STUDENT SUCCESS COMMITTEE
ANNUAL REPORT CARD
2009 – 2010

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, Academic Support
Carla Reible, English and English as a Second Language

Current Committee Members
Kassem Al-Ázem, Mathematics
Kristine Anderson, English
Lorraine Anderson, Admissions and Records
Patricia Avila, Counseling
Mike Barnes, Counseling
Deborah Barrozo, Tutorial Services
Marsha Brown, Cosmetology
Edward Bush, Student Services
Amber Casolari, Economics
Monica Delgadillo-Flores, Counseling
Rebecca Kessler, Cosmetology
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, Math
LaTonya Parker, Counseling
Miguel Reid, English as a Second Language
Clifford Ruth, Speech Communication
Victor Sandoval, Reading
Eva Sands, Writing and Reading Center
John Seniguar, Cosmetology
Cindy Taylor, Student Services
Oliver Thompson, Administration of Justice
Patricia Tutor, Nursing
Pamela Whelchel, Math
Kristi Woods, History

DESCRIPTION:
This document summarizes the work of the Student Success Committee for the 2009-2010 academic year. The Student Success Committee (SSC) is comprised of the above members from various disciplines and departments who are working towards improving student success and ensuring equity. The SSC committee has established a clear mission and vision statement. A summary of the activities and their alignment to the college’s strategic goals and Basic Skills Initiative Effective Practices are included in this document and the goals and practices can be found in the Appendix. These activities include projects funded through the Basic Skills Initiate (BSI) funding and others identified through the SSC. At the beginning of each academic year, requests for BSI funding are submitted to the Student Success Committee. These requests are ranked by a subcommittee comprised of representatives of the SSC, the Strategic Planning Councils and the Academic Senate. The requests are then prioritized and submitted to the Strategic Planning Committee for approval based on the SSC and Academic Senate recommendation for approval.
## Summary of Student Success Report Card

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### PROJECT

1. **Project Name:**
   - Community for Academic Progress (CAP) Program

2. **Alignment to College Strategic Plan (See Attachment):**
   - A2, A4

3. **Alignment to BSI Effective Practices (See Attachment):**
   - A1, A4, A5, A6, B1, B2, B3, C1, D5, D6, D8, D10

4. **Department/ Discipline(s) involved:**
   - Academic Support & Academic Departments

5. **Lead Project Member:**
   - Dr. Marilyn Martinez-Flores

6. **Participating Faculty/ Staff:**
   - Tara McCarthy, Janelle Wortman, Rebecca Moonstone, CAP Faculty from English, Reading, Math, Counseling, Administration of Justice, Sociology, Humanities, and English as a Second Language.

7. **Project status:**
   - Continuing Project

### FUNDING

1. **Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding? (check all that apply)**
   - Currently (2009-2010)
   - Previously (2008 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, Title V

4. **What has the majority of the funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), materials (BSI funds).**
   - Faculty Special Projects (BSI), Learning Community Institute (BSI), CAP Brochures (BSI), Supplemental Instructional Leaders (BSI), Got Counseling Postcards (BSI), Educational Advisor (BSI/General Funds)

5. **Do you intend to request BSI funding for the 2010-2011 academic year?**
   - Yes

### DESCRIPTION

1. **Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)**
   - The intended outcome of the CAP program is to provide a learning environment that is comprehensive and supportive for all students and faculty, and open pathways for student success and support from faculty and peers who effectively participate in the scholarship of teaching and learning. The ultimate goal is to fully institutionalize all programmatic and funding aspects of the CAP Program.

2. **Select the core indicators of success that this project intends to address? (check all that apply)**
   - Access
   - Basic Skills Success
   - College Readiness
   - Course Completion
   - Course Success
   - Engagement
   - Retention

3. **What is the estimated number of students impacted? Please include student demographics.**
   - Fall 2009: 232 students, Spring 2010: 231 students. Spring 2009 CAP data demonstrates 22.7% African American (10.6% RCC); 49.4% Hispanic (36.8% RCC).
4. Describe the project activities.

Students enroll in a learning community where the courses share common themes and assignments. Students in the CAP program that are enrolled in a basic skills course linked to another course are provided with a Supplemental Instructional (SI) leader. All students have the opportunity to borrow a laptop for the semester, attend campus tours to four-year universities, and participate in ongoing workshops/presentations to increase student engagement on campus. Students are encouraged to meet with a counselor to create a 2-year Student Educational Plan. Faculty are provided with training on the use and assessment of integrative assignments and effective practices across learning communities, and they are given the opportunity to share their experiences.

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

The project is continuous and will also be offered in the 2010-2011 academic year. Data are provided on a yearly basis.

OUTCOMES

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

Students submit a CAP Student Experience Survey at the end of the semester which assesses their experiences in the program as well as the integrative assignments. Faculty submit an "Integrative Assignment Assessment Tool" to evaluate the integrative assignment(s) that were submitted by students. This will create a repository of integrative assignments for other instructors to view. We also collect student data on demographics, retention, persistence, course completion and success rates.

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

CAP serves a larger proportion of Hispanic and African American students than the general RCC population. CAP students are on average 3-5% more successful in CAP courses than the general RCC population when taking the same courses. CAP student persistence and success rates have been higher than the general RCC student population (7-21%) in previous years.

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

During the recruitment process, we would like to ensure that students understand the level of participation and the learning strategies that will be utilized (i.e. cooperative learning) by the CAP program so students feel comfortable and can achieve success in CAP courses.

4. Will this project be institutionalized in the 2010-2011 academic year?

No

5. If yes, describe how it will be institutionalized?

N/A

6. If no, describe the necessary steps for funding and/or funding resources needed to institutionalize.

The college will need to provide partial funding for an Educational Advisor, Faculty Special Projects at 10 hours per semester X lab rate, Supplemental Instruction and printing of recruitment materials in order for the program to continue.

7. Please send any supporting evidence or documentation to Carla Reible (carla.reible@rcc.edu) and Marilyn Martinez-Flores (marilyn.martinez-flores@rcc.edu). Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_ProjectName.doc).

Yes, I will be sending CAP Report Card

8. Would you like to receive an electronic copy of your submission?

No

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, SCCHSI Consortium, Dean of Academic Support served as Resource Faculty to the National Summer Institute for Learning Communities
### PROJECT

1. **Project Name:**
   - Supplemental Instruction (SI) Program

2. **Alignment to College Strategic Plan (See Attachment):**
   - A2, A3, C1

3. **Alignment to BSI Effective Practices (See Attachment):**
   - A2, A5, D10

4. **Department/ Discipline(s) involved:**
   - English, Math, English as a Second Language, Reading, sociology, humanities, and Career and Technical Education

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

6. **Participating Faculty/ Staff:**
   - Faculty and staff that participate within this program consist of instructors who apply for SI or SGL to be in their basic skills courses and students trained to be supplemental instruction leaders and study group leaders.

7. **Project status:**
   - Continuing Project

### FUNDING

1. **Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding? (check all that apply)**
   - currently (2009-2010)
   - previously (2008 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.**
   - Title V federal funding

4. **What has the majority of the funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), materials (BSI funds).**
   - BSI funding paid for with hourly support, instructional materials, supplies, and a portion of the coordinator's salary. Title V (federal funding) paid for the initial pilot of the program.

5. **Do you intend to request BSI funding for the 2010-2011 academic year?**
   - Yes

### DESCRIPTION

1. **Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)**
   - Continue to train supplemental instruction (SI) leaders, study group leaders (SGL), and instructors in collaborative teaching techniques. The intent is to place SI and SGL’s in gate keeper basic skills and career technical courses to increase student success rates in at-risk courses.

2. **Select the core indicators of success that this project intends to address? (check all that apply)**
   - 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.**
During the Spring 2009, 302 students participated in SI sessions and 93 students participated in SGL sessions. The demographics of students attending sessions includes approximately double the general student population for African Americans--SI sessions 14.2%, SGL sessions 29%. Hispanic student attendance at sessions is approximately 20% higher than the general student population --SI sessions 50.3%, SGL sessions 35.5%. Statics are from the Report on the Evaluation of the SI Program at RCC, 2010. The data for this year is will not be available for the next three months; however, it is expected that these numbers have increased.

4. **Describe the project activities.**
Activities include ongoing bi-monthly training for students and staff, SI Leaders in classrooms assisting students, two one-hour sessions a week out of class focusing on study techniques. A database of lesson plans, activities, and learning strategies for each session exists. As soon as the previous year’s analysis has been compiled, longitudinal analysis will begin.

5. **Briefly describe the progress that has been made towards completion of the project.**
This project is in the third year and the second year of data is currently being complied for analysis. The goal of this project is to create supervised tutoring curriculum as stipulated in Title V that will allow the college to collect funding for the sessions and generate apportionment to become self-supporting.

**OUTCOMES**

1. **Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.**
Benchmarks, surveys, self-evaluation, and program evaluation are used to determine how effective the program is as a whole and per discipline. A detailed report is produced yearly.

2. **Provide a brief outcomes summary/analysis of your project to date.**
The student success rate of SI subgroup in Spring 2009 was 68.9%, while the student success rate for the non-SI subgroup in Spring 2009 was 44.8%, an improvement of 24.1%. The retention of students also increased by 21.5% for students in SI subgroups. A more detailed analysis will be presented in the upcoming report.

3. **Provide a statement on how you will make improvements, if any, based on your evaluation.**
We need to investigate possibilities on how to create a course to collect funding for the sessions.

4. **Will this project be institutionalized in the 2010-2011 academic year?**
No

5. **If yes, describe how it will be institutionalized?**
N/A

6. **If no, describe the necessary steps for funding and/ or funding resources needed to institutionalize.**
We are currently working to institutionalize the program by creating a course to collect funding for the sessions.

7. **Please send any supporting evidence or documentation to Carla Reible(carla.reible@rcc.edu) and Marilyn Martinez-Flores(marilyn.martinez-flores@rcc.edu.) Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_ProjectName.doc).**
Yes, I plan to send supporting documents.

8. **Would you like to receive an electronic copy of your submission?**
Yes

**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

1. **Project Name:**
   Basic Skills - Counseling Department

2. **Alignment to College Strategic Plan (See Attachment):**
   A2, B1, C1

3. **Alignment to BSI Effective Practices (See Attachment):**
   A4, A5, B3, D3, D10

4. **Department/ Discipline(s) involved:**
   Counseling & Academic Support

5. **Lead Project Member:**
   Kristin Perrone & Nicole Abbate

6. **Participating Faculty/ Staff:**
   Kristin Perrone, Nicole Abbate, Tara McCarthy and Joe Rubino

7. **Project status:**
   Continuing Project

### FUNDING

1. **Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding? (check all that apply)**
   - currently (2009-2010)
   - previously (2008 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 the funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis.**
   - Part-time Counseling Faculty Salary and Benefits

5. **Do you intend to request BSI funding for the 2010-2011 academic year?**
   - Yes

### DESCRIPTION

1. **Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)**
   To encourage basic skills students to meet with a counselor and complete a Student Educational Plan (SEP), and to expose students to available campus resources. To work in collaboration with faculty to address student’s needs through classroom presentations (successful strategies) and to identify professional development opportunities for faculty in the area of basic skills instruction.

2. **Select the core indicators of success that this project intends to address? (check all that apply)**
   - Access
   - Basic Skills Success
   - College Readiness
   - Course Completion
   - Engagement
   - Retention
   - Transfer-Ready

3. **What is the estimated number of students impacted? Please include student demographics.**
   - Basic Skills Student Contact – 740 students; Classroom presentations - 231 students; Counseling appointments - 465; Student Success workshop attendance – 44
4. Describe the project activities.
Provided overview presentations of student services to basic skills classes. Offered workshops to basic skills students (topics: Time Management, Study Skills, Gearing up for Finals). Provided one-on-one counseling appointments to develop Student Educational Plan (SEP). Held "Pre-assessment Workshops" prior to beginning of spring semester and created online version for wider distribution. Created an "Instructor Tools Workshop" for RCC teaching faculty (topics: Teaching Strategies for Basic Skills Students", "Test the Readability of a Text Book", "ESL Students in your Class") and presented to faculty as an opportunity to meet FLEX obligations.

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

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 a "Student Support Program Survey" was collected. Of the students that participated in the classroom presentations, the percentage of those students that attended a counseling appointment was evaluated. For the "Student Success Workshop" series, an evaluation to rate the level of helpfulness and usefulness of the material provided was collected. For the "Instructor Tools Workshop" for the teaching faculty, an evaluation to rate the value of the workshop was collected. Data was collected throughout the semester to determine how many student contacts were made through the basic skills counselors.

2. Provide a brief outcomes summary/analysis of your project to date.
There were a total of 740 basic skills student contacts over the Spring 2010 semester. Thirty-eight (38) percent of the students from the classroom presentations developed an SEP with a counselor. One hundred (100) percent of the students that attended the "Student Success Workshop" series found the workshop helpful and indicated that they will use the techniques presented. One hundred (100) percent of the teaching faculty in attendance of the "Instructor Tools Workshop" found the workshop helpful.

3. Provide a statement on how you will make improvements, if any, based on your evaluation.
By sending a follow-up email to basic skills students that received a class presentation could help increase the number of students developing an SEP. Create a list serve of basic skills students for periodic emails with college success strategy tips and motivational statements. Provide better marketing for the "Student Success Workshop" series. Provide additional flex workshops for teaching faculty.

4. Will this project be institutionalized in the 2010-2011 academic year?
No

5. If yes, describe how it will be institutionalized?
N/A

6. If no, describe the necessary steps for funding and/ or funding resources needed to institutionalize.
A dedicated full-time Basic Skills Counselor.

7. Please send any supporting evidence or documentation to Carla Reible(carla.reible@rcc.edu) and Marilyn Martinez-Flores(marilyn.martinez-flores@rcc.edu.) Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_ProjectName.doc).
Yes, I plan to send supporting documents.

8. Would you like to receive an electronic copy of your submission?
Yes

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

1. **Project Name:**
   
   **JumpStart**

2. **Alignment to College Strategic Plan (See Attachment):**
   
   A1, A4

3. **Alignment to BSI Effective Practices (See Attachment):**
   
   A6, B1, D1, D5, D6, D9, D10

4. **Department/ Discipline(s) involved:**
   
   Academic Support, English, Reading and Math Departments

5. **Lead Project Member:**
   
   Marilyn Martinez-Flores

6. **Participating Faculty/ Staff:**
   
   Tara McCarthy, Janelle Wortman, Rebecca Moonstone, Jason Spangler, Brit Osgood-Treston, Kathy Nabours, Ajene Wilcoxon, and Victor Sandoval

7. **Project status:**
   
   Continuing Project

### FUNDING

1. **Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding? (check all that apply)**
   
   currently (2009-2010)

2. **Has this project received funding from another source?**
   
   N/A

3. **If you answered yes to the previous question, please indicate the source of funding.**
   
   N/A

4. **What has the majority of the funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), materials (BSI funds).**
   
   SI Leaders, Textbooks, Faculty Special Projects, Printing/Mailing of Recruitment Brochure

5. **Do you intend to request BSI funding for the 2010-2011 academic year?**
   
   Yes

### DESCRIPTION

1. **Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)**
   
   The intent of the JumpStart program is to enable our student population the opportunity to “remember what they already know.” Instruction was provided for English, Reading, Mathematics and Student Success Strategies to enable them 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? (check all that apply)**
   
   Access
   
   College Readiness
   
   Course Completion
   
   Course Success
   
   Engagement
   
   Retention

3. **What is the estimated number of students impacted? Please include student demographics.**
   
   Summer 2009- 29 students

4. **Describe the project activities.**
   
   The target student populations were those students who placed in English 60A, Reading 81 or Reading 82 and Math 63 on the Accuplacer. These are basic skills courses at the lowest placement levels. There was open recruitment to all students based on
placement levels (438 students qualified). The program accepted students on a first come, first serve basis with the understanding that students were required to attend a mandatory orientation to review the structure and schedule of the program. Participating students were allowed to invite a family member or individual who supports their academic endeavors. Students were enrolled in non-credit courses and textbooks were provided. Therefore, the program was FREE to participating students and funded through the Basic Skills Initiative. Students attended an intensive six-week summer program which provided instruction in English, Reading and Mathematics with an additional weekly workshop to enhance their study skills and increase motivation. The course schedule was Monday – Thursday from 8:00am to 1:00pm. Supplemental Instructional leaders served as Classroom Assistants in all three disciplines and held study sessions once a week.

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

The first cohort of students completed the program in the Summer of 2009. The second cohort is planned to begin in Summer 2010.

OUTCOMES

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

A survey was given to the students who participated in the program asking for feedback on any change in their confidence after the retest of the placement test.

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

Of the 29 students who participated in the JumpStart pilot summer program, 27 re-took the Accuplacer placement exam and/or took a challenge exam:
- English - 48% placed one level higher; 22% placed two levels higher
- Reading - 26% placed two levels higher; Two students placed three levels higher into College-Level
- Math – 15% placed one level higher; 26% placed two levels higher and 1 student placed three levels higher into Intermediate Algebra

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

The program will be shortened in Summer 2010 from 6 weeks to 4 weeks to allow students who retest and placed into higher courses to have an opportunity to be able to enroll in courses for the Fall 2010 semester before all courses fill. Ensuring that students enroll in classes immediately will allow us to collect accurate data on success rates. This, in turn, will let us examine how placement of the students corresponds with student success, compare the diagnostic with the placement instrument, and assess how well the intervention works.

4. Will this project be institutionalized in the 2010-2011 academic year?

No

5. If yes, describe how it will be institutionalized?

N/A

6. If no, describe the necessary steps for funding and/or funding resources needed to institutionalize.

General Funds would need to be provided to fund the faculty stipends, recruitment material and Supplemental Instructional Leaders.

7. Please send any supporting evidence or documentation to Carla Reible (carla.reible@rcc.edu) and Marilyn Martinez-Flores (marilyn.martinez-flores@rcc.edu). Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_ProjectName.doc).

No, I do not plan to send supporting documents.

8. Would you like to receive an electronic copy of your submission?

No

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.

Board of Trustee Meeting, 2010.
### PROJECT

1. **Project Name:**
   - HOME Room

2. **Alignment to College Strategic Plan (See Attachment):**
   - A2, A3, A5

3. **Alignment to BSI Effective Practices (See Attachment):**
   - B3, D3, D4, D10

4. **Department/ Discipline(s) involved:**
   - History, Administration of Justice, Library, Counseling

5. **Lead Project Member:**
   - Kristi Woods

6. **Participating Faculty/ Staff:**
   - Kristi Woods, Oliver Thompson, Steve Brewster, Daniele Ramsey, Tara McCarthy

7. **Project status:**
   - Continuing Project

### FUNDING

1. **Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding? (check all that apply)**
   - previously (2008 or before)
   - currently (2009-2010)

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 the funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), materials (BSI funds).**
   - hourly support, materials and supplies, supplemental instruction (BSI funds)

5. **Do you intend to request BSI funding for the 2010-2011 academic year?**
   - Yes

### DESCRIPTION

1. **Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)**
   - Provide academic and personal support to African American students identified in response to student equity report data in areas of academic success, study skills and personal development. The mission of the HOME Room is to increase term-to-term persistence, to provide academic and developmental guidance, increase student engagement with campus life, and to provide a comfortable, supportive environment through increased faculty or peer-to-student interaction.

2. **Select the core indicators of success that this project intends to address? (check all that apply)**
   - Basic Skills Success
   - Course Completion
   - Course Success
   - Engagement
   - Retention

3. **What is the estimated number of students impacted? Please include student demographics.**
   - We have served about 150 students and logged well over 700 hours of student visits during the Winter and Spring 2010 sessions.

4. **Describe the project activities.**
   - The project provides students with a center where they can meet with faculty, use computers, and interact with peers, access supplemental instruction or study independently. Activities also include hosting gatherings focusing on culturally relevant topics to promote the social development of students. Participation in events held by the community including the league of women voters and fundraising organizations.
5. Briefly describe the progress that has been made towards completion of the project.

Because the purpose of this project is to provide a supportive environment on campus to engage students with their studies and with campus life, the project is ongoing. However, students are increasingly familiar with the opportunities that HOME Room provides, which is an important step towards integrating the project into the campus culture. The eventual completion of this project would be for it to be fully integrated with existing college systems and institutionalized.

OUTCOMES

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

CI track is used to monitor the number of students and the nature of services provided to them.

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

In Spring 2010, the HOME Room had 811 student visits totaling 940.7 hours. Of that, 60.8 hours was dedicated to SI and tutoring.

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

According to the 2009 Student Equity Plan, African American students make up 11% of the RCC student population. Only 53.5% of these students complete the courses that they are enrolled in, and of those, only 53% are successful. Using the figures from this plan (150 students accessed HOME Room and 2,447 total population), only 6% of the African American students attending RCC City College accessed HOME Room. Therefore, one of the project’s primary goals is to reach out to make those students, especially those enrolled in basic skills classes, aware of the HOME Room. In order to do this, we will need to have funding dedicated to materials to hand out to students and funding to maintain the daily functions including space, SI and tutoring. In addition, we will be requesting data regarding the success and persistence of students accessing HOME Room in comparison to the general population.

4. Will this project be institutionalized in the 2010-2011 academic year?

No

5. If yes, describe how it will be institutionalized?

N/A

6. If no, describe the necessary steps for funding and/ or funding resources needed to institutionalize.

Although HOME Room has a dedicated space and administrative support, we do not have a funding mechanism in place. In order to become institutionalized, the HOME Room will take steps to become as a positive attendance lab so that the FTESs generated (>700 hours this year) can be used as a funding base.

7. Please send any supporting evidence or documentation to Carla Reible(carla.reible@rcc.edu)and Marilyn Martinez-Flores(marilyn.martinez-flores@rcc.edu.) Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_ProjectName.doc).

No, I do not plan to send supporting documents.

8. Would you like to receive an electronic copy of your submission?

Yes

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**

1. **Project Name:**
ILA-800 English

2. **Alignment to College Strategic Plan (See Attachment):**
A1, A2, A4

3. **Alignment to BSI Effective Practices (See Attachment):**
A3, A5, D2, D5, D9

4. **Department/ Discipline(s) involved:**
English Discipline and English and Speech Communication Department

5. **Lead Project Member:**
Denise Kruizenga-Muro

6. **Participating Faculty/ Staff:**
Tammy DiBenedetto, Jason Spangler, Kris Anderson, Cindy Bendshadler, Susan St. Peters

7. **Project status:**
Continuing Project

**FUNDING**

1. **Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding? (check all that apply)**
currently (2009-2010)

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.**
Not applicable

4. **What has the majority of the funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), materials (BSI funds).**
The initial funding (BSI) was used for special projects for faculty to generate directed learning activities or DLAs to provide materials to support the curriculum of the ILA 800. These materials are available to instructors who have a lab attached to their course as well as faculty at the Writing & Reading Center who are instructing students enrolled in ILA 800. After the initial bulk of the DLAs had been generated, instructors continued to contribute DLAs without special projects.

5. **Do you intend to request BSI funding for the 2010-2011 academic year?**
Yes

**DESCRIPTION**

1. **Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)**
The intent of the ILA 800 is to allow students (not currently enrolled in a course that requires 18 hours of attendance at the Writing & Reading Center) access to the Center and its resources. Students can be referred by instructors either in content area classes, in basic skills classes, or upon completion of the 18 hour requirement to the Writing and Reading Center to get help in areas of difficulty in English composition. Students will meet with instructors on duty and use the Directed Learning Activities (DLAs), software, or other resources to improve the areas of weakness for which they have been referred.

2. **Select the core indicators of success that this project intends to address? (check all that apply)**
Basic Skills Success

   Course Completion

   Course Success

   Retention

3. **What is the estimated number of students impacted? Please include student demographics.**
ILA-800 section 44012 had 11 students enrolled in Spring 2010.

4. **Describe the project activities.**
The project activities include developing DLA materials for the curriculum of ILA 800, piloting the course in fall 2009, and developing a referral form and process for the spring 2010.
5. Briefly describe the progress that has been made towards completion of the project.
The course is now in place and ready to be used. Referral forms are available to faculty and materials are in place for instructors and students to access. The DLA materials were developed in summer 2009, continue to expand each semester, and can be accessed online. The referral forms have been developed and approved as of spring 2010. A missing component of this project is making students and faculty aware of the opportunity to use the Writing & Reading Center and of how the referral system works, and training Writing & Reading Center faculty to use the materials that have been developed.

OUTCOMES
1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.
Instructors have reviewed the Directed Learning Activities and through an informal process have worked in collaboration with the lead instructor of the Writing and Reading Center to refine the activities as needed. Since the ILA 800 has not had many students involved in its use, it has not established an evaluation system yet.

2. Provide a brief outcomes summary/analysis of your project to date.
The lack of referrals indicates a clear need to make students and faculty aware of the opportunity to use the Writing & Reading Center and of how the referral system works. The Writing and Reading Center faculty and staff also need to be trained as to the curriculum of ILA 800, where the materials are located, and how the recording system works. This training has been suggested by the Writing and Reading Center Advisory Committee and approved by the English and Speech Communication Department.

3. Provide a statement on how you will make improvements, if any, based on your evaluation.
Basic Skills funds have been requested to facilitate training for Writing and Reading Center faculty and staff in the Fall 2010. Currently, plans are being made to create this training/orientation which will then be captured (video taped/power points/exit quiz created) so that it can be reviewed by instructors who are new to the Writing and Reading Center. In addition, once the class has adequate enrollment, an evaluation mechanism will be developed to capture student feedback so that an evaluation can take place.

4. Will this project be institutionalized in the 2010-2011 academic year?
Yes

5. If yes, describe how it will be institutionalized?
ILA 800 has been approved as curriculum, so the process of institutionalization has begun. At this point, additional recruitment efforts are necessary to make the class sustainable.

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

7. Please send any supporting evidence or documentation to Carla Reible(carla.reible@rcc.edu) and Marilyn Martinez-Flores(marilyn.martinez-flores@rcc.edu.) Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_ProjectName.doc).
No, I do not plan to send supporting documents.

8. Would you like to receive an electronic copy of your submission?
Yes

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
PROJECT

1. Project Name:
ILA 800 - ESL

2. Alignment to College Strategic Plan (See Attachment):
A1, A2, A4

3. Alignment to BSI Effective Practices (See Attachment):
A3, A5, D2, D5, D9

4. Department/Discipline(s) involved:
ESL Discipline & English and Speech Communication Department

5. Lead Project Member:
Carla Reible

6. Participating Faculty/Staff:
Miguel Reid, Janelle Herman, Doug Bowen, Margaret Tjandra, George Jiang, Olga Dumar, Margarita Shirinnian

7. Project status:
Continuing Project

FUNDING

1. Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding? (check all that apply)
currently (2009-2010)

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 the funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), materials (BSI funds).
The funding (BSI) has been used to pay faculty through special projects to generate directed learning activities (DLAs) to provide materials to support the curriculum of the ILA 800. These materials are available to instructors who have a lab attached to their course as well as faculty at the Writing & Reading Center who are instructing students enrolled in ILA 800. After the initial bulk of the DLAs had been generated, instructors continued to contribute DLAs without special projects.

5. Do you intend to request BSI funding for the 2010-2011 academic year?
Yes

DESCRIPTION

1. Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)
The intent of the ILA 800 is to allow students (not currently enrolled in a course that requires 18 hours of attendance at the Writing & Reading Center) access to the Center and its resources. Students can be referred by instructors either in content area classes, in basic skills classes, or upon completion of the 18 hour requirement to the Writing and Reading Center to get help in areas of difficulty for second language learners. Students will meet with instructors on duty and use the Directed Learning Activities (DLAs), software, or other resources to improve the areas of weakness for which they have been referred.

2. Select the core indicators of success that this project intends to address? (check all that apply)
Access
Basic Skills Success
Course Completion
Course Success
Retention

3. What is the estimated number of students impacted? Please include student demographics.
ESL section 44013 had 2 students enrolled in Spring 2010.
4. Describe the project activities.

The project activities include developing DLA materials for the curriculum of ILA 800, piloting the course in fall 2009, and developing a referral form in spring 2010.

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

The course is now in place and ready to be used. Referral forms are available to faculty and materials are in place for instructors and students to access. The DLA materials were developed in summer 2009, continue to expand each semester, and can be accessed online. The referral forms have been developed and approved as of spring 2010. A missing component of this project is making students and faculty aware of the opportunity to use the Writing & Reading Center and of how the referral system works, and training Writing & Reading Center faculty to use the materials that have been developed.

OUTCOMES

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

Instructors have reviewed the Directed Learning Activities and through an informal process have worked with the lead instructor of the Writing and Reading Center to refine the activities as needed. Since the ILA 800 has not had many students involved in its use, it has not established an evaluation system yet.

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

The lack of referrals indicates a clear need to make students and faculty aware of the opportunity to use the Writing & Reading Center and of how the referral system works. The Writing and Reading Center faculty and staff also need to be trained as to the curriculum of ILA 800, where the materials are located, and how the recording system works. This training has been suggested by the Writing and Reading Center Advisory Committee and approved by the English and Speech Communication Department.

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

Basic Skills funds have been requested to facilitate training for Writing and Reading Center faculty and staff in the Fall 2010. Currently, plans are being made to create this training/orientation which will then be captured (video/power points/exit quiz created) so that it can be reviewed by instructors who are new to the Writing and Reading Center.

4. Will this project be institutionalized in the 2010-2011 academic year?

Yes

5. If yes, describe how it will be institutionalized?

ILA 800 has been approved as curriculum, so the process of institutionalization has begun. At this point, additional recruitment efforts are necessary to make the class sustainable.

6. If no, describe the necessary steps for funding and/ or funding resources needed to institutionalize.

N/A

7. Please send any supporting evidence or documentation to Carla Reible(carla.reible@rcc.edu) and Marilyn Martinez-Flores(marilyn.martinez-flores@rcc.edu.) Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_ProjectName.doc).

No, I do not plan to send supporting documents.

8. Would you like to receive an electronic copy of your submission?

Yes

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**

1. **Project Name:**
ILA 800 Mathematics

2. **Alignment to College Strategic Plan (See Attachment):**
   - A1, A2, A4

3. **Alignment to BSI Effective Practices (See Attachment):**
   - A3, A5, D2, D5, D9

4. **Department/ Discipline(s) involved:**
   - Mathematics

5. **Lead Project Member:**
   - Pamela Whelchel / Kathy Nabours

6. **Participating Faculty/ Staff:**
   - Mathematics faculty who are assigned in the Math Learning Center

7. **Project status:**
   - Continuing Project

**FUNDING**

1. Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding? (check all that apply)
   - currently (2009-2010)

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.
   - Math Learning Center budget for tutors, Math Department budget for instructors

4. What has the majority of the funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), materials (BSI funds).
   - BSI funding has supported materials for DLAs , Math Learning Center budget supports Tutors, and the Math Department budget supports Instructors on duty.

5. Do you intend to request BSI funding for the 2010-2011 academic year?
   - Yes

**DESCRIPTION**

1. Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)
   - The intended outcome of this project is access to mathematics tutoring for all students enrolled in a mathematics course through a non-credit course as specified in the Title 5 Education Code.

2. Select the core indicators of success that this project intends to address? (check all that apply)
   - Access
   - Basic Skills Success
   - Course Success
   - Engagement
   - Retention

3. What is the estimated number of students impacted? Please include student demographics.
   - 750 students enrolled in ILA 800 in the 2009-2010 academic year.

4. Describe the project activities.
   - To provide supervised tutoring through the use of tutors supervised by instructors.
5. Briefly describe the progress that has been made towards completion of the project.

To date, we have created and implemented a non-credit course, created a scheduling system and tracking system.

4. Describe the project activities.

Three faculty from the Mathematics Department that are also members of the Developmental Mathematics Committee worked on each of the three subjects (Math 64, Math 52, and Math 35) writing up approximately 15 DLA’s each. Tutors were then hired to work with students needing extra help on these topics. Instructors during the spring semester were encouraged to advertise the DLA’s to their students and offer extra credit or some other type of incentive to get them to complete DLA’s. Students were required to complete the entire DLA with the tutor and the tutor was required to make sure that the student understood all of the concepts and got every question on the worksheet correct.

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

Based on student feedback, we need to create more Math 64 and Math 35 DLA’s. The MLC lacks funding to pay for the tutors to work on DLA’s with students and space for this activity. Currently, we have a table set up in MLK 308 for a tutor and student, but MLK 308 is primarily used for classes.

OUTCOMES

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

Evaluations are based on counts of students enrolled per term and student surveys.

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

Over the past year, 750 students have been served. Feedback from student surveys indicates that students are frustrated by the registration process but are happy with the tutoring.

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

The registration process may be able to be simplified through WebAdvisor instructor referral. We are currently exploring this option.

4. Will this project be institutionalized in the 2010-2011 academic year?

No

5. If yes, describe how it will be institutionalized?

The college is now using this non-credit course for mathematics tutoring, and it is being staffed by Instructors from the Math Department as well as Tutors from the Math Learning Center budget. The college needs to provide funding for tutors employed in the learning center.

6. If no, describe the necessary steps for funding and/or funding resources needed to institutionalize.

The college needs to provide funding for tutors employed in the learning center.

7. Please send any supporting evidence or documentation to Carla Reible(carla.reible@rcc.edu) and Marilyn Martinez-Flores(marilyn.martinez-flores@rcc.edu.) Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_ProjectName.doc).

No, I do not plan to send supporting documents.

8. Would you like to receive an electronic copy of your submission?

Yes

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
PROJECT
1. Project Name:
   Reading ILA 800
2. Alignment to College Strategic Plan (See Attachment):
   A1, A2, A4
3. Alignment to BSI Effective Practices (See Attachment):
   A3, A5, D2, D5, D9
4. Department/ Discipline(s) involved:
   Reading Discipline and English and Speech Communication Department
5. Lead Project Member:
   Timothy Brown/Victor Sandoval
6. Participating Faculty/ Staff:
   Linda Stonebreaker, Stacey Cerwin-Bates
7. Project status:
   Continuing Project

FUNDING
1. Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding? (check all that apply)
   currently (2009-2010)
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 the funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), materials (BSI funds).
   The funding from BSI has been used to generate directed learning activities to provide materials to support ILA 800. These generated materials are available to instructors as well as the faculty at the WRC who are instructing students enrolled in ILA 800.
5. Do you intend to request BSI funding for the 2010-2011 academic year?
   Yes

DESCRIPTION
1. Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)
   ILA 800 allows students (not currently enrolled in Reading courses or enrolled in a course that does not require hours of lab attendance at the WRC) access to the Center and resources. Student can be referred by instructors in content area classes, basic skills courses, or upon completion of the 18 hour requirement in the WRC who need assistance and individual practice in Reading. Students then meet with instructors on duty and use DLA, software, or other resources to improve areas of academic weakness.
2. Select the core indicators of success that this project intends to address? (check all that apply)
   Basic Skills Success
3. What is the estimated number of students impacted? Please include student demographics.
   N/A
4. Describe the project activities.
   The project activities include developing DLA materials for ILA 800, piloting the course in the Spring of 2009 and developing the referral form in Spring 2010.
5. Briefly describe the progress that has been made towards completion of the project.
   ILA 800 for reading is now being used in the RCC WRC. Referral forms are available to faculty and materials are in place for instructors and students to access. The DLA materials were developed in the summer of 2008 and can be accessed in paper form or online. Students who obtain referrals may work with the instructor on duty or one of two reading paraprofessionals. Instructors, WRC staff, and support staff are knowledgeable of the referral process.
OUTCOMES

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

Reading instructors wrote and have reviewed the DLA materials and refine the activities as necessary. Since ILA is relatively new to RCC’s WRC, it has not established a system of evaluation as of this time.

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

Few students are aware of the referral process in the WRC so there is a manifest need make students aware of the alternative opportunities provided by ILA 800 in Reading.

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

BSI funds have been requested to facilitate training for WRC faculty and staff in the Fall 2010. Currently, plans are in process to create training and orientations for all stakeholders.

4. Will this project be institutionalized in the 2010-2011 academic year?

Yes

5. If yes, describe how it will be institutionalized?

ILA 800 is an approved course in curriculum. The process of institutionalization has been initiated. Securing sustainable funding is priority one.

6. If no, describe the necessary steps for funding and/or funding resources needed to institutionalize.

N/A

7. Please send any supporting evidence or documentation to Carla Reible(carla.reible@rcc.edu) and Marilyn Martinez-Flores(marilyn.martinez-flores@rcc.edu). Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_ProjectName.doc).

N/A

8. Would you like to receive an electronic copy of your submission?

Yes

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**

1. **Project Name:**
   
   Center for Communication Excellence (CCE)

2. **Alignment to College Strategic Plan (See Attachment):**
   
   A1, A2, A4, A6

3. **Alignment to BSI Effective Practices (See Attachment):**
   
   A3, A5, A6, B3, D2, D3, D6, D10

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

5. **Lead Project Member:**
   
   Clifford Ruth

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

7. **Project status:**
   
   Continuing Project

**FUNDING**

1. **Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding? (check all that apply)**
   
   Previously, currently (2009-2010)

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 the funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), materials (BSI funds).**
   
   The majority of the funding has been used towards hourly support (general funds) and materials such as tables, chairs, whisper room (BSI funds)

5. **Do you intend to request BSI funding for the 2010-2011 academic year?**
   
   Yes

**DESCRIPTION**

1. **Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)**
   
   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). So where then, do these students turn for help? Those of us who teach speech communication recognize that there is strong connection between speaking and writing, but more importantly we recognize that they are not the same. Thus, students who do not write well, often have trouble organizing their thoughts well in order to orally present them. We believe they will perform better with guided practice. Students, who do not write well, often have trouble conveying their understanding of content in essays and on subjective exams. We believe they could perform better with more content focused writing guidance and practice. Students who do not speak well, may not perform well on speaking assignments in classes, which are part of the larger campus community and may not even be able to effectively communicate the problems they are having to the people who can provide assistance. We believe they could perform better with more content and situation focused speaking practice and self-paced individualized instruction focused on various speaking skills including but not limited to public speaking, interpersonal and/or small group communication. The pilot for the CCE is currently underway and 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 of the pilot of the Center for Communication Excellence is vital as the Speech Communication discipline continues to work towards institutionalizing the CCE.

2. **Select the core indicators of success that this project intends to address? (check all that apply)**
   
   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.
Spring 09- 104 students Fall 09- 222 students Spring 10- @ 450 students (still waiting on data to confirm) Please see attached report for demographics from Spring 09, other demographics are still be compiled.

4. Describe the project activities.
The Speech Communication Discipline is currently in the pilot of the CCE offering its services to the whole college community while mostly serving SPE 1 and SPE 9 students. The long term vision: In an effort to integrate the CCE within our department/college a series of non-credit courses is being developed (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 Speech Communication courses. The Speech Communication discipline is also currently having discussions about adding a lab component to each SPE 1 and SPE 9 course.

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.

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. Please see links below:
www.surveymonkey.com%2fam%2f3%2f5%2f3N61hY31y0b3pF8L6O_s3Vji_3d_3d - www.surveymonkey.com%2fam%2f6%2f5%2f5f81W331_2b53e5u6n615P01zzr_3d_3d

2. Provide a brief outcomes summary/analysis of your project to date.
Spring 2009 pilot data available through Academic Support, Dr. Myung Hwa Koh. Reports from subsequent semesters are still being developed.

3. Provide a statement on how you will make improvements, if any, based on your evaluation.
We can improve the CCE by making the faculty more readily available to serve the students. This can be achieved by staffing more faculty and by utilizing student workers who can handle more of the administrative tasks which will in turn free up the faculty to serve students. In addition, the students would be better served if the CCE had printing capabilities for them.

4. Will this project be institutionalized in the 2010-2011 academic year?
No

5. If yes, describe how it will be institutionalized?
N/A

6. If no, 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.

7. Please send any supporting evidence or documentation to Carla Reible(carla.reible@rcc.edu) and Marilyn Martinez-Flores(marilyn.martinez-flores@rcc.edu.) Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_ProjectName.doc).
Yes, I plan to send supporting documents.

8. Would you like to receive an electronic copy of your submission?
Yes

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 a Student Success Committee meeting. A proposal has been submitted to present at the Community College League 2010 convention.
PROJECT
1. Project Name:
   English 50 Industry Course Project
2. Alignment to College Strategic Plan (See Attachment):
   A4, A7, B1
3. Alignment to BSI Effective Practices (See Attachment):
   A3, D6
4. Department/ Discipline(s) involved:
   English
5. Lead Project Member:
   Lani Kreitner/Brit Osgood-Treston
6. Participating Faculty/ Staff:
   James Dail
7. Project status:
   Continuing Project

FUNDING
1. Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding? (check all that apply)
   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 the funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), materials (BSI funds).
   N/A
5. Do you intend to request BSI funding for the 2010-2011 academic year?
   No

DESCRIPTION
1. Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)
   Career and Technical Education instructors identified a need to increase student completion of the English requirement within the career certificates. In response, a dedicated English 50 section will assign topics geared toward students in the CTE programs such as culinary arts, Ford Asset, etc. in order to increase student engagement.
2. Select the core indicators of success that this project intends to address? (check all that apply)
   Certificate Completion
   Course Completion
   Engagement
   Retention
3. What is the estimated number of students impacted? Please include student demographics.
   Estimated class enrollment is thirty students.
4. Describe the project activities.
   One section of English 50 will use the content of CTE courses to create high-interest assignments geared toward students enrolled in CTE courses.
5. Briefly describe the progress that has been made towards completion of the project.
   The disciplines involved approved participation in this project. An English instructor has been identified. CTE textbooks were provided to the instructor in order to contextualize the assignments within the course, which will be offered in fall 2010.
### OUTCOMES

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

This course has not been offered yet, so no evaluation has been made.

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

None at this time.

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

No improvements needed at this time.

4. **Will this project be institutionalized in the 2010-2011 academic year?**

Yes

5. **If yes, describe how it will be institutionalized?**

One English 50 section has been identified to contextualize learning for CTE students.

6. **If no, describe the necessary steps for funding and/or funding resources needed to institutionalize.**

N/A

7. **Please send any supporting evidence or documentation to Carla Reible(carla.reible@rcc.edu) and Marilyn Martinez-Flores(marilyn.martinez-flores@rcc.edu).** Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_ProjectName.doc).

No, I do not plan to send supporting documents.

8. **Would you like to receive an electronic copy of your submission?**

Yes

### 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
### Project

**1. Project Name:**
Online DLA Project – English Department

**2. Alignment to College Strategic Plan (See Attachment):**
A1, A2, A4

**3. Alignment to BSI Effective Practices (See Attachment):**
D2, D5, D6, D9

**4. Department/ Discipline(s) involved:**
English, Reading, ESL

**5. Lead Project Member:**
Denise Kruizenga-Muro

**6. Participating Faculty/ Staff:**
James Seals, Mark Knight

**7. Project status:**
Completed Project

### Funding

**1. Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding? (check all that apply)**
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 the funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), materials (BSI funds).**
N/A

**5. Do you intend to request BSI funding for the 2010-2011 academic year?**
No

### Description

**1. Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)**
The intended outcome was to make the Directed Learning Activities (DLAs) available to students even when they were away from the Writing and Reading Center. The rationale was that getting these documents online would bring Riverside City College closer to an online writing lab that could more fully support online classes.

**2. Select the core indicators of success that this project intends to address? (check all that apply)**
Basic Skills Success

**3. What is the estimated number of students impacted? Please include student demographics.**
Unknown. A report from Mark Knight indicates that 88 DLAs were downloaded during the Spring of 2010.

**4. Describe the project activities.**
Mark Knight, Information Architect, first redesigned the Writing and Reading Center's web site. Then, he put PDF copies of all DLAs and other handouts on the newly designed site.

**5. Briefly describe the progress that has been made towards completion of the project.**
Project is complete except for ongoing updates.

### Outcomes

**1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.**
The effectiveness has not been evaluated.
2. Provide a brief outcomes summary/analysis of your project to date.
Now that the site is up, Mark Knight and his team will begin tracking for us. Reports will now be able to be run to track DLA use.

3. Provide a statement on how you will make improvements, if any, based on your evaluation.
A plan or approach will be developed to inform the larger student population of the availability of the online DLA’s and the requested instructor interaction.

4. Will this project be institutionalized in the 2010-2011 academic year?
Yes

5. If yes, describe how it will be institutionalized?
Not applicable.

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

7. Please send any supporting evidence or documentation to Carla Reible(carla.reible@rcc.edu) and Marilyn Martinez-Flores(marilyn.martinez-flores@rcc.edu.) Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_ProjectName.doc).
No, I do not plan to send supporting documents.

8. Would you like to receive an electronic copy of your submission?
Yes

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
PROJECT
1. Project Name:
ESL Adult School Articulation Project
2. Alignment to College Strategic Plan (See Attachment):
A2, A4, A6, B3
3. Alignment to BSI Effective Practices (See Attachment):
A5, B3
4. Department/ Discipline(s) involved:
ESL Discipline, local-area adult schools (Alvord--AUSD, Riverside Unified--RUSD)
5. Lead Project Member:
Carla Reible
6. Participating Faculty/ Staff:
Carla Reible, Miguel Reid; Marilyn Martinez-Flores; Janelle Wortman; Tony Ortiz; Megan Brown; Maria Cornejo
7. Project status:
Continuing Project

FUNDING
1. Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding? (check all that apply)
previously (2008 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 the funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), materials (BSI funds).
Funding was used to host a meeting of adult education with Riverside Community College and for the reproduction of materials to utilize for ESL Outreach.
5. Do you intend to request BSI funding for the 2010-2011 academic year?
No

DESCRIPTION
1. Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)
The project’s goal is to develop the relationship between Riverside City College and local-area adult schools to better serve the language learners and to create a better transition from adult education programs to non-credit and credit programs at the community college.
2. Select the core indicators of success that this project intends to address? (check all that apply)
Access
Basic Skills Success
College Readiness
3. What is the estimated number of students impacted? Please include student demographics.
At this point, we cannot determine how many students are matriculating from local-area adult schools to RCC; however, we hope to determine this by looking at application information.
4. Describe the project activities.
RCC has hosted two meetings with local-area adult schools. Alvord and Riverside Adult School representatives have attended. During these meetings, we have been able to share information about course articulation, resources, counseling, AB 540 regulations and the application process.
5. Briefly describe the progress that has been made towards completion of the project.
These meetings have resulted in a better shared understanding of what is required for students to come from adult education to RCC. RCC has started to provide family-inclusive counseling and orientation for students at these sites. However, a broader effort to hold intentional workshops at the adult centers will resume in spring 2011. Material about adult schools will be included in literature provided to students, and faculty are working to ensure that curriculum, especially new non-credit courses at RCC, do not overlap with existing adult education courses. It is our hope that this will become a standing meeting every semester or at least once a year.

OUTCOMES
1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.
No evaluation has been completed for the meetings themselves. However, activities stemming from this project will be evaluated. For instance, Tony Ortiz is creating a timeline for family workshop presentations for the adult centers, include Assessment workshop. A timeline will be presented at the October meeting and part of this will include student feedback on the usefulness of the information.

2. Provide a brief outcomes summary/analysis of your project to date.
From information shared and questions asked at the meetings to date, it is obvious that the educational institutes involved have been working in isolation. Faculty involved did not know the classes or resources available at other institutions. Simply exchanging information like timelines and application procedures will help. However, joint projects and explicit outreach is needed to facilitate matriculation of students from adult education to community college.

3. Provide a statement on how you will make improvements, if any, based on your evaluation.
A more detailed analysis of what students in adult education environments need in order to successfully transition to community colleges is needed as we continue to develop our relationship with local-area adult education.

4. Will this project be institutionalized in the 2010-2011 academic year?
No

5. If yes, describe how it will be institutionalized?
N/A

6. If no, describe the necessary steps for funding and/ or funding resources needed to institutionalize.
Resources such as counseling and outreach need to be dedicated to adult education. Outreach needs to be formalized and structured so that it is consistent. After an analysis of student needs is conducted, curriculum may need to be put in place which allows adult education ESL students easy access to college classes that provide them with the language and skills required to become successful community college students.

7. Please send any supporting evidence or documentation to Carla Reible (carla.reible@rcc.edu) and Marilyn Martinez-Flores (marilyn.martinez-flores@rcc.edu.) Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_ProjectName.doc).
No

8. Would you like to receive an electronic copy of your submission?
Yes

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
**PROJECT**

1. **Project Name:**
   ESL Computerized PTESL Project

2. **Alignment to College Strategic Plan (See Attachment):**
   A4, E2

3. **Alignment to BSI Effective Practices (See Attachment):**
   B1

4. **Department/ Discipline(s) involved:**
   ESL Discipline (district-wide); Assessment Offices

5. **Lead Project Member:**
   Carla Reible

6. **Participating Faculty/ Staff:**
   Carla Reible; Doug Bowen; Olga Dumer; Margarita Shirinnian; Ines Poblet-Moreno; George Jiang; Miguel Reid; David Lee; Daniel Martinez; Marilyn Martinez-Flores; Shiela Pisa; Annabelle Nery

7. **Project status:**
   Continuing Project

**FUNDING**

1. Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding? (check all that apply)
   - currently (2009-2010)

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.
   BSI funding from Moreno Valley and Norco Community Colleges

4. What has the majority of the funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), materials (BSI funds).
   Funding from the Riverside and Moreno Valley BSI grant will fund development of a reading/vocabulary section and a writing section of the PTESL, RCC District’s current ESL placement test. Funding from Norco campus BSI will fund the computerization of the test. Riverside BSI funding provided for travel to and from San Francisco City College to explore their non-credit, credit programs along with an overview of their assessment, orientation and assessment practices (i.e. computerized assessment tests).

5. Do you intend to request BSI funding for the 2010-2011 academic year?
   Yes

**DESCRIPTION**

1. Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)
   The goal of this project is to revise the PTESL to better align with curriculum to assess the current student population. In addition, by computerizing the test, the students will be automatically referred from the existing Accuplacer English assessment to the PTESL so that assessment can be completed immediately, rather than having students make another appointment to come in and take the ESL placement test. The goal is to make it easier for students to complete the assessment process in a timely manner and be placed correctly in an ESL course if needed rather than in the English series of courses. In addition, by computerizing the assessment test it will improve access to the placement test for satellite and K-12 sites.

2. Select the core indicators of success that this project intends to address? (check all that apply)
   Access

3. What is the estimated number of students impacted? Please include student demographics.
   The approximate number of students who take the PTESL district-wide during a year is 1,700.
4. Describe the project activities.
The activities include the following: contracting to computerize the PTESL, revising the existing test, researching and developing reading/vocabulary and writing sections, evaluating cut scores, running parallel studies of the existing test and the revised test, revising and implementing the test.

5. Briefly describe the progress that has been made towards completion of the project.
To date, a contract is currently being developed for CAPP Associates to computerize the PTESL and faculty have been assigned the task of developing reading/vocabulary and writing sections for the PTESL.

OUTCOMES
1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.
At this point, no evaluation has been made.

2. Provide a brief outcomes summary/analysis of your project to date.
The project is not far enough along to develop an analysis of the PTESL.

3. Provide a statement on how you will make improvements, if any, based on your evaluation.
Not applicable.

4. Will this project be institutionalized in the 2010-2011 academic year?
Yes

5. If yes, describe how it will be institutionalized?
Once the test has been computerized and revised, the discipline will conduct a parallel study, revise as necessary and evaluate the cut scores. Once completed, the test will be given at the Assessment Centers district-wide to place students into ESL courses at no cost to the students, or the district.

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

7. Please send any supporting evidence or documentation to Carla Reible(carla.reible@rcc.edu) and Marilyn Martinez-Flores(marilyn.martinez-flores@rcc.edu.) Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_ProjectName.doc).
No, I do not plan to send supporting documents.

8. Would you like to receive an electronic copy of your submission?
Yes

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
### PROJECT

1. **Project Name:**
   
   ESL 801

2. **Alignment to College Strategic Plan (See Attachment):**
   
   A2, A4, A7, B1

3. **Alignment to BSI Effective Practices (See Attachment):**
   
   A5, D6, D10

4. **Department/ Discipline(s) involved:**
   
   ESL Discipline

5. **Lead Project Member:**
   
   Carla Reible & Miguel Reid

6. **Participating Faculty/ Staff:**
   
   Carla Reible, Miguel Reid, Doug Bowen, Margaret Tjandra, Olga Dumer, Margarita Shirinnian, George Jiang

7. **Project status:**
   
   Continuing Project

### FUNDING

1. Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding? (check all that apply)
   
   currently (2009-2010)

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 the funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), materials (BSI funds).
   
   The funding for this project (BSI) was used for faculty (special projects) to analyze the needs of the content area, entry-level courses and designed curriculum that would meet those needs, primarily during intersession.

5. Do you intend to request BSI funding for the 2010-2011 academic year?
   
   Yes

### DESCRIPTION

1. **Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)**
   
   Non-native speaking students entering career and technical programs often face their first college class with inadequate skills in English. This course has been designed in response to requests from the career and technical programs who would like to offer support to second language learners students in order for students to the content of their CTE course while improving their language skills, thus increasing student success.

2. **Select the core indicators of success that this project intends to address? (check all that apply)**
   
   Access
   
   Basic Skills Success
   
   Certificate Completion
   
   Course Completion
   
   Course Success
   
   Retention

3. **What is the estimated number of students impacted? Please include student demographics.**
   
   This course has not yet been placed in the course offerings, so there has been no student enrollment to date. However, we estimate a cohort of 30 students for the spring 2011.
4. Describe the project activities.
ESL faculty met with Auto and Early Childhood Development to assess their entry-level courses and the needs that second language learners might have in successfully completing the courses. In addition, the faculty researched other similar types of courses being offered at other community colleges and made follow up phone calls. The faculty then developed ESL 801 to meet those needs.

5. Briefly describe the progress that has been made towards completion of the project.
ESL 801 was designed and written in summer and fall 2009. The Discipline, Department, and curriculum committee approved this course in Spring 2010. This new non-credit course is being submitted to the Chancellor's office for approval.

OUTCOMES
1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.
No evaluation of the course has been completed since it has not yet been offered. When the course is offered, we will examine the effectiveness of the class by looking at student and faculty survey feedback and student persistence, completion and success rates.

2. Provide a brief outcomes summary/analysis of your project to date.
Not applicable at this time.

3. Provide a statement on how you will make improvements, if any, based on your evaluation.
Not applicable at this time.

4. Will this project be institutionalized in the 2010-2011 academic year?
Yes

5. If yes, describe how it will be institutionalized?
Once approved as a new non-credit course, the course may be offered in conjunction with Career and Technical courses that have need of support for non-native speakers.

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

7. Please send any supporting evidence or documentation to Carla Reible(carla.reible@rcc.edu)and Marilyn Martinez-Flores(marilyn.martinez-flores@rcc.edu.) Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_ProjectName.doc).
See Curricunet for existing course outline of record for ESL 801.

8. Would you like to receive an electronic copy of your submission?
Yes

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
**PROJECT**

1. **Project Name:**
   Math 52 Common Assessment Project

2. **Alignment to College Strategic Plan (See Attachment):**
   A8

3. **Alignment to BSI Effective Practices (See Attachment):**
   D9, D8

4. **Department/ Discipline(s) involved:**
   Math

5. **Lead Project Member:**
   Kathy Nabours, Pamela Whelchel, Marc Sanchez and Jeff Mulari

6. **Participating Faculty/ Staff:**
   Kathy Nabours, Pamela Whelchel, Sarah Bahk, Yelena Seager, JuSung Lee, Jane Yoo, Marc Sanchez, Jeff Mulari, Shelly Dawson, Gabriela Mendoza and Karen Lai

7. **Project status:**
   Completed Project

**FUNDING**

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

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 the funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), materials (BSI funds).**
   Basic skills funding was used to pay faculty stipends at the hourly rate for planning, development and analysis

5. **Do you intend to request BSI funding for the 2010-2011 academic year?**
   Yes

**DESCRIPTION**

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

2. **Select the core indicators of success that this project intends to address? (check all that apply)**
   Basic Skills Success
   Course Completion

3. **What is the estimated number of students impacted? Please include student demographics.**
   During one academic year, there are approximately 50 sections of Math 52 offered with about 20-30 students remaining in each section at the end of the semester. Demographics are not available at this time.

4. **Describe the project activities.**
   During the winter intercession, 4 full-time and 4 part-time faculty members reviewed the free-response answers from 59 exams, created rubrics for each question, scored each question based on the rubric and tallied the results. This information was shared and discussed at the Math Day in February and at a Developmental Math Committee meeting in March. Based on these results, changes were made to some of the questions and these changes will be looked at after reviewing the spring common finals.

5. **Briefly describe the progress that has been made towards completion of the project.**
   The group will meet one more time on June 11th to score the free response questions from a sample of spring Math 52 exams. They will report their findings to faculty at the August Math Day and again at a Developmental Math Committee meeting in September. We will specifically discuss the changes that were made to some of the free response questions to see if the changes helped us to determine the actual areas of difficulties that the students appear to be having with respect to each question.
OUTCOMES

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

We will be comparing the success from the winter sample with the success from the spring sample to determine if our discussions and adjustments to the questions resulted in higher student success for these questions.

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

The information from the winter assessment will be e-mailed separately. The information from the June assessment will be provided once the group has been able to write up their findings.

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

We have already made changes to the questions themselves. Some were changed from free response to multiple choice based on the results from the fall semester exams. Other questions were converted from multiple choice to free response in order to determine the exact deficiencies. A new textbook for this course was chosen that we believe is more rigorous than the previous book and we hope that this will also lead to improvements on the common final.

4. Will this project be institutionalized in the 2010-2011 academic year?

No

5. If yes, describe how it will be institutionalized?

N/A

6. If no, describe the necessary steps for funding and/or funding resources needed to institutionalize.

The Math Department would need a budget that would pay faculty to participate in these assessments during the intercessions.

7. Please send any supporting evidence or documentation to Carla Reible (carla.reible@rcc.edu) and Marilyn Martinez-Flores (marilyn.martinez-flores@rcc.edu). Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_ProjectName.doc).

Yes, the document is available through Academic Support, Dr. Myung Hwa Koh.

8. Would you like to receive an electronic copy of your submission?

Yes

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.

We presented our findings at the departments’ Math Day in February and at the Developmental Math Committee meeting in March.
# Student Success Committee Annual Report Card (09-10)

## PROJECT

1. **Project Name:**
   Math Learning Center - Directed Learning Activities

2. **Alignment to College Strategic Plan (See Attachment):**
   A2, A4

3. **Alignment to BSI Effective Practices (See Attachment):**
   D1, D5, D10

4. **Department/ Discipline(s) involved:**
   Math

5. **Lead Project Member:**
   Kathy Nabours and Pamela Whelchel

6. **Participating Faculty/ Staff:**
   Kathy Nabours, Pamela Whelchel, Marc Sanchez, Gabriela Mendoza, Veasna Chiek and Norma Lopez

7. **Project status:**
   Continuing Project

## FUNDING

1. **Is this currently or has this ever been funded through the Basic Skills Initiative (BSI) funding? (check all that apply)**
   - Currently (2009-2010)

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 the funding, from either basic skills or other sources, been used to support? Please indicate the source of funding in parenthesis. Example: hourly support (general funds), materials (BSI funds).**
   - Basic skills funding paid faculty (special projects) at the hourly lab rate to create the DLA instructional worksheets. The funding also paid for student employees at the tutor rate to work with students on the DLAs under the supervision of an instructor on duty.

5. **Do you intend to request BSI funding for the 2010-2011 academic year?**
   - Yes

## DESCRIPTION

1. **Describe the rationale or intended outcomes of the project? (Corresponds to BSI Funding Request)**
   - The Mathematics Discipline recently added ILA 800 as a zero unit tutoring course for students needing help in Mathematics. Besides tutoring, students can also use this course to complete Directed Learning Activities (DLA’s). DLA’s are a way for students to work with a mathematics tutor or instructor on a specific topic that most students find difficult in a particular subject. RCC will be able to receive apportionment for the time a student spends working on a DLA with a tutor or instructor in the Math Learning Center. We hope to create approximately fifteen DLA’s for each course: Math 64, Math 52 and Math 35. (We previously completed the DLA’s for Math 63.) Instructors will encourage students to complete several DLA’s during the semester as part of their semester grade, or they could offer extra credit for completing a certain number of DLA’s. Students in basic skills courses usually do not come to the MLC for extra help, even if they need it. Having DLA’s available as either a course requirement or as extra credit will get them to come to the MLC, and hopefully they will continue to utilize the resources available to them in the MLC. The DLA’s could also be utilized for students who are in higher level math courses and who may have forgotten basic math skills and need assistance and review.

2. **Select the core indicators of success that this project intends to address? (check all that apply)**
   - Access
   - Basic Skills Success
   - Course Completion
   - Course Success
   - Retention
3. What is the estimated number of students impacted? Please include student demographics.
The DLAs were made available to all students, but were intended for 63, 64, 65, 90, 52 and 35 students. No demographics or specific number of students impacted data available at this time.

4. Describe the project activities.
Three faculty from the Mathematics Department that are also members of the Developmental Mathematics Committee worked on each of the three subjects (Math 64, Math 52, and Math 35) writing up approximately 15 DLA’s each. Tutors were then hired to work with students needing extra help on these topics. Instructors during the spring semester were encouraged to advertise the DLA’s to their students and offer extra credit or some other type of incentive to get them to complete DLA’s. Students were required to complete the entire DLA with the tutor and the tutor was required to make sure that the student understood all of the concepts and got every question on the worksheet correct.

5. Briefly describe the progress that has been made towards completion of the project.
We still need to create more Math 64 and Math 35 DLA’s. Many students were asking for more topics to be covered from these two courses. The MLC still doesn’t have the funding to pay for the tutors to work on DLA’s with students. We are also lacking space for this activity. Currently we have a table set up in MLK 308 for the tutor and student to sit at, but MLK 308 is used for classes at least half of the day and more in the fall. Some instructors do not want the tutor and student sitting in the back of their class.

OUTCOMES
1. Briefly describe how you have evaluated the effectiveness of the activities. Include any tools you utilized for the evaluation.
We have been tracking every student that completed a DLA by recording their name, ID number and which DLA they completed. We intent to provide this data to Dr. Koh for further analysis to determine the benefits of math DLA’s in terms of student success. Surveys were collected from the students that completed DLA’s to find out their opinion about whether the DLA’s were useful to them.

2. Provide a brief outcomes summary/analysis of your project to date.
Data has been collected but analysis is incomplete at this point.

3. Provide a statement on how you will make improvements, if any, based on your evaluation.
We hope to create more DLA’s and have more than one tutor working at a time since there were often students waiting for 30 minutes or longer to meet with the tutor. In addition, we will need to identify more space since the space currently utilized for these activities is shared space also utilized for classes and test proctoring. As the demand increases, the space will have to be reassessed.

4. Will this project be institutionalized in the 2010-2011 academic year?
No

5. If yes, describe how it will be institutionalized?
N/A

6. If no, describe the necessary steps for funding and/ or funding resources needed to institutionalize.
We need additional money in the MLC budget to cover the cost of the tutors. We will also need additional room space on the 3rd floor to meet the demand and student requests for DLA’s.

7. Please send any supporting evidence or documentation to Carla Reible(carla.reible@rcc.edu)and Marilyn Martinez-Flores(marilyn.martinez-flores@rcc.edu.) Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_ProjectName.doc).
Yes, I plan to send supporting documents.

8. Would you like to receive an electronic copy of your submission?
Yes
APPENDIX
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.