STUDENT SUCCESS COMMITTEE
ANNUAL REPORT CARD
2010-2011

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
Kassem Al-Azem, Mathematics
Cecilia Alvarado, Student Services
Kristine Anderson, English
Patricia Avila, Counseling
Edward Bush, Student Services
Amber Casolari, Economics
Myung Hwa Koh, Academic Support
Lani Kreitner, English
Jacqueline Lesch, Library
Dwight Lomayesva, History
Tara McCarthy, Academic Support
Botra Moeung, STEM
Rebecca Moon-Stone, Academic Support
Kathy Nabours, Mathematics
LaTonya Parker, Counseling
Daniele Ramsey, STEM
Miguel Reid, English as a Second Language
Clifford Ruth, Speech Communication
Victor Sandoval, Reading
Eva Sands, Writing and Reading Center
John Seniguar, Cosmetology
Kaladon Stewart, Innovative Learning Center
Cindy Taylor, Student Services
Oliver Thompson, Administration of Justice
Sandra Torre, Computer Applications Technology
Patricia Tutor, Nursing
Pamela Whelchel, Mathematics
Don Wilcoxson, Business
Kristi Woods, History

DESCRIPTION:
This document summarizes the work of the Student Success Committee for the 2010-2011 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 Initiative (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.
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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:**
      Student Services, Academic Support Programs/Services
   4. **Lead Project Member:**
      Dr. Marilyn Martinez-Flores and Tara McCarthy
   5. **Participating Faculty/Staff:**
      Staff of Student Services and Academic Support Programs/Services
   6. **Project Status:**
      Continuing Project

2. **FUNDING**

   1. Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding?
      No
   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.
      No funding required
   5. Do you intend to request BSI funding for the 2011-2012 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?
      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
For two days during the spring semester, programs and services had booths with information available for students, faculty, and staff in front of MLK.

5. Briefly describe the progress that has been made towards completion of the project.
This project will occur again during the fall FLEX event for faculty and 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. Some staff members realized that decorating the tables and providing freebies/candy to the students would entice them to come to their table and ask for information. Suggestions were made to publicize the event in closer proximity to increase student awareness and participation.

2. Provide a brief outcomes summary/analysis of your project to date.
The event was well received by faculty, staff, but especially students. Participating departments were interested in having the event again. 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.
Since the departments have experienced this event, they will be more prepared with promotional material for the students so that they will be interested in coming to their table. More publicity during the event will also be provided so that students will be aware of what the event is as they pass by. EZ up’s will also be provided by ASRCC so that departments can be in shade during the event.

4. Will this project be institutionalized in the 2011-2012 academic year?
No

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 provide funding for the publicity of the event (no more than $50). If food was to be provided to students, funding would also need to be provided by the college ($250 for hot dogs and chips from Food Services).

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: Acceleration in Context/ A Pathway for Change**

1. Alignment to College Strategic Plan (See Appendix):
   - A3, A4
2. Alignment to BSI Effective Practices (See Appendix):
   - D1, D5
3. Department/Discipline(s) involved:
   - English, Math, Reading, ESL, History, Criminal Justice
4. Lead Project Member:
   - Oliver Thompson and Carla Reible
5. Participating Faculty/Staff:
   - Tammy DiBenedetto, Cindy Bendshadler, Victor Sandoval, Christine Sandoval, Susan Mills, Sheila Pisa, Kristine Anderson, Carla Reible, Oliver Thompson and Marilyn Flores
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.
   - Conference attendance was paid for by faculty.
5. Do you intend to request BSI funding for the 2011-2012 academic year?
   - Yes
6. If you answered yes to the previous question, please indicate the amount of funding and for what purpose.
   - Unknown

3. **DESCRIPTION**

1. Describe the rationale or intended outcomes of the project?
   - The purpose of this faculty group is to examine and propose alternate pathways for students testing into basic skills levels to move towards completion of courses quickly and effectively.
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.
   - This project has the potential to impact all basic skills students.
4. Describe the project activities

This project is in the initial exploratory stages for most disciplines, so activities may vary as more is learned. However, general activities include attending conferences regarding topics such as acceleration and teaching reading in context, discussion among faculty interested in developing alternate pathways for basic skills completion, researching which models will best serve the specific disciplines and RCC’s students, planning and revising curriculum, training faculty, and proposing an implementation plan.

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

Math faculty began a district project (Moreno Valley and Riverside) to develop an accelerated course in math. They have applied for a year-long training program to help in the development. English, Reading, ESL, and content-area faculty have attended conferences on the topic of acceleration based on the Chaffey model and are beginning discipline-based discussions about models of acceleration. Carla Reible and Marilyn Martinez-Flores presented the models of acceleration at the Student Success Committee, catalogued the programs that have already incorporated aspects of acceleration models, and are researching which models that RCC is already employing have yielded the best results for students.

4. OUTCOMES

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

At this point in the project, the goal has been to encourage faculty participation and generate discussion about the models.

2. Provide a brief outcomes summary/analysis of your project to date.

The discussion of alternate pathways has begun, but because acceleration requires curriculum revision and alternate scheduling patterns, implementation will need to include discipline-level acceptance and generation.

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

None at this time

4. Will this project be institutionalized in the 2011-2012 academic year?

No

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.

Faculty will need to develop curriculum and scheduling patterns for these classes. In addition, many acceleration models include support mechanisms for students such as supplemental instruction and counseling. The administration will need to support these efforts by allowing alternative scheduling for these classes and allocating resources such as funding for SI or SGLs, and for faculty to develop the curriculum and materials and train others.

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: Basic Skills Counseling**
   1. Alignment to College Strategic Plan (See Appendix):
      A4, B1, C1
   2. Alignment to BSI Effective Practices (See Appendix):
      B3
   3. Department/Discipline(s) involved:
      Counseling
   4. Lead Project Member:
      Nicole Abbate and Joe Rubino
   5. Participating Faculty/Staff:
      Nicole Abbate & Joe Rubino
   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 (2010-2011)
      - Previously (2009 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.
      Funding has provided for counseling hours targeted to Basic Skills classes (BSI funds)
   5. Do you intend to request BSI funding for the 2011-2012 academic year?
      Yes
   6. If you answered yes to the previous question, please indicate the amount of funding and for what purpose.
      Unknown at this time

3. **DESCRIPTION**
   1. Describe the rationale or intended outcomes of the project?
      The outcome of this project is to encourage basic skills students to meet with a counselor, complete a Student Educational Plan (SEP), and to expose students to available campus resources.
   2. Select the core indicators of success that this project intends to address?
      - Access
      - Basic Skills Success
      - Certificate Completion
      - College Readiness
      - Course Completion
      - Engagement
      - Retention
      - Transfer
3. What is the estimated number of students impacted? Please include student demographics.
In spring 2011 – between February 14 and June 9; 166 basic skills students saw Nicole Abbate and Joe Rubino in a half hour counseling appointment. Of these 166 students, 109 had a SEP created or updated.

4. Describe the project activities
The counseling department provided overview presentations of student services to 16 basic skills classes and one-on-one appointments to answer questions related to degree completion and transfer requirements.

5. Briefly describe the progress that has been made towards completion of the project.
Classroom presentations: completed spring 2011.

4. OUTCOMES

1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.
For the classroom presentations, we have the “student support program survey.” This data is not yet available but will be reviewed for continuous improvement.

2. Provide a brief outcomes summary/analysis of your project to date.
By providing in class presentations on student services to 16 basic skills classes this semester, approximately 480 students are now aware of the support services available to them. These students were also encouraged to come in to counseling to have a two year student educational plan completed so they know exactly what classes to take to reach their goal.

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 2011-2012 academic year?
Yes

5. If you answered yes to question #4, describe how it will be institutionalized?
The student success workshops on time management, test taking, etc. were completed under the basic skills grant. Future funding for presenting the workshops is unknown.

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.
N/A
1. Project Name: CAP

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

2. Alignment to BSI Effective Practices (See Appendix):
   A3, A4, A6, B 1, B2, B3, B4, C1, C2, C3, C4, C5, D1, D2, D3, D4, D5, D6, D7, D8, D9, D10

3. Department/Discipline(s) involved:
   Academic Support, English, Math, ESL, Social & Behavioral Sciences, and Counseling

4. Lead Project Member:
   Dr. Marilyn Martinez-Flores

5. Participating Faculty/Staff:
   Tara McCarthy, Rebecca Moonstone and Faculty from above departments

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 (2010-2011)
   Previously (2009 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.
   The general fund has provided minimal faculty funds for planning and meeting.

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.
   Educational Advisor, Supplemental Instructional Leaders (SI), SI coordinator, Research Specialist and Faculty Special Projects

5. Do you intend to request BSI funding for the 2011-2012 academic year?
   Yes

6. 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, SI’s, and Research Specialist

3. DESCRIPTION

1. Describe the rationale or intended outcomes of the project?
   The intended outcome of the project is to increase the success and retention of basic skills students.

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.
At this time, the data are not available since the CAP analysis is completed annually and should be completed in the fall 2011. However, in the previous year, the program served approximately 535 students of which 54.4% were Hispanic and 14.2% were African American.

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. Students are contacted to see a counselor 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.
The CAP program continues to be institutionalized and offers learning communities with courses in basic skills up to transfer-level. At this time, the student success data is not available since the CAP analysis is completed annually and should be completed in the fall 2011. However, in the previous year, the overall student success and retention rate has been higher than the non-CAP subgroup.

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 fill out a CAP Student Experience Survey at the end of the semester. Success and retention data is calculated.

2. Provide a brief outcomes summary/analysis of your project to date.
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 2011.

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 2011-2012 academic year?
No

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.
To institutionalize CAP would require that the college fully fund three staff positions: Educational Advisor, Research Specialist and SI Coordinator.

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.
HACU Conference Orlando, FL & League for Innovations Conference San Diego, CA
1. PROJECT: Center for Communication Excellence (CCE)

1. Alignment to College Strategic Plan (See Appendix):
   A1, A2, A4, A6

2. Alignment to BSI Effective Practices (See Appendix):
   A3, A5, A6, B3, D2, D3, D6, D10

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

4. Lead Project Member:
   Clifford Ruth

5. Participating Faculty/Staff:
   Joanie Gibbons-Anderson, Micherri Wiggs, Estrella Romero

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 (2010-2011)
   Previously (2009 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.
   General Funds

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.
   Hourly Support (General Funds) Printing in the CCE (BSI funds)

5. Do you intend to request BSI funding for the 2011-2012 academic year?
   Yes

6. If you answered yes to the previous question, please indicate the amount of funding and for what purpose.
   Deferred funding for student workers in the CCE. $9760.00

3. DESCRIPTION

1. Describe the rationale or intended outcomes of the project?
   As we are an open access institution, students have the option to ignore advisories, and they often do. Institutional reporting has the data that supports this. So, many students who are at a basic skills level still take college-level course work. Worse yet, many of the students who take basic skills classes also resist seeking out-of-class help from the instructor (because of communication apprehension which is addressed in the CCE). The intended outcome of the project is to provide a location for students to receive out of class help for communication needs.

   The CCE has been shown to be successful both quantitatively and qualitatively. Knowing that the CCE has been a key component in many students’ success, the continuation and development of the Center for Communication Excellence is vital as the Communication Studies (formerly Speech Communication) discipline continues to work towards fully institutionalizing the CCE. As the number of students that visit the CCE for supervised tutoring rises, the faculty tutor is often cannot provide individualized instruction to each student. Lab Aides to assist students with administrative tasks such as enrolling in WebAdvisor, logging in and out of CI Track, etc., would allow the faculty tutor to spend more in-depth time with individualized tutoring of students.
2. Select the core indicators of success that this project intends to address?

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<tr>
<td>Basic Skills Success</td>
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<td>Course Success</td>
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<td>Engagement</td>
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<td>Retention</td>
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<tr>
<td>Transfer-Ready</td>
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3. What is the estimated number of students impacted? Please include student demographics.

Spring 2011 - 461 students enrolled in our section of ILA 800

4. Describe the project activities

In an effort to integrate the CCE within our current department/college, a series of non-credit courses is being offered (F5 in Instructional Programs Initiatives) to offer these services (skills needed to deliver speeches/presentations, interviewing, refine nonverbal communication, to enhance self-monitoring ability, etc.) to students not currently enrolled in credit Communication Studies courses. The Communication Studies discipline has stalled discussions about adding a lab component to each SPE 1 and SPE 9 course due to the success of the CCE.

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

Many materials have been purchased (tables, chairs, whisper room, webcams), yet some materials such as computers are still being borrowed from other college resources. The CCE has utilized several different spaces and still seeks a permanent home that hopefully will be centralized with other student services. As of now, the faculty that staff the CCE are paid through the general fund.

4. OUTCOMES

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

The CCE has formed an advisory committee that continually evaluates the effectiveness of the activities along with both faculty and student surveys of the activities in the CCE. The CCEAC uses the results of the faculty and student surveys to increase the effectiveness of the CCE. Based on the faculty surveys we were able to see what subjects to focus on in the creation of DLA’s. We can also use the data to determine staffing levels of both faculty and student workers. From the student surveys, the CCEAC looks at resources and materials that are offered. For example, this is how we knew that our students wanted pay per print available to them as well as an increased number of textbooks available on reserve.

2. Provide a brief outcomes summary/analysis of your project to date.

We tested to see if there is a statistically significant success rate difference between the CCE group and the Non-CCE group. We found that there is a statistically significant difference in the student success rates of the two groups at alpha=0.01. The CCE subgroup’s overall student success rate (81.6%) was much higher than the Non-CCE subgroup’s success rate (64.8%). We can conclude that the CCE program positively impacts student success.

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

We will continue utilizing student workers so that faculty can tutor students while the student workers can handle the administrative tasks.

4. Will this project be institutionalized in the 2011-2012 academic year?

No

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.

A permanent home for the CCE would be needed as well as all the necessary supplies such as computers, printers, etc.

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.

Clifford Ruth has made presentations at the National Communication Association's annual convention, Chicago and at Student Success Committee meetings.
1. PROJECT: Computer Skills Competency (ILA 800)
   1. Alignment to College Strategic Plan (See Appendix):
      A4
   2. Alignment to BSI Effective Practices (See Appendix):
      D6
   3. Department/Discipline(s) involved:
      CAT/CIS
   4. Lead Project Member:
      Sandra Torre
   5. Participating Faculty/Staff:
      Janet Lehr, Chip Herzig
   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.
      The funding, when received, will primarily be used for the delivery of basic computer skill competency to all college students through the use of computerized and faculty-guided assessment, modular training, and student tracking.
   5. Do you intend to request BSI funding for the 2011-2012 academic year?
      Yes (Priority given from last year.)
   6. If you answered yes to the previous question, please indicate the amount of funding and for what purpose.
      $6,000 - $9,500
      We were funded for $8,000 this year, which we agreed to postpone until 2012. We assume we will receive at least that much for 2012.

3. DESCRIPTION
   1. Describe the rationale or intended outcomes of the project?
      We will provide increased student competency in basic computer file management, word processing, spreadsheets, presentations, email, and Internet software via ILA 800. The CAT/CIS faculty will ensure that students are able to use computer technology effectively and that they can adapt to the fast pace of change in technology in college courses. Program activities allow for student-centered scheduling in a computer lab setting staffed by CAT/CIS faculty using ILA 800. Tracking the success of the students participating in the training will provide a valuable baseline measure of computer skill competency. Assessment and training in the proper use of industry-standard software and Internet use will help students be more successful in their academic studies, and increase employability.
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
- Retention

3. What is the estimated number of students impacted? Please include student demographics.
The ILA 800 codes cost $30 each and our administrative costs are around $3,000, so we believe we could serve at least 100 individuals across all student demographics.

4. Describe the project activities

Students will be referred to the computer lab by their instructors with specific basic skills goals. We will guide the students to the proper training and testing to ensure that they are able to perform these skills on their own before they ‘move on.’

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

We have been working extensively with Pearson/Prentice Hall to develop the testing and training materials for this project. The skill sets will be available this summer for us to ‘test out’ in our lab, and then we will further customize the skills bank and have it ready when funding is approved in the 2011-12 school year.

4. OUTCOMES

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

No evaluation yet; however, we will be utilizing a similar pre/posttest procedure over the summer using the same ILA 800 skills bank, and we plan to have excellent procedures developed by the time we offer this college-wide.

2. 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 2011-2012 academic year?

No

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.

All we would need to fund this in the future would be the money for purchasing additional codes that students use to begin their training.

5. DISTRIBUTION

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

No – not at this time

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

N/A
1. **PROJECT: Directed Learning Activities Tutoring**

1. Alignment to College Strategic Plan (See Appendix):
   A2, A4, A5
2. Alignment to BSI Effective Practices (See Appendix):
   A1, D1, D10
3. Department/Discipline(s) involved:
   Mathematics
4. Lead Project Member:
   Pamela Whelchel
5. Participating Faculty/Staff:
   Veasna Chiek
6. Project Status:
   Continuing Project

2. **FUNDING**

1. Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding?
   Previously (2009 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.
   Hourly support
5. Do you intend to request BSI funding for the 2011-2012 academic year?
   Yes
6. If you answered yes to the previous question, please indicate the amount of funding and for what purpose.
   $5,000 for hourly support

3. **DESCRIPTION**

1. Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)
   The purpose is to provide tutors to math students that will reinforce concepts taught in their math course
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.
   300
4. Describe the project activities
DLA tutors work with the students to complete the Directed Learning Assignments (DLA). Data will be collected by the Instructional Support Specialist.

5. Briefly describe the progress that has been made towards completion of the project.
This is an ongoing project; that is, DLA tutors are needed on a yearly basis to serve the student population.

4. OUTCOMES

1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.
Anecdotal data such as comments from students and instructors has been used.

2. Provide a brief outcomes summary/analysis of your project to date.
The project has been somewhat successful. That is, students are working with the DLA tutors. However, funding for the projected started during the spring semester, giving us very little time to hire DLA tutors. Tutors were hired and cleared three weeks into the semester. For this project to work better, funding needs to start at the beginning of the semester. In spring 2011, there were a total of 331 DLAs completed by students in basic skills math courses.

<table>
<thead>
<tr>
<th>Spring 2011 DLAs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Number of DLAs</td>
</tr>
<tr>
<td>Math 63</td>
<td>19</td>
</tr>
<tr>
<td>Math 64</td>
<td>6</td>
</tr>
<tr>
<td>Math 52</td>
<td></td>
</tr>
<tr>
<td>Math 35</td>
<td>306</td>
</tr>
<tr>
<td>Total DLAs</td>
<td>331</td>
</tr>
</tbody>
</table>

3. Provide a statement on how you will make improvements, if any, based on your evaluation.
If funding happens at the beginning of the fiscal year, the Math Learning Center coordinators can plan better for such a project by hiring the DLA tutors and promoting the service to the students and faculty.

4. Will this project be institutionalized in the 2011-2012 academic year?
No

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 need approximately $5,000 per semester to pay our DLA tutors.

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: Directed Learning Activities Worksheets (Math)

1. Alignment to College Strategic Plan (See Appendix):
   A2, A4, A5

2. Alignment to BSI Effective Practices (See Appendix):
   A1, D1, D6

3. Department/Discipline(s) involved:
   Mathematics

4. Lead Project Member:
   Pamela Whelchel

5. Participating Faculty/Staff:
   Veasna Chiek

6. Project Status:
   Completed Project

2. FUNDING

1. Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding?
   Previously (2009 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.
   Faculty and hourly support to create the Directed Learning Activities (DLA) worksheets

5. Do you intend to request BSI funding for the 2011-2012 academic year?
   Yes

6. If you answered yes to the previous question, please indicate the amount of funding and for what purpose.
   Approximately $3,000 to create more worksheets for Math 52 and 35.

3. DESCRIPTION

1. Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)
   The DLA worksheets were designed to enhance student learning by engaging them with a DLA tutor and allowing the students to learn with a hands-on approach.

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.
   We had approximately 320 worksheets completed with a Directed Learning Activity tutor or an ILA-800 instructor for part of the semester (delayed start due to lack of funding at the beginning of the semester).
4. Describe the project activities
The purpose of the project was to create a worksheet where the students are engaged with the instructor. It called for more open-ended questions where the students had to use their critical thinking skills. Instructors assess the students by asking them questions related to the topics.

5. Briefly describe the progress that has been made towards completion of the project.
There were 18 Directed Learning Activities (DLA) worksheets completed. However, the bulk of our students are either taking or will take Math 52 and 35. So, I believe that we should focus on building more worksheets aimed at those students.

4. OUTCOMES

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

Student comments

2. Provide a brief outcomes summary/analysis of your project to date.
During the spring semester, approximately 320 DLA worksheets were completed.

3. Provide a statement on how you will make improvements, if any, based on your evaluation.
Based on our evaluation, we need to promote the availability of the DLA worksheets to our student population and faculty.

4. Will this project be institutionalized in the 2011-2012 academic year?
Yes

5. If you answered yes to question #4, describe how it will be institutionalized?
The DLA worksheets are in the MLC and ready to use with our DLA tutors or ILA-800 instructors.

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?
Yes

2. If you have already done so, please indicate to whom and when you have presented your project.
N/A
1. **PROJECT: English 50 Industry Based Course**

   1. Alignment to College Strategic Plan (See Appendix):
      - A4, A7
   2. Alignment to BSI Effective Practices (See Appendix):
      - D5
   3. Department/Discipline(s) involved:
      - English
   4. Lead Project Member:
      - N/A
   5. Participating Faculty/Staff:
      - James Dail
   6. Project Status:
      - Completed 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?
      - Yes
   3. If you answered yes to the previous question, please indicate the source of funding.
      - General funds to pay for English instructor to teach English 50 course
   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.
      - N/A
   5. Do you intend to request BSI funding for the 2011-2012 academic year?
      - N/A
   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)
      - Outcomes are student success in English 50, knowledge of essay-writing techniques and application of writing/communication for students enrolled in certificated programs at Riverside City College.
   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
   3. What is the estimated number of students impacted? Please include student demographics.
      - Twenty-five students from certificated programs at Riverside City College were enrolled.
4. Describe the project activities
Students are instructed in English 50 level assignments (reading, expository essay writing and grammar) that pertain directly to their chosen career paths with emphasis on projects directly connected to their chose fields, i.e. automotive tech students writing process essays on how hybrid engines work.

5. Briefly describe the progress that has been made towards completion of the project.
At the end of the registration period, approximately eight students from the certificated programs were enrolled in the course with the rest of the students from non-certificated fields. Students had the opportunity to write essays connected to their chosen fields, but only three certificated students wrote papers on their career paths: 1) compare/contrast essay on the differences between hybrid and electric cars; 2) a process analysis paper on how central air conditioning systems work; 3) a compare/contrast essay on different air conditioning systems. However, several non-certificated students chose to write on topics that would have been directly related to the certificated students. This semester was essentially a start, but there needs to be more students from the certificated fields to achieve the ideal goals of the class.

4. OUTCOMES
1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.
Evaluation is connected to standard essay grading methods, as well as the participation of students in writing based on their chosen fields. This evaluation is based on student work and student participation.

2. Provide a brief outcomes summary/analysis of your project to date.
Most of the certificated students in the class were successful in passing the class. However, one of the goals was to have students write in their career fields and few students did.

3. Provide a statement on how you will make improvements, if any, based on your evaluation.
Dr. Martinez-Flores and the English Department have made changes to the enrollment process, starting with making the course a late-start class to advertise the course to the target students, as well as give the departments involved the opportunity to encourage student enrollment. With this new process, I believe there will be significantly more students from the targeted fields which will allow for more discussion and projects connected to the career paths.

4. Will this project be institutionalized in the 2011-2012 academic year?
Yes

5. If you answered yes to question #4, describe how it will be institutionalized?
The English department continues to allocate one section of English 50 for each fall semester to re-assess and re-evaluate the industry-based course.

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?
Yes

2. If you have already done so, please indicate to whom and when you have presented your project.
The data on course grades and student participation was shared with CTE faculty.
1. PROJECT: ESL Lab Workshop
   
   1. Alignment to College Strategic Plan (See Appendix):
      A2, A4, A5
   2. Alignment to BSI Effective Practices (See Appendix):
      D6, D10
   3. Department/Discipline(s) involved:
      ESL Discipline faculty (full and part-time) and Writing & Reading Center staff
   4. Lead Project Member:
      Carla Reible
   5. Participating Faculty/Staff:
      Doug Bowen, Miguel Reid, Margaret Tjandra, Jenelle Herman, Monika Alvarez, James Seals, Denise Kruizenga-Muro
   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 (2010-2011)
   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.
      Basic Skills funding has provided funds for flyers, one poster for advertising the ESL Lab Workshop, and an additional faculty member to staff the Writing Center when necessary to allow for an ESL faculty member to be present in the Writing Center.
   5. Do you intend to request BSI funding for the 2011-2012 academic year? Yes
   6. If you answered yes to the previous question, please indicate the amount of funding and for what purpose.
      A small amount ($100-200) will be requested to pay for advertising materials if needed.

3. DESCRIPTION
   
   1. Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)
      Although discipline-specific resources exist for ESL students, they have been underutilized because they have not had a centralized, identifiable location for access. Similarly, although ESL instructors are staffed in the Writing & Reading Center, students are not aware of when they will be there or how to locate them. By consolidating materials and faculty in one location, the ESL Lab, students will be able to access resources more easily. This is increasingly important as more students are able to access the Writing & Reading Center through the ILA 800 and are looking for ESL help even though they may not be enrolled in ESL courses. The ILA 800 opens access from only ESL 54 & 55 students, who have a class requirement, to students enrolled in any other ESL class and students with ESL problems that may be in regular English classes or content-area classes.
2. Select the core indicators of success that this project intends to address?

<table>
<thead>
<tr>
<th>Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills Success</td>
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<tr>
<td>College Readiness</td>
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<tr>
<td>Course Completion</td>
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<tr>
<td>Course Success</td>
</tr>
<tr>
<td>Engagement</td>
</tr>
<tr>
<td>Retention</td>
</tr>
</tbody>
</table>

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

According to data gathered in the ESL Lab from a student sign in sheet, a total of 593 students (duplicated) used the lab during the spring 2011 semester for a total of 556.9 hours. In addition, the ILA 800-ESL (42672) roster for spring 2011 indicated 59 students enrolled.

4. Describe the project activities

The Writing & Reading Center allocated MLK 126 for use as the ESL Lab workshop on T/TH from 11:00 a.m.-2:00 p.m. ESL faculty were scheduled in the ESL Lab during open hours and some dedicated office hours to keep the lab open for standard times. Resources for ESL students were organized for easier access including software and headphones. The ESL lab was advertised to ESL and English faculty and students. Instructors were encouraged to enroll students through the ILA 800. Faculty on staff in the ESL Lab worked with students to train them on software, the ILA registration process, and with any ESL issues they had. Student use of the lab was tracked by a manual log-in sheet.

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

The ESL Lab within the Writing Center is now in place. The maintenance of this project requires that it be staffed with ESL instructors for the upcoming semesters and that we continue to raise awareness of the resources available in the Lab. Upgrading two software programs, Mavis Beacon Typing and American Speech Sounds, should be covered by the Writing & Reading Center or department budget.

4. OUTCOMES

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

Lab use was tracked by a manual log-in sheet. It would be much more effective to track use electronically through the WRC’s main system. Instructor conferences were also logged; however, instructors reported difficulty tracking interaction with students because much of the interaction occurred at the computer rather than at the instructor’s desk. Student feedback about the ESL Lab was gathered in the ESL Spring Survey.

2. Provide a brief outcomes summary/analysis of your project to date.

Students have been using the ESL Lab Workshop, and feedback from the ESL Spring Survey has been positive. Of 264 students responding, 122 (39%) indicated that having the ESL Lab in the Writing Center was very helpful and 110 (35%) indicated that it was helpful. Students and instructors have indicated that registration in the ILA 800 has been difficult because they first have to fill out the request, then submit the request to the WRC director, wait 24 hours, and the register through WebAdvisor online.

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

Based on feedback from instructors, staff, and students, the following improvements could be made to the ESL Lab:

- Use CI Track to identify students using the ESL Lab portion of the WRC
- Encourage instructors to more accurately track student interactions and conferences
- Update software as needed (Mavis Beacon & American Speech Sounds)
- Expand lab hours
- Train faculty to use software available in the WRC
- Streamline the ILA 800 registration process and inform students of the process
- Make the Lab more identifiable

4. **Will this project be institutionalized in the 2011-2012 academic year?**
   
   Yes

5. **If you answered yes to question #4, describe how it will be institutionalized?**
   
   Instructors will be scheduled into the lab to maintain the hours of T/Th 11-2:00, which will allow the lab to remain accessible to ESL students during those times. However, this is only a foothold. Most community colleges have an area dedicated to an ESL lab that is accessible to students during college hours. The discipline hopes that these hours can be expanded to a third day if demand increases and that the Writing & Reading Center will continue its support.

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?**
   
   Yes

2. **If you have already done so, please indicate to whom and when you have presented your project.**
   
   English Department, ESL Discipline
1. PROJECT: ESL 801/Auto 50

1. Alignment to College Strategic Plan (See Appendix):
   A4, A7
2. Alignment to BSI Effective Practices (See Appendix):
   A4, D1, D5
3. Department/Discipline(s) involved:
   ESL
4. Lead Project Member:
   Miguel Reid
5. Participating Faculty/Staff:
   Paul O’Connell
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 (2010-2011)
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.
   Program, Curriculum planning and development
5. Do you intend to request BSI funding for the 2011-2012 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?

This project will facilitate a first-time offered pilot-course designed to help students at a developmental English level succeed in a linked entry-level vocational automotive technology course. Since the discipline has no previous curriculum in place, this plan will require additional time for development of material, regular consultation with faculty and SI Leaders from the Automotive discipline, and observation of auto classes. The project will be monitored and evaluated by ESL and Automotive faculty’s review of student progress in various stages and areas of both courses. Feedback in the form of written surveys from ESL and Auto faculty will be obtained in an effort to make necessary changes and improvements to the project as it progresses. Comparison reports will also be conducted to view differences between the success of students in Auto 50 courses with ESL 801 and students without the support course. These reports will be used to determine the need for future courses. This will not only set the groundwork for subsequent ESL 801/Auto 50 courses and their instructors but also Early Childhood Development and all other career preparation courses with basic skills students. If funded, it can become an integrated part of all Vocational/Developmental Education
departments’ plan. This project will pave the way for instructors to help students achieve their goals of obtaining certificates in career and technical programs by developing their communication skills, and it will help inspire and ensure students’ continued progression towards success.

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

<table>
<thead>
<tr>
<th>Basic Skills Success</th>
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</thead>
<tbody>
<tr>
<td>Certificate Completion</td>
</tr>
<tr>
<td>College Readiness</td>
</tr>
<tr>
<td>Course Completion</td>
</tr>
<tr>
<td>Course Success</td>
</tr>
<tr>
<td>Retention</td>
</tr>
</tbody>
</table>

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

Thirty ESL students, ideally, enrolled in Auto 50 courses (actual: 8 ESL students, not from Auto 50)

4. Describe the project activities

Creation/Production of curriculum for a first-time offered pilot course designed to help students at a developmental English level succeed in a linked, entry level vocational automotive technology course.

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

Curriculum was developed; advertising was implemented; students were recruited, involved, and surveyed; Auto 50 instructors were surveyed.

4. OUTCOMES

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

Student Surveys and Instructor Surveys

2. Provide a brief outcomes summary/analysis of your project to date.

Persistence and success of students in Auto 50 could not be measured because there was no concurrent enrollment. Although designed to be linked to Auto 50, ESL 801 did not require concurrent enrollment. Both appeared in the schedule of classes, but no clear connection was advertised. Advertising did not generate enrollment. Students were not enrolled in Auto 50, but rather were ESL students interested in automotive.

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

Advertising should include ESL classes. Some ideas are that ESL 801 may function better as an entry to Auto 50 rather than a support. Revision strategies were compiled and will be included the next time the course is offered.

4. Will this project be institutionalized in the 2011-2012 academic year?

No

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

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: Improvement of Computer-aided Instruction (CAI)**
   1. Alignment to College Strategic Plan (See Appendix):
      A4, B4
   2. Alignment to BSI Effective Practices (See Appendix):
      D5, D6, D9
   3. Department/Discipline(s) involved:
      English & Media Studies/ English, Reading, and ESL
   4. Lead Project Member:
      Denise Kruizenga-Muro
   5. Participating Faculty/Staff:
      N/A
   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?
      Yes
   3. If you answered yes to the previous question, please indicate the source of funding.
      A form of CAI, Weaver, was funded through the general funds for 20 years and was defunded in 2011.
   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.
      BSI funds for CAI 2010-2011 were put on hold
   5. Do you intend to request BSI funding for the 2011-2012 academic year?
      Yes
   6. If you answered yes to the previous question, please indicate the amount of funding and for what purpose.
      $8,000, the amount of the funds that were put on hold in 2010-2011

3. **DESCRIPTION**
   1. Describe the rationale or intended outcomes of the project?
      See attached
   2. Select the core indicators of success that this project intends to address?
      Access
      Basic Skills Success
      College Readiness
      Course Completion
      Course Success
      Retention
   3. What is the estimated number of students impacted? Please include student demographics.
      Could potentially impact approximately 800 students per year
4. Describe the project activities
Diagnosis of student weaknesses in reading, writing, grammar, and punctuation and then structured modules to improve in those areas determined to be weak.

5. Briefly describe the progress that has been made towards completion of the project.
Research into various CAI products

4. OUTCOMES

1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.
Nothing has been done since funding was put on hold.

2. Provide a brief outcomes summary/analysis of your project to date.
Same as above

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

4. Will this project be institutionalized in the 2011-2012 academic year?
No

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.
$19,000 for a three-year subscription to Weaver Instructional Systems, our former form of CAI or other identified CAI product.

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: Jump Start**

   1. **Alignment to College Strategic Plan (See Appendix):**
      A1, A2, A3, A4
   2. **Alignment to BSI Effective Practices (See Appendix):**
      B1, B3, B4, D1, D2, D5, D6, D9, D10
   3. **Department/Discipline(s) involved:**
      English, Reading, Math, Supplemental Instruction (SI) and Academic Support
   4. **Lead Project Member:**
      Dr. Marilyn Martinez-Flores
   5. **Participating Faculty/Staff:**
      Tara McCarthy, Christine Sandoval, Victor Sandoval, Rebecca Moonstone, Janelle Wortman, Bibiana Lopez
   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 (2010-2011)
      Previously (2009 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.**
      Special Projects for faculty (General Fund), recruitment material (letters and bulk mailing) (BSI), SI’s (BSI)
   5. **Do you intend to request BSI funding for the 2011-2012 academic year?**
      Yes
   6. **If you answered yes to the previous question, please indicate the amount of funding and for what purpose.**
      TBD

3. **DESCRIPTION**

   1. **Describe the rationale or intended outcomes of the project?**
      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.
In the summer of 2010, 14 students completed Jump Start (7 females & 7 males). Ethnicity: 8 Hispanic, 2 White/Caucasian, 4 Black/African American.

4. Describe the project activities
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.
We are offering another Jump Start in the summer of 2011. This is intended to be an ongoing program.

4. OUTCOMES
1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.
Jump Start students were surveyed about their experiences and growth of confidence. The student’s first and second assessment scores were also compared.

2. Provide a brief outcomes summary/analysis of your project to date.
6 out of 12 placed higher in English, 5 out of 12 placed higher in Reading, 7 out of 12 placed higher in Math. 2 students did not retake the placement test.

3. Provide a statement on how you will make improvements, if any, based on your evaluation.
We intend to increase the number of students enrolled by better targeting students.

4. Will this project be institutionalized in the 2011-2012 academic year?
No

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.
Financial support from general funds is needed to fund the faculty special projects/to teach the class.

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.
English department
Math department
Student Success Committee
Student Success Committee Annual Report Card (10-11)

1. PROJECT: Math Classroom Assistants

   1. Alignment to College Strategic Plan (See Appendix):
      A2, A3
   2. Alignment to BSI Effective Practices (See Appendix):
      A1, D1, D2, D10
   3. Department/Discipline(s) involved:
      Mathematics
   4. Lead Project Member:
      Pamela Whelchel
   5. Participating Faculty/Staff:
      Pamela Whelchel, Veasna Chiek, Ernesto Reyes and Norma Lopez
   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 (2010-2011)
      Previously (2009 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.
      Classified hourly employees (BSI funds) and student employees (BSI funds)
   5. Do you intend to request BSI funding for the 2011-2012 academic year?
      Yes
   6. If you answered yes to the previous question, please indicate the amount of funding and for what purpose.
      $4,800 to cover the cost of Classroom Assistants for the Redesigned Math courses

3. DESCRIPTION

   1. Describe the rationale or intended outcomes of the project?
      Through previous basic skills funding, the Redesigned Basic Skills courses (part lecture/part lab with course caps set at 60 students) have been using Classroom Assistants to better meet the needs of the students registered in this type of course. The school is saving money by offering these redesigned courses because of the increased cap on enrollment. However, during the lab portion of the class, it is necessary to have additional assistance for the students due to the large class size. The cost of these Classroom Assistants is minimal compared to the savings based on the enrollment caps. We are currently offering 9 sections in this format. With the additional 15 students in each section, this means we are serving 135 additional students. This is equivalent to 3 sections of 45 students each. Not only do these courses offer a savings in cost, the students in these courses are outperforming the other types of courses on the common final. The average common final for Math 52 redesigned courses during the fall 2009 semester was 10% higher than the traditional Math 52 courses. Having Classroom Assistants to help during the lab portion of the course is definitely a contributing factor to the success of these students. The Math Learning Center would like to see its budget augmented to cover the cost of these Classroom Assistants, so it has been included in our Unit Plan for the past several years.
2. Select the core indicators of success that this project intends to address?
   - Access
   - Basic Skills Success
   - Course Completion
   - Course Success
   - Retention
   - Transfer-Ready

3. What is the estimated number of students impacted? Please include student demographics.
   During the spring 2011 semester, we had one Math 35 class, four Math 52 classes, one Math 64 class and two Math 63 classes that were scheduled with 60 students and in MLK 305 in order to use computers to aid with the instruction. This is approximately 480 students at the beginning of the semester. In addition, including the Math 90s modules a total of 20 sections had a classroom assistant in spring 2011.

4. Describe the project activities
   Classroom assistants were hired to help answer questions during the lab hour for the 60 students in the class. The classroom assistants helped with website registration, math questions, test appointment scheduling and other classroom related issues.

5. Briefly describe the progress that has been made towards completion of the project.
   This is an ongoing need. In the fall, we will have four Math 52 sections and one Math 35 section.

4. OUTCOMES
   1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.
      Students completed surveys at the end of the semester.
   2. Provide a brief outcomes summary/analysis of your project to date.
      The surveys have not been received from the administrative support center. Norma Lopez will be receiving these surveys and will be submitting them.
   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 2011-2012 academic year?
      No
   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 Math Learning Center must have additional funds from the general fund (how much) to cover the cost of these classroom assistants. We will continue to include this request in our program review for Strategic Planning Council consideration.

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: Math 90 Classroom Assistants**

1. Alignment to College Strategic Plan (See Appendix):
   
   A2, A3

2. Alignment to BSI Effective Practices (See Appendix):
   
   A1, D1, D10

3. Department/Discipline(s) involved:
   
   Mathematics

4. Lead Project Member:
   
   Pamela Whelchel

5. Participating Faculty/Staff:
   
   Pamela Whelchel, Kathy Nabours, Veasna Chiek, Ernesto Reyes and Norma Lopez

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 (2010-2011)

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.
   
   Classified hourly employees (BSI funds) and student employees (BSI funds)

5. Do you intend to request BSI funding for the 2011-2012 academic year?
   
   Yes

6. If you answered yes to the previous question, please indicate the amount of funding and for what purpose.
   
   $14,400 to cover the cost of Classroom Assistants for the Math 90s courses

3. **DESCRIPTION**

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

   Through previous basic skills funding, the Math 90 A-F modules were created and implemented. The Math 90 modules are self-paced one-unit modules that cover the arithmetic and pre-algebra topics. Students who complete 90A-C receive three units of credit for Arithmetic and those that complete 90D-F receive three units of credit for Pre-Algebra. The modules are also open-entry/open-exit courses. Students can continue to register for these modules through week 12. Since students are adding and finishing throughout the semester, as well as the fact that each student is in a different place in the 90s sequence, additional support is needed for this course. The course is similar to a lab setting in that students are working individually on assignments, and when they need help, they raise their hand for assistance. We also require these students to attend two mini-lectures during their class time for each module. Currently, the daytime 90s class can handle over 150 students throughout the semester and are open for 17 hours each week. With only one instructor assigned to work, it simply isn’t enough help for the students. We have been using Classroom Assistants to help with the student
questions, mini-lectures and the CI Track terminal. The 90s modules have been very beneficial for students that
are not passing their current math class and don’t want to simply drop and wait until the following semester to
start on math again. They are also great courses for students with learning disabilities that don’t do well in a
traditional course. We have even had students from higher math courses complete modules after their
instructor found some basic skills deficiencies.

2. Select the core indicators of success that this project intends to address?
   Access
   Basic Skills Success
   College Readiness
   Course Success
   Retention

3. What is the estimated number of students impacted? Please include student demographics.
   For the spring semester, we served approximately 200 students. However, after the summer session, the math
department will no longer be offering Math 63 or Math 64 which will tremendously impact the number of
students that will be taking the Math 90 courses. We expect enrollment in these courses to double or triple in
size beginning in the fall 2011 semester.

4. Describe the project activities
   Math 90 Classroom Assistants were hired to assist with the Math 90 courses offered in the winter and spring
semesters. Some acted as receptionists to ensure accuracy of CI-Track logins. Some offered individual
assistance to students. Others were used to offer group lecture sessions on specific topics based on student
need.

5. Briefly describe the progress that has been made towards completion of the project.
   Classroom Assistants were hired during the winter and spring semesters. We will be requesting additional basic
skills money to continue to offer this type of help for our 90 students during future semesters.

4. OUTCOMES

1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for
   the evaluation.
   Kathy Nabours and Pamela Whelchel use an Access database to keep track of the 90s students’ progress. We
track start dates, finish dates, total time to complete a module, total students each semester enrolled in the 90s
and the total units completed by students each semester.

2. Provide a brief outcomes summary/analysis of your project to date.
   We had 257 students enrolled in the daytime Math 90 modules. 144 of those earned a unit of credit. In Math
90A, 73 enrolled and 42 passed. In Math 90B 58 enrolled and 33 passed. In Math 90C 42 enrolled and 23
passed. In Math 90D 30 enrolled and 16 passed. In Math 90E 29 enrolled and 14 passed. In Math 90F 25
enrolled and 16 passed. The numbers for those who enrolled in the Tuesday/Thursday 4-7pm are not yet
available.
   For the spring 2011, there were 44 unduplicated students. Of these students who enrolled in Math 90A - Pass
(12) and No Pass (8) - 20 enrolled Math 90B - Pass (10) and No Pass (6) - 16 enrolled Math 90C - Pass (4) and No
Pass (11) - 15 enrolled Math 90D - Pass (5) and No Pass (4) - 9 enrolled Math 90E - Pass (3) and No Pass (1) - 4
enrolled Math 90F - Pass (6) and No Pass (0) - 6 enrolled

3. Provide a statement on how you will make improvements, if any, based on your evaluation.
   We will probably adjust the Classroom Assistant schedule based on the student counts that are taken every half
hour by the receptionist.

4. Will this project be institutionalized in the 2011-2012 academic year?
   No
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 will be requesting an increase in the Math Learning Center budget to cover the cost of the Math 90 Classroom Assistants as we do every year through program review as well as directly requesting additional funds from the Dean of Instruction and Vice President of Instruction. However, we are not expecting to receive any additional money in the MLC budget in the 2011-2012 year due to the financial state of the college.

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.
The project was presented at the “Best Practices” conference sponsored by the Southern California Consortium for Hispanic Serving Institution and the Student Success Committee.
1. PROJECT: PTESL Computerization

1. Alignment to College Strategic Plan (See Appendix):
   E2
2. Alignment to BSI Effective Practices (See Appendix):
   B1
3. Department/Discipline(s) involved:
   English as A Second Language/ Assessment Centers (district-wide)
4. Lead Project Member:
   Carla Reible
5. Participating Faculty/Staff:
   Margarita Shirinian, Olga Dumer, Doug Bowen, David Lee, Miguel Reid and Margaret Tjandra
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 (2010-2011)
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.
   Title V-Collaborative Grant for Assessment Project
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 basic skills funding from this project has come from all three colleges. The bulk of the funding has gone to special projects for a programmer to design a computerized test. Faculty members have also written a reading/vocabulary and a writing based section for the computerized test.
5. Do you intend to request BSI funding for the 2011-2012 academic year?
   Yes
6. If you answered yes to the previous question, please indicate the amount of funding and for what purpose.
   As part of the original project, the Riverside Assessment Center needed approximately ten lap-top computers to offer the test in the space that they have available. Since funding is low, we are trying to secure these through alternate means. However, if that fails, we will submit a request so that they can offer the test.

3. DESCRIPTION

1. Describe the rationale or intended outcomes of the project?
   The purpose of this project is to allow ESL students greater access to placement testing, to allow the Assessment Center to process students more effectively, and to create a more accurate placement tool. By computerizing the PTESL, the Assessment Center will no longer have to schedule appointments for groups of students to come to an isolated section of the testing area to listen to an audio tape to take the listening portion of the test. Students will be able to take this test individually and the Center will not have to provide a staff member dedicated to proctoring only this test. ESL students will be able to take their placement test much like native speakers are able to take theirs. In addition, students who take the Accuplacer for English placement and are identified as needing ESL placement can be automatically linked to the computerized ESL test and can take it
without making another trip to the Center. The PTESL has been updated and revised to include reading/vocabulary and writing sections for more accurate placement.

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

Access

Basic Skills Success

Course Success

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

This project will impact all incoming ESL students, including international students (approximately 700 students each semester) and students who are taking the Accuplacer and receive referrals to the PTESL.

4. Describe the project activities

- Develop a vocabulary and reading section for the PTESL.
- Develop a writing section for the PTESL.
- Test new section in classes.
- Computerize existing test and add new sections (Spring/Summer 2011)
- Discipline Review of computerized PTESL (Fall 2011)
- Beta testing of new PTESL at Moreno Valley and Norco campuses (Winter 2012)
- Revision of PTESL based on comparison of original and revised tests’ scores, student feedback, Assessment Center staff feedback, and instructor analysis (Winter 2012)
- District-wide implementation of PTESL (Spring 2012)

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

- The ESL discipline has developed a vocabulary and reading section for the PTESL. This section of the test has been beta tested in the ESL 71, 72, and 73 classrooms for the past two semesters and refined based on results of that testing.
- A writing section has also been developed and is in the process of being tested.
- David Lee is writing the programming for the computerized version of the test and will have a version for testing for discipline review in September.

4. OUTCOMES

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

The new sections to the test are being given to students in appropriate classes to evaluate the test items to determine effectiveness, validity and reliability of the items and distracters. Revisions will be made by faculty. A validation of cultural sensitivity may also be conducted at this time.

The computerization of the PTESL will first be evaluated by the faculty who will review the tests. During testing, students will be given a survey for feedback. Testing staff will provide feedback regarding their experiences with administration of the test. Since the test will include items from the original test, we will be able to generate an “original” score and a “revised” score, which will include all new sections of the test. Instructors who have students placed in their classes will also be asked to assess the students’ readiness for the course. Evaluations such as these will be repeated during the first semester of district-wide implementation to assess cut scores.

2. 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.

Revisions to the vocabulary and writing section of the test have already been made.

4. Will this project be institutionalized in the 2011-2012 academic year?

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

In winter 2011, the project will begin testing at Norco College and Moreno Valley College. The PTESL should be implemented in the spring 2012 at Riverside College pending revisions. Because this test has been developed by RCC faculty, there will be no additional expense to the colleges to administer the test. Some sites may require additional equipment such as computers or headphones to make the best use of their space.

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?

Yes

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

Student Success Committee
Student Success Committee Annual Report Card (10-11)

1. **PROJECT: Roots to Routes Learning Community**

   1. **Alignment to College Strategic Plan (See Appendix):**
      A3, A4
   2. **Alignment to BSI Effective Practices (See Appendix):**
      A3, A4, D4, D6
   3. **Department/Discipline(s) involved:**
      English and Counseling
   4. **Lead Project Member:**
      Don Ajené Wilcoxson
   5. **Participating Faculty/Staff:**
      Lani Kreitner, Miguel Reid, Tara McCarthy, and Daniele Ramsey
   6. **Project Status:**
      Continuing Project – Will begin fall 2011

2. **FUNDING**

   1. **Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding?**
      Currently (2010-2011)
   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.**
      Program, curriculum planning and development
   5. **Do you intend to request BSI funding for the 2011-2012 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?**
      The intended rational of the Roots to Routes CAP Learning Community is to provide an enriching and engaging learning environment as a framework for transforming student’s first year experience. Our intended outcome is success in classes (passing the courses vs. non-participants) and improving retention rate (within the cohort vs. non-participants). This addresses the following goals from the Student Equity Plan: 1) Increase the level of African American student engagement with faculty, staff and administrators; 2) Increase the success rate of African American students in English 50 (Roots to Routes will increase success in 60A/B which will lead to greater success in English 50); 3) Identify additional resources to expand existing programs targeting African American students; 4) Increase the percentage of African American students who are transferring (indirectly); and 5) Encourage and provide professional development for faculty teaching gatekeeper courses around issues related to the specific learning modalities of African American students. Additionally, this directly assists students in attaining a critical milestone of earning at least 30 credits during their first academic year, which leads to greater overall academic success according to research.
2. Select the core indicators of success that this project intends to address?

- Access
- 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.

30 African American students a semester

4. Describe the project activities

1) Development of an English 60A/B course with an African American perspective
2) Development of a Guidance 47/48 course with an African American perspective
3) Development of a 100 service learning course with an African American perspective and tied to the Riverside African American non-profit community
4) Development of an English 50 course with an African American perspective

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

Roots to Routes CAP Learning Community will offer English 60A and Guidance 48 cohort this fall 2011. English 60B and Guidance 47 with a 100 Service Learning course in the spring 2012

4. OUTCOMES

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

N/A

2. 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 2011-2012 academic year?

Yes, the project will become a part of the course offerings in CAP learning communities.

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.

Evaluation of program will take place during the Fall 2011 and Spring 2012 semesters at which time it will be determined if this is a viable program which should 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
# Project: Supplemental Instruction

1. **Alignment to College Strategic Plan (See Appendix):**  
   A2, A3, A4, D1

2. **Alignment to BSI Effective Practices (See Appendix):**  
   A3, A5, D10

3. **Department/Discipline(s) involved:**  
   English, ESL, Reading, Math and CTE courses

4. **Lead Project Member:**  
   Rebecca Moon-Stone

5. **Participating Faculty/Staff:**  
The following faculty members participated: 19- members in the English Department (English, Reading, and ESL), 10- members in the CTE Department, and 5- members in the Math Department. A total of 55 sections in these areas were provided with an Supplemental Instructional (SI) Leader and Academic Support department

6. **Project Status:**  
   Continuing Project

## FUNDING

1. **Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding?**  
   Currently (2010-2011)  
   Previously (2009 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 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) Hourly support, supplies, and materials have been funded through BSI funds to ensure a positive learning environment and staff development.

5. **Do you intend to request BSI funding for the 2011-2012 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.

## 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 ensuring learning support services to all students. To enhance all students’ learning abilities so that they attain the appropriate skills in order to transfer to a four-year institution. This 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 transfer to a 4-year institution.
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 2010-2011 is not yet available but will be included in the annual SI evaluation report. However, in previous years, an estimated one thousand four hundred and thirty three (1,433) students participated in the SI sessions between the fall of 2009 and the spring of 2010. In the fall of 2009, (561) students and 872 students in the spring of 2010 semester participated. In terms of the age range, 58.8% of the participants were between 18 and 24. One student was under 18. Fifty-nine students (28.0%) were between 18 and 19, 65 students (30.8%) were between 20 and 24, 23 students (10.9%) were between 25 and 29, 16 students (7.6%) were between 30 and 35, and 47 students (22.3%) were over 35 years old. Ethnically, 92 (43.6%) were Hispanic, 54 (25.5%) were White, 31 (14.7%) were African American, and 9 students (4.3%) were Asian.

4. Describe the project activities

Monthly SI Leader trainings are held to learn how to integrate content and learning skills. SI’s attend class lectures and meet with the class instructors to discuss the lecture content, textbook readings, homework assignments and proposed SI session activities. Also, SI’s must present (2) one-hour sessions per week based on the schedule that is best for the majority of the students.

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

The project has been included in the following disciplines’ program review requests: English, ESL, Reading, Math and multiple disciplines within CTE.

3. 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 benchmarks and surveys. The Research Specialist tracks student success annually based on the benchmarks and surveys. The data is a useful tool in determining what courses have benefited from the additional support. We will continue to collect student success data and survey results, but will specifically disaggregate current data to be reflective of the in-class supplemental instruction. This data will be available in the annual SI evaluation report.

2. Provide a brief outcomes summary/analysis of your project to date.

The data for 2010-2011 is not yet available but will be included in the annual SI evaluation report. However, the student success rate in the fall 2009 and spring 2010 SI courses was 60.0%. The student success rate of all sections in fall 2009 was 62.3% (total # of students attended 1357 and total # of successful students 845); while the student success rate of all sections in spring 2010 was 58.7% (total # of students attended 2295 and total # of successful students 1347).

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

When the 2010-2011 evaluation is complete, faculty and staff will review it for continuous improvement.

4. Will this project be institutionalized in the 2011-2012 academic year?

No

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 $45,000 per semester. Disciplines that use SI’s have requested this funding through the Program Review Process.

**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, and The League of Innovations.

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**APPENDIX**

**RIVERSIDE CITY COLLEGE GOALS**

2009-2014

**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.