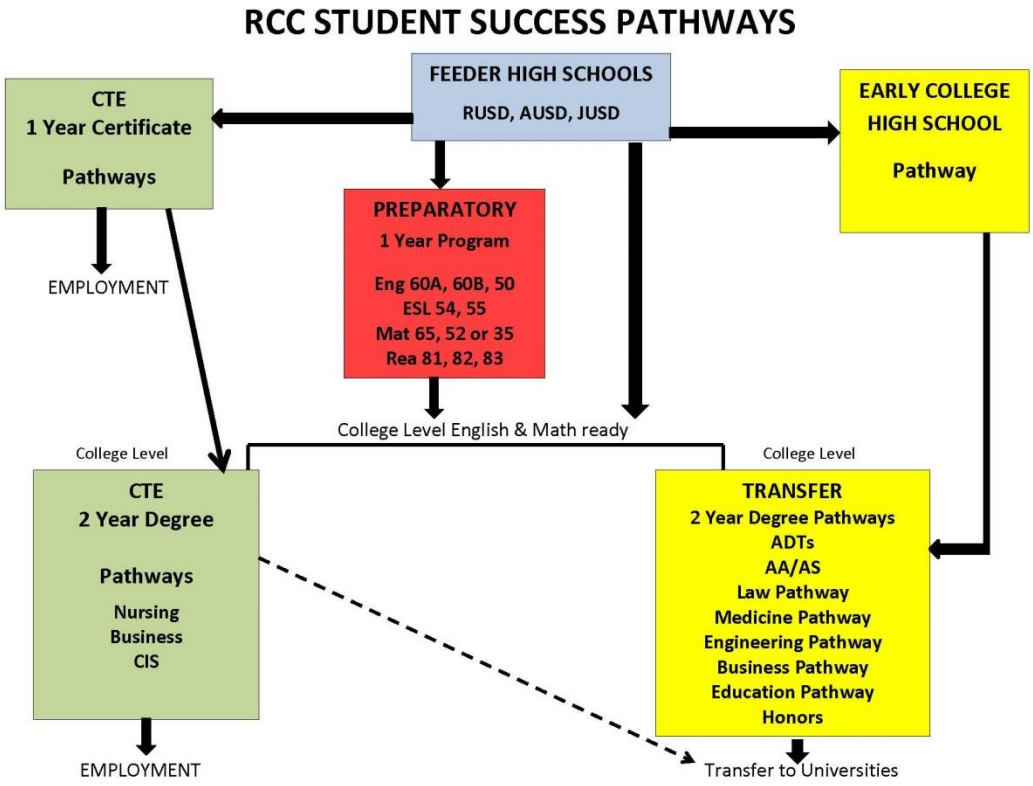
College Readiness Workgroup
Basic Skills Pathway
Five-Year Implementation Plan



Riverside City College
2015-2020

TABLE OF CONTENTS

I. Introduction

II. Prioritized List of Projects/Initiatives/Interventions

III. Pre-Enrollment Outreach and Support

- A. English and Math
- B. Adult Education
- C. Orientation

IV. Assessment and Placement

V. Basic Skills Coursework

- A. JumpStart
- B. Summer Bridge
- C. Fast Track
- D. Specific Courses

VI. Programs and Services

- A. Learning Communities
- B. Supplemental Instruction
- C. Writing and Reading Center
- D. Math Learning Center
- E. English as a Second Language
- F. Basic Skills Advising Program

VII. Closing Equity Gaps

VIII. Transitioning to College Coursework

I. Introduction

Historically, RCC, at the discipline, departmental, and administrative levels, has lacked a coherent, unified and unifying vision for serving Basic Skills students. This trend needs to be defeated through a frank, widespread, and ongoing conversation about how we can increase success, and therefore life opportunities, for those who come to the college to better themselves. Too often we are at loggerheads over (admittedly fraught and complex) issues that prevent us from impacting the Basic Skills population. The following document makes an initial attempt at articulating and implementing a vision for how the college can engage underprepared and unprepared students. A such, this plan must be considered a fluid document that will need to be actively revised as we learn about which initiatives, interventions, and services work for the greatest number of Basic Skills students at RCC.

The College Readiness Workgroup (CRW) is a workgroup of Riverside City College's Academic & Career/Technical Program and Instructional Support Leadership Council (ACTPIS). The Workgroup's goal is to substantively and quantitatively improve the way RCC engages its Basic Skills population in order to reduce remediation time to one year, close equity gaps, and increase rates of retention, persistence, and success along with the number of students served.

While a majority of students [insert avg. over past several years] assess into Basic Skills coursework every semester, comparatively few matriculate into college-level English and Math classes, and even fewer experience success therein. The college must become better at engaging students at the pre-enrollment stage by offering orientation and counseling that clearly communicate the pathways available and by aiding students in selecting the one most likely to result in the realization of their educational goal (core competency, degree, or transfer).

Outreach, orientation, assessment (including placement alternatives), counseling, and faculty advising for Basic Skills students are essential to getting and keeping them on the right path. At present, students are too frequently left to their own devices when choosing classes and navigating the college landscape for the first time. The selecting of a logical pathway with multiple essential skill levels embedded in fewer courses could help with retention and with expediting the remedial period. The college must also continue to develop pathways that engage our most at-risk populations. Longstanding student equity gaps can be closed by targeting specific groups through the scaling-up and/or modification of existing resources (Supplemental Instruction, Communities for Academic Progress, etc.) and by rethinking pedagogical practices to better serve said populations. As example, while the goal for native-speakers of English remains remediation within one year, experts agree that ESL students who must acquire academic language skills require more time prior to matriculation into transfer-level English classes. RCC should strive to create multiple clear "Pathways for College Readiness." In short, the ad-hoc model that currently informs the way RCC remediates Basic Skills students' needs to become an integrated, coherent (yet multi-faceted) plan that is data-driven and student-centered and that aligns with the college's Student Equity, Student Success, Strategic, and Educational Master Plans.

II. Near-Term Priorities

The CRW understands that not all initiatives, programs, and strategies can be eligible for immediate implementation. Therefore, the committee has worked to determine which elements are most crucial for helping the greatest population of Basic Skills students in the near future. Each of the five requests identified below are discussed in greater detail in the body of the document.

1. **Basic Skills Engagement Center**:

Tentatively named the Center for College Readiness (CCR), this space would serve as an informational clearing house for all aspects of the Basic Skills student's experience—from pre-enrollment through matriculation into college-level coursework. Moreover, it would be a place where orientations, presentations, and faculty counseling could be deployed. In short, the CRW imagines a physical space in which a historically-marginalized student population can be made to feel a part of the college. Students who require remediation typically feel isolated and unwelcome; the center could do much to allay fears and encourage persistence and retention.

Year 1 (Estimated Costs: $)

- Determine what services and programs will affiliate with the center and which might be housed within it (for example, faculty advising, orientation sessions, etc.).
- Research how other CCs are running engagement centers to formulate a list of best practices.
- Determine staffing needs
- Research possible sites/spaces
- Identify available funding streams

Year 2 (Estimated Costs: $)

- Move forward with prerequisite studies and reports

Year 3-4 (Estimated Costs: $)

- Finalize and fulfill staffing requirements
- Conversion/construction of space

Year 5 (Estimated Costs: $)

- Begin servicing incoming and current Basic Skills student populations

2. **Math Learning Center**:

A much larger MLC than the one currently in operation would provide needed space for engaging the considerable population of students requiring intervention. The Math discipline could increase peer tutoring and open lab hours while innovating further strategies for helping students move into their next required math course.

Year 1 (Estimated Costs: $)

- Define what services the new MLC would provide and on what scale
- Research how other CCs are running MLCs to formulate a list of best practices.
- Determine staffing needs
- Research possible sites/spaces
- Identify available funding streams

Year 2 (Estimated Costs: $)

- Move forward with prerequisite studies and reports

Year 3-4 (Estimated Costs: $)

- Finalize and fulfill staffing requirements
- Conversion/construction of space
- Begin servicing math student population

Year 5 (Estimated Costs: $)

- Begin servicing incoming and current Math student populations

3. Educational Advisor for Basic Skills:

There exists more than sufficient demand to warrant the creation of a full-time Basic Skills Ed. Advisor position.

Year 1 (Estimated Costs: $)

- Determine specific duties and responsibilities of the position
- Secure funding for a permanent position

Year 2 (Estimated Costs: $)

- Fly position and interview qualified candidates
- Hire the position

Year 3-5 (Estimated Costs: $)

- Continue to explore ways the Ed. Advisor can become more effective by working with various campus entities serving Basic Skills students.

4. High School Outreach:

Early College High School

Year 1 (Estimated Costs: $)

- Assess current relationships with local high school districts
- Research how other CCs in the CA system are successfully working with high schools to better prepare students for college
- Develop a plan for expanding offerings and growing the number of high school students serviced by RCC

Year 2 (Estimated Costs: $)

- Create position and hire a full-time paid liaison to oversee and administer RCC's relationship with local high school districts.
- Begin implementing the plan

- Engage in data collection

Year 3-5 (Estimated Costs: $)

- Vigorously assess to determine the efficacy of ECHS
- Consider expansion if the relationship proves efficacious for students

5. Supplemental Instruction for Basic Skills Courses

Only 15% of courses currently supported by Supplemental Instruction are coded Basic Skills. As remedial courses frequently engage with RCC's most at-risk populations, the benefits of providing SI are potentially legion.

Year 1

- Research benefits of SI for the Basic Skills population
- Retrieve data to assess how RCC's SI-supported Basic Skills courses compare to those without

Year 2

- Seek to supply at least 50% of Basic Skills courses with SI (an increase of 35%)
- Collect data for assessment

Year 3-5

- Increase percentage of Basic Skills courses with SI to 75%
- Continue data collection and assessment to determine best practices for deploying SI in the Basic Skills classroom.

III. Pre-Enrollment Outreach and Support

High School Collaboration

RCC has established important relationships with local high school districts to help students move efficiently through a college pathway to a certificate or transfer to a four-year institution. The current Master Plan indicates a desire to strengthen and expand upon existing collaborative efforts. In view of the fact that, year after year, a majority of recent high-school graduates assess into pre-collegiate coursework at RCC, creating an integrated and vigorous plan for addressing basic skills deficits in entering high school students should be paramount. The Basic Skills Pathway must develop a point of origin in local high schools as a way of improving rates of college readiness among incoming students, thereby reducing the demand for remedial English and Math offerings at RCC. The CRW proposes a scaling-up of RCC's current collaboration with local high school districts through an expansion of existing offerings and the inclusion of feeder schools not yet involved. Efforts are currently underway to develop agreements with Sherman Indian High School, California School for the Deaf, and area private schools such as Notre Dame and Woodcrest.

Include Administration-level agreements with local high schools. (College Report Card)

Consider ECHS models

English

The RCC English Department works with the high school teachers in RUSD and AUSD to administer and monitor the Expository Reading and Writing Course (ERWC). RCC pays for a high school liaison from the English and Media Studies Department (.2 release time) to work with the local high schools. ERWC is the curriculum designed by Cal State for students who test as "conditionally ready" on their EAP exam and choose to use their senior year to get "college ready." Our MOUs with these two districts stipulate that we will work with the English teachers four times per year, looking at student essays and norming ourselves to continually fine-tune our understanding of "college ready." We also provide professional development for the high school teachers.

In 2013-14, 1606 RUSD high school students completed the ERWC course. 1,281 passed with a C or better and were eligible for college level English at any Cal State. 689 passed with a B or better and were eligible for the RCC MOU placing them directly into English 1A if they chose to come to RCC. In 2014-15, 1204 RUSD high school students completed the ERWC course. 1,005 passed with a C or better and were eligible for college level English at any Cal State. 610 passed with a B or better and were eligible for the RCC MOU placing them directly into English 1A if they chose to come to RCC.

For AUSD, RCC offers both the ERWC class and an EC class. The EC class is the equivalent of our English 50, and students who complete that class with a "C" or better can go directly into our English 1A class at RCC. In 2013-14, 387 AUSD students completed the ERWC course, and 364 passed with a "C" or better and were eligible for college level English at any Cal State. 258 passed with a B or better and were eligible for the RCC MOU placing them directly into English 1A if they choose to come to RCC. In the EC class, 113 AUSD students took the class, and 91 passed with a C or better. In 2014-15, 448 students completed the ERWC class, and 304 passed with a C or better and were eligible for college level English at any Cal State. 254 passed with a B or better and were eligible for English 1A if they choose to come to RCC.

RCC has been working with the local high schools to create writing labs in the high schools and to increase the number of ERWC classes offered throughout the two districts. In the future, we would like to include other districts in our collaboration.

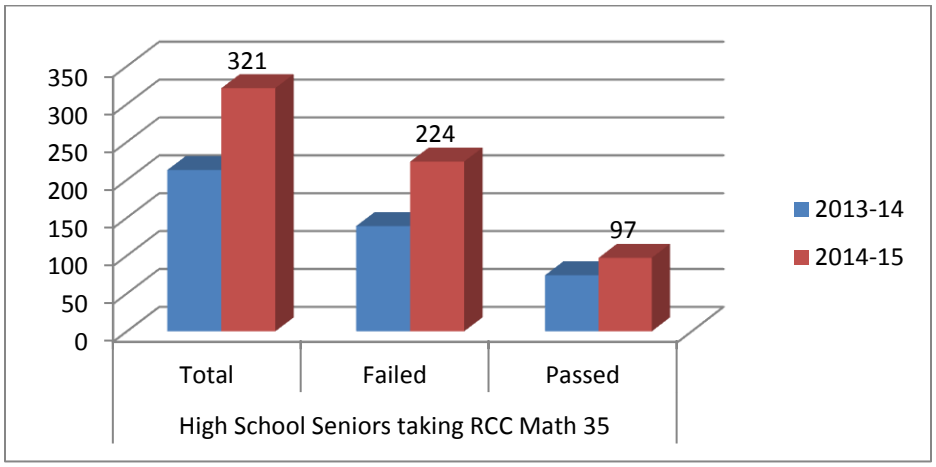
Activity: Outreach to high school principals to arrange the necessary MOUs.
Timeline: The goal is to double student participation over the next five years.

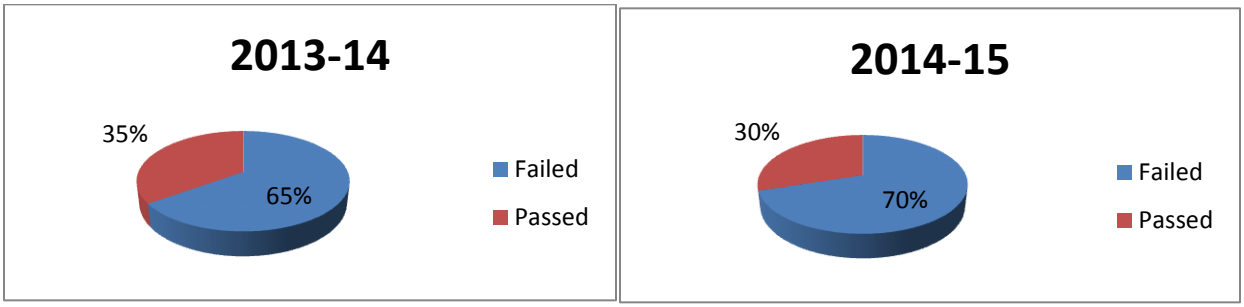
Moving forward, this high school collaboration could be enhanced with more involvement by RCC faculty. Involved instructors should be compensated for their time (right now faculty help out with the norming on a volunteer basis and for FLEX credit). The program could also be enhanced through the creation of an embedded tutoring program in which alumni of ERWC classes go back to their high schools and get paid to offer tutoring within the classroom as part of the ERWC experience.

Activity: Secure funding, plan the embedded tutoring program, identify student populations most likely to benefit, run a pilot, and then scale-up to maximize the number of students entering from local high schools who will not require remediation.
Timeline:

Math

Math's Algebra Program currently has approximately 300 high school seniors from Riverside Unified School District (RUSD) and Alvord Unified School District (AUSD) taking the RCC intermediate algebra course (Math 35). The participating high schools include John W. North, Ramona, Arlington, Martin Luther King, and Poly from RUSD and La Sierra and Norte Vista from AUSD.





High School Seniors taking RCC Math 35

	2013-14	2014-15
Total	213	321
Failed	139	224
Passed	74	97

While the pass rates may appear somewhat modest, Math is able to enroll a full third of these students into college-level coursework when they arrive at RCC (or her sister colleges). The Algebra Program is being scaled up with a target of moving the success rate from 30% to 50% over the next five years (via a 4% increase each year).

Activity: Scaling up the Algebra Program
Timeline: Ongoing

	Year One	Year Two	Year Three	Year Four	Year Five
Targeted Success Rate Increase	4%	4%	4%	4%	4%

Adult Education Collaboration

Another point of origin for community college students are local area adult schools (RAS). Although informal articulation has occurred, RCC should provide a clear pathway for students completing ESL at RAS to matriculate to the RCC path. In light of the limited course offerings available for local area residents, RCC should consider a bridge class that would place students directly into the ESL program at RCC. Onsite placement testing and orientation with an educational advisor would further improve the "trail head" of this path.

Orientation

Riverside City College's students enter with widely varying degrees of preparation. The college currently uses an online model to provide orientation information to students. While this meets some students' needs, many of our first-time freshmen need additional support including information on financial aid, a better understanding of the importance of assessment and placement, and more robust support for counseling and educational planning. Redesigning America's Community College's calls this process intake and support and uses the term "on-ramping" to scope students' initial college experiences (Bailey, T.R; Smith Jaggers, S.; Jenkins, D., 2015).

The CRW recommends a paradigm shift in the way new students experience initial contact with the college. The current model, Assessment-Orientation-Counseling, needs to be revised to an Orientation-Assessment-Counseling model to help future students obtain a better understanding of how to navigate RCC's network of resources, programs, and pathways. A significant, robust face-to-face meeting <u>prior to assessment</u> would present the options available as well as the responsibilities required of first-year college students (including those (re)entering from Adult Education). These onsite orientations should be dual-language in order to increase engagement with our Spanish-speaking community members. Such a change in sequencing would permit future students to move into the assessment phase with a clearer sense of what is at stake and how their performance will determine placement on a particular pathway. The importance of generating a Student Education Plan (SEP) and seeking the aid of educational advisors and counselors would also be stressed at orientation. Encouraging attendees to bring along a family member or another stakeholder in their future success could increase commitment levels and retention.

RCC is currently providing some beneficial services and programs that could be exploited to help incoming Basic Skills students. As example, the High School Student Ambassador Program each spring sends RCC students to local high school campuses on a weekly or as needed basis. The program engaged approximately 1,820 students in the spring 2015 term. The college also provides RCC Application Workshops at many of these high schools. Further, the college offers a series of RCC tours coupled with presentations for incoming students. High School Family Nights give future students and their parents/family important information on the RCC Pathway Program and the services attached. All of these contact points, along with The Welcome Center itself, are valuable insertion for incoming students.

RCC's Enrollment Services currently runs "Route to RCC" events, which are half-day programs at which prospective RCC students and their parents gain valuable information about the application process, the

benefits of an RCC education, and the importance of the educational planning process. The CRW will collaborate with Enrollment Services to determine how Basic Skills could have a beneficial presence at these recruitment events. Students need to be apprised of their options so that they can determine if an accelerated path or one providing more time and sustained engagement best suits their needs.

There are several existing models for orientation reform including one recently presented by Mira Costa College. By Summer 2017, the CRW would like to create a pilot one-day on-campus orientation targeting those students who are most likely to benefit from this face-to-face model.

Creation and Implementation of Face-to-Face Orientation for All Incoming Basic Skills Students
This initiative requires lead faculty in English, Math, Reading, and ESL to design and implement face-to-face orientations which will be the initial contact point in our basic skills student outreach. These orientations will provide more nuanced and effective information distribution to and advising of basic skills students that they can understand the options available to them, the importance of completing their remediation early in their college career, and the support the college can provide. These orientations will directly promote faculty-student engagement and address the multiple equity gaps identified in the Student Equity Plan and the SSSP Plan's call to "[p]rovide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students." Full-time faculty should also be present at these events to help welcome and allay concerns of incoming Basic Skills students. Flex credit could be offered to those interested in taking part.

Year of Request: 2016 – 2017
Resource Category: Human Resources - Faculty Staffing
Projected Cost : $2000
Disciplines / Departments sharing Cost of Resource: English, Math, ESL, and Reading.

IV. Assessment and Placement

For several years, Riverside City College has used Accuplacer tests combined with other measures to place students into English and Math coursework. One of the state-level priorities for Student Success is placement alternatives/revision, often referred to as the Multiple Measures Reform. As Accuplacer is likely to be supplanted by a different system-wide tool, it is important to also explore other ways of getting students onto the pathway that will expedite achievement of their academic goals. The CRW proposes exploration of the following models:

- Faculty-driven (re)placement of misplaced English and Math students into the proper course during the first two-weeks of the semester.
- Reconfiguring JumpStart to allow for placement solely on the instructor's recommendation (thereby eliminating the need for the Accuplacer retest).
- Piloting of Multiple Measures in Assessment (see below)

Of particular concern, disproportionately-impacted students place into lower-level courses at a much higher percentage than those of white students (Dadgar, M., 2015). The table below shows the placement for RCC's first-time freshmen entering in fall 2015.

Student Placement in English Curriculum
For First-Time Freshmen Enrolled at RCC in Fall 2015

	All Assessed / Placed	College-Level (ENG-1A)		1 Level Below (ENG-50)		2 Levels Below (ENG-60B)		3 or More Levels Below (ENG-60A)	
Race / Ethnicity									
	#	#	% of Total	#	% of Total	#	% of Total	#	% of Total
African American	335	38	11.3%	78	23.3%	33	9.9%	183	54.6%
Amerian Indian/Alaskan Native	13	2	15.4%	4	30.8%	0	0.0%	5	38.5%
Asian	141	30	21.3%	45	31.9%	15	10.6%	51	36.2%
Hispanic	2310	357	15.5%	723	31.3%	201	8.7%	1029	44.5%
Pac Islander/Native Hawaiian	17	3	17.6%	4	23.5%	1	5.9%	9	52.9%
Two or More	36	8	22.2%	13	36.1%	3	8.3%	12	33.3%
White	625	182	29.1%	212	33.9%	48	7.7%	183	29.3%
International*	9	2	22.2%	1	11.1%	0	0.0%	6	66.7%
Unknown	11	1	9.1%	3	27.3%	0	0.0%	7	63.6%
Total	**3497**	**623**	**17.8%**	**1083**	**31.0%**	**301**	**8.6%**	**1490**	**42.6%**
Gender									
	#	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Male	1635	321	19.6%	531	32.5%	126	7.7%	657	40.2%
Female	1809	294	16.3%	533	29.5%	169	9.3%	813	44.9%
Other	53	8	15.1%	19	35.8%	6	11.3%	20	37.7%
*F-1 or J-1 Visa									
Disproportionate Impact for English	*0.8* 29.1 =*	*23.3%*							

Student Placement in Math Curriculum
For First-Time Freshmen Enrolled at RCC in Fall 2015

	All Assessed / Placed	College-Level (Transferrable Math)		1 Level Below (MAT-35)		2 Levels Below (MAT-52)		3 or More Levels Below (MAT-63/64/65)	
Race / Ethnicity									
	#	#	% of Total	#	% of Total	#	% of Total	#	% of Total
African American	337	4	1.2%	130	38.6%	72	21.4%	141	41.8%
Amerian Indian/Alaskan Native	15	0	0.0%	6	40.0%	5	33.3%	4	26.7%
Asian	152	23	15.1%	89	58.6%	21	13.8%	19	12.5%
Hispanic	2413	111	4.6%	1115	46.2%	542	22.5%	645	26.7%
Pac Islander/Native Hawaiian	17	0	0.0%	5	29.4%	5	29.4%	7	41.2%
Two or More	35	0	0.0%	16	45.7%	6	17.1%	13	37.1%
White	669	44	6.6%	316	47.2%	136	20.3%	173	25.9%
International*	44	14	31.8%	20	45.5%	1	2.3%	9	20.5%
Unknown	10	0	0.0%	3	30.0%	1	10.0%	6	60.0%
Total	**3692**	**196**	**5.3%**	**1690**	**45.8%**	**798**	**21.6%**	**1017**	**27.5%**
Gender									
	#	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Male	1737	134	7.7%	838	48.2%	355	20.4%	410	23.6%
Female	1895	58	3.1%	826	43.6%	421	22.2%	590	31.1%
Other	60	4	6.7%	26	43.3%	13	21.7%	17	28.3%
*F-1 or J-1 Visa									
Disproportionate Impact for Math	*0.8* 6.6 =*	*5.3%*							

Each level below college level students place adds a semester to their college completion time. When viewed through the framework of RCC's Strategic Planning goals, the 1+2+2 model, and RCC's Equity Plan, reforming and improving methods for placing students into English and math courses should be a key concern. When students are misplaced, either too high or too low, the likelihood of retention and success diminishes markedly.

The College Readiness Workgroup is partnering with other college groups to encourage and support alternative assessment and placement mechanisms. The goal is to refine and improve students' initial placement as a means of reducing the number of those who fail their first course due to inaccurate

placement. Students' GPA and/or previous grade in their most recent English and Math courses is an example of one of these multiple measures.

Activity: Pilot the Multiple Measures Assessment and Placement
Timeline: Summer 2017

Post-Assessment, Pre-Enrollment Engagement

A primary goal of the college is to get as many students as possible to sign a Pathways Contract. Once students have assessed into Basic Skills English and/or Math, they need another face-to-face interaction with a counselor to arrange an SEP and commit to a Pathway. Considering that Counseling is already overburdened, Basic Skills students should have other points of contact made available to them. The CRW proposes the following measures:

- Faculty Advising (from the English, Reading, ESL, and Math Disciplines) for Basic Skills students to ensure logical course loads and progression that will offer the best opportunity for retention, persistence, and success. Too often Basic Skills students self-select schedules that facilitate early failure, disillusionment, and abandonment of college plans. There are some models already implemented on campus from which Basic Skills could draw in developing this type of intervention. As indicated in its most recent Program Review document, the English discipline is targeting a Fall 2017 implementation date.

  Activity:
  Timeline:

- The formation of a Peer Ambassador Leadership Squad (PALS) trained by the college to help Basic Skills students to navigate the non-academic environments at RCC. The squad would consist of students who began in pre-collegiate coursework and experienced success in transitioning to college-level classes. Said mentors would be trained to provide information and general guidance on how to access various resources and support services offered by the college.

  Activity:
  Timeline:

- The creation of an RCC Basic Skills webpage that could serve as a clearing house for students seeking more information or wishing to pose specific questions about the Basic Skills Pathway.

  Activity:
  Timeline:

- The generation of an email list of students who assess into pre-collegiate coursework so that they can be notified of important dates and available resources (including orientation, faculty advising, etc.). This list would be made available in advance of the fall and spring semesters.

  Activity:
  Timeline:

V. Basic Skills Coursework

Data from 2010-1015 show that average retention and success rates for Basic Skills courses are not encouraging. Change must be effected at the course level, for this is where the greatest potential exists

for improving the retention, persistence, and success of at-risk student populations. The disciplines must be open to change and willing to commit to strategies that the data show to be most viable. Instructors need to adapt and adopt pedagogical practices that position Basic Skills students for success.

Average Course Retention and Success Rates by Course Type

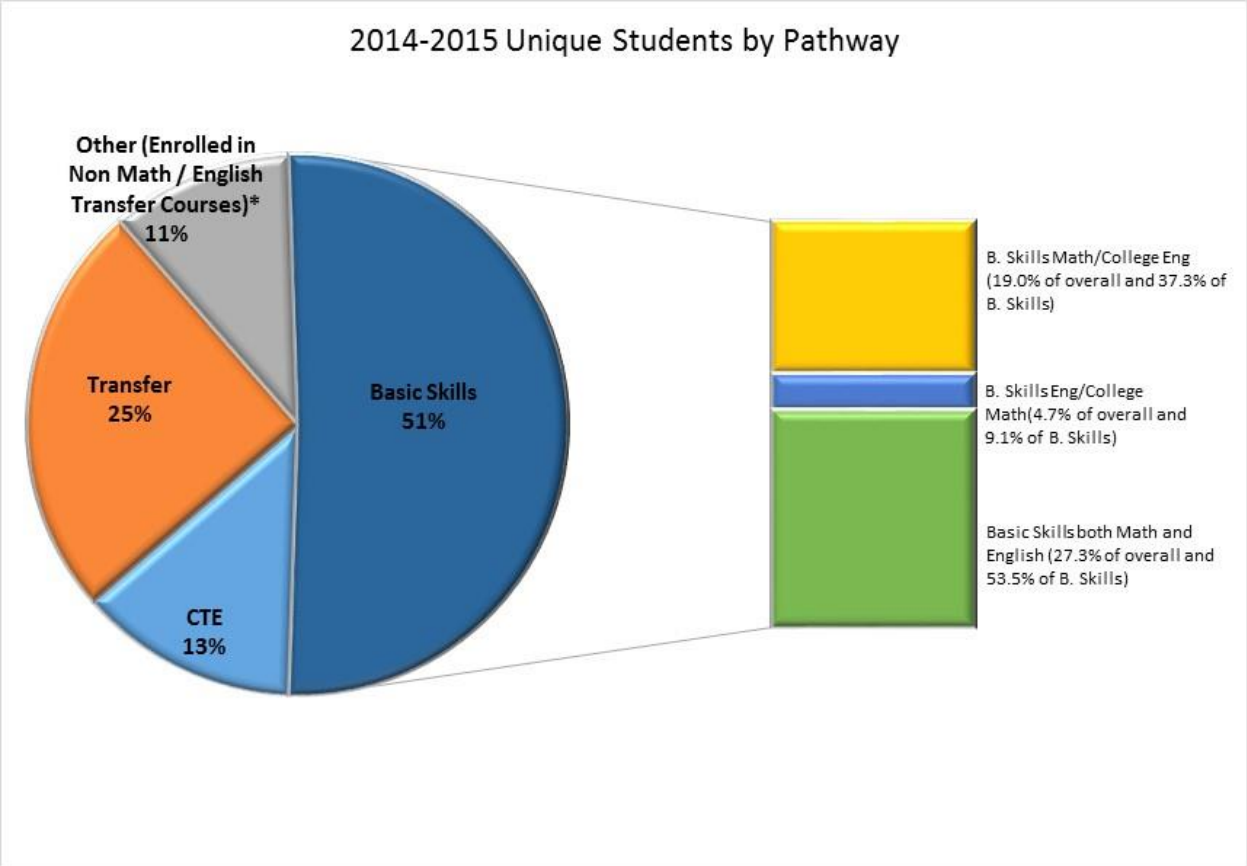
Retention & Success by Course Classification	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	5 Year Average
Basic Skills						
Average Retention	68.1	68.2	72.0	73.7	71.4	70.7
Average Success	49.5	49.4	52.8	53.7	49.2	50.9
CTE						
Average Retention	58.2	66.7	87.9	87.5	87.8	77.6
Average Success	48.3	56.9	74.7	73.3	75.0	65.6
Transfer and CTE						
Average Retention	83.6	82.7	84.8	86.3	85.9	84.6
Average Success	66.7	68.2	70.1	69.8	70.4	69.1

Source: RCCD Enrollment Management Dashboard as of August 31st, 2015

Riverside City College Pathways Model

Improving student success in Basic Skills courses is an important piece of Riverside City College's Strategic Plan, Educational Master Plan, and Student Equity Plan. RCC's Pathways Initiative is designed to progress students from below college level to college level in one year, to an AA/AS Degree in two years, and to a BA/BS degree in the succeeding two years. It is called the 1 + 2 + 2 model. There are three complements of this Pathways model: Basic Skills, Career and Technical Education (CTE), and Transfer. Workgroups have been established for each of these three components. As RCC has reviewed progress from last year's equity report and efforts, research and analysis are informing discussion on how best to continue implementing this 1 + 2 + 2 effort. The College Readiness Workgroup (CRW) is a workgroup focused on Basic Skills.

The 2014-2015 academic year was the first year RCC benchmarked its students' overall placement into each of these three Pathways. Because the tracking is at an individual level, these students can also be disaggregated into each of the equity groups for more detailed analysis. The Figure below shows the distribution of students by each of these Pathways.



Riverside City College offers co-curricular and targeted programs designed to support students and increase student success. Three of these are Jump Start, Summer Bridge, and Communities for Academic Progress (CAP).

A Case for Basic Skills

Roughly half (and frequently a majority) of incoming students test two or three levels below college in both English and Math. The most recent data show this trend continues unabated. A striking 82.2% of RCC's 2015 incoming student population tested into pre-collegiate coursework in English and 95% into pre-collegiate math (see tables on page 5 above). Of these students, 51.2% in English and 49.1% in math tested two or three levels below college level (the overwhelming majority were three or more levels below). The administration has made clear it wants to focus on students who can remediate in one year, but this strategy marginalizes half of our incoming student population. The CRW encourages the college to develop access points that address this majority population of students un- and underprepared for college work.

The Need for Counseling and Advising Support:
State and national data show that integrated academic support can play a fundamental role in student success. Wherever possible, basic skills courses should maintain and/or develop a mechanism for

providing close support by partnering with Counseling and other campus resources to engage in instruction and intervention both within and beyond the classroom environment.

Moreover, in the recent past, a lack of funding has prevented several programs and initiatives from functioning efficiently, thereby negatively impacting data as to their academic viability. The CRW recognizes a longstanding and dramatic need for support staff and ed. advisors who can ensure efficiency and the greatest proportional success for the greatest number of Basic Skills students. For example, a full-time Basic Skills Pathway Coordinator focused on the monitoring and scaling-up of ongoing initiatives and interventions and the introduction of new strategies could make a major contribution to the success of the pathway and the students on it.

Designated Space for "Open Office Hours" and Faculty-Student Engagement/Advising Opportunities for Basic Skills Students

The "open office" location is not any individual office but a designated public space, perhaps within the planned Basic Skills Engagement Center. The initiative will require access to and substantive use of existing geographical space on the campus, not the construction of new space. Likely, it will require some small capital and equipment outlay, but the college may already have those resources elsewhere. By providing a delineated space for faculty-student engagement and academic/educational advising, the college can address the substantial equity/proportionality gaps that exist for our African American, Native Alaskan/American Indian, Native Hawaiian/Pacific Islander, Hispanic and Foster Youth students, as well as Students with Disabilities, who disproportionately occupy our basic skills English courses, as noted in our Program Review. But to serve such a large and at-risk population in a meaningful and substantive way, the college will need to find space on the current campus that can be designated as a Basic Skills Engagement Center with minimal retrofitting. If such a space cannot be found, it must be designed and allocated in any new construction which may occur in the space now occupied by the Administration Building. This directly aligns with the college's stated goal of addressing the equity gap and promoting student retention, success, persistence, and completion.

Year of Request: 2016 - 2017
Resource Category: Capital Outlay (Physical Resources)
Projected Cost : 0
Disciplines / Departments sharing Cost of Resource: Math, English, ESL, and Reading.

Acceleration Models

Accelerated courses are one of the three high-impact practices identified by California Community College's Success Network, 3CSN. There is a substantial amount of research in California regarding the success of accelerated courses. The CRW will create a Faculty Group to identify and share the research and recommendations with Math and English.

Activity: Faculty Group to identify and share research on acceleration courses
Timeline: Fall 2016 with discussion in Spring 2017 for potential additional implementation in 2017-2018

Jump Start

Jump Start is offered in both the winter term and summer term at RCC. Riverside City College's Summer 2015 Jump Start program included 3 week courses providing "refresher" instruction in math, English, and reading to first-time freshmen. This refresher instruction was designed to help students "jump" one or more levels in math and/or English from where they initially tested when enrolling at RCC.

After completing the 3 week courses, the students were evaluated for their likelihood of testing higher than their initial placement tests in math and / or English. For those students the faculty identified as likely to "jump," the students were offered the opportunity to retest for placement using the Accuplacer system. Additionally, the English Department administered a timed reading and writing exam that was then scored by committee. If there were a discrepancy between the two scores (Accuplacer and essay exam), the student made the ultimate decision as to which course s/he would take.

The success rates of these students were not as high as hoped. The CRW is working with faculty and Student Services to revise Summer 2016's Jump Start program with the goal of increasing the student success rate. Part of this revision includes assessment and placement reform and switching back to a four-week term to begin in the first week of summer break (in order to meet the deadline for priority registration). This summer program is an important initiative for the college and part of the 1+2+2 model. Continuing to focus on and improve Jump Start students' outcomes will help increase overall student success for RCC's basic skills students.

Math is underway with developing two courses, Math 81: JumpStart for Elementary Algebra and Math 82: JumpStart for Intermediate Algebra, to provide acceleration through developmental mathematics courses for students involved in the JumpStart Program. The goal is to "jump" 44% of students by the third year of implementation.

Activity: Reform and improve the enrollment of summer Jump Start students in Fall English and Math courses

Timeline: Fall 2016

Jump Start				
2016-17	2017-18	2018-19	2019-20	2020-21

Summer Bridge

Riverside City College's Summer 2015 Summer Bridge Program included three all-day Friday sessions providing academic counseling services including the development of Student Educational Plans SEPs and workshops focusing on campus resources (student services and academic support services). The program incentivized attendance by providing those who completed all components of the program with a backpack filled with school supplies and a $250 credit for the RCC Bookstore. Summer 2015's program was the first program of this kind at RCC. The Office of Institutional Effectiveness will collect and report on Summer Bridge student success to provide a better understanding of the program's effectiveness. This co-curricular program will be revised as needed to better support RCC students in partnership with other summer offerings.

Activity: Revised Summer Bridge courses (with placement and assessment reform)
Timeline: Summer 2016

Summer Bridge				
2016-17	2017-18	2018-19	2019-20	2020-21
Increased sections of ENG 50 (+ ___) MAT 35 (+ ___)	Increased sections of ENG 50 (+ ___) MAT 35 (+ ___)	Increased sections of ENG 50 (+ ___) MAT 35 (+ ___)	Increased sections of ENG 50 (+ ___) MAT 35 (+ ___)	Increased sections of ENG 50 (+ ___) MAT 35 (+ ___)

Another piece of data identified from those students participating in RCC's summer programs is that almost 50% of the students enrolled in summer English or summer math courses did not enroll in Fall English or math courses. The CRW will coordinate with faculty, Admissions and Records, and Student Academic Support to remove barriers to fall enrollment. These barriers include a dearth of available courses, the necessity to retest for placement, and little active encouragement to enroll. The email listserve system referenced above will be announced by faculty to students during summer class meetings in order to keep them abreast of information regarding fall enrollment dates and procedures.

Fast Track

Fast Track English 60A/B is another model of acceleration (along with ENG 80) to eliminate an exit point. Initial data shoes that success rates in Fast Track are higher than their stand-alone counterparts.

(Cinthya—can we get success rate data for Fast Track here?)

Activity:
Timeline:

In ESL-53 and ESL-54, the success rates of Fast-Track students were statistically significantly higher than the success rate of Non-Fast-Track students. The differences were 10.0% and 9.9%, respectively. However, in ESL-55, the Fast-Track sections had lower success rates than the ESL-55 Non-Fast-Track sections

Table 3. Success Rate Differences between Fast-Track and Non-Fast Track ESL course spring 2010 through Spring 2015

Course	Fast-Track			Non-Fast-Track			Difference	Statistical Significance (P-value)
	# of Total	# of Successful students	Success Rate	# of Total	# of Successful students	Success Rate		
ESL-53**	247	183	74.1%	390	250	64.1%	10.0%	**0.008**
ESL-54**	375	283	75.5%	714	468	65.5%	9.9%	**0.001**
ESL-55	179	131	73.2%	1444	1089	75.4%	-2.2%	0.515
Total*	801	597	74.5%	2548	1807	70.9%	3.6%	0.047

Note: Values significant p<.05 are indicated by *; Values significant p<.01 are indicated by **; The Chi-Square test was used to determine the statistical significance.

Table 8. Comparison of Fall 2012 All ESL-54 student's success rates and persistence to ENG-1A by Spring 2015

	Fall 2012 ESL-54 Student	Passed ESL-54 in FA12	Passed ESL-54 in SP15	Enrolled in ESL-55 by SP15	Passed ESL-55 in SP15	Enrolled in ENG-50 by SP15	Passed ENG-50 by SP15	Enrolled in ENG-1A by SP15	Passed ENG-1A by SP15
Fast Track (47599, 47600, 48563)	74	58	64 (85.5%)	64	60 (81.1%)	51	48 (64.9%)	40	37 (50.0%)
Non-Fast Track (48519)	30	19	23 (76.7%)	20	20 (66.7%)	18	18 (60.0%)	16	13 (43.3%)

The data indicate a need for more ESL 53/54 sections concomitant with a discipline-based study of how to increase success rates in ESL 55.

English 80

RCC's English discipline is piloting an English acceleration model, ENG-80: Preparatory Composition (Basic Sills or degree applicable?). This is an intensive 6 unit open-enrollment course that seeks to make students ready for ENG 1-A in a single semester. The success of students in ENG 80, as well as in subsequent English courses, will be tracked to determine the efficacy of the course. There is an ongoing discussion as to how, if at all, enrollment in ENG 80 should be managed. One benefit of the course is the elimination of exit points—where students tend to fall out between courses/terms.

2016 – 2017: Grant-funded multiple measures pilot featuring 4+2 English 1A/Reading 86 cohorts for underprepared students (similar to the Baltimore model), co-requisite models, acceleration, affective domain training, embedded tutoring or SI's, "college readiness" courses at the local high schools, and all necessary administrative and advising support needed to facilitate such activities. (Active)

Initiative/Project Target: Potentially placing 20% more of our students into 1A in three years and decreasing the equity gap for our African American, Native Alaskan/American Indian, NativeHawaiian/Pacific Islander, Hispanic and Foster Youth students, as well as Students with Disabilities by 15% (5% per year for the next three years).

Implementation Timeline: Fall 2016 to spring 2019

English 60 to Replace English 60-A and 60-B

The discipline plans to offer multiple sections of English 60 in replacement of the majority of our 60A and 60B offerings as a means of expediting basic skills students through the remedial pipeline and into college-level coursework.

> **Initiative/Project Target:** Serve 75% of our basic skills students through the English 60 instead of the English 60A/60B courses. This will potentially reduce the number of basic skills/pre-transfer composition courses needed to be taken by 33% for 300+ students per term, which should result in increased persistence, retention, and success at the 60 level by at least 1% per year the course is offered.
>
> **Implementation Timeline:** Fall 2017 onward

Reading 90

The Reading discipline is working on a model similar to ENG 80 that will be piloted in the fall and spring terms (2016-17). A 5 unit course that collapses three Reading classes (81 ,82, 83) into a single semester. The goal is to move students to college-level preparedness at quickly as possible. If the data gathered prove promising, Reading 90 offerings will be increased to meet the expected demand.

	Year One	Year Two	Year Three	Year Four	Year Five
Targeted Success Rate Increase	%	%	%	%	%

Nota bene: The English discipline is currently reconfiguring its 60-A and 60-B offerings with the likely result being a new single course ENG 60) that eliminates perceived redundancies in the current configuration. Reading has indicated a willingness to create a course combining Reading 81 and 82 that would mesh with the new English version of a single ENG 60. The CRW recognizes the utility of and need for course pairings along the English and Reading Basic Skills sequences. The bifurcation of reading and writing is a longstanding obstacle for un- and underprepared students at RCC. Reading and English should vigorously pursue required co-enrollment and/or block scheduling to serve the needs of Basic Skills students.

Math 34

An initiative currently in development to create a Preparatory Pathway for accelerating students through Elementary and Intermediate Algebra. Math 34, a 7 unit course, will be offered in fall 2016 with a targeted 56% success rate in year five.

	Year One	Year Two	Year Three	Year Four	Year Five
Targeted Success Rate Increase	1%	1%	1%	1%	1%

Math 35

Since fall 2013 the Math discipline has been investigating a unique way of engaging Basic Skills students through a project inspired by the book *The New Science of Learning*,

by Terry Doyle and Todd Zakrajsek, in which neuroscience research informs educational praxis. The instructor leading the project, Kathy Nabours, has been adapting her pedagogical approach to best suit the student population, and success rates are on the increase (from 45% for Fall 2013 to 69% in Spring 2015). The target is a 2% increase in success over the next five years.

Activity:
Timeline:

	Year One	Year Two	Year Three	Year Four	Year Five
Targeted Success Rate Increase	1%	1%	1%	1%	1%

Math 37
RCC's math department is piloting an acceleration model similar to ENG 80 with MAT 37.

	Year One	Year Two	Year Three	Year Four	Year Five
Targeted Success Rate Increase	1%	1%	1%	1%	1%

Activity:
Timeline:

	Year One	Year Two	Year Three	Year Four	Year Five
Targeted Success Rate Increase	1%	1%	1%	1%	1%

Explore possibilities of Non-Credit Coursework for Basic Skills students.

VI. Programs and Services

Learning Communities
The Communities for Academic Progress (CAP) Program should be playing a key role in addressing the troubling equity gaps at RCC. The Learning Community model lends itself to focusing on the needs and experiences of specific populations. CAP, by working or consulting with programs like Ujima and Puente can make use of current best practices to help at-risk populations achieve success at RCC.

Completion by Cohort by Race / Ethnicity

Race / Ethnicity	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	5 Year Average
Asian	60.0%	60.3%	63.1%	60.6%	54.0%	59.6%
African-American	49.3%	40.8%	35.1%	32.0%	38.3%	39.1%
Filipino	53.2%	55.6%	41.7%	59.7%	57.8%	53.6%
Hispanic / Latino	39.1%	38.2%	34.0%	34.1%	36.2%	36.3%
American Indian / Alaska Native	46.7%	25.0%	47.8%	34.5%	38.1%	38.4%
Native Hawaiian / Pac Islander	35.3%	25.9%	40.0%	46.2%	32.1%	35.9%
White	48.2%	51.3%	44.4%	46.8%	46.6%	47.5%
Unknown	48.6%	48.5%	46.0%	44.3%	38.1%	45.1%
Total	45.7%	45.4%	40.1%	40.6%	40.8%	42.5%

CAP needs to liaison with appropriate campus programs, disciplines, and instructors to craft Learning Communities (LCs) that can help to close equity gaps. For example, English 50 and Reading 86 could be joined with a content-area class (History, Ethnic Studies, Sociology, etc.) along with the integrated counseling and support CAP can bring to bear. Some initial work has been done, but there needs to be greater commitment to exploiting the full potential of the LC model. A vital of part such a commitment would be the hiring of a dedicated full-time Educational Advisor, the lack of which has in recent years compromised the ability of the program to function efficiently and in the best interests of RCC students. An additional necessity is a faculty coordinator to lead planning, recruiting, and training efforts for faculty teaching in CAP.

Activity:
Timeline:

Another component in great demand is that of a Faculty Co-Coordinator of learning communities at 0.2 reassign time per academic term (0.4 for the academic year), with a stipend for winter and summer sessions, on the same scale as the current faculty development coordinator compensation package. A faculty member will communicate effectively with peers to advocate for current and additional learning communities, as well as provide key insight into the faculty perspective on teaching in cohorts, which will improve the administration and growth of learning communities across the college. Data produced in multiple studies show that learning communities/cohorts improve student success, but the administration of learning communities at RCC for the last few years has struggled to maintain, let alone grow, learning communities.

Year of Request: 2016 – 2017
Resource Category: Human Resources - Faculty Staffing
Projected Cost : 0.4
Disciplines / Departments sharing Cost of Resource: Any interested department or discipline across the college.

Supplemental Instruction

The mission of the Supplemental Instruction (SI) Program is to increase student retention and success in historically difficult basic skills, gateway, and transferrable courses by providing peer-led collaborative learning techniques that improve understanding of course content, foster critical thinking, and strengthen positive study habits. BSI funding supports SI Leaders attending and supporting Basic Skills students in Basic Skills sections.

Funding for SI has been impacted due to the budget crisis, but it has also been impacted by the lack of dedicated funds. Funding is contingent upon approval each semester, and this has led to delayed pay for students employed as SI Leaders and a general inability to plan effectively. Due to the sustained success of the SI model, in spite of difficulties, the CRW advises that the college dedicate a stable budget to Supplemental Instruction that would allow for, among other things, the moving of the SI Coordinator to full-time status when the Title V grant expires in September 2016, the hiring of an Assistant Coordinator, and the hiring of two full-time clerical support staff to help the SI Coordinator maintain and grow the program in an efficient manner.

Activity:
Timeline:

Writing and Reading Center (WRC)

The English discipline is in earnest need of fiscal support of the WRC Initiative for Embedded Tutoring in English Classes. It is a promising, proven, high-impact process that represents a proactive approach to student success because it provides intrusive student support integrated with course instruction. The target population is students taking classes in the "red box": Those in preparatory classes English 60A, English 60B, English 80, and English 50, as well as ESL 53, 54, and 55, and Reading 81, 82, 83, and 90. The intended outcome is improved grades in the students' classes and increased use of the WRC's peer tutoring services.

The activity as listed in the department program review information: Pilot embedded tutoring (ET) in three English classes and an increase to six after the pilot. The timeline is as follows:

<u>Year 1</u>

- Research embedded tutoring
- Secure funding for pilot
- Develop tutor training module, train tutors
- Pilot in English/ESL classes
- Collect data on effectiveness

<u>Year 2</u>

- Study data
- Institutionalize embedded tutoring
- Expand into additional English/ESL classes
- Advertise to content-area instructors, CAP
- Continue data collection
- Increase the number of trained tutors

<u>Year 3-5</u>

- Continue expanding into content-area courses
- Continue data collection

Initiative/Project Status: In Progress
Year(s) Implemented: 2015 - 2016, 2016-2017, 2017-2018, 2018-2019, 2019–2020
Date Started: 08/31/2015

Target: Implement embedded tutoring to improve student retention, persistence, and success in pre-transfer courses in English, ESL, and Reading.

Math Learning Center (MLC)

There is a compelling need for greater space allocation to the MLC. Math cannot provide adequate support to the numbers of Basic Skills students who would benefit from intervention. Equally compelling is the need for a full-time Instructional Support Specialist from 75% to 100% to oversee the various aspects of the MLC. Further, the number of peer tutors and open lab hours are insufficient to meeting the considerable demand for these services, which are critical for getting Basic Skills students to college level. The Math Discipline is also looking into a peer tutoring training course along the lines of that offered by English in the WRC. At present, the MLC lacks the space and funding that could allow it to aid in the success of a great number of those now enrolled in RCC math classes.

Basic Skills Engagement Center

A dedicated space, including new desks, computers, office furniture, etc., where the earlier-mentioned faculty advising could take place and where Basic Skills students across the disciplines could bring their questions and concerns would significantly augment our ability to get students on the right path and retain them through the transition to college-level work.

Year of Request: 2018–2019
Resource Category: Capital Outlay (Physical Resources)
Projected Cost : $10000
Disciplines / Departments sharing Cost of Resource: Math, English, Reading, and ESL.

English as a Second Language (ESL)

According to the Student Equity Report data (2014-15), international students make up 42% of the ESL Program student population. While our international student population continues to expand (approximately 18% growth from spring 2011-12 to 2014-15), our enrollment of local-area residents continues to decline.

This is especially troubling considering the general population and trends reported in the RCC External Scan Summary, which states, "Over the past three decades, the number of foreign-born County residents has substantially increased from 14.9% in 1990 to 22.4% today (Soriano, 2012). Of this foreign-born population, 57% are not U.S. citizens. A related characteristic of the population is that a large number of County residents (39.5%) report that a language other than English is spoken at home."

In the ESL Program, local-area Hispanic students represent 31.1% of student population. Riverside county population is comprised of 47% Hispanic residents. Comparing these two facts indicates that the RCC ESL Program is under-representative of local-area Hispanic students, which is contradictory to the mission of Riverside College as a Title V Hispanic-serving Institution. This combined with the severely contracted adult education offered in Riverside creates limited opportunities for the growing population of residents who speak a language other than English at home and must acquire English in order to be successful in the community and continue economic growth of the county.

Basic Skills Advising Program

As noted in the SSSP Plan, "Research demonstrates that faculty and student interaction has a positive

correlation with increasing transfer and completion rates, as well as grade point average. The faculty advisor program will provide a formalized structure to foster faculty and student engagement." This initiative/project requires a large scale effort on the part of lead faculty in English, Math, Reading, and ESL to design and implement the basic skills faculty advising program. This advising will also require more administrative work outside of the classroom. As with all of our basic skills initiatives/projects, this resource request will directly address multiple equity gaps identified in the Student Equity Plan and the SSSP Plan's call to "[p]rovide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students," "[p]rovide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units," and "[p]rovide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation." The majority of students described here--"first-time," "at-risk"—test into basic skills courses and need the college's academic support, and the discipline needs special projects funding to create a basic skills advising program to provide that support.

Year of Request: 2016 – 2017
Resource Category: Human Resources - Faculty Staffing
Projected Cost : **$**4000 (to be allocated how?)
Disciplines / Departments sharing Cost of Resource: Math, English, Reading, and ESL.

VII. Closing Equity Gaps

While the issue is referenced multiple times above, it is important to acknowledge that the lack of success amongst Hispanic and African American students at RCC is a critical concern. Despite attempts to ameliorate the success disparity tied to race/ethnicity, the data has been discouraging over the past several years, especially for Basic Skills students. One place to look for ways of substantively reducing equity gaps is RCC athletic programs. Persistence rates are significantly higher for student athletes than non-athletes; moreover, athletes are 2-3 times more likely to receive a degree and/or transfer than students not involved in a sport. When we take into consideration that RCC athletics is dominated by Hispanic and African American males, we must acknowledge the keys to their success. The data show that student athletes come to RCC only slightly better prepared than the general population. Therefore, the impressive success rates involving ethnic minority athletes are significantly, if not primarily, tied to their experiences at RCC. The critical difference is the engagement and support enjoyed by those playing a sport at the college.

Success Factors

- Student athletes receive priority registration and early counseling
- Student athletes meet with their faculty coaches at least five times a week.
- Coaches monitor student athletes' academic progress including monthly grade checks. Some athletic teams require mandatory study halls.
- Academic problems are quickly identified and student athletes are referred to tutoring and other assistance. (cite ACCT ppt.)

In brief, student athletes' success correlates directly with the level of interaction they get with college faculty, staff, and resources. As suggested throughout the foregoing document, the woeful rates of success among Basic Skills students can be reversed through a variety of sustained modes of intervention and support. Some existing programs serving Basic Skills students contain these elements,

but there remains an acute and fundamental need for the growth and expansion of existing programs and services with a concomitant commitment to implementing new models and scaling up those that prove successful.

Activity:
Timeline:

Equity Gaps in Basic Skills English Courses

In the English Discipline, unprepared and underprepared students have a profile that is distinct from transfer students. Over 90% of unprepared students are nonwhite, with 71.6% of them being Hispanic, compared to the college population's figure of 54.2%. This is obviously out of proportion and of significant concern.

Further, the African American student population trends downward in each subsequent course from English 60A to 1A. While making up only 9.3% of RCC's student population, African American students constitute 10.1% of the English 60A student population, but only 7.8% of 60B students are African American. In English 50, only 6.5% are African American, and in 1A, only 5.6%. (Please note that these are not pass rates, only enrollment rates. The pass rates are much lower, especially for African American students.) On top of that, at every step of the way, we have exit points that result in declining enrollment, retention, and success rates. In sum, African American students are more likely to need three levels of composition instruction before they can enroll in English 1A, they are less likely to enroll in a subsequent term than RCC's overall student population, and they are less likely to complete a college level course in English.

Activity:
Timeline:

Multi-lingual Educational Advisor

As an Hispanic Serving Institution, RCC needs a multi-lingual educational advisor who will help coordinate our unprepared and underprepared students through the Basic Skills Engagement Center to make sure they will have the support, guidance, and information they need to stay on track to complete their remediation coursework in a timely manner. Creating the position will help reduce the severe equity/proportionality gap in our basic skills students, particularly for our African American, Native Alaskan/American Indian, Native Hawaiian/Pacific Islander, Hispanic and Foster Youth students, as well as Students with Disabilities. The educational advisor will directly impact the multiple equity gaps identified in the Student Equity Plan and the SSSP Plan's call to "[p]rovide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students," "[p]rovide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units," and "[p]rovide follow-up services to at- risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation." The majority of students describe here--"first-time," "at-risk"--test into our basic skills courses and need the college's academic support, and the educational advisor will provide some of that support. As well, this position fits within the Student Equity Plan's call for "instructional support services that do not generate FTES."

Year of Request: 2019 – 2020
Resource Category: Human Resources - Classified Staffing
Projected Cost : $66819
Disciplines / Departments sharing Cost of Resource: English, Reading, Math, and ESL.

Funding for Part-Time Faculty Training and FLEX Training for Full-Time faculty
This initiative requires a large scale effort on the part of faculty to implement, assess, and revise the Basic Skills Faculty Advising Program. In order to meet the needs of our basic skills students—especially to reduce the substantial equity/proportionality gaps that exist for our African American, Native Alaskan/American Indian, Native Hawaiian/Pacific Islander, Hispanic and Foster Youth students, as well as Students with Disabilities—our part-time faculty must have substantial and sustained training in faculty advising for unprepared and underprepared students. Additionally, this resource request will directly address the SSSP Plan's call to "[p]rovide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students," "[p]rovide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units," and "[p]rovide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation." The majority of students described here—"first-time," "at-risk"—test into our basic skills courses and need the college's academic support, and the discipline needs the staffing resources to train faculty to provide that support.

Year of Request: 2017 – 2018
Resource Category: Human Resources - Faculty Staffing
Projected Cost : $12000
Disciplines / Departments sharing Cost of Resource: Math, English, Reading, and ESL.

Look at how access is being defined at the college (enrollment volume/equity/internal)
See College Goals 4 & 5

VIII. Transitioning to College Coursework

The tracking of Basic Skills Pathway students to gather data on success and completion of academic goals (certificate / degree / transfer) will aid in identifying and further supporting the programs, initiatives, and strategies that prove to be the best practices for moving the greatest number of students to college readiness in the shortest span of time.

Activity:
Timeline:

ESL Students in Transfer Level Courses
ESL students who matriculate from the ESL program into English are generally successful. However, successful students often fail to enroll in English 50, or those successful in English 50 do not enroll in English 1A. To increase success, the discipline is considering offering support courses designed to help non-native speakers enrolled in English 50 and 1A with reading/vocabulary and/or editing using a co-requisite model.

Activity:
Timeline:

ESL would also like to have early identification of goals and contextualize teaching by providing ESL instruction linked with CTE courses as a more direct "pathway" for students, but one that begins the first semester of instruction.

Activity:
Timeline:

References

Bailey, T.R.; Smith Jaggers, S.; and Jenkins, D. (2015). *Redesigning America's Community Colleges: A Clearer Path to Student Success.* Harvard University Press.

Dadgar, M.; Collins, L.; and Schaefer, K. (2015, March). *Placed for Success. How California Community Colleges can improve accuracy of placement in English and math courses, reduce remediation rates, and improve student success.* Career Ladders Project.