an ongoing project that needs to be funded yearly.
4. OUTCOMES

1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.

The RCC institutional research specialist conducted a study that demonstrated that students in Math 90s are more successful than those who receive regular tutoring through the Math Learning Center.

2. How has this project increased student success? Provide a brief outcomes summary/analysis of your project to date.

The statistical analysis revealed a significant difference between students that enrolled in non-Math 90 courses and students that completed one or more of the Math 90 courses (t(533)=-3.911, p<0.01). Math 90 courses increase students’ success.

In spring 2012 the pass rates were the following: 90A (88%), 90B (84%), 90C (70%), 90D (85%), 90E (77%), 90F (73%).

3. Provide a statement on how you will make improvements, if any, based on your evaluation.

As new classroom assistants are hired, there should be a training booklet that provides information on how to interact with Math 90 students.

4. Will this project be institutionalized in the 2012-2013 academic year?

No, see question #6

5. If you answered yes to question #4, describe how it will be institutionalized?

N/A

6. If you answered no to question #4, describe the necessary steps for funding and/or funding resources needed to institutionalize.

The general fund would need to cover the cost of the classroom assistant which has been requested in the past four program reviews.

5. DISTRIBUTION

1. Are you willing to present your project and findings in any upcoming Council (committee) meetings, regional meetings and/or conferences?

No

2. If you have already done so, please indicate to whom and when you have presented your project.

N/A
**Student Success Committee Annual Report Card (11-12)**

1. **PROJECT: Referral Card**
   1. Alignment to College Strategic Plan (See Appendix):
      - A2, A3, A4, A6, and B2
   2. Alignment to BSI Effective Practices (See Appendix):
      - A1, A2, A5, C1, and D2
   3. Department/Discipline(s) involved:
      - Academic Support Programs/Services such as Center for Communication Excellence, Tutorial Services, CAP, SI, Counseling, Labs, Puente, Veterans, Writing & Reading Center
   4. Lead Project Member:
      - Marilyn Martinez-Flores
   5. Participating Faculty/Staff:
      - Student Success Committee comprised of staff and faculty
   6. Project Status:
      - Completed Project

2. **FUNDING**
   1. Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding?
      - Currently (2011-2012)
   2. Has this project received funding from another source?
      - No
   3. If you answered yes to the previous question, please indicate the source of funding.
      - N/A
   4. What has the majority of funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), Materials (BSI funds).
      - Printing materials
   5. Do you intend to request BSI funding for the 2012-2013 academic year?
      - No
   6. If you answered yes to the previous question, please indicate the amount of funding and for what purpose.
      - N/A

3. **DESCRIPTION**
   1. Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)
      - Assist instructors in directing students to campus resources for their success at RCC. The Referral Card provides a user-friendly process that can either be stapled to student work or handed directly to students as the instructor perceives a need.
   2. Select the core indicators of success that this project intends to address?
      - Access
      - Basic Skills Success
      - Certificate Completion
      - College Readiness
      - Course Completion
      - Course Success
   3. What is the estimated number of students impacted? Please include student demographics.
      - N/A
4. Describe the project activities
Committee members identified academic services that instructors could refer students to in order to improve success. Each service was contacted and identified by location and phone number. A link to a map of the locations (what is this called?) was printed on the card to improve access. Cards were distributed to college instructors for use in April of spring 2012 semester.

5. Briefly describe the progress that has been made towards completion of the project.
The Referral Cards have been printed and placed in instructor mailboxes for distribution to students they feel need the service.

4. OUTCOMES
1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.
No formal process has been created to track students that were recommended to services. Although evaluation was planned, employees involved are no longer with RCC.

2. How has this project increased student success? Provide a brief outcomes summary/analysis of your project to date.
N/A

3. Provide a statement on how you will make improvements, if any, based on your evaluation.
There was not a large demand for additional cards from instructors. Communication to instructors as to how to use the cards effectively needs to be improved and expanded.

4. Will this project be institutionalized in the 2012-2013 academic year?
No, see question #6

5. If you answered yes to question #4, describe how it will be institutionalized?
N/A

6. If you answered no to question #4, describe the necessary steps for funding and/or funding resources needed to institutionalize.
Funding for printing and marketing would need to be institutionalized.

5. DISTRIBUTION
1. Are you willing to present your project and findings in any upcoming Council (committee) meetings, regional meetings and/or conferences?
Yes

2. If you have already done so, please indicate to whom and when you have presented your project.
N/A
1. **PROJECT: Supplemental Instructional (SI) Program**
   - **Alignment to College Strategic Plan (See Appendix):**
     A2, A3, A4, D1
   - **Alignment to BSI Effective Practices (See Appendix):**
     A3, A5, D10
   - **Department/Discipline(s) involved:**
     English, ESL, Reading, Math and CTE courses
   - **Lead Project Member:**
     Rebecca Moon-Stone
   - **Participating Faculty/Staff:**
     The following faculty members participated: 17- members in the English Department (English, Reading, and ESL), 17- members in the CTE Department, and 2- members in the Math Department. A total of 38 sections in these areas were provided with a Supplemental Instructional (SI) Leader and Academic Support department.
   - **Project Status:**
     Continuing Project

2. **FUNDING**
   - 1. **Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding?**
      - Currently (2011-2012)
      - Previously (2010 or before)
   - 2. **Has this project received funding from another source?**
      - Yes
   - 3. **If you answered yes to the previous question, please indicate the source of funding.**
      - This project has received funding from Title V and Perkins in the past.
   - 4. **What has the majority of funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis.**
      - (General Funds) 70% of the SI Coordinators salary is funded through general funds. This totals to 21 hours being funded. (BSI Funds) An additional 4 hours for SI Coordinator responsibilities as needed, hourly support, supplies, and materials have been funded through BSI funds to ensure a positive learning environment and adequate staff development.
   - 5. **Do you intend to request BSI funding for the 2012-2013 academic year?**
      - Yes
   - 6. **If you answered yes to the previous question, please indicate the amount of funding and for what purpose.**
      - A total of $85,000 is needed for hourly support, coordinators’ salary, supplies and materials. We are also asking for professional development funds to train incoming SI leaders as well as the coordinator.

3. **DESCRIPTION**
   - 1. **Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)**
      - The intended outcomes or rationale for this project is to ensure learning support services to all students and to enhance all students’ learning abilities so that they attain the appropriate skills to transfer to a four-year institution. As well, the program seeks to provide learning support services to fifty-five sections of basic skills classes in order to enhance learning for basic skills students and improve their ability to progress through coursework.
2. Select the core indicators of success that this project intends to address?

| Basic Skills Success |
| Certificate Completion |
| College Readiness |
| Course Completion |
| Course Success |
| Engagement |
| Retention |
| Transfer-Ready |

3. What is the estimated number of students impacted? Please include student demographics.

The data for 2011-2012 is not yet available but will be included in the annual SI evaluation report. However, an estimated 1,433 students participated in the SI sessions between the fall of 2009 and the spring of 2010: 561 students in fall 2009 and 872 students in spring of 2010. A similar increase in student participation for 2011-2012 is anticipated. Fall 2009-spring 2012, 646 (45.0%) were Hispanic, 293 (20.4%) were White, 148 (10.4%) were African American, and Asian was 164 (11.4%). The participants' consisted of 695 males (48.4%) and 730 females (50.8%). This program serves a higher percentage population of African Americans, Hispanics, and females than college’s general population.

4. Describe the project activities

The Supplemental Instructional Coordinator recruits for different disciplines according to the mandates of grant funding. As well, the coordinator organizes with the instructors and trains them along with recruiting for Supplemental Instructional Leaders. The coordinator presents a two-day training and monthly trainings through the semester to practice how to integrate content and learning skills. SI’s attend class lectures and meet with the class instructors to discuss the materials. Also, SI’s present two (2) one-hour sessions per week for students outside of class time.

5. Briefly describe the progress that has been made towards completion of the project.

In order to institutionalize funding, the project has been included in the following disciplines’ program review requests: English, ESL, Reading, Math and multiple disciplines within CTE.

4. OUTCOMES

1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.

The effectiveness of the activities has been evaluated by using several benchmarks and surveys. The Research Specialist tracks student success annually based on the benchmarks and surveys which are distributed by SI Leaders and processed by the SI Coordinator. The data is a useful tool in determining what courses have benefited from the additional support and will be available in the annual SI evaluation report.

2. How has this project increased student success? Provide a brief outcomes summary/analysis of your project to date.

Having an SI Leader in the class with the students provides a sense of community. Within the community, each student learns how to become an overall successful student with the assistance of an SI Leader. Although the data for 2011-2012 is not yet available, it will be presented in the annual SI evaluation report scheduled in October. In fall 2009, the student success rate of the SI subgroup was much higher than the success rate of the NON-SI students. The student success rate of the SI subgroup was 74.7% in comparison to 59.9%, a difference of 14.8% between the two groups.

3. Provide a statement on how you will make improvements, if any, based on your evaluation.

When the 2011-2012 evaluation is complete, faculty and staff will review it for continuous improvements.
4. **Will this project be institutionalized in the 2012-2013 academic year?**
   No, see question #6

5. **If you answered yes to question #4, describe how it will be institutionalized?**
   N/A

6. **If you answered no to question #4, describe the necessary steps for funding and/or funding resources needed to institutionalize.**
   We currently depend largely upon BSI to fund the project. However, to institutionalize the program, the general fund must dedicate approximately $60,000 per semester. Disciplines that use SI’s have requested this funding through the Program Review Process.

**5. DISTRIBUTION**

1. **Are you willing to present your project and findings in any upcoming Council (committee) meetings, regional meetings and/or conferences?**
   Yes

2. **If you have already done so, please indicate to whom and when you have presented your project.**
   In this academic year, we have presented our project to the following organizations: 3CSN/FIER, Fullerton College, The League of Innovations, and University of California, San Diego.
1. **PROJECT: SI Across the College**
   1. Alignment to College Strategic Plan (See Appendix):
      A2, A4
   2. Alignment to BSI Effective Practices (See Appendix):
      A3, A5, D6, D10
   3. Department/Discipline(s) involved:
      English, ESL, Reading, Math and Auto courses
   4. Lead Project Member:
      Rebecca Moon-Stone
   5. Participating Faculty/Staff:
      The following faculty members participated: Christine Sandoval, Victor Sandoval, and Miguel Reid from the English discipline; Pamela Whelchel from the math department; and Paul O’Connell from the Auto Department.
   6. Project Status:
      Continuing Project

2. **FUNDING**
   1. Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding?
      Currently (2011-2012)
   2. Has this project received funding from another source?
      No
   3. If you answered yes to the previous question, please indicate the source of funding.
      N/A
   4. What has the majority of funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), Materials (BSI funds).
      Advertising, printing costs, special projects for faculty and SI leader salaries (BSI funds)
   5. Do you intend to request BSI funding for the 2012-2013 academic year?
      Yes
   6. If you answered yes to the previous question, please indicate the amount of funding and for what purpose.
      This project would need approximately $1,500 to cover the faculty special projects for planning and SI leader salaries for holding the sessions.

3. **DESCRIPTION**
   1. Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)
      The pilot for “SI Across the College,” intends to provide students with opportunities outside the classroom whether or not they have an SI in their specific class or not. Current “expert” SI’s will schedule one additional session per week in the spring and offer the sessions to ALL students. Like a Study Group Leader that offers SI sessions to ALL students within the discipline, the “SI Across the College” will offer the sessions in (English, Reading, ESL, Mathematics and Automotive Technology) to a larger student population so that anyone needing assistance in key topic areas can participate and benefit from guided and collaborative instruction.
2. Select the core indicators of success that this project intends to address?

- Basic Skills Success
- Certificate Completion
- College Readiness
- Course Completion
- Course Success
- Engagement
- Retention
- Transfer-Ready

3. What is the estimated number of students impacted? Please include student demographics.

The data for 2011-2012 is not yet available but will be included in the annual SI evaluation report.

4. Describe the project activities

- SI Coordinator will meet with SI leaders to establish basic skills, learning skills and study skills that are most common and critical to student success in English, Reading, ESL, Mathematics and SI Coordinator, SI Leaders and SI Faculty will meet to discuss the scope of the topics established by SI Leaders and the sequence and/or timeline for offering these additional SI sessions to the general student population. Likewise, methods of advertisement will be discussed for faculty and SI’s to employ during the spring semester.

- SI Coordinator and SI Faculty will provide adequate support to the SI Leaders throughout the spring 2012 semester to ensure additional SI sessions are offered outside of the “traditional” SI program.

- SI Leaders will hold one hour SI sessions during the spring semester, monitor attendance, obtain student experience data and communicate with the SI Coordinator and SI faculty throughout the semester.

5. Briefly describe the progress that has been made towards completion of the project.

English, Auto, Reading, math and ESL SI leaders were identified and scheduled to hold sessions on skills that are most common among the general student population; such as outlining, essay writing, and mathematic equations.

4. OUTCOMES

1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.

The effectiveness of the activities has been evaluated by using planning sheets and sign in sheets. The Research Specialist tracks student success annually based on the planning and sign in sheets. This data will be available in the annual SI evaluation report scheduled in October.

2. How has this project increased student success? Provide a brief outcomes summary/analysis of your project to date.

3. Provide a statement on how you will make improvements, if any, based on your evaluation.

When the 2011-2012 evaluation is complete, faculty and staff will review it for continuous improvements.

4. Will this project be institutionalized in the 2012-2013 academic year?

No, see question #6

5. If you answered yes to question #4, describe how it will be institutionalized?

N/A
6. If you answered no to question #4, describe the necessary steps for funding and/or funding resources needed to institutionalize.

We currently depend largely upon BSI to fund the project. However, to institutionalize the program, the general fund must dedicate the amount needed to cover the SI salaries.

5. DISTRIBUTION

1. Are you willing to present your project and findings in any upcoming Council (committee) meetings, regional meetings and/or conferences?

Yes

2. If you have already done so, please indicate to whom and when you have presented your project.

This program has not been presented because it was a pilot program.
1. **PROJECT: Student Success Summit Committee**

   1. Alignment to College Strategic Plan (See Appendix):
      - C1
   2. Alignment to BSI Effective Practices (See Appendix):
      - A2, A7, C1, D3
   3. Department/Discipline(s) involved:
      - Multi-department/Multi-discipline
   4. Lead Project Member:
      - Don Ajene Wilcoxson
   5. Participating Faculty/Staff:
      - Marilyn Martinez-Flores, Rebecca Moon-Stone, Rebecca Faircloth, Botra Moeung, Deanna Murrell, Tenisha James, Dora Aikens, and Tara McCarthy.
   6. Project Status:
      - Continuing Project

2. **FUNDING**

   1. Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding? 
      - Never
   2. Has this project received funding from another source? 
      - No
   3. If you answered yes to the previous question, please indicate the source of funding. 
      - N/A
   4. What has the majority of funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), Materials (BSI funds).
      - Materials (Basic Skills)
   5. Do you intend to request BSI funding for the 2012-2013 academic year? 
      - No
   6. If you answered yes to the previous question, please indicate the amount of funding and for what purpose. 
      - N/A

3. **DESCRIPTION**

   1. Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)
      - Increase dialogue between students, faculty, staff and administrators.
   2. Select the core indicators of success that this project intends to address?
      - Course Success
      - Engagement
   3. What is the estimated number of students impacted? Please include student demographics.
      - Between participation on open forum and survey, approximately 2,500 students participated. No student demographics were collected for this project.
   4. Describe the project activities
      - 1) Develop a success survey for students, faculty, staff and administrators
      - 2) Provide an Open forum for communication about how success is attained
   5. Briefly describe the progress that has been made towards completion of the project.
      - Project is ongoing
4. OUTCOMES

1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.

Since this project is not yet complete, no evaluation has been completed.

2. How has this project increased student success? Provide a brief outcomes summary/analysis of your project to date.

N/A

3. Provide a statement on how you will make improvements, if any, based on your evaluation.

N/A

4. Will this project be institutionalized in the 2012-2013 academic year?

No, see question #6

5. If you answered yes to question #4, describe how it will be institutionalized?

N/A

6. If you answered no to question #4, describe the necessary steps for funding and/or funding resources needed to institutionalize.

This project is not intended to be institutionalized. It is intended to provide focus for students, faculty and administrators to determine how to access success for RCC students.

5. DISTRIBUTION

1. Are you willing to present your project and findings in any upcoming Council (committee) meetings, regional meetings and/or conferences?

Yes

2. If you have already done so, please indicate to whom and when you have presented your project.

N/A
1. **PROJECT: Toolbox**

   1. **Alignment to College Strategic Plan (See Appendix):**
      
      A2, A5, B3
   
   2. **Alignment to BSI Effective Practices (See Appendix):**
      
      A5
   
   3. **Department/Discipline(s) involved:**
      
      College Wide
   
   4. **Lead Project Member:**
      
      Victor Sandoval, Carla Reible, Cliff Ruth, Stacie Eldridge
   
   5. **Participating Faculty/Staff:**
      
      To be determined
   
   6. **Project Status:**
      
      Continuing Project

2. **FUNDING**

   1. **Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding?**
      
      Never
   
   2. **Has this project received funding from another source?**
      
      No
   
   3. **If you answered yes to the previous question, please indicate the source of funding.**
      
      N/A
   
   4. **What has the majority of funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), Materials (BSI funds).**
      
      Although no funding has been used for the Toolbox project, minimal BSI funding was used to print Academic Success Referral cards, which is a related project. The Toolbox project is still in the formulation and planning stages.
   
   5. **Do you intend to request BSI funding for the 2012-2013 academic year?**
      
      Yes
   
   6. **If you answered yes to the previous question, please indicate the amount of funding and for what purpose.**
      
      At this time, the only known cost is reprinting the Academic Success Referral cards.

3. **DESCRIPTION**

   1. **Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)**
      
      The Toolbox project was developed to assist students in identifying the resources available at Riverside City College. Often times, students, faculty, and staff at RCC may not be aware of the programs and resources available. Toolbox offers students a one-stop list of places, people, and programs offered at RCC. The Academic success Referral card is one example of this. Other phases of the project may include online links to services based on specific student needs.
2. Select the core indicators of success that this project intends to address?

Access
Basic Skills Success
Certificate Completion
College Readiness
Course Completion
Course Success
Engagement
Retention
Transfer-Ready

3. What is the estimated number of students impacted? Please include student demographics.

When the Toolbox is made available to students, faculty, staff, and administration, the entire college population will have access.

4. Describe the project activities

The members of the toolbox committee have spoken with contacts affiliated with each program and service on the RCC campus. The rest is yet to be completed. The intent was to post the content on the RCC website so the information would be available college wide.

5. Briefly describe the progress that has been made towards completion of the project.

The contact information is compiled and housed with the committee members. The information still needs to be disseminated.

4. OUTCOMES

1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.

Toolbox is still a work in progress. The material has been gathered; however, the information now needs to be consolidated and placed on the college website and available in places on campus to which students can refer.

2. How has this project increased student success? Provide a brief outcomes summary/analysis of your project to date.

N/A

3. Provide a statement on how you will make improvements, if any, based on your evaluation.

The program needs to be implemented.

4. Will this project be institutionalized in the 2012-2013 academic year?

No, see question #6

5. If you answered yes to question #4, describe how it will be institutionalized?

N/A

6. If you answered no to question #4, describe the necessary steps for funding and/or funding resources needed to institutionalize.

The student success committee needs to seek alternate arenas and funding for implementation of the toolbox project. Until the information is available to students, the project is incomplete.

5. DISTRIBUTION

1. Are you willing to present your project and findings in any upcoming Council (committee) meetings, regional meetings and/or conferences?

No

2. If you have already done so, please indicate to whom and when you have presented your project.

N/A
1. **PROJECT: Writing Workshop**

   1. **Alignment to College Strategic Plan (See Appendix):**
      A2, A4
   2. **Alignment to BSI Effective Practices (See Appendix):**
      A3, A6, B2, C4, D1, D2, D3, D5, D6, D9

   - **Institution:** Embedding basic skills instruction within a transferable course shows that the college prioritizes developmental education (A.1), has coordinated developmental education with other curriculum (A.3), provides for earlier addressing of students’ developmental education needs (A.4), involves committed faculty in both content-area and basic skills instruction (A.6), addresses student expectations about skills needed for college (A.7).

   - **Program:** Students self-select based on orientation or in-class presentation; reading and writing placement scores serve as each student’s baseline (B.1). Measurements of students’ improvement will include both students’ progress in the content course as well as a pre-test and post-test (B.2). Financial aid would apply in that this program would involve little additional cost beyond that which is expected for the content-area course, only incidental costs for additional writing and note-taking supplies (B.4).

   - **Staff:** Content-area and basic skills faculty would confer on a regular basis, with the basic skills instructor embedded in the content course and completing class reading and writing assignments; basic skills instructor, in collaboration with content-area instructor, determines the needs of students and facilitates the workshop (C.2, C.4). Basic skills instructor will confer with colleagues as appropriate to enhance literacy skills instruction for the workshop (C.4).

   - **Instruction:** Basic skills instructor will utilize best practices to address students’ individual needs as well as the requirements of the content-area course (D.1, D.2). As a subgroup from a content-area course, students will celebrate common goals while recognizing the many ways their learning is enhanced by their diversity; respect for individual dignity remains a priority which provides a foundation for genuine learning (D.3, D.4, D.6). Though flexible enough to address individuals’ needs, the workshop’s format provides step-by-step learning to allow students to progress through skills development (D.5, D.6, D.9).

2. **Department/Discipline(s) involved:**

   English and Media Studies Department, English Discipline

3. **Lead Project Member:**

   Kris Anderson, Professor, English

4. **Participating Faculty/Staff:**

   Cynthia Gobatie, Associate Professor, Philosophy

5. **Project Status:**

   Continuing Project

2. **FUNDING**

   1. Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding?
      Currently (2011-2012)
   2. Has this project received funding from another source?
      No
   3. If you answered yes to the previous question, please indicate the source of funding.
      N/A
   4. What has the majority of funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), Materials (BSI funds).
      Planning, curriculum planning and development, supplemental instruction
5. Do you intend to request BSI funding for the 2012-2013 academic year?
Yes

6. If you answered yes to the previous question, please indicate the amount of funding and for what purpose.
Funding for the entire project to be carried over into fall 2012, when the project will be fully implemented.
Spring 2012 was planning and set-up only.

3. DESCRIPTION

1. Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)

- **Rationale/need:** Many transferable general education courses do not have prerequisites; therefore, basic skills students enroll in these courses before receiving intervention to prepare them for college-level work. Lack of adequate literacy skills prevents many students from succeeding in these courses and may hinder an instructor’s ability to focus on higher-level academic skills as indicated on Bloom’s taxonomy.

- **Intended outcome:** By providing embedded basic skills instruction, basic skills students will be able to learn more in their content-area classes, and instructors will be freed up to address the appropriate complexity of their subject matter. In addition, by focusing on text-based writing in context of their coursework, students will have an opportunity to develop skills which they can then apply to all of their college-level learning.

2. Select the core indicators of success that this project intends to address?

   - Basic Skills Success
   - College Readiness
   - Course Completion
   - Course Success
   - Engagement
   - Retention
   - Transfer-Ready

3. What is the estimated number of students impacted? Please include student demographics.

   20 or more students directly involved—but the entire general-education course will benefit from the increased participation and engagement of the workshop students

4. Describe the project activities

   A non-credit voluntary Writing Workshop (under the umbrella of ILA-800) would be offered to students enrolled in a transfer-level general education course. The purpose of the workshop is to provide students, especially those who have placed into but have not yet completed basic skills courses, an opportunity (1) to develop long-term benefit from stronger writing skills, especially those skills needed for text-based writing, while (2) addressing the immediate requirements of their transfer-level course so they learn more effectively, thus leading to a greater chance of success in the course.

   - In order to facilitate the workshop, the basic skills writing instructor will be embedded in a content-area course, attending every class session and completing reading and writing assignments along with the students. This allows the writing instructor to understand the content and structure of the course firsthand so she can be of most help to the students.

   - On the first day of the semester, students in the transfer-level course will be presented with the opportunity to join the Writing Workshop. The whole class receives a brief orientation and scheduling information with clear expectations along with an invitation to participate. (NOTE: There may be two workshops per week, depending on scheduling possibilities, with students selecting one per week to attend.)

   - One or two times per week, the writing instructor meets with a group of self-selected students who have agreed to attend a non-credit workshop at a scheduled time outside of class. The workshop will address the needs of the students based on the students’ skills and the course syllabus. If possible, students’ placement scores will be made available as a baseline from which to assess their improvement over the semester.

   - Throughout the semester, on a weekly basis, the general education course instructor and the basic skills instructor will hold a coordinators’ meeting to ensure that the Writing Workshop consistently supports content-area learning.
• Students who attend the workshop at least one time a week throughout the semester (with an allowance of two absences) will have an opportunity to take a “challenge” writing test or other assessment to see whether their writing skills have significantly improved. The details of this measurement are still being worked out as of spring 2012.

5. Briefly describe the progress that has been made towards completion of the project.
To date, the following progress has been made:
• The English discipline at Riverside City College has approved this Basic Skills project for the fall 2012 semester.
• Cynthia Gobatie has agreed to be the content-area faculty, and the general education course will be Philosophy 11, Critical Thinking. The section is a Friday morning section, meeting once a week.
• The Writing Workshop instructor’s schedule has been adjusted so that she has the philosophy class time available as well as other time on Friday to conduct a workshop for students after their class. (Many students who take Friday-only classes are not available other days of the week.) Another workshop earlier in the week is also a possibility, depending on students’ interest and availability.
• The Writing Workshop is ready to be set up as an ILA-800 section in order to formalize students’ attendance and the faculty member’s workload. The Friday workshop may be held in a room in the Writing Center, depending on remodeling to take place over the summer and other demands on the center’s space.

4. OUTCOMES
1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.
The project is still being set up.

2. How has this project increased student success? Provide a brief outcomes summary/analysis of your project to date.
This will be done in fall 2012.

3. Provide a statement on how you will make improvements, if any, based on your evaluation.
Evaluation will be ongoing during the fall 2012 semester.

4. Will this project be institutionalized in the 2012-2013 academic year?
No, see question #6

5. If you answered yes to question #4, describe how it will be institutionalized?
N/A

6. If you answered no to question #4, describe the necessary steps for funding and/or funding resources needed to institutionalize.
1) To institutionalize this project, funding would be required for the Writing Workshop instructor and for both the workshop and the general education course instructor to meet on a regular basis.
2) Space for the Writing Workshop would be needed.
3) Funding would be needed to compensate faculty readers of post-test challenge essays at the end of the workshop semester.
4) Commitment for research support would be needed.

5. DISTRIBUTION
1. Are you willing to present your project and findings in any upcoming Council (committee) meetings, regional meetings and/or conferences?
Since there is an ongoing project, there are no findings yet.

2. If you have already done so, please indicate to whom and when you have presented your project.
N/A
A. Student Access and Support

A1. Explore alternative enrollment processes

A2. Ensure comprehensive and equitable services exist and are part of institutional planning
   - Ensure learning support services are available for all students (e.g., supplemental instruction, learning center tutors)
   - Expand services in learning support and transfer centers
   - Promote outreach to K-12 schools

A3. Identify low-performing student populations based on student equity report data and develop a comprehensive plan (cultural, academic and student services) to address inequities for student access, success, retention and progression

A4. Develop clear college-wide criteria for student pathways from basic skills to goal attainment
   - Expanding and improving instructional delivery modes including hybrid courses, short-term (fast-track) classes, and align delivery/timing of services to the needs of students
   - Develop innovative approaches to basic skills instruction (e.g., learning communities, modules, non-credit courses)
   - Ensure that basic skills has a comprehensive focus and is integrated into the general curriculum
   - Increase transfer awareness, readiness and rates

A5. Develop student engagement centers

A6. Increase awareness of open access enrollment to all adults through marketing

A7. Promoting degree and certificate completion by expanding short-term classes and programs to improve job skills

A8. Promoting learning and effective teaching through ongoing identification of and assessment of student learning outcomes

B. Responsiveness to Community

B1. Enhance career pathways approach into high-wage, high-growth jobs

B2. Expand services to students in outlying and fast-growing areas

B3. Maintain and strengthen ties with community-based organization

C. Culture of Innovation

C1. Develop a comprehensive professional development plan
   - Provide training for faculty in multiple modalities of teaching inclusive of the use of technology
   - Enhance development opportunities for all employees

C2. Implement the facilities Master Plan
- Refine the facilities Master Plan to improve the overall physical performance and efficiencies of the campus
- Incorporate sustainability in architectural and landscape design

C3. Refine and implement a Technology Plan that will utilize advances in information technology to improve effectiveness of instruction, Student Services and Administration

D. Resource Development

D1. Maximize the resources of the college and seek alternative funds to support a comprehensive learning environment by developing a revolving five year mid-range financial plan inclusive of new fiscal, human and physical resources from grants, public and private sector giving and state funding.

D2. Secure additional public and private sector grants that support the College’s mission and strategic goals

D3. Enhance the college’s state and national image to better influence public policy with regard to financial resources
   - Participate in local, regional and state organizations to advance the cause for differential tuition for high-cost disciplines
   - Lobby local, regional, and state leaders to advocate for differential tuition

E. Organizational Effectiveness

E1. Redesign the college website

E2. Identify and implement technology to enhance processes and services
Note: The categories listed are broad but more detailed descriptions of these practices and specific examples can be found in the full publication.

BSI Effective Practices:

A. **Organizational and Administrative Practices:** Institutional choices concerning structure, organization and management have been related to the overall effectiveness of developmental education programs. The following effective practices have been identified in this area.

A.1 Developmental education is a clearly stated institutional priority.

A.2 A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. Clearly specified goals and objectives are established for developmental courses and programs.

A.3 The developmental education program is centralized or is highly coordinated.

A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.

A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.

A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.

A.7 Institutions manage faculty and student expectations regarding developmental education.

B. **Program Components:** According to the literature, a number of specific programmatic components are characteristic of highly effective developmental education programs.

B.1 Orientation, assessment, and placement are mandatory for all new students.

B.2 Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.

B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs.

B.4 Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities, and are provided with assistance to apply for and acquire financial aid.
C. **Staff Development:** According to the literature, the importance of comprehensive training and development opportunities for faculty and staff who work with developmental students cannot be underestimated. Programs with a strong professional development component have been shown to yield better student retention rates and better student performance in developmental courses than those without such an emphasis. Specific training is one of the leading variables contributing to the success of a variety of components of developmental instruction, including tutoring, advising, and instruction.

C.1 Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.

C.2 The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.

C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.

C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.

C.5 Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.

D. **Instructional Practices:** Effective instructional practices are the key to achieving desired student outcomes for developmental programs. Research has linked the following instructional practices with success for developmental learners.

D.1 Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.

D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.

D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.

D.4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.

D.5 A high degree of structure is provided in developmental education courses.

D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.

D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.

D.8 Developmental education faculty routinely share instructional strategies.

D.9 Faculty and advisors closely monitor student performance.

D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.